Chapter 10

Roman Civilization

The Colosseum in Rome, Italy

100 B.C.  A.D. 100  A.D. 300  A.D. 500

- c. 10 B.C.  Livy writes his History of Rome
- A.D. 395  Roman Empire divided into eastern and western parts
- A.D. 527  Emperor Justinian begins rule

Where & When?
Life in Ancient Rome
As different societies interact, they often bring about change in each other. The Romans learned from the Greeks but changed what they borrowed to suit their own needs. The lives of rich and poor Romans were very different.

The Fall of Rome
Studying the past helps us to understand the present. Rome finally fell when Germanic invaders swept through the empire in the A.D. 400s. Despite this, Roman achievements in government, law, language, and the arts are still important today.

The Byzantine Empire
Physical geography plays a role in how civilizations develop and decline. Because it was centered at Constantinople, the Byzantine Empire developed a culture based on Roman, Greek, and Christian ideas. It also established a powerful trading economy.

View the Chapter 10 video in the Glencoe Video Program.
A prediction is a guess based on what you already know. One way to predict while reading is to guess what you believe the author will tell you next. As you are reading, each new topic should make sense because it is related to the previous paragraph or passage. Read the excerpt below from Section 2. Based on what you have read, make predictions about what you will read in the rest of the section. After you read Section 2, go back to your predictions to see if they were correct.

Our world would be very different if the Romans had never existed. Many words in the English language and many of our ideas about government come from the Romans. The same is true for our code of laws and our knowledge about building.

— from page 482

Can you predict which Roman building influences will be discussed in the text that follows?
Read the excerpt below from Section 1 of this chapter.

Family life was important to the Romans. Their families were large. They included not only parents and young children but also married children and their families, other relatives, and enslaved servants. The father was the head of the household. Called the paterfamilias (pah • tuh • fuh • MIH • lee • uhs), or “father of the family,” he had complete control over family members.

—from page 465

Predict what information will be discussed throughout this section, and write down your predictions. Then as you read this section, discuss your predictions with a partner, and decide if they were correct.

Before you read the chapter, skim the questions on pages 494–495 in the Chapter Assessment. Choose three questions and predict what the answers will be.
Looking Back, Looking Ahead
You have already learned about Rome’s rise to power. Life in Rome was not easy, but as the empire grew, its people accomplished many things in art, science, and engineering.

Focusing on the Main Ideas
• In addition to their own developments in science and engineering, the Romans borrowed many Greek ideas about art and literature. (page 461)
• The rich and poor had very different lives in Rome, as did men and women. (page 464)

Meeting People
Virgil (VUHR•juhl)
Horace (HAWR•uhs)
Galen (GAY•luhn)
Ptolemy (TAH•luh•mee)
Spartacus (SPAHR•tuh•kuhs)

Content Vocabulary
vault (VAWLT)
satire (SA•TYR)
ode (OHD)
anatomy (uh•NA•tuh•mee)
Forum (FOHR•uhm)
gladiator (GLA•dee•AY•tuhr)
paterfamilias (PA•tuh•fuh•MIH•lee•uhs)
rhetoric (REH•tuh•rihk)

Academic Vocabulary
technique (tehk•NEEK)
constant (KAHN•stuhnt)

Reading Strategy
Compare and Contrast Use a Venn diagram like the one below to show similarities and differences between the rich and the poor in Rome.

Roman Rich
Roman Poor

Where & When?

100 B.C. 73 B.C. c. 10 B.C. c. A.D. 80
Spartacus leads revolt of enslaved people Livy writes his History of Rome Colosseum completed

BRITAIN GREECE SPAIN ITALY Constantinople

EGYPT
Main Idea In addition to their own developments in science and engineering, the Romans borrowed many Greek ideas about art and literature.

Reading Connection Are there people in your life that you admire? What have you learned from them? Read to find out what the Romans learned from the Greeks.

The Romans admired and studied Greek statues, buildings, and ideas. They copied the Greeks in many ways. However, they changed what they borrowed to accommodate their own needs.

What Was Roman Art Like? The Romans admired Greek art and architecture. They placed Greek-style statues in their homes and public buildings. Roman artists, however, carved statues that looked different from those of the Greeks. Greek statues were made to look perfect. People were shown young, healthy, and with beautiful bodies. Roman statues were more realistic and included wrinkles, warts, and other less attractive features.

In building, the Romans also turned to the Greeks for ideas. They used Greek-style porches and rows of columns called colonnades. But they also added their own features, such as arches and domes. Roman builders were the first to make full use of the arch. Arches supported bridges, aqueducts, and buildings. Rows of arches were often built against one another to form a vault (VAWLIT), or curved ceiling. Using this technique, the Romans were also able to build domes.

The Romans were the first people to invent and use concrete, a mixture of volcanic ash, lime, and water. When it dried, this mix was as hard as rock. Concrete made buildings sturdier and allowed them to be built taller.

Rome’s concrete buildings were so well built that many still stand. One of the most famous is the Colosseum, completed about A.D. 80. It was a huge arena that had a seating capacity of about 60,000 people. Another famous building is the Pantheon, a temple built to honor Rome’s gods. The Pantheon’s domed roof was the largest of its time.

This Roman bridge still stands in Spain. In what other structures were arches used?
Roman Literature  Roman authors based much of their writing on Greek works. For example, the Roman writer Virgil (VUHR•juhl) drew some of his ideas from Homer’s Odyssey. Virgil’s epic poem, the Aeneid (uh•NEE•uhd), describes the adventures of the Trojan prince Aeneas and how he came to Italy. Virgil presents Aeneas as the ideal Roman—brave, self-controlled, and loyal to the gods.

Rome’s other famous writers also looked to the Greeks for inspiration. Using Greek models, the poet Horace (HAWR•uhhs) wrote satires (SA•TURZ). These works poked fun at human weaknesses. Horace also composed odes (OHDZ), or poems that express strong emotions about life. The Roman writer Ovid wrote works that were based on the Greek myths. The poet Catullus also admired Greek writings. He wrote short poems about love, sadness, and envy.

Like the Greeks, Rome’s historians recorded the events of their civilization. One of Rome’s most famous historians was Livy. He wrote his History of Rome about 10 B.C. In this book, Livy describes Rome’s rise to power. Livy greatly admired the deeds of the early Romans, and he believed that history had important moral lessons to teach people.

Livy celebrated Rome’s greatness, but the Roman historian Tacitus took a darker view. He believed that Rome’s emperors had taken people’s freedom. Tacitus also thought Romans were not committed to the values that made them strong. He accused them of wasting time on sports and other pleasures.

Also like the Greeks, the Romans enjoyed plays. Roman plays were often based on Greek tragedies and comedies. Playwrights such as the tragedy writer Seneca and the comedy writers Plautus and Terence wrote plays for religious festivals. Romans especially liked plays with humor.

Roman authors influenced later writers in Europe and America, but the language of the Romans, Latin, had an even bigger impact on future generations. Latin became Europe’s language for government, trade, and instruction until about A.D. 1500. Latin became the foundation for many modern European languages, such as Italian, French, and Spanish, and shaped many others. Many of the English words we use today come from Latin as well.

Roman Science and Engineering  The Romans also learned from Greek science. A Greek doctor named Galen (GAY•luhn)
brought many medical ideas to Rome. For example, he emphasized the importance of **anatomy** (uh • NA • tuh • mee), the study of body structure. To learn about internal organs, Galen cut open dead animals and recorded his findings. Doctors in the West studied Galen’s books and drawings for more than 1,500 years.

Another important scientist of the Roman Empire was **Ptolemy** (TAH • luh • mee). Ptolemy lived in Alexandria, in Egypt. He studied the sky and carefully mapped over 1,000 different stars. He also studied the motion of planets and stars and created rules explaining their movements. Even though Ptolemy inaccurately placed Earth at the center of the universe, educated people in Europe accepted his ideas for centuries.

While Roman scientists tried to understand how the world worked, Roman engineers built an astonishing system of roads and bridges to connect the empire. Have you ever heard the saying “All roads lead to Rome”? Roman engineers built roads from Rome to every part of the empire. These roads were well built and made travel and trade more accessible.

The Romans also used advanced engineering to supply their cities with freshwater. Engineers built aqueducts to bring water from the hills into the cities. Aqueducts were long troughs supported by rows of arches. They carried water over long distances. At one time, 11 great aqueducts fed Rome’s homes, bathhouses, fountains, and public bathrooms. Roman cities also had sewers to remove waste.

**Reading Check**  **Explain** How did the Romans improve on Greek ideas in architecture?
Daily Life in Rome

**Main Idea** The rich and poor had very different lives in Rome, as did men and women.

**Reading Connection** Do you think there is a big difference in the lives of boys and girls you know today? Why or why not? Read to learn how the lives of Roman boys and girls were very different from each other.

What was it like to live in Rome over 2,000 years ago? Rome was one of the largest cities in the ancient world. By the time of Augustus, over a million people lived there. Rome was carefully planned, as were many Roman cities. It was laid out in a square with the main roads crossing at right angles. At its center was the **Forum** (FOHR•um). This was an open space that served as a marketplace and public square. Temples and public buildings were built around it.

Wealthy Romans lived in large, comfortable houses. Each home had large rooms, fine furniture, and beautiful gardens. In the center was an inner court called an **atrium**. Wealthy Romans also had homes called **villas** on their country estates.

The city of Rome was crowded, noisy, and dirty. People tossed garbage into the streets from their apartments, and thieves prowled the streets at night. Most people in Rome were poor. They lived in apartment buildings made of stone and wood. High rent forced families to live in one room.

Roman apartments were up to six stories high. They often collapsed because they were so poorly built. Fire was a **constant** danger because people used torches and lamps for lighting and cooked with oil. Once started, a fire could destroy entire blocks of apartments.

To keep the people from rioting, the Roman government provided “bread and circuses,” or free grain and shows. Romans of all classes flocked to the chariot races and gladiator contests. **Gladiators** (GLA•dee•AY•tuhrz)
fought animals and each other. Most gladiators were enslaved people, criminals, or poor people. Gladiators were admired, much like sports heroes are today.

What Was Family Life Like? Family life was important to the Romans. Their families were large. They included not only parents and young children but also married children and their families, other relatives, and enslaved servants. The father was the head of the household. Called the *paterfamilias* (pa•tuhr•fuh•MIH•lee•uh•hs), or “father of the family,” he had complete control over family members. For example, he punished children severely if they disobeyed. He also arranged their marriages.

In some cases, the *paterfamilias* made sure his children were educated. Poor Romans could not afford to send their children to school. Wealthy Romans, however, hired tutors to teach their young children at home. Some older boys went to school, where they learned reading, writing, and *rhetoric* (REH•tuhr•rihk), or public speaking. Older girls did not go to school. Instead, they studied reading and writing at home. They also learned household duties such as cooking, weaving, and cleaning.

Between the ages of 14 and 16, a Roman boy celebrated becoming a man. He would burn his toys and put on a toga, a loose-fitting robe that Roman men wore. Once he came of age, a man might join his family’s business, become a soldier, or begin a career.

▲ A Roman teacher and student

▲ Chariot races were held in an arena called the Circus Maximus, one of the largest arenas ever made. *Besides chariot races, what other types of shows attracted Romans?*
in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a *palla*.

**Women in Rome** Women in early Rome had some rights, but they did not have the same status as men. The *paterfamilias* controlled his wife’s activities. However, he often sought her advice in private. Women had a strong influence on their families, and some wives of famous men, including emperors, became well-known themselves. For example, the empress Livia (LV•EE•uh), wife of Augustus, had a say in Rome’s politics. She was later honored as a goddess.

The freedoms a Roman woman enjoyed depended on her husband’s wealth and status. Wealthy women had a great deal of independence. They could own land, run businesses, and sell property. They managed the household and had enslaved people do the housework. This left the women free to study literature, art, and fashion. Outside the home, they could go to the theater or the amphitheater, but in both places they had to sit in areas separate from men.

Women with less money had less freedom. They spent most of their time working in their houses or helping their husbands in family-run shops. They were allowed to leave home to shop, visit friends, worship at temples, or go to the baths. A few women did work independently outside the home. Some served as priestesses, while others worked as hairdressers and even doctors.

**A Roman House**

Wealthy Romans often lived in spacious houses with central courtyards. The houses had high brick walls without windows. Many of the rooms opened into the courtyard to allow in light and fresh air. How is a Roman home similar to homes in your neighborhood? How is it different?
These apartments were built of brick and stone for wealthy Romans. What sort of buildings did poor Romans live in?

How Did Romans Treat Enslaved People?
Historians can trace slavery to early times in Roman history. But the use of slave labor grew as Rome took over more territory. Thousands of prisoners from conquered lands were brought to Italy. By 100 B.C., an estimated 40 percent of the people in Italy were enslaved.

Enslaved people did many different jobs. They worked in homes, fields, mines, and workshops. They helped build roads, bridges, and aqueducts. Many enslaved Greeks were well educated. They served as teachers, doctors, and artisans.

For most enslaved people, life was miserable. They were punished severely for poor work or for running away. To escape their hardships, enslaved people often rebelled.

In 73 B.C. a slave revolt broke out in Italy. It was led by a gladiator named Spartacus (SPAHR•tuh•kuhs). Under Spartacus, a force of 70,000 enslaved people defeated several Roman armies. The revolt was finally crushed two years later. Spartacus and 6,000 of his followers were crucified, or put to death by being nailed to a cross.

Roman Religion and Philosophy
The ancient Romans worshiped many gods and goddesses. They also believed that spirits lived in natural things, such as trees and rivers. Greek gods and goddesses were popular in Rome, although they were given Roman names. For example, Zeus became Jupiter, the sky god, and Aphrodite became Venus, the goddess of love and beauty. Roman emperors also were worshiped. This practice strengthened support for the government.

Romans honored their gods and goddesses by praying and offering food. Every Roman home had an altar for the family’s household gods. Government officials made offerings in temples. There the important gods and goddesses of Rome were honored. Some Roman priests looked for messages from the gods. They studied the insides of dead animals or watched the flight of birds, looking for meaning.
The Romans also borrowed ideas from Greek philosophy. For example, they borrowed and modified, or changed slightly, the Greek philosophy of Stoicism. For Romans, Stoicism was not about finding happiness through reason like it was for the Greeks. Instead, Stoicism encouraged Romans to live in a practical way. Stoic philosophers urged people to participate in public affairs, to do their civic duty, and to treat conquered peoples well.

As the empire grew larger, Romans came into contact with other religions. These religions were allowed, as long as they did not threaten the government. Those that did faced severe hardships. You will read about one of these religions—Christianity—in the next chapter. 

Reading Check Contrast Compare the life of upper-class women to women of other classes.

### Section 1 Review

**What Did You Learn?**

1. What were some of Ptolemy's scientific achievements?
2. How were the Roman and Greek religions similar?

**Critical Thinking**

3. **Compare and Contrast**

   Draw a chart like the one below. Fill in details comparing Roman and Greek art and architecture.

<table>
<thead>
<tr>
<th>Greek Art</th>
<th>Roman Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Architecture</td>
<td>Roman Architecture</td>
</tr>
</tbody>
</table>

4. **Analyze** Why is the Roman language important? (CA 6RC2.3)

5. **Describe** Describe Roman education. (CA 6RC2.0)

6. **The Big Ideas** The Romans borrowed ideas from other peoples. Do you think our culture today borrows ideas from other peoples? Explain your answer. (CA 6RC2.3)

7. **Making Predictions** Reread the text on Roman literature on page 462. How might Roman writing have been different without the influence of Greek writers? (CA 6RC2.3)

---

**Greek and Roman Gods**

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

---

**Reading Summary**

**Review the Main Ideas**

- Roman art, literature, and science borrowed much from the Greeks. Roman engineers made advances, including the development of cement, the arch, aqueducts, and domes.

- Religion and family were important parts of Roman life. Enslaved people carried out many different tasks in Roman society.
Do you know a person who is always friendly and generous, no matter what the circumstances? In this story, a good-natured husband and wife are rewarded when they receive special guests into their home.

Before You Read

The Scene: This story takes place in ancient Rome in the legendary time when gods visited Earth to interact with humans in person.

The Characters: Baucis and Philemon are a woman and man who welcome guests into their home. Jupiter and Mercury are two ancient Roman gods.

The Plot: A husband and wife welcome two guests into their cottage. As the pair try to provide for their guests with food, the guests reveal their identities and reward the host and hostess for their generosity.

Vocabulary Preview

diversion: something that relaxes, amuses, or entertains

descend: to pass from a higher level to a lower level

hospitality: kind treatment of guests and visitors

thatch: a plant material used to cover the roof of a building

burden: something taken as a duty or responsibility

edible: safe to eat

replenish: to make full or complete again

vantage: a position giving a total view

deluge: flood

unscathed: unharmed

transform: to change completely

ensure: to make certain

eternity: endless time

foliage: leaves from a tree

peasant: farm laborer
As You Read

Keep in mind that this story is a myth. Like the Greeks, Romans passed myths from one generation to the next to explain some aspect of the world. Often, the stories involved gods and goddesses as well as humans.

One of Jupiter’s favorite pastimes was disguising himself as a mortal and roaming the earth in search of diversions and adventures. On one particular day, he and his messenger, Mercury, dressed themselves as lowly beggars and descended to the land of Phrygia (in central Asia Minor) to test the hospitality of the local people. To their dismay, the gods encountered much rudeness and selfishness. As they went from house to house, rich ones and poor ones alike, asking humbly for a scrap of food and a place to sleep, one owner after another told them to go away and barred the door against them. They tried a thousand houses and always received the same poor treatment.

Finally, Jupiter and Mercury came to a small hut thatched with straw and reeds, the humblest and poorest hovel they had seen so far. This time, an elderly couple, Baucis and Philemon by name, welcomed them in. As Ovid told it: They had married young and were deeply in love.

---

1. Phrygia: an area of the Roman Empire in present-day Turkey
2. Hovel: a small, poorly built house
3. Ovid: Roman poet, author of tales of Roman mythology
They had grown old together in the same cottage; they were very poor, but faced their poverty with cheerful spirit and made its burden light by not complaining. It would do you little good to ask for servants or masters in that household, for the couple were all the house; both gave and followed orders.

The two old people went out of their way to make the strangers comfortable. Baucis carefully washed her wobbly wooden table, and she and her husband prepared a supper of cabbage, olives, radishes, eggs, and whatever else edible they could find. As they and their guests ate the meal, Baucis and Philemon noticed that each time their mixing bowl was near to empty, it suddenly filled up again; and the wine kept on replenishing itself, too. Not realizing that this was the work of their superhuman guests, the two humans became afraid and raised their hands high in prayer.

At this moment, Jupiter and Mercury revealed themselves to the old people. They told them not to fear and led them to a mountaintop. From that vantage, Baucis and Philemon watched as a great flood drowned all their neighbors, the ones who had treated the gods so badly, a deluge that left only their own hut standing unscathed. Jupiter then
transformed the hut into a magnificent temple, and the two mortals thereafter resided in it as his devoted priests.

The king of the gods did the two aging lovers a further kindness, ensuring that neither would have to endure the sadness and loneliness of outliving the other and also that they would remain together for eternity. On the last day of their lives each suddenly saw leaves sprouting from the other.

Philemon watched Baucis changing, Baucis watched Philemon, and as the foliage spread, they still had time to say “Farewell, my dear!” and the bark closed over sealing their mouths. And even to this day the peasants in that district show the stranger the two trees close together, and the union of oak and linden in one [trunk].

4 linden: a type of tree with large heart-shaped leaves

Responding to the Literature

1. Who comes to visit Baucis and Philemon?
2. What did Baucis and Philemon notice was happening to their food?
3. **Cause and Effect** What reward was given to the two hosts by Jupiter and Mercury? Why were Baucis and Philemon rewarded in such a way?  
4. **Analyze** How does the setting of the story influence the plot? Support your ideas with details from the story.
5. **Read to Write** Imagine that you are Baucis or Philemon. What would your reaction be to discovering that Jupiter and Mercury were guests in your house? How would you treat them once you knew who they were? Write a journal entry that describes your reaction.
Do you want to learn more about the ancient Romans or the history of Christianity? If so, check out these other great books.

**Biography**

*Julius Caesar: Great Dictator of Rome* by Richard Platt follows the life and times of Rome’s most famous leader. The book explains Caesar’s rise to power, his achievements, and his death. *The content of this book is related to History–Social Science Standard WH6.7.*

**Nonfiction**

*Science in Ancient Rome* by Jacqueline L. Harris provides details and descriptions of the important scientific contributions made by the ancient Romans. It gives specific examples of the significant people and events in Roman history that helped make these advancements. *The content of this book is related to History–Social Science Standard WH6.7.*

**Fiction**

*The Thieves of Ostia* by Caroline Lawrence tells the story of Flavia Gemina, a young girl living in ancient Rome. The book follows Flavia and her friends as they try to solve a crime in the Roman city of Ostia. *The content of this book is related to History–Social Science Standard WH6.7.*

**Nonfiction**

*The Story of Christianity* by Michael Collins and Matthew A. Price covers the historical background of Christianity. The book takes the reader from the birth of Christ to the present day, detailing the important people and events that helped shape the religion along the way. *The content of this book is related to History–Social Science Standard WH6.7.*
Looking Back, Looking Ahead

In Section 1, you learned about Roman life and achievements when the empire was at its height. Over time, however, the Roman Empire began to have problems, and it gradually grew weaker. Eventually, Rome fell to outside invaders.

Focusing on the Main Ideas

- Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire. (page 475)
- Rome finally fell when invaders swept through the empire during the A.D. 400s. (page 479)
- Rome passed on many achievements in government, law, language, and the arts. (page 482)

Locating Places

Constantinople

Meeting People

Diocletian (DY•uh•KLEE•shuhn)
Constantine (KAHN•stuhn•TEEN)
Theodosius (THEE•uh•DOH•shuhs)
Alaric (A•luh•rihk)
Odoacer (OH•duh•WAY•suhr)

Content Vocabulary

inflation (ihn•FLAY•shuhn)
barter (BAHR•tuhr)
reform (rih•FAWRM)

Academic Vocabulary

authority (uh•THAHR•uh•tee)
expand (ihk•SPAND)

Reading Strategy

Sequencing Information
Create a diagram to show the events that led up to the fall of the Roman Empire.

Fall of the Roman Empire

A.D. 250

A.D. 284

Diocletian tries to reform empire

A.D. 305

A.D. 395

Roman Empire divided into eastern and western parts

A.D. 476

Rome’s last emperor overthrown
After Commodus, emperors called the Severans ruled Rome. Much of their time was spent putting down revolts and protecting Rome’s borders. The Severans stayed in power by paying the army well, but they ignored the growing problems of crime and poverty.

Political and Social Problems When the last Severan ruler died in A.D. 235, Rome’s government became very weak. For almost 50 years, army leaders constantly fought each other for the throne. During this time, Rome had 22 different emperors.

Poor leadership was not Rome’s only difficulty. Fewer Romans honored the old ideals of duty, courage, and honesty. Many government officials took bribes. As problems
increased, talented people often refused to serve in government. Many wealthy citizens even stopped paying taxes. Fewer people attended schools, and a large number of the empire’s people were now enslaved. Wealthy Romans supported slavery because it was a cheap way to get work done.

**Economic and Military Problems** During the A.D. 200s, Rome’s economy began to fall apart. As government weakened, law and order broke down. Roads and bridges were destroyed, and trade routes became unsafe. Information could not be sent quickly across the empire, and Rome’s army could no longer organize quickly enough to drive out invaders. Roman soldiers and invaders seized crops and destroyed fields. Farmers grew less food, and hunger began to spread.

As the economy worsened, people bought fewer goods. Artisans produced less, and shopkeepers lost money. Many businesses closed, and the number of workers dropped sharply. Many workers had to leave jobs and serve in the military.

Rome also began to suffer from **inflation** (ihn•FLAY•shuhn), or rapidly increasing prices. Inflation happens when money loses its value. How did this happen? The weak economy meant fewer taxes were paid. With less money coming in, the Roman government could not afford to defend its territories and had to find a way to pay its soldiers and officials. One way for the government to get the money it needed was to put less gold in its coins.

By putting less gold in each coin, the government could make extra coins and pay for more things. People soon learned that the coins did not have as much gold in them, and the coins began losing value. Prices went up, and many people stopped using money altogether. They began to **barter** (BAHR•tuhr), or exchange goods without using currency.

Meanwhile, invaders swept into the empire. In the west, Germanic tribes raided Roman farms and towns. In the east, armies from Persia pushed into the empire’s territory. As fighting increased, the government could no longer enlist and pay Romans as soldiers. It began using Germanic warriors in the army. However, these Germanic soldiers were not loyal to Rome.
What Were Diocletian’s Reforms? In A.D. 284 a general named Diocletian (dye•uh•KLEE•shuhn) became emperor. To stop the empire’s decline, he introduced reforms (rhee•FAWRMZ), or political changes to make things better. Believing the empire to be too large to rule by himself, Diocletian changed its framework by dividing it into four parts. He named officials to rule these areas but kept authority over all.

Diocletian also worked to boost the economy. To slow inflation, he issued rules that set the prices of goods and the wages to be paid to workers. To make sure more goods were produced, he ordered workers to occupy the same jobs until they died. Diocletian’s reforms failed. The people ignored the new rules, and Diocletian did not have enough power to enforce them.

Who Was Constantine? In A.D. 305 Diocletian retired from office. After an interval of conflict, another general named Constantine (KAHN•stuhn•TEEN) became emperor in A.D. 312. To aid the economy, Constantine issued several orders and passed important legislation. The sons of workers had to follow their fathers’ trades, the sons of farmers had to work the land their fathers worked, and the sons of soldiers had to serve in the army.

Constantine’s changes did not halt the empire’s decline in the west. As a result, Constantine moved the capital from a dying Rome to a new city in the east. He chose the site of the Greek city of Byzantium (buh•ZAN•tee•uhm). There he built a forum, an amphitheater called the Hippodrome, and many palaces. The city became known as Constantinople (KAHN•STAN•tuhn•OH•puhl). Today, Constantinople is called Istanbul.

Reading Check Explain How did Diocletian try to reverse the decline of Rome?
CONSTANTINE THE GREAT
C. A.D. 280–337

First Christian Roman Emperor

Constantine was the first Roman Emperor to become a Christian, although he was not baptized until near his death in A.D. 337. He first came to believe in Christianity many years earlier, when he was a military leader. Constantine believed he had seen a flaming cross in the sky inscribed with these words: "By this sign thou shall conquer." The next day his army was victorious in an important battle. He believed that the cross was a call to the Christian God.

During his reign, Constantine granted new opportunities to Christians and helped advance the power of the early Catholic Church. At the Council of Nicea in A.D. 325, he encouraged discussion about the acceptance of the Trinity (Father, Son, and Holy Spirit). He also boosted the political positions and power of bishops within the Roman government.

Even though Constantine had many political and religious successes, his life was filled with controversy and tragedy. Constantine married a woman named Fausta. His eldest son from a previous marriage was named Crispus. Fausta accused Crispus of crimes and claimed that he was planning to seize the throne.

Constantine was so shocked that he had his son killed. Constantine later discovered that Fausta had lied because she wanted her own son to be in line for the throne. He then had Fausta killed.

Modern-day Constantinople

Constantine believed freedom of religion was important for the success of his empire and made sure that Christians could no longer be persecuted. What part of the U.S. Constitution protects freedom of religion?

Then and Now
WH7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). WH7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

**Rome Falls**

**Main Idea** Rome finally fell when invaders swept through the empire during the A.D. 400s.

**Reading Connection** How would you feel if a favorite place—a shop, park, or recreation center—was closed after being open for many years? Read to learn how the Romans had to face an even greater loss when their city and empire fell.

Both Diocletian and Constantine failed to save the Roman Empire. When Constantine died in A.D. 337, fighting broke out again. A new emperor called Theodosius (THEEH•uh•DOH•shuhs) finally gained control and ended the fighting.

Ruling the empire proved to be difficult. Theodosius decided to divide the empire after his death. In A.D. 395, the Roman Empire split into two separate empires. One was the Western Roman Empire, with its capital at Rome. The other was the Eastern Roman Empire, with its capital at Constantinople.

**Rome Is Invaded** As Rome declined, it was no longer able to hold back the Germanic tribes on its borders. Many different Germanic groups existed—Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons. They came from the forests and marshes of northern Europe.

These Germanic groups were in search of warmer climates and better grazing land for their cattle. They also were drawn by Rome’s wealth and culture. In addition, many were fleeing the Huns, fierce warriors from Mongolia in Asia.

In the late A.D. 300s, the Huns entered Eastern Europe and defeated the Ostrogoths (AHS•truh•GAHTHS). The Visigoths, fearing for their own welfare, asked the Eastern Roman emperor for protection. He let them settle just inside the empire’s border. In return they promised to be loyal to Rome.

Before long, trouble broke out between the Visigoths and Romans. The empire forced the Visigoths to buy food at very high prices. The Romans also kidnapped and enslaved many Visigoths.

Finally, the Visigoths rebelled against the Romans. In A.D. 378 they defeated Roman legions at the Battle of Adrianople (AY•dree•uh•NOH•puhl). After that defeat, Rome was forced to surrender land to the Visigoths inside Roman territory.

In this excerpt from one of his letters, the Christian leader Jerome describes attacks on the Roman provinces.

“Who would believe that Rome, victor over all the world, would fall, that she would be to her people both the womb and the tomb. . . . Where we cannot help we mourn and mingle with theirs our tears. . . . There is not an hour, not even a moment, when we are not occupied with crowds of refugees, when the peace of the monastery is not invaded by a horde of guests so that we shall either have to shut the gates or neglect the Scriptures for which the gates were opened.”

—Jerome, “News of the Attacks”

**Document-Based Question**

Does Jerome think the gates of the monastery should be shut? Explain.
The Germanic tribes now knew that Rome was not capable of defending itself. More and more Germanic warriors crossed the borders in search of land. In the winter of A.D. 406, the Rhine River in Western Europe froze. Germanic groups crossed the frozen river and entered Gaul, which is today France. The Romans were too weak to force them back across the border.

In A.D. 410 the Visigoth leader Alaric (A•luh•rihk) and his soldiers captured Rome. They burned records and looted the treasury. Rome’s capture shocked the empire’s people. It was the first time Rome had been conquered in 800 years.

Another Germanic group known as the Vandals overran Spain and northern Africa. They enslaved some Roman landowners and drove others away. Then the Vandals sailed to Italy. In A.D. 455 they entered Rome. They spent 12 days stripping buildings of everything valuable and burning them. From these attacks came the English word vandalism, which means “the willful destruction of property.”
Rome Falls  By the mid-A.D. 400s, several Germanic leaders held high posts in Rome’s government and army. In A.D. 476 a Germanic general named Odoacer (OH•duh•way•suhr) took control, overthrowing the western emperor, a 14-year-old boy named Romulus Augustulus (RAHM•yuh•luhs aw•GUHS•chah•luhs). After Romulus Augustulus, no emperor ever again ruled from Rome. Historians often use this event to mark the end of the Western Roman Empire.

Odoacer controlled Rome for almost 15 years. Then a group of Visigoths seized the city and killed Odoacer. They set up a kingdom in Italy under their leader, Theodoric (thee•AH•duh•rihk). Elsewhere in Europe, other Germanic kingdoms arose. For example, in the Roman province of Gaul, a Germanic people called the Franks took power in A.D. 486. About 10 years later, Clovis, the Frankish king, converted to Christianity and became a Catholic. Before long, nearly all of the Franks became Catholic, helping to spread Christianity in Europe.

By A.D. 550, the Western Roman Empire had faded away. Many Roman beliefs and practices remained in use, however. For example, Europe’s new Germanic rulers adopted the Latin language, Roman laws, and Christianity. Despite the Western Roman Empire’s fall to Germanic invaders, the Eastern Roman Empire prospered. It became known as the Byzantine Empire and lasted nearly 1,000 more years.

Reading Check  Identify Which event usually marks the fall of the Western Roman Empire?
The Legacy of Rome

Rome passed on many achievements in government, law, language, and the arts. The Romans left a large legacy. Our world would be very different if the Romans had never existed. Many words in the English language and many of our ideas about government come from the Romans. The same is true for our code of laws and our knowledge about building. Roman rule also allowed the Christian religion to spread.

Roman Ideas and Government Today
Roman ideas about law, as first written in the Twelve Tables, are with us today. We, like the Romans, believe that all people are equal under the law. We expect our judges to make fair decisions. One of the Four Great Achievements of the Romans, according to the Twelve Tables, is the idea that a person may not be arrested without a warrant or a fair hearing.

Roman and Modern Architecture

Early Romans borrowed architectural ideas from the Greeks, but they also developed their own style. Roman designs often included vaults, columns, domes, and arches. New architectural ideas meant that buildings could be constructed in new ways. Because of concrete and a new design, Roman theaters did not have to be built on natural slopes to have tiered seating.

Columns, domes, and arches still appear in many modern buildings. Banks, homes, and government buildings often use a Roman style. What Roman architectural styles do you see in your neighborhood?
decide cases fairly, and we consider a person innocent until proven guilty.

Roman ideas about government and citizenship are also important in many countries today. For example, like the early Romans, Americans believe that a republic made up of equal citizens is the best form of government. We also believe that a republic works best if citizens do their duty, participate in government, and work to make their society better.

**Roman Influence on Culture** Today we use the Latin alphabet, expanded from 22 to 26 letters. Latin shaped the languages of Italy, France, Spain, Portugal, and Romania. Many English words also come from Latin. Scientists, doctors, and lawyers still use Latin phrases. Every known species of plant and animal has a Latin name. Today, we also still read the works of Romans such as Virgil, Horace, Livy, Cicero, Suetonius, and Tacitus.

Ancient Rome also left a lasting mark on architecture. We still use concrete for construction, and Roman architectural styles are still seen in public buildings today. When you visit Washington, D.C., or the capital city of most states, you will see capitols with domes and arches inspired by Roman architecture.

**Christianity** As you probably know, Christianity is one of the major religions in the world today. Christianity began in the Roman Empire. When Rome’s government adopted Christianity in the A.D. 300s, it helped the new religion to grow and spread.

**Reading Check** Compare Which aspects of Rome are reflected in present-day cultures?
Looking Back, Looking Ahead

In the last section, you learned that even though the Roman Empire in the West fell, the Eastern Roman Empire survived and prospered. It became known as the Byzantine Empire. The Byzantines developed a new civilization based on Greek, Roman, and Christian ideas.

Focusing on the Main Ideas

- The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell. (page 485)
- The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong. (page 486)
- The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. (page 489)

Locating Places

Black Sea
Aegean Sea (ih•JEE•uhn)

Meeting People

Justinian  (juh•STIH•nee•uhn)
Theodora  (THEE•uh•DOHR•uh)
Belisarius  (BEH•luh•SAR•ee•uhhs)
Tribonian  (truh•BOH•nee•uhn)

Content Vocabulary

mosaic (moh•ZAY•ihk)
saint (SAYNT)
regent (REE•juhnt)

Academic Vocabulary

income (IHN•KUHM)
rely (rih•LY)
enormous (ih•NAWR•muhs)

Reading Strategy

Cause and Effect  Complete a chart to show the causes and effects of Justinian’s new law code.

<table>
<thead>
<tr>
<th>Causes</th>
<th>New Code of Laws</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.D. 525  Emperor Justinian begins rule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.D. 537  Hagia Sophia completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.D. 565  Justinian dies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

History

Social Science Standards

WH7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
The Rise of the Byzantines

Main Idea The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell.

Reading Connection Think of your own community. How have groups of people from different backgrounds contributed to its character? What would your town or city be like without these contributions from all the different groups? Read to learn about the different groups that made up the Byzantine Empire.

The Eastern Roman, or Byzantine, Empire reached a high point in the A.D. 500s. At this time, the empire stretched west to Italy, south to Egypt, and east to the border with Arabia. Greeks made up the empire’s largest group, but many other peoples were found within the empire. They included Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks.

Why Is Constantinople Important? In the last section, you learned that Emperor Constantine moved the capital of the Roman Empire from Rome to a new city called Constantinople. Constantine’s city became the capital of the Byzantine Empire. By the A.D. 500s, Constantinople had become one of the world’s great cities.

One reason for Constantinople’s success was its location. It lay on the waterways between the Black Sea and the Aegean Sea (ih• JEE•uhn). Its harbors offered a safe shelter for fishing boats, trading ships, and warships. Constantinople also sat at the crossroads of trade routes between Europe and Asia. The trade that passed through made the city extremely wealthy.

Constantinople had a secure land location. Residing on a peninsula, Constantinople was easily defended. Seas protected it on three sides, and on the fourth side, a huge wall guarded the city. Invaders could not easily take Constantinople.

Web Activity Visit ca.hss.glencoe.com and click on Chapter 10—Student Web Activity to learn more about Roman civilization.
WH7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

As time passed, the Byzantine Empire became less Roman and more Greek. Most Byzantines spoke Greek and honored their Greek past. Byzantine emperors and officials began to speak Greek too. The ideas of non-Greek peoples, like the Egyptians and the Slavs, also shaped Byzantine life. Still other customs came from Persia to the east. All of these cultures blended together to form the Byzantine civilization. Between A.D. 500 and A.D. 1200, the Byzantines had one of the world’s richest and most-advanced empires.

**Emperor Justinian**

**Main Idea** The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.

**Reading Connection** Do you sometimes rewrite reports to make them easier to understand? Read to learn how Justinian rewrote and reorganized the Byzantine law code.

Justinian (juh • STIH • nee • uhn) became emperor of the Byzantine Empire in A.D. 527 and ruled until A.D. 565. Justinian was a strong leader. He controlled the military, made laws, and was supreme judge. His order could not be challenged.

**Reading Check** Explain Why did the Byzantine Empire have such a blending of cultures?

---

**The Byzantine Empire A.D. 527–565**

**Maps in Motion**

Justinian attempted to restore the Roman Empire in the Mediterranean.

1. Describe the area of the Byzantine Empire before Justinian’s conquests.
2. How far west did the empire extend after Justinian’s conquests?
Justinian’s wife, the empress **Theodora** (THEE•uh•DOHR•uh), helped him run the empire. Theodora, a former actress, was intelligent and strong-willed, and she helped Justinian choose government officials. Theodora also convinced him to give women more rights. For the first time, a Byzantine wife could own land. If she became a widow, she now had the income to take care of her children.

In A.D. 532 Theodora helped save Justinian’s throne. Angry taxpayers threatened to overthrow Justinian and stormed the palace. Justinian’s advisers urged him to leave Constantinople. Theodora, however, told him to stay and fight. Justinian took Theodora’s advice. He stayed in the city and crushed the uprising. By doing this, Justinian not only restored order but also strengthened his power to rule.

**Justinian’s Conquests** Justinian wanted to reunite the Roman Empire and bring back Rome’s glory. To do this, he had to conquer Western Europe and northern Africa. He ordered a general named **Belisarius** (BEH•luh•SAR•ee•uhs) to strengthen and lead the Byzantine army.

When Belisarius took command, he reorganized the Byzantine army. Instead of foot soldiers, the Byzantine army came to rely on cavalry—soldiers mounted on horses. Byzantine cavalry wore armor and carried bows and lances, which were long spears.

During Justinian’s reign, the Byzantine military conquered most of Italy and northern Africa and defeated the Persians in the east. However, Justinian conquered too much too quickly. After he died, the empire did not have the money to maintain an army large enough to hold all of the territory in the west. About three years after he died, much of northern Italy was lost to an invading tribe of Germans.

Justinian’s court historian recorded Theodora’s opinion about whether to escape or fight during the A.D. 532 revolt.

“My opinion then is that the present time...is inopportune [not a good time] for flight, even though it brings safety....For one who has been an emperor, it is undurable to be a fugitive....May I not live that day on which those who meet me shall not address me as empress. If, now, it is your wish to save yourself, O Emperor, there is no difficulty.”

—Procopius, “The Nika Riot”

**DBQ Document-Based Question**

Why did the empress not wish to escape?

**Justinian’s Law Code** Justinian decided that the empire’s laws were disorganized and too difficult to understand. He ordered a group of legal scholars headed by **Tribonian** (truh•BOH•nee•uhn) to interpret and reform the law code.

The group’s new simplified code became known as the Justinian Code. Officials, businesspeople, and individuals could now more easily understand the empire’s laws. Over the years, the Justinian Code has had a great influence on the laws of almost every country in Europe.

**Reading Check** Explain What did Justinian accomplish during his reign?
Empress Theodora
c A.D. 500–548

Theodora began life in the lower class of Byzantine society but rose to the rank of empress. The historian Procopius recorded the events of her early life. According to Procopius, Theodora’s father worked as a bear keeper at the Hippodrome. After his death, Theodora followed her mother’s advice and became an actress. A career in acting was not as glamorous then as it is now. It was a job of the lower class, like wool spinning, which was Theodora’s other job.

Even though Theodora was of the lower class, she began dating Justinian. Justinian was attracted to Theodora’s beauty and intelligence. Because Justinian wanted to marry Theodora, his uncle, the emperor, changed the law that prevented upper-class nobles from marrying actresses. The two were married in A.D. 525.

Justinian considered Theodora his intellectual equal. In his writings, Justinian said he asked for Theodora’s advice on laws and policies. At Theodora’s urging, he granted more rights to women. Some historians believe Theodora had great power within the royal court, perhaps more than Justinian. For example, nearly all the laws passed during Theodora’s reign as empress mention her name. Theodora and Justinian had no children together. When Theodora died from cancer in A.D. 548, Justinian was overcome with grief. He had her portrait incorporated into many works of art, including numerous Byzantine mosaics.

“She was extremely clever and had a biting wit.”
—Procopius, The Secret History

Then and Now
Name a modern-day female political leader that you think has great influence in making and changing laws. Explain your choice.
Byzantine Civilization

Main Idea The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas.

Reading Connection Do you think a multicultural population adds to a country’s interest and success? Read to learn how the diverse groups of the Byzantine Empire contributed to its culture.

From the A.D. 500s to the A.D. 1100s, the Byzantine Empire was the center of trade between Europe and Asia. Trade goods from present-day Russia in the north, Mediterranean lands in the south, Latin Europe in the west, and Persia and China in the east passed through the empire. From Asia, ships and caravans brought luxury goods—spices, gems, metals, and cloth—to Constantinople. For these items, Byzantine merchants traded farm goods as well as furs, honey, and enslaved people from northern Europe.

This enormous trade made the Byzantine Empire very rich. However, most Byzantines were not merchants. Instead they were farmers, herders, laborers, and artisans. One of the major Byzantine industries was weaving silk. It developed around A.D. 550. At that time, Byzantine travelers smuggled silkworm eggs out of China. Brought to Constantinople, the silkworms fed on mulberry leaves and produced silk threads. Weavers then used the threads to make the silk cloth that brought wealth to the empire.

▲ The style of the Hagia Sophia, shown here, and other Byzantine churches influenced the architecture of churches throughout Russia and Eastern Europe. What does the name Hagia Sophia mean?

▲ Byzantine jewelry

▲ Sculpture showing chariot racing at the Hippodrome
Byzantine Art and Architecture  The Byzantine Empire lasted approximately 1,000 years. For much of that chapter in history, Constantinople was the largest and richest city in Europe. The Byzantines were highly educated and creative. They preserved and passed on Greek culture and Roman law to other peoples. They gave the world new techniques in the arts.

Justinian and many of his successors supported artists and architects. They ordered the building of churches, forts, and public buildings throughout the empire. Constantinople was known for its hundreds of churches and palaces. One of Justinian’s greatest achievements was building the huge church called Hagia Sophia (HAH•jee•uh soh•FEE•uh), or “Holy Wisdom.” It was completed in A.D. 537 and became the religious center of the Byzantine Empire. It still stands today in Istanbul.

Inside Hagia Sophia, worshipers could see walls of beautiful marble and mosaics. Mosaics (moh•ZAY•ihks) are pictures made from many bits of colored glass or stone. They were an important type of art in the Byzantine Empire. Mosaics mainly showed figures of saints (SAYNTS), or Christian holy people.

Byzantine Women  The family was the foundation of social life for most Byzantines. Religion and the government stressed the importance of marriage and family life. Divorces were rare and difficult to get.

Byzantine women were not encouraged to lead independent lives. They were expected to stay home and take care of their families. Despite this tradition, women did gain some important rights, thanks to Empress Theodora.
Byzantine women became well educated and involved in politics. Several royal women served as regents. A regent (REE•juhnt) is a person who stands in for a ruler who is too young or too ill to govern. A few ruled the empire in their own right.

**Byzantine Education** The Byzantines valued education. In Byzantine schools, boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Wealthy Byzantines sometimes hired tutors to teach their children. Girls usually did not attend schools and were taught at home.

Most Byzantine authors wrote about religion. They stressed the need to obey God and save one’s soul. To strengthen faith, they wrote about the lives of saints. Byzantine writers gave an important gift to the world. They copied and passed on the writings of the ancient Greeks and Romans. Without Byzantine copies, many important works from the ancient world would have disappeared forever.

**Reading Check** Identify What church is one of Justinian’s greatest achievements?

---

**Section 3 Review**

**Reading Summary**

**Review the Main Ideas**

- With its capital at Constantinople and strong Greek influences, the Byzantine Empire grew powerful and wealthy.
- The Byzantine emperor, Justinian, reconquered much of the land that had been held by the old Roman Empire in the Mediterranean. It also issued a new law code known as the Justinian Code.
- As the Byzantine Empire grew wealthy from trade, art, architecture, and education flourished.

**What Did You Learn?**

1. What is a mosaic, and where were mosaics found in the Byzantine Empire?
2. How did silk weaving develop in the Byzantine Empire?

**Critical Thinking**

3. Organizing Information

   Draw a diagram like the one below. Fill in details about Constantinople’s location.
   
   ![Diagram of Constantinople's Location]

4. Describe What were the consequences of Justinian’s wars in Italy, North Africa, and Persia?
   
5. The Big Ideas How did geography influence Byzantine trade?

6. Analyze What important service did Byzantine writers provide to the rest of the world? Explain its significance.

7. Analyze Geography

   Study the map on page 486. Explain why geography made it hard for the Byzantine Empire to expand north or west.

---

Ancient Art & Architecture Collection
CHAPTER 10 • Roman Civilization

Problems in Rome

You have read about many of the problems of the Roman Empire. These included poor leadership, a declining economy, and attacks by Germanic tribes. Other problems also faced Rome, including the unemployed poor in Rome who did not have enough to eat and emperors who did not have a plan for choosing the next ruler of Rome. Roman rulers tried to address these problems, but they were not always successful.

Read the passages on pages 492 and 493, and answer the questions that follow.

Reader’s Dictionary

- **entail**: to be involved in something
- **detriment** (DEH•truh•muhnt): damage
- **largess** (lahr•JEHS): gift
- **dole**: a government gift
- **plebs** (PLEHBS): the common people
- **vied**: competed
- **sesterce** (SEHS•TUHRS): a Roman coin, roughly equivalent to one U.S. dollar

“Bread and Circuses”

The city of Rome may have had over one million people at its height. Many people were unemployed and could not buy food. They were also bored and restless. Unhappy hungry people might rebel. The following passage by the Roman writer Fronto explains how emperors tried to solve these problems.

It was the height of political wisdom for the emperor not to neglect even actors and the other performers of the stage, the circus, and the arena, since he knew that the Roman people is held fast by two things above all, the grain supply and the shows, that the success of the government depends

on amusements as much as on serious things. Neglect of serious matters entails the greater detriment, of amusements the greater unpopularity. The money largesses are less eagerly desired than the shows; the largesses appease only the grain-doled plebs singly and individually, while the shows keep the whole population happy.

—Fronto, “Bread and Circuses”

"Roman coin"
“Empire for Sale”

One of the main problems that faced Rome was how to choose a new emperor. The following passage by Dio Cassius describes the imperial crisis of A.D. 193.

Didius Julianus . . . when he heard of the death of [Emperor] Pertinax, hastily made his way to the [Praetorian] camp and, standing at the gates of the enclosure, made bids to the soldiers for the rule over the Romans. . . . For, just as if it had been in some market or auction room, both the city and its entire Empire were auctioned off. The sellers were the ones who had slain their emperor, and the would-be buyers were Sulpicianus and Julianus, who vied to outbid each other. . . . They gradually raised their bids up to 20,000 sesterces per soldier. Some of the soldiers would carry word to Julianus, “Sulpicianus offers so much; how much more do you bid?” And to Sulpicianus in turn, “Julianus promises so much; how much do you raise him?” Sulpicianus would have won the day. . . . had not Julianus raised his bid no longer by a small amount but by 5,000 at one time. . . . So the soldiers, captivated by this extravagant bid . . . received Julianus inside and declared him emperor.

—Dio Cassius, “Empire for Sale”

Justinian’s Laws

Slavery was common in both the Roman Empire and the Byzantine Empire. The use of enslaved workers during a time of high unemployment helped weaken the Roman Empire. When the Byzantine emperor Justinian created his law codes, he included regulations about slavery based on the old Roman slave laws. The following laws come from the Institutes, a collection of some of Justinian’s laws.

Book I, Chapter III

4. Slaves either are born or become so. They are born so when their mother is a slave; they become so either by the law of nations, that is, by captivity, or by the civil law, as when a free person, above the age of twenty, suffers himself to be sold, that he may share the price given for him.

Book I, Chapter VIII

1. Slaves are in the power of masters, a power derived from the law of nations: for among all nations it may be remarked that masters have the power of life and death over their slaves, and that everything acquired by the slave is acquired for the master.

2. But at the present day none of our subjects may use unrestrained violence towards their slaves, except for a reason recognized by law.

—The Institutes

“Bread and Circuses”

1. How did the grain doles help keep order?
2. Why was it important for emperors not to neglect actors? Why was this more important than the grain dole?

“Empire for Sale”

3. How did Julianus become emperor?
4. What does this process of choosing an emperor say about the loyalty and power of the soldiers?

Justinian’s Laws

5. Besides being born enslaved, what other ways could a person become enslaved?
6. Based on the laws shown, how do you think enslaved people were treated? Explain.

Read to Write

7. Write a short essay using these primary sources to answer this question: What problems do these sources reveal that may have helped cause the Roman Empire to fall?
Critical Thinking

16. **Cause and Effect** Why did Alaric’s capture of Rome shock the Roman people? [CA HR3.]

17. **Predict** How do you think history would have been different if Theodosius had not divided the Roman Empire? [CA H12.]

Geography Skills

Study the map below and answer the following questions.

18. **Place** Which areas were conquered by Justinian’s military? [CA C53.]

19. **Human/Environment Interaction** Why do you think Justinian decided to conquer lands to the west of his empire? [CA C53.]

20. **Movement** What made it difficult for the Byzantine Empire to hold on to Justinian’s conquests? [CA C53.]

Review the Main Ideas

**Section 1 • Life in Ancient Rome**

8. What did the Romans borrow from the Greeks? What did they develop on their own?

9. What were the lives of the rich and poor like in Rome?

**Section 2 • The Fall of Rome**

10. What weakened the Roman Empire?

11. What caused the fall of Rome?

12. In what areas of today’s society can we see Roman influence?

**Section 3 • The Byzantine Empire**

13. Which half of the former Roman Empire was most successful?

14. What policies and reforms helped make the Byzantine Empire strong?

15. What different groups of people contributed to the Byzantine culture?
Read to Write

21. **The Big Ideas Writing Reports** You have learned that Byzantine culture was greatly influenced by the Romans, Greeks, Egyptians, Slavs, and Persians. Think about the culture of the United States. Work with a classmate to prepare a report identifying parts of U.S. culture that were originally part of other cultures.

22. **Using Your Foldables** Use the information in your foldable to create a study guide. For each section, your study guide should include five questions that focus on the main ideas.

Using Academic Vocabulary

23. Use five of the following vocabulary words to write a short essay about the fall of Rome. Make sure that the words are used correctly.

- constant
- authority
- expand
- income
- enormous
- rely

Building Citizenship

24. **Analyze** Traditional Roman ideas of duty, courage, and honesty lost their importance before Rome fell. Why do you think duty, courage, and honesty are important in keeping a society strong?

Linking Past and Present

25. **Language Connections** Use your local library to research some of the words from the Roman language, Latin, that we still use today. Create a list of these words as well as the Latin words from which they come. Be sure to include a definition with each entry.

Economics Connection

26. **Explain** What role did taxation play in the fall of Rome? What would be some possible solutions to solving the tax problems? Write an essay explaining your solution to the problem.

Reviewing Skills

27. **Predicting** Write an essay in which you predict the fall of the Roman Empire. What are some of the things that you notice as signs of the fall?

28. **Making Choices** How did Rome’s leaders try to strengthen the empire? How well did these methods work? Write a short story describing how you would make Rome strong.

Select the best answer for each of the following questions.

29. Which of the following contributed to the instability of the Roman Empire and its eventual fall?
   - A dishonest government officials
   - B attacks by the Greeks
   - C the death of Julius Caesar
   - D the rise of the Byzantines

30. The Eastern Roman Empire was able to avoid many Germanic invasions because
   - A it was protected by the Spartans.
   - B the Western Roman Empire had more wealth.
   - C the Mediterranean and Black Seas offered protection from invaders.
   - D Constantine moved the capital to Constantinople.