

Geography and the Early Development of Rome

Overview and Objectives

Overview

In a Response Group activity, students learn about the founding of Rome, and examine images to identify evidence of Etruscan and Greek influences on Rome.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- identify the location and describe the geography of Rome.
- explain the myth of Romulus and Remus.
- analyze the influence of Etruscan engineering and sports on the development of Rome.
- analyze the effect of Greek architecture, writing, art, and religion on Roman culture.

Language Arts

- understand cause and effect.
- identify myths as a form of fiction, and distinguish between the historic and the mythic.

Social Studies Vocabulary

Key Content Terms Rome, Etruscan, cuniculus, gladiator, Greco-Roman

Academic Vocabulary adapt, document, display

Lesson 32 - Geography and the Early Development of Rome

Source: History Alive! The Ancient World - 32

Setting the Stage - Ancient Rome

The civilization of Rome developed on the Italian peninsula, a long, boot-shaped piece of land in Europe, surrounded on three sides by water. To the north of Italy lies the rest of northern Europe. To the south, east, and west lay the seas.

On this small peninsula are two major mountain ranges: the lofty Alps, which extend from west to east along Italy's northern border; and the Apennines, which stretch like a backbone down the length of Italy. Their peaks and hillsides cover most of the peninsula.

The small amount of Italy that is not mountainous is made up of high, rocky coastland or level plains. Several rivers, including the Po and the Tiber, flow through these areas to the sea.

Find the city of Rome on the map on the opposite page. You can see that it is located about midway down the peninsula, on the Tiber River and close to the sea. This was a good place to found a city. Its hillside location made it easy to defend. It sat at the very point at which crossing the Tiber was easiest. Rome also lay on the route from the Apennine Mountains to the sea.

As you will learn in this unit, several different cultures converged in Rome. The Greeks, for example, settled nearby, on other parts of the peninsula.

As the map below shows, Rome gradually grew from a city into an empire that extended into Europe and parts of Africa and Asia. Today, the legacy of ancient Rome lives on in the contributions it has made to western civilization—for example, in the modern culture of Western Europe and North America. In this unit, you will learn how Rome grew into an empire. You will also learn about Rome's lasting influence on the world today.

Section 1 - Introduction

In this unit, you will explore the Roman civilization, which flourished from about 700 B.C.E. to about 476 C.E. It began in the ancient city of Rome.

Rome is located in Italy, which includes a peninsula and islands in southern Europe. The Italian peninsula is shaped a lot like a boot. It reaches into the Mediterranean Sea—its toe pointed toward the island of Sicily.

The Romans have a myth about the founding of their city. Long ago, the story goes, a princess gave birth to twin sons, Romulus and Remus. The boys' father was Mars, the Roman god of war. The princess's uncle—the king—was afraid the boys would grow up to take his throne, so he ordered his men to drown them in the Tiber (TIE-bur) River. But before the twins drowned, a wolf rescued them.

When Romulus and Remus grew up, they decided to build a town on the banks of the Tiber River where the wolf had found them. But they quarreled over who would rule their settlement. Romulus killed his brother. He became king of the city, which he named Rome.

The tale of Romulus and Remus is a colorful myth. In this chapter, you will learn about the real founding of Rome. You will also learn how two important groups, the Etruscans and the Greeks, influenced the development of Roman culture.

Section 2 - The Early Romans and Their Neighbors

Over the years, historians have tried to discover the truth about the founding of Rome. No one really knows who the first king of Rome was. We do know that the first people to live in the area that became Rome were the Latins. The Latins were one of several groups who had invaded Italy sometime before 1000 B.C.E.

Perhaps around 700 B.C.E., a Latin tribe built the village that eventually became Rome. They built their village on the Palatine, a hill in central Italy. The Palatine overlooks the Tiber River, at a location about a dozen miles inland from the sea. In time, the village of thatched huts grew into a mighty city that spread over seven hills.

As Rome grew, Roman culture was greatly influenced by two of Rome's neighbors, the Etruscans (eh-TRUH-skans) and the Greeks. The Romans borrowed many ideas and skills from these two groups, beginning with the Etruscans.

The Etruscans had come to control Etruria, a land just north of the Palatine, by about 800 B.C.E. No one knows exactly where they came from. They built some city-states and conquered others. By 600 B.C.E., they ruled much of northern and central Italy, including the town of Rome.

The Greeks also were a major influence on Roman culture. The Romans learned about Greek culture when Greek colonists established towns in southern Italy and on the island of Sicily. Romans also learned about Greek ways from traders and the many Greeks who came to Rome. Let's look at some of the ideas and customs the Romans learned from these two groups.

Section 3 - The Influence of Etruscan Engineering

The Romans became great builders. They learned many techniques about engineering, or the science of building, from the Etruscans. Two important Etruscan structures the Romans adapted were the arch and the *cuniculus*.

Etruscan arches rested on two pillars. The pillars supported a half-circle of wedge-shaped stones. A keystone in the center held the other stones of the arch tightly in place.

A cuniculus was a long underground trench. Vertical shafts connected it to the ground above. Etruscans used these trenches to irrigate land. They also used them to drain swamps and to carry water to their cities.

The Romans adapted both of these structures. In time, they became even better engineers than the Etruscans. They used arches to build huge public works, including bridges, stadiums, and aqueducts to carry water over long distances.

Section 4 - The Influence of Etruscan Sporting Events

Romans also adapted two bloody Etruscan sporting events. The first was slave fighting. The Etruscan custom was to stage slave fights during funerals. Two slaves of the dead master fought to the death with swords and small shields. After being congratulated, the winner was executed.

The Etruscans also enjoyed watching chariot races. The charioteers, or drivers, were strapped to their chariots. If a chariot overturned, a driver could be dragged under the chariot's wheels or trampled by the horses. These fierce competitions often resulted in injury or death.

These Etruscan sports became popular in Rome. In Roman stadiums, thousands of slaves died fighting as gladiators. These professionally trained fighters battled either each other or wild animals. Romans also flocked to see charioteers risk their lives racing four-horse teams.

Section 5 - The Influence of Greek Architecture

The Romans borrowed and adapted ideas from the Greeks, as well as the Etruscans. Greek architecture was one important influence on the Romans. The Greeks built marble temples as homes for their gods. Temples like the Parthenon had stately columns that added to their beauty.

The Romans used Greek designs in their own public buildings. In time, they learned to use concrete to make even larger structures, such as the Pantheon in Rome.

The Romans also used concrete to build huge stadiums like the Colosseum, where gladiators fought. The Circus Maximus, where people watched chariot races, could seat more than two hundred thousand spectators.

Section 6 - The Influence of Greek Writing

Sometimes, the Greek influence on Roman culture was indirect. For example, the Greek alphabet was adopted and then changed by the Etruscans. The Romans then borrowed and altered the Etruscan alphabet.

The Greek alphabet had a more direct influence on Roman culture. Like the Greeks, the Romans wrote in all capital letters. The Greeks carved important documents, such as laws and treaties, into bronze or stone plaques. The plaques were displayed in the public squares. The Romans also carved inscriptions in walls and columns for all to see.

Many Roman writers were inspired by Greek poetry and myths. The Roman poet Virgil built on Greek tales of a long-ago conflict, the Trojan War. Virgil's poem, the Aeneid, told how Aeneas (ay-NEE-ahs), a Trojan prince, fled to Italy after the war. According to Virgil, Aeneas was the ancestor of the first Romans.

Section 7 - The Influence of Greek Art

Both the Etruscans and the Romans admired Greek pottery, painting, and sculpture. The Romans got some Greek ideas from Etruscan art. They borrowed others directly from the Greeks.

Greek pottery was valued throughout the Mediterranean world for its usefulness and beauty. Greek potters created large clay vessels for storing food, water, and wine. They often painted black figures on the red clay. Some of their designs showed pictures of gods and heroes. Others showed people in their daily lives. The Romans eagerly took the work of Greek potters into their homes. Roman artists imitated the technique, but had their own style.

The Greek influence on Roman painting and sculpture was so great that historians speak of "Greco-Roman art." Wealthy Romans often collected Greek art. They built monuments in a Greek style. Roman sculptors and painters used Greek art as models for their own work.

Roman artists also created a lively and realistic style of their own. Greek artists often tried to show an ideal, or perfect, human being or god. As Rome's power grew, much of Roman art celebrated great leaders and events. Roman sculptors became especially skilled in creating lifelike portraits. They made realistic busts, or statues showing the subject's head and shoulders. They also carved life-sized statues of famous military leaders. The statues often seemed just as powerful as the leaders themselves.

Section 8 - The Influence of Greek Religion

The religion of the Romans was a blend of many influences. For example, they followed Etruscan religious rituals in founding their cities. But it was Greek religion that especially influenced Roman ideas about the gods.

The Greeks worshipped a number of gods and goddesses. The gods governed every part of Greek life. The Greeks performed rituals and sacrifices to gain the gods' favor for everything from a good harvest to curing the sick.

The early Romans had their own gods and rituals. But their ideas about the gods changed as they came in contact with other cultures. When the Romans encountered a similar god from another culture, they blended that god's characteristics with those of their own.

The Romans adapted many of the Greek gods as their own, but they gave them Roman names. The greatest Greek god, Zeus, became Jupiter. Aphrodite, the goddess of love, became Venus. Aries, the god of war, became Mars.

The Romans were much less interested in telling stories about the gods than were the Greeks. Romans were more concerned with performing exactly the right ritual for a particular occasion.

Summary

In this chapter, you learned about the beginnings of ancient Rome and the Roman civilization. Rome was founded by people called the Latins who settled near the Tiber River on the Italian peninsula.

The Early Romans and Their Neighbors Over time, the Romans borrowed many ideas and skills from their neighbors. Two groups who greatly influenced Roman culture were the Etruscans and the Greeks.

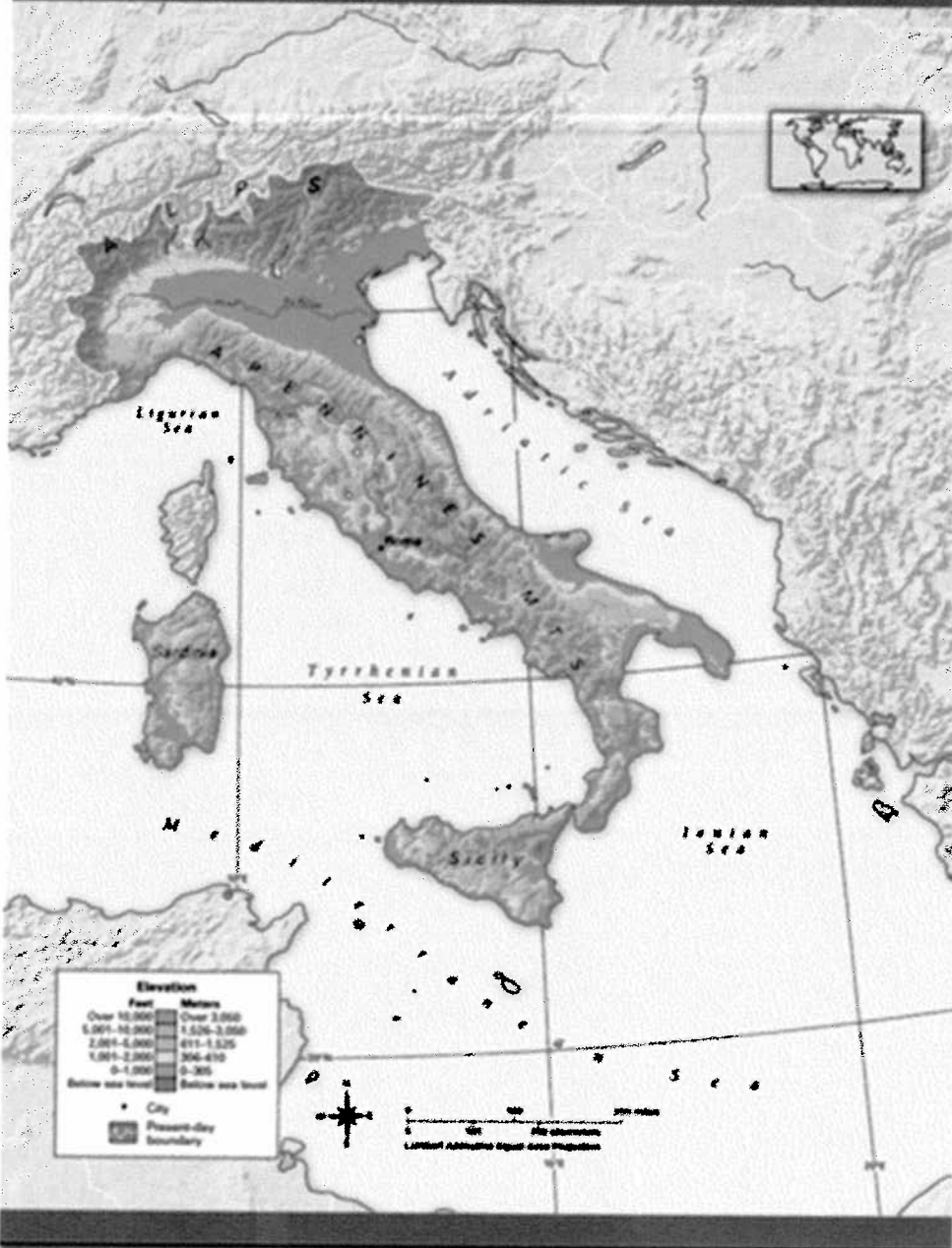
The Influence of Etruscan Engineering Romans learned a great deal about engineering from the Etruscans. Etruscan ideas included the arch and the cuniculus.

The Influence of Etruscan Sporting Events The Romans also adapted some Etruscan sporting events. Most popular were chariot racing and slave fighting, which later became gladiator contests in Rome.

The Influence of Greek Architecture and Writing Greek civilization had a huge influence on Roman culture. The Romans used Greek temple designs in their own buildings. They used Greek-style capital letters in their writing, and many Roman poets were inspired by Greek poetry and stories.

The Influence of Greek Art and Religion The Romans greatly admired Greek art. The blend of Greek and Roman styles became known as "Greco-Roman" art. The Romans also made many Greek gods and goddesses their own, although they were more interested in rituals than in stories.

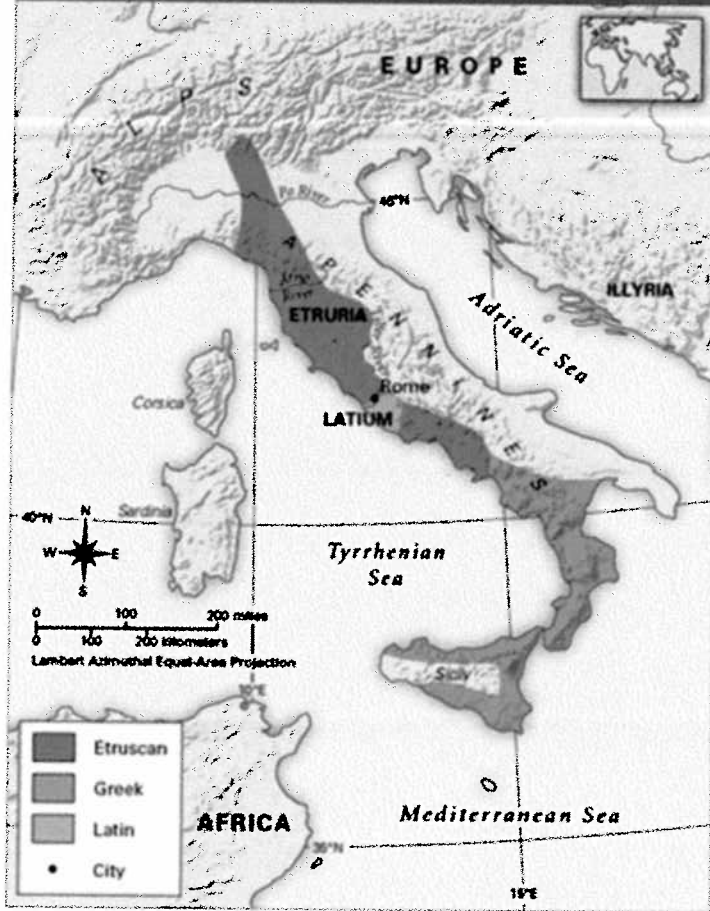
The Italian Peninsula



The Roman Empire, About 100 C.E.



Italian Peninsula, 6th Century B.C.E.



The Rise of the Roman Republic

Overview and Objectives

Overview

In an Experiential Exercise, students assume the roles of patricians and plebeians to learn how the struggle between these two groups led to a more democratic government in the Roman Republic.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- describe the founding of the Roman Republic.
- compare and contrast the rights and powers of patricians and plebeians during various phases of the Roman Republic.
- describe how the government of the Roman Republic became more democratic over time.
- summarize the lasting significance of the ideas and organization of the Roman Republic.

Language Arts

- identify the tone, mood, and emotion conveyed in oral communication.
- clearly state a position.

Social Studies Vocabulary

Key Content Terms patrician, plebeian, republic, Senate, consul, tribune, veto, constitution

Academic Vocabulary dramatic, crisis, publish, civic

Lesson 33 - The Rise of the Roman Republic

Source: History Alive! The Ancient World - 33

Section 1 - Introduction

Early Rome was ruled by Etruscan kings from northern Italy. In this chapter, you will learn how the Romans overthrew the Etruscans and created a republic around 509 B.C.E. A republic is a form of government in which leaders are elected to represent the people.

Ancient Romans told an interesting story about the overthrow of their Etruscan rulers. One day, two Etruscan princes went to see the famous oracle at Delphi (DEL-fie), in Greece. A Roman named Lucius Junius Brutus traveled with them.

At Delphi, the princes asked the oracle which one of them would be the next king of Rome. The oracle answered, "The next man to have authority in Rome will be the man who first kisses his mother." Hearing this prediction, Brutus pretended to trip. He fell on his face, and his lips touched Earth, "the mother of all living things."

Back in Rome, Brutus led the revolt that drove out the Etruscan kings. He became one of the first leaders of the new republic. In this way, the oracle's mysterious words came true. The Roman people were now free to govern themselves. But not all Romans were equal. Power in the early republic belonged to rich men called patricians (pah-TRIH-shens). The majority of Romans, the plebeians (pleh-BEE-anz), had no voice in the government. In this chapter, you will see how a long struggle between patricians and plebeians shaped the government of Rome.

Section 2 - Patricians and Plebeians Under Etruscan Rule

Between 616 and 509 B.C.E., the Etruscans ruled Rome. During this time, Roman society was divided into two classes, patricians and plebeians.

Upper-class citizens, called patricians, came from a small group of wealthy landowners. Patrician comes from the Latin word pater, which means "father." The patricians chose from among themselves the "fathers of the state," the men who advised the Etruscan king. Patricians controlled the most valuable land. They also held the important military and religious offices.

Free non-patricians called plebeians were mostly peasants, laborers, craftspeople, and shopkeepers. The word plebeian comes from plebs, which means "the common people." Plebeians made up about 95 percent of Rome's population. They could not be priests or government officials. They had little voice in the government. Yet they still were forced to serve in the army.

Section 3 - The Patricians Create a Republic

Over time, the patricians came to resent Etruscan rule. In 509 B.C.E., a group of patricians, led by Lucius Junius Brutus, rebelled. They drove out the last Etruscan king. In place of a monarchy, they created a republic. In a republic, elected officials govern for the people.

To the patricians, "the people" meant themselves, not the plebeians. The patricians put most of the power in the hands of the Senate. The Senate was a group of 300 patricians elected by patricians. The senators served for life. They also appointed other government officials and served as judges.

Two elected leaders, called consuls, shared command of the army. The Senate was supposed to advise the consuls. In fact, the Senate's decisions were treated as law.

The creation of the republic gave Rome a more democratic form of government. But only the patricians could participate in that government.

Section 4 - The Plebeians Rebel

Rome was now a republic, but the patricians held all the power. They made sure that only they could be part of the government. Only they could become senators or consuls. Plebeians had to obey their decisions. Because laws were not written down, patricians often changed or interpreted the laws to benefit themselves. As a result, a small group of families held all the power in Rome.

The plebeians had to fight for what they wanted. They began to demand more political rights. The struggle between plebeians and patricians is known as the Conflict of the Orders, a conflict between the two social classes.

The conflict grew especially heated during times of war. The new republic frequently fought wars against neighboring tribes. Plebeians had to fight in the army even though the patricians decided whether to go to war. Plebeians resented this.

The struggle took a dramatic turn in the year 494 B.C.E. By then, Rome was a city of twenty to forty thousand people. Most of the population was plebeian. Angry over their lack of power, the plebeians marched out of the city and camped on a nearby hill. They refused to come back until the patricians met their demands.

Rome was in crisis. Work in the city and on the farms came to a halt. Without the plebeians, patricians feared that the army would be helpless if an enemy struck at Rome. "A great panic seized the city," wrote Livy, a noted Roman historian. The patricians had little choice but to compromise.

Section 5 - The Plebeians Gain Political Equality

The plebeians' revolt led to a major change in Roman government. The patricians agreed to let the plebeians elect officials called Tribunes of the Plebs. The tribunes spoke for the plebeians in the Senate and with the consuls. Later, tribunes gained the power to veto, or overrule, actions by the Senate and other government officials. Over time, the number of tribunes grew from two to ten.

Plebeians could also elect a lawmaking body, the Council of Plebs. However, the council made laws only for plebeians, not for patricians.

The plebeians had gained some important rights. However, they still had less power than the patricians. Over the next 200 years, the plebeians staged a series of protests to gradually win political equality.

First, they demanded that the laws be written down. In that way, the patricians couldn't change them at will. Around the year 451 B.C.E., the patricians agreed. The laws were published on tablets called the Twelve Tables.

Next, in 367 B.C.E., a new law said that one of the two consuls had to be a plebeian. Former consuls held seats in the Senate, so this change also allowed plebeians to become senators.

Finally, in 287 B.C.E., the plebeians gained the right to pass laws for all Roman citizens. Now, assemblies of all Roman citizens, such as the Citizens' Association, could approve or reject laws. These plebeian assemblies also nominated the consuls, the tribunes, and the members of the Senate. More and more plebeians served alongside patricians in the Senate. After 200 years of struggle, the plebeians had won their fight for equality.

Rome's republican form of government inspired future leaders in Europe and America. Rome became an example of a type of government ruled by a set of basic laws, or a constitution. Future political thinkers also pointed to Roman ideals of elected assemblies, citizenship, and civic duty. They adopted the model of governmental bodies that could check each other's power. Above all, they were inspired by the spirit of republicanism. This means that government should rule for the good of the people. Cicero (SIS-eh-roh), a famous Roman statesman, captured this spirit when he wrote, "The people's good is the highest law."

Summary

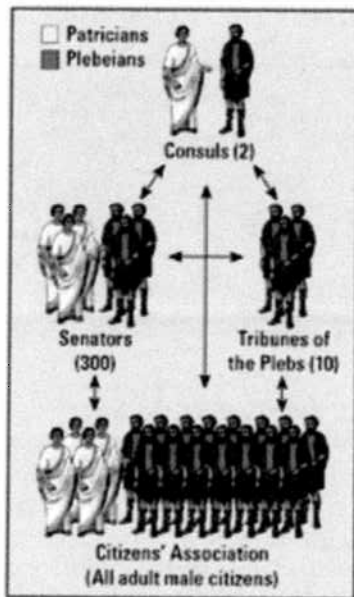
In this chapter, you learned how the Romans overthrew the Etruscans and created a republic. Romans were proud of their republic, which lasted for about 500 years.

Patricians and Plebeians Under Etruscan Rule Under the Etruscans, Roman society was divided into two classes, patricians and plebeians. Plebeians made up about 95 percent of Rome's population, but had little voice in the government.

The Patricians Create a Republic In 509 B.C.E., patricians drove out the last of the Etruscan kings and created a republic. Most of the power was held by the patrician Senate and the consuls. Only patricians could participate in the new government.

The Plebeians Rebel The plebeians began to demand more political rights in a struggle with the patricians known as the Conflict of the Orders. In 494 B.C.E., angry over their lack of power, the plebeians rebelled.

The Plebeians Gain Political Equality The patricians agreed to let the plebeians elect Tribunes of the Plebs and the Council of Plebs. Around 451 B.C.E., the Twelve Tables were published. By 287 B.C.E., assemblies of all citizens could pass laws. Plebeians governed with patricians. The plebeians had won their fight for equality.



From Republic to Empire



Overview and Objectives

Overview

In a Problem Solving Groupwork activity, students explore and record events describing the expansion of Roman territory and the creation of the empire.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- summarize the major events in Roman expansion between 509 B.C.E. and 14 C.E.
- explain the role of Julius Caesar and Octavian in Rome's transition from republic to empire.
- map the geographic boundaries of Rome at the height of its empire.
- evaluate the positive and negative effects of military expansion on Roman society and economic growth.

Language Arts

- clarify an understanding of text by creating visual and written summaries.

Social Studies Vocabulary

Key Content Terms civil war, dictator, Punic Wars, Julius Caesar, Caesar Augustus, Pax Romana

Academic Vocabulary approximately, collapse, vision, plot

Lesson 34 - From Republic to Empire

Source: History Alive! The Ancient World - 34

Section 1 - Introduction

In this chapter, you will discover how the ancient republic of Rome expanded its power. By the early 1st century C.E., it had become a mighty empire that ruled the entire Mediterranean world.

The expansion of Roman power took place over approximately five hundred years, from 509 B.C.E. to 14 C.E. At the start of this period, Rome was a tiny republic in central Italy. Five hundred years later, it was the thriving center of a vast empire. At its height, the Roman Empire included most of Europe, together with North Africa, Egypt, much of the present-day Middle East, and Asia Minor.

The growth of Rome's power happened gradually, and it came at a price. Romans had to fight countless wars to defend their growing territory and to conquer new lands. Along the way, Rome itself changed. The Romans had once been proud to be governed under a republic of elected leaders. Their heroes were men who had helped to preserve the republic. By 14 C.E., the republic was just a memory. Power was in the hands of a single supreme ruler, the emperor. Romans even worshiped the emperor as a god.

In this chapter, you'll see how this dramatic change occurred. You'll trace the gradual expansion of Roman power. You will also explore the costs of this expansion, both for Romans and for the people they conquered.

Section 2 - From Republic to Empire: An Overview

The growth of Rome from a republic to an empire took place over 500 years. The story has four major periods.

The First Period of Expansion The first period of expansion, or becoming larger, began in 509 B.C.E. At this time, the Romans drove the last Etruscan king out of power, and Rome became a republic.

The Romans wanted to protect their borders and to gain more land. This led to a series of wars. During the next 245 years, the Romans fought one enemy after another. They conquered their Latin neighbors in central Italy. They also defeated their old rulers, the Etruscans.

Wisely, the Romans eventually made allies, or friends, of their former enemies. By 264 B.C.E., Rome and its allies controlled all of the Italian peninsula.

The Second Period of Expansion Rome's growth threatened another great power, the city of Carthage (KAR-thidge), in North Africa. During the second period of expansion, from 264 to 146 B.C.E., Rome and Carthage fought three major wars. Through these wars, Rome gained control

of North Africa, much of Spain, and the island of Sicily. Roman armies also conquered Macedonia and Greece.

The Third Period of Expansion During the third period of expansion, from 145 to 44 B.C.E., Rome came to rule the entire Mediterranean world. In the east, Rome took control of Asia Minor, Syria, and Egypt. In the west, the Roman general Julius Caesar conquered much of Gaul (modern-day France).

Proud Romans now called the Mediterranean “our sea.” But the republic was in trouble. Civil wars divided the city. Roman generals were becoming dictators. They set their armies against the power of the Senate. Caesar himself ruled as a dictator for life until he was assassinated in 44 B.C.E.

The men who murdered Caesar thought they were saving the power of the Senate. However, several more years of civil war followed. Then Caesar’s grandnephew, Octavian, seized total power. The Senate named him Augustus, or “honored one.” Rome was now an empire governed by one supreme ruler.

The Fourth Period of Expansion The fourth period of expansion began with the start of the empire. It lasted until 14 C.E. The first emperor, Augustus, added a great deal of new territory by pushing the borders of the empire all the way to natural boundaries, like rivers, to make it easier to defend. Later emperors added more territory. At its height, the Roman Empire stretched from the island of Britain in the northwest to the Black Sea in the east.

Each period of expansion involved cost and sacrifice. The next four sections give more details about each expansion. As you read, ask yourself what Romans of the time might have thought about these events.

Section 3 - Rome’s Conquest of the Italian Peninsula, 509 B.C.E. to 264 B.C.E.

Rome’s first period of expansion included more than two hundred years of almost constant warfare. During this time, Rome gradually took control of the entire Italian peninsula.

After the last Etruscan king was overthrown in 509 B.C.E., the Romans began to expand their territory and influence. In 493 B.C.E., Roman leaders signed a treaty, or agreement, with their Latin neighbors to the south. The treaty said, “There shall be peace between the Romans and all the communities of Latins as long as heaven and earth endure.” These new allies agreed to band together against their common enemies. During the next 100 years, the Romans fought a number of wars against the Etruscans, as well as against tribes living in hills around Rome.

Then, in 390 B.C.E., Rome nearly came to an end. A band of Gauls (gawlz), a warlike people from the north, crushed a Roman army and surged into the city. Most of Rome’s people fled into the countryside. The Gauls looted the city and burned most of it down.

With the city in ruins, the Romans considered fleeing. Instead, they bravely decided to start over. They rebuilt their city and surrounded it with walls. They also built up their army. Before long, Roman soldiers were on the march again.

During the 300s B.C.E., Rome conquered the Etruscans and many neighboring tribes. To the south, they battled a people called the Samnites and several Greek city-states. By 275 B.C.E., Rome's conquest of the Italian peninsula was complete. But expansion came at great cost. Romans had been fighting for two centuries. And the Gauls had once destroyed their capital city.

As Rome's territory expanded, the city had to keep a large, permanent army to defend it and the conquered lands. As a result, more and more Romans were forced to serve in the army. Most of the soldiers were plebeians. Many plebeians resented this fact, leading to civil unrest.

Roman citizens were not the only ones who paid a cost for Rome's expansion. Rome allowed the people of some defeated cities to become Roman citizens. But other cities were not treated so well. Many received more limited privileges, such as the ability to trade with Rome. And Roman allies had to pay Roman taxes and supply soldiers for Roman armies.

By 264 B.C.E., Rome had more citizens and well-trained soldiers than any other power in the Mediterranean world. But very soon, the Romans would face their greatest challenge yet.

Section 4 - Expansion During the Punic Wars, 264 B.C.E. to 146 B.C.E.

During Rome's second period of expansion, it fought three savage wars with Carthage, a powerful city-state in North Africa, for control of the Mediterranean region.

When the wars began, Carthage held North Africa, most of Spain, and part of the island of Sicily. It also controlled most of the trade in the western Mediterranean. The Greek cities in southern Italy had frequently clashed with Carthage over trading rights. When Rome conquered these cities, it was drawn into the fight with Carthage.

Rome's wars with Carthage are called the Punic Wars, after the Greek name for the people of Carthage. The First Punic War began in 264 B.C.E. It was fought mostly at sea. Carthage had a very powerful navy. But the Romans built up their own navy by copying and improving on the Carthaginians' ship designs. A decisive victory at sea in 241 B.C.E. won the war for the Romans. The triumphant Romans took over Sicily, as well as other islands in the area.

The Second Punic War started 23 years later. This time, the Carthaginians decided to attack Italy itself. In 218 B.C.E., Hannibal, a brilliant Carthaginian general, surprised the Romans by marching his army from Spain across the Alps (a high mountain range) and into Italy. His troops rode elephants and braved snowstorms, landslides, and attacks by local tribes. For 15 years, Hannibal's men fought the Romans in Italy.

In 202 B.C.E., Hannibal had to return home to defend Carthage against an attack by a Roman army. There he was defeated in the battle that ended the Second Punic War. Carthage was forced to give up Spain to Rome, along with huge sums of money.

For about fifty years, there was peace between Rome and Carthage. Then, spurred on by Cato (KAY-toh), a senator who demanded the complete destruction of Carthage, the Romans attacked once more.

The Third Punic War lasted three years. In 146 B.C.E., the Romans burned Carthage to the ground. They killed many people and sold others into slavery. Rome was now the greatest power in the Mediterranean region. It controlled North Africa, much of Spain, Macedonia, and Greece.

The Punic Wars expanded Roman power and territory, but Rome's victories came at a price. Countless young men had died in the long wars. In addition, people living outside Rome suffered huge losses in population and property. Hannibal's army had destroyed thousands of farms. Other farms had been neglected while farmers went off to fight in Rome's armies. By the time the soldiers returned home, Rome had been forced to import grain from Sicily and other places. Small farms were being replaced by large estates, where the wealthy planted vineyards and raised livestock. Unable to compete with the wealthy landowners, many poor farmers had to sell their land.

While riches and slaves flowed into Rome from the conquered lands, so did new customs. Many of the new ideas came from Greece. Wealthy Romans competed with one another to build Greek-style homes and beautiful temples.

Section 5 - Expansion During the Final Years of the Republic, 145 B.C.E. to 44 B.C.E.

By 145 B.C.E., Roman conquests had brought great wealth to the city of Rome. But they had also put the ideals of the republic under great strain. By the end of Rome's third period of expansion, the republic collapsed.

The final years of the republic were marked by still more wars. Many of Rome's allies resented having to pay Roman taxes and fight in Roman armies without enjoying the rights of citizenship. In 91 B.C.E., some rebelled. To end the revolt, Rome agreed to let all free Italians become Roman citizens.

Rome also had to fight to put down slave revolts. As Romans conquered new territory, they brought hundreds of thousands of prisoners to Roman lands. They turned them into slaves who labored on farms and in the city. Although some slaves were respected, Romans often treated their slaves very harshly. A slave named Spartacus led a famous revolt in 73 B.C.E. After crushing his army and killing Spartacus in battle, the Romans put thousands of the surviving rebels to death on crosses.

There was trouble in the city, too. With so many slaves to do the work, thousands of farmers and laborers had no jobs. They crowded into Rome, becoming a mob that an ambitious leader could turn into an army.

Rome's army was producing many such leaders. Generals used their armies to gain fame and power in far-off lands and then to fight for influence in Rome. In one such civil war in the 80s B.C.E., 200,000 Romans were killed.

Forty years later, another civil war broke out between two ambitious generals, Pompey (POM-pee) and Julius Caesar (SEE-zer). Pompey had expanded Roman rule in such eastern lands as Syria and the island of Cyprus. Caesar had conquered much of Gaul.

By the time Julius Caesar seized power in the 40s B.C.E., Rome ruled most of the Mediterranean world and much of Europe.

By 49 B.C.E., Pompey was back in Rome, while Caesar commanded an army to the north of Italy, across the Rubicon River. Both men wanted to control Rome, but Pompey had the support of the Roman Senate.

Urged on by Pompey, the Senate forbade Caesar to enter Italy with his army. Caesar disobeyed. On January 11, 49 B.C.E., he crossed the Rubicon with his army. After three years of fighting, he defeated Pompey. The frightened Senate named Caesar dictator for life. With Caesar in control, and after nearly five hundred years, the republic was at an end.

As dictator, Julius Caesar introduced many reforms. He gave work to thousands of Romans by starting projects to make new roads and public buildings. To keep the poor happy, he staged gladiator contests they could watch for free. He also adopted a new calendar that is still used today.

Caesar had a vision of Rome as a great empire. He started new colonies and granted citizenship to the people of cities in Gaul and Spain. But he did not live to see his vision come true. On March 15, 44 B.C.E., a group of enemies stabbed Caesar to death as he was entering the Senate.

The men who killed Caesar thought they were saving the republic. But they were wrong. Instead, real power would never return to the Senate, as an emperor eventually emerged to take Caesar's place.

Section 6 - Rome Becomes an Empire, 44 B.C.E. to 14 C.E.

Caesar's murder plunged Rome into civil wars that lasted over ten years. When the fighting ended, Caesar's grandnephew and adopted son Octavian was the sole ruler of Rome. So began the Roman Empire, and Rome's fourth period of expansion.

To gain power, Octavian had to defeat jealous rivals. One of them was Marc Antony, a popular general. Antony had married Queen Cleopatra of Egypt. In 31 B.C.E., Octavian defeated Antony

and Cleopatra in a sea battle near Actium, Greece. His army chased the couple to Egypt, where they killed themselves. Octavian was now the supreme ruler of the Mediterranean region.

Octavian knew that the Romans prized their republic. He told them he was restoring the authority of the Senate. But in fact, he was in complete control. The Senate gave him the title Augustus, which means “revered” or “honored.” He ruled for life as Caesar Augustus, and historians call him Rome’s first emperor.

Augustus encouraged education, art, and literature. He completed grand construction projects, repairing more than eighty temples. “I found Rome brick and left it marble,” he boasted. He also gave Rome its first police force, firefighters, and library.

Augustus ruled over more than fifty million people. He turned eastern kingdoms, such as Judea and Armenia, into Roman provinces. To better defend the empire, he pushed its borders to natural boundaries: the Rhine and Danube rivers in the north, the Sahara in the south, and the Atlantic in the west.

The empire needed a strong economy. The Romans improved trade by building harbors, canals, and roads. Goods flowed across the empire and from as far away as China. Romans made trade easier by establishing a single system of currency.

But Rome’s final expansion brought new problems. To reform Roman morals, Augustus harshly punished people for being unfaithful to their husbands or wives. To protect himself and his family, he established a private army, the Praetorian (pray-TOR-ee-uhn) Guard. Later, this same Guard sometimes took part in murder plots against the emperors it was supposed to protect.

Under Rome, the Mediterranean world was mostly at peace for 200 years. This period is called the Pax Romana, or Roman Peace. But keeping the peace cost the Romans a great deal. During Augustus’s reign, one rebellion in the east took three years and 100,000 soldiers to put down.

Later emperors added to the territory controlled by Rome. From Britain to the Red Sea, a single power ruled over the greatest empire the world had ever known.

Summary

In this chapter, you read about four main periods of Roman expansion. In each period, the costs of expansion were great. Yet, the Roman Empire lasted 500 years.

Conquest of the Italian Peninsula The first period of expansion began in 509 B.C.E. The Romans rebelled against the Etruscans, and Rome became a republic. The Romans then conquered central Italy. By 264 B.C.E., Rome controlled all of Italy.

The Punic Wars During the second period of expansion, from 264 to 146 B.C.E., Rome fought Carthage in the three Punic Wars. As a result, Rome gained North Africa, much of Spain, and Sicily. Rome also conquered Macedonia and Greece.

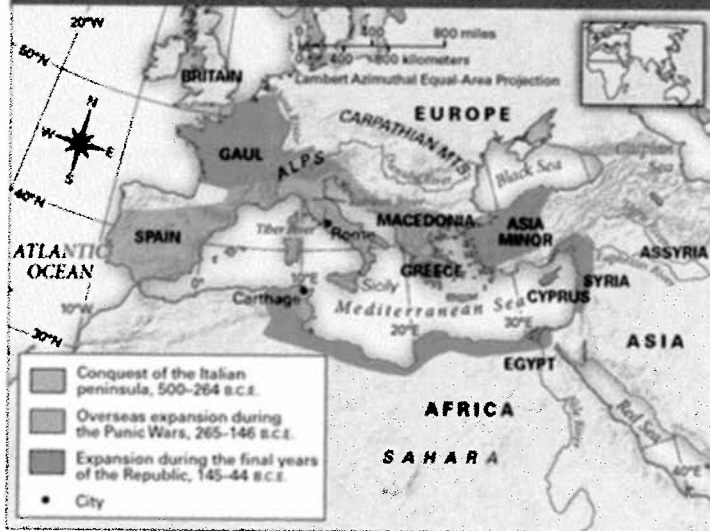
The Final Years of the Republic During the third period of expansion, from 145 to 44 B.C.E., Rome took control of Asia Minor, Syria, Egypt, and Gaul. But civil wars divided the republic. Julius Caesar made himself dictator for life. Then Octavian seized power, becoming the first emperor, Caesar Augustus.

Rome Becomes an Empire The fourth period of expansion began with the start of the empire and lasted until 14 C.E. The emperors continued to add a great deal of new territory. At its height, around 117 C.E., the Roman Empire stretched from Britain to the present-day Middle East.

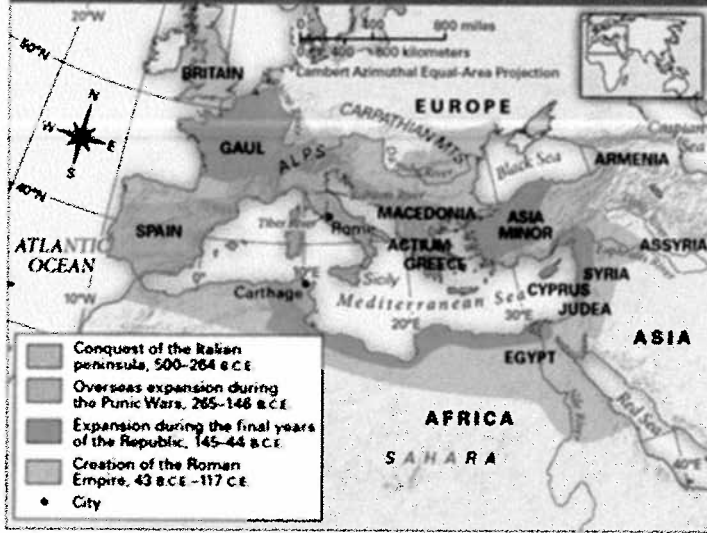
Territory Controlled by Rome, About 146 B.C.E.



Territory Controlled by Rome, About 44 B.C.E.



Territory Controlled by Rome, About 117 C.E.



Daily Life in the Roman Empire

Overview and Objectives

Overview

In a Social Studies Skill Builder activity, students read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- identify cultural features of Rome and the Roman Empire.
- analyze the political, economic, religious, and social structures of the Roman Empire.
- compare and contrast the daily lives of the rich and poor in the Roman Empire.

Language Arts

- recognize the origins and meanings of frequently used foreign words in English and use the words accurately in writing.
- analyze text that uses the compare-and-contrast organizational pattern.

Social Studies Vocabulary

Key Content Terms Forum, rule of law, paterfamilias, Colosseum, Circus Maximus

Academic Vocabulary accompany, ultimate, leisure, estate

Lesson 35 - Daily Life in the Roman Empire

Source: History Alive! The Ancient World - 35

Section 1 - Introduction

In this chapter, you'll explore the daily life of people living in the Roman Empire at the height of its power—around 100 C.E. "All roads lead to Rome," boasted the Romans. For thousands of miles, road markers showed the distance to Rome. But more than roads connected the empire's 50 million people. They were also connected by Roman law, Roman customs, and Roman military might.

If Rome was the center of the empire, the Forum was the center of Rome. The word forum means "gathering place." The original Forum was an open area used for merchants' stalls, and for viewing races, games, and plays. In time, the Forum became a sprawling complex of government buildings, meeting halls, temples, theaters, and monuments. This was the heart of life in Rome.

In this chapter, you will visit this bustling center of Rome's vast empire. You'll learn about eight areas of daily life in ancient Rome and discover how life differed for the rich and the poor.

Section 2 - Daily Life in Ancient Rome

If you had visited Rome in the 1st century C.E., you would have seen a city of great contrasts. Nearly one million people lived in the empire's capital city. Rome was full of beautiful temples, stately palaces, and flowering gardens. Yet most of its people lived in tiny apartments crammed into narrow, dirty streets.

In the city's Forum, or public gathering place, wealthy Roman women shopped for goods, accompanied by their slaves. Proud senators strolled about, protected by their bodyguards, while soldiers marched through the streets. Merchants and craftspeople labored at their trades. Foreigners roamed the streets from such faraway places as Britain, Spain, and Egypt. And in the midst of it all were Rome's slaves—hundreds of thousands of them, many of them captured in war.

People and goods flowed into Rome from the four corners of the empire. Wealthy Romans spent great sums of money on silks, perfumes, jeweled weapons, and musical instruments. They decorated their homes with statues, fountains, and fine pottery.

But the rich were only a small part of Rome's population. Most of the city's people lived in filthy neighborhoods filled with crime and disease. Their children were lucky to live past age ten. To keep the poor from turning into an angry, dangerous mob, Roman emperors gave away food and provided entertainment, such as gladiator contests and chariot races.

The empire had many large cities, but most people lived in the countryside. There, too, most of the people were poor. Some worked their own small farms. Others labored on huge estates owned by the rich.

Section 3 - Law and Order

The Romans always believed in the rule of law. In the days of the republic, the Senate and the assemblies were important sources of law. But in the empire, the ultimate source of law was the emperor. As one Roman judge said, "Whatever pleases the emperor is the law."

Even in the empire, however, Romans honored some of their old traditions. The Senate continued to meet, and senators had high status in society. They had their own styles of clothing. They might wear special rings, pins, or togas (robes) trimmed with a wide purple stripe. Important senators had their own bodyguards. These guards carried fasces, bundles of sticks with an ax in the center. The fasces were symbols of the government's right to punish lawbreakers. When carried inside the city, the ax was removed, to symbolize the right of Roman citizens to appeal a ruling against them.

Roman laws were strict, but crime was common in Rome. The most frequent crimes were stealing, assault, and murder. Roman police kept an eye on wealthy neighborhoods, but rarely patrolled the poor sections of the city. Some streets were so dangerous that they were closed at night.

Romans tried to protect themselves against crime. Rich men tried to hide their wealth by wearing old, dirty togas when they traveled at night. Women and children in rich families were told never to go outdoors alone, even during the day.

Any Roman, including the poor, could accuse someone else of a crime. A jury of citizens decided the case. Accused persons sometimes tried to win the jury's sympathy. They might wear rags or dirty clothes to court or have their wives and children sob in front of the jury.

Romans believed that one law should apply to all citizens. Still, under the empire, Roman law was not applied equally. The poor, who were often not citizens, faced harsher punishments than the rich; sometimes even torture.

Section 4 - Religion

Religion was important to the Romans. As you may know, the Romans adopted many Greek gods. They also adopted gods from other cultures to create their own group of gods.

Romans wanted to please their gods because they believed that the gods controlled their daily lives. At Rome's many temples and shrines, people made offerings and promises to the gods. They often left gifts of food, such as honey cakes and fruit. They also sacrificed animals, including bulls, sheep, and oxen.

When someone was sick or injured, Romans would leave a small offering at a temple in the shape of the hurt part of the body. For instance, they might leave a clay foot to remind the god which part of the body to cure.

Festivals and holidays, or "holy days," were held throughout the year to honor the gods. But religion was also a part of daily life. Each home had an altar where the family worshipped its own household gods and spirits. The family hearth, or fireplace, was sacred to the goddess Vesta. During the main meal, the family threw a small cake into the fire as an offering to Vesta.

In time, the Romans came to honor their emperors as gods. One emperor, Caligula (kah-LIG-yoo-lah), had a temple built to house a statue of himself made of gold. Every day the statue was dressed in the type of clothes that Caligula was wearing that day.

As the empire grew, foreigners brought new forms of worship to Rome. The Romans welcomed most of these new religions, as long as they didn't encourage disloyalty to the emperor.

Section 5 - Family Life

Family life in Rome was ruled by the paterfamilias (pah-ter-fah-MEE-lee-us), or "father of the family." A Roman father's word was law in his own home. Even his grown sons and daughters had to obey him.

Roman men were expected to provide for the family. In richer families, husbands often held well-paid political positions. In poor families, both husbands and wives had to work in order to feed and care for themselves and their children.

Wealthy Roman women ran their households. They bought and trained the family's slaves. Many had money of their own and were active in business. They bought and sold property.

Roman babies were usually born at home. The Romans kept only strong, healthy babies. If the father didn't approve of a newborn, it was left outside to die or to be claimed as a slave. Romans found it strange that other people, such as the Egyptians, raised all their children.

Babies were named in a special ceremony when they were nine days old. A good-luck charm called a bulla (BOO-lah) was placed around the baby's neck. Children wore their bullas throughout childhood.

Between the ages of 14 and 18, a Roman boy celebrated becoming a man. In a special ceremony, he offered his bulla, along with his childhood toys and clothes, to the gods.

Roman girls did not have a ceremony to mark the end of childhood. They became adults when they were married, usually between the ages of 12 and 18.

Weddings were held at a temple. The bride wore a white toga with a long veil. The groom also wore a white toga, along with leather shoes that he had shined with animal fat. But the new husband did not become a paterfamilias until his own father died.

Section 6 - Food and Drink

What Romans cooked and ate depended on whether they were rich or poor. Only the rich had kitchens in their homes. The poor cooked on small grills and depended on “fast-food” places called thermopolia (therm-op-oh-LEE-ah), where people could buy hot and cold foods that were ready to eat. Even the rich often bought their daytime meals at thermopolia because the service was fast and convenient.

The main foods in ancient Rome were bread, beans, spices, a few vegetables, cheeses, and meats. Favorite drinks included plain water and hot water with herbs and honey.

For breakfast, Romans usually ate a piece of bread and a bowl of beans or porridge. Porridge was an oatmeal-like cereal made from grains like barley or wheat. Lunch might include a small bit of cheese and bread, and perhaps some olives or celery.

For dinner, poor Romans might have chunks of fish along with some asparagus and a fig for dessert. Wealthy Romans ate more elaborate dinners. Besides the main part of the meal, they had special appetizers. Some favorites were mice cooked in honey, roasted parrots stuffed with dates, salted jellyfish, and snails dipped in milk.

Roman markets offered many choices to those who could afford them. Wealthy Roman women or their slaves shopped for the perfect foods for fancy dinner parties. Merchants often kept playful monkeys or colorful birds on display to attract customers. Shelves were packed with fruits, live rabbits, chickens, geese, baskets of snails, and cuts of meat. Large clay jars were filled with a salty fish sauce, called garum, that the Romans liked to pour over the main dish at dinner.

Section 7 - Housing

Like food, housing was very different in Rome for the rich and for the poor. The spacious, airy homes of the rich stood side by side with the small, dark apartments that housed the poor.

Wealthy Romans lived in grand houses, built of stone and marble. Thick walls shut out the noise and dirt of the city.

Inside the front door was a hall called an atrium where the family received guests. An indoor pool helped to keep the atrium cool. An opening in the roof let in plenty of light.

Beyond the atrium, there were many rooms for the family and guests. The fanciest room was the dining room. Its walls were covered in pictures, both painted murals and mosaics made of tiles. Mosaics also decorated the floors. Graceful statues stood in the corners. Some dining rooms had beautiful fountains in the center to provide guests with cool water.

During dinner parties, guests lay on couches and ate delicious meals prepared by slaves. While they ate, they listened to music played by slaves on flutes and stringed instruments, such as the lyre and the lute.

Nearby, many of the poor crowded into tall apartment buildings. Others lived in small apartments above the shops where they worked. Without proper kitchens, the poor cooked their meals on small portable grills, which filled the rooms with smoke.

The apartments were cramped, noisy, and dirty. Filth and disease-carrying rats caused sickness to spread rapidly. Fire was another danger. Many of the buildings were made of wood, and the cooking grills caught fire easily. In 64 C.E., a disastrous fire broke out that burned down much of the city.

Section 8 - Education

If you had grown up in ancient Rome, your education would have depended on the type of family you were born into. Many poor children in Rome were sent to work instead of to school. They learned trades, such as leatherworking and metalworking, to help earn money for their families.

In wealthier families, boys and girls were tutored by their fathers, or often by slaves, until they were about six years old. Then boys went off to school. Classes were held in public buildings and private homes. Many of the tutors were educated Greek slaves.

A typical school day in Rome began very early in the morning. Students walked through crowded streets, carrying their supplies in a leather shoulder bag. On the way, they stopped at local breakfast bars. There they bought beans, nuts, and freshly baked bread to munch on while they walked to class.

Once at school, students sat on small stools around the tutor. They used a pointed pen, called a stylus, to copy down lessons on small, wax-covered wooden boards. When the lesson was over, they rubbed out the writing with the flat end of the stylus so they could use the board again. The school day lasted until two or three o'clock in the afternoon.

Roman boys learned Latin, Greek, math, science, literature, music, and public speaking. They typically became soldiers, doctors, politicians, or lawyers. Girls might become dentists, real estate agents, or tutors. Some female slaves or freedwomen could become midwives (nurses who helped with childbirth).

Upper-class boys stayed in school until age 12 or 13. Boys from very wealthy families often continued their studies until they were 16, when they began to manage their own properties.

Section 9 - Recreation

There were many forms of recreation in Rome. Wealthy Romans had a lot of leisure, because slaves did the work. The rich enjoyed plays in theaters and musical performances in one another's homes.

Both rich and poor often relaxed at Rome's public baths. There they could bathe, swim, exercise, and enjoy a steam bath or a massage. The baths also had gardens, libraries, shops, and art galleries.

Roman emperors made sure to give the poor "bread and circuses"—food and entertainment—to keep them busy and happy. Besides the many festivals throughout the year, rich and poor alike flocked to two spectacles: gladiator contests and chariot races.

Romans watched gladiators fight in large public arenas, like the Colosseum. Both men and women were gladiators. Usually, they were slaves or prisoners of war, although some won or bought their freedom in time. The crowd shouted as the gladiators fought each other and wild animals to the death. Many thousands of gladiators died bloody and painful deaths for the entertainment of the spectators.

A favorite gathering place was the Circus Maximus, a huge racetrack with room for 200,000 spectators. There, Romans watched thrilling chariot races. Wealthy citizens sat on plush cushions close to the track, with shades protecting them from the sun. The poor sat on wooden benches high above the track.

Men and women sat in separate sections at the Colosseum, but could sit together at the Circus Maximus. A Roman poet said the Circus Maximus was the best place to meet a new boyfriend or girlfriend because you never knew who would sit next to you.

Section 10 - Country Life

Rome was one of many cities scattered throughout the Roman Empire. But 90 percent of the empire's people lived in the country. There, too, rich and poor had very different lives.

Wealthy Romans often owned country estates with large homes, called villas. A villa was a place for Romans to invest their money in raising crops and livestock. And it was a pleasant place to relax in the summer's heat.

When they went to the country, wealthy estate owners checked up on how their farms were being managed. But they had plenty of time left over for reading and writing, as well as for hunting, picnicking, and taking long walks in the fresh air.

The empire's farms provided much of the food for Rome and other cities. They produced grain for bread, grapes for wine, and olives for oil. Goats and sheep provided cheese, and their skins and wool were made into clothing. Cattle and pigs were raised for their meat. Farmers also kept bees for making honey, the sweetener used by the Romans.

Slaves did much of the actual work of farming. Overseers, or supervisors, kept a close eye on the slaves and often treated them cruelly.

Many people in the countryside were not slaves, but their lives were hard. They lived in huts and worked their own small farms, trying to earn enough to survive. Or, they labored on the estates, tending the animals, helping with the crops, or working as servants. In the 1st century C.E., Paul of Tarsus, a Christian writer, summed up the lives of the empire's poor. He wrote, "He who does not work shall not eat."

Summary

In this chapter, you learned about daily life for the rich and the poor in the Roman Empire. Rome was a large, thriving capital city.

Daily Life in Ancient Rome Nearly one million people lived in the city of Rome. The Forum was its center. The empire had many large cities, but most people lived in the country.

Law and Order Romans believed in the rule of law. Laws were strict, but crime was common. Any Roman could accuse someone else of a crime. A jury decided the case.

Religion Religion was part of daily life. Romans made offerings to the gods. Festivals and holy days were held throughout the year. Each home had an altar for household gods and spirits. The Romans also honored their emperors as gods.

Family Life Each family was ruled by the paterfamilias. At nine days old, a baby was given a bulla, which he or she wore throughout childhood. Between 14 and 18, a boy became a man. Girls became adults when they were married, between 12 and 18.

Food, Drink, and Housing Only the rich had kitchens. The poor cooked on small grills or bought "fast food." The main foods were bread, beans, spices, vegetables, cheeses, meats, and garum. Drinks included water and hot water with herbs and honey. The rich lived in large houses, built around a central atrium. The poor crowded into apartment buildings.

Education and Recreation Many poor children in Rome learned trades, instead of going to school. Wealthier boys and girls were tutored by their fathers or by slaves until they were about 6. Then boys went to school. Roman boys learned Latin, Greek, math, science, literature, music, and public speaking. Upper-class boys stayed in school until age 12 or 13. The rich enjoyed plays and musical performances. Both rich and poor often relaxed at Rome's public baths. Besides celebrating many festivals, rich and poor alike enjoyed viewing gladiator contests and chariot races.

Country Life Ninety percent of the empire's people lived in the country. The wealthy often owned villas. Farms provided much of the food for the cities. Slaves did much of the farm work. Many country people were not slaves, but their lives were hard. They lived in huts and worked their own small farms or on the great estates.

The Origins and Spread of Christianity

Overview and Objectives

Overview

In a Social Studies Skill Builder activity, students learn about the development and spread of Christianity in the Roman Empire and analyze New Testament parables as literature.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- explain the origins of Christianity in the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament.
- identify the contribution of early Christian leaders to the spread of Christian beliefs.
- describe the role of the Roman Empire in the persecution and spread of Christianity.

Language Arts

- analyze and interpret New Testament parables literature to understand plot, character, and message.
- analyze the effect of character on plot.

Social Studies Vocabulary

Key Content Terms Christianity, Jesus, Messiah, Gospel, disciple, parable, Resurrection, missionary, Constantine

Academic Vocabulary emphasis, convert, stress

Lesson 36 - The Origins and Spread of Christianity

Source: History Alive! The Ancient World - 36

Section 1 - Introduction

In this chapter, you will discover how a new religion, Christianity, spread throughout the Roman Empire. Christianity was founded by Jesus, a man who lived from about 6 B.C.E to about 30 C.E. The New Testament of the Christian Bible tells that Jesus was put to death by crucifixion, a form of execution in which a person is tied or nailed to a cross. Christians believe that Jesus was the Son of God and call him Jesus Christ.

As time went on and Christianity gained followers, many Romans saw the faith as a threat to Roman order and tradition. Several emperors tried to stop the spread of the new religion through violent persecutions. Then, in 312 C.E., the day before going into battle against a rival, the emperor Constantine had a vision of a cross hanging in the sky. Around the cross were the words "In this sign, you will conquer." That night he had a dream about Jesus. The emperor saw the vision and dream as a signs that he would win the battle if he accepted Christian beliefs.

Constantine's soldiers went into battle with the first two letters of the word Christ on their shields. At the Battle of Milvian Bridge, near Rome, they won a great victory. From that time on, Constantine favored the Christian God over all others. His mother became a leader in the faith. By 380 C.E., Christianity was the official religion of the Roman Empire.

How did this happen? Where did Christianity begin? How did it gradually spread throughout the Roman Empire? In this chapter, you will find answers to these questions.

Section 2 - Judea: The Birthplace of Christianity

The birthplace of Christianity was a remote territory at the eastern end of the Mediterranean Sea. According to the New Testament, Jesus, the founder of Christianity, was born in this region. The Romans called it Judea. It had once been part of the ancient kingdom of Israel ruled by kings David and Solomon.

The Jews of the region were devoted to their homeland and to their belief in a single God. This belief, together with their religious customs, set them apart from their neighbors in the ancient world.

Once an independent kingdom, Judea came under Roman rule in 63 B.C.E. The Romans tried to govern the country by putting in charge Jewish rulers who agreed with Roman rule. But several times, groups of Jews rebelled against Roman control.

In 37 B.C.E., Rome appointed a man named Herod to be the king of Judea. Although Herod was not Jewish by birth, he practiced the Jewish religion and rebuilt the Temple of Jerusalem. However, many Jews distrusted him. They saw him as a puppet of the Romans.

When Herod died in 4 B.C.E., his kingdom was divided among his three sons. Once again, unrest broke out. Finally, Rome sent soldiers to Judea to take control. They replaced Herod's sons with a military governor.

The military governor kept order and made sure Judeans paid taxes to Rome. But he usually left local affairs to the Jews themselves. For example, a council of Jewish leaders ruled the holy city of Jerusalem. The council was headed by a high, or chief, priest.

Judea was outwardly peaceful. But many Jews hated the Romans. In their sacred writings, they saw prophecies that one day God would send a savior to restore the glorious kingdom of David. This savior was called the Messiah, or "anointed one." Anointed means "blessed with oil." More generally, it means specially chosen by God.

Section 3 - The Birth of Jesus

No one knows exactly when Jesus was born. Our modern calendar dates the start of the Common Era from the supposed year of Jesus's birth. But after careful study, historians now believe that Jesus was probably born in about 6 B.C.E., during the reign of King Herod.

Historical records tell us a great deal about the days of the Roman Empire. The lives of the emperors, for example, were recorded in detail. But there were few historians to write about Jesus. Instead, most of the information about him comes from the writings of his followers.

These writings make up the New Testament of the Christian Bible. Among them are four Gospels. The Gospels are accounts of Jesus's life that were written in Greek by four of his followers, some years after Jesus's death. The followers' names have come down to us as Matthew, Mark, Luke, and John.

The Gospel of Luke tells the story of Jesus's birth. According to Luke, Jesus's mother, Mary, lived in a town called Nazareth in the Roman territory of Galilee. There, the Gospels claim, an angel appeared to her. The angel told Mary she would have a child and that she should name him Jesus.

Luke's gospel says that around this time the Roman emperor Augustus ordered a census, or head count, of all the people in the Empire. Each man was supposed to go to the town of his birth to be counted. Mary's husband, a carpenter named Joseph, set out from Nazareth to his hometown of Bethlehem (BETH-lih-hem), in the territory of Judea. Mary went with him. In Bethlehem, she gave birth to Jesus.

According to the Gospel of Luke, Jesus's family returned to Nazareth after his birth. The New Testament gospels say little about Jesus's childhood. It is likely that he grew up in Nazareth and

learned carpentry. According to Luke, at age 12, Jesus astonished the rabbis, or teachers, in the great Temple of Jerusalem with his wisdom and his knowledge of Jewish law.

When Jesus was about 30, a preacher known as John the Baptist identified Jesus as the Messiah—the savior the Jews had been waiting for. After 40 days of praying in the wilderness, Jesus began to preach in Galilee.

Section 4 - The Life and Death of Jesus

According to the Gospels, Jesus began preaching in Galilee, an area in present-day Israel. At first, he preached in synagogues, or Jewish places of worship. Larger and larger crowds gathered to hear him. So Jesus began teaching in open areas—in the street, on hillsides, and by the Sea of Galilee.

Jesus called a small number to be his followers, or disciples. The disciples were mostly simple people, such as laborers and fishermen. Throughout his life, Jesus spent time with ordinary people, the poor, and the sick, rather than those who were wealthy and important.

The Teachings of Jesus Jesus based his teachings on traditional Jewish beliefs. But the Gospels say he put special emphasis on love and mercy. Of all the Jewish laws, he said, two were the most important. The first was, “You shall love your God with all your heart and all your soul.” The second was, “You shall love your neighbor as yourself.”

According to the Gospels, Jesus told his followers that the kingdom of God was coming soon. But to Jesus, God’s kingdom was not an earthly kingdom of power and riches. Instead, the kingdom of God meant a time when people would live according to God’s will. Then, Jesus said, everyone would know God’s love for all people, even those who suffer or who are looked down upon by others.

One of Jesus’s favorite ways of teaching was through parables, simple stories with moral or religious messages. Jewish law says that you should love your neighbor as yourself. When asked, “Who is my neighbor?” Jesus told the Parable of the Good Samaritan. Once a traveler was beaten and robbed on the road. Two people passed by and ignored him. Then a Samaritan stopped and helped the injured traveler. In Jesus’s time, the Judeans and Samaritans did not get along. Because of the Samaritan’s good deed, however, Jesus considered him a neighbor, worthy of love.

Teachings like this shocked and angered some of Jesus’s listeners. To some Jews, this way of thinking was wrong and dangerous. Others worried that Jesus’s growing following would cause trouble with the Romans. Jesus did not preach revolt against the Romans. Still, it was easy for some people to see him as a troublemaker.

The Crucifixion and Resurrection According to the Gospels, after a year or two of traveling and preaching, Jesus went to Jerusalem for the Jewish festival of Passover. The festival celebrated God’s rescue of the Jews from Egypt more than a thousand years before Jesus’s time. Every

year, thousands of Jews came to Jerusalem to celebrate Passover. Roman soldiers kept a sharp eye out for anyone who might start a demonstration against Rome.

According to the Gospels, Jesus said that his enemies would come together to destroy him and that he would be killed. The Gospels then tell that one of Jesus's disciples, Judas, had decided to betray him. After a final meal with his disciples, Jesus went to pray in a garden. Judas then reported where Jesus could be found. As Jesus was led away under guard, the other disciples ran away. Christians call Jesus's final meal with his disciples "the Last Supper."

Jesus had gained a large following in Jerusalem. The city's Roman rulers feared that his supporters might stir up trouble. They worried that Jesus might lead a revolt. To end this threat, they decided that he must die. According to the Christian Bible, Pontius Pilate, the Roman governor of Judea, ordered that Jesus be executed. In Roman times, a common form of execution was to be crucified, or tied or nailed to a cross until dead.

According to the New Testament, the Romans took Jesus to a hill outside the city walls. There, they nailed him to a cross and left him to die between two other condemned men who were also crucified. A few faithful followers took his body and buried it in a tomb carved out of rock.

The Gospels say that three days later Jesus rose from the dead and then appeared to his disciples. Christians call this event the Resurrection. Belief in the Resurrection convinced Jesus's disciples that he was the Son of God. According to the Gospels, Jesus left them again some time later to join his Father, God, in heaven. His disciples then began spreading the news of his life and teachings.

Section 5 - The Missionary Work of Paul

The early converts to Christianity were Jews, just as Jesus and his disciples had been. One such convert was Paul. He is one of the most important people in Christianity. He devoted his life to spreading the teachings of Jesus. After his death, the Roman Catholic Church named him a saint.

Paul came from Tarsus, a town in present-day Turkey. At first, he opposed Christianity and helped to persecute Christians. According to the New Testament, one day Paul was traveling to Damascus in present-day Syria. He saw a blinding light and heard the voice of Jesus. The vision changed Paul's life. He adopted the Christian faith and became a missionary.

As an educated man with Roman citizenship who spoke Greek, Paul made it his special mission to convert non-Jews, called Gentiles, to the new religion. He spent 17 years visiting cities throughout the Greek-speaking world. Wherever he went, he made new converts and started new churches.

In his preaching and letters, Paul stressed the need to believe in Jesus as the Son of God. He taught that all people, Jews and Gentiles alike, were God's children. Jesus, he said, was the Christ, God's chosen one. He was a Messiah for everyone, not just his fellow Jews.

Paul's journeys took him through much of the empire. He preached throughout Asia Minor, in Greece, and in Rome. Sometimes his visits caused riots when angry Jews protested what they considered blasphemous, or unholy, teaching.

For a time Paul was jailed in Rome, where he continued to write letters to other Christians. Tradition says that he was beheaded by the Romans in about 65 C.E. By that time, the Romans were beginning to persecute Christian believers.

Section 6 - Christianity Spreads

By the 60s C.E., Christians were beginning to attract the notice of the Romans. Christian preachers traveled along the roads of the empire, winning converts to their new religion. Both Paul and Peter, a close friend of Jesus, preached in Rome. At first, Rome was not unfriendly to Christians. What was another god, among so many?

But Christians refused to worship the other Roman gods. Worse, they would not accept that the emperor was a god. Their way of life seemed to be an insult to Roman customs. Instead of wealth and luxury, they preferred simplicity. Recalling Jesus's message of peace and love, many refused to serve in the army.

As the number of Christians grew, many Romans saw them as a threat to Roman order and patriotism. Eventually, the Christian religion was declared illegal.

Some emperors were determined to make an example of these disloyal citizens. For refusing to honor the Roman gods, Christians were sentenced to die in cruel and painful ways. Some were crucified. Some were burned to death. Others were brought into arenas, where they were devoured by wild animals in front of cheering crowds.

But the persecutions failed to destroy the new religion. Instead, Christians won new admirers by facing death bravely. Christianity offered many people in the empire a sense of purpose and hope. It taught that even the poor and slaves could look forward to a better life after death if they followed the teachings of Jesus.

Gradually, people of all classes began to adopt the new faith. By 300 C.E., possibly as many as 30 million Christians lived in the Roman lands of Europe, North Africa, and western Asia.

At the beginning of the chapter, you read about the emperor Constantine and how a victory in battle made him favor the Christian religion. In 313 C.E., Constantine announced the Edict of Milan. An edict is an order. In this edict, Constantine gave Christians the freedom to practice their religion openly. Future emperors also accepted the new faith. Emperor Theodosius I banned all pagan sacrifices. By 380, Christianity was the official religion of the Roman Empire.

Summary

In this chapter, you learned how Christianity began and how it spread across the Roman Empire.

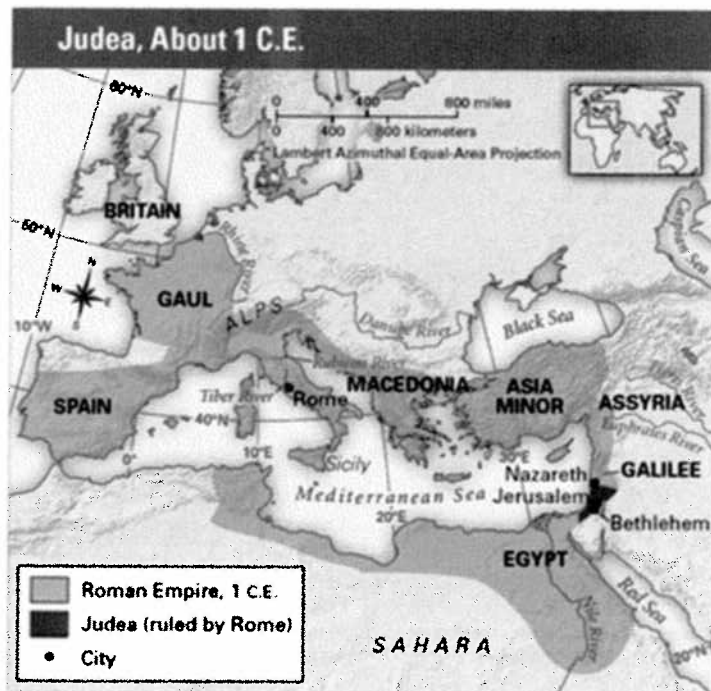
Judea: The Birthplace of Christianity Christianity began in Judea in the present-day Middle East. Jews there told prophecies about a Messiah who would remove the Romans and restore the kingdom of David.

The Birth of Jesus What we know about Jesus's life and his birth around 6 B.C.E., comes from the four Gospels. Not much is known about his childhood, but when Jesus was about 30, John the Baptist identified him as the Messiah.

The Life and Death of Jesus Jesus preached with his disciples in present-day Israel. He emphasized love and mercy, and often taught in parables. His teachings angered some. In his early 30s, the Romans executed Jesus by crucifixion. According to the Christian Bible, three days later, he arose from the dead and appeared to his disciples. His disciples began to spread his teachings.

The Missionary Work of Paul Paul of Tarsus was a Jew. He persecuted Christians. But after a vision, he became an important Christian missionary, spreading the religion around the empire. His letters to early churches are part of the Christian Bible.

Christianity Spreads The new religion survived harsh persecution and spread across the Roman Empire. In 313 C.E., the emperor Constantine gave Christians freedom of religion in the Edict of Milan. It was the official Roman religion by 380.



Learning About World Religions: Christianity

Overview and Objectives

Overview

In a Visual Discovery activity, students analyze images of Christian sacraments, worship, and holidays to learn about the key beliefs and practices of Christianity.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- summarize fundamental Christian beliefs such as the Trinity, the Resurrection, and salvation.
- describe the history and practices of Christian worship services.
- explain the roots of the Christian calendar and major Christian holidays.
- identify the sacraments, including baptism and Holy Communion, observed by various Christian churches.

Language Arts

- clarify an understanding of text through note-taking and connecting the text to images.

Social Studies Vocabulary

Key Content Terms Trinity, salvation, Roman Catholic Church, Eastern Orthodox Church, Protestant, sacrament, baptism, Holy Communion

Academic Vocabulary widespread, interpretation, symbolize, interval

Lesson 37 - Learning About World Religions: Christianity

Source: History Alive! The Ancient World - 37

Section 1 - Introduction

In this chapter, you will learn how Christianity shapes the lives of Christians around the world today. Christianity is the most widespread of the world's major faiths. Christian churches are found in most parts of the globe. With two billion followers, Christianity is the largest religion, as well. About a third of the world's people call themselves Christians.

Christianity is a diverse religion. One scholar has counted over thirty thousand separate Christian denominations, or religious groups, worldwide. Each group has its own views on how the faith should be practiced. Some denominations are quite small. Others have many millions of members.

All Christians are bound by their belief in the teachings of Jesus. These are found in the New Testament of the Christian Bible. This Bible tells how, through his life and words, Jesus brought a message of love. He told followers of God's love for all people. He urged them to let that love flow through themselves to others, even enemies. In his most famous sermon Jesus said:

Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you.

—The Gospel of Luke, Chapter 6, Verse 27

In this chapter, you will learn more about Christian beliefs. You will see how the early Christian community became a religion with many branches. You will also examine the beliefs and practices that have given meaning to the lives of Christians for nearly two thousand years.

Section 2 - The Central Beliefs of Christianity

Although there are differences of interpretation, most Christians today accept a set of central beliefs about God and his relationship with humankind. Let's examine some of these basic Christian beliefs, including the Holy Trinity, the Resurrection, and Salvation.

The Holy Trinity Christians believe in one God. They see God as three beings in one—Father, Son, and Holy Spirit. This union of three beings in one God is known as the Trinity.

Christians believe that God the father is the creator of the universe. They believe that world and everything in it reveal his power and love. Christians believe that God the son is Jesus, known to his followers as Jesus Christ.

Most Christians believe that Jesus was both divine and human. He lived and died like a human being. Christians also believe that he is the son of God, who took a human form.

Christians believe that the Holy Spirit is God's power at work in the world today. They believe that when they feel God present in their lives, the Holy Spirit has touched them.

The Resurrection and Salvation Christians believe that, after his execution and burial, Jesus rose from the dead and appeared to his disciples before joining his father in heaven. To Christians, this is a miracle known as the Resurrection.

Christians believe that they, too, can look forward to life after death. After the end of this life, each person faces God's judgment. God decides who should be saved from sin and evil to enjoy eternal life in heaven, according to their beliefs.

The belief that God can save people from sin and grant them everlasting life is known as salvation. Christians believe that salvation is a gift from God. This gift is open to all who have faith in Jesus and repent, or ask God to forgive their sins.

Section 3 - From One Church to Many

Christianity became the official religion of the Roman Empire in 380 C.E. As the religion spread across Europe, however, conflicts arose over differences of opinion about Christian beliefs.

The Great Schism of 1054 One such conflict occurred between church leaders in eastern and western Europe. Church leaders in western Europe insisted that the Christian church had one leader—the pope. The pope lived in Rome. But he claimed authority over Christians everywhere.

Church leaders in eastern Europe rejected this claim by the pope. Their leaders were called the patriarchs. The patriarch of Constantinople claimed authority over all Christians in eastern Europe.

In 1054, a quarrel between these leaders split the church into two separate branches. The western branch became the Roman Catholic Church. The eastern branch became the Eastern Orthodox Church. This division of the Christian church is remembered as the Great Schism of 1054.

The Reformation Another conflict began in 1517. In that year, a German priest named Martin Luther called for reforms in the Roman Catholic Church. The pope demanded that Luther give up his reform efforts. Luther refused. Instead, he rejected the pope's authority over him. He and his followers formed their own church. They were called Protestants because their church began as a protest against the Roman Catholic Church.

Other religious reformers followed Luther's example. Today, the Protestant branch of Christianity includes thousands of denominations. Protestant churches differ from one another in their beliefs and practices. But they share a belief in the Trinity, the Resurrection of Jesus, and salvation as a gift from God.

Section 4 - Christian Sacraments

By Luther's time, Christianity had spread across Europe. From there, Christian missionaries carried their faith around the world. Today, most people in North and South America are Christians. There are many Christians in Africa and Asia, as well. Wherever Christians live, sacred rituals called sacraments shape their lives. Let's learn about two of the most widely practiced sacraments.

Baptism Baptism involves the use of water to symbolize a new phase in a person's life. The New Testament tells how Jesus himself was baptized in the Jordan River by John the Baptist before he began his preaching. The sacrament of baptism marks a person's entry into the Christian Church. Churches differ on when they baptize their members. Some baptize children while they are still infants. Others wait until a person is old enough to choose to be baptized.

Churches also differ on how they carry out this sacrament. Some churches sprinkle water on the person's head. Others immerse the person completely underwater. Either way, Christians see baptism as central to their identity as members of the Christian community.

Holy Communion The sacrament of Holy Communion, known as the Eucharist, is central to Christian worship. The New Testament tells us that Jesus began this sacrament at the Last Supper. He gave bread to his disciples, saying, "This is my body." He poured them wine, saying, "This is my blood." He told them to practice this sacrament in remembrance of him.

Almost all Christian churches celebrate Holy Communion in some way. Generally, this involves sharing bread and wine or grape juice that has been specially blessed. Christians differ in their vision of Holy Communion and its meaning. They perform the sacrament differently and at different intervals during the year. Some see the bread and wine as the body and blood of Christ. Others see both as symbolic. But all Christians believe that the presence and power of Christ is conveyed through the sacrament of Holy Communion.

Section 5 - Christian Worship

For most Christians, going to church and worshipping with others is an important part of Christian life. Some Christians attend church regularly, while others do not. When Christians refer to "the church," they sometimes have in mind the world community of Christians. At other times, they have in mind a specific group of Christian believers. Such a group can gather anywhere—outdoors, at home, or in a building.

Places of Worship Most Christians gather in churches built as places of worship. Churches around the world range in size from simple huts to vast cathedrals. But almost all display a cross, the universal symbol of Christianity.

Some churches are richly decorated with paintings and stained glass windows to celebrate the glory of God. Others are kept very plain so that nothing will distract worshippers from focusing on the word of God in the Bible.

Sunday Services Most churches hold their worship services on Sunday. That is the day Christians believe Jesus rose from the dead. Christians worship in many different ways. But most Sunday services combine hymns and readings from the Bible. Hymns are songs of praise to God. Some churches celebrate Holy Communion every Sunday. Others do so only once or twice a year. Many services also include a sermon given by the church leader, such as a priest or a minister. A sermon is a speech intended for religious instruction.

Prayer is a part of every worship service. Prayers may be read or spoken aloud. Or worshippers may pray in silence. However Christians pray, they believe that God hears their prayers.

Section 6 - The Christian Year

The Christian year is marked by events in the life of Jesus and his followers. Christmas and Easter are by far the most widely celebrated holidays. But over the centuries, Christians have found other people and events to celebrate, as well.

Christmas Christmas is the holiday that celebrates the birth of Jesus. The story of Jesus's birth is told in the Gospels of both Matthew and Luke.

The story of the first Christmas is told in the Gospel of Luke. It begins with Mary and Joseph traveling to the town of Bethlehem for a Roman census. There, Mary gave birth to Jesus in a humble stable. That same night, angels appeared in the sky saying, "Glory to God in the highest, and on Earth peace, goodwill toward men."

Today, Christians gather with family and in churches to retell this story in songs and plays. They rejoice in the birth of Jesus and in his later message of God's love. And they strive to let peace and goodwill shine through their hearts to all people.

Easter Easter is the most important holiday in Christianity. It celebrates the Resurrection of Jesus. In the United States and Europe, Christians celebrate Easter in the spring. Prior to Easter, many Christians observe a season known as Lent.

Lent marks the 40 days that Jesus spent in the wilderness before he began to preach. During that time, Jesus fasted, or went without food. In the past, Christians observed Lent by giving up favorite foods, such as sugar or meat. Today, during Lent, many Christians choose to give up other things they enjoy.

The last week of Lent is known as Holy Week. It begins with Palm Sunday. This holiday recalls Jesus's arrival in Jerusalem to celebrate the Jewish holiday of Passover. According to the Gospels, cheering crowds welcomed him by lining his path with palm branches. On Palm Sunday, some Christians wear crosses made from palm leaves.

At the end of Holy Week, Good Friday marks the day Jesus was crucified. Many churches hold services on that day to remember and mourn Jesus's suffering and death.

In contrast, Easter Sunday is a day of rejoicing. On that day, Christians celebrate the Resurrection of Jesus. Some Christians stay awake through the night to greet Easter morning at dawn with song and celebration. Others attend special Easter morning church services. However they celebrate, Easter is a time for Christians to renew their belief that, through his death and Resurrection, Jesus brings the promise of everlasting life.

Summary

In this chapter, you learned that Christianity has grown into the world's largest religion. It has also become a diverse faith with many denominations.

Christian Central Beliefs Christians believe in one God with three parts—Father, Son, and Holy Spirit—known as the Trinity. Christians believe in the Resurrection of Jesus. They also believe in salvation from sin and in eternal life.

From One Church to Many In 1054, Eastern Orthodox Christianity split from Roman Catholic Christianity in the Great Schism. Beginning in the 1500s, Martin Luther and others began the Reformation that separated Protestants from the Roman Catholic Church and led to the creation of thousands of Protestant denominations.

Christian Sacraments Most Christians practice the sacraments of baptism and Holy Communion. Baptism brings a person into the Christian Church. In Holy Communion, Christians share bread and wine or grape juice as Jesus did in his Last Supper.

Christian Worship and the Christian Year Many Christians make group worship at church services part of their lives. The most important Christian holidays of the Christian year are Christmas and Easter.

The Legacy of Rome in the Modern World

Overview and Objectives

Overview

In a Response Group activity, students play the “Rome to Home” game to discover how aspects of Roman culture, such as art, architecture, and language, influence modern life.

Objectives

In the course of reading this chapter and participating in the classroom activity, students will

Social Studies

- describe internal weaknesses of the Roman Empire and trace the fall of the empire in the west.
- explain the founding of Constantinople and the rise of the Byzantine Empire.
- evaluate the extent to which Roman art, architecture, engineering, language, philosophy, and law influence modern society.

Language Arts

- recognize the origins and meanings of frequently used foreign words in English.
- write a thesis statement and support it with relevant evidence.

Social Studies Vocabulary

Key Content Terms Byzantine Empire, patron, Renaissance, triumphal arch, aqueduct, Latin, Stoicism, natural law

Academic Vocabulary enormous, transfer, dissolve, generation

Lesson 38 - The Legacy of Rome in the Modern World

Source: History Alive! The Ancient World - 38

Section 1 - Introduction

In this chapter, you will learn about contributions the Romans made to the modern world. These were in the areas of art, architecture, engineering, language, government, and the law.

In the year 1764, long after the Roman Empire had fallen, a young Englishman named Edward Gibbon visited the city of Rome. Gibbon saw the ruins of ancient buildings, such as the Roman Colosseum. He marveled at Roman statues and the remains of aqueducts and bridges. He wondered, "How did such a great empire come to an end?"

Gibbon decided to write a book about the Roman Empire. More than twenty years later, Gibbon finally laid down his pen. His work filled six books. He called it *The History of the Decline and Fall of the Roman Empire*. It became a very important work of history.

Why did Gibbon spend so many years learning and writing about ancient Rome? One reason is that Rome has had an enormous influence on western civilization. As one historian said, "Rome perished, yet it lived on."

In this chapter, you will discover how and why the Roman Empire came apart. Then you will learn how Rome's influence lives on in modern architecture, art, engineering, language, philosophy, and law.

Section 2 - The End of the Empire in the West

At the height of Rome's power in the 100s C.E., Romans believed that the empire would last forever. Yet by the year 500, the western half had collapsed. What happened to cause the fall of one of the mightiest empires the world has ever known?

Problems in the Late Empire Most modern historians believe that a number of problems combined to bring about Rome's fall. Here are three of the main reasons.

Political Instability Rome never solved the problem of how to peacefully transfer political power to a new leader. When the emperor died, rivals might fight each other to replace him. Real power fell into the hands of the armies, who could help leaders seize power—or destroy them. Sometimes, rivals did not wait for an emperor to die. Emperors were regularly murdered.

Economic and Social Issues Political instability led to other problems. To finance Rome's huge armies, citizens had to pay heavy taxes. These taxes hurt the economy and drove many people into poverty. Trade also suffered.

Weakening Frontiers The huge size of the empire made it hard to defend. By the 300s, Germanic tribes were pressing hard on the western borders. Many of these people settled inside the empire and were recruited into the army. But these soldiers often had little loyalty to

The Fall of Rome In 330 C.E., the emperor Constantine took a step that changed the future of Rome. He moved his capital 850 miles to the east, to the ancient city of Byzantium (bih-ZAN-tee-uhm), in what is now Turkey. He renamed the city New Rome. Later it was called Constantinople. Today, it is known as Istanbul.

Before Constantine, emperors had tried sharing power over the vast empire between co-rulers. After Constantine's reign, power was usually divided between two emperors, one based in Rome and one in Constantinople. Rome became the capital of just the western part of the empire.

Soon, Rome itself was threatened by Germanic tribes. In 410 C.E., the Visigoths attacked and looted the city. Finally, in 476, the last emperor in the west, Romulus Augustus, lost his throne to a Germanic leader, Odoacer (OH-duh-way-sir). Then, the western half of the empire began to dissolve into separate kingdoms ruled by different tribes.

In the east, the empire continued for another 1,000 years. Today, we call this eastern empire the Byzantine Empire, after Byzantium, the original name of its capital city. The Byzantines wove the Roman heritage into their own rich civilization. But they were never able to put the old empire back together. For historians, the fall of Rome marks the end of the ancient world.

Yet the influence of Rome lived on. Let's look now at how Rome's legacy continues to affect our lives today.

Section 3 - Art

The Romans adopted aspects of other cultures. They modified and blended them into their own culture. This was true of Roman art. The Romans were especially influenced by the art of the Greeks. In fact, historians often speak of "Greco-Roman" art.

The Romans were skilled in creating realistic statues. They imitated Greek sculpture, but they were particularly good at making their sculptures true to life.

The homes of wealthy Romans were decorated with colorful murals and mosaics. Again, the Romans took existing artforms and made them their own. They painted beautiful frescoes, a type of mural. Frescoes are painted on moist plaster with water-based paints.

Roman frescoes often showed three-dimensional landscapes and other scenes. Looking at one of these frescoes was almost like looking through the wall at a scene outside. You have probably seen similar murals in modern restaurants, banks, on the sides of buildings, and in other public places.

Romans were also great patrons, or sponsors, of art. They paid thousands of painters, sculptors, and craftspeople to create their works. As a result, the Romans left behind many examples to inspire future generations.

A thousand years after the fall of the empire, Roman art was rediscovered during the period called the Renaissance. Great artists, such as Michelangelo, revived the Greco-Roman style in their paintings and sculptures.

A famous example is the ceiling of the Sistine Chapel in Rome. The ceiling shows scenes from the Bible painted by Michelangelo in the 1500s. A Roman would feel right at home looking up at this amazing creation.

Roman art has continued to influence painters and sculptors. Roman styles were especially popular during the early days of the United States. Americans imitated these styles to give their art dignity and nobility. For example, many statues in the capital, Washington, D.C., reflect a strong Roman influence.

The Romans also brought a sense of style and luxury to everyday objects. They made highly decorative bottles of blown glass. For example, a bottle might be shaped like a cluster of grapes. Romans also developed the arts of gem cutting and metalworking. One popular art form was the cameo. A cameo is a raised, carved portrait of a person's head or a carved scene. The Romans wore cameos as jewelry and used them to decorate vases and other objects. You can find examples of all these art forms today.

Section 4 - Architecture and Engineering

The Romans' greatest contributions to science and technology came in the fields of architecture and engineering. Roman builders learned from the Greeks, Etruscans, and others. Then they added their own genius to take construction in new directions.

Architecture The Romans learned how to use the arch, the vault, and the dome. A vault is an arch used to support a roof. A dome is a series of vaults that form a high, rounded roof.

The Romans were the first to make widespread use of concrete. They made it by mixing broken stone with sand, cement, and water and then allowing the mixture to harden. With the use of concrete, they were able to build much bigger arches than anyone had attempted before. Roman baths and other public buildings often had great arched vaults. The Pantheon, a magnificent temple, now a church that still stands in Rome, is famous for its huge dome.

The Romans also invented a new kind of building, a stadium. This was a large, open-air structure. The Romans used concrete to build tunnels into the famous Colosseum in Rome. The tunnels made it easy for spectators to reach their seats. Modern football stadiums still use this feature.

The grand style of Roman buildings has inspired many architects throughout the centuries. One Roman innovation that was widely copied is the triumphal arch. This is a huge monument built to celebrate great victories or achievements. One modern example is the Arc de Triomphe (Arch of Triumph) in Paris, France. This monument celebrates the victories of the French emperor Napoleon in the early 1800s. Today, it is the national war memorial of France.

You can see a Roman influence in the design of many modern churches, banks, and government buildings. A fine example is the Capitol building, the home of the U.S. Congress in Washington, D.C. It includes arches, columns, and a dome.

Engineering The Romans changed engineering as well as architecture. They were the greatest builders of roads, bridges, and aqueducts in the ancient world.

About fifty thousand miles of road connected Rome with the frontiers of the empire. The Romans built their roads with layers of stone, sand, and gravel. Their techniques set the standard of road building for 2,000 years. In some parts of Europe, vehicles still drive on freeways built over old Roman roads.

The Romans also set a new standard for building aqueducts. They did not invent the aqueduct, but once again, the Romans learned the technique and improved it. They created a system of aqueducts for Rome. The aqueducts brought water from about sixty miles away to the homes of the wealthiest citizens, as well as to the city's public baths and fountains. The Romans built aqueducts in other parts of the empire, as well. The water system in Segovia, Spain, still uses part of an ancient Roman aqueduct. Remains of Roman aqueducts can also be seen in Europe, North Africa, and Asia Minor.

Section 5 - Language

One legacy of Rome that affects us every day is the Roman language, Latin. We use the Latin alphabet, although Roman Latin used 23 letters, and English uses 26. Many of our words come from Latin. Latin proverbs are still in use. For example, look at the reverse side of a U.S. dime. You will see the words *E pluribus unum*. It is Latin for "out of many, one." This is the official motto of the United States. The motto reminds Americans of how the colonies joined together to form the United States.

Several modern European languages developed from Latin, including Italian, Spanish, and French. English is a Germanic language, but it was strongly influenced by the French-speaking Normans, who conquered England in 1066 C.E. English has borrowed heavily from Latin, both directly and by way of French.

You can see the influence of Latin in many words we use today. For example, our calendar comes from the one adopted by Julius Caesar. The names of several months come from Latin. August honors Caesar Augustus. September comes from Latin words meaning "the seventh month." (The Roman year started in March.) October means "the eighth month" in Latin.

Many English words start with Latin prefixes. A prefix is a set of letters at the beginning of a word that carries its own meaning. Attaching a prefix to a root word creates a new word with a new meaning. In fact, the word prefix is formed this way. It comes from pre- (“in front of”) and -fix (“to fasten” or “to attach”). The table on the opposite page shows other examples.

As you can see from the table, other English words come from Latin root words. For instance, manual developed from manus, the Latin word for “hand.”

Finally, we still often use Roman numerals. The Romans used a system of letters to write numbers. Look at the bottom section of the table. You may see Roman numerals, such as these, on clocks, sundials, and the first pages of books, like this one. You might also find Roman numerals on buildings and in some movie credits to show the year in which they were made.

The Romans combined the seven letters shown in the table to express larger numbers. Putting letters after another adds the value of the additional letters. For example, VIII means $5 + 3 = 8$ and XX means $10 + 10 = 20$. Putting a letter before a letter with a greater value subtracts its value. For example, IV means $5 - 1 = 4$ and IX means $10 - 1 = 9$.

Section 6 - Philosophy and Law

Like art and architecture, Roman philosophy and law were greatly influenced by the Greeks. But the Romans made contributions of their own that they passed on to future generations.

Philosophy Many Romans followed a philosophy known as Stoicism (STOH-ih-sism). First developed by the ancient Greeks, this system of thinking was adopted by the ancient Romans and followed until about 200 C.E.

Stoics believed that a divine intelligence ruled all of nature. A person’s soul was a spark of that divine intelligence. Stoics believed that the right way to live was in a way that agrees with nature and its laws.

To the Stoics, the key to life was to have a good character. This meant having virtues such as self-control and courage. Stoics disagreed with those who said that happiness meant only avoiding pain and only experiencing pleasure. They highly prized duty and the welfare of the community over their personal comfort. They believed that true happiness was the peace of mind that came from living up to Stoic ideals.

The most famous Roman Stoic was the emperor Marcus Aurelius. Aurelius wrote down his private thoughts in a book he called “To Himself.” Later, it was retitled *Meditations*. In his writings, Aurelius constantly reminded himself of Stoic ideals. He said not to worry if you encounter ungratefulness, insults, disloyalty, or selfishness. If you think and act rightly, none of these things can hurt you.

Stoics were famous for bearing pain and suffering bravely and quietly. To this day, we call someone who behaves in this way a “stoic.”

Law and Justice The Stoics’ beliefs about justice and nature fit very well with Roman ideas about law. Roman law covered marriages, inheritances, contracts, and countless other aspects of daily life. Modern law codes in European countries, such as France and Italy, are partly based on Roman laws.

Another legacy of the Romans was their concept of justice. The Romans believed that nature provides a universal law of justice. Under this natural law, they believed, every person has natural rights. Romans spread this idea by applying it to all citizens of the empire. Judges in Roman courts tried to make just, or fair, decisions that respected individual rights.

Like most people, the Romans did not always live up to their ideals. Their courts did not treat the poor or slaves equally with the rich. Emperors often made bad laws. But the Roman ideals of justice and natural law live on. The U.S. Declaration of Independence and U.S. Constitution were influenced by Roman ideas about law and government. Like judges in Roman courts, modern-day judges make decisions based on these ideals, as well as on written law. Similarly, many people today believe that all humans have basic rights that no written law can take away.

Summary

In this chapter, you learned about the fall of Rome and explored its legacy.

The End of the Empire in the West By 500, the Roman Empire had split. The eastern empire lasted for over 1,000 years. But the western empire collapsed due to political instability, economic and social issues, and the weakening of the frontiers.

Art Modern artists still follow Roman or Greco-Roman styles in the arts. Murals and mosaics, much like Roman ones, decorate modern buildings and public spaces.

Architecture and Engineering Roman architectural influences are seen in the structures of many modern buildings. The Romans also were talented engineers, whose construction methods and standards lasted thousands of years.

Language Many words and word parts in modern languages, such as English, French, and Spanish, came from Latin. Roman numerals appear today on clocks, in books, and in movie credits.

Philosophy and Law Roman ideals, such as Stoicism, the rule of law, and justice, shaped law and government in many modern nations. Examples include today’s law courts and documents, such as the U.S. Declaration of Independence and the U.S. Constitution.



The Roman Legacy in Modern Words and Numerals

Latin Prefixes

Latin	Meaning	English Words
in, im, il	not	inactive, impossible, illogical
inter	among, between	international, Internet
com, co	together, with	communicate, cooperate
pre	before	precede, prepare
post	after, behind	postpone, post-graduate
re	back, again	remember, retreat
semi	half	semicircle
sub	under, less than	submarine
trans	across, through	transportation, transnational

Latin Roots

Latin	Meaning	English Words
anima	life, breath, soul	animal, animated
civis	citizen, community	civic
lex, legalis	law, legal	legislature
manus	hand	manual
militare	to serve as a soldier	military
portare	to carry	portable
unus	one	united
urbs	city	urban
verbum	word	verb, verbal

Roman Numerals

Basic Numerals	Meaning	Other Numerals	Meaning
I	1	II	2
V	5	III	3
X	10	IV	4
L	50	VI	6
C	100	VII	7
D	500	VIII	8
M	1,000	IX	9