

Chapter

10

Roman Civilization

▼ The Colosseum in Rome, Italy

298-299 Picture Finders Ltd./eStock

NATIONAL GEOGRAPHIC

Where & When?



100 B.C.

A.D. 100

A.D. 300

A.D. 500

c. 10 B.C.

Livy writes his
History of Rome

A.D. 395

Roman Empire
divided into eastern
and western parts

A.D. 527

Emperor
Justinian
begins rule

CONTENTS

The Big Ideas

Section 1

Life in Ancient Rome

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

Section 2

The Fall of Rome

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

Section 3

The Byzantine Empire

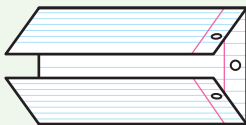
Physical geography plays a role in how civilizations develop and decline. Because it was centered at Constantinople, the Byzantine Empire developed a culture based on Roman, Greek, and Christian ideas. It also established a powerful trading economy.



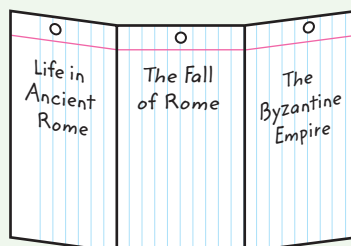
View the Chapter 10 video in the Glencoe Video Program.

FOLDABLES™ Study Organizer

Step 1 Fold a sheet of paper into thirds from top to bottom.



Step 2 Turn the paper horizontally, unfold, and label the three columns as shown.



Reading and Writing

As you read the chapter, write the main ideas for each section in the appropriate columns of your foldable. Then write one statement that summarizes the main ideas in each column.

Get Ready to Read

Making Predictions



Reading Skill

1 Learn It!

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

Predict how different our world may have been without the Romans.

What ideas from our system of law do you predict came from the Romans?

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

— from page 482

Reading Tip

As you read, check your predictions to see if they were correct.

Can you predict which Roman building influences will be discussed in the text that follows?

2 Practice It!

Read the excerpt below from Section 1 of this chapter.

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

— *from page 465*

Read to Write

Select one blue subhead in this chapter. Without reading the text under that subhead, write a paragraph that you think might appear there. Check the facts in your paragraph to see if they are correct.

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



A Roman family at the dinner table ▶

3 Apply It!

Before you read the chapter, skim the questions on pages 494–495 in the Chapter Assessment. Choose three questions and predict what the answers will be.

Section

1

Life in Ancient Rome

Guide to Reading



History Social Science Standards

WH6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

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

Looking Back, Looking Ahead

You have already learned about Rome's rise to power. Life in Rome was not easy, but as the empire grew, its people accomplished many things in art, science, and engineering.

Focusing on the Main Ideas

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

Meeting People

Virgil (VUHR•juhl)

Horace (HAWR•uhs)

Galen (GAY•luhn)

Ptolemy (TAH•luh•mee)

Spartacus (SPAHR•tuh•kuhs)

Content Vocabulary

vault (VAWLT)

satire (SA•TYR)

ode (OHD)

anatomy (uh•NA•tuh•mee)

Forum (FOHR•uhm)

gladiator (GLA•dee•AY•tuhr)

paterfamilias

(PA•tuhr•fuh•MIH•lee•uhs)

rhetoric (REH•tuh•rihk)

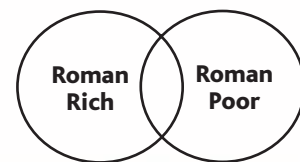
Academic Vocabulary

technique (tehk•NEEK)

constant (KAHN•stuhnt)

Reading Strategy

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



NATIONAL GEOGRAPHIC

Where & When?



100 B.C.

73 B.C.

Spartacus leads revolt of enslaved people

A.D. 1

c. 10 B.C.

Livy writes his *History of Rome*

A.D. 100

c. A.D. 80

Colosseum completed



WH6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

WH7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

Nik Wheeler/CORBIS

Roman Culture

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

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

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

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

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

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

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

▼ This Roman bridge still stands in Spain.
In what other structures were arches used?



Primary Source

The Book of Epodes

In this poem excerpt, Horace praises the lifestyle of those who farm their family's land.

"Happy the man who, far from
business and affairs

Like mortals of the early
times,

May work his father's fields
with oxen of his own,

Exempt [free] from profit,
loss, and fee,

Not like the soldier roused by
savage trumpet's blare,

Not terrified by seas in rage,

Avoiding busy forums and the
haughty doors

Of influential citizens."

—Horace, *The Book of Epodes*



▲ Horace



Document-Based Question

According to Horace, what kinds of things does the farmer avoid?

Roman Literature Roman authors based much of their writing on Greek works. For example, the Roman writer **Virgil** (VUHR•juhl) drew some of his ideas from Homer's *Odyssey*. Virgil's epic poem, the *Aeneid* (uh•NEE•uhd), describes the adventures of the Trojan prince Aeneas and how he came to Italy. Virgil presents Aeneas as the ideal Roman—brave, self-controlled, and loyal to the gods.

Rome's other famous writers also looked to the Greeks for inspiration. Using Greek models, the poet **Horace** (HAWR•uhs) wrote **satires** (SA•TYRZ). These works poked fun at human weaknesses. Horace also composed **odes** (OHDZ), or poems that express strong emotions about life. The

Roman writer Ovid wrote works that were based on the Greek myths. The poet Catullus also admired Greek writings. He wrote short poems about love, sadness, and envy.

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

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

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

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

Roman Science and Engineering The Romans also learned from Greek science. A Greek doctor named **Galen** (GAY•luhn)

brought many medical ideas to Rome. For example, he emphasized the importance of **anatomy** (uh•NA•tuh•mee), the study of body structure. To learn about internal organs, Galen cut open dead animals and recorded his findings. Doctors in the West studied Galen's books and drawings for more than 1,500 years.

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

While Roman scientists tried to understand how the world worked, Roman

engineers built an astonishing system of roads and bridges to connect the empire. Have you ever heard the saying "All roads lead to Rome"? Roman engineers built roads from Rome to every part of the empire. These roads were well built and made travel and trade more accessible.

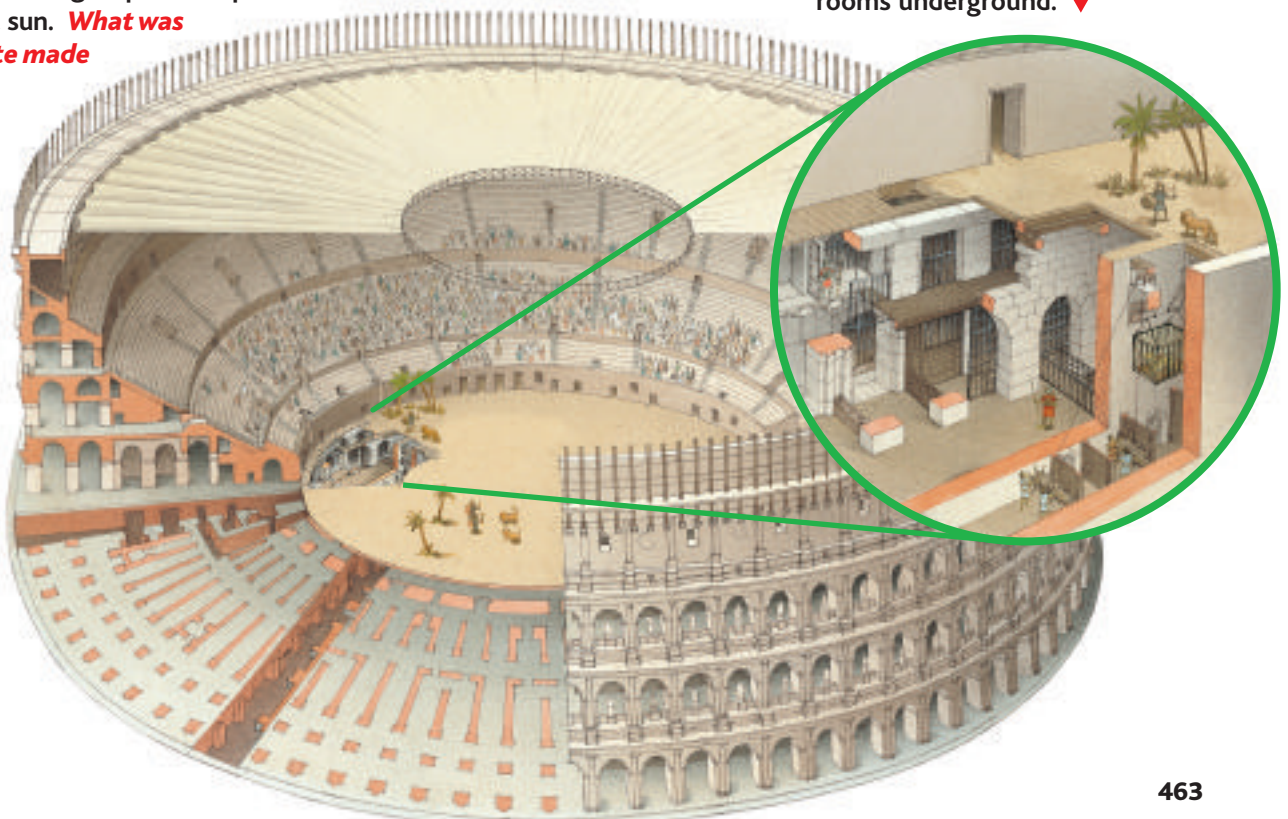
The Romans also used advanced engineering to supply their cities with fresh water. Engineers built aqueducts to bring water from the hills into the cities. Aqueducts were long troughs supported by rows of arches. They carried water over long distances. At one time, 11 great aqueducts fed Rome's homes,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

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

The Roman Colosseum

The Colosseum in Rome could hold 60,000 people. It was made of concrete and had a removable canvas awning to protect spectators from the hot sun. **What was concrete made from?**

A system of cages, ropes, and pulleys brought wild animals up to the Colosseum floor from rooms underground. ▼





The Way It Was

Sports & Contests

Ancient Roman Sports Sports were important to the Romans. Paintings on vases, frescoes [moist plaster], and stone show Romans playing ball, including a version of soccer. Roman girls are shown exercising with handheld weights and throwing an egg-shaped ball.

Some Roman sporting events took place in the Colosseum. Wild beast fights, battles between ships, and gladiator contests attracted Roman spectators by the thousands. Chariot racing was held in the Circus Maximus, and the drivers wore team colors of red, white, green, and blue.



▲ Scene showing gladiators in battle

Connecting to the Past

1. How do we know sports were important to the Romans?
2. How are today's sports different from Roman sports? How are they similar?

Daily Life in Rome

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

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

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

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

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

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

To keep the people from rioting, the Roman government provided “bread and circuses,” or free grain and shows. Romans of all classes flocked to the chariot races and gladiator contests. **Gladiators** (GLA•dee•AY•tuhrz)



▲ Chariot races were held in an arena called the Circus Maximus, one of the largest arenas ever made. *Besides chariot races, what other types of shows attracted Romans?*

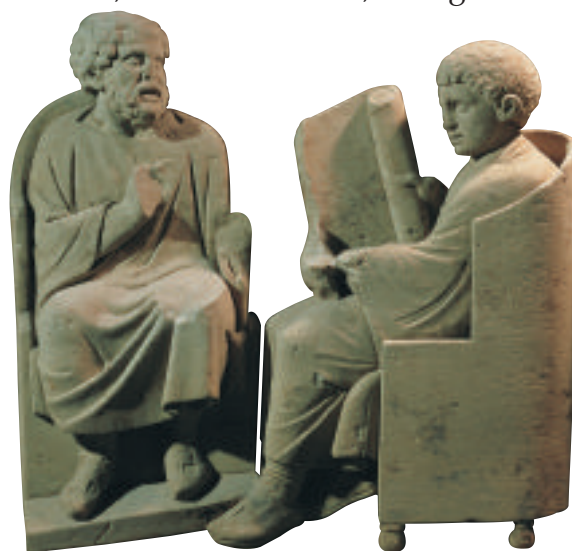
fought animals and each other. Most gladiators were enslaved people, criminals, or poor people. Gladiators were admired, much like sports heroes are today.

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

In some cases, the paterfamilias made sure his children were educated. Poor Romans could not afford to send their children to school. Wealthy Romans, however, hired tutors to teach their young children at home. Some older boys went to school, where they learned reading, writing, and **rhetoric** (REH•tuh•rihk), or public speaking.

Older girls did not go to school. Instead, they studied reading and writing at home. They also learned household duties such as cooking, weaving and cleaning.

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



▲ A Roman teacher and student

in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a *palla*.

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

The freedoms a Roman woman enjoyed depended on her husband's wealth and sta-

tus. Wealthy women had a great deal of independence. They could own land, run businesses, and sell property. They managed the household and had enslaved people do the housework. This left the women free to study literature, art, and fashion. Outside the home, they could go to the theater or the amphitheater, but in both places they had to sit in areas separate from men.

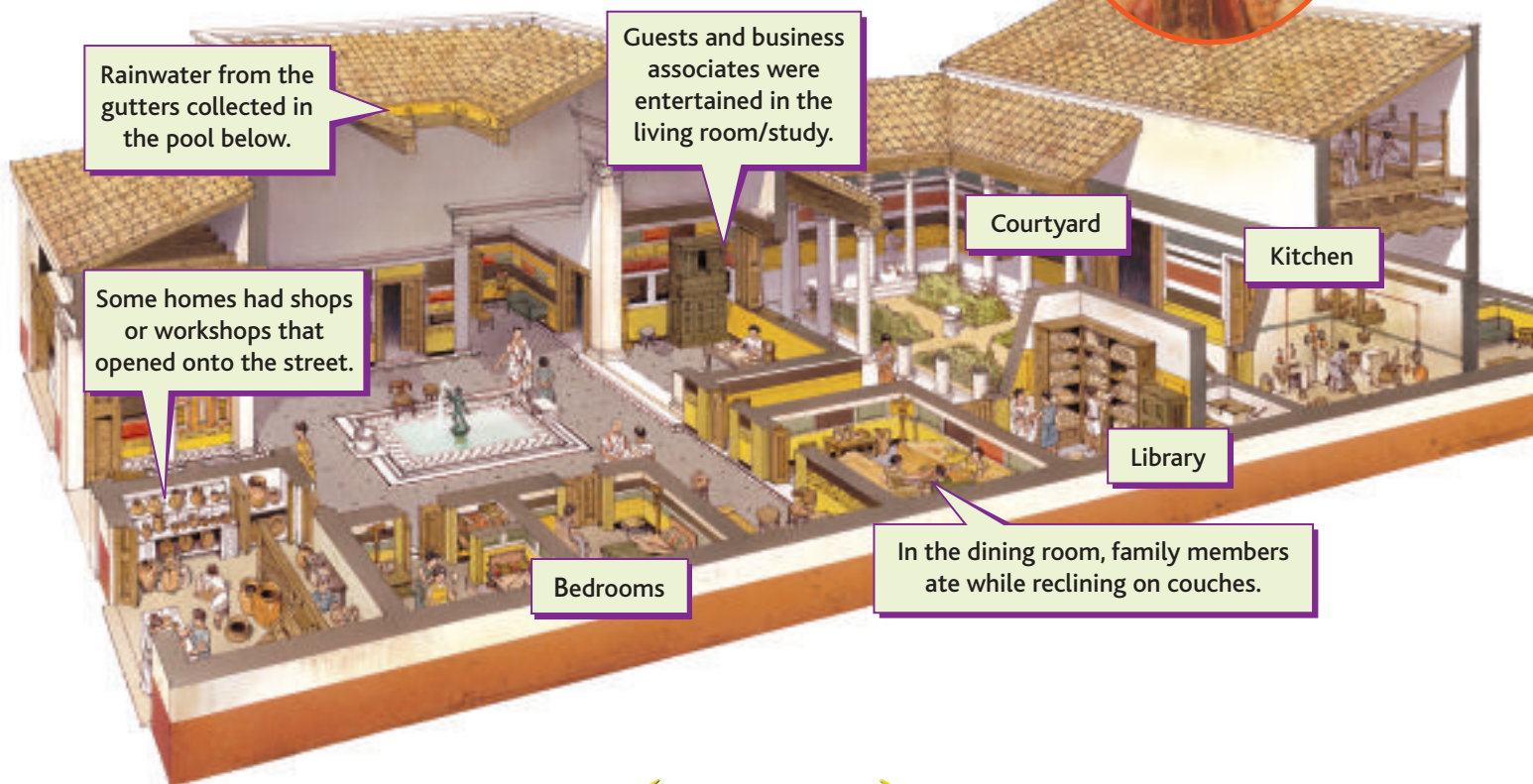
Women with less money had less freedom. They spent most of their time working in their houses or helping their husbands in family-run shops. They were allowed to leave home to shop, visit friends, worship at temples, or go to the baths. A few women did work independently outside the home. Some served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

Scala/Art Resource, NY

A Roman House

▼ Wealthy Romans often lived in spacious houses with central courtyards. The houses had high brick walls without windows. Many of the rooms opened into the courtyard to allow in light and fresh air. **How is a Roman home similar to homes in your neighborhood? How is it different?**

A Roman couple



Rainwater from the gutters collected in the pool below.

Guests and business associates were entertained in the living room/study.

Some homes had shops or workshops that opened onto the street.

Courtyard

Kitchen

Library

Bedrooms

In the dining room, family members ate while reclining on couches.



▲ These apartments were built of brick and stone for wealthy Romans. *What sort of buildings did poor Romans live in?*

▼ A Roman family at the dinner table



How Did Romans Treat Enslaved People?

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

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

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

In 73 B.C. a slave revolt broke out in Italy. It was led by a gladiator named **Spartacus** (SPAHR•tuh•kuhs). Under Spartacus, a force of 70,000 enslaved people defeated several Roman armies. The revolt was finally crushed two years later. Spartacus and

6,000 of his followers were crucified, or put to death by being nailed to a cross.

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

Romans honored their gods and goddesses by praying and offering food. Every Roman home had an altar for the family's household gods. Government officials made offerings in temples. There the important gods and goddesses of Rome were honored. Some Roman priests looked for messages from the gods. They studied the insides of dead animals or watched the flight of birds, looking for meaning.

Greek and Roman Gods

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

The Romans also borrowed ideas from Greek philosophy. For example, they borrowed and modified, or changed slightly, the Greek philosophy of Stoicism. For Romans, Stoicism was not about finding happiness through reason like it was for the Greeks. Instead, Stoicism encouraged Romans to live in a practical way. Stoic philosophers urged people to participate in public affairs, to do their civic duty, and to treat conquered peoples well.

As the empire grew larger, Romans came into contact with other religions. These religions were allowed, as long as

they did not threaten the government. Those that did faced severe hardships. You will read about one of these religions—Christianity—in the next chapter.

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

History online

Study Central Need help understanding how the Romans lived? Visit ca.hss.glencoe.com and click on Study Central.

Section 1 Review

Reading Summary

Review the **Main Ideas**

- Roman art, literature, and science borrowed much from the Greeks. Roman engineers made advances, including the development of cement, the arch, aqueducts, and domes.
- Religion and family were important parts of Roman life. Enslaved people carried out many different tasks in Roman society.


What Did You Learn?

- What were some of Ptolemy's scientific achievements?
- How were the Roman and Greek religions similar?
- Analyze** Why is the Roman language important? **CA 6RC2.0**
- Describe** Describe Roman education. **CA 6RC2.0**

Critical Thinking

- Compare and Contrast** Draw a chart like the one below. Fill in details comparing Roman and Greek art and architecture. **CA 6RC2.4**

Greek Art	Roman Art
Greek Architecture	Roman Architecture

- The Big Ideas** The Romans borrowed ideas from other peoples. Do you think our culture today borrows ideas from other peoples? Explain your answer. **CA 6RC2.3**
-  **Reading Making Predictions** Reread the text on Roman literature on page 462. How might Roman writing have been different without the influence of Greek writers? **CA 6RC2.3**

BAUCIS AND PHILEMON

By Don Nardo

Before You Read

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

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

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

Vocabulary Preview

diversion: something that relaxes, amuses, or entertains

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

hospitality: kind treatment of guests and visitors

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

burden: something taken as a duty or responsibility

edible: safe to eat

replenish: to make full or complete again

vantage: a position giving a total view

deluge: flood

unscathed: unharmed

transform: to change completely

ensure: to make certain

eternity: endless time

foliage: leaves from a tree

peasant: farm laborer

Do you know a person who is always friendly and generous, no matter what the circumstances? In this story, a good-natured husband and wife are rewarded when they receive special guests into their home.



As You Read

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



One of Jupiter's favorite pastimes was disguising himself as a mortal and roaming the earth in search of diversions and adventures. On one particular day, he and his messenger, Mercury, dressed themselves as lowly beggars and descended to the land of Phrygia¹ (in central Asia Minor) to test the hospitality of the local people. To their dismay, the gods encountered much rudeness and selfishness. As they went from house to

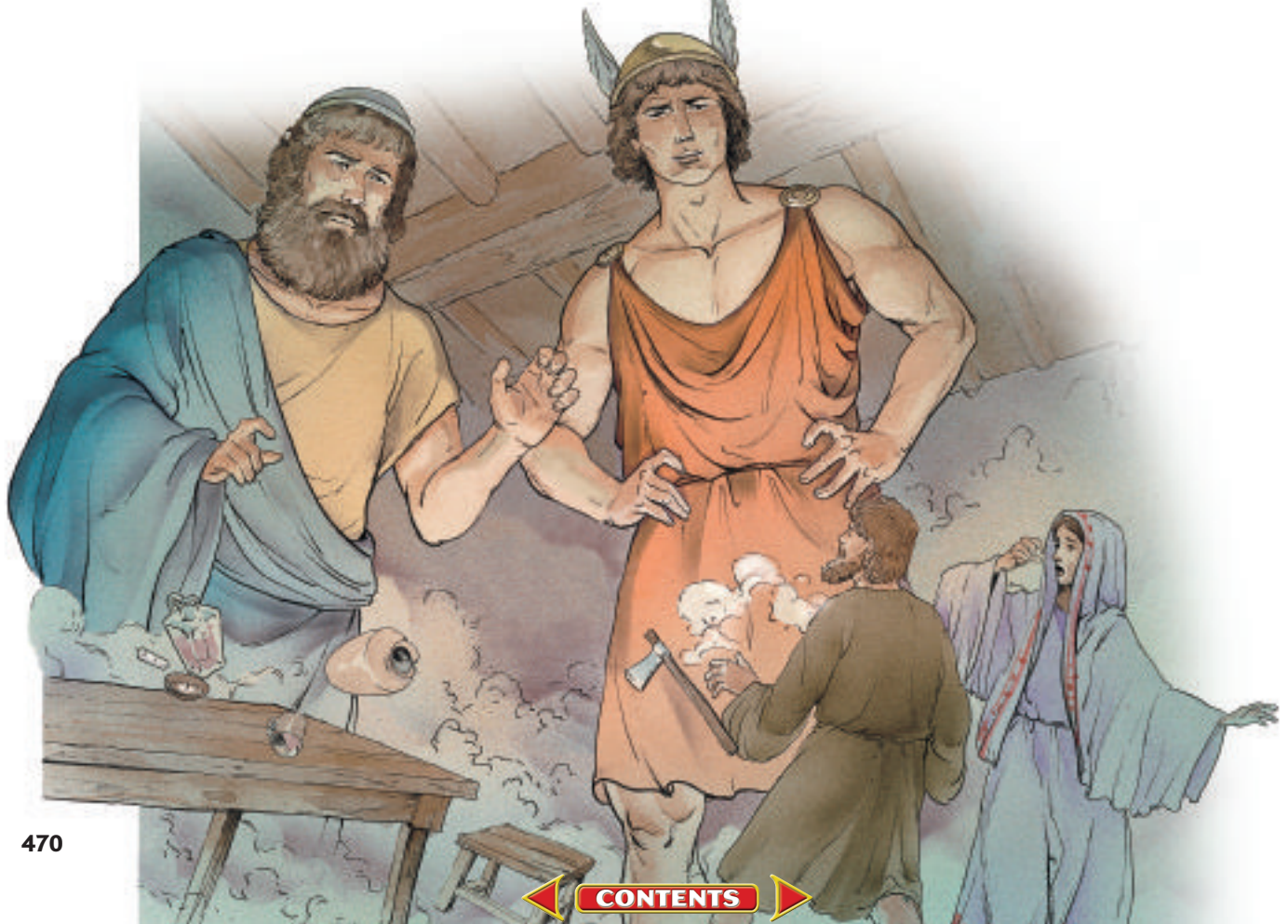
house, rich ones and poor ones alike, asking humbly for a scrap of food and a place to sleep, one owner after another told them to go away and barred the door against them. They tried a thousand houses and always received the same poor treatment.

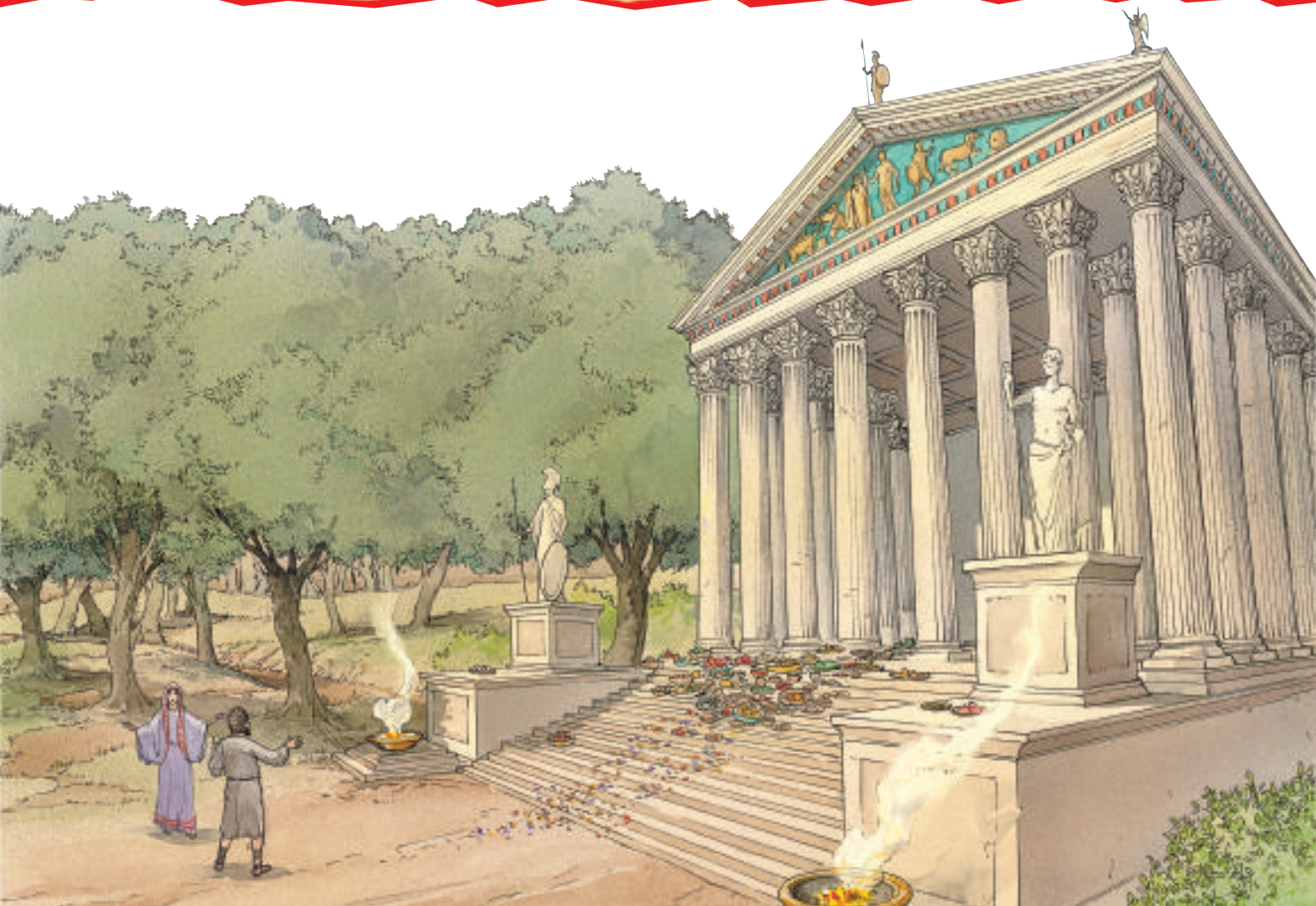
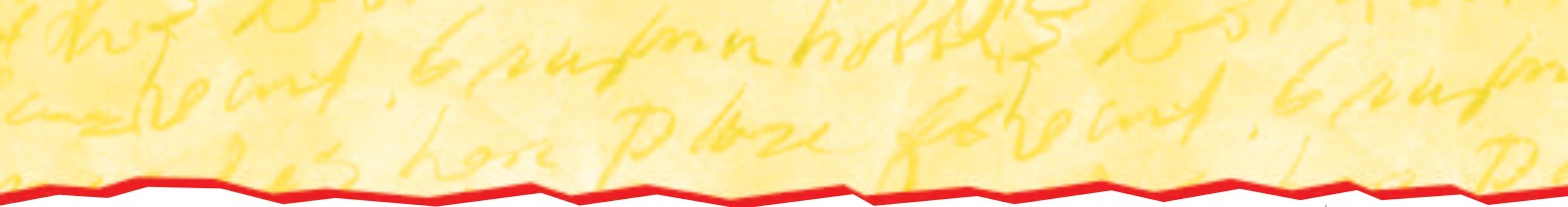
Finally, Jupiter and Mercury came to a small hut thatched with straw and reeds, the humblest and poorest hovel² they had seen so far. This time, an elderly couple, Baucis and Philemon by name, welcomed them in. As Ovid³ told it: They had married young and were deeply in love.

¹**Phrygia:** an area of the Roman Empire in present-day Turkey

²**hovel:** a small, poorly built house

³**Ovid:** Roman poet, author of tales of Roman mythology





They had grown old together in the same cottage; they were very poor, but faced their poverty with cheerful spirit and made its burden light by not complaining. It would do you little good to ask for servants or masters in that household, for the couple were all the house; both gave and followed orders.

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

At this moment, Jupiter and Mercury revealed themselves to the old people. They told them not to fear and led them to a mountaintop. From that vantage, Baucis and Philemon watched as a great flood drowned all their neighbors, the ones who had treated the gods so badly, a deluge that left only their own hut standing unscathed. Jupiter then



transformed the hut into a magnificent temple, and the two mortals thereafter resided in it as his devoted priests.

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

Philemon watched Baucis changing, Baucis watched Philemon, and as the foliage spread, they still had time to say “Farewell, my dear!” and the bark closed over sealing their mouths. And even to this day the peasants in that district show the stranger the two trees close together, and the union of oak and linden⁴ in one [trunk].

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



Responding to the Literature

1. Who comes to visit Baucis and Philemon?
2. What did Baucis and Philemon notice was happening to their food?
3. **Cause and Effect** What reward was given to the two hosts by Jupiter and Mercury? Why were Baucis and Philemon rewarded in such a way? **CA 6RL3.0**
4. **Analyze** How does the setting of the story influence the plot? Support your ideas with details from the story. **CA 6RL3.3**
5. **Read to Write** Imagine that you are Baucis or Philemon. What would your reaction be to discovering that Jupiter and Mercury were guests in your house? How would you treat them once you knew who they were? Write a journal entry that describes your reaction.

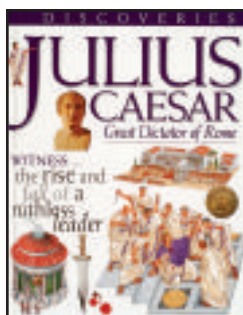
CA 6WA2.4

Reading on Your Own...



From the California Reading List

Do you want to learn more about the ancient Romans or the history of Christianity? If so, check out these other great books.

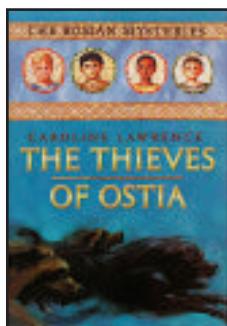


Biography

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

Nonfiction

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

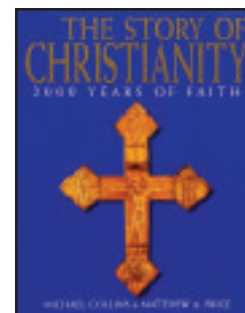


Fiction

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

Nonfiction

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



Section

2

The Fall of Rome

Guide to Reading



History Social Science Standards

WH6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

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

Looking Back, Looking Ahead

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

Focusing on the Main Ideas

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

Locating Places

Constantinople

(KAHN • STAN • tuhn • OH • puh!)

Meeting People

Diocletian (DY • uh • KLEE • shuhn)

Constantine (KAHN • stuhn • TEEN)

Theodosius

(THEE • uh • DOH • shuhs)

Alaric (A • luh • rihk)

Odoacer (OH • duh • WAY • suhr)

Content Vocabulary

inflation (ihn • FLAY • shuhn)

barter (BAHR • tuhr)

reform (rih • FAWRM)

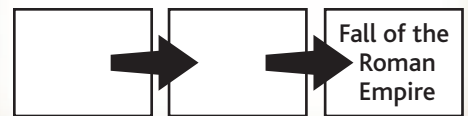
Academic Vocabulary

authority (uh • THAHR • uh • tee)

expand (ihk • SPAND)

Reading Strategy

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



Where & When?



A.D. 250

A.D. 284

Diocletian tries to reform empire

A.D. 350

A.D. 395

Roman Empire divided into eastern and western parts

A.D. 450

A.D. 476

Rome's last emperor overthrown



WH7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

The Decline of Rome

Main Idea Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire.

Reading Connection What do you do when you face a difficult problem? Do you try to solve it yourself? Do you ask other people for help? Read to learn about the problems the Roman Empire faced and how its leaders responded.

In A.D. 180 Marcus Aurelius died. His son, Commodus (KAH•muh•duhs), became emperor. Commodus was cruel and wasted money. Instead of ruling Rome, Commodus spent much of his time fighting as a gladiator. In A.D. 192 the emperor's bodyguard killed him. Many decades of confusion and conflict followed.

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

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

Poor leadership was not Rome's only difficulty. Fewer Romans honored the old ideals of duty, courage, and honesty. Many government officials took bribes. As problems

The Decline of Rome



Understanding Charts

Many issues, including a weak government, lack of food, and fewer jobs, led to Rome's decline.

1. According to the flow chart, what occurs after reform fails?
2. **Cause and Effect** What were the final effects of the Roman Empire being split in two?

increased, talented people often refused to serve in government. Many wealthy citizens even stopped paying taxes. Fewer people attended schools, and a large number of the empire's people were now enslaved. Wealthy Romans supported slavery because it was a cheap way to get work done.

Economic and Military Problems During the A.D. 200s, Rome's economy began to fall apart. As government weakened, law and

order broke down. Roads and bridges were destroyed, and trade routes became unsafe. Information could not be sent quickly across the empire, and Rome's army could no longer organize quickly enough to drive out invaders. Roman soldiers and invaders seized crops and destroyed fields. Farmers grew less food, and hunger began to spread.

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

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

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

Meanwhile, invaders swept into the empire. In the west, Germanic tribes raided Roman farms and towns. In the east, armies from Persia pushed into the empire's territory. As fighting increased, the government could no longer enlist and pay Romans as soldiers. It began using Germanic warriors in the army. However, these Germanic soldiers were not loyal to Rome.

Primary Source

Distrust of Money

As the Roman Empire declined, people stopped trusting the value of money.

"Whereas [because] the public officials have assembled and have accused the bankers of the exchange banks of having closed them because of their unwillingness to accept the divine coin of the emperors, it has become necessary to issue an order to all owners of the banks to open them and to accept and exchange all coin except the absolutely spurious [false] and counterfeit—and not alone to them but to those who engage in business transactions of any kind."



▲ Roman coins

—"Distrust of Imperial Coinage,"
Oxyrhynchus Papyrus, no. 1411, Vol. 2,
A.S. Hunt, trans.



Document-Based Question

What do you think was happening to the economy of the empire as people stopped using the official money?

The Way It Was

What Were Diocletian's Reforms? In A.D. 284 a general named **Diocletian** (DY•uh•KLEE•shuhn) became emperor. To stop the empire's decline, he introduced **reforms** (rih•FAWRMZ), or political changes to make things better. Believing the empire to be too large to rule by himself, Diocletian changed its framework by dividing it into four parts. He named officials to rule these areas but kept **authority** over all.

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

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

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

 **Reading Check Explain** How did Diocletian try to reverse the decline of Rome?

Focus on Everyday Life

Slavery in the Roman Empire Public and private slavery were common in Roman society. Public slaves were owned by the state. They took care of important buildings and served government officials. Educated public slaves were used to help organize the governments of conquered areas.

Private slaves were owned by individuals. They were often forced to work long hours and could be sold at any time. Wealthy Romans had hundreds or even thousands of enslaved people. Most enslaved people worked on farms.

Most enslaved people were men. This was probably because their work required great strength. Some enslaved men also became gladiators. Enslaved women made clothing and cooked for their owner's family.



▼ Roman slaves at work

Connecting to the Past

1. What was the main difference between public and private enslavement?
2. Which jobs were probably considered the most desirable by enslaved people?



CONSTANTINE THE GREAT

c. A.D. 280–337

First Christian Roman Emperor

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

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

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

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



▲ Constantine



▲ Modern-day Constantinople

Then and Now

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



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

Rome Falls

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

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

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

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

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

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

In the late A.D. 300s, the Huns entered Eastern Europe and defeated the Ostrogoths (AHS • truh • GAHTHS). The Visigoths, fearing for their own welfare, asked the Eastern Roman emperor for protection. He let them settle

Primary Source

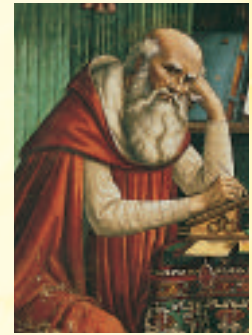
Rome Is Attacked

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

"Who would believe that Rome, victor over all the world, would fall, that she would be to her people both the womb and the tomb. . . .

Where we cannot help we mourn and mingle with theirs our tears. . . . There is not an hour, not even a moment, when we are not occupied with crowds of refugees, when the peace of the monastery is not invaded by a horde of guests so that we shall either have to shut the gates or neglect the Scriptures for which the gates were opened."

—Jerome, "News of the Attacks"



▲ Saint Jerome



Document-Based Question

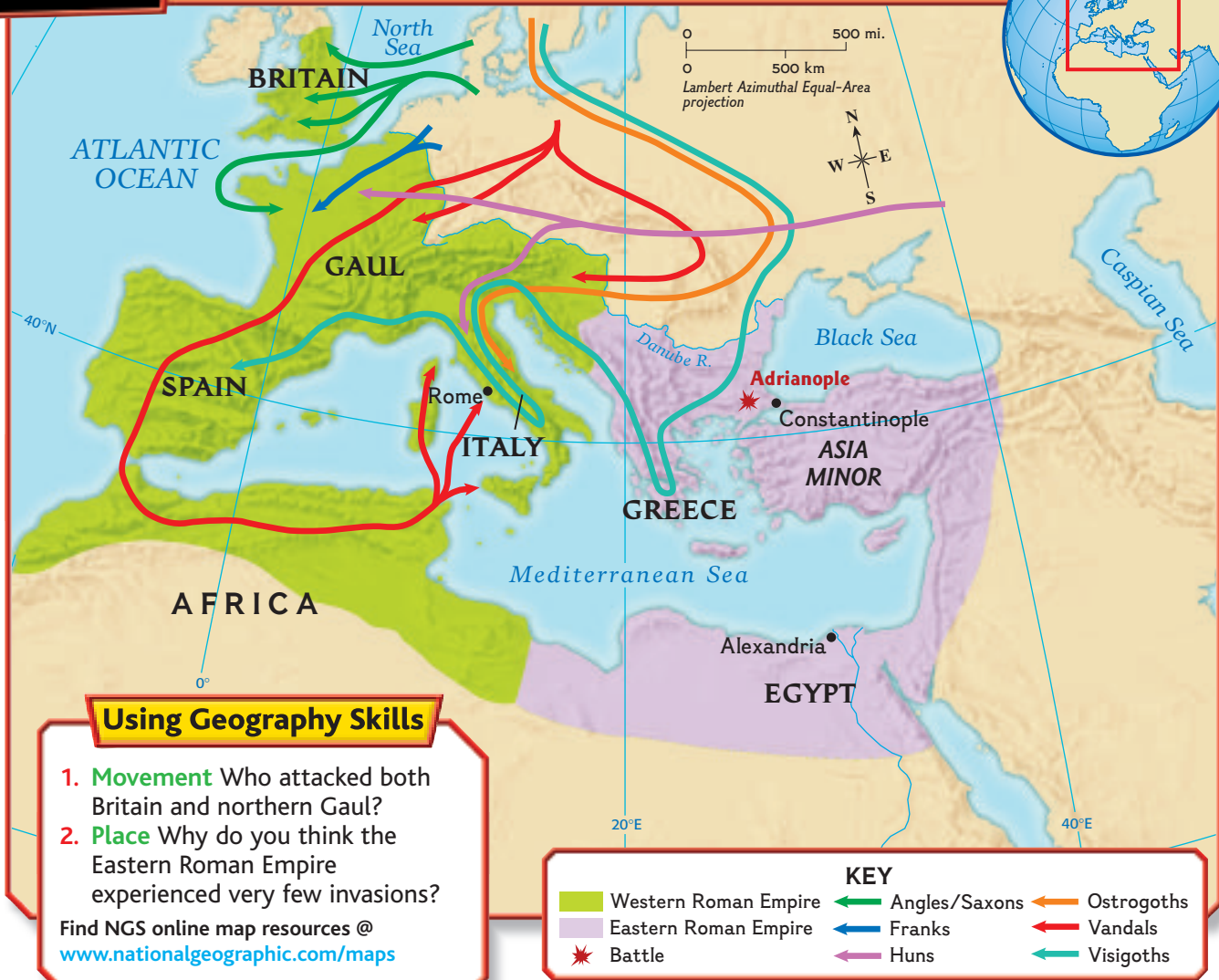
Does Jerome think the gates of the monastery should be shut? Explain.

just inside the empire's border. In return they promised to be loyal to Rome.

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

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

Germanic Invasions of Rome c. A.D. 200–500



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

In A.D. 410 the Visigoth leader **Alaric** (A•luh•rihk) and his soldiers captured Rome. They burned records and looted the

treasury. Rome's capture shocked the empire's people. It was the first time Rome had been conquered in 800 years.

Another Germanic group known as the Vandals overran Spain and northern Africa. They enslaved some Roman landowners and drove others away. Then the Vandals sailed to Italy. In A.D. 455 they entered Rome. They spent 12 days stripping buildings of everything valuable and burning them. From these attacks came the English word *vandalism*, which means "the willful destruction of property."



▲ An image showing the Visigoths invading Rome. **What leader did the Visigoths overthrow to take control of Rome?**

Rome Falls By the mid-A.D. 400s, several Germanic leaders held high posts in Rome's government and army. In A.D. 476 a Germanic general named **Odoacer** (OH•duh•WAY•suhr) took control, overthrowing the western emperor, a 14-year-old boy named Romulus Augustulus (RAHM•yuh•luhs aw•GUHS•chah•luhs). After Romulus Augustulus, no emperor ever again ruled from Rome. Historians often use this event to mark the end of the Western Roman Empire.

Odoacer controlled Rome for almost 15 years. Then a group of Visigoths seized the city and killed Odoacer. They set up a kingdom in Italy under their leader, Theodoric (thee•AH•duh•rihk). Elsewhere in Europe, other Germanic kingdoms arose. For example, in the Roman province of Gaul, a

Germanic people called the Franks took power in A.D. 486. About 10 years later, Clovis, the Frankish king, converted to Christianity and became a Catholic. Before long, nearly all of the Franks became Catholic, helping to spread Christianity in Europe.

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

✓ **Reading Check Identify** Which event usually marks the fall of the Western Roman Empire?



WH6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

WH7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

The Legacy of Rome

Main Idea Rome passed on many achievements in government, law, language, and the arts.

Reading Connection Did you know that the words *doctor*, *animal*, *circus*, and *family* come from Latin, the Roman language? Read to discover other things we have borrowed from the Romans.

A legacy is something that someone leaves to future generations of people. The Romans left a large legacy. Our world

would be very different if the Romans had never existed. Many words in the English language and many of our ideas about government come from the Romans. The same is true for our code of laws and our knowledge about building. Roman rule also allowed the Christian religion to spread.

Roman Ideas and Government Today

Roman ideas about law, as first written in the Twelve Tables, are with us today. We, like the Romans, believe that all people are equal under the law. We expect our judges to

Linking Past & Present

Roman and Modern Architecture

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

▼ The Rotunda at the University of Virginia



▲ The Pantheon in Rome

PRESENT Columns, domes, and arches still appear in many modern buildings. Banks, homes, and government buildings often use a Roman style. *What Roman architectural styles do you see in your neighborhood?*

decide cases fairly, and we consider a person innocent until proven guilty.

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

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

read the works of Romans such as Virgil, Horace, Livy, Cicero, Suetonius, and Tacitus.

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

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

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

Section 2 Review

History online

Study Central Need help with the fall of Rome? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- A series of weak emperors, invasions by outsiders, disease, and a number of other factors led to a greatly weakened Roman Empire.
- Numerous invasions by Germanic peoples led to the fall of Rome in A.D. 476.
- Roman ideas about government and Roman architecture are just some of the legacies of ancient Rome.

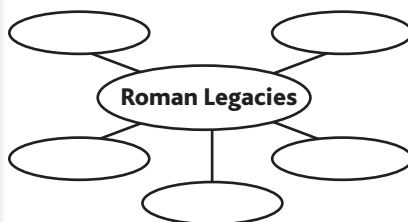
What Did You Learn?

1. What social problems helped cause the empire's decline?
2. Why did the Roman government use Germanic warriors in its army?

Critical Thinking

3. Summarizing Information

Draw a diagram like the one below. Fill in details about Rome's legacy. **CA 6RC2.4**



4. **Cause and Effect** What caused Rome's economy to weaken? How did inflation affect Rome? **CA HI6.**
5. **Describe** Who were the Visigoths, and why are they important? **CA HI2.**
6. **The Big Ideas** What is the influence of Rome's language and architecture today? **CA 6RC2.3**
7. **Persuasive Writing** Write an essay explaining what you think is the main reason for the decline and fall of the Roman Empire, and what might have been done to prevent it. **CA 6WS1.1; 6WA2.5**

Section

3

The Byzantine Empire

Guide to Reading



History Social Science Standards

WH.7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Looking Back, Looking Ahead

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

Focusing on the Main Ideas

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

Locating Places

Black Sea

Aegean Sea (ih•JEE•uhn)

Meeting People

Justinian (juh•STIH•nee•uhn)

Theodora (THEE•uh•DOHR•uh)

Belisarius (BEH•luh•SAR•ee•uhs)

Tribonian (truh•BOH•nee•uhn)

Content Vocabulary

mosaic (moh•ZAY•ihk)

saint (SAYNT)

regent (REE•juhnt)

Academic Vocabulary

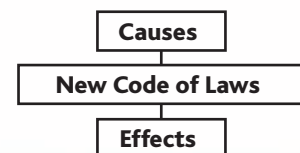
income (IHN•KUHM)

rely (rih•LY)

enormous (ih•NAWR•muhs)

Reading Strategy

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



Where & When?



A.D. 525

A.D. 527
Emperor Justinian begins rule

A.D. 550

A.D. 537
Hagia Sophia completed

A.D. 575

A.D. 565
Justinian dies



WH7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

The Rise of the Byzantines

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

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

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

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

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

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



▲ The ancient walled city of Constantinople

Influence of Greek Culture The Byzantines at first followed Roman ways. Constantinople was known as the "New Rome." Its public buildings and palaces were built in the Roman style. The city even had an oval arena called the Hippodrome, where chariot races and other events were held.

Byzantine political and social life also were based on that of Rome. Emperors spoke Latin and enforced Roman laws. The empire's poor people received free bread and shows. Wealthy people lived in town or on large farming estates. In fact, many of them had once lived in Rome.

HistoryOnline

Web Activity Visit ca.hss.glencoe.com and click on **Chapter 10—Student Web Activity** to learn more about Roman civilization.



WH7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

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

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

Emperor Justinian

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

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

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



The Byzantine Empire A.D. 527–565



Using Geography Skills

- Regions** Describe the area of the Byzantine Empire before Justinian's conquests.
- Location** How far west did the empire extend after Justinian's conquests?



Justinian's wife, the empress **Theodora** (THEE • uh • DOHR • uh), helped him run the empire. Theodora, a former actress, was intelligent and strong-willed, and she helped Justinian choose government officials. Theodora also convinced him to give women more rights. For the first time, a Byzantine wife could own land. If she became a widow, she now had the **income** to take care of her children.

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

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

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

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

Primary Source

Theodora Refuses to Flee

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

"My opinion then is that the present time . . . is inopportune [not a good time] for flight, even though it brings safety. . . . For one who has been an emperor, it is undurable to be a fugitive. . . .

May I not live that day on which those who meet me shall not address me as empress. If, now, it is your wish to save yourself, O Emperor, there is no difficulty."

—Procopius, "The Nika Riot"



Theodora ▶



Document-Based Question

Why did the empress not wish to escape?

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

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

Reading Check Explain What did Justinian accomplish during his reign?



WH7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

EMPRESS THEODORA

c A.D. 500–548

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

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

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



▲ Empress Theodora advises Emperor Justinian.

"She was extremely clever and had a biting wit."

—Procopius, *The Secret History*

Then and Now

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



WH7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Byzantine Civilization

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

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

From the A.D. 500s to the A.D. 1100s, the Byzantine Empire was the center of trade between Europe and Asia. Trade goods from present-day Russia in the north, Mediterranean lands in the south, Latin Europe in the west, and Persia and China in the east passed through the empire. From Asia, ships and caravans brought luxury

goods—spices, gems, metals, and cloth—to Constantinople. For these items, Byzantine merchants traded farm goods as well as furs, honey, and enslaved people from northern Europe.

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



▲ Sculpture showing chariot racing at the Hippodrome



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

What does the name Hagia Sophia mean?



▲ Byzantine jewelry

The Way It Was

Focus on Everyday Life

Byzantine Mosaics Imagine taking bits of glass and turning them into beautiful masterpieces. Byzantine artists did just that starting around A.D. 330. Roman mosaics were made of natural-colored marble pieces and decorated villas and buildings. Byzantine mosaics were different. They were made of richly colored, irregular pieces of glass and decorated the ceilings, domes, and floors of Byzantine churches.

Byzantine mosaics were created to honor religious or political leaders. The centers of domes—because they were the highest points of the churches—were commonly reserved for images of Jesus.

Mosaics were expensive. They were ordered and paid for by emperors, state officials, or church leaders. Many mosaics are still intact and can be seen today inside churches, monasteries, and museums.

Mosaic from the
Byzantine Empire ►



The Art Archive/Hagia Sophia Istanbul/Dagli Orti

Connecting to the Past

1. Why do you think the name of the person who paid for the mosaic—rather than the name of the person who made the mosaic—was often recorded in the inscription?
2. What types of art do present-day artists make with glass?

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

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

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

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

Byzantine women were not encouraged to lead independent lives. They were expected to stay home and take care of their families. Despite this tradition, women did gain some important rights, thanks to Empress Theodora. Some

Byzantine women became well educated and involved in politics. Several royal women served as regents. A **regent** (REE•juhnt) is a person who stands in for a ruler who is too young or too ill to govern. A few ruled the empire in their own right.

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

Most Byzantine authors wrote about religion. They stressed the need to obey God and save one's soul. To strengthen faith, they wrote about the lives of saints. Byzantine writers gave an important gift to the world. They copied and passed on the



▲ This Byzantine religious text is beautifully illustrated. **What did Byzantine boys study at school?**

writings of the ancient Greeks and Romans. Without Byzantine copies, many important works from the ancient world would have disappeared forever.

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

Section 3 Review

History online
Study Central Need help understanding the rise of the Byzantine Empire? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

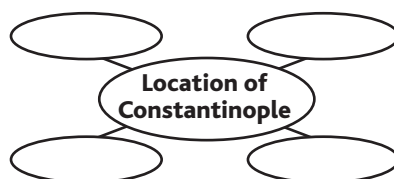
- With its capital at Constantinople and strong Greek influences, the Byzantine Empire grew powerful and wealthy.
- The Byzantine emperor, Justinian, reconquered much of the land that had been held by the old Roman Empire in the Mediterranean. It also issued a new law code known as the Justinian Code.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

What Did You Learn?

1. What is a mosaic, and where were mosaics found in the Byzantine Empire?
2. How did silk weaving develop in the Byzantine Empire?
4. **Describe** What were the consequences of Justinian's wars in Italy, North Africa, and Persia?
CA 6RC2.4
5. **The Big Ideas** How did geography influence Byzantine trade?
CA CS3.

Critical Thinking

3. **Organizing Information**
 Draw a diagram like the one below. Fill in details about Constantinople's location.
CA 6RC2.4



6. **Analyze** What important service did Byzantine writers provide to the rest of the world? Explain its significance.
CA HI2.
7. **Analysis Geography**
 Study the map on page 486. Explain why geography made it hard for the Byzantine Empire to expand north or west.
CA CS3.

Analyzing Primary Sources



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

Problems in Rome

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

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



▲ Roman coin

Reader's Dictionary

entail: to be involved in something

detriment (DEH•truh•muhnt): damage

largess (lahr•JEHS): gift

dole: a government gift

plebs (PLEHBS): the common people

vied: competed

sesterce (SEHS•TUHRS): a Roman coin roughly equivalent to one U.S. dollar

"Bread and Circuses"

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

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



▲ Gladiators in battle

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

—Fronto, "Bread and Circuses"

“Empire for Sale”

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

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

—Dio Cassius, “Empire for Sale”

Justinian’s Laws

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

Book I, Chapter III

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

Book I, Chapter VIII

1. Slaves are in the power of masters, a power derived from the law of nations: for among all nations it may be remarked that masters have the power of life and death over their slaves, and that everything acquired by the slave is acquired for the master.
2. But at the present day none of our subjects may use unrestrained violence towards their slaves, except for a reason recognized by law.

—The Institutes



Document-Based Questions

“Bread and Circuses”

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

“Empire for Sale”

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

Justinian’s Laws

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

Read to Write

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

CA HR4.

Chapter 10 Assessment

Standards WH6.7 & WH7.1

Review Content Vocabulary

Match the definitions in the second column to the terms in the first column.

- | | |
|----------------------|---|
| ___ 1. anatomy | a. pictures made of many bits of colored glass or stone |
| ___ 2. inflation | b. rapidly increasing prices |
| ___ 3. gladiator | c. father of a family |
| ___ 4. regent | d. emotional poem about life's ups and downs |
| ___ 5. mosaic | e. study of the body's structure |
| ___ 6. paterfamilias | f. a person who stands in for a ruler who cannot govern |
| ___ 7. ode | g. a warrior who fought animals and people in public arenas |

Review the Main Ideas

Section 1 • Life in Ancient Rome

- What did the Romans borrow from the Greeks? What did they develop on their own?
- What were the lives of the rich and poor like in Rome?

Section 2 • The Fall of Rome

- What weakened the Roman Empire?
- What caused the fall of Rome?
- In what areas of today's society can we see Roman influence?

Section 3 • The Byzantine Empire

- Which half of the former Roman Empire was most successful?
- What policies and reforms helped make the Byzantine Empire strong?
- What different groups of people contributed to the Byzantine culture?

Critical Thinking

- Cause and Effect** Why did Alaric's capture of Rome shock the Roman people?
CA HR5.
- Predict** How do you think history would have been different if Theodosius had not divided the Roman Empire?
CA HI2.

Geography Skills

Study the map below and answer the following questions.

- Place** Which areas were conquered by Justinian's military?
CA CS3.
- Human/Environment Interaction** Why do you think Justinian decided to conquer lands to the west of his empire?
CA CS3.
- Movement** What made it difficult for the Byzantine Empire to hold on to Justinian's conquests?
CA CS3.



Read to Write

21. **The Big Ideas** **Writing Reports** You have learned that Byzantine culture was greatly influenced by the Romans, Greeks, Egyptians, Slavs, and Persians. Think about the culture of the United States. Work with a classmate to prepare a report identifying parts of U.S. culture that were originally part of other cultures. **CA HI.2.**
22. **Using Your FOLDABLES** Use the information in your foldable to create a study guide. For each section, your study guide should include five questions that focus on the main ideas. **CA 6RC2.0**

Using Academic Vocabulary

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

constant	income
authority	enormous
expand	rely

Building Citizenship

24. **Analyze** Traditional Roman ideas of duty, courage, and honesty lost their importance before Rome fell. Why do you think duty, courage, and honesty are important in keeping a society strong? **CA 6RC2.3**



Linking Past and Present

25. **Language Connections** Use your local library to research some of the words from the Roman language, Latin, that we still use today. Create a list of these words as well as the Latin words from which they come. Be sure to include a definition with each entry. **CA 6RC2.3**

Economics Connection

26. **Explain** What role did taxation play in the fall of Rome? What would be some possible solutions to solving the tax problems? Write an essay explaining your solution to the problem. **CA HI.6.**

Reviewing Skills

27.  **Reading Skill** **Predicting** Write an essay in which you predict the fall of the Roman Empire. What are some of the things that you notice as signs of the fall? **CA 6WA2.2**
28.  **Analysis Skill** **Making Choices** How did Rome's leaders try to strengthen the empire? How well did these methods work? Write a short story describing how you would make Rome strong. **CA HI.1.**
CA 6WA2.1



Standards Practice

Select the best answer for each of the following questions.

- 29 Which of the following contributed to the instability of the Roman Empire and its eventual fall?
- A dishonest government officials
 - B attacks by the Greeks
 - C the death of Julius Caesar
 - D the rise of the Byzantines
- 30 The Eastern Roman Empire was able to avoid many Germanic invasions because
- A it was protected by the Spartans.
 - B the Western Roman Empire had more wealth.
 - C the Mediterranean and Black Seas offered protection from invaders.
 - D Constantine moved the capital to Constantinople.