

# Unit

# 1

# New Empires and New Faiths

## Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- Roman ideas about law shaped our ideas of law today.
- The religion of Islam has hundreds of millions of followers around the world today.
- African civilization supplied salt and gold to Europe and the Middle East, and developed musical styles that are still popular today.

50 B.C.

A.D. 150

A.D. 350

A.D. 550

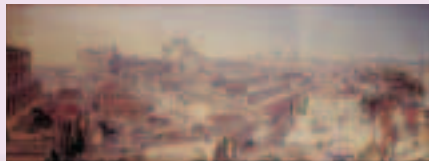
Roman Civilization

Chapter 1

27 B.C.

Augustus becomes Rome's first emperor

Rome at its height c. A.D. 200 ▼



A.D. 395

Roman Empire divided into eastern and western parts

A.D. 527

Emperor Justinian begins rule

Early Islam

Chapter 2

A.D. 570

Muhammad is born

Africa's Civilizations

Chapter 3

A monument from Axum ▼



c. A.D. 300

Axum conquers Kush

c. A.D. 400

Ghana rises to power in northwest Africa

# Where in the World?



A.D. 750

A.D. 950

A.D. 1150

A.D. 1350

A.D. 1550

Byzantine  
incense burner  
c. A.D. 1100



A.D. 1054  
Roman Catholic  
and Eastern  
Orthodox  
Churches split

A.D. 1453  
Constantinople falls,  
ending the Byzantine  
Empire

A.D. 632  
Muhammad  
dies



A mosque in  
Baghdad

A.D. 1100  
Omar Khayyan  
writes the *Rubaiyat*

A.D. 1258  
Abbasid empire  
collapses

A.D. 1520  
Suleiman the  
Magnificent  
comes to  
power in the  
Ottoman  
empire

c. A.D. 700  
Arab Muslims  
settle in Africa

c. A.D. 1000  
Empire of Songhai  
is established

A.D. 1312  
Mansa Musa  
begins rule of  
Mali Empire

A.D. 1492  
Sunni Ali dies



# Unit

## 1

### Places to Locate

EUROPE

2

1

NORTH  
AMERICA

Atlantic  
Ocean

4

AFRICA

5

SOUTH  
AMERICA

Pacific Ocean

### People to Meet



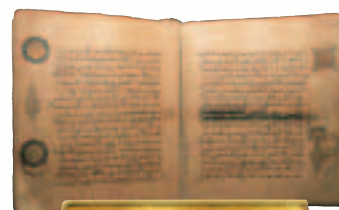
**Constantine**

c. A.D. 280–337  
Roman emperor  
Chapter 1, page 148



**Theodora**

c. A.D. 500–548  
Byzantine empress  
Chapter 1, page 160



**Muhammad**

c. A.D. 570–632  
Muslims believe Allah  
dictated the Quran to  
Muhammad  
Chapter 2, page 178



# ASIA

3

Kaaba



See Islamic Civilization  
Chapter 2

4

Djenne Mosque



See Africa's  
Civilizations Chapter 3

5

African savanna



See Africa's  
Civilizations Chapter 3

Indian  
Ocean



**Omar  
Khayyam**

A.D. 1048–1131  
Islamic poet  
and philosopher  
Chapter 2, page 195



**Mansa Musa**

Ruled A.D. 1312–1337  
King of Mali  
Chapter 3, page 226



**Ibn Khaldun**

A.D. 1332–1406  
Islamic scholar  
Chapter 2, page 195





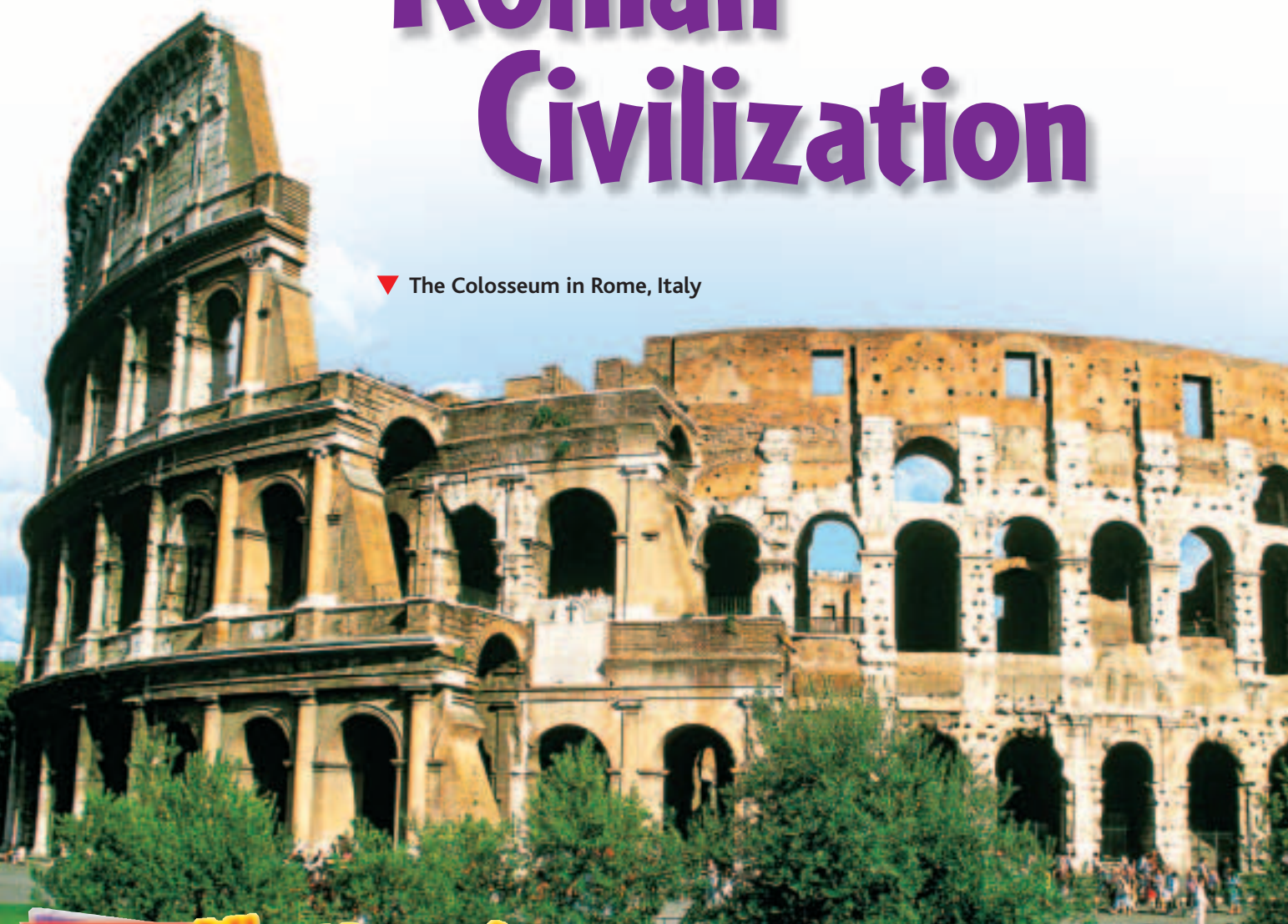
# Chapter

# 1

298-299 Picture Finders Ltd./eStock

# Roman Civilization

▼ The Colosseum in Rome, Italy



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

**The interaction of different societies brings about the development of new ideas, art, and technology.** The Romans learned from the Greeks, especially in areas of art, architecture, and mythology. However, the Romans changed what they borrowed to suit their own needs.

## 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

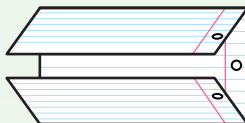
**Physical geography plays a role in how civilizations develop and decline.** Because it was centered at Constantinople, the Byzantine Empire developed a culture based on Roman, Greek, and Christian ideas. It also established a powerful trading economy.



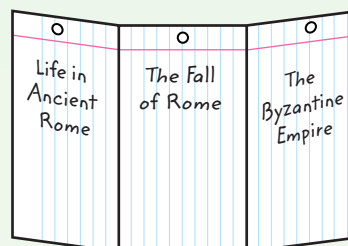
View the Chapter 1 video in the Glencoe Video Program.

## FOLDABLES Study Organizer

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



**Step 2** Turn the paper horizontally, unfold it, 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

## Previewing



Reading Skill

### 1 Learn It!

Before you read, take time to preview the chapter. This will give you a head start on what you are about to learn. Follow the steps below to help you quickly read, or skim, Section 1.

2—The **Main Idea** under each main head tells you the main point of what you are about to read.

3—The **Reading Connection** helps you to link what you might already know to what you are about to read.

#### A Prosperous Empire

**Main Idea** By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

**Reading Connection** What makes a good or bad leader? Think about this question as you read about Augustus and other Roman emperors.

Rome's first emperor, Augustus . . .

#### What Did Augustus Achieve?

1—Read the main headings in large red type. They show the main topics covered in the section or chapter.

#### Reading Tip

As you skim, also look at pictures, maps, and charts.

4—Under each main head, read the sub-heads in blue type. Subheads break down each main topic into smaller topics.

## 2 Practice It!

Section

3

### The Byzantine Empire

#### Read to Write

Use each main head, the main ideas, and the subheads in Section 2 of this chapter to create a study outline.

Skim all of the main heads and main ideas in Section 3 starting on page 156. Then, in small groups, discuss the answers to these questions.

- Which part of this section do you think will be most interesting to you?
- What do you think will be covered in Section 3 that was not covered in Section 2?
- Are there any words in the Main Ideas that you do not know how to pronounce?
- Choose one of the Reading Connection questions to discuss in your group.

Ancient Constantinople ►



## 3 Apply It!

Skim Section 2 on your own. Write one thing in your notebook that you want to learn by reading this chapter.





## Section

# 1

# Life in Ancient Rome

## 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

You learned in 6<sup>th</sup> grade 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

- By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity. (page 137)
- In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks. (page 139)

### Meeting People

**Augustus** (aw•GUHS•tuhs)  
**Virgil** (VUHR•juhl)  
**Horace** (HAWR•uhs)  
**Galen** (GAY•luhn)  
**Ptolemy** (TAH•luh•mee)

### Content Vocabulary

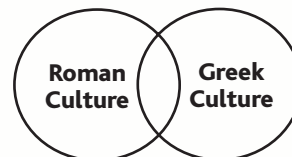
**Pax Romana** (pahks roh•MAH•nah)  
**vault** (VAWLT)  
**satire** (SA•TYR)  
**ode** (OHD)  
**anatomy** (uh•NA•tuh•mee)  
**aqueduct** (A•kwuh•DUHKT)  
**Stoicism** (STOH•uh•SIH•zuhm)

### Academic Vocabulary

**distinct** (dih•STIHNGKT)  
**emphasis** (EHM•fuh•suhs)

### Reading Strategy

**Compare and Contrast** Use a Venn diagram like the one below to show similarities and differences between Roman culture and Greek culture.



NATIONAL GEOGRAPHIC

## Where & When?



100 B.C.

73 B.C.

Spartacus leads a 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



**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.

## A Prosperous Empire

**Main Idea** By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

**Reading Connection** What makes a good or bad leader? Think about this question as you read about Augustus and other Roman emperors.

Rome's first emperor, **Augustus** (aw • GUHS • tuhs), ruled from 27 B.C. to A.D. 14. He paved the way for 200 years of peace and prosperity in Rome. The emperors who followed him were not all good rulers, but they helped the Roman Empire reach its peak. For centuries, the Mediterranean region had been filled with conflict. Under Augustus and his successors, the region was controlled by one empire. A long era of peace began with Augustus and lasted until A.D. 180. It was called the **Pax Romana** (pahks roh • MAH • nah), or "Roman Peace."

**What Did Augustus Achieve?** Upon becoming emperor in 27 B.C., Augustus set out to make the empire strong and safe. To provide security, he built a permanent, professional army of about 150,000 men—all Roman citizens. Augustus also created a special unit called the Praetorian Guard. This force consisted of about 9,000 men in charge of guarding the emperor. The Praetorian Guard later became very influential in Roman politics.

Augustus's legions conquered new territories and added vast stretches of northern Europe to the empire. All of Spain and Gaul came under Roman rule, as did land in what is today Austria, Hungary, Romania, and Bulgaria.

Meanwhile, Augustus rebuilt Rome. "I found Rome a city of brick," he boasted, "and left it a city of marble." The arts flour-

ished as never before, and Augustus also imported grain from Africa to feed the poor. He knew that a well-fed population would be less likely to cause trouble.

Augustus devoted much of his energy to improving Rome's government. During his reign, more than 50 million people lived in the Roman Empire. To rule this huge population, Augustus appointed a proconsul, or governor, for each of Rome's provinces. Augustus often traveled to the provinces to see how the governors were doing.

Augustus reformed the Roman tax system to make it fairer. He also reformed the legal system to create a set of laws for people in the provinces who were not citizens.

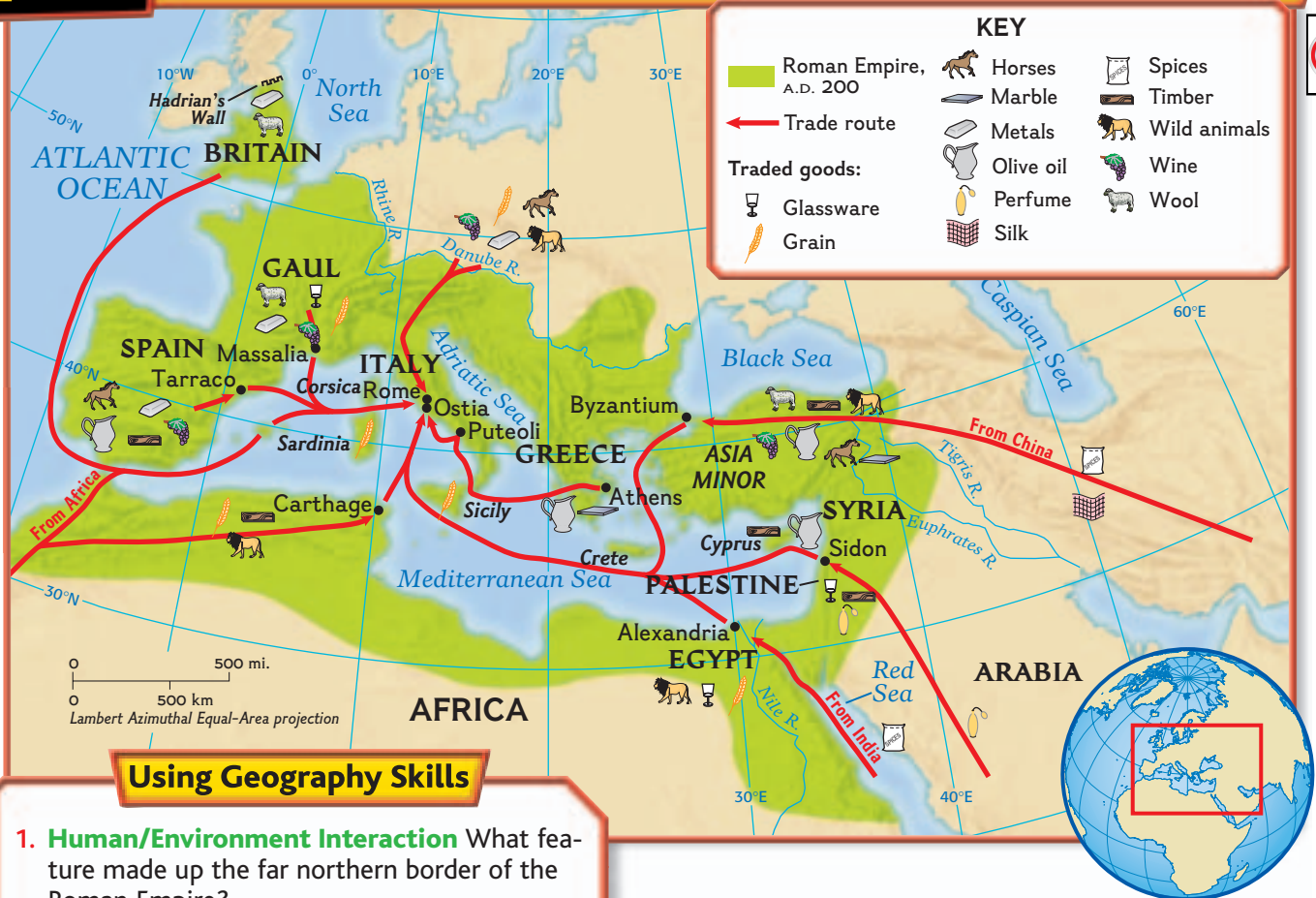
**Who Came After Augustus?** After ruling for almost 40 years, Augustus died in A.D. 14. No law stated how the next emperor was to be chosen. Augustus, however, had trained a relative, Tiberius, to follow him. The next three emperors—Caligula (kuh • LIH • gyuh • luh), Claudius, and Nero (NEE • roh)—also came from Augustus's family. They are called the Julio-Claudian emperors. Unfortunately, they were not all fit to lead. Tiberius and Claudius ruled well. Caligula and Nero, however, proved to be cruel leaders.

After Nero, Rome passed through a period of disorder until Vespasian, a general and one of Nero's proconsuls, took the throne. Vespasian restored peace and order. He put down several rebellions in the empire, including the Jewish rebellion in Palestine. Troops commanded by his son Titus defeated the Jews and destroyed the Jewish temple in Jerusalem in A.D. 70.

During his reign, Vespasian began construction of the Colosseum—a huge amphitheater. His sons oversaw an era of growth and prosperity in Rome.







## Using Geography Skills

- Human/Environment Interaction** What feature made up the far northern border of the Roman Empire?
- Movement** Describe the trade items that came from the various regions of the empire.

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

**A Unified Empire** At the beginning of the A.D. 100s, a series of rulers who were not related to Augustus or Vespasian came to power. These five emperors—Nerva, Trajan, Hadrian (HAY•dree•uhn), Antoninus Pius, and Marcus Aurelius—are known as the “good emperors.” They presided over nearly a century of prosperity, from A.D. 96 to A.D. 180. Agriculture flourished, trade increased, and the standard of living rose.

The empire reached its largest size under Trajan. It spread beyond the Mediterranean and included Britain and part of western Mesopotamia.

Trajan’s successors, however, realized that the empire had grown too big to rule

effectively. Hadrian began to pull back. He removed troops from most of Mesopotamia. In Europe, he set the empire’s northern boundaries at the Rhine River (RYN) and Danube River (DAN•YOUB). He also built Hadrian’s Wall across northern Britain to keep out the Picts and Scots—two warlike people who lived in northern Britain. Rome focused on protecting borders rather than expanding.

In the A.D. 100s, the Roman Empire was one of the greatest empires in history. It included about 3.5 million square miles (9.1 million square km). Its people spoke different languages—mostly Latin in the west and Greek in the east. They also practiced different local customs. What unified the empire, though, were Roman law, Roman rule, and a shared identity as Romans.

**Reading Check Explain** What did Augustus do to make the empire safer and stronger?



**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).

## Roman Culture

**Main Idea** In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks.

**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 suit 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 **distinctly** 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 designed 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 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 today. One of the most famous is the Colosseum, completed about A.D. 80. It was a huge arena that could seat 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.



▲ Horace

"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*



#### 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 losing 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 had an even bigger impact on future generations. Latin became Europe's language for government, trade, and learning until about A.D. 1500. Latin became the basis of 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.

**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 inner organs, Galen cut open dead animals and recorded his findings. Doctors in Europe studied Galen's books 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 incorrectly placed Earth at the center of the universe, educated people in Europe accepted his ideas for centuries. Ptolemy also produced detailed maps of the world as he knew it. As you will learn in Chapter 10, Europeans, including Christopher Columbus, relied on

Ptolemy's maps when they began exploring the world in the 1400s.

While Roman scientists tried to understand how the world worked, Roman engineers built an astonishing system of roads and bridges to connect the empire. Roman engineers built roads from Rome to every part of the empire. These roads were well built, and some have survived to this day.

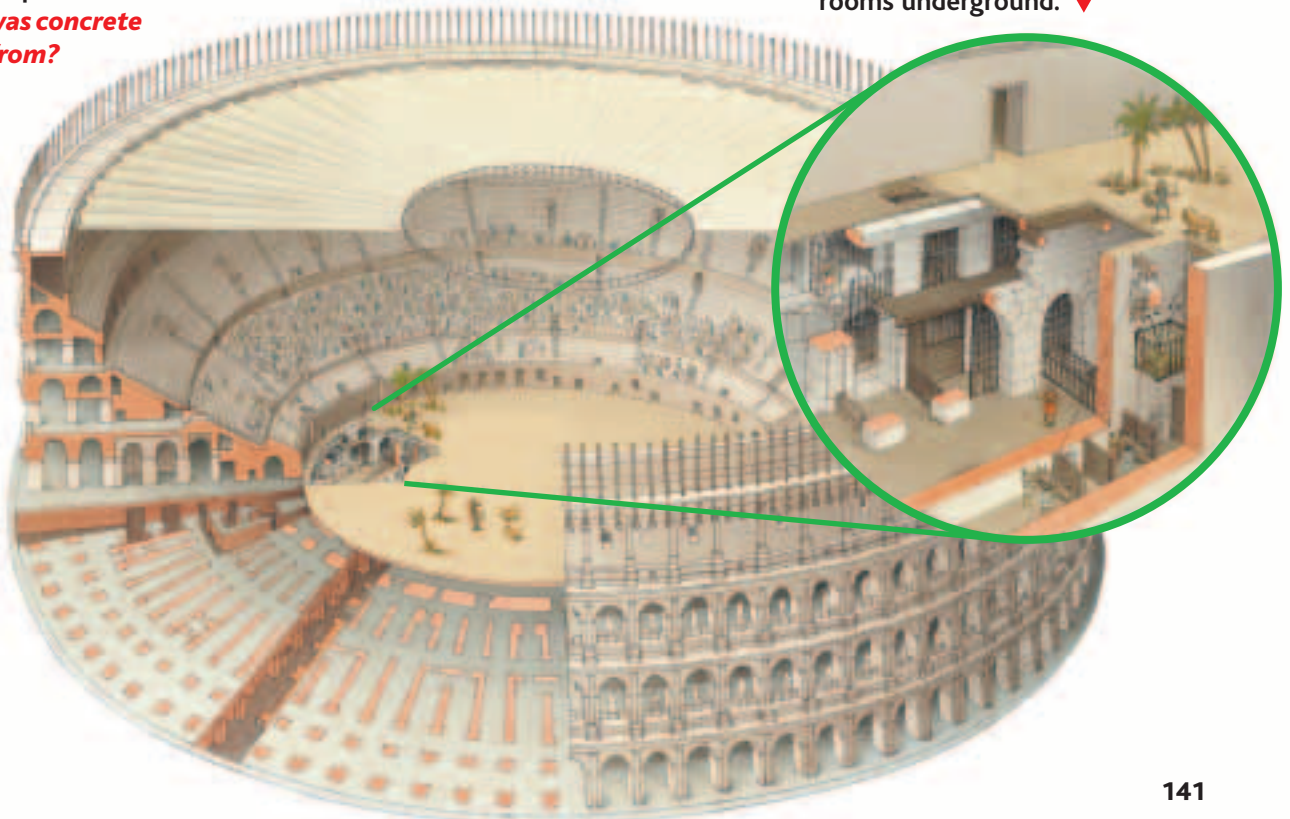
The Romans also used advanced engineering to supply their cities with fresh water. Engineers built **aqueducts** (A•kwuh•DUHKTS) to bring water from the hills into the cities. Aqueducts were long troughs supported by rows of arches. They carried water over long distances. At one time, 11 great aqueducts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

## The Roman Colosseum

The Colosseum in Rome could hold some 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?

**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 as gods. 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 its household gods. At these altars, the head of the family carried out rituals. 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.

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. Believers in one of these religions, Christianity, were persecuted for many years by Roman officials. Eventually, however, their faith was adopted by a Roman emperor and became the official state religion of Rome.

The Romans also borrowed ideas from Greek philosophy. For example, they borrowed and modified, or changed slightly, the Greek philosophy of **Stoicism** (STOH•uh•SIH•zuhm). For Romans, Stoicism was not about finding happiness through reason as 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.

Pierre Belzeaux/Photo Researchers



They also urged people to hold back their emotions, and to accept life's problems and deal with them as they came.

Perhaps the best-known Stoic philosophers of ancient Rome were Epictetus (EH•pihk•TEE•tuhs) and Seneca. Epictetus taught his ideas to two emperors, Trajan and Marcus Aurelius. Marcus Aurelius adopted Stoic ideas and wrote a book on Stoicism called *Meditations*.

Seneca was the Emperor Nero's tutor and helped Nero rule the Roman Empire when Nero was a young man. Seneca wrote several essays on ethics and Stoic philosophy, and he stressed that a good ruler should be merciful.

Seneca also wrote nine plays. All of his plays were tragedies, and they were very

influential during the Renaissance in Europe. Many playwrights of that era, including William Shakespeare, wrote tragedies with themes similar to Seneca's plays.

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

## 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

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

- Under Augustus and later emperors, Rome entered an era of prosperity.
- Roman art, literature, and science borrowed much from the Greeks. Roman engineers made advances, including the development of cement, the arch, aqueducts, and domes. Romans also developed religion and philosophy.

### What Did You Learn?

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

#### Critical Thinking

##### 3. Compare and Contrast

Draw a chart like the one below. Fill in details comparing Roman and Greek art and architecture. **CA 7RC2.0**

Greek Art	Roman Art
Greek Architecture	Roman Architecture

- Analyze** Why is the Roman language important? **CA 7RW1.2**
- Summarize** In a short essay summarize Roman art and architecture. **CA 7WA2.5**
- The Big Ideas** The Romans borrowed ideas from other peoples. Do you think our culture today borrows ideas from other peoples? Explain **CA 7RC2.3**
- Previewing** Look ahead to Section 2. Write down all of the Main Ideas in that section. Use these main ideas to create a preview of the material. **CA 7RC2.0**

### History Online

**Study Central** Need help understanding how the Romans lived? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.





## Section

# 2

# The Fall of Rome

## 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 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 145)
- Rome finally fell when invaders swept through the empire during the A.D. 400s. (page 149)
- Rome passed on many achievements in government, law, language, and the arts. (page 152)

### Locating Places

#### Constantinople

(KAHN • STAN • tuhn • OH • puhl)

### 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

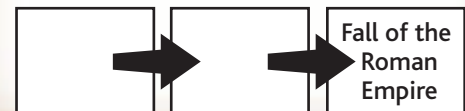
**stable** (STAY • buhl)

**purchase** (PUHR • chuhs)

**consider** (kuhn • SIH • duhr)

### Reading Strategy

**Sequencing Information** Create a diagram showing the causes of 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. Nearly a century of confusion and fighting 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 **unstable**. For almost 50 years, army leaders 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 occurred after reform failed?
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 erode. 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 **purchased** 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 army.

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 money.

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.

## DBQ Document-Based Question

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



**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. Because the empire was too large for one person to rule, Diocletian divided 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 generated, he ordered workers to remain at the same jobs until they died. Diocletian's reforms failed. The people ignored the new rules, and Diocletian did not have enough power to make them obey.

**Who Was Constantine?** In A.D. 305 Diocletian retired from office. After a period of conflict, another general named **Constantine** (KAHN•stuhn•TEEN) became emperor in A.D. 312. To aid the economy, Constantine issued several orders. 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 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 held 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 held 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?





# Biography



**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).

## 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 that said, "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 they would be next, asked the Eastern Roman emperor for protection. He let them

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

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

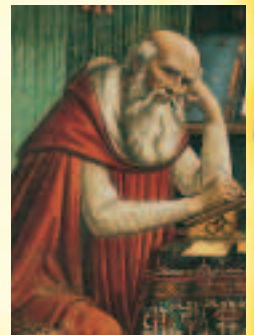
Finally, the Visigoths rebelled against the Romans. In A.D. 378 they defeated Roman legions at the Battle of Adrianople (AY • dree • uh • NOH • puh). After that defeat, Rome was forced to surrender land to the Visigoths inside Roman territory.

### 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 their 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."



▲ Saint Jerome

—Jerome, "News of the Attacks"



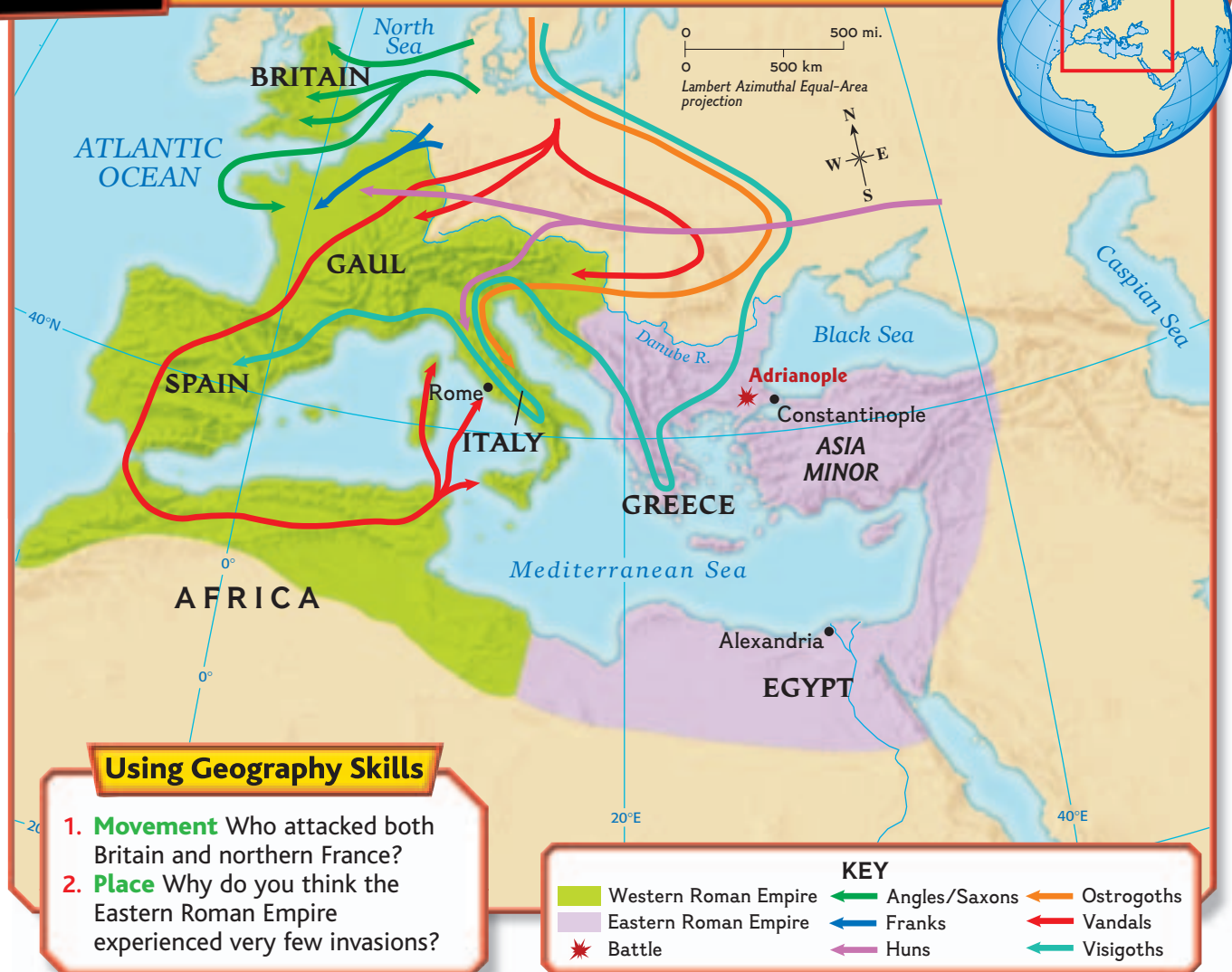
#### Document-Based Question

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





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



The Germanic tribes now knew that Rome could no longer defend 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 the city of 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, where

France is today, a Germanic people called the Franks took power in A.D. 486. Ten years later, Clovis, the Frankish king, 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. Although the Western Roman Empire fell 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?





**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 system of laws and our knowledge about building. Roman rule also allowed Christianity to spread.

### Roman Ideas and Government Today

Roman ideas about law, as first written in the Twelve Tables, still exist. Like the Romans, we believe that all people are equal under the law. We expect our judges to decide cases fairly, and we **consider** a person innocent until proven guilty.

## 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?*



Roman ideas about government and citizenship are also important today. 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 the alphabet of the Latin language, which expanded from 22 to 26 letters, is used throughout the Western world. 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, many people still read the works of Romans such as Virgil, Horace, Livy, and Tacitus.

Ancient Rome also left a lasting impact on architecture. We still use concrete for construction, and Roman architectural styles are still used in public buildings today. When you visit Washington, D.C., or the capital city of any state, you will see 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 the Roman Empire are reflected in present-day cultures?

**HistoryOnline**  
**Study Central** Need help with the fall of Rome? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

### 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 in government, law, and citizenship. **CA 7RC2.0**



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 7RC2.3**
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 7WS1.2; 7WA2.5**





# You Decide . . .



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

Grauden/Art Resource, NY

## Was the Fall of Rome Inevitable?

### Yes

Many historians believe that the decline and fall of Rome could not have been avoided. The problems the empire faced were too great. One famous historian of ancient Rome, Englishman Edward Gibbon, wrote

"... the decline of Rome was the natural and inevitable effect of immoderate greatness. Prosperity ripened the principle of decay; the causes of destruction multiplied with the extent of conquest; and, as soon as time or accident had removed the artificial supports, the stupendous fabric yielded to the pressure of its own weight."

—Edward Gibbon, *The Decline and Fall of the Roman Empire*

Some historians think many factors made the fall of Rome inevitable, including the following:

- Rulers were weak, ineffective, and corrupt.
- There was no system for choosing a new emperor.
- The empire was too big to govern well.
- The army relied on permanent paid soldiers not temporary citizen volunteers.
- Plague and famine weakened the population.

- The empire relied too much on slavery.
- People refused to pay taxes, and the government could not raise enough money.
- Without enough money the government put less gold in its coins, money lost its value, and prices began to rise.
- The cost of the army was too high, and it declined in size over time.
- Attacks by outside invaders and lack of money for roads and bridges caused trade to decline.
- The division of the empire into East and West caused a lack of unity.



▲ Visigoths entering Rome



▲ Roman general and his soldiers

## No

Other historians believe the Romans could have solved the problems facing their empire. Some possible solutions to Rome's problems include the following:

- develop a system choosing a new emperor
- restore power to the Senate and other parts of the government so more people would support the government
- end corruption by enforcing the law and punishing corrupt officials
- increase the size of the army, possibly by asking all citizens to serve in times of emergency

- strengthen the army by increasing pay
- reinforce the empire's borders against invasion
- rebuild roads and bridges and build new ships to increase trade
- develop a better communication system to help the government control the empire
- force people to leave Rome and other cities and return to the countryside where more food and clean water were available

- reduce the number of slaves or abolish slavery
- break up large estates and give the land to former slaves, poor people in the cities, and members of the army as a reward for their loyalty.
- develop a new system of currency with money that held its value

### You Be the Historian

#### Checking for Understanding

1. Define *immoderate*. Identify some ways in which being too great would weaken a country. **CA 7RW1.3; 7RC2.3**
2. Do you think a country or empire can become too large to rule effectively? Explain your reasons. **CA 7RC2.3 CA CS3.**
3. Which of the causes of Rome's fall do you think would be the easiest to correct? The most difficult? Write a short essay explaining how you would solve this problem. **CA 7WA2.4**





## 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 157)
- The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong. (page 158)
- Church and government worked closely together in the Byzantine Empire. (page 161)
- The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. (page 163)

### 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

**utilize** (YOO•tuhl•EYEZ)

**image** (IH•mihj)

**stress** (STREHS)

### Reading Strategy

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



NATIONAL  
GEOGRAPHIC

## 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. Trade made the city extremely wealthy.

Constantinople had a secure land location. Lying 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](http://ca.hss.glencoe.com) and click on **Chapter 1—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 orders could not be questioned.



## 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, income from the land would help her 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 **utilized** 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 finance 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 unendurable 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 ▶

## DBQ Document-Based Question

Why did the empress not wish to escape?

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

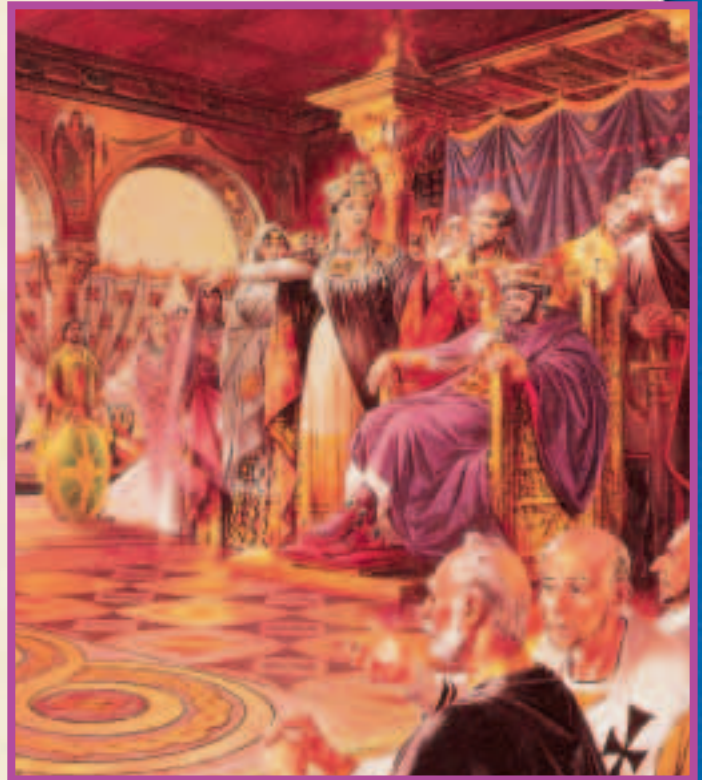
## EMPRESS THEODORA

*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.

## The Byzantine Church

**Main Idea** Church and government worked closely together in the Byzantine Empire.

**Reading Connection** In our country, religion and government are separated. Read to learn about the relationship between religion and government in the Byzantine Empire.

As you learned earlier, the church of Rome survived the fall of the Western Roman Empire. Its head, the pope, became the strongest leader in Western Europe. Under the pope, the Latin churches of the region became known as the Roman Catholic Church. In the East, however, the Roman Empire continued. It developed into the Byzantine Empire (BIH•zuhn•TEEN EHM•PYR). Like Roman Catholics in the West, the Byzantines developed their own form of Christianity. It was based on their Greek heritage and was known as the Eastern Orthodox Church.

**Church and State** Church and government worked closely together in the Byzantine Empire. The Byzantines believed their emperor represented Jesus Christ on Earth. The emperor was crowned in a religious ceremony.

The emperor also chose the patriarch of Constantinople, the leading Church official in the Byzantine Empire. In this way, the emperor controlled the Church as well as the government. Byzantines believed that God wanted them to preserve and spread Christianity. All Church and government officials were united in this goal.

**Religious Arguments** Byzantines, from the emperor down to the poorest farmer, were very interested in religious matters. In homes and shops, they argued about religious questions. For example, Byzantines loved to discuss the exact relationship between Jesus and God.

In the A.D. 700s, a major dispute divided the Church in the Byzantine Empire. The argument was over the use of icons (EYE•kahnz). Icons are pictures or **images** of Jesus, Mary (the mother of Jesus), and the saints, or Christian holy people. Many Byzantines honored icons. They covered the walls of their churches with them. A few important icons were even believed to work miracles.

Some Byzantines, however, wanted an end to the use of icons. They thought that honoring them was a form of idol worship forbidden by God. Supporters of icons, however, claimed that icons were symbols of God's presence in daily life. These images, they said, helped explain Christianity to people.

Emperor Leo III did not approve of icons. In A.D. 726 he ordered all icons removed from the churches. Government



▲ This gold Byzantine incense burner is in the shape of a church. **What was the Christian church that developed in the Byzantine Empire called?**





officials who carried out his orders were known as iconoclasts (eye•KAH•nuh•KLAHS), or image breakers. We use this word today to mean someone who attacks traditional beliefs or institutions.

Most Byzantines, many church leaders, and even the pope in Rome opposed the emperor's order. In fact, the dispute over icons damaged ties between the churches of Rome and Constantinople. Over the next 100 years, the argument cooled, and the use of icons became accepted once again. They are still an important part of Eastern Orthodox religious practice.

**Conflicts Between Churches** Icons were not the only issue that caused bitterness between the churches of Constantinople and Rome.



▲ This icon on wood shows the archangel Gabriel, who served as a messenger for God according to the Bible. **What reasons were given to support the use of icons?**

The most serious argument was about how churches were to be run. The pope claimed that he was the head of all Christian churches. The Byzantines did not accept the pope's claim. They believed the patriarch of Constantinople and other bishops were equal to the pope.

Making matters worse was the fact that each church sometimes refused to help the other when outsiders attacked. In the late A.D. 700s, the Byzantine emperor refused to help the pope when Italy was invaded. The pope turned instead to a Germanic people called the Franks for help. The Franks were Roman Catholics and loyal to the pope.

The pope was grateful to the Franks for stopping the invasion. In A.D. 800 he gave the Frankish king, Charlemagne (SHAHR•luh•MAYN), the title of emperor. This angered the Byzantines. They believed the leader of the Byzantines was the only true emperor.

This conflict pointed out the differences in how each church felt about relations with the government. In the Byzantine Empire, the emperor was in control, with church leaders respecting his wishes. In the West, however, the pope claimed both spiritual and political power. He often quarreled with kings over church and government affairs.

Finally, after centuries of tension, the pope and the patriarch of Constantinople took a drastic step in their ongoing feud. In A.D. 1054 they excommunicated (EHK•skuh•MYOO•nuh•KAY•tuhd) each other. Excommunication means to declare that a person or group no longer belongs to the church. This began a schism (SKIH•zuhm), or separation, of the two most important branches of Christianity. The split between the Roman Catholic and Eastern Orthodox Churches has lasted to this day.

**Reading Check Describe** How did church and government work together in the Byzantine Empire?



**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 to Constantinople. These included

spices, gems, metals, and cloth. 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. According to legend, at that time Byzantine travelers smuggled silkworm eggs out of China in hollow bamboo sticks. 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 ►



## 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 time, 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 methods in the arts.

Justinian and other Byzantine emperors 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 center 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. However, women did gain some important rights, thanks to Empress Theodora. Like 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** Learning was highly respected in Byzantine culture. The government supported the training of scholars and government officials. 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

**HistoryOnline**

**Study Central** Need help understanding the rise of the Byzantine Empire? Visit [ca.hss.glencoe.com](http://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 of the old Roman Empire. He also issued a new law code known as the Justinian Code.
- The Eastern Orthodox Church worked closely with the empire.
- As the Byzantine Empire grew wealthy from trade, art, architecture, and education flourished.

### What Did You Learn?

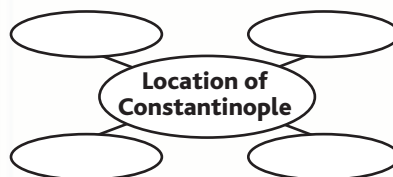
1. What is a mosaic, and where were mosaics found in the Byzantine Empire?
2. How did silk weaving develop in the Byzantine Empire?

#### Critical Thinking

#### 3. Organizing Information

Draw a diagram like the one below. Fill in details about Constantinople's location.

CA 7RC2.0



4. **Describe** What were the consequences of Justinian's wars in Italy, North Africa, and Persia?

CA HI2.

5. **The Big Ideas** How did geography influence Byzantine trade?

CA CS3.

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

CA HI2.

7. **Analysis Understanding Geography** Study the map on page 158. 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 166 and 167, 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): gifts

**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



## Standard 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. increasing prices                                    |
| ___ 3. regent    | c. emotional poem about life's ups and downs            |
| ___ 4. mosaic    | d. study of the body's structure                        |
| ___ 5. ode       | e. a person who stands in for a ruler who cannot govern |

Review the **Main Ideas**

## Section 1 • Life in Ancient Rome

6. How did Augustus strengthen the Roman Empire?
7. What did the Romans borrow from the Greeks? What did they develop on their own?

## Section 2 • The Fall of Rome

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

## Section 3 • The Byzantine Empire

11. What role did trade play in the success of the Byzantine Empire?
12. What policies and reforms helped make the Byzantine Empire strong?
13. How did the Byzantine emperor maintain control over the church?
14. What different groups of people contributed to the Byzantine culture?

## Critical Thinking

15. **Explain** What advances took place while the "five good emperors" ruled Rome?  
**CA 7RC2.3**
16. **Cause and Effect** Why did Alaric's capture of Rome shock the Roman people?  
**CA HI2.**
17. **Predict** What do you think would have happened if Theodosius had not divided the Roman Empire? **CA HI2.**

## Geography Skills

Study the map below and answer the following questions.

18. **Place** Which areas were conquered by Justinian's military? **CA CS3.**
19. **Human/Environment Interaction** Why do you think Justinian decided to conquer lands to the west of his empire? **CA CS3.**
20. **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** **Making Connections** In this chapter you learned that the culture of the Byzantine Empire was greatly influenced by the Romans and Greeks, as well as the Egyptian, Slavic, and Persian cultures. Think about the culture of the United States. Work with a classmate to prepare a report identifying parts of U.S. culture that were influenced by other cultures. **CA HI.2**
22. **Using Your FOLDABLES** Use the information in your foldable to create a study guide. Your study guide should include five questions that focus on the main ideas of each section. **CA 7RC2.0**

## Using Academic Vocabulary

23. Change each of the words in the list below into a verb or an adjective. Check in a dictionary to see if your answers are correct.
- |          |          |
|----------|----------|
| distinct | consider |
| emphasis | tress    |
| stable   |          |

## Building Citizenship

24. **Analyzing** Growing political and social problems helped set the stage for Rome's final fall. 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 7WA2.5**

## Linking Past and Present

25. **Language Connections** Do research to find 10 words that we still use today that come from Latin. Create a chart to show these words as well as the Latin words from which they come. Be sure to include a definition with each entry. **CA 7RW1.2**
26. **Using Maps** Look at the map of the Roman Empire on page 138. Using a map of modern-day Europe, create a list of countries today that were once part of the Roman Empire. **CA CS3**

## Reviewing Skills

27. **Reading Skill** **Previewing** Imagine that a friend has to read Section 3 The Byzantine Empire and he or she asks you what the section is about. How would you go about previewing the section to give him or her a basic idea of the events that occur within the section? Write a few paragraphs explaining how to preview the section. **CA 7RC2.0**
28. **Writing Skill** **Making Choices** What were some of the methods Rome's leaders used to strengthen the empire? How well did these methods work? What choices would you have made if you had been emperor? Write a short essay describing what you would do to make Rome strong if you were a Roman leader. **CA HI.1** **CA 7WA2.1**



## Standards Practice

Read the passage below and answer the following question.

"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. . . ."

- 29 The passage above, by St. Jerome, was most likely written during the reign of which emperor?
- A Julius Caesar
  - B Augustus
  - C Theodosius
  - D Justinian