

◀ This mosaic from c. 1200s C.E. depicts Emperor Constantine I. Mosaics like this one can be seen covering the inside walls of Hagia Sophia, a mosque in the present-day city of Istanbul.

50 B.C.E. to 600 C.E.

Roman Civilization

CHAPTER 10

ASKING ESSENTIAL QUESTIONS

What makes a culture unique? • Why do civilizations rise and fall? • How does geography influence the way people live?

What Will I Learn? I will learn about Roman society and culture, how Rome changed as it became an empire, and how the empire came to an end.

Why Am I Learning It? The Roman Empire influenced people and cultures in many areas of the world. The art, literature, legal systems, and languages in the United States and much of the West have roots in the history and culture of Rome.

How Will I Know That I Learned It? I will be able to describe Roman society, identify and explain the importance of significant leaders, and trace and describe the rise and fall of the Roman Empire.

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

LESSON 1

The Roman Way of Life

LESSON 2

Rome's Decline

LESSON 3

The Byzantine Empire



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PLACE & TIME Rome 50 B.C.E. to 600 C.E.

THE ROMAN EMPIRE 600 C.E.

The Roman Empire extended throughout the Mediterranean region. As the empire grew, however, Roman emperors found it more difficult to rule. Political corruption, economic challenges, and invasions by Germanic groups brought about the division of the empire.

STEP INTO THE PLACE

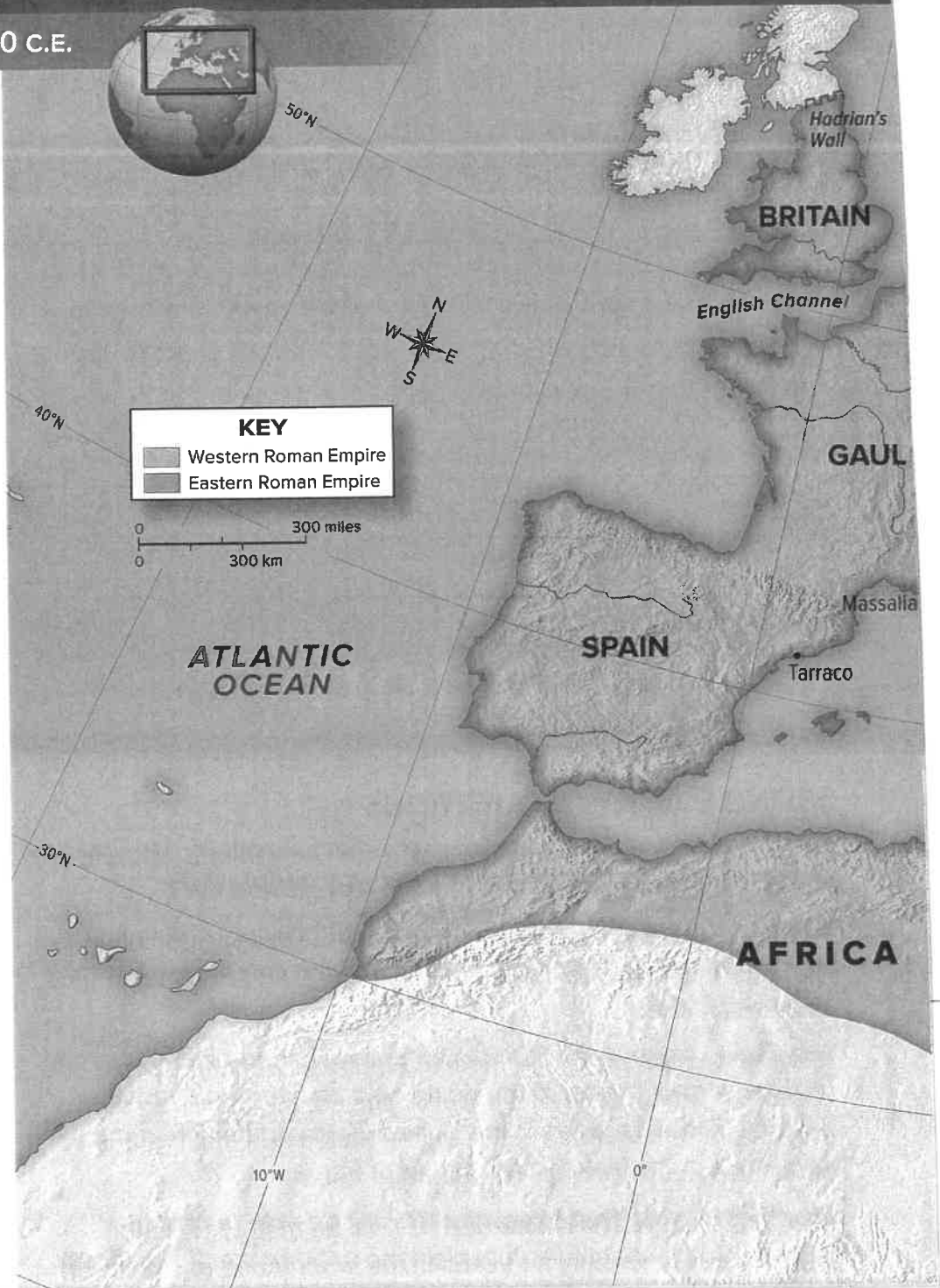
GEOGRAPHIC REASONING

Rome's location in the center of the long, narrow Italian peninsula helped the Roman Empire to become a powerful civilization.

- 1. EXPLORING REGION** Look at the map. Is Rome located east or west of Greece?
- 2. HUMAN-ENVIRONMENT INTERACTION** What physical feature made it possible for Rome to extend its influence to Africa?

STEP INTO THE TIME

UNDERSTANDING CHRONOLOGY Review the time line. About how much time passed between Diocletian's attempt to reform the Roman Empire and the division of the Empire?



ROME

73 B.C.E.
Spartacus leads slave revolt

80 C.E.
Colosseum completed

284 C.E.
Diocletian tries to reform the empire

1 C.E.

100 C.E.

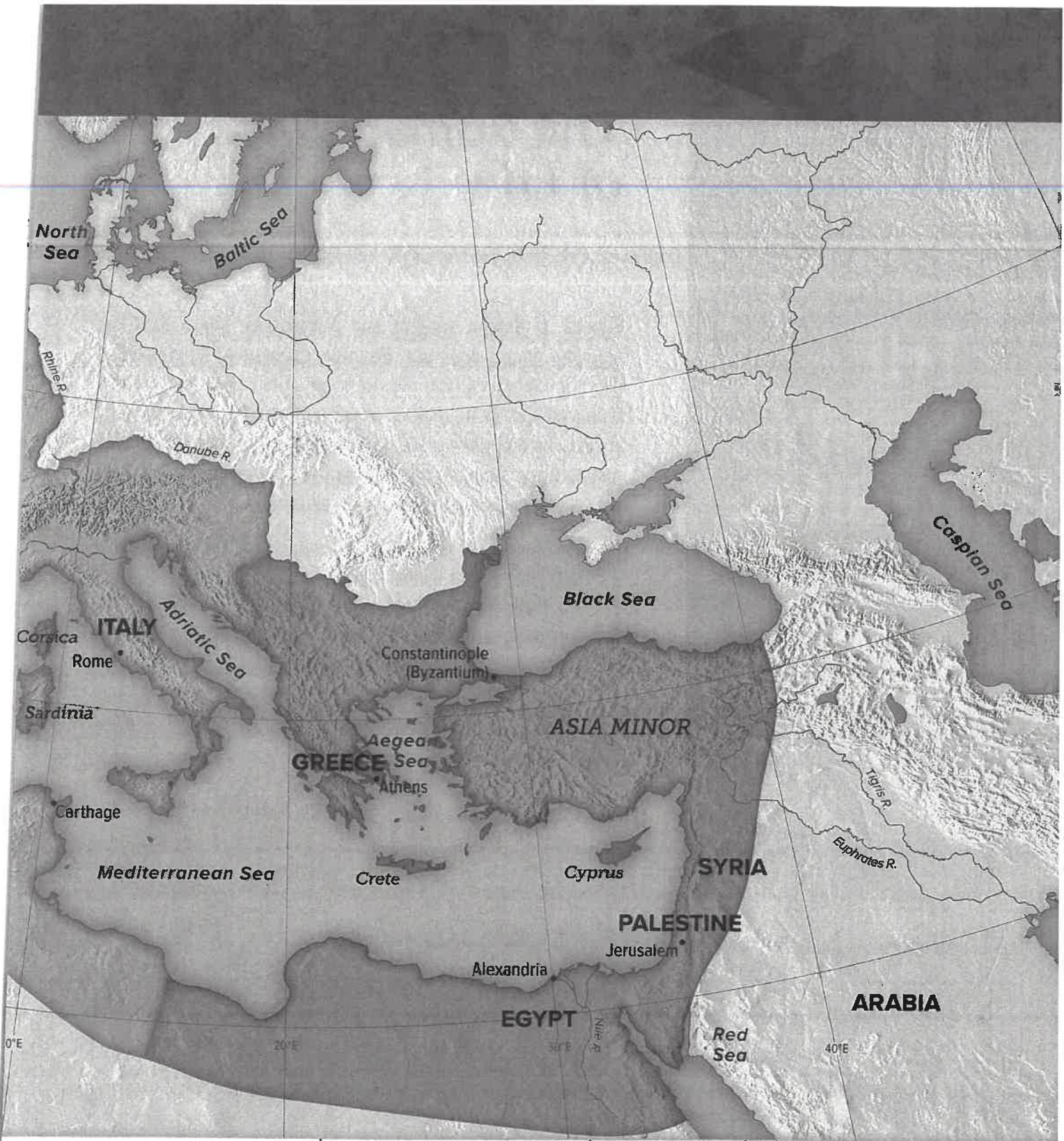
200 C.E.

THE WORLD

30 C.E.
Jesus preaches in Galilee and Judaea

66 C.E.
Jews revolt against Roman rule

100 C.E.
Buddhism spreads from India to China



395 C.E.
Roman Empire divided into eastern and western parts

476 C.E.
Last Western Roman emperor overthrown

527 C.E.
Byzantine Justinian begins rule

537 C.E.
The *Hagia Sophia* completed

300 C.E.

400 C.E.

500 C.E.

600 C.E.

300 C.E.
Axum conquers Kush

320 C.E.
Gupta Empire begins in India

400 C.E.
Yamato clan controls Japan

550 C.E.
Mayan cities flourish in Mesoamerica

ESSENTIAL QUESTION

• *What makes a culture unique?*

THE STORY BEGINS...

Gladiatorial shows and other events were held at the Colosseum in Rome. It is estimated that the Colosseum, which was built in the first century C.E., could hold more than 50,000 spectators. Below the now deteriorated floor, you can see a network of passageways that was used to transport and house wild animals for these events.

LESSON 1

The Roman Way of Life

Seneca, a Roman senator and philosopher, knew what the gladiator games were like. When he dropped by to watch one day, the bloody combat did not surprise him. But what he saw bothered him. As he took up paper and ink to write to his friend Lucilius, he thought about what he had observed that day. Roman games were supposed to be thrilling entertainment. Although the crowd had loved it, Seneca felt differently:

“I turned in to the games one mid-day hoping for a little wit [intelligence] and humor there. I was bitterly disappointed. It was really mere butchery. The morning’s show was merciful compared to it. *Then* men were thrown to the lions and to bears: but at midday to the audience. There was no escape for them. . . . Do not, my Lucilius, attend the games, I pray you. Either you will be corrupted by the multitude [crowds], or, if you show disgust, be hated by them.”

—from Seneca’s letter to Lucilius, c. 50 C.E.

PHOTO: Ingram Publishing/SuperStock; TEXT: Davis, William S., 1913. *Reading in Ancient History: Rome and the West*. New York: Allyn and Bacon.



Greeks	Romans

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the ideas the Romans borrowed from the Greeks to create their own culture. Use a chart like this one to list the ideas. Briefly summarize the influence of the Greeks on Roman culture.

DAILY LIFE

GUIDING QUESTION *What was daily life like for the Romans?*

Many Romans lived in cities throughout the Roman Empire. Like cities and towns of today, Roman cities were centers for culture, business, and government. We know quite a lot about life in places like Rome and Pompeii from studying the archaeological ruins. Even though the Roman Empire was widespread, the heart of the empire was on the Italian Peninsula in the city of Rome.

THE EMPIRE'S CHIEF CITY

Rome was one of the largest cities in the ancient world. By about 1 C.E., more than a million people lived there. People traveled to Rome from every part of the empire. Like many other Roman cities, Rome was carefully planned. It was laid out in a square with the main streets crossing at right angles.

The emperor lived in Rome in a splendid palace on the top of a hill. At the foot of the hill was the Forum (FOHR•uhm). This was a large open space that served as a marketplace and public square, much like the malls we visit today. In the Forum marketplace, Romans shopped for food and luxury items, played games, and chatted with their friends. Temples and other public buildings surrounded the Forum.

The emperor and wealthy citizens were at the top of the social hierarchy in Rome. Like the emperor, wealthy Romans lived in large, comfortable houses on the city's hills. Their homes had marble walls, tiled floors, and running water. Houses were built around a courtyard called an atrium, which was open to the sky. The atrium often had a garden. Wealthy Romans also had homes called villas on large farms outside the city.

Romans who were less wealthy worked as shopkeepers or artisans. Most Romans, however, were poor. Many did not have jobs, while others performed unskilled labor, such as delivering goods. Poor Romans lived in crowded, noisy, dirty neighborhoods in wooden apartment buildings six or seven stories tall. These buildings often collapsed or caught fire. People tossed garbage into the streets, and thieves prowled the areas at night.

UNDERSTANDING CRAFT AND STRUCTURE

- ANALYZING POINT OF VIEW** In the section titled "The Empire's Chief City," what is the author's purpose in describing how Roman cities were laid out?
- ANALYZING TEXT PRESENTATION** How does the use of the phrase "bread and circuses" contribute to the development of the paragraph?

DETERMINING MEANING

What context clues in the paragraph help you understand that fights between **gladiators** were a form of entertainment?

To gain the support of Rome's poor, political leaders offered "bread and circuses." On some days, teams of chariot racers competed in the Circus Maximus, an arena seating more than 150,000 people. On other days, crowds watched **gladiators** (GLA•dee•ay•tuhrz) fight each other to the death or battle wild animals in stadiums such as the Colosseum. Most gladiators were enslaved people, criminals, prisoners of war, or poor people. Romans admired the gladiators' skills and bravery.

THE ROMAN FAMILY

At the heart of Roman society was the family. When Rome was a republic, large families were common. Married children often lived in the same house with their parents and other relatives. In this patriarchal society, a husband closely watched over his wife and her activities. The law even allowed fathers to sell children into slavery or have them put to death. In later times, fathers lost some of this power, and wives gained some legal rights. Families had fewer children, and Romans were more likely to divorce and remarry.

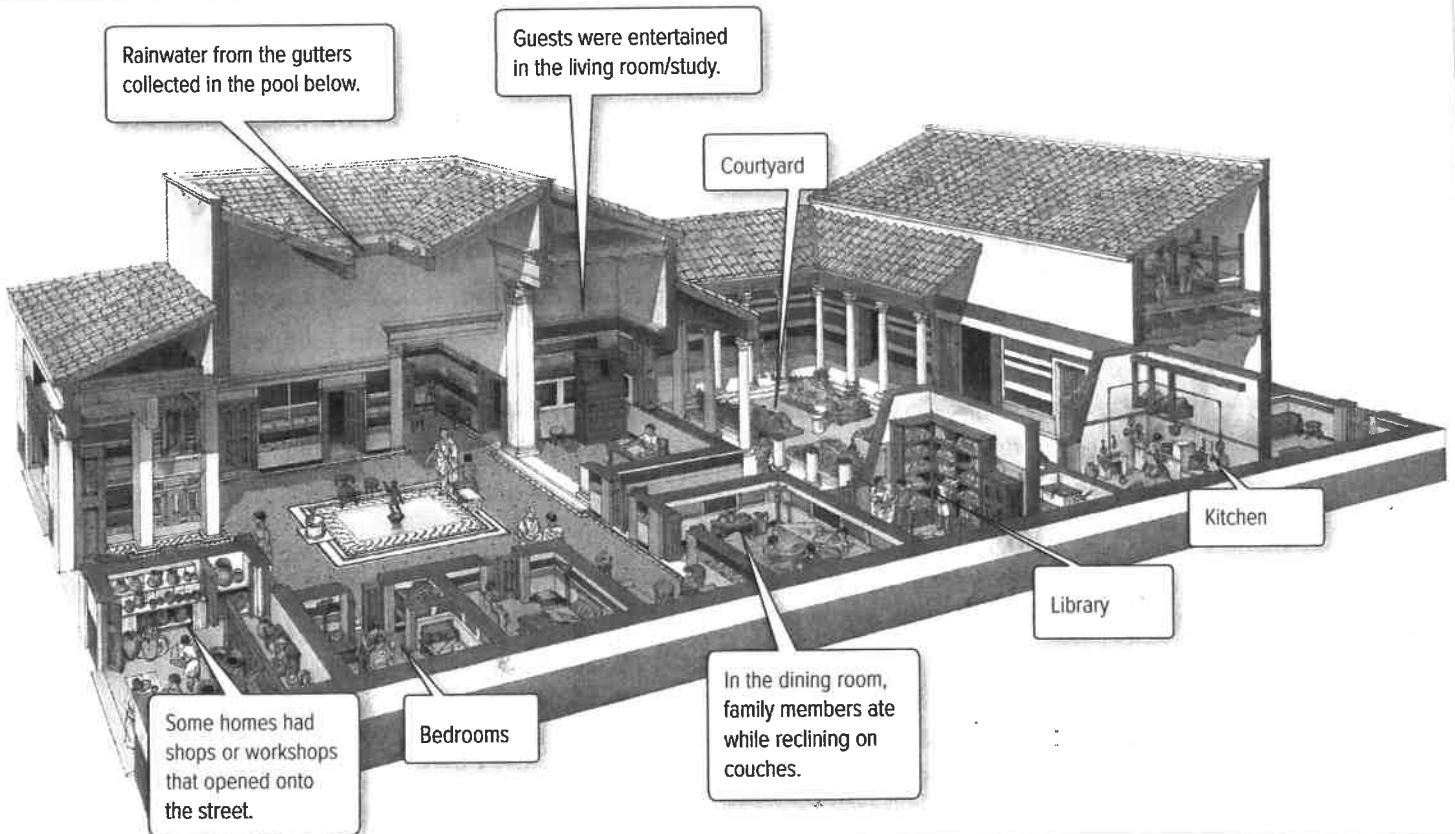
Fathers in upper-class families were responsible for the education of their children. When they were young, wealthy boys and girls learned from private lessons at home. As they grew

Many wealthy Romans lived in homes built around courtyards. [Modern Illustration]

INTEGRATING VISUAL

INFORMATION How is a Roman home similar to homes in your neighborhood? How is it different?

ROMAN HOME



older, boys from wealthy families went to schools where they studied reading, writing, arithmetic, and rhetoric, or public speaking. Older girls continued to study at home. Poorer Romans could not afford to go to school, but some of them learned enough reading, writing, and arithmetic to help them conduct business.

At about the age of 15, a Roman boy celebrated becoming an adult. He would burn his toys as offerings to the household Gods. Then, if he was a citizen, he would put on a toga, a loose-fitting robe that Roman men wore. Once he became an adult, a man might work at his family's business, join the army, or get a job in the government. Men tended to marry later, but women usually married around the age of 14. Once they married, Roman women were considered adults.



Upper-class Roman women were often educated and were expected to teach their children about Roman culture. [Fresco 1st century C.E.]

WHAT WAS LIFE LIKE FOR ROMAN WOMEN?

Women in early Rome were not full citizens and had few rights. They had a strong influence on their families, however, and often advised their husbands in private. When Rome was an empire, the wives of emperors began to exercise more power. For example, while the emperor Septimius fought rebels in distant parts of the empire, the empress Julia Domna **administered**, or was in charge of, political affairs in Rome.

The freedoms a Roman woman enjoyed depended on her husband's wealth and position. By the 100s C.E., wealthy women had more independence. They could own land, run businesses, and sell property. They managed the household while enslaved people did the housework. This left women free to study literature, art, and fashion. Outside the home, they could go to the theater or attend races and fights, but they had to sit in areas separate from men.

Women with less money had less freedom. They spent their time doing housework 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 worked independently outside the home. Some served as priestesses, carrying out religious rituals in temples, while others worked as hairdressers and even doctors.

INTEGRATING VISUAL INFORMATION How does this image help illustrate the role of Roman women?

ROME AND SLAVERY

Slavery was a part of Roman life from early times. The use of slave labor grew, however, as Rome acquired more territory. Roman soldiers took conquered peoples as prisoners. These captives were brought to Rome and sold into slavery. By 100 B.C.E.,

BIOGRAPHY



LIVIA (58 B.C.E.–29 C.E.)

Livia Augustus, as she was later called, stood out among Roman women. As the wife of Caesar Augustus for 52 years, she was a symbol of Roman marriage and family. She was also seen as a model of Roman morality. When her grandson, Claudius, became emperor, she took the title of Augustus and held a position of high honor. [Statue c. 51-54 C.E.]

INFERRING What does the honoring of Livia tell us about the beliefs of the Roman people?

about 40 percent of the people in Italy were enslaved and comprised the lowest category of the social pyramid.

Enslaved people performed many different jobs. They worked in homes and harvested crops. They mined ore and helped build roads, bridges, and aqueducts throughout the empire. Many enslaved Greeks, though, were well educated. They served as teachers, doctors, and artisans.

For most enslaved people, life was miserable. They were often forced to work long hours and could be sold at any time. They were punished severely for poor work or for running away. To escape their hardships, enslaved people often rebelled.

In 73 B.C.E., a gladiator named Spartacus (SPAHR•tuh•kuhs) led a slave rebellion. As Spartacus and his forces moved through Italy, their numbers swelled to 70,000. Spartacus planned to reach the Alps. From there, the enslaved people could return to their homelands. The Roman army, however, crushed the revolt. Spartacus was killed in battle and 6,000 of his followers were crucified, or put to death by being nailed to a cross.

RELIGION AND PHILOSOPHY

Romans believed that Gods controlled all parts of life. They also believed their Gods possessed humanlike qualities and behaviors, such as expressing emotion, feasting, and being married. Household spirits protected the home and family. Gods **protected** the entire empire. Greek Gods and Goddesses were given Roman names. For example, Zeus became Jupiter, the sky God, and Aphrodite became Venus, the Goddess of love and beauty. Beginning with Augustus, emperors were officially made Gods by the Roman Senate.

Romans worshipped their Gods and Goddesses by praying and offering food to them. Every Roman home included an altar for its household Gods. At altars, the head of the family made offerings of incense, wine, honey, and the family meal. Government officials made offerings in temples where important Gods and Goddesses of Rome were honored. Temples were open to all people.

The Romans also adapted ideas from Greek **philosophy**, such as the philosophy of Stoicism. For the Greeks, Stoicism was about finding happiness through reason. Romans, however, believed Stoicism was about learning 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, Romans came into **contact** with people who practiced different religions. Rome allowed these people to practice their religions if they did not threaten the government.

CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** Why was the family important in Roman society?
2. **EXPLAINING ISSUES** How did Rome expand its slave population?

SCIENCE AND ART

GUIDING QUESTION *How did the Greeks influence Roman culture?*

As a republic and later as an empire, Rome was influenced by Greek civilization. The Romans admired and studied Greek art, architecture, and philosophy. They copied the Greeks in many ways but changed, or adapted, what they borrowed to match their own needs.

SCIENCE

The Romans learned from Greek science. A Greek doctor named Galen introduced many **medical** ideas to Rome. 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 the Western world studied Galen's work for more than 1,500 years.

An important scientist of the Roman Empire was Ptolemy (TAH•luh•mee). Ptolemy lived in the city of Alexandria, in Egypt. He studied the sky and carefully mapped over 1,000 different stars. He studied the motion of planets and stars and created rules to explain their movements. Educated people in Europe accepted his ideas for centuries.

The Romans developed practical engineering skills. They built roads that connected Rome to every part of the empire. The first major Roman road, the Appian Way, linked Rome to southeastern Italy. The roads allowed Roman soldiers, merchants, and traders to travel quickly to different regions across the empire.

Roman engineers supplied cities with fresh water using aqueducts. Aqueducts were long troughs supported by rows of high **arches**. Aqueducts carried water from distant hills into cities. The water was used in homes and in Rome's many luxurious bath houses, which had different rooms for bathing, swimming, and socializing. Roman innovators also designed a sanitation system that used excess water to flush waste through sewers and away from the city. One Roman-built aqueduct in Segovia, Spain, is still used today—nearly 1,900 years after it was completed.

The Roman system of numbers, also called numerals, used letter-like symbols borrowed from the Greeks and the Etruscans. We still use Roman numerals to show dates on buildings, to create outlines, and to count items in a series, like Super Bowl games.

ART AND ARCHITECTURE

The Romans also adopted many features of Greek art and architecture. Roman artists, however, developed their own styles. The Greeks made statues that showed perfect-looking people with beautiful bodies. Roman statues were more realistic and included wrinkles, warts, and other less attractive features.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How does the information about Ptolemy contribute to the development of this section?

2. EXPLAINING POINT OF

VIEW What is the author's purpose in providing details about Roman use of arches?



This urn, c. 100 C.E., is an example of the glass objects that were made and traded throughout the Roman Empire. Just as people recycle glass today, so did ancient Roman glass workers.



The Greeks and Romans used medical tools they designed themselves. Greek physicians passed medical knowledge to the Romans, who advanced it further. The Romans then passed medical techniques to the Western world that are still used today. [Stone relief 100s C.E.]

INTEGRATING VISUAL

INFORMATION What are some of the medical ideas the Romans learned from the Greeks? How are these ideas in use today? How do the images help you understand how medical knowledge developed?

ANALYZING PRIMARY SOURCES

1. IDENTIFYING PERSPECTIVES

What does Virgil identify as the primary missions or goals of Rome?

2. SUMMARIZING

What does Virgil say others (non-Romans) can do?

Roman builders also introduced their own features to Greek ideas. They used arches in bridges, aqueducts, and buildings. Rows of arches were often built against one another to form a **vault**, or curved ceiling. Using this method, the Romans were able to create domes from many rings of shaped stone.

The Romans were the first people to master the use of concrete, a mixture of volcanic ash, lime, and water. When it dried, this mix was as hard as rock. The Romans used concrete, domes, and arches to build many different structures. One of the most famous Roman structures is the Colosseum, a huge arena completed about 80 C.E. Another example is the Pantheon (PAN•thee•AHN), a temple built to honor Rome's Gods. The Pantheon's domed roof was the largest of its time. Today, it is one of the oldest undamaged buildings in the world.

LITERATURE

Like the Greeks, Romans respected writers and philosophers. The Romans were also idealists searching for the meaning of life. Roman writers, however, went beyond the Greek myths and plays to create their own style. They honored their Gods but also wrote comedies about them. The Romans praised military successes but also wrote about failures in battle.

The Greeks presented inspirational plays ending with a moral. The Romans did the same but also added a touch of reality. Sometimes situations did not work out well for their characters. The Romans added a twist to their writing, revealing a more human side to people. They were not afraid to poke fun at the Gods, political leaders, and heroes.

The Roman poet Virgil (VUHR•juhl) drew ideas from the *Odyssey*, an epic poem by a Greek writer named Homer. Virgil's epic poem, the *Aeneid* (uh•NEE•uhd), tells the story of the founding of Rome. In the *Aeneid*, Virgil expresses the values that he believed should guide Rome:

“Others shall beat out the breathing bronze to softer lines; I believe it well; shall draw living lineaments [outlines] from the marble; the cause shall be more eloquent on their lips; their pencil shall portray the pathways of heaven, and tell the stars in their arising: be thy charge, O Roman, to rule the nations in thine empire; this shall be thine art, to lay down the law of peace, to be merciful to the conquered and beat the haughty [proud] down.”

—from the *Aeneid* by Virgil, c. 19 B.C.E.

Using Greek models, the Roman poet Horace (HAWR•uhs) wrote **satires** (SA•tyrs). These works poked fun at human

weaknesses, much like comedians do today. Horace also wrote **odes**, or poems that express strong emotions about life.

Inspired by the Greek historian Herodotus (hih•RAH•duh•tuhs), Livy and Tacitus (TA•suh•tuhs) wrote about Roman history. In his *History of Rome*, Livy describes Rome's rise to power. He said that history had moral lessons to teach people.

While Livy celebrated Rome's greatness, Tacitus took a more critical view. He believed that Rome's emperors had taken away 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.

THEATER AND LANGUAGE

One of the most popular pastimes in Rome was attending plays. Roman plays were staged as part of religious celebrations or national festivals. The actors wore masks to represent the characters. Masks allowed actors to play different roles. For most of Rome's history, men and boys played all the roles in a play. Women were allowed to act only in comedy plays called mimes.

DETERMINING MEANING

What are some other words related to the word **satire**?

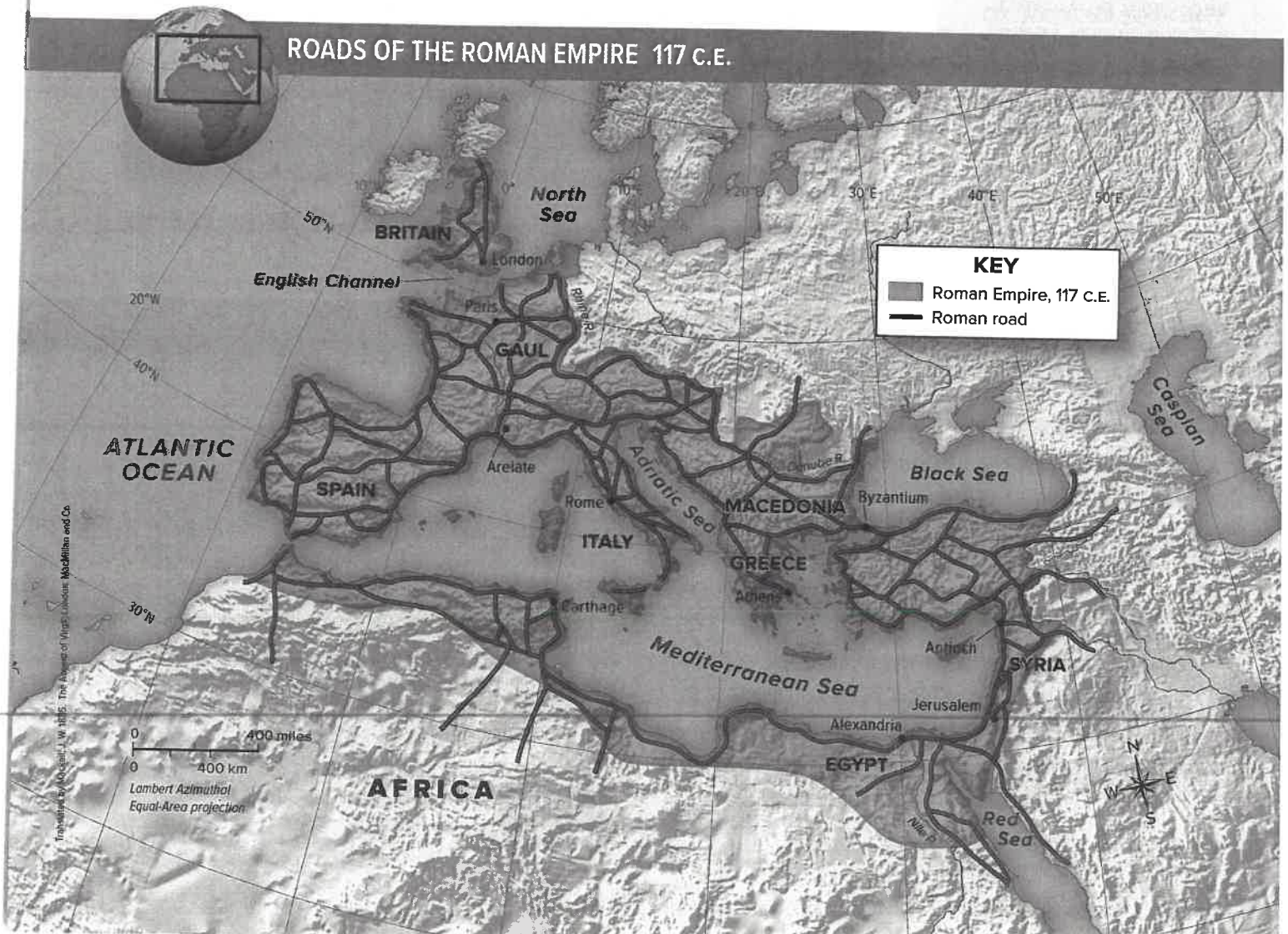


GEOGRAPHIC REASONING

Before the Romans built a system of roads, much long-distance travel and trade was done by water. Roads reached areas that ships could not, so trade and travel improved.

1. **EXPLORING PLACE** In relation to the rest of the empire, where is Rome located?
2. **PATTERNS AND MOVEMENT** Why were so many Roman roads built along waterways?

ROADS OF THE ROMAN EMPIRE 117 C.E.



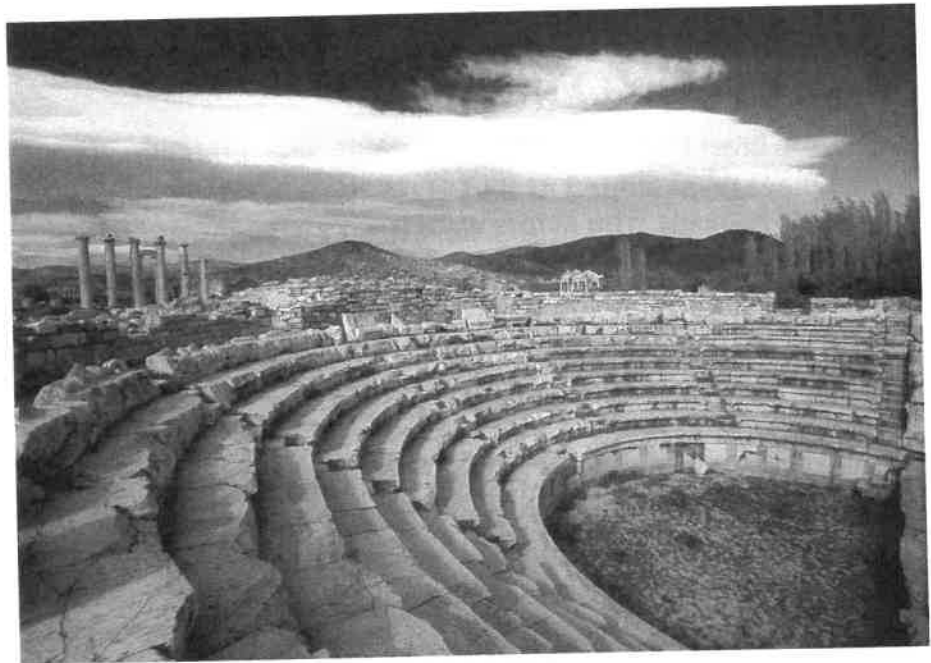
**VIRGIL (70 B.C.E.–19 C.E.)**

Virgil is one of ancient Rome's greatest poets. He grew up on a farm, and his poetry often reflects his love of the land and people of the Italian countryside. Virgil was educated in Milan and later became a member in the court of Emperor Augustus. After Augustus defeated his rivals and took power, he asked Virgil to write a poem to honor Rome. Virgil wrote the *Aeneid*, an epic that retells the Greek legend of the battle of Troy from a Roman point of view and a heroic tale about the founding of Rome.
[Engraving c. 1700-1800s C.E.]

Latin, the language of the Romans, had an even bigger impact than Roman writings. Latin became Europe's language for government, trade, and learning until about 1500 C.E. Latin is the basis of many modern European languages, such as Italian, French, and Spanish. It shaped several others as well. Some of the English words we use today come from Latin.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING PATTERNS** Describe Roman improvements to Greek architecture.
- 2. SUMMARIZING** What elements characterized Roman literature?



Romans attending the theater sat in stadiums like this one built in the 1st century B.C.E. They were much like those in sports arenas today.

LESSON 1 REVIEW AND ACTIVITIES**Time and Place**

- 1. DESCRIBING** About how big was the city of Rome at the beginning of the first century C.E.?

**Building History—Social Science
Analysis Skills**

- 2. EXPLAINING ISSUES** What was daily life like for Roman women? Describe two differences that existed between women who were wealthy and those who were poor.
- 3. EXPLAINING IDEAS** How did Ptolemy contribute to the field of astronomy?
- 4. SUMMARIZING** How did the Greeks influence Roman writers?

Writing About History

- 5. EXPLANATORY WRITING** Why do civilizations borrow elements from earlier civilizations? Think of two elements of American culture that have been borrowed from ancient Roman cultures. Explain what they are in a short essay.

Collaborating

- 6. INTERPRETING INFORMATION** Work with a small group to review information about the Roman way of life. Make a poster or collage that uses words and images to show different types of Romans and the places and activities that were important in Roman life.



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ESSENTIAL QUESTION

• *Why do civilizations rise and fall?*

THE STORY BEGINS...

LESSON 2

Rome's Decline

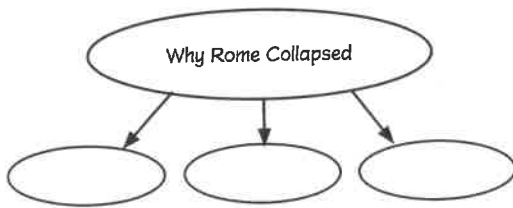
The Roman soldiers were tired, but they felt confident. Romans had been dealing with Visigoths for quite some time. Sometimes the Goths got the upper hand, but they were just a band of rebels. Rome was a glorious empire that had conquered much of the world. Could the Visigoth leader Alaric really be a threat?

“The Romans abstained [held back] from making any attack, thinking that hunger and thirst would soon compel [force] the Goths either to surrender or to risk a battle in which they were sure to be beaten. . . . To the amazement of the Romans, Alaric broke through their lines. . . .”

—from *The Goths* by Henry Bradley, 1883 C.E.



Attacks by Visigoths in 410 C.E., and later by other peoples, helped to weaken the Roman Empire. [Original painting 1887 C.E.]



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify reasons the Roman Empire collapsed. Use a chart like this one to organize the information. Explain the role of the economy in Rome's decline.

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** Look at the subheadings for this section. Summarize the main factors that the author will discuss as leading to Rome's decline.
2. **CITING TEXT EVIDENCE** How does the author support the claim that Rome's economy weakened during this period?

A TROUBLED EMPIRE

GUIDING QUESTION *What problems led to Rome's decline?*

Marcus Aurelius was the last of five emperors who reigned during the *Pax Romana*, a time of peace and progress. Nearly a century of confusion and violence followed.

POLITICAL CONFUSION

During this time, Rome's government grew weak, while the army became very powerful. To stay in office, an emperor had to pay increasingly higher wages to the soldiers who supported him. When these payments could not be made, soldiers would turn against the emperor. Then civil wars broke out, as legion fought legion to put a new emperor on the throne. In a span of about 50 years, ending in 284 C.E., Rome had 22 different emperors. Most were murdered by the army or by their bodyguards.

Roman society also suffered during this period. Many Romans no longer honored the traditional values of duty, courage, and honesty. Dishonest government officials took bribes, and few talented citizens wanted to hold government office. Interest and support for education declined, and many wealthy Romans simply stopped paying taxes. Enslaved laborers now made up a large part of the empire's population.

ECONOMIC WEAKNESSES

Rome's weakened government led to a weakened economy during the 200s C.E. Roman soldiers and foreign invaders attacked farms and disrupted trade. These attacks led to food shortages, and food prices soared. People had less money to spend, so they bought fewer goods. The price of wheat from Egypt rose from seven or eight drachmae (DRAYK•muh) per unit to 120,000. Merchants saw their profits decline, forcing many out of business. Many workers lost their jobs.

To stop this economic decline, the government produced more coins. The government, however, did not have a large supply of gold and silver. As a result, the new coins had less



These Roman coins were made between 115 B.C.E. and c. 79 C.E. They were imprinted with the image of the ruling emperor at the time.

of these precious metals in them, which reduced their value. In order to get the same profit for their goods, farmers and merchants continued to raise their prices.

These actions led to inflation, or a steep rise in prices with a matching decline in the value of money. As the value of Roman coins decreased, people began to barter, or to exchange goods instead of money.

INVASIONS

While Rome continued to struggle, Germanic tribes raided the western empire. Armies from Parthian Persia invaded in the east. Parthian Persia was located in an area that is now central-eastern Turkey to eastern Iran. It was the Roman Empire's main rival in the eastern Mediterranean. People living in cities built protective walls around them. With less money to use, the government started to hire Germanic soldiers. Germanic soldiers, however, had no loyalty to the empire.

WHO WAS DIOCLETIAN?

A general named Diocletian (DY•uh•KLEE•shuhn) became emperor in 284 C.E. He introduced **reforms**, or political changes to make things better. To defend the empire against invasions, Diocletian built forts along its frontiers. To rule the large empire more efficiently, he split the empire into East and West. In this division, he established himself and another as emperors in charge of each half and set up deputy emperors for the halves. The emperors and deputy emperors were responsible for the administration of four different regions within the Roman Empire. This reform also established a clear line of succession among the rulers but the system failed shortly after Diocletian's death.

DETERMINING MEANING

What prefix and root word make up the word **reform**? How do the prefix and root help you understand the meaning of the word?

These well-preserved walls were built by the Romans in the late 200s C.E. to protect the town of Lugo, Spain.

INTEGRATING VISUAL

INFORMATION Why did Roman towns require protection in the 200s C.E.? What conclusions can you draw about Roman town walls based on the image?



Diocletian tried to strengthen the economy. He set maximum prices for wages and goods to prevent prices from rising further. To improve productivity, he ordered workers to remain at the same jobs until they died. Diocletian also made local officials personally responsible for the taxes their communities had to pay. Despite these efforts, Diocletian's reforms did not succeed. People ignored his rules, and Diocletian was not a strong enough emperor to enforce them.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** How did Roman society change during this period?
2. **SUMMARIZING** How did Diocletian try to improve Rome's economy?

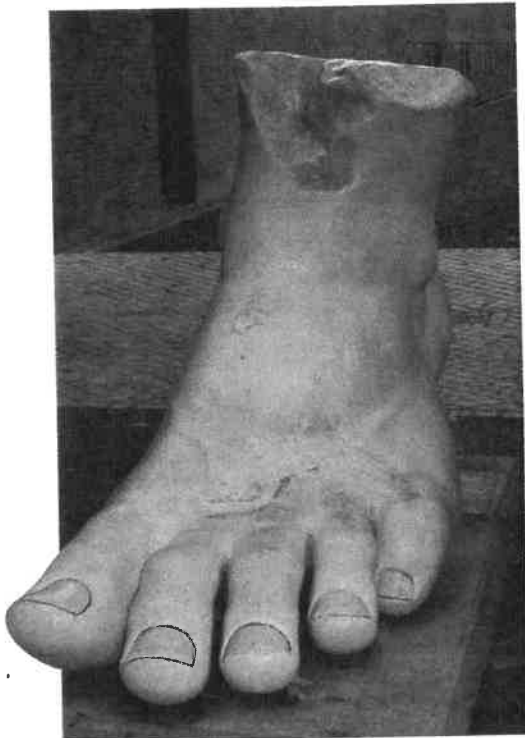
THE FALL OF ROME

GUIDING QUESTION *What effect did Germanic invaders have on the Roman Empire?*

A giant's foot? No, it is actually a replica of a foot from a statue of the Roman Emperor Constantine. The original 30-foot (9.1-m) statue created in the 300s C.E., once stood in a public building in the Roman Forum.

INTEGRATING VISUAL

INFORMATION What does the existence of this statue tell you about how the Romans viewed Constantine?



When Diocletian left office in 305 C.E., conflict again broke out in the empire. A general named Constantine (KAHN•stuh•TEEN) used this struggle to gain control of the Roman Empire. Constantine became the emperor of the West in 312 C.E. He then turned his attention to the East, where he defeated a rival to become emperor of both the East and West in 324 C.E.

CONSTANTINE'S RULE

To improve the economy, Constantine issued several orders to **reinforce** the rules of Diocletian. Constantine also wanted a stable workforce and military. For example, the sons of workers had to follow their fathers' trades. The sons of farmers had to work their fathers' lands. The sons of soldiers served in the army.

In spite of Constantine's reforms, the empire continued to decline. In 330 C.E., Constantine moved the capital from a failing Rome to a new city in the east—the Greek city of Byzantium (buh•ZAN•tee•uhm) in present-day Turkey. This city became known as Constantinople (kahn•stan•tuh•NOH•puhl). After Constantine died a few years later, Theodosius (THEE•uh•DOH•shuhs) took power in Constantinople.

After taking power, Theodosius found the empire difficult to govern. The empire covered a vast area and faced threats from both inside and outside its borders. Theodosius realized the empire had become too large to control from one seat of government.

Theodosius decided that—when he died—the eastern and western parts should become separate empires. This division took place in 395 C.E. One empire was the Western Roman Empire, with its capital remaining at Rome. The other was the Eastern Roman Empire, with its capital city at Constantinople.

GERMANIC INVADERS

During the late 300s C.E. and 400s C.E., many Germanic tribes migrated from northern Europe and fought to **expand** their hold over Roman territory. Some were looking for better land for raising livestock and farming. Many, however, were fleeing the Huns, a fierce group of warriors from Central Asia.

In the late 300s C.E., the Huns entered Eastern Europe. Fearing a Hun attack, one Germanic tribe, the Visigoths (VIH-zuh-gahths), asked the Roman government for protection. The Romans let them settle just inside the empire’s border. Here they were under the protection of the Roman army. In return, the Visigoths promised to be loyal to the empire. They promised not to attack the empire from the inside.

The Romans, however, treated the Visigoths badly. They charged them high prices for food and enslaved some of their people. Tired of Roman demands, the Visigoths finally rebelled. In 378 C.E., they fought and defeated the Roman legions at Adrianople (AY-dree-uh-NOH-puhl).

The Visigoths’ victory brought more attacks on Roman territory. Soon, Germanic tribes invaded Gaul, which is today France. Then, in 410 C.E., the Visigoth leader Alaric (A-luh-rihk) led his people into Italy and captured Rome itself. The Visigoths looted the city’s government buildings and private homes. Rome’s conquest by Alaric made it clear that the empire would not, as many Romans believed, last forever.

UNDERSTANDING CRAFT AND STRUCTURE

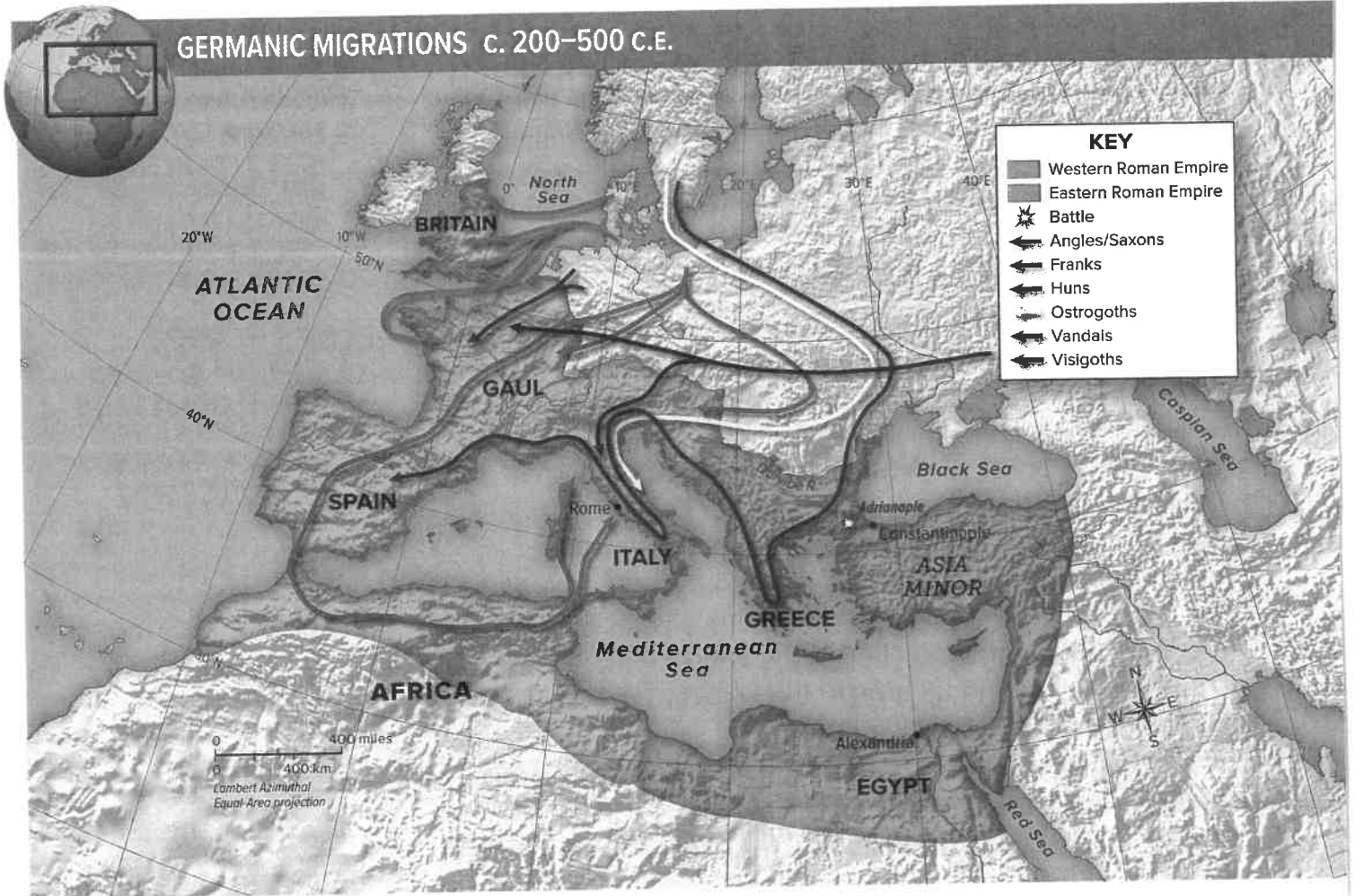
1. **ANALYZING TEXT** Read this sentence from the subsection titled “Germanic invaders”: “The Romans let them settle just inside the empire’s border.” How does the sentence help develop the author’s explanation of the role of the Visigoths?
2. **DESCRIBING** Describe how the details about the western emperor Romulus Augustus help you understand the situation in that part of the empire.

The modern city of Istanbul, shown here, was known as Byzantium during the last days of the Western Roman Empire. When Emperor Constantine moved the capital of the empire there from Rome, Byzantium became Constantinople.

INTEGRATING VISUAL INFORMATION What architectural features do you notice in this image of Istanbul (formerly called Byzantium and Constantinople)?



GERMANIC MIGRATIONS c. 200–500 C.E.



GEOGRAPHIC REASONING

Numerous invasions led to the fall of the Roman Empire.

- PATTERNS AND MOVEMENT**
Who attacked both Britain and northern Gaul?
- HUMAN-ENVIRONMENT INTERACTION**
Why do you think the Eastern Roman Empire experienced very few invasions?

The Vandals, another Germanic group, attacked Roman lands in Spain and northern Africa. Then they sailed to Italy, and in 455 C.E., entered Rome. They overcame the Romans living there. The Vandals spent almost two weeks seizing valuables and burning buildings. The English word *vandalism*, meaning “the willful destruction of property,” comes from the actions of the Vandals.

The Germanic people had entered every part of Rome’s organization. By the mid-400s C.E., Germanic soldiers had been working for the Roman government for centuries. As a result, several Germanic leaders held high posts in Rome’s government and army.

ROMAN EMPEROR FORCED OUT

In 476 C.E., the Germanic general named Odoacer (OH-duh•WAY•suhr) had enough support from soldiers that he was able to take control. Odoacer overthrew the western emperor, a 14-year-old boy named Romulus Augustulus (RAHM-yuh•luhs aw•GUHS-chah•luhs).

After Odoacer seized control, no Roman emperor ever again ruled from Rome. From then on, foreign powers ruled what

had been the Roman Empire. Historians often use this event to mark the end of the Western Roman Empire. It was a major turning point in history.

Odoacer controlled Rome for almost 15 years. The Germanic peoples, however, continued to fight amongst themselves. During Odoacer's rule, a group of Visigoths attacked the city of Rome. After much fighting, they seized the city and killed Odoacer. They set up their new kingdom in Italy under their leader, Theodoric (thee-AH-duh-rihk). Elsewhere in Europe, other Germanic kingdoms arose and came to power.

The Western Roman Empire ceased to exist. Pope Gregory I wrote about the fall of Rome and how it affected people who had lived within its borders.

“We see on all sides sorrows; we hear on all sides groans. Cities are destroyed, fortifications razed [forts destroyed] to the ground, fields devastated [left in ruin], land reduced to solitude. No husbandman [farmer] is left in the fields, few inhabitants remain in the cities. . . . What Rome herself, once deemed [regarded as] the Mistress of the World, has now become, we see—wasted away with . . . the loss of citizens, the assaults of enemies, the frequent fall of ruined buildings.”

—from *Homiliarum in Ezechielem*, by Pope Gregory I, 593 C.E.

MAKING CONNECTIONS

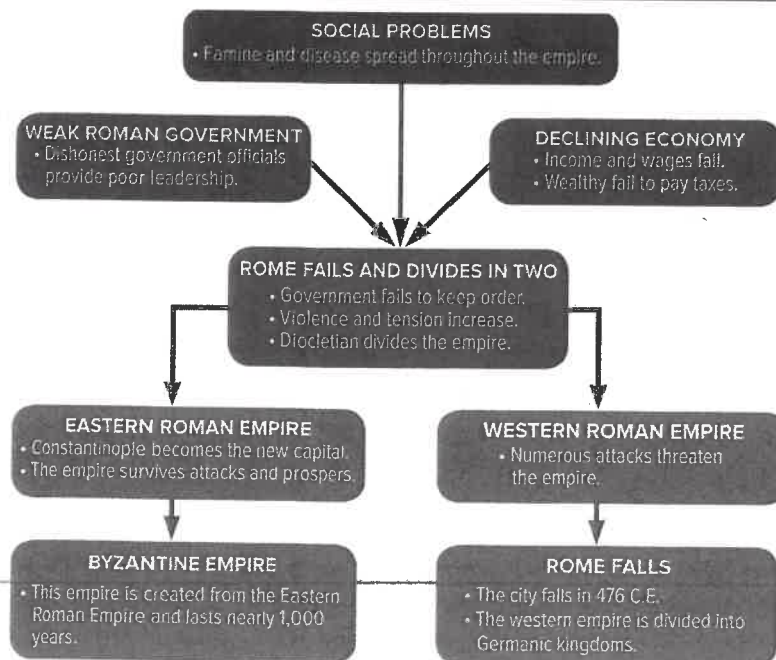
VANDALISM

Vandalism is a word with Roman origins. It means “the intentional destruction or damage to property.” Graffiti is a type of vandalism. It involves writing, drawing, or carving words or symbols on any surface without the permission of the owner. A person who destroys or damages property on purpose is called a *vandal*.

ANALYZING PRIMARY SOURCES

- CITING TEXT EVIDENCE** What words from the passage show that Gregory saw the fall of Rome as an event that affected many groups?
- SUMMARIZING** What details does Gregory provide to describe the state of Rome's land and cities.

THE FALL OF ROME



Several factors led to the decline of Rome.

- IDENTIFYING CAUSES** What three factors led to the division of the Roman Empire?
- IDENTIFYING CAUSES** Why did the Eastern Roman Empire survive and the Western Roman Empire did not?

By 550 C.E., a group of Germanic-ruled territories had replaced the Western Roman Empire, yet Roman culture did not completely disappear. Many of Western Europe's new Germanic rulers adopted the Latin language, Roman laws, and Christianity. In the eastern Mediterranean, the Eastern Roman Empire thrived. It became known as the Byzantine Empire and lasted nearly 1,000 more years.

CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** Why did Constantine move the capital to Byzantium?
2. **SUMMARIZING** Why do historians consider 476 C.E. an important date?

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** What details does the author include to support the argument that the Roman Empire is an influence on the form of government that exists today in the United States?
2. **CITING TEXT EVIDENCE** What words does the author use to show the connection between the safe, easy travel on Roman roads and the spread of Christian ideas?

ROME'S LEGACIES

GUIDING QUESTION *What are the key achievements and contributions of Roman civilization?*

The influence of the ancient Romans still surrounds us. Roman achievements live on in our system of laws and government today. The peace and order created by Roman rule helped with the rapid growth and spread of the Christian religion.

ROME'S INFLUENCE ON LAW AND GOVERNMENT

Many beliefs about law and justice in the American legal system come from Roman ideas. Building on Roman concepts, we believe that everyone is equal under the law. We also believe that a person is considered innocent until proven guilty. We, like the Romans, require our judges to decide cases fairly.

The republican form of government was developed in ancient Rome. Certain citizens in a republic elected their leaders. The United States and a number of other countries today are representative democracies, following after some models established during the Roman Republic. We also believe that a republic works best if all adult citizens vote, **participate** in government, and help to improve their communities.

ROME'S CULTURAL IMPACT

Many Western countries use the Latin alphabet, which has expanded from 22 to 26 letters. The Italian, French, Spanish, Portuguese, and Romanian languages are derived from Latin—the language of the Romans. Many English words have Latin roots. Latin phrases are part of the vocabulary of scientists, doctors, and lawyers. The Romans continue to influence the literature we read and enjoy. The great Roman writers, such as Virgil, Horace, Livy, and Tacitus, are still admired and studied.

Architecture and construction also owe much to the ancient Romans. Government buildings in Washington, D.C. and the capital cities of many states often use domes and arches inspired by Roman architecture. Concrete, a Roman development, remains a major building material today.

The Roman arch can support large domes. The design of our U.S. Capitol building, constructed between 1793 and 1800 C.E., was influenced by the Romans. The image behind the building shows what the U.S. Capitol dome looks like from the interior.

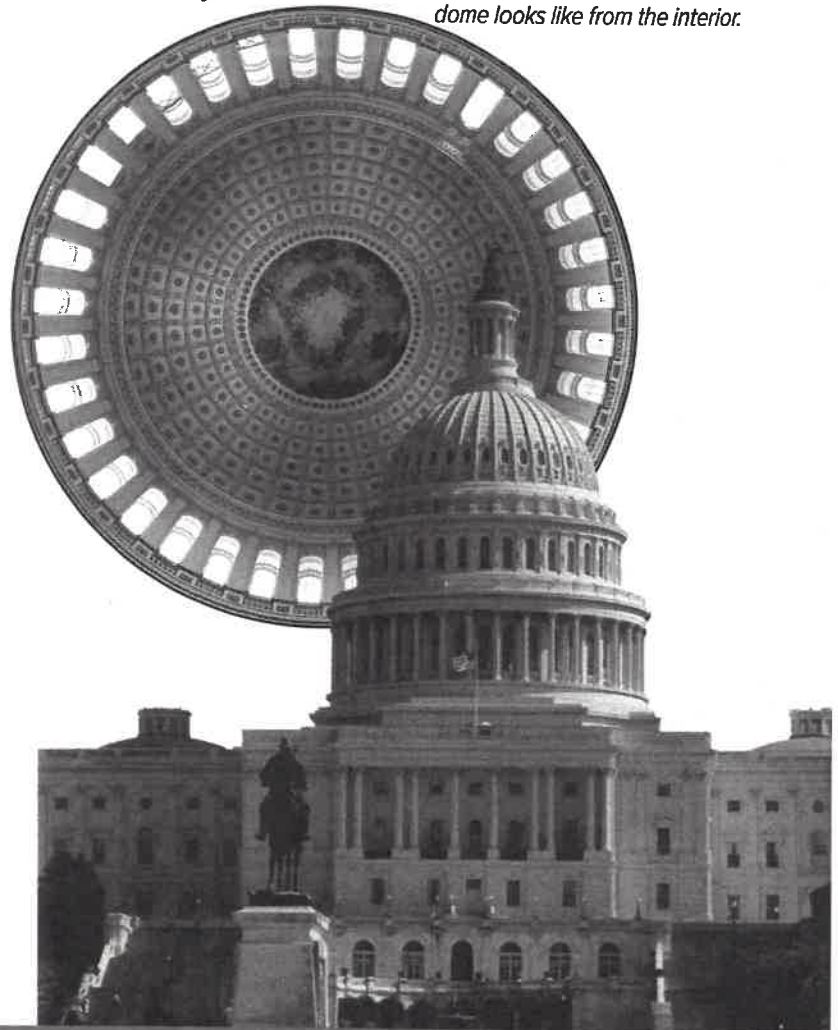
ANCIENT ROME AND CHRISTIANITY

Christianity is a major world religion. It began in the eastern part of the Roman Empire and was adopted by Rome's emperors in the 300s C.E. Those emperors helped the new religion grow and spread.

The Roman road system allowed the early Christians to travel throughout the empire safely and quickly. As a result, Christian ideas were easily shared with other groups of people. After the fall of the Western Roman Empire, Christianity continued to attract new believers.

CHECKING FOR UNDERSTANDING

1. **EXPLAINING IDEAS** What Roman contributions still influence our lives today?
2. **SUMMARIZING** Which languages spoken today developed from Latin?



(t.b.)@Brand X Pictures/PunchStock

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **RELATING EVENTS** About how much time passed between the period when Rome's government began to grow weak and the fall of Rome?

Building History-Social Science Analysis Skills

2. **IDENTIFYING CAUSES** Why were Diocletian's reforms unsuccessful?
3. **DESCRIBING** Discuss two problems that led to Rome's decline.
4. **EXPLAINING ISSUES** How did the division of the Roman Empire make it easy for people to invade it?

Writing About History

5. **ARGUMENTATIVE WRITING** What do you think was the greatest accomplishment of Roman civilization? Write a one-page essay that describes the accomplishment and why you feel it was the civilization's greatest.

Collaborating

6. **EXPLAINING ISSUES** Work with a partner to outline reasons why the Visigoths were successful in their attacks against Rome. Present your reasons to another group and compare them. Did the other group suggest reasons you may not have?



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POINTS OF VIEW

Did People Benefit from Roman Rule?

By the 100s C.E., Romans were at the height of their wealth and power, having conquered lands in Europe, Asia, and Africa. Throughout their vast empire, the Romans built roads, bridges, and irrigation systems. These improvements allowed trade and agriculture to flourish. To accomplish these changes, however, the Romans had to sail to other lands to obtain materials. With the traders came Roman soldiers. Some people, however, did not want to be ruled by the Romans. Many died fighting against the Roman invaders.

VOCABULARY

ceaseless: endless

converges: comes together

metallurgy: making products from metals

legions: soldiers

check: stop

impetuosity: impulsive behavior

passion: frenzy

butchered: killed

sanctuary: temple

► *Mosaic of Romans unloading goods from a boat [c. 200 C.E.]*

“ From neighboring continents far and wide a **ceaseless** flow of goods pours into Rome. From every land and every sea come each season’s crops, the produce of countryside, rivers, and lakes, and articles skillfully made by Greeks and foreigners.

. . . So many merchants arrive from all points of the compass with their cargoes throughout the year, and with each return of harvest, that the city is like the common warehouse of the world . . . clothing from Babylonia, luxuries from barbarian lands beyond. . . Egypt, Sicily and Africa are your farms. . . Everything **converges** here—trade, shipping, agriculture, **metallurgy**, all the skills that exist and have existed, everything that is bred or grown. Anything that cannot be seen in Rome does not exist. ”

—Aelius Aristides, *To Rome*, c. 144 C.E.

DETERMINING CENTRAL IDEAS

What is the central idea communicated in this excerpt? What ideas support it?



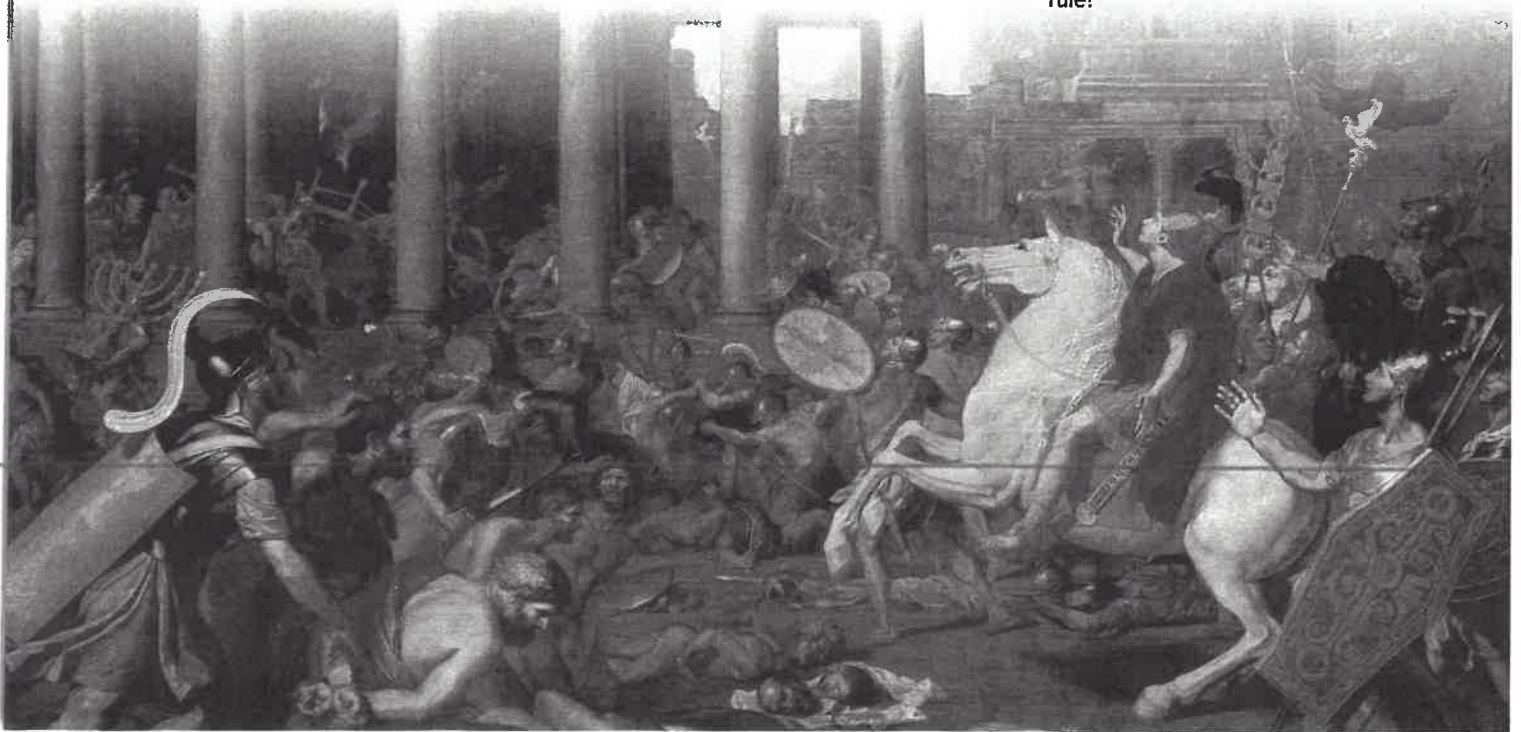
“ As the **legions** charged in, neither persuasion nor threat could **check** their **impetuosity**: **passion** alone was in command. . . . Most of the victims were peaceful citizens, weak and unarmed, **butchered** wherever they were caught. While the **Sanctuary** was burning, looting went on right and left and all who were caught were put to the sword. There was no pity for age, no regard for rank; little children and old men, laymen and priests alike were butchered; every class was held in the iron embrace of war, whether they defended themselves or cried for mercy. . . . They also burnt the treasuries which housed huge sums of money, huge quantities of clothing, and other precious things. ”

—Flavius Josephus describing the destruction of the Jewish temple by the Romans, c. 79 C.E., *The Jewish War*

EVALUATING ARGUMENTS

What evidence does the author provide to support the claim that the Romans exhibited impulsive behavior? Is the evidence presented sufficient to support this claim?

▼ *The Destruction of the Temple in Jerusalem by the Emperor Titus*, a painting by Nicolas Poussin, c. 1630s C.E.



What Do YOU Think?

1. **ANALYZING POINTS OF VIEW** How do the two authors' perceptions of the impact of Roman rule on people differ? How are they alike? What evidence from the texts supports your answers?
2. **ANALYZING IDEAS** How do the authors differ in the way they describe the relationship between Romans and people living under Roman rule?
3. **COMPARING AND CONTRASTING TEXTS** In what way does the mood created by the first author differ from that presented by the second author? What evidence from each text supports your answer?
4. **EVALUATING ARGUMENTS** Does one of the authors make a stronger argument about the impact of Roman rule?

ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

LESSON 3

The Byzantine Empire

The first time the historian Procopius heard of the terrible plague was when it swept through a small port town in Egypt. It spread like wildfire. It seemed to have touched the whole world. So many people died every day. Soon there wasn't enough food, as many of the farmers got sick and died. He had never seen anything like this. The plague rampaged through the countryside; it devastated cities. It was like being under attack from a mighty, ruthless enemy. It was a horrible disease, and almost no one who fell ill survived:

“And in the second year it reached Byzantium in the middle of the spring, where it happened I was staying at the time. . . . They had a sudden fever, some when just roused from sleep, others while walking about. . . . But on the same day in some cases, in others on the following day, a bubonic swelling developed. . . . For there ensued [began] with some a deep coma, with others a violent delirium [confusion]. . . .”

—from *History of Wars* by Procopius, c. 552 C.E.

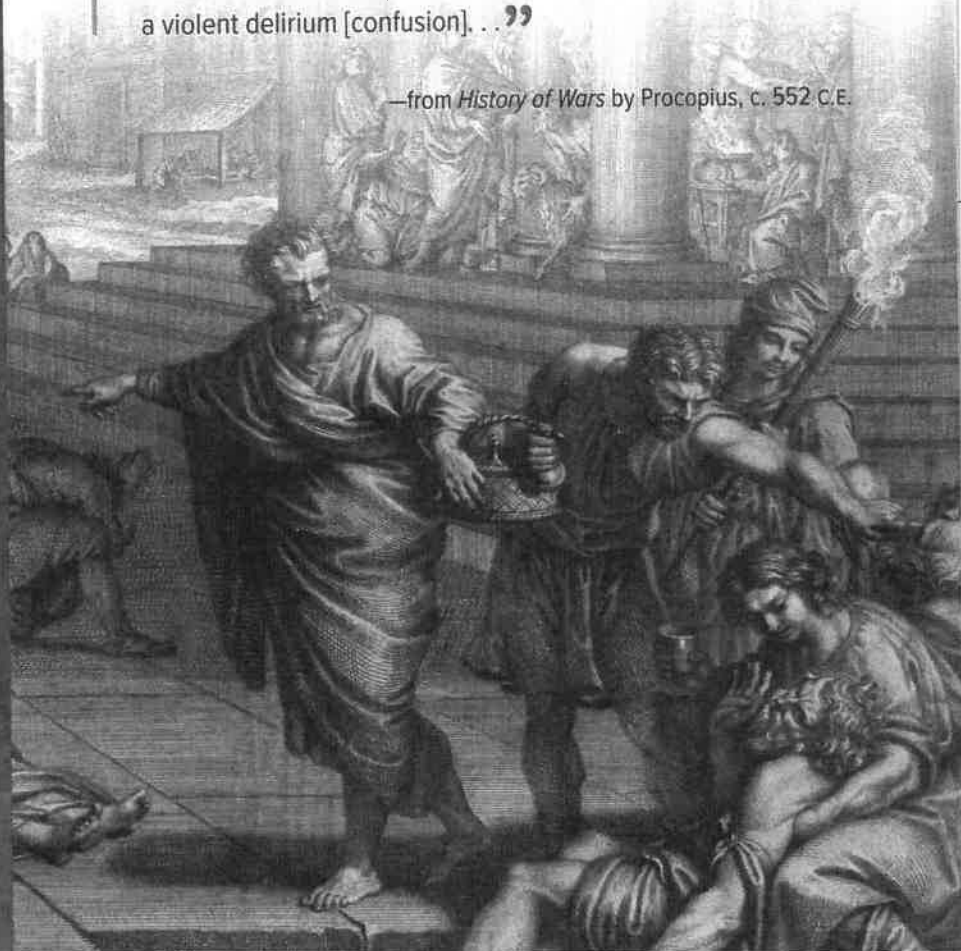
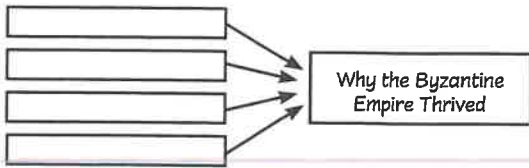


PHOTO: Chronicle/Alamy Stock Photo; TEXT: Procopius. Translated by Dewing, H. B. 1914. Procopius Vol. I. New York: The Macmillan Co.

In the 500s C.E., during the reign of Justinian an outbreak of the plague killed between 30 and 50 million people throughout the Byzantine Empire.
[Artwork c. 1700s-1800s C.E.]



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify reasons why the Byzantine Empire thrived. Use a chart like this one to list the reasons. Cite the text to show the importance of the Justinian Code.

THE NEW ROME

GUIDING QUESTION *How did the Byzantine Empire become rich and powerful?*

After the Roman Empire was divided in 395 C.E., the eastern half eventually became known as the Byzantine Empire. At the height of its power in the 500s C.E., the Byzantine territory extended west to Italy, south to Egypt, and east to the Arabian border.

A variety of peoples lived within the empire's borders. Greeks made up the largest population. Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks also lived in the Byzantine Empire. Under Emperor Justinian, who ruled from 527 C.E. until 565 C.E., the laws improved, the arts flourished, and the empire grew dramatically.

CONSTANTINOPLE

Constantine moved the capital of the Roman Empire from Rome to the Greek city of Byzantium and renamed the city Constantinople around 330 C.E. The new capital thrived. By the 500s C.E., multicultural Constantinople had become one of the world's most advanced cities.

Constantinople's location was a major factor in the city's success. It was located on a peninsula between the Black Sea and the Sea of Marmara, which connects to the Aegean Sea. The city's excellent harbors attracted fishing boats, trading ships, and warships. Because of its location at the crossroads of trade routes between Europe and Asia, Constantinople became the wealthiest part of the Roman Empire.

Constantinople was also easy to defend. Lying on a peninsula, the city was protected on three sides by the sea, and a large wall protected it on the fourth side. Later, a huge chain was strung across the city's harbor for greater protection. Surprise attacks were not easily carried out on Constantinople.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How does the author organize the information in this section? How does the organization help you understand the main ideas of the section?

2. ANALYZING POINT OF

VIEW Why do you think the author ends the section by discussing Greek culture, Roman law, and Christianity?

CHARIOT RACING

During this period, chariot racing was a team sport. Constantinople had two hugely popular teams, the Blues and the Greens. These rival teams both had passionate fans who showed their loyalty by wearing team colors. Some winning charioteers—and even horses—became celebrities. Spectators from all parts of society, including women, came to watch chariot racing. The emperor had a private box at the Hippodrome, similar to the luxury seating seen in sports stadiums today.

WHAT CULTURAL INFLUENCES SHAPED THE BYZANTINES?

Constantinople at first resembled other cities in the Roman Empire. The “New Rome,” as it was called, had government buildings and palaces built in the Roman style. The city also had an oval arena called the Hippodrome (HIHP•uh•drohm) where chariot races and other events were held.

Rome influenced the political and social life of the Byzantine Empire. Emperors spoke Latin and enforced Roman laws. Many wealthy Roman families traveled east to the Byzantine Empire and lived in towns or on large farming estates. Similarly to how things were done in Rome, the government gave the empire’s poor people free bread and entertainment shows.

*The Hippodrome was a stadium designed for horse and chariot racing. The name comes from the Greek words hippos, or “horse,” and dromos, or “path.”
[Painting c. 1882 C.E.]*



Over time, the Roman influence on the Byzantine Empire faded, while Greek influence in the area increased. Most Byzantines spoke Greek, and Byzantine emperors and officials also began to speak Greek instead of Latin. 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 500 C.E. and 1200 C.E., the Byzantines developed one of the world's most advanced civilizations. They preserved and passed on Greek culture and Roman law to other peoples. As you will learn, they also brought Christianity to people in Eastern Europe.

CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** Why was Constantinople important to the Byzantine Empire?
2. **EXPLAINING CAUSE AND EFFECT** Why did Greek culture gradually influence the Byzantine Empire more than Roman culture?

JUSTINIAN'S RULE

GUIDING QUESTION *How did Emperor Justinian and Empress Theodora strengthen the Byzantine Empire?*

Justinian (juh•STIH•nee•uhn) ruled the Byzantine Empire at the height of its power. A skilled general and a strong leader, Justinian ruled from 527 C.E. until 565 C.E. He governed with supreme power and controlled the military and all of the **legal** decisions made within the empire. Many historians view Justinian as the greatest Byzantine emperor.

WHO WAS THEODORA?

Justinian's wife, the Empress Theodora (THEE•uh•DOHR•uh), was a beautiful, intelligent, and ambitious woman. She participated actively in government and helped Justinian choose government officials. Theodora helped Byzantine women win more legal rights. At her urging, Justinian changed Byzantine law so that a wife could own land. If a woman became a widow, her land would provide the income she needed to take care of her children.

Theodora showed her political wisdom during a crisis in 532 C.E. when angry taxpayers in Constantinople threatened the government. Justinian's advisers urged Justinian to flee the city. Theodora, however, told her husband to stay and fight. According to one Byzantine historian, Theodora told Justinian that she would rather die as an empress than escape and live as an outlaw:

UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING TEXT PRESENTATION** How has the author organized the information in this section? Why do you think the author chose to organize it in this way?
2. **EXPLAINING POINT OF VIEW** What is the author's purpose in including details about the Hagia Sophia?

ANALYZING PRIMARY SOURCES

1. IDENTIFYING PERSPECTIVES

What does Procopius's account suggest about Theodora's motivations and values? Do you think Procopius admired Theodora?

2. ASKING QUESTIONS

What questions might historians raise about this passage? How could they address these questions?

“ May I never be separated from this purple [royal color], and may I not live that day on which those who meet me shall not address me as mistress. If, now, it is your wish to save yourself, O Emperor, there is no difficulty. For we have much money, and there is the sea, here the boats. However consider whether it will not come about after you have been saved that you would gladly exchange that safety for death. For as for myself, I approve a certain ancient saying that royalty is a good burial-shroud. ”

—from “The Nika Riot,” by Procopius, c. 551 C.E.

Taking Theodora's advice, Justinian stayed in the city and fought back. His army crushed the rebels. By doing this, Justinian was able to **restore** order and strengthen his power as emperor.

JUSTINIAN'S LEGAL REFORMS

One of Justinian's lasting contributions to future civilizations was in the area of law. Shortly after he became emperor, Justinian realized that the empire's laws were disorganized and confusing. He ordered a group of legal scholars headed by Tribonian (truh•BOH•nee•uhn) to create a simpler and better code of laws.

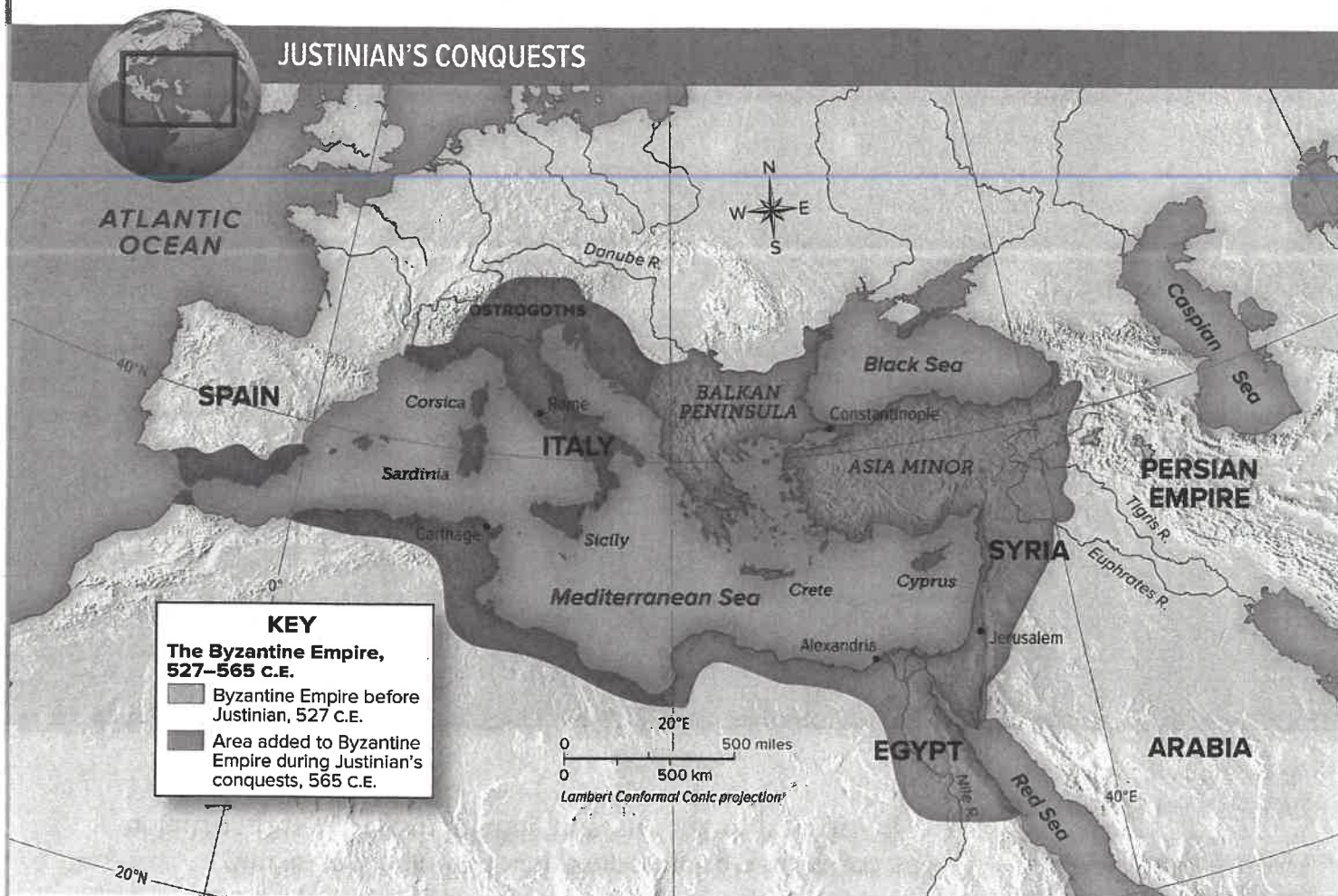
The group's new legal code became known as the Justinian Code. The code helped officials and businesspeople better understand the empire's laws. Throughout the centuries, the Justinian Code has been the basis for the legal systems of almost every country in the Western world.

CITIZENSHIP

CIVIC PARTICIPATION

Justinian consulted legal scholars and asked them to create a code of laws. In the United States today, scholars, businesspeople, and experts in many areas provide information and advice to elected officials to help craft laws. Although elected officials are responsible for the laws they pass, many people work together to hammer out the details of each law. They try to write laws with language that is very specific and clear. Private citizens can help shape how laws are written by participating in debates, meetings, and hearings that occur when a new law is proposed.

JUSTINIAN'S CONQUESTS



BYZANTINE ARTS

Justinian, along with other Byzantine emperors, was interested in arts and architecture. The emperors ordered the construction of churches, forts, and government buildings throughout the Byzantine Empire. Among the hundreds of beautiful churches and palaces in Constantinople was the church called Hagia Sophia (HAH•jee•uh soh•FEE•uh), or “Holy Wisdom.”

Under Justinian’s orders, nearly 10,000 workers labored in shifts to build the church. Upon its completion in 537 C.E., the domed church became the religious center of the Byzantine Empire. The interior of Hagia Sophia contains walls of polished marble and beautiful gold and silver ornaments. This unique building still stands in Istanbul today.

Numerous mosaics also decorated the interior walls of Hagia Sophia. **Mosaics** (moh•ZAY•inks) are patterns or pictures made from small pieces of colored glass or stone. Popular in the Byzantine Empire, most mosaics showed figures of **saints**, or Christian holy people. Other mosaics, such as the one at the beginning of the chapter, honored Byzantine emperors.



GEOGRAPHIC REASONING

Justinian extended the Byzantine Empire’s borders but was unable to maintain them.

1. **EXPLORING REGION** How far west did the empire extend after Justinian’s conquests?
2. **HUMAN-ENVIRONMENT INTERACTION** Why might a cavalry be useful for defending this large empire?



The dome of the Hagia Sophia towers more than 180 feet above the ground. For more than 1,000 years, the Hagia Sophia was the largest cathedral in the world. When the Ottoman Turks conquered Constantinople in 1453 C.E., the cathedral was converted to a mosque. Today, Hagia Sophia is a museum.

In addition to the arts and architecture, Emperor Justinian was concerned about education. Learning was highly respected in the Byzantine culture. In Byzantine schools, boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Some were schooled by private tutors. Girls did not generally attend schools and received any teaching at home.

MILITARY CONQUESTS

Justinian wanted to restore the Roman Empire and bring back the glory of Rome. Led by a general named Belisarius (BEH•luh•SAR•ee•uhs), the Byzantine army was strengthened and reorganized. Instead of relying on foot soldiers, the new army used cavalry—soldiers mounted on horses. Byzantine cavalry wore armor and carried bows and lances, which were long spears.

Between 533 C.E. and 555 C.E., the Byzantine military conquered territories that were once part of the great Roman Empire. These territories included Italy and parts of Spain and northern Africa. They also defeated the Persians, which increased the security of the eastern borders of the empire. However, the conquests of Justinian's army were short-lived. During the mid-500s C.E., a deadly disease known to historians

as “Justinian’s Plague” swept through Asia and Europe. The plague killed millions of people, including many men in Justinian’s army. The loss of so many soldiers severely weakened the Byzantine Empire’s ability to fight wars.

In addition, the Byzantines did not have the money to support an army large enough to defend against the Persians in the east and protect the lands in the west. Most of the western territories that Justinian conquered were lost after his death.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSE AND EFFECT** What effect did Theodora have on Justinian’s rule?
2. **EXPLAINING ISSUES** Why do many historians consider Justinian to be the greatest Byzantine emperor?

In addition to body armor such as this, Byzantine cavalry soldiers also wore plumed helmets. Cavalry made the Byzantine army a formidable fighting force. [Armor, date unknown]

INTEGRATING VISUAL

INFORMATION How did Belisarius strengthen the army of the Byzantine Empire?



LESSON 3 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING** How did Constantinople’s location help it become a wealthy city?

Building History—Social Science Analysis Skills

2. **DESCRIBING** How are mosaics made? What were they used for in the Byzantine Empire?
3. **EXPLAINING CAUSE AND EFFECT** What effect did the Justinian Code have on the Byzantine Empire?
4. **EXPLAINING ISSUES** Why did the Byzantine military grow weaker?

Writing About History

5. **ARGUMENTATIVE WRITING** Write a speech that Theodora might have given to Justinian to convince him to stay in Constantinople during the rebellion in 532 C.E.

Collaborating

6. **INTERPRETING INFORMATION** In groups, discuss Justinian’s accomplishments. Which of his achievements do you think is most significant? As a group, come to a consensus about which was most significant.



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ROMAN CIVILIZATION

Many Roman writers reflected on the glory of the empire, as well as on what they perceived to be its weaknesses and flaws. How did the following writers view the accomplishments of the Roman Empire? How did they see Rome's past and the ways that Rome had grown and changed?

VOCABULARY

mundane: ordinary, commonplace

sublime: grand, extraordinary

prudent: careful

ingrained: woven into; a key part of

strife: trouble, conflict

PRIMARY SOURCE: BOOK

THE ROMAN HISTORY OF AMMIANUS MARCELLINUS

A soldier and historian, Ammianus Marcellinus wrote numerous volumes of Roman history. In his work, Ammianus expresses admiration for Rome, but he also includes descriptions of social and economic problems throughout the empire. In this passage, originating c. 391 C.E., Ammianus compares the history of Rome to the life of a person—beginning as a baby, growing and maturing, and then reaching old age.

“At the time when Rome first rose into **mundane** brilliancy—that Rome which was fated to last as long as mankind shall endure, and to be increased with a **sublime** progress and growth—virtue and fortune, though commonly at variance, agreed upon a treaty of eternal peace, as far as she was concerned. For if either of them had been wanting [lacking] to her, she would never have reached her perfect and complete supremacy. Her people, from its very earliest infancy to the latest moment of its youth, a period which extends over about three hundred years, carried on a variety of wars with the natives

around its walls. Then, when it arrived at its full-grown manhood, after many and various labours in war, it crossed the Alps and the sea, till, as youth and man, it had carried the triumphs of victory into every country in the world. And now that it is declining into old age, and often owes its victories to its mere name, it has come to a more tranquil time of life. Therefore the venerable [respected] city, after having bowed down the haughty necks of fierce nations, and given laws to the world, to be the foundations and eternal anchors of liberty, like a thrifty parent, **prudent** and rich, intrusted to the Caesars, as to its own children, the right of governing their ancestral inheritance.”

—from *The Roman History of Ammianus Marcellinus*

ANALYZE THE TEXT

- 1. SEQUENCING** According to the passage, what did Rome first do before going out to conquer “every country in the world”?
- 2. IDENTIFYING PERSPECTIVES** How does the author see as Rome's great contribution to the world?

PRIMARY SOURCE: ODE

HORACE'S "ODE TO THE ROMAN PEOPLE"

The Roman poet Horace wrote many odes praising Roman history and civilization, but he also criticized some aspects of society. In this passage originating c. 13 B.C.E., Horace expresses concern about the future of Rome.

“Now is another age worn away by civil wars, and Rome herself falls by her own strength. Whom neither the bordering Marsi could destroy . . . nor the bold Spartacus . . . nor did the fierce Germany subdue [conquer]. . . but we, an impious [disrespectful] race . . . shall destroy her. . . .”

—from “Ode To the Roman People,” by Horace, in *The Works of Horace*

ANALYZE THE TEXT

1. **ANALYZING TEXT** Why does Horace mention groups like the Marsi?
2. **CITING TEXT EVIDENCE** What words from the passage support the idea that Horace blames Romans for the problems he sees in Roman society?

SECONDARY SOURCE: BOOK

HISTORIES

The Roman historian Tacitus wrote about changes that occurred after Rome became a great empire.



MULTIPLE PERSPECTIVES

Compare the representations of Rome in all three sources. What do these representations have in common? In what ways are they different? How do the writers view Rome's past? What do the writers see as Rome's strengths and weaknesses?

“The old **ingrained** human passion for power matured [developed] and burst into prominence [fame] with the growth of the empire. With straiter [fewer] resources equality was easily preserved. But when once we had brought the world to our feet and exterminated every rival state or king, we were left free to covet [desire] power without fear of interruption. It was then that **strife** first broke out between patricians and plebeians: at one time arose seditious [disloyal] tribunes, at another tyrannous [dictatorial] consuls: in the Forum at Rome were sown the first seeds of civil war. Before long, Marius, rising from the lowest ranks of the people, and Sulla, the most cruel of all the nobles, crushed our liberty by force of arms and substituted a despotism [dictatorship]. Then came Pompey, whose aims, though less patent [obvious], were no better than theirs. From that time onwards the one end sought was supreme power in the state.”

—from *Histories, Volume II*, by Tacitus, 109 C.E.

ANALYZE THE TEXT

1. **ANALYZING POINTS OF VIEW** How does Tacitus view the Roman reaction to having conquered so many lands?
2. **INFERRING** What does Tacitus mean when he writes “From that time onwards the one end sought was supreme power in the state”?

CHAPTER 10 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

- DISTINGUISHING FACT FROM OPINION** Review the excerpt from the primary source in Lesson 2, *Homiliarum in Ezechielem*, by Pope Gregory I. Decide which statements in the excerpt are facts and which statements are opinions. List the statements of fact and the statements of opinion from the source in a chart like this one.

FACT	OPINION

Understanding Time

- SEQUENCING** Create a time line showing the significant events and dates in the history of the Roman Empire.

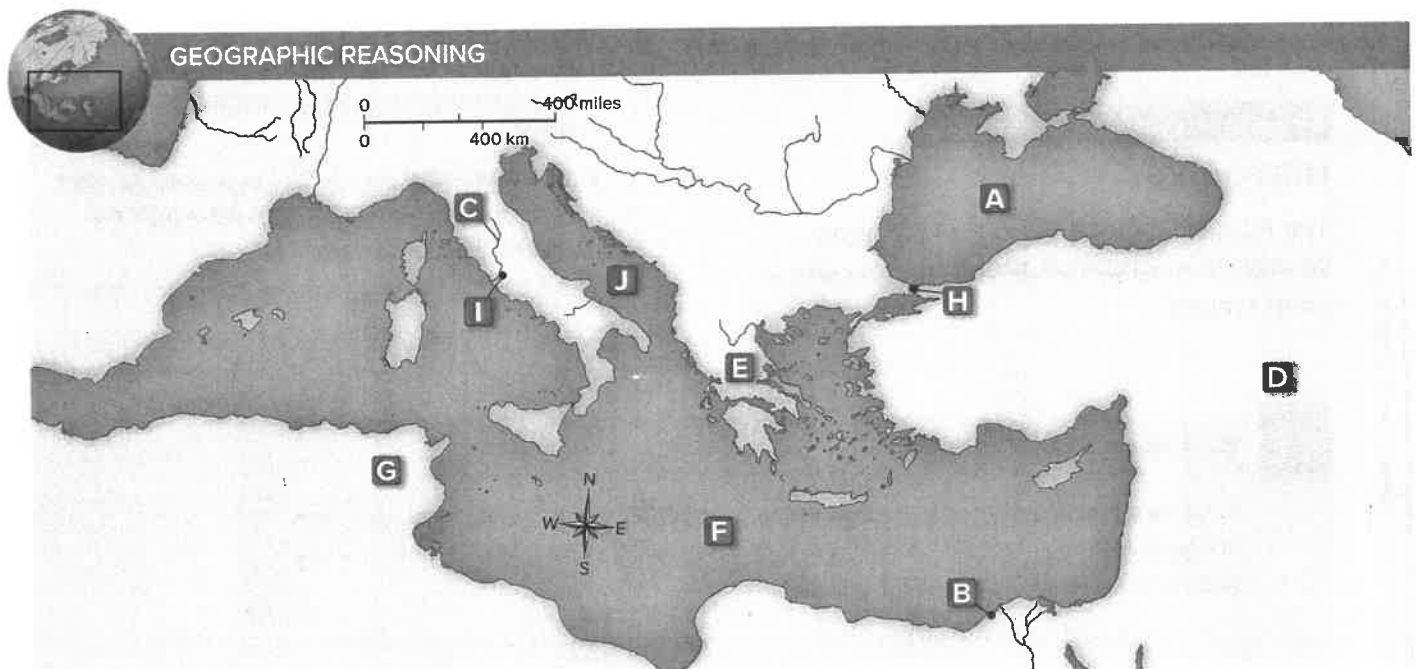
Building Citizenship

- CIVIC AND POLITICAL INSTITUTIONS** Justinian had numerous buildings constructed, including the beautiful and elaborate Hagia Sophia. Do you know of any important public buildings that house civic or political institutions today? How do these buildings reflect or contribute to today's society?

Geographic Reasoning

Use the map to answer the following questions.

- EXPLORING PLACE** Match the letters on the map with the numbered places listed below.
 - Alexandria
 - North Africa
 - Mediterranean Sea
 - Constantinople
 - Black Sea
 - Greece
 - Adriatic Sea
 - Rome
 - Tiber River
 - Persia



CHAPTER 10 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Define each of the following terms.
- | | |
|--------------|--------------|
| A. gladiator | F. reforms |
| B. anatomy | G. mosaics |
| C. vault | H. saints |
| D. satire | I. restore |
| E. ode | J. Visigoths |

Short Answer

- 2 **DESCRIBING** How were living conditions different for rich and poor Romans?
- 3 **IDENTIFYING PATTERNS** In what ways did the Romans adapt forms of Greek literature?
- 4 **DESCRIBING** What problems challenged Rome in the 200s C.E.?
- 5 **IDENTIFYING CAUSES** Why did Diocletian strengthen the Roman army?
- 6 **EXPLAINING ISSUES** To what city did Constantine move the capital of the Roman Empire? Why?
- 7 **SUMMARIZING** Which groups invaded the Western Roman Empire?
- 8 **EXPLAINING IDEAS** How does the Latin language impact life in the United States?
- 9 **DESCRIBING** What did Justinian hope to accomplish by creating a new code of laws?
- 10 **EXPLAINING ISSUES** Which cultures most influenced life in the Byzantine Empire? Which ultimately became most important?
- 11 **EXPLAINING ISSUES** In what respects was ancient Roman society patriarchal?
- 12 **EXPLAINING CAUSE AND EFFECT** How did spectacles, such as chariot races and gladiator fights, support the political purposes of Rome's rulers?
- 13 **IDENTIFYING PATTERNS** How did the Roman approach to art and knowledge differ from the Greek approach? Give examples.
- 14 **EXPLAINING CAUSES** What caused inflation in Rome in the 200s C.E.? What were some consequences of this inflation?
- 15 **SUMMARIZING** What is a vandal? Why does the word *vandal* have this meaning?
- 16 **PREDICTING** How might Rome's history have been different had the Romans treated the Visigoths fairly?
- 17 **EXPLAINING ISSUES** Defend or refute the following statement: Foreign invasion was the main reason for the fall of the Roman Empire.
- 18 **EXPLAINING IDEAS** What principles from ancient Rome are reflected in the modern American legal and political systems?
- 19 **EXPLAINING ISSUES** Justinian's achievements did not last long after his death. What might he have done differently to ensure that his accomplishments lasted longer than they did?
- 20 **DESCRIBING** What does Byzantine art tell us about the role of religion in the Byzantine Empire?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1, 2, 3	1	1	2	2	2	2	2	3	3	1	1	1	2	2	2	2	2, 3	3	3

CHAPTER 10 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

The Institutes of Justinian was part of Justinian's effort to codify Roman law. It was also used by law students. In this excerpt, Justinian discusses concepts of law and justice:

“The imperial majesty [Empire] should be armed with laws as well as glorified with arms, that there may be good government in times both of war and of peace, and the ruler of Rome may not only be victorious over his enemies, but may show himself as scrupulously [thoroughly] regardful of justice as triumphant over his conquered foes. . . . The precepts [principles] of the law are these: to live honestly, to injure no one, and to give every man his due. The study of law consists of two branches, law public, and law private. The former relates to the welfare of the Roman State; the latter to the advantage of the individual citizen. Of private law then we may say that it is of threefold origin, being collected from the precepts of nature, from those of the law of nations, or from those of the civil law of Rome.”

—from *The Institutes of Justinian*, c. 534 C.E.

- 21 DETERMINING MEANING** Read the phrase from the excerpt.

“The precepts [principles] of the law are these: to live honestly, to injure no one, and to give every man his due.”

Which of the following best explains the underlined words?

- A. A clear expectation of a man's responsibilities
 - B. A clear explanation of when debts must be paid
 - C. What each person most needs to live well
 - D. What each person is owed or deserves
- 22 CITING TEXT EVIDENCE** What words in the passage support the argument that Justinian saw clear laws as a way to make the empire more secure?
- A. “should be armed with laws as well as glorified with arms”
 - B. “good government in times both of war and of peace”
 - C. “show himself as scrupulously [thoroughly] regardful of justice”
 - D. “law consists of two branches: law public, and law private”

Need Extra Help?

If You've Missed Question	21	22	23	24	25	26
Review Lesson	3	3	3	3	3	1, 2

- 23 ANALYZING POINT OF VIEW** Read the phrase from the excerpt.

“the ruler of Rome may not only be victorious over his enemies, but may show himself as scrupulously [thoroughly] regardful of justice as triumphant over his conquered foes. . . .”

What does this phrase suggest about how Justinian viewed military conquest and justice?

- A. He was uncertain about how to treat those he conquered militarily.
 - B. He thought that rulers who are victorious have few responsibilities.
 - C. He believed that all people deserve justice, even conquered enemies.
 - D. He thought that the ruler of Rome should be victorious and triumphant.
- 24 INFERRING** Which of these inferences is supported by the text?
- A. Justinian wanted his laws to contribute to a stable government and society.
 - B. Justinian felt that most Romans lived honestly, with or without clear laws.
 - C. Justinian considered the structure of Roman law to be overly complicated.
 - D. Justinian believed private law was less important than public law.

- 25 DETERMINING MEANING** Read the following sentence from the excerpt.

“Of private law then we may say that it is of threefold origin, being collected from the precepts of nature, from those of the law of nations, or from those of the civil law of Rome.”

Write a brief explanation of this sentence. Why do you think Justinian included his thoughts about the origins of private law?

Extended Response Essay

- 26 NARRATIVE** You are a citizen of Athens, Greece, who recently moved to Rome. Write a letter to a friend in Athens about your new home. Explain the differences and similarities between the two cities and cultures.