The Colosseum in Rome, Italy

The Colosseum

**Roman Civilization**

- Livy writes his *History of Rome*
- Roman Empire divided into eastern and western parts
- Emperor Justinian begins rule
Chapter Preview

The Romans developed a civilization as well as an empire. Read this chapter to find out about Roman achievements that still influence your life today.

View the Chapter 9 video in the World History: Journey Across Time Video Program.

Life in Ancient Rome

The Romans learned from the Greeks but changed what they borrowed to suit their own needs. The lives of rich and poor Romans were very different.

The Fall of Rome

Rome finally fell when Germanic invaders swept through the empire in the A.D. 400s. Roman achievements in government, law, language, and the arts are still important today.

The Byzantine Empire

As the Western Roman Empire fell, the Eastern Roman, or Byzantine, Empire grew rich and powerful. The Byzantines developed a culture based on Roman, Greek, and Christian ideas.

Organizing Information

Make this foldable to help you organize and analyze information by asking yourself questions about Roman civilization.

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

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

Step 3 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.
Responding & Reflecting

Your Point of View

An important part of reading involves thinking about and responding to the text from your own point of view.

Read the following paragraph about daily life in Rome and look at how one student reflects as she reads.

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

“Reminds me of a city I visited once”
“Sounds like it would be very uncomfortable and crowded!”
“What would that look like? What would it smell like?”
“Were they like apartment buildings today?”

While you do not want to daydream as you are reading, you do want to think about the text. Good readers’ minds are busy, almost “talking back” to the text as they read.
Between the ages of 14 and 16, a Roman boy celebrated becoming a man. He would burn his toys as offerings to the household gods. Then he would put on a toga, a loose-fitting robe that Roman men wore. Once he came of age, a man might join his family’s business, become a soldier, or begin a career in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a palla.

—from pages 307–308

• Do boys do anything today to show that they have become men?
• What does a toga look like? What does a palla look like?
• Why did a woman have to wait until she married to become an adult?
• Why were boys and girls treated so differently?
Life in Ancient Rome

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

Focusing on the Main Ideas
• In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks. (page 303)
• The rich and poor had very different lives in the Roman Empire, as did men and women. (page 306)

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

Building Your Vocabulary
vault (VAWLT)
satire (SA•TYR)
ode (OHD)
anatomy (uh•NA•tuh•mee)
Forum (FOHR•uhm)
gladiator (GLA•dee•AY•tuhr)
paterfamilias (PA•tuhr•fuH•MAH•lee•uhhs)
rhetoric (REH•tuhr•rihk)

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

Roman Rich

Roman Poor

When & Where?

100 B.C.
A.D. 1
A.D. 100

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

BRITAIN
GAUL
SPAIN
ITALY
Constantinople
PALESTINE
EGYPT

Greece

National Geographic
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 Focus 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. In one important way, the Romans were very different from the Greeks. The Greeks loved to talk about ideas. To the Romans, ideas were only important if they could solve everyday problems.

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

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

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?
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, Latin, 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 as well.

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

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

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

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

**Reading Check**

Explain How was the character Aeneas an ideal Roman?
Daily Life in Rome

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

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

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

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

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

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

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

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

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

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

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

Between the ages of 14 and 16, a Roman boy celebrated becoming a man. He would burn his toys as offerings to the household gods. Then he would put on a toga, a loose-fitting robe that Roman men wore. Once he came of age, a man might join his family’s business, become a soldier, or begin a career.
in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a palla.

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

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

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

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

Rainwater from the gutters collected in the pool below.

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

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

In the dining room, family members ate while reclining on couches.
These apartments were built of brick and stone for wealthy Romans. *What sort of buildings did poor Romans live in?*

### How Did Romans Treat Enslaved People?

Slavery was a part of Roman life from early times. But the use of slave labor grew as Rome took over more territory. Thousands of prisoners from conquered lands were brought to Italy. Most spent their lives performing slave labor. By 100 B.C., about 40 percent of the people in Italy were enslaved.

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

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

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

### Roman Religion

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

Romans honored their gods and goddesses by praying and offering food. Every Roman home had an altar for their 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.
The Romans also borrowed ideas from Greek philosophy. For example, they borrowed and modified the Greek philosophy of Stoicism. For Romans, however, Stoicism was not about finding happiness through reason like it was for the Greeks. Instead, Stoicism encouraged Romans to live in a practical way. Stoic philosophers urged people to participate in public affairs, to do their civic duty, and to treat conquered peoples well.

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

### Greek and Roman Gods

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

### Reading Check

1. What were some of Ptolemy’s scientific achievements?
2. How were the Roman and Greek religions similar?
3. **Compare and Contrast**
   - Draw a chart like the one below. Fill in details to compare and contrast Roman and Greek art and architecture.

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

4. **Analyze** Explain the importance of the language of the Romans.
5. **Describe** Describe the education of Roman children.
6. **Conclude** The Romans borrowed ideas from other peoples. Do you think our culture today borrows ideas from other peoples? Explain your answer.
7. **Responding and Reflecting** Look at the art showing the Roman house on page 308. Write five things that come to mind as you view this picture.
Do you know a person who is always friendly and generous, no matter what the circumstances? In this story, a good-natured husband and wife are rewarded when they receive special guests into their home.

Before You Read

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

The Characters: Philemon and Baucis are the man and woman who welcome guests to their home. Clio is their goose. Jupiter and Mercury are two ancient Roman gods.

The Plot: A husband and wife welcome two guests into their cottage. They have no food for the guests, but they do have a pet goose. As the pair try to provide their guests with food, the guests reveal their identities and reward the host and hostess for their generosity.

Vocabulary Preview

- **fowl**: bird
- **wielding**: controlling
- **gaped**: hung open
- **quills**: feathers
- **hospitality**: friendliness and generosity toward guests
- **ramshackle**: falling apart
- **disintegrated**: broke into small pieces
- **gilded**: decorated with gold
- **preening**: grooming and making pretty

Retold by Geraldine McCaughrean
As You Read

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

A knock at the door. A pair of passing strangers. Philemon and Baucis did not know the two men on their doorstep, but they had never yet failed to offer a warm welcome to anyone who called at their little cottage.

“Come in! Sit down! My wife will cook you supper!” said Philemon.

His wife tugged at his sleeve. She did not need to say more. Both of them knew there was no food in the house. Not a bite. Baucis and Philemon themselves had been living on eggs and olives for days. There was not even any bread.

Philemon smiled sadly at Baucis, and she smiled sadly back. “It’s the goose, is it?” he said.

“The goose it is,” she replied.

Clio was all they had left. She was more like a pet than a farmyard fowl. And yet, guests are a blessing sent by the gods, and guests must be fed. So Philemon fetched his sharp ax and Baucis began to chase the goose, trying to drive it into the cottage.

Jupiter sat back in his chair and waited patiently for dinner. “Do you think we should help?” he said to Mercury, hearing the commotion in the yard.

“I know we shall have a wait,” replied Mercury.

“Here—you try,” said Baucis, passing the ax to Philemon.

The goose was squawking, Baucis was yelping, and Philemon was coughing as he ran
about wielding the ax. He struck at Clio, but the goose moved, and he demolished a bush. He swung again and hit the wooden pail. The goose shrieked with outrage, then with terror, and slapped about on her big, triangular feet—plat, plat, plat—skidding into their homemade altar piled high with flowers, into the fish-drying rack,¹ into the washing on the tree.² Olives rained down on the roof of the shack.

“Do you think we should go?” said Jupiter, as he and Mercury listened to the wild-goose chase and their hungry stomachs growled quietly.

At last Philemon and Baucis cornered the goose against the cottage door. Her orange beak gaped. Philemon raised the ax . . . and Clio bolted backward into the shack, running around the room like a black-footed pillow fight until she caught sight of Jupiter.

Now, animals are not so easily fooled by disguises, and although Jupiter and Mercury were dressed as peasants, in woolen tunics and straw hats, she instantly recognized the King of the gods and threw herself on his mercy. Neck outstretched, eyes bulging, she ran straight between his knees and into his lap. He was overrun with goose.

“A thousand pardons, friend,” gasped Baucis, crawling in at the door, her hair stuck with goose quills. “Won’t you take an olive while you wait?”

Jupiter stroked the goose, which stood paddling³ on his thighs, and spat out a few feathers. “Shield me! Save me! Protect me!” said the goose, in the language of geese.

¹fish-drying rack: large wooden structure on which fish are hung to dry
²washing on the tree: laundry hung on the tree branches to dry
³paddling: moving its feet
Jupiter tickled it under the beak. “Your hospitality is a marvel, dear Philemon, gentle Baucis. In all my long travels over the face of the world, I have never met such unselfish hosts. Here is your only goose, and you were ready to cook it for us! Your generosity surpasses that of the gods themselves!”

“Now, sir,” said Baucis sternly. “You may be a guest, but I’ll have no ill spoken of the gods in this house. Though we have little to offer, the gods have been good to us, have they not, my love?”

“They have, they have,” said Philemon. Mercury concealed a grin.

“And they shall be good to you ever after!” declared Jupiter, rising to his feet. He rose and rose, ‘til his head touched the rafters, and his face brightened ‘til the room was light as day. His disguise fell away and Mercury folded it small and smaller ‘til it fit inside one fist and was gone.

“As you see, I am Jupiter, King of the gods, and this is my messenger, Mercury. We like to travel the world and visit the people whose sacrificial smoke perfumes the halls of Heaven. But travel where we may and stay where we might, we never met with such hospitality as yours! Name any favor and it shall be your reward. A small kingdom, perhaps? A palace? A chest of sea treasure from the vaults of Poseidon? Wings to fly or the gift of prophecy? Name it!”

Mercury looked uneasy. He had seen the greed and ambition of mortals all too often. This mild-looking couple would probably demand to be gods and to dine at the table of the gods; would ask for immortality or a banner of stars wide as the Milky Way, spelling out “Philemon the Philanthropist,” “Baucis the Beautiful.”

Baucis looked at Philemon, and Philemon smiled back and wrung his hat shyly between his hands.

“Almighty Jupiter, you have done our little house such an honor today that we have

**Footnotes:**

4 *Poseidon*: Roman god of the sea

5 *philanthropist*: someone who is charitable
hardly breathe enough to speak our thanks. Our greatest joy in life has always been to worship at our humble little altar—out there in the yard. What more could we ask than to go on doing that—oh, and both to die at the same hour, so that we may never be parted. My Baucis and I.”

Jupiter complained of a speck of dust in his eye and went outside. He could be heard blowing his nose loudly. When he ducked back through the door, his eyes were quite red-rimmed. “Come, priest and priestess of my shrine! Your temple awaits you!”

All of a sudden, the drafty, ramshackle little hut disintegrated, like a raft of leaves on a river. Around and above it rose the pillars of a mighty temple. The simple cairn of stones that had served for an altar still stood there, piled with firewood and swagged with flowers, but now it stood on a marble floor, and from that floor rose forty marble pillars cloaked with beaten gold, supporting a roof gilded with stars. The living quarters for priest and priestess were piled with feather mattresses and silken pillows, and priestly robes of soft cotton hung waiting about the shoulders of Carrara statues.

cairn: mound
Carrara: an Italian city known for its white marble quarries and statues
1. Why do Philemon and Baucis fail to recognize their guests? Which character does recognize them?

2. Jupiter said that he and Mercury like to “visit the people whose sacrificial smoke perfumes the halls of Heaven.” Who does he mean?

3. **Cause and Effect** What is the result of Jupiter’s gift to Philemon and Baucis?

4. **Analyze** Why do Philemon and Baucis not ask the gods for fame and power?

5. **Read to Write** Imagine that friends who live in another town visit you. What would you provide for them? Would it be different from the things you provide for yourself? Imagine you are Philemon or Baucis, and write one or two paragraphs explaining how you would have treated their guests.

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Already, from all corners of the landscape, pilgrims were setting out at a run to visit the marvelous new temple of Jupiter, whose red roof signaled to them across miles of open countryside. Philemon and Baucis would be kept busy receiving their sacrifices, tending the sacrificial flame, sweeping up the ashes.

But they thrived on the hard work, just as they had always done. The worshipers brought not only flowers for the altar but baskets of delicious food for the priest and priestess whose fame spread far and wide. Tirelessly they worked until, being mortal, even Baucis and Philemon became exhausted. Watching from the terraces of Heaven, Jupiter saw them pause now, each time they passed one another, and lean one against the other for a moment’s rest, Baucis laying her head on Philemon’s shoulder.

“They are weary,” said Mercury.

“You are right,” said Jupiter. “It is time for them to rest.”

So instead of breathing in the fragrance from the altar below, he breathed out—a breath that wafted away the white robes of priest and priestess and left behind two noble trees at the very door of the temple. One was an oak, the other a linden tree, and they leaned one toward another, their branches intertwined, casting welcome shade over the threshold.

Clio the goose liked to rest there at noon, preening her . . . feathers and singing.
What’s the Connection?
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 318)
- Rome finally fell when invaders swept through the empire during the A.D. 400s. (page 322)
- Rome passed on many achievements in government, law, language, and the arts. (page 325)

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)

Building Your Vocabulary
plague (PLAYG)
inflation (ihn • FLAY • shuhn)
barter (BAHR • tuhr)
reform (rih • FAWRM)

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

When & Where?

A.D. 250
Diocletian tries to reform empire

A.D. 284
Constantinople

A.D. 350
Roman Empire divided into eastern and western parts

A.D. 395
Rome’s last emperor overthrown

A.D. 476

BRITAIN
GAUL
SPAIN
ITALY
CONFLUENCE
ROME
GREECE
EGYPT
The Decline of Rome

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

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

**Economic and Military Problems** During the A.D. 200s, Rome’s economy began to fall apart. As government weakened, law and order broke down. Roman soldiers and invaders seized crops and destroyed fields. Farmers grew less food, and hunger began to spread.

As the economy worsened, people bought fewer goods. Artisans produced less, and shopkeepers lost money. Many businesses closed, and the number of workers dropped sharply. Many workers had to leave jobs and serve in the army. A **plague** (PLAYG), or a disease that spreads widely, also took its toll. It killed one out of every ten people in the empire.

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.

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

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

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

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

What Were Diocletian’s Reforms? In A.D. 284 a general named Diocletian (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 produced, 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 dying Rome to a new city in the east. He chose the site of the Greek city of Byzantium (buh•ZAN•tee•uhm). There he built a forum, an amphitheater called the Hippodrome, and many palaces. The city became known as Constantinople (KAHN•STAN•tuhn•OH•puhl). Today, Constantinople is called Istanbul.

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

Explain How did Diocletian try to reverse the decline of Rome?
CONSTANTINE THE GREAT

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 shalt 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.

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?
**Rome Falls**

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

**Reading Focus** 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•tru•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.

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**Primary Source**

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

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

—Jerome, "News of the Attacks"

**Document-Based Question**

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

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**Web Activity** Visit jat.glencoe.com and click on Chapter 9—Student Web Activity to learn more about Roman civilization.
Finally, the Visigoths rebelled against the Romans. In A.D. 378 they defeated Roman legions at the Battle of Adrianople (AY·dree·uh·NOH·puhl). After that defeat, Rome was forced to surrender land to the Visigoths.

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 Rome itself. They burned records and looted the treasury. Rome’s capture by Alaric was a great shock to the empire’s people. It was the first time Rome had been conquered in 800 years.

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

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

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

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?
The Legacy of Rome

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

Reading Focus  Do you know where the words “doctor,” “animal,” “circus,” and “family” come from? These words come from the Latin language spoken by the Romans. Read to discover other things we have borrowed from the Romans.

Our world would be very different if the Roman Empire 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. As you will read in the next chapter, the peace and order brought by Roman rule also allowed the Christian religion to spread.

Roman Ideas and Government Today
Roman ideas about law, as first written in the Twelve Tables, are with us today. We, like the Romans, believe that all people are equal under the law. We expect our judges to decide cases fairly, and we consider a person innocent until proven guilty.

Linking Past & Present

Roman and Modern Architecture

THEN  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.

NOW  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?

The Pantheon in Rome

The Rotunda at the University of Virginia
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, we also still admire the works of great Roman writers such as Virgil, Horace, Livy, and Tacitus.

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

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

**Reading Check** Compare Which aspects of the Roman Empire are reflected in present-day cultures?
What’s the Connection?
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 328)
• The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.  (page 329)
• The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas.  (page 332)

Locating Places
- Black Sea
- Aegean Sea (ih•JEE•uhn)

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

Building Your Vocabulary
- mosaic (moh•ZAY•ihk)
- saint (SAYNT)
- regent (REE•juhnt)

Reading Strategy
Cause and Effect  Complete a chart to show the causes and effects of Justinian’s new law code.
The Rise of the Byzantines

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

Reading Focus 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 was thriving and had become one of the world’s great cities.

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

Constantinople had a secure land location. 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. Later a huge chain was even strung across the city’s north harbor for greater protection. Invaders could not easily take 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.
As time passed, the Byzantine Empire became less Roman and more Greek. Most Byzantines spoke Greek and honored their Greek past. Byzantine emperors and officials began to speak Greek too. The ideas of non-Greek peoples, like the Egyptians and the Slavs, also shaped Byzantine life. Still other customs came from Persia to the east. All of these cultures blended together to form the Byzantine civilization. Between A.D. 500 and A.D. 1200, the Byzantines had one of the world’s richest and most-advanced empires.

**Emperor Justinian**

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

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

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

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**Using Geography Skills**

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

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

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

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

During Justinian’s reign, the Byzantine military conquered most of Italy, northern Africa, and Persia in the east. However, Justinian conquered too much too quickly. After he died, the empire did not have the money to maintain an army large enough to hold the territory in the west.

**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.

Explain What did Justinian accomplish during his reign?
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.
Byzantine Civilization

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

Reading Focus 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.

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. As you will learn, they also spread Christianity to people in Eastern Europe.

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

This enormous trade made the Byzantine Empire very rich. However, most Byzantines were not merchants. Instead they were farmers, herders, laborers, and artisans. One of the major Byzantine industries was weaving silk. It developed around 332.
A.D. 550. At that time, Byzantine travelers smuggled silkworm eggs out of China. Brought to Constantinople, the silkworms fed on mulberry leaves and produced silk threads. Weavers then used the threads to make the silk cloth that brought wealth to the empire.

**Byzantine Art and Architecture**

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 herself, some Byzantine women became well educated and involved in politics. Several

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**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?
royal women served as regents. A **regent** (REE·jühnt) 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 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?

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**Reading Summary**

**Review the Main Ideas**

- With its capital at Constantinople and strong Greek influences, the Byzantine Empire grew powerful and wealthy.

- The Byzantine emperor, Justinian, reconquered much of the land that had been held by the old Roman Empire in the Mediterranean. It also issued a new law code known as the Justinian Code.

- As the Byzantine Empire grew wealthy from trade, art, architecture, and education flourished.

**What Did You Learn?**

1. What is a mosaic, and where were mosaics found in the Byzantine Empire?

2. How did silk weaving develop in the Byzantine Empire?

**Critical Thinking**

3. Organizing Information

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

   ![Diagram of Constantinople’s location]

4. Describe What were some of the trade items that were exchanged between merchants in Constantinople?

5. Explain Why were divorces difficult to get in the Byzantine Empire?

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

7. Persuasive Writing Which civilization do you think was the most advanced—that of the Greeks, the Romans, or the Byzantines? Write a speech explaining your answer.
Section 1 Life in Ancient Rome

Focusing on the Main Ideas

• In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks. (page 303)
• The rich and poor had very different lives in the Roman Empire, as did men and women. (page 306)

Section 2 The Fall of Rome

Focusing on the Main Ideas

• Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire. (page 318)
• Rome finally fell when invaders swept through the empire during the A.D. 400s. (page 322)
• Rome passed on many achievements in government, law, language, and the arts. (page 325)

Section 3 The Byzantine Empire

Focusing on the Main Ideas

• The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell. (page 328)
• The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong. (page 329)
• The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. (page 332)
17. Read the following information from page 330. Write at least five things you might reflect on as you read this information.

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.
Geography Skills

Study the map below and answer the following questions.

18. **Place** Which areas were conquered by Justinian’s military?

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

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

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**Geography Skills**

Study the map below and answer the following questions.

18. **Place** Which areas were conquered by Justinian’s military?

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**Linking Past and Present**

23. **Analyzing** In the 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, in which many cultures have blended. Work with a classmate to identify aspects of the U.S. culture that were originally part of other cultures.

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**Building Citizenship Skills**

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. Why do you think duty, courage, and honesty are important in keeping a society and political system strong?

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**Primary Source**

The Roman Empire did have some laws to prevent the extreme abuse of slaves.

“At the present time neither Roman citizens nor any other persons who are under the rule of the Roman people are permitted to treat their slaves with excessive and baseless [reasonless] cruelty...A man who kills his own slave without cause is ordered to be held just as liable as one who kills another’s slave.”

—Gaius, “Legislation Against the Abuse of Slaves”

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**Read to Write**

21. **Descriptive Writing** Suppose you are a newspaper reporter living in the time of the Roman Empire. Write a front-page article about the slave revolt in 73 B.C., the content of Theodosius’s will, or the removal of Romulus Augustulus. Remember to include a headline.

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