

Chapter

7

# Ancient Rome

## Chapter Preview

In this chapter you will learn about civilization and government in ancient Rome.

### Section 1

The Roman Republic

### Section 2

The Roman Empire

### Section 3

Roman Daily Life

### Section 4

Christianity and the Roman Empire

### Section 5

The Fall of Rome



### Target Reading Skill

**Sequencing** In this chapter you will learn about sequence, the order in which a series of events occurs.

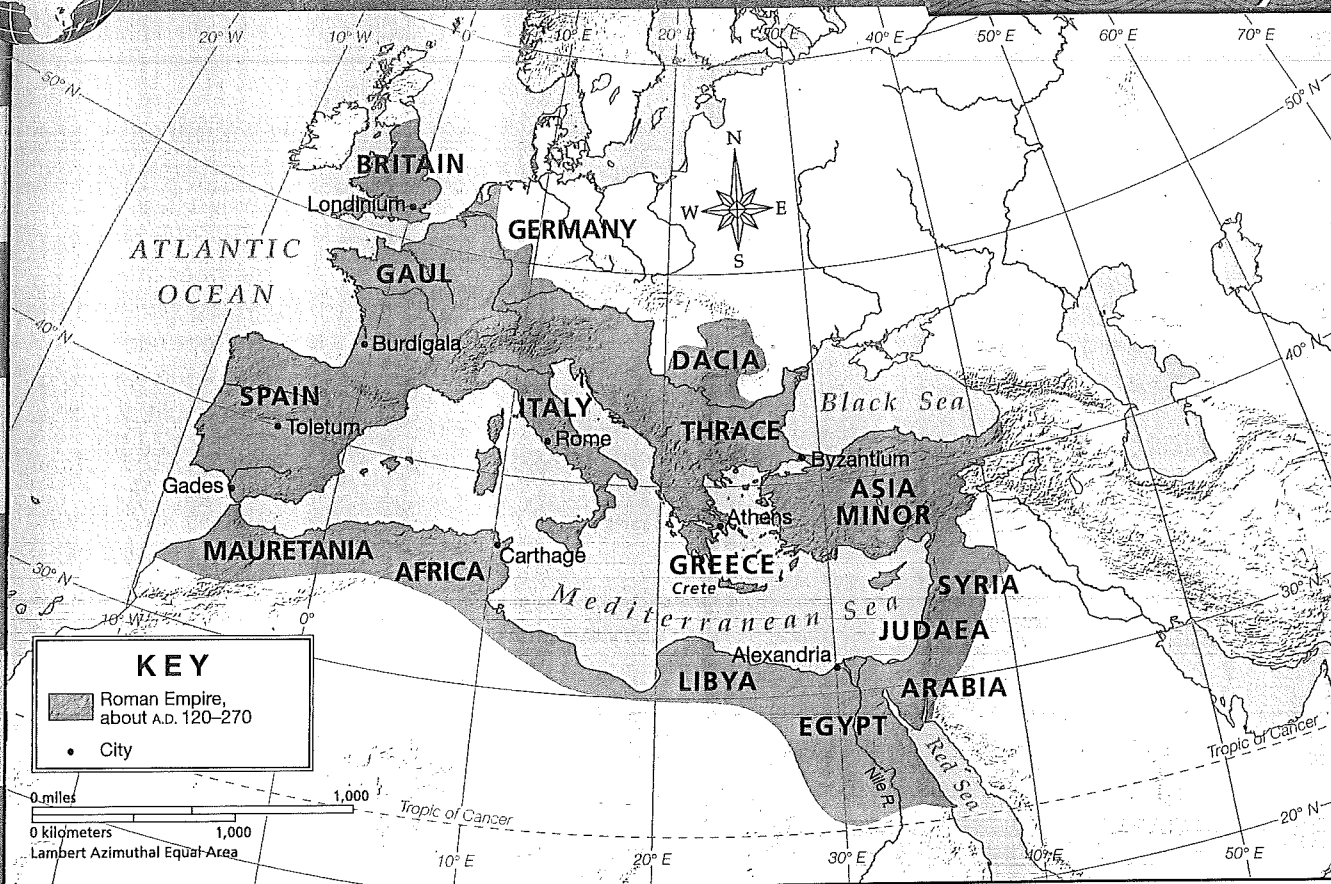
► The ruins of Ephesus (EF ih sus), a Roman city in Asia Minor





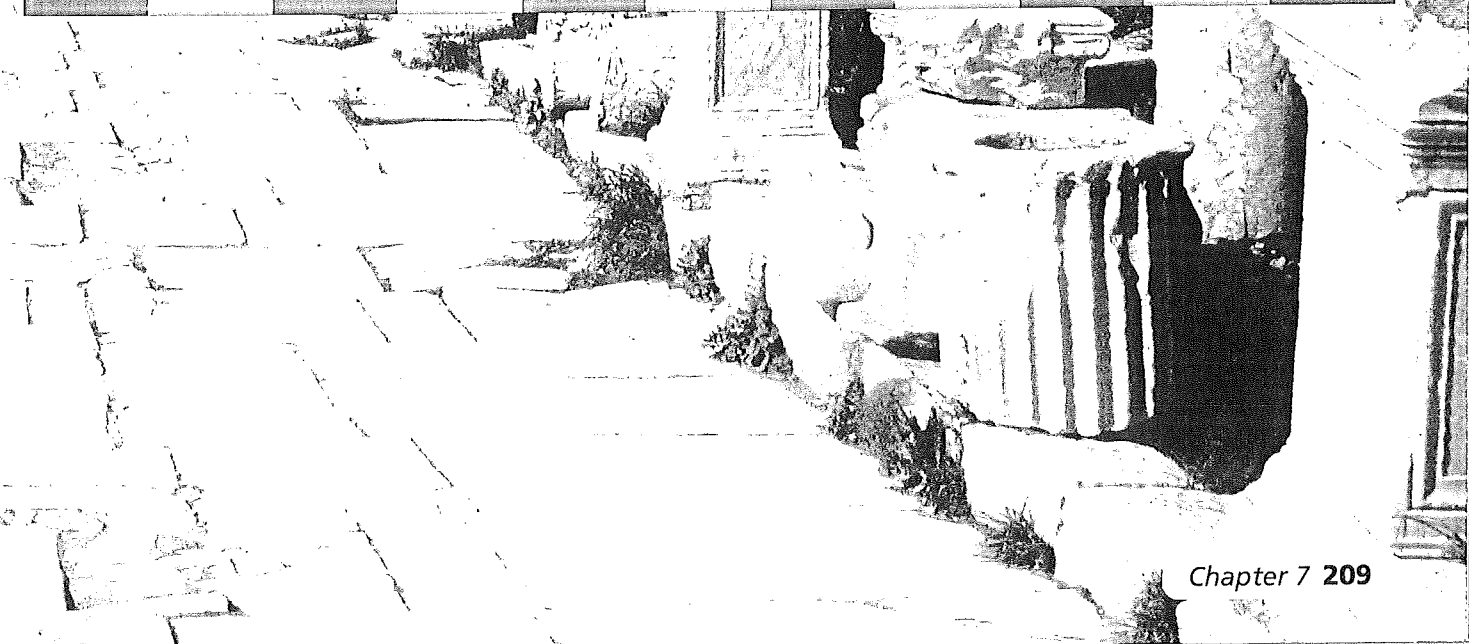
# The Roman Empire

## MAP MASTER™ Skills Activity

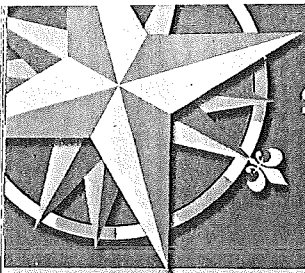


**Location** The Roman Empire set boundaries, built cities, and influenced place names that are used in the present day. Africa, as shown here, was originally the name for a Roman province. The name later came to refer to an entire continent. **Identify** Find Londinium on the map. What is this city's name today? Refer to the Atlas on page 254 if needed. **Predict** What difficulties do you think the Romans may have had in governing such a large empire?

**Go Online**  
 PHSchool.com Use Web Code  
 lbp-2711 for step-by-step  
 map skills practice.







# The Roman Republic

## Prepare to Read

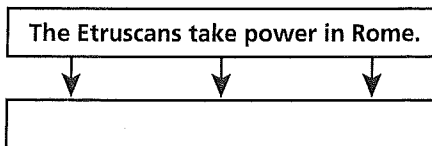
### Objectives

In this section you will

1. Find out about the geography and early settlement of Rome.
2. Examine characteristics of the Roman Republic and why it was founded.
3. Learn about the decline of the Roman Republic.

### Taking Notes

As you read, look for details about the history of the Roman Republic. Copy the chart below, and record your findings in it.



### Target Reading Skill

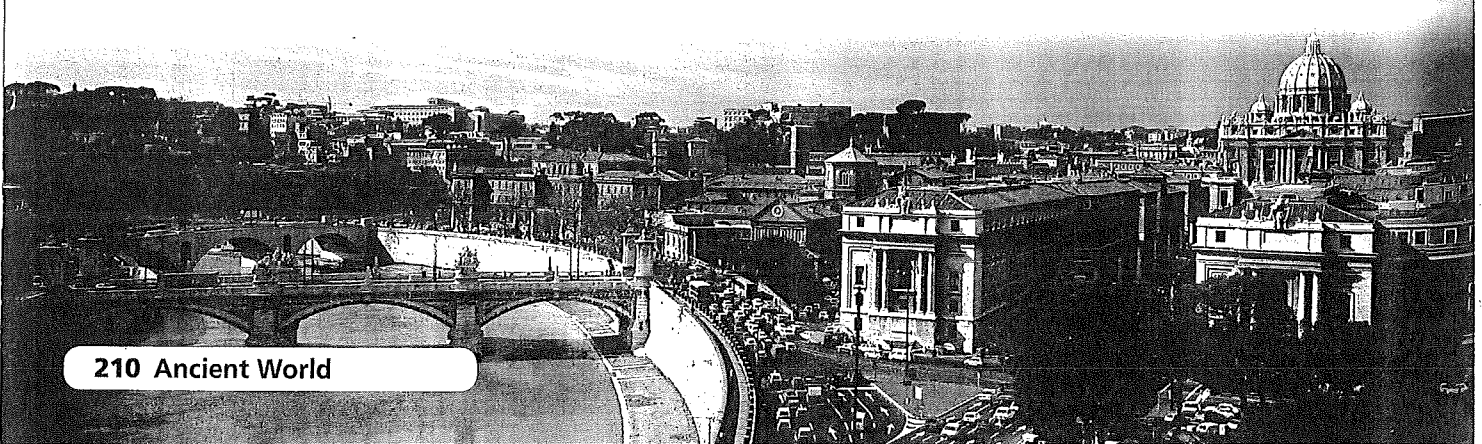
**Identify Sequence** A sequence is the order in which a series of events occurs. Use the chart at the left to track the events discussed in this section. Use arrows to show how one event leads to the next.

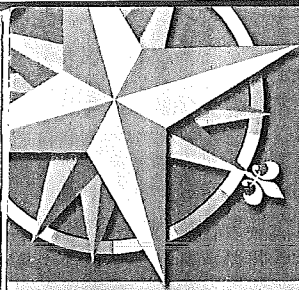
### Key Terms

- **republic** (rih PUB lik) *n.* a government in which citizens who have the right to vote select their leaders
- **consul** (KAHN sul) *n.* one of two officials who led the Roman Republic
- **patrician** (puh TRISH un) *n.* a member of an upper-class family in the Roman Republic
- **plebeian** (plih BEE un) *n.* an ordinary citizen in the Roman Republic
- **veto** (VEE toh) *n.* the rejection of any planned action or rule by a person in power
- **dictator** (DIK tay tur) *n.* a ruler who has total control of the government

In ancient times, young Romans were told a legend about the founding of their state. The main characters in the story were twin brothers, Romulus and Remus. They were the children of a princess and Mars, the Roman god of war. A jealous king feared that the twins would someday seize power from him. He ordered them to be drowned. However, a mother wolf rescued the infants. Then a shepherd found the twins and raised them as his own. The twins grew up, killed the king, and went off to build their own city. At a place where seven hills rise above the Tiber River, they founded the city of Rome.

The Tiber River in Rome





## Section

# 2

# The Roman Empire

## Prepare to Read

### Objectives

In this section you will

1. Learn about the rule of the Roman Empire and the empire's conquered peoples.
2. Examine the influence of Greece on Rome.
3. Find out about Roman advances in architecture, technology, and science.
4. Learn about the laws of Rome.

### Taking Notes

As you read, find main ideas and details about the Roman Empire. Copy the outline below, and use it to record your findings. Expand the outline as needed.

- |                             |
|-----------------------------|
| I. Governing the empire     |
| A. Boundaries and territory |
| 1.                          |
| 2.                          |
| B. Augustus                 |
| II. Greek influence on Rome |



### Target Reading Skill

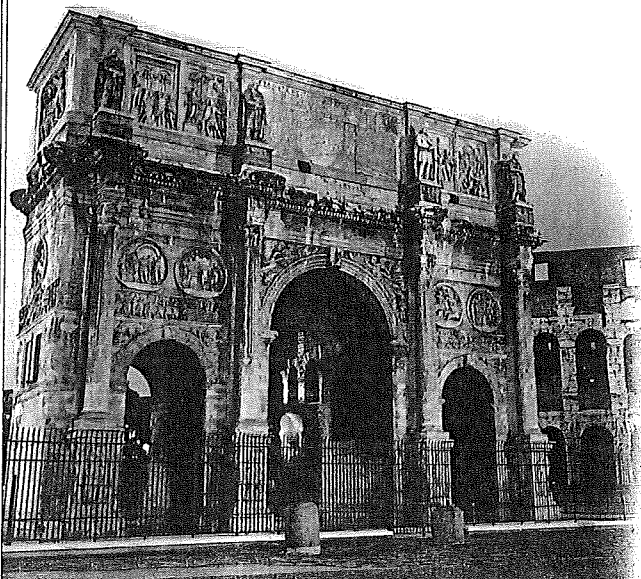
#### Recognize Signal Words

Signal words point out relationships among ideas or events. This section discusses ideas about the Roman Empire. To help keep the order of events clear, look for words like *when*, *first*, *before*, *during this time*, *after*, and *in [date]* that signal the order in which events took place.

### Key Terms

- **Pax Romana** (paks roh MAH nah) *n.* the period of stability and prosperity in the Roman Empire, lasting from 27 B.C. to A.D. 180; "Roman peace"

- **province** (PRAH vins) *n.* a unit of an empire or a country; area of the Roman Empire ruled by a governor, who was supported by an army
- **Colosseum** (kahl uh SEE um) *n.* a large amphitheater built in Rome around A.D. 70; site of contests and combats between people and animals
- **aqueduct** (AK wuh dukt) *n.* a structure that carries water over long distances



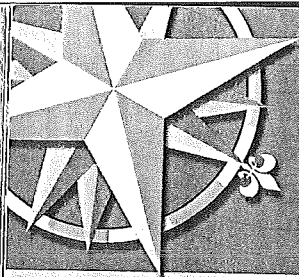
The Arch of Constantine, erected in Rome about A.D. 315

In his epic the *Aeneid*, the poet Virgil says that other cultures may produce beautiful art or learned philosophers and astronomers. But Romans are most fit to govern, he says, and will do so wisely and with fairness.

“For you, O Roman, it is due to rule the peoples of your Empire. These are your arts: to impose peace and morality. To spare the subject [powerless] and subdue [control] the proud.”

—Virgil

In his poem, Virgil expresses his hopes for Rome and its rule under Augustus, the first emperor of Rome. Many Romans probably agreed with Virgil's opinions and shared his hopes for the empire.



# Roman Daily Life

## Prepare to Read

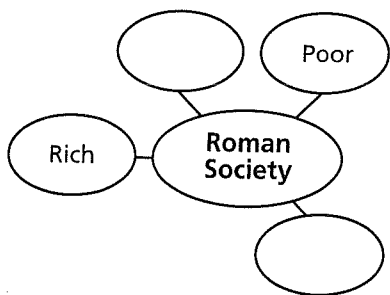
### Objectives

In this section you will

1. Learn about the social classes that existed in ancient Rome.
2. Find out what characterized family life in ancient Rome.
3. Examine the practice of slavery in Rome.

### Taking Notes

As you read, notice details about the daily life of the ancient Romans. Copy the concept web below, and use it to record your findings.



### Target Reading Skill

#### Recognize Sequence Signal Words

As you have learned, signal words point out relationships among ideas or events. This section discusses daily life and customs in ancient Rome. Customs and ways of life changed during Roman history. To help keep ideas and the order of events clear, look for words and phrases that either signal sequence or suggest a time period.

### Key Terms

- **villa** (VIL uh) *n.* a large country estate; an important source of food for ancient Rome
- **circus** (SUR kus) *n.* an arena in ancient Rome; also the show held there
- **gladiator** (GLAD ee ay tur) *n.* a person in ancient Rome who fought in an arena for the entertainment of the public; usually a slave



An ancient wall painting from Pompeii, Italy

**A**t the height of its glory, Rome had perhaps the most beautiful monuments and public buildings in the world. Wealth and goods flowed into Rome from all parts of the empire. Tourists and merchants flocked to the city. Its marketplaces and shops had more goods than any other city.

Rome could also be noisy and crowded. One Roman complained of narrow streets “jammed with carts and their complaining drivers.” Another writer, the poet Martial (MAHR shul), complained,

“Before it gets light, we have the bakers. Then it’s the hammering of the artisans all day. There’s no peace or quiet in this city!”

—Martial



# Christianity and the Roman Empire

## Prepare to Read

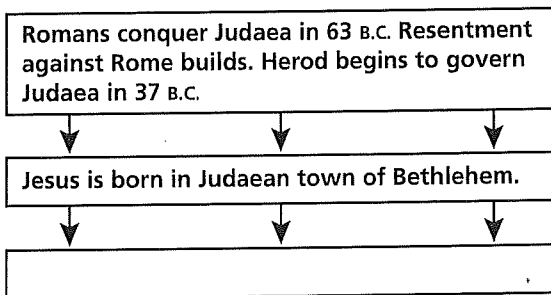
### Objectives

In this section you will

1. Find out about the rise of Christianity in the Roman Empire.
2. Learn about the spread of Christianity and its effect on the Roman Empire.

### Taking Notes

As you read, write details that relate the rise and spread of Christianity and the effects of Christianity on the Roman Empire. Copy the flowchart below, and use it to record your findings.



### Target Reading Skill

**Identifying Sequence** A sequence is the order in which a series of events occurs. You can track a sequence of events by listing the events in the order in which they happened. As you read this section, list the events that led from the rise of Christianity in Judaea to its spread throughout the Roman Empire. Use the chart at the left to record the sequence of events.

### Key Terms

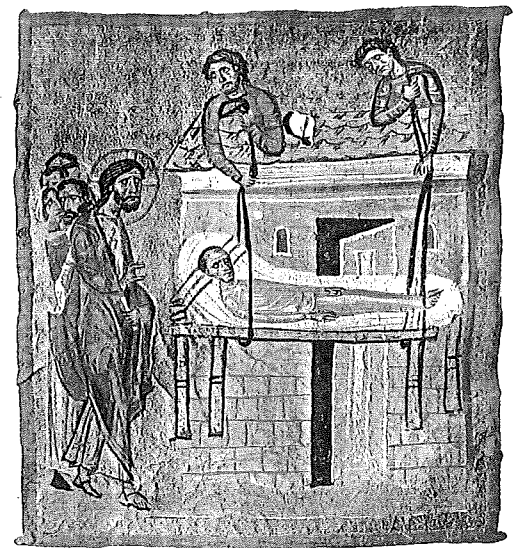
- **Jesus** (JEE ZUS) *n.* (c. 4 B.C.–A.D. 29) founder of Christianity; believed by his followers to be the Messiah
- **messiah** (muh SY uh) *n.* a savior in Judaism and Christianity
- **disciple** (dih SY pul) *n.* a follower of a person or a belief
- **epistle** (ee PIS ul) *n.* a letter; in the Christian Bible, any of the letters written by disciples to Christian groups
- **martyr** (MAHR tur) *n.* a person who dies for a particular cause

According to the Bible, a Jewish religious teacher named Jesus spoke these words to his followers,

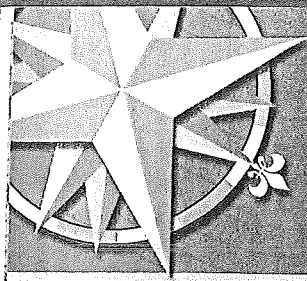
“Blessed are the poor in spirit, for theirs is the kingdom of heaven. . . .  
Blessed are the lowly, for they shall inherit the Earth. . . .  
Blessed are those who are persecuted in the cause of right, for theirs is the kingdom of heaven.”

—the Sermon on the Mount

This sermon and its meaning are an important part of the religion called Christianity. Jesus was the founder of Christianity. In the beginning, the followers of Christianity were often the poor and slaves. Over time, Christianity spread throughout the entire Roman Empire.



A book illustration of Jesus healing a paralyzed man



## Section

# 5

# The Fall of Rome

## Prepare to Read

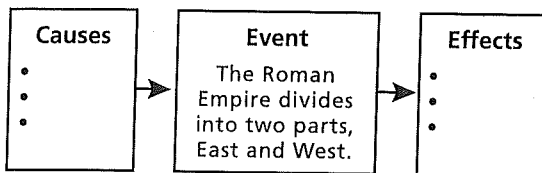
### Objectives

In this section you will

1. Learn about what caused the decline of the Roman Empire.
2. Find out how the Roman government came to accept Christianity.
3. Examine the events that marked the defeat of Rome.

### Taking Notes

As you read, take notes on the causes that led to the division of the Roman Empire, and the events afterward that led to the fall of the empire. Copy the cause-and-effect chart below, and use it to record your findings.



### Target Reading Skill

**Identify** This section discusses events related to the decline and fall of the Roman Empire. Use the Causes box in the chart at the left to note the sequence of events that led to the division of the Roman Empire. Use the Effects box to note the events that followed the division.

### Key Terms

- **Constantine** (KAHN stun teen) (c. A.D. 286–337) *n.* emperor of Rome from A.D. 312 to 337; encouraged the spread of Christianity
- **mercenary** (MUR suh neh ree) *n.* a soldier who serves for pay in a foreign army
- **inflation** (in FLAY shun) *n.* an economic situation in which there is more money with less value



The Roman emperor and his troops paused on the banks of the Tiber River. The enemy waited across the river. A battle was about to begin. **Constantine** (KAHN stun teen), emperor of Rome from A.D. 312 to A.D. 337, looked up and saw a cross in the sky. Written in Latin above the cross was the message, “By this [sign] you shall conquer.”

Constantine’s army went on to win an overwhelming victory. Because Jesus had died on a cross, Constantine believed he owed his victory to the God of the Christians. He vowed to become a Christian himself.

This story was told by a historian who lived during the reign of Constantine. Historians today debate whether he actually had this religious experience—or whether it is just legend. However, Constantine is known for strongly encouraging the spread of Christianity throughout the Roman Empire.

**The head from a statue of Emperor Constantine that originally stood 30 feet (9 meters) high**