

The Roman Empire



California Standards

History–Social Science

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

Analysis Skills

CS 2 Construct time lines of key events, people, and periods.

English–Language Arts

Writing 6.1.3 Use a variety of effective and coherent organizational patterns.

Reading 6.2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

FOCUS ON WRITING



Note Cards for a Screenplay You are a research assistant for a movie studio that is making a movie about the Roman Empire. Your job is to find out about the people, places, and events of the Roman Empire and report this information to a group of writers who will create a screenplay. As you read this chapter, look for descriptions of the people, places, and events of the Roman Empire.



CHAPTER EVENTS

44 BC
Julius Caesar
is assassinated.

50 BC

WORLD EVENTS

47 BC
Cleopatra
becomes
sole queen
of Egypt.

History's Impact

► video series

Watch the video to understand the impact of ancient Rome on the world today.

**What You Will Learn...**

In this chapter you will learn how Rome changed from a republic into a vast empire that has had a lasting influence on the Western world. This photo shows the Roman Colosseum, a building that has influenced the design of stadiums and sporting facilities around the world.

27 BC

Augustus becomes Rome's first emperor.

**AD 80**

The first games are held in the Colosseum.

AD 122

Hadrian's Wall is begun in northern England.

**BC 1 AD****4 BC**

Herod the Great, king of Judea, dies.

**AD 50****AD 60**

Warrior queen Boudicca burns the city of London.

AD 100**AD 150****AD 132**

The Chinese invent the seismograph.

Reading Social Studies

by Kylene Beers

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes This chapter will describe the development of Rome as it grew from a republic into a strong and vast empire. First, you will learn about the **geographic** expansion of the empire under such powerful leaders as Julius Caesar, Marc

Antony, and Augustus. You will also learn about how the Romans' many contributions to literature, language, law, and **science and technology** have shaped how people have lived since the days of Rome some 2,000 years ago.


Online Research

Focus on Reading Finding information on the World Wide Web can be easy. Just enter a word or two into a search engine and you will instantly find dozens—or hundreds—of sites full of information.

Evaluating Web Sites However, not all web sites have good or accurate information. How do you know which sites are the ones you want? You have to evaluate, or judge, the sites. You can use an evaluation form like the one below to evaluate a Web site.

Additional
reading support
can be found in the

.....
Inter active


**Reader and
Study Guide**

Evaluating Web-Based Resources

Name of site: _____ URL: _____ Date of access: _____

I. Evaluating the author of the site

- A. Who is the author? What are his or her qualifications?
- B. Is there a way to contact the author?

II. Evaluating the content of the site

- A. Is the site's topic related to the topic you are studying?
- B. Is there enough information at this site to help you?
- C. Is there too much information for you to read or understand?
- D. Does the site include pictures or illustrations to help you understand the information?
- E. Does the site discuss more than one point of view about the topic?
- F. Does the site express the author's opinions rather than facts?
- G. Does the site provide references for its information, including quotes?
- H. Are there links to other sites that have valuable information?

III. Evaluating the overall design and quality

- A. Is the site easy to navigate or to find information on?
- B. When was the site last updated?

IV. My overall impression

Does this site have good information that will help me with my research?



ELA Reading 6.2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

You Try It!

Below is an example of an evaluation of a fictional Web site on Julius Caesar. Review the student's answers to the questions on the previous page and then answer the questions at the bottom of the page.

Web Site Evaluation

I. Evaluating the author

- A. Author is listed as Klee O. Patra. She has read many books about Julius Caesar.
- B. No information is listed for contacting the author.

II. Evaluating content of the site

- A. Yes. It is about Julius Caesar.
- B. There appears to be a lot of information about Julius Caesar.
- C. No, it looks easy to understand.
- D. There are some pictures, but most are from movies. There are no historical images.
- E. No.
- F. Yes, it is all about how she loves Caesar.
- G. I can't find any references.
- H. There are two links, but they are both dead.

III. Evaluating Overall Design and quality

- A. No. It takes a long time to find any specific information. Also, the layout of the page is confusing.
- B. It was last updated in July 1998.

Study the evaluation then answer the following questions.

1. What do you know about the author of this site? Based on the evaluation information, do you think she is qualified to write about Caesar?
2. Does the content of the site seem valuable and reliable? Why?
3. The site has not been updated for many years, but that may not be a major problem for a site about Julius Caesar. Why? When might recent updates be more important?
4. Overall, would you say this site would be helpful? Why or why not?

Key Terms and People

Chapter 12

Section 1

Cicero (*p. 352*)
 orator (*p. 352*)
 Julius Caesar (*p. 353*)
 Pompey (*p. 353*)
 Brutus (*p. 355*)
 Marc Antony (*p. 355*)
 Augustus (*p. 355*)
 Cleopatra (*p. 356*)

Section 2

Hadrian (*p. 359*)
 provinces (*p. 360*)
 currency (*p. 360*)
 Pax Romana (*p. 361*)
 villas (*p. 362*)

Section 3

Galen (*p. 366*)
 aqueduct (*p. 367*)
 vault (*p. 367*)
 Virgil (*p. 370*)
 Ovid (*p. 370*)
 satire (*p. 370*)
 Romance languages (*p. 371*)
 civil law (*p. 371*)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

agreement (*p. 353*)
 effect (*p. 361*)

As you read Chapter 12, think about what topics would be interesting to research on the Web. If you do any research on the Web, remember to evaluate the site and its contents.

From Republic to Empire

What You Will Learn...

Main Ideas

1. Romans called for change in their government.
2. Julius Caesar rose to power and became the sole ruler of Rome.
3. Augustus became Rome's first emperor after defeating Caesar's killers and his own former allies.

The Big Idea

Julius Caesar and Augustus led Rome's transition from a republic to an empire.

Key Terms and People

Cicero, p. 352

orator, p. 352

Julius Caesar, p. 353

Pompey, p. 353

Brutus, p. 355

Marc Antony, p. 355

Augustus, p. 355

Cleopatra, p. 356



HSS 6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

If YOU were there...

You are a friend of a Roman Senator. Your friend is worried about the growing power of military men in Rome's government. Some other Senators want to take violent action to stop generals from taking over as dictators. Your friend wants your advice: Is violence justified to save the Roman Republic?

What advice will you give your friend?

BUILDING BACKGROUND By the first century BC, the government of the Roman Republic was in trouble. Politicians looked for ways to solve the problems. Philosophers offered ideas, too. In the end, however, the republic could not survive the great changes that were taking place in Rome.

The Call for Change

Rome in the 70s BC was a dangerous place. Politicians and generals went to war to increase their power even as political order broke down in Rome. Unemployed Romans rioted in the streets because they couldn't get enough food. All the while more and more people from all around the republic flooded into the city, further adding to the confusion.

Some Romans tried to stop the chaos in Rome's government. One such person was **Cicero** (sis-uh-roh), a gifted philosopher and **orator**, or public speaker. In his speeches Cicero called on Romans to make Rome a better place. One way to do this, he argued, was to limit the power of generals. Cicero wanted the Romans to give more support to the Senate and to restore the checks and balances on government.

But Cicero was unsuccessful. Many Romans didn't agree with him. Others were too caught up in their own affairs to pay any attention. Rome's government did not change.

READING CHECK Summarizing What did Cicero want Romans to do?

Caesar's Rise to Power

As Cicero was calling on the Romans to take power away from the generals, a new group of generals was working to take over the government. The most powerful of these generals was **Julius Caesar** (JOOl-yuhs SEE-zuhr).

Caesar the General

Caesar was probably the greatest general in Roman history. Other Romans admired him for his bravery and skill in battle. At the same time, his soldiers respected him because he treated them well.

Between 58 and 50 BC Caesar conquered nearly all of Gaul—a region that included much of modern France, Germany, and northern Italy—and part of Britain. He wrote a description of this conquest, describing in great detail how he defeated each of the tribes he faced.

Julius Caesar conquered Gaul and added it to the empire. This painting from the late 1800s shows a Frankish leader surrendering to Caesar by dropping his weapons at Caesar's feet.

Here he describes how he defeated a group called the Menapii. Notice how he refers to himself as Caesar:

“Caesar, having divided his forces . . . and having hastily [quickly] constructed some bridges, enters their country in three divisions, burns their houses and villages, and gets possession of a large number of cattle and men. Constrained [forced] by these circumstances the Menapii send ambassadors to him for the purpose of suing [asking] for peace.”

—Julius Caesar, from *The Gallic Wars*

Caesar's military successes made him a major figure in Roman politics. In addition to being a good leader, Caesar was an excellent speaker. He won many people to his side with his speeches in the forum.

Caesar also had powerful friends. Before he went to Gaul he made an **agreement** with two of the most powerful men in Rome, **Pompey** and Crassus. The three agreed to work together to fight against the Senate. Together, Caesar and his allies changed the course of Roman history.

ACADEMIC VOCABULARY
agreement a decision reached by two or more people or groups



Conflict with an Ally

At the end of the fighting in Gaul, Caesar was one of the most powerful men in the Roman Republic. He was so powerful that even his friends were jealous and afraid of him. This jealousy and fear changed Caesar's relationship with Pompey.

In 50 BC Pompey's allies in the Senate ordered Caesar to give up command of his armies and return to Rome. Caesar refused. He knew that Pompey was trying to take power away from him and would arrest him if he gave up his command. As a result, Caesar led his army into Italy. In 49 BC Caesar and his troops crossed the Rubicon River, the boundary between Gaul and Italy.

Because Roman law said that no general could enter Italy with his army, Pompey and the Senate considered Caesar's return to Italy a sign of war. Afraid that Caesar would attack him, Pompey and his allies fled Italy. They didn't think they had enough troops to defeat Caesar.

Caesar and his army chased Pompey's forces around the Mediterranean for a year. Eventually they drove Pompey into Egypt, where he was killed. There Caesar met Cleopatra, whom he made queen. As queen, Cleopatra became his new ally.

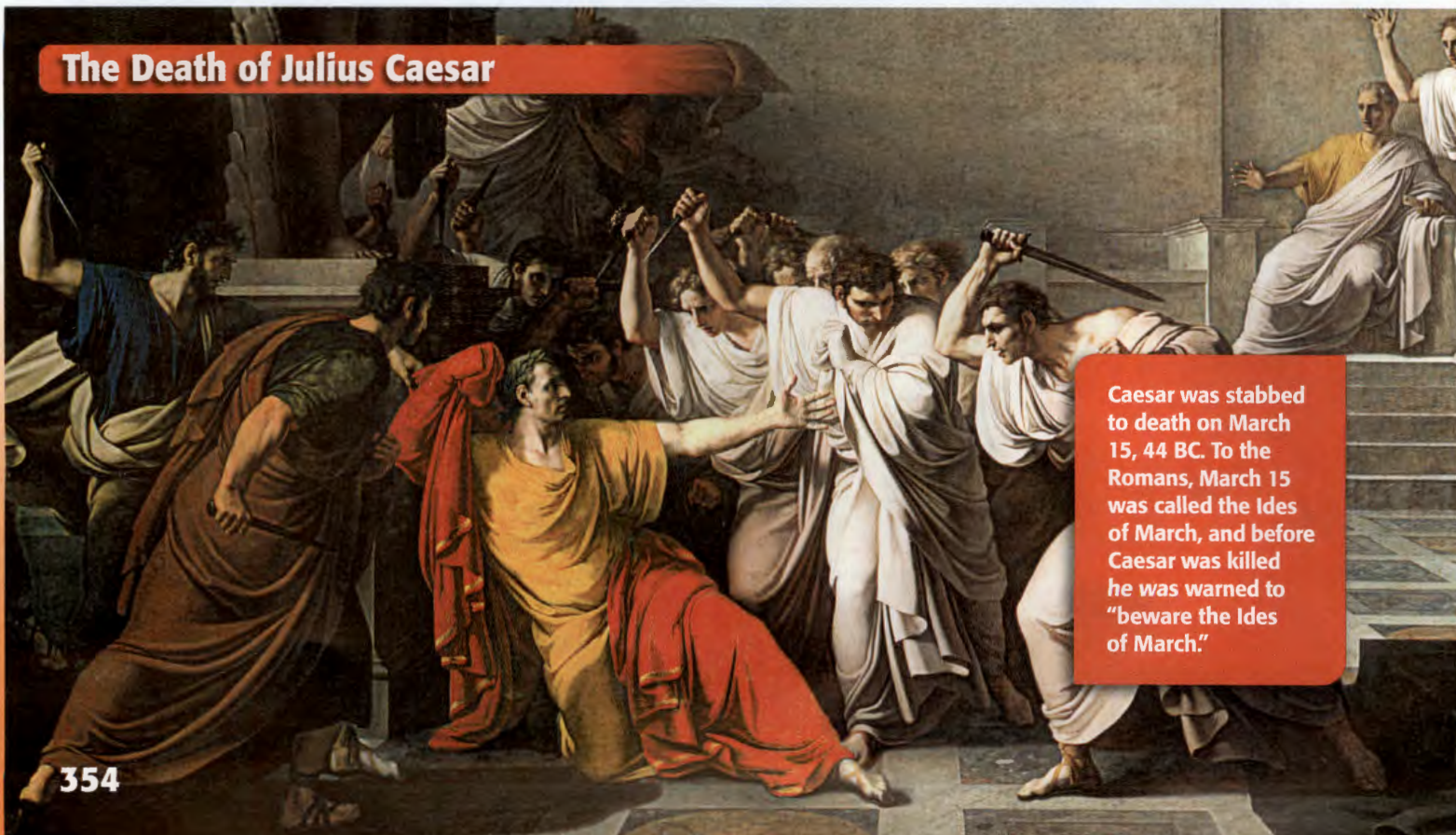
Conflict with the Senate

Finally, Caesar returned to Rome. When he got there, he forced the Senate to name him dictator for 10 years. Later this term was extended and Caesar became dictator for life.

Although Caesar wanted to improve Roman society, some people resented the way he had gained power. They feared that Caesar was trying to make himself the king of Rome. The Romans certainly didn't want a king.

Some Senators were especially angry with Caesar. On March 15—a date the Romans called the Ides of March—in 44 BC, a group of Senators attacked Caesar in the Senate house and stabbed him to death.

The Death of Julius Caesar



Caesar was stabbed to death on March 15, 44 BC. To the Romans, March 15 was called the Ides of March, and before Caesar was killed he was warned to "beware the Ides of March."

Among the attackers was a young Senator named **Brutus** (BROOT-uhs), who had been a friend and ally of Caesar's. Some Romans even believed that Brutus may have been Caesar's son but didn't know it. According to Roman historians, Caesar was shocked by Brutus's betrayal and stopped fighting against his attackers when he recognized him.

Rather than becoming heroes, Caesar's murderers were forced to flee for their lives. Rome was shocked by Caesar's murder, and many people were furious about it. He had been loved by many common people, and many of these people rioted after his death. From the chaos that followed Caesar's assassination, the Senate had to act quickly to restore order.

READING CHECK **Sequencing** What were the events that led to Caesar's gaining power in Rome?

Augustus the Emperor

Two leaders emerged to take control of Roman politics. One was Caesar's former assistant, **Marc Antony**. The other was Caesar's adopted son Octavian (ahk-TAY-vee-uhn), later called **Augustus** (aw-GUHS-tuhs).

Antony and Octavian

Antony and Octavian worked to punish the people who had killed Caesar. At Caesar's funeral, Antony delivered a famous speech that turned even more Romans against the killers. Shortly afterward, he and Octavian set out with an army to try to avenge Caesar's death.

Their army caught up to the killers near Philippi (FI-luh-py) in northern Greece. In 42 BC Antony and Octavian soundly defeated their opponents. After the battle the leaders of the plot to kill Caesar, including Brutus, killed themselves.

THE IMPACT TODAY

Some people today still use the name Brutus to refer to people who betray them.

Primary Source

POINTS OF VIEW

Views of Caesar

Some Senators admired Caesar and were horrified by his murder. The biographer Plutarch (PLOO-tahrk) described their reactions to the event.

“So the affair began, and those who were not privy to the plot were filled with consternation [dismay] and horror at what was going on; they dared not fly, nor go to Caesar's help, nay, nor even utter a word.”

—Plutarch

from *Life of Caesar*

The historian Suetonius (swe-TOH-nee-uhs) explained that other Senators thought Caesar deserved to be killed because his actions were threatening the republic.

“He abused his power and was justly slain. For not only did he accept excessive honors, such as an uninterrupted consulship, the dictatorship for life, and the censorship of public morals . . . but he also allowed honors to be bestowed on him which were too great for mortal man.”

—Suetonius

from *The Lives of the Caesars, The Deified Julius*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does Plutarch say people reacted to Caesar's death?



BIOGRAPHY

Cleopatra

69–30 BC

Cleopatra was a devoted ally of Julius Caesar and Marc Antony, but she didn't like Octavian. After the Battle of Actium, she feared that Octavian would arrest her and take over Egypt. Rather than see Octavian running her kingdom,

Cleopatra chose to commit suicide. According to tradition, she poisoned herself with the venom of a deadly snake.

Drawing Conclusions Why do you think Cleopatra feared that Octavian would take over Egypt?

Octavian Becomes Emperor

After the Battle of Philippi, Octavian returned to Italy while Antony went east to fight Rome's enemies. In Turkey, Antony met **Cleopatra**, the queen of Egypt, and the two fell in love. Antony divorced his wife, Octavian's sister, to be with Cleopatra. Octavian saw this divorce as an insult to his sister and to himself.

Antony's behavior led to civil war in Rome. In 31 BC Octavian sent a fleet to attack Antony. Antony sailed out to meet it, and the two forces met just west of

Greece in the Battle of Actium (AK-shee-uhm). Antony's fleet was defeated, but he escaped back to Egypt with Cleopatra. There the two committed suicide so they wouldn't be taken prisoner by Octavian.

With Antony's death, Octavian became Rome's sole ruler. Over the next few years he gained power. In 27 BC Octavian announced that he was giving up all his power to the Senate, but, in reality, he kept much power. He took the title *princeps* (PRIN-seps), or first citizen. The Senate gave him a new name—Augustus, which means "revered one." Modern historians consider the naming of Augustus to mark the end of the Roman Republic and the beginning of the Roman Empire.

READING CHECK Summarizing How did the Roman Republic become an empire?

SUMMARY AND PREVIEW In this section, you learned how Augustus gained power and made the Roman Republic into an empire. In the next section you'll learn what he and his successors did as the heads of that empire.

Section 1 Assessment

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Online Quiz

KEYWORD: SQ6 HP12

Reviewing Ideas, Terms, and People HSS 6.7.4

- Recall** Whom did **Cicero** want Romans to give power to?
 - Explain** Why did some Romans call for change in their government?
- Identify** Who killed **Julius Caesar**?
 - Explain** Why did many Senators consider Caesar a threat?
 - Elaborate** Why do you think Caesar wanted the title of dictator for life?
- Identify** Who took over Rome after Caesar's death?
 - Summarize** How did Octavian take power from **Marc Antony**?

Critical Thinking

- Sequencing** Draw a time line like the one shown here. Use it to identify key events in Rome's change from a republic to an empire.



FOCUS ON WRITING

- Taking Notes for a Screenplay** Create a chart with columns labeled "Characters," "Setting," and "Plot." In appropriate columns, write notes about people, events, and locations in this section that should appear in the movie.

Augustus

What would you do if you had great power?

When did he live? 63 BC–AD 14

Where did he live? Rome

What did he do? As the leader of Rome, Augustus made many improvements in the city. He created a fire department and a police force to protect the city's people. He built new aqueducts and repaired old ones to increase Rome's water supply. Augustus also worked on improving and expanding Rome's road network.

Why is he important? As Rome's first emperor, Augustus is one of the most significant figures in Roman history. Almost singlehandedly, he changed the nature of Roman government forever. But Augustus is also known for the great monuments he had built around Rome. He built a new forum that held statues, monuments, and a great temple to the god Mars. In writing about his life, Augustus wrote, "I found Rome a city of brick and left it a city of marble."

Identifying Points of View Why do you think many Romans greatly admired Augustus?

KEY EVENTS

- **45 BC** Julius Caesar adopts Octavian as his son and heir.
- **44 BC** Octavian moves to Rome when Caesar dies.
- **42 BC** Octavian and Antony defeat Brutus.
- **31 BC** Octavian defeats Antony.
- **27 BC** Octavian takes the name Augustus and becomes emperor of Rome.



This drawing shows how the Roman Forum appeared at the time of Augustus.

A Vast Empire

If YOU were there...

You live in the Roman town of Londinium, in the Roman province of Britannia. Your people were conquered by the Roman army many years ago. Roman soldiers have mixed with your people, and many have settled down here. Many Britons in Londinium have adopted Roman customs. You live in a Roman-style house and eat from pottery made in Italy. Your cousins in the country live very differently, however. They still think of the Romans as invaders.

How do you like being part of the Roman Empire?

Main Ideas

1. The Roman Empire expanded to control the entire Mediterranean world.
2. Trade increased in Rome, both within the empire and with other people.
3. The Pax Romana was a period of peace and prosperity in the cities and the country.

The Big Idea

After Augustus became emperor, the Roman Empire grew politically and economically, and life improved for the Roman people.

BUILDING BACKGROUND Since the days of the republic, Rome had grown steadily. The conquests of generals such as Julius Caesar and Pompey added more territory. Once Rome became an empire, its rulers continued to expand its power. Soldiers and settlers carried Roman culture to distant provinces such as Britannia, or Britain.

Key Terms and People

Hadrian, p. 359
provinces, p. 360
currency, p. 360
Pax Romana, p. 361
villas, p. 362



HSS 6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

The Empire Expands

When Rome became an empire, it already controlled most of the Mediterranean world. Within about 150 years, though, the empire had grown even bigger. Augustus and the emperors who followed him pushed the boundaries of their empire, taking over huge chunks of Europe, Africa, and Asia. At its height Rome ruled one of the largest empires in all of world history.

Reasons for Expansion

Why did emperors add so much land to the empire? They had many reasons. One of these reasons was to control hostile neighbors. Some countries that shared borders with Rome were threatening Rome. To keep these countries from attacking the empire or its citizens, the Romans conquered them.

Not all of the territories the Romans conquered were political threats. Some were conquered for economic reasons. Many of these territories had vast supplies of gold, good farmlands, or other resources the Romans wanted. Other areas were conquered for another reason: Some emperors liked a good fight.

Expansion of Rome, 100 BC–AD 117



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Place** Where were the borders of the empire in AD 117?
- Location** Based on the map, why do you think the Romans called the Mediterranean “Our Sea”?

Directions of Expansion

As the map above shows, the Roman Empire grew after Augustus died. By the early 100s the Romans had taken over Gaul and much of central Europe.

By the time of the emperor **Hadrian**, the Romans had also conquered most of the island of Britain. The people of Britain, the Celts (KELTZ), had fought fiercely against the Roman army. Fearing attacks by barbarian invaders in the north, Hadrian built a huge wall across northern Britain. Hadrian’s Wall marked the border between Roman and non-Roman territory.

In the east the empire stretched all the way into Mesopotamia. Other Asian territories the Romans ruled included Asia Minor and the eastern coast of the Mediterranean. All of the north African coast belonged to Rome as well, so the Romans controlled everything that bordered the Mediterranean. In fact, Roman control of the Mediterranean was so great that they called it *Mare Nostrum*, or “Our Sea.”

READING CHECK

Drawing Conclusions

Why did Roman emperors want to expand the empire?

Roman Trade Routes, AD 200



ATLANTIC OCEAN

BRITAIN

GAUL

SPAIN

Carthago Nova

Massilia

Rome

Carthage

Mediterranean Sea

Athens

Alexandria

EGYPT

Byzantium

Damascus

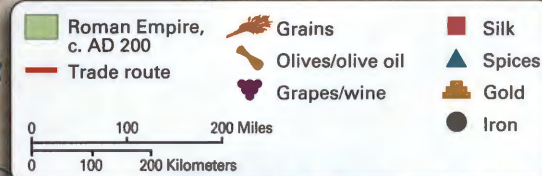
Antioch

SYRIA

Black Sea

Caspian Sea

Red Sea



GEOGRAPHY SKILLS

INTERPRETING MAPS

Movement What were some goods that traveled along Roman trade routes?

Trade Increases

As the empire grew, the Romans met many different peoples. In many cases these peoples had goods that the Romans wanted. Thinking that there would be a market for these products in Rome, merchants began to travel all over the empire, as you can see on the map.

People in the city of Rome needed raw materials that they couldn't produce themselves. Many of the materials could be found, though, in Rome's **provinces, the areas outside of Italy that the Romans controlled**. Traders brought metals, cloth, and food from the provinces to the city. They also brought more exotic goods, like spices from Asia and animals from Africa. In return the Romans sent goods made by artisans to the provinces. These goods included jewelry, glass, and clothing.

Some Roman traders also traveled beyond the empire's borders. They sailed as far as eastern Africa, India, and what is now Vietnam to find goods they couldn't get in the empire. Others traveled overland into Asia to meet merchants bringing goods from China on the Silk Road. Silk was especially popular in Rome. Wealthy Romans were willing to pay high prices for it.

To pay for their trade goods, Romans used **currency, or money**. They traded coins made of gold and silver for the items they wanted. These coins allowed the Romans to trade with people even if they had no items their trade partners wanted. Nearly everyone accepted Roman coins, which helped trade grow even more.

READING CHECK Identifying Cause and Effect

How did currency help Roman trade grow?

The Pax Romana

The first 200 years of the Roman Empire were a time of general peace and prosperity. Several characteristics, such as a stable government and an organized military, helped the empire to thrive and maintain peace during these years. There were no major wars or rebellions in the empire. We call this peaceful period the **Pax Romana**, or Roman Peace. It lasted until about AD 180.

During the Pax Romana the empire's population grew. Trade continued to increase, and many Romans became wealthy through this trade. One effect of these changes was an improvement in the quality of life for people living in Rome and in its provinces.

Life in Cities

During the Pax Romana many Romans lived in cities scattered throughout the empire. Some of these cities, like Alexandria in Egypt, were major centers of trade and had huge populations. Other cities, like Pompeii (pom-PAY) in Italy, had much smaller populations.

By far the largest city in the empire was, of course, Rome. Some historians think that Rome may have had more than a million residents at its height. Although many were wealthy, many were not, and that large population led to difficulties for many poorer residents. Many poor Romans lived in crowded, sometimes dangerous, apartment buildings.

ACADEMIC VOCABULARY

effect the result of an action or decision

Pompeii: A City Preserved

Pompeii was located at the foot of a volcano called Mount Vesuvius. In AD 79 Vesuvius suddenly erupted, and ash buried Pompeii. The well-preserved remains of Pompeii have taught us a great deal about life in the Roman Empire.



This famous painting shows a young couple that lived in Pompeii.

ANALYSIS SKILL

ANALYZING VISUALS

What do the ruins tell us about the kind of entertainment people in Pompeii might have enjoyed?

History Close-up

A Chariot Race

Chariot racing was the most popular sport in ancient Rome. Slaves, soldiers, Senators, and emperors all loved to go to the track and watch the thrilling competitions. Devoted fans cheered for their favorite teams and drivers.

The *spina* ran down the middle of the circus, and chariots raced around it seven times.

Chariots were organized into teams, in this case the red team and the white team.

ANALYSIS SKILL

ANALYZING VISUALS

How can you tell from this illustration that chariot racing was popular?

Despite their poor living conditions, the people of Rome enjoyed many types of entertainment. They could go to comic plays, thrilling chariot races, or fierce gladiator fights. Those who wanted more peace and quiet could head for one of Rome's public baths. The huge bath complexes in Rome were more like spas or health clubs than bathtubs. At the bath people could swim, soak in a hot pool, or mingle with other Romans.

Romans looking for fun could also just tour the city. Rome was filled with beautiful temples and monuments built by city leaders. The Romans were proud of their city and took great pride in how it looked:

“In great buildings as well as in other things the rest of the world has been outdone by us Romans. If, indeed, all the buildings in our City are considered . . . together in one vast mass, the united grandeur of them would lead one to imagine that we were describing another world, accumulated in a single spot.”

—Pliny the Elder, from *Natural History*

Life in the Country

When we think of life in the Roman Empire, we often think of a city. In truth, though, more people lived in the country than in the empire's cities. People outside of the cities had a very different way of life than city dwellers did.

In rural areas most people farmed. On their small farms they grew just enough food for themselves and their families. Many of these farmers spoke languages other than Latin. In fact, many people in the country didn't seem Roman at all. These people had kept many of their own customs and traditions when they were conquered by the Romans.

Scattered among the groups of farmers, though, were large farms and **villas, or country homes belonging to rich Romans**. Many people from the cities liked to have a house outside the city. They visited these homes when they wanted a break from the city crowds.



The lively crowd included men and women from all classes of society.

The hardest part of the race was the turn. Chariots often crashed while making this difficult maneuver.

At their villas, these wealthy Romans lived much like they did at home. They hosted huge, elaborate dinner parties where they served exotic foods. Some of the foods served at these parties sound very unusual to modern people. For example, Romans cooked and served peacocks, ostriches, jellyfish, and even mice!

These meals were often served by slaves who worked in the villas. Other slaves worked in the villa owners' fields. The sale of crops grown in these fields helped pay for the villa owners' extravagant expenses.

READING CHECK **Contrasting** How was life different in the country than in the city?

SUMMARY AND PREVIEW The Roman Empire grew and changed during its first 200 years. In the next section you will learn about the great advances made in art, engineering, and other fields.

Section 2 Assessment

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Online Quiz

KEYWORD: SQ6 HP12

Reviewing Ideas, Terms, and People **HSS** 6.7.3

- a. Identify** What areas of the world did the Romans take over?
b. Explain Why did **Hadrian** build a wall in northern Britain?
- a. Define** What were **provinces**?
b. Summarize Why did trade increase as the Roman Empire expanded?
- a. Explain** Why is the period before AD 180 called the **Pax Romana**?
b. Evaluate Would you have preferred to live in a Roman city or the country? Why?

Critical Thinking

- Contrasting** Draw two houses like these. In the house on the left, write two facts about life in a Roman city. In the house on the right, write two facts about life in the country.



FOCUS ON WRITING

- Adding Details** Add information about additional characters to your chart. Under the "Setting" column, add information about life during the Pax Romana.

Roman Roads

The Romans are famous for their roads. They built a road network so large and well constructed that parts of it remain today, roughly 2,000 years later. Roads helped the Romans run their empire. Armies, travelers, messengers, and merchants all used the roads to get around. They stretched to every corner of the empire in a network so vast that people even today say that "all roads lead to Rome."



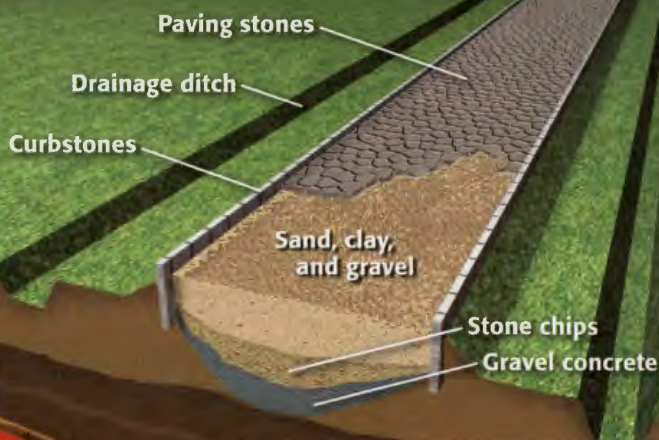
The Romans built about 50,000 miles of roads. That's enough to circle the earth—twice!

Roman roads stretched as far north as Scotland.

In the west, roads crisscrossed Spain.

Roman roads in the south connected different parts of northern Africa.



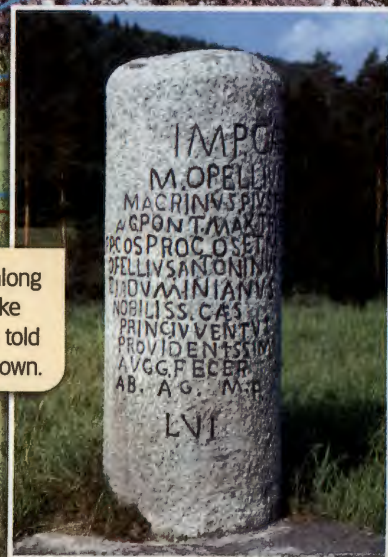


Roman roads were built to last. They were constructed of layers of sand, concrete, rock, and stone. Drainage ditches let water drain off, preventing water damage.

The roads were built by and for the military. The main purpose of the roads was to allow Rome's armies to travel quickly throughout the empire.

In the east, Roman roads stretched into Southwest Asia.

The Romans built tall "milestones" along their roads to mark distances. Just like modern highway signs, the markers told travelers how far it was to the next town.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** Why did the Romans build their roads?
- 2. Location** How does the map show that "all roads lead to Rome"?

Rome's Legacy

If YOU were there...

You live on a farm in Gaul but are visiting your older brother in town. You are amazed by the city's beautiful temples and towers. Another surprise is the water! At home you must draw up water from a well. But here, water bubbles out of fountains all over the city. It even runs through pipes in the public baths. One day your brother introduces you to the engineer who maintains the water system.

What questions will you ask the engineer?

Main Ideas

1. The Romans looked for ways to use science and engineering to improve their lives.
2. Roman architecture and art were largely based on Greek ideas.
3. Roman literature and language have influenced how people write and speak.
4. Roman law serves as a model for modern law codes around the world.

The Big Idea

Many features of Roman culture were copied by later civilizations and continue to influence our lives today.

BUILDING BACKGROUND Ideas of law and government spread widely. But those were not the Romans' only accomplishments. Roman scientists, engineers, artists, and writers also made contributions to life in Rome. Many of the ideas the Romans developed 2,000 years ago are still influential today.

Key Terms and People

Galen, p. 366

aqueduct, p. 367

vault, p. 367

Virgil, p. 370

Ovid, p. 370

satire, p. 370

Romance languages, p. 371

civil law, p. 371

Roman Science and Engineering

The Romans took a practical approach to their study of science and engineering. Unlike the Greeks, who studied the world just to know about it, the Romans were more concerned with finding knowledge that they could use to improve their lives.

Science

Roman scientists wanted to produce results that could benefit their society. For example, they studied the stars not just to know about them but to produce a calendar. They studied plants and animals to learn how to produce better crops and meat.

The practical Roman approach to science can also be seen in medicine. Most of the greatest doctors in the Roman Empire were Greek. One doctor in the empire was **Galen**, who lived in the AD 100s. He was a Greek surgeon who made many discoveries about the body. For example, Galen described the valves of the heart and noted differences between arteries and veins. For centuries, doctors based their ideas on Galen's teachings and writings.



HSS 6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Engineering

The Romans' practical use of science can also be seen in their engineering. The Romans were great builders. Even today people walk along Roman roads and drive over Roman bridges built almost 2,000 years ago. How have these structures survived for so long?

The Romans developed some new building materials to help their structures last. The most important of these materials was cement. They made cement by mixing a mineral called lime with volcanic rock and ash. The resulting material dried to be very hard and watertight.

More important than the materials they used, though, were the designs the Romans had for their structures. For example, they built their roads in layers. Each layer was made of a different material. This layered construction made the road durable. Many Roman roads have not worn down even after centuries of traffic and exposure to wind and rain.

Another way the Romans created structures to last was by using arches. Because of its rounded shape, an arch can support much heavier weights than other shapes can. This strength has allowed arched structures such as Roman bridges to last until the present.

The Romans also used arches in their aqueducts (A-kwuh-duhktz). **An aqueduct was a channel used to carry water from mountains into cities.** When they crossed deep valleys, aqueducts were supported by rows of arches. The Romans' aqueducts were so well built that many still stand.

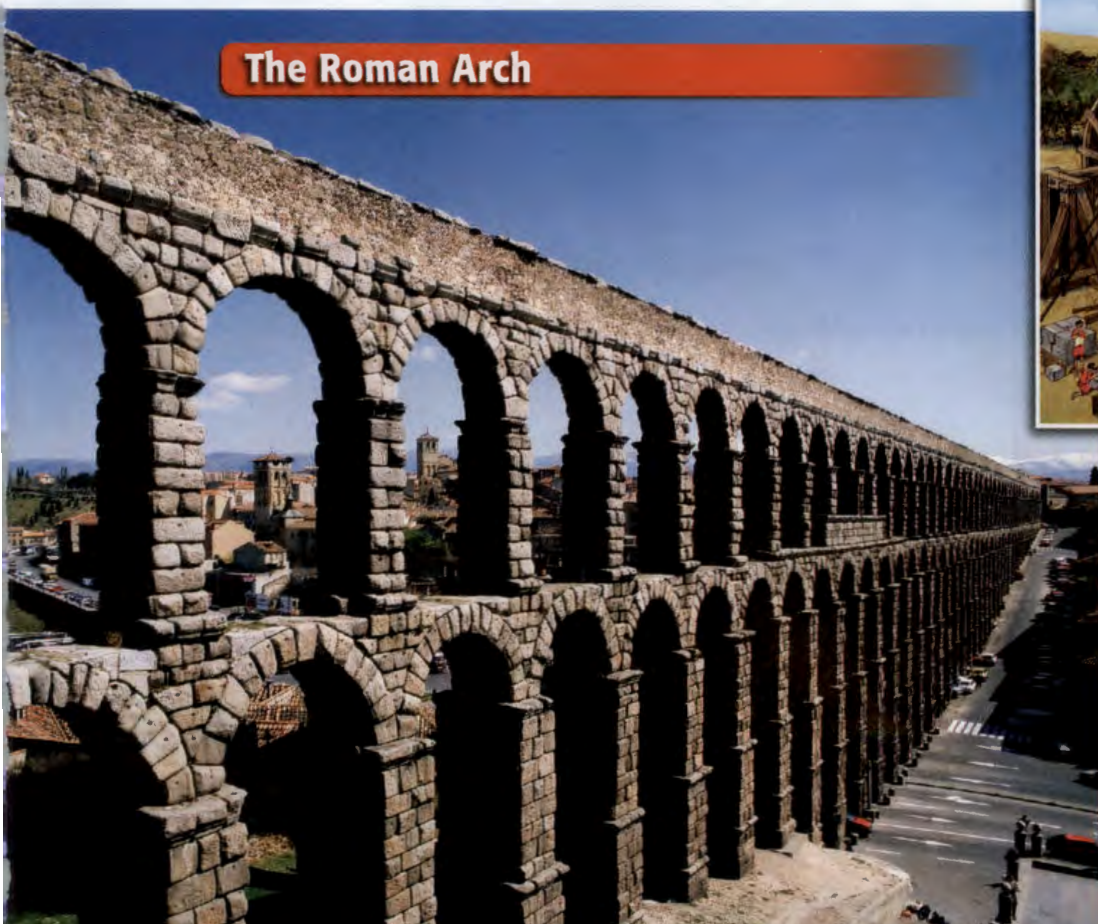
Roman builders also learned how to combine arches to create vaults. **A vault is a set of arches that supports the roof of a building.** The Romans used vaults to create huge, open areas within buildings. As a result, Roman buildings were much larger than anything that had come before.

THE IMPACT TODAY

People still build aqueducts today. One of the largest carries water from northern to southern California.

READING CHECK Summarizing What were two ways the Romans built strong structures?

The Roman Arch



The Romans were the first people to make wide use of the arch. The photograph at left shows a Roman aqueduct supported by hundreds of arches. Above is a drawing showing how Roman engineers built their tall and strong arches.

How did the Romans support arches during their construction?

Architecture and Art

The Romans weren't only interested in practicality, though. They also admired beauty. Roman appreciation for beauty can be seen in their architecture and art. People still admire their magnificent buildings, statues, and paintings.

Architecture

Roman architecture was largely based on older Greek designs. Like the ancient Greeks, the Romans used columns to

make their public buildings look stately and impressive. Also like the Greeks, the Romans covered many of their buildings with marble to make them more majestic.

But Roman engineering techniques allowed them to take architecture beyond what the Greeks had done. For example, the Roman vault let them build huge structures, much larger than anything the Greeks could build. One such Roman structure that used vaults was the Colosseum pictured below. It was built to hold fights between gladiators.

History Close-up

The Colosseum

The Colosseum was a huge arena in ancient Rome. The giant building was more than 150 feet tall and could seat about 50,000 people, who came to watch events like gladiator fights. The building's design was based on many arches and vaults, hallmarks of Roman engineering.



This modern sports stadium in Oakland, California, is known as the Coliseum after the building in ancient Rome.



The arches on the outside of the building were decorated with statues of Roman gods.

People entered the Colosseum through 80 arched entrances, each with its own number.

The Romans also used more domes in their architecture than the Greeks had. Domes were difficult to build and required a great deal of support. Once the Romans developed cement, they could provide that support. Many Roman structures are topped with huge domes, some of the largest ever built.

Art

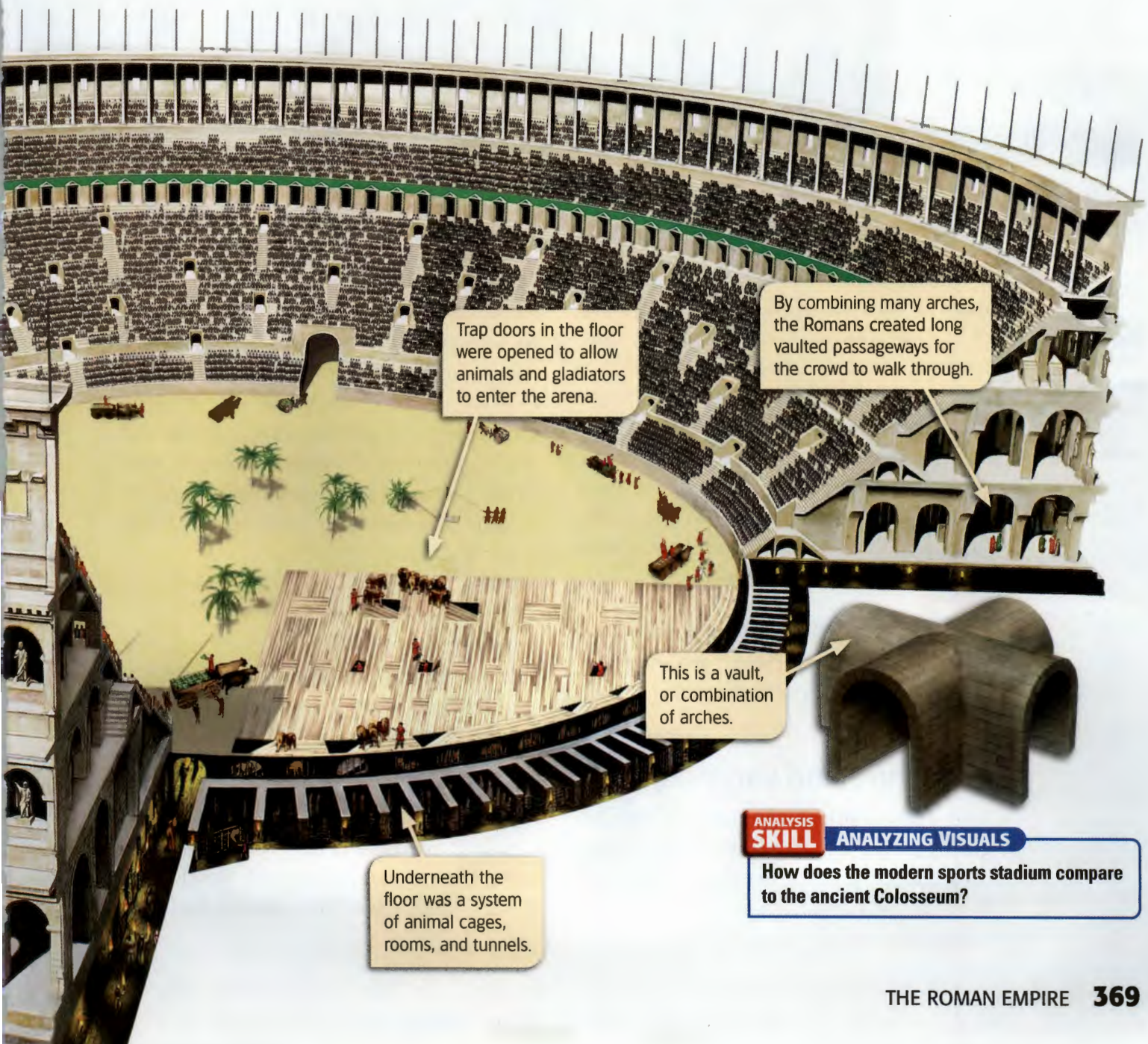
The artists of the Roman Empire were known for their beautiful mosaics, paintings, and statues. Mosaics and paintings

were used to decorate Roman buildings. Many Roman homes and businesses had elaborate mosaics built into their floors. The walls of these buildings were often covered with paintings. Most Roman paintings were frescoes. A fresco is a type of painting done on wet plaster.

Many Roman artists were particularly skilled at creating portraits, or pictures of people. When they made a portrait, artists tried to show their subject's personality. We can guess a great deal about individual Romans by studying their portraits.

THE IMPACT TODAY

Many public buildings in the United States are modeled after Roman designs.



Trap doors in the floor were opened to allow animals and gladiators to enter the arena.

By combining many arches, the Romans created long vaulted passageways for the crowd to walk through.

This is a vault, or combination of arches.

Underneath the floor was a system of animal cages, rooms, and tunnels.

ANALYSIS SKILL

ANALYZING VISUALS

How does the modern sports stadium compare to the ancient Colosseum?



A Roman Fresco

A fresco is a type of painting in which paint is applied to wet plaster and then left to dry. Roman artists painted many beautiful frescoes like this one.

What activities can you see in this fresco?

FOCUS ON READING

What type of Web site would you use to research Roman sculpture?

Roman sculptors were also talented. They created some original works, but many Roman statues are actually copies of older Greek works. Roman sculptors studied what the Greeks had done and tried to re-create it in their own statues. Although their works are not original, we owe a great deal to these Roman artists. Many of the original Greek works they copied have been destroyed over time. Without the Roman copies, the world would know little about many Greek masterpieces.

READING CHECK Drawing Conclusions

Why did many Roman architects and artists base their work on earlier Greek works?

Literature and Language

Like Roman artists, Roman authors are greatly admired. In addition, the works they created and the language they used have shaped our language today.

Literature

The Romans admired good writers. Many emperors encouraged authors to write. As a result, Rome was home to many of the greatest authors of the ancient world. One such author was **Virgil**, who wrote a great epic about the founding of Rome, the *Aeneid*. Another was **Ovid** (AHV-uhd), who wrote poems about Roman mythology.

The Romans also excelled in other types of writing:

- **satire**, a style of writing that pokes fun at people or society
- history and speeches
- drama, both tragedies and comedies

Many of these works have served as models for hundreds of years and are still enjoyed today.

Language

Virgil, Ovid, and other poets wrote in Latin, the language of ancient Rome. The Roman Empire was huge, and it had two

official languages. In the east, some people spoke Greek. People throughout the western Roman world wrote, conducted business, and kept records in Latin. This wide use of Latin helped tie people in various parts of the empire together.

After the Roman Empire ended, Latin developed into many different languages. Together, the languages that developed from Latin are called **Romance languages**. The main Romance languages are Italian, French, Spanish, Portuguese, and Romanian. They share many elements with each other and with Latin.

Over time, Latin also influenced other languages. For example, many Latin words entered non-Romance languages, including English. Words like *et cetera*, *circus*, and *veto* were all originally Latin terms. Latin words are also common in scientific terms and mottoes. For example, the motto of the United States is the Latin phrase *e pluribus unum* (ee PLOOHR-uh-buhs OO-nuhm), which means “out of many, one.” Many legal terms also come from Latin.

READING CHECK Finding the Main Idea

How did Roman literature and language influence later societies?

Law

Perhaps even more influential than Rome’s artistic and literary traditions was its system of law. Roman law was enforced across much of Europe. After the empire fell apart, Roman laws continued to exist.

Over time, Roman law inspired a system called civil law. **Civil law is a legal system based on a written code of laws**, like the one created by the Romans.

Most countries in Europe today have civil law traditions. In the 1500s and 1600s, European explorers and colonists carried civil law around the world. As a result, some countries in Africa, Asia, and the Americas developed law codes as well.

READING CHECK Summarizing How are Roman legal ideas reflected in the modern world?

SUMMARY AND PREVIEW In this section you learned about many of Rome’s contributions to the world and how they have influenced our society. In the next chapter you will learn about an even more influential development that changed life in Rome—Christianity.

Section 3 Assessment

Reviewing Ideas, Terms, and People HSS 6.7.8

- a. Identify** What were **aqueducts** used for?

b. Contrast How was the Romans’ attitude toward science different from the Greeks’?
- a. Define** What is a **fresco**?

b. Explain What influence did Greek art have on Roman art?
- a. Recall** What were three forms of writing in which the Romans excelled?

b. Elaborate Why did Latin develop into different languages after the fall of the Roman Empire?
- Identify** What type of law is based on the Roman law code?

Critical Thinking

5. Comparing and Contrasting

Draw a chart like this one. In the first column, list two ways Greek and Roman architecture were similar. In the other, list two ways they were different.

Similar	Different

FOCUS ON WRITING

- Completing Your Notes** Add some information on Roman achievements to your chart. For example, you might add a description of architecture under “Setting.” Decide what details you will give to the movie studio.

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Online Quiz

KEYWORD: SQ6 HP12



Analysis

Critical Thinking

Participation

Study

Interpreting Time Lines

Understand the Skill

A time line is a visual summary of important events that occurred during a period of history. It displays the events in the order in which they happened. It also shows how long after one event another event took place. In this way time lines allow you to see at a glance what happened and when. You can better see relationships between events and remember important dates when they are displayed on a time line.

Learn the Skill

Some time lines cover huge spans of time—sometimes even many centuries. Other time lines, such as the one on this page, cover much shorter periods of time.

Time lines can be arranged either vertically or horizontally. This time line is vertical. Its dates are read from top to bottom. Horizontal time lines are read from left to right.

Follow these steps to interpret a time line.

- 1 Read the time line's title. Note the range of years covered and the intervals of time into which it is divided.
- 2 Study the order of events on the time line. Note the length of time between events.
- 3 Note relationships. Ask yourself how an event relates to others on the time line. Look for cause-and-effect relationships and long-term developments.

Practice and Apply the Skill

Interpret the time line to answer the following questions.

1. What is the subject of this time line? What years does it cover?
2. How long did Octavian and Antony rule Rome together?
3. How long after dividing the empire did Antony ally with Cleopatra?
4. What steps did Octavian take to end his alliance with Antony and become emperor? When did he take them? How long did it take?

AUGUSTUS BECOMES EMPEROR

50 BC

44 BC Caesar becomes dictator and is murdered.

43 BC Octavian and Antony decide to rule Rome together.

42 BC Octavian and Antony divide Rome and rule separately.

40 BC

37 BC Antony allies with Cleopatra, queen of Egypt.

31 BC Octavian defeats Antony and Cleopatra in a naval battle near Greece.

30 BC Octavian conquers Egypt. Antony and Cleopatra avoid capture by killing themselves.

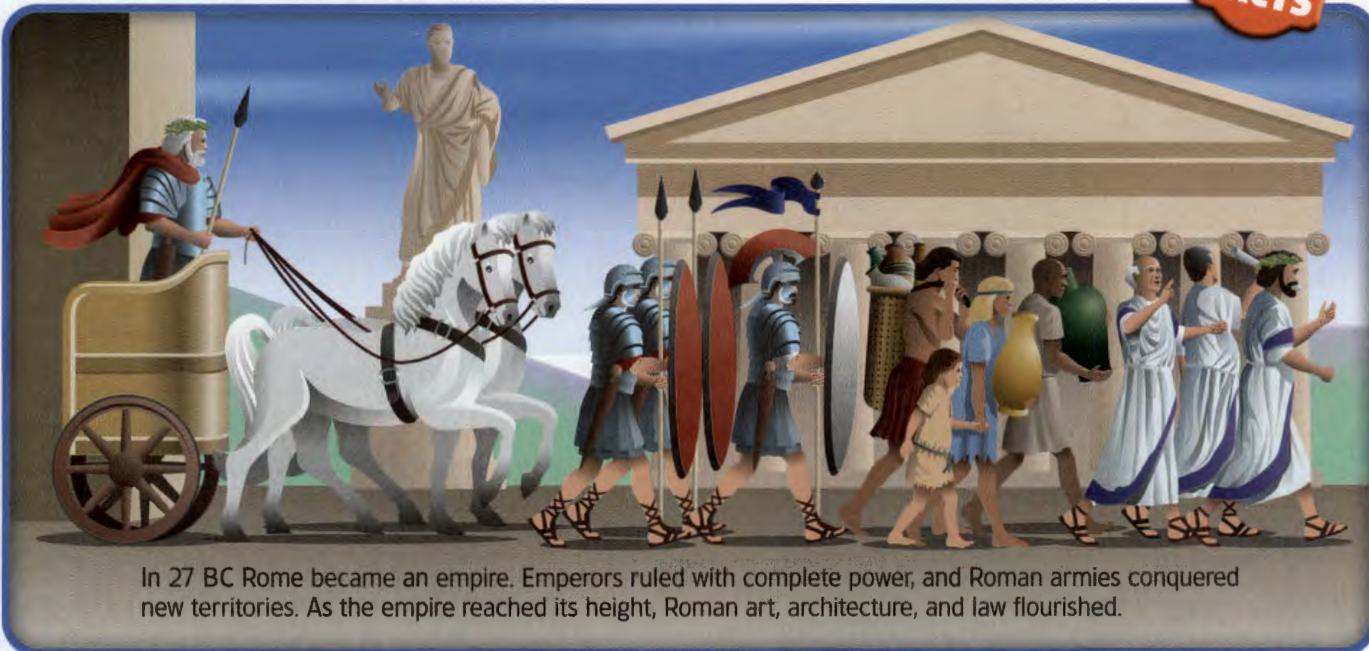
30 BC

27 BC Octavian becomes emperor and is renamed Augustus.

23 BC Augustus becomes ruler for life.

Visual
Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK
FACTS

In 27 BC Rome became an empire. Emperors ruled with complete power, and Roman armies conquered new territories. As the empire reached its height, Roman art, architecture, and law flourished.

Reviewing Vocabulary,
Terms, and People

Choose the letter of the answer that best completes each statement below.

- The first emperor of Rome was
 - Galen.
 - Julius Caesar.
 - Augustus.
 - Marc Antony.
- A region that lay outside the city of Rome but was controlled by the Romans was called a(n)
 - aqueduct.
 - province.
 - orator.
 - villa.
- Another word for money is
 - currency.
 - province.
 - vault.
 - octavian.
- The time of peace and prosperity that lasted for the first 200 years of the Roman Empire was the
 - Ovid.
 - Romance language.
 - civil law.
 - Pax Romana.

Comprehension and
Critical Thinking

SECTION 1 (Pages 352–356) HSS 6.7.4

- Describe** What action did Cicero recommend? How were the goals of Julius Caesar, Pompey, and Crassus different from Cicero's?
- Analyze** What were the most important events in the life of Julius Caesar? Which event best qualifies as a turning point in Caesar's life? Defend your choice.
- Elaborate** How did personal relationships—between Marc Antony and Octavian, and between Marc Antony and Cleopatra—affect the history of the Roman Empire?

SECTION 2 (Pages 358–363) HSS 6.7.3

- Identify** What natural disaster has allowed us to learn more about Roman cities? What is the name of the main city affected by that disaster?

SECTION 2 (continued)

- b. Make Inferences** How do you think the size of the Roman Empire affected the popularity of Roman currency?
- c. Evaluate** For a poor resident of Rome, do you think the benefits of living in the city would have outweighed the problems? Why or why not?

SECTION 3 (Pages 366–371) HSS 6.7.8

- 7. a. Describe** What were the main Roman achievements in architecture? in literature and language?
- b. Contrast** How did the Roman attitude toward science compare to the traditional Greek attitude? What is an example of the Roman attitude?
- c. Evaluate** Of all the Romans' achievements, which do you think has affected the most people? Defend your answer.

Reviewing Themes

- 8. Geography** Into what main areas did the Roman Empire expand during its early years?
- 9. Technology** What Roman achievement in science or engineering do you think is most impressive? Why?

Reading Skills

Evaluating Web Sites Each question below lists two types of Web sites you could use to answer the question. Decide which Web site is likely to be a more valuable and reliable source of information.

- 10. What was Roman sculpture like?**
 - a.** a site describing someone's trip to Rome
 - b.** a site by a university's art history department
- 11. What happened after Antony met Cleopatra?**
 - a.** a movie studio site for a movie about Cleopatra
 - b.** an online encyclopedia

Social Studies Skills

- 12. Creating Time Lines** Create a time line that shows the key events in the creation and expansion of the Roman Empire. First, look back through this chapter for key dates and events. Decide which of these dates you will include. Once you have completed your time line, compare it to those of your classmates to see if you have included different information.



Using the Internet

go.hrw.com
KEYWORD: SQ6 WH12

- 13. Activity: Researching Culture** By studying art and culture, you can see into the thoughts and values of the people making up the society. Enter the keyword. Study the background on the Roman legal code and the artifacts provided. Then present an oral report with visual aids that explains what we learn about Rome by studying its art and legal institutions.

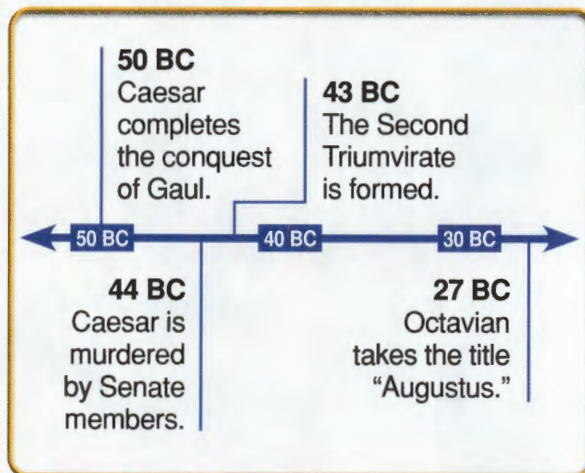
FOCUS ON WRITING

- 14. Creating Note Cards** Now you're ready to prepare note cards for studio executives. Choose the most intriguing details from your chart to present on note cards labeled "Characters," "Setting," and "Plot." On each card write a one- to two-sentence description of a person, place, or event that could be featured in the screenplay. Then write another sentence that tells why you think the person, place, or event might be a good one to feature. Prepare six cards that you could give to a screenwriter to use.

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the time line to answer the following question.



Most historians mark the end of the Roman Republic and the beginning of the Roman Empire as taking place in the year

- A 50 BC.
B 44 BC.
C 43 BC.
D 27 BC.
- 2** Roman emperors conquered new lands for all of the following reasons *except*
- A to end threats to Rome.
B because they enjoyed fighting.
C to gain resources.
D to defeat people of different religions.
- 3** Which Roman leader seized power from the Senate and became the dictator of the entire Roman Republic?
- A Julius Caesar
B Hadrian
C Brutus
D Marc Antony

- 4** Roman traders

- A refused to trade with people outside of the empire.
B tried to overthrow the emperor.
C carried goods between Rome and its provinces.
D made very little money.

- 5** Rome's contributions to the world include all of the following *except*

- A techniques used to build strong bridges and other structures.
B the building of pyramids.
C the idea of civil law.
D the creation of great works of literature.

Connecting with Past Learnings

- 6** In Grade 5 you learned about George Washington's contributions as a military leader during the Revolution and as the nation's first president. Which person's contributions to Rome were *most* like those Washington made to the United States?

- A Cicero
B Cleopatra
C Augustus
D Galen

- 7** Earlier in this course you learned about Homer, the poet who told about Greek myths and heroes. Which Roman's writing was *most* like Homer's poetry?

- A Virgil
B Cicero
C Horace
D Pompey