

The Rise of Rome



Before You Read: Predicting

Scan the titles of the chapter and the lessons. In your notebook, write three questions you think will be answered in the chapter. One example is

What was life like in ancient Rome?

Fill in the answers to your questions as you find them.

Big Ideas About Ancient Rome

Economics A large division between the rich and the poor often creates problems.

In ancient Rome, anger arose between powerful, wealthy landholders and poor farmers. This anger led to the development of a more representative form of government. Later, conflict between the two classes would lead to civil war.



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- Starting with a Story



Ancient Rome



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- Test Practice
- Current Events



ATLANTIC OCEAN

20°W

ROME



753 B.C.

According to legend, Rome is founded.
◀ (bronze head of wolf)

509 B.C.

Rome becomes a republic.

800 B.C.

600 B.C.

WORLD

750 B.C.

Greek city-states flourish.
(Greek temple in Sicily) ▶





146 B.C.
Rome defeats Carthage in the Punic Wars.



27 B.C.
Augustus becomes the first emperor of Rome.
◀ (cameo of young Augustus)

A.D. 117
Rome reaches its greatest extent.

200 B.C.

B.C. A.D.

A.D. 200

321 B.C.
Maurya empire is founded in India.

202 B.C.
Liu Bang reunifies China and starts the Han Dynasty.
(clay horse from the Han Dynasty) ▶



A.D. 30
Jesus is crucified.

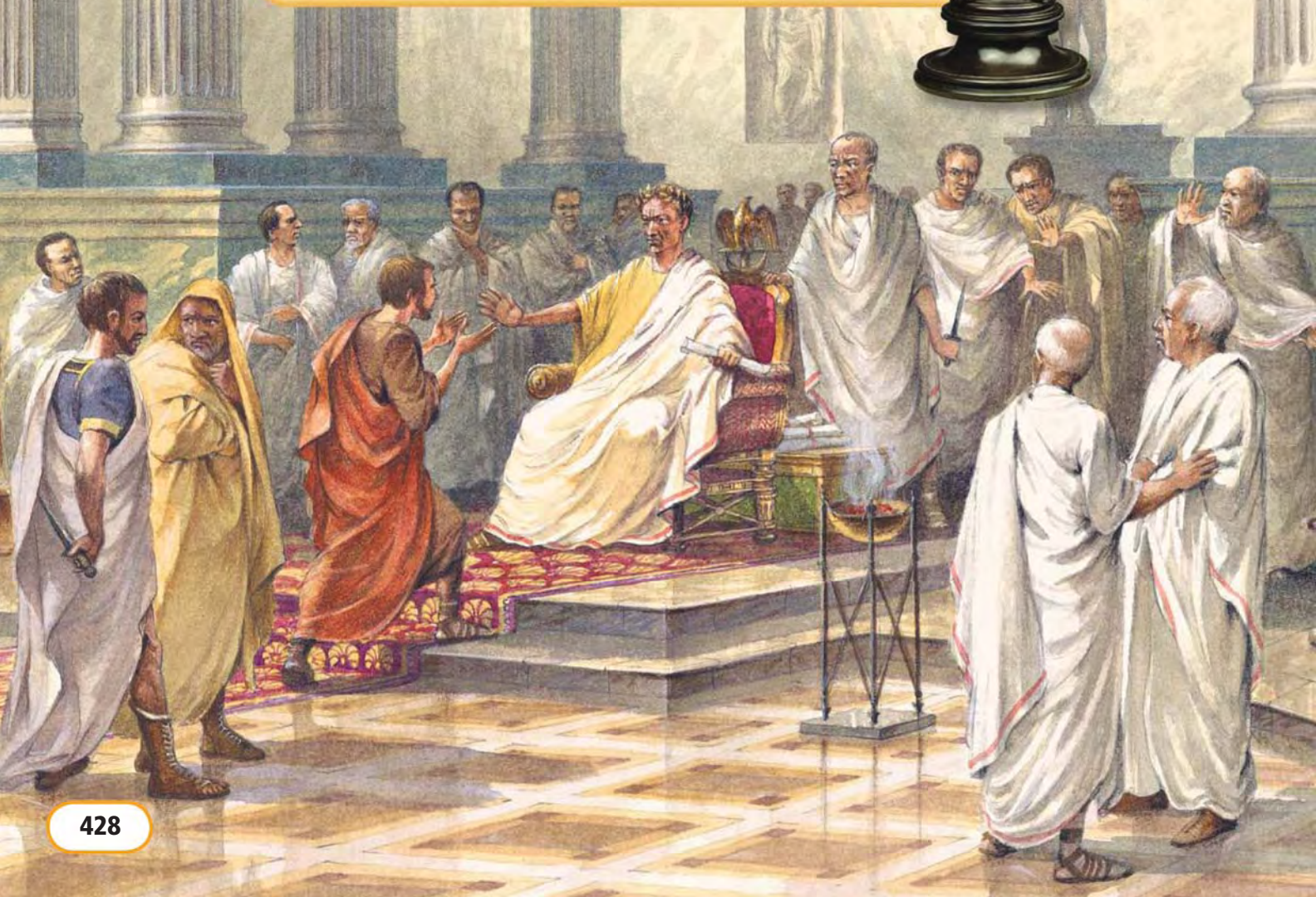
A.D. 100
Moche culture arises in South America.

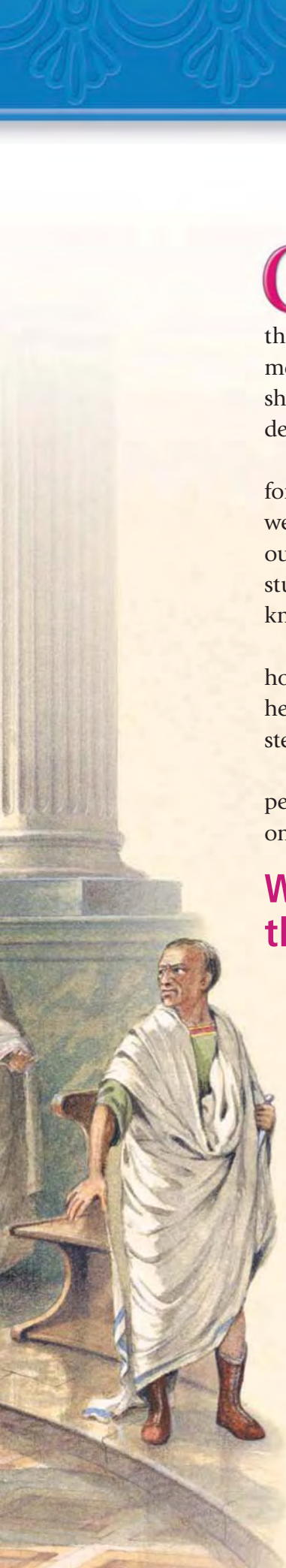
THE ASSASSINATION OF JULIUS CAESAR

Background: In 49 B.C., Julius Caesar became the sole ruler of Rome. At first, Caesar was a popular and effective leader. But in time, the Senate, Rome's governing body, resented his power. On March 15, 44 B.C., some of the senators took action.

The Senate held a meeting on that fateful day. The senators entered one by one and, finally, Caesar came into the chamber. And then an incredible scene unfolded.

Bust of Julius Caesar ▶





Caesar took his seat in the center of the chamber. According to custom, he was the only one allowed to sit. Before Caesar called the meeting to order, the senators talked in small groups. Then one of the men stepped forward to ask Caesar a question. He even grabbed Caesar's shoulder. Angrily, the ruler waved him away, but the senator seemed determined to gain his attention.

While Caesar argued with his questioner, another senator moved forward. Silently, he drew out a knife and wounded the ruler with his weapon. Caesar cried out in surprise and rose from his chair. He pulled out a knife from the folds of his toga and defended himself. The senator stumbled backward, but the others moved forward. They all drew out their knives. It was a plot!

Caesar made no sound as the senators attacked him. He pulled the hood of his toga over his head and adjusted the garment over his feet. As he fell to the ground, the toga covered his body. When the senators finally stepped back, Caesar was dead.

One of the senators ordered a pair of servants to remove the body. The people of Rome would soon learn that their ruler had been killed. No one—not even the senators—knew what would happen to Rome next.

What might drive people to overthrow their leader?

Reading & Writing

- 1. READING: Setting** Setting is when and where a story takes place. How does this story's setting help the senators carry out their plot?
- 2. WRITING: Persuasion** The date is March 14, 44 B.C. You are a Roman senator who opposes the plot against Caesar. Write a speech in which you explain and support your position for letting Caesar continue his rule.

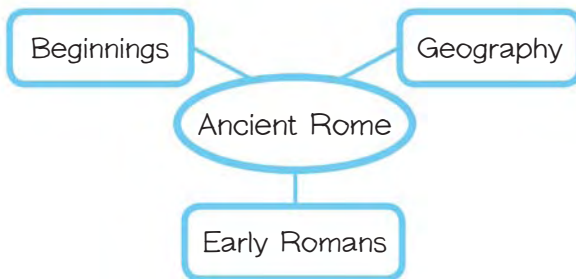
MAIN IDEAS

- 1 **Culture** Stories about the beginnings of Rome are a mix of legend and historical fact.
- 2 **Geography** The people who settled Rome chose a geographic location that was good for defense, travel, and trade.
- 3 **Economics** To survive, Roman farmers relied on discipline and hard work.

TAKING NOTES

Reading Skill: Categorizing

Sorting similar kinds of information into groups helps you understand patterns in history. As you read Lesson 1, look for details about the three categories given for ancient Rome. Record the information you learn about them in a web diagram like the one below.



 Skillbuilder Handbook, page R6



▲ **Symbol of Rome** This statue of the goddess Roma represents ancient Rome. Romans believed that the goddess protected them and their city.

Words to Know

Understanding the following words will help you read this lesson:

descendant a person related to a particular parent, grandparent, or other ancestor (page 432)

Descendants of a Trojan warrior may have founded Rome.

abandon to leave behind, to desert (page 432)

At an early age, the twins were abandoned by their mother.

vast very great in area or size (page 432)

The vast Roman Empire would stretch from Britain to Egypt.

fetch to go after and return with; to get (page 435)

The farmer asked his daughter to fetch a bucket of water from a nearby stream.

Romulus

legend

Aeneas

Remus

republic

peninsula

The Geography of Ancient Rome

Build on What You Know You have probably seen movies about ancient Rome, with its Colosseum and gladiators. These films show Rome at its height, but they only tell part of the story. The founding of the civilization owes much to its geography.

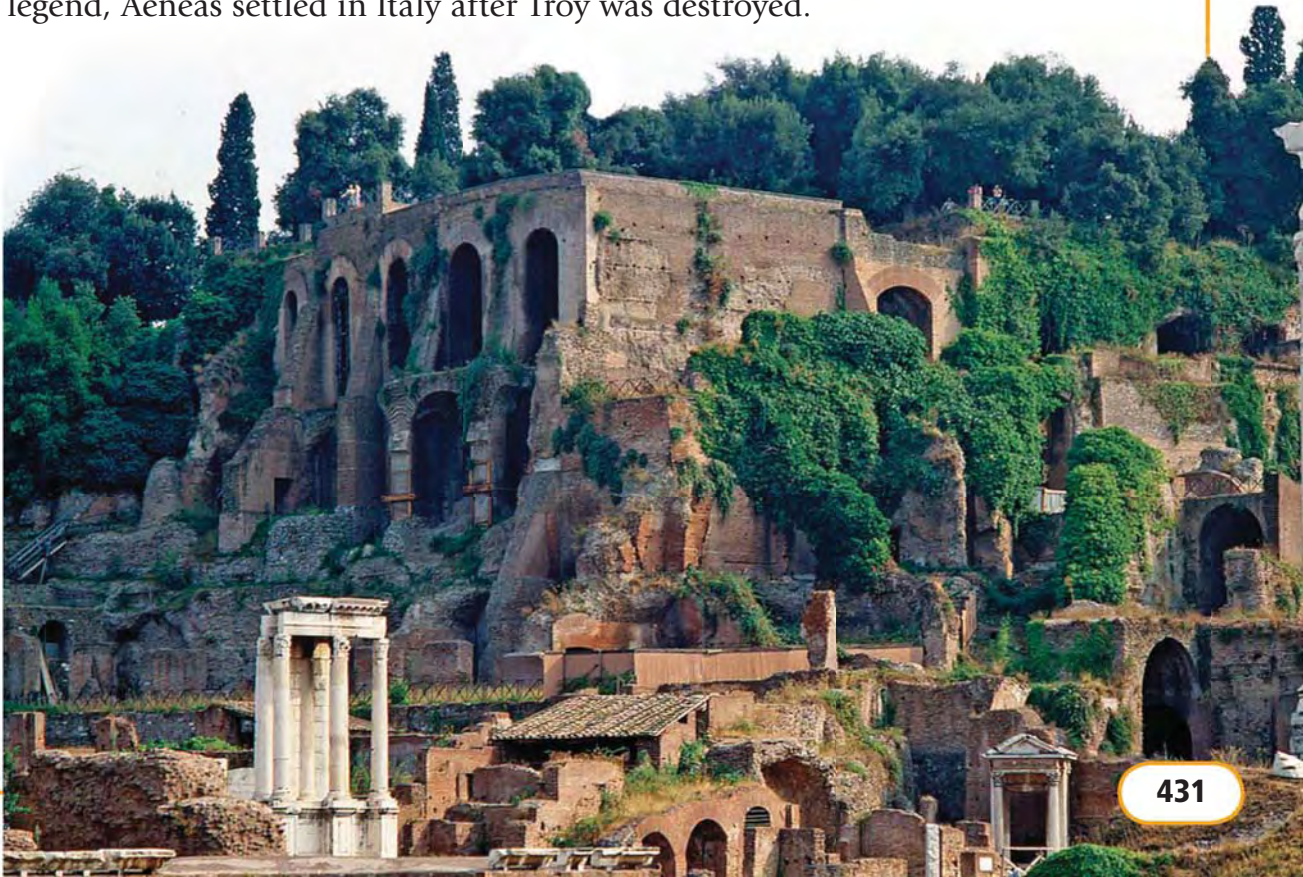
The Beginnings of Rome

1 ESSENTIAL QUESTION What is the early history of Rome?

The history of ancient Rome begins with the overthrow of foreign kings in 509 B.C. But Romans like to date the history of their city to 753 B.C. That is when a legendary hero called **Romulus** (RAHM•yuh•luhs) is said to have founded Rome.

A **legend** is a popular story from earlier times that cannot be proved. The legend about Rome's founding begins with **Aeneas** (ih•NEE•uhs), a hero of the Trojan War. You learned about the Trojan War in Chapter 11. According to the legend, Aeneas settled in Italy after Troy was destroyed.

Palatine Hill Traces of settlements dating from around 1000 B.C. have been found on the Palatine Hill. ▼



The Founding of Rome The legend continues with the twins Romulus and **Remus** (REE•muhs), the descendants of Aeneas according to some versions. They were abandoned by their mother but rescued by a wolf. When the twins grew up, they decided to found a city but fought over its location. Romulus killed his brother and traced Rome's boundaries around the Palatine Hill.

After Romulus, a series of Roman kings ruled the city. Sometime in the 600s B.C., however, the Etruscans conquered Rome. The Etruscans were a people from northern Italy. But the Romans wanted self-rule. In 509 B.C., they overthrew the Etruscan king and formed a republic. A **republic** is a government in which people elect their leaders. You will learn about the Roman Republic in Lesson 2.

REVIEW Why are the dates 753 B.C. and 509 B.C. important?

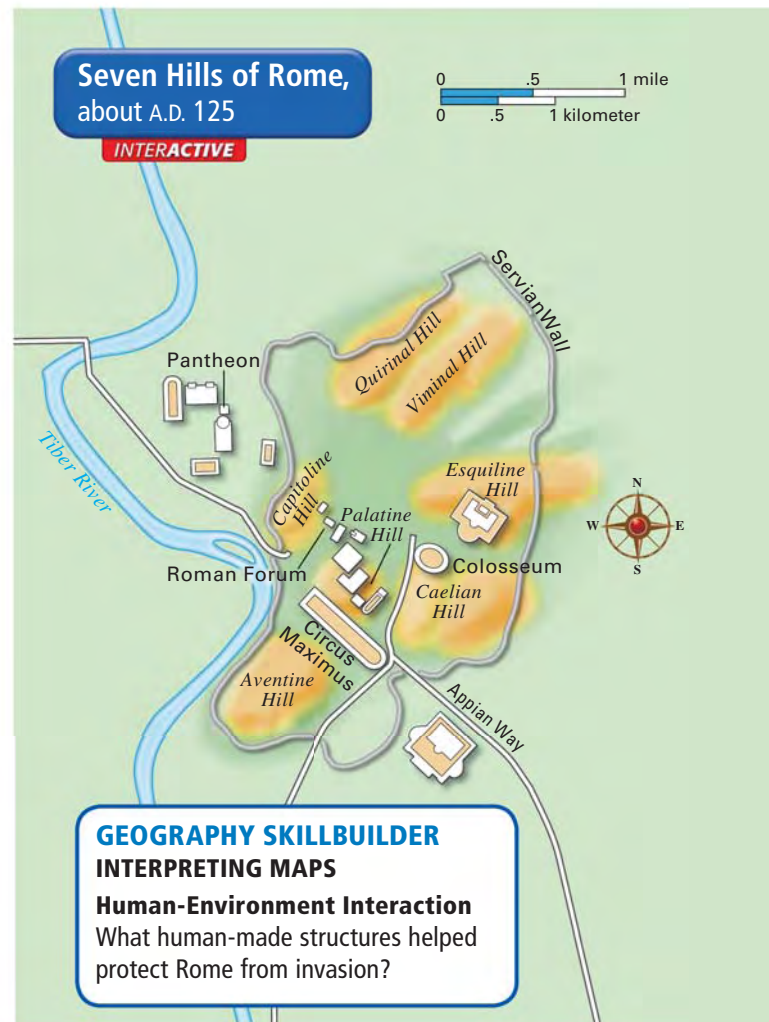
Rome's Geographic Location

2 ESSENTIAL QUESTION Why was Rome's location so favorable?

After the overthrow of the Etruscans, Rome grew from a city into a country and then into a vast empire. Its location helped make this growth possible.

Hills and River In reality, people founded Rome, not figures from legend. The first settlers of Rome were the Latins. They came from a region surrounding Rome. They chose the spot for its mild climate, good farmland, and strategic location.

The Latins and later settlers built Rome on seven steep hills. (See map at right.) During the day, settlers farmed the fertile plain at the base of the hills. At night, they returned to their hilltop homes, from which they could defend themselves against an enemy attack.



The Tiber River

During Rome's earliest times, the Tiber provided a source of water for farming and drinking. Later, the river provided a route for travel and trade. Small ships could sail up the Tiber to Rome and down the Tiber to the Mediterranean. But the river also offered protection from invaders, since Rome was located away from the mouth of the sea.

GEOGRAPHY SKILLBUILDER

INTERPRETING VISUALS

Human-Environment Interaction

What does the photograph suggest about the importance of the Tiber to Romans today?



Rome had other advantages. It was located a short distance from the Mediterranean Sea on several ancient trade routes. It also lay next to the Tiber River. As you learned in the Geography feature above, this river played an important role in Rome's development.

Italian Peninsula Rome's location on the Italian Peninsula also played an important role in its development. The peninsula stretches south from Europe into the Mediterranean Sea. A **peninsula** is a piece of land surrounded on three sides by water. As you can see on the map on page 427, the Italian Peninsula is shaped like a boot. Its heel points toward Greece, while its toe points across the sea to Africa.

Italy's location on the Mediterranean made it relatively easy for Roman ships to reach the other lands around the sea. This position made it easier for Rome to eventually conquer and gain new territories. It also helped the development of trade routes.

The two main mountain ranges of Italy helped protect Rome. The Alps border Italy on the north, and the Apennines (AP•uh•NYNZ) form Italy's spine. But Italy's mountains didn't separate early settlements the way the mountains of Greece did. Italy also had more large plains than Greece. This made farming easier.

REVIEW How did its geography help Rome grow?

Lives of Early Romans

3 ESSENTIAL QUESTION What was life like for the early Romans?

Like many ancient peoples, the early Romans lived by farming. But even though the land was fertile, life on a Roman farm was not easy.

Working the Land Most early Romans worked small plots of land. They planted grains such as wheat and barley. They also grew beans, vegetables, and fruit. Later they learned to grow olives and grapes. They also raised pigs, sheep, goats, and chickens. They used oxen to pull their plows.

Farmers who owned land also served in the army. In fact, for a time only landowners were allowed to join the army. Roman leaders believed that property owners would fight harder to defend the city. Landowners were also able to pay for their own military equipment.

Over time, some farmers grew richer than others. They bought more land and built larger farms, or estates. A gap developed between small farmers and the owners of the estates. This gap would later produce divisions in Roman politics and government.

Farm Life At first, most Roman farmers lived in simple homes made of mud or timber. They did not have much furniture. In addition, the farmers lived in extended families. This large family group might have included grandparents, aunts and uncles, nieces and nephews, and cousins.

Connect to Today

Italian Farm Grapes, like these shown here, are still a popular crop in Italy. In ancient Rome, only wealthy farmers, who could afford to wait a few years to harvest the first crop, grew grapes. ▼



The members of a Roman farm family had to work very hard. They farmed the land with simple tools and fetched water from a well or nearby spring. The small amount of land on most farms had to produce enough food to feed the family. This meant that everyone had to be disciplined about his or her responsibilities.

The qualities of discipline, loyalty, and hard work that these early farmers developed would help Rome succeed. They were the qualities that made Roman armies so successful. When soldiers went to war, they had to obey orders and do their jobs. This attitude would help Rome conquer all of Italy.

REVIEW Why was discipline important to early Romans?

Lesson Summary

- Legend and fact shaped Rome's early history.
- Rome's geography encouraged the growth of Roman civilization.
- Roman society benefited from the hard work and discipline of Roman farmers.

Why It Matters Now . . .

There are still many cultural connections among Mediterranean areas of Europe, Asia, and Africa as a result of Rome's influence.

1 Lesson Review

Terms & Names

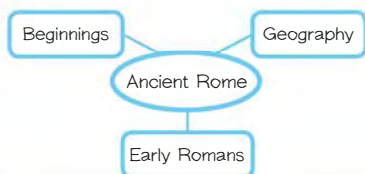
1. Explain the importance of

Romulus	Aeneas	republic
legend	Remus	peninsula

Using Your Notes

Categorizing Use your web diagram to answer the following question:

2. Which category of information would you use to describe why Rome developed into a powerful civilization?



Main Ideas

3. What is the legend of Rome's founding?
4. How was Rome's location good for defense?
5. Why did early Romans have to work hard?

Critical Thinking

6. **Making Inferences** What does the legend about Rome's founding tell you about what was important to Romans?
7. **Comparing and Contrasting** Compare the role of the Tiber in the development of ancient Rome with that of the Nile in ancient Egypt.

Activity

Illustrating a Legend Draw a picture that illustrates a scene from the legendary founding of Rome.

MAIN IDEAS

- 1 Economics** Early Roman society was divided into two unequal classes.
- 2 Government** The Roman Republic had a government divided into three parts, similar to the U.S. government today.
- 3 Government** To gain more land and wealth, Rome began to expand by conquering neighboring peoples.

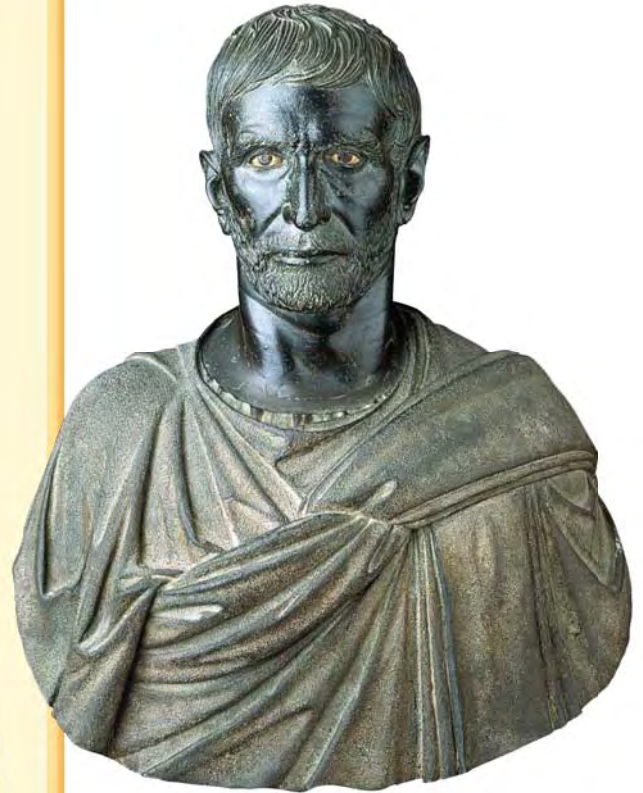
TAKING NOTES

Reading Skill: Understanding Cause and Effect

Causes explain why an event happens. Effects are the results of the event. As you read Lesson 2, look for the effects of each event listed in the chart below.

Causes	Effects
Romans no longer wanted a monarchy.	
Plebeians were not equal to the patricians.	
Rome expanded its territories.	

 Skillbuilder Handbook, page R26



▲ Founder **Lucius Junius Brutus** helped found the Roman Republic. He led a citizen army that drove the last Etruscan king from Rome.

Words to Know

Understanding the following words will help you read this lesson:

resentment anger
(page 437)

*The lower class felt deep **resentment** because the upper class held all the power.*

branch a part of something larger
(page 438)

*Each of the Roman government's **branches** had a different duty to perform.*

province a political division similar to a state of the United States
(page 438)

*To maintain order, Rome stationed troops in each of its **provinces**.*

impose to force or dictate
(page 440)

*After a series of wars, Rome was able to **impose** its rule on the trading city of Carthage.*

patrician

plebeian

Senate

consul

Cincinnatus

The Roman Republic

Build on What You Know You have already learned that Rome overthrew its kings and formed a republic. This change to self-rule would not only affect Rome's government. It would also affect Roman society.

Early Strengths of Roman Society

1 ESSENTIAL QUESTION How was Roman society structured?

As Rome developed into a complex civilization, two classes arose. Inequalities between them would lead to conflict. This conflict, however, would eventually define Roman citizenship and the rights of citizens under Roman law.

Patricians and Plebeians The upper-class **patricians** (puh•TRIHSH•uhnz) were wealthy landowners who held all of the highest positions in government. The **plebeians** (plih•BEE•uhnz) were mostly common farmers. Like all male Roman citizens, they could vote, but they couldn't hold important government positions.

Resentment over the patricians' power caused tension. Finally, the patricians passed a written constitution, called the Twelve Tables, around 450 B.C. The Twelve Tables established basic rights and duties for Roman citizens.

REVIEW Why did the division of Roman society cause tension?

Roman Forum Ruins of the Roman Forum, the religious, cultural, and political heart of Rome, still stand today. In the early days of the republic, the Senate met in a small building in the Forum. ▼



Republican Government

2 ESSENTIAL QUESTION How was the republican government organized?

The leaders of the Roman Republic established a tripartite (try•PAHR•tyt) government. This type of government has three branches: executive, legislative, and judicial. The executive branch enforces a country's laws. The legislative branch makes the laws. And the judicial branch interprets the laws in court.

Legislative and Judicial The legislative branch of Roman government included the Senate and the assemblies. The **Senate** was a powerful body of 300 members that advised Roman leaders. Most senators were patricians. The assemblies were mainly made up of plebeians. Their representatives protected the rights of plebeians.

The judicial branch consisted of eight judges who served for one year. They oversaw the courts and governed the provinces.

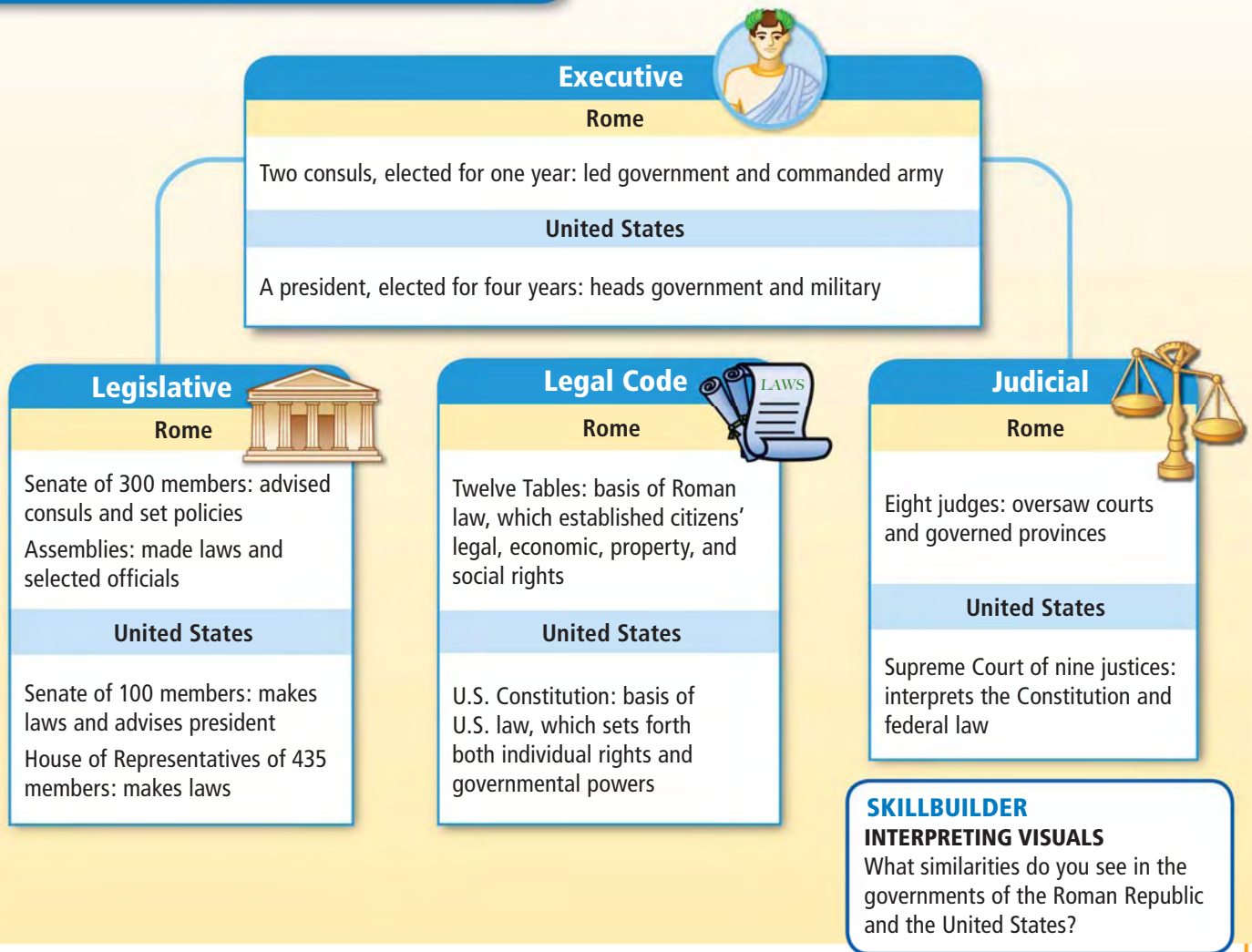
Executive Two **consuls** led Rome's executive branch. They commanded the army and directed the government for one year. Each consul had the power to veto, or overrule, the other.

In times of crisis, the consuls could choose a dictator—a leader with absolute power—to rule in their place for a limited time. Around 460 B.C., a man named **Cincinnatus** (SIHN•suh•NAT•uhs) was made dictator to defend Rome from attack. According to legend, he defeated the enemy and returned power to the consuls in sixteen days.

Senators In this 19th-century painting, a speaker addresses his fellow members of the Roman Senate. ▼



Comparing Republican Governments



Legacy of Roman Law The U.S. government adopted several features of the Roman Republic. You can compare the two systems in the chart above. Like the Roman government, the United States has a tripartite system. The U.S. system of checks and balances makes sure that one branch of the government doesn't have too much power. This system is like the veto, which limited the power of Roman consuls. In addition, like Rome, the United States has a written constitution on which its government is based.

Citizenship is also an important part of a republican government. In the Roman Republic, only free adult males were citizens and could vote. Only these citizens enjoyed the protection of Roman law. They also were expected to perform civic duties. That means that they were expected to serve their nation. Cincinnatus showed civic duty by defeating the enemy and stepping down from power. American citizens show civic duty by voting, taking part in jury duty, and paying taxes.

REVIEW What made up the three branches of the Roman Republic?

The Republic Expands

3 ESSENTIAL QUESTION How did Rome expand?

For hundreds of years after the founding of the republic, Rome expanded its territories. By the 300s B.C., the Romans dominated central Italy. Eventually, they conquered the Etruscans to the north and the Greek city-states to the southeast. By 275 B.C., all of the Italian Peninsula was under Roman control.

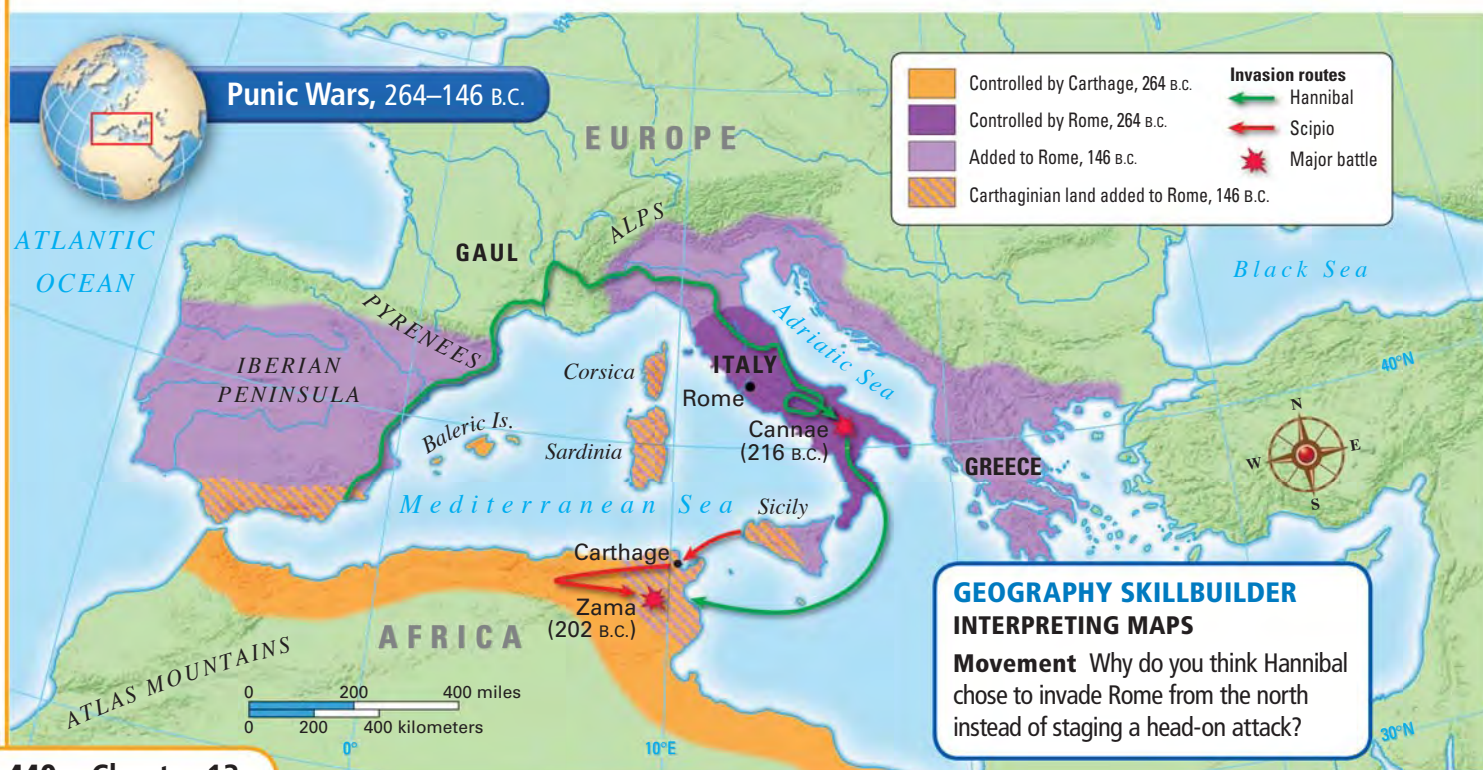
In general, Rome did not impose harsh rule on conquered peoples. The republic offered Roman citizenship to most of the conquered peoples and allowed them to govern themselves. In return, they had to pay taxes and provide soldiers for the Roman army.

The Punic Wars Rome needed these soldiers to fight in the *Punic Wars*, which began in 264 B.C. The Punic Wars were a series of three long wars against Carthage, a rich trading city in North Africa.

Rome won each of the Punic Wars but almost lost the second. Hannibal, a general from Carthage, crossed the Alps with a herd of elephants and nearly captured Rome. The Roman general Scipio (SIHP•ee•OH) defeated him in 202 B.C. In 146 B.C., Rome finally captured and destroyed Carthage. By the end of the wars, Roman territory extended from Spain to Greece. (See the map below.)

Vocabulary Strategy

The **specialized vocabulary** term *Punic Wars* refers to the series of wars between Rome and Carthage. Carthage was once a colony of Phoenicia, a group of sea-trading city-states on the Mediterranean. *Punic* comes from the Latin word *Phoenician*.



Effects of Expansion The Roman conquerors brought back great wealth and many slaves. They bought large estates and farmed them with slave labor. But because many small farmers couldn't compete, they lost their farms. As a result, unemployment and poverty increased. The gap between rich and poor grew wider. This, in turn, produced more anger and tension between the classes.

REVIEW What was the result of Roman expansion?

Lesson Summary

- Early Rome was divided into two classes—patricians and plebeians.
- The Roman Republic was a tripartite system that provided a model for the U.S. government.
- Roman expansion brought new lands and great wealth for Rome.



▲ **Laurel Wreath** Roman generals wore a wreath made of laurel leaves after winning a major battle. The Romans adopted this symbol of victory from ancient Greece.

Why It Matters Now . . .

Some of the most basic values and institutions of the United States, such as civic duty and a separate judicial branch, began in the Roman Republic.

2 Lesson Review

Terms & Names

1. Explain the importance of
- | | | |
|-----------|--------|-------------|
| patrician | Senate | Cincinnatus |
| plebeian | consul | |

Using Your Notes

Understanding Cause and Effect Use your completed chart to answer the following question:

2. What happened when Romans no longer wanted a monarchy?

Causes	Effects
Romans no longer wanted a monarchy.	
Plebeians were not equal to the patricians.	
Rome expanded its territories.	



Homework Helper
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Main Ideas

3. In what ways were the Roman social classes unequal?
4. What is the legacy of Roman law?
5. What lands did Rome conquer?

Critical Thinking

6. **Explaining Historical Patterns** Why do you think the Roman Republican government has influenced the governments of other countries?
7. **Making Inferences** What benefits do you think the Romans gained from their treatment of conquered peoples?

Activity

Writing a Dialogue Write a brief dialogue between Cincinnatus and the consuls who appointed him dictator. Remember that he served for only one day.

MAIN IDEAS

- 1 **Government** Angry poor people, power-hungry generals, and ambitious politicians threatened the Roman Republic.
- 2 **Government** Julius Caesar gained absolute control of the republic but did not rule long.
- 3 **Government** After Caesar was assassinated, Augustus founded an empire that enjoyed peace and prosperity for about 200 years.

TAKING NOTES

Reading Skill: Constructing Time Lines

When you place events in order on a time line, you get a sense of the relationships among events. Create a time line like the one shown below to keep track of the dates and events in Lesson 3.



 Skillbuilder Handbook, page R14



▲ **Imperial Eagle** A Roman soldier carried a bronze or silver image of an eagle raised on a pole, like the one shown in this small figurine, into battle. The eagle represented the strength of the Roman Empire.

Words to Know

Understanding the following words will help you read this lesson:

civic relating to citizenship and its rights and duties (page 443)

They believed it was their civic duty to help solve their society's problems.

campaign a series of military operations that form a part of a war (page 444)

Julius Caesar's campaign against the Gauls lasted from 58 to 50 B.C.

great-nephew the grandson of one's sister or brother (page 446)

Augustus was related to Caesar as a great-nephew.

marble a type of stone that can be highly polished (page 447)

Roman artists and architects used marble to create beautiful sculptures.

civil war

Julius Caesar

Cicero

Augustus

Pax Romana

Rome Becomes an Empire

Build on What You Know In Lesson 2, you learned about the changes expansion brought to Roman society. Expansion would also change the balance of power in Rome's republican government. These changes would lead to the overthrow of the republic.

Conflicts at Home

1 ESSENTIAL QUESTION What led to conflict in Rome?

As Rome expanded, many wealthy Romans neglected their civic duties. They thought only about gaining even more power and wealth. This increased the differences between rich and poor. As a result, the threat of uprisings grew.

Reform Fails Reformers tried to relieve these problems. They wanted to break up the huge estates and give land to the poor. But the wealthy landowners in the Senate felt threatened. They opposed the reforms and had the reformers killed.

Connect to Today

Colosseum The Colosseum is a lasting symbol of the power of the Roman Empire. Many stadiums built since have been modeled on the Colosseum. ▼



Civil War At the same time, generals who had conquered other lands became ambitious for power at home. They hired poor farmers to serve under them as soldiers. Increasingly, these soldiers shifted their loyalty from the republic to their general. The generals' desire for power led to conflict.

Eventually, civil war broke out. A **civil war** is an armed conflict between groups within the same country. On one side were the generals who supported the cause of the plebeians. On the other were generals who were backed by patricians and senators.

A general named Marius fought for the plebeians, while a general named Sulla fought for the patricians. The struggle went on for years. Finally, in 82 B.C., the patricians won. Sulla took power and became a dictator.

REVIEW Who fought in the civil war?

Julius Caesar

2 ESSENTIAL QUESTION Who was Julius Caesar?

After Sulla died, other generals rose to power. One of them was **Julius Caesar**. Caesar was born around 100 B.C. into an old noble family. He was a man of many talents and great ambition. But to achieve real power, he knew he had to win on the battlefield.

Military Leader Caesar first saw military action in Asia Minor—part of present-day Turkey—and Spain. But he proved himself to be a great general in Gaul, the area now known as France.

The Gauls were fierce fighters. But in a brilliant military campaign, Caesar defeated the Gauls and captured the entire region. His conquests won new lands and great wealth for Rome. The victories also won fame and fortune for Caesar.

Vocabulary Strategy

The word *civil* is part of a **word family** that includes the words *civic*, *civilian*, and *civilization*. They all come from the Latin root *civis*, meaning "citizen."



▲ Caesar In this 19th-century wood engraving, soldiers bow down to Caesar after he won an important battle in 47 B.C. After the battle, Caesar had the following message sent back to Rome: "I came, I saw, I conquered."

Dictator for Life In addition to his military skills, Caesar was also a good politician. He gained a reputation as a reformer who supported the common people. This, plus his military fame, made him popular with the plebeians.

But Caesar also had enemies. Many powerful Romans, including patrician senators, opposed Caesar. One of his opponents was **Cicero** (SIHS•uh•ROH), a key Roman consul and perhaps the greatest speaker in Roman history. Cicero was a strong supporter of the republic. He distrusted Caesar and the ruler's great desire for power. (You can learn more about the relationship between Cicero and Caesar by reading Cicero's letter in the Primary Source feature below.)

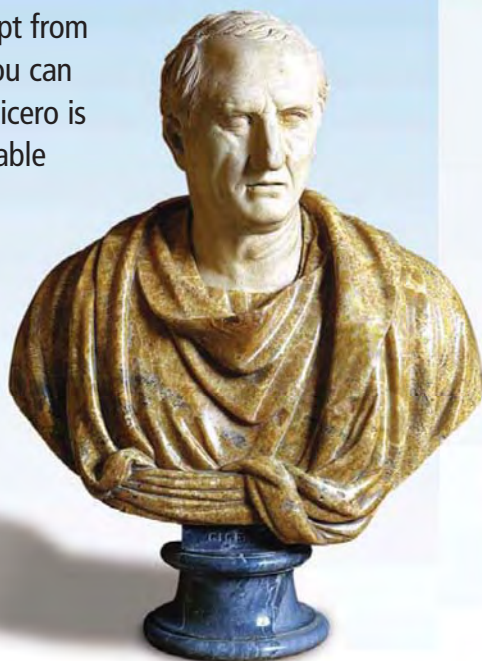
When Caesar returned from Gaul, the Senate ordered him to break up his army. Instead, he led his soldiers into Italy and began fighting for control of Rome. After several years, Caesar emerged victorious. In 46 B.C., he returned to Rome, where he had the support of the people and the army. That same year, the Senate appointed him the sole Roman ruler. In 44 B.C., Caesar was named dictator for life as opposed to the usual six months.

P Primary Source Handbook
See the excerpt from *The Life of Caesar*, page R57.

Primary Source

Background: Although Cicero opposed Caesar, he could still be polite to Rome's sole ruler. In 45 B.C., Cicero invited Caesar to be a guest in his home. The ruler arrived with 2,000 men. Cicero described the visit in a letter to a friend.

In this excerpt from the letter, you can sense that Cicero is not comfortable with Caesar.



from *Cicero's Selected Works*

A Letter by Cicero

Translated by Michael Grant

In other words, we were human beings together. Still, he was not the sort of guest to whom you would say "do please come again on your way back." Once is enough! We talked no serious politics, but a good deal about literary matters. In short, he liked it and enjoyed himself. . . . There you have the story of how I entertained him—or had him billeted [camped] on me; I found it a bother, as I have said, but not disagreeable.

DOCUMENT-BASED QUESTION

Why do you think Cicero and Caesar avoided talking about politics?

Caesar's Reforms Caesar governed as an absolute ruler, but he started a number of reforms. He expanded the Senate by including supporters from Italy and other regions. He also enforced laws against crime and created jobs for the poor. Despite these reforms, some Romans feared that Caesar would make himself king. Not only would he rule for a lifetime, but his family members would also rule after him. Roman hatred of kings went back to the days of Etruscan rule.

Assassination and Legacy Concern over Caesar's growing power led to his downfall. As you read in *Starting with a Story*, Caesar was assassinated in 44 B.C. by a group of senators. The leaders of the conspiracy were eventually killed or committed suicide.

Historians still disagree about Caesar's rule, just as Romans did at the time. Some say he was a reformer who worked to help the people. Others say he was a power-hungry tyrant. In either case, Caesar's rule and his death would bring an end to the republic.

REVIEW Why was Caesar killed?

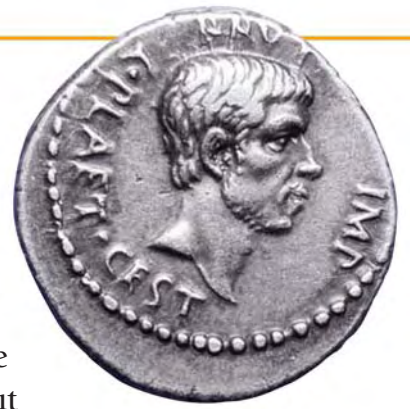
Emperors Rule Rome

3 ESSENTIAL QUESTION What happened to Rome after Caesar's death?

After Caesar's death, several Roman leaders struggled to gain power. One of these men was Caesar's great-nephew and adopted son, Octavian (ahk•TAY•vee•uhn).

This struggle led to civil war, which lasted for years. The war destroyed what was left of the Roman Republic. Eventually, Octavian defeated his enemies. In 27 B.C., he became the unchallenged ruler of Rome. In time, he took the name **Augustus** (aw•GUHS•tuhs), which means "exalted one," or person of great rank and authority.

Augustus Rebuilds Rome Augustus was the first emperor of Rome, but he didn't use that title. He preferred to be called "first citizen." He restored some aspects of the republican government. Senators, consuls, and tribunes once again held office. But Augustus had power over all of them.



▲ Silver Coin This coin was issued after Caesar's assassination. One side of the coin (top) shows a profile of one of the assassins. The other side shows a cap of liberty between two daggers. ▼



Augustus (63 B.C.–A.D. 14)

As a child, Augustus was weak and sickly. He continued to suffer from illnesses throughout his life. Yet he lived a long life and became the powerful ruler of a great empire.

Despite his enormous power, Augustus liked to present himself as an average citizen with simple tastes. He lived in a small house and slept in a bedroom no larger than a cell. He wore plain robes woven by his wife. His favorite foods were those of the common people—bread, cheese, and olives. Augustus also believed in a strict moral code. He sent his own daughter into exile for not living up to this code.

Augustus once said that his highest honor was to be called the father of his country by the Roman people. But after his death, the Romans worshiped Augustus as a god.



Augustus governed well. He brought the provinces under control and strengthened the empire's defenses. He also began a civil service. A civil service is a group of officials employed by the government. The Roman civil service collected taxes, oversaw the postal system, and managed the grain supply.

Augustus also rebuilt and beautified Rome. He built grand temples, theaters, and monuments. He replaced many old brick buildings with structures in marble. Under Augustus, Rome became a magnificent imperial capital.

The Roman Peace The reign of Augustus began a long period of peace and stability in the Roman Empire. This period is called the **Pax Romana**, or "Roman Peace." The Pax Romana lasted for about 200 years. During this time, the empire grew to its greatest size, about 2 million square miles.

Under Augustus, the Roman army became the greatest fighting force in the world. Around 300,000 men served in the army. They guarded the empire's frontiers. They also built roads, bridges, and tunnels that helped tie the empire together. In addition, Augustus created a strong Roman navy that patrolled the Mediterranean Sea.



Trade in the Roman Empire, A.D. 200

ATLANTIC OCEAN



GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

Region What goods came to Rome from Egypt?



A Strong Economy The Pax Romana continued long after Augustus died in A.D. 14. Many other emperors ruled after Augustus. Some were good rulers, while others were not. But the government begun under Augustus was so effective that the empire continued to do well.

Agriculture and Trade Agriculture and trade helped the empire prosper. Farming remained the basis of the Roman economy, but industry also grew. The manufacture of pottery, metal goods, and glass increased. So did the production of wine, olive oil, and other food products.

The empire fostered economic growth through the use of trade routes. Traders sailed across the Mediterranean Sea to Spain, Africa, and western Asia. They also traveled by land to Gaul and other parts of Europe. Through trade, Rome acquired valuable goods not available at home. Traders brought back grain, ivory, silk, spices, gold and silver, and even wild animals. Much of this trade relied on the quality of Roman roads. It also relied on the security provided by the Roman military.

Currency The Roman economy was also united by a common currency, or money. In Augustus' time, a silver coin called a denarius (dih•NAHR•ee•uhs) was used throughout the empire. A common form of money made trade between different parts of the empire much easier. Traders could buy and sell without having to change their money into another currency.

Rome's expanding economy largely benefited those who were already wealthy. As a result, the division between rich and poor became deeper. You will learn about this division in Lesson 4.

REVIEW What were the contributions of the first Roman emperor?

Lesson Summary

- The results of Roman expansion produced social conflict and civil war.
- Julius Caesar gained power and became a dictator but was then assassinated.
- The reign of Augustus began a long period of imperial rule and peace in the Roman Empire.



▲ **Motto** SPQR stands for "the Senate and the people of Rome." This was the motto of the Roman Empire.

Why It Matters Now . . .

Rome faced the problems of how to maintain peace, law, and order. Modern governments face similar problems.

3 Lesson Review

Terms & Names

1. Explain the importance of
- | | | |
|---------------|----------|------------|
| civil war | Cicero | Pax Romana |
| Julius Caesar | Augustus | |

Using Your Notes

Constructing Time Lines Use your completed time line to answer the following question:

2. How long did Julius Caesar serve as dictator for life?



Main Ideas

3. How did expansion threaten the Roman Republic?
4. How did Caesar gain power?
5. How did Roman government change under Augustus?

Critical Thinking

6. **Summarizing** What events and circumstances brought the Roman Republic to an end?
7. **Understanding Cause and Effect** What factors encouraged economic growth during the Pax Romana?

Activity

Making a Map Add Rome to the world map that you have been working on throughout this book. Outline and label the Roman Empire at its height in A.D. 117.



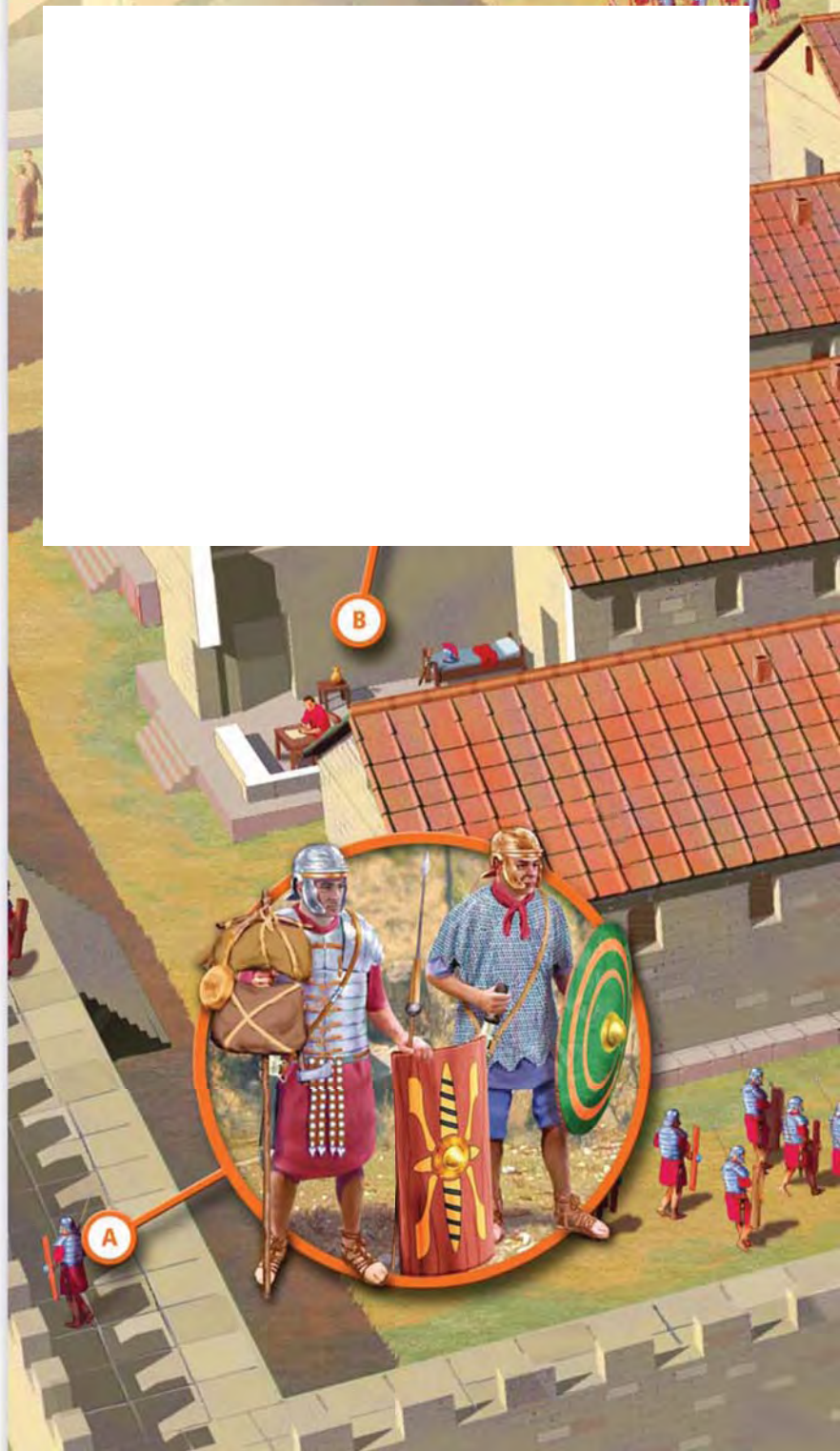
Life in a Roman Fort

Purpose: To learn about the daily life of a soldier in a Roman fort

The Romans built permanent forts on the frontiers of the empire. These forts helped Rome both defend and expand its empire. Some of the forts, like the one shown here, were located in Britain. Officers called centurions commanded the forts and the ordinary soldiers. Many Roman citizens joined the army but had to sign on for 25 years of service. Conquered peoples were also invited to join. They became Roman citizens when their service ended.

Each fort housed officers and about 500 soldiers. When they weren't on patrol, the soldiers spent much of their time in and around their barracks. Eighty men and one centurion lived in each barracks.

- A Uniform and Equipment** A soldier guarding the fort wore a wool tunic, protective chain mail, an iron helmet, and leather sandals. He carried a spear, a sword, and a shield with his unit's emblem.
- B Centurion's Rooms** A commander had several rooms to himself. Like all centurions, he wore a helmet with a crest that helped his soldiers identify him during a battle.
- C Mess Rooms** Eight men shared a pair of mess rooms. This is where they slept, cooked, and ate.
- D Free Time** The soldiers didn't have much free time, but when they did, they sometimes played games. Board games were popular pastimes.
- E Weapons** Soldiers defended the fort by throwing spears or shooting arrows at the enemy. Sometimes they also used this machine, called a ballista. It could throw steel-tipped arrows about 300 to 400 yards.





D



C



E

Activities

- 1. TALK ABOUT IT** What words would you use to describe the life of a Roman soldier?
- 2. WRITE ABOUT IT** Imagine you are a Roman soldier and write a diary entry describing a typical day.

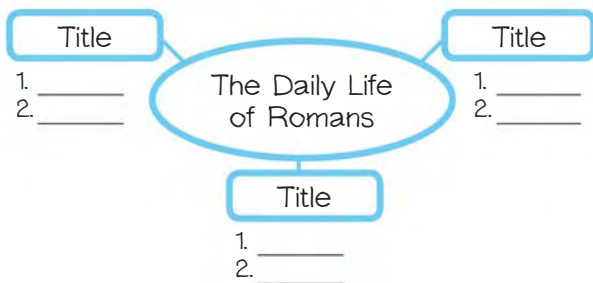
MAIN IDEAS

- 1 Culture** Roles in Roman family life and society were clearly defined.
- 2 Belief Systems** Roman religious beliefs were influenced by other cultures and linked with government.
- 3 Culture** Although they were overcrowded and dirty, Roman cities were also places of interesting innovations and entertainments.

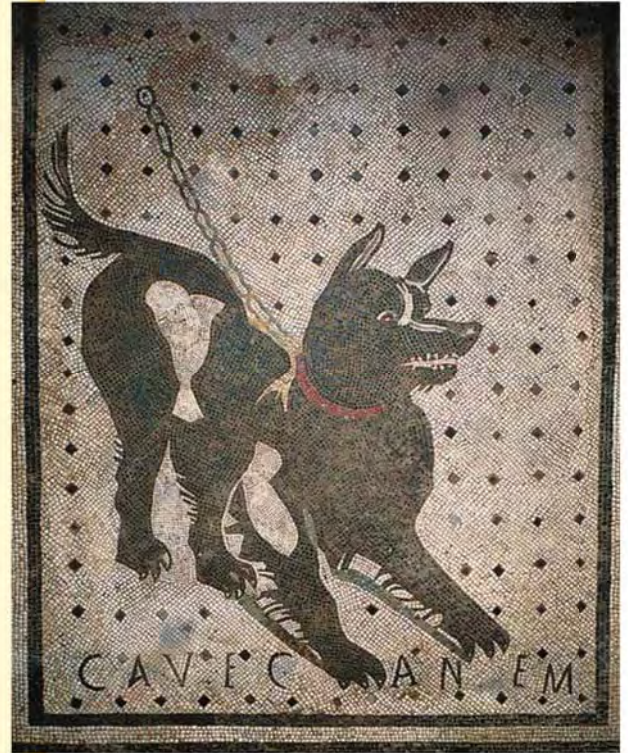
TAKING NOTES

Reading Skill: Summarizing

When you summarize, you supply only main ideas and the most important details. Record the main ideas and important details in each section of Lesson 4 in a diagram like the one below.



 Skillbuilder Handbook, page R3



▲ **Household Mosaic** This mosaic was set in front of a house in Pompeii, an ancient Roman city. The words at the bottom of the mosaic tell visitors to “beware of dog.”

Words to Know

Understanding the following words will help you read this lesson:

cause a motive or reason for acting (page 453)

Roman fathers only punished members of their families when they had good cause.

private school a school that charges students for admission (page 454)

The students' parents did not have enough money to send them to private school.

shrine a place where sacred religious objects are kept (page 454)

Before leaving, she paused at her household shrine and said a prayer.

unrest disturbances or turmoil (page 456)

The city's leaders tried to keep the population contented in order to avoid unrest.

aqueduct

Colosseum

gladiator

The Daily Life of Romans

Build on What You Know Remember that, in the earliest days of Rome, extended families lived and worked on small farms. Family members knew what was expected of them. During the Roman Empire, family roles became more structured—and so did roles in society.

Family and Society

1 ESSENTIAL QUESTION How were the family and society organized?

The head of the Roman family was the father. He owned all the property and had control over other members of the household. The father's power was limited, however, by public opinion and custom. Roman society disapproved of a father punishing his family without good cause.

Women Women in a Roman family enjoyed more freedom than women in Greece. Like women in most parts of the world, Roman women were expected to run the household and take care of the children. But they also could inherit property, and they ran the family business when their husbands were away. Still, Roman women had little power outside the home and could not vote.

Emperor's Villa While most Romans lived in poor conditions, the emperors lived in luxury. A large number of slaves took care of this emperor's villa. ▼



Children Most parents gave their children some education at home. Boys from wealthy families were often sent to private schools, while daughters stayed at home and learned household skills. Girls usually married by age 14, while boys married later.

Social Classes Over time, Roman social classes changed. The old division between patricians and plebeians evolved into upper and lower classes. Patricians and some wealthy plebeians became part of the upper class. A new middle class also developed. Prosperous business leaders and officials belonged to this middle class. Farmers formed one of the lower classes.

Slaves made up the lowest—and largest—class in society. Up to one-third of the population were slaves. Some were prisoners of war. Others became slaves because their parents were slaves. Slaves were found throughout Roman society. They worked in low-level clerical positions. However, slaves also performed all jobs requiring physical labor. They worked in mines, on large estates, and as servants. Many suffered cruel treatment. Slave revolts were common, but none of them succeeded. Thousands of slaves died in these revolts.

REVIEW What were the roles in a typical Roman family?

Roman Beliefs

2 ESSENTIAL QUESTION What religious beliefs did the Romans hold?

Religious beliefs bound Roman society together. From the earliest times, the Romans worshiped hundreds of spirits. They believed that these spirits lived in everything around them, including rivers, woods, and fields. Roman families also believed that household gods protected them. They set up shrines in their homes to honor these spirits.



▲ **Upper-Class Woman**
The young woman in this wall painting wears the clothes and hairstyle of a wealthy Roman citizen. The book and pen she holds are also signs of her class and education.

Religious Influences Later, Roman beliefs were influenced by other cultures. The Etruscans and Greeks particularly affected Roman religion. The Romans adopted the Etruscan idea of gods in human form. They also adopted Etruscan rituals designed to predict the future. The Romans believed these rituals could reveal whether a specific action, such as a battle, would have a good result.

The Romans borrowed many of their gods from the Greeks. For instance, the Roman god Jupiter, father of the gods, had many of the characteristics of the Greek god Zeus. Apollo, the Greek god of music and poetry, became a key Roman god of the same name. The chart below lists some of the gods that Rome borrowed from Greece.

Religion and Public Life As in ancient Egypt, religion and government were linked in Rome. Priests were government officials, and the emperor was the head of the church. Roman gods were also symbols of the state. Romans were expected to honor these gods in public ceremonies.

Over time, even the emperor himself became a god. At first, the Romans only worshiped emperors after death. But eventually they honored living rulers as gods. Loyalty to the emperor became the same as loyalty to the gods.

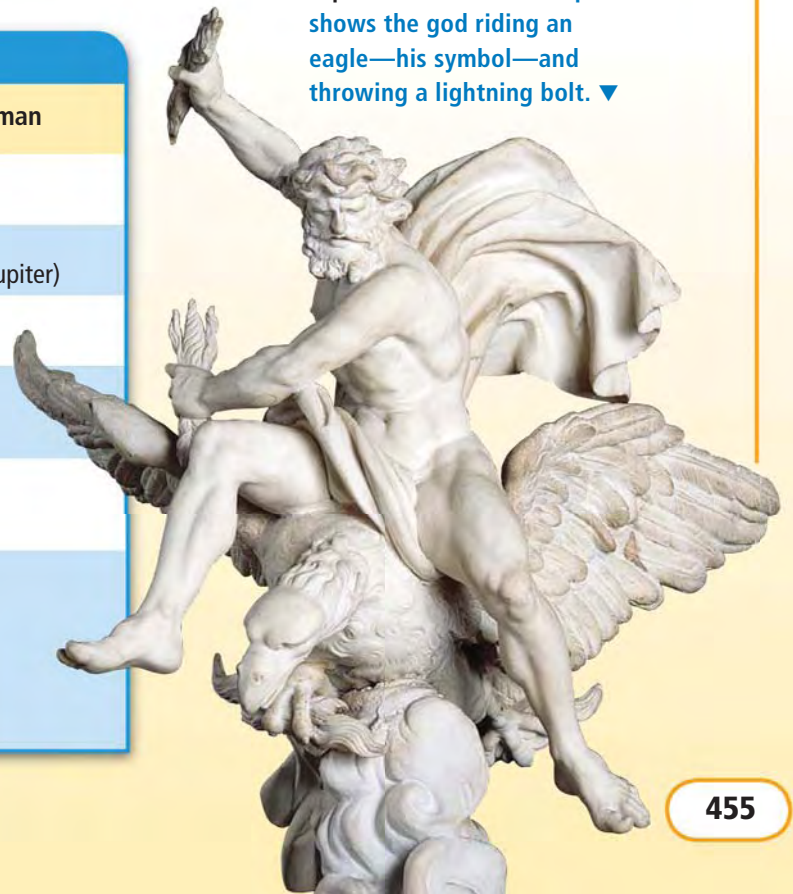
REVIEW What influences helped form Roman religion?

Greek and Roman Gods		
Description	Greek	Roman
Supreme god	Zeus	Jupiter
Supreme goddess	Hera (wife of Zeus)	Juno (wife of Jupiter)
God of the sea	Poseidon	Neptune
God of music and poetry	Apollo	Apollo
Goddess of love and beauty	Aphrodite	Venus
God of war	Ares	Mars

SKILLBUILDER
INTERPRETING VISUALS

Why do you think the Romans were so deeply influenced by Greek religion?

Jupiter This statue of Jupiter shows the god riding an eagle—his symbol—and throwing a lightning bolt. ▼



Life in Roman Cities

3 ESSENTIAL QUESTION What was life like in Roman cities?

At the height of the Roman Empire, the city of Rome had nearly 1 million people. Other Roman cities, such as Alexandria in Egypt, were also large. However, Rome was the center of the empire. People from all over the empire moved to Rome. This mix of people produced a lively blend of ideas and customs.

The Crowded City The number of people also created some problems. Rome's city center was crowded, dirty, and noisy. Much of the city's population was unemployed and poor. These people lived in large, rundown apartment buildings. They had small rooms with no running water or toilets. They often dropped their trash out the windows, sometimes injuring people walking in the streets below. Fire was also a constant danger. These problems were common in other Roman cities as well.

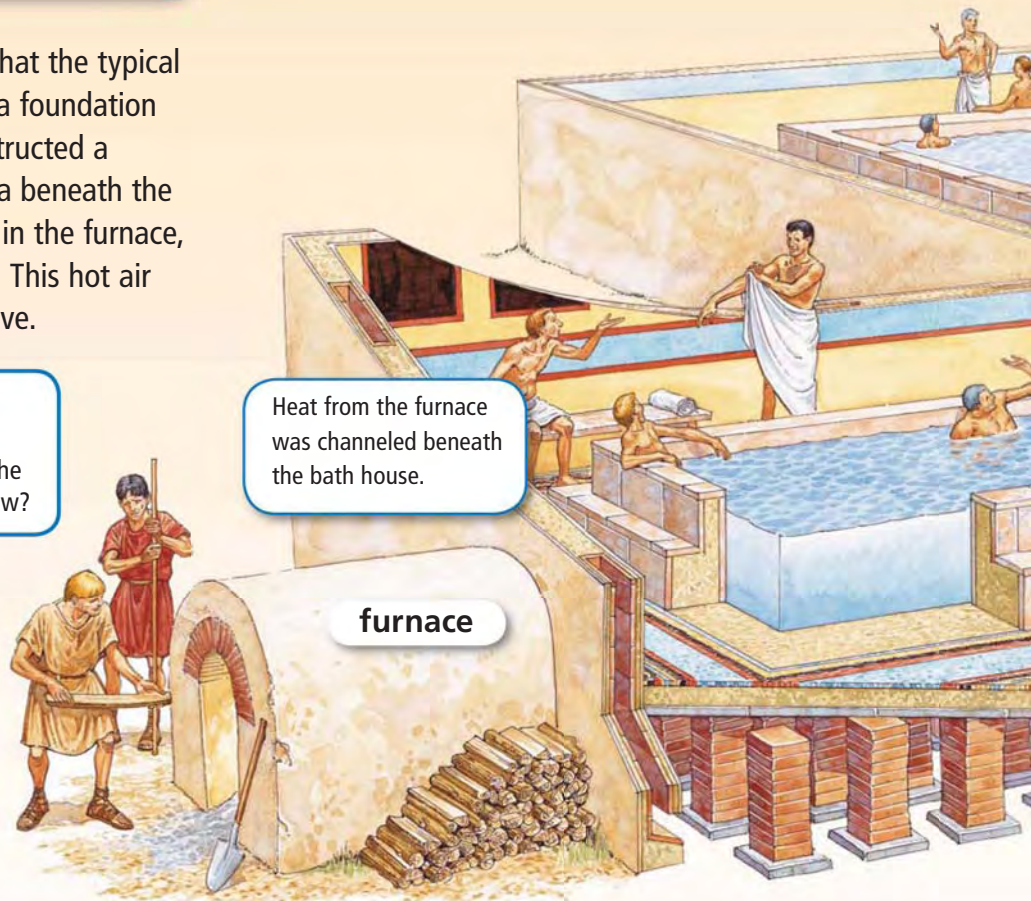
Poor Romans also had little to eat. Typical foods were bread, olives, and fruit. But the government provided free grain to keep people happy and avoid public unrest.

Architecture of the Roman Public Bath

Archaeologists have discovered that the typical Roman public bath was built on a foundation of pillars. Roman architects constructed a furnace that opened into the area beneath the bath. When slaves burned wood in the furnace, hot air flowed around the pillars. This hot air heated the rooms and water above.

SKILLBUILDER INTERPRETING VISUALS

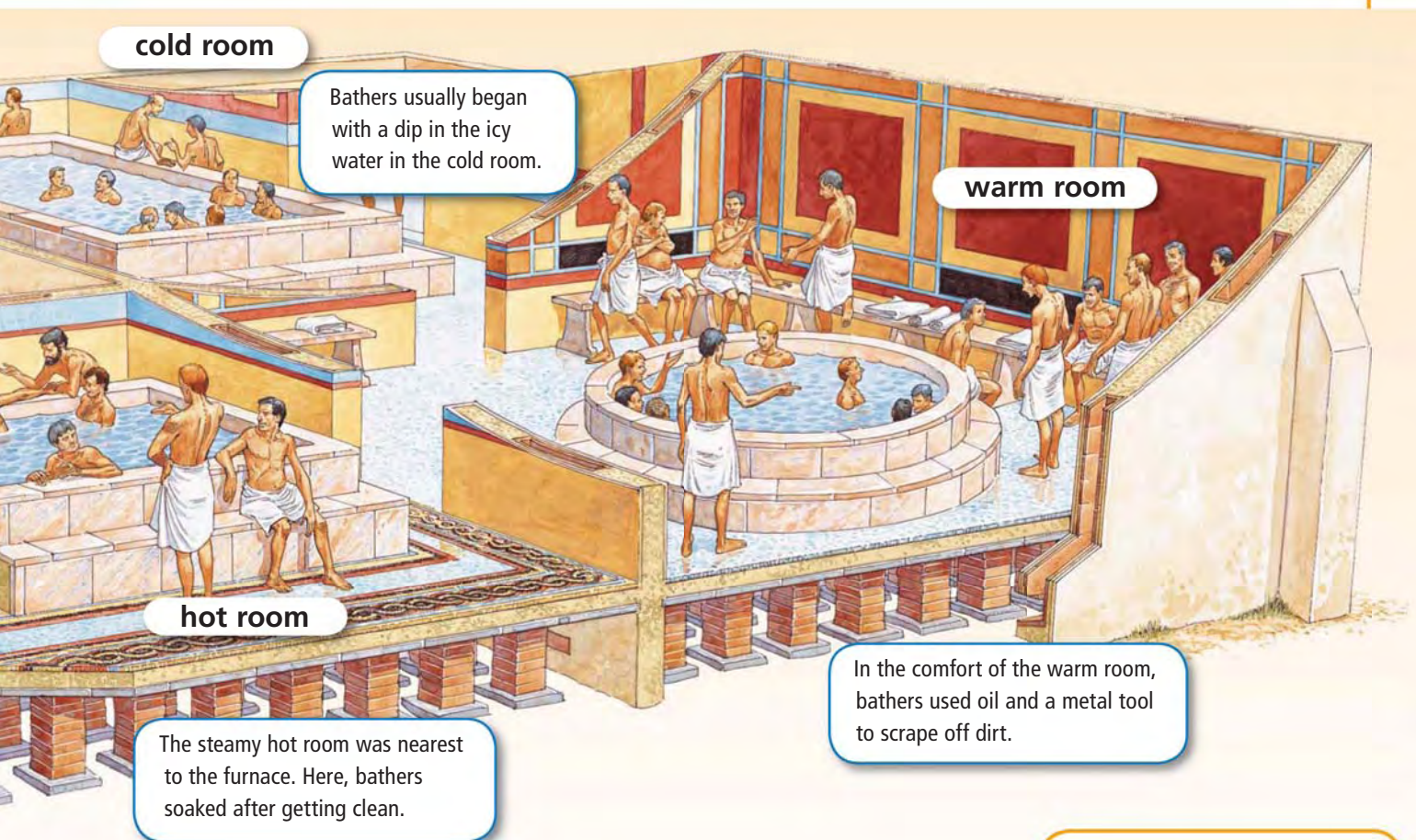
How did Roman architects make sure the temperature in the cold room stayed low?



By contrast, wealthy Romans enjoyed a life of luxury. They lived in large, comfortable homes in the countryside. They spent their time going to the theater and enjoying themselves. They also held fancy dinner parties. These meals featured fine foods like dates, oysters, and ham. They also included unusual dishes like salted jellyfish, roast parrot, and boiled flamingo tongue.

Structures of City Life The Romans came up with a number of practical solutions to some of their urban problems. They built sewer and plumbing systems to improve sanitation. They also built **aqueducts** (AK•wih•DUHKTS) to carry fresh water from springs, streams, and lakes into towns. The water traveled through a system of channels and pipes. Most of these were underground. However, some were supported on high arched bridges. Many of these aqueduct bridges survive and are still used today.

Public baths were another important part of city life. Most towns and even most Roman forts had public bathhouses. Romans of all classes visited the baths to bathe and socialize. You can learn more about the architecture and technology of a typical Roman public bathhouse in the feature below.



Roman Sports To distract Romans from the problems of city life, the government provided entertainment at large public arenas. One of these was the Circus Maximus (MAK•suh•muhs), a large oval stadium used for chariot races. As you learned on pages 424–425, another famous arena was the **Colosseum**. There, Romans could watch **gladiators**, or trained warriors, fight to the death. The spectacles they watched combined bravery and violence, honor and cruelty.

REVIEW How did the Roman government try to solve some of the problems of city life?

Vocabulary Strategy

Colosseum comes from the Latin **root word** *colossus*, meaning “huge statue.” The Colosseum was, in fact, named for a huge statue of an emperor that once stood beside the arena.

Lesson Summary

- Family life and social classes were important in ancient Rome.
- Romans worshiped many gods both privately at home and in public ceremonies.
- Roman city life was challenging, but the government tried to ease some of its problems.

Why It Matters Now . . .

Ancient Rome was a mixture of different cultures and beliefs, just like many modern societies.

4 Lesson Review

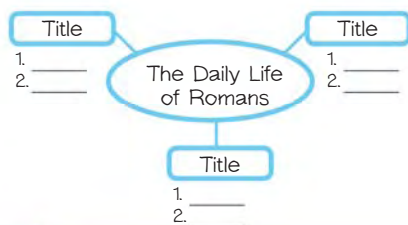
Terms & Names

1. Explain the importance of
aqueduct Colosseum gladiator

Using Your Notes

Summarizing Use your completed diagram to answer the following question:

2. What architectural innovations improved Roman city life?



Main Ideas

3. Who belonged to the main social classes during the time of the Roman Empire?
4. What was the relationship of religion to government in ancient Rome?
5. What was the city of Rome like?

Critical Thinking

6. **Forming and Supporting Opinions** How would worshipping the emperor while he lived affect the Romans' view of their ruler?
7. **Understanding Continuity and Change** How did Rome's urban problems affect the development of cities in later civilizations?

Activity

Internet Activity Use the Internet to find out more about how aqueduct bridges worked. Then draw a diagram that illustrates how these bridges carried water to Roman cities.

INTERNET KEYWORD *Roman aqueduct*

Make a Mosaic

Goal: To create a mosaic, a picture made of small colored tiles, that celebrates the legacy of Roman art

Prepare

- 1 Study the mosaic on page 452.
- 2 Look at Roman mosaics in books on ancient Rome.

Do the Activity

- 1 Draw a sketch of your design on a piece of paper. You might draw a simple geometric design or an animal or a flower.
- 2 Copy the design onto a piece of poster board.
- 3 Paint several pieces of paper in different colors. After the paint dries, cut the paper into small pieces. These will be your mosaic tiles.
- 4 Glue your tiles onto the design on your poster board. Use your pencil sketch as a guide. Let your mosaic dry.

Follow-Up

- 1 Do you think that Roman artists who created mosaics also had to be skilled mathematicians? Explain.
- 2 What modern mosaics have you seen? How do these compare with the one you made?

Extension

Making Inferences What do the mosaics you have seen in this lesson and in books on ancient Rome suggest about how Romans valued beauty?

Materials & Supplies

- paper and pencil
- poster board
- paint and paintbrush
- scissors
- glue or paste



VISUAL SUMMARY

The Rise of Rome

Geography

- Hills and the Tiber River helped protect Rome from enemies.
- Rome's location in Italy made it easier to reach and conquer other lands.



Culture

- Roman family life and society were highly structured.
- Romans built aqueducts and sanitation systems to ease the problems of city life.



Government

- The Roman Republic had a government divided into three parts.
- Roman government influenced modern republics.



Economics

- A vigorous trade developed in the Roman Empire.
- A common currency united the empire.



Belief Systems

- Romans worshiped many gods.
- Roman religion was linked with government.



TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **patrician** and **plebeian**
2. **Senate** and **consul**
3. **Julius Caesar** and **Augustus**
4. **gladiator** and **Colosseum**

MAIN IDEAS

The Geography of Ancient Rome (pages 430–435)

5. Describe the geography of Rome.
6. How did hard work and discipline help Roman civilization grow?

The Roman Republic (pages 436–441)

7. What powers did the executive branch have in the Roman Republic?
8. Why did the gap between patricians and plebeians widen with Rome's expansion?

Rome Becomes an Empire (pages 442–451)

9. What did Julius Caesar accomplish as ruler of the Roman Republic?
10. How did Augustus encourage the expansion of the Roman Empire?

The Daily Life of Romans (pages 452–459)

11. How did life differ for the rich and poor in Roman cities?
12. What structures in Roman cities have influenced modern structures?

CRITICAL THINKING Big Ideas: Economics

13. **EXPLAINING HISTORICAL PATTERNS** How did the advantages gained by some early farmers affect Rome's development?
14. **ANALYZING ECONOMIC AND POLITICAL ISSUES** How did class divisions bring about the end of the Roman Republic?
15. **IDENTIFYING ISSUES AND PROBLEMS** What steps did the empire take to avoid another civil war between rich and poor?

ALTERNATIVE ASSESSMENT

1. WRITING ACTIVITY Imagine that you are a plebeian in the Roman Empire. Write a journal entry about a day in your life. Describe where and how you live. Tell what you see and do on an ordinary day.

2. INTERDISCIPLINARY ACTIVITY—CIVICS Create a poster in which you use photographs and drawings to compare the Roman Republic with the U.S. republic.

3. STARTING WITH A STORY

Review the speech you wrote trying to persuade other senators to let Julius Caesar live. Now that you have read the chapter, decide whether you think Caesar's death was good for Rome. Write a paragraph explaining and supporting your opinion.

Technology Activity

4. RECORDING A NEWS REPORT Work with a group of classmates to prepare a radio news report on the opening of the Colosseum. Use information from the chapter as the basis for your report. Do further research on the Internet, if necessary. Tape the news report and play it for your class.

- Provide background information on the construction and opening of the Colosseum.
- Interview gladiators and ordinary citizens to get their opinions of the arena and its entertainment.
- Discuss what impact you think the Colosseum will have on public entertainment in the future.



Interpreting Visuals Use the sculpture below, which shows Roman soldiers fighting from on top of their fort, to answer the questions.



1. What advantages do the Roman soldiers appear to have in this battle?

- A. They are fighting on the ground.
- B. They are fighting with bows and arrows.
- C. They are fighting more fiercely.
- D. They are fighting from inside their fort.

2. Which sentence best describes the Roman soldiers?

- A. They all look frightened.
- B. They all are on horseback.
- C. They all carry shields and wear helmets.
- D. They are not ready for battle.



Additional Test Practice, pp. S1–S33