

Reading Essentials and Study Guide



Chapter 5, Section 1

For use with textbook pages 149–154

THE RISE OF ROME

KEY TERMS

republic a form of government in which the leader is not a monarch and certain citizens have the right to vote (page 151)

patrician one of Rome's wealthy landowners, who became Rome's ruling class (one of two groups of Roman citizens) (page 152)

plebeian a member of the second and larger group of Roman citizens, who were less wealthy landowners, craftspeople, merchants, and small farmers (page 152)

consul an officer of the Roman Republic who ran the government and led the Roman army into battle (page 152)

praetor an officer of the Roman Republic who was in charge of civil law (page 152)

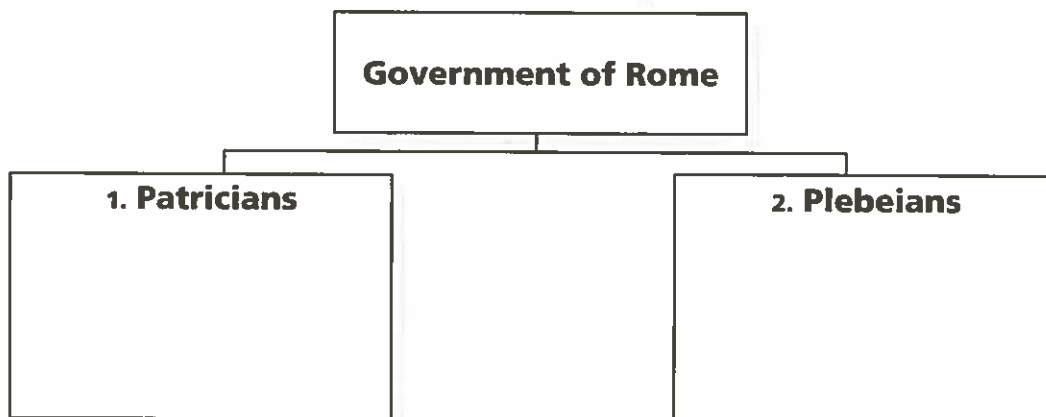
DRAWING FROM EXPERIENCE

What are the three branches of the United States government? What are the two parts of the legislative branch? Who selects the members of the legislative branch?

This section focuses on the development of the Roman Republic, including its government.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Early Rome was divided into two groups of citizens, the patricians and the plebeians. List which offices or governing bodies each group could serve in. Include the following: consuls, praetors, tribunes, Senate, council of the plebs, centuriate assembly.



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Chapter 5, Section 1 (continued)

READ TO LEARN

- **The Land and Peoples of Italy** (page 149)

Italy is a peninsula that is about 750 miles long and about 120 miles wide. It is divided down the middle by a mountain range, the Apennines. These mountains are not as rugged as the mountains of Greece, however. They did not isolate communities from each other like the Greek mountains did. Italy also had more land for farming than Greece, so it could support a large population.

Rome was located on the Tiber River, about 18 miles inland. It had a way to the sea, but it was far enough inland to be safe from pirates. It was built on seven hills, so it could be easily defended. It also had a good central location in Italy. It was located at a place on the Tiber River where the river could be easily crossed. So it became a natural crossing point for people traveling from north to south.

Indo-European peoples moved into Italy during the period from about 1500 to 1000 B.C. Little is known about these peoples. We do know that one group lived in the region of Latium and spoke Latin. They were herders and farmers. About 800 B.C., other people began to move into Italy. The two most important groups were the Greeks and the Etruscans. Many Greeks came to Italy during the age of Greek colonization (750–550 B.C.). They also settled in Sicily, an island south of Italy. The Greeks had a big influence on Rome. The Romans imitated their sculpture, architecture, literature, and alphabet. The Romans also learned how to grow olives and grapes from the Greeks.

The Etruscans also influenced the Romans. The Etruscans lived north of Rome in Etruria. After 650 B.C., they controlled Rome and most of Latium. They changed Rome from a village to a city. The Romans adopted the Etruscans' clothing—the toga and short cloak. The organization of the Roman army was also borrowed from the Etruscans.

3. In what ways did the Greeks and Etruscans influence the Romans?

- **The Roman Republic** (page 150)

In 509 B.C., the Romans overthrew the last Etruscan king and formed a republic. A **republic** is a form of government in which the leader is not a monarch and certain citizens have the right to vote. For the next two hundred years, Rome was almost continually at war. In 338 B.C., Rome crushed the Latin states in Latium. During the next 50 years, the Romans were at war with

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Chapter 5, Section 1 (continued)

people from the Apennines. Rome was again victorious. Soon, the Romans were at war with the Greek cities in southern Italy. By 264 B.C., they had defeated the Greeks. Over the next three years, they also defeated the Etruscan states to the north. They now had control of virtually all of Italy.

To rule Italy, the Romans formed the Roman Confederation. Rome allowed some people, especially the Latins, to become Roman citizens. Most of the other communities were made allies. They were free to run their own affairs, but they had to provide soldiers for the Roman army. The Romans made it clear that loyal allies could become Roman citizens. This gave the conquered peoples a stake in Rome's success.

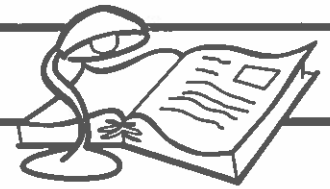
Why was Rome so successful? The Romans believed in duty, courage, and discipline. They were also good diplomats. They gained support by giving other people Roman citizenship and allowing them to run their own affairs. They also excelled in military matters. If they lost an army or a fleet, they did not quit. They built new armies and new fleets. As they conquered new areas, they built fortified towns and connected the towns by roads. This allowed them to move their troops quickly around the country. Finally, the Romans were practical in politics. They did not try to build an ideal government. They designed their government in response to problems, as the problems arose.

4. In what way were the Romans good diplomats?

• The Roman State (page 152)

Early Rome was divided into two groups or orders—the patricians and the plebeians. The **patricians** were wealthy landowners, who became Rome's ruling class. The **plebeians** were less wealthy landowners, craftspeople, merchants, and small farmers. They were also the larger group. Men in both groups were citizens and could vote, but only the patricians could be elected to government offices. Consuls and praetors headed the executive branch of the Roman government. The consuls and praetors were patricians. There were two consuls, who were elected every year. They ran the government and led the Roman army into battle. The praetors were in charge of civil law. At first, there was only one praetor, who only judged cases involving Roman citizens. Later, another praetor was added to judge cases when one or both people were noncitizens. There were also other officials with specific duties, such as supervising the treasury.

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Chapter 5, Section 1 *(continued)*

The legislative branch included the Senate and the centuriate assembly. The Roman Senate was a group of about three hundred patricians who served for life. At first, they were only advisors to the government officials. By the third century B.C., however, their advice had the force of law. The centuriate assembly elected the chief officials, such as the consuls and praetors, and passed laws. It was made up of patricians, and the wealthiest citizens always had a majority.

There were often conflicts between the patricians and the plebeians. The plebeians resented that they were not treated equally. They could not hold government offices, and their children could not marry the children of the patricians. The conflicts between the patricians and the plebeians eventually led to the creation of an assembly for plebeians only. This assembly was called the council of the plebs and was created in 471 B.C. It elected officials, known as the tribunes, to protect the plebeians. In the fourth century B.C., plebeians were permitted to become consuls. Finally, in 287 B.C., the council of the plebs gained the right to pass laws for all Romans. All male citizens were now supposedly equal under the law. In reality, a few wealthy patrician and plebeian families dominated the political offices.

Rome's first code of laws was the Twelve Tables. It was adopted in 450 B.C. From the Twelve Tables, the Romans developed a more sophisticated system of laws. This system only applied to Roman citizens, however. As legal questions arose that involved both Romans and non-Romans, special rules were often needed. These rules formed the basis for a new group of laws, known as the Law of Nations. These laws established standards of justice that applied to all people. A person was considered innocent until proven guilty. People who were accused of crimes were allowed to defend themselves before a judge. The judge was expected to weigh the evidence carefully before making a decision. These principles are the basis of our legal system today.

5. Why did the plebeians resent the patricians?

• **Rome Conquers the Mediterranean** *(page 153)*

Even after they conquered Italy, the Romans continued to be at war. They had a series of wars with the state of Carthage. Carthage was located on the coast of North Africa. It was founded around 800 B.C. by the Phoenicians. It created a huge trading empire in the Mediterranean. Carthaginians settled in Sicily, an island close to Italy. The Romans were afraid of the Carthaginians.

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They sent an army to Sicily in 264 B.C. The Carthaginians saw this as an act of war, because they considered Sicily part of their empire. This war is called the First Punic War. (The Latin word for Phoenician is *punicus*.) The Romans created a navy and defeated the Carthaginian navy off the coast of Sicily. The First Punic War came to an end in 241 B.C. Carthage gave up its rights to Sicily and paid a fine to the Romans. Sicily became the first Roman province.

Carthage added new lands in Spain to make up for the loss of Sicily. The Romans encouraged one of the Spanish leaders to revolt against Carthage. Hannibal, the greatest of the Carthaginian generals, struck back. This began the Second Punic War, which lasted from 218 to 201 B.C. Hannibal decided to invade Italy. He entered Spain, moved east, and crossed the Alps. He had an army of about 46 thousand men, a large number of horses, and 37 battle elephants. In 216 B.C., the Romans fought Hannibal's army at Cannae. The Romans lost an army of almost forty thousand men, but they refused to surrender. Hannibal conquered parts of Italy but was not able to attack the major cities, like Rome. The Romans gradually regained some of Italy and sent troops to Spain. By 206 B.C., they had pushed the Carthaginians out of Spain. Then Rome decided to invade Carthage. This forced the Carthaginians to bring Hannibal back from Italy. At the battle of Zama in 202 B.C., the Romans defeated Hannibal's army.

Fifty years later, the Romans fought their third and final war with Carthage. In 146 B.C., Carthage was destroyed, and the people of Carthage became slaves. Carthage became a Roman province called Africa. Rome also fought the Hellenistic states in the eastern Mediterranean. The Fourth Macedonian War ended in 148 B.C., and Macedonia became a Roman province. Two years later, Greece was placed under the control of the Roman governor of Macedonia. In 129 B.C., Pergamum became Rome's first province in Asia. Rome now controlled all of the Mediterranean.

6. What started the First Punic War?

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Chapter 5, Section 2

For use with textbook pages 156–162

FROM REPUBLIC TO EMPIRE

KEY TERMS

triumvirate a government by three people with equal power (page 157)

dictator an absolute ruler (page 158)

imperator commander in chief of the Roman army, a title given to Augustus by the Senate (page 159)

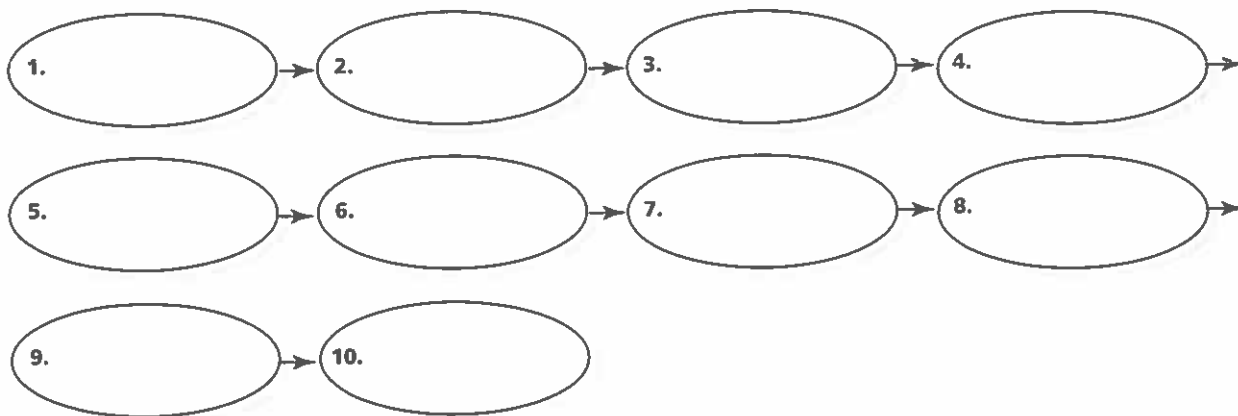
DRAWING FROM EXPERIENCE

Do you think there is any reason that people in the United States should be hungry? Should the government provide free food for anyone who needs it? Why?

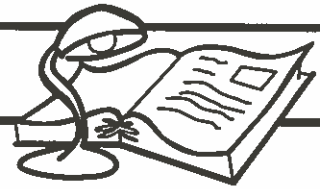
In the last section, you read about the development of ancient Rome. This section focuses on the end of the Roman Republic and the beginning of the Roman Empire. Many of the Roman emperors helped the poor by giving them grain.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. List the following emperors in the order that they ruled Rome: Trajan, Tiberius, Hadrian, Marcus Aurelius, Nerva, Caligula, Antoninus Pius, Claudius, Augustus, Nero. Circle the names of the “five good emperors.”



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Chapter 5, Section 2 (continued)

READ TO LEARN

- **Growing Inequality and Unrest** (page 156)

In the second century B.C., the Senate had become the real governing body in the Roman Republic. The Senate was controlled by a small group of wealthy aristocrats. These aristocrats were only a tiny minority of the Roman people. Most of the Roman people were small farmers. Over time, many of these small farmers lost their lands to the wealthy landowners. They were forced to move to the cities and formed a large class of landless poor. Two brothers, Tiberius and Gaius Gracchus, tried to solve this problem. They urged the council of the plebs to pass laws that would take back land from the large landowners and give it to the landless poor. Many senators were furious, because they were large landowners themselves. A group of senators killed the Gracchus brothers.

11. How did the Gracchus brothers try to help the poor?

- **A New Role for the Army** (page 157)

At the end of the second century B.C., a Roman general named Marius began to recruit his armies from the landless poor. To recruit them, he promised them land. These soldiers swore an oath of loyalty to the general himself. As a result, Marius created a new type of army that was not under government control. Generals were now forced to become involved in politics to get laws passed to provide land for their soldiers. Generals began to have a great deal of power in Rome.

The Senate gave the command of the war in Asia Minor to another general, Lucius Cornelius Sulla. The council of the plebs tried to transfer the command to Marius. A civil war broke out. Sulla won and seized Rome in 82 B.C. He conducted a reign of terror to wipe out all opposition. Then he restored power to the Senate and eliminated most of the power of the other assemblies. Future leaders would follow his example and continue to use armies to seize power.

12. How did Marius and Sulla change the role of the army in ancient Rome?

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• The Collapse of the Republic (page 157)

For the next fifty years (82–31 B.C.), Rome was torn by civil wars. Various men competed for power. Three men—Crassus, Pompey, and Julius Caesar—were victorious. Crassus was the richest man in Rome. Pompey and Caesar were military heroes. In 60 B.C., they formed the First Triumvirate. A **triumvirate** is a government by three people with equal power. Crassus received a command in Spain, Crassus was given a command in Syria, and Caesar received a command in Gaul (what is now France). Crassus was killed in battle in 53 B.C. This left only two leaders. Some of the senators decided that they wanted Pompey to be the only leader. They voted for Caesar to lay down his command. Caesar refused. He kept his army and marched on Rome. This led to a civil war between Caesar’s army and the army of Pompey and his allies. Caesar’s army defeated Pompey’s army, and Caesar took complete control of the Roman government. He was officially made dictator in 45 B.C. A **dictator** is an absolute ruler. Caesar gave land to the poor and increased the number of senators to 900. This weakened the power of the Senate. In 44 B.C., a group of leading senators assassinated him.

After Caesar’s death, there was a struggle for power. Three men—Octavian, Antony, and Lepidus—joined forces and formed the Second Triumvirate. Octavian was Caesar’s grandnephew, Antony had been Caesar’s assistant, and Lepidus had been the commander of Caesar’s cavalry. Within a few years, only two of the men, Octavian and Antony, were in power. They divided the Roman world between them. Octavian took the west, and Antony took the east. Octavian and Antony soon came into conflict. Antony allied himself with the Egyptian queen Cleopatra VII. At the Battle of Actium in Greece in 31 B.C., Octavian’s forces defeated the army and navy of Antony and Cleopatra. Antony and Cleopatra both committed suicide a year later.

13. What leaders formed the First and Second Triumvirates?

• The Age of Augustus (page 159)

Octavian was now the only leader of Rome. The civil wars had ended. So had the republic. In 27 B.C., Octavian proclaimed the “restoration of the Republic,” but he knew that the republic could not be completely restored.

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Chapter 5, Section 2 (continued)

Although he gave some power to the Senate, Octavian became the first Roman emperor. The Senate gave him the title of Augustus, which means “the revered one.” The period from 31 B.C. to A.D. 14 is known as the Age of Augustus.

Augustus was popular, but most of his power came from his control of the army. The Senate gave Augustus the title **imperator**, or commander in chief. Augustus had an army of 28 legions, or about 150,000 men. Only Roman citizens could be legionnaires (members of a legion). Augustus also set up a praetorian guard of 9,000 men, who guarded the emperor. Augustus conquered many new areas, but he was not able to conquer Germany. The defeats in Germany taught Augustus that Rome’s power was not unlimited.

14. What two titles did the Senate give Octavian? What do the titles mean?

• The Early Empire (page 159)

Beginning in A.D. 14, a series of new emperors ruled Rome. This period is called the Early Empire. It ended in A.D. 180. The emperor could select his successor from his own family. The first four emperors after Augustus came from his family. They were Tiberius, Caligula, Claudius, and Nero. These emperors took away more and more of the Senate’s powers. The emperors became more powerful and more corrupt. Nero, for example, had people killed if he wanted them out of the way. He even killed his own mother. The Roman legions finally revolted, and Nero committed suicide.

At the beginning of the second century, there was a series of five emperors who are called the “good emperors.” They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. They created a period of peace and prosperity known as the *Pax Romana* (the “Roman Peace”). This period lasted for almost a hundred years. Officials appointed by the emperor took over the running of the government. The good emperors created new programs to help the poor. They also built aqueducts, bridges, roads, and harbor facilities in Rome and throughout the provinces.

During the Early Empire, Rome expanded into new areas. Trajan extended the empire into Dacia, Mesopotamia, and the Sinai Peninsula. His successors realized that the empire was getting too large to be defended easily. Hadrian withdrew Roman forces from Mesopotamia. He strengthened the fortifications along a line connecting the Rhine and Danube Rivers. He also built a wall about 74 miles long across northern Britain to keep out the Picts and the Scots. This is called Hadrian’s Wall.

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Chapter 5, Section 2 (continued)

In the second century, the Roman Empire was at its height. It was one of the greatest states that the world had ever seen. It covered about three and a half million square miles and had a population of over fifty million. In A.D. 212, the emperor Caracalla gave Roman citizenship to every free person in the empire. Latin was the language of the western part of the empire. Greek was used in the east. Roman culture spread to all parts of the empire and was mixed with Greek culture. The result has been called Greco-Roman civilization.

Trade flourished during the Early Empire. Silk was imported from China. Large quantities of grain were imported from Egypt. Farming was still the main occupation of most people. Large estates, called *latifundia*, dominated farming in southern and central Italy. A huge gap separated the rich and poor. The upper classes lived in luxury. Small farmers often became dependent on the wealthy aristocrats. In the cities, poor citizens worked in shops and markets. Thousands of people depended on the emperor's handouts of grain to survive.

15. What was the *Pax Romana*?

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Chapter 5, Section 3

For use with textbook pages 163–168

CULTURE AND SOCIETY IN THE ROMAN WORLD

KEY TERMS

paterfamilias the dominant male in a Roman family (page 165)

insulae apartment blocks in Rome where the poor lived (page 167)

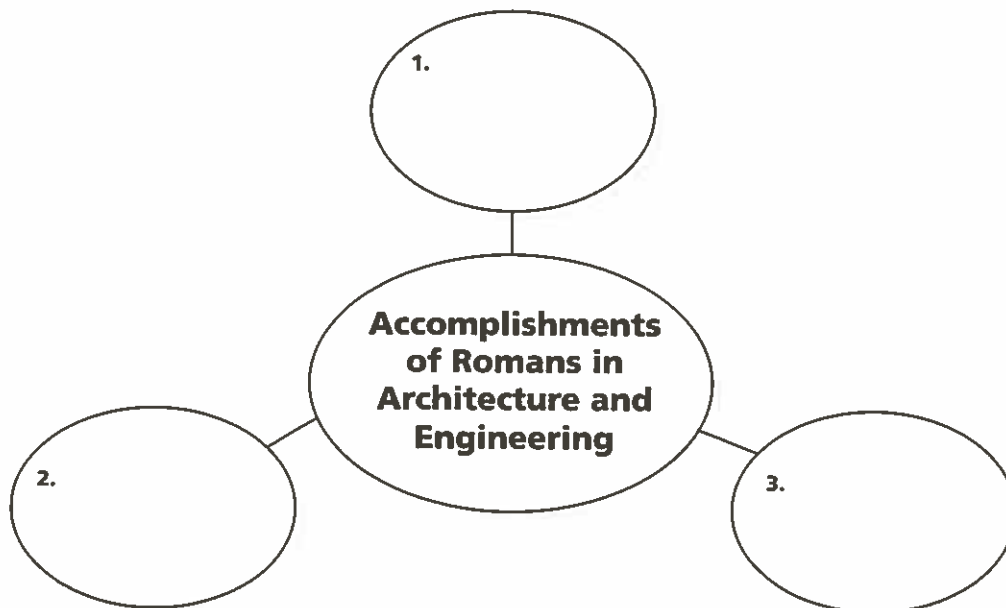
DRAWING FROM EXPERIENCE

What kinds of recreational facilities are available to the public in or near your community? What type of facility is your favorite? Why?

In the last section, you learned about the beginnings of the Roman Empire. In this section, you will learn about the cultural accomplishments of ancient Rome. You will also learn about daily life during this time, including the kinds of recreation and entertainment that were available to the people.

ORGANIZING YOUR THOUGHTS

Use the web organizer below to help you take notes. The Romans had major accomplishments in architecture and engineering. List three of those accomplishments.



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Chapter 5, Section 3 (continued)

READ TO LEARN

• Roman Art and Architecture (page 163)

During the third and second centuries B.C., Greek art influenced the Romans. They put Greek statues in their homes and in public buildings. Roman sculptors imitated the Greeks, but they also made some changes. They produced realistic statues that even showed unpleasant physical details, something the Greeks would never do.

The Romans excelled in architecture and engineering. They used Greek styles, such as colonnades and rectangular buildings. However, they also used forms based on curved lines, such as arches, vaults, and domes. They were also the first people to use concrete on a large scale. By using concrete and the new forms, they were able to make huge buildings undreamed of by the Greeks. They also built roads, bridges, and aqueducts. They built almost a dozen aqueducts in Rome alone. The aqueducts kept the Romans supplied with water. They built over 50,000 miles of roads to connect the different parts of the empire.

4. How was Roman sculpture different from Greek sculpture?

• Roman Literature (page 164)

The Age of Augustus has been called the golden age of Latin literature. The greatest poet of the Augustan Age was Virgil. He wrote his greatest work, the *Aeneid*, in honor of Rome. Another important Augustan poet was Horace. In his *Satires*, he made fun of human weaknesses. The most famous prose writer of the golden age was Livy. He was an historian whose masterpiece was the *History of Rome*. He was good storyteller, but his stories were not always accurate. Even so, his work became the standard history of Rome for a long time.

5. What was the golden age of Latin literature?

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Chapter 5, Section 3 (continued)

• The Roman Family (page 165)

The family was the basic unit in Roman society. The head of the Roman family was the **paterfamilias**, the dominant male. Each household also included the wife, sons with their wives, unmarried daughters, and slaves. Unlike the Greeks, Romans raised their children at home. All upper-class children were expected to learn to read. This included the girls. Fathers were in charge of the children's education. Greek slaves were often used as teachers, because upper-class Romans had to learn Greek as well as Latin. Roman boys learned reading and writing, moral principles, law, and physical training to prepare them to be soldiers. Girls were taught by private tutors or were sent to primary schools. They did not attend secondary schools. They were usually married at that age. The minimum age for girls to marry was 12, but 14 was a more common age. For men, the minimum age was 14, but most men married later. Fathers arranged the marriages of their daughters. Marriages were meant to be for life, but divorce was introduced in the third century B.C.

By the second century A.D., changes were occurring in the Roman family. The paterfamilias no longer had absolute authority over his children and wife. Women were no longer required to have guardians. They had the right to own, inherit, and sell property. Women were not segregated from men in the home. They were viewed as enjoyable company and were at the center of household social life. Outside their homes, women could attend races, the theater, and events in the amphitheater. Women could not participate in politics, but many important women influenced politics through their husbands.

6. How did the role of Roman women change in the second century A.D.?

• Slavery (page 166)

The Romans had many slaves, especially after their victories in the Mediterranean. Many foreign people were captured in war and brought to Italy as slaves. Greek slaves were used as tutors, musicians, doctors, and artists. Slaves of all nationalities were used as household workers, such as cooks and gardeners. Slaves were also used to build roads and public buildings. They also farmed the estates of the wealthy. Conditions for the slaves were often pitiful. Some slaves revolted against their owners and even murdered them. In 73 B.C. the gladiator Spartacus led the most famous slave

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Chapter 5, Section 3 (continued)

revolt. This revolt involved seventy thousand slaves. Spartacus defeated several Roman armies before he was captured and killed in 71 B.C. Six thousand followers of Spartacus were crucified (put to death by nailing to a cross).

7. What kinds of work did slaves do in ancient Rome?

• Daily Life in the City of Rome (page 167)

Rome was the capital city of the Roman Empire. It had the largest population of any city in the empire—close to one million by the time of Augustus. The city was overcrowded and noisy. Augustus organized a police force in Rome, but people were still assaulted or robbed. A huge gap separated the rich and the poor. The rich had comfortable villas. The poor lived in apartment blocks called *insulae*. These apartment buildings were poorly built and often collapsed. Fire was also a constant problem in the *insulae*. High rents forced entire families to live in one room. There was no plumbing or central heating. The homes were so uncomfortable that many poor Romans spent most of their time outdoors in the streets. Beginning with Augustus, emperors provided food for the city poor. About two thousand people received free grain. Even with the free grain, they barely survived.

Certain parts of Rome were magnificent, however. There were beautiful temples, baths, theaters, government buildings, and amphitheaters. Entertainment was provided on a grand scale. During the religious festivals, there were three major types of entertainment. Chariot races were held at the Circus Maximus. Dramatic performances were held in theaters. The most famous form of entertainment, however, was the gladiatorial shows.

8. What was life like for the poor of Rome?

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Chapter 5, Section 4

For use with textbook pages 169–174

THE DEVELOPMENT OF CHRISTIANITY

KEY TERMS

procurator a Roman official who directed the affairs of a province (page 170)

New Testament the second part of the Christian Bible (page 172)

clergy church leaders (page 173)

laity regular church members (page 173)

DRAWING FROM EXPERIENCE

What does the Golden Rule “Do to others what you would have them do to you” mean? Do you think most people follow this rule? Why or why not?

In the last section, you learned about culture and society in ancient Rome. This section focuses on the beginnings of Christianity.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Christianity developed from a persecuted religion to the state religion of Rome. Indicate how Christians were treated under each of the following Roman emperors.

Emperor	Treatment of Christians
Nero	1.
Diocletian	2.
Constantine	3.
Theodosius the Great	4.

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Chapter 5, Section 4 (continued)

READ TO LEARN

• **Background: Roman Religion** (page 169)

The official state religion of Rome focused on the worship of several gods and goddesses, including Jupiter, Juno, Minerva, and Mars. During the late Roman Republic, the state religion had declined. Augustus brought back traditional festivals and ceremonies to revive the state religion. The Romans believed that proper rituals by state priests brought peace and prosperity. They believed that their success in creating an empire meant that they had earned the favor of the gods. The Romans were also tolerant of other religions. They allowed the people they conquered to worship their own gods and goddesses. They even adopted many of the gods of the people they conquered. Starting with Augustus, the emperors were officially made gods by the Roman Senate. Religions from the east also began to have an impact on the Roman world.

5. What was the focus of the state religion of Rome?

• **The Jewish Background** (page 170)

By A.D. 6, the old Jewish kingdom of Judah was a Roman province. It was called Judaea and was placed under the direction of a Roman official called a *procurator*. The Jewish people were divided into different political groups. The Sadducees wanted to cooperate with the Romans. The Pharisees thought that closely following religious law would protect Jews from Roman influences. The Essenes were waiting for a Messiah (anointed one) who would save Israel from oppression and bring the kingdom of God to Earth. The Zealots wanted to overthrow the Roman rule. A Jewish revolt began in A.D. 66, but the Romans crushed it four years later. The Jewish temple in Jerusalem was destroyed.

6. What were four of the political groups in Judaea, and what were their goals?

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Chapter 5, Section 4 (continued)

• The Rise of Christianity (page 170)

During this time of conflict in Judaea, Jesus of Nazareth began his public preaching. He taught that God's primary command was to love God and one another. He said, "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. This is the first commandment. The second is this: Love your neighbor as yourself." He taught that strict following of the Jewish law was not what was important. He said, "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." The teachings of Jesus about humility, charity, and love toward others would form the basis of the value system of medieval Western civilization.

The Judaeen authorities thought Jesus was a revolutionary who might lead the Jews into another revolt against Rome. Jesus was turned over to the Roman authorities. The procurator Pontius Pilate had him crucified. This did not stop his followers. They believed that he had overcome death and come back to life. They believed that he was the Messiah, the long expected Savior of Israel.

Christianity began as a movement within Judaism. Two prominent disciples (followers) of Jesus were Peter and Paul. Peter was a Jewish fisherman and was known as the leader of the disciples. Paul was a highly educated Jewish Roman citizen. Paul took the message of Jesus to Gentiles (non-Jews) as well as to Jews. He believed that Jesus was the Savior, the Son of God, who had come to Earth to save all humans. He taught that Jesus' death made up for the sins of all humans. By accepting Jesus as Christ and Savior, people could be saved from the penalty of sin. (Christ comes from the Greek word *Christos*, which means "Messiah.") Paul founded Christian communities throughout Asia Minor and along the shores of the Aegean Sea.

When people heard that Jesus had come back to life, Christianity spread quickly. The teachings of early Christianity were passed on orally. Written materials also appeared. Paul and other followers of Jesus had written letters, or epistles, outlining Christian beliefs for the communities they founded. These writings became the **New Testament**, the second part of the Christian Bible.

By 100, Christian churches had been established in most of the major cities of the eastern empire. Churches had also been founded in some places in the western part of the empire. At first, the Romans paid little attention to the Christians. They saw the Christians as just another sect of Judaism. As time passed, however, they came to view Christians as harmful. Christians refused to worship the state gods and the emperors because they believed that there was only one God. The Romans saw this as an act of treason, punishable by

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Chapter 5, Section 4 (continued)

death. The Roman government began persecuting Christians during the reign of Nero. (Persecution is harassment that causes suffering.) Many Christians were put to death, often in cruel ways.

7. Why did the Roman government persecute the Christians?

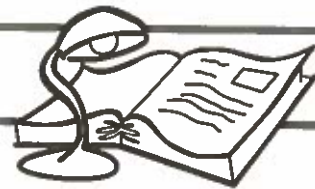
• The Triumph of Christianity (page 172)

The persecution of Christians did nothing to stop the growth of Christianity. In fact, it did the opposite. It strengthened Christianity by forcing it to become more organized. Church leaders, called bishops, began to assume more control over Christian communities. A new structure was created in which the **clergy** (the church leaders) had distinct functions separate from the **laity** (the regular church members). Fear of persecution also meant that only the most committed individuals would choose to become Christians.

The persecution of the Christians began to decline in the second century. In the third century, some emperors began new persecutions, but they failed. The last great persecution was by Diocletian at the beginning of the fourth century. Even he had to admit that Christianity was too strong to be blotted out by force. In the fourth century, Christianity prospered when Constantine became the first Christian emperor. In 313, he issued the Edict of Milan, which proclaimed official tolerance of Christianity. Later, under Theodosius the Great, the Romans adopted Christianity as their official religion.

8. How did persecution strengthen Christianity?

Reading Essentials and Study Guide



Chapter 5, Section 5

For use with textbook pages 175–178

DECLINE AND FALL

KEY TERMS

plague an epidemic disease (page 176)

inflation a rapid increase in prices (page 177)

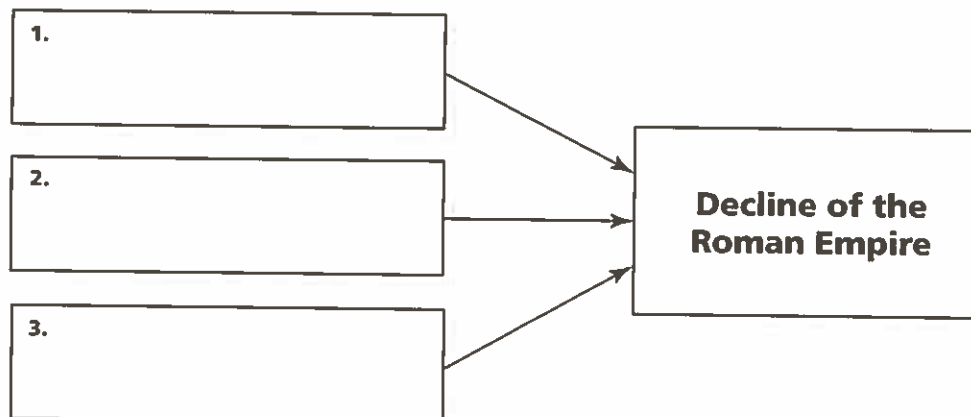
DRAWING FROM EXPERIENCE

What economic problems has the United States faced during your lifetime? Have there been any recessions? Have there been any periods of inflation?

In the last section, you learned about the development of Christianity during the Roman Empire. In this section, you will learn about the decline and fall of the Roman Empire. Economic problems contributed to this decline.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. List three factors that led to the decline of the Roman Empire.



Reading Essentials and Study Guide



Chapter 5, Section 5 (continued)

READ TO LEARN

• The Decline (page 175)

Marcus Aurelius, the last of the five good emperors, died in A.D. 180. A series of civil wars followed. Septimius Severus and his sons (the Severan rulers) formed a military government and restored order. After the Severan rulers, there was a period of disorder. From 235 to 284, there were 22 emperors. Many of them died violently. At the same time, the empire was being invaded. The Sassanid Persians invaded Roman territory in the east. Germanic tribes invaded the Balkans, Gaul, and Spain.

The invasions, civil wars, and plagues came close to causing an economic collapse of the Roman Empire in the third century. There was a decline in trade and industry. **Plagues** (epidemic diseases) created a labor shortage that affected both the military and the economy. By the mid-third century, Rome had to hire Germans to fight in the Roman army. Farm production declined, because invaders and the army destroyed fields.

Two emperors, Diocletian and Constantine, made reforms that temporarily restored the Roman Empire. The empire was changed into a new state, the Late Roman Empire. The new state had a new governmental structure, a rigid economic system, and a new state religion, Christianity. Diocletian ruled from 284 to 305. He believed that the empire was too large for a single ruler. So he divided it into four parts, each with its own ruler. Because of his military power, Diocletian still had the ultimate authority. Constantine ruled from 306 to 337. He continued and even expanded Diocletian's policies.

Both rulers increased the bureaucracy of the Roman Empire. A hierarchy of officials had control at various levels of government. The army was increased to five hundred thousand men, including German troops. More money was needed to pay for the army and the bureaucracy. The population was not growing, so the tax base could not be increased. Diocletian and Constantine created new economic policies to deal with these problems. To fight inflation, Diocletian set wage and price controls for the entire empire. (**Inflation** is a rapid increase in prices.) These controls failed to work. To ensure the tax base and keep the empire going, the emperors also forced people to remain in their jobs. Certain jobs, such as bakers and shippers, became hereditary. Many farmers lost their lands and became dependent on large landowners.

Constantine's biggest project was the construction of a new capital city in the east. It was built on the site of the Greek city of Byzantium. The city was eventually named Constantinople. It had an excellent strategic location. Constantine built a forum, large palaces, and a huge amphitheater in the new city. Constantinople would become the center of the Eastern Roman Empire and one of the great cities of the world.

Reading Essentials and Study Guide



Chapter 5, Section 5 (continued)

4. What were some of the economic problems in the Roman Empire in the third century?

• **The Fall** (page 177)

The restored empire of Diocletian and Constantine survived for more than a century. After Constantine, the empire was divided into western and eastern parts. The capital of the Western Roman Empire was Rome. The capital of the Eastern Roman Empire was Constantinople. The Western Roman Empire had problems with invaders. The Visigoths, a Germanic people, crossed the Danube and settled in Roman territory. In 410, they sacked Rome. Another group, the Vandals, crossed into Italy from Northern Africa. In 455, they too sacked Rome. In 476, the Germanic head of the army overthrew the western emperor, Romulus Augustulus. This is usually considered the date of the fall of the Western Roman Empire. A series of German kingdoms replaced the Western Roman Empire. The Eastern Roman Empire continued to thrive, however. It was also called the Byzantine Empire.

5. What event is normally used to mark the fall of the Western Roman Empire?

Reading Essentials and Study Guide



Chapter 6, Section 1

For use with textbook pages 191–194

THE RISE OF ISLAM

KEY TERMS

- sheikh** the ruler of an Arab tribe (page 191)
- Quran** the holy scriptures of Islam (page 193)
- Islam** (“peace through submission to the will of Allah”) the religion founded by Muhammad (page 193)
- Hijrah** the journey of Muhammad and his followers to Madinah (page 193)
- hajj** a pilgrimage to Makkah, one of the Five Pillars of Islam (page 193)
- shari’ah** a set of laws followed by Muslims (page 194)

DRAWING FROM EXPERIENCE

Does your community have many churches? What religions do these churches represent? How do you think people decide what religion to follow?

This section focuses on the development and beliefs of Islam.

ORGANIZING YOUR THOUGHTS

Use the time line below to help you take notes. Identify five important events in the development of Islam.

