

# WORLD HISTORY

## Chapter 5 Resources

### Rome and the Rise of Christianity, 600 B.C.–A.D. 500

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**Vocabulary Activity 5****Rome and the Rise of Christianity, 600 B.C.–A.D. 500****DIRECTIONS:** Write the term that best completes each sentence.

1. Latin nobles declared Rome a \_\_\_\_\_ (republic/tribune) after driving Etruscan rulers out of the city in 509 B.C.
2. Most of Rome's inhabitants were \_\_\_\_\_ (patricians/plebeians) who could not hold office.
3. Elected officials called \_\_\_\_\_ (dictators/consuls) ran the day-to-day affairs of the city.
4. The \_\_\_\_\_ (patricians/dictators) agreed to share power with the plebeians after the plebeians threatened to leave the city.
5. A representative chosen by the plebeians was called a \_\_\_\_\_ (triumvirate/tribune).
6. In times of crisis, the Romans chose a \_\_\_\_\_ (patrician/dictator) to lead the city.
7. Augustus, the powerful leader of the Roman army, was given the title of \_\_\_\_\_ (imperator/praetor), or commander in chief.
8. Pompey, Crassus, and Caesar formed a \_\_\_\_\_ (triumvirate/tribune).
9. Stone \_\_\_\_\_ (indemnities/aqueducts) carried water into Rome from as far away as 57 miles (about 92 kilometers).
10. At first, Christianity was viewed as a \_\_\_\_\_ (Messiah/sect) of Judaism.
11. Jesus' \_\_\_\_\_ (bishops/disciples) thought he was the \_\_\_\_\_ (martyr/Messiah).
12. A \_\_\_\_\_ (procurator/patriarch) is employed by the Roman emperor to manage or govern minor provinces.
13. Church affairs were managed by \_\_\_\_\_ (bishops/disciples) who also interpreted Christian beliefs.
14. Diocletian issued a price edict that set wage and price controls to help fight \_\_\_\_\_ (indemnity/inflation).
15. The man who is head of the family is known as the \_\_\_\_\_ (gladiator/paterfamilias).
16. The \_\_\_\_\_ (clergy/laity) were leaders given specific functions in the church.



## Skills Reinforcement Activity 5

### Making Decisions

Many of the events you have studied in history occurred as a result of the decisions of groups or individuals. In many instances, people made decisions after considering alternatives, and then evaluating the conse-

quences of those alternatives. In your own experience, taking time to identify alternatives and then considering the consequences allows you to make informed decisions.

**DIRECTIONS:** Identify the alternatives and describe their consequences for each of the following events that occurred during the time of ancient Rome. Use another sheet of paper if necessary.

1. Etruscans expanded into north-central Italy and came to control Rome.  
\_\_\_\_\_
2. Augustus attempted to conquer Germany.  
\_\_\_\_\_
3. Emperors created a period known as the *Pax Romana*.  
\_\_\_\_\_
4. The Romans used concrete for building.  
\_\_\_\_\_
5. The Romans built aqueducts throughout Europe.  
\_\_\_\_\_
6. Christians believed that their religion was the only true faith and refused to honor the Roman emperor as a god.  
\_\_\_\_\_
7. The reforms of Diocletian and Constantine led to the expansion of the army and civil service.  
\_\_\_\_\_
8. The Roman empire was divided into western and eastern parts.  
\_\_\_\_\_

**Critical Thinking Skills Activity 5****Distinguishing Fact From Opinion**

A fact is a statement that can be proved. An opinion is a personal belief. Someone's opinion might be that Roman children were unusually smart. However, it is a fact that the children of wealthy Romans received private lessons at home. To distinguish between fact and opinion, look for state-

ments that you can check for accuracy. Facts can be verified, or matched to those in other sources. Opinions reflect the ideas of the writer. They cannot be verified or proved. A writer can support an opinion with facts, however.

**DIRECTIONS:** Read the excerpt by historian Michael H. Hart that follows. In front of each sentence, write an "F" if the statement is a fact, and an "O" if the statement is an opinion.

(1) \_\_\_\_\_ "Augustus stands out as perhaps the best example in history of a capable, benevolent despot. (2) \_\_\_\_\_ He was a true statesman, whose conciliatory policies did much to heal the deep divisions resulting from the Roman civil wars.

(3) \_\_\_\_\_ Augustus ruled Rome for over forty years, and his policies influenced the Empire for many years to come. (4) \_\_\_\_\_ Under him, Roman armies completed the conquest of Spain, Switzerland, Galatia (in Asia Minor), and a large portion of the Balkans. (5) \_\_\_\_\_ By the end of his rule, the northern boundary of the Empire was not much different from the Rhine-Danube line which was to be the northern border for most of the next few centuries.

(6) \_\_\_\_\_ Augustus was an extraordinarily able administrator and played a major role in building up a capable civil service. (7) \_\_\_\_\_ He revised the tax structure and financial system of the Roman state; he reorganized the Roman army; and he established a permanent navy. . . .

(8) \_\_\_\_\_ It is interesting to compare Augustus with his granduncle, Julius Caesar. (9) \_\_\_\_\_ Despite Augustus's good looks, intelligence, strength of character, and military successes, he lacked his predecessor's charisma.

(10) \_\_\_\_\_ Julius excited the imagination of his contemporaries far more than Augustus did, and he has remained more famous ever since. (11) \_\_\_\_\_ In their actual influence upon history, however, Augustus was by far the more important of the two."

# ★ HISTORY AND GEOGRAPHY ACTIVITY 5



## Roman Roads

People in the modern city of Rome still drive over portions of the Appian Way. Started in 312 B.C. by Appius Claudius Caecus, the Appian Way was one of the first Roman military highways. How did the Roman Empire use its roads?

Ever since draft animals first pulled wheeled vehicles, people have built roads. The best road builders of the ancient world were the Romans. Road building was a key factor in Roman military conquest, enabling generals to move their legions quickly from one flash point to another in a vast empire. Roman soldiers could cover 30 miles (48 km) a day if roads were firm and dry. Eventually a network of more than 50,000 miles (80,000 km) of roads, regularly marked with milestones, laced together the Roman Empire.

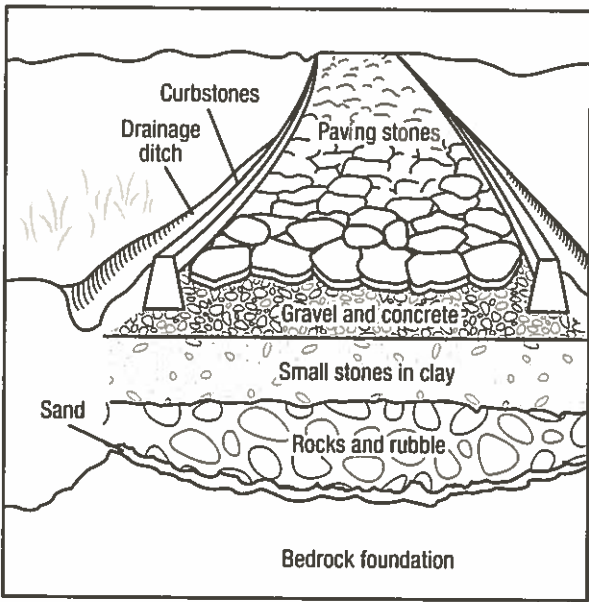
Designed to handle military carts hauling cargo weighing as much as 1,000 Roman pounds (330 kg), Roman roads have lasted for centuries. While earlier roads often meandered along animal trails and contours of the terrain, Roman roads cut a remarkably straight line no matter what obstacles lay in their path—swamps, mountains, and even ravines.

Construction began with engineers laying out two trenches 40 feet (12 m) apart, enabling them to analyze the composition of the subsoil. Then under the watchful eyes of supervisors, teams of soldiers dug down several feet to prepare the roadbed. On top of the flattened layer of sand came three additional layers that cushioned the top layer of paving stones.

A convex road surface—sloped from the center down toward the sides—drained water off the road into ditches. In almost any weather, legions of troops, merchants with carts, and postal carriages could

**The Appian Way**

*[Appius Claudius Caecus] caused all the paving stones to be polished and cut so as to form angles and had them jointed together without any kind of cement. They adhered so strongly that to look at them they do not seem to be jointed at all but to form one whole mosaic of stone.*



*The Romans adapted their road-building technology to the terrain and also to available building materials. The road shown above would have been constructed on solid dry ground. In an unstable, marshy area, the Romans would have laid a road on timber foundations pinned to the ground by stakes.*

**HISTORY AND GEOGRAPHY ACTIVITY 5** (continued)

continue their journeys. Most private individuals rode two-wheeled chariots behind a team of two to four horses. The fastest four-wheeled freight wagons were drawn by eight horses in summer and ten during the winter. They sped past most traffic, covering up to 75 miles (120 km) per day.

People in different places and at different times have developed a variety of ways to move over distances—by land and by sea and, most recently, by air. These methods of travel have been used to carry people, their natural resources, their manufactured

goods, and even their ideas. Over the years, the movement of people develops a regular pattern, in some places following the same major historical trade routes for many centuries. In other places people may carve out new routes of travel. To develop economically and politically, people must create an effective transportation network to link all parts of their territory. In addition, they can improve their means of transportation with technological innovations in, for example, the areas of navigation, shipbuilding, road building, and laying railroad tracks.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided.

1. What sorts of things do people need to be able to move?

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2. Why did a system of roads help the Romans develop economically and politically?

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**Critical Thinking**

3. **Analyzing Information** Rome's roads facilitated administering a vast empire. What is the meaning of the expression "all roads lead to Rome"?

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4. **Making Comparisons** The "highways" of the ancient Greeks were actually sea-lanes and navigational channels throughout the Mediterranean Sea. Compare the advantages of movement by water for the Greeks with movement by land for the Romans.

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**Activity**

5. Modern roads are designed by highly trained civil engineers. Write an essay explaining the ways modern roads are similar to ancient Roman roads and ways they are different. What problems might a civil engineer face in designing roads today?



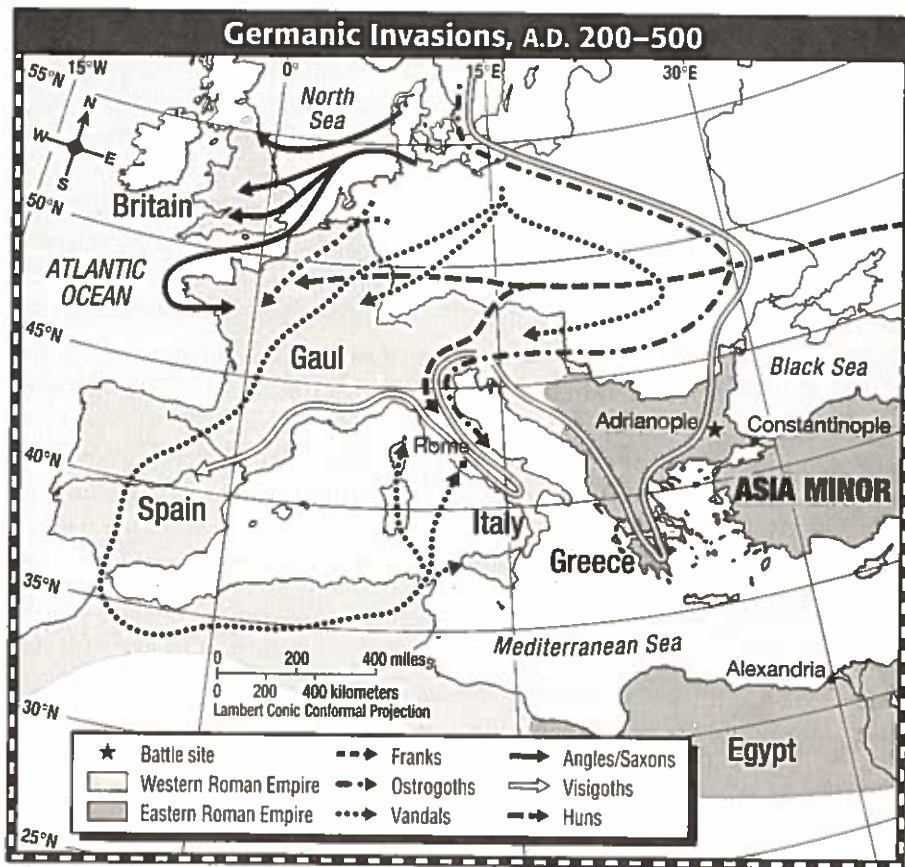
# Mapping History Activity 5



## Barbarians at the Borders

Throughout its history as a republic and an empire, Rome faced the problem of invasion by foreign tribes. They came seeking a warmer climate, better land, a share of Rome’s wealth, and safety from other tribes. It was not until about A.D. 200, however, that these invasions began to pose serious threats to the empire as a whole. By the A.D. 400s, invaders had attacked Italy and even the city of Rome itself, contributing significantly to the fall of the Roman Empire.

**DIRECTIONS:** The map below shows the Germanic invasions into the Roman Empire. Use the map to answer the questions and complete the activity that follow. Use a separate sheet of paper.



CHAPTER 5

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1. Which tribe came from Asia?
2. Which four tribes invaded Italy?
3. Which two tribes actually invaded Rome?
4. Which tribe crossed the Mediterranean Sea?
5. Many Roman colonies, or military outposts, are cities today. Use a map of modern-day Europe to locate these Roman colonies and add them to the map: Eburacum (York), Londonium (London), Bonna (Bonn), Singidunum (Belgrade), Magontiacum (Frankfurt), Siccia (Vienna), Olisipo (Lisbon), and Aquinicum (Budapest).

## Historical Significance Activity 5



### Order in the Court

In 450 B.C., Roman laws were engraved on 12 bronze tablets that were placed in the Forum. The Twelve Tables described which actions were legal and which actions were illegal. American laws also are written down, so “ignorance of the law is no excuse” for illegal actions. One basic element of Roman law was the presumption of innocence, which is a fundamental part of American law today.

Another connection between Roman and American law is the use of Latin for legal terms. You probably have heard some of these terms in news broadcasts and on television dramas. For example, many lawyers do *pro bono* work—for instance, they often donate their time as advisers to environmental or other socially active groups.

Note the following legal terms: A government official pleaded *nolo contendere* to

charges of taking bribes in awarding major construction contracts. The prosecutors had a *prima facie* case because the contractors admitted that the government official had accepted a *quid pro quo*. The contractors provided this evidence as part of a deal worked out for a declaration of *nolle prosequi* on charges against them. Pleading *nolo contendere* saved the official from any later private lawsuits because, technically, he did not admit that he was guilty. Also, the prosecutors probably recommended that the judge give a light sentence in return for the fact that this plea avoided a trial and saved the state a great deal of money.

If there had been no law against bribery when the event took place, but a law had been passed later, then charges could not have been filed. No one can be charged *ex post facto*, based on laws passed after the fact.

**DIRECTIONS:** Use a dictionary to define the following terms in the space provided.

1. *pro bono* \_\_\_\_\_  
\_\_\_\_\_
2. *nolo contendere* \_\_\_\_\_  
\_\_\_\_\_
3. *prima facie* \_\_\_\_\_  
\_\_\_\_\_
4. *quid pro quo* \_\_\_\_\_  
\_\_\_\_\_
5. *nolle prosequi* \_\_\_\_\_  
\_\_\_\_\_
6. *ex post facto* \_\_\_\_\_  
\_\_\_\_\_



## ★ Cooperative Learning Activity 5 ★



## Roman Empire Time Line

### BACKGROUND

The history of Rome spans a period of over one thousand years. Its later stages are also linked to the rise of Christianity. In this activity, you will depict Roman civilization and its evolving culture as a series of succeeding time periods from the expansion of the Roman Republic through the fall of the Western Roman Empire. The time line you create will help you obtain a better understanding of how and why Rome developed as a civilization.

### GROUP DIRECTIONS

1. Your group will produce a time line representing the rise and fall of the Roman Empire. The time line will be divided into the following eight time periods.

The Growth of the Roman Republic  
The Roman State

The Age of Augustus  
The Early Empire

Roman Conquest of the Mediterranean  
The Collapse of the Republic

The Reforms of Diocletian and Constantine  
The Fall of the Western Roman Empire

2. Create a time line using a series of posters or continuous-feed computer paper. Color code each period on the time line. Enter dates of significant events for each of the time line periods and draw or attach visuals to illustrate some of them. Use Chapter 5 of your textbook but go beyond the information included in the textbook's own time lines. Decide as a group which events would be most important to include and why. Also determine which events belong to which periods by determining through your research the specific (or approximate) beginning and ending dates of each period.

### ORGANIZING THE GROUP

1. **Group Decision Making** As a group, brainstorm the tasks that need to be completed, the work plan, the schedule, and the materials and processes to be used to create the actual time line. Appoint a recorder to take notes on the brainstorming and a leader to guide the discussion. As a group, use the textbook as a reference and agree on the start and end dates of each of the eight periods identified previously. Assign detailed research on specific events within each of the periods to specific team members.
2. **Individual Work** Use your textbook and other reference material to decide on the key events for your assigned period(s). List them in order and decide why each event is significant.
3. **Group Work/Decision Making** Have the individual members share their research with the group. Together decide what information to use. If additional research is needed on a particular event, assign the research to the appropriate group member.

### Cooperative Learning Activity 5 (continued)

- 4. Group Work** Assemble the time line using the information supplied by the individual group members. You may have each group member contribute the necessary visual elements, or you may appoint one person to render the graphics and construct the time line under the direction of the group members who researched each segment of the time line.
- 5. Extended Group Work/Sharing** Invite the class to question the members of the group on the significance of each period and the events listed within them. Encourage each group member to be prepared to discuss their segment of the time line.

#### GROUP PROCESS QUESTIONS

- What is the most important thing you learned about Rome from this activity?
- What problems did you have with this activity?
- How did you solve the problems?
- Was it helpful or less than helpful to work with others? Why?

#### Quick CHECK

1. Was the goal of the assignment clear at all times?

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2. How was creating a time line different from other types of projects?

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3. Did you have problems working together? If so, how did you solve them?

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# HISTORY SIMULATION ACTIVITY 5

## A Roman Mural

For each period of Roman history there are a few specific events or a few persons who truly represent the overall significance of that period.

### TEACHER MATERIAL

**Learning Objective** To identify through art the main ideas and concepts of specific periods in Roman history.

**Activity** Small groups of students will plan, research, and prepare a wall mural of significant events and persons from a specific period of Roman history. Possible topics are: the legend of Romulus and Remus; the plebeians' struggle against the patricians; each of the three Punic Wars; the First Triumvirate; the Second Triumvirate; various aspects of life under the *Pax Romana*; the various invasions and the final decline and fall of Rome.

**Teacher Preparation** Make one copy of the next page for each group to use during the planning session. To complete the mural, each group will need a roll of paper at least 11 inches x 6 feet and colored markers or colored pencils. Have each group work on a long table, or clear space so that students can work on the floor.

#### Activity Guidelines

1. Remind students that much knowledge about Etruscan civilization comes from wall paintings in Etruscan tombs. Ask students to consider how ancient drawings, such as the Etruscan wall paintings and the Minoan murals on the walls of the palace at Knossos, as well as modern cartoon strips tell a story and reveal a culture. Introduce the activity to students by explaining its objective and general steps. Ask students to imagine that, as was the case with the Etruscan wall paintings, no written records have been deciphered about the events they are depicting, and their murals will be the only record future historians will have. Point out that historians can learn much about a culture from the clothing, jewelry, weaponry, and other artifacts depicted in wall paintings. Encourage students to be as accurate as possible about such details in their murals.
2. Organize students into groups of three to four. Assign an era, event, or series of events to each group. Distribute one copy of the planning guide on the next page to each group, instructing the groups to choose one member to fill out the guide.
3. To plan its mural, each group should determine the most important ideas about the topic assigned and write those ideas on the guide. Each group member should then choose one or more of the ideas to illustrate. The group should discuss how best to illustrate that idea and write a brief description of the illustration(s) in the space provided next to each group member's assignment. Each group member should keep personal notes about his or her assignment.
4. After the planning session and before the final session, students should individually prepare the designs and make sketches of their assigned illustrations. Encourage students to refer to illustrations in their textbooks and to use library resources.
5. At the second session, distribute the mural paper and the markers or pencils so that groups can complete their murals.
6. After the murals are completed, have groups display them to the class and have students evaluate them. Sample questions you may want to ask include:
  - How well did each mural depict the main ideas of its topic?
  - What could future historians learn from each mural?

# HISTORY SIMULATION ACTIVITY 5

## HANDOUT MATERIAL

### A Roman Mural—Planning Guide

Topic \_\_\_\_\_

*Important ideas the mural should convey:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

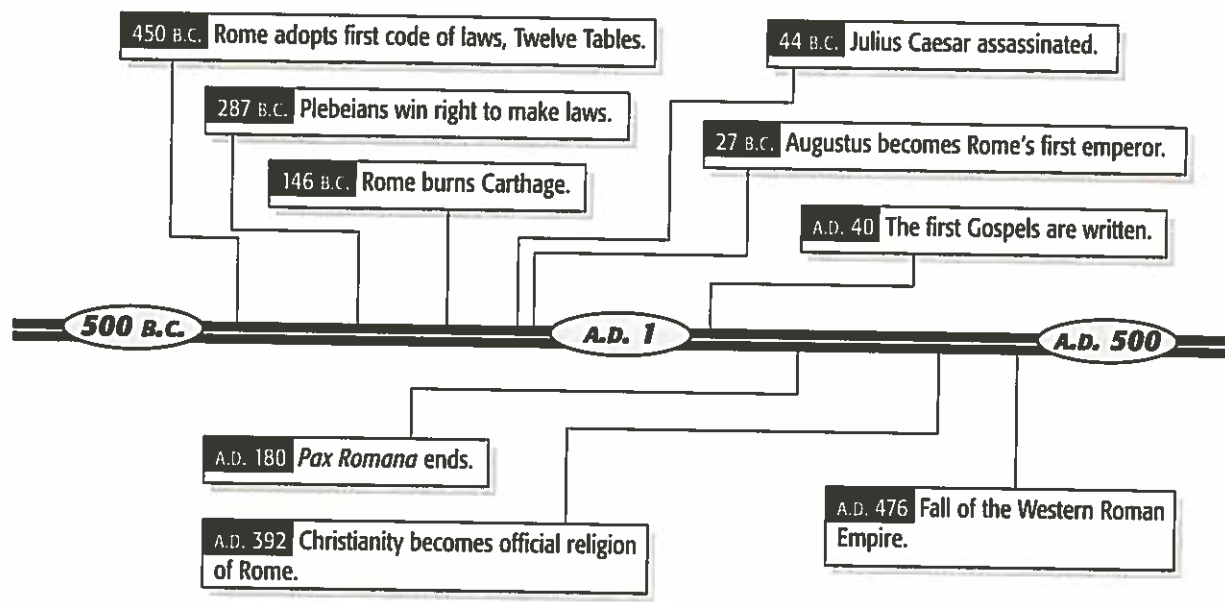
CHAPTER 5

Student Name	Ideas Assigned	Description of Illustrations

## Time Line Activity 5

### Rome and the Rise of Christianity

**DIRECTIONS:** The Roman Republic and the Roman Empire each lasted about 500 years. The time line below shows some of the major events of this 1,000-year period. Study the time line to decide whether the statements that follow are true or false. Mark each answer T for true, or F for false, then explain your answer on the line below the statement.



- \_\_\_ 1. Plebeians had more power than patricians in the early Roman Republic.  
\_\_\_\_\_
- \_\_\_ 2. As Rome became more democratic, it also developed peaceful relations with Carthage.  
\_\_\_\_\_
- \_\_\_ 3. Julius Caesar came to power after Rome defeated Carthage.  
\_\_\_\_\_
- \_\_\_ 4. Julius Caesar was Rome's first emperor.  
\_\_\_\_\_
- \_\_\_ 5. The Pax Romana, which began when Augustus took power, lasted about 200 years.  
\_\_\_\_\_
- \_\_\_ 6. Christianity became the official religion of Rome about 350 years after the first Gospels appeared.  
\_\_\_\_\_



## Linking Past and Present Activity 5

### Historians: Past and Present

**THEN** Roman historians used Greek histories as models. They aimed for an elegant, readable style and adopted the critical approach to history initiated by the later Greeks.

Wanting to teach people how to live and govern, Roman historians used important events to exemplify virtues that they felt would benefit society. In his history of Rome entitled *Ab Urbe Condita* (*From the Founding of the City*), Livy, who was also known as Titus Livius (64 or 59 B.C.–A.D. 12 or 17), promoted the republican virtues of moderation, piety, and courage.

Livy enlivened his histories with psychological insights. Following a common practice of Roman historians, Livy rewrote the speeches made by historical figures. He did this not just to show off his rhetorical skills, as did other authors, but to reveal the person's character as he saw it.

Cornelius Tacitus (c. 55 B.C.–A.D. 118) wrote critical commentaries on the time in which he lived. In his essay "Germania," he compared the rugged virtues of the German barbarians to the decadent practices of the civilized Romans. In other works, he exposed the actualities of Roman government (as opposed to the biased version presented to the citizens of Rome by the government itself).

Most scholars agree that Tacitus seldom made factual errors. They point out, however, that in his *Annals*, he shows his bias against the Roman emperors by insinuating that their motives for performing virtuous acts were actually unethical.

#### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** Why do you think Roman historians felt that the study of history would help leaders govern wisely?
- 2. Analyzing information:** What makes scholars believe that Roman historians sometimes used history to express their own political points of view?

**NOW** Historians of today hope that by exercising scientific objectivity they will manage to keep their own prejudices in check. A German philosopher of history named Oswald Spengler (1880–1922) exerted a strong influence on later scholars. In his work, *The Decline of the West*, he based his theory about the decay of Western civilization on the scientific laws that many believe control biological development.

In general, current historians make no such dire predictions; they feel that insight into past events may help people avert large-scale disasters in the present and future. Seeing the need for engaging the general public's interest, they use the popular media to present it in a lively way. Studs Terkel, for example, was an oral historian. He tap-recorded interviews with people who lived through important social events, such as the labor movement of the 1930s and 1940s. Other historians film documentaries, such as Claude Lanzmann's *Shoah* (1985), which deals with memories of the Holocaust.

One of the more entertaining methods of studying history is to reenact historical events. People interested in a dramatic past occurrence join together to act it out.

Another engaging way to learn about history is to become a historian oneself. National History Day makes this possible for students in grades 6 through 12. Every year, students choose projects related to a set theme. Qualifying students can enter their completed projects in an annual national contest.

- 3. Synthesizing information:** Speculate on reasons why modern historians use scientific methods to study past events. Do research either online or in the library to learn how scholars use science to collect accurate information about the past. Write a brief essay on your findings.

## People in World History Activity 5

## Profile 1

**St. Paul** (C. A.D. 4–C. 64)

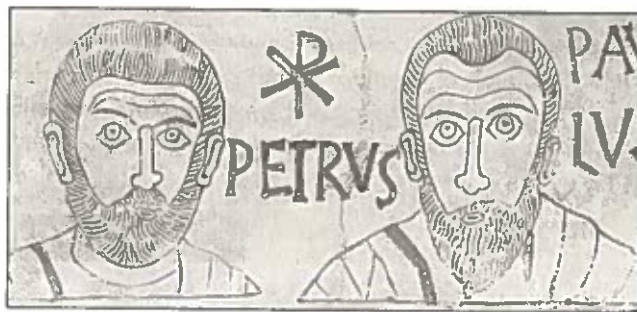
Nobody should seek his own good, but the good of others.

1 Corinthians 10:24

St. Paul, also known as Paul of Tarsus, was the greatest of all the Christian apostles, or messengers. He was a Jew born in present-day Turkey when the region was under Roman rule, and he was a Roman citizen. As a young man, Paul learned how to be a tentmaker. But the life of a man born just a few years before him, Jesus of Nazareth, would change Paul's own life forever. In turn, Paul affected the lives of countless others.

Christianity began as a sect of Judaism, and Christians were at first persecuted by Jews and by others. Paul, deeply committed to his own faith, participated in this persecution. When he was about 29, he was traveling on the road to Damascus to help suppress the practice of Christianity there. Suddenly, in one of the most famous stories of religious awakening, it is said that Paul saw a blinding light and heard a voice ask, "Why persecutest thou me?" Blinded, Paul was led to Damascus where he regained his sight and was baptized, and his life was changed. From persecuting Christians, Paul had started on the road to becoming one of Christianity's greatest promoters.

Paul spent the rest of his life as a Christian missionary. He made three long trips



St. Peter, left, and St. Paul, right

through the eastern Mediterranean, Greece, Asia Minor, Syria, and Palestine. Generally, he and his companions would visit a city and preach in the synagogue or marketplace. Winning converts, he would help them set up small churches that would serve as the seeds of Christianity in the region. Then Paul would move on. He is known as the "apostle to the Gentiles" for his efforts at converting non-Jews to Christianity.

Paul's influence as a missionary was tremendous. No one else did as much to transform Christianity from a Jewish sect of a few followers to a major world religion. Equally important are his writings. His epistles, or letters to his followers, form an important part of the New Testament. In fact, 14 of the 27 books of the New Testament have been attributed to Paul. His thoughts on the divinity of Jesus, original sin, redemption, justification, and other subjects are fundamental to Christian beliefs. Eventually, Paul was arrested, stood trial in Rome, and was executed in about A.D. 64.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. How did Paul come to accept Christianity?
2. How did Paul work to spread Christianity?
3. **Critical Thinking** Recognizing Ideologies. Paul has been called "one of the most influential people who ever lived." Do you agree with this assessment? Explain your answer.

People in World History Activity **5**

## Profile 2

**Zenobia** (died after A.D. 272)

Ironically, women who acquire power are more likely to be criticized for it than are the men who have always had it.

From *Writing a Woman's Life* (1988)  
by Carolyn Heilbrun

More than 17 centuries after her death, Queen Zenobia is remembered as a powerful and ambitious woman. Through tremendous personal will, Zenobia became a queen and then rose to challenge the Roman Empire itself.

Zenobia was queen of Palmyra, a city in what is today Syria. Palmyra was founded at an oasis in the desert and became an important stop along ancient trade routes. After Rome conquered the city and the surrounding region in about A.D. 30, it grew in importance as a regional center. The king, Septimius Odenathus, saw the advantages of cooperating with Rome. As a Roman general, he led forces into battle against peoples rebelling against Roman rule. He also fought the Persians to protect the trade that made Palmyra rich. Through a careful balance of helping Roman interests while protecting his own, Odenathus brought Palmyra greater wealth and glory. At its zenith, Palmyra enjoyed all the advantages of participation in the Roman Empire, but because of Odenathus's cooperation with Rome's leaders, it retained a great deal of

independence. Yet Odenathus, so adept at winning battles, so deft in international negotiations, faced a deadly threat within his own household.

The details are not known, but historians agree that Odenathus's beautiful second wife, Zenobia, had him murdered in 267. Also killed was the king's eldest son, heir to the throne. In the name of another son, whom she could more readily control, Zenobia assumed the power of the throne of Palmyra. Through negotiation and careful placement of troops, she extended Palmyra's rule over Asia Minor, Syria, Mesopotamia, and Egypt. So impressive was this expansion that Palmyra became a kind of empire within an empire. The threat was not lost on Rome. When Zenobia dared to have her son declared emperor, the Romans responded with war, destroying Palmyra and capturing the queen. Zenobia was paraded as a captive through Rome, but eventually she was given a pension and permitted to live out the rest of her life in a villa near Tivoli in Italy.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. How did Zenobia become the leader of Palmyra?
2. Why did the Romans attack Palmyra?
3. **Critical Thinking Making Inferences.** Historians often infer much about people's character from their actions. Imagine you are a historian. What could you infer about Zenobia?





## PRIMARY SOURCE READING 5

### A Roman Historian Describes the German Tribes

**G**ermanic tribes lived on the frontiers of the Roman Empire for centuries. Most of what modern historians know about the customs, appearance, and beliefs of the Germanic tribes comes from a Roman—not Germanic—historian. Cornelius Tacitus, a Roman lawyer, official, and historian, wrote *Germania*, excerpted below, in A.D. 98. Tacitus describes the Germans along the Rhine River frontier of the empire. In part, the historian used the Germanic tribes as moral examples of upright, if primitive, people who still held on to the simple virtues that many Romans had forgotten. He also had sources of factual information about laws, customs, and fighting methods gathered from nearly 100 years of Roman wars and other contacts with the Germans.

**Guided Reading** *In this selection, read to learn how German men and women lived, dressed, and worshiped.*

For myself, I accept the view that the peoples of Germany . . . remain . . . distinct and unlike any other nation. One result of this is that their physical characteristics, insofar as one can generalize . . . , are always the same: fierce-looking blue eyes, reddish hair, and big frames—which, however, can exert their strength only by means of violent effort. They are less able to endure toil or fatiguing tasks and cannot bear thirst or heat, though their climate has inured [accustomed] them to cold spells and the poverty of their soil to hunger.

. . . The appearance of the country differs considerably in different parts; but in general it is covered either by bristling forests or by foul swamps. It is wetter on the side that faces Gaul [modern France], windier on the side of Noricum and Pannonia [Austria, Hungary]. A good soil for cereal crops, it will not grow fruit-trees. It is well provided with livestock; but the animals are mostly undersized, and even the cattle lack the handsome heads that are their natural glory. It is the mere number of them that the Germans take pride in; for these are the only form of wealth they have, and are much prized. . . .

. . . Above all other gods they worship Mercury, and count it no sin, on certain feast-days to include human victims in the sacrifices offered to him. Hercules and Mars they appease by offerings of animals, in accordance with ordinary civilized custom. . . . The Germans do not think it in keeping with the divine majesty to confine gods within walls or to portray them in

the likeness of any human countenance. Their holy places are woods and groves, and they apply the names of deities to that hidden presence which is seen only by the eye of reverence.

. . . It is a well-known fact that the peoples of Germany never live in cities and will not even have their houses adjoin one another. They dwell apart, dotted about here and there, wherever a spring, plain, or grove takes their fancy. Their villages are not laid out in the Roman style, with buildings adjacent and connected. Every man leaves an open space round his house, perhaps as a precaution against the risk of fire, perhaps because they are inexperienced builders. They do not even make use of stones or wall-tiles; . . . they employ rough-hewn timber, ugly and unattractive-looking. Some parts, however, they carefully smear over with a clay of such purity and brilliance that it looks like painting or coloured design. . . .

. . . The universal dress in Germany is a cloak fastened with a brooch or, failing that, a thorn. They pass whole days by the fireside wearing no garment but this. It is a mark of great wealth to wear undergarments, which . . . fit tightly and follow the contour of every limb. They also wear the skins of wild animals. . . . The dress of the women differs from that of the men in two respects only: women often wear outer garments of linen ornamented with a purple pattern; and as the upper part of these is sleeveless, the whole of their arms . . . are exposed.



## PRIMARY SOURCE READING 5

### CHAPTER 5

... Their marriage code, however, is strict, and no feature of their morality deserves higher praise. They are almost unique among barbarians in being content with one wife apiece—all of them, that is, except a very few who take more than one wife ... because their exalted rank brings them many pressing offers of matrimonial alliances. The dowry is brought by husband to wife, not by wife to husband. Parents and kinsmen attend and approve the gifts—not gifts chosen to please a woman's fancy or gaily deck a young bride, but oxen, a horse with its bridle, or a shield, spear, and sword. In consideration of such gifts a man gets his wife, and she in her turn brings a present of arms [weapons] to her husband. This interchange of gifts typifies

for them the most sacred bond of union, sanctified by mystic rites under the favor of the presiding deities of wedlock. The woman must not think that she is excluded from aspirations to manly virtues or exempt from the hazards of warfare. That is why she is reminded, in the ceremonies which bless her marriage ... , that she enters her husband's home to be the partner of his toils and perils, that both in peace and in war she is to share his sufferings and adventures. That is the meaning of the team of oxen, the horse ready for its rider, and the gift of arms. ... She is receiving something that she must hand over intact and undepreciated to her children. ...

### INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What did German men and women look like in person and dress?

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2. How does Tacitus describe the landscape?

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3. What were the Germans' religious beliefs and how did they worship?

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4. What kinds of gifts were given at a Germanic wedding ceremony? According to Tacitus, how did this ceremony indicate the status of married women in Germanic society?

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### Critical Thinking

5. **Making Inferences** In what ways does Tacitus—a sophisticated Roman city dweller—seem to approve of the Germans' primitive frontier life?

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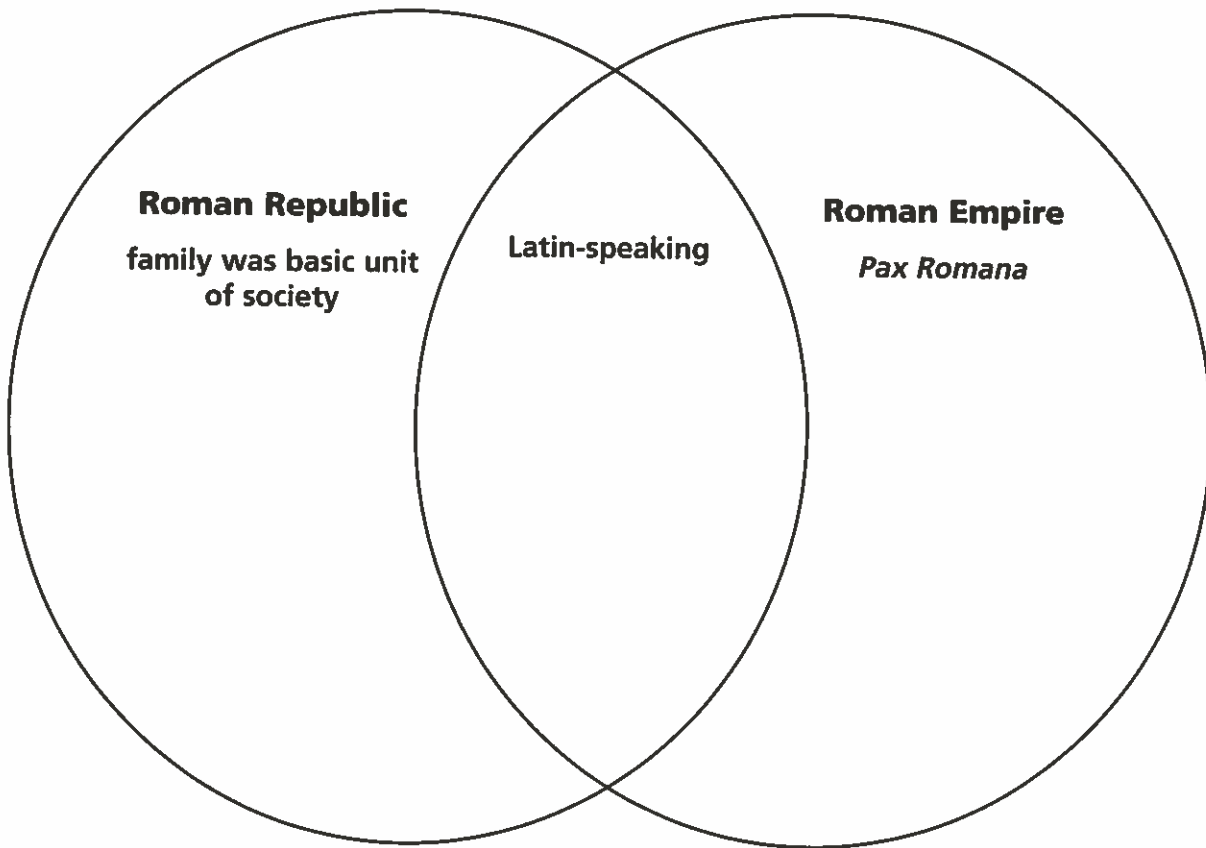


## Reteaching Activity 5

### Rome and the Rise of Christianity

As Rome evolved from a republic to an empire, its government, social structure, culture, and even family life changed. Yet, in some ways the republic and the empire were not so different.

**DIRECTIONS:** Use the Venn diagram below to compare and contrast the Roman Republic and the Roman Empire. List characteristics and attributes of the republic on the left. List characteristics and attributes of the empire on the right. In the center, list characteristics and attributes shared by both the republic and the empire.



## ★ Enrichment Activity 5



### From Rome to Washington

The founders of the United States wanted to inspire generations of future Americans by evoking the governments of Athens and the Roman Republic. Such inspiration is evident in the architecture of buildings such as the Capitol, the Supreme

Court, the Lincoln and Jefferson Memorials, and the Library of Congress. The Capitol, in fact, is named after the Capitoline Hill in Rome, the highest of the city's seven hills and the site of the Capitol, the temple of Jupiter.

Comparing Governments		
Characteristic	United States	Roman Republic
Branches of government		
Voters		
Citizenship		
Executive leader		
Territorial expansion		
Military power		
Religion		

**DIRECTIONS:** How does the government of the United States today compare to that of the Roman Republic? Use the chart above to list similarities and differences between the governments and influence of the United States and the Roman Republic. Then answer the question that follows in the space provided.

Was the Roman Republic a good source of inspiration for the founders of the United States? Why or why not? Write your answer below.

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**World Art and Music Activity 5**



**Frescoes**

In A.D. 79, the volcano Vesuvius erupted, burying the entire town of Pompeii and all of its inhabitants under ashes and cinders. The city was not rediscovered until 1748 and has since been excavated. The covering of volcanic ash preserved the city and its people to an amazing degree. Archaeologists even found loaves of bread on kitchen tables.

**DIRECTIONS:** Read the passage below about the frescoes, or wall paintings, found in Pompeii. Then answer the questions in the space provided.

**CHAPTER 5**



*Woman Playing the Cithera, fresco, Villa of Publius Fannius Synistor, Pompeii*

**P**ompeii was a thriving port and a prosperous resort. Wealthy families lived throughout the city in houses called villas, and most villas contained frescoes, which sometimes covered all four walls of a room from floor to ceiling.

A fresco is a wall painting. The paint is applied to a layer of damp plaster. Because the plaster is wet, the paint bonds with the plaster, creating a perma-

nent, unified surface. Fresco painting is ideal for large, boldly colored murals. Frescoes are especially durable in dry climates such as those of Italy, Greece, and Egypt. They are almost never found in rainier northern Europe.

The frescoes found in Pompeii are still in excellent condition; indeed, many of them look brand-new. Colors used by fresco painters include bright reds,

*(continued)*

# World Art and Music Activity 5



CHAPTER 5

blues, greens, and yellows, sometimes in dazzling contrast to a black background. The frescoes range in size from small portraits and still lifes to a single mural wrapping around an entire room.

Some frescoes in the villas of Pompeii particularly stand out. For example, in the Houses of the Vatti, frescoes cover the walls of one room. They portray scenes from mythology, ships at sea, still lifes, portraits of notable people, nature sprites, and garlands of leaves and flowers in vivid red, green, gold, blue, orange, and white. The top row of frescoes uses what is known as "window effects." This is a series of painted windows looking out at people and land-

scapes. The artist created an optical illusion so that the scenes appear three-dimensional—as if the viewer is actually looking out a real window.

The Villa of the Mysteries contains a fresco entitled *Scenes of a Dionysiac Mystery Cult*, a mural that continues all the way around the room. Life-size people and animals are set against a blazing red background. The meaning of the mural is a mystery. It depicts a semi-secret cult performing sacred rites, accompanied by gods, goddesses, and fantastic mythological creatures. There is nothing like it in other Roman paintings from the time.

### Reviewing the Selection

1. Describe the technique of fresco painting.

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2. What are the noteworthy elements of the frescoes found in Pompeii?

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3. What might the fresco on page 145 tell you about leisure activities in Pompeii?

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### Critical Thinking

4. **Recognizing Bias** Does the author of the passage describe the frescoes matter-of-factly, or does he or she display a bias (either positive or negative) about the artwork? Explain your answer.

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5. **Evaluating Information** If the author does display bias, does that make the information less reliable? Explain your answer.

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# WORLD HISTORY



## Chapter 5 Section Resources

<b>GUIDED READING ACTIVITY 5-1</b>	<b>148</b>
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**Guided Reading Activity 5-1**

**The Rise of Rome**

**DIRECTIONS:** Answer the following questions as you read the section.

4pt 1. List the four reasons that the location of the city of Rome was especially favorable.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3pt 2. In what three ways was early Rome influenced by the Etruscans?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1pt 3. Give a definition of the form of government known as a republic.

\_\_\_\_\_

3pt 4. Three reasons can be given for Rome's success in gaining control of the entire Italian peninsula. What are they?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2pt 5. What two groups formed the government of early Rome?

\_\_\_\_\_

2pt 6. Explain the difference between these two groups.

\_\_\_\_\_

1pt 7. What was the cause of the First Punic War?

\_\_\_\_\_

3pt 8. What lands did Rome conquer to become the dominant power in the Mediterranean?

\_\_\_\_\_

SECTION 5-1

## Guided Reading Activity 5-2

### From Republic to Empire

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- 2PT \_\_\_\_\_ 1. By the second century B.C., the Senate had become the real governing body of the Greek state.  
\_\_\_\_\_
- \_\_\_\_\_ 2. At the beginning of the first century B.C., a Roman general named Marius began to recruit his armies by promising to give land to the soldiers.  
\_\_\_\_\_
- 2PT \_\_\_\_\_ 3. A triumvirate is a government by four people with equal power.  
\_\_\_\_\_
- 2PT \_\_\_\_\_ 4. As Octavian and Antony struggled for control of the Roman empire, Antony allied himself with the Egyptian queen Elizabeth VII.  
\_\_\_\_\_
- 2P \_\_\_\_\_ 5. The period beginning in 31 B.C. and lasting until A.D. 14 came to be known as the Age of Aquarius.  
\_\_\_\_\_
- \_\_\_\_\_ 6. In 27 B.C., the Roman Senate awarded Octavian the title of Augustus—"the revered one."  
\_\_\_\_\_
- 2PT \_\_\_\_\_ 7. A legion was a military unit of about 150,000 troops.  
\_\_\_\_\_
- 2PT \_\_\_\_\_ 8. The first four emperors after Augustus were of no relation to him.  
\_\_\_\_\_
- \_\_\_\_\_ 9. At the beginning of the second century, a series of five "good" emperors ushered in a time of peace known as the *Pax Romana*.  
\_\_\_\_\_
- \_\_\_\_\_ 10. At its height in the second century, the Roman Empire covered about three and a half million square miles and had a population of more than fifty million.  
\_\_\_\_\_
- 2PT \_\_\_\_\_ 11. Greek was the language of the western part of the Roman Empire.  
\_\_\_\_\_

SECTION 5-2

**Guided Reading Activity 5-3****Culture and Society in the Roman World****DIRECTIONS:** Fill in the blanks below as you read the section.

During the third and (1) \_\_\_\_\_ centuries B.C., the Romans adopted many features of the (2) \_\_\_\_\_ style of art. While Greek sculptors aimed for ideal appearance in their figures, Roman sculptors produced (3) \_\_\_\_\_ statues. In their architecture, the Romans used Greek styles, but also forms based on (4) \_\_\_\_\_ lines: the arch, vault, and dome. The Romans were the first people in antiquity to use (5) \_\_\_\_\_ on a massive scale. In Rome, almost a dozen (6) \_\_\_\_\_ kept a population of one million supplied with water.

The most distinguished poet of the Augustan Age was (7) \_\_\_\_\_. The Roman historian Livy had a serious weakness as a (8) \_\_\_\_\_: he was not always concerned about the factual accuracy of his stories. Teachers in Roman households were often Greek slaves because upper-class Romans had to learn Greek as well as (9) \_\_\_\_\_ to prosper in the empire.

Large numbers of foreign peoples captured in war were brought back to Italy as (10) \_\_\_\_\_. Greek slaves were in much demand as tutors, (11) \_\_\_\_\_, doctors, and artists. The most famous slave revolt in Italy occurred in 73 B.C., led by the gladiator (12) \_\_\_\_\_.

An enormous (13) \_\_\_\_\_ existed between rich and poor in Rome. The rich had comfortable (14) \_\_\_\_\_, while the poor lived in apartment blocks called *insulae*. Many poor Romans spent most of their time outdoors in the (15) \_\_\_\_\_. Beginning with (16) \_\_\_\_\_, the emperors provided food for the city poor. About two hundred thousand people received free (17) \_\_\_\_\_. Public spectacles were provided by the emperor as part of the great (18) \_\_\_\_\_ festivals celebrated by the state.



## Guided Reading Activity 5-4

### The Development of Christianity

**DIRECTIONS:** Fill in the blanks below as you read the section.

- I. \_\_\_\_\_ brought back traditional Roman festivals and ceremonies.
  - A. Romans believed proper ritual brought a right \_\_\_\_\_ with the gods.
  - B. Romans were tolerant of other \_\_\_\_\_.
- II. Judaea had become a Roman \_\_\_\_\_ by A.D. 6.
  - A. Unrest was widespread in Judaea, but the \_\_\_\_\_ differed among themselves about Roman rule.
  - B. A Jewish revolt in A.D. 66 led to the destruction of the Jewish \_\_\_\_\_.
- III. In the midst of conflict in Judaea, a Jewish prophet named \_\_\_\_\_ began his public preaching.
  - A. Jesus taught the importance of the \_\_\_\_\_ of the inner person.
    1. "Do to \_\_\_\_\_ what you would have them do to you."
    2. "Love the Lord your God with all your heart, soul, mind and \_\_\_\_\_."
  - B. The Roman procurator Pontius Pilate ordered Jesus to be \_\_\_\_\_.
    1. Jesus was seen as a potential \_\_\_\_\_ against Rome.
    2. Followers of Jesus believed he had \_\_\_\_\_.
  - C. After reports that Jesus had \_\_\_\_\_, Christianity quickly spread.
    1. Paul taught that by accepting Jesus as Messiah, one could be \_\_\_\_\_.
    2. The written \_\_\_\_\_ give a record of Jesus' life and teachings.
  - D. Many Romans came to see Christianity as \_\_\_\_\_ to Rome.
    1. Christians refused to worship \_\_\_\_\_.
    2. Rome began \_\_\_\_\_ Christians during the reign of Nero.
  - E. Christianity attracted many \_\_\_\_\_ in the Roman world.
    1. Christianity gave \_\_\_\_\_ to life.
    2. Christianity was \_\_\_\_\_ to be blotted out by force.
    3. Under \_\_\_\_\_, Christianity became the state religion.

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 **Guided Reading Activity 5-5**

**Decline and Fall**

**DIRECTIONS:** Fill in the blanks below as you read the section.

1. Marcus Aurelius, the last of \_\_\_\_\_, died in A.D. 180. A period of \_\_\_\_\_ and \_\_\_\_\_ followed.
2. By the mid-third century, the state had to rely on hiring \_\_\_\_\_ to fight under Roman commanders.
3. After Constantine, the empire continued to be divided into \_\_\_\_\_ and \_\_\_\_\_ parts.
4. In 410, the \_\_\_\_\_ sacked Rome. Another group, the Vandals, poured into southern Spain and Africa. In \_\_\_\_\_, they too sacked Rome.
5. In 476, the western emperor \_\_\_\_\_, was deposed by the Germanic head of the army. This is usually taken as the date of the fall of the \_\_\_\_\_.
6. The Eastern Roman Empire, the Byzantine Empire, continued to thrive with its center at \_\_\_\_\_.
7. The theories proposed to explain the decline and fall of the Roman Empire include:
  - A. Christianity's values weakened Roman \_\_\_\_\_ virtues.
  - B. Traditional Roman \_\_\_\_\_ declined as non-Italians gained prominence.
  - C. Lead poisoning from leaden water pipes and cups caused a \_\_\_\_\_ decline.
  - D. \_\_\_\_\_ wiped out one-tenth of the population.
  - E. Rome failed to advance technologically because of \_\_\_\_\_.
  - F. Rome was unable to put together a \_\_\_\_\_ political system.
8. No \_\_\_\_\_ explanation can explain the fall of a great empire. The Roman Empire experienced problems related to acquiring \_\_\_\_\_.

**SECTION 5-5**