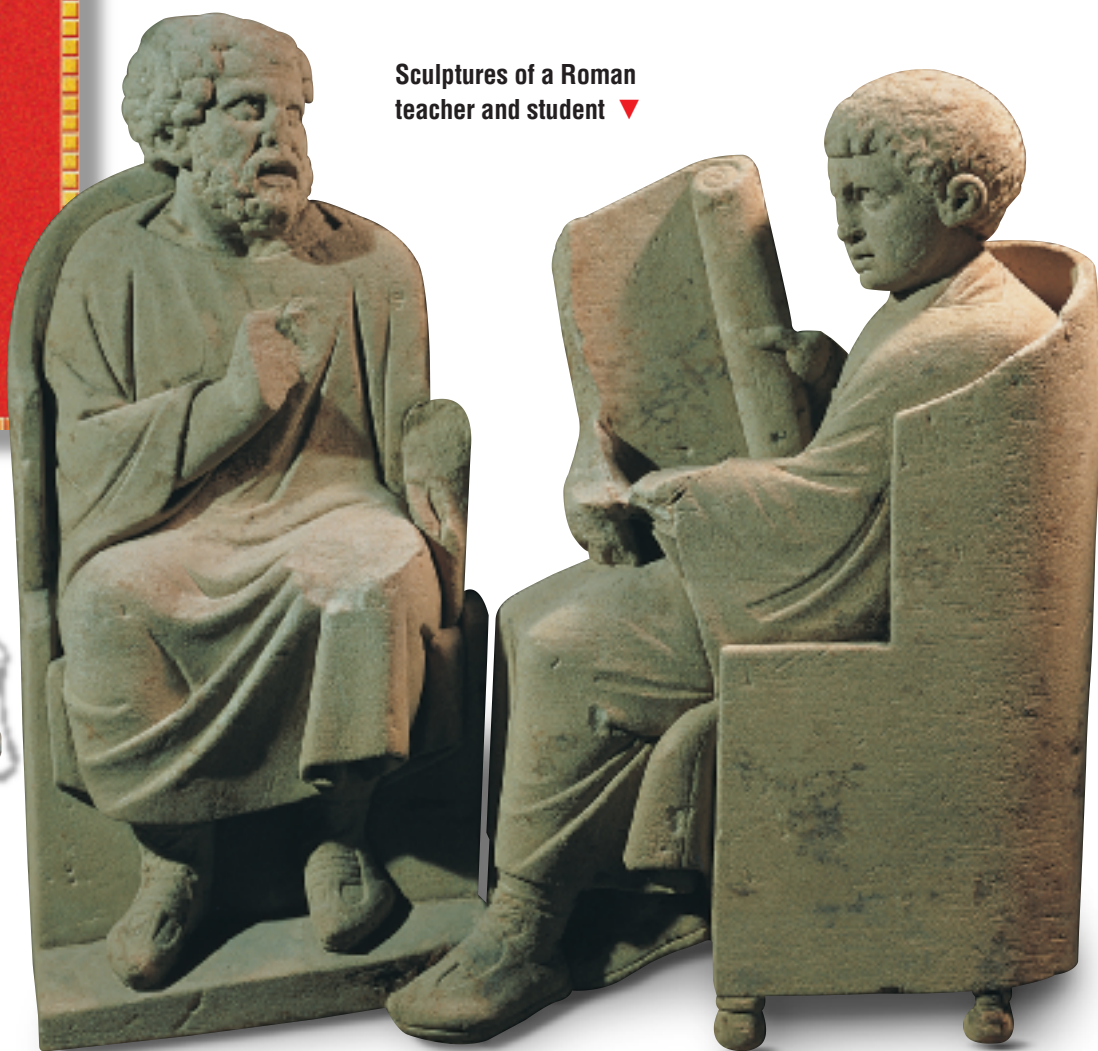


The Roman Empire

27 B.C.–410 A.D.

Sculptures of a Roman teacher and student ▼



▲ Roman inkpot and pen

27 B.C.

Octavian becomes first Roman emperor

125 A.D.

Roman law is standardized

330 A.D.

Constantine I moves Roman capital to Constantinople

378 A.D.

Battle of Adrianople

410 A.D.

Rome falls to Germanic invaders

Chapter Focus



Read to Discover

- How Augustus ruled the Roman Empire.
- What happened to trade and law during the *Pax Romana*.
- What daily life was like during the *Pax Romana*.
- Why the Roman Empire declined.



Chapter Overview

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 15—Chapter Overviews** to preview this chapter.



Terms to Learn

emperor
census
tariffs
gladiators



People to Know

Augustus
Marcus Aurelius
Diocletian
Constantine I
Alaric



Places to Locate

Circus Maximus
Constantinople
Adrianople
Danube River



Why It's Important In 27 B.C., Octavian told the Senate that he had restored the republic, and he offered to resign as sole ruler of Rome. The Senate turned down the offer and gave him several titles. In the end, Octavian took for himself the title of Augustus (ah guhs' tuhs), or "revered one." That is what he is generally called in history books.

In practice, Octavian became the first Roman **emperor**, or absolute ruler of an empire. His policies paved the way for more than 200 years of peace. Even after the empire collapsed, Roman influence would survive in much of the world.



Reading Check

What is an emperor?

SECTION 1 The Rule of Augustus

Augustus was a clever politician. He held the offices of consul, tribune, high priest, and senator all at the same time. However, he refused to be crowned emperor. Augustus knew that most Romans would not accept one-person rule unless it took the form of a republic.

Augustus kept the assemblies and government officials of the republic. He was careful to make senators feel honored. He talked of tradition and the need to bring back "old Roman virtues."

At the same time, Augustus strengthened his authority in two ways. First, he had every soldier swear allegiance to him personally. This gave him control of the armies. Second, he built up his imperial household to take charge of the daily business of



Reading Check

Who were the freedmen?

government. He chose people because of their talent rather than their birth. This gave enslaved people and **freedmen**, or former enslaved people, a chance to be part of the government.

Augustus wanted boundaries that would be easy to defend. So, he rounded out the empire to natural frontiers—the Rhine (rīn) and Danube (dan' yūb) rivers in the north, the Atlantic Ocean in the west, and the Sahara in the south—and stationed soldiers there.

Augustus was not interested in gaining new territory for Rome. Instead, he worked on governing the existing empire. He gave provincial governors long terms of office. This allowed them to gain experience in their jobs. He also paid them large salaries. In this way, they would not feel the need to overtax the people or keep public money for themselves. To make sure that people did not pay too little or too much tax, Augustus ordered a **census** (sen' suhs), or population count, to be taken from time to time.

Augustus also made Rome more beautiful. He wrote strict laws to govern the way people behaved in public. He protected the city by setting up a fire brigade and a police force. He encouraged learning by building Rome's first library.

Augustus ruled for 41 years. During that time, he brought peace to Rome. He also gave the Romans a new sense of patriotism and pride. He made Roman citizenship available to people in the provinces. Most important, however, he reorganized the government of Rome so that it ran well for more than 200 years.



Reading Check

Why did Augustus order a census?

Section 1 Assessment

1. **Define:** emperor, freedmen, census.
2. Why did Augustus refuse to be crowned emperor?
3. How did Augustus try to make the Roman Empire like a republic?

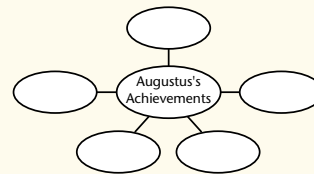
Critical Thinking

4. **Demonstrating Reasoned Judgment**
Which of Augustus's improvements do

you think was the most important? Explain.

Graphic Organizer Activity

5. Draw this diagram, and use it to show the achievements of Augustus.



SECTION 2 Pax Romana

The peace that Augustus brought to Rome was called the *Pax Romana* (pahks rō mah' nah). It lasted for 200 years. Of course, revolts and other problems were not unknown during this time. For the most part, however, Rome and its people prospered. Civilization spread, and cultures mixed.

Trade With peace came increased trade. The same coins were used throughout the empire. There were no **tariffs** (tar' ifz), or taxes placed on goods brought into the country. Goods and money moved freely along the trade routes. The Mediterranean was cleared of pirates, making it safe for trade and travel. Shipping became a big business. Every summer, hundreds of ships carried grain from North Africa to Italy. Other ships bound for Rome were loaded with cargoes of brick, marble, granite, and wood to be used for building. Luxury items, such as amber from the north and silk from China, passed overland across Roman roads.

Increased trade meant more business for Romans. The city hummed. Shopkeepers grew richer. Wine and olive oil were the main items bought by other countries. Italy became a manufacturing center for pottery, bronze, and woolen cloth.

Law During the *Pax Romana*, Roman law went through major changes. Because the times were different, the laws first set down



Reading Check
What are **tariffs**?




MAP STUDY

PLACES AND REGIONS

The Roman Empire had been divided into two parts. What empire did Greece belong to?

The Expansion of the Roman Empire



 **Reading Check**
Who were the *juris prudentes*, and what were they supposed to do?

on the Twelve Tables were changed. When Rome conquered a new territory, Roman merchants had to do business with non-Romans. Roman judges had to write new laws that would be as fair to non-Romans as to Romans. The Roman judges were helped by special lawyers and legal writers called *juris prudentes* (jū' ruhs prū' duhntz).

After a while, the judges and their helpers developed certain principles of law that were fair to everyone. A law was believed to be just because it was reasonable, not because the government had the power to make people obey it. Everyone was considered equal before the law. A person was innocent until proven guilty.

By about 125 A.D., Roman law was *standardized*. This meant that legal procedures were the same in all parts of the empire. This helped Rome govern a large area successfully. In later years, Roman legal principles formed the basis for the laws of most western countries and of the Christian church.

Section 2 Assessment

- 1. Define:** tariffs, *juris prudentes*.
- 2.** What happened to trade during the *Pax Romana*?
- 3.** What happened to law during the *Pax Romana*?

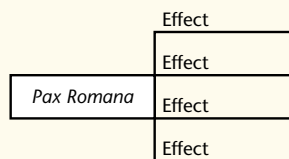
Critical Thinking

- 4. Evaluating Information** Do you think the term *Pax Romana* was a good term for this 200-year period in

Roman history, or would you describe it with another term? Explain.

Graphic Organizer Activity

- 5.** Draw this diagram, and use it to show the effects of the *Pax Romana*. (Add more lines as needed.)




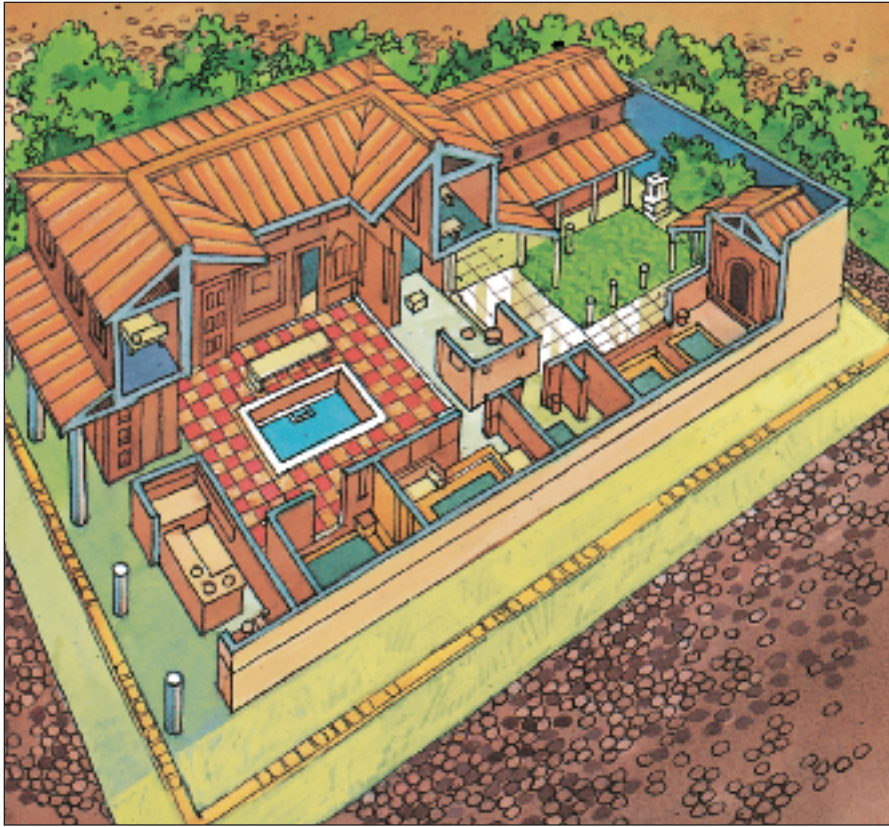
SECTION 3 Daily Life

In the early years of the empire, about 1 million people lived in Rome. It suffered from many of the same problems as cities of today. There was too little housing. The air was polluted. There was crime in the streets. The cost of living was high. Many Romans could not find jobs and had to pay taxes on almost everything.

A rich person in Rome lived in a **domus** (dō' muhs), or house, with marble walls, colored stone floors, and windows made of small panes of glass. A furnace heated the rooms, and pipes brought water even to the upper floors.

Most Romans, however, were not rich. They lived in apartment houses called *islands* that were six or more stories high. Each island covered an entire block. At one time, there were 26

 **Reading Check**
What were some of the features of a Roman **domus**?



ROMAN FLOOR PLAN This is a typical floor plan of a *domus*. What class of Romans would live in a house such as this?

blocks of islands for every private house in Rome. The ground floor of most islands was given over to shops. These opened onto the street from large arched doorways.

Rents were high in Rome. They varied according to the apartment floor—the higher up the apartment, the lower the rent.

The Family In Rome, the family was all-important. The father was head of the household. His word was law. He arranged the children's marriages to improve social position or to increase wealth. Cousins were expected to help one another politically.

Until they were 12 years old, most Roman boys and girls went to school together. Then, the sons of poor families went to work, while the sons of rich families began their formal education. They studied reading, grammar, writing, music, geometry, commercial arithmetic, and shorthand. When they were 15 years old, they entered a school of *rhetoric* (ret' uhr ik), or speech and writing, to prepare for a political career. Some went to schools in Athens or Alexandria for philosophy or medicine.

Girls received a different kind of education. When they were 12 years old, their formal education stopped. Instead of going to school, the daughters of the rich were given private lessons at

Then... & Now

The Atrium Many shopping malls today have an atrium, a sky-lit central court. The idea for the atrium comes from ancient Rome. In a Roman house, the atrium was the central room. It was often open to the sky and had a pool to collect rainwater.

Painting of Roman Couple



Linking Across Time

Stadiums During Roman times, people filled stadiums such as the Colosseum (left) to watch gladiator fights and other public games. Stadiums remain popular today but are usually used for team sports such as baseball, football, or soccer (right). **Who staged the public games held at stadiums in Rome?**




home. As a result, many Roman women were as well as or better informed than Roman men. Some women worked in or owned small shops. Wealthy women had enslaved people to do their housework. This left them free to study the arts, literature, and fashions, or to ride chariots in the countryside for a day's *pig-sticking*, or a type of hunt.

At Leisure At home, the Romans enjoyed gambling with dice. They met friends at public bathhouses where they could take warm, cold, or steam baths. The bathhouses of Rome, however, provided more than baths. Some had gymnasiums, sports stadiums, and libraries. There, the Romans could watch or play games. They also could listen to lectures, see musical shows, exercise, or just sit and talk.

The Romans had no team sports to watch. Instead, they flocked to see free public games, which often ran from dawn to dusk. Under the republic, the games had generally been staged by politicians who were looking for votes. Under the empire, the games were staged by the government. The games included circuses, chariot races, and gladiatorial games. The most exciting chariot races were held at the Circus Maximus, an oval arena that could seat more than 200,000 people.

The people who fought animals and one another in arenas were called **gladiators** (glad' ē ā tuhrz). Most were enslaved people, prisoners of war, criminals, or poor people. They were

 **Reading Check**
Which groups of people were trained as **gladiators**?

trained by managers who hired them out. A few gladiators were upper-class Romans who wanted excitement and public attention.

The night before they were to fight, gladiators would appear at a feast. There, they could be looked over by fans and gamblers who wanted to bet on the outcome of a match. When the gladiators entered the arena on the day of the games, they would walk past the emperor's box and say, "Hail Emperor, those who are about to die salute you."

Many gladiators did die. Those whose fighting pleased the crowd became idols of the people. A few won their freedom. Those who gave a poor performance were killed, even if they survived the fight.

All kinds of animals were used in the public games. Some animals pulled chariots or performed tricks. Most, however, fought one another or gladiators. Sometimes, as many as 5,000 wild animals were killed in a single day. In some cases, such as that of the Mesopotamian lion and the North African elephant, whole species were eventually wiped out.

Student Web Activity

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 15—Student Web Activities** to find out more about early Roman life.



CLICK HERE

A ROMAN BANQUET MENU

APPETIZERS AND SOUPS

Snails Fed on Milk
Fried Bulbs
Grilled Truffles in Sausage Skin
Minced Sea-Crayfish-Tail Balls
Barley Soup with Dried Vegetables Topped with Cabbage Leaves
Puree of Lettuce-Leaves with Onions

MAIN COURSES

Boiled Electric Ray with Hot Raisins
Boiled Crane with Turnips
Smoked Pig's Stomach Stuffed with Brains, Pine Kernels, and Peppercorns
Roast Hare in White Sauce
Leg of Boar
Roast Flamingo with Jericho Dates, Dried Onion, Honey, and Wine
Wood-Pigeon Baked in Oil-Flour Pastry

DESSERTS

Sweet Fricassee of Pumpkin
Egg Sponge with Milk in Honey
Stew of Apricots



Section 3 Assessment

1. **Define:** *domus*, gladiators.
2. What kind of schooling did Roman children receive?
3. What did the Romans do for entertainment?

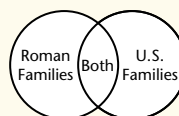
Critical Thinking

4. **Drawing Conclusions** What conclusions can you draw about Roman

society based upon popular leisure activities?

Graphic Organizer Activity

5. Draw this diagram, and use it to compare family life in the United States with Roman family life during the *Pax Romana*.



SECTION 4 Fall of the Empire

The *Pax Romana* ended after about 200 years. From then on, conditions in the Roman Empire grew worse. By 476 A.D., there was no empire left. Instead, much of western Europe was a patchwork of Germanic kingdoms. The eastern part of the empire, however, lasted about 1,000 years longer as part of the Byzantine (biz' n tēn) Empire.

There are many reasons the Roman Empire fell. The first was political. The emperors had no written rule about who was to inherit the throne upon an emperor's death. Sometimes, the title was inherited by a son. Sometimes, an emperor adopted an heir to the throne. Between 96 and 180 A.D., all the emperors were adopted. The system worked well until 180 A.D.

Marcus Aurelius (ah rē' lē uhs) became emperor in 161 A.D. He was kind, intelligent, and devoted to duty. His son Commodus (kahm' uh duhs), however, was the opposite. He became emperor when Marcus Aurelius died in 180 A.D. He was so cruel and hated that in 192 A.D. he was strangled by the Praetorian (prē tōr' ē uhn) Guard, or the emperor's bodyguards. The Praetorian Guard then sold the throne to the highest bidder. This set a terrible example. For nearly 100 years, legion fought legion to put its own emperor on the throne. By 284 A.D., Rome had 37 different emperors. Most were murdered by the army or the Praetorian Guard.

The second reason for Rome's downfall was economic. To stay in office, an emperor had to keep the soldiers who supported him happy. He did this by giving them high wages. This meant more and more money was needed for the army payroll. As a result, the Romans had to pay higher taxes.

In addition to higher taxes, the Romans began to suffer from **inflation**, or a period of ever-increasing prices. Since there were


Then... & Now

The Pantheon The "good emperor" Hadrian built the Pantheon in Rome as a temple to honor all the gods. Today the beautiful building is a national shrine, a church, and the burial place of two kings of Italy.

 **Reading Check**
What is inflation?




no new conquests, gold was no longer coming into Rome. Yet, much gold was going out to pay for luxury items. This meant there was less gold to use in coins. As the amount of gold used in coins decreased, money began to lose its value. Prices went up. Many people stopped using money altogether. Instead, they began to **barter**, or exchange goods without using money.

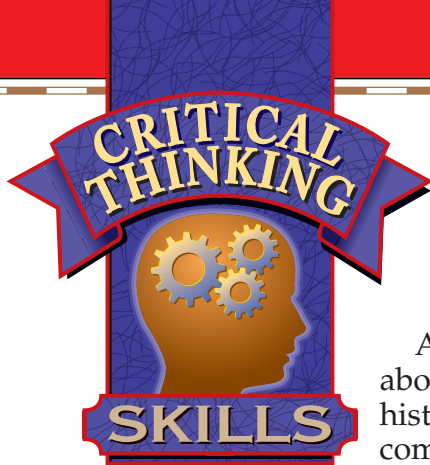
The third major reason Rome fell centered on foreign enemies. While the Romans fought each other over politics and money, they left Rome’s frontiers open to attack. Germanic hunters and herders from northern and central Europe began to raid Greece and Gaul. Trade and farming in those areas declined. Cities again began to surround themselves with protecting walls.

 **Reading Check**
Why did Romans begin to barter?

Diocletian and Constantine I Two emperors, Diocletian (dī ōklē’ shuhn) and Constantine I (kon stan tēn’), tried very hard to save the Roman Empire from collapse.

EMPERORS DURING THE PAX ROMANA 

	Emperor	Reign	Accomplishments
	Augustus	27 B.C.–14 A.D.	first emperor of Roman Empire reorganized government of Rome; brought peace to Rome
	Tiberius	14 A.D.–37 A.D.	reformed taxes and improved financial state of government
	Caligula	37 A.D.–41 A.D.	repaired roads and began construction of two aqueducts
	Claudius	41 A.D.–54 A.D.	conquered most of England extended citizenship to many people outside Rome set up ministries to handle government administration
	Nero	54 A.D.–68 A.D.	rebuilt Rome after the fire of 64 A.D. and gave it a city plan
	Flavian Emperors	69 A.D.–96 A.D.	brought people from the provinces into the Senate
	Vespasian		secured frontier regions
	Titus		brought Rome new prosperity
	Domitian		built the Coliseum
	Five Good Emperors	96 A.D.–180 A.D.	built aqueducts, bridges, and harbors
	Nerva		extended citizenship to more provinces
	Trajan		cut dishonesty in business and government
	Hadrian		
	Antoninus Pius		
	Marcus Aurelius		



Identifying the Main Idea

As you read about world history, you come across historical

dates, events, and names. These details are easier to understand and remember when they are connected to one main idea.

Understanding the main idea allows you to grasp the whole picture or story. The details then become more easily understood.

Learning the Skill Follow these steps to identify a main idea:

- Before you read the material, find out the setting of the article or document: the time, the place, and who the writer is.
- Read the material and ask, "What is the purpose of this information?"
- Study any photographs or illustrations that accompany the material.
- Ask, "What are the most forceful statements in this material?"
- Identify supporting details.
- Identify the main idea, or central issue.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

Skill Practice

The passage that follows comes from a document issued by Diocletian, the emperor of Rome from 284 to 305 A.D. In it, he describes a plan for ending Rome's economic problems. Read this passage and answer the questions that follow.

In the commerce carried on in the markets or involved in the daily life of cities, high prices are so widespread that they are not lowered even by abundant supplies or good years. . . . There are men who try . . . to profit in good as well as poor years even though they have enough wealth to satisfy entire nations. . . . Prices have been driven so high that sometimes in a single purchase a soldier is deprived of his bonus and salary. . . .

We have decreed that there be established . . . maximum prices. . . . It is our pleasure, therefore, that the prices . . . be observed in the whole of our empire and the penalty for violating this law shall be death. . . . We urge obedience to this law, since it provides . . . against those whose greed could not be satisfied.

1. Why has Diocletian issued this document?
2. What main idea, or central issue, is discussed by the document?
3. What supporting details are used to support the main idea?
4. What forceful statement does Diocletian use to make sure people do not miss the seriousness of the central issue?

Diocletian, who was the son of a freedman, ruled from 284 to 305 A.D. He made many changes as emperor. He fortified the frontiers to stop invasions. He reorganized the state and provincial governments to make them work better. To keep prices from rising, he set maximum prices for wages and goods. To make sure goods were produced, he ordered workers to stay in the same jobs until they died. He also made city officials personally responsible for the taxes their communities had to pay.

One of the most important changes Diocletian made concerned the position of the emperor. Diocletian established the official policy of **rule by divine right**. This meant the emperor's powers and right to rule came not from the people but from the gods.

Diocletian realized the Roman Empire covered too much area for one person to rule well. So, he divided it into two parts. He allowed someone else to govern the western provinces, while he ruled the richer eastern provinces.

In 312 A.D., Constantine I became emperor. He ruled until 337 A.D. Constantine took even firmer control of the empire than Diocletian. To keep people from leaving their jobs when things got bad, he issued several orders. The sons of workers had to follow their fathers' trades. The sons of farmers had to stay and work the land their fathers worked. The sons of ex-soldiers had to serve in the army.

To escape government pressure and control, wealthy landowners moved to their *villas*, or country estates. Most villas were like small, independent cities or kingdoms. Each produced enough food and goods to meet the needs of everyone who lived on the estate.

Despite the changes made by Diocletian and Constantine, the Roman Empire continued to decline in the west. In 330 A.D., Constantine moved the capital from a dying Rome east to the newly built city of Constantinople (kon stan tuh nō' puhl) in present-day Turkey.

End of the Empire Both Diocletian and Constantine I worked hard to save the Roman Empire. However, neither emperor succeeded in the end.

German attacks increased, especially in western Europe. There, the Germans crossed the Danube River in order to escape from the Huns, nomadic herders who had wandered west from Outer Mongolia in Asia. In 378 A.D., a Germanic group defeated Roman legions at the Battle of Adrianople (ā drē uh nō' puhl). One reason the Germans were able to defeat the Romans was because of an invention they borrowed from the Huns. This invention was the iron stirrup. Using iron stirrups made cavalry stronger than infantry, even the powerful Roman legions. This was because the force of the charging horse was added to the force of the weapon.

 **Reading Check**
What does **rule by divine right** mean?

People in History



Diocletian
245 A.D.–313 A.D.

Roman Emperor

Diocletian was born of humble parents in what is now Croatia, an area in eastern Europe ruled by the Romans. He rose to power as an officer in the Roman army, and it was his troops who proclaimed him emperor in 284 A.D. Diocletian's division of the empire into parts earned him the loyalty of powerful supporters such as Constantine I. In 305 A.D., he retired to a castle in present-day Split, Croatia.

By about 400 A.D., Rome had grown quite weak. In the winter of 406 A.D., the Rhine River froze. Groups of Germans crossed the frozen river and entered Gaul. The Romans were not able to force them back across the border.

In 410 A.D., the Germanic chief Alaric (al' uhr ik) and his soldiers invaded Rome. They burned records and looted the treasury. The Roman Senate told the people, "You can no longer rely on Rome for finance or direction. You are on your own."

Section 4 Assessment

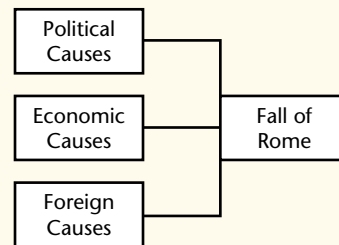
1. **Define:** inflation, barter, rule by divine right.
2. How did wealthy landowners react to economic reforms by Diocletian and Constantine?
3. How did the Germans gain control of the Roman Empire?

Critical Thinking

4. **Identifying Alternatives** What do you think could have been done by either Diocletian or Constantine to save the Roman Empire?

Graphic Organizer Activity

5. Draw this diagram, and use it to summarize the causes for the fall of the Roman Empire.



Chapter Summary & Study Guide

1. Octavian, better known as Augustus, became the first Roman emperor in 27 B.C.
2. Reorganization of the empire by Augustus introduced a 200-year period of peace, called the *Pax Romana*.
3. During the *Pax Romana*, trade increased, and Roman law became standardized.
4. During the *Pax Romana*, about one million people lived in Rome, where they suffered from such problems as overcrowding, pollution, crime, and unemployment.
5. Whether rich or poor, most Roman children went to school until age 12.
6. The Roman government staged free public games to entertain the people.
7. Reasons for the fall of Rome include the lack of a formal rule for inheriting the throne, inflation, and attacks by Germanic invaders.
8. Despite efforts by Diocletian and Constantine I to save the empire, Rome fell to Germanic invaders in 410 A.D.

HISTORY
Online



CLICK HERE

Self-Check Quiz

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 15—Self-Check Quiz** to assess your understanding of this chapter.

CHAPTER 15 Assessment

Using Key Terms

Imagine you are living in Rome around 400 A.D. Use the following words to write a letter to a friend explaining some of the reasons for the decline of the Roman Empire.

emperor	freedmen	census
<i>juris prudentes</i>	tariffs	<i>domus</i>
gladiators	inflation	barter
rule by divine right		

Understanding Main Ideas

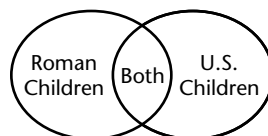
1. How did Augustus make life safer for people living in Rome?
2. How did increased trade during the *Pax Romana* affect the Romans?
3. Why did the Romans change the laws set down in the Twelve Tables?
4. Why was it important to make Roman law standardized across the empire?
5. What happened to some animal species as a result of the public games?
6. How did the Praetorian Guard contribute to the empire's decline?
7. Why did Diocletian divide the Roman Empire in two?
8. What were the main reasons for the fall of the Roman Empire?

Critical Thinking

1. What were Augustus's strengths and weaknesses as a ruler?
2. Why would the absence of tariffs increase trade?
3. Would you have enjoyed living in Rome during the *Pax Romana*? Explain.
4. What happens to a government if it does not have rules for passing on power from leader to leader?

Graphic Organizer Activity

Culture Create this diagram, and use it to compare the education of Roman children with the education of children in the United States.



Geography in History

The World in Spatial Terms Refer to the map on page 235. Describe the general location of the Roman Empire according to its longitude and latitude. Also identify the location of the imaginary dividing line between the western and eastern empires.

Using Your Journal

Review any details that you may have noted about the contributions of the Romans to world civilization. Write a newspaper article explaining the contributions of the Romans to the ideas about law in the United States today.