CHAPTER 2 117–1453

The Fall of Rome

California Standards

History–Social Science

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Analysis Skills

HI 4 Recognize the role of chance, oversight, and error in history.

English–Language Arts

Speaking 7.1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Reading 7.2.0 Students read and understand grade-level-appropriate material.

Focus on Speaking

A Narrative Poem How do people remember great historical events like the fall of Rome? Sometimes it's because a poet created a poem to tell the story. As you read this chapter, you'll learn what happened to Rome as it became weak and lost its power. Then you'll write and present a short poem—8 to 10 lines—about this fascinating story.

Chapter Events

117 Under Trajan, the Roman Empire reaches its greatest size.

100

World Events

c. 200 The Kushite civilization begins to collapse.

HOLT

History's Impact

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

What You Will Learn...

In this chapter you will learn about the height of the Roman Empire, its lasting contributions, and its fall. This photo shows Roman ruins in what is now Syria.

410 The Goths sack the city of Rome.

476 The last western Roman emperor is overthrown.

527 Justinian and Theodora come to power in Constantinople.

1453 The Byzantine Empire is defeated.

225 | 350 | 475 | 600 | 1450

220 The Han dynasty ends in China.

c. 570 Muhammad, the founder of Islam, is born in Mecca.

587 The first Buddhist monastery in Japan is established.

Reading Social Studies

by Kylene Beers

Economics | Geography | Politics | Religion | Society and Culture | Science and Technology

Focus on Themes In this chapter, you will read about the fall of one of the great ancient civilizations—the Roman Empire. You will learn what problems it had inside its cities and will learn about the invaders who attacked it. You will read about the division of the empire into the western empire and the eastern empire and learn about the reasons for that division. You will see how **political** and **religious** practices differed in the two parts of the empire and learn what those differences meant.

Main Ideas in Social Studies

Focus on Reading Why do we bother to look for main ideas? History is not just a bunch of facts. Instead, history is about facts and their meanings. When we find main ideas, we find the meaning.

Identifying Main Ideas Most paragraphs written about history include a main idea. Sometimes the main idea is stated clearly in a sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.

Additional reading support can be found in the

Interactive Reader and Study Guide

Growth of Territory

In the early 400s the Vandals invaded Spain.Then they crossed into northern Africa and destroyed Roman settlements there. As they passed through Roman areas, the Vandals destroyed nearly everything in their path. At about the same time, the Angles, Saxons, and Jutes invaded Britain, and the Franks invaded Gaul. (p. 33)

Topic: The paragraph seems to be about the groups of people who invaded Rome.

+

Facts and Details: Spain invaded by Vandals; destroyed Roman areas; three groups invaded Britain; Franks invaded Gaul

Main Idea: In the 400s Rome and its territories were attacked by several groups of invaders.

Identifying Main Ideas

1. Read the paragraph. Ask yourself, "What is this paragraph mostly about, or its topic?"
2. List the important facts and details that relate to that topic.
3. Ask yourself, "What seems to be the most important point the writer is making about the topic?" Or ask, "If the writer could say only one thing about this paragraph, what would it be?" This is the **main idea** of the paragraph.

ELA Reading 7.2.0 Read and understand grade-level-appropriate material.

You Try It!

The passage below is from the chapter you are about to read. Read the passage and then answer the questions below.

Problems Threaten the Empire

From Chapter 2, p. 30

At its height the Roman Empire included all the land around the Mediterranean Sea. The empire in the early 100s stretched from Britain south to Egypt, and from the Atlantic Ocean all the way to the Persian Gulf.

But the empire did not stay that large for long. By the end of the 100s emperors had given up some of the land the Roman army had conquered. These emperors feared that the empire had become too large to defend or govern efficiently. As later rulers discovered, these emperors were right.

Even as emperors were giving up territory, new threats to the empire were appearing. Tribes of Germanic warriors, whom the Romans called barbarians, attacked Rome's northern borders. At the same time, Persian armies invaded in the east. The Romans defended themselves for 200 years, but only at great cost.

Answer the following questions about finding main ideas.

1. Which sentence expresses the main idea of the first paragraph? How can you tell?
2. What is the main idea of the second paragraph? List two details from the paragraph that support that main idea.
3. What is the main idea of the third paragraph?

Key Terms and People

Chapter 2

Section 1

Augustus *(p. 25)*
citizens *(p. 25)*
aqueducts *(p. 26)*

Section 2

Diocletian *(p. 31)*
Constantine *(p. 31)*
Clovis *(p. 33)*
Attila *(p. 33)*
corruption *(p. 34)*

Section 3

Justinian *(p. 36)*
Theodora *(p. 37)*
Byzantine Empire *(p. 38)*
mosaics *(p. 39)*

Academic Vocabulary

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

innovation *(p. 27)*
strategy *(p. 32)*
efficient *(p. 34)*

As you read Chapter 2, identify the main ideas of the paragraphs you are studying.

SECTION 1

The Roman Empire

What You Will Learn...

Main Ideas

1. Leadership and laws helped the Romans in building the empire.
2. Roman advancements in engineering, architecture, art, and philosophy helped shape later civilizations.
3. Christianity spread quickly throughout the Roman world.

The Big Idea

The Romans made great advances in many fields that helped keep their empire strong.

Key Terms and People

Augustus, *p. 25*
citizens, *p. 25*
aqueducts, *p. 26*

HSS 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., the rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

If YOU were there...

You live in a distant province of the Roman Empire in about 200. Life is pleasant here, because your town has a theater and an arena. Of course, you have public baths and a marketplace. All Roman towns do! At school you learn Latin. Recently the emperor has given citizenship to nearly all free people in the empire. At last you can say, "*Civis romanus sum*—I am a Roman citizen!"

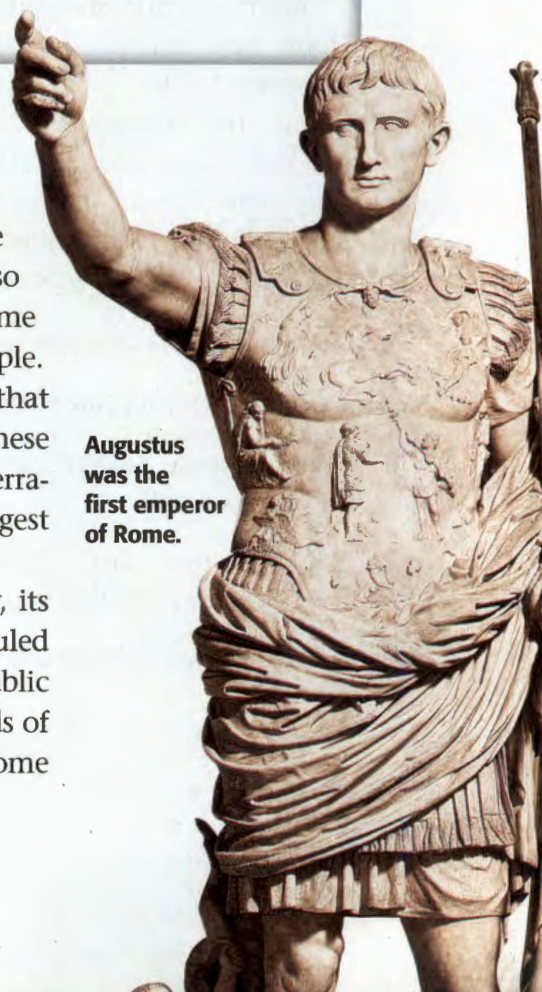
What new duties might you have as a citizen?

BUILDING BACKGROUND The citizens of the Roman Empire were both practical and inventive. Their ideas and accomplishments have influenced civilizations all over the world for more than 2,000 years. Some of the Romans' accomplishments, especially the creations of artists and engineers, are still admired.

Building the Empire

Between the 700s BC and the AD 100s, Rome grew from a tiny village to a huge city. As the city grew, so did its population, until Rome became home to more than a million people. Millions more lived in territories that the Romans controlled. Together, these territories surrounded the Mediterranean Sea, forming one of the largest states the world had ever seen.

As Rome gained more territory, its government changed. Originally ruled by kings, Rome turned into a republic run by elected leaders. For hundreds of years these leaders helped Rome become larger, richer, and more powerful.



Augustus was the first emperor of Rome.

In time the republic broke down, however, and disorder spread in Rome. To restore order, the Romans again changed their government. They put control of the government in the hands of individuals who had great power. In other words, Rome became an empire.

Rome's Emperors

Rome's first emperor, **Augustus**, set many of the powers that later emperors would have. The emperor had the power to

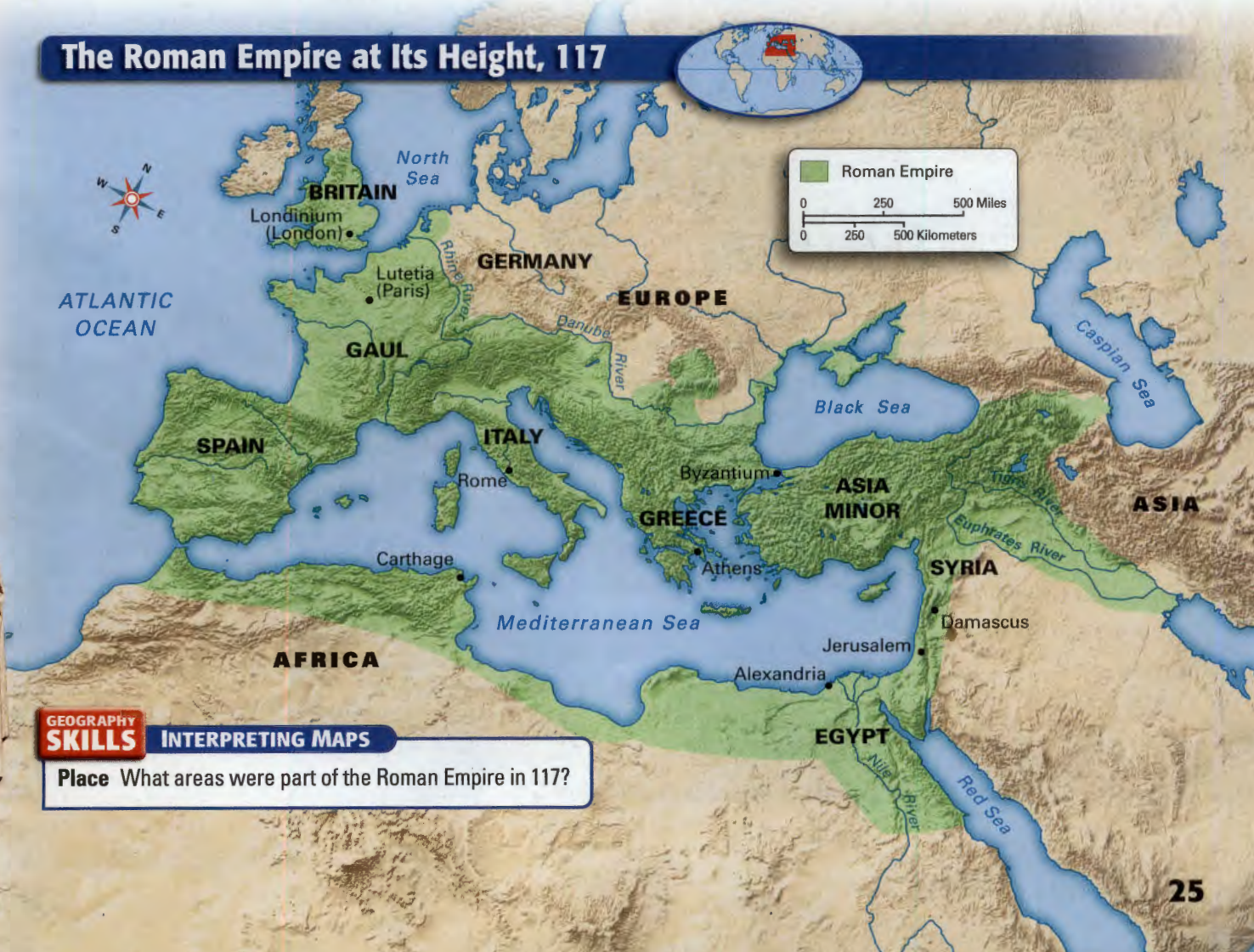
- declare war
- raise taxes
- punish lawbreakers
- nominate public officials
- influence meetings of the Senate, the elected council that had once ruled Rome
- lead religious festivals

Later emperors benefited from the powers Augustus gained. Some used their powers well, expanding the empire and protecting its citizens. Others abused their power, seeking only to make themselves happy. Despite the selfish emperors, the empire survived for hundreds of years.

Laws and Citizenship

The empire survived, at least in part, because of its laws. Rome's laws were written down and kept on public display. These written laws were supposed to help protect Romans from unfair treatment. Because everyone knew the laws, officials had to treat everyone the same.

Rome's laws protected the rights of the city's **citizens**, the people who could participate in the government. Only citizens could hold public offices or vote.



GEOGRAPHY SKILLS INTERPRETING MAPS

Place What areas were part of the Roman Empire in 117?

In addition to the rights to vote and hold office, however, all citizens had duties to perform. For example, citizens had to pay taxes, and male citizens had to serve in the army when needed.

Most Romans were very proud of their citizenship. They thought it was an honor to be a citizen of Rome. Roman citizenship was valued so much that many people the Romans conquered also wanted to become citizens. From time to time, Rome's emperors gave citizenship to groups the Romans had conquered. This act usually made the conquered people feel grateful to the emperor. As a result, they remained loyal to Rome and helped keep the empire strong.

READING CHECK **Categorizing** What rights did Roman citizens have?

Roman Advancements

While Rome's emperors and army worked to make the empire stronger, other Romans tried to improve life for its people. Engineers, architects, artists, and philosophers tried to make life more pleasant for their fellow citizens. In the process they created works of lasting strength and beauty.

Engineering

Roman engineers designed and built many structures to improve life in the empire. They built durable roads that have lasted for centuries and strong bridges that spanned raging rivers. They also built **aqueducts** (A-kwuh-duhkts), human-made channels that carried water from distant mountain ranges into Rome or other cities.

The Legacy of Rome

The Romans made many contributions to Western society. Some of their contributions built on the accomplishments of other peoples, but others were developed by the Romans themselves.

Roman Accomplishments

QUICK FACTS

Government

- Importance of written laws
- Equal treatment for all citizens
- Rights and duties of citizens

Engineering

- Excellent, durable roads
- Strong bridges
- Aqueducts to move water
- Building designs that inspired later societies

Architecture

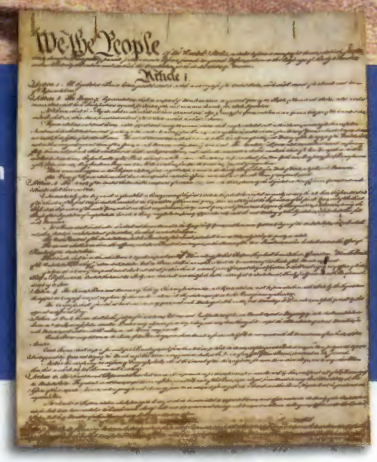
- Large and strong buildings
- Columns and open spaces

Art

- Realistic statues
- Lifelike portraits

Philosophy

- Focused on improving people's lives
- Stoic philosophy emphasizing people's civic duty



Government

Features of Roman government like written laws and a separation of powers influenced the U.S. Constitution.

The skill of ancient Roman engineers inspired many later people to copy their techniques. For example, some builders still design stadiums in much the same way Roman engineers did. In fact, many techniques engineers and architects use today were directly inspired by the Roman engineers of 2,000 years ago.

Architecture

Architecture, the art of designing buildings, is closely related to engineering. Roman architects and engineers used many of the same ideas. They constantly sought ways to make larger, stronger buildings.

In addition to being large and strong, however, Roman architects wanted their buildings to be beautiful. Because they admired the beauty of ancient Greek structures, they borrowed Greek ideas. For example, like the Greeks, the Romans used columns and open spaces to make their buildings look elegant and majestic. But the Romans added an **innovation** of their own. They used their engineering skills to make buildings larger and grander than anything the Greeks had built.

Later civilizations greatly admired the Roman architectural style, copying many elements of Roman design in their own buildings. Elements of Roman design are seen in many public buildings even today.

Art

Architecture was not the only field in which the Romans were inspired by the Greeks. Roman works of art also borrowed heavily from earlier Greek examples.

ACADEMIC VOCABULARY

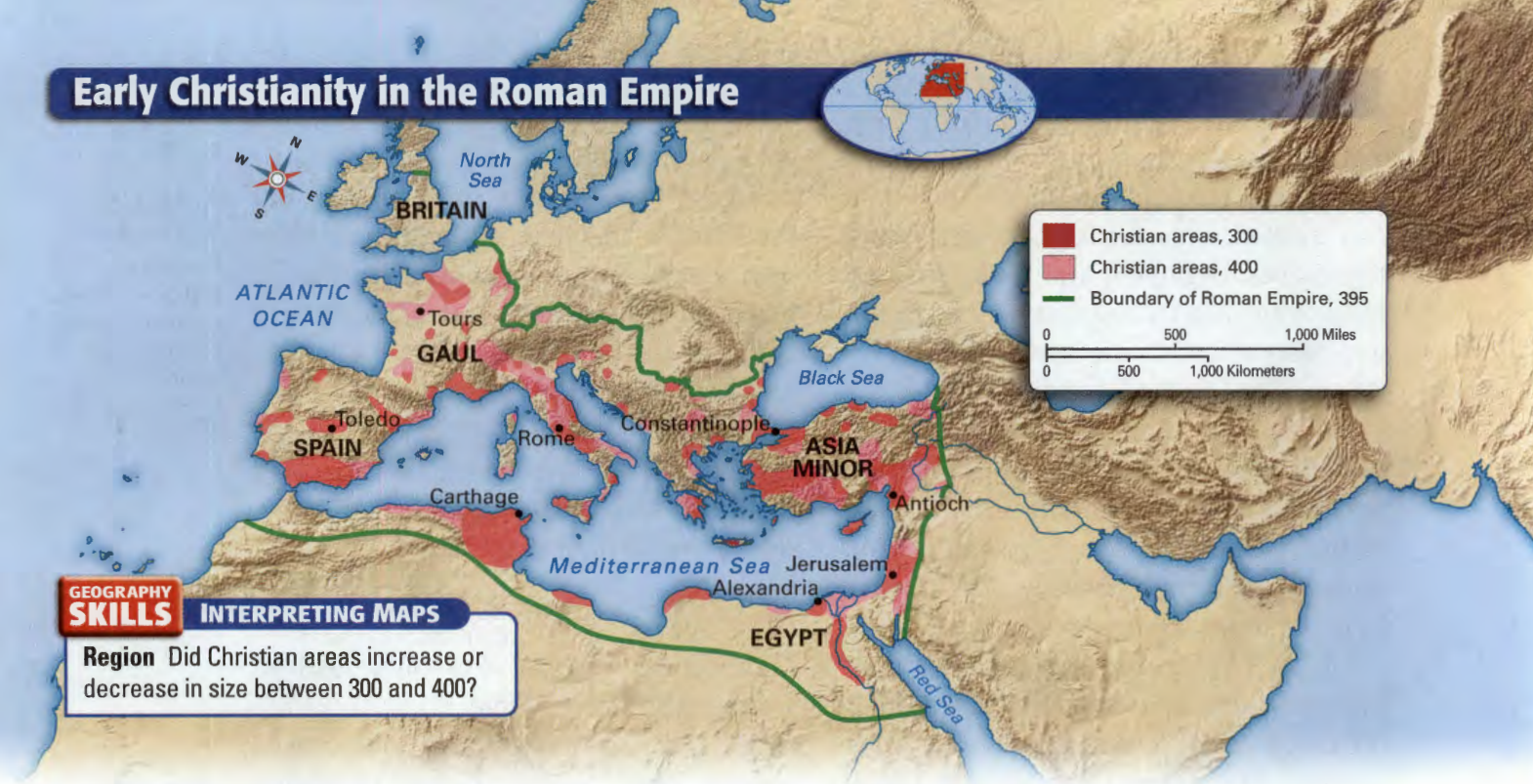
innovation (i-nuh-VAY-shuhn) a new idea or way of doing something

Roads

Roman roads like the one above in western Italy can still be found across Europe. Modern roads still feature innovations made by the Romans.

Architecture

Roman architecture has influenced buildings for centuries. For example, the Pantheon's dome (above) inspired the California State Capitol in Sacramento.



GEOGRAPHY SKILLS **INTERPRETING MAPS**

Region Did Christian areas increase or decrease in size between 300 and 400?

Like the Greeks, Roman artists tried to make their art incredibly realistic. They wanted their statues and paintings to look like they could come alive. Roman artists particularly excelled in creating portraits. Some Roman portraits are so lifelike that viewers can even tell what the subject's personality was like. For centuries, artists have studied Roman works to learn how to make their own works more realistic.

Philosophy

FOCUS ON READING

What is the main idea of this paragraph? How can you tell?

Like Roman artists, Roman philosophers, or thinkers, wanted to show the world as it really was. They disagreed with earlier Greek philosophers who spent their time thinking about ideal worlds. Instead the Romans focused on how their ideas could improve people's lives.

For example, Roman philosophers advised people on how they should behave in order to be happy. One large group of philosophers called the Stoics (STOH-iks) taught that people shouldn't be concerned with possessions. Instead, they should focus on living a virtuous life.

Stoic ideas influenced the Roman idea of civic duty. Inspired by the Stoics, Romans felt that they should act for the good of the city, not for personal gain. This notion of civic duty was passed on to later cultures, like our own in the United States.

READING CHECK **Comparing** How did the Romans improve on Greek architecture?

Christianity Spreads

Early in the first century AD a new religion, Christianity, appeared in Rome. At first the Romans saw the Christians as a branch of an older religion, Judaism. They didn't anticipate that Christianity would become a major force in the empire.

Christianity grew, though, spreading quickly through Rome. Worried by this growth, some officials tried to stop Christianity from spreading. It couldn't be stopped. Then in the 300s, a Roman emperor became Christian. Later emperors increased their support for Christianity until it became the official religion of the empire.

This Roman carving was created in the 300s. It shows scenes from the life of Jesus.

These two scenes show Jesus carrying the cross and being mocked by a Roman soldier.

This symbol, called a Chi-Rho, represents Jesus Christ. It is based on the first two letters of the word "Christ" in Greek.

During the period of the Roman Empire, Christianity spread from its birthplace in Southwest Asia into other parts of the world. Some historians estimate that, by the 300s, most of Rome's population was Christian.

As the church grew, the influence of church leaders grew as well. Soon the heads of the church became major figures in Roman society. The most influential of these leaders was the pope, the bishop of Rome. The influence of the pope and other church leaders helped unify Rome as a single Christian society.

READING CHECK **Drawing Conclusions** How did the Romans help spread Christianity?

SUMMARY AND PREVIEW The Romans made many great advances and created a great culture in their empire. By the 200s, though, Roman society had begun to weaken. Threats from both outside and inside the empire seemed likely to tear the empire apart.

Section 1 Assessment

go.hrw.com
Online Quiz
KEYWORD: SQ7 CH2

Reviewing Ideas, Terms, and People HSS 7.1.1

1. **a. Identify** What rights and duties did Roman **citizens** have?
   b. Explain How did **Augustus** influence the later development of the Roman government?
2. **a. Recall** What group of Roman philosophers taught that people should not be concerned with possessions?
   b. Rate What do you think was the Romans' greatest engineering accomplishment? Why?
3. **a. Identify** Whose conversion to Christianity helped make Christianity acceptable in Rome?
   b. Make Generalizations What role did church leaders play in the spread of Christianity?

Critical Thinking

4. **Categorizing** Draw a chart like the one below. In each column list one contribution the ancient Romans made.

Law	Engineering	Architecture	Art	Philosophy

FOCUS ON SPEAKING

5. **Choosing the Right Words** Poets use just a few carefully chosen words to tell a story. In your notebook draw a large circle. In the circle write words or phrases you might use in your poem—words like *empire, stoic,* and *weaken.* If necessary, write a brief description of each word.

SECTION 2

Fall of the Western Roman Empire

What You Will Learn...

Main Ideas

1. Many problems threatened the Roman Empire, leading one emperor to divide it in half.
2. Barbarians invaded Rome in the 300s and 400s.
3. Many factors contributed to Rome's fall.

The Big Idea

Problems from both inside and outside caused the Roman Empire to split and the western half to collapse.

Key Terms and People

Diocletian, *p. 31*
Constantine, *p. 31*
Clovis, *p. 33*
Attila, *p. 33*
corruption, *p. 34*

HSS 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

If YOU were there...

You are a former Roman soldier who has settled on lands in Gaul. In the last few months, groups of barbarians have been raiding local towns and burning farms. The commander of the local army garrison is an old friend, but he says he is short of loyal soldiers. Many troops have been called back to Rome. You don't know when the next raid will come.

How will you defend your lands?

BUILDING BACKGROUND Though the Roman Empire remained large and powerful, it faced serious threats from both outside and inside. Beyond the borders of the empire, many different groups of people were on the move. They threatened the peace in Rome's provinces—and eventually attacked the heart of the empire itself.

Problems Threaten the Empire

At its height the Roman Empire included all the land around the Mediterranean Sea. The empire in the early 100s stretched from Britain south to Egypt, and from the Atlantic Ocean all the way to the Persian Gulf.

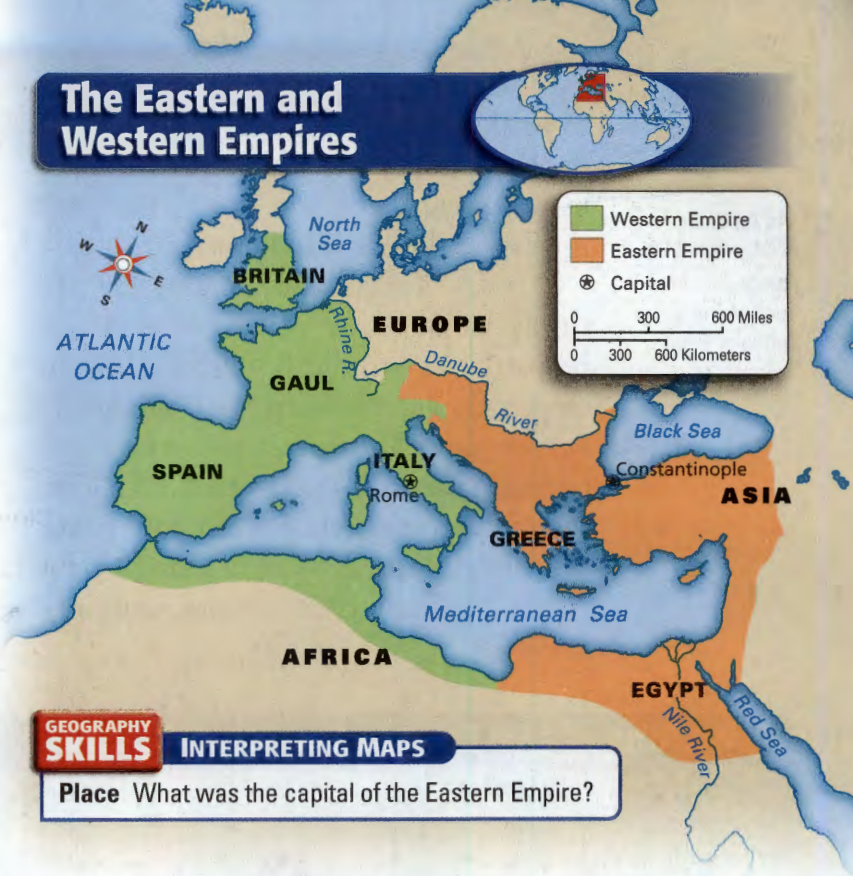
But the empire did not stay that large for long. By the end of the 100s emperors had given up some of the land the Roman army had conquered. These emperors feared that the empire had become too large to defend or govern efficiently. As later rulers discovered, these emperors were right.

Problems in the Empire

Even as emperors were giving up territory, new threats to the empire were appearing. Tribes of Germanic warriors, whom the Romans called barbarians, attacked Rome's northern borders. At the same time, Persian armies invaded in the east. The Romans defended themselves for 200 years, but only at great cost.

The Romans struggled with problems within the empire as well. Because so many Romans were needed in the army, not enough people were left to farm. To grow enough food, the Romans invited Germanic farmers to grow crops on Roman lands. These farmers often came from the same tribes that threatened Rome's borders. Over time, whole German communities had moved into the empire. They chose their own leaders and largely ignored the emperors, which caused problems for the Romans.

Other internal problems also threatened Rome's survival. Disease swept through the empire, killing many people. The government increased taxes to pay for the defense of the empire. Desperate, the Romans looked for a strong emperor to solve their problems.



GEOGRAPHY SKILLS INTERPRETING MAPS

Place What was the capital of the Eastern Empire?

Division of the Empire

The emperor the Romans were looking for was **Diocletian** (dy-uh-KLEE-shuhn), who took power in the late 200s. Convinced that the empire was too big for one person to rule, Diocletian divided the empire. He ruled the eastern half of the empire and named a co-emperor to rule the west.

Not long after Diocletian left power, Emperor **Constantine** (KAHN-stuhn-teen) reunited the two halves of the Roman Empire for a short time. Constantine also moved the empire's capital to the east into what is now Turkey. He built a grand new capital city there. The new capital was called Constantinople (KAHN-stant-uhn-oh-puhl), which means "the city of Constantine." Although the empire was still called the Roman Empire, Rome was no longer the real seat of power. Power had moved to the east.

READING CHECK Identifying Cause and Effect
Why did Diocletian divide the Roman Empire?

Barbarians Invade Rome

Not long after Constantine moved Rome's capital, German barbarians—people the Romans considered uncivilized—from the north began to raid the Roman Empire. As you have already read, barbarian tribes had settled along the empire's northern border in the 200s. For more than 100 years these tribes mostly stayed out of Roman territory. Late in the 300s, though, the barbarians began raiding deep into the heart of the empire.

Early Invasions

The source of these raids was a new group of people who moved into Europe. Called the Huns, they were fierce warriors from Central Asia.

As you can see on the map on the next page, the Huns invaded southeastern Europe. From there they launched raids on nearby kingdoms. Among the victims of these raids were several groups of people called the Goths.

THE IMPACT TODAY
Constantinople is now called Istanbul. It is Turkey's largest city and a thriving economic center.

The Goths could not defeat the Huns in battle. As the Huns continued to raid their territories, the Goths fled. Trapped between the Huns and Rome, they had nowhere to go but into Roman territory.

Rome's leaders were afraid that the Goths would destroy Roman land and property. To stop this destruction, the emperors fought to keep the Goths out of Roman lands. In the east the armies were largely successful. They forced the Goths to move farther west. As a result, however, the western armies were defeated by the Goths, who moved into Roman territory.

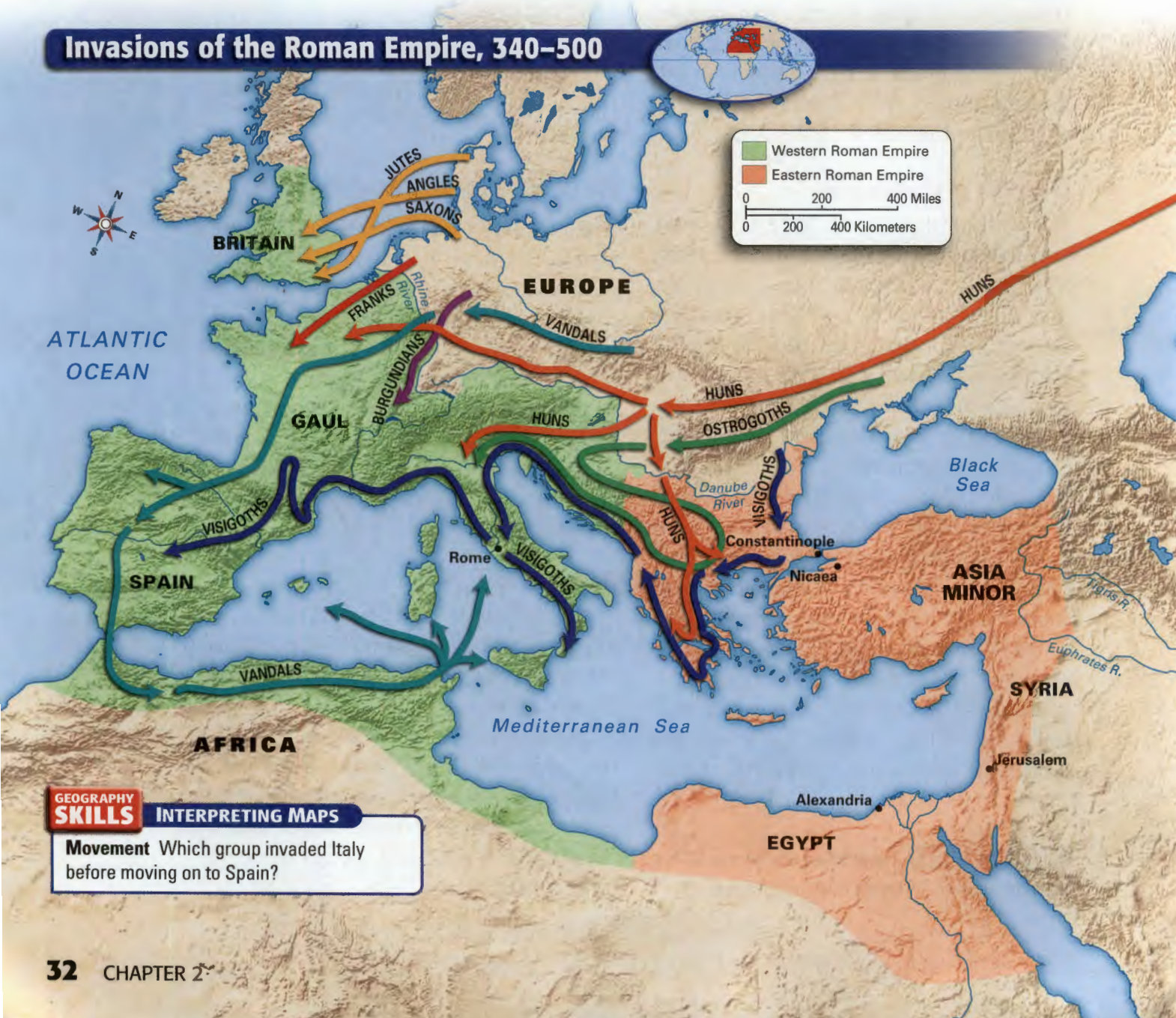
ACADEMIC VOCABULARY

strategy a plan for fighting a battle or war

The Sack of Rome

The Romans fought desperately to keep the Goths away from Rome. They also paid the Goths not to attack them. For many years this **strategy** worked. In 408, however, the Romans stopped making payments. This made the Goths furious. Despite the Romans' best efforts to defend their city, the Goths sacked, or destroyed, Rome in 410.

The destruction of Rome absolutely devastated the Romans. No one had attacked their city in nearly 800 years. For the first time, many Romans began to feel afraid for the safety of their empire.



GEOGRAPHY SKILLS INTERPRETING MAPS

Movement Which group invaded Italy before moving on to Spain?

The Empire in Chaos

Unfortunately for Rome, the city's fall to the Goths in 410 wasn't the end of the invasions. The Gothic victory served as an example for other barbarian groups to invade the western half of the empire.

In the early 400s the Vandals invaded Spain. Then they crossed into northern Africa and destroyed Roman settlements there. As they passed through Roman areas, the Vandals destroyed nearly everything in their path. At about the same time, the Angles, Saxons, and Jutes invaded Britain, and the Franks invaded Gaul.

By the 480s a Frankish king named **Clovis** had built a huge kingdom in Gaul. Clovis, a Christian, was one of the most powerful of all the German kings.

Meanwhile, the Huns, under a new leader named **Attila** (AT-uhl-uh), raided Roman territory in the east. Attila was a brilliant leader and a very scary enemy. Here is one description that shows why he was so terrifying.

> "He was a man born into the world to shake the nations, the scourge of all lands, who in some way terrified all mankind by the dreadful rumors noised abroad concerning him."
>
> –Jordanes, from *History of the Goths*

THE IMPACT TODAY

We still use the word *vandal* today to describe someone who destroys property.

The Goths and Huns were just two of the groups that invaded the Roman Empire. In this illustration, a Goth warrior is shown on the right, and a Hun is shown on the left. These invaders also battled each other, as Huns attacked Goths and fought for territory and riches.

Time Line

Key Events in Roman History

c. 509 BC
Rome sets up a republic.

500 BC

264–146 BC
Rome battles Carthage during the Punic Wars.

27 BC
The Roman Republic becomes the Roman Empire.

BC 1 AD

AD 117
The Roman Empire reaches its height.

Attila led the Huns in raids against Constantinople, Greece, Gaul, and parts of northern Italy. But because he was told that diseases ran wild in southern Italy, he decided not to go south to Rome.

The End of the Western Empire

Rome needed strong leaders to survive these constant attacks, but the emperors of the 400s were weak. As attacks on Rome's borders increased, military leaders took power away from the emperors. By the 450s military leaders ruled Rome.

Unfortunately for Rome, most of these military leaders were too busy fighting among themselves to protect the empire. Barbarian leaders took advantage of this situation and invaded Rome. In 476 a barbarian general overthrew the last emperor in Rome and named himself king of Italy. Many historians consider this event the end of the western Roman Empire.

ACADEMIC VOCABULARY
efficient
(i-FI-shuhnt)
productive and not wasteful

READING CHECK **Analyzing** Why did Rome fall to barbarians in the 400s?

Factors in Rome's Fall

There were many causes for the decline of Rome, including barbarian invasions, corruption of governmental officials, inflation and a weakening economy, and the power of the military to make and remove emperors.

One cause of Rome's decline was the vast size of the empire. In some ways, Rome had simply grown too big to govern. Communication among various parts of the empire was difficult, even in peaceful times. During times of conflict it became even more difficult.

Political crises also contributed to the decline. By the 400s **corruption**, the decay of people's values, had become widespread in Rome's government. Corrupt officials used threats and bribery to achieve their goals, often ignoring the needs of Roman citizens. Because of officials like these, Rome's government was no longer as efficient as it had been in the past.

In the face of this corruption, many wealthy citizens fled the city of Rome for their country estates. This action created a series of causes and effects that further weakened the empire.

AD 286
Diocletian divides the Roman Empire in two.

AD 381
All non-Christian religions are banned in Rome.

500

AD 410
The Goths sack Rome.

AD 476 The western Roman Empire falls.

ANALYSIS SKILL READING TIME LINES
About how long did the Roman Empire last?

Why Rome Fell

QUICK FACTS

Problems Inside the Empire

- Large size made communication difficult.
- Corruption became common.
- Rich citizens left Rome for country estates.
- Taxes and prices rose.

Problems Outside the Empire

- Barbarians began invading the empire.

Outside Rome, many landowners used slaves or serfs to work on their lands. To protect their estates and their wealth, many landowners created their own armies. Ambitious landowners used these personal armies to overthrow emperors and take power for themselves.

As wealthy citizens abandoned Rome and other cities, city life became more difficult for those who remained. Rome's population decreased, and schools closed. At the same time taxes and prices soared, leaving more and more Romans poor. By the end of the 400s Rome was no longer the city it had once been. As it changed, the empire slowly collapsed around it.

READING CHECK Finding Main Ideas How did corruption alter Roman society in the 400s?

SUMMARY AND PREVIEW By the early 500s Rome no longer ruled western Europe. But as you will read in the next section, the empire in the east continued to prosper for several hundred years.

Section 2 Assessment

go.hrw.com
Online Quiz
KEYWORD: SQ7 CH2

Reviewing Ideas, Terms, and People HSS 7.1.2

1. a. **Recall** Where did **Constantine** move Rome's capital?
   b. **Explain** Why did **Diocletian** divide the empire in two?
2. a. **Identify** Who was **Attila**?
   b. **Summarize** Why did the Goths move into the Roman Empire in the 300s?
   c. **Elaborate** Why do you think the sack of Rome was so devastating?
3. a. **Describe** What kinds of problems did Rome's size cause for its emperors?
   b. **Make Generalizations** How did **corruption** weaken Rome in the 400s?

Critical Thinking

4. **Drawing Conclusions** Draw a word web like the one shown on the right. In each of the outer circles, list a factor that helped lead to the fall of the western Roman Empire. You may add more circles if needed.

FOCUS ON SPEAKING

5. **Adding Details** Make a list of the most important events that led to the fall of the western Roman Empire. Then circle the events you will mention in your poem.

SECTION 3

The Byzantine Empire

What You Will Learn...

Main Ideas

1. Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.
2. The people of the eastern empire created a new society that was very different from society in the west.
3. Byzantine Christianity was different from religion in the west.

The Big Idea

The Roman Empire split into two parts, and the eastern Roman Empire prospered for hundreds of years after the western empire fell.

Key Terms and People

Justinian, *p. 36*
Theodora, *p. 37*
Byzantine Empire, *p. 38*
mosaics, *p. 39*

HSS 7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

If YOU were there...

You are a trader visiting Constantinople. You have traveled to many cities but have never seen anything so magnificent. The city has huge palaces and stadiums for horse races. In the city center you enter a church and stop, speechless with amazement. Above you is a vast, gold dome lit by hundreds of candles.

How does the city make you feel about its rulers?

BUILDING BACKGROUND Even before the western empire fell to the Goths, power had begun to shift to the richer, more stable east. The people of the eastern empire considered themselves Romans, but their culture was very different from that of Rome itself.

Emperors Rule from Constantinople

Constantinople was built on the site of an ancient Greek trading city called Byzantium (buh-ZAN-shuhm). It lay near both the Black Sea and the Mediterranean Sea. This location between two seas protected the city from attack and let the city control trade between Europe and Asia. Constantinople was in an ideal place to grow in wealth and power.

Justinian

After Rome fell in 476, the emperors of the eastern Roman Empire dreamed of taking it back and reuniting the old Roman Empire. For **Justinian** (juh-STIN-ee-uhn), an emperor who ruled from 527 to 565, reuniting the empire was a passion. He couldn't live with a Roman Empire that didn't include the city of Rome, so he sent his army to retake Italy. In the end this army conquered not only Italy but also much land around the Mediterranean.

Justinian's other passions were the law and the church. He ordered officials to examine all of Rome's laws and remove any out-of-date or unchristian laws. He then organized all the laws

GEOGRAPHY SKILLS **INTERPRETING MAPS**

Location Where was Constantinople?

Constantinople was strategically located where Europe and Asia meet. As a result, the city was in a perfect location to control trade routes between the two continents.

into a legal system called Justinian's Code. By simplifying Roman law, this code helped guarantee fair treatment for all.

Despite his achievements, Justinian made many enemies. Two groups of these enemies joined together and tried to overthrow him in 532. These groups led riots in the streets and set fire to buildings. Scared for his life, Justinian prepared to leave Constantinople.

Justinian was stopped from leaving by his wife, **Theodora** (thee-uh-DOHR-uh). She convinced Justinian to stay in the city. Smart and powerful, Theodora helped her husband rule effectively. With her advice, he found a way to end the riots. Justinian's soldiers killed all the rioters—some 30,000 people—and saved the emperor's throne.

The Empire after Justinian

After the death of Justinian in 565, the eastern empire began to decline. Faced with invasions by barbarians, Persians, and Muslims, later emperors lost all the land Justinian had gained. The eastern empire remained a major power for several hundred years, but it never regained its former strength.

The eastern empire's struggles finally ended nearly 700 years after the death of Justinian. In 1453 a group called the Ottoman Turks captured Constantinople. With this defeat the 1,000-year history of the eastern Roman Empire came to an end.

READING CHECK **Drawing Conclusions**

Why did Justinian reorganize Roman law?

A New Society

In many ways Justinian was the last Roman emperor of the eastern empire. After he died, non-Roman influences took hold throughout the empire. People began to speak Greek, the language of the eastern empire, rather than Latin. Scholars studied Greek, not Roman, philosophy. Gradually, the empire lost its ties to the old Roman Empire, and a new society developed.

The people who lived in this society never stopped thinking of themselves as Romans. But modern historians have given their society a new name. They call the society that developed in the eastern Roman Empire after the west fell the **Byzantine** (BI-zuhn-teen) **Empire**, named after the Greek town of Byzantium.

Outside Influence

One reason eastern and western Roman society was different was the Byzantines' interaction with other groups. This interaction was largely a result of trade. Because Constantinople's location was ideal for trading between Europe and Asia, it became the greatest trading city in Europe.

Merchants from all around Europe, Asia, and Africa traveled to Constantinople to trade. Over time Byzantine society began to reflect these outside influences as well as its Roman and Greek roots.

Government

The forms of government that developed in the eastern and western empires also created differences. Byzantine emperors had

History Close-up

The Glory of Constantinople

Constantinople was a crossroads for traders, a center of Christianity, and the capital of an empire. It was a magnificent city filled with great buildings, palaces, and churches. The city's rulers led processions, or ceremonial walks, to show their wealth and power.

This procession went from the church to the royal palace. The procession showed the power and importance of the emperor as head of the church.

more power than western emperors did. They liked to show off their great power. For example, people could not stand while they were in the presence of the eastern emperor. They had to crawl on their hands and knees to talk to him.

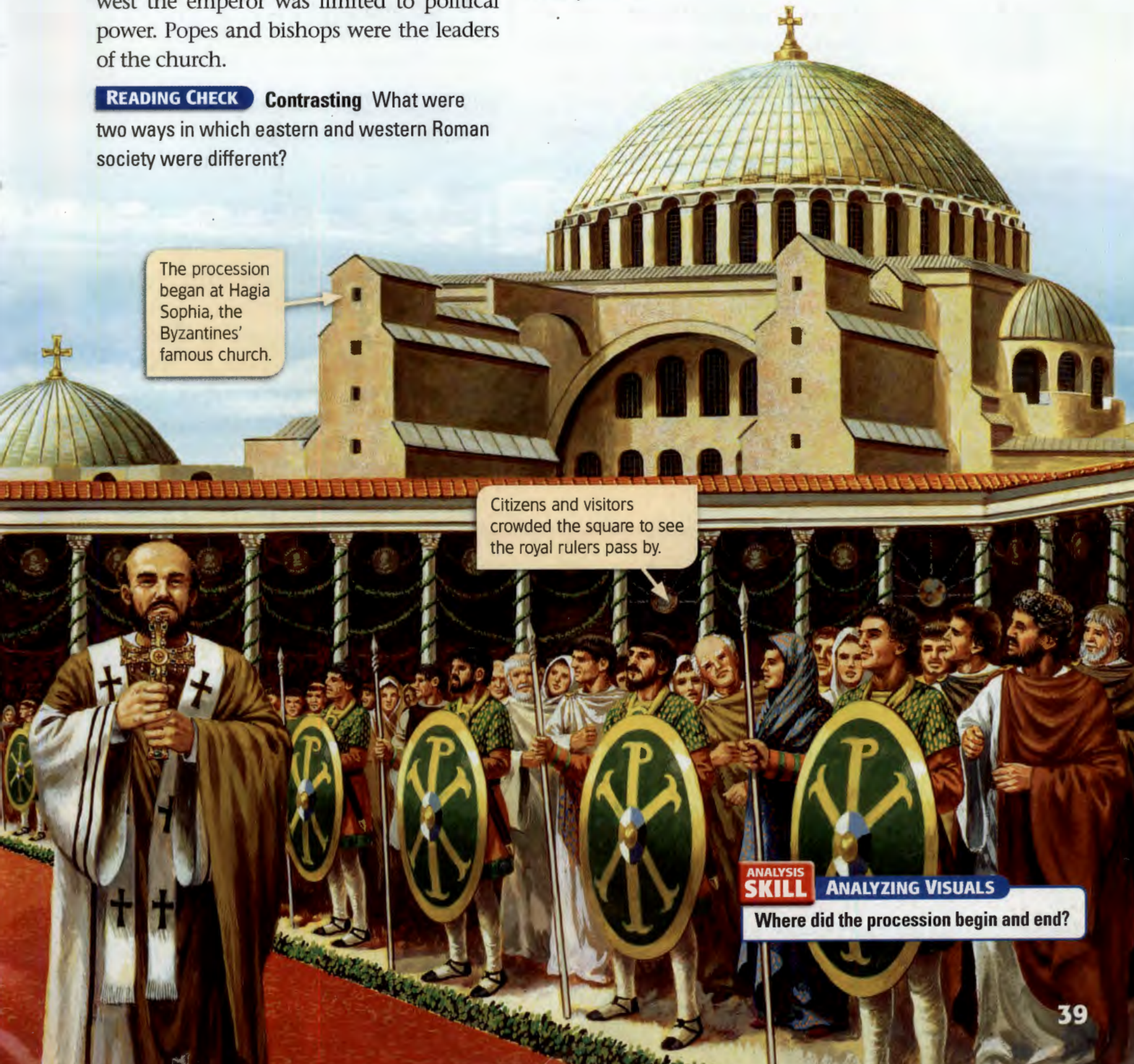
The power of an eastern emperor was greater, in part, because the emperor was considered the head of the church as well as the political ruler. The Byzantines thought the emperor had been chosen by God to lead both the empire and the church. In the west the emperor was limited to political power. Popes and bishops were the leaders of the church.

READING CHECK **Contrasting** What were two ways in which eastern and western Roman society were different?

Byzantine Christianity

Just as it was in the west, Christianity was central to the Byzantines' lives. From the beginning, nearly everyone who lived in the Byzantine Empire was Christian.

To show their devotion to God and the Christian Church, Byzantine artists created beautiful works of religious art. Among the grandest works were **mosaics**, pictures made with pieces of colored stone or glass. Some mosaics sparkled with gold, silver, and jewels.



ANALYSIS SKILL **ANALYZING VISUALS**
Where did the procession begin and end?

The Western Roman and Byzantine Empires

QUICK FACTS

In the Western Roman Empire . . .

- Popes and bishops led the church, and the emperor led the government.
- Latin was the main language.

In the Byzantine Empire . . .

- Emperors led the church and the government.
- Greek was the main language.

THE IMPACT TODAY

The Eastern Orthodox Church is still the main religion in Russia, Greece, and other parts of Eastern Europe.

Even more magnificent than their mosaics were Byzantine churches, especially Hagia Sophia (HAH-juh soh-FEE-uh). Built by Justinian in the 530s, its huge domes rose high above Constantinople. According to legend, when Justinian saw the church he exclaimed in delight

> "Glory to God who has judged me worthy of accomplishing such a work as this! O Solomon, I have outdone you!"
>
> –Justinian, quoted in *The Story of the Building of the Church of Santa Sophia*

As time passed, people in the east and west began to interpret and practice Christianity differently. For example, eastern priests could get married, while priests in the west could not. Religious services were performed in Greek in the east. In the west they were held in Latin.

For hundreds of years, church leaders from the east and west worked together peacefully despite their differences. However, the differences between their ideas continued to grow. In time the differences led to a split within the Christian Church. In the 1000s Christians in the east broke away from the rest of the church and formed what became known as the Eastern Orthodox Church. As a result, eastern and western Europe were completely divided.

READING CHECK **Contrasting** What led to a split in the Christian Church?

SUMMARY AND PREVIEW The Roman Empire and the Christian Church both divided into two parts. The Eastern Orthodox Church became a major force in the Byzantine Empire. Before long, though, Orthodox Christians encountered members of a religious group they had never met before, the Muslims.

go.hrw.com
Online Quiz
KEYWORD: SQ7 CH2

Section 3 Assessment

Reviewing Ideas, Terms, and People HSS 7.1.3

1. a. **Describe** Where was Constantinople located?
   b. **Summarize** What were two of **Justinian**'s major accomplishments?
   c. **Elaborate** What do you think **Theodora**'s role in the government says about women in the eastern empire?
2. a. **Identify** What was one major difference between the powers of emperors in the east and the west?
   b. **Explain** How did contact with other cultures help change the **Byzantine Empire**?
3. a. **Define** What is a **mosaic**?
   b. **Make Generalizations** What led to the creation of two different Christian societies in Europe?

Critical Thinking

4. **Comparing and Contrasting** Draw a Venn diagram like the one shown here. In the left oval describe the western Roman Empire. In the right oval describe the eastern empire. Where the ovals overlap, list features the two had in common.

FOCUS ON SPEAKING

5. **Organizing Dates** Add key events from Byzantine history to the list you made in the last section. Once you have your list complete, arrange the events on your list in the order they happened.

BIOGRAPHY

Justinian and Theodora

How would you rebuild a fallen empire?

When did they live? Justinian, c. 483–565; Theodora, c. 500–548

Where did they live? Constantinople

What did they do? As Byzantine emperor, Justinian reconquered parts of the fallen western empire and simplified Roman laws. He also ordered the building of many beautiful public buildings and churches, including Hagia Sophia.

Why are they important?

Justinian and Theodora worked together to restore the power, beauty, and strength of the Roman Empire. They made Constantinople into a grand capital city and the center of a strong empire. While Justinian tried to reconquer the west, Theodora helped create laws to aid women and children and to end government corruption.

Evaluating Which of Justinian and Theodora's accomplishments do you find most impressive? Why?

KEY EVENTS

- **525** Justinian and Theodora are married.
- **527** Justinian becomes emperor and names Theodora empress.
- **532** Theodora persuades Justinian not to flee Constantinople during riots.
- **534** Justinian's Code is produced.
- **534–565** Justinian's armies reconquer parts of the Roman Empire, from North Africa to Italy to Spain.

Hagia Sophia rises high above Istanbul, Turkey, the city once called Constantinople.

HSS Analysis HI 4 Students recognize the role of chance, oversight, and error in history.

Chance, Error, and Oversight in History

Understand the Skill

History is nothing more than what people thought and did in the past, and the people of the past were just as human as people today. Like us, they occasionally forgot or overlooked things. They made mistakes in their decisions or judgments. Unexpected things happened that they couldn't control. Sometimes, these oversights, errors, and just plain luck shaped history.

Learn the Skill

This chapter notes several examples of the role of error, chance, and oversight in history.

1. **Error:** The Gothic chief Alaric offered peace with Rome in return for land and supplies for his people. Rome's leaders paid for many years, but then they stopped. Stopping the payments was a mistake, because Alaric attacked and looted Rome in 410. For the first time in 800 years, Rome fell to an outside invader.
2. **Chance:** In 452 Attila the Hun attacked northern Italy. After several victories, however, he halted his invasion and turned back. Southern Italy was suffering from a plague, and Attila did not want to risk weakening his army by entering the region. If not for this chance occurrence, Rome might have been conquered again.
3. **Oversight:** Emperor Justinian's subjects failed to appreciate his wife's importance. Theodora was a commoner, so they gave her little respect. When they launched a revolt in 532, Justinian was ready to flee. However, Theodora gave a powerful speech about the rewards of risking one's life for a great cause. Her speech inspired Justinian's supporters to attack and defeat the rebels.

Practice and Apply the Skill

As you read in the chapter, military leaders ruled the western empire by the 450s. Analyze the reasons for this development. Write a paragraph to explain how chance, error, or oversight influenced this shift in power in Rome.

CHAPTER 2

Standards Review

Visual Summary

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

Reviewing Vocabulary, Terms, and People

Unscramble each group of letters below to spell a term that matches the given definition.

1. **anzbtinye**—name given to the eastern half of the Roman Empire
2. **latcodeiin**—emperor who divided the Roman Empire into two parts
3. **zticeins**—people who had the right to participate in Rome's government
4. **ohtradoe**—empress of the Byzantine Empire
5. **rcotponiur**—the decay of people's values
6. **smiacso**—pictures made from pieces of colorful glass or stone
7. **ugsatusu**—the first emperor of Rome
8. **tatali**—leader of the Huns who invaded Rome in the 400s
9. **njiasunti**—Byzantine emperor who tried to reunite the entire Roman Empire

Comprehension and Critical Thinking

SECTION 1 *(Pages 24–29)* **HSS 7.1.1**

10. **a. Recall** What new religion appeared in the Roman Empire in the first century AD?

    b. Analyze What did it mean to be a Roman citizen?

    c. Elaborate Many historians have observed that the Romans were a practical people. How did that quality show in Roman engineering, architecture, and philosophy?

SECTION 2 *(Pages 30–35)* **HSS 7.1.2**

11. **a. Identify** Who were the Huns? Who were the Goths?

    b. Compare and Contrast What did Diocletian and Constantine have in common? How did their actions differ?

    c. Evaluate Of all the causes for the fall of the western Roman Empire, which, if any, could have been prevented? Explain your answer.

SECTION 3 *(Pages 36–40)* **HSS 7.1.3**

12. a. Identify Who were Justinian and Theodora, and what did they accomplish?

b. Contrast In what ways was the Byzantine Empire different from the western Roman Empire?

c. Elaborate Would Constantinople have been an exciting place to visit in the 500s? Why or why not?

Reviewing Themes

13. Politics How did weak government help lead to the end of the western Roman Empire?

14. Religion Do you agree or disagree with this statement: By the 1000s, Europe was divided into two Christian societies. Why or why not?

Reading Skills

Understanding Main Ideas *Read each of the following paragraphs and identify the main idea.*

15. Roads were only one thing the Romans were good at making. The Romans were skilled engineers and builders. They built excellent bridges, aqueducts, and buildings.

16. Many groups invaded the Roman Empire in the 300s and 400s. Among them were the Goths and the Vandals. These groups caused a great deal of damage.

17. Huge churches with large domes were built in Constantinople and other parts of the Byzantine Empire. Byzantine artists also created beautiful works of religious art. Many of their paintings and sparkling mosaics covered the walls of churches. These paintings and mosaics often showed Jesus, angels, and scenes from the Bible.

Using the Internet

go.hrw.com
KEYWORD: SQ7 WH2

18. Activity: Summarizing Most law students are required to learn about Justinian's Code because it had such a strong influence on modern law. Enter the keyword. Then create a chart that summarizes how Justinian's Code influences modern issues such as the rights and responsibilities of individuals. Explain how values such as an individual's right to equality before the law influenced the world.

Justinian's Code	Modern Law

Social Studies Skills

Recognizing Chance, Oversight, and Error in History
Answer the following questions about the role of chance, oversight, or error in history.

19. Attila planned to lead the Huns in an attack on the eastern Roman Empire in 453, but he died of a nosebleed the night of his wedding that year. How might history have been different if Attila had not happened to die?

20. How might the revolt against Justinian in 532 have been caused by an oversight on his part? What might he have done to prevent the revolt?

Focus on Speaking

21. Presenting a Narrative Poem Look back over the details and events you listed while reading this chapter. Choose five or six of these events to include in your poem. Write your poem. In the first one or two lines, introduce the poem's subject. Write five or six more lines, each about one event that occurred during Rome's decline. Then present your poem, altering your voice and rhythm as you do so to make your poem more interesting.

Standards Assessment

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

1

- Empire is ruled by all-powerful emperors.
- Emperors are both religious leaders and political leaders.
- Women have significant roles in government.
- Greek, Egyptian, and Muslim cultural influences shape society.
- People practice the Orthodox Christian religion.
- People identify themselves as Romans.

The six characteristics listed above describe

A the eastern Roman Empire.
B the western Roman Empire.
C both the eastern and western empires.
D neither the eastern nor the western empire.

2 **Byzantine artists were known especially for creating colorful**

A statues.
B mosaics.
C frescoes.
D pottery.

3 **Which of the following was *not* a reason for the fall of the Roman Empire?**

A the empire's vast size
B corruption in Roman government
C pressure on the Goths from the Huns
D the influence of Greek government

4 **The eastern Roman Empire is also known as the**

A Holy Roman Empire.
B Eastern Orthodox Empire.
C Ottoman Empire.
D Byzantine Empire.

5 **In 410 the city of Rome was destroyed for the first time in 800 years by the army of a foreign people called the**

A Huns.
B Vandals.
C Goths.
D Franks.

Connecting with Past Learnings

6 **Constantine unified the entire Roman Empire and introduced a new religion into the Roman government. Which leader that you learned about in Grade 6 is known for his similar accomplishments?**

A Asoka
B Hammurabi
C Alexander
D Piankhi

7 **In Grade 6 you learned that the Persians threatened Greek civilization for a time. All of the following peoples played a similar role in Roman history *except* the**

A Byzantines.
B Goths.
C Vandals.
D Huns.

A Description of Ancient Architecture

Assignment
Write a description of the Roman Colosseum or the Hagia Sophia in Constantinople.

Have you ever seen something so amazing that you just *had* to describe it to your best friend? A descriptive essay is one way to do that. A good description paints a detailed, vivid picture, one so clear that readers can see it in their minds.

TIP **Identifying Details** Here are some questions to help you identify details for your description.

- What color or colors best describe it?
- What size is it?
- What shapes can you describe?
- If you touched a wall, how might it feel—gritty, smooth, cold, warm?

1. Prewrite

Picking a Subject and Choosing Details

Use your textbook, the library, and/or the Internet to find information and illustrations of the Colosseum and the Hagia Sophia. Choose the one that seems most interesting to you and begin to take notes about the building. Look for information about

- the outside of the building,
- the inside of it,
- its size,
- the materials from which it was made,
- any decorations or artwork it contained.

Think about the feeling you want your readers to have about the building. Do you want them to think it was beautiful, cold, huge, or comfortable? Make that feeling part of your big idea and choose details to help create it.

ELA Writing 7.2.0 Students write descriptive texts of at least 500–700 words.

Organizing Your Information

Choose one of two ways to organize your description.

- **Spatial Order:** from front to back, top to bottom, outside to inside
- **Order of Importance:** from least important part to most important part

2. Write

Here is a framework that can help you write a first draft.

A Writer's Framework

Introduction
- Identify your subject and your big idea.
- Give your readers any background information they might need.

Body
- Describe your subject, using details to help your readers visualize it.
- Organize your details by space or importance.

Conclusion
- Briefly summarize the most important details about the building.
- Restate your big idea.

3. Evaluate and Revise

Evaluating

Use the following questions to discover ways to improve your paper.

Evaluation Questions for a Description

- Does your introduction identify your subject and your big idea?
- Does your introduction give readers any needed background information?
- Do the details and information work together to help your readers visualize your subject?
- Are the details and information clearly organized by spatial order or order of importance?
- Does your conclusion summarize the most important details about the building?
- Do you restate your big idea in different words?

Revising

If your description seems a little dull, look for places to replace general words with exact verbs, nouns, and adjectives. They will make your description more interesting and help your reader visualize the building.

General *an interesting roof*

Exact *a huge central dome surrounded by two half-domes and several smaller domes*

Check your description to see whether you could make some details clearer with comparisons. Compare the building, or a part of it, to something your readers can picture in their minds. (See the tip to the right.)

TIP **Using Comparisons** To help readers understand a subject, you might compare it to something they know—the dome on the cathedral to the dome on the state capital, for example.

You can also help them understand by comparing two things that are really not alike. These comparisons can help your readers see things in a new way.

Example The center dome rises above the rest of the roof like a mushroom sticking out of the ground.

TIP **Showing Where Things Are** To show where features are located in or on your building, you may use words or groups of words like *below, beside, down, above, over, next to, to the right,* and *to the left.*

4. Proofread and Publish

Proofreading

Check to be sure you have used a comma after a long group of words at the beginning of a sentence.

Example *To the west of the central dome, you can see a half-dome.*

Publishing

Attach a picture of the building you have described and exchange papers with another student. Discuss which is clearer—the picture or the written description. Make a list of the advantages of the picture and the advantages of the written description.

Practice and Apply

Use the steps and strategies outlined in this workshop to write your description of the Colosseum or the Hagia Sophia.