

## The Roman World and Early Christianity

### Lesson 1

# The Roman Republic

## Key Terms and People

**republic** government in which citizens have the right to select their own leader

**patrician** aristocratic landowner

**plebeian** farmer, artisan, or merchant; commoner

**tribune** official who helped the plebeians protect their rights

**consul** official who was like a king

**senate** aristocratic branch of Rome's government

**dictator** Roman leader who had absolute power to make laws and command the army for a brief period

**legion** military unit of the ancient Roman army

**Punic Wars** series of wars between Rome and Carthage

**Hannibal** Carthaginian general who invaded northern Italy

## Before You Read

In the last lesson, you read about Hellenistic culture.

In this lesson, you will read about the Roman Republic.

## As You Read

Use a timeline to take notes on key events of the Roman Republic.

### THE ORIGINS OF ROME

#### Where was Rome founded?

The city of Rome was founded by the Latin people on a river in the center of Italy. It was a good location, which gave them a chance to control all of Italy. It put them near to the midpoint of the Mediterranean Sea. Two other groups lived in what is now Italy: the Greeks in the south, and the Etruscans in the north. The Romans borrowed some ideas from both peoples.

1. What were the advantages of Rome's location?

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### THE EARLY REPUBLIC

#### How was Rome governed?

In 509 BC, Romans overthrew the Etruscan king who had ruled over his people and over Rome. The Romans said Rome was now a **republic**. The people had the power to vote and choose leaders.

Lesson 1, *continued*

Two groups struggled for power in the new republic. One was the **patricians**. They were the aristocratic landowners who held most of the power. The other group was the **plebeians**. They were the common farmers, artisans, and merchants who made up most of the population. At first, the patricians had the most power. Over time, the plebeians got the right to form their own assembly. They could elect representatives called **tribunes**.

The basis for Roman law was the Twelve Tables. This set of rules said that all free citizens were protected by law.

The government had three parts. Two **consuls**, or officials, were elected each year. They led the government and the army.

The second part of the government was the **senate**. It usually had 300 members chosen from the upper classes. The senate passed laws.

The third and most democratic part of government was the assemblies. The assemblies included members from different parts of society, such as citizen-soldiers or plebeians. The assemblies could also make laws.

If there was a crisis, the republic could appoint a **dictator**. This was a leader with absolute power. The dictator made laws and commanded the army. But his power lasted for only six months.

Any citizen who owned property had to serve in the army. Roman soldiers were organized into military units called legions. The Roman **legion** was made up of some 5,000 heavily armed foot soldiers.

2. What were the three main parts of the Roman government?

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**ROME'S POWER SPREADS****How did Rome spread its power?**

In the fourth century BC, Rome began to get larger. Within 150 years, it had captured almost all of Italy. Rome allowed some of the conquered peoples to enjoy the benefits of citizenship. With its good location, Rome saw a growth in trade. This brought it into conflict with Carthage, a trading city in North Africa.

From 264 to 146 BC, Rome and Carthage fought three bitter wars called the **Punic Wars**. In the first, Rome won control of the island of Sicily. In the second, **Hannibal**, a brilliant Carthaginian general, invaded northern Italy. He and his soldiers did much damage. But he was unable to take Rome. It took an equally brilliant Roman general, Scipio, to defeat him. By the time of the third war, Carthage was no longer a threat to Rome. Even so, Rome destroyed the city and made its people slaves. Carthage became a new Roman province.

3. What happened as a result of the wars with Carthage?

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# Lesson 1, continued

As you read about the growth of Rome into a powerful republic, answer the questions about events in the timeline. (Some dates in the timeline are approximate.)

753 BC	Rome is founded, according to legend.	1. How did geography affect the development of Rome?
600 BC	Etruscan becomes king of Rome.	2. How did the Etruscans influence the development of Rome?
509 BC	Roman aristocrats overthrow monarchy and establish a republic.	3. Which were the main groups that competed for power in the early Roman republic?
451 BC	Officials begin writing the Twelve Tables.	4. What is the significance of the Twelve Tables in Roman law?
264 BC	Rome and Carthage go to war, and Punic Wars begin.	5. What were the causes of the first Punic War?
218 BC	Second Punic War begins.	6. What tactic did Scipio use to defeat Hannibal?
202 BC	Romans defeat Hannibal's army.	
149 BC	Third Punic War begins when Rome lays siege to Carthage.	7. What was the significance of the Punic Wars for Rome?
146 BC	Rome destroys Carthage.	

**The Roman World and Early Christianity****Lesson 2**

# The Roman Empire

**Key Terms and People**

**civil war** conflict between two groups in the same country

**Julius Caesar** ambitious leader who brought order to Rome

**triumvirate** group of three rulers

**Augustus** first ruler of imperial Rome

**Pax Romana** period of Roman peace and prosperity

**Before You Read**

In the last lesson, you read about the creation of the Roman Republic.

In this lesson, you will read about the transformation of Rome from a republic to an empire.

**As You Read**

Use a chart to record information about how Rome changed from a republic to an empire.

**THE REPUBLIC COLLAPSES****What conflicts existed in Rome?**

Rome's victory in Carthage brought conflict between the rich and poor in Rome. **Civil war**, or fighting between groups in the same country, broke out. Leading generals fought for power.

**Julius Caesar** tried to take control. First he joined with two others—**Crassus**, a wealthy man, and **Pompey**, a successful general. They formed a **triumvirate**, a group of three leaders. For the next ten years, the triumvirate ruled Rome.

Caesar gained fame with several victories in battle. Pompey feared Caesar as a result. The two fought another civil war that lasted several years. Caesar won the civil war and then governed as an absolute ruler, or a leader who holds all power.

Caesar made some reforms that increased his popularity. But some members of the Senate distrusted him. They killed him because they feared he wanted to become king.

Once again, Rome suffered civil war. Caesar's nephew was the winner. He took the title **Augustus**, meaning "exalted one." The Roman Empire was now ruled by one man.

1. How did Caesar's rule lead to the end of the republic?

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Lesson 2, *continued*

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**A VAST AND POWERFUL EMPIRE*****What was the Pax Romana?***

For about 200 years, the Roman Empire was a great power. Its population of between 60 and 80 million enjoyed peace and prosperity. This period is known as the *Pax Romana*—Roman peace.

The empire stretched around the Mediterranean, from modern Syria and Turkey west and north to England and Germany. It relied on farming, which employed 90 percent of all workers.

Trade was also important. Traders used common coins to buy and sell goods. Coins made trading easier.

Rome had a vast trading network. Goods traveled throughout the empire by ship and along the Roman roads. The Roman navy protected trading ships.

The army defended all the people and Roman territories from attack. Many of

the army's troops came from the conquered peoples. Once they finished their time in the army, they became Roman citizens.

Augustus was Rome's ablest emperor. He brought peace to the frontier, built many public buildings, and created a lasting government. He also set up a civil service. That is, he paid workers to manage the affairs of government.

Between AD 96 and AD 180, the Five Good Emperors ruled Rome. The death of Marcus Aurelius in AD 180 marked the beginning of the decline of the Roman Empire and the end of the *Pax Romana*.

2. How were the people of the empire employed?

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**Lesson 2, *continued***

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As you read about the end of the Roman Republic, explain how the following terms and names relate to Julius Caesar.

1. Civil war	2. Triumvirate
3. Gaul	4. Absolute rule
5. Reforms	6. Marcus Brutus and Gaius Cassius

Make notes to describe the government and economy during the period of the Roman Empire.

7. Government	8. Economy
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**The Roman World and Early Christianity****Lesson 3**

# Life in the Roman Empire

**Key Terms and People**

**paterfamilias** the oldest living male of a Roman family who served as the powerful head of the family

**villa** a country home owned by wealthy Roman citizens

**circus** a open-air building in which Roman chariot races took place

**augurs** Roman priests who described signs and warnings in nature for the Roman people

**Before You Read**

In the last lesson, you read about the transformation of Rome from a republic to an empire.

In this lesson, you will read about the society and culture of the Roman Empire.

**As You Read**

Use a web diagram to take notes about social and cultural aspects of the Roman Empire.

**THE ROMAN PEOPLE**

**How did the quality of Roman life vary?**

Throughout its history, Romans valued discipline, strength, and loyalty. The family was the center of Roman society. The oldest man in the family, the **paterfamilias**, had complete authority in the household. He controlled all the property, too.

Quality of life in imperial Rome depended on social position. The wealthy ate well and enjoyed luxuries, such as a country home, or **villa**. Only the wealthy held political office and therefore controlled government.

The poor—including many people in Rome itself—had no jobs and received food from the government. Housing was poor. People lived in constant danger of fire.

The Romans made more use of slaves than any civilization before. About one-third of the people were slaves. Most slaves came from conquered lands. Slaves worked in the city and on farms. Some slaves were forced to become gladiators. Gladiators were professional fighters who fought to their death in public contests. Slaves did revolt from time to time. None of these revolts succeeded.

Lesson 3, *continued*

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1. Who were the slaves, and what work did they do?

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**ROMAN SOCIETY*****How was Roman culture shared by all citizens?***

In Roman society, the lives of the rich and poor were very different. To distract the masses from their problems, the government gave many celebrations and spectacles.

At the Colosseum, a huge arena, both the wealthy and poor enjoyed gladiator fights. These were violent, bloody contests which also celebrated bravery and honor. Gladiator fights were often battles to the death between fighters, and they sometimes included wild animals.

A **circus**, where chariot races took place, was also a popular event. Circus Maximus, a racetrack in Rome, held 250,000 people. Romans also liked the theatre, particularly comedies and satires. Public baths were a favorite place to relax and socialize.

Religious worship was another important aspect of Roman society. Roman gods and goddesses were linked to the state and government. Citizens were expected to honor them, both in private and public. Worship of the emperor was also part of the official religion of Rome.

Romans believed that paying respect to the various deities could bring good fortune or prevent misfortune. It was also thought that the gods sent warnings or other signs through acts of nature. Citizens consulted priests known as **augurs** to help them understand these signs. During this period of the Roman Empire, a new religion, Christianity, also began to develop.

2. What kind of public entertainment and recreation did the Roman Empire provide for its people?

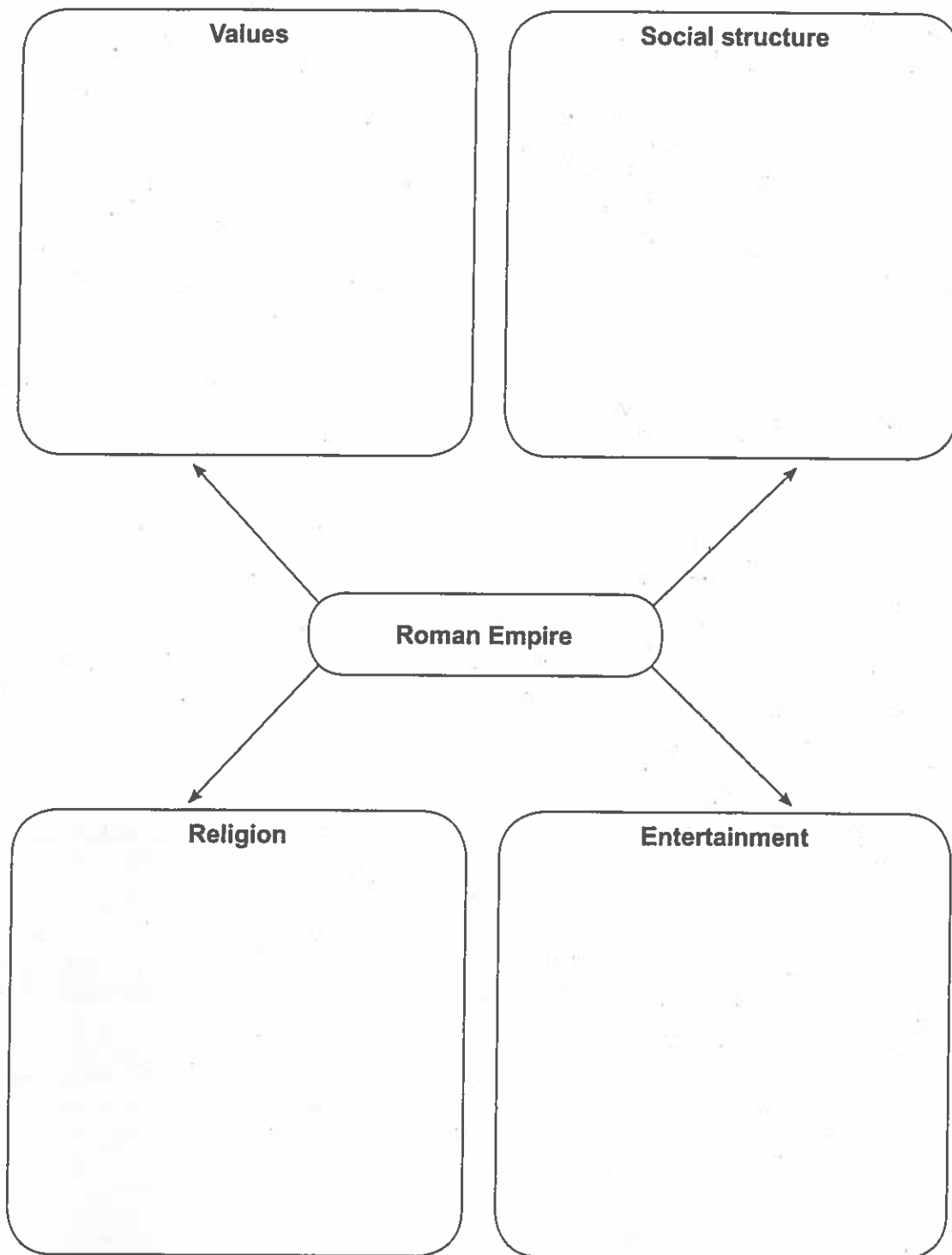
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**Lesson 3, continued**

As you read about life in the Roman Empire, make notes in the diagram to describe Roman values, society, religion, and entertainment.



**The Roman World and Early Christianity****Lesson 4**

# The Origins of Christianity

**Key Terms and People**

**Jesus** leader who came to be known as Christ and was believed to be a savior

**apostle** close follower of Jesus

**Paul** apostle who played a key role in the spread of Christianity throughout the Roman Empire

**Diaspora** moving away of the Jews from their homeland in Judea

**bishop** head of all churches in one area

**Peter** first apostle who helped spread Christianity through Syria and Judea

**pope** head of the Christian Church

**Constantine** Roman emperor who ended persecution of Christians

**Before You Read**

In the last lesson, you read about life in the Roman Empire.

In this lesson, you will read about the development of Christianity.

**As You Read**

Use a chart to identify leaders and their contributions to the development of Christianity.

**THE LIFE AND TEACHINGS OF JESUS**

**Why did people believe Jesus was the savior?**

One group of people that lost its land to the Romans was the Jews. Many Jews wanted the Romans to leave their land.

Others hoped for the coming of the Messiah—the savior. According to Jewish tradition, God promised that the Messiah would restore the kingdom of the Jews.

Jesus was born in Judea. At about age 30, Jesus began to preach. His message included many ideas from Jewish traditions, such as the principles of the

Ten Commandments and the belief in one God. According to close followers, who were later called **apostles**, Jesus performed many miracles. His fame grew. Some believed him to be the long-awaited Messiah. Roman leaders feared he would incite the people. The Romans arrested Jesus and put him to death.

After his death, Jesus' followers said that he appeared to them again and then went to heaven. They said this proved he was the Messiah. They called him Christ. This is the Greek word for "savior." His followers came to be called Christians.

Lesson 4, *continued*

1. Why was Jesus put to death?

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**CHRISTIANITY SPREADS  
THROUGH THE EMPIRE**

**How did Christianity spread through the empire?**

At first Jesus' followers were all Jewish. Later, under one apostle, **Paul**, Christians began to look to all people, even non-Jews, to join the church. The leaders of the early church traveled throughout the empire spreading the teachings of Jesus.

During this time, Jews made attempts to break free of the Romans. These movements did not succeed. Most Jews were driven from their homeland into exile. This scattering of the Jews is called the **Diaspora**.

At the same time, Roman leaders tried to punish the Christians. Some were put to death or killed by wild animals in the arenas.

2. What did the Romans do to the Jews?

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the lack of morality in Rome. Fourth, it offered a personal relationship with God. Fifth, it offered the promise of life after death.

As the church grew, it became more organized. Priests were in charge of small churches. **Bishops** were in charge of all the churches in one area. The apostle **Peter** became the first bishop in Rome. After this, the bishop of Rome came to be the **pope**. The pope was the head of the Christian Church.

In AD 313, Christianity entered a new era. The Roman emperor **Constantine** said that Christians would no longer be persecuted. He gave his official approval to Christianity. A few decades later, Christianity became the empire's official religion.

While Christianity grew in power, it went through changes. Church leaders sometimes disagreed over basic beliefs and argued about them. To end conflicts, the beliefs of the Church were recorded in the New Testament. The bishop Augustine, as well as other church leaders, further helped to define the teachings of Christianity. These men have been called the **Fathers of the Church**.

As Christianity continued to rise, the Roman Empire weakened.

3. How was the church organized?

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**A WORLD RELIGION**

**Why did Christianity spread?**

After almost 200 years, millions of people across the empire became Christians.

Christianity spread for several reasons. First, it accepted all believers, rich or poor, male or female. Second, it gave hope to the powerless. Third, it appealed to those who were bothered by

**Lesson 4, continued**

As you read about the rise of Christianity, fill in the charts below.

<b>How did each of the following people influence the development of Christianity as a new religion?</b>	
<b>1. Jesus of Nazareth</b>	
<b>2. The Jews</b>	
<b>3. Pontius Pilate</b>	
<b>4. Peter</b>	

<b>How did each of the following help to promote the spread of Christianity?</b>	
<b>5. <i>Pax Romana</i></b>	
<b>6. Paul</b>	
<b>7. Constantine</b>	
<b>8. Theodosius</b>	

**The Roman World and Early Christianity****Lesson 6**

# Rome and the Roots of Western Civilization

**Key Terms and People**

**Greco-Roman culture** culture developed from the blending of Greek, Hellenistic, and Roman cultures

**Pompeii** Roman town destroyed by the eruption of Mount Vesuvius

**Virgil** Roman poet who wrote the *Aeneid*

**Tacitus** Roman historian who recorded the good and bad of imperial Rome

**aqueduct** pipeline or channel built to carry water

**Before You Read**

In the last lesson, you read about the fall of the Western Roman Empire.

In this lesson, you will learn about lasting Roman contributions to Western civilization.

**As You Read**

Use a chart to list and describe accomplishments of the Roman Empire.

**THE LEGACY OF GRECO-ROMAN CIVILIZATION****What is Greco-Roman culture?**

Rome took aspects of Greek and Hellenistic culture and added ideas of its own. The mixing of Greek, Hellenistic, and Roman culture produced a new culture called **Greco-Roman culture**. This is also often called classical civilization.

Roman artists, philosophers, and writers did not just copy Greek works. They created a style of their own for their own purposes. Much of Roman art had practical purposes. It was aimed at educating the public.

One example of the mixing of cultures occurred in sculpture. Romans borrowed Greek ideas but made their sculptures more realistic. The Romans also developed a kind of sculpture in which images stood out from a flat background.

Romans were skilled at creating pictures made from tiny tiles, a process called mosaic. Romans were also skilled at painting. The best examples of Roman painting were found in the Roman town of **Pompeii**. Pompeii was covered with ash after a volcanic eruption. The ash preserved many works of art and culture.

Lesson 6, *continued*

In both literature and philosophy, Romans were inspired by the Greeks. The poet **Virgil** wrote the most famous work of Latin literature, the *Aeneid*. It was modeled on the Greek epics of Homer.

The Romans also produced some important histories. **Tacitus** is an important Roman ancient historian. Among ancient historians, he is known for presenting accurate facts. He described the good and bad parts of imperial Rome.

1. Name three Roman cultural achievements.

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**THE LEGACY OF ROME**

**What were Rome's most major contributions to Western culture?**

The Roman language, Latin, was important in European history. It was the official language of the Roman Catholic Church into the 20th century. Many European languages developed from Latin, including French, Spanish, Portuguese, Italian, and Romanian. And many Latin words are used in other languages, including English.

Romans also became famous for their skill at engineering. They used arches and domes to build large, impressive buildings. Many of these forms are still used today. They also built an excellent system of roads and several **aqueducts**. Aqueducts carried water from distant lakes or rivers to large cities.

Romans made other great advancements in technology, including glassmaking, dam building, mining, and sanitation. They also developed brass, soap, a harvesting machine, surgical instruments, iron tooth implants, and even a camel harness.

But Rome's most lasting influence was in the field of law. The Roman government set standards of law that still influence people today. Some of the most important principles of Roman law were:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not for thoughts.
- Any law that seemed unreasonable or unfair could be set aside.

2. What important standards of law were set by the Romans?

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**Lesson 6, continued**

As you read about the roots of classical civilization, fill in the chart to identify elements of the Greco-Roman culture.

Cultural Element	Greek Contributions	Roman Contributions
1. Sculpture		
2. Philosophy		
3. Literature		

Identify Roman achievements in the boxes below.

4. Language	5. Architecture	6. Engineering