

GUIDED READING The Roman Republic

A. Following Chronological Order As you read about the growth of Rome into a powerful republic, answer the questions about events in the time line. (Some dates in the time line are approximate.)

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

B. Recognizing Main Ideas On the back of this paper, describe the form of government the Romans established under the republic. Use the following terms.

Senate

tribunes

consuls

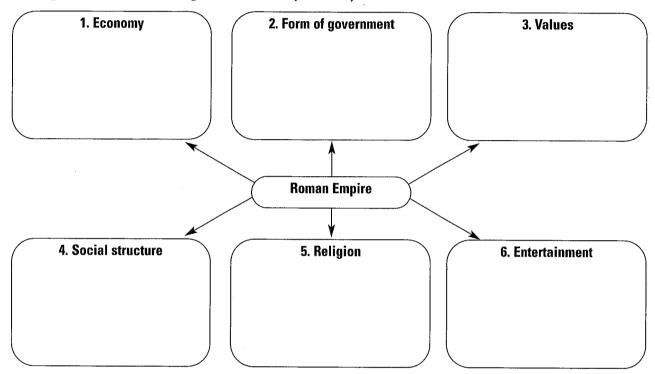
dictator

Name	Date	



GUIDED READING The Roman Empire

A. Clarifying As you read about the creation of the Roman Empire, make notes in the diagram to describe Roman government, society, economy, and culture.



- B. Synthesizing Explain how the following terms and names relate to Julius Caesar.
- Civil war

 Triumvirate

 3. Gaul
- 4. Absolute rule
- 5. Marcus Brutus and Gaius Cassius
- **C.** Determining Main Ideas On the back of this paper, explain the importance of Augustus and the Pax Romana in the history of the Roman Empire.

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

B. Clarifying On the back of this paper, explain how these terms relate to Christianity.

apostle

bishop

pope

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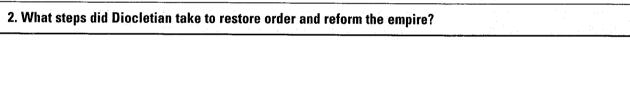
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GUIDED READING The Fall of the Roman Empire

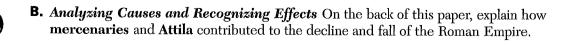
A. Analyzing Causes and Recognizing Effects As you read about the decline and fall of the Roman Empire, take notes to answer the questions.

1. What were the causes	1. What were the causes of each condition that led to the fall of the Roman Empire?		
a. Disruption of trade			
b. Gold and silver drain			
c. Inflation			
d. Decline of loyalty and discipline in military			
e. Citizen indifference and loss of patriotism			



3. What did Constantine do to reform the empire?

4. What caused the final collapse of the Western Roman Empire?





GUIDED READING Rome and the Roots of Western Civilization

A. Summarizing 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		
President and a supplied of the supplied of th	TO DESCRIPTION OF THE PROPERTY	1900

B. Clarifying Identify Roman achievements in the boxes below.

4. Language	5. Architecture	6. Engineering	

C. Comparing On the back of this paper, identify **Virgil** and **Tacitus** and their contributions to Roman culture.

Name	Date	



BUILDING VOCABULARY

Ancient Rome and Early Christianity

	Virgil	a. Roman dictator whose assassination led to civil war
2.	apostle	b. a foreign soldier who fights for money
	_	c. Roman poet who wrote the epic, the Aeneid
3.	Julius Caesar	d. one of the twelve disciples, or followers, of Jesus
	Augustus	e. Roman emperor whose reign initiated a long period of peace in the empire
	inflation Hannibal	f. Carthaginian general who crossed the Alps with ele- phants to fight the Romans
		g. a channel for transporting water
	mercenary aqueduct	h. a drastic drop in the value of money along with rising prices
write F	in the blank and the 1. Greco-Roman of also called class	ical civilization.
write F	in the blank and the 1. Greco-Roman of also called class	en write the corrected statement on the line below. Culture, which blends elements of Greek, Hellenistic, and Roman culture, sical civilization. Ver 200 years during which the Roman Empire was at constant war is known.
write F	1. Greco-Roman calso called class 2. The period of oas the Pax Roma	en write the corrected statement on the line below. Culture, which blends elements of Greek, Hellenistic, and Roman culture, sical civilization. Ver 200 years during which the Roman Empire was at constant war is known.
write F	 Greco-Roman of also called class The period of of as the Pax Roman Christianity is be 	en write the corrected statement on the line below. Culture, which blends elements of Greek, Hellenistic, and Roman culture, sical civilization. Ever 200 years during which the Roman Empire was at constant war is known

Date		



SKILLBUILDER PRACTICE Summarizing

When you summarize, you restate information in your own words, including only the main ideas and key facts, not every detail. As you read the following passage about the Germanic invasions of Rome, note the main ideas and key facts. Then write a summary of the passage in the space provided. (See Skillbuilder Handbook)

Many different groups took part in Rome's destruction: Ostrogoths, Visigoths, Franks, Angles, Saxons, Burgundians, Lombards, and Vandals. All these groups spoke Germanic languages. When Rome was still strong, the Germanic tribes generally respected the borders guarded by the Roman legions. These borders stretched across Europe from the Black Sea to the North Sea. For many years, the Danube River divided the Germanic tribes in the north from their Roman neighbors to the south.

Though fearless fighters, the Germanic tribes feared the Huns, a nomadic people from central Asia. When the Huns began to move west, they first attacked the Ostrogoths, the most easterly Germanic tribe. The terrified Ostrogoths fled westward and pressed against their old enemies,

Write your summary of the passage here.

the Visigoths, Pushed off their land, the Visigoths looked for a new home south of the Danube River. Thus began the massive movement of Germanic people that eventually destroyed the western half of the Roman Empire. In A.D. 378, the Visigoths scored a victory against the Roman army and shattered Rome's military reputation.

The Huns kept raiding westward, destroying as they went. Germanic peoples near the Rhine—Burgundians, Frank, and Vandals—were forced to move. Bundled in furs, some 15,000 Vandal warriors and their families crossed the frozen Rhine River in the winter of 406. Meeting little resistance, they traveled west into the Roman province of Gaul. They raided the cities of Gaul as if they were defenseless and easily subdued Gaul's population of about 20 million.



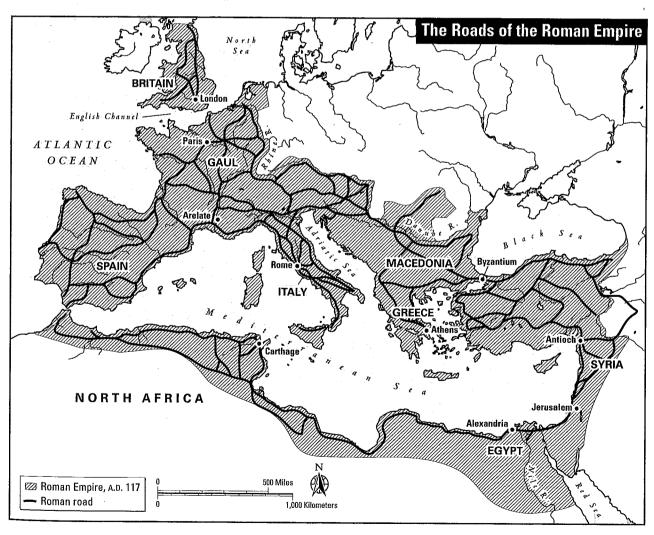
GEOGRAPHY APPLICATION: MOVEMENT The Roads of the Roman Empire

Directions: Read the paragraphs below and study the map. Then answer the questions that follow.

The famous Roman roads were a vast network of hard-surfaced roads connecting the city of Rome to the farthest reaches of its empire. The stone-paved highways lasted for more than a thousand years, and some sections are still in use today. Author Isaac Asimov claimed that there was no better mode of transportation in the world until the arrival of railroads close to 2,000 years later. Romans began building roads in 312 B.C. following their first major conquests. The beginning stretch, the Appian Way, trailed 132 miles southeast out of Rome. Thereafter, roadbuilding kept pace with the

empire's expansion. Eventually, Roman roads wound 53,000 miles around the Mediterranean and northeastern Atlantic regions.

The roads, constructed by slaves and soldiers, were wide enough for large wagons to pass each other. The principal use of the highways was to move Roman armies from one part of the empire to another. However, citizens were free to use the roads. The Roman statesman Cicero once spoke of moving 56 miles in a cart in just ten hours. However, travelers had to be alert for bandits, as people might simply "disappear" while riding on Roman roads.



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Interpreting Text and Visuals

1. How is the area of the Roman Empire shown?
What symbol represents roads on the map?
2. What is the approximate straight-line distance in miles between Paris and Rome? What is the approximate distance between the two cities along the Roman roads, choosing the route that passes by Arelate?
3. Describe the location of the four significant breaks for bodies of water that the map shows in the Roman road system.
4. How many miles of roads made up the Roman roads?
5. Which two rivers provided a natural path for the Roman roads to follow?
6. What was one drawback to the Roman roads?
7. Suppose you are a Roman general who must move a legion of soldiers from Rome to Carthage. Describe your two options.
8. "All roads lead to Rome" is a famous saying that originally described the Roman highway system. Why would the Romans have developed their road network with Rome as its focus?

PRIMARY SOURCE from The Gallic War by Julius Caesar

Julius Caesar's account of his military campaigns is a valuable historical record left by a great Roman general. As you read Caesar's account of the second Roman invasion of Britain during his campaign to conquer what is now France, notice that he refers to himself in the third person.

14. Of all the Britons the most civilized are those in Kent, all of which is along the coast. Their habits do not differ much from the Gauls'. The inland people do not sow grain but live on milk and meat and wear skins. All Britons stain themselves with woad, which makes them blue and more terrifying to confront in battle. Their hair they wear long, but they shave all the rest of their bodies except the head and upper lip. . . .

15. The enemy horse and chariots engaged our cavalry briskly on the march, but our men everywhere had the upper hand and drove them into the forests and hills. But when they had killed a number they pursued too eagerly and lost some of their own. But after an interval they suddenly dashed from the forest to fall upon our unsuspecting men, who were busy entrenching their camp, and delivered a sharp attack upon the pickets posted in front of the camp. Caesar supported them with two cohorts, each the chief of its legion. These took position with only a small space between them, but while our men were confounded by their novel mode of fighting, they boldly broke through their midst and then retired without loss. . . .

16. This engagement, fought in front of the camp in full view of everyone, made it plain that our men were not a fit match for such adversaries. They could not pursue an advantage because of their heavy armor; . . . nor could our cavalry engage except at great peril, for the Britons would purposely retreat, and when they had drawn our cavalry a little distance from the legionaries, leap down from their chariots and exploit the advantage of fighting on foot. In a cavalry engagement this tactic involved equal danger whether we pursued or retreated. Another disadvantage was that they never fought in a mass but widely scattered. . . .

17. On the next day the enemy took position at a distance in the hills; they showed themselves only in small groups, and attacked our cavalry with less

energy than the day before. At noon, when Caesar had sent three legions and all the cavalry under command of Gaius Trebonius to forage, they suddenly swooped down on the foragers from all directions, even up to the legions and standards. Our men counterattacked vigorously, beat them back, and pressed their pursuit, seeing the legions close behind to support them. They drove the enemy headlong and killed a large number, giving them no chance to rally and make a stand . . .

18. Apprised now of their plan, Caesar marched his army to the territory of Cassivellaunus towards the Thames, a river which can be forded on foot at only one point, and that with difficulty. Upon his arrival there he observed a large enemy force drawn up on the far bank. The bank was protected by sharp stakes fixed in the ground, and there were similar stakes in the river bed, covered by the water. This Caesar had learned from prisoners and deserters. He sent his cavalry forward and ordered the legions to follow at their heels. Though only their heads were above water, they moved with such speed and dash that the enemy could not sustain the assault of legions and cavalry, abandoned the bank, and took to flight.

from Julius Caesar, The Gallic War and Other Writings, Moses Hadas trans. (New York: The Modern Library, 1957), 102–104.

Discussion Questions

Determining Main Ideas

- 1. According to Caesar, what military advantages and disadvantages did the Britons have?
- 2. What military advantages and disadvantages did the Romans have?
- 3. Forming and Supporting Opinions Do you think this excerpt supports the notion that Caesar was a genius at military strategy? Explain your answer.



PRIMARY SOURCE Emperor Galerius's Edict of Toleration

During the third century and the early years of the fourth century, Roman rulers cruelly persecuted Christians. Despite repression, the religion continued to thrive and spread. In A.D. 311, Emperor Galerius issued the first edict, or formal proclamation, of toleration of Christianity just a few days before his death. Why did Galerius decide to tolerate Christians?

Mongst our other measures for the advantage of the Empire, we have hitherto endeavored to bring all things into conformity with the ancient laws and public order of the Romans. We have been especially anxious that even the Christians, who have abandoned the religion of their ancestors, should return to reason. For they have fallen, we know not how, into such perversity and folly that, instead of adhering to those ancient institutions which possibly their own forefathers established, they have arbitrarily made laws of their own and collected together various peoples from various quarters.

After the publication, on our part, of an order commanding Christians to return to the observance of the ancient customs, many of them, it is true, submitted in view of the danger, while many others suffered death. Nevertheless, since many of them have continued to persist in their opinions and we see that in the present situation they neither duly adore and venerate the gods nor yet worship the god of the Christians, we, with our wonted clemency, have judged it is wise to extend a pardon even to these men and permit them once more to become Christians and reëstablish their places of meetings;

in such manner, however, that they shall in no way offend against good order. We propose to notify the magistrates in another mandate in regard to the course that they should pursue.

Whereof it should be the duty of the Christians, in view of our elemency, to pray to their god for our welfare, for that of the Empire, and for their own, so that the Empire may remain intact in all its parts, and that they themselves may live safely in their habitations.

from Milton Viorst, ed., The Great Documents of Western Civilization (New York: Bantam, 1965), 6.

Activity Options

- 1. **Determining Main Ideas** With several classmates, role-play Christians who live in the Roman empire in A.D. 311. Discuss your reactions to Galerius's edict.
- 2. Analyzing Issues Make a two-column chart.
 List what Galerius offered Christians in one column and what he asked in return in the other column. Then discuss with classmates whether or not this edict was fair.



PRIMARY SOURCE Dinner with Attila the Hun from Historici Graeci Minores by Priscus

In about A.D. 450, representatives from the western and eastern parts of the Roman Empire met with Attila, the king of the Huns, on a special diplomatic mission. Priscus, a representative of the eastern Roman Empire, wrote an account of having dinner with Attila. What do you learn about Attila from this account?

ttila invited both parties of us to dine with him **A**about three o'clock that afternoon. We waited for the time of the invitation, and then all of us, the envoys from the Western Romans as well, presented ourselves in the doorway facing Attila. In accordance with the national custom the cupbearers gave us a cup for us to make our libations before we took our seats. When that had been done and we had sipped the wine, we went to the chairs where we would sit to have dinner. All the seats were ranged down either side of the room, up against the walls. In the middle Attila was sitting on a couch with a second couch behind him. Behind that a few steps led up to his bed, which for decorative purposes was covered in ornate drapes made of fine linen, like those which Greeks and Romans prepare for marriage ceremonies. I think that the more distinguished guests were on Attila's right, and the second rank on his left, where we were with Berichos, a man of some renown among the Scythians, who was sitting in front of us. Onegesios was to the right of Attila's couch, and opposite him were two of the king's sons on chairs. The eldest son was sitting on Attila's own couch, right on the very edge, with his eyes fixed on the ground in fear of his father. . . . After everyone had been toasted, the cupbearers left, and a table was put in front of Attila and other tables for groups of three or four men each. This enabled each guest to help himself to the things put on the table without leaving his proper seat. Attila's servant entered first with plates full of meat, and those waiting on all the others put bread and cooked food on the tables. A lavish meal, served on silver trenchers, was prepared for us and the other barbarians, but Attila just had some meat on a wooden platter, for this was one aspect of his selfdiscipline. For instance, gold or silver cups were presented to the other diners, but his own goblet was made of wood. His clothes, too, were simple,

and no trouble was taken except to have them clean. The sword that hung by his side, the clasps of his barbarian shoes and the bridle of his horse were all free from gold, precious stones or other valuable decorations affected by the other Scythians. When the food in the first plates was finished we all got up, and no one, once on his feet, returned to his seat until he had, in the same order as before, drunk the full cup of wine that he was handed, with a toast for Attila's health. After this honour had been paid him, we sat down again and second plates were put on each table with other food on them. This also finished, everyone rose once more, drank another toast and resumed his seat.

As twilight came on torches were lit, and two barbarians entered before Attila to sing some songs they had composed, telling of his victories and his valour in war. The guests paid close attention to them, and some were delighted with the songs, others excited at being reminded of the wars, but others broke down and wept if their bodies were weakened by age and their warrior spirits forced to remain inactive.

from B. K. Workman, trans., They Saw It Happen in Classical Times (Basil Blackwell Ltd., 1964). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 23–24.

Activity Options

- 1. Summarizing With your classmates, plan and then present a re-creation of Priscus's dinner with Attila. Portray Attila, his servants, his sons, other Huns, the singers, and representatives of the western and eastern parts of the Roman Empire. Draw on details in the passage to bring this re-enactment to life.
- 2. **Comparing and Contrasting** Make a Venn diagram comparing and contrasting Attila with the other diners.





PRIMARY SOURCE The Eruption of Vesuvius

Letter from Pliny the Younger to Tacitus

In A.D. 79 Mount Vesuvius, a volcano in southwest Italy, erupted, burying the cities of Pompeii and Herculaneum. Among those killed was Roman historian C. Plinius Secundus, known as Pliny the Elder. His nephew, Pliny the Younger, wrote an account of the disaster in a letter to the Roman historian Tacitus. As you read part of his letter, think about the dangers Pliny's uncle faced.

Your request that I would send you an account I of my uncle's death, in order to transmit a more exact relation of it to posterity, deserves my acknowledgments; for, if this accident shall be celebrated by your pen, the glory of it, I am well assured, will be rendered forever illustrious. . . . On the 24th of August, about one in the afternoon, my mother desired him to observe a cloud which appeared of a very unusual size and shape. . . . This phenomenon seemed to a man of such learning and research as my uncle extraordinary and worth further looking into.... He ordered the galleys to be put to sea, and went himself on board. . . . Hastening then to the place from whence others fled with the utmost terror, he steered his course direct to the point of danger, and with so much calmness and presence of mind as to be able to make and dictate his observations upon the motion and all the phenomena of that dreadful scene. . . . [The wind] was favourable, however, for carrying my uncle to Pomponianus, whom he found in the greatest consternation. . . . Meanwhile broad flames shone out in several places from Mount Vesuvius, which the darkness of the night contributed to render still brighter and clearer. But my uncle, in order to soothe the apprehensions of his friend, assured him it was only the burning of the villages, which the country people had abandoned to the flames; after this he retired to rest. . . . The court which led to his apartment being now almost filled with stones and ashes, if he had continued there any time longer, it would have been impossible for him to have made his way out. So he was awoke and got up, and went to Pomponianus and the rest of his company. . . . They consulted together whether it would be most prudent to trust to the houses, which now rocked from side to side with frequent and violent concussions as though shaken from their very foundations; or fly to the open fields, where the calcined stones and cinders, though light indeed, yet fell in large showers, and threatened destruction. In this choice

of dangers they resolved for the fields: a resolution which, while the rest of the company were hurried into by their fears, my uncle embraced upon cool and deliberate consideration. They went out then, having pillows tied upon their heads with napkins; and this was their whole defense against the storm of stones that fell round them. It was now day everywhere else, but there a deeper darkness prevailed than in the thickest night. . . . They thought proper to go farther down upon the shore. . . . There my uncle, laying himself down upon a sail cloth, which was spread for him, called twice for some cold water, which he drank, when immediately the flames, preceded by a strong whiff of sulphur, dispersed the rest of the party, and obliged him to rise. He raised himself up with the assistance of two of his servants, and instantly fell down dead; suffocated, as I conjecture, by some gross and noxious vapour. . . . As soon as it was light again, which was not till the third day after this melancholy accident, his body was found entire, and without any marks of violence upon it, in the dress in which he fell, and looking more like a man asleep than dead. . . . I will end here, only adding that I have faithfully related to you what I was either an eye-witness of myself or received immediately after the accident happened, and before there was time to vary the truth. You will pick out of this narrative whatever is most important: for a letter is one thing, a history another; it is one thing writing to a friend, another thing writing to the public. Farewell.

from William Melmoth, trans., Letters of Gaius Plinius Caecilius Secundus (New York: Collier, 1909), 298–302.

Research Options

- Using Research in Writing Find out about Pliny the Elder, Pliny the Younger, or Tacitus. Write a brief biographical sketch of this person.
- 2. **Analyzing Cause and Effect** Read more about Mount Vesuvius. Then create a cause-and-effect diagram to illustrate your findings.



LITERATURE SELECTION from Julius Caesar by William Shakespeare

Section 2

English poet and playwright William Shakespeare (1564-1616) drew heavily on a translation of classical biographer Plutarch's The Lives of the Noble Grecians and Romans for information about the Roman characters in Julius Caesar. Shakespeare's tragedy, which was first performed in 1599, traces events before and after Caesar's death. In Act 3, Scene 2, from which this excerpt is taken, Brutus first speaks at Caesar's funeral to explain why he helped assassinate Caesar. Mark Antony, one of Caesar's supporters, then delivers a powerful address. As you read his speech, think about how Mark Antony reacts to Caesar's murder and how he stirs the crowd of Romans.

Caesar, not to

praise him."

ANTONY: Friends, Romans, countrymen, lend me vour ears.

I come to bury Caesar, not to praise him. The evil that men do lives after them; The good is oft interred with their bones. So let it be with Caesar. The noble Brutus Hath told you Caesar was ambitious. If it were so, it was a grievous fault, And grievously hath Caesar answered it. Here, under leave of Brutus and the rest— For Brutus is an honorable man, So are they all, all honorable men-Come I to speak in Caesar's funeral. He was my friend, faithful and just to me; But Brutus says he was ambi-"I come to bury tious.

And Brutus is an honorable

He hath brought many captives home to Rome,

Whose ransoms did the general coffers fill.

Did this in Caesar seem ambitious? When that the poor have cried, Caesar hath wept; Ambition should be made of sterner stuff. Yet Brutus says he was ambitious, And Brutus is an honorable man. You all did see that on the Lupercal I thrice presented him a kingly crown, Which he did thrice refuse. Was this ambition? Yet Brutus says he was ambitious, And sure he is an honorable man. I speak not to disprove what Brutus spoke, But here I am to speak what I do know. You all did love him once, not without cause. What cause withholds you then to mourn for him?

O judgment! Thou art fled to brutish beasts, And men have lost their reason. Bear with me: My heart is in the coffin there with Caesar, And I must pause till it come back to me.

FIRST PLEBEIAN: Methinks there is much reason in his sayings.

SECOND PLEBEIAN: If thou consider rightly of the matter.

Caesar has had great wrong. THIRD PLEBEIAN: Has he, masters?

I fear there will a worse come in his place.

FOURTH PLEBEIAN: Marked ye his words? He would not take the crown,

Therefore 'tis certain he was not ambitious.

FIRST PLEBEIAN: If it be found so, some will dear abide it.

SECOND PLEBEIAN: Poor soul, his eyes are red as fire with weeping.

THIRD PLEBEIAN: There's not a nobler man in Rome than Antony.

FOURTH PLEBEIAN: Now mark him. He begins again to speak.

ANTONY: But yesterday the word of Caesar might Have stood against the world. Now lies he there, And none so poor to do him reverence. O masters! If I were disposed to stir Your hearts and minds to mutiny and rage, I should do Brutus wrong, and Cassius wrong, Who, you all know, are honorable men. I will not do them wrong; I rather choose To wrong the dead, to wrong myself and you, Than I will wrong such honorable men. But here's a parchment with the seal of Caesar. I found it in his closet; 'tis his will.

[He shows the will.]

Let but the commons hear this testament—



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Which, pardon me, I do not mean to read—And they would go and kiss dead Caesar's wounds

And dip their napkins in his sacred blood, Yea, beg a hair of him for memory, And dying, mention it within their wills, Bequeathing it as a rich legacy Unto their issue.

FOURTH PLEBEIAN: We'll hear the will! Read it, Mark Antony.

ALL: The will, the will! We will hear Caesar's will.

ANTONY: Have patience, gentle friends; I must not read it.

It is not meet you know how Caesar loved you.
You are not wood, you are not stones, but men;
And being men, hearing the will of Caesar,
It will inflame you, it will make you mad.
Tis good you know not that you are his heirs,
For if you should, O, what
would come of it?

"If you have tears,

would come of it?
FOURTH PLEBEIAN: Read the will!
We'll hear it, Antony.
You shall read us the will,
Caesar's will.

Antony: Will you be patient? Will you stay awhile?

I have o'ershot myself to tell you of it.

I fear I wrong the honorable men

Whose daggers have stabbed Caesar; I do fear it.

FOURTH PLEBEIAN: They were traitors. "Honorable men"!

ALL: The will! The testament!

SECOND PLEBEIAN: They were villains, murderers.
The will! Read the will!

Antony: You will compel me then to read the will? Then make a ring about the corpse of Caesar And let me show you him that made the will. Shall I descend? And will you give me leave?

ALL: Come down.

SECOND PLEBEIAN: Descend.

THIRD PLEBEIAN: You shall have leave.

[Antony comes down. They gather around Caesar.]

FOURTH PLEBEIAN: A ring; stand round.

FIRST PLEBEIAN: Stand from the hearse. Stand from the body.

SECOND PLEBEIAN: Room for Antony, most noble Antony!

ANTONY: Nay, press not so upon me. Stand far off.

ALL: Stand back! Room! Bear back!

ANTONY: If you have tears, prepare to shed them now.

You all do know this mantle. I remember The first time ever Caesar put it on; 'Twas on a summer's evening in his tent, That day he overcame the Nervii. Look, in this place ran Cassius' dagger through. See what a rent the envious Casca made. Through this the well-beloved Brutus stabbed, And as he plucked his cursèd steel away, Mark how the blood of Caesar followed it, As rushing out of doors to be resolved If Brutus so unkindly knocked or no; For Brutus, as you know, was Caesar's angel. Judge, O you gods, how dearly Caesar loved him! This was the most unkindest cut of all: For when the noble Caesar saw him stab, Ingratitude, more strong than traitors' arms, Quite vanquished him. Then burst his mighty heart,

And in his mantle muffling up his face,

Even at the base of Pompey's statue.

Which all the while ran blood, great Caesar fell.

O, what a fall was there, my countrymen!

Then I, and you, and all of us fell down,
Whilst bloody treason flourished over us.
O, now you weep, and I perceive you feel
The dint of pity. These are gracious drops.
Kind souls, what weep you when you but behold
Our Caesar's vesture wounded? Look you here,
Here is himself, marred as you see with traitors.

[He lifts Caesar's mantle.]

prepare to shed

them now."

FIRST PLEBEIAN: O piteous spectacle! SECOND PLEBEIAN: O noble Caesar!

THIRD PLEBEIAN: O woeful day!

FOURTH PLEBEIAN: O traitors, villains!

FIRST PLEBEIAN: O most bloody sight! SECOND PLEBEIAN: We will be revenged.

ALL: Revenge! About! Seek! Burn! Fire! Kill! Slay!
Let not a traitor live!

Antony: Stay, countrymen.

FIRST PLEBEIAN: Peace there! Hear the noble

SECOND PLEBEIAN: We'll hear him, we'll follow him,

we'll die with him!

Antony: Good friends, sweet friends, let me not stir you up

To such a sudden flood of mutiny

They that have done this deed are honorable. What private griefs they have, alas, I know not, That made them do it. They are wise and honorable,

And will no doubt with reasons answer you.

I come not, friends, to steal away your hearts.

I am no orator, as Brutus is,

But, as you know me all, a plain blunt man

That love my friend, and that they know full well

That gave me public leave to speak of him.

For I have neither wit, nor words, nor worth,

Action, nor utterance, nor the power of speech

To stir men's blood. I only speak right on.

dumb mouths,
And bid them speak for me. But were I Brutus,
And Brutus Antony, there were an Antony
Would ruffle up your spirits and put a tongue
In every wound of Caesar that should move
The stones of Rome to rise and mutiny.

I tell you that which you yourselves do know,

Show you sweet Caesar's wounds, poor poor

ALL: We'll mutiny!

FIRST PLEBEIAN: We'll burn the house of Brutus! THIRD PLEBEIAN: Away, then! Come, seek the conspirators.

Antony: Yet hear me, countrymen. Yet hear me speak.

ALL: Peace, ho! Hear Antony, most noble Antony! ANTONY: Why, friends, you go to do you know not what.

Wherein hath Caesar thus deserved your loves? Alas, you know not. I must tell you then: You have forgot the will I told you of.

ALL: Most true, the will! Let's stay and hear the will. ANTONY: Here is the will, and under Caesar's seal.

To every Roman citizen he gives, To every several man, seventy-five drachmas.

SECOND PLEBEIAN: Most noble Caesar! We'll revenge his death.

Activity Options

- Describing Plot, Setting, and Character
 With a group of classmates, plan, rehearse, and
 give a performance of this excerpt for your class.
- 2. **Drawing Conclusions** Make a sketch of a costume that a character in this excerpt might wear. Display your finished costume design.

CHAPTER 6

Section 2

HISTORYMAKERS Cleopatra Wily Queen of Egypt

"To know her was to be touched with an irresistible charm. Her form, . . . the persuasiveness of her conversation, and her delightful . . . behavior—all these produced a blend of magic."—Plutarch, a Roman historian

leopatra, queen of Egypt, has gone down in history as a conniving leader who used tricks to gain influence within the Roman Empire. She was actually an intelligent ruler who used an iron will in an effort to keep Egypt free of Roman control. Ironically, the queen who tried to preserve Egypt was not even Egyptian. Cleopatra belonged to the family of the Ptolemies. This family from Macedon had ruled Egypt for several hundred years after the death of Alexander the Great. Though they had ruled Egypt for a long time, none of the family had ever bothered to learn Egyptian—until Cleopatra. Plutarch wrote that she learned so many languages she could speak to "Ethiopians, Troglodytes, Jews, Arabs, Syrians, Medes, and Parthians" in their own tongues. In the first century B.C., the family's fortunes and its hold on Egypt declined. Cleopatra's father was a weak king. He showed more interest in music than in running his kingdom, leading the people to nickname him "the Flute Player." He feared that Rome would seize Egypt, an attractive place because of its abundance of farmland. To buy safety, he sent huge amounts of money as bribes to various Roman leaders, including Julius Caesar. He eventually died in 51 B.C. At the time, Cleopatra was 18. She became queen, ruling along with her brother Ptolemy XIII, who was only ten. Powerful insiders in the Egyptian court hoped to run the country by controlling the young king. They forced Cleopatra to flee Egypt three years later. However, she raised an army and prepared to

However, she raised an army and prepared to retake her crown, ready to fight her brother for control. Meanwhile, Julius Caesar had defeated his rivals and become the powerful leader of Rome. When Caesar came to Egypt to settle the issue of the throne, Cleopatra seized her chance to argue her case. She had herself wrapped in a rug and carried to Caesar so she could speak to him directly. Impressed by her clever and bold act, Caesar agreed to back her rather than her brother. Caesar and Cleopatra also began a relationship. They may have loved one another, but one historian cautioned,

"it must always be borne in mind that both of them were ruthless and devious politicians." Later, she had a son that was Caesar's. He was named Caesarion. Cleopatra's brother died fighting Caesar's army, and in 47 B.C. she was back on the throne. She and Caesar may have planned to marry and become king and gueen of Rome with Caesarion to follow them. In 44 B.C., however, those hopes were destroyed. Caesar was assassinated by senators who wished to restore the Roman Republic. Cleopatra, in Rome at the time, decided it was wise to return to Egypt. Caesar's heir, Octavian, and his friend Mark Antony began to rule Rome together. The two leaders had an uneasy alliance, however, and each tried to outfox the other in order to gain control of the Roman government. Cleopatra enchanted Antony as she had Caesar. By 37 B.C., Antony had dismissed his wife, married Cleopatra, and recognized her two children as his own. He also gave large amounts of land to her, restoring Cyprus and Lebanon to Egypt. The wife that Antony rejected, however, was the sister of Octavian. This drove a wedge between the former allies. With Cleopatra's wealth Antony rebuilt his army and navy. In 31 B.C., his forces met Octavian's in battle to decide who would control Rome—and thus the Mediterranean. Octavian won, and Cleopatra and Antony escaped back to Egypt. Octavian, though, brought his armies there the following year. Trapped and unable to win, Antony committed suicide. Cleopatra pleaded with Octavian to allow her to retire and make Caesarion king of Egypt. Octavian refused, and she too committed suicide. Soon after, Octavian had Caesarion killed.

Questions

- 1. **Contrasting** How was Cleopatra different from the other members of the Ptolemaic Dynasty?
- 2. *Making Inferences* Why was Rome so important to the fate of Cleopatra's Egypt?
- 3. **Drawing Conclusions** Why did Octavian have Caesarion killed?

HISTORYMAKERS Julius Caesar

General, Writer, Politician, Dictator-King?

Section 2 "Caesar.co

"Caesar could no longer endure a superior, nor Pompey an equal."—Lucan, a Roman poet, on the cause of the Roman civil war

riven by ambition and a thirst for power, Julius Caesar became a great and controversial leader of the Roman Republic. He had a tremendous impact on a growing power at a crucial point in its rise. He was also a man of extraordinary abilities—skills in war, politics, writing, and leadership. Caesar was born to an old Roman family, part of the group of families that founded the Roman Republic. He had the standard education of someone in his social position and became known as a charming, cultured, and well-read person. In addition, he gained experience in the military in Asia Minor and experience in government in Spain. Gradually, he won election to important public offices. In 63 B.C., he was voted pontifex maximus, the chief priest of the Republic. He also served in Spain, where he won fame by winning battles. He returned to Rome and was elected consul, the most important political office in the Republic. Caesar joined with two other leading Romans in an alliance. One was Crassus, a wealthy political leader whose money could be used to advance the plans of the three. The other was Pompey, another brilliant general. To cement the alliance, Pompey married Julia, Caesar's only daughter. As consul, Caesar worked for some new laws that eased the overcrowding in Rome and other cities. He was rewarded by being made governor of Gaul, located in modern France. He took command of the Roman armies there, determined to extend Roman control of the area. It took several years, but he eventually conquered all of Gaul and part of Britain.

The victories brought Caesar riches, which he used to fund building projects in Rome—thus winning popularity in the city. He also made sure to create some effective propaganda in his own favor. He wrote *Commentaries on the Gallic Wars*, a history of his campaigns in Gaul. Throughout the book, he referred to himself as "Caesar" and not as "I." This made the history seem objective. He also made sure that "Caesar" got credit for all victories. The situation in Rome, however, had changed. Julia had died, which removed one link between

Pompey and Caesar. Crassus had died as well. The two generals now became bitter rivals for power. The senate, controlled by Pompey, gave Caesar a difficult choice. It ordered him to give his armies to another general, and return to Rome if he wanted to stand for election to consul again. He decided to ignore the senate and lead his army into Italy. Years of civil war followed. Pompey was backed by many major political leaders. Caesar, however, had another resource: an experienced, tough army. Pompey fled Italy for the east, where Caesar won a major victory. Pompey then retreated further to Egypt. There he was treacherously killed by a onetime supporter, Ptolemy XIII (the pharaoh of Egypt and brother to Cleopatra). In 46 B,C., Caesar defeated another army in Africa, and the following year he won victory over the sons of Pompey in Spain. Caesar was named dictator for life. As supreme ruler of Rome, he passed many reforms. However, many senators opposed him. Some simply disliked him and resented his power. Others feared that he planned to make himself king. In February, 44 B.C., he presided over a festival. By plan, Mark Antony, a close ally, offered him a king's crown. The watching crowd stirred restlessly. When Caesar refused it, they cheered. Antony again offered it, Caesar again refused it, and the crowd cheered. Still, Caesar moved behind the scenes to try to have himself made king. He also prepared to lead an army east for more conquests. On his last day in Rome, one month after the festival, his planning came to an end. As he entered the senate, a group of senators fell on him. They stabbed him 23 times. He died, ironically, at the foot of a statue of Pompey.

Questions

- 1. **Clarifying** How did Caesar show he was a brilliant general?
- 2. **Drawing Conclusions** How did Caesar use his success in Gaul to improve his political position in Rome?
- 3. **Determining Main Ideas** Why did the senators oppose Caesar?



connections across time and cultures Hellenistic Culture and Roman Culture

THEMATIC CONNECTION:

POWER AND AUTHORITY

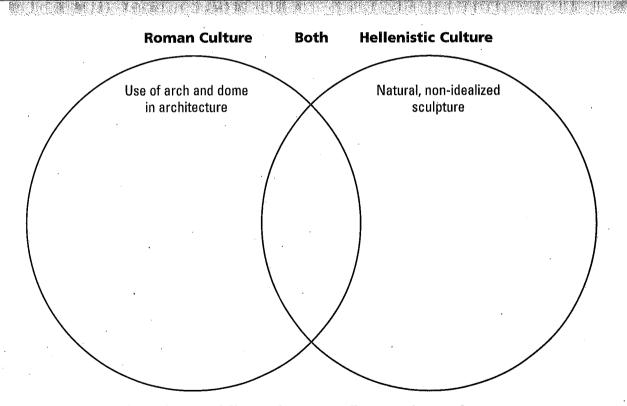
As you learned in Chapter 5, the Hellenistic culture emerged as elements of Greek culture blended with Egyptian, Persian, and Indian influences. As you learned in this chapter, the Romans preserved and expanded many Hellenistic values within their own culture and developed unique accomplishments of their own.

A. Listed below are some of the major legacies of Hellenistic culture and of Roman culture. Use the Venn diagram to sort those cultural accomplishments. Two are already in their proper places. (One is shared by both cultures.) Then answer the question that follows.

Accomplishmen	

- 1. Organized central government of a unified empire
- 2. Made discoveries in mathematics and physics
- 3. Influenced by Greek culture
- 4. Created philosophies of Stoicism and Epicureanism
- 5. Made realistic portrait sculptures

- 6. Created system of law
- 7. Created fine mosaic art work
- 8. Built extensive system of roads
- 9. Created famous museum and library
- 10. Computed circumference of earth



B. In your opinion, what is the main difference between Hellenistic culture and Roman culture?



SCIENCE & TECHNOLOGY Roman Construction Technology

The Colosseum was not the only example of Roman architectural genius. The Romans fashioned other buildings that were both monumental in size and contained new advances in structural engineering.

Around A.D. 126, Emperor Hadrian sought to honor the Roman gods by building a great temple in their honor. He constructed the Pantheon, which comes from the Greek word pantheion, meaning place for all gods. It was actually built from a much smaller temple that had been erected in 27 B.C. by Marcus Agrippa, the nephew of Emperor Augustus. The Pantheon is a marvel of Roman engineering, and many of the techniques pioneered in its construction are still used today.

The front of the building includes three rows of massive Corinthian columns. Each column weighs 60 tons and is 41 feet high and five feet across. On top of these supports sits a huge triangular roof.

The masterpiece of the building is one of the largest domes made of stone and concrete ever built. It covers a circular chamber, or rotunda, that is proportioned like a perfect sphere. The chamber is 142 feet across, and the top of the ceiling is 142 feet high. The dome is massive. It weighs over 5,000 tons and has walls 20 feet wide at the base that taper to five feet at the top.

The dome was constructed by pouring increasingly smaller rings of concrete, one on top of another, into a series of wooden molds. In the Middle Ages, a popular story was told about how Hadrian schemed to have this temple completed as fast as possible. The story said that the Pantheon was built around a big mound of dirt, which gave the temple support during construction. Hadrian supposedly mixed gold coins in with that soil in order to speed the workers through the final stage of building. In an attempt to find the money, the workers would quickly

remove the earth from inside the temple.

Hadrian left a 29-foot wide round opening at the top. This opening, called an oculus, let sunlight

stream into the chamber and illuminate the 140 shiny bronze panels set into the ceiling. One historian stated, "[The] opening. . . doubtlessly symbolized the all-seeing eye of heaven. The building is an exemplary statement of Hadrian's world, ideated and symbolized—earth, sky, cosmos, empire—with all the Greco-Roman gods looking benevolently on Rome."

Questions

Determining Main Ideas

- 1. What was Hadrian's purpose for building the Pantheon?
- 2. What is the great architectural achievement of the Pantheon?
- 3. *Making Inferences* What aspect of the Pantheon might give you the feeling that it was a temple to honor the Roman gods?

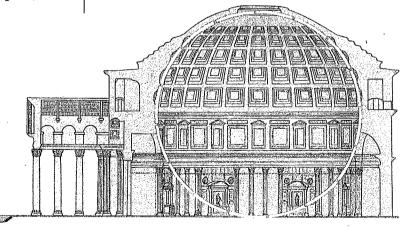


Illustration by Patrick Whelan.

Shown above is the Pantheon. The opening in the roof is the oculus, which floods the room with light. The chamber was proportioned like a perfect circle.

Name	

Data	
Date	



RETEACHING ACTIVITY The Roman Republic

Determining	Main	Ideas
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The following questions deal with the early Roman republic. Answer them in the space provided.

1. What characterizes a republic as a form of government? 2. What were the differences between the patricians and the plebians in the Roman republic? 3. Who fought in the Punic Wars, what was the end result, and why was that end result significant? 4. What actions showed that Hannibal was a brilliant military strategist?

Reading Comprehension

Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- ____ 5. commanded the army and directed the government of the Roman republic
- _____ 6. aristocratic branch of Rome's government
- _ 7. in the Roman republic, a leader in times of crisis who had absolute power to make laws and command the army
- _ 8. government in which citizens have the right to vote
- _____ 9. large military unit of armed foot soldiers
- ____10. elected representatives of plebians

- a. republic
- b. consuls
- c. legions
- d, tribunes
- e. senate
- f. dictator

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RETEACHING ACTIVITY The Roman Empire

hoose the best answer for each item. Write the lette	r of your answer in the blank.
1. All of the following factors contributed to	5. Octavian eventually came to be called
the collapse of the Roman republic except	"exalted one," or
a. widening gap between rich and poor.	a. Augustus.
b. outside invasion.	b. dictator.
c. breakdown of the military.	c. Pax Romana.
d. a period of civil war.	d. Caesar.
_ 2. The military leader who joined forces with	6. The period of peace and prosperity in the
Crassus and Pompey to dominate Rome	Roman Empire is known as the
was	a. Augustus.
a. Calpurnia.	b. Pax Romana.
b. Marcus Brutus.	c. triumvirate.
c. Hannibal.	d. reform period.
d. Julius Caesar.	
	7. The Roman values of discipline, strength,
_ 3. The three men who ruled Rome for ten	and loyalty characterized a person with the
years beginning in 59 B.C. were referred	virtue of
to as a	a. <i>numina</i> .
a. trio.	b. Pax Romana.
b. consul.	c. gravitas.
c. triumvirate.	d. wisdom.
d. senate.	8. Gladiators, or professional fighters who
_ 4. The second group of three rulers of	often fought to the death in public contests
Rome was	were often drawn from
a. Octavian, Mark Antony, and Lepidus.	a. consuls.
b. Octavian, Augustus, and Mark Antony.	b. tribunes.
c. Mark Antony, Lepidus, and Cleopatra.	c. the senate.
d Casear Mark Antony and Cleopatra	d claves

RETEACHING ACTIVITY The Rise of Christianity

Summarizing

Complete the chart below by summarizing information about the rise and spread of Christianity.

Person(s)	Role in Rise and Spread of Christianity
1. Jesus of Nazareth	
2. apostles	
3. Paul	
4. Pontius Pilate	
5. Constantine	
6. Peter	
7. Augustine	

Reading	Compre	hension
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Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- 8. the dispersal of Jews when driven by the Romans from their homeland into exile
- 9. emphasized a personal relationship between God and people
- .10. declaration that made Christianity an approved religion in the Roman Empire
- _11. called the Messiah, or king, whom the Bible had said would come to save the Jews
 - 12. father or head of the Christian Church
- _13. priest who supervised several local churches

- a. Christianity
- b. bishop
- c. pope
- d. Diaspora
- e. Edict of Milan
- f. Jesus

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RETEACHING ACTIVITY The Fall of the Roman Empire

Determining Main Ideas

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

Constantine Attila mercenaries East Turkey Huns Romulus Augustulus inflation Eavpt Persians Byzantine Pax Romana Constantinople legions North Diocletian Byzantium West

1. The end of the reign of Marcus Aurelius marked the end of two centuries of peace and prosperity _____, a drastic drop in the value of money coupled with a rise in prices, helped weaken the Roman Empire. 3. Roman soldiers had become less loyal, so the government was forced to hire _______ to defend the empire. 4. A reform-minded emperor who divided the empire into two sections was ______ 5. _____ gained control of the western part of the empire in A.D. 312 and eventually secured control of the East as well. 6. Under Constantine, the capital of the empire was moved from Rome to ______, in what 7. This new capital city eventually became known as ______. 8. When the empire was again divided, the portion that survived was the ______. 9. Mongol nomads, the ______, attacked the Germanic peoples on the northern borders of the empire, who in turn pushed into Roman lands and Rome itself. 10. The chieftain of the Mongol group, who now became a direct threat to Rome, was 11. The last Roman emperor was ______. 12. The eastern half of the Roman Empire came to be called the _____ Empire.



RETEACHING ACTIVITY Rome and the Roots of Western Civilization

Determining Main Ideas

The following questions focus on the legacy of Rome and its basis for Western Civilization. Answer them in the space provided.

1. What do historians mean when they refer to Greco-Roman culture? 2. How did Roman sculpture differ from Greek sculpture? 3. What is bas-relief? 4. What are mosaics? 5. What fate did the Roman town of Pompeii suffer? How did that event help to preserve many buildings and works of art there? 6. Name two Roman poets and an example of their works. 7. Name two Roman historians and explain how they differed. 8. What impact did the Latin language have? 9. How did Roman architecture affect western civilization: 10. What was Rome's most lasting and widespread legacy, and why?

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