Overview of the Chapter (p. 120)

Power and Authority
In the Greek city-state of Athens, a new form of government developed—democracy—in which citizens exercised power.
Geography: What geographic factors might have confined democracy largely to Athens?

Cultural Interaction
Alexander the Great spread Greek culture throughout much of Asia. Greek, Egyptian, and Asian cultures then blended to create Hellenistic culture.
Geography: Why might the sea have been important to the spread of Greek culture?

Empire Building
Athens assumed control of a defense league and eventually built it into an empire. Later, Alexander conquered the Persian Empire and beyond to create a vast new empire of his own.
Geography: What geographic features might have strengthened the Macedonian desire to build an empire to the south and east?

Interact with History (p. 122)
Examining the Issues
• What does the relief panel suggest about the role of democracy in Greek society?
  Ans.: It suggests that democracy played a central role in Greek society.
• Why might the Greeks decorate pottery with a heroic scene?
  Ans.: It may have been a way of communicating important lessons and morals that the Greeks viewed as being represented in their myths.
• Why might the Greeks place graceful statues in and around their public buildings?
  Ans.: The Greeks may have felt that these graceful sculptures would win them the favor of the gods and goddesses.

SECTION 1 -- Cultures of the Mountains and the Sea

Main Ideas (p. 124)
Analyzing Causes:
A. In what ways did Greece’s location by the sea and its mountainous land affect its development?
Possible Answer: The closeness of the sea promoted trade. The mountains isolated the valleys in which the city-states were located, and this made it difficult to establish any kind of unified or central control.

Geography SkillBuilder: Interpreting Maps (p. 124)
1. Location: Where was the center of the Mycenaean Civilization located?
   Ans.: In the region’s leading city, Mycenae
2. Movement: Based on the map, how did Mycenaean traders conduct most of their trade?
   Ans.: The Mycenaeans conducted most of their trade by sea.

Main Ideas (p. 125)
Recognizing Effects:
B. How did contact with the Minoans affect Mycenaean culture?
   Possible Answer: Mycenaeans learned the value of sea trade from the Minoans. They also adapted the Minoan writing system to their language and used Minoan artistic designs.

Section 1 Assessment (p. 126)

USING YOUR NOTES
2. Which of the cultures on your chart do you think contributed the most to Greek culture? Explain.
   Ans.: Mycenaeans – Strong rulers. Dorians – No writing. Minoan and Mycenaean culture contributed the most, forming the core of Greek religion, art, and politics.

MAIN IDEAS
3. What impact did nearness to the sea have on the development of Greece?
   Ans.: Seas linked the different areas of Greece, as well as linking Greece to the surrounding Mediterranean areas.
4. What aspects of culture did the Mycenaeans adopt from the Minoans?
   Ans.: The Mycenaeans adopted the Minoan writing system and their artistic designs.
5. Why were the epics of importance to the Greeks of the Dorian period?
   Ans.: The Greeks of this time didn’t have writing, so they learned about their history through the spoken word – especially through the performances of their bards (like Homer).

CRITICAL THINKING & WRITING
6. DRAWING CONCLUSIONS: How did the physical geography of Greece cause Greek-speaking peoples to develop separate, isolated communities?
   Ans.: Mountains divided Greece into discrete subregions whose populations developed somewhat independently from one another. Most city-states were isolated in their own little valleys and developed their own unique traditions and ways of managing their communities.
7. ANALYZING CAUSES: Other than the explanation offered in the legend, why do you think the Greeks went to war with Troy?
   Ans.: It may well have been a conflict over control of seafaring trade routes. Troy’s location allowed it to control all the traffic through the Bosphorus Strait up to the Black Sea. The Mycenaeans may have envied or resented Troy’s wealth that they gained from this trade.
8. MAKING INFERENCES: The Dorian period is often called Greece’s Dark Age. Why do you think this is so?
Ans.: The definition of a “Dark Age” is a period of decline. Dorian Greece definitely experienced a period of significant decline, with apparent loss of the ability to keep written records and a sharp decrease in the population.

SECTION 2 – Warring City-States

Main Ideas (p. 128)
Contrasting:
A. How is Athenian democracy different from modern American democracy?
   Ans.: In Athens, participation in the political process was limited to adult male property owners. In the U.S. participation is open to a broader range of people (like men, women, property owners or non-property owners). In Athens, there was direct participation by the people and voting on the spot (in the city assembly), whereas in the U.S., the people participate indirectly, voting for their elected representatives who then are supposed to govern in the name of the people.

SKILLBUILDER: Interpreting Charts (p.128)
1. Summarizing: Which forms of government feature rule based on wealth or property ownership?
   Ans.: aristocracy or oligarchy
2. Clarifying: In which form of government do citizens have the most power?
   Ans.: direct democracy

Analyzing Primary Sources (p. 129)
DOCUMENT-BASED QUESTIONS
1. Making Inferences: What is the husband suggesting in his advice to his wife?
   Ans.: He's suggesting that simply by performing her household duties as “exercise,” she will be in better health and look more attractive.
2. Synthesizing: How is the husband’s advice representative of Athenian attitudes toward women?
   Ans.: The husband in this passage is a good example of what the textbook says is the Athenian attitude about women – that they should little to do with anything outside the boundaries of the family and home.

History in Depth (p. 130)
SKILLBUILDER: Interpreting Visual Sources
1. Evaluating Decisions: Do you think it was a good decision for the Greeks to add more sporting events to the Olympics? Explain.
   Ans.: Yes and No. (1) Yes. Increasing the sporting events allowed for a greater variety of skills to be tested and a greater variety of athletes to participate. Also, it made the festival bigger and thus added to its prestige. (2) No. The increase in athletic competition may have detracted from the religious celebration.
2. Comparing and Contrasting: How are today’s Olympics similar to and different from the Olympics in ancient Greece?
Ans.: Some of the sports are similar, such as foot races, throwing the javelin, and the long jump. No matter which era, though athletes had to train rigorously. For both, the champions were given many honors and became famous. The two eras are different in that today’s Olympics has many more events. Some of today’s athletes are paid. Today’s Olympic games are a secular, sporting festival, not a religious one. [And your textbook doesn’t mention it, but there are another couple of differences that are notable: The ancient Olympics were men-only events—not just as competitors, but among spectators, as well. That’s because the all-male athletes in the original Olympics performed wearing nothing but their birthday suits. (Remember that it was a religious festival—and the Greeks thought that by hiding nothing, showing off the best and most beautiful among their young people, they were honoring the gods who made them in their image. Also they thought this was a way of cutting down on the number of ways competitors might try to cheat (since nothing could be hidden).)]

**Main Ideas** (p. 131)

Comparing:

B. How would you compare the ideals of Spartan and Athenian societies?
   Ans.: Spartans valued duty, physical and military strength, and discipline. Athenians valued their political freedom, family life, art, and intellectual pursuits.

**GEOGRAPHY SKILLBUILDER:** Interpreting Maps (p. 132)

1. Movement: By what routes did the Persians choose to attack Greece? Explain why.
   Ans.: The Persians attacked by land and sea. The Persians intended their fleet to be able to supply their army as well as to fight the Greek ships, while their land forces were intended to capture the coastal towns.

2. Location: Where did most of the battles of the Persian Wars occur? How might their citizens have been affected?
   Ans.: Broadest answer—most battles were fought in or near major Greek city-states. Details: The citizens were affected in many ways, including by the destruction of their homes, the loss of troops (their men as casualties of war), and changes that might occur in their style of government in order to run the war.

**Main Ideas** (p. 133)

Recognizing Effects:

C. How did the Persian Wars affect the Greek people, especially the Athenians?
   Ans.: The wars caused many Greek city-states to unite under Athens’ leadership. Greece’s victory paved the way for a new burst of creativity.

**Section 2 Assessment** (p. 133)

**USING YOUR NOTES**

2. Which of the events on your time line do you think was the most important for life today? Explain.
   Possible Ans.: Sparta—Conquers Messenia (725 BC); begins its military state (about 650 BC); Persian Wars (400s BC). Athens—Draco’s code (621 BC); enacts
democratic reforms and votes to have no more kings (500s BC); Persian Wars (400s BC); dominates the Delian League (470s). The most important item is the development of democracy in Athens, because that influenced other democracies.

**MAIN IDEAS**

3. How does an aristocracy differ from an oligarchy?
   Ans.: Members of the nobility rule in aristocracies. A small group – not necessarily members of the nobility -- rules an oligarchy.

4. What contributions did Solon and Cleisthenes make to the development of Athenian democracy?
   Possible Ans.: Solon let all Athenians citizens participate in the assembly. Cleisthenes created the Council of Five Hundred.

5. How did Athens benefit from victory in the Persian Wars?
   Ans.: Athens gained power and prestige and used it to dominate the other city-states as well as to take over the treasury of the Delian League and use those funds to rebuild Athens bigger and better than ever.

**CRITICAL THINKING & WRITING**

6. CONTRASTING: How was living in Athens different from living in Sparta?
   Ans.: Spartans’ lives were focused on the military. The Spartan mens’ lives were regimented. They lived in barracks from the time they were 7 until they reached age 30. (It was like a permanent boot camp.) Athenians were focused on their city and taking part in its governance, but they also enjoyed art, philosophy, and theater.

7. MAKING INFERENCES: The introduction of cheap iron weapons meant that ordinary Greek citizens could arm themselves. How might the ability to own weapons change the outlook of ordinary citizens?
   Possible Ans.: Citizens might feel more confident and responsible for defending their city-state.

8. ANALYZING MOTIVES: Why were the Spartan soldiers willing to sacrifice themselves at Thermopylae?
   Possible Ans.: Spartans had been brought up to value the state over their own lives. For them, it was an honor to fight well for their city, and they were willing to give their lives for their honor.

**SECTION 3 – Democracy and Greece’s Golden Age**

**Main Ideas** (p. 135)
Analyzing Primary Sources:
A. How accurate do you consider Pericles’ statement that Athenian democracy was in the hands of “the whole people“?
   Ans.: Although Athenian citizens were widely represented at all levels of government, citizens were only a small part of Athens’ total population. Non-citizens could not participate.

**Main Ideas** (p. 136)
Analyzing Primary Sources:
B. How did tragedy differ from comedy?
Possible Ans.: Tragedy was a serious drama about common themes such as love, hate, war, and betrayal. Comedy was a humorous production featuring crude humor and slapstick situations.

Main Ideas (p. 137)
Analyzing Motives:
C. What might have been Pericles’ goals in the Peloponnesian War?
   Possible Ans.: He may have intended to protect the city’s trade in grain and other raw materials, to rid Athens of its Spartan enemies, to continue to use Delian League funds to rebuild and beautify Athens, and to spread the “empire” by acquiring overseas colonies.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 137)
1. Location: Where were most of the allies of Athens located?
   Ans.: In the coastal areas around the Aegean Sea
2. Movement: Why was the sea important to Athens during the Peloponnesian War?
   Ans.: It allowed the Athenian navy to get supplies from its colonies and from foreign ports. The Persians weren’t really sailors, but to the Athenians, the sea was their highway and they were excellent sailors as well as traders, used to getting and shipping supplies by sea.

Main Ideas (p. 138)
Making Inferences:
D. Why would philosophers start questioning traditional beliefs at this particular time in Athenian history?
   Ans.: Sparta’s defeat of Athens would have raised spiritual doubts. This might have led people to consider radical ideas and to question traditional attitudes. [NOTE: Remember that we covered in other chapters situations where the chaos of war led to this kind of spiritual questioning – like when the Persians developed Zoroastrianism and when the Chinese developed Confucianism and Daoism and Legalism.]

Section 3 Assessment (p. 139)

USING YOUR NOTES
2. Which of Pericles’ goals do you think had the greatest impact on the modern world? Explain your choice.
   Ans.: Pericles goals were to strengthen democracy, strengthen the empire, and to glorify Athens. The biggest impact among these was the final one. The beautification of ancient Athens involved creating artistic forms that set the standards of art and beauty for future generations.

MAIN IDEAS
3. What steps did Pericles take to strengthen democracy in Athens?
   Ans.: Pericles introduced direct democracy, with citizens ruled directly and not through representatives. In addition, he increased the number of public offices that were paid positions, which meant that more of the average citizens could take active part in the government.
4. What were the battle strategies of Athens and Sparta in the Peloponnesian War?
   Ans.: Athens’ strategy was to avoid land battles and, instead, strike with its superior
   navy. Sparta’s strategy was to draw Athenians into a land battle and make the best
   use of its superior army.

5. Why do you think some Athenians found the ideas of Socrates so disturbing?
   Ans.: They seem to have thought that he threatened their traditional ways of life by
   encouraging students to question values and beliefs. (In addition, having been so
   recently conquered by Sparta, Athenian authorities seem to have been afraid that the
   very strict Spartans might find Socrates’s questioning authority to have been too
   provocative, too much like disrespect or formenting rebellion.

CRITICAL THINKING & WRITING
6. MAKING INFERENCES: How does the concept of hubris from Greek tragedy apply
   to the Peloponnesian War?
   Ans.: Athenians got overly ambitious during the Delian League period. They
   alienated a lot of their own allied city-states by taking control of the Delian League
   treasury and using it on their own city rather than the needs of the Delian League as a
   whole. In addition, Athenians were too proud of their navy and assumed that they
   could keep Sparta at bay if they needed to.

7. DRAWING CONCLUSIONS: Was the rule of Pericles a “golden age” for Athens?
   Explain.
   Ans.: Yes and No. Yes, because the Pericles expanded democracy and caused a
   really creative flowering of the arts. No, because Pericles’ goals actually may have
   contributed to Athens’ willingness to fight Sparta. His goal to strengthen democracy
   may have caused Athenians to develop too much civic pride among the citizens,
   making them assume that since they were the “best” city, they were invincible.
   Pericles’ goal of beautifying Athens was part of his intention to increase Athens’ domination of the
   region in all other areas as well – militarily, economically, and culturally. This bred
   resentment from other cities that were supposedly Athens’ allies in the Delian
   League.

8. FORMING AND SUPPORTING OPINIONS: Do you agree with Socrates that there
   are absolute standards for truth and justice? Why or why not?
   Ans.: Yes and No. Yes, there clearly are universal standards that everyone can agree
   on. No, because so many cultural differences exist in the world. For that reason, an
   attempt to identify and agree on a universal set of rules is bound to fail.

History through Art (p. 141)
Connect to Today
1. Drawing Conclusions: How does the Parthenon display the Greek preference for
   symmetry and balance?
   Ans.: The building is very symmetrical. The builders used a specific ratio that they
   believed would create pleasing proportions. The building shows balance because no
   one part of it dominates any other part. The effect is harmony.
2. Hypothesizing: On what does our culture today base its standards of beauty? Give examples to support your hypothesis.
   Possible Ans.: People in the U.S. today seem to be focused on their physical appearance. The ideal for women is based on the appearance of beautiful models and actresses. The current standard for women emphasizes thinness of body and a symmetrical bone structure for the face. The ideal for men is based on celebrities and athletes, and seems to emphasize a muscular physique and rugged handsomeness.

SECTION 4 – Alexander’s Empire

Main Ideas (p. 143)
Analyzing Causes:
A. How did the Peloponnesian War pave the way for Philip’s conquest of Greece?
   Ans.: The Peloponnesian War weakened Greece and left it vulnerable. Athens itself had been defeated by Sparta in that war. He city-states couldn’t agree on an unified policy to deal with the Macedonians.

Main Ideas (p. 144)
Analyzing Motives:
B. Why did Alexander continue his conquests after Darius was dead?
   Possible Ans.: Alexander believed it was his destiny to conquer “the world” and create a great empire. The defeat of the Persians only fueled his dreams of further conquest, conquering more territory than anyone to that time had ever done before.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 144)
1. Region: Onto which continents did Alexander’s empire spread?
   Ans.: Africa, Europe, and Asia
2. Place: Which kingdoms succeeded the empire of Alexander the Great after his death in 323 B.C.?
   Ans.: Alexerans’ generals (the Diodochi or “the successors”) divided up Alexander’s empire. The resulting kingdoms were those of
   • Lysimachus (Macedonia),
   • Cassander (Greece),
   • Antigonus (Anatolia, Syria, Lebanon, Jordan, and Palestine),
   • Seleucus (Persia, Afghanistan, Iran, Iraq, and part of India),
   • Ptolemy (Egyt, Sinai, and part of Lybia).

Main Ideas (p. 145)
Hypothesizing:
C. Was the power struggle that followed Alexander’s death inevitable?
   Possible Ans.: Yes and No. Yes, because the breakup of the empire might have been unavoidable without Alexander to hold it together. No, because Alexander might have had time to carry out his plans to unify the empire.
**Section 4 Assessment** (p. 145)

2. Which of Alexander’s conquests do you think was the most significant? Why?
   Possible Ans.: Alexander’s conquest of Greece was important because he couldn’t have left on an 11-year adventure and conquer the world unless the kingdom that was his power base was safely under control. The single most important conquest was probably Egypt, because it led Alexander to found the city he named after himself and provide funds to make it a major city of culture and learning. The Library of Alexandria was a very important center of learning for generations afterwards.

**MAIN IDEAS**

3. How was Philip II able to conquer Greece?
   Ans.: The Greeks were weak. They couldn’t quit squabbling long enough to agree on a plan for how to deal with Philip. Meanwhile, Philip’s Macedonian army was well-trained and very focused in its leadership and its goals.

4. Philip II’s goal was to conquer Persia. Why did Alexander continue his campaign of conquest after this goal had been achieved?
   Ans.: Persian conquests fueled Alexander’s dreams of more conquest in the east.

5. What happened to Alexander’s empire after his death?
   Ans.: Alexander’s generals fought one another for control, dividing up Alexander’s empire among themselves.

**CRITICAL THINKING & WRITING**

6. FORMING AND SUPPORTING OPINIONS: Do you think that Alexander was worthy of the title “Great”? Explain.
   Ans.: Yes and No. Yes, because he was a great military leader who conquered an impressive amount of territory and helped create a whole new culture. No, because he simply used superior training and techniques. In the end, the good that came out of the conquests were works of others who followed Alexander.

7. HYPOTHESIZING: If Alexander had lived, do you think he would have been as successful in ruling his empire as he was in building it? Explain.
   Ans.: Yes and No. Yes, because he was an intelligent leader who ruled very capably. (Like Cyrus the Great, Alexander exercised great forbearance and great tolerance. The people he ruled generally liked him and felt his policies were fair.) No, because being a military leader and being a political leader requires different skills. Alexander had military skills, but it might be that he didn’t have the patience to rule Persia. (Because of his untimely death, we’ll never know.)

8. MAKING INFERENCES: Why do you think Alexander adopted Persian customs and included Persians in his army?
   Possible Ans.: It may have been to make the Persians feel less threatened and thereby make them easier to rule.

**SECTION 5 – The Spread of Hellenistic Culture**

**Main Ideas** (p. 148)

Summarizing:
C. What were some of the main achievements of the scientists of the Hellenistic period?
Possible Ans.: Astronomers like Eratosthenes computed earth’s size and hypothesized about the motions of bodies of the solar system. Euclid organized the findings of the Greek geometry, and Archimedes discovered the laws governing simple machines.

Section 5 – Assessment (p. 149)

2. Which Hellenistic achievement had the greatest impact? Why?
   Possible Ans.: Categories on chart should include:
   • Astronomy: that planets rotate around the sun
   • Geometry: Euclid’s *Elements*
   • Philosophy: virtue and moderation
   • Art: realism
   Of these, the most important is Euclid’s *Elements*. It is still the basis of geometry today.

MAIN IDEAS

3. How did trade contribute to cultural diversity in the Hellenistic city of Alexandria?
   Ans.: Traders brought customs and traditions from all over the Mediterranean.

4. How did Euclid influence some of the developments in astronomy during the Hellenistic period?
   Ans.: Astronomers such as Erathosthenes and Aristarchus used Euclid’s geometry text.

5. What did Stoicism and Epicureanism have in common?
   Ans.: Both of them encouraged people to live virtuous lives.

CRITICAL THINKING & WRITING

6. SYNTHESIZING: Describe how the growth of Alexander’s empire spread Greek culture.
   Ans.: Greek culture and language traveled with Alexander’s Greek army. Many Greek merchants, artisans, and officials settled in lands that Alexander conquered.

7. MAKING INFERENCEs: What do you think was the greatest scientific advance of the Hellenistic period? Why?
   Possible Ans.: The works of Archimedes, because his ideas were used to make many practical tools.

8. COMPARING: How was the purpose served by architecture and sculpture in the Hellenistic period similar to the purpose served by these arts in the Golden Age of Athens?
   Ans.: Both created art to honor the gods and goddesses.

CHAPTER 5 – ASSESSMENT (p. 184)

MAIN IDEAS

Cultures of the Mountains and the Sea -- Section 1 (pages 123–126)

9. Why was sea travel important to early Greece?
   Ans.: Because the mountains of Greece made travel on land difficult.

10. Why did the Greeks develop myths?
    Ans.: They used myths to explain mysteries of nature and human behavior and to teach cultural values.
Warring City-States -- Section 2 (pages 127–133)
11. What were the two most powerful city-states in early Greece?
   Ans.: Athens and Sparta
12. What were the consequences of the Persian Wars?
   Ans.: The Delian League was formed. Athens then became the dominant Greek city-state. Because of the funds in the Delian League, Athens was able to fund a rebuilding of the city, which caused a flourishing of creativity in Athens.

Democracy and Greece’s Golden Age -- Section 3 (pages 134–141)
13. What were Pericles’ three goals for Athens?
   Ans.: Pericles goals were to strengthen democracy, strengthen the empire, and to glorify Athens.
14. Who were the three renowned philosophers of the golden age?
   Ans.: Socrates, Plato, and Aristotle

Alexander’s Empire -- Section 4 (pages 142–145)
15. Why was Greece so easily conquered by Macedonia?
   Ans.: Greek city-states were weakened and divided after the Peloponnesian War. They couldn’t agree on a defensive strategy.
16. What was the full extent of Alexander’s empire before his death?
   Ans.: Alexander’s empire stretched across three continents, beginning with Greece in the west, India in the east, Macedonia in the north, and Egypt in the south.

The Spread of Hellenistic Culture -- Section 5 (pages 146–149)
17. What four influences blended to form Hellenistic culture?
   Ans.: The four influences are Greek, Persian, Indian, and Egyptian.
18. What are some of the scientific achievements of the Hellenistic period?
   Ans.: Astronomers such as Eratosthenes estimated the earth’s size and hypothesized about the motions of bodies of solar system. Euclid organized the findings of Greek geometry. Archimedes discovered laws governing simple machines.

CRITICAL THINKING
1. USING YOUR NOTES
   In a diagram like the one below, show the development of direct democracy in Athens.
   Dracos code ➔ Solon makes reforms ➔ Cleisthenes creates Council of 500 ➔ Pericles introduces direct democracy

2. DRAWING CONCLUSIONS
   “Years of uncertainty and insecurity have changed the country. It once was Athens, but now it has become Sparta.” What do you think this statement means? Use information from the chapter to illustrate your answer.
   Ans.: The country was committed to democracy, individual freedom, and cultural pursuits. Uncertainty and insecurity have turned the country into an insular society that values military might over personal freedom and trade.

3. ANALYZING ISSUES
   Based on the Visual Summary below and your review of the chapter, how do you think Classical Greece has influenced the United States? Support your answer with examples.
   Ans.: Classical Greece influenced US government, art, and architecture, philosophy, spots, literature, and the value it places on the individual
4. MAKING INFERENCES
Consider Pericles and Alexander the Great. What qualifications or characteristics do you think are needed for a leader to build an empire? Why?
Ans.: Pericles strengthened democracy in Athens and initiated programs for the public good. Alexander created a huge empire, spread Greek culture, and won the loyalties of his former enemies. The qualities that are needed for a leader to build an empire are charisma, ideas for reform, military strategy. Leaders possess these qualities.

STANDARDS-BASED ASSESSMENT (p. 151)
1. D
2. A
3. C

CHAPTER 6 – Ancient Rome and Early Christianity (500 BC – 500 AD)

Overview of the Chapter (p. 152)

Power and Authority
Rome began as a republic, a government in which elected officials represent the people. Eventually, absolute rulers called emperors seized power and expanded the empire.
Geography: About how many miles did the Roman Empire stretch from east to west?
Ans.: About 3500 miles

Empire Building
At its height, the Roman Empire touched three continents—Europe, Asia, and Africa. For several centuries, Rome brought peace and prosperity to its empire before its eventual collapse.
Geography: Why was the Mediterranean Sea important to the Roman Empire?
Ans.: The Mediterranean Sea gave Rome access to the oceans for trade, conquest, and communication.

Religious and Ethical Systems
Out of Judea rose a monotheistic, or single-god, religion known as Christianity. Based on the teachings of Jesus of Nazareth, it soon spread throughout Rome and beyond.
Geography: What geographic features might have helped or hindered the spread of Christianity throughout the Roman Empire?
Ans.: They had to control borders, protect distant territories, rule different cultures and peoples, and manage trade and commerce.

Interact with History (p. 154)
Examining the Issues
• Which is more important in measuring leadership—results or integrity?
  Possible Ans.: Results are essential in keeping the state strong. Integrity leads to trust and respect.
• Does a leader have to be likable in order to succeed?
Possible Ans.: Yes and No. Yes – Leaders can usually govern more effectively if they are admired and if people like and trust them. No – If leaders have ideas (but a sour personality), they can still lead if they get others to agree with their goals. Or, in other cases, a leader can be effective in getting and using power and that quality can be sufficient to hold the leaders’ governing authority together.

SECTION 1 -- The Roman Republic

Main Ideas (p. 124)
Making Inferences:
A. Why did patricians want to prevent plebeians from holding important positions?
   Ans.: Patricians feared losing their status and power.

SKILLBUILDER: Interpreting Charts (p. 157)
1. Comparing: What similarities do you see in the governments of the Roman Republic and the United States?
   Ans.: Both have executive, legislative, and judicial branches and a basic legal code.
2. Drawing Conclusions: Which government seems more democratic? Why?
   Possible Ans.: The U.S. seems more democratic, because the people elect the president and members of the Senate and house, and all adults can be full citizens. Results are essential in keeping the state strong. Integrity leads to trust and respect.

Main Ideas (p. 158)
Analyzing Issues:
B. How did its treatment of conquered people affect Rome’s expansion?
   Ans.: Since most conquered people were satisfied with their treatment by Rome, the empire could concentrate on expansion.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 159)
1. Movement: How many miles did Hannibal’s forces march to reach Cannae?
   Ans.: about 1400 miles
2. Region: What territory did Rome add between 264 B.C. and 146 B.C.?
   Ans.: parts of Spain, Italy, and Numidia; Macedonia, Greece, Dalmatia, and Sicily; Sardinia and Corsica

Section 1 Assessment (p. 159)

USING YOUR NOTES
2. What do you consider to be the key characteristic of the early Roman Republic?
   Why?
   Ans.: The key was the rule of law. It had the benefit seen in other places where a publicized set of laws were written down (like in Babylon), that everyone knew what the policies and rules were and that the code should be followed by everyone.

MAIN IDEAS
3. What limits were there on the power of the Roman consuls?
Ans.: They could only serve one-year terms. Then there had to be a 10-year break before a former consul could run again. The two consuls could veto each other.

4. What was the significance of the Twelve Tables?
Ans.: They were a written code that assured equal protection under the law.

5. How was Hannibal’s attack on Rome daring and different?
Ans.: Instead of attacking head-on, he led his army from Spain and through the Alps for a surprise attack. (NOTE: The elephants weren’t really useful as power – they caused the Roman cavalry horses to bolt. The horses didn’t like the smell of the elephants.)

CRITICAL THINKING & WRITING

6. FORMING OPINIONS: Do you think the Roman Republic owed its success more to its form of government or its army? Why?
Possible Ans.: The army expanded the empire’s territory and power, but the republican government led to the stability to grow and prosper.

7. ANALYZING ISSUES: Do you agree with claims that early Rome had achieved a “balanced” government? Explain.
Possible Ans.: Yes, the republic combined the best features of a monarchy (consuls or kings with limited power), an aristocracy (Senate), and a democracy (the assemblies). This created a stable government.

8. CLARIFYING: How did Rome expand its territory and maintain control over it?
Possible Ans.: It expanded its territory through conquest. It maintained control by means of fair and predictable treatment of the conquered.

SECTION 2 -- The Roman Empire

Main Ideas (p. 162)
Analyzing Motives:
A. Why did Caesar’s rivals feel they had to kill him?
Possible Ans.: Caesar had total power, and there were no governmental means to remove him from power.
[NOTE from LA: Although this answer is technically true (that this was what the men who killed Caesar thought was the reason that they thought they should assassinate him), it implies that Caesar “had it coming.” This is still a controversial topic, and people have been arguing about whether Caesar was basically a good guy or a bad guy for more than 2000 years! There is definitely support for a different point of view than the textbook suggests (mostly, I think, from the problem of this being a situation that – to explain it properly – requires more detail than we really have time for in our “broad” study of history in this course.) This other point of view is that Caesar was actually the champion of the people. The people of Rome (the plebians, or the average people) felt that Caesar was the only one in the Roman ruling class (as represented by the Senate) who understood their problems and needs and was willing to try to address those issues. Caesar’s army – and the people of the Roman provinces (especially the ones in which Caesar had served as governor, Spain and Gaul (now France), who felt he was the best Roman governor they ever had). It was only the rich and privileged Senators of Rome who saw Caesar as a threat to their
privileged social and economic status. Many of those Senators who stabbed Caesar to
death had previously fought a war against him (in the days of Pompey the Great), and
Caesar beat their armies one at a time, meanwhile instructing his own army to be
careful not to harm the Senators. When these Senators were captured, Caesar
pardoned them ALL. None were killed (although one stubborn aristocrat killed
himself rather than surrender – because he knew Caesar would pardon him and he
didn’t want to allow Caesar the chance to look gracious and fair). Caesar simply
allowed the Senators he captured to return to Rome and take their places in the Senate
again. Among this group was Brutus. Caesar’s reported last words as he was being
killed --- “Et tu, Bruté?” (meaning “You, too, Brutus?”) – should be understood in
this context. After everything Caesar did to try to get these rich, arrogant upper-class
Senators to understand that the Roman Republic needed to change the way it operated
because of the challenges it faced, all these guys accused Caesar of being the problem
that had to be dealt with, not themselves or their policies that preserved their own
selfish interests, not what the Roman Republic needed. The conspiring Senators
literally stabbed Caesar in the back – which is why that description became famous.
About half of the conspirators were dead within a day. The people rioted and mobs
assassinated about half of Caesar’s assassins, in many cases attacking and killing
them in the streets of Rome. The surviving assassins fled – until Octavian and Mark
Antony and Lepidus (the members of the “Second Triumvirate”) chased them down
and defeated them, which took about 5 years. All of the remaining Senators who had
conspired and carried out Caesar’s assassination were killed during these battles.

Main Ideas (p. 162)
Summarizing:
B. To what does the term Pax Romana refer?
   Ans.: It refers to a period of nearly two hundred years of peace and prosperity for the
   Roman Empire.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 163)
1. Movement: From what three continents did trade goods come to Rome?
   Ans.: Europe, Asia, Africa
2. Location: Which goods were supplied by all three areas?
   Ans.: wild animals and slaves

Section 2 Assessment (p. 165)

USING YOUR NOTES
2. What changes do you consider negative? Why?
   Ans.: Negative changes include an increase in slavery and the growing gap between
   the rich and poor. (Positive changes include the beginning of Christianity. (NOTE:
   This is positive from an historic viewpoint, not a value judgment about the religion
   itself. In general, the introduction of Christianity helped the Roman Empire unify
   under the banner of a common religion just before it fell – and the fact that it had this
   unifying factor helped civilization in Europe weather the “Dark Ages” that followed
   the fall of Rome.)
3. What factors contributed to the fall of the Roman Republic?

Ans.: economic inequality, military upheaval, civil war, the rise of Caesar

[NOTE from LA: This last item “the rise of Caesar” is, once again, an example of your textbook picking out one leader – Caesar – and suggesting that much if not all of what happened in the change from Republic to Empire was his fault. This is far too simplistic as an answer. Caesar was definitely the man who was at a central pivot point when the Roman Republic became the Roman Empire. However, the “civil war” between the rich patricians and the representatives of the common people had been going on for more than 100 years. The faction of upper class Senators called themselves the Optimates (meaning “the best men”) and the faction supporting the people called themselves the Populares (meaning “supporters of the people”). Because of the Roman system of governance, the elections for Consul were held every year, and for much of that 100 years of unrest, a leader from one faction would get elected as Consul and he’d immediately have all the “enemies of the state” executed (and their property confiscated). Then, the next year, a leader from the other faction would get elected and he’d go round up and execute all his enemies from that opposing faction. Again, this had been happening for about 100 years before Caesar was born. He certainly didn’t start this really ugly faction fighting. At one point, when he was 18, Caesar was put on the list of those to be killed on sight. (A family friend tipped him off and he was able to escape from Rome before the authorities found him. He stayed gone for several years, until his family and friends could get a pardon for him.) Later, after he served as Consul and went to serve as provincial governor (in Gaul – an appointment that your book goes out of its way to cast aspersion on), Caesar’s enemies got one of their faction elected to office, who openly bragged that the minute Caesar re-entered the city of Rome, he would be put on the “proscribed” list (meaning that he could be killed on sight by any Roman citizen. That’s why Caesar stayed in Gaul so long – and why he took his army across the Rubicon. He wasn’t just a power-mad guy who was determined to go outside the legal system of Rome. He had no choice. His enemies planned to gang up and kill him. (So that’s why he beat them all and then forgave them.) Caesar is just a whole lot more complicated, and a whole lot more interesting as a leader than your textbook indicates! (Basically from a lack of time – but this is one of those examples when giving an overly simple explanation actually is highly misleading.)

4. What were the main reasons for the Romans’ success in controlling such a large empire?

Ans.: They had an efficient system of government, capable rulers, and a strong military. [Quibble: The Romans didn’t always have such capable rulers – one of the problems with having a hereditary series of emperors, where there was no real “test” of competency or capability before an emperor inherited the throne. The fact is that the Romans had such an extraordinarily efficient and capable system of civil-servant administered government that even when they had some really bad rulers (like Caligula and Nero) the systems still worked so well and so efficiently that most of the empire had no idea that there was any problem or that the emperor in Rome was such a bad leader.]

5. What measures did the government take to distract and control the masses of Rome?
CRITICAL THINKING & WRITING

6. ANALYZING CAUSES: What role did Julius Caesar play in the decline of the republic and the rise of the empire?
   Possible Ans.: Your textbook’s answer to this question is as follows: Caesar helped restore order, then seized power. His occupation of Rome and his rule as dictator effectively ended the republic.
   My answer would be as follows: Caesar believed in the Roman Republic – he just didn’t know how to get his opponents to agree to work with him in solving the problems that the republic faced. His upper-class opponents would often vote against him just because they didn’t like him. They didn’t care if they were causing problems for the republic rather than solving them. Crises kept occurring, in the course of which, Caesar was appointed dictator (which, in Rome, was a limited-term 6-month office allowing the chosen leader almost unlimited power to solve a problem). Caesar’s upper class opponents were infuriated at this and were even more determined to oppose him, no matter what he did. Caesar did take power when it was offered. He met such resistance from the Senators who opposed him that he held on to that power. He didn’t “seize power” as much as he “remained in power rather than relinquishing his leadership position.” When Caesar occupied Rome, he felt he had no choice, since his enemies had planned to use any opportunity or excuse to have him executed. Eventually, these opponents ganged up on Caesar and assassinated him. You could say that by taking matters – and knives – into their own hands, they were the ones that ended the republic.

7. ANALYZING ISSUES: What aspects of Roman society remained similar from republic to empire?
   Possible Ans.: The wide gap between rich and poor continued.

8. RECOGNIZING EFFECTS: What was Augustus’s greatest contribution to Roman society? Why?
   Possible Ans.: His greatest contribution was the system of government he instituted, which kept the empire strong and stable (even when it had some bad emperors).

CONNECT TO TODAY (p. 167)

1. Making Inferences: What other types of rooms or activities can you identify in the illustration?
   Possible Ans.: Other rooms are bedrooms, central hall, and sitting rooms. Activities include cooking and cleaning.

2. Comparing and Contrasting: How are homes today similar to a Roman villa? How are they different?
   Possible Ans.: Most homes today have kitchens where food is stored and prepared. Homes often have gardens or yards, and many homeowners hang pictures and other items to decorate their walls. The many open rooms of a Roman villa are echoed by the open arrangements of today’s homes. One of the biggest differences in homes today are the indoor plumbing and bathrooms. Also interior courtyards are not as common today as they were in Roman times.

SECTION 3 -- The Rise of Christianity
Main Ideas (p. 169)
Hypothesizing:
A. Why did the followers of Jesus think he was the Messiah?
   Possible Ans.: They felt that he did good works, preached the word of God, and that he rose from the dead.

Main Ideas (p. 170)
Making Inferences:
B. Why were the citizens of the Roman Empire so drawn to Christianity?
   Possible Ans.: Christianity embraced all people, gave hope to the powerless, and appealed to those who were disgusted by Roman extravagances.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 171)
1. Location: Where was Christianity most widespread in A.D. 325?
   Ans.: Anatolia
2. Region: What was the extent (north to south, east to west) of Christianity’s spread by 500 AD?
   Ans.: Britain to the north, Egypt to the south, Spain to the west, and Armenia to the east

Main Ideas (p. 172)
Analyzing Primary Sources:
C. Why would St. Augustine write his book after Rome had been attacked?
   Possible Ans.: He wanted to comfort Romans by reminding them that there was an eternal city (in heaven) that would never be destroyed.
   [Your textbook has pointed out several instances already when a chaotic situation – like an attack or a war – leads people to try to find ways to cope with issues like “why do bad things happen to good people?” or “what’s the point of life if so many people can be cruelly treated or killed so easily when there’s a war?” These include China with the philosophers of Confucianism and Daoism, ancient Persia and the Zoroastrians.]

Section 3 Assessment (p. 172)

USING YOUR NOTES
2. What event do you think had the biggest impact? Explain.
   Possible Ans.: Events you might have noted include the ministry of Jesus of Nazareth, Jesus’s death, Paul’s mission, Constantine makes Christianity the empire’s official religion. Of these events, the first two made the biggest impact. (People would probably differ with one another about which of these two was most important.)

MAIN IDEAS
3. What did Jesus emphasize in his early teachings?
   Ans.: He emphasized God’s personal relationship to each person, the importance of peoples’ love for God, their neighbors, their enemies, and themselves. He also taught that God would give eternal life to those who sincerely repented their sins.
4. Why did the early Christians face persecution from the Romans?
Ans.: The Christians refused to worship Roman gods. The Christians were used by some Roman rulers as scapegoats for political and economic troubles in the empire.

5. What was the importance of the Nicene Creed?
Ans.: This creed defined the Church’s basic beliefs.

[NOTE: Your textbook has pointed out several instances already when writing down a law code helped clarify just what was expected of the people and of the government. (Example: the Code of Hammurabi) In the case of the Christian Church, up to the point when Constantine made Christianity’s official religion, the church was outlawed. During the time it was “underground,” many different variants of basic teachings had crept in. The Nicene Creed, by stating briefly just exactly what was now the official standard of belief, helped to make clear what the “official” religion believed in. ]

CRITICAL THINKING & WRITING

6. HYPOTHESIZING: Do you think Christianity would have developed in the same way if it had arisen in an area outside the Roman Empire? Explain.
Possible Ans.: The Roman Empire was well organized with good roads and active trade. The amount of interchange with different regions of the Empire helped the new religion to spread. If the religion had arisen in an area outside the Roman Empire, it might not have been able to spread as rapidly or as widely, because more isolated areas would not have had the same amount of interaction with others.

7. FORMING AND SUPPORTING OPINIONS: Who did more to spread Christianity—Paul or Constantine? Why?
Possible Ans.: You could say that Paul did, because he carried the message of the religion throughout the Roman Empire and welcomed Gentiles to join the church. Or – you could say that Constantine did, because he ended the persecution of Christians and then made the church the official religion, which helped the religion gain many more followers.

8. ANALYZING ISSUES: Why do you think Roman leaders so opposed the rise of a new religion among their subjects?
Possible Ans.: They may have feared that it would lead to rebellion (since so many of the church’s teachings represented values different than those that the empire valued – like valuing military might (as in Roman armed conquests), money made from trade (including trade in humans sold as slaves), and high status (as among the rich and privileged among the Roman patricians).

SECTION 4 -- The Fall of the Roman Empire

SKILLBUILDER: Interpreting Charts (p. 174)

1. Analyzing Issues: Could changes in any contributing factors have reversed the decline of the empire?
Ans.: Factors that might have been changed and might have reversed the decline of the empire might include a strong political organization, finding new sources of grains and precious metals, social reforms, or rebuilding a strong military.

2. Analyzing Causes: Which contributing factors—political, social, economic, or military—were the most significant in the fall of the Western Roman Empire?
Possible Ans.: The political factor that was the most significant was the civil war and unrest. The most significant social factor was the inequality gap between the rich and poor. The most significant economic factor was inflation and taxes. The most important military factor was the decline of patriotism and loyalty among the soldiers.

GEOGRAPHY SKILLBUILDER: Interpreting Maps (p. 175)
1. Movement: What group of invaders came the greatest distance?
   Ans.: The Huns, who came from central Asia
2. Location: What areas of the empire were not threatened by invasion?
   Ans.: Anatolia, Syria, and Egypt

Main Ideas (p. 175)
Analyzing Motives:
A. Why did Constantine choose the location of Byzantium for his new capital?
   Ans.: It was strategically located for trade and defense.

Main Ideas (p. 176)
Hypothesizing:
B. Do you think Rome would have fallen to invaders if the Huns had not moved into the west? Explain.
   Possible Ans.: Rome had a lot of problems, so many that it might have fallen on its own if there had been no Huns invading. However, the invasion of the Huns certainly contributed to the factors that led to the empire’s fall.

Section 4 Assessment (p. 176)

USING YOUR NOTES
2. How did these problems open the empire to invading peoples?
   Ans.: Some of the problem factors and ways in which they weakened the empire so that it was not robust enough to repel the invading peoples are as follows:
   • Inflation – Roman coins had less value (which led to economic hardship among the people)
   • Army – relied on mercenaries whose allegiance was to their generals (who paid them) rather than to Rome, which meant the army wasn’t unified enough to work as an effective force in defending the empire
   • Instability – bad economy, military turmoil
   • Weak leadership – led to disarray and an inability of leaders to get the various systems of the empire working in a manner that would protect the empire when it was under attack and being weakened by inside as well as outside factors

MAIN IDEAS
3. What were the main internal causes of the empire’s decline?
   Ans.: Inside the empire, problems included economic weakness, military instability, and citizens’ indifference.
4. How did Diocletian succeed in preserving the empire?
 Ans.: He doubled the size of the military, slowed down inflation, restored the prestige of the office of emperor, and divided the empire into East and West in order to have closer, more efficient rule in each of the two areas.

5. Why did so many Germanic tribes begin invading the Roman Empire?
 Ans.: Basically, they weren’t actually trying to invade the Roman Empire. The Germanic tribes were being pushed out of their original territories by the invading Huns.

CRITICAL THINKING & WRITING

6. DRAWING CONCLUSIONS: How do you think the splitting of the empire into two parts helped it survive for another 200 years?
 Possible Ans.: The wealthier half (the Eastern Empire) included most of the great cities and trading centers. This smaller area was easier to defend than the whole of the former all-in-one empire, and the Eastern Empire was thus able to survive longer even though the West did not.

7. IDENTIFYING PROBLEMS: Which of Rome’s internal problems do you think were the most serious? Why?
 Possible Ans.: The citizens’ indifference to the empire’s affairs meant that there was not a rallying of citizens to rescue their government. They could have been a helpful resource, but they were checked out and did not do anything to stop the worsening situation. The military upheaval was also a major problem because it weakened the once-mighty Roman army that was once such an effective protector of the interests of the empire.

8. ANALYZING ISSUE: Why do you think the eastern half of the empire survived?
 Possible Ans.: The eastern half of the empire had a greater number of centers of trade and wealth than the western half did. Also, the capital of the eastern empire was better protected, with massive walls and a location where it was protected by water on three sides. It was harder for an invader to approach it unnoticed.

DOCUMENT-BASED QUESTIONS (p. 177)

1. Compare the reasons for the fall of Rome given in Sources A and B. How might they be considered similar?
 Ans.: Edward Gibbon in Source A says that the decline of Rome happened because the empire was too large. As each conquest made the empire larger, it also became harder to govern and more likely to collapse. Arther Ferrill in Source B says that the fall of Rome happened because the great Roman army had collapsed. The similarity between these two reasons is that each of the authors is saying that the size of the empire was a major part of the collapse. Source A says that the empire had become too large, and Source B says that the disintegration of Rome’s massive military led to the collapse of the empire. Those are aspects of the same problem.

2. What became of Rome according to Source C? Do you agree or disagree with that conclusion?
 Ans.: According to Finley Hooper in Source C, Rome didn’t actually fall. It simply became something else.

3. Source D is different from the other sources. How?
 Ans.: Source D describes St. Jerome’s feelings about Rome being sacked. He doesn’t seek an explanation for the fall of Rome, but instead conveys the sense of loss he felt.
His is more of an eyewitness account or the account of what it felt to those who were there. This emotional reaction to the event itself is something that the logical analysis of the causes by the other three sources doesn’t capture.

SECTION 5 -- Rome and the Roots of Western Civilization

CONNECT TO TODAY (p. 180)
1. Hypothesizing: Why do you think ancient Greek and Roman cultures have had such a lasting influence on Western civilization?
   Possible Ans.: The ability of later cultures to borrow, imitate, or adapt Greek and Roman institutions to their own needs allowed the original cultural traits to endure.
2. Comparing and Contrasting: From what you know of ancient Greece and Rome, what is another element of either culture that can still be seen today? Provide an example.
   Possible Ans.: One example is Roman architecture. Examples might include elements such as the arch, the dome or column, or buildings whose designs are clearly influenced by the styles of the classical era, like Thomas Jefferson’s Monticello, the White House, or one of the many monuments or classical-style buildings in Washington DC.

Main Ideas (p. 181)
Clarifying:
A. What impact did the Romans have on our English language?
   Ans.: The textbook states that it is estimated that about half of the words in English are based on Latin word roots.

CONNECT TO TODAY (p. 182)
1. Comparing: The Colosseum has been the model for sports stadiums worldwide. How is the design of modern stadiums patterned after that of the Colosseum? What are the similarities?
   Possible Ans.: Modern stadiums are also round and oval, and many have roofs over at least part of the stadium to protect the crowds from the elements. All stadiums have several tiers of seats that allow thousands of people to look down on a level playing field. Passageways, stairs, and entrances placed around the stadium reduce congestion and direct the flow of human traffic to different levels of seating.
2. Drawing Conclusions: What do the kind of spectacles the Romans watched tell us about them as a people and about their leaders?
   Possible Ans.: the Roman leaders tried to find ways to keep people distracted from their own problems so they wouldn’t rebel or cause trouble for the government. The Roman crowds seemed to need more and more violent and unusual spectacles to satisfy them. They didn’t seem to value human life very highly, especially not the lives of slaves or foreigners.

Main Ideas (p. 183)
Analyzing Issues:
B. How did Roman law protect those accused of crimes?
Ans.: It considered the person innocent until proven guilty and placed the burden of proof with the accuser.

Section 5 Assessment (p. 183)

USING YOUR NOTES
2. Which accomplishment do you consider most important? Why?
   Noted accomplishments might include:
   • Fine Arts – sculpture, mosaics
   • Law – fair laws applied equally to all people
   • Literature – Virgil, Ovid, Tacitus
   • Engineering – the arch, the dome, concrete
   Possible Ans.: Laws and engineering might be considered the most important accomplishments, because these two areas had the most long-lasting effects.

MAIN IDEAS
3. What is Greco-Roman culture?
   Ans.: It is the mixing of elements of Greek, Hellenistic, and Roman cultures.
4. In what way did Roman art differ from Greek art?
   Ans.: The Greeks were known for beautiful but idealized sculpture, while Roman sculptors created more realistic works.
5. What influence did Latin have on the development of Western languages?
   Ans.: Latin forms the basis for Western languages such as French, Spanish, Portuguese, Italian, and Romanian. More than half of English words, are based on Latin root words.

CRITICAL THINKING & WRITING
6. DRAWING CONCLUSIONS: Which principle of law do you think has been Rome’s greatest contribution to modern legal systems?
   Possible Ans.: Equal treatment before the law, because it erases class differences. Innocent until proven guilty because it protects people from being punished without having been proven in a court of law to be guilty
7. FORMING AND SUPPORTING OPINIONS: Do you agree with Horace’s claim on page 178 that when it came to culture, Greece in essence conquered Rome? Explain.
   Possible Ans.: To a certain extent Horace is right. Greek influences can certainly be seen in Roman culture, especially in the Roman art, philosophy, and literature.
8. HYPOTHEZISING: Describe how the world might be different if Rome had not existed.
   Ans.: The law, the government, and the make-up of the language would be different in many Western countries if not for Rome’s influence. Since the Greeks influenced the Roman culture so strongly, without Rome, perhaps these strong Greek and Hellenistic culture would have been lost.

CHAPTER 6 – ASSESSMENT (pp. 184-185)
MAIN IDEAS

The Roman Republic -- Section 1 (pages 155-159)
9. Name the three main parts of government under the Roman republic.
   Ans.: consuls, senate, and assembly
10. How did Rome treat different sections of its conquered territory?
    Ans.: Rome made close neighbors full citizens. Those farther away became citizens, but without the right to vote. Others became allies with a measure of independence.

The Roman Empire -- Section 2 (pages 160-167)
11. How did Augustus change Roman government?
    Ans.: Augustus became sole ruler of an empire.
12. How did Rome’s population fare during the golden age of the Pax Romana?
    Ans.: Much of Rome’s population was jobless. The government supported the poor with food and entertainment (“bread and circuses”). Most people lived in crowded, run-down tenement buildings. Rich Romans lived extravagantly, spending huge sums on houses, gardens, and banquets.

The Rise of Christianity -- Section 3 (pages 168-172)
13. How did the apostle Paul encourage the spread of Christianity?
    Ans.: Paul traveled widely, preaching the message of Jesus. He declared that Christianity welcomed anyone, Jew or non-Jew.
14. Why did the Roman emperors persecute Christians?
    Ans.: The Christians disobeyed Roman authority by refusing to worship Roman gods.

The Fall of the Roman Empire -- Section 4 (pages 173-177)
15. What was the most significant reform that the Emperor Diocletian made?
    Ans.: Diocletian divided the empire into eastern and western halves, each to be governed by its own emperor.
16. How did the Western Roman Empire fall?
    Ans.: Over many years, Germanic and other invaders overran the western half, which had been weakened by internal problems.

Rome and the Roots of Western Civilization -- Section 5 (pages 178-183)
17. Why did so much of Roman culture have a Greek flavor?
    Ans.: Romans admired Greek art, architecture, literature, and philosophy. They blended these elements into their own culture.
18. What aspects of Roman culture influenced future civilizations?
    Ans.: European languages might sound different. Legal systems might not place as much emphasis on personal rights. The Christian Church and Western architecture, literature, and philosophy might have evolved differently.

CRITICAL THINKING
1. USING YOUR NOTES
   In a diagram, compare the Roman Republic with the Roman Empire when both were at the peak of their power.
   Ans.:
   • Republic only – balanced government, popular representation
   • Both – Senate, strong military, expanding territory, rich landowners, landless poor
   • Empire only – powerful emperor, long-distance trade, Christianity

2. ANALYZING ISSUES
What type of person do you think became a martyr? Consider the personal characteristics of individuals who refused to renounce their faith even in the face of death.

Ans.: Such individuals must have been courageous, faithful, and committed for their beliefs.

3. EVALUATING DECISIONS AND COURSES OF ACTION
   What do you think of Diocletian’s decision to divide the Roman Empire into two parts? Was it wise? Consider Diocletian’s possible motives and the results of his actions.
   Possible Ans.: On the one hand, the decision was flawed because the division weakened the empire. The Western Empire became more vulnerable to decay and invasion from outside. As proof, there’s the eventual fall of the Western Empire. Or – on the other hand – Diocletian’s decision was justified and it enabled the Eastern Empire to flourish after the Western Empire had fallen.

4. CLARIFYING
   Explain more fully what the historian R. H. Barrow meant when he said on page 183 that Rome never really fell but instead achieved immortality.
   Possible Ans.: Barrow meant that while the Roman Empire itself may have disappeared, it lived on in its numerous cultural and political legacies.

STANDARDS-BASED ASSESSMENT (p. 185)
1. A
2. B
3. D