

MAIN IDEAS

- 1 Culture** Roles in Roman family life and society were clearly defined.
- 2 Belief Systems** Roman religious beliefs were influenced by other cultures and linked with government.
- 3 Culture** Although they were overcrowded and dirty, Roman cities were also places of interesting innovations and entertainments.

TAKING NOTES

Reading Skill: Summarizing

When you summarize, you supply only main ideas and the most important details. Record the main ideas and important details in each section of Lesson 4 in a diagram like the one below.



 Skillbuilder Handbook, page R3



▲ **Household Mosaic** This mosaic was set in front of a house in Pompeii, an ancient Roman city. The words at the bottom of the mosaic tell visitors to "beware of dog."

Words to Know

Understanding the following words will help you read this lesson:

cause a motive or reason for acting (page 453)

*Roman fathers only punished members of their families when they had good **cause**.*

private school a school that charges students for admission (page 454)

*The students' parents did not have enough money to send them to **private school**.*

shrine a place where sacred religious objects are kept (page 454)

*Before leaving, she paused at her household **shrine** and said a prayer.*

unrest disturbances or turmoil (page 456)

*The city's leaders tried to keep the population contented in order to avoid **unrest**.*

aqueduct

Colosseum

gladiator

The Daily Life of Romans

Build on What You Know Remember that, in the earliest days of Rome, extended families lived and worked on small farms. Family members knew what was expected of them. During the Roman Empire, family roles became more structured—and so did roles in society.

Family and Society

1 ESSENTIAL QUESTION How were the family and society organized?

The head of the Roman family was the father. He owned all the property and had control over other members of the household. The father's power was limited, however, by public opinion and custom. Roman society disapproved of a father punishing his family without good cause.

Women Women in a Roman family enjoyed more freedom than women in Greece. Like women in most parts of the world, Roman women were expected to run the household and take care of the children. But they also could inherit property, and they ran the family business when their husbands were away. Still, Roman women had little power outside the home and could not vote.

Emperor's Villa While most Romans lived in poor conditions, the emperors lived in luxury. A large number of slaves took care of this emperor's villa. ▼



Children Most parents gave their children some education at home. Boys from wealthy families were often sent to private schools, while daughters stayed at home and learned household skills. Girls usually married by age 14, while boys married later.

Social Classes Over time, Roman social classes changed. The old division between patricians and plebeians evolved into upper and lower classes. Patricians and some wealthy plebeians became part of the upper class. A new middle class also developed. Prosperous business leaders and officials belonged to this middle class. Farmers formed one of the lower classes.

Slaves made up the lowest—and largest—class in society. Up to one-third of the population were slaves. Some were prisoners of war. Others became slaves because their parents were slaves. Slaves were found throughout Roman society. They worked in low-level clerical positions. However, slaves also performed all jobs requiring physical labor. They worked in mines, on large estates, and as servants. Many suffered cruel treatment. Slave revolts were common, but none of them succeeded. Thousands of slaves died in these revolts.

REVIEW What were the roles in a typical Roman family?

Roman Beliefs

2 ESSENTIAL QUESTION What religious beliefs did the Romans hold?

Religious beliefs bound Roman society together. From the earliest times, the Romans worshiped hundreds of spirits. They believed that these spirits lived in everything around them, including rivers, woods, and fields. Roman families also believed that household gods protected them. They set up shrines in their homes to honor these spirits.



▲ **Upper-Class Woman**
The young woman in this wall painting wears the clothes and hairstyle of a wealthy Roman citizen. The book and pen she holds are also signs of her class and education.

Religious Influences Later, Roman beliefs were influenced by other cultures. The Etruscans and Greeks particularly affected Roman religion. The Romans adopted the Etruscan idea of gods in human form. They also adopted Etruscan rituals designed to predict the future. The Romans believed these rituals could reveal whether a specific action, such as a battle, would have a good result.

The Romans borrowed many of their gods from the Greeks. For instance, the Roman god Jupiter, father of the gods, had many of the characteristics of the Greek god Zeus. Apollo, the Greek god of music and poetry, became a key Roman god of the same name. The chart below lists some of the gods that Rome borrowed from Greece.

Religion and Public Life As in ancient Egypt, religion and government were linked in Rome. Priests were government officials, and the emperor was the head of the church. Roman gods were also symbols of the state. Romans were expected to honor these gods in public ceremonies.

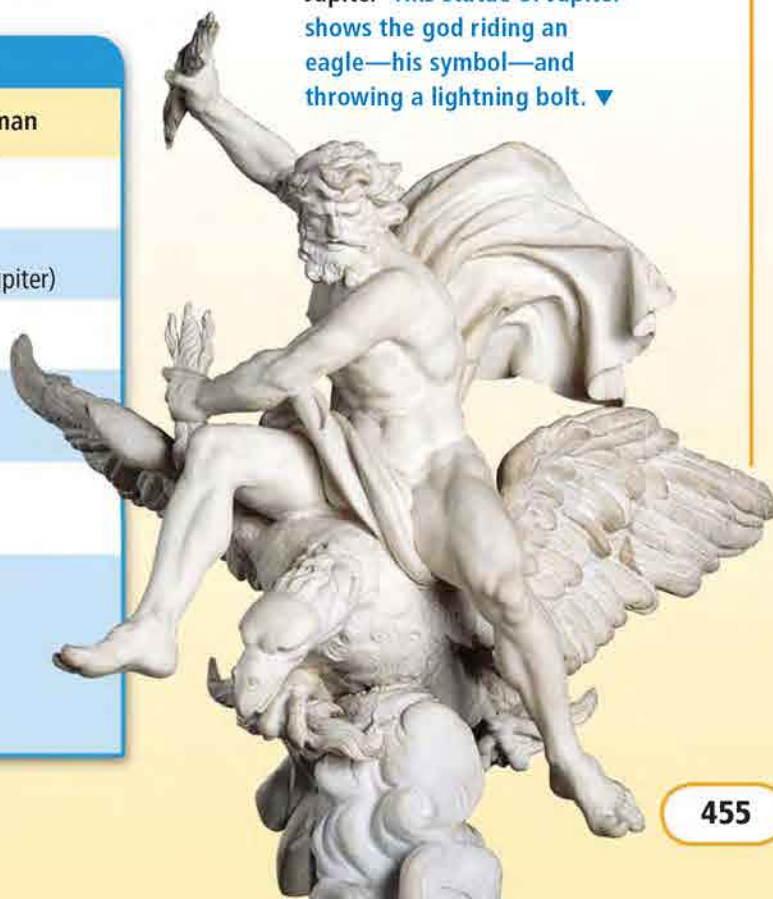
Over time, even the emperor himself became a god. At first, the Romans only worshiped emperors after death. But eventually they honored living rulers as gods. Loyalty to the emperor became the same as loyalty to the gods.

REVIEW What influences helped form Roman religion?

Greek and Roman Gods		
Description	Greek	Roman
Supreme god	Zeus	Jupiter
Supreme goddess	Hera (wife of Zeus)	Juno (wife of Jupiter)
God of the sea	Poseidon	Neptune
God of music and poetry	Apollo	Apollo
Goddess of love and beauty	Aphrodite	Venus
God of war	Ares	Mars

SKILLBUILDER
INTERPRETING VISUALS
Why do you think the Romans were so deeply influenced by Greek religion?

Jupiter This statue of Jupiter shows the god riding an eagle—his symbol—and throwing a lightning bolt. ▼



Life in Roman Cities

3 ESSENTIAL QUESTION What was life like in Roman cities?

At the height of the Roman Empire, the city of Rome had nearly 1 million people. Other Roman cities, such as Alexandria in Egypt, were also large. However, Rome was the center of the empire. People from all over the empire moved to Rome. This mix of people produced a lively blend of ideas and customs.

The Crowded City The number of people also created some problems. Rome's city center was crowded, dirty, and noisy. Much of the city's population was unemployed and poor. These people lived in large, rundown apartment buildings. They had small rooms with no running water or toilets. They often dropped their trash out the windows, sometimes injuring people walking in the streets below. Fire was also a constant danger. These problems were common in other Roman cities as well.

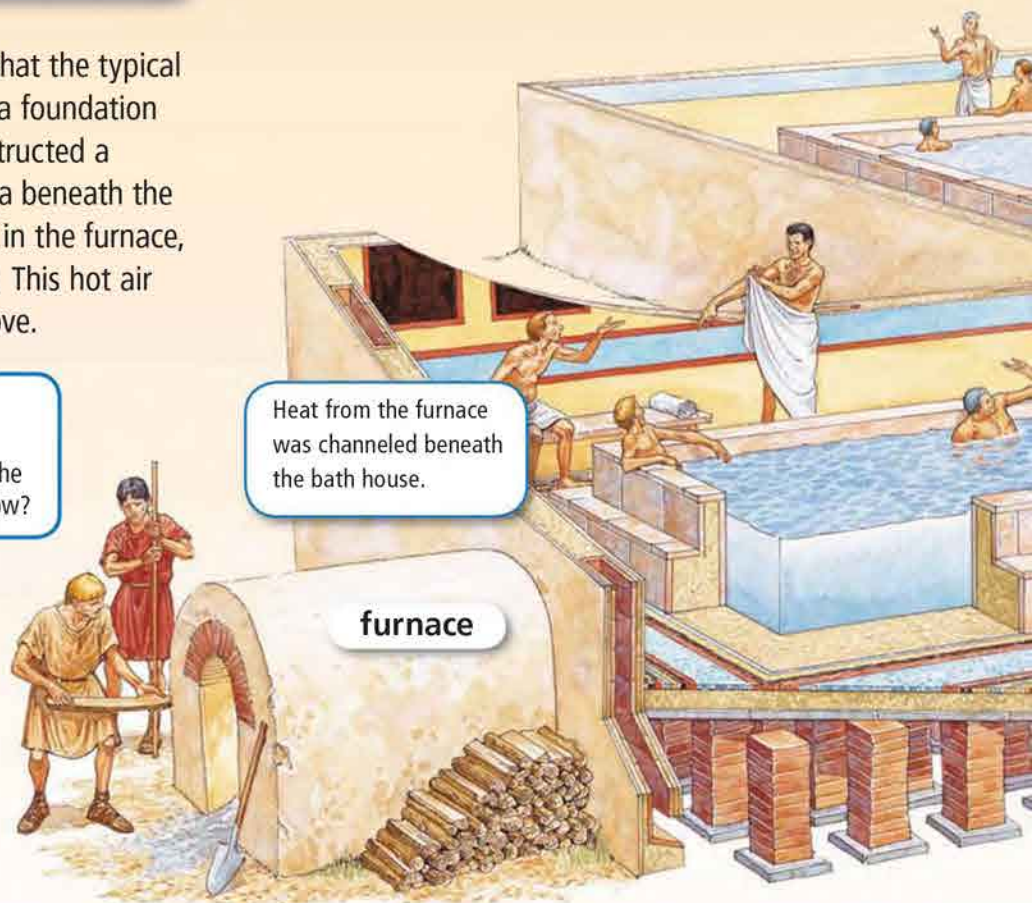
Poor Romans also had little to eat. Typical foods were bread, olives, and fruit. But the government provided free grain to keep people happy and avoid public unrest.

Architecture of the Roman Public Bath

Archaeologists have discovered that the typical Roman public bath was built on a foundation of pillars. Roman architects constructed a furnace that opened into the area beneath the bath. When slaves burned wood in the furnace, hot air flowed around the pillars. This hot air heated the rooms and water above.

SKILLBUILDER INTERPRETING VISUALS

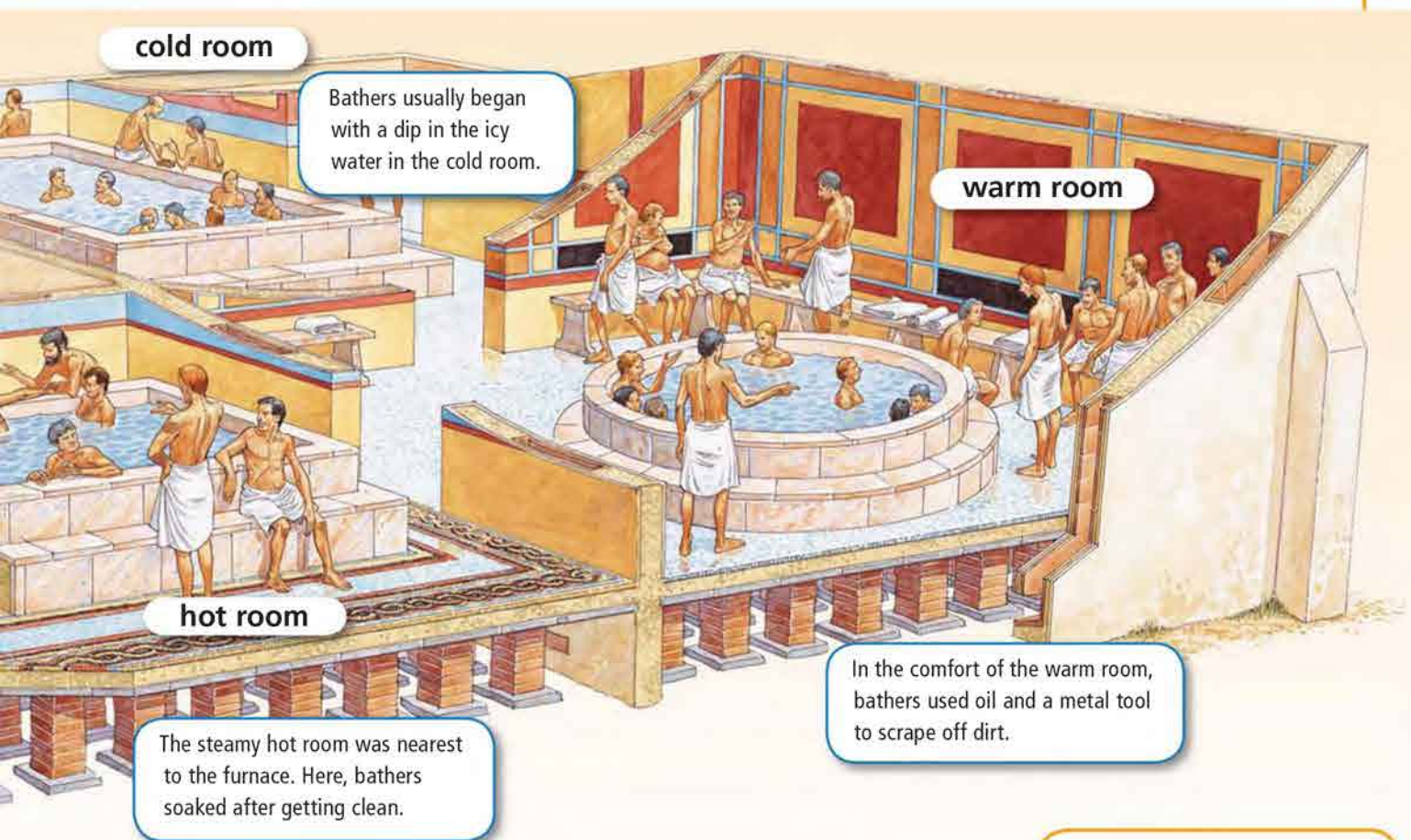
How did Roman architects make sure the temperature in the cold room stayed low?



By contrast, wealthy Romans enjoyed a life of luxury. They lived in large, comfortable homes in the countryside. They spent their time going to the theater and enjoying themselves. They also held fancy dinner parties. These meals featured fine foods like dates, oysters, and ham. They also included unusual dishes like salted jellyfish, roast parrot, and boiled flamingo tongue.

Structures of City Life The Romans came up with a number of practical solutions to some of their urban problems. They built sewer and plumbing systems to improve sanitation. They also built **aqueducts** (AK•wih•DUHKTS) to carry fresh water from springs, streams, and lakes into towns. The water traveled through a system of channels and pipes. Most of these were underground. However, some were supported on high arched bridges. Many of these aqueduct bridges survive and are still used today.

Public baths were another important part of city life. Most towns and even most Roman forts had public bathhouses. Romans of all classes visited the baths to bathe and socialize. You can learn more about the architecture and technology of a typical Roman public bathhouse in the feature below.



Roman Sports To distract Romans from the problems of city life, the government provided entertainment at large public arenas. One of these was the Circus Maximus (MAK•suh•muhs), a large oval stadium used for chariot races. As you learned on pages 424–425, another famous arena was the **Colosseum**. There, Romans could watch **gladiators**, or trained warriors, fight to the death. The spectacles they watched combined bravery and violence, honor and cruelty.

REVIEW How did the Roman government try to solve some of the problems of city life?

Lesson Summary

- Family life and social classes were important in ancient Rome.
- Romans worshiped many gods both privately at home and in public ceremonies.
- Roman city life was challenging, but the government tried to ease some of its problems.

Why It Matters Now . . .

Ancient Rome was a mixture of different cultures and beliefs, just like many modern societies.

Vocabulary Strategy

Colosseum comes from the Latin **root word** *colossus*, meaning "huge statue." The Colosseum was, in fact, named for a huge statue of an emperor that once stood beside the arena.

4 Lesson Review

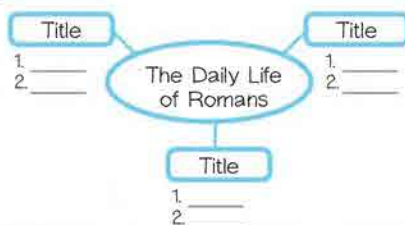
Terms & Names

1. Explain the importance of
aqueduct Colosseum gladiator

Using Your Notes

Summarizing Use your completed diagram to answer the following question:

2. What architectural innovations improved Roman city life?



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Main Ideas

3. Who belonged to the main social classes during the time of the Roman Empire?
4. What was the relationship of religion to government in ancient Rome?
5. What was the city of Rome like?

Critical Thinking

6. **Forming and Supporting Opinions** How would worshipping the emperor while he lived affect the Romans' view of their ruler?
7. **Understanding Continuity and Change** How did Rome's urban problems affect the development of cities in later civilizations?

Activity

Internet Activity Use the Internet to find out more about how aqueduct bridges worked. Then draw a diagram that illustrates how these bridges carried water to Roman cities.

INTERNET KEYWORD *Roman aqueduct*

Make a Mosaic

Goal: To create a mosaic, a picture made of small colored tiles, that celebrates the legacy of Roman art

Prepare

- 1 Study the mosaic on page 452.
- 2 Look at Roman mosaics in books on ancient Rome.

Do the Activity

- 1 Draw a sketch of your design on a piece of paper. You might draw a simple geometric design or an animal or a flower.
- 2 Copy the design onto a piece of poster board.
- 3 Paint several pieces of paper in different colors. After the paint dries, cut the paper into small pieces. These will be your mosaic tiles.
- 4 Glue your tiles onto the design on your poster board. Use your pencil sketch as a guide. Let your mosaic dry.

Follow-Up

- 1 Do you think that Roman artists who created mosaics also had to be skilled mathematicians? Explain.
- 2 What modern mosaics have you seen? How do these compare with the one you made?

Extension

Making Inferences What do the mosaics you have seen in this lesson and in books on ancient Rome suggest about how Romans valued beauty?

Materials & Supplies

- paper and pencil
- poster board
- paint and paintbrush
- scissors
- glue or paste



Chapter 13 Review

VISUAL SUMMARY

The Rise of Rome

Geography

- Hills and the Tiber River helped protect Rome from enemies.
- Rome's location in Italy made it easier to reach and conquer other lands.



Culture

- Roman family life and society were highly structured.
- Romans built aqueducts and sanitation systems to ease the problems of city life.



Government

- The Roman Republic had a government divided into three parts.
- Roman government influenced modern republics.



Economics

- A vigorous trade developed in the Roman Empire.
- A common currency united the empire.



Belief Systems

- Romans worshiped many gods.
- Roman religion was linked with government.



TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **patrician** and **plebeian**
2. **Senate** and **consul**
3. **Julius Caesar** and **Augustus**
4. **gladiator** and **Colosseum**

MAIN IDEAS

The Geography of Ancient Rome (pages 430–435)

5. Describe the geography of Rome.
6. How did hard work and discipline help Roman civilization grow?

The Roman Republic (pages 436–441)

7. What powers did the executive branch have in the Roman Republic?
8. Why did the gap between patricians and plebeians widen with Rome's expansion?

Rome Becomes an Empire (pages 442–451)

9. What did Julius Caesar accomplish as ruler of the Roman Republic?
10. How did Augustus encourage the expansion of the Roman Empire?

The Daily Life of Romans (pages 452–459)

11. How did life differ for the rich and poor in Roman cities?
12. What structures in Roman cities have influenced modern structures?

CRITICAL THINKING Big Ideas: Economics

13. **EXPLAINING HISTORICAL PATTERNS** How did the advantages gained by some early farmers affect Rome's development?
14. **ANALYZING ECONOMIC AND POLITICAL ISSUES** How did class divisions bring about the end of the Roman Republic?
15. **IDENTIFYING ISSUES AND PROBLEMS** What steps did the empire take to avoid another civil war between rich and poor?

ALTERNATIVE ASSESSMENT

1. WRITING ACTIVITY Imagine that you are a plebeian in the Roman Empire. Write a journal entry about a day in your life. Describe where and how you live. Tell what you see and do on an ordinary day.

2. INTERDISCIPLINARY ACTIVITY—CIVICS Create a poster in which you use photographs and drawings to compare the Roman Republic with the U.S. republic.

3. STARTING WITH A STORY

Review the speech you wrote trying to persuade other senators to let Julius Caesar live. Now that you have read the chapter, decide whether you think Caesar's death was good for Rome. Write a paragraph explaining and supporting your opinion.

Technology Activity

4. RECORDING A NEWS REPORT Work with a group of classmates to prepare a radio news report on the opening of the Colosseum. Use information from the chapter as the basis for your report. Do further research on the Internet, if necessary. Tape the news report and play it for your class.

- Provide background information on the construction and opening of the Colosseum.
- Interview gladiators and ordinary citizens to get their opinions of the arena and its entertainment.
- Discuss what impact you think the Colosseum will have on public entertainment in the future.



Interpreting Visuals Use the sculpture below, which shows Roman soldiers fighting from on top of their fort, to answer the questions.



1. What advantages do the Roman soldiers appear to have in this battle?

- A. They are fighting on the ground.
- B. They are fighting with bows and arrows.
- C. They are fighting more fiercely.
- D. They are fighting from inside their fort.

2. Which sentence best describes the Roman soldiers?

- A. They all look frightened.
- B. They all are on horseback.
- C. They all carry shields and wear helmets.
- D. They are not ready for battle.



Additional Test Practice, pp. 51–533