

# Chapter 15

# Rome's Decline and Legacy

## Before You Read: K-W-L

Considering what you have already learned about Rome will help prepare you to read this chapter. Record the answers to the following questions in your notebook:

- What do you already know about Rome?
- Study the map on these pages. What does it tell you about what has happened in the Roman Empire?
- What do you want to learn about the legacy of Rome?

## Big Ideas About Rome's Decline and Legacy

**Economics** Nomadic peoples often attack settlements to gain the goods that civilizations produce.

Roman armies spent a lot of time fighting people who wanted to enter the empire. Some nomads wanted the protection of the Roman Empire. Others wanted to take over Roman lands. They disrupted trade and took valuable goods.

### Integrated Technology

#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

#### INTERNET RESOURCES

- Go to [ClassZone.com](http://ClassZone.com) for
- WebQuest
  - Homework Helper
  - Research Links
  - Internet Activities
  - Quizzes
  - Maps
  - Test Practice
  - Current Events



ATLANTIC  
OCEAN

ROME

WORLD

**161**  
Marcus Aurelius begins his reign. (relief of Marcus Aurelius) ▲



**285**  
Diocletian reorganizes the empire.

**324**  
Constantine reunifies the Roman Empire.

**476**  
Western Roman Empire falls.

200

300

400

**220**  
Han Dynasty collapses.

**325**  
King Ezana rules African kingdom of Aksum. (pillar from Aksum) ►



# The Division of the Roman Empire, A.D. 395

INTERACTIVE



**527**  
Justinian comes to power in the Byzantine Empire.  
◀ (mosaic of Justinian)

**1054**  
Christian church splits into two branches.

**1453**  
Byzantine Empire falls to the Turks.

**600**

**900**

**1200**

**1500**

**630**  
Muhammad unifies the people of the Arabian peninsula.



**900s**  
Mayan civilization declines.  
◀ (Mayan pyramid)

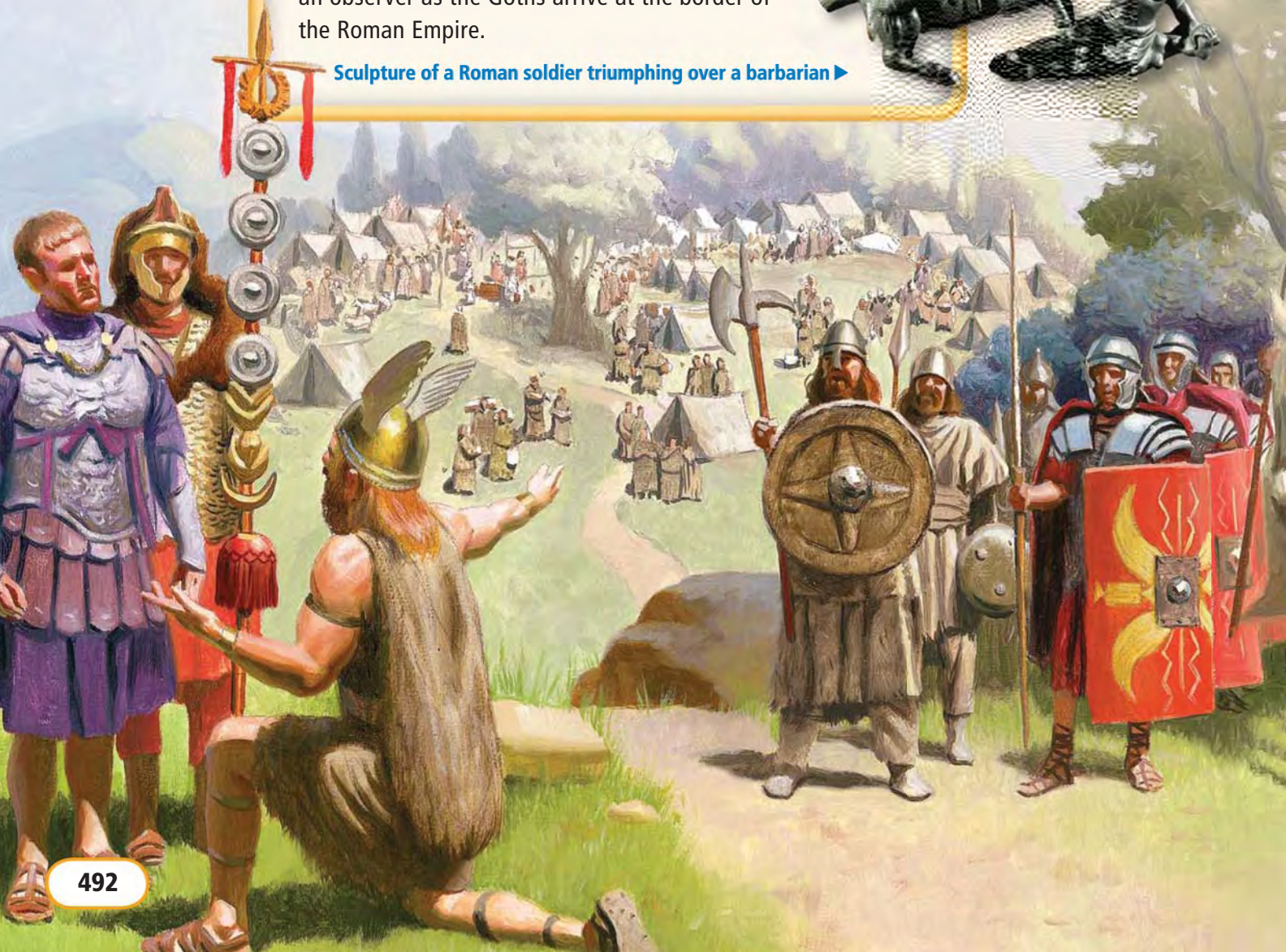


**1279**  
Kublai Khan conquers China.  
◀ (painting of Kublai Khan)

# THE ARRIVAL OF THE GOTHS

**Background:** The Goths were Germanic peoples who lived north and east of the Western Roman Empire. In A.D. 375, a fierce Asian people called the Huns began to invade the Goths' territory. The Huns killed hundreds of people and burned villages and fields. Fearing for their lives, some Goths fled to the Western Roman Empire. There, they asked the Romans for protection. Imagine that you are an observer as the Goths arrive at the border of the Roman Empire.

[Sculpture of a Roman soldier triumphing over a barbarian ►](#)



**F**ear of the Huns caused the western Goths to ask the Romans for protection. The Romans agreed to let the Goths cross the river into their empire. First, however, the Romans said the Goths must give up their weapons. But Goth warriors believed they had no honor without weapons. So they paid the Romans money or did favors for them in order to keep their weapons.

The river crossing was hard. The water was high and flowed swiftly. The floodwaters swept many people to their deaths.

Then the Goths entered a camp guarded by Roman soldiers. The governors of the region were supposed to feed the people. Instead, the Roman soldiers sold the people food—disgusting stuff that no Roman would eat. For example, some meat came from animals that died of disease. In exchange, the Romans took everything of value the Goths had.

Now the Romans are also buying Goth children and making them their slaves. Many Goth parents believe slavery is better than starvation. But they are bitter about making such a cruel choice.

Anger is growing. One Goth says, “We told the Romans that if they helped us, we would accept their religion and fight their enemies. As soon as we have nothing left to offer, they will starve us.”

Some people propose going to the governors and explaining the Goths’ suffering. “Maybe they will make the soldiers treat us better,” one argues.

Others mutter about getting revenge. “We are men of honor. We still have weapons, and we can fight the Romans.”

## Should the Goths fight back or seek a peaceful solution?

### Reading & Writing

- 1. READING: Main Ideas** What is the main idea of this story? How do you think it might be related to the main idea of this chapter?
- 2. WRITING: Persuasion** Write the outline for a speech in which you try to persuade the Goths whether to fight back or to seek peace. Be sure to give reasons supporting your decision. If possible, deliver your speech to the class.



## Lesson

# 1

### MAIN IDEAS

- 1 Culture** A series of problems—including food shortages, wars, and political conflicts—weakened the Roman Empire.
- 2 Government** Because the empire was so huge, Diocletian divided it into eastern and western regions to make governing more efficient.
- 3 Government** Emperor Constantine reunited the eastern and western empires and tried to restore the Roman Empire to greatness.

### TAKING NOTES

#### Reading Skill: Understanding Cause and Effect

Finding causes and effects will help you understand patterns in history. Look for the effect of each event listed in the chart below. Record them on a chart of your own.

Causes	Effects
Food shortages, wars, and political conflicts occur.	
Diocletian splits the empire.	
Constantine unites the empire.	

 Skillbuilder Handbook, page R26

### Words to Know

Understanding the following words will help you read this lesson:

**loyalty** faithful support (page 496)

*Soldiers' loyalty to their military leaders might weaken if they are treated poorly or not paid.*

**orderly** free from violence (page 496)

*A good emperor will maintain an orderly society by providing for his subjects and protecting them.*

**consult** to go to for advice (page 497)

*Some leaders find they can govern more effectively if they consult with advisers.*

**portion** a part of a whole (page 498)

*The portion of the empire he received from his father did not satisfy his desire for more wealth and power.*



▲ Emperor Trajan's Column  
The surface of this 130-foot column is carved with scenes of Trajan's wars against outsiders.

# An Empire in Decline

## TERMS & NAMES

mercenary

Diocletian

absolute ruler

**Build on What You Know** Did you ever have a problem you thought you could solve, then realized you could not find the right solution for it? In this lesson you will learn that the Roman Empire began to develop difficult problems for which there seemed to be no obvious solutions.

## Weakness in the Empire

### 1 ESSENTIAL QUESTION What problems weakened Rome?

After the death of Emperor Marcus Aurelius in A.D. 180, a series of problems began to weaken the empire. These economic and political problems were difficult to solve.

**Economic Problems** The empire could no longer feed its many people. Some farmland had been destroyed by warfare. But the biggest problem was improving farm production. With many slaves to do the work, plantation owners chose not to develop more-productive farming technology. As a result, the land wore out and harvests did not increase. Food shortages caused unrest.

The empire was running low on money. Taxes were high, so many people did not pay them. Without tax money, the government could not pay the army or buy needed services.

### P Primary Source Handbook

See the excerpt from the *Annals*, page R59.

**Hadrian's Wall**  
Hadrian's Wall marked the geographic border of the Roman Empire on the island of Britain. Like the Great Wall of China, this wall was supposed to help keep out invaders. ▼



**Military Problems** Rome was constantly at war with nomadic peoples in the north and northeast, as well as with the people who lived along its eastern borders. The empire needed larger armies to respond to so many threats, so it hired foreign mercenaries. A **mercenary** is a soldier for hire.

Mercenaries often had no loyalty to the empire. They pledged their allegiance to an individual military leader. Having armies that were loyal to only one man created independent military powers within the empire. In addition, mercenaries were not as disciplined as Roman soldiers. This lack of discipline made the army less effective. The result was a weakened defense along the empire's borders.

**Political and Social Problems** The sheer physical size of the Roman Empire made it hard to govern. Government officials found it was not easy to obtain news about affairs in some regions of the empire. This made it more difficult to know where problems were developing. Also, many government officials were corrupt, seeking only to enrich themselves. These political problems destroyed a sense of citizenship. Many Romans no longer felt a sense of duty to the empire. Many chose to get rich in business rather than serve in the government.

Other aspects of Roman society also suffered. The cost of education increased, so poor Romans found it harder to become educated. In addition, distributing news across the large empire became more difficult. People grew less informed about civic matters.

**REVIEW** What problems weakened the Roman Empire?

## Diocletian Divides the Empire

**2 ESSENTIAL QUESTION** What steps did Diocletian take to solve the empire's problems?

A rapidly changing series of emperors also weakened the government. During a 49-year period (from A.D. 235 to 284), Rome had 20 emperors. Some of them were military leaders who used their armies to seize control. With emperors changing so often, the Roman people had little sense of orderly rule.

### Vocabulary Strategy

The word *mercenary* can have **multiple meanings**. It has come to refer to anyone who, like the Roman mercenaries, does something only to get money.

The Tetrarchs **This statue recognizes four emperors who ruled at the same time.** ▼



**Diocletian Restores Order** In A.D. 284, the emperor **Diocletian** (DY•uh•KLEE•shunn) took power. He changed the way the army operated by permanently placing troops at the empire's borders. He also introduced economic reforms, including keeping prices low on goods such as bread, to help feed the poor.

During his reign, Diocletian no longer bothered to consult with the Senate. He issued laws on his own. Diocletian was an **absolute ruler**, one who has total power.

**Splitting the Empire** Diocletian soon realized that he could not effectively govern the huge empire. In A.D. 285, he reorganized it in two, taking the eastern portion for himself. He chose this area for its greater wealth and trade, and its magnificent cities. He appointed Maximian to rule the Western Empire. The two men ruled for 20 years.

In A.D. 306 a civil war broke out over control of the empire. Four military commanders—including Constantine—fought for control of the two halves of the empire.

**REVIEW** Why did civil war break out in the Roman Empire?

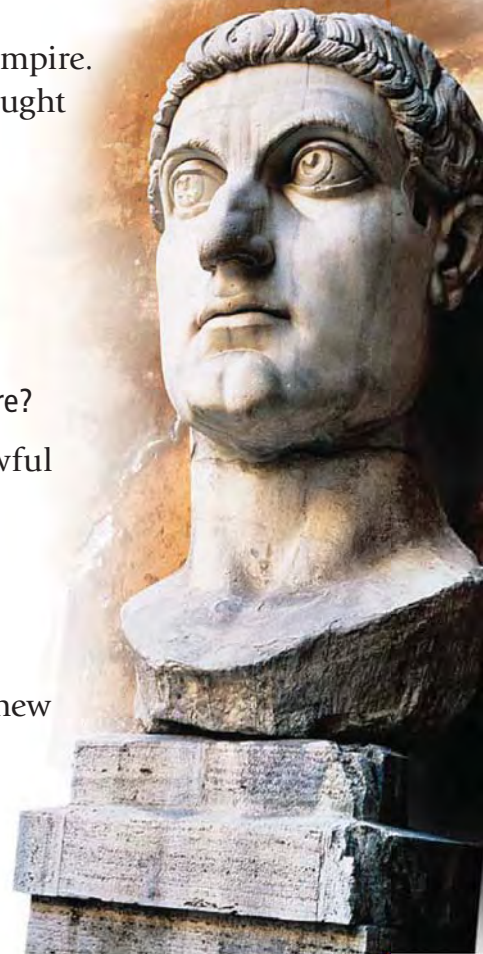
## Constantine Continues Reform

**3 ESSENTIAL QUESTION** How did Constantine change the empire?

In Chapter 14, you learned that Constantine made it lawful to be a Christian. Now you will learn how he became emperor and reunited the Roman Empire.

**A Single Emperor** Constantine was a western Roman military commander who fought to gain control of Italy during the civil war. In A.D. 312, he entered Rome as the new emperor of the empire's western half. By A.D. 324, he had taken control of the Eastern Empire as well. The empire was reunited and Constantine became the sole emperor.

**A New Capital** In a bold move, Constantine shifted the empire's capital from Rome to Byzantium. Byzantium was an ancient Greek city located in what is now Turkey. At a crossroads between east and west, the city was well placed for defense and trade. Constantine enlarged and beautified his new capital, which he renamed Constantinople. Today the city is called Istanbul.



▲ Bust of Constantine  
Constantine was an important emperor who reunited the Roman Empire.



**Final Division** Constantine planned to have each of his three sons rule a portion of the empire after his death. His plan was unwise, for Constantius II, Constantine II, and Constans I created unrest by competing with one another. A period of conflict followed. In 395, the empire was permanently divided into east and west again.

**REVIEW** How did Constantine strengthen the Roman Empire?

### Lesson Summary

- The Roman Empire declined because of a combination of economic, military, and political reasons.
- Diocletian reorganized the empire to increase efficiency in government.
- Constantine unified the empire and moved its capital to Byzantium, which he renamed Constantinople.

### Why It Matters Now . . .

The mistakes made by the Roman emperors remind us that to retain power and control, rulers must successfully deal with many different problems.

## 1 Lesson Review

### Terms & Names

1. Explain the importance of mercenary Diocletian absolute ruler

### Using Your Notes

**Understanding Cause and Effect** Use your completed chart to answer the following question:

2. How do the causes and effects illustrate the decline of the empire?

Causes	Effects
Food shortages, wars, and political conflicts occur.	
Diocletian splits the empire.	
Constantine unites the empire.	



### Main Ideas

3. Why was the empire in trouble economically?
4. What reforms did Diocletian introduce to solve the empire's problems?
5. What did Constantine do to try to restore the empire to greatness?

### Critical Thinking

6. **Understanding Causes** How did constantly changing emperors affect the strength of the Roman Empire?
7. **Making Inferences** Of the problems listed in this lesson, which one was most difficult for the ordinary Roman?

### Activity

**Making a Collage** Study the problems faced by the Roman Empire that were explained in this lesson. Then create a collage showing those problems.

# Hold a Debate

**Goal:** To debate the historical issue “What was the most serious problem in the late Roman Empire?”

## Prepare

- 1 Form a small group with three or four other students. Assign roles such as reader, note taker, and presenter.
- 2 Reread pages 495–496. Take notes about the problems that the empire faced.
- 3 Read the quotations on this page. They offer different opinions about the problems faced by the empire.

## Do the Activity

- 1 As a team, discuss the problems the quotations describe. Also, discuss other problems explained in this lesson.
- 2 Decide which problem was the most serious. Which was hardest for the empire to solve? List your reasons for your choice.
- 3 Hold a class debate. One student from each team should give a short speech explaining why the problem the team chose was the most serious. Finally, the class should discuss the various problems and reach a group decision.

## Follow-Up

How would you respond to a person who said Rome fell because of barbarian invasions? Explain.

## Extension

**Doing Additional Research** Use books or the Internet to research other problems of the empire. Write a paragraph summarizing what you have learned.

### Materials & Supplies

- note cards
- pens or pencils
- books on Roman history

from *The Book of the Ancient Romans*  
by **Dorothy Mills**

Perhaps the greatest danger of all to Rome . . . was the change in . . . the old Roman ideal of discipline and duty, of self-control and self-restraint. . . . By the second century A.D. there was practically none of it left.

from *The Ancient World: Rome*  
by **Sean Sheehan and Pat Levy**

So much time was spent [by soldiers and governors] fighting over who would be emperor that little attention was paid to the far reaches of the empire.

from *Ancient Rome* by **Judith Simpson**

By the third century A.D., the army was stretched too far and taxes were raised to cover the Empire's costs. Farmers who could not afford the taxes abandoned their farms, and cities suffered as the economy slumped and their markets declined.

from *History of the World: The Roman Empire* by **Don Nardo**

[After 192] Rome needed several good, strong emperors. . . . Instead, a long series of ambitious, weak, brutal, or inept [lacking skill] rulers occupied the throne.



## MAIN IDEAS

- 1 Economics** The Western Roman Empire was much weaker than the more prosperous Eastern Roman Empire.
- 2 Geography** Invading groups of Germanic peoples overran the already weakened Western Empire.
- 3 Government** Invading Germanic peoples raided Rome and overthrew the last Roman emperor, ending the Western Empire.

## TAKING NOTES

### Reading Skill: Explaining Sequence

Knowing the order in which events happen can help you understand the time period you are studying. In this lesson, look for events that bring about the fall of the Roman Empire. Use a time line like the one below to help you identify the sequence of events.



 Skillbuilder Handbook, page R15

## Words to Know

Understanding the following words will help you read this lesson:

**bustle** to move busily or excitedly (page 501)

*The market **bustled** with commerce as traders came from all over to sell goods.*

**fortified** strengthened against attack (page 501)

*They believed that invaders could never conquer such a heavily **fortified** city.*

**chieftain** a clan or tribal leader (page 502)

*A council of **chieftains** discussed the need to move their people to a new location.*

**aftermath** results of disaster or misfortune (page 505)

*The **aftermath** of the Goth invasion was the destruction of several villages.*



▲ Gothic Jewelry The Goths produced finely crafted jewelry from gold and semi-precious gems.

barbarian

nomad

plunder

# The Fall of the Roman Empire

**Build on What You Know** You have learned how the Roman Empire was permanently split in A.D. 395. Now read about the fall of the Western Roman Empire.

## The Two Roman Empires

- 1 ESSENTIAL QUESTION** Why did the Western Roman Empire weaken?

When people talk about the fall of the Roman Empire, they mean the Western Roman Empire. You will learn about the growth of the Eastern Roman Empire in Lesson 3.

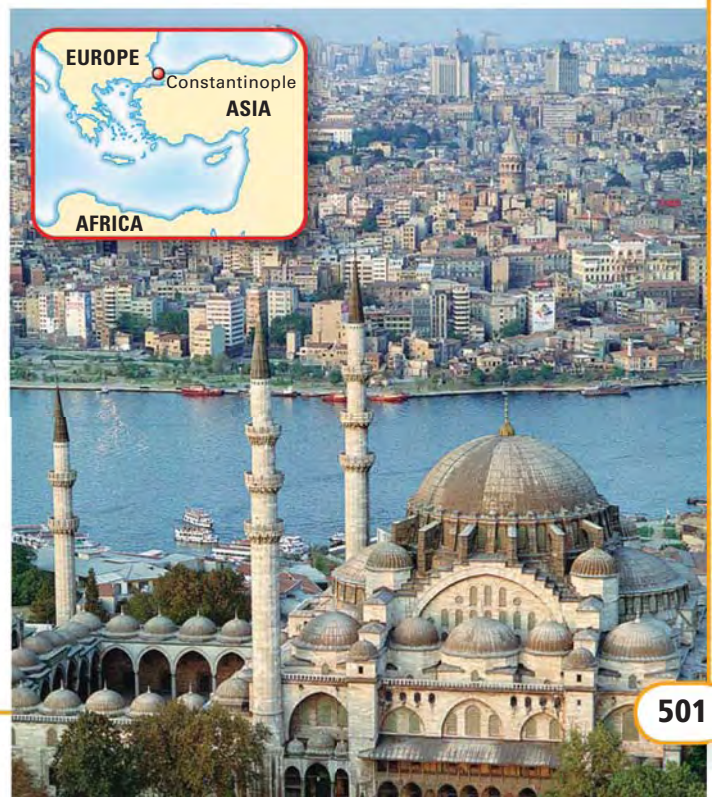
**Wealthy East** The Eastern Roman Empire was much stronger than the Western Roman Empire. The Eastern Empire's capital, Constantinople, bustled with traders from Asia, Africa, and Europe. As a result, the Eastern Empire had more wealth. Also, the eastern cities were larger and better fortified. And the Black Sea was a natural barrier that discouraged invasions. (See the map on page 503.)

**Weaker West** In contrast, cities in the Western Empire were smaller and less prosperous. They were located farther away from the trade routes that provided both goods and wealth.

The cities of the west were more exposed to attack from groups of invaders along the northern border of the Roman Empire. Defense forces were widely scattered. They were often poorly paid, so they had little reason to risk their lives.

### Connect to Today

▼ **Istanbul Today**  
Constantinople is called Istanbul. The Blue Mosque is visible in the foreground of this aerial view of the city.



**Invaders Raid Cities** The invaders were often looking for goods to take or people to kidnap and sell as slaves. As attacks on cities increased, the inhabitants chose to leave. They were looking for safer surroundings. The less populated the cities became, the more vulnerable they were to attack.

**REVIEW** In what ways was the Western Empire weaker than the Eastern Empire?

## Invading Peoples

**2 ESSENTIAL QUESTION** What groups moved into the Roman Empire?

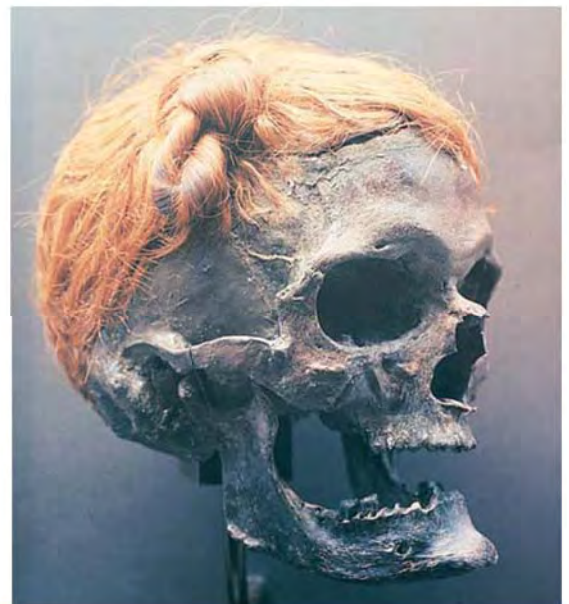
Defense forces on the north and northeast borders of the Roman Empire grew weaker. **Nomads**—people who move from place to place—took advantage of this weakness and frequently attacked Roman towns and cities. These groups were known as Germanic peoples. The Romans had clashes with Germanic peoples along their northern borders for hundreds of years.

**The Germanic Peoples** A variety of groups made up the Germanic peoples. They all spoke languages that were part of a language family also called Germanic. The Goths mentioned in the opening story were a Germanic people.

Romans looked down on these groups but also feared them. To the Romans, the Germanic peoples were barbarians. The term **barbarian** originally meant someone who spoke a language the Greeks could not understand. Barbarian came to mean someone who was primitive and uncivilized. The Romans referred to the people who lived along the borders of the empire as barbarians. Later, the Romans applied the term to anyone living outside the empire.

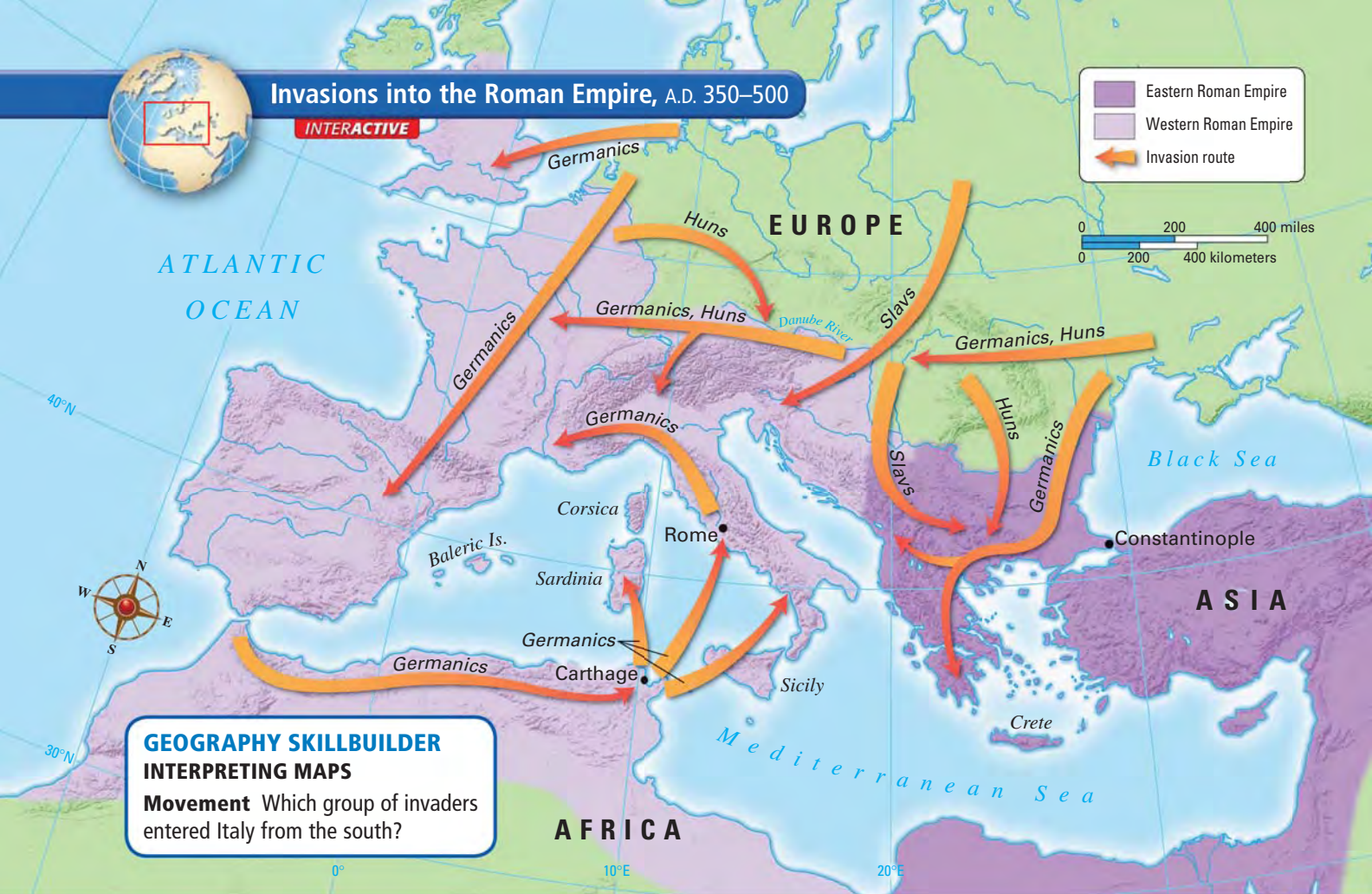
Although the Romans thought the Germanic peoples were barbaric, they had a very complex culture. They were skilled metalworkers and fond of jewelry. Some groups had elected assemblies. War chiefs headed their military organizations. The Germanic peoples were loyal, especially to their chieftains.

**Germanic Skull** This skull still has its hair. The knot in the hair is a characteristic style of Germanic people. ▼



## Invasions into the Roman Empire, A.D. 350–500

INTERACTIVE



### GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

**Movement** Which group of invaders entered Italy from the south?

**The German Migrations** In Chapters 2 and 6, you read about nomads. Nomads moved to a new location as their food ran out, or when they were driven out of an area by a stronger force. Nomads often fought for the right to remain in a new place. As Rome began to decline, groups of well-armed nomads posed a huge threat to other nomadic people living along the borders of the empire. The people on those borders would be driven into the Roman Empire by a stronger group of nomads.

Between 370 and 500 A.D., Central Asian nomads were pushing people out of their lands into both the Roman and the Chinese empires. The most important of these nomadic groups was the Huns.

The Huns moved across the grasslands of Asia into Germanic lands. They drove the Germanic peoples west and south into Roman territory. The Germanic peoples were looking for new places to settle and for the protection of the Roman armies. As you learned in the opening story, many Romans did not like the Germanic peoples and took advantage of them.

**REVIEW** Why did the Germanic peoples move into Roman territory?

## The Fall of Rome

### 3 ESSENTIAL QUESTION How did the Western Roman Empire end?

Some people believe the barbarian invasions were the cause of Rome's fall. In reality, Rome gradually declined for many reasons. Corruption of government officials, indifferent citizens, and a breakdown of society contributed to the fall. Historians say a barbarian invasion of the city of Rome marked the beginning of the end for the Western Roman Empire.

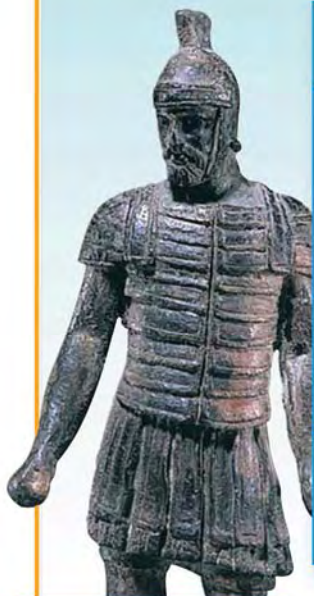
**Invaders Gain Ground** In 410, the Goths attacked and plundered the city of Rome. **Plunder** means to loot, or to take things by force. It was the first time in centuries that nomadic invaders had entered Rome. After looting the city for three days, the Goths left. The city of Rome tried to recover and go on, but it was seriously weakened.

Germanic peoples also invaded what is now France, Spain, and northern Africa. The empire's army was no longer strong enough to drive them out. Italy was raided almost constantly.

In 445, the Huns united under the leadership of Attila. First his armies swept into the Eastern Empire. They attacked 70 cities and then moved into the Western Empire. These attacks placed great pressure on the Roman military.

## Comparisons Across Cultures

### The Decline of Empires: Roman and Han



Causes for Failure	Roman Empire 27 B.C.—A.D. 476	Han Empire 202 B.C.—A.D. 220
Political	A series of inexperienced and often corrupt emperors	A series of inexperienced emperors
	Division of the empire	No division of the empire
	Ongoing conflict with Germanic tribes	Ongoing conflict with nomads
Economic	Crushing tax burden	Crushing tax burden
	Gap between the rich and the poor	Gap between the rich and the poor
Social	Decline of patriotism and loyalty	Peasant revolts
	Food shortages	Floods that caused starvation and displacement of people



**The Aftermath of Rome's Fall** In A.D. 476, the last Roman emperor was removed from power. This date marks the fall of the Western Roman Empire. After Rome's fall, life changed in Western Europe in a number of ways.

- Roads and other public structures fell into disrepair.
- Trade and commerce declined.
- Germanic kingdoms claimed former Roman lands.
- The Roman Catholic Church became a unifying and powerful force.

The Eastern Empire continued for almost another thousand years. You will read about the Eastern Empire in Lesson 3.

**REVIEW** What caused the continued weakening of the Western Empire?

### Lesson Summary

- The Western Roman Empire was less wealthy and harder to protect from invaders than the East.
- Germanic invaders further weakened the empire.
- In A.D. 476, the Western Roman Empire ceased to exist.

### Why It Matters Now . . .

The decline and fall of empires is a repeating pattern of world history. Even large empires eventually break into smaller pieces.

## 2 Lesson Review

### Terms & Names

1. Explain the importance of  
barbarian      nomad      plunder

### Using Your Notes

**Explaining Sequence** Use your completed time line to answer the following question:

2. What was the most significant event of the empire's downfall?



### Main Ideas

3. Why was the Western Empire more likely to be invaded than the Eastern Empire?
4. What pushed the Germanic peoples south and west into Roman territory?
5. Why is A.D. 476 considered an important date in Roman history?

### Critical Thinking

6. **Recognizing Changing Interpretations of History** How was the movement of the Huns into Europe related to the fall of Rome? Give reasons for your answer.
7. **Making Inferences** Why didn't the Romans make the Germanic peoples their allies?

### Activity

**Writing Newspaper Headlines** Write a series of headlines that describe the fall of Rome. Base each headline on a major event or news story. Arrange the headlines in chronological order on a poster. When possible, provide a date for each.



# Drawing Conclusions from Sources

**Goal:** To draw conclusions about one of the reasons for the fall of Rome by reading and analyzing a secondary source

## Learn the Skill

Drawing conclusions means reading carefully, analyzing what you read, and then forming an opinion based on facts about the subject. Often you must use your own common sense and your experiences to draw a conclusion.

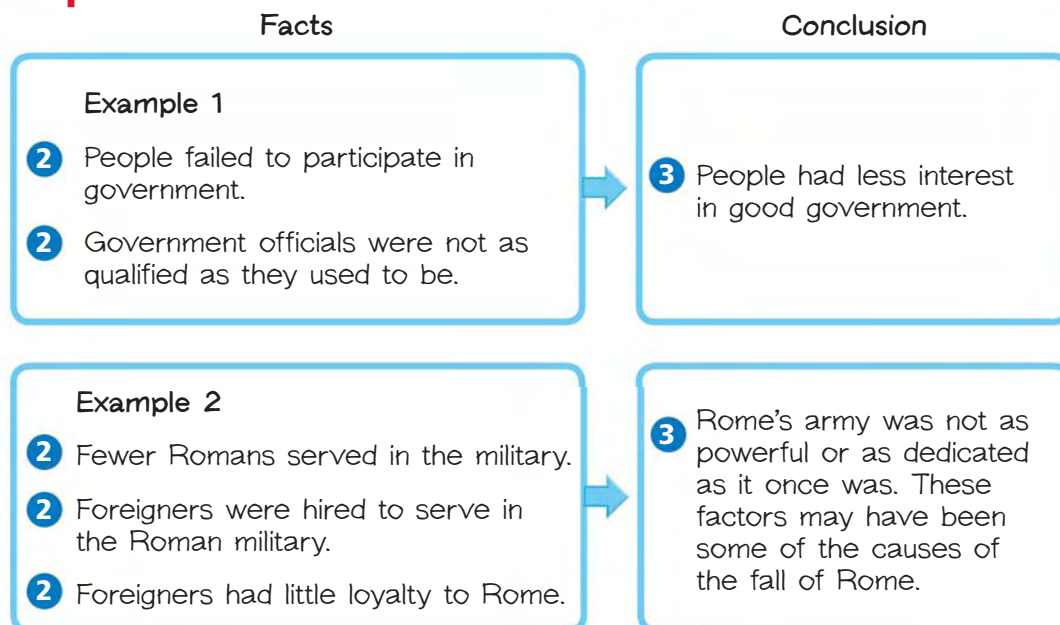


See the Skillbuilder Handbook, page R25.

## Practice the Skill

- 1 Read the passage at right carefully. Pay attention to the facts, statements that can be proved to be true. A few are labeled for you.
- 2 List the facts in a graphic organizer like the one below. It gives two examples of facts and conclusions you can draw from them for the passage you just read. Use your own experiences and common sense to understand how the facts relate to each other.
- 3 After reviewing the facts, write down the conclusion you have drawn.

### Example:



## Secondary Source

Historians wonder about the reasons for the decline and fall of the Roman Empire. Most of them agree that there wasn't just one main reason the Roman Empire began to weaken. There were probably many reasons why the empire fell apart. The selection below discusses one of those possible reasons.

### *The Fall of the Roman Empire*

Explaining the decline and fall of Rome is a difficult task for historians. Some historians look at the changes in the social and political attitudes of the Romans to find at least one cause for the weakening of the empire. For example, they believe that the nobles and people in the cities cared more about pleasing themselves than about the well-being of other people.

1 Historians also know people failed to participate in the government. 1 Some public officials were not as qualified to perform their jobs as others in the past had been.

The backbone of the Roman Empire was its army.

1 However, in the later years of the empire fewer men were willing to serve in the military. 1 This made it necessary to hire foreigners to serve in the Roman army. 1 Foreigners had little loyalty to Rome. They served because they were being paid to do so, not because they wanted to serve Rome. This lack of dedication weakened the army that was supposed to protect the empire.



▲ Engraving A Gothic leader forces the Roman emperor to surrender.

### Apply the Skill

Turn to page 380 in Chapter 11. Read the information on Spartan education. Make a chart like the one at left to help you draw conclusions about Spartan culture.

## MAIN IDEAS

- 1 Culture** Roman culture continued in the Byzantine Empire for a thousand years after the fall of Rome.
- 2 Belief Systems** Christianity developed different forms in the western and eastern parts of the former Roman Empire.
- 3 Belief Systems** The Eastern Orthodox Church and the Roman Catholic Church had different relationships with governments.

## TAKING NOTES

### Reading Skill: Summarizing

Summarizing means restating the main idea and important details about a subject. As you read Lesson 3, make a summary statement about each of the topics listed. Record them on a chart like the one below.

Byzantine Empire	
Justinian	
Split in Christian church	
Role of church in government	

 Skillbuilder Handbook, page R3



▲ Mosaic of Justinian  
Justinian regained lost lands and briefly reunited the Eastern and Western Roman empires. He is considered one of the Byzantine Empire's most important emperors.

## Words to Know

Understanding the following words will help you read this lesson:

**preserve** to maintain, protect from becoming worse (page 510)

*Scholars in the Byzantine Empire helped to **preserve** the culture of Rome.*

**limit** restricted; not occurring often (page 511)

*Limited contact between the two cultures led their religions to develop differently.*

**delegate** a person chosen to speak and act for another (page 511)

*The head of the church employs **delegates** who help him carry out church business.*

**Muslim** a follower of the religion of Islam (page 512)

*Muslim armies attacked Constantinople.*

# The Byzantine Empire

## TERMS & NAMES

Byzantine Empire  
Justinian  
Justinian Code  
Roman Catholic Church  
Eastern Orthodox Church

**Build on What You Know** You read in Lesson 1 that Constantine renamed the city of Byzantium Constantinople. That city became the capital of the Eastern Roman Empire. Because of the city's original name, historians call the Eastern Roman Empire the **Byzantine Empire**.

## A Continuing Empire

**1 ESSENTIAL QUESTION** How did Justinian restore the Eastern Roman Empire?

The Byzantine Empire continued for about 1,000 years after the fall of the Western Roman Empire. Like the emperors of the Western Roman Empire, the emperor of the Byzantine Empire was its absolute ruler. Also like the Western Roman Empire, the Byzantine emperors struggled to keep Germanic peoples, Huns, and others out of their lands. Despite their efforts, much Byzantine land was lost to invaders.

**Justinian** One emperor was able to restore control over the former lands of the Eastern Roman Empire. **Justinian** was emperor from A.D. 527 to 565. His armies reconquered lost territories, including Italy, northern Africa, and the southern coast of Spain. (See the map on page 511.)

Hagia Sophia **Built by Justinian, Hagia Sophia was the greatest of all churches in Constantinople. Today it is a museum.** ▼



**Rebuilding Constantinople** Justinian also began to rebuild Constantinople, which had suffered much damage from a revolt. He rebuilt the city walls. He also built schools, hospitals, law courts, and churches. The most famous church was Hagia Sophia (HAY•ee•uh soh•FEE•uh). Constantinople was again a glorious city.

**Preserving Roman Culture** Justinian appointed a committee to create a uniform code of law based on Roman law. These experts dropped outdated laws and rewrote others to make them clearer. The new code was called the **Justinian Code**. The code included laws on marriage, slavery, property ownership, women's rights, and criminal justice.

Although they spoke Greek, Byzantines thought of themselves as part of the Roman cultural tradition. Byzantine students studied Latin and Greek, and Roman literature and history. In this way, the east preserved Greek and Roman culture. In the former Western Empire, the Germanic peoples blended Roman culture with their own. However, they lost much of the scientific and philosophical knowledge of the Greeks and Romans.

**REVIEW** How did the Byzantine Empire preserve Roman culture?

## History Makers

### Empress Theodora (c. 500–548)

Theodora was an empress of Byzantium—which was unusual, considering her background. Theodora was an actress, and Byzantine society looked down on actresses. Yet Justinian, the heir to the throne, married Theodora in A.D. 525. His choice was a good one.

Justinian and Theodora became emperor and empress in 527. In 532, rioters threatened to overturn the government. Theodora urged Justinian not to flee. She herself refused to leave. Her courage inspired Justinian, and his generals put down the rebellion.

Later, Theodora had laws passed that helped women. Divorced women gained more rights. She founded a home to care for poor girls. She also offered protection to religious minorities.



▲ Theodora's mosaic portrait may still be seen in the Church of San Vitale in Ravenna, Italy.



## The Church Divides

### 2 ESSENTIAL QUESTION Why did the Christian church divide?

The division of the empire also affected the Christian church. Religious practices developed differently in the Christian churches of the east and of the west. Cultural practices and limited contact between the two areas caused these differences.

**The Church Divides** Another difference had to do with the authority of the emperor over church matters. In the east, the emperor had authority over the head of the church. In the west, there was no emperor and the pope began assuming more responsibilities in governing the former Western Empire.

Problems between the two churches began to grow. The pope claimed authority over the churches in both eastern and western empires. In A.D. 1054, delegates of the pope attempted to remove the eastern head of the church. The eastern church responded by refusing to recognize the authority of the pope.

Finally, the Christian church split in two. The church in the west became known as the **Roman Catholic Church**. *Catholic* means “universal.” The church in the east became the **Eastern Orthodox Church**. *Orthodox* means “holding established beliefs.” Over time, the split led to the development of two separate European civilizations. Each had its own view on the relationship between church and state.

## Two Branches of Christianity in the 11th Century



### Roman Catholic

- The leader, called the pope, has authority over the bishops.
- Pope has authority over all kings and emperors.
- Priests may not be married.
- Latin is used in services.

### Similarities

- Faith is based on Jesus and the Bible.
- Leaders are priests and bishops.
- Both want to convert people to Christianity.

### Eastern Orthodox

- The leader, called the patriarch, and the bishops run the church as a group.
- Emperor has authority over officials of the church.
- Priests may be married.
- Local languages such as Greek and Russian are used in services.



**Religion and Government** The pope claimed authority over Christian emperors and kings. This authority allowed the Roman Catholic Church to influence government in the lands that were once a part of the Western Roman Empire. Disagreements between the church and some kings and emperors of Western Europe would later cause major conflicts in European history.

In the Byzantine Empire, the emperor was the absolute ruler. He had power over the church as well as the government. This meant that the emperor had power over the spiritual head of the Eastern Orthodox Church. Overall, the Byzantine emperor had greater power than the emperors or kings in the west.

**REVIEW** How did governments and the Christian churches interact?

## The Byzantine Empire Collapses

**3 ESSENTIAL QUESTION** What happened to the Byzantine Empire?

For many years after the division of the Roman Empire, the Byzantine Empire continued to carry on Roman traditions. But it was not easy. The Byzantine Empire faced constant threats from both the east and the west.

**Constantinople Falls** In the 600s, a new religion called Islam began in Arabia. Muslim armies arose and attacked nearby territories and Constantinople. Later, civil wars, as well as attacks by Ottoman Turks and Serbs, further weakened the empire. By 1350, all that remained of the Byzantine Empire was a tiny section of the Anatolian peninsula and a strip of land along the Black and Aegean seas.

Finally in 1453, an army of Ottoman Turks captured Constantinople. The city's conquest marked the end of the Byzantine Empire—a thousand years after the fall of the Western Roman Empire.

**REVIEW** What was a cause of the fall of the Byzantine Empire?

### Lesson Summary

- Emperor Justinian regained much of the Roman Empire's land and helped preserve Roman law and culture.
- In 1054, the Christian church divided into the Roman Catholic and Eastern Orthodox churches.
- The pope of the Roman Catholic Church played a greater role in government in the west than the leader of the Eastern Orthodox Church played in the east.

**Lion of St. Mark** The winged lion stands guard near the Byzantine-style Cathedral of St. Mark located in Venice, Italy. ▼



### Why It Matters Now . . .

Today millions of people practice their faith as members of the Roman Catholic Church or the Eastern Orthodox Church.

## 3 Lesson Review

### Terms & Names

1. Explain the importance of

Byzantine Empire	Roman Catholic Church
Justinian	Eastern Orthodox Church
Justinian Code	

### Using Your Notes

**Summarizing** Use your completed chart to answer the following question:

2. In what ways did Justinian restore the Eastern Roman Empire?

Byzantine Empire	
Justinian	
Split in Christian church	
Role of church in government	

### Main Ideas

3. How did Justinian preserve Roman law?
4. On what issue did the church in the east and in the west not agree?
5. In what way did the pope have a greater role in government in the west than the head of the church in the east?

### Critical Thinking

6. **Contrasting** In what ways was the Eastern Roman Empire different from the Western Roman Empire?
7. **Making Inferences** Why did Christian practices develop differently in the eastern and western empires?



**Homework Helper**  
ClassZone.com

### Activity

**Internet Activity** Use the Internet to research the Hagia Sophia. Plan a virtual field trip of the structure. Include information on its location, construction, and items that are inside the building.

**Internet Keyword:** *Hagia Sophia*



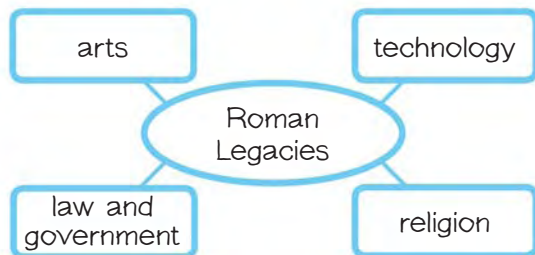
## MAIN IDEAS


- 1 Culture** Roman culture was a unique blend of Roman and Greek ideas.
- 2 Science and Technology** Roman advances in architecture and engineering have influenced builders throughout history.
- 3 Culture** The spread of Christianity and the Roman system of law left a lasting legacy for the world today.

## TAKING NOTES

### Reading Skill: Finding Main Ideas

Identifying the main ideas and finding details about those ideas will help you understand the material in Lesson 4. Look for details about Roman legacies, and record the information on a web diagram like the one below.



 Skillbuilder Handbook, page R2



▲ **Bas-Relief** The Roman soldiers seen here are examples of bas-relief sculpture, in which the figures stand out from the background.

## Words to Know

Understanding the following words will help you read this lesson:

**tradition** a belief or practice that is passed from one generation to the next (page 516)

*One culture will often adopt a tradition from another.*

**model** to create based on an example (page 516)

*The scholar could tell that the poem was modeled on the work of another poet.*

**dome** a rounded top or roof (page 517)

*The architect designed several enormous domes for the top of the building.*

**rubble** rough broken pieces of stone (page 518)

*The lowest layer of a Roman road is rubble.*

mosaic  
bas-relief  
epic  
oratory  
vault  
aqueduct

# The Legacy of Rome

**Build on What You Know** You have already read that Greek and Hellenistic culture came before the Romans. Early in its history, Rome conquered Greece. Some of the Greek culture influenced Roman culture.

## Roman Culture

- 1 ESSENTIAL QUESTION** How did Roman culture differ from Greek culture?

Roman culture was based on values of strength, loyalty, and practicality. The Romans picked up Greek ideas about the artistic ideal and Greek styles of writing. The result was a culture that blended Roman practicality with elements of Greek idealism and style.

**Art** Roman artists were especially skillful at creating **mosaics**. A mosaic is a picture made from tiny pieces of colored stone or other material. One famous example shows Alexander the Great in battle (see page 405). This mosaic was found at Pompeii and measures 10 by 19 feet. Many mosaics show scenes of daily life.



◀ **Mosaic** This Roman mosaic was discovered in 2000 by archaeologists working in southeastern Turkey.

**Sculpture** Romans learned about sculpture from the Greeks but did not follow the Greek tradition of showing the ideal. Instead, the Romans created sculptures that were realistic portraits of **bas-relief**. In a bas-relief, slightly raised figures stand out against a flat background. See an example of this style on page 514.

**Literature** The Greeks also influenced Roman literature. Roman writers adopted the form of the **epic**, a long poem about a hero's adventures. The *Aeneid* by Virgil is a well-known Roman epic. Virgil modeled his poem on two Greek epics, the *Odyssey* and the *Iliad*. The *Aeneid* tells the adventures of the hero Aeneas, who survived the Trojan War, sailed to Italy, and founded Rome.

The works of the statesman Cicero provide a picture of Roman life and add to our knowledge of Roman history. Cicero's written works include his speeches. Cicero was a master of **oratory**, the art of public speaking. Oratory was an important means of persuasion for Roman politicians.

Romans also wrote about philosophy. For example, Emperor Marcus Aurelius wrote the *Meditations*, a work expressing the ideas of Stoicism. Stoicism teaches that the world was created by a divine plan. Duty and virtue help people to live by that plan.

**Language** Latin, the language of Rome, was spoken across the Western Empire. Over time, Latin evolved into a group of languages called the Romance languages. (The word *romance* comes from the word *Roman*.) Today, Romance languages are spoken in countries whose lands were once ruled by Rome. The chart below shows similarities among Romance languages.

**REVIEW** How did Roman culture influence the languages of Europe?

Latin Origins of Romance Words					
Language	Word				
Latin	pater ("father")	nox ("night")	bonus ("good")	vita ("life")	mater ("mother")
Spanish	padre	noche	bueno	vida	madre
French	père	nuit	bon	vie	mere
Portuguese	pai	noite	bom	vida	mãe
Italian	padre	notte	buono	vita	madre
Romanian	tată	noapte	bun	viață	mamă

## Technology, Engineering, and Architecture

**2 ESSENTIAL QUESTION** How did Roman ideas about architecture and engineering influence builders throughout history?

Greek architecture influenced Roman builders. You've already learned about the Greek building style, with its use of columns, pediments, and graceful proportions. The Romans used these elements but added their own ideas too.

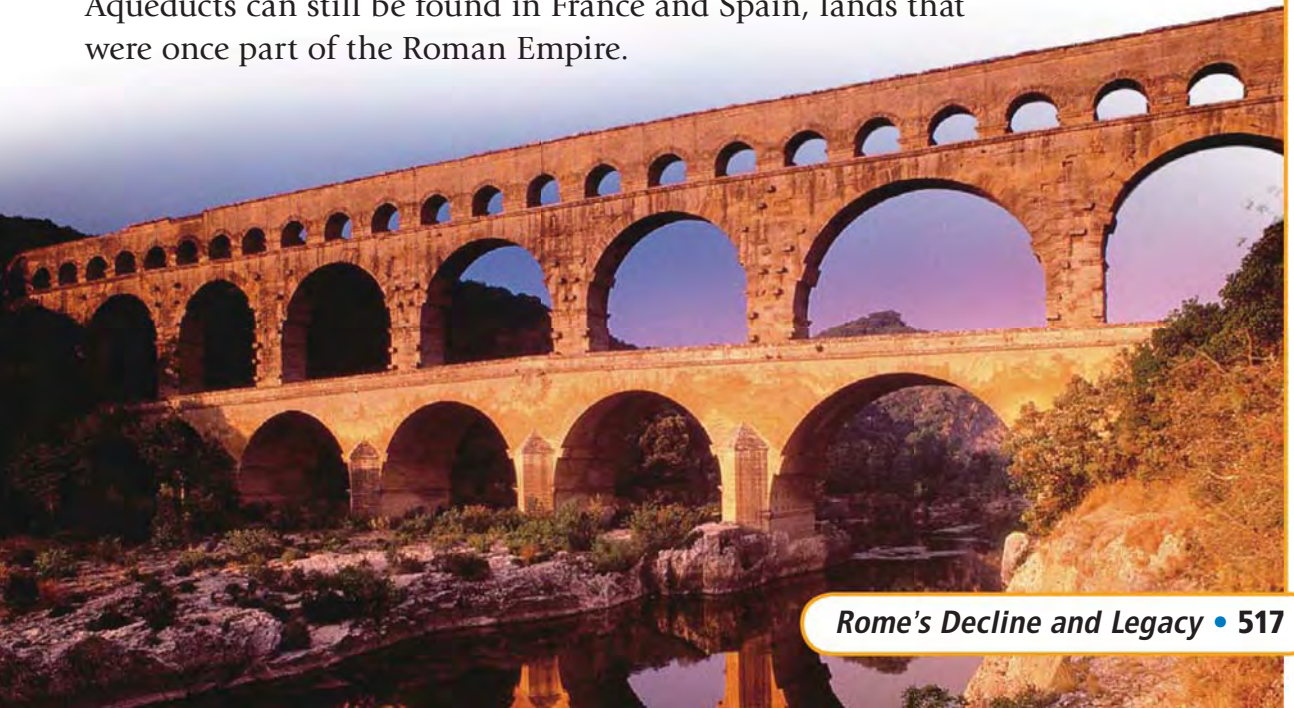
**New Styles of Architecture** Roman builders were excellent engineers. They found new ways to improve the structure of buildings. These ideas included the use of arches, **vaults**, and domes. A vault is an arch that forms a ceiling or a roof.

Roman developments in building construction made it possible to build larger, taller buildings. Many modern buildings borrow Roman elements of design and structure. The dome of the U.S. Capitol building is a well-known example.

**New Building Materials** The Romans developed a form of concrete that was both light and strong. They poured the mixture into hollow walls or over curved forms to create strong vaults. Concrete is a common building material today.

**Aqueducts** The Romans built **aqueducts** to bring water to cities. An aqueduct is a waterway made by people. Aqueducts brought water to public fountains, where people collected water for their homes. Aqueducts also supplied water to public toilets and bathhouses. Eleven major aqueducts brought water to the city of Rome. The longest stretched for 57 miles. Aqueducts can still be found in France and Spain, lands that were once part of the Roman Empire.

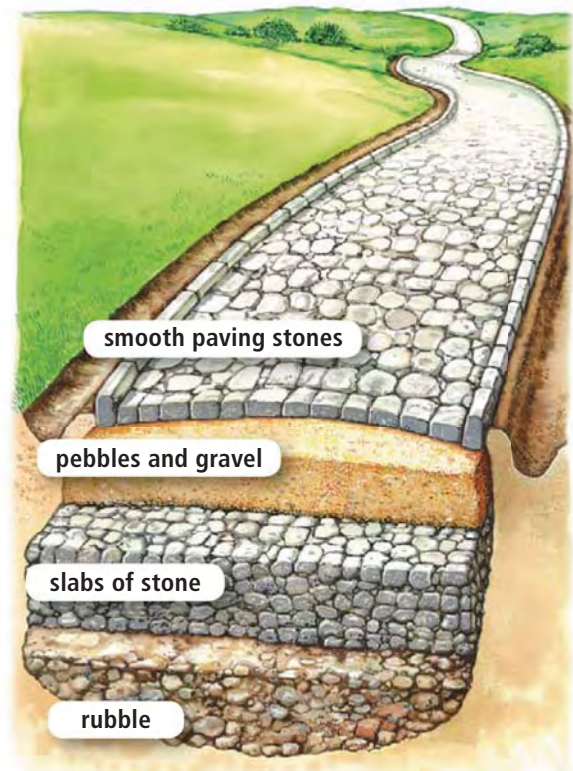
Remains of a Roman Aqueduct **This aqueduct is near Nîmes, France. It was constructed more than 2,000 years ago. ▼**



**Roads** The Romans are especially famous for the quality of their roads. In 312 B.C., Romans built the first of many roads. It was called the Appian Way, and it ran southeast from Rome. In time, a system of roads extended across much of the empire. Rome was the center of this network.

Many Roman roads were built so that soldiers could move quickly to places in the empire where they were needed. The road system also increased trade because merchants and traders could move their goods more easily. Although the road system helped hold the Roman Empire together, it also made it easier for its enemies to invade.

**REVIEW** What elements of Roman construction are still in use?



▲ Roman Road Construction Roman roads were constructed in layers. The average width of a road was 15 to 18 feet.

## Religion and Law

**3 ESSENTIAL QUESTION** What religious and legal legacies did Rome leave?

Past civilizations leave their mark through ideas as well as through objects. The western and eastern parts of the Roman Empire had great influence in the areas of religion and law.

**Spreading Christianity** The Roman Empire played a major role in the spread of Christianity. Christian missionaries converted many within the empire. The Roman Catholic Church became the powerful organization in Western Europe.

The Eastern Orthodox Church, which was the official religion of the Byzantine Empire, also spread Christianity. Many Russians and members of societies on the border of the Byzantine Empire became Eastern Orthodox Christians.

With both the Roman Catholic and Eastern Orthodox churches spreading Christianity, most of Europe and some parts of western Asia became Christian.

**Roman Government and Law** The structure of the Roman Republic influenced the writers of the U.S. Constitution. Roman senators made up the main political body of the republic. Early

U.S. citizens followed this example by providing for their own Senate in Article I of the Constitution.

Laws in today's democracies evolved from those of ancient Rome and Byzantine. These laws include the right to own property and to make contracts and write wills.

In the Roman Republic citizens had the right to equal treatment under the law. This principle of equality inspired the creators of democracies in the United States and France.

**REVIEW** Which elements of Roman law are found in U.S. law?

### Lesson Summary

- Roman writers and artists were inspired by Greek culture, which they combined with their own ideas.
- Roman builders and engineers developed styles and construction methods that continue to be used.
- Roman laws and government continue to serve as models for modern countries.

### Why It Matters Now . . .

Many areas of modern life—from government to architecture to language—still carry the mark of the Roman Empire.

## 4 Lesson Review

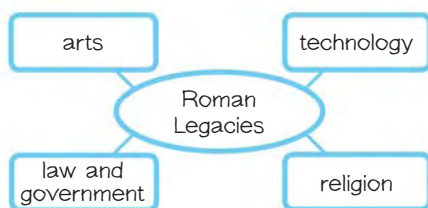
### Terms & Names

1. Explain the importance of
- |            |         |          |
|------------|---------|----------|
| mosaic     | epic    | vault    |
| bas-relief | oratory | aqueduct |

### Using Your Notes

**Finding Main Ideas** Use your completed web diagram to answer the following question:

2. What are some examples of Roman technology?



### Main Ideas

3. How did Roman writers blend Greek literary styles with their own ideas?
4. How did the Romans influence language in modern-day Europe?
5. What role did the Byzantine Empire play in the spread of Christianity?

### Critical Thinking

6. **Framing Historical Questions** Create a set of three questions about the Roman Empire that could be answered by historical study and research.
7. **Forming and Supporting Opinions** Which of Rome's legacies has had the greatest influence on life in the United States? Explain.

### Activity

**Designing a Bas-Relief** Research examples of Roman bas-reliefs in books or on the Internet. Then create a sketch of your own bas-relief showing an aspect of life in ancient Rome.

## Roman Influences Today

**Purpose:** To study the legacies of the Roman Empire that are present in today's life

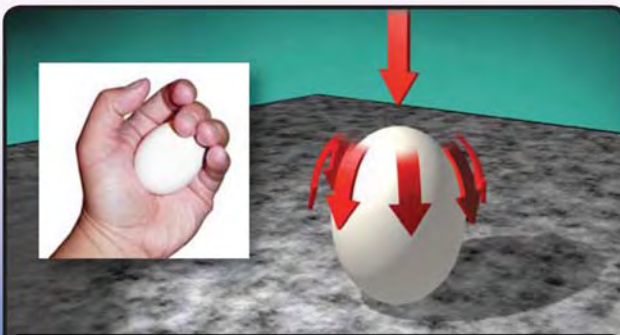
The United States borrowed some Roman ideas about the structure of government. But the Romans also influenced culture in the United States in other ways. Their ideas about architecture and road-building can be seen in our buildings and our highway systems. The Christian church grew during Roman times. Today, millions of people practice the Christian faith that began in Roman times.



### Domes

► **Past** Roman architects experimented with using a series of arches in a circle to create a dome. The dome of the Pantheon (*right*) is 142 feet high. The Pantheon was constructed to honor the gods. Later it became a Christian church and, finally, a national shrine in Italy.

▼ **Present** Architects for the U.S. Capitol building (*below right*) used the idea of the Roman dome. The dome of the Capitol is 287 feet high. It is topped by an almost 20-foot-tall statue called the Statue of Freedom.



**Dome Strength** A dome is strong because pressure at the top of the structure is distributed evenly and travels down the curved sides. This gives the structure strength. A dome and an egg are similar. Although we often think of an egg as fragile, an egg can be very strong because it is shaped like a dome. If you try to crush an egg by pressing down on the top, it will not break.



## Roads

▼ **Past** The Roman roads were constructed so that military forces could easily move throughout the empire. Under Diocletian, the Roman Empire had 372 main roads covering about 53,000 miles.



► **Present** The United States is a nation on the move. There are almost 4 million miles of roads. The interstate system covers 46,467 miles.



## Religious Practice

► **Past** St. Peter (*right*) was one of Jesus' leading disciples. He became the first bishop of Rome. According to Roman Catholic tradition, the bishop of Rome became the head of the Christian church. Today the bishop of Rome is called the pope and heads the Roman Catholic Church. Rome is the spiritual center of the Church.

▼ **Present** Today the pope lives in a city-state called Vatican City. It is located within Rome. One of the largest Christian churches, St. Peter's Basilica, is located there. Tradition says St. Peter was buried beneath the basilica. In the photograph here the pope greets thousands of believers in St. Peter's Square.



## Activities

- 1. TALK ABOUT IT** Are there any domed buildings where you live? If so, what activities take place there?
- 2. WRITE ABOUT IT** Research information about Roman roads, including how the roads were built and their location in the empire. Write a research report on your findings.



# Chapter 15 Review

## VISUAL SUMMARY

### Roman Empire



#### Government

- Absolute ruler, law codes

#### Science & Technology

- Roads, aqueducts, concrete, arches, domes

#### Belief Systems

- Spread Christianity

#### Culture

- Realism, bas-reliefs, mosaics, epics, oratory

### Empire Splits



#### Western Roman Empire

- Roman Catholic
- Germanic migrations/invasions
- Ended A.D. 476



#### Eastern Roman Empire

- Eastern Orthodox
- Germanic/Muslim invasions
- Ended A.D. 1453

## TERMS & NAMES

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

1. **Diocletian** and **absolute ruler**
2. **barbarian** and **nomad**
3. **Eastern Orthodox Church** and **Roman Catholic Church**
4. **vault** and **aqueduct**

## MAIN IDEAS

### An Empire in Decline (pages 494–499)

5. What economic and political problems weakened the Roman Empire?
6. Why did Diocletian believe reorganizing the empire would strengthen Rome?

### The Fall of the Roman Empire (pages 500–507)

7. Why was the Western Roman Empire more likely to fall than the Eastern Roman Empire?
8. How did the Huns hasten the fall of the empire?

### The Byzantine Empire (pages 508–513)

9. In what ways did the Byzantine Empire preserve the Roman culture?
10. What caused the Christian church to split in A.D. 1054?

### The Legacy of Rome (pages 514–521)

11. What artistic styles did the Romans borrow from Greek culture?
12. How has Roman law shaped modern law?

## CRITICAL THINKING Big Ideas: Economics

### 13. UNDERSTANDING CAUSES AND EFFECTS

How was economics a cause of Rome's downfall?

### 14. ANALYZING ECONOMIC AND POLITICAL ISSUES

How are the nomadic attacks on Rome related to Rome's economic problems?

### 15. MAKING INFERENCES

How did economics play a part in the survival of the Byzantine Empire?

## ALTERNATIVE ASSESSMENT

**1. WRITING ACTIVITY** Imagine you lived in the city of Rome when the Goths attacked the city in A.D. 410. Write a description of the attack.

**2. INTERDISCIPLINARY ACTIVITY—LANGUAGE ARTS** Use books and the Internet to research Latin-based words in the English language. Make a list of five to ten terms used in everyday life. Create an illustrated chart listing the Latin word and an image of the concept the word represents.

### 3. STARTING WITH A STORY



Review your speech explaining why the Goths should either seek peace or stand up to the Romans. Now outline a speech that takes the opposite view.

## Technology Activity

**4. MAKING AN ILLUSTRATED MAP** Use the Internet to research the locations of Roman aqueducts. Make an illustrated map of the Roman Empire that shows their locations.

- Display an image of the aqueduct located at each location.
- Identify the location by city and modern-day country.
- Document your sources.

**Research Links**  
ClassZone.com

**Reading a Map** Use the map below to answer the questions.



### 1. The Romance languages are concentrated in which part of Europe?

- A. north
- B. east
- C. southwest
- D. southeast

### 2. Which statement best describes the pattern of Romance languages?

- A. The pattern of languages is random.
- B. The Romance languages are found in the former Roman Empire.
- C. The Romance languages are dying out.
- D. The Romance languages spread throughout Europe.

**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33

## Expository Writing: Problem and Solution

### The Interaction of Cultures

**Purpose:** To analyze the impact of cultural borrowing

**Audience:** Other students in your class and school

Throughout this book, you have read about times when cultures borrowed things from other cultures. How can you measure the impacts of these cultural influences? One way is to analyze whether an influence created a problem or solved one. Writing that explores problems and solutions is a type of expository writing called **problem-and-solution** writing.



Alphabet on Greek ostracon (see page 376) ►

Culture	Characters from Alphabet					
Phoenician	𐤀	𐤁	𐤂	𐤃	𐤄	𐤅
Greek	A	B	Γ	Δ	E	
Modern	A	B	C	D	E	F G

### Organization & Focus

Your assignment is to (1) identify a time when one culture borrowed something important from another and (2) decide whether that borrowing solved a problem or created one. Then you will write a two- to three-page composition for a magazine that your class will publish.

**Choosing a Topic** Review the visual summaries in all the chapters. Take notes about cultural interactions—what caused them and how they affected the cultures that did the borrowing. If you need to, review the chapters for more information. When you have finished, choose one cultural interaction as the topic of your composition.

**Identifying Purpose and Audience** Your purpose is to analyze the problem or solution represented by an instance of cultural borrowing. Your readers are other students in your school. Keep their interests in mind as you write.

**Analyzing** Review your notes about the effects of cultural borrowing. Decide whether the borrowing you chose solved a problem or created a problem. For example, the Greeks' borrowing of the Phoenician alphabet solved their problem of not having a writing system.



## Research & Technology

To decide whether the cultural borrowing was a problem or a solution, consider both short-term and long-term effects. Consider whether what was borrowed changed society or influenced even later cultures. Use a library and the Internet to research long-term effects.

**Outlining and Drafting** Consider how to organize your composition. Your outline might be in this form:

- I. Introduction
- II. Reasons for cultural borrowing
- III. Effects of cultural borrowing
  - A. On the receiver
  - B. On the giver
- IV. Identification as problem or solution
  - A. Immediate outcomes
  - B. Long-term outcomes
- V. Conclusion

Use your completed outline as you draft your composition.



**Technology Tip** Many word-processing programs offer help with making outlines. Check the instruction manual or the help menu to see if your program will format an outline with the proper indents.



## Evaluation & Revision

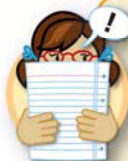
Many writers read their work several times, each time looking at a different aspect of their writing. The list below shows some aspects to review.

- **Ideas** In good compositions, the ideas are interesting, clearly presented, supported with details, and organized logically.
- **Sentence Variety** Using a variety of sentences makes a composition interesting to read. Good writers vary both the structure and the length of their sentences.
- **Word Choice** Precise words give the reader clear visuals. For example, instead of the word *trouble*, a writer might use the more specific word *riot*.



### Self-Check

- Does my composition have
- an introduction that grabs attention and states a thesis?
  - an explanation of the effects of an instance of cultural borrowing?
  - a thorough analysis of how the borrowing solved or created a problem?
  - evidence to support that analysis?
  - a strong conclusion?



## Publish & Present

Make a neat final copy of your composition. With your classmates, discuss how to arrange the compositions, create a table of contents, and design a magazine cover. Share your magazine with other classes.