

Rules and Rulers

Why do people organize themselves into societies?

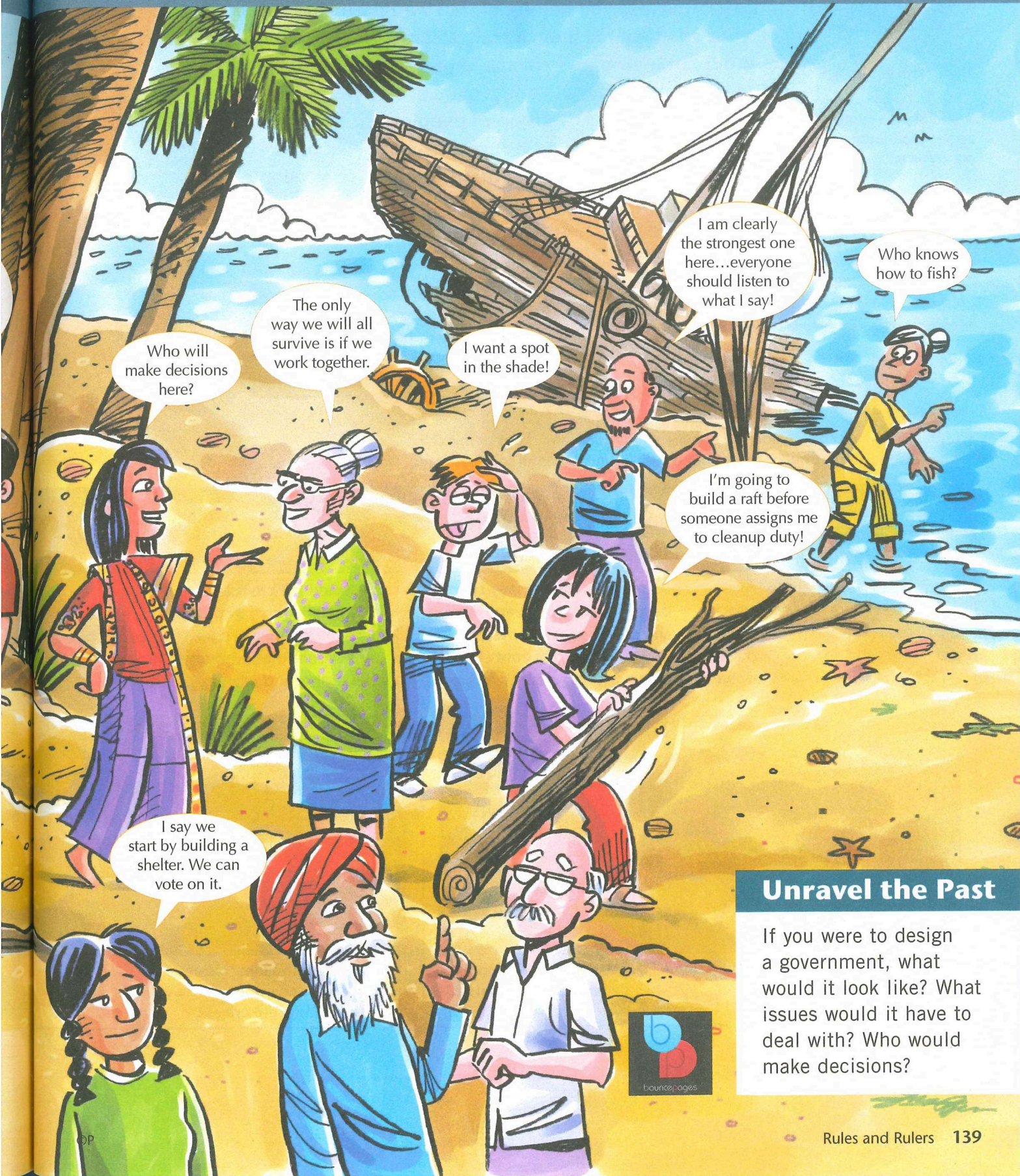
Think of any group you belong to, such as a swim or gaming club. What values do people share? What rules does everybody follow? Who makes the rules? How would the group be different if there were no rules?

Imagine that you are shipwrecked on an island with no hope of rescue. To survive, you will have to figure out how to live together. Who will be in charge? What rules will you have? How will everyone's needs and wants be satisfied? How can you work together for the good of all?



DISCOVER

- ▶ The systems and structures that help organize societies
- ▶ How some societies become more complex
- ▶ The lasting influences of ancient Greek democracy
- ▶ The role of human rights within societies



Who will make decisions here?

The only way we will all survive is if we work together.

I want a spot in the shade!

I am clearly the strongest one here...everyone should listen to what I say!

Who knows how to fish?

I'm going to build a raft before someone assigns me to cleanup duty!

I say we start by building a shelter. We can vote on it.

Unravel the Past

If you were to design a government, what would it look like? What issues would it have to deal with? Who would make decisions?



What is a society?

Humans are social beings. They naturally form groups. Think of all the groups that you belong to. They might include your family, your clan, your school, a club, a sports team, a social media group, or a group of friends. Larger groups you belong to include your community, your province, and your country.


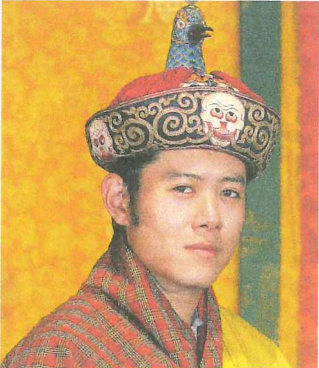

A **society** is a community with agreed-upon customs and organization.

Make a list of the specific groups that you belong to. Describe the leadership, decision-making process, roles and responsibilities of members, and goals of the group.

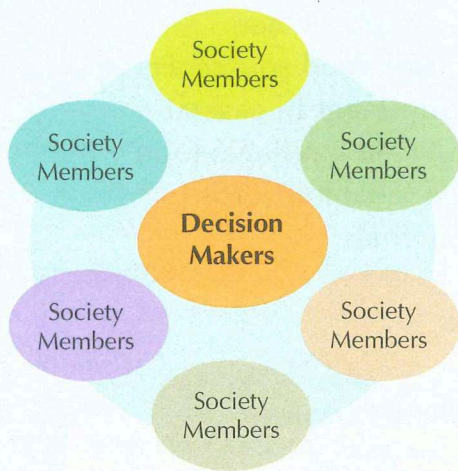
A **society** is a group of people who live together in an organized way. A society can be small or large, less complex or more complex. The people within a society share a way of life. Every society must decide how it will function and how decisions will be made.

Why does every group have to decide how its members will get along? What would happen if they didn't?

▼ Bhutan is a small country located between India and China. Look at this chart to see what solutions Bhutan has found to address the issues all societies face.

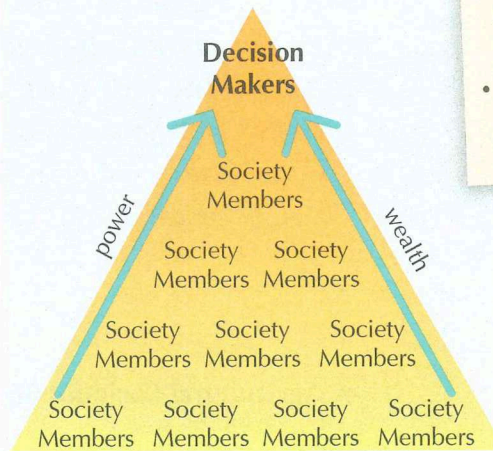
Issue: We need to organize ourselves.	Issue: We need someone to be in charge.	Issue: We need rules.
<p>Solution: Social structures</p>	<p>Solution: Political systems</p>	<p>Solution: Legal systems</p>
<p>In many societies, people belong to various classes, or social divisions. These classes are often determined by how much power, education, or wealth a family has.</p>	<p>All societies need a way to make decisions to protect and sustain the society. Political systems take many forms, from shared leadership to rule by one.</p>	<p>All societies have rules. These may be customs, a code of behaviour, or written laws. These laws ensure that everyone knows their rights and responsibilities.</p>
 <p>▲ At least 56 percent of the people of Bhutan are farmers.</p>	 <p>▲ Jigme Khesar Namgyel Wangchuck was crowned king of Bhutan in 2006.</p>	 <p>▲ This court building is one of many in Bhutan where the laws of the country are upheld.</p>

Less Complex Societies



The earliest humans lived in small societies, sometimes made up of just a few families. People spent most of their time finding food and shelter. Leadership was provided by those with knowledge and experience. People shared what they needed and possibly traded with other groups. Children learned skills from their parents or older relatives.

More Complex Societies



As societies grew larger, they became more complex. People had to decide how decisions would be made, who would make them, and what rules to follow. They developed more complex systems for trade. Leaders might decide what and how children learned, or create systems of taxation to pay for roads, buildings, or defence.

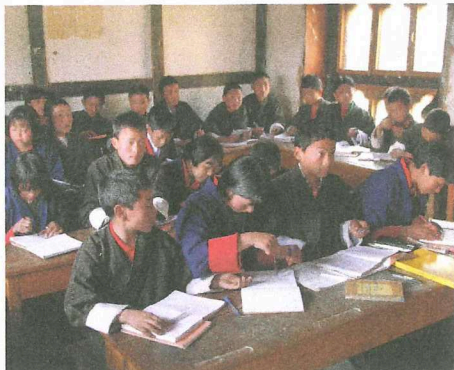
- What do the diagrams tell you about power and wealth?
- Why do we show different societies using different shapes?

What other shapes could you use to show how societies are organized?

Issue: We need people to get things done.

Solution: Government systems

Larger societies need a system for acting on the decisions of the leadership. Government employees work to protect and sustain the society.



▲ The Bhutanese government hires teachers to educate the country's children.

Issue: We need to gather and share resources.

Solution: Economic systems

An economic system determines who can access resources and how those resources are distributed. By buying and selling lumber, for example, many people can benefit.



▲ Shops and market stalls help support the economy of Bhutan.

The government of Bhutan regularly measures the happiness of its people. Why would a government do this? Should we do this in Canada?

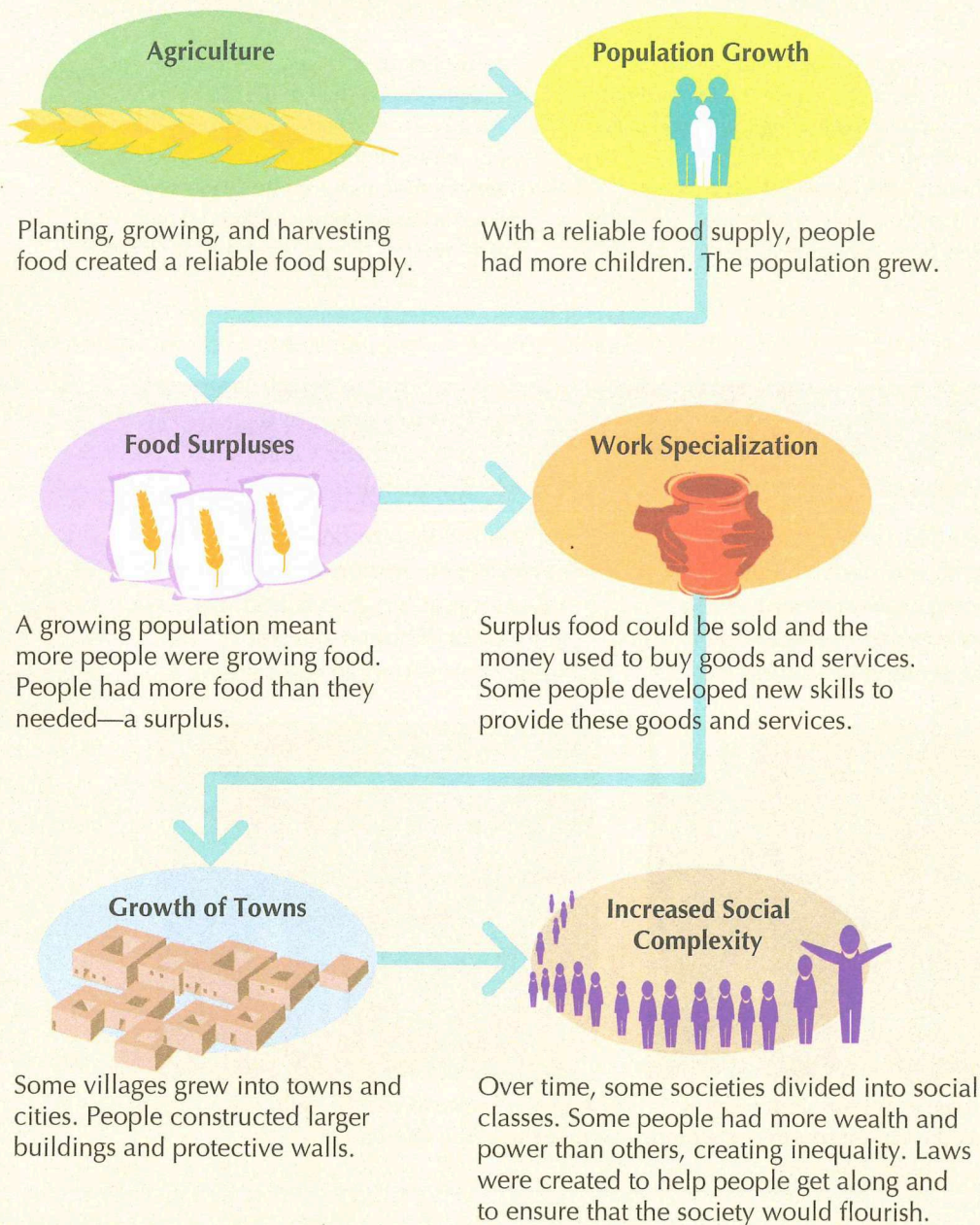
What Makes a Society Complex?

Agriculture led many ancient societies to adapt and change. Is there anything today that might prompt Canadian society to adapt and change?



Many societies became more complex when their populations gained a reliable food source. For example, the rich natural environment in coastal British Columbia has long provided a reliable food source. Some societies found a reliable source through farming and raising animals.

How Agricultural Societies Become More Complex



This flow chart focuses on how agriculture can increase social complexity. What might be the impact of increased trade or the development of writing systems?

Why Do Some Societies Develop Class Systems?

A **hierarchy** is a ranking of groups of people within a society—some groups are more powerful or respected than others. A social scientist might ask why some societies have these hierarchies and how they affect all the people in the society.

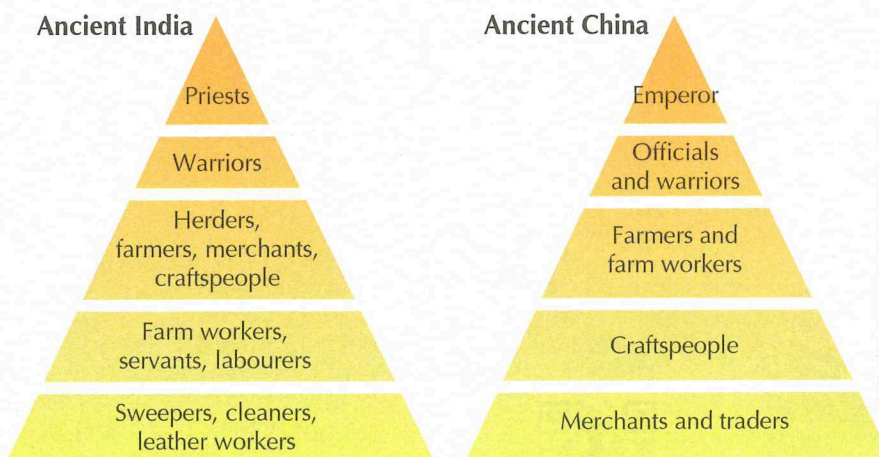
To answer those questions, a social scientist would consider the concept of **inequality**, which can occur when some people have more wealth or power than others.

In many ancient societies, children took on the roles of their parents. The children of sword makers would likely become sword makers. The children of servants would likely become servants. Over time, any inequalities in a society became fixed into a class structure. Certain people belonged to certain classes. You were born into your class.

When there is a power inequality, some people have more power to make decisions that affect others. What examples of decision-making power can you see in your family, school, or community? Is this kind of inequality fair? Explain.

Wealth Inequality	In many complex societies, some people have more wealth than others. People with more money or land, or those with highly valued skills, tend to have access to better homes, more food, and more education.
Power Inequality	In many complex societies, some people have more power than others because of their situation. For example, the manager of a bakery has the power to hire or fire employees.

▲ How do wealth and power inequalities overlap? Think of an example.



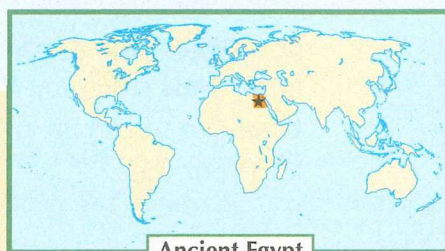
- Does Canada have a class system?
- If so, how fair is it?
- Can people move from one class to another?
- What would you change about it, if you could?

▲ The societies of ancient India and China were hierarchies that can be shown as pyramids. The more people in a certain class, the larger the piece of the pyramid. What similarities and differences do you see between the two pyramids? What do they tell you about each society? Why would there be fewer people at the “top” and more on the “bottom”?

The Society of Ancient Egypt

The society of ancient Egypt was one of the largest and longest-lasting of the ancient world. It began in about 3000 BCE and lasted about 3000 years. Demographers estimate that during the Old Kingdom period (2650–2150 BCE), the population could have reached two million.

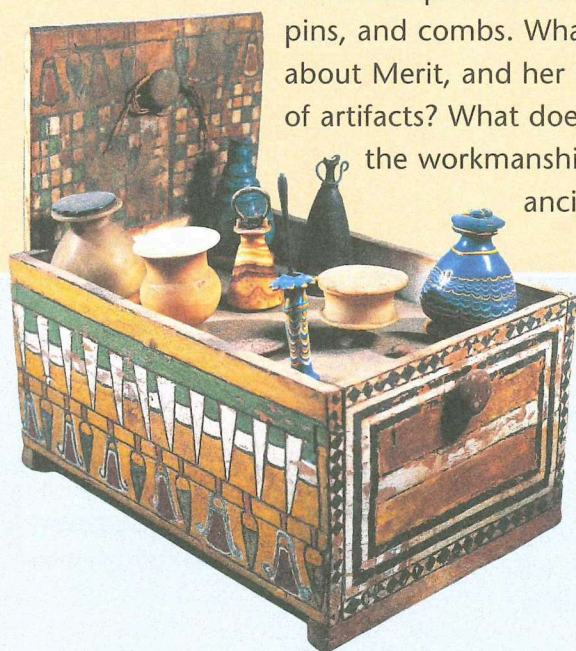
Ancient Egyptians were some of the first farmers in the world, growing wheat and barley along the Nile River. They raised cattle, sheep, and other animals for food. The abundance of food led to rapid population growth and a highly organized society.



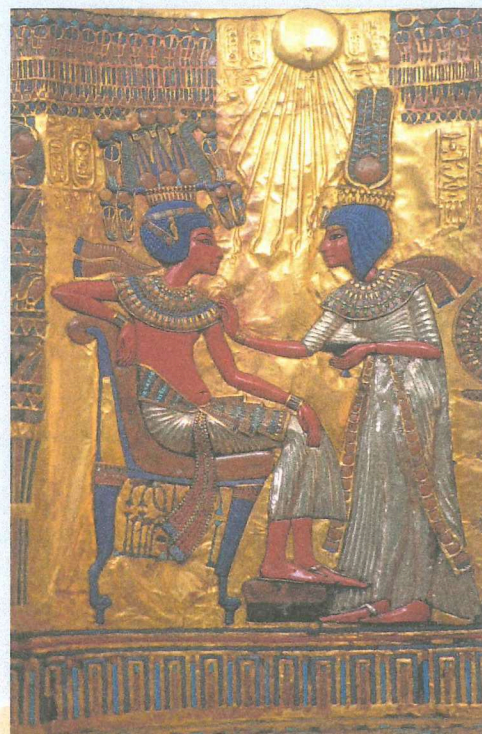
Ancient Egypt

As the population grew, many new trades could be supported. Weavers wove flax into fabric for clothing. Jewellers created luxury items made of gold and precious stones. Sculptors and architects constructed huge monuments. Trade developed along the Nile River and with other peoples in the Mediterranean region.

This makeup box was owned by Merit, who was married to Kha, an architect. They lived around 1440–1350 BCE. The bottles and jars contained perfume and makeup. The box contains needles, pins, and combs. What can you infer about Merit, and her life, by this set of artifacts? What does the quality of the workmanship tell you about ancient Egypt?



In what ways would a society have to organize if it wanted to grow and trade food on a large scale?

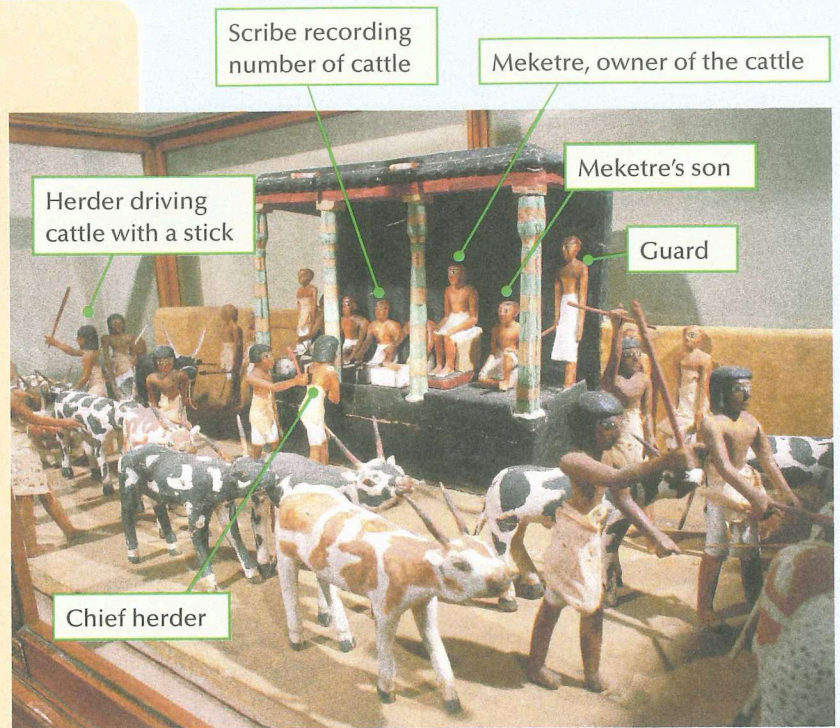


Authority in Egypt was in the hands of the pharaoh, a ruler who was believed to be related to the sun god, Ra. The pharaoh held complete power over the land and the people. How might people behave if they believe a ruler can control everything, including the success of a harvest?

The image above shows part of a golden throne found in the tomb of Tutankhamun (about 1341–1323 BCE). It shows the pharaoh with his wife, Ankhnesenamun. What details do you see in this scene? What do they tell you about this pair?

The pharaoh had tax collectors who sent the largest share of the crops to the pharaoh. The pharaoh also commanded the army. Powerful priests and wealthy nobles (people with high rank) guided the pharaoh in making decisions. Government workers maintained society and kept the peace. What other tasks might they have carried out?

This model was found in the tomb of Meketre, the royal chief steward of Thebes. It shows his cattle being driven past him as a scribe creates a record. This record will tell the government how much tax Meketre must pay. Which layers of society are represented in this model?



All four artifacts on these two pages were made by ancient Egyptians. What do they tell us about ancient Egyptian society?



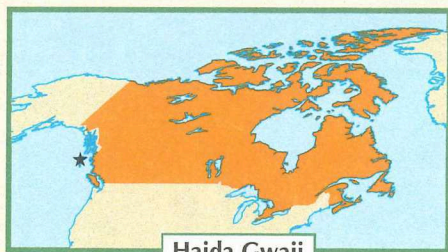
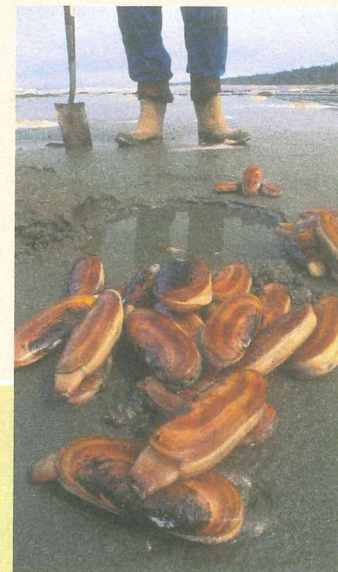
Ancient Egyptians viewed laws as a way to ensure social justice. Unless you were a slave, everyone, regardless of gender, wealth, or social position, was treated as equal under the law. By law, both women and men could own property, inherit wealth, and seek justice in court. A council of high-ranking officials would hear court cases. People who were brought before the court had to swear to tell the truth. What parallels can you see with the Canadian legal system today?

This image appears in the tomb of Nefertari, queen of Egypt, who died about 1255 BCE. The image shows the goddess Ma'at, spreading her wings to offer protection. Ma'at represented justice, truth, and harmony. Why would the pharaoh turn to Ma'at for guidance when new laws were needed?

The Society of the Ancient Haida

At the same time ancient Egypt was flourishing, another people on the other side of the world had already developed a complex society on the islands of Haida Gwaii. The Haida developed a distinct society that bound together multiple villages with common social, political, legal, government, and economic systems.

Not all First Peoples in Canada have the same social structure as the Haida. Where can you find out more about Indigenous social structures in Canada?

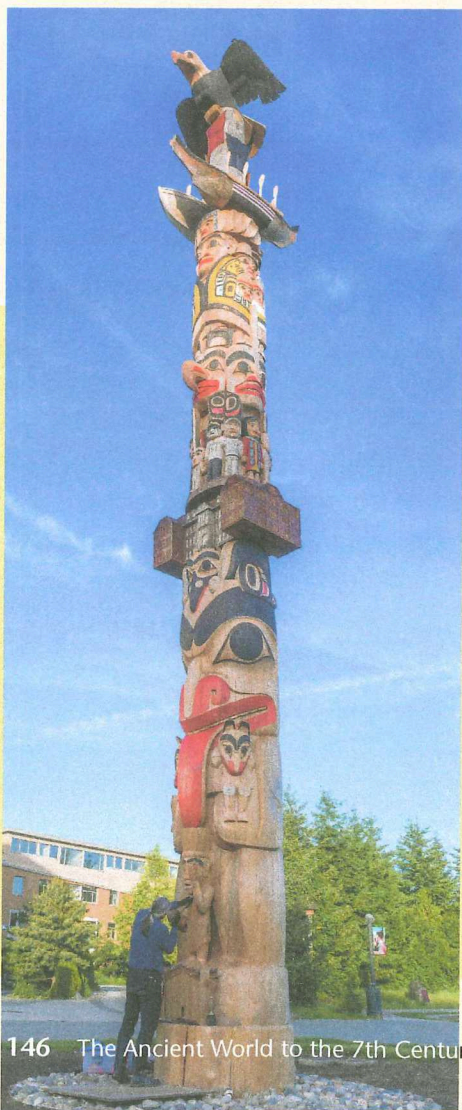


Haida Gwaii

A **matriarch** is a woman who is respected and followed as a leader within a family or larger society.

First Peoples' cultures reflect the lands in which they live. Haida Gwaii is very rich in marine life and cedar forests. Resources on Haida Gwaii were owned by clans and families. Everyone had wealth of some kind. Haida leaders, called "chiefs," worked with families, clans, and **matriarchs** to make decisions about resources and to settle conflicts. Customary laws were understood and followed by everyone in the society.

The photo above shows razor clams on North Beach, in Naikoon Provincial Park in Haida Gwaii. The islands of Haida Gwaii provided many natural resources: cedar, edible plants and berries, shellfish, salmon, halibut, and plants for medicine.



Haida chiefs have poles or posts in front of their homes to let people know who lives there. A post might include a raven or an eagle to indicate the chief's moiety (social group). All Haida people belong to one of the two moieties, which are further divided into clans. Children become members of their mother's clan. Today, every Haida community includes members from multiple clans. If two communities were in disagreement, how might the clan system help them resolve their differences?

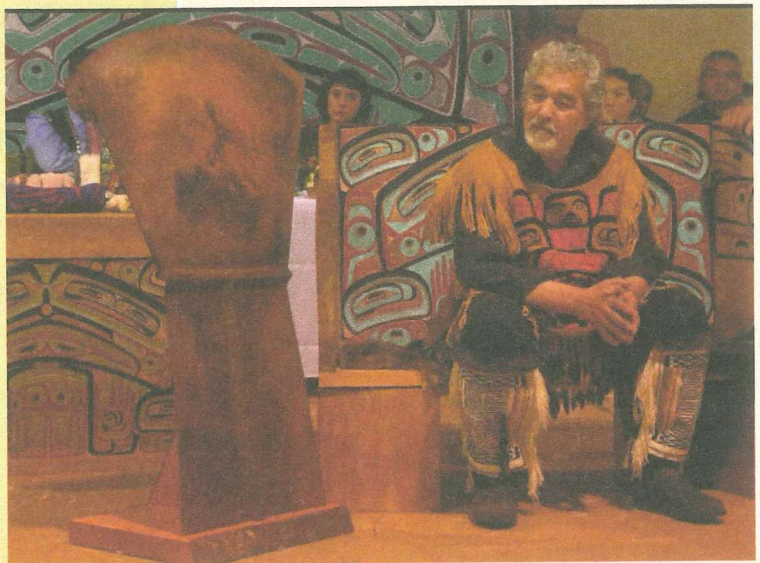
This photograph shows master carver and hereditary chief 7idansuu (Edenshaw) James Hart finishing a special 17-metre pole he carved in Old Massett on Haida Gwaii. It was raised at the University of British Columbia in 2017 and called "the Reconciliation Pole."

Haida clans are made up of families. The oldest and most respected family member is the chief of the family. Chiefs of families that control more natural resources have a higher rank within the clan. The chief of the most respected family becomes the chief of the clan. Women are highly regarded as leaders, advisors, and givers of life. Chiefdoms are usually passed on to the chief's oldest sister's oldest son. How might this practice maintain continuity over time?

The photo at right shows Guujaaw (Gidansda), hereditary chief of the Gakyals KiiGawaay clan. Like the hereditary chiefs of the past, he leads his people in making decisions about land, rights, protocols, and resources. Today, the Haida also have elected chiefs who take on some of that responsibility.

In this photo, Guujaaw is hosting a potlatch—a ceremony that marks important events. During these celebrations, the host displays and shares gifts. The quality of these gifts shows respect for the guests. A chief's authority is dependent upon the respect that he earns. Prestige is always sought and attained through the distribution of wealth.

What do the images on these two pages tell us about Haida society?

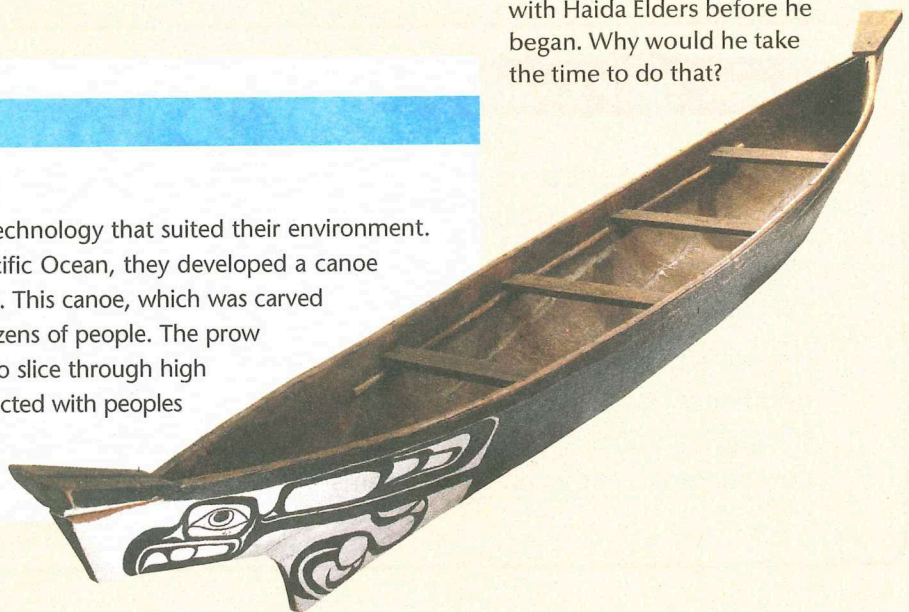


▼ Haida master carver Victor Adams spent three years carving this seven-metre-long canoe. When it was finished in 1971, it was the first ocean-going Haida canoe to be built in decades. Adams spent hours speaking with Haida Elders before he began. Why would he take the time to do that?

INNOVATIONS

Ocean-Going Haida Canoes

The Haida developed transportation technology that suited their environment. In order to travel across the rough Pacific Ocean, they developed a canoe that remained steady in turbulent seas. This canoe, which was carved from a single cedar log, could hold dozens of people. The prow was nearly vertical, allowing the boat to slice through high waves. Using these canoes, Haida interacted with peoples all along the Pacific Coast, as far south as California.

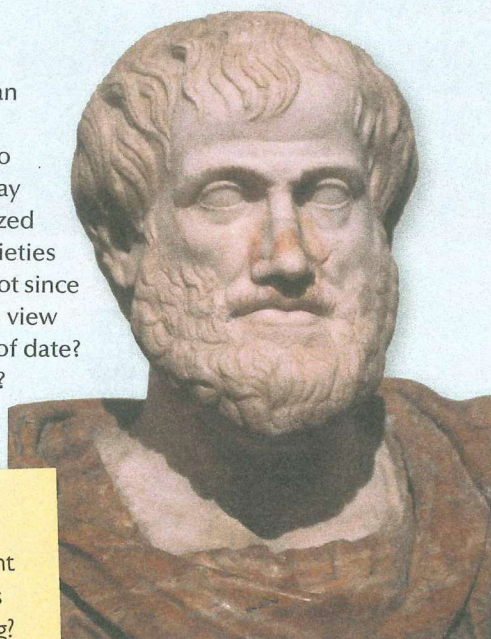


- How does either the ancient Egyptian or Haida society meet Aristotle's criteria for a good society?
- Could the criteria for a "good society" vary depending on which society you come from? Explain your thinking.
- What criteria do you think are most important for a good society?

How Do People Promote Harmony Within Societies?

As societies become larger and more complex, people can come into conflict. More than 2000 years ago, a Greek philosopher named Aristotle studied how some societies seemed to create social harmony. His ideas were recorded as what came to be known as Aristotle's "Circle of Justice." Aristotle believed that only when rulers cared about the good of the people could they rule fairly.

▶ Aristotle was an ancient Greek philosopher who examined the way societies organized themselves. Societies have changed a lot since he lived. Do you view his ideas as out of date? Why or why not?



How is Aristotle's "Circle of Justice" similar to or different from the Indigenous holistic way of being? Why are both circular?

The world is a garden for the state to master.

The state is power supported by the law.

The law is policy administered by the king.

The king is a shepherd supported by the army.

The army are assistants provided for by taxation.

Taxation is sustenance gathered by subjects.

Subjects are slaves provided for by justice.

Justice is [the harmony that makes the world a garden.]

▲ There are many different versions of Aristotle's "Circle of Justice." This one was recorded by Ibn Khaldun, an Arab historian who lived in Tunisia in the 14th century CE. How do the first and the last sentences create a circle?

Check Your Learning

1. How do the five systems common to all societies meet the needs of the people?
2. How does a society become more complex?
3. Choose either ancient Egypt or traditional Haida society. Explain the society's social, political, legal, governmental, and economic systems.

Make Connections

4. How is your school organized? How is your community organized? If you could change either one, how would you change it?
5. Canada has a complex society with many of the same features you have learned about. Does the Canadian model meet Aristotle's criteria for a good society? Explain.

Think about the shipwrecked passengers on pages 138–139. In order to survive, they will have to organize themselves and decide how to make rules. In that sense, they are like the people in every society—both in the past and in the present. What options do they have? Aristotle believed that they have three: rule by one, rule by the few, or rule by the people.

How might a society ruled by everyone be fairer than a society ruled by one person?

Who Has the Power?

Rule by One



The word **monarchy** means “rule by one.” In a monarchy, one person has all the power—a monarch’s orders must be followed by everyone else. The ruler could be a queen, king, emperor, or pharaoh. Most monarchs inherit their position. Another form of “rule by one” is a **dictatorship**, in which one person rules by force.

Rule by the Few



The word **oligarchy** means “rule by the few.” In an oligarchy, a handful of people have all the power. They get their power because of their birth, education, wealth, or religious position. They are sometimes called **aristocrats**. Typically, members of an oligarchy rule in their own interests.

Rule by the People



The word **democracy** means “rule by the people.” It comes from the Greek words *demos* (people) and *kratos* (power or rule). In a democracy, all the people share the power. They express their power by voting to decide an issue or elect a leader. Another form of rule by the people is **consensus decision making**, in which agreement is reached through discussion and negotiation.

Democracy in Ancient Greece

Of the hundreds of ancient societies, ancient Greece has particular significance to the history of government. The vast majority of ancient societies were ruled by one person or by the few. About 2500 years ago, ancient Greece developed something entirely different: **democracy**.

The democracy of ancient Greece was different in some important ways from our own democracy today. It lasted only a couple of hundred years, but it influenced the ancient Romans, who developed a republic with voting by citizens. After disappearing for many centuries, democracy re-emerged and is now a major political system in the world.

With a partner, list as many examples as possible of Rule by One, Rule by the Few, and Rule by the People, from history and today.

Democracy is a political system in which the citizens exercise power directly (by voting on laws) or indirectly (by electing representatives to form a governing body, such as a parliament).

Why Did Democracy Begin in Ancient Greece?

City-states are communities that govern themselves independently, like a country does, although they are much smaller. The original meaning of **citizen** was “city dweller.” Today, a citizen is a legally recognized member of a country.

Why would democracy emerge in ancient Greece and not somewhere else? Historians agree that it was likely a combination of two factors: the place and the people.

The ancient Greeks lived in island communities that were isolated from each other by mountains and sea. Each **city-state** had its own system of government and its own army. The people who lived in each city-state were **citizens** with rights and responsibilities.

The Place



Greek city-states were desirable places to live. The region had plenty of sun and good soil for growing crops. It had a warm, dry climate and was rich in natural resources, including trees, stone, and metals, as well as the resources of the surrounding sea. These resources supported a growing population.

The Major City-States of Ancient Greece

Speculate on how the climate, landforms, and natural resources shaped life in ancient Greece.



▲ Why are the city-states located where they are? How does this map compare with a map of modern Greece?

The People

Farmers and craftspeople in the Greek city-states had a strong interest in protecting their way of life. They decided to arm themselves to protect what they had. Those who could afford to buy armour and weapons were called “hoplites” (from the word *hoplon*, meaning shield).

Over time, the hoplites saw that they had two important assets:

- They had their own weapons.
- They had the power and skills not only to defend the state but also to run it.

Until that time, the city-states had been ruled by a few wealthy monarchs who held all political power. The hoplites decided to change that. They had a new idea: they, the people, should make their own decisions about their own communities. They saw the potential for a new political system in which ordinary people would have the power. They demanded the right to decide how their states would be run. Through both peaceful and violent means, they won that right.

Why would people want to change how their society was run?

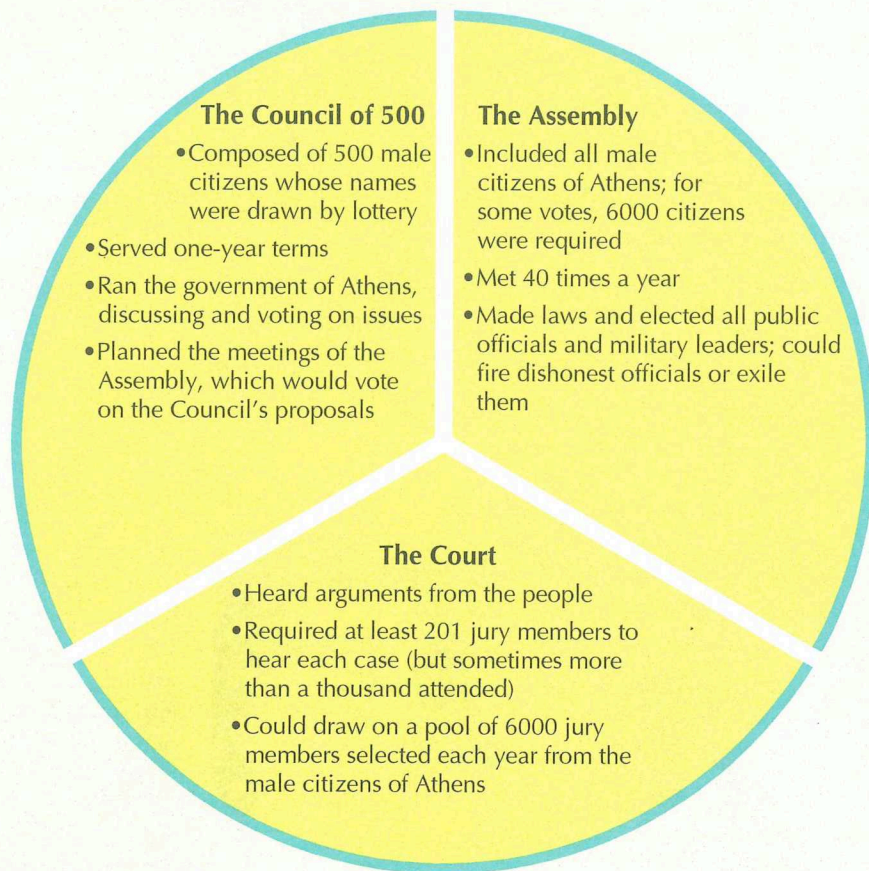


◀ This Greek carving from 390 BCE shows hoplites fighting in battle. Why might regular citizens with fighting skills be important to the formation of democracy?

How Did Democracy Work in Athens?

In Athens, democracy was an active form of self-government. That means that citizens who had the right to participate were required to do so. What would be the pros and cons of that form of government?

The city-state of Athens had the longest and strongest democracy of all the city-states of ancient Greece. It lasted for almost 200 years. What made it work so well? In part, it was how it was organized. There were three different government bodies responsible for different things: the Assembly voted on laws; the Council of 500 ran the government; and the Court heard legal cases. Each group was independent of the others.



Does Canada have government bodies similar to the three Greek government bodies?

Who Were the People of Athens?

Citizens

Citizens were children of the citizens of Athens. Only male citizens could participate in voting and governing the city-state. A young man became a citizen after he finished his military service at age 20. Women could not participate in Athenian democracy.

Metics

Metics were residents of Athens who had been born outside the city-state. They were not allowed to own land and could not become citizens.

Slaves

Slaves were people legally owned either by private Athenians or by the city-state. Many slaves were people who had been captured during war. Slaves could not become citizens.

How did people's place of birth, age, position in society, and gender affect their citizenship and participation in government in ancient Athens?

How Does Consensus Decision Making Work?

In both Greek and Canadian democracy, the majority rules: the group with the most votes wins. Is there a better way to represent the will of the people? First Peoples have been practising **consensus decision making** since time immemorial. In consensus decision making, the issue is discussed until everyone agrees on a solution that is good for everyone.

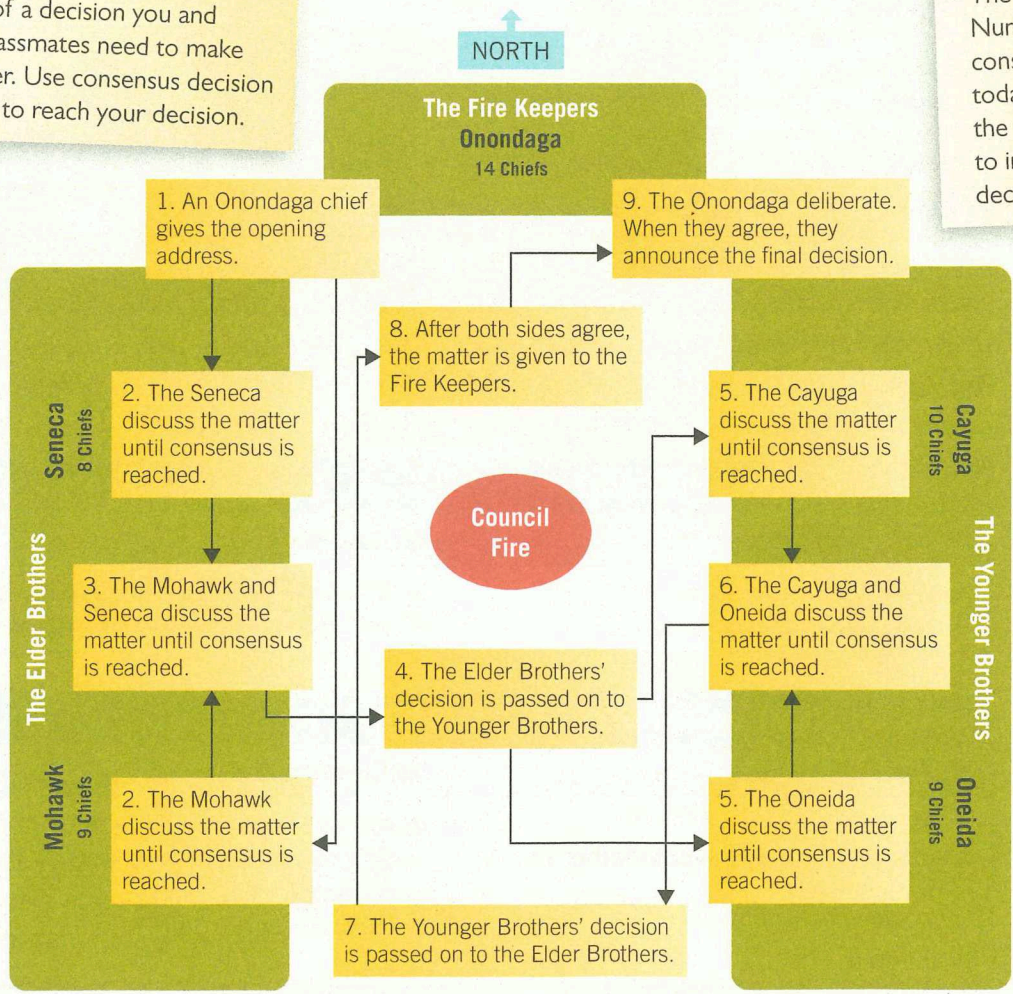
Consensus decision making is a way of reaching agreement among all members of a group.



This diagram shows the system used by the Haudenosaunee (of present-day New York State) before 1722 CE. At that time, the Haudenosaunee Grand Council consisted of 50 chiefs from the Five Nations of the Confederacy: the Mohawk, Seneca, Onondaga, Cayuga, and Oneida. Every chief heard the views of his or her people before attending Council. The people trusted their chief to work with the other chiefs to find a solution that was acceptable to all. Today, many First Peoples continue to make decisions by working toward consensus.

Think of a decision you and your classmates need to make together. Use consensus decision making to reach your decision.

- How does consensus decision making compare with voting on an issue?
- The government of Nunavut uses a form of consensus decision making today. Should we change the federal government to include a consensus decision-making process?



Follow the steps in the diagram. How many times is an issue discussed? How does this approach compare with a large-group discussion of an issue?

What Was the Influence of Ancient Greek Democracy?

Can something that happened long ago be significant for us today? Ask: Did it have a big impact on a lot of people? Did it last a long time? Does it help us understand who we are today?

The Greek system of democracy spread among the city-states, where it lasted for a few hundred years. Then Greece was captured by Alexander the Great, who declared himself the ruler. Democracy

disappeared from the world for almost two thousand years.

Eventually, some societies introduced some form of voting. In early English society, for example, the Anglo-Saxons and Normans used a form of voting after about 1000 CE.

Much later, after the American Revolution in 1776, the United States declared that all male citizens would have

the vote. Neither women nor slaves could vote. The American founders had taken inspiration from ancient Greek democracy. American president Abraham Lincoln would later describe his country's system of government as "of the people, by the people, for the people." What do you think he meant?

CONSIDER THIS!

We call democracy "government by the people," yet only 20 percent of people were allowed to vote in ancient Athens. No democracy gave the vote to more than 50 percent of the population until about 100 years ago. That was when women in many democracies began to get the vote. In Canada, First Nations people did not get the vote until 1960.

Why Is Greek Democracy Significant to Canada?

Over time, countries around the world found their own ways to put democracy into practice. What has Canada taken from ancient Greek democracy? How do the two forms of democracy compare?

WHO HAS THE RIGHT TO VOTE?

In Ancient Greece	In Canada Today
<ul style="list-style-type: none"> adult male citizens who completed military service 	<ul style="list-style-type: none"> all adult citizens, including women and immigrants who become citizens

WHO DOES NOT HAVE THE RIGHT TO VOTE?

In Ancient Greece	In Canada Today
<ul style="list-style-type: none"> women foreigners (anyone whose father was not a citizen) slaves children 	<ul style="list-style-type: none"> adult immigrants who are not citizens citizens who have lived outside the country for five years children (under 18)

► Do the restrictions on voting today make sense? What might you consider changing?



◀ Minister of Justice and Attorney General Jody Wilson-Raybould (Kwakwaka'wakw) responds to a question in the House of Commons in 2017. In direct democracies like the one in ancient Greece, all citizens vote on every issue. In representative democracies such as Canada's, citizens vote for a person to represent them. What might be the pros and cons of each form of democracy?

▶ Vancouver mayor Gregor Robertson, at far right, votes in a 2011 civic election. As in ancient Greece, all votes count equally. Why is this important in a democracy?



- Think of one way that Canadian democracy is similar to the democracy of ancient Greece, and one way that it is different.
- Could ancient Greek democracy work in Canada?



◀ On election day in 2015, federal Green Party Leader Elizabeth May and her supporters encourage people to vote. In ancient Greece, citizens were forced to attend when the Assembly needed citizens to vote. Why is voter turnout important? Would the ancient Greek approach or the Canadian approach be more effective?

▼ Citizens in Athens used pieces of pottery as ballots to cast their vote. How does this system compare with voting in Canada?



Check Your Learning

1. Why did ancient Greek democracy emerge where and when it did?
2. Create a lesson on ancient Greek democracy. What would catch the interest of your audience? What are the most important things you want your students to remember?

Make Connections

3. If you could visit the ruins of ancient Greece, what kind of connection might you feel to the place? How can history make a place seem significant?

Why do some societies grow into empires, while others do not?

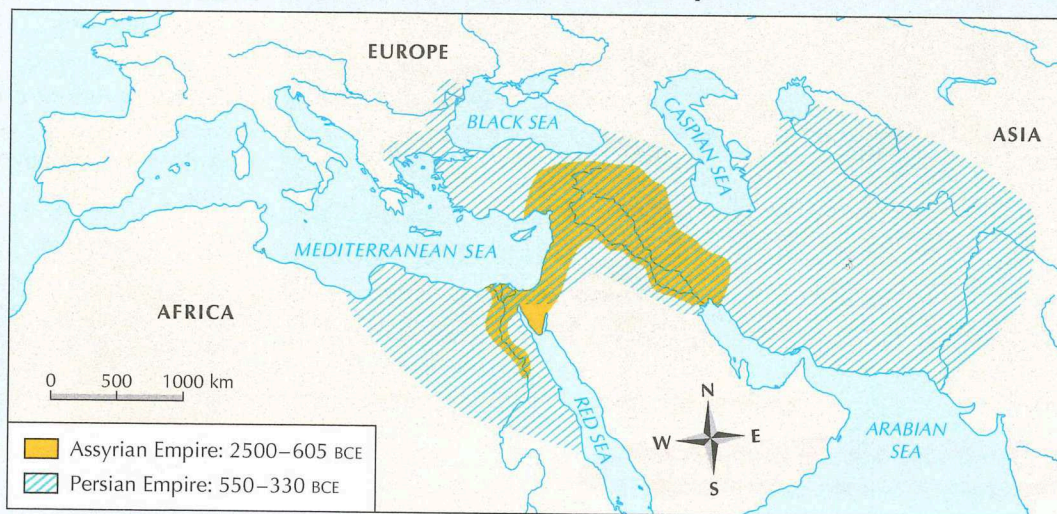
After societies grow larger and more complex, many face a similar problem: they keep growing. As a population grows, there is greater need for resources. Some societies solve this problem by becoming an **empire** and taking the lands of other peoples. These additional lands provide not only more food but also other resources, such as wood, minerals, and furs.

When a society controls the lands, resources, and peoples of another society, we call it an **empire**.

Empires Come and Go

For an empire to emerge, the conditions must be right. Perhaps a neighbouring society has a weak military that is easily defeated. Perhaps the current ruler of the new empire is determined and capable. Empires fall for different reasons. The conditions might be bad—perhaps drought has led to massive crop failure or the current ruler makes bad judgments.

The Assyrian and Persian Empires



▲ The same lands could be ruled by different societies over thousands of years as empires rose and fell. This map shows only two examples of empires in this part of the world. Why might multiple rulers all want to control this region?

Find a present-day map of this area. Which countries occupy these lands today?

Why Did Rome Become an Empire?

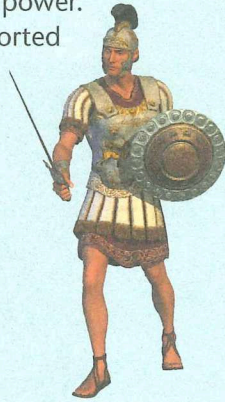
From 31 to 476 CE, the Roman empire was the largest and longest-lasting empire of the ancient world. At the height of its power, it covered most of what is now Europe, as well as parts of both Africa and Asia. It was home for about a quarter of the world's population. The Roman empire transformed the places where it ruled. How could one city grow into such a vast empire? In part, it was the result of four highly developed systems.

- What causes led to the creation of an empire?
- Why might some causes have more influence than others?

Political System

An empire needs a powerful political system. Most empires are ruled by a single leader (an emperor) who has absolute power. The emperor's authority is supported by the military.

For 500 years, Rome fought and conquered its neighbours. The Roman army was large, highly disciplined, and well armed. Soldiers maintained peace throughout the empire.



Legal System

An empire's legal system needs to impose order over huge numbers of people with diverse ethnic backgrounds, beliefs, and social systems.

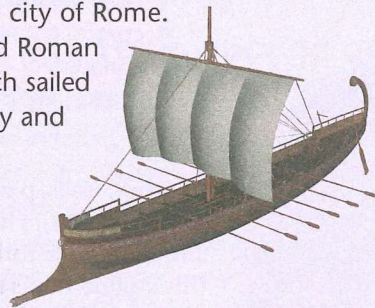
The Romans developed a system of laws covering every aspect of life. Roman law did not ensure fairness. Citizens had more rights than non-citizens. However, the Roman rule of law applied to every person in the empire.



Economic System

An empire needs a strong economy. The products, resources, and skills of the people are all used to support the empire.

The Romans traded successfully far beyond Rome. A vast network of roads led to the centre of the empire, the city of Rome. The navy protected Roman trading ships, which sailed far and wide to buy and sell goods.



Government System

An empire needs a system of government that can provide stability.

At its height, the Roman empire had a huge bureaucracy of officials. These officials collected taxes, settled disputes, and ensured that laws were not broken. They also ran the official religion of the Roman empire, uniting all people under one belief system. Officials who ruled territories taken over by the Romans were called "governors."



How Did Rome Maintain the Empire?

Rome used several strategies to help the empire run well for a long time. Every action, however, has multiple consequences. Look at the strategies that Rome used to maintain its empire. What unexpected consequences might have resulted?

▼ Ancient Rome took three forms: (1) the Roman republic (509–27 BCE), (2) the Western Roman empire (31–476 CE), and (3) the Byzantine empire, which lasted until 1453 CE. Rome established towns and forts throughout the empire.

How did Rome protect the empire?



A Common Language

Rome forced conquered people to use Latin for all official business. Latin quickly became the common language of the empire, replacing local languages. (One version of Latin, Vulgar Latin, eventually developed into the modern languages of Spanish, French, Italian, Portuguese, Romanian, and Catalan.) How would a common language have helped the empire run smoothly? What long-term consequences would it have had for the conquered peoples?



How did the Romans control the people it conquered?

◀ Stones, walls, pillars, and ruins inscribed in Latin have been found throughout the former Roman empire. This fragment was found in Portugal. Some inscriptions, like this one, were made during Roman times. Many more were made later. Why might Latin still be in use long after the Roman empire ended?

A Slave Economy

More than a tenth of the population of Rome were slaves. As the Roman army conquered new lands, people were captured, brought to Rome, and sold into slavery. Slaves did every kind of work. Highly skilled slaves, such as teachers, bookkeepers, or lawyers, were held in high standing. Many slaves, however, did not live a good life. They could be bought or sold, or forced to fight to the death. How did Rome's use of slave labour affect the empire?



▲ This ancient Roman wall painting shows two slaves preparing a hare (similar to a rabbit) for a meal. Like many slaves in Rome, they were not chained. Why would they not just run away?

CONSIDER THIS!

An Ancient Use for a Sponge on a Stick

For years, historians believed that the Romans placed a high value on good sanitation. After all, the Romans had toilets, sewage systems, and public baths! New evidence, however, suggests that the Romans were not as clean as we thought. It turns out that the water at public baths was rarely changed, so people bathed in other people's germs. Few homes were connected to the sewage system because people feared the sewer rats that came up through the toilets. And in public toilets, ancient Romans wiped their bottoms with a sponge on a stick—which they shared!

► Ancient Roman toilet, Ephesus, Turkey



Engineering Innovations

The Romans were masters of engineering. They built networks of roads, bridges, and ports throughout the empire. They built temples, aqueducts, public baths, indoor plumbing, and magnificent structures. The Romans invented concrete, which could be poured and set in water. How might this affect bridge construction?

How were Roman citizens kept happy?



▲ Roman soldiers built thousands of kilometres of roads throughout the empire. A few, like this road in England, still exist. How might roads affect the time it took for Roman armies to reach trouble spots? Or for enemy armies to reach Rome?

A Common Currency

People in every corner of the Roman empire used Roman coins. Many of the coins showed the image of the emperor. This image was like a guarantee that the money was good. Traders in one part of the empire knew that the coins they received would have just as much worth in another part of the empire. How would this affect the economy?

How was the whole empire made to feel "Roman," whether you were in Rome or far away?



▲ This Roman coin shows Empress Faustina, wife of Emperor Antoninus, who reigned from 138 to 161 CE. When she died, Antoninus made her a goddess, built her a temple, and minted coins with her image. This one reads "Divina Faustina," or Divine Faustina. What impression would this leave on the people who used the coin?

Who Would You Want to Be in Ancient Rome?



Would you like to live in ancient Rome? You might first want to know what your daily life would be like. That depended on who you were.

What if my parents were wealthy citizens?

As the child of wealthy citizens, you probably live in a spacious villa with private bathrooms and pools for bathing.

Your family owns farms outside the city, which bring in wealth. Your father has power over everyone. You eat meat once in a while, but you mostly eat grains, bread, olive oil, and a few vegetables. Your family drinks wine or water with meals.

A tutor may live in the household to teach you history, mathematics, and languages. After your lessons, you might exercise at the gym, go swimming, or see your friends in a public garden. Wherever you go, a personal slave attends to your needs.

How would you feel about having a slave follow you around all day? Why might you feel differently about it than a real ancient Roman?

What if my parents were ordinary citizens?

As the child of ordinary citizens, you live in a small apartment of two rooms. Your home has no running water, so you use a public bathroom and get water from a public fountain. The government gives your family free grain, and your family's slave makes bread. You mostly eat bread and porridge.

Your father might be a soldier or an artisan. If your parents can afford it, you go to a school, where you learn Latin, Greek, and mathematics.

After school, you go to the local public bath, which is free. You might

If you were an ordinary Roman child, would public fountains and free grain make up for any drawbacks in your life?

go with friends to watch chariot races, wrestling, or fights to the death.

What if my parents were slaves?

As the child of slaves, you are a slave too. If you are lucky, you live in the same household as one or both of your parents. You work for the family that owns you. Perhaps you wake up early to get a cooking fire started and then sweep the floors. Likely the rest of your day is filled with tasks that are hard, dirty, and possibly dangerous. You and the other slaves

in the household have to do everything, because Roman citizens never do any work around their homes.

If one of your parents has an education or an important skill, your whole family is better off. Perhaps someday you will have the chance to earn money and buy your freedom.

Imagine you are one of the three young people described on this page. Write a letter to a friend detailing a day in your life.

If you were a slave, what could you do to change your situation?

THINKING LIKE AN... Historian

Analyzing Evidence of Roman Schools

The two images on this page both show a school in ancient Rome. Both provide a lot of information, but which would an historian trust most? Ask a few questions to help you decide.

- Did the artist live in ancient Rome?
- Did the artist attend an ancient Roman school? Or, did the artist rely on second-hand information?
- What does the scene tell you about the artist?



◀ This painting was made fairly recently, but we do not know when. What does it show us about going to school in ancient Rome? How does the ancient Roman school compare with your school?

▶ This scene was created in about 190 CE on a casket for a Roman citizen. It shows a teacher with two students. A third student carries a case that likely held pens, an ink pot, and a sponge to correct errors. What differences can you see between this scene and the one above? If you were an historian, which would you value most? Why?



THINKING IT THROUGH

1. Would you want to live in ancient Rome? What were the rewards? What were the hazards? How much did it depend on your birth?
2. What examples of unfairness did you spot? How might these build into problems for Rome?

How Do Empires End?

The complex society that became the Roman empire lasted for more than a thousand years. It fell in 476 CE. People fled the city, which shrank from a million inhabitants to about 30 000. For safety, the emperor moved his government to Constantinople, which became the centre of the Byzantine empire. That empire lasted for almost another thousand years.

Historians are still trying to figure out why the Roman empire fell apart. Here are some of their theories. Does each cause inevitably lead to each consequence?

Rome has grown since its humble beginnings that it is now overwhelmed by its own greatness.
—Titus Livy (59 BCE–17 CE), Roman historian

Cause	Consequence
Wealth is not shared with ordinary Romans.	Poverty and unemployment lead to social unrest in Rome.
Emperors expand the empire to 5 million square kilometres.	Distant borders cannot be defended, so enemies raid easily and often.
Rome needs more soldiers, so it hires Germanic soldiers who have no loyalty to Rome.	Germanic soldiers gain control of Roman armies—and then turn on Rome.
The empire stops expanding and capturing people to enslave.	Farms and businesses that depend on slave labour decline.
Christianity spreads among people with little money or power.	People stop fearing and worshiping Roman gods, which include the emperor.
Corruption (dishonesty and fraud) spreads in government.	The government can no longer work effectively.

Check Your Learning

1. Create a concept web to show how factors that caused the Roman empire to flourish also had consequences that led to Rome's decline.
2. Choose one problem that helped cause the collapse of Rome. If that was Rome's only problem, would Rome have collapsed? Why or why not? Identify one or two ways that one problem in the empire made another problem more difficult to fix.

Make Connections

3. The people of ancient Rome could not imagine that their civilization would collapse. Are people today any different? Give an example to support your opinion.
4. What connection can you see between the peoples conquered by the Roman empire and First Peoples in Canada?

What Is the Role of Human Rights in Ancient Societies?

Many societies in the ancient world were unequal societies. The higher on the social pyramid you were, the more rights and power you had. Men had more rights than women, even when they were in the same class. People who were foreign born, worshipped differently, or had less money almost always had fewer rights. Although some Indigenous societies viewed their members as equal, the concept of **human rights** did not exist in most ancient societies.

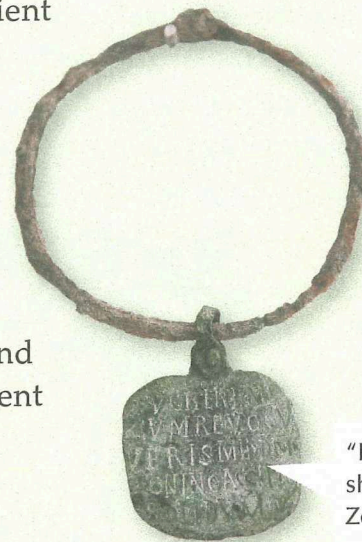
How could respect for others affect a society?

Human rights are fundamental rights that belong to all people. They include the right to freedom of religion, the right to vote, and the right to free expression.

Making Ethical Judgments About the Past

When people learn about slavery in ancient Rome, they may think of the Romans as cruel. To really understand ancient societies, we have to suspend our judgment and think about how people lived at that time.

This approach does not mean that you agree with cruelty. It simply means that you give yourself space to understand what motivated ancient peoples. In ancient Rome, slavery was a normal part of life.



Create a visual that shows what human rights look like. Include captions to explain what each image means.

◀ This iron collar was permanently attached around the neck of a slave who lived in Rome about 300–500 CE. Who has a legal right in this situation? Does having a legal right make your actions ethically right? Why or why not?

“I have run away; hold me. When you shall have returned me to my master, Zoninus, you will receive a gold coin.”

How Should We Judge Hammurabi’s Legal Code?

Hammurabi was the king of the ancient empire of Babylon (in what is now Iraq). In 1772 BCE, he wrote a code of laws, including the punishments for breaking those laws. Hammurabi’s laws may seem cruel by today’s standard. For example, one law states that if people convicted of theft could not pay a fine, they would be put to death. Hammurabi believed that his laws would ensure that “the strong shall not oppress the weak.” Does that goal justify strict laws? Was Hammurabi a tyrant or a great leader? Should Hammurabi’s laws be judged by today’s standards? Why or why not?



Making Ethical Judgments

- To judge the people of the past fairly, always take into account the context of the society in which they lived.
- We can draw on our ideas of right and wrong, but we should try to avoid holding people of the past to present-day standards.

How Much Do We Really Know About Ancient Women?

In some ancient societies, women received great respect and power. In many others, they did not. What could contribute to this difference?



In ancient Greece and Rome, women did not have political power or the right to be who they wanted to be. They were usually controlled by someone else.

Who Were the Amazons?

The Amazons have been a mystery for thousands of years, because no one had proof that they were real. The first people to describe them were the ancient Greeks. They told of fierce, fearless warriors who were strong enough to defeat men in hand-to-hand combat. Over time, storytellers exaggerated the conquests and ferocity of the Amazons, making them into monsters. No one thought they were real.

For thousands of years, historians thought the Amazons were fictional. Why might historians have reached this conclusion?

► This image of an Amazon in battle was painted on a Greek vase in the 4th century BCE. What are the fantastical elements? What looks realistic to you?

▼ Israeli actress Gal Gadot starred in the 2017 movie *Wonder Woman*. She plays a comic book superhero version of an Amazon. How does this depiction compare with the one from ancient Greece?



Canada's 1982 *Charter of Rights and Freedoms* said that men and women should be treated as equals. In 1987, the Canadian armed forces began giving women an equal chance to become combat soldiers. What makes this a victory for human rights, even for people who would never want to enter combat?

The Power of Evidence

New evidence has provided an answer to the mystery of the Amazons—they were not mythical figures, but women who fought alongside men. This evidence comes from burial mounds near the Black Sea. The skeletons found there are of Scythian women buried with their weapons and horses. Their remains show that they had battle scars and tattoos. One young girl was buried with her doll: a female warrior.

If the mystery of who the Amazons were has been solved, it raises another question: How did these women create a society in which they were free to ride horses, fight in battles, and do as they pleased? That is a mystery that may never be solved.

For decades, archeologists assumed that all the buried warriors were men. Then new DNA tests proved them wrong. Why might they make this assumption?

Discoveries Half a World Away

More evidence is appearing of other powerful women in ancient societies. The Moche society flourished in what is now northern Peru from about 0 to 800 CE. These Indigenous people irrigated farmland, built pyramids, and shared a religion. For decades, archeologists assumed it had been led by men.

In the 1990s, archeologists began to discover elaborate tombs that contained treasures, sacrificial victims, and evidence that the occupants were powerful. They also discovered something they never expected: every tomb was built for a woman—a governor-priestess. The Moche had been ruled by women.



◀ Archeologists found the large tomb of La Señora de Cao in 2006. The tomb contains the body of the governor-priestess, an elaborate headdress, necklaces, pottery, a silver goblet, a ceremonial knife, and the remains of seven sacrificial victims.

The Roman Circus



Two things only the people anxiously desire—bread and circuses.

—Juvenal, Roman poet (about 55–130 CE)

◀ In 2014, two actors dressed as gladiators re-enact a fight to the death. How would their experience compare with that of the real gladiators? How would the audience's experience compare with that of an ancient Roman audience?

Gladiator contests were wildly popular in ancient Rome. These “games” were held in circuses, which were large, open-air, circular theatres called “amphitheatres.” Gladiators were usually slaves or criminals forced to fight for their lives, but some were free men who fought for money and fame.

The Roman philosopher Seneca wrote about the games in a letter to his friend, Lucilius. He described how, in the morning, captives were “thrown to lions and to bears.” The audience delighted as they were torn apart. By midday, captives were forced to fight each other to death.

I [was] hoping for a little wit and humour there. I was bitterly disappointed. It was really mere butchery...The slayer was kept fighting until he could be slain. “Kill him! Flog him! Burn him alive,” was the cry: “Why is he such a coward? Why won’t he rush on the [sword]? Why does he fall so meekly? Why won’t he die willingly?” Unhappy that I am, how have I deserved that I must look on such a scene as this? Do not, my Lucilius, attend the games, I pray you. Either you will [join in with the crowd], or, if you show disgust, be hated by them. So stay away.

—Seneca

Use these questions to analyze the letter.

- What did Seneca expect when he went to the games? What did he see?
- How did Seneca react to what he saw? What did he think of the audience’s reaction? How do you know?
- Why does Seneca warn his friend not to attend?
- How does this letter confirm, contradict, or expand your thinking about ancient Rome?
- Compare the games Seneca describes with modern wrestling, boxing, video games, television shows, or movies. Has awareness of human rights affected what we think is entertaining? Explain.

Human Rights Through Time

Some ancient rulers understood that the survival of their society—and of their own ruling class—depended on how well they could keep everyone living and working together. They began to see that if a society treated more people with respect, more people would support the ruler. Could fair laws benefit everyone? What does each example below say about the society it comes from?



◀ This is the top of a pillar on which King Hammurabi had his legal code carved and publicly displayed. Why would public display be important?

From time immemorial:

Inuit *piqujangit* (social values), now used by the Nunavut government

"Serving and providing for family and community."
 "Working together for a common cause."
 "Respect and care for the land, the animals, and the environment."

About 1772 BCE:

Hammurabi's legal code, Babylonian empire

"If a man knock out the teeth of his equal, his teeth shall be knocked out."
 "If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offence, be put to death."

539–530 BCE:

Cyrus II, Persian empire

"I declare that I will respect the traditions, customs, and religions of the nations of my empire and never let any of my governors look down on or insult the peoples of my empire."

265–238 BCE:

Ashoka, Maurya empire of ancient India

"All men are my children. What I desire for my own children, and I desire their welfare and happiness both in this world and in the next, that I desire for all men."

1982 CE:

Section 15(1) of the *Canadian Charter of Rights and Freedoms*

"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability."

Check Your Learning

1. Why is it important to suspend our judgment when trying to understand the people of the past? Does that mean that we approve of their actions? Explain.
2. Identify at least two individual rights. Describe how they are respected—or not—in an ancient civilization versus in current Canadian society.

Make Connections

3. Should Canada adopt *piqujangit* for all of Canada? How would Canada create this? What would you include?
4. Research changes made to the *Canadian Human Rights Act* in 2017. Why does our idea of human rights shift over time?

Why do people organize themselves into societies?

THINKING LIKE A... **Political Scientist**

Political scientists study the way people are governed. They look at how different forms of government affect people's quality of life. You have seen how societies change as they become larger and more complex, how people govern themselves, and the reasons why empires rise and fall. You have also looked at how we can judge the laws and customs of people in the past.

Choose one or more of these questions. Represent your thinking and learning in any way you choose.

- What factors most affect whether or not a society develops into a complex society? **Cause and Consequence**
- What factors most influence a society to become an empire? **Cause and Consequence**
- Why does the ancient Greek experiment with democracy still have relevance today? **Significance**

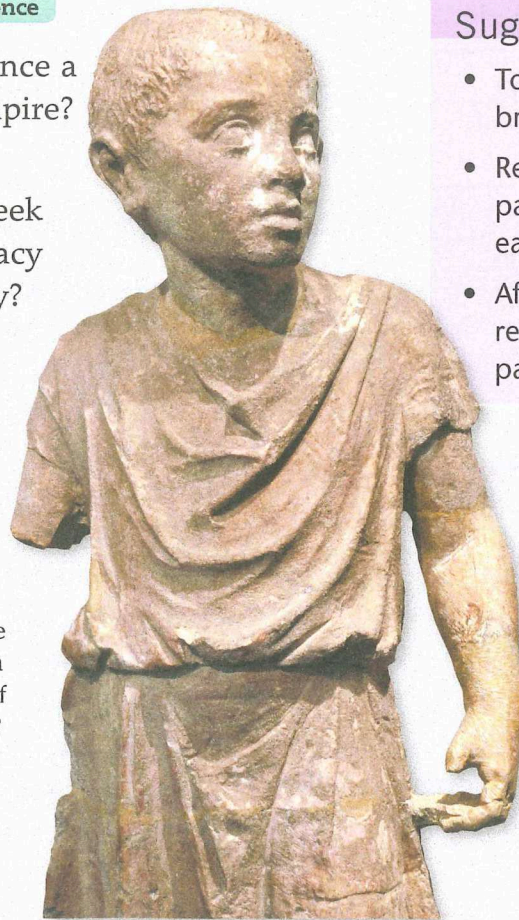
- How should we measure a society's greatness? Should we look at how much land or people a society controls? the works of art and literature it creates? how it treats the vulnerable, such as children? how it treats the Indigenous peoples of the land it controls? Can there be different ways to achieve "greatness"? **Ethical Judgment**

Explore and Reflect

How does the society in which you live affect the way you live your life? To get ideas, imagine yourself living in a completely different society in another time or place.

Suggestions

- To get your thinking going, brainstorm with a partner.
- Record possibilities on chart paper and then discuss each one.
- After creating your response, trade with your partner to get feedback.



► This statue shows a slave boy in the ancient Roman city of Tarentum in the 3rd century. People consider it to be a great work of art. It is also evidence of slavery. Should we admire this image? Why or why not?

Think about the different needs of a society: social structures, political systems, legal systems, government systems, and economic systems. How did ancient societies meet these needs?

TRY IT!

Imagine you are one of the shipwrecked people on pages 138–139. Your task is to design and present a government for the island.

- Decide who will make the decisions.
- What are the most important tasks for your community? Who will take responsibility for these tasks?
- Create a set of laws for your society.
- Decide how your society will defend itself.
- Consider how your government will pay for these tasks.

CONSENSUS DECISION MAKING

- Allow everyone to have a turn sharing their ideas.
- Identify ideas you have in common, and build on them.
- Notice when others are open to your ideas. Be open to others' ideas.

DESIGNING A PRESENTATION

Presentations can take many forms. A display, podcast, digital slideshow, and skit are just a few. Choose a form of presentation that

- suits your material.
- suits your audience.
- stretches your skill set.