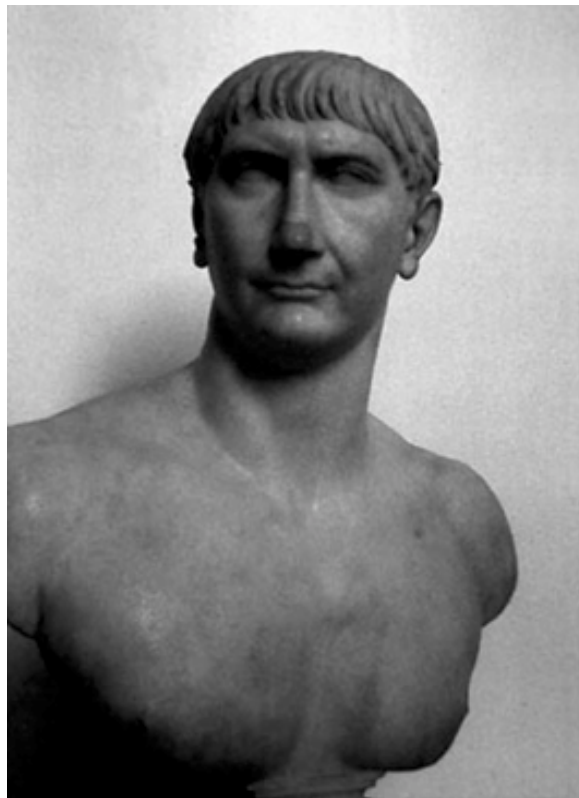


**TRAJAN'S ROME:  
THE MAN, THE CITY,  
THE EMPIRE**



**GETTY EDUCATION INSTITUTE FOR THE ARTS  
AND  
NATIONAL CENTER FOR HISTORY IN THE SCHOOLS  
UNIVERSITY OF CALIFORNIA, LOS ANGELES**

# TRAJAN'S ROME: THE MAN, THE CITY, THE EMPIRE

A Unit of Study for Grades 6–9

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# TRAJAN’S ROME: THE MAN, THE CITY, THE EMPIRE

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## INTRODUCTION

### APPROACH AND RATIONALE

The National Center for History in the Schools (NCHS) and the Getty Education Institute for the Arts (GEIA) have developed the following collection of lessons for teaching about the Roman Empire. The unit is designed to give teachers and students an opportunity to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative.

This unit integrates the study of art and history and promotes the development of critical thinking skills. The lessons are organized around primary documents, as are all of the units the NCHS has developed over the last eight years. This unit exploits not only text-based primary sources, however, but also other rich sources that are presented visually rather than verbally: sculpture, architecture, urban designs, and ancient artifacts. The study of primary texts and images of objects from the past greatly enlivens and enriches investigation of the ancient world. It also will help propel reading-resistant students into text-based materials. The unit provides an example of how the arts and history can complement one another.

For art educators, this teaching unit presents a way of cultivating students' creative, aesthetic, critical, and art historical sensibilities by situating art in a broad context of social, cultural, and political meaning. The unit reflects a comprehensive approach to art education, one mirrored in numerous state frameworks and national art standards. Students will learn how to "read" paintings, buildings, symbols, and photographs and to probe the potential and limits of images and artifacts to explain the past. This unit, then, is avowedly interdisciplinary.

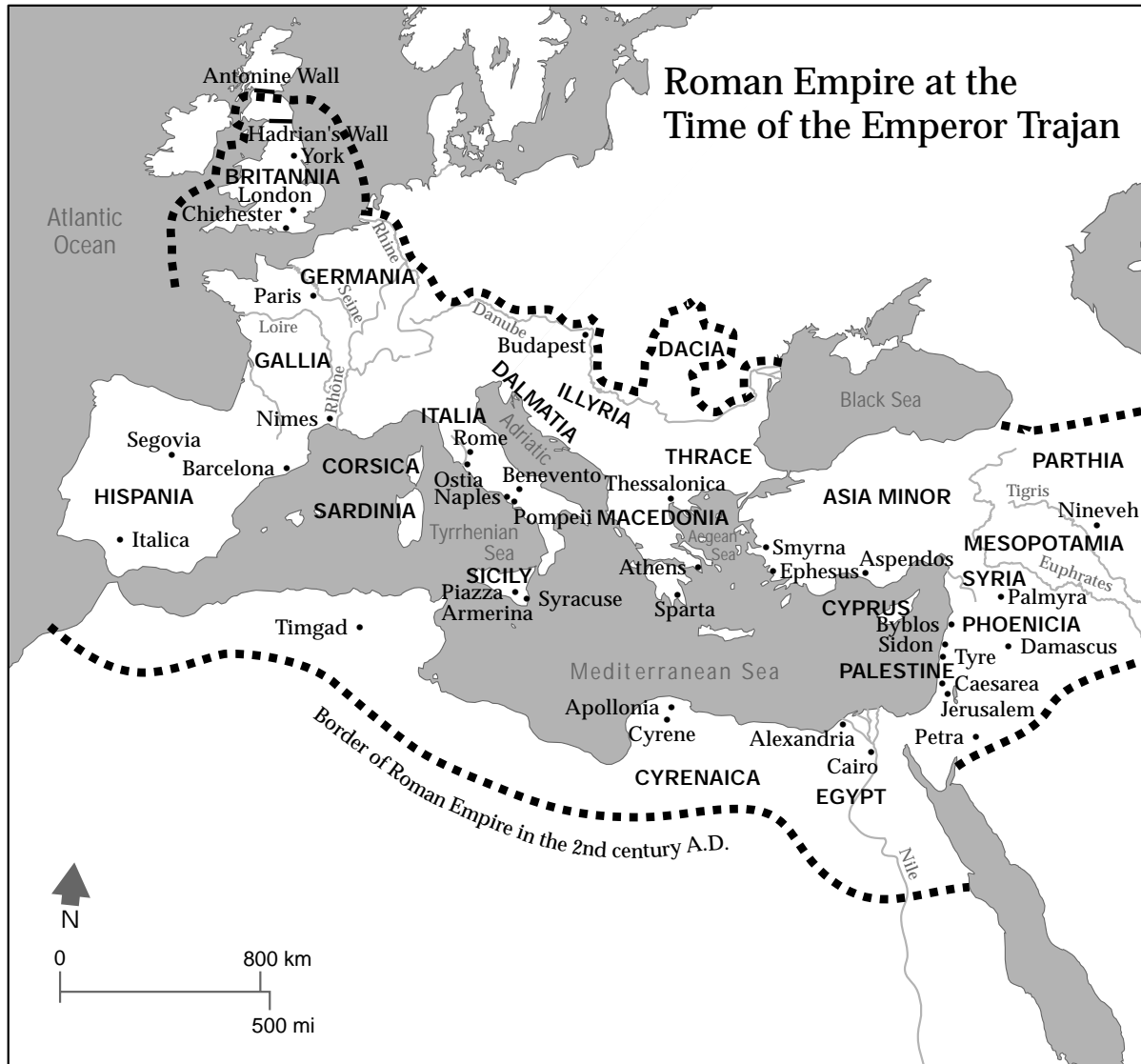
The emphasis on primary documents, both textual and visual, aims at removing the distance that students feel from historical events and connecting them more intimately with the past. We hope to create for your students a sense of "being there," an ability to see history through the eyes of the people they are studying. This will help your students develop historical empathy, to realize that history is not an impersonal process divorced from real people like themselves. At the same time, by analyzing primary sources, students will practice the historian's craft, discovering for themselves how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part.

### CONTENT AND ORGANIZATION

For centuries after the end of the Roman Empire, people in Western Europe looked back on the decades from A.D. 98 to 180, the time of the Emperor Trajan and the other so-called Good Emperors, as the height of human civilization. It was a time when an empire thousands of miles across was held together by a sophisticated system of government and ruled under a

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common set of laws, when people could travel freely and ideas could spread as a result of the common languages that were spoken (Latin in the west and Greek in the east). Contrary to popular misconception, most peoples subject to Roman rule during the second century A.D. were not anxious for freedom, but enjoyed the benefits and privileges that came to Roman subjects.



Intellectuals of the Middle Ages, of the Renaissance, and even of early modern times did not imagine that it would be possible to improve on the culture, art, lifestyle, extent of trade, or prosperity of the era of the Good Emperors. This seems strange to us now, with our obsession with the present and with technology and the possibilities of the future; in the minds of many

people alive now, the study of ancient Rome seems irrelevant to modern life. But the successors to the Romans had a point. Roman civilization *was* remarkable, and the descriptions of life there seem strangely familiar. Building programs brought constant construction to the city center; the government provided food for the poorest in the society; goods were traded over hundreds of miles on well-built roads; travelers were protected against armed attack; people followed the careers of celebrities and sports teams with interest; cities were populated by individuals of many races speaking many different languages and wearing different national dress. Much like today, Romans also worried about crime and were afraid to walk the streets at night; they fretted over the social pressure to wear expensive clothes, even when they couldn't afford them; they complained about corrupt politicians; and they longed for the morals and family values of an earlier time.

On the other hand, many aspects of ancient life were very different from modern life. The Romans had, of course, none of the technology that so dominates the present: no telephones, high-speed transportation, or electronic entertainment. They did not work for hourly wages or salaries, nor did they schedule their days so precisely. Whereas Americans tend to spend their leisure time at home watching television with their families, the Roman ideal was to socialize, whether at the house of a friend, at the baths, or at the Forum, or to attend the huge spectacles held at the amphitheater and the circus. Conversely, many Americans tend to join with others at weekly religious services, the Romans did not congregate to practice their state religion. There were no regular worship services for the population at large. The religion was polytheistic and undogmatic; that is, it had no holy book outlining the main tenets of the religion and changed to accommodate the political climate.

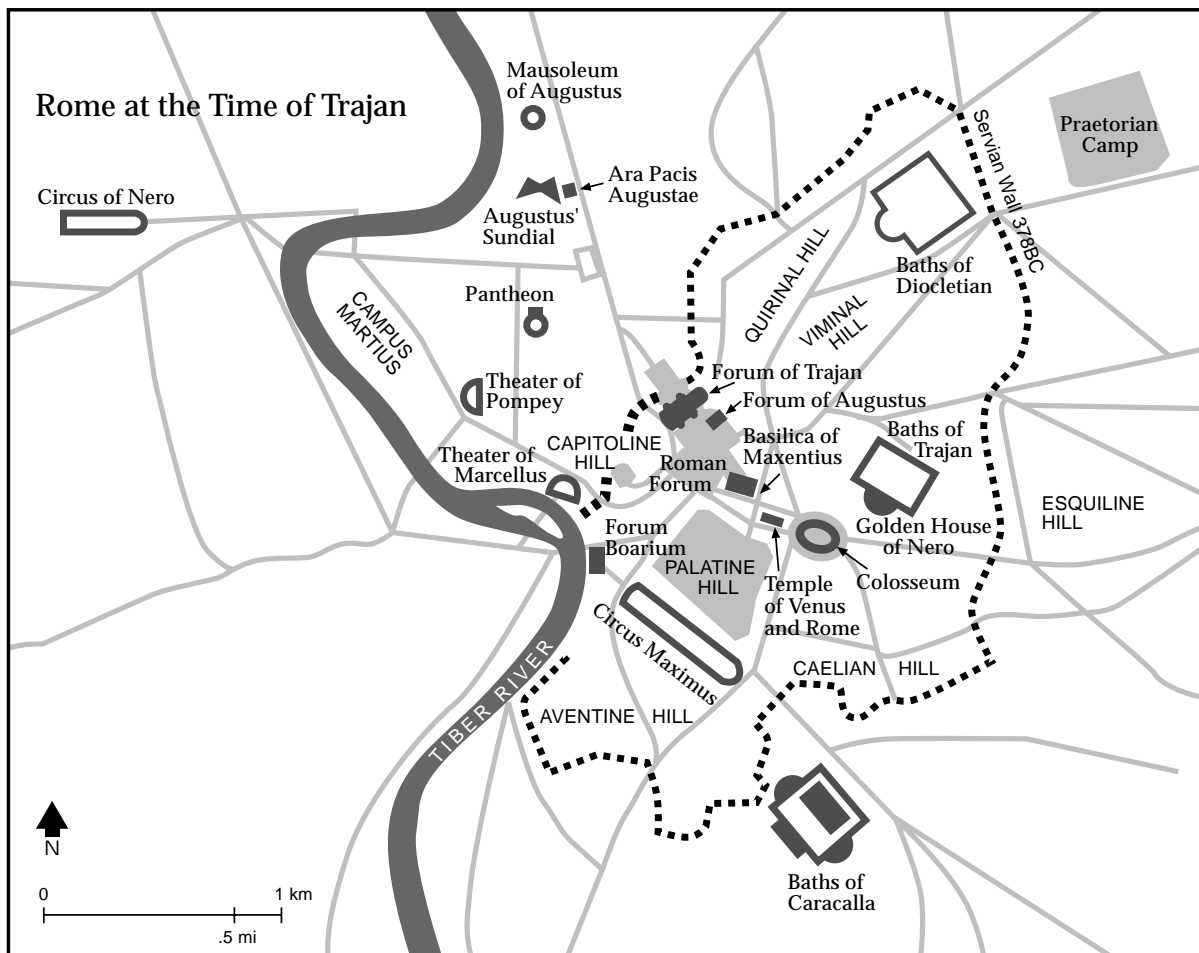
Using the arts is particularly fitting in a study of Trajan's Rome, for it was during this time that Roman art came into its own. For many centuries Greek influences had dominated the art of Rome. During Trajan's era the Romans perfected their active and energetic style. No longer were idealized humans and gods the only subjects of sculpture, painting, and mosaics; the Romans showed real people fighting or working or mourning in actual settings and included as much detail as they could capture.

In this unit students will look at ancient Rome not as a dusty relic but as a thriving, bustling capital, as it was during the reign of the Emperor Trajan. Through the activities described here, and through reading the words of Roman writers and analyzing Roman art and architecture, the students will come to an understanding of what it might have been like to live in the time of Trajan. This unit emphasizes the importance of having students do their own investigation into primary sources, that is, documents, artifacts, and architecture produced during the era, and drawing conclusions on the basis of their investigations. In so doing, they will be following the same steps taken by historians and archaeologists as they try to reconstruct the past. Students should realize that secondary sources about Rome, such as history books and textbooks, result from a vast amount of research and detective work; the heart of the historian's work lies in

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piecing together and analyzing fragments of evidence that have happened to survive until today. These fragments vary between the very formal and the informal, between documents written for the centuries and quick notes never intended to last, between great architectural monuments and prosaic latrines. They include laws, formal histories written by such men as Suetonius and Tacitus, letters between individuals or between the emperor and his governors, grave inscriptions and their accompanying relief statues, graffiti, wall paintings, floor mosaics, ceremonial arches, plays, and satires. The students will have a chance to read and analyze all these types of primary sources over the course of this unit.

The unit is divided into six lessons. **Lesson I** begins by looking at Trajan himself and at the extent of the empire during his reign. Trajan was born into a family living in Spain. He was well respected during his lifetime and continued to be much admired after his death. The Forum he built in Rome was an architectural masterpiece, including a vast public space surrounded by colonnades, a basilica, a library, and the monument for which he is best known, Trajan's Column. Around the column, which still stands, a spiraling relief sculpture tells the story in pictures of Trajan's greatest achievements, especially in his wars against the Dacians. Since few Romans were literate, images like this (and like those found on ceremonial arches and coins) served to inform the citizens of their emperor's victories.

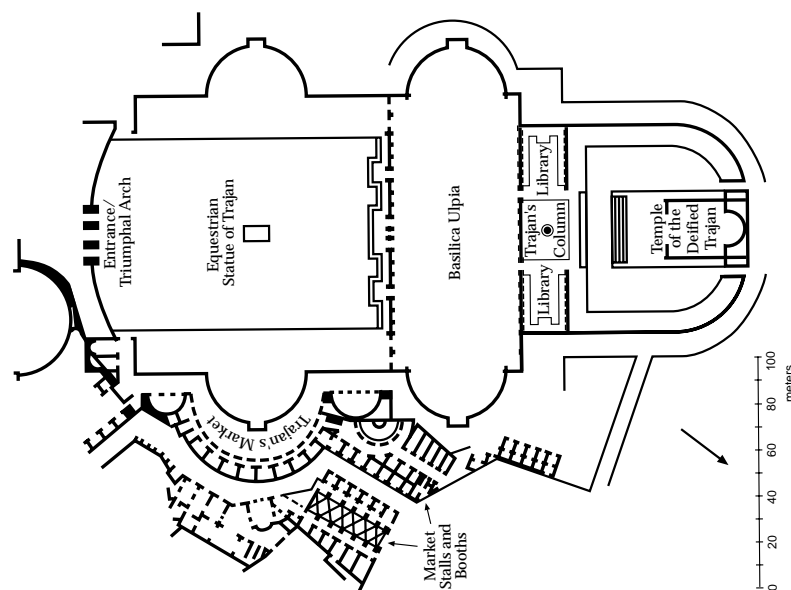


Although the term *Rome* is often used both for the city and the empire, the two were of course not synonymous. The vast majority of people living in the Roman Empire were not from Rome, nor had they ever visited the city. Nevertheless, in this unit the city of Rome will be looked at as a microcosm of the empire, with its very heterogeneous population, splendid architecture, and lively politics.

**Lesson II** explores the population of Rome: the social classes, families, slaves and freedmen, and vast numbers of foreigners. A Roman family was somewhat different from a modern family. The father of the household held much more power over the rest of the family than is true today, and children had few rights. The institution of slavery in Rome also defies some preconceptions: for example, freed slaves in the employ of the emperor could be very powerful, and many freedmen became wealthy, as Petronius maliciously lampooned in his *Satyricon*.

**Lesson III** will look into the building of Trajan's city. The Romans were famous for their feats of architecture and civil engineering. For example, water was sometimes brought from long distances to supply a populous city. Even today, some Roman aqueducts still stand, dominating the landscape in areas of Europe and North Africa. Roman roads were built right across the empire, and the Romans perfected a type of fast-setting strong concrete that allowed the construction of immense edifices such as the Colosseum and the Pantheon in Rome. Other structures were less enduring; wooden residences were often poorly constructed, and frequent fires raged through the densely built parts of town. Juvenal, the Roman satirist, complains of roof tiles that hit pedestrians as they made their way through Rome.

Site Plan of the Forum





## *Introduction*

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In **Lesson IV** students will investigate how the city and empire were governed. Roman government featured the institution of the Senate, but by the time of Trajan, its power of the Senate was different from that of the U.S. Senate. In early Roman times, during the Republic, the Senate had the power to pass legislation and to control finances. By the time of Trajan the Senate's power was no longer in its function as a legislative body, but in the individual senators, who gained personal power when appointed by the emperor to governorships and other positions across the empire. One section of the lesson looks at Roman law and how individual laws can provide insights into daily life.

The empire itself became a vast emporium, with goods traded from end to end. Some of these were luxury items, but in **Lesson V** students will learn that much of the trade was in foodstuffs and other staples. A city the size of Rome did not grow its own food but was dependent on trade to supply the needs of the population. Many inhabitants of Rome subsisted on free handouts of bread that were provided to the poorest classes. The amount of bread involved and the logistics of bringing it into Rome and distributing it are surprising.

The poor population was not only provided with free food but also with entertainment, which is the topic of **Lesson VI**. If transported back to Rome, modern-day Americans would find much of Roman entertainment extremely violent; especially the thousands of gladiator contests and animal fights sponsored by Trajan to celebrate his military victories, with their many public deaths of both people and wild animals. In the theater, the Romans seem to have had little patience with Greek tragedy and preferred comedies, often loosely based on Greek originals. Religion also provided public spectacle and entertainment; religious festivals provided more and more holidays in the Roman calendar.

Rome was an exciting place to be in Trajan's time. It was loud and busy, full of exotic goods and spectacular monuments, the rich and the poor, Romans, Greeks, Spaniards, Africans, Gauls, and Syrians. Some of the artwork and the literature that have survived allow a glimpse at what it must have been like to live there and provide an understanding of why people for centuries afterwards wished they could have been alive in Rome in the second century A.D.

The six lessons in this unit, each with various activities, are pitched at Grades 6–9 but can usually be adapted to higher or lower levels. The **Historical Background Information for Teachers** sections provide specific material necessary to teach the various lessons and interpret the primary sources—textual and visual. Teachers may consult these background write-ups for their own use or share them with students at appropriate grade levels.

The **Activities** include a variety of ideas and pedagogical approaches that teachers can elaborate upon or reconfigure. The lesson plans contain **Student Handouts** that are the main ore for students to mine. The **Select Bibliography and Resource List** at the end of this unit provides teachers with additional teaching material.

All of the material in this publication as well as video and virtual reality clips of a reconstructed version of Trajan's Forum are available on the Internet. *Trajan's Rome: The Man, the City, and the Empire* can be accessed through ArtsEdNet (<http://www.artsednet.getty.edu/>), the GEIA's Web site. The Web site complements and expands the print version of the units and includes other lesson ideas connected with the ancient world. Most images from this teaching unit are available in color online and can be downloaded by teachers for classroom use. These have been developed to celebrate the opening of the Getty Center, a new home for the arts in Los Angeles.

### UNIT CONTEXT

This teaching unit fits into a course on the ancient world when students learn about the rise of Rome and the Roman Empire. This ordinarily follows a unit on the ancient Greeks and classical Greece. "Trajan's Rome: the Man, the City, the Empire" will bring alive the era of the Good Emperors (A.D. 98–180) when the Roman Empire reached its peak and the city of Rome enjoyed its pinnacle of political and cultural achievement. Although this teaching unit puts the spotlight on Emperor Trajan, teachers can use the unit to help students understand the period before and after his rule.

*Trajan's Rome: the Man, the City, the Empire* can be taught in several ways. Teachers can use all the lessons or select and adapt lessons or parts of lessons that best support particular course objectives. These offerings are not comprehensive or prescriptive, but rather provide an array of enticing possibilities for in-depth study at different grade levels. However much of the teaching unit is brought to the classroom, students will see that history is not a boring collection of facts and dates or a sweep of historical forces that inevitably determined people's lives. The Emperor Trajan, his city, and his empire will come alive and draw students into how historians reconstruct the past and show its relevance to today's world.

### UNIT OBJECTIVES

1. To study the period of the Good Emperors of Roman history in ways that show connections between the political, military, social, and religious dimensions of everyday life.
2. To study historical documents, artifacts, and art in order to appreciate history as a dynamic discipline that studies, interprets, and debates the meaning of humanity's collective past.
3. To learn how and why art and architecture were produced in particular forms and how Roman art and architecture have influenced today's built environment and today's aesthetic sensibilities.

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4. To explore the differences and similarities between life in Ancient Rome and life in the United States today in such areas as governance, urban infrastructure, education, family life, provisioning cities, and entertainment.

### **CORRELATION TO THE NATIONAL HISTORY STANDARDS**

*Trajan's Rome: the Man, the City, the Empire* provides teaching materials that address the *National Standards for History*, Basic Edition (National Center for History in Schools, UCLA, 1996), World History, Era 3, "Classical Traditions, Major Religions, and Giant Empires, 1000 B.C.–A.D. 300." Lessons specifically address Standard 3A on "The causes and consequences of the unification of the Mediterranean basin under Roman rule." The lessons also support the History Thinking Skills, including Standard 2 ("The student comprehends a variety of historical sources"), Standard 3 ("The student engages in historical analysis and interpretation"), and Standard 4A ("The student conducts historical research by formulating historical questions from encounters with historical documents, . . . art, architecture, and other records from the past").

Statue of Trajan



## ACTIVITY 1: USING WRITTEN SOURCES TO EVALUATE TRAJAN’S RULE

Teacher Materials	Student Handouts
Chalkboard (or large paper chart) for compiling student observations Visual 1-A: Map of Trajan’s Empire (enlarge) Overhead projector	1-A: Selections from Lives of the Later Caesars: Trajan 1-B: Graphic Organizer: The Life of Trajan

### ACTIVITY INSTRUCTIONS

Students will be reading primary sources that include some vivid accounts of Trajan’s life and work. These sources also contain many Roman and Dacian personal names and place names that the students may find difficult and confusing. They need not worry about every name and place mentioned. It is more important that students gain a general sense of the passage and of what it reveals about Trajan as a leader and as a man.

Distribute **Student Handouts 1-A** and **1-B** to groups of approximately six members each. Emphasize to the students that their job is to read a series of primary sources and discover information concerning the Emperor Trajan. They are to record geographical locations mentioned within the text. Direct the students to only use the *Written Sources* box on the graphic organizer (*Visual Sources* will be filled in with **Activities 2** and **3** and *Geographical Information* will be filled in with **Activity 4**). The culminating activity for **Lesson I**, an optional homework assignment, will be the writing of an obituary for Trajan for the *Roman Times*.

The primary source selections may be divided equally among the groups, thus minimizing the time spent reading. This will leave time at the end of the class period to compile the group information on a large chart, allowing complete dissemination of information. Students should add to their own charts during the class discussion. Enlarge **Visual 1-A** and put it on the chalkboard or overhead to point out geographical locations that the students have listed on their graphic organizer.

**Questions (with possible answers) to guide small group reading and discussion of selections from the *Life of Trajan*:**

1. What locations are mentioned? Can you find them on the map?  
[See boldface terms in Selections #1–5; 9–11]
2. What military positions did Trajan hold before he became emperor?  
*Military tribune; praetor; commander of a legion; consul; governor of Upper Germany*  
[Selection #1]

3. What did Trajan promise the Senate when he became emperor?  
*That he would not slay or disenfranchise any good man—that is, that he would be fair not be an arbitrary ruler. Good people would be treated well.*  
[Selection #2]
4. Why did Trajan begin his campaigns against the Dacians, Parthians, and Armenians?  
*First Dacian Campaign: to combat the power and pride of the Dacians*  
*Second Dacian Campaign: because the Dacian king was breaking treaties*  
*Parthian and Armenian Campaign: desire for glory, and because the Armenian king (who got his crown from the Parthians) recognized Parthia rather than Rome.*  
[Selections # 3, 4, and 9]
5. Were foreigners portrayed positively or negatively by the ancient historian who wrote these selections?  
*Negatively in the case of Decebalus who seems weak and untrustworthy, and the Parthian king seemed scared of Trajan.* [Selections # 4 and 9]
6. How did he treat his friends and his enemies?  
*He treated his friends well, attending to them when they were ill, and dining with them at parties and banquets. Those enemies who submitted peacefully were treated like friends. Enemies who did not submit were treated ruthlessly.*  
[Selections # 5 and 6]
7. How did he prove himself to be a good military leader?  
*He is described as having “conducted the war with prudence and safety rather than with haste.” He marched on foot with the soldiers, which must have built up their trust in him. He extended the borders of the Roman empire.* [Selections # 5 and 10]
8. How did he celebrate his victories?  
*He held triumphs in Rome and gave spectacles, including gladiatorial combats.*  
[Selections # 4, 5, and 11]
9. How did Trajan improve the Empire?  
*He built bridges, libraries, improved the laws, established child welfare, and extended the empire.* [Selections # 7 and 8]

**Questions for class discussion:**

What might have been said about Trajan at his funeral?

*He was truly “Optimus.” He could have been another Alexander.*

Why would he want to be compared to Alexander?

*Even in Trajan’s time, Alexander and his military exploits had taken on nearly mythical proportions.*

Why do you think that “he was loved by all and feared by no one, except the enemy?”

*Because he provided buildings, public works, and public spectacles; he made himself accessible; he preferred death to ruling badly (see selection #2); he fought and marched with the regular soldiers; he treated private citizens kindly.*

If Trajan had reached India, what would he have found there?

*Remnants of Alexander and Hellenism. A sophisticated and advanced society that was pre-Gupta.*

Conservator Cleaning Trajan's Column



## PRIMARY SOURCE SELECTIONS

### Trajan's early career

1. Trajan was born at **Italica** on the fourteenth day before the Kalends of October when Torquatus and Antoninus were the consuls (18 September A.D. 53), although others say it was in a different year. As a young man he served for a long time as a military tribune and was in the Syrian army when his father was governor of that province. Later, after his praetorship, he commanded the legion VII Gemina in **Tarraconensis** and led the legion with great speed against Antonius Saturninus, when Saturninus rebelled against Domitian. However, he arrived after the rebellion had been crushed. Then he served in other expeditions of Domitian. He was consul for the first time with Acilius Glabrio (A.D. 91). When Nerva became emperor he appointed Trajan governor of **Upper Germany**, and soon afterwards adopted him.

### Trajan becomes emperor

2. He received the news of Nerva's death at Colonia Agrippinensis (**Cologne**) from his kinsman Hadrian, and at once was made emperor. He sent a letter to the Senate, written in his own hand, in which he declared that he would not slay or disfranchise any good man and confirmed this by oaths not only at this time but later as well. But he sent for Casperius Aelianus and the praetorians who had mutinied against Nerva, pretending that he was going to employ them for some purpose, and then made away with them. When he first handed to the man who was to be his prefect of the guard the sword, which the prefect was required to wear at his side, he bared the blade and holding it up said: "Take this sword, in order that, if I rule well, you may use it for me, but if ill, against me." Some say that this prefect was Attius Suburanus, whom he later made a senator and consul twice. Marius Maximus says that prefects of the guard were replaced by sending a freedman to them with the broad stripe of senatorial rank.

### The first expedition against the Dacians

3. But after a short stay at Rome he began his first expedition against the Dacians. For Decebalus the Dacian king had defeated Domitian previously and Trajan saw that the power and pride of the Dacians were increasing. There were various battles in which many Romans were killed, but when Trajan was approaching the Dacian king's residence, Decebalus sent envoys, called cap-bearers, who were to request that Trajan meet Decebalus and were to say that Decebalus would do all that Trajan commanded. Instead, Trajan sent his friend Licinius Sura, and Claudius Livianus, the prefect of the guard, to meet Decebalus. But the king was afraid and would not meet them. Then Laberius Maximus captured Decebalus' sister and Trajan recovered the standard of the legion lost under Domitian.

**The first victory over the Dacians**

4. Decebalus came to Trajan, therefore, and fell on the ground before him, threw away his arms and did obeisance. He agreed to surrender his arms, engines and engine-makers, demolish the forts, give back the deserters and withdraw from captured territory, and become an ally of the Roman people. Trajan left garrisons all over **Dacia** and returned to Rome, where he held a triumph and was given the title **Dacicus**. But when it was announced to Trajan that Decebalus was breaking the treaty in various ways, the Senate again declared him a public enemy and Trajan once more conducted the war against him in person instead of entrusting it to legates.

**The second expedition and victory against the Dacians**

5. Trajan now built a bridge over the **Danube**, with twenty piers of dressed stone, each one hundred and fifty feet in height and sixty feet wide. Having crossed the Danube by this bridge he conducted the war with prudence and safety rather than with haste, and after a hard struggle defeated the Dacians. Decebalus committed suicide and his head was cut off and brought to Trajan at **Ranisstorum**. Trajan sent the head to Rome, where it was hurled down the Gemonian Steps. Decebalus' treasures were discovered, although he had hidden them beneath the **river Sargetia**. . . . When Trajan returned to Rome he gave spectacles lasting for one hundred twenty-three days, during which eleven thousand animals, both wild and tame, were slain, and ten thousand gladiators fought.

**Trajan's relations with the Roman people**

6. He often went to call on his friends, to greet them, when they were sick or were celebrating festivals, and accepted their invitations to dinner and invited them back in return. Often he would ride in their carriages. His association with the people was marked by affability and his relations with the Senate by dignity, so that he was loved by all and feared by no one, except the enemy. He joined others in the hunt and in banquets, as well as in their labors and plans and jokes. Often he would take three others into his carriage and he would enter the houses of citizens, sometimes even without a guard, and enjoy himself there. His friends blamed him for being too accessible, but he replied that as emperor he behaved toward private citizens in the manner in which, as a private citizen, he had wanted emperors to behave toward him.

**Trajan's building program and public works**

7. He spent vast sums of money both on war and on the works of peace. While making very many urgently needed repairs to roads and harbors and public buildings, he drained no one's blood for any of these undertakings. He was so high-minded and generous that after embellishing the Circus, which had crumbled away in many places, he merely



inscribed on it a statement that he had made it adequate for the Roman people. . . . He also built libraries and, in the Forum named after himself, he erected an enormous column to serve both as a monument to himself and as a record of his work in the Forum.

### **Improvements Trajan made in the law**

8. He made a number of improvements in the law. Anonymous accusations were prohibited. Fathers who maltreated their sons were obliged to emancipate them and lose their rights over their inheritance. Freeborn children who had been exposed at birth and brought up by their finders were permitted to claim their freedom without having to pay the cost of their maintenance. He also tightened up the regulations concerning guardians. He laid down that public holidays did not apply to the army, they must remain on duty full time. Where soldiers' wills were technically invalid because of ignorance on the part of the testators, he ruled that the wishes of the soldiers must be paramount. . . . He completed the child-welfare program initiated by Nerva.

### **The campaign against the Armenians and Parthians**

9. After he had ruled for fifteen years, he made another expedition, against the Armenians and the Parthians. His pretext was that the Armenian king had not obtained his crown from Trajan but from the Parthian king. But his real reason was desire for glory. After he had set off and had got as far as **Athens** an embassy from the king of the Parthians, Osroes, met him and asked for peace, proffering gifts. For the king had become terrified when he learned of Trajan's advance, because Trajan was accustomed to make good his threats by his deeds. . . . Trajan did not accept the presents and did not give any reply except to say that friendship was determined by deeds and not by words, and that he would do what was fitting.

### **The Senate honors Trajan with the title *Optimus***

10. When Trajan had conquered the whole **country of the Armenians** and had won over many of the kings too, some of whom he treated as friends, since they submitted of their own accord, and others of whom he subdued without a battle, the Senate bestowed upon him the title of *Optimus, best of emperors*. This title, which had been given to him before because of his excellence and the love which all had for him, he now consented to accept. He always marched on foot with the infantry and he dealt with the ordering and disposition of the soldiers throughout the whole campaign, leading them sometimes in one order and sometimes in another. He forded all the rivers that they did.

**Trajan compares himself with Alexander the Great**

11. He wanted to go down to the mouth of the **Tigris** and see the ocean, and when he got there and saw a ship sailing to **India**, he said: "I should certainly have crossed over to the Indians too, if I were still young." For he was very interested in the Indians and regarded Alexander as having been fortunate. Yet he himself used to say that he had advanced further than Alexander and wrote this to the Senate, even though he was unable to retain all the territory which he had conquered. For he made two new provinces, **Mesopotamia** and **Assyria**, and he was granted the honor of celebrating a triumph over as many peoples as he pleased, since on account of the large number of peoples which he named in his frequent letters, they were unable always to understand or even use the names correctly.

But he was destined never to return to Rome and even to lose what he had conquered previously. For while he was sailing down to the ocean and returning from there, all the districts that had been conquered were thrown into upheaval and rebelled, and the garrisons that he had left there were either expelled or slain. . . . He had intended to make another expedition into Mesopotamia, but his disease was afflicting him sorely and he set out to sail back to Italy. Trajan himself thought that he had been poisoned, but others say that he had suffered a stroke and that part of his body was paralyzed. When he reached **Selinus** in **Cilicia**, which was afterwards called **Traianopolis**, he suddenly expired, having reigned nineteen years, six months and fifteen days. After his death Trajan was deified and a triumph was celebrated for him by Hadrian, who conducted an effigy of Trajan through the streets of Rome. His ashes were placed in an urn at the foot of his column.

**Source:** Anthony R. Birley, translator, *Lives of the Later Caesars: the First Part of the Augustan History: With Newly Compiled Lives of Nerva and Trajan* (Baltimore: Penguin Classics, 1994).

**GRAPHIC ORGANIZER: THE LIFE OF TRAJAN**

Enter your observations on Trajan's life in the appropriate section:

<b>WRITTEN SOURCES</b>
<b>VISUAL SOURCES</b>
<b>GEOGRAPHICAL INFORMATION</b>

### MAP OF TRAJAN'S EMPIRE

