Another FREE educational program from YMI

Dear Educator:

Rome, a 12-part original series beginning on August 28, 2005 on HBO, brings Rome vividly to life—with its deep red devotional temples, brilliant golds, reds and blues of the forum, and thousands of people crammed into tiny tenements. The city had an exotic air and teemed with life...and filth and unbearable noise. Beginning in 52 B.C., this exciting series gives your students a realistic overview of a city and a revolution that shaped the course of history. The award-winning curriculum specialists at Young Minds Inspired (YMI) and HBO are proud to provide you with this educator's guide to this landmark event.

This guide is designed for students in Ancient History, Classical Studies and Western Civilization classes. While your students do not have to watch *Rome* to use the material inside, viewing the series will stimulate exciting discussions and offer a realistic look at Roman life as never seen before.

Jonathan Stamp, an Emmy® Award-winning documentary filmmaker recently nominated for an RTS *(Royal Television Society)* award for his acclaimed program *Colosseum,* acted as a consultant on the program, which was filmed in Italy.

Please share this engaging guide with your colleagues. You can also download these materials at **www.ymiteacher.com/rome.htm**

Enjoy this unique trip to Rome in August on HBO.

Sincerely,

Joel Ehrlich
President and former educator

HBO PRESENTS
AN EXTRAORDINARY NEW DRAMATIC SERIES

ROME SM

HBO

Educators: Download a FREE PowerPoint presentation, *The People and the Power of Rome,* at **www.ymiteacher.com/rome.htm**

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Program Components

- This educator's guide
- Three reproducible activities
- Dramatic poster
- A FREE downloadable PowerPoint presentation on the key historical figures at **www.ymiteacher.com/rome.htm**
- A response card for comments

How To Use the Educator's Guide

Use the PowerPoint presentation to introduce the historical giants of Ancient Rome and distribute copies of each activity master to students. Display the poster to generate interest in the series and its themes.

Target Audience

College students in Ancient History, Classical Studies and Western Civilization classes

Program Objectives

- To give a realistic view of Rome during the time of Gaius Julius Caesar
- To examine the role of class structure and its effect on social rights
- To analyze and compare the careers of Caesar and Pompey the Great
- To examine and compare Roman religion to religions of today
- To study the structure of the *cursus honorum* and the attainment of political power

Series Synopsis

Rome is told through the lives and adventures of two ordinary Roman soldiers in the legions of Gaius Julius Caesar. It is the story of war and brotherhood, of love and betrayal, of masters and slaves played out during epic times that saw the fall of a people's Republic and the creation of an Empire.

The 12-part series begins in 52 B.C. as Gaius Julius Caesar prepares to return to Rome, leading thousands of battle-hardened men and a populist agenda for social change. The aristocracy, terrified at what Caesar might do, decides to destroy him in the courts by putting him on trial for supposed irregularities during his military campaign in Gaul and during his term as consul in Rome seven years earlier. At the request of Caesar's most powerful aristocratic enemies, Cato and Scipio, Pompey the Great is sounded out to provide military opposition to Caesar should it prove necessary. As the story unfolds, the fates of two ordinary Roman soldiers become entwined with those of Pompey, Mark Antony, Cleopatra, Cicero, Octavian, and many other historical figures. While these soldiers, Vorenus and Pullo, were mentioned by name in the Fifth Book of Caesar's account of his war in Gaul, their depiction in the series is a dramatization.

Rome portrays one of the most fascinating and influential periods in all human history and immerses the audience in an authentic and compelling reenactment of everyday life in ancient Rome.

RESOURCES

www.hbo.com

www.ymiteacher.com/rome.htm

Caesar: A Biography, by Christian Meier. Harper Collins, 1995.

Cicero: A Portrait, by Elizabeth Rawson. Cornell, 1983.

Cleopatra of Egypt: From History to Myth, by Susan Walker and Peter Higgs. Princeton, 2001.

Pompey the Great, by Robin Seager. Oxford, 2002.

Religions of Rome: Vol. 1: A History; Vol. 2: A Sourcebook, by Mary Beard, John North, and Simon Price. Indiana U., 1998.

Rome in the Late Republic, by Mary Beard and Michael Crawford. Cornell, 1985.

Rubicon: The Last Years of the Roman Republic, by Tom Holland, Doubleday, 2004.

The Ancient History Sourcebook: Greek and Latin Sources in English: http://www.fordham.edu/halsall/ancient/asbook.html.

The Oxford Classical Dictionary, edited by Simon Hornblower and Antony Spawforth, 3rd edition, revised. Oxford, 2003.

The Roman Army at War, 100 B.C. – A.D. 200, by Adrian Goldsworthy. Oxford, 1996.

The Romans from Village to Empire, by Mary T. Boatwright, Daniel J. Gargola, and Richard J.A. Talbert. Oxford, 2004.

Women in the Classical World, by Elaine Fantham, Helene Peet Foley, Natalie Boymel Kampen, Sarah B. Pomeroy, and H. Alan Shapiro. Oxford, 1995.

The Cambridge Ancient History, Vols. 1-14. Cambridge, 1970-2005.

ACTIVITY I: The Real Rome

In the first century B.C., Rome's population of about one million people was a mixture of free-born citizens, freedmen, slaves and foreigners. The contrast between rich and poor was stark—lavish opulence versus meager subsistence. This contrast is vividly illustrated in the HBO series *Rome*. There is the home of Atia—Caesar's niece and Octavian's mother. It was a spacious villa, with a plethora of slaves. In sharp contrast, the home of the characters Vorenus and Niobe is typical of the poor—a crowded, shabbily built tenement without heating or cooking facilities.

Part A. Have students compare the living conditions between rich and poor, as researched and/or as shown in HBO's series *Rome*. The number of poor and unemployed grew steadily throughout the late Republic. This was due to the huge influx of slaves into Italy and the impact of 80 years of unrest that left many people homeless. To help ameliorate this situation, the government distributed grain to all male citizens in the city. By 46 B.C., there were about 350,000 recipients of free grain. Have students research the causes and effects of unemployment in Rome (e.g. the dole's drain on public funds and the riots that occurred when grain shipments were interrupted by weather or pirates).

As an extension, ask students to examine American history for comparisons. How was the "dole" (welfare) thought of by those who received it and those who rejected it as being a role of government?

Part B. The essential features of most modern religions today include a set creed, moral guidelines, emotional content, and private acts of devotion. Roman religion contained almost none of these. It was concerned primarily with traditional rituals performed in a public setting to ensure the continuing goodwill of the gods. There was no separation between religion and politics. The Romans believed that the gods actively promoted the interests of the Roman state.

Have students compare the nature of Roman religion and its role in Roman society to today's major religions.

Part C. The Roman army gradually changed from a militia of small farmers loyal to the state to a professional army loyal to its commander. Have students compare the Roman experience with that of the U.S. army—both current and past. Ask students to hold a debate on the advantages and disadvantages of volunteer and draft armies.

ACTIVITY II: A Question of Class

By 287 B.C., the patricians agreed to share power equally with the plebeians. Together the patricians and wealthy plebeians formed a new ruling class—the nobles. By the first century, the nobles themselves had fractured into two distinct groups—the Optimates, who wished to maintain the status quo, and the Populares, who pressed for reforms.

Part A. Caesar was born into an old patrician family and worked within the system. He gradually worked his way up the political ladder (the *cursus honorum*), reaching the consulship in 59 B.C. Pompey was of equestrian background (i.e. relatively wealthy, but no one in his family had held high political office). Instead of following the traditional political path, he acquired power by distinguishing himself in one extraordinary command after another. When he did run for political office, he started at the top—the consulship (70 B.C.). Have students research and compare the careers of these two men.

Part B. Cicero was a "new man," the first member of his family to attain high political office in Rome. Therefore he had two liabilities: He was of equestrian background (hence had no ancestors with illustrious political careers), and he had little military experience. He did have an excellent education and effective oratory skills, which made him a highly successful political campaigner. He skillfully worked his way up the political ladder, reaching the consulship in 63 B.C. Ask students to write a biography on Cicero, citing his rise to power (and assess his portrayal in *Rome).*

Part C. There was no pay for public office in Rome—only the wealthy could participate. However, a person without wealth of his own might secure the backing of a rich patron. In the HBO series *Rome,* the lowly soldier Vorenus, with Caesar's backing, runs successfully for the office of magistrate.

Have students read *The Handbook of Campaigning for Office (COMMENTARIOLUM PETITIONIS)* by Quintus Cicero, the less famous young brother of Marcus Tullius Cicero. A treatise in epistolary form, ostensibly written by Quintus Cicero to his brother Marcus who was running for consul early in 63 B.C., it is a first-rate, if not *the* central source for late-Republican electoral politics. Quintus considered his brother too principled and unschooled in the devious ways of politics and felt a need to explain how to work the system. Have students discuss the timelessness of his message.

ACTIVITY III: A Walking Tour of Rome

HBO's *Rome* changes the way we usually think of the ancient city—gray, barren hues, white robes, the drab colors of bare stone. In fact, Rome was brilliantly alive with a parade of color—red temples, brightly painted buildings and purple stripes sewn into the white robes of the aristocracy. The true sights, sounds, smells and customs of Rome are described on this master. Distribute it and ask students, after viewing an episode, what else surprised them.

ROME

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ACTIVITY I: The Real Rome

REPRODUCIBLE MASTER

The 12-part series *Rome,* beginning August 28, 2005, on HBO, opens in 52 B.C. as Gaius Julius Caesar prepares to return to Rome, leading thousands of battle-hardened men and a populist agenda for social change. (Roman males had three parts to their names. Gaius was Caesar's personal name.) It is the story of war and brotherhood, of love and betrayal, of masters and slaves played out during epic times that saw the fall of a people's Republic and the creation of an Empire.

above:
Julius Caesar and Mark Antony

below:
Atia and Mark Antony

Part A. What was it like to live in ancient Rome? In the HBO series *Rome,* we witness the stark disparity between rich and poor. Research and compare the living conditions between the wealthy (e.g., Atia, the mother of Octavian and niece of Caesar), to those of the poor, for example, the soldier Vorenus and his wife Niobe. (While soldiers Vorenus and Pullo were mentioned in the Fifth Book of Caesar's account of his war in Gaul, their depiction in the series is a dramatization.) Consider, among other things, housing, food, water supply, and servile help. Use the lines below and the back of this sheet for your notes.

Wealthy Romans	**Poor Romans**

Discuss how closely the above disparities parallel other ancient civilizations or America today.

After viewing the series, why do you think there were such high numbers of poor and unemployed citizens in Rome? What steps did the government take to remedy the situation? Can you compare the conditions in Ancient Rome to present conditions in our modern world?

above:
Pullo and Eirene

below:
Niobe and Vorenus

Part B. Research Roman religion and compare your research to how religion is portrayed in *Rome.* Was dramatic license taken in the series? Here are some suggested research topics:

- Beliefs
- Moral content
- Emotional content
- Relationship between religion and government
- Objective of religious ritual

On a separate sheet, explain how the role of religion today compares with religion's place in Roman society.

Bacchus
God of Wine

Diana
Goddess of the Moon

Jupiter
King of the Gods

Apollo
God of the Sun

Part C. During the existence of the Roman Republic, as it is portrayed in *Rome*, the army gradually changed from a militia loyal to the state to a professional army loyal to its commander. After reviewing the causes and effects of this transformation of the Roman army, discuss the following:

****A newly commissioned second lieutenant in the U.S. Marine Corps swears an oath of loyalty to the Constitution. What might be the effect if the object of that oath was not the Constitution, but the U.S. president personally?***

****World War II was fought with a draft army. The war in Iraq is being fought by a professional/volunteer army. What are the advantages and disadvantages of each?***

TO SEE THE CITY OF ANCIENT ROME PORTRAYED IN A WAY THAT'S NEVER BEEN DONE BEFORE, DON'T MISS THE 12-EPISODE HBO SERIES *ROME*, BEGINNING SUNDAY, AUGUST 28 AT 9PM/8C.

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ACTIVITY II: A Question of Class

REPRODUCIBLE MASTER

As you see powerfully portrayed in the new HBO series *Rome,* the class system was the basis of Roman life, politics and interpersonal relationships.

Mark Antony and Caesar

Part A. The nobles controlled both the government and the military. After researching and reviewing the historical development of this class, outline the traditional career path of a young noble aspiring to a political career. Use the space below and the back of this sheet for your notes.

_____

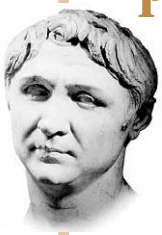
_____

_____

_____

_____

Pompey



Compare the careers of Pompey and Caesar:

Caesar

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

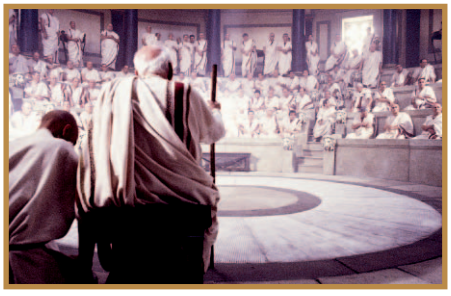
If you used a crystal ball in 60 B.C., which of these two powerful individuals would you predict would overthrow the state? Why?

_____

_____

_____

Part B. Cicero was a "new man," the first member of his family to attain high political office in Rome. Using separate paper, do a case study of this man, researching his family background, his progression up the political ladder and his political tactics and loyalties. Use your research to write a brief biography of his life. Compare the results of your research with the portrait of Cicero presented in *Rome.*



Part C. Climbing the political ladder (the *cursus honorum*) in ancient Rome meant starting at the bottom as a magistrate, a position sought by Vorenus in *Rome*. Read portions of *The Handbook of Campaigning for Office (COMMENTARIOLUM PETITIONIS)* by Quintus Cicero, the less famous young brother of Marcus Tullius Cicero, written to his brother who was running for consul early in 63 B.C.

Here is some of his advice:

_____

One has great need of a flattering manner, which, wrong and discreditable though it may be in other walks of life, is indispensable in seeking office.

_____

_____

Human nature being what it is, all men prefer a false promise to a flat refusal.

_____

_____

Find other examples and compare them to today's political practices.

_____

_____

As seemingly unscrupulous as his advice seems, why do you think it applies to politics today?

_____

_____

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ACTIVITY III: A Walking Tour of Rome

REPRODUCIBLE MASTER

Unparalleled for a realistic look at Roman life, society and the physical environment, HBO's 12-part series *Rome* is a story of love and betrayal, husbands and wives, power and corruption. Here is some amazing information from Jonathan Stamp, HBO's historical consultant. See it take life on the screen in HBO's *Rome*, beginning August 28th at 9PM/8C.

Rome—the customs and traditions

- The male head of the family (paterfamilias) had absolute authority in the house, even the authority to kill his children.
- Women could not hold political office, but they were able to acquire and dispose of property as they wished, making some women quite wealthy.
- Women were given a dowry by their fathers (a share of his estate) when they married. If they divorced, which was common, women returned to their father's home with the dowry which was held in expectation of her marrying again.
- Undertakers hired themselves out as torturers because they knew human anatomy, thus understanding the most vulnerable torture points.
- As a rule, slaves were tortured before they were allowed to present testimony in court. Most slaves lived in conditions of trust alongside their masters, sometimes even running their master's financial affairs. They were sometimes freed. Many of these slaves even got rich.
- Religion was a political activity and priests did not have a divine calling. Religion protected the state.
- Adultery was acceptable if performed by men and almost acceptable if performed by women if it was done discreetly. This way of thinking applied more to the upper classes.
- Money had the same appeal in ancient Rome as it does today. An inscription on the walls of Pompeii bore the Latin words *salve lucrum* – Welcome Profit.

Servilia

Rome—the smells and noises

- Though buildings and temples were painted in rich, lush hues, and the city was vividly alive, most of Rome was crowded and dirty. Seven- and 8-story tenements were commonplace and crammed with people.
- Rome was a cosmopolitan city where people spoke Italian, Greek, Aramaic and several different Italic dialects. Streets were so crowded that wagons could only move at night. The noise from the streets was unbearable—with the squeaky wheels of wooden carts, and people shouting and screaming. Uninterrupted sleep was a luxury for the rich who lived in houses big enough to escape the noise.

Rome—the pomp and circumstance

- Triumphant generals, like Caesar, rode into Rome with dyed red faces, the votive color of the god Jupiter.
- On his day of triumph, Caesar carried a wreath of laurel—the symbol of victory—in his right hand. In his left, he carried an ivory scepter with an eagle at the top, borrowed from the temple of Jupiter, symbolizing victory in war.
- When great crowds of people came to the Forum for occasions such as Triumphs or great legal trials, onlookers sometimes fell to their death from the top section of the Basilica or were crushed to death by the enormous crowd.
- As part of the triumphal procession, the defeated enemy general was paraded through the streets. Following Caesar's triumphant procession there were festivals and feasts for all the people of Rome.

Rome—the arena and the gladiators

- In Latin, the word for sand is *harena*. Sand covered the arena floor because it gave the best traction and soaked up blood.
- Gladiators were the rock stars of the day. They sold their sweat- and blood-soaked bits of clothing to the highest bidder, usually a woman.
- Most gladiators were either slaves or prisoners of war but some were contract gladiators, joining up voluntarily because of the glamour of the job and the worship of the crowd.
- Though gladiators were adored in the arena, on the outside they were considered outcasts of society. They couldn't even go to a gladiator contest they weren't in.
- Contrary to belief, only 6 or 7 percent of gladiator contests ended in death. Gladiators were a commodity, expensive to train, and therefore not expendable.
- The Romans sent condemned criminals into the arena blindfolded or with helmets lacking eyeholes. They faced an army of trained soldiers who cut off heads and limbs.

Pullo

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