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History of roman empire documentary

Not to be confused with ancient Rome: The Rise and Fall of an Empire, Rome (TV series), or Roman Empire (TV series). Rome: The Rise and Fall of an EmpireDVD coverGenreDocumentaryWritten by Alexander EmmertCarrie GardnerKate YoungdahlDirected by Robert H. GardnerNarrated byLeif AndersComposerMichael Richard PlowmanCountry originUnited StatesOriginal languageEnglishNo. of seasons1No. by episodes13ProductingExecutive producer Beth Dietrich SegarraProducersAlexander EmmertChar GardnerRobert H. GardnerProduction locationsVilnius, LithuanianCinematographyNick GardnerEditorJeremy MorrisonReleaseOriginal networkHistory ChannelOriginal release21 July (2008-07-21) –October 13, 2008ChronologyRelated showHeroes and VillainsAncient Rome: The Rise and Fall of an Empire Rome: Rise and Fall of an Empire is a TV documentary series that aired on the History channel in 2008. [1] The 13-episode series begins in the 1st-century roman republic transition period of the Roman Empire f.Kr., ending with the story of the last Western Roman emperor in the 5th century e.Kr. Episodes Episode Title Release Date 1 The First Barbaric War July 21, 2008 2 Spartacus 28 July 2008 3 Julius Caesar 4 August 20 08 4 Death Forest 1 1 August 2008 5 Invasion of The United Kingdom 18 August 2008 6 Dacian Wars 25 August 2008 7 Rebellion and Betrayal 1 September 2008 8 Wr September 2008 9 Soldiers' Emperor 15 September 2008 10 Constantine the Great September 22, 2008 1 1 The Barbarian General September 29, 2008 12 Doll Master 6 Oct 2008 13 The Last Emperor 13 Oct 2008 References ^ Dacjan Kaminski (2 August 2014). In 2008, a number of films were published, and in 2008 100,000 people were sent to be one of the most russian in 2008. Imdb. External links Rome: Rise and Fall of an Empire on IMDb Extracted from Ancient Rome: The Rise and Fall of an Empire is a BBC One docudrama series, with each episode looking at another important turning point in the history of the Roman Empire.In fact, accurately and based on extensive historical research, it reveals how greed, lust and aspirations of men such as Caesar, Nero and Constantine shaped the Roman Empire.It describe how Rome destroyed Carthage, was conquered by Caesar, how it suppressed the Jewish uprising, and converted to Christianity. CGI is mixed with compelling drama and spectacular live-action battles to tell the definitive TV story of how the empire was formed , how it achieved maximum effect, and why it ultimately failed. Caesar. At the end of gallic wars, Caesar finds his army encircled by a massive force of Gauls, but wins a decisive victory with a glorious counterattack at the Battle of Alesia. An inspiring speech to his troops promising to save Rome from its corrupt rulers and restore it to its people raises opposition from senators Cato and Marcellus.Nero. Nero testifies of the great in Rome from his villa in Antium and rushes back to the capital to try to control the fire and save lives. Seneca asks him to govern the gods and he promises to build an inspiring city of marble and stone on the ruins. Rebellion. The first Jewish-Roman war begins when the Jews rise up against their corrupt governor, drive the Romans out of Judea and defeat a counterattack at the Battle of Beth Horon. The future Emperor Titus is sent to commemorate his father Vespasian from exile in Greece to lead the legions against the rebels of the Galilee Revolution. Tiberius Gracchus first makes a mark on history winning the golden crown from General Scipio Aemilianus by being first over the wall in the victorious Battle of Carthage. Back in Rome, now the capital of the world, he finds the growing gap between rich and poor that threatens the foundations of the republic. Constantine. In Rome, the tyrannical Maxentius consults the ancient gods Jupiter, Apollo and Mars to be told that Rome's enemy will be defeated, while outside the city of Lactantius tries to convince Constantine to convert to the one true belief in Christianity. The fall of Rome. The Roman Empire is under barbaric attack from the huns and vandals and Emperor Honorius's chief adviser Flavius Stilicho has negotiated a deal with goth leaders Alaric and Athaulf, but the emperor has him executed for conspiracy. Learn more Edit In this four-story serial classic and historian, Professor Mary Beard draws on her enormous scholarship, unique views and myth-busting approach to Roman history, to give her definitive take on the Roman Empire. How and why did it happen? In search of answers, she takes us to the most telling sites and the most revealing objects, and she examines the legacy the Roman Empire has left behind. Posted by Enzedder Plot Summary | Add Synopsis tv mini series | See All (1) » Parents Guide: Add Content Advisory to Parents » User Reviews Edit Release Date: April 27, 2016 (UK) See more » Also known as: Rome: Sinirlari Olmayan Imparatorluk See more » Lion Television See more » See full technical specifications » Hello all. I'm familiar with the History Channel's Barbarians and Rome: Rise and Fall, as well as Mary Beard's four episode series. Can someone recommend some other good documents on Empire? I've read more my man's share of books, looking for a change of media. Who is who in Roman history Download a printable version of Rome Lesson 5: Who's Who in Roman History (PDF 386K) Requires free Adobe Acrobat. Introduction: In this lesson, students produce a classroom documentary about important historical figures from the Roman Empire. They will also create posters to be part of a classroom timeline that shows when each of these people lived and their impact on the empire. As a final activity, students will apply what they have learned by discussing how these ancient Romans have influenced world history and continue to influence us today. Disciplines: World history, social sciences, communication arts and theatre/drama students Grade level: 6-12 Lesson goals: Students will: Work in small groups to use their previous history to answer questions about important historical figures from ancient Rome. Use viewing skills to learn facts about four important Romans and use what they learned in class discussion. Conduct internet research about a significant person from the Roman Empire and use this information to write an original script for a scene with its historical figure. Create a poster that summarizes important details about the person they examined and present this poster to the class as a way to summarize details of their historical figure. Act out their original scene while being recorded as part of a class documentary Use their viewing skills to learn facts about historically important Romans while watching the class documentary. Write a written answer to questions related to the various historical figures profiled in the class documentary. Relevant national standards: McREL Compendium of K-12 Standards Addressed: World History Standard 9: Understands how large religious and large empires originated in the Mediterranean, China and Indian from 500 f.Kr. to 300 e.Kr. Standard 11: Understands major global trends from 1,000 f.Kr to 300 e.Kr. Historical Understanding Standard 1: Understands and knows how to analyze chronological relationships and patterns. Standard 2: Understands the historical perspective. Language Arts Writing Standard 2: Uses the stylistic and rhetorical aspects of writing. Standard 3: Uses grammatical and mechanical conventions in written compositions. Standard 4: Collects and uses information for research purposes. Reading Standard 5: Uses the general skills and strategies of the reading process. Standard 7: Uses literacy and strategies to understand and interpret a variety of information texts. Listening and speech standard 8: Uses listening and voice strategies for different purposes. Display default 9: Uses display skills and strategies to understand and interpret visual media. Theatre Standard 1: Demonstrates expertise in writing scripts. Standard 2: Uses acting skills. Working with other Standard 4: Demonstrates effective interpersonal communication skills. Estimated time: This should take two to three 90-minute class periods or four to five 50-minute class periods, plus extra time for extension activities. Note: If all aspects of the project are completed in class, the time needed may vary depending on the number of students and their abilities. Materials needed: Video clips needed to complete the lesson plan are available at the Roman Empire on the first century's website. If you want to buy a copy of the program, go to PBS Shop for Teachers.com.or video. Who is who in novel history planning guide [Download PDF here (169k)], part of this lesson plan. Internet access to complete research used to prepare documentary scripts. Access word processing applications for writing scripts (optional). A billboard for each student. Various arts and crafts supplies for the making for filming. Costumes and props for use in documentary. Video camera and tape for footage of the documentary. TV and vcr to play documentary for the class. Nine banners to be placed above student poster boards. Banners should be marked: 60-41 f.Kr., 40-21 f.Kr., 20-1 f.Kr., 0-19 e.Kr., 20-39 e.Kr., 40-59 e.Kr., 60-79 e.Kr., 80-99 e.Kr. and 100-180 e.Kr., 40-59 e.Kr., 60-79 e.Kr., 80-99 e.Kr. and 100-180 e.Kr., 40-59 e.Kr., 60-79 e.Kr., 80-99 e.Kr. and 1 00-180 e.Kr., 40-59 e.Kr., 60-79 e.Kr., 80-99 e.Kr. and 100-180 e.Kr. , 40-59 e.Kr., 60-79 e.Kr., 80-9 Procedures: 1. To get students interested in learning who is who of Rome, write the following questions on the board or overhead. Invite students to work with couples or small groups to use their earlier knowledge of history to help them answer the questions: After defeating Antony and Cleopatra, he became Rome's first emperor. He was arrested and killed for political subversion. This launched a whole new religion all over the world. He was known as the emperor who fiddled while Rome was burning. He was known as a great scholar and author and was credited with writing a 37-volume encyclopedia of the natural world. 2. After giving students three to four minutes to answer the questions, read each question again and give students the answer by letting them watch the video clips below and briefly discuss each clip. 3. Continue the class discussion by explaining that while certain figures in Roman history are very well known, there are many people who, in addition to the emperors, had a significant impact on Roman history. These include leaders, scientists, military figures and women. 4. Explain that as a class, students will work together to make a documentary titled Who's Who in Roman History. Deploy Who's Who in Roman History Planning Guide [Download PDF here (169k)] to each student. Review the specific requirements of the project as class 5. Using the list of names below, as well as others you are interested in, randomly assign or ask students to voluntarily play the role of a person to be featured in the documentary. Emperors: Julius Caesar, Augustus, Tiberius, Caligula, Claudius, Nero, Vespasian, Titus, Domitian, Nerva, Trajan Roman Enemies: Marc Antony, Cleopatra, Boudicca, Josephus Religious Leaders: Jesus, Paul, Philo Scholars and authors: Virgil, Ovid, Seneca, Petronius, Pliny the Elder, Pliny the Younger, Juvenal Military Leaders: Germanicus Women: Agrippina the Younger, Messalina, Julia 6. Using the Roman Empire in the first century website, students have access: Virtual Library Timeline Enemies and Rebels Writers Religion Emperors and complete the research necessary to write their script for the documentary. 7. Give the class time to collect props, costumes and create backgrounds for film purposes. All students should work as a group to perform these tasks. 8. Assign specific times for students to record their part of the documentary based on where their appears in the historical timeline. 9. After all students have filmed their scenes, air the documentary for all the students in the class to 10. When the documentary ends, each student shall present their poster about the historical figure they represent. These should be done in chronological order, as they were in the documentary. Students should spend one to two minutes summing up the person by discussing the content of the poster. Each student would then hang the poster under the banner representing the time when the historical figure lived. 11. As a final follow-up, invite students to answer questions such as those listed below using one to two paragraphs. From your research and screening of Who's Who in Roman History documentary, what did you learn about life in ancient Rome? List and discuss at least three important points. If you could have been someone in the movie, who would you have chosen, and why? Of those featured in the documentary, who do you think contributed most to ancient Rome and why? Of all the people profiled in the documentary, which three have influenced the most historically and continue to have an impact on today's world? Explain your answer. Assessment suggestions: Students may receive participation assessments for class discussion and group work activities. An accuracy assessment can be assigned for the content of the script. Performances can be assessed using a scoring guide or peer and even evaluations as the documentary is broadcast. An accuracy and quality character can be assigned to the poster and the presentation of it to the class. A completion or accuracy assessment can be assigned for the written response activity. Extension Activities: 1. Using the last two questions from the written response activity in Procedures, step 11, conduct a classroom debate about contributions from the ancient Romans, their historical impact, and their continued influence in today's world. Encourage students to use their research findings to support their opinions. 2. Learn more about the Roman theatre and re-enact your scenes as it would have been done in ancient Rome using actors with masks and storytellers. Perform your scenes for each other or students in other classes. 3. Present who's Who in Roman History documentary to another group of students as a way to teach them about the Roman Empire. This can be especially useful for primary school students studying similar topics. Related resources: The famous Romans [section of the Roman Empire's website [ ] have information about some of the military leaders and emperors. The About.com [has a section, Famous Men of the Ancient Roman Empire [, which provides a list of important Roman historical figures. Printable files: (Require free Adobe Acrobat.) Download a printable version of Rome Lesson 5: Who's Who in Roman History (PDF 236K) Download a printable version of Who's Who in Roman History Planning Guide (PDF 236K) 236K)

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