


Did Most Romans Enjoy The Games ?

 **Mission:** to analyse and evaluate historical sources to gain a better understanding about how Romans felt about the games.

A 'I went to the games one day hoping for some excitement. I was bitterly disappointed. It was really butchery (lots of killing). Men were thrown to lions and to bears there was no escape for them.. "Kill him! burn him alive" was the cry: "Why is he such a coward? Why won't he rush (run) on the steel? Why does he fall so meekly (easily) ? Why won't he die willingly?" Unhappy that I am I can now choose not to go again. Why must I look on such a scene as this? Do not, my Lucilius, attend the games, I pray you. Either you will be corrupted or if you show disgust, be hated by the crowd.. So stay away.'

A letter from Petronius to his nephew Lucilius, AD 62. Petronius was a Roman writer and author.

B The Romans loved gladiators. They loved the men, the weapons, the fighting and the blood. The great amphitheaters of Rome, like the Colosseum, were always full with people, who watched men fight bloody battles, both with each other and with a dazzling array of wild and dangerous animals. It's not hard to imagine the excitement

www.romanguide.com, 2005.

'All of the lions were killed as they came out of the floor. It was not very exciting, as the lions did not fight like they do when let out of cages. Many of them unwilling to attack, were killed with arrows without a fight.'

A Roman writer explain what he saw when 100 lions were let into the arena.
cAD 60

C

D All the previous fighting had been merciful by comparison. Now we have pure murder. The gladiators have no protective covering; their entire bodies are exposed to the blows.

No blow falls in vain. This is what lots of people prefer to the regular contests, And it is obvious why. There is no helmet, no shield to stop the sword . Why have armour? Why bother with skill? All that just delays death. In the morning, men are thrown to lions and bears. At mid-day they are thrown to the spectators themselves. No sooner has a man killed, than they shout for him to kill another, or to be killed. The final victor is kept for some other slaughter. In the end, every fighter dies. And all this goes on while the arena is half empty. You may think that the victims committed robbery or were murderers. So what? Even if they deserved to suffer, what's your compulsion to watch their sufferings? **Seneca, the Younger (born 4BC) was a Roman senator and philosopher. tells of a visit he once paid to the arena in a letter to a friend.**



Name: _____

Class: _____

Source Skills 1 - Analysis (a careful study)



Mission: to understand the basic Content and Origins of source A

Study Source **A**

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Who created the source: _____

What is their job, role or position: _____

Where is the person who made the source from: _____

Who is it for / to / audience: _____

When was the source created (year) _____ this is in the _____ century

When (tick 2): BCE ☐ CE ☐ AND BC ☐ AD ☐

When / type of source (tick 1): Primary ☐ Contemporary ☐ Secondary ☐ Tertiary ☐

What / type of source: letter, speech, diary, other: _____

What does the source say: (Summarise in your own words rather than copy out lines)

The MAIN point of the source is: _____

The source also tells us: _____

Furthermore it shows: _____

Finally the source reveals: _____

What: is the overall TONE of the source. (write one word / emotion to show how the writer feels)

Source Skills 2 - Evaluation (testing for reliability)



Mission: to evaluate the source A

Now that you have analysed source A you are going to evaluate source A.

Analysis = to study the source very carefully.

Evaluation = to judge the source and decide if it is reliable or not.

To help with your evaluation remember the COP method ... and when evaluating the content look out for the 'bias indicators'. For example a reliable source will use more facts than opinions or compared to calmer, clear, words rather than strong or exaggerated language.



Content

What the source says



Origin

Who, when, where



Purpose

Why, motive, reason

Now use the COP method to evaluate (judge) if the source is more reliable or unreliable.

C O P M E T H O D	Unreliable	What	Reliable	O R I G I N	Who	When	Where	P U R P O S E	Why
	Uses opinions One sided Strong Language Emotional Confused Boasts Exaggerates Subjective Disrespectful		Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful		Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or do they have a good character or reputation? Could the 'audience' influence what is said or written?	Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time.	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national, regional or political bias.		Does the person have <u>motive</u> or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?

Study Source

A

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Content 1 (what) - read the source carefully and look for 'bias indicators' eg. opinion, fact, exaggerates.

Point: The content makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain : _____

Evidence from source : " _____ "

Origin of the source: consider the who, when and where.

Point: The origin makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain : _____

Purpose of the source: consider the motive, the 'why' it was created

Point: The purpose makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain: _____

Other reasons for / against reliability? Is the source corroborated by source D ?


Finally, give the source A an overall judgement for its reliability by circling below.

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Source Skills 3 - Comparing / corroboration

How similar are sources B and C ?

Introduction: 'The sources are similar to (a limited, some, a large) extent'.


 **Content 1:** look for content / information that is similar or corroborated.

Remember PEEL - support your **point** with **explanation**, **examples** and "**evidence**" from both sources.


A key similarity between source B and C is

An example from the source B ...


This is also reflected in source C ...

 **Content 2:** look for content / information that is different or not corroborated.

Remember PEEL - support your **point** with **explanation**, **examples** and "**evidence**" from both sources.

 **Origins:** are the origins (who, where, when) of the sources similar or different?

The source origins are / are not similar ...

 **Purpose:** are the motives (why created) of the sources similar or different?

The motives of the sources are / are not similar ...