

WHO WANTS TO BE A GLADIATOR?

UNDERSTANDING THE ROLE OF THE GLADIATOR

Introduction activity

Explain to the class that they are going to find out the truth about the role of the gladiator.

Ask them what they think a gladiator actually did and how they know that.

Hopefully, the pupils will think it's a glamorous job and that a gladiator was treated well, as they will have got their knowledge from television and films.

Discuss how this information is not based totally on facts.

Have a look at the gladiator information located [here](#).

Discuss as a class how a gladiator would feel if he had fought a hard battle and then it was totally up to the audience to decide his fate?

Have a vote of hands as to whether the class think that they would like to be a gladiator or not.

Main part of the lesson

Look at this image of the gladiator located on the BBC page and as the 'Gladiator mosaic image resource'.



Ask the pupils to work in pairs to look at this image and to come up with a statement about what this tells them about the gladiators.

Explain that evidence like this is sometimes all we have to build up our knowledge and understanding of Roman London.

Ask the pupils to watch the 'Calpurnicus, the Hoplomachus' video clip in pairs and as they are watching to complete the 'Gladiator advantages and disadvantages resource' sheet.

Plenary

Review as a class the differing advantages and disadvantages that they noted down whilst watching the video clip.

Ask the class to vote again if they think that they would like to be a gladiator or not. Have some pupils changed their minds? If so, discuss why they have changed their minds.