

## Supplementary Appendices

### Appendix A: overview of lesson sequence

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning outcome</b>	<p>I have considered who might have benefited from the Roman gladiatorial games, informed by interpretations of primary sources</p> <p>I can consider multiple historical perspectives</p>	<p>I understand the purpose of oracy and consider some features of effective exploratory talk</p> <p>I understand what caused the riot at Pompeii and have considered the difference between written and visual sources</p>	<p>I can recall how to identify and translate nominative and accusative nouns</p> <p>I can use exploratory language to form an argument and structure a debate in groups</p> <p>I have come up with at least three arguments for my side of the debate, taking into account a range of historical perspectives, and can back them up with primary evidence</p>	<p>I have contributed to the debate by either asking a <i>relevant</i> question or offering a rebuttal to a counter-argument</p> <p>I have identified at least one way that the debate could have been improved so that more people got a chance to contribute</p>
<b>Adaptive teaching</b>	See if students need help interpreting sources - highlight most relevant parts		New seating plan for final two lessons Give students roles in groups	
<b>Starter</b>	<i>in arena</i> recap - Regulus's decision to put the gladiator to death	Come up with some forms of modern public entertainment - who benefits?	Latin starter - nom/acc revision after holidays	
<b>Activity 1</b>	<p>Pre-debate vote: Agree - 24 Disagree - 6</p> <p>Ground rules</p>	<p>Introduction to oracy - explain to students what we are doing and why we are doing it</p> <p>Read <i>venatio</i> - do this as written task</p>	<p>Introduction to oracy - explain to students what we are doing and why we are doing it</p> <p>Show them how to make an argument</p> <p>Consider ancient and modern perspectives</p>	<p>Doing the debate: 'The violence of the gladiatorial games was justifiable for entertainment purposes'.</p> <p>Two speeches per side; everyone else offers counter-arguments/ rebuttals</p>
<b>Assessment</b>	Can students model good listening?	Comprehension questions on <i>venatio</i>		Has everyone contributed with a relevant point? Students modelled good listening?
<b>Activity 2</b>	<p>Who benefited from the gladiatorial games - arguing from multiple perspectives</p> <p>Students read through primary sources</p>	<p>Learning about the riot - visual and written sources</p> <ul style="list-style-type: none"> <li>•How does the wall painting back up Tacitus' account of the riot?</li> <li>•Do you think exile is an appropriate punishment for Livineius Regulus?</li> <li>•Why do you think someone might have made this wall painting?</li> </ul>	<p>Preparing for debate (give each member of the group a clearly defined role)</p> <p>Reiterate 'ground rules'</p>	Questions for reflection - answer on Post-Its
<b>Assessment</b>	Go through ideas as a class - are students backing up their answers with evidence from sources?	Pairs feed back from discussion	Filled out debate planning sheets Jigsawing - share ideas with another group	
<b>Plenary</b>	'Opinion walk' using Post-Its			Post-debate vote: Agree - 5 Disagree - 23
<b>Homework</b>			Write a half-page speech for your side of the debate and prepare two counter arguments - submit on Classroom	

## Appendix B: evaluation of lesson 1

**\*Were the *aims* and planned *outcomes* of the lesson met?**

**\*What was the *evidence* (of the above) during the lesson? Give specific examples.**

[Consider whether learning checks were built in to the lesson.]

Yes, students considered who might have benefited from the Roman gladiatorial games (and ways in which they did not benefit), informed by previous learning and their reading of a variety of primary sources  
Each group focused on a distinct historical perspective and fed ideas back to the class

**What were the good points about the lesson?** (E.g. planning, teaching, class management, subject knowledge) Include areas from the CCF as appropriate.

Students engaged in the discussion about whether Regulus made the decision and felt comfortable disagreeing with one another and justifying their own answers – there was a nice mix of serious and non-serious answers

Students also came up with some suitable 'ground rules' for group work, after I had given them further prompts for the task, which was initially unclear (How is group work different to independent work? What are the advantages of group work, and what are the challenges? How can we overcome these challenges?)

Students also very engaged in the sources task and enjoyed thinking through ways in which people did and didn't benefit; they did some independent research on the Chromebooks and managed to stay on task while doing so!  
They worked well in their small groups (although some pairs seemed to be working independently and not discussing very much – think about regrouping)

**Any areas for improvement and/or points to be taken up next lesson/later on?**

There wasn't much source material available for the freedwoman and gladiator trainer groups – consider what I can give them to scaffold their task

Think of how to engage the whole class when each group is feeding back – students became a bit chatty at this point  
Groups have not written down other groups' ideas in their own tables yet – am I going to get them to do this next lesson?

Consider putting students into groups to facilitate effective working – maybe have a temporary seating plan on the board at the start of the debate lessons after Easter

Be explicit next lesson about the fact that we are working on our oracy, discussion and presentation skills

If giving sources, consider printing them off and getting one student in each group to read it aloud, and then they can discuss

Intervene in student discussion + put guiding questions on the board to help them

Give verbal reminder of conversation skills

Appendix C: perspectives activity

<i>persona</i>	Ways in which I benefited from the gladiatorial games	Ways in which I did <u>not</u> benefit from the gladiatorial games
Emperor Vespasian (started building the Colosseum in 70 CE)		
Roman senator (like Regulus!)		
<i>bestiarius</i>		
gladiator trainer		
freedwoman (spectator)		

## Appendix D: evaluation of lesson 2

**\*Were the aims and planned outcomes of the lesson met?**

**\*What was the evidence (of the above) during the lesson? Give specific examples.**

[Consider whether learning checks were built in to the lesson.]

I did not have time to explicitly introduce the concept of 'oracy' to the students, so decided to save this for next lesson (which makes sense anyway as this is when I am going to introduce the debate).

Students effectively considered the difference between the written and visual source

**What were the good points about the lesson?** (E.g. planning, teaching, class management, subject knowledge) Include areas from the CCF as appropriate.

Groups came up with some very good answers for the 'who benefits' activity about modern forms of public entertainment – I asked groups hands-down which entertainment they had picked to discuss, but everyone was very keen to contribute (even to another group's entertainment) -- could have linked these ideas more explicitly to what we have been considering for gladiatorial games, but I can pick this back up next lesson (comparing modern/ancient attitudes)

Students engaged in the recap of *personae* and could remember most of their points from last lesson – a good sign for the debate!

Good to introduce an element of choice into the final activity – not only did this save time, but it also gave students a tight discussion focus. Students came up with some very good answers (e.g. some referred to the Latin in the wall painting)

Students much better behaved after I started writing 😊 and ☹ names on the board

Students very focused during *venatio* comprehension – I insisted that they had to work independently for five minutes, and would reset the timer if anyone talked.

**Any areas for improvement and/or points to be taken up next lesson/later on?**

Students very chatty during register activity – good moment to introduce ground rules! What does listening look like, when can we speak etc.

Maybe the Starter should be a settling activity rather than a register question – this just brings their energy up.

Can get students to turn their Chromebooks round if you want to give instructions

Have the timer on whiteboard – either embed into PPT or use the one on the interactive whiteboard.

Write down instructions on board if people keep asking.

Consider Post-It warning for ----?

If students are using the translate function on their Chromebooks to translate the page into English, take their laptop away and give them a book. Then maybe talk to them at the end of the lesson about how there is no point being there if they are going to do that?

### Appendix E: evaluation of lesson 3

**\*Were the *aims* and planned *outcomes* of the lesson met?**

**\*What was the *evidence* (of the above) during the lesson? Give specific examples.**

[Consider whether learning checks were built in to the lesson.]

Students could identify noun endings using their student booklets to help them – but they need to recap these!

Lots of students made good arguments

**What were the good points about the lesson?** (E.g. planning, teaching, class management, subject knowledge) Include areas from the CCF as appropriate.

Good reiteration of instructions and clarifying of activity

Good probing questioning during Starter

**Any areas for improvement and/or points to be taken up next lesson/later on?**

When getting everyone to move seats, be very clear about instructions – e.g. only take with you your sheets, books and gluesticks.

Try and keep an eye on the whole class, even when you are just speaking to one group

Always wait until the class is fully silent before giving instructions.

The debate could have been more closely linked to the lesson activity, e.g. cards with statements about gladiators on, do you agree or disagree?

Could get groups to report back from the Plenary, e.g. what is one new thing you learnt?

Build in some slack time in case something takes longer than planned

*Appendix F: debate planning worksheet*

'The violence of the gladiatorial games was justifiable for entertainment purposes'.  
 Consider the different perspectives we looked at before Easter, and whether or not they benefit from the games.

- gladiator
- gladiator trainer
- Roman senator (e.g. Regulus)
- Roman emperor (e.g. Vespasian)
- spectator (e.g. freedman/freedwoman)

Key vocabulary:

<i>bestiarius</i>	<i>arena</i>	riot
<i>murmillo</i>	<i>ludi</i>	sponsor
<i>retiarius</i>	<i>gladius</i>	Colosseum
<i>secutor</i>	<i>venatio</i>	
<i>senator</i>		
freedman/freedwoman		

	<b>Evidence/justification</b>
<b>Argument 1:</b>	
<b>Argument 2:</b>	
<b>Argument 3:</b>	

<b>Counter-argument</b>	<b>Rebuttal</b>

## Appendix G: evaluation of lesson 4

**\*Were the *aims* and planned *outcomes* of the lesson met?**

**\*What was the *evidence* (of the above) during the lesson? Give specific examples.**

[Consider whether learning checks were built in to the lesson.]

Yes, the vast majority of students contributed something to the debate (with the exception of around five)

Every student wrote down some reflections on the Post-It notes at the end

**What were the good points about the lesson?** (E.g. planning, teaching, class management, subject knowledge) Include areas from the CCF as appropriate.

Pretty much everyone was engaged and keen to contribute

Students were responding directly to one another's points

The rules of the debate were very clear - most students had their hands up when they wanted to speak

Gave merits for positive engagement

**Any areas for improvement and/or points to be taken up next lesson/later on?**

Set up the classroom before students arrive...

Make sure students are sitting in their groups for the first task

One student's speech spoke about ancient views on slavery (sensitive topic) and the discussion briefly became heated

– I got the whole class to be silent and explained that he was making a distinction between ancient and modern views; possibly could have let some Ss make a counter-argument here

Next time don't allow Chromebooks during debate

Could have been clearer about the fact that students could write their speeches collaboratively

Give 30 seconds after someone's speech to allow students to think of a question? - might mean that I could have cold-called on students who didn't speak

Office on the web Frame

## 'The violence of the gladiatorial games was justifiable for entertainment purposes'.

Structure of the debate:

**FOR:** opening speech (2 mins)

**AGAINST:** opportunity to put forward relevant counter-arguments

**FOR** may rebut (8 mins)

**AGAINST:** opening speech (2 mins)

**FOR:** opportunity to put forward relevant counter-arguments

**AGAINST** may rebut (8 mins)

**FOR:** closing speech (2 mins)

**AGAINST:** closing speech (2 mins)

will  
decide the winning team!

## Reflection and feedback

Office on the web Frame

**On a Post-It, write brief answers to the following:**

- What did you enjoy/not enjoy about the debate?
- Do you think everybody got a chance to put forward their ideas (either in the group discussion last lesson or in the debate today)?
- If not, how do you think the debate could have been structured more effectively?
- What could you personally have said or done to make sure that everybody got a chance to speak and/or develop their ideas?





## *Appendix I: sample of marked student work*

I believe that the violence in the gladiatorial games of the Ancient Romans is not justifiable for entertainment purposes. In this speech, I aim to illustrate my viewpoint, using evidence to support my arguments.

Firstly, the concept of the games itself is extremely cruel. Most of the gladiators were convicted criminals, most of them petty criminals who had stolen something small. Does it seem right, in today's world, to forcibly arm people to fight against each other (for entertainment) merely because they had stolen something small (eg. an apple)? The punishment in this case heavily outweighs the crime, and that is not just.

Secondly, the Ancient Romans had no regard for the animals who were sent into the arena. They often transported large amounts of wild animals (eg. lions, elephants) vast distances across the world simply for them to be sent to their deaths in the name of entertainment. The African forest elephants were nearly wiped out by the Romans due to excessive hunting for their ivory and for the gladiatorial games.

Finally, there is no regard for human life, and it corrupts the mind. Did a gladiator come into the world seeking to have his life killed for merely the sake of entertainment? Did the Romans really want to come and see such bloody spectacles? Seneca, a witness from the time, says that the gladiatorial games were merely "pure butchery" and that it "corrupted the mind".

So in conclusion, I believe that the gladiatorial games were not justifiable for entertainment purposes due to the reasons I have outlined above.

Counter argument:

It made certain people popular.

Rebuttal:

The popularity gained would not be worth the price of the project (eg. building the amphitheatre, training the gladiators, getting the animals) when something simpler could be done - eg. tax cuts or better infrastructure.

**This is an excellent speech! You have three strong and distinct arguments, clearly laid out and backed up by evidence and a historical account. You have used rhetorical language very effectively.**

**Target: can you think of any historical perspectives that might differ from this view? How would you argue against the fact that the gladiatorial games were clearly enjoyed by spectators throughout Italy?**