 Year 11 Investigating ancient history – the roman games case study

Duration - Approximately 4-5 weeks

This document references the [Ancient History Stage 6 Syllabus](https://syllabus.nesa.nsw.edu.au/ancient-history-stage6/) ©2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Unit description

Students investigate the history of the Roman games using a range of sources. The historical concepts and skills content is to be integrated as appropriate.

Focus questions

* Why were the Roman games so important in society and why were they created?
* How were the gladiators and charioteers depicted in ancient Rome?
* What armour were used during gladiatorial battles?
* To what extent were the Roman Games a political event and serve political purpose?

Outcomes

A student:

* Describes the nature of continuity and change in the ancient world AH11-1
* Proposes ideas about the varying causes and effects of events and development AH11-2
* Analyses the role of historical features, individuals and groups in shaping the past AH11-3
* Accounts for the different perspectives of individuals and groups AH11-4
* Examines the significance of historical features, people, places, events and developments of the ancient world AH11-5
* Analyses and interprets different types of sources for evidence to support an historical account or argument AH11-6
* Discusses and evaluates differing interpretations and representations of the past AH11-7
* Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-9

Related Life skills outcomes – AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-11

Historical concepts and skills

Analysis and use of sources

* Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009)
* Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010)
* Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008)

Historical interpretation

* Analyse the extent and nature of continuity and change over time (ACHAH001)
* Form judgements about historical significance, recognising that significance may be attributed for different purposes
* Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012)

Historical investigation and research

* Use evidence from a range of sources to inform investigation and research (ACHAH005)
* Acknowledge sources appropriately (ACHAH015)

Explanation and communication

* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013)
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014)

Assessment

Formative and summative forms of assessment will be used throughout this program to determine student knowledge and assess progress.

* Forms of student assessment can be found in the unit content table below.
* Summative – source-based study – students choose two historical sources (one primary and one secondary) on the Roman Games and compare and contrast their interpretation of the Games in ancient society.

| Content | Teaching and learning | Differentiation |
| --- | --- | --- |
| * Representations of the Roman Games-ancient and/or modern | * Teacher-led discussion of prior knowledge of the Roman Games. Create a mind map of the discussion, including any representations of the Games that students may be familiar with e.g. the movie Gladiator (2000); graphic novels; simulations, games etc. * Class discussion using mind map: what are the main representations of the Roman Games throughout history? | Extension  Research the representations of the Roman Games throughout history and write a half page explanation of their significance. |
| * The geographical and historical context, including:   + The origins of the Roman games   + The locations of amphitheatres in the Roman world | * Overview of the location of the city of Rome, including the original settlement of the city. Students research the expansion of the Roman Empire throughout Europe and plot this on a map, with the key Roman towns throughout Europe highlighted. Teacher will provide students with a map. * Using ICT – students research the religious origins of the Roman Games. Create a timeline of events that lead to the focus of the games switching from religious purposes to entertainment purposes. * Use the map of the Roman Empire above to locate the primary amphitheatres of the Roman world. Discussion of the similarities and differences of the locations e.g. populations of nearby towns; locations throughout Europe; size of amphitheatres. | Extension  Account for the influence of the Roman Empire throughout Europe.  Differentiation  Create a timeline of the Roman Games in Europe. |
| * The range of sources, including:   + Amphitheatres, e.g. the Flavian amphitheatre, Circus Maximus, and provincial amphitheatres   + Frescoes, mosaics, tomb epitaphs, graffiti, armour, weapons, tombs   + Ancient sources e.g. Seneca, Juvenal, Martial | * Use the map listed above to locate the Flavian amphitheatre and the Circus Maximus. Discussion of the primary differences between the major theatres and the ‘provincial theatres’ (physical size, capacity, location). * In small groups, look at images of a range of sources relating to gladiatorial contests, chariot racing and other entertainment sources e.g. mock naval battles. These sources should include frescoes, mosaics, tomb epitaphs, graffiti, armour, weapons and tombs. Students complete a table using the sources with the headings:   + Category   + Location   + What it reveals about the Roman Games * Using ICT: in small groups (as above), students are to use the Internet to create a digital profile of the primary ancient sources on the Games: Seneca, Juvenal and Martial. The digital profile may be in either a:   + ['Fakebook' – create imaginary profile pages for study purposes](https://www.classtools.net/FB/home-page)   + [Fake Twitter template](https://ichooseawesome.wordpress.com/2013/04/17/choose-a-fake-twitter-template/)   + [Fake Instagram template](http://blogs.henrico.k12.va.us/jpcovais/2015/02/04/instagram-template-for-students/) * The digital profile must also include 5 status updates regarding the Roman Games, in the persona of the ancient source profiled. Completed profiles to be uploaded to Google Classroom/Edmodo/Moodle etc. for accessibility. | Extension  Use the table to construct a response to the question below:  How were the Roman Games represented by the evidence provided?  Differentiation  Complete the first two columns of the table as a class, and allow students to complete the last column in their groups.  Extension  Use the digital profiles to compare and contrast the perspectives of Seneca, Juvenal and Martial. |
| * The nature of the Roman Games as revealed through the sources, including:   + Depictions of gladiators and charioteers   + The types of gladiators and features of entertainment e.g. mock naval battles   + The nature of armour and weaponry-metallurgy, fighting techniques, body protection technology, medicine and the treatment of wounds   + Gladiators and chariot racing in Roman culture: free/slaves, revolts e.g. the War of Spartacus   + The political role of the Roman Games: the emperor, senate, ‘bread and circuses’, the people, the might of Rome | * Research the various depictions of gladiators and charioteers. These can include both ancient depictions (graffiti, inscriptions, mosaics, frescoes, inscriptions, ancient writers) and modern depictions (movies, television, documentaries, graphic novels, games). Complete a response based on these depictions on the legacy of gladiatorial contexts and chariot racing. * Use [types of gladiators](http://www.tribunesandtriumphs.org/gladiators/types-of-gladiators.htm) to create a graphic organiser (tree diagram or flow chart) with the primary types of gladiators organised into three categories:   + Elite Gladiators   + Heavily Armed Gladiators   + Lightly Armed Gladiators * For each type of gladiator students require a one sentence with description of the gladiator. * Using ICT: students use the Internet, including [Roman Gladiator armour](http://www.tribunesandtriumphs.org/gladiators/roman-gladiator-armor.htm) and [the Warriors & Legends - gladiator armour](https://www.warriorsandlegends.com/gladiators/gladiator-armour) to outline the nature of armour and weaponry-metallurgy, fighting techniques, body protection technology, medicine and the treatment of wound. Class discussion on the main features and purposes of each category. * Complete a source-based study of the cultural impact of gladiators and chariot racing in Roman culture. The difference between free-born and slave gladiators and entertainers is discussed. * Watch ‘The True Story: Gladiators’ from the History Channel. Student-led discussion on the political role of the Roman Games. | Differentiation  Provide students with a range of sources depicting gladiators and charioteers. The response may be presented as short-answer or source-based questions.  Extension  Complete the response in essay format.  Differentiation  Students match the name of the gladiators to their description.  Extension  Watch the movie Gladiator (2000) and describe how the movie portrays the political role of the Roman Games. |

Resources

* [Murderous Games: Gladiatorial Contests in Ancient Rome](http://www.historytoday.com/keith-hopkins/murderous-games-gladiatorial-contests-ancient-rome)
* [Facebook - fakebook template](https://www.classtools.net/FB/home-page)
* [Twitter - fake twitter template](https://ichooseawesome.wordpress.com/2013/04/17/choose-a-fake-twitter-template/)
* [Instagram – fake Instagram template](http://blogs.henrico.k12.va.us/jpcovais/2015/02/04/instagram-template-for-students/)
* [Roman gladiator armour](http://www.tribunesandtriumphs.org/gladiators/roman-gladiator-armor.htm)
* [Gladiator armour](https://www.warriorsandlegends.com/gladiators/gladiator-armour/)
* The History Channel – ‘The True Story: Gladiators’
* Gladiator (2000) by Ridley Scott

Reflection and evaluation