**Gladiatorial Advertisements at Pompeii**

Consider the following three inscriptions:

CIL 04 0126

D(ecimi) Lucreti Satri

Valentis flaminis [[Neronis]] Caesaris Aug(usti) f(laminis) perpetui **glad**(iatorum) par(ia) XX et

D(ecimi) Lucreti Valentis fili [**glad**iatorum] par(ia) X

ex a(nte) d(iem) V K(alendas) April(es) venatio et vela er[unt]

CIL 04 0280

Cn(aei) Allei Nigidi

Mai quinq(uennalis) sine impensa publica **glad**(iatorum) par(ia) XX et eorum supp(ositicii) pugn(abunt) Pompeis //

CIL 04 07994

Par(ia) XLIX

familia Câpiniana m̂un̂eri[bus]

Augustorûm pug(nabit) Pût̂eol(is) a(nte) d(iem) [IV? id(us) Maias],

pr(idie) id(us) Mai(as) et XVII, XVI k(alendas) Iu[n(ias)].

V̂ela er̂ûnt. Magus 〈:scripsit〉.

These three *edicta munerum* show almost all of the formulaic elements of the genre and thus serve as a great introduction. Once students have some background on gladiatorial games a teacher can proceed with the following discussion outline in conjunction with these wall-inscriptions:

1. If you were a wealthy Roman sponsoring gladiatorial games what would you want to be written in an advertisement for your spectacle? What would you specifically want to emphasize?
2. Distribute a list of common abbreviations in gladiatorial advertisements. (Available on AGP) Why would Romans use abbreviations in their advertisements? How would the average person know what the abbreviation meant?

1. Introduce students to CIL 04 0280 (basic example) and translate it with them

1. Did CIL 04 0280 line up with your expectations for a gladiatorial advertisement? Why or why not?

1. Ask students to translate CIL 04 0126 and CIL 04 07994 individually or in groups

1. Review their translations and highlight the consistent aspects of the inscriptions.

1. What makes CIL 04 07994 so different from the other inscriptions?

1. Look at the geographic relationship between Pompeii and Puteoli. Use ORBIS ([http://orbis.stanford.edu/](http://orbis.stanford.edu/%22%20%5Ct%20%22_blank)) to determine the distance between the two cities and how long it would take an average Roman to travel that distance. Why would Romans do this? Would you travel this far to see a concert by your favorite band or an important sporting event?

1. Ask students to create their own gladiatorial inscriptions in groups using the previously discussed abbreviations and formulaic elements.