

The Romans Revealed – Teacher and Adult Helper notes

Thank you for booking “The Romans Revealed”. This pack contains information on how your workshop will be delivered on the day.

The beginning of the workshop will consist of a discussion about The Romans in Scotland and how they interacted with Scotland’s local populace. There will also be a chance to handle replica Roman soldier equipment as well as Roman civilian garb.

During the workshop, your class will be split into 4 groups. Each group will rotate around 4 tables doing a different activity at each table. An adult will be required to assist with each activity. They will be assisted by the museum’s Learning Enabler who is leading the workshop. The teacher will be asked to assist with the Marketplace activity. Each activity will be given 10 minutes. A two minute notification will be given, allowing each adult to complete which part of the task they are on, and gather the resources back in ready for the next group.

Before the session, you may wish to familiarise yourself with these notes. Copies of the notes will also be at each table.

Archaeology Table

Lizzie – Adult Helper Notes

This table is about being an archaeologist. Pupils will:

- Use maps to investigate a dig site
- Look at real tools used by archaeologists
- Investigate Roman objects to determine what kind of site is being excavated
- Work out from clues what kind of site they are exploring

Answers are on a separate sheet.

1. Explain that the pupils are going to be archaeologists. They will use detective skills to work out where they would excavate, investigate archaeologist tools and explore Roman artefacts to determine the nature of their dig site.
2. Hand out Latin letters. There should be enough for 1 between 2 or 3. Ask groups to read their letters. They can do this in their pairs or this can be done as a whole group activity by asking groups to read part of their letter out loud. When they get to a Latin word, work out what the word means. Once the whole thing has been translated, hand out maps.

Or – read and translate the letter as a group.

3. Looking at the maps, the pupils must find a place on them that corresponds to the translation. Eg, if the words were “forest, seas and hills” they should find somewhere on the map near those three things). Collect in maps.
4. Once you have decided on a location, hand out archaeology tools. Do they think these are real tools? Why might they use these? Are they all used by archaeologists? Collect in tools.
5. Once you have investigated the tools, pass out the Roman objects. They can handle but they are originals so remind pupils of object handling rules that the Learning Enabler set out at the start of the session. There are object tags to help you work out what each object is.
6. Once everything has been investigated, ask the pupils what they think they had been excavating
 - a. A bakery

- b. A workshop making pottery and tiles
- c. A forge, making weapons and armour for soldiers

7. Why do they think that?

Answers

1. Tools

The only object in the box that is not normally used by an archaeologist is the dustpan.

The different sized brushes are used to clean objects or parts of buildings e.g. mosaic flooring, just like Lizzie is doing in the picture.

The two trowels are for delicate digging. They are an archaeologist's most important tool, and most archaeologists have their own one.

The plastic bags are 'finds bags', for putting small objects in that might be found.

The two sets of tweezers are for picking up very small or delicate objects.

2. Maps

Part 1: The words should be 'sea', 'beach' and 'cliffs'.

Part 2: There is a map provided with the correct spot marked.

3. Objects

One object is a piece of pottery. It is probably the handle from an amphora (a very large jug). The Romans would store wine, olive oil or sauces in amphora.

One object is a piece of mosaic flooring. It is made of very small white tiles, and is quite rare in Scotland.

The other objects are coloured *tesserae*, small tiles made for mosaics.

Marketplace Table

This table recreates a Roman market. You are the market stall holder, and all your things for sale are on the table in front of you. The pupils will:

- Work in groups to buy things from a shopping list
- Handle replica Roman coins to use as money to buy from the market holder (adult)
- Work out what to do if they do not have enough money

Each object has a label attached to tell you what they are.

1. Give out the envelopes to each pair/group of 3 – this contains their shopping list, a price list for the market and coins. Each group has a different list.
2. Each group has 2 bronze coins, 3 silver coins and a gold coin.
3. Compare the items on the Roman shopping list with modern day equivalents – is there anything you are surprised by? Any similarities?
4. Put out your price list so the groups can see
5. Ask each group individually what they would like to buy. You have coins in the pink folder you can use to give change.
6. Some groups won't have enough coins for what they need to buy – ask them to think about how they could get the things they need. Answer – they could trade with others, barter/haggle with you, etc.
7. You might not have everything they need to buy, that's ok. Ask pupils why in a market place, there might not be everything you need. Compare to a modern supermarket which holds lots of stock, Roman market vendors will hold what they can – you've got to be early and quick!

At the end of the activity, before you move on, make sure each group has a shopping list and coins back in their envelopes.

Extension: Ask pupils to compare their experience at the Roman market versus how we shop today

Object information

- Replica lamp. Romans used lamps made from terracotta to light up the dark. The lamps would burn oil such as fish or olive oil, or animal fat. In the middle hole, you would add oil and in the spout there would be a wick to burn.
- Oil bottle. The Romans used olive oil for many things. Today we use it for cooking mostly, but the Romans also used it for bathing! They would cover themselves in oil, go to a hot bath and then scrape the oil off with a blunt knife.
- Foodstuffs: beans, lentils and peas are all Roman introductions. As are onions, leeks and cabbages. The Romans also introduced herbs and spices into their food. They cooked with oats as well.
- Sandals or *caligae*. Typical, heavy soled sandals used by Roman soldiers and civilians.
- Pans. Used for cooking or heating up wine.
- Snails. A favourite food in Rome. Usually cooked in milk and garlic.

Roman Children Table

Pavo is a Roman child. His belongings are all in a toy box and are mixed up. The pupils will:

- Touch real and replica objects
- Compare life today to life for Roman children

Note: Answers are on the back of this sheet. Each Roman object has a label with information.

1. Keeping hold of the box, take out one object at a time and pass it around. Ask pupils what they think it could be. There are object tags with extra information and discussion points for the Roman objects.
2. The pupils must carefully put the objects in two groups – objects belonging to Pavo, and objects we would use today. Pavo's objects have labels to help. You and your group will need to match them up.
3. Ask the pupils to decide which objects Pavo would take to school, and which ones they think he would use at home.
4. Now ask them to compare the modern object with the Roman one. Can they see any similarities? What differences are there?

Answers

Roman Objects	Modern Objects
Cloth doll	Baby doll
Wax tablet and wooden stylus (pen)	Paper and pencil
Abacus	Calculator
Ceramic horse figure	Plastic horse
Sponge-on-a-stick	Toilet roll
Cloth vest	White T-shirt

Pavo would probably take the abacus and the wax tablet to school. Rich Roman children would have a teacher who would come to their house. However, the teacher would be paid per pupil, so they would be keen to have lots of pupils. An important part of Roman education was public speaking and debating, so often pupils would gather together in large groups to practise these skills.

Gods of the Frontier Table

This table is all about the Roman gods. Pupils will:

- Use clues to work out which god is which
- Choose the right votive offerings for the right god.

Votive offerings are objects “given” to a god in order to curry their favour. They are usually objects that reflect the god’s personality or are associated with that god.

1. Open the folder and take out the pictures of the gods. Show each picture to the pupils. What can they see? What do they notice about each?
2. Now look at the descriptions. You can either read them out loud yourself, or choose a pupil to read them to the rest of the group. Match the gods to their objects using the description on the cards. The names of the gods and their preferred objects are on the backs of the images.
3. Why might the gods have liked the objects? What do they have to do with their personalities/traits?

Each picture has the god name and the objects they like to receive as votive offerings on the back.

The following page contains a table, showing the image, names of and the objects associated with the gods and how they appear in the workshop.



Minerva - Goddess of wisdom and strategic warfare

Objects:

- Shield
- Owl
- Sword



Juno – Queen of the gods and protector of the state.

Objects:

- Sword
- Peacock feather
- Goose



Ceres – Goddess of agriculture.

Objects:

- Bags of barley or grain
- Farmyard animals



Mercury: Messenger god. God of buying and selling and borders.

Objects:

- White feather
- Coin