

2020

KS2 Romans Teacher's Notes

Museum of Classical Archaeology



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Welcome and Teacher's Notes

ROMANS KS2 PACK

Thank you for choosing the Museum of Classical Archaeology for your school visit. Many schools return to us year after year, and we are also delighted to be able to welcome many more new schools to this fabulous resource. This is due to a generous grant from the Arts Council England and the Classics Faculty here at the University, which funds our Education Service.

This work pack is designed so that teachers can lead their own sessions in the museum based on work that we have tried and tested here. The work links to the National Curriculum and the small groupwork encourages children to share their experiences, stimulating later classroom discussion. The drawings produced can also make an ideal “Romans” display back at school.

This pre-prepared workpack is in no way meant to eclipse the excellent work of teachers who prepare their own resources; it merely shows one way of using the collections, and will be particularly helpful to first time visitors, busy teachers, or those who fancy a change.

Don't forget to book your group in advance as the museum cannot admit unbooked groups. Please visit our website: <https://www.classics.cam.ac.uk/museum/schools> for details on how to do this. We require that you should bring adult helpers, a ratio of 1:5 is best.

The work-packs require children to work in small groups with an adult helper. Children are not allowed to walk around the museum on their own, and must always be accompanied by an adult. We understand that helpers may not be experts in Ancient Romans, and so the packs contain helper's notes.

This Pack Contains

Romans KS2 Pack

1. Teachers' notes
2. Rules for teachers and helpers to reinforce with children
3. Introduction session – ideas for the teacher to use with the whole group at the start of the museum session.
4. Helpers' answer sheets (you can find the children's question sheets in a separate document).
5. Decorated, blank sheets for the children's drawings.

YOU WILL NEED TO BRING:

- Copies of the pack.

Please ensure that you photocopy and bring adequate numbers of children's and helpers' sheets for your particular group. It is unlikely that children will have time to complete all of the sheets. Choose 2 - 3 from the pack.

The Museum is able to provide:

- Pencils
- Clipboards
- Spare blank paper

(please inform the Education Coordinator that you would like to use those when you arrive at the museum).

When drawing or writing please put clipboards on the floor not leaning onto plinths or "benches". Please keep pencils well away from objects. If using pencil sharpeners or rubbers please supervise the children and do not leave a mess in the museum.

The Rules

Romans KS2 Pack

Museum of Classical Archaeology

Rules

- 1.** Children **MUST** be accompanied by adults at all times.
- 2.** Pencils only, pens are not allowed.
- 3.** The objects in our museum are extremely valuable and very fragile. For these reasons (and for health and safety) please refrain from touching or leaning on the objects, their supporting plinths.
- 4.** Keep pencils well away from objects.
- 5.** Do not run.
- 6.** Eating and Drinking are not allowed in the museum.

The Museum is inside a university building, and students are studying all around us, in the library and in the lecture rooms. Please make children aware of this and keep voices down.

Please make sure that children are aware of these rules before they enter the museum and follow them throughout the visit.

Thank you and enjoy your visit!

Teacher's Introduction

Romans KS2 Pack

Giving this information as a general introduction before you start using the worksheets will help the children and helpers to orientate themselves within the museum.

ARE THE STATUES “REAL”?

The statues are all plaster casts (copies), of Greek and Roman statues from museums and sites all over Europe and the world.

WHO MADE THEM?

Most of these copies were made by the Victorians, so they are quite old but of course not as old as the real Greek and Roman statues. (Timelines can be used at school to explore this).

WHY WAS THE MUSEUM MADE?

The museum was established in 1884. In those days people couldn't travel around as easily and cheaply as today, so they couldn't go see all the originals which were (and still are) scattered around many places. Here you can see them all in one place. They also didn't have good photographs or the internet to use! Can you see why looking at the statues “in the flesh” is different from using pictures of them? (You might like to return to this again at the end to sum up).

This has always been used as a teaching collection, and the children might like to know that many experts and students at the University of Cambridge use this museum for learning and teaching. The children are in good company!

Tips and Tricks

Romans KS2 Pack

KEEP IN MIND

The Bays are all named alphabetically. A is the Bay as you come in, and these names are used to help you on the worksheets. The Museum is arranged with the very oldest Greek statues in Bay A, and as you walk through the bays, you can see that the style of the statues' changes – like a “Walk through Time”!

Can the children spot the differences between the tall, straight, still figures in Bay A, and a figure which shows movement in the Bay C “Discus Thrower”?

Children may like to have a “search” around in small groups with their helpers, and report back on what they have seen, before you hand out specific worksheets for more focussed work.

Children will probably see all kinds of things today that will inspire them to find out more by themselves – that is the real joy of a museum visit like this!

The next few pages contain the answers to questions in the children's pack plus some additional explanations of the objects. These are written in italics.

Enjoy Your Visit!



Conquest of Britain

Answer Sheet - bay J

1. Your first task is to find the first Roman to invade Britain. He has a very stern looking face, and a famously prominent strong nose. Write down his name:

Julius Caesar (no.497). Julius Caesar invaded Britain but was not successful. It was Claudius, almost 100 years later who succeeded in conquering Britain.

Think of two adjectives that describe this portrait and write them down:

- this is a great opportunity to encourage the children's literacy skills - this could be a write down in silence and then come together task.

2. Stay in Bay J and find the head of Emperor Claudius. Hint: it is small, bronze, and has a ragged edge.

Which of parts of his face are similar to the portrait of Julius Caesar you just saw?

Eyes

Ears

Nose

Eyebrows

You can find Claudius (no.528) almost facing the boxer.

Definitely not the ears. Eyes, nose and eyebrows are correct answers. Encourage the children to improve their visual and art skills by comparing the faces of the two men. What makes them look similar? What makes them look different?

This head was found in a river in Suffolk. The ragged edge means the head was violently cut or snapped from the rest of the statue. What might have happened?

We think it was vandalised. The head was chopped off and the statue thrown into the river by people revolting against the Roman Empire, possibly during the Boudica revolt. Hopefully children will notice the jagged edge and connect it to violence or aggression towards the statue. We do not know exactly what happened to the rest of the statue so encourage children to have ideas rather than arrive at one answer.



Conquest of Britain

Answer Sheet - bay J

3. Go back to the head of Julius Caesar. Look to the left and find the emperor who towers above all others and has a beard.

What is his name? Britain has a very big thing named after him, what is it?

The emperor who towers above all others – Hadrian (no.531) – his plinth is the tallest on that side.

Hadrian's Wall – divided the territory conquered by the Romans from the tribes of Scotland which the Romans could not defeat! Interesting tip: Hadrian set a trend for imperial beards. Before him not many emperors wore a beard, preferring the clean shaven look. Hadrian's beard and the Medusa head on his armour show his love for Greek things. He was known as a hellenophile - someone who admires Greek culture.

On the next page try to draw this emperor. Pay attention to his beard, full head of hair and armour.

This is a good exercise to teach children about images and improve their visual vocabulary.

HUNGRY FOR MORE

This section is intended for those children who finish the worksheet early, or simply want to know more.

4. Match the emperor and their British connection

Julius Caesar = Invaded Britain and lost.

Claudius = First to Conquer Britain

Hadrian = Emperor of the famous wall

Nero = Boudica revolted against him

5. Answer to this question is up to personal judgment.

Imperial Women

Answer Sheet bay J

1. Go to BAY J, and find the mother of emperor Claudius. Her name is ANTONIA MINOR and her head is VERY BIG.

Bay J (no. 405)

Women of the imperial household had important public roles. Often, wives, daughters or mothers of the emperors would get their own statues or even be shown on coins!

Can you see and draw (*Children can draw this on the next page*)

- the beaded band at the top of her head
- the diadem decorated with leaves
- curly locks on either side of her neck

Circle the correct answer: Her accessories are...

- everyday dress In Roman times
- a special style showing she was the mother of an emperor
- a special style she wore because she was a priestess

Answers 2 and 3 are correct. The diadem and beaded band show that she was a priestess. All priests and priestesses were extremely respected in Rome.

Look at the statues around you. The head of ANTONIA (which was part of a whole statute) is COLOSSAL in comparison to them. Why could that be? Discuss with your friends and write down two possibilities:

Antonia was a niece of the emperor Augustus, and a mother of the Emperor Claudius. She was powerful and well connected, and the size of the bust probably has something to do with that. It is also possible the bust was part of a sculptural group showing the imperial family. It all speaks to her high status in Rome at the time. Any guesses from the children are welcome.

Imperial Women

Answer Sheet - Bay J

2. Go. To BAY J and find three busts of women next to each other. Two of the women belonged to the imperial family.

Can you find out their names and write them down?

BAY J (no. 539, 544, 538) The women's names are Otacilia Severa and Helena.

Each of the women has a very different hairstyle, showing you how fashion changed in Rome. Pick your favourite one and try describing it to someone who hasn't seen the statue!

Marcia Otacilia Severa was the wife of Philip the Arab, Roman emperor from 244 to 249. Her family were aristocrats, regional governors and consuls of the Roman empire. Nothing is known of her life before or after her marriage to Philip indicating the low status of women at the time.

Like her husband, she had a reputation for being tolerant of Christianity.

How many different women's hairstyles can you find in Bay J? Count them and write down your answer.

You can use this task to fit in a quick numeracy exercise. It is also good to show that the Romans (just like us) liked fashion. These busts show us what was fashionable at different times in the Empire.



Gods and Emperors

Answer Sheet - Bay K

1. Find a statue of Diana, the hunter goddess in Bay E.

She has a quiver of arrows on her back, and is holding a stag /deer.

2. Find two statues of women in Bay G. They represent the same goddess.

Who is this goddess? *Venus, goddess of love and beauty.*

Who is the baby next to her feet? *Next to Medici Venus (no. 354) is a winged baby riding a dolphin, this is her son Eros.*

3. Go to BAY K and find a massive statue of a young man with grapes in his hair. What does **Antinous** have in common with the god of wine Dionysos in this portrait?

Long,
Wavy
Hair

Grapes
and Vine
Leaves

Drapery
(clothes)

*BAY K Antinous (no.470). Long wavy hair, and grapes and vine leaves are the correct answers. To some extent most statues at the time have a bit of drapery on them. We only have the top half of the statue, in ancient times the Antinous would be about **3m tall**.*

4. **BAY K**, Can you find a large round objects with figures on it? This is a well head! *Bay K Roman well head, (no.449). This object would have been placed on top of a Roman well.*

Can you find these gods and goddesses on the well head? Look for the objects the gods are holding or wearing to help you!

- Vulcan, the god of blacksmiths is holding a *Hammer*
- Mars, the god of war has ... *shield and armour*
- Minerva, the goddess of wisdom has..... *a helmet and spear*

Draw one of them or create your own Roman God on the next page.

Gods and Emperors

Hungry for more?

Go to BAY J

Find a man in armour, his name is Augustus, he was the first emperor. What is he wearing? (Hint: this is what most generals would wear at the time).

Count all the gods and humans depicted on his armour:
Can you find the baby next to his feet?

This section is intended for those children who finish the worksheet early, or simply want to know more.

Augustus (no.637)

*He is wearing an **armour** (roman name: cuirass). There are at least **8 gods and 2 humans** on the breastplate (armour). God of sky and sun at the top (Caelus and Sol). Apollo and Diana on one side (Diana is riding a deer). At the bottom, Tellus, goddess of the earth.*

The baby next to Augustus' feet is Eros.

Additional Information

The Romans had a rich tradition of creating new gods, adopting gods from other cultures, or deifying their dead emperors and notable people. The art often plays with the "guises" of gods putting them on mortals to suggest affinity or patronage.

Another interesting aspect of Roman religion is the idea of divine heritage. Certain emperors or generals would claim to be descendants (in a long line) of the gods (e.g. Augustus and Venus). Or more simply would claim the god liked/helped/favoured them somehow. Both ideas can often be seen in the small details of statues, such as the baby Eros.

Animals and Monsters

Start in bay K

1. In Bay H are two boys playing with animals. Can you find:

A boy with a small goose (370)

A boy with a bigger goose (371).

2. Go to BAY K and find the creature with snake legs.

Who is he? *He is a Giant. The Giants are possibly children of Gaia (the Earth) and Uranus (Sky). There is 2nd giant in bay J.*

What is happening? *The giants and gods are fighting. Further information on the label.*

3. Turn to the right, find a bronze deer. He was found in a villa in Herculaneum. What happened to Herculaneum? Read the label to find out and write down your answer: (496).

Herculaneum was next to Pompeii. It also got buried in the volcano explosion in 79 CE.

4. Go to BAY J and find the man wrangling with snakes.

This is what happened to people in Roman myth if they annoyed the gods.

How many snake heads can you see? 2

Describe the emotions of the man and his sons in two words.

The man wrangling with snakes is Laocoon (no. 386) seen with his teenage sons. Laocoon, according to myth was a prophet (truth teller/seer) in Troy. He was trying to warn the Trojans that the wooden horse left by the Greeks was a trap, not a gift. The gods didn't want the Trojans to know this, so they sent a giant sea snake/serpent to kill him and his sons.

5. Go to Bay F and find a hunter. What animals are next to him? *Meleager (261) with his dog and head of boar.*

Write down all the animals you have found in the museum:



Games and Villas

Start in Bay J

The idea of this worksheet is to show objects that tell us about what Romans did in their spare time. Not many of these objects were found in Roman Britain, but when teaching about "romanisation" or the influence of the empire on everyday life in Britain, this is a good starting point.

1. Go to BAY J and find a boxer resting after a fight.

Can you see:

- Boxing gloves
- Swollen ear
- Swollen nose

Boxer no. 646. Ask children to identify these elements. What impression do they create?

If the children ask, he was made of bronze, this copy is painted plaster (you can see a video of the process of painting on our website).

2. Stay in BAY J, turn around and find a small bronze statuette next to the emperors. He was found in the house of the Faun in Pompeii.

What is a faun? Which two things show us he is not human?

Tail



Feet



Ears



Hair



What is the faun doing?

Faun no. 358. The faun has a tail and pointy ears – unlike humans. He is not a satyr – they have goats' feet.

The faun is dancing, they were mythical creatures known for their love of fun and wine.



Games and Villas

Start in Bay J

3. Find the statue of Hercules in BAY K. It stood in the public baths in Ancient Rome. What did Romans do at the baths?

- clean themselves - chat to their friends - conduct business

The romans did all three of those things at the baths!

You can point out the the lion skin he is resting his arm on, and the club. Some children might be familiar with the story of Hercules/Herakles' legendary strength. He is also a very good subject to draw!

Which town in Britain takes its name from this Roman habit?

It's BATH!

4. Stay with Hercules. Can you spot:

His cape of lion skin

His weapon - a club

The apples of Hesperides - *these might be tricky. He is holding fruit in his hand at the back.*