

# Ashmolean Latin Inscriptions Project

## Primary Resource Pack

### Primary school history

This pack uses inscriptions from the Ashmolean to teach the Romans as a KS2 History topic.

The Ashmolean Latin Inscriptions Project (AshLI) is a three-way collaboration between Warwick University, Oxford University (Centre for the Study of Ancient documents/ Classics Faculty) and the Ashmolean Museum, supported by the Arts and Humanities Research Council. The project has researched and catalogued all of the Latin inscriptions in the Ashmolean.

The catalogue is online at <http://latininscriptions.ashmus.ox.ac.uk/>

### More free resources

- Additional free resources can be downloaded from: <http://latininscriptions.ashmus.ox.ac.uk/resources/>
- These include PowerPoint presentations to introduce the Roman army, Roman religion and clay inscriptions activities.
- The Ashmolean Latin Inscriptions project has designed a series of in-gallery activities for visiting schools. To find out more or arrange a visit go to: <https://www.ashmolean.org/learn>

### Curriculum note

This pack covers the KS2 National Curriculum History requirement to teach the Roman Empire and its impact on Britain, as well as the Mathematics curriculum requirement to teach Roman Numerals.

Tell us what you think

Feedback from teachers helps us learn more about their needs. Please take 2 minutes to fill in this short survey:

<https://www.surveymonkey.co.uk/r/6M8BVERF>

Your feedback helps us to get funding to make more resources like these and improves the quality of future resources.

Thank You!

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## Roman Funeral Activities: Teaching Notes

This is a toolkit of suggested activities to reconstruct a Roman funeral with your class. It includes:

- A video of a reconstructed Roman funeral
- A True/False quiz
- Factsheets and guidelines for writing a Roman eulogy
- A papercraft ash chest to print and make
- Cut-out and make Roman ancestor masks
- Advice on staging your own Roman funeral

### Introduction

This set of activities offers an introduction to Roman funerals. The activities can be done together as a longer project or as stand-alone sessions. Together, it covers a range of Roman life topics, especially around Roman family and religion. The Eulogy Activity offers case studies of real Romans that look at military careers, manufacturing and the role of women. There are opportunities for creative writing, art, music and drama elements in the funeral performance.

### Roman funeral video

The Ashmolean staged a Roman funeral for Halloween. Videos of the funeral and the process of making wax death masks can be viewed online:

- <http://blogs.ashmolean.org/latininscriptions/2015/11/23/the-walking-dead-staging-a-roman-funeral-at-the-ashmolean-museum/>

Watch the video of a reconstructed Roman funeral with the class. While they are watching, ask the class to make notes about what they see:

- How is this similar to or different from their expectations of a funeral?
- Which bits do they think are accurate and which bits have had to be changed or explained to do this in a museum setting for a modern audience?

Get them to pay special attention to the eulogy, as they will be writing their own eulogies for real Romans next.

Use the Roman Funeral Quiz to check comprehension and underline some key points quickly.

### Roman Funeral Quiz Answers

1. Romans cremated their dead: **True**
2. Everyone at the funeral knew the deceased personally: **False**. Wealthy families would pay professional mourners to make the dead person seem more important and popular.
3. All of the dead person's slaves were freed when they died: **False**. People could choose to free slaves in their will. In fact, there was a limit on how many slaves could be freed this way in each will.
4. Romans displayed masks of their ancestors at the funeral: **True**
5. Mourners would put offerings of gold on the funeral pyre: **False**. This was forbidden under sumptuary laws designed to prevent wealthy families from showing off too much.
6. Roman tombs were outside the city: **True**. Romans saw death as unclean. However, they still valued their ancestors and would visit tombs to leave offerings.

## Make an Ash Chest Activity

For this activity, you will need:

- Card
- Glue
- Scissors

This paper craft activity makes an authentic looking Roman ash chest. This is a stone urn (often intricately carved) that holds the cremated remains of the deceased. These were stored in a *columbarium* – a large shared tomb outside of the town. Each burial had its own niche, where the ash chest was stored. The niche would be labelled with the deceased's name; some also included a portrait bust. The columbarium might be a family tomb, or unrelated people could join a burial club to share the costs of maintaining one.



**A reconstruction of a *columbarium* at the Ashmolean Museum**

## Write a Eulogy:

This is a creative writing activity that uses the lives of real Romans as inspiration. Pupils pick one of the Romans from the eulogy fact sheets. Pupils work either independently or in small groups. Encourage them to use the information in their video notes and fact sheets to write a short eulogy praising their chosen Roman.

Fact sheets give short biographies of Romans and summaries of some Roman virtues. Encourage pupils to make up details to make it seem realistic and add some rhetorical flourishes.

## Perform the Funeral

The class can perform their eulogies and carry their ash chests to their resting place as part of a whole-class performance of a Roman funeral.

This can be treated as a drama activity. Give everyone a role to play:

- *Dominus Funebris* – funeral director who oversees what is going on (a good role for the teacher)
- Lictors – ceremonial guards who carry a bundle of sticks (*fascēs*) to clear bystanders out of the way
- Family of the deceased – deliver eulogies
- *Archimimus* – carries the mask of the dead man and makes silly jokes
- *Imago-* (ancestor mask-) carriers – carry masks of ancestors

- Professional mourners – wail loudly and look dishevelled
- Musicians – you may not be able to get authentic Roman instruments, but you can use a hand-drum to keep the pace of the procession and experiment with adding other instruments available to make a sad but loud sound experience.

You can add costumes and props to make the whole thing even more effective or just keep it simple. Use the Ancestor Masks Papercraft Activity to make some quick ancestor masks.

There is guidance on wrapping a toga here:

<http://blogs.getty.edu/iris/how-to-wear-a-toga-the-ancient-roman-way/>

### Ancestor Masks Papercraft Activity

For this activity, you will need:

- Card
- Glue
- Scissors
- Lollipop sticks
- Tape

Romans carried images of their ancestors at their funerals (singular *imago*, plural *imagines*). This allowed even dead members of the family to be present at these important events. These images were probably wax death masks. The Ashmolean made masks from casts of live volunteers' faces for the funeral video. You can watch the process of making them here:

<http://blogs.ashmolean.org/latininscriptions/2015/11/23/the-walking-dead-staging-a-roman-funeral-at-the-ashmolean-museum/>

For a quicker and less messy death mask, you can use the Ancestor Mask Papercraft sheet. This features photos of Roman portrait sculpture (which we think was influenced by the look of the death masks).

Stick the sheets to stiff card and then cut out the heads. Tape a lollipop stick to the back so that it can be carried in front of your face.

### More information:

You can read more about the Ashmolean's Roman funeral in the following article:

- Masségia, Jane. 2016. 'Rome's Walking Dead: Resurrecting a Roman Funeral at the Ashmolean Museum'. *Journal of Classics Teaching* 17.33.

Find out about the real Roman behind our funeral:

- <http://blogs.ashmolean.org/latininscriptions/2016/01/27/whose-funeral-is-it-anyway-alison-cooley-talks-about-the-real-abascantianus/>

There is a good 19<sup>th</sup>-century summary of the Roman texts on funerals in:

William Smith, *A Dictionary of Greek and Roman Antiquities*, John Murray, London, 1875.

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/SMIGRA\\*/Funus.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/SMIGRA*/Funus.html)

### Follow up

If you visit the Ashmolean, you can see real objects relating to the real Romans covered in this lesson:

- A reconstruction of a *columbarium* in the Reading and Writing gallery (basement). Including the ash chest of Tiberius Claudius Abascantianus from the funeral.

- A stone listing the achievements of Publius Besius Betuinianus. On the stairs at the end of the Randolph gallery.
- A brick made in a factory owned by Domitia Lucilla Minor in the Rome gallery.
- Lucius Marcius Pacatus' tombstone in the Randolph Gallery.

## Roman Funeral 1: Quiz

Watch the video of the Roman funeral and answer these true or false questions:

1. Romans cremated their dead

True

False

2. Everyone at the funeral knew the deceased personally

True

False

3. All of the dead person's slaves were freed when they died

True

False

4. Romans displayed masks of their ancestors at the funeral

True

False

5. Mourners would put offerings of gold on the funeral pyre

True

False

6. Roman tombs were outside the city

True

False



## Roman Funeral 2: Eulogy

A eulogy was a speech given at a person's funeral that praised them. It could talk about their achievements, their character, and what they meant to their family. It was also a chance to show off to onlookers about how important your family was.

### Writing a Eulogy

Pick from the factsheets a Roman who interests you. Imagine you are a member of his/her family and write a fitting eulogy. You will need to describe:

- What your relationship is to the deceased
- What his/her family is like
- What (s)he achieved in life
- What aspects of his/her personality you will praise
- How you feel about his/her death

Romans loved dramatic language. Try to make your speech as moving as possible.

#### Roman praise:

Here are some common praise words from Roman tombstones:

**Pius/Pia** – 'dutiful'. A sense of duty was important for the Romans. It applied to public duty, religious dedication, courage in military service and loyalty to family. A good all-rounder.

**Carissimus/Carissima**– 'dearest'. Just like the English word 'dear', the Latin word carus describes something of great value, whether financial or emotional (the -issimus ending means 'most' or 'very').

**Dulcissimus/Dulcissima**– 'sweetest'. The Romans used the word dulcis in the exactly the same way we use 'sweet', both to mean 'sugary' and to describe a person.

**Bene merens** – 'well-deserving' or 'who well deserved it'. Be careful what you say they deserved!







- **Name:** Publius Besius Betuinianus
- **Profession:** Soldier and politician
- **Known family and friends:** His inscription was set up by army colleagues. We don't know if he had any family.
- **Achievements:**
  - Governor of Mauretania Tingitana (modern Morocco)
  - Received military decorations for bravery from the emperor Trajan himself. These were the "mural crown", "palisade crown", "pure spears", and "silver banner." The mural crown was originally for an individual who was the first to enter an enemy town. The palisade crown was originally for an individual who was the first to assault the rampart of an enemy camp. A pure spear was originally for one-on-one combat with an enemy. The banner was granted only to higher ranking officers. They may also have been general awards for bravery, but they were very generous.
  - Procurator of the imperial mint, managing the making of coins.
- **Other facts:**
  - He was originally from North Africa but travelled all over the empire.
  - Much of his military service was in Dacia (Central Europe around modern Romania).
  - He was an equestrian (part of the Roman middle class)

#### **Our evidence: his inscription**

'To Publius Besius Betuinianus Gaius Marius Memmius Sabinus, son of Publius, of the Quirina voting-tribe, prefect of the 1st Raetian cohort, tribune of the 10th Legion Gemina Pia Fidelis, prefect of the Dardanian squadron, procurator of the mint of Imperator Caesar Nerva Trajan Augustus Germanicus Dacicus, procurator of the province of Baetica, procurator of the 5% inheritance duties, procurator with the powers of a legate of the province of Mauretania Tingitana, presented with awards by Imperator Trajan Augustus in the Dacian war, namely with a crown – mural and palisaded – pure spears and a silver banner. Record-clerks of the army (set this up).'



- **Name:** Domitia Lucilla Minor
- **Profession:** Member of the imperial family, owned a successful brick factory.
- **Known family and friends:** Mother of emperor Marcus Aurelius, and wife of Marcus Annius Verus
- **Achievements:**
  - She was part of Rome's powerful elite.
  - She inherited her land through her mother.
  - Her husband was also wealthy and powerful.
  - Her sister was wife of the Emperor Antoninus Pius.
  - She brought up her children (one of whom became Emperor).
  - Her brick factory provided bricks for some of Rome's most famous monuments including the Colosseum, Pantheon and Trajan's Markets, and exported bricks to France, Spain, North Africa, and all over the Mediterranean.
- **Other facts:** While important women weren't supposed to make money from business, it was ok for them to make money from the land they owned. Bricks counted because they were made from clay dug out of her estates. Romans admired women who were good at managing their household and lands.

**Our evidence: her brick-stamp**

'Brick-product from the estate of Lucilla wife of Verus, produced by Ulpus Anicetianus. In the consulship of Commodus and Lateranus.'

## Eulogy Factsheet (3): The Teenager



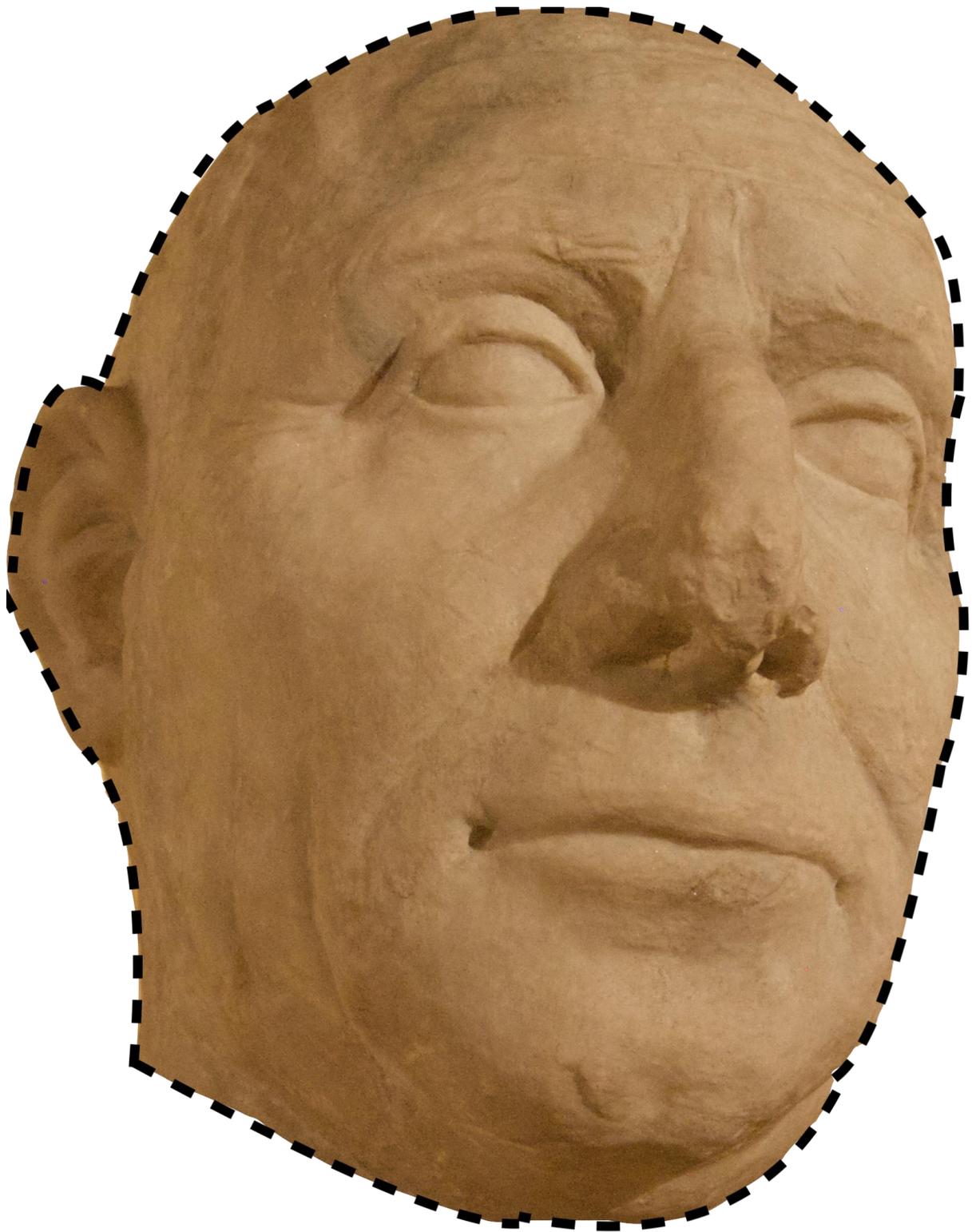
- **Name:** Lucius Marcius Pacatus
- **Profession:** Too young to have a profession. He was about the age when Roman boys were thought to become men – there would have been a ritual shaving of his beard to welcome him as a citizen of Rome.
- **Known family and friends:** Son of Rodope. There is another gravestone set up by Rodope for her husband Lucius Marcius Trophimus, whose name fits as Pacatus' father.
- **Achievements:** Died tragically young, so didn't get to achieve much.
- **Other facts:** His monument is decorated with pictures of Hercules slaying monsters. Maybe these were his favourite stories. In the pictures, Hercules grew up from a baby to a young man. Perhaps his parents wanted to stress how their son was about to become a man and remember his childhood. The decoration shows that they were fairly well-off. The monument is in the shape of an altar, so that offerings can be made at it.

### Our evidence: his epitaph

'To the departed spirits. Rodope, unhappiest mother did this for Lucius Marcius Pacatus, sweetest son, who lived 15 years, 9 months, 9 days.'



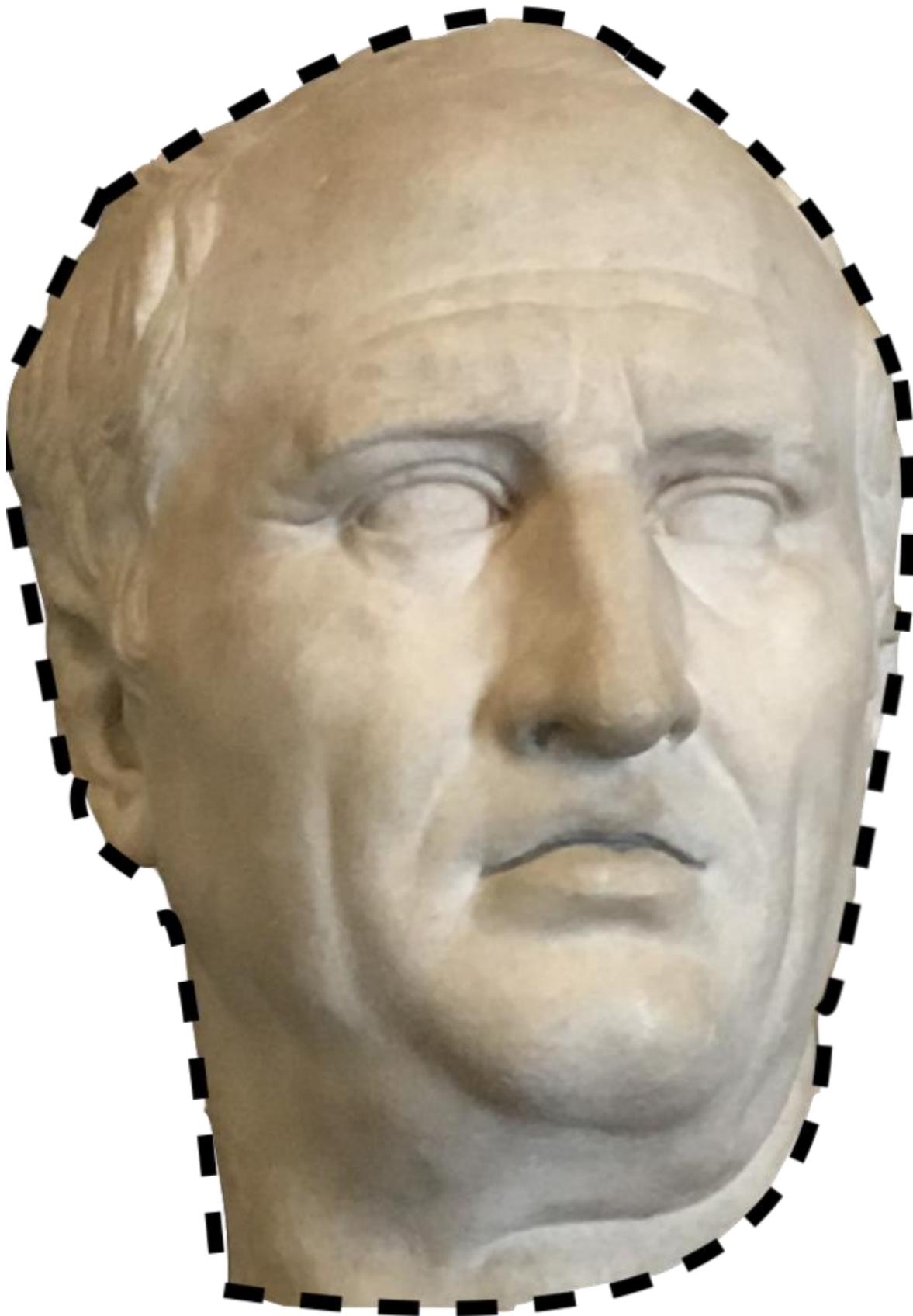
Roman Funeral 4: Cut out and Make Ancestor masks













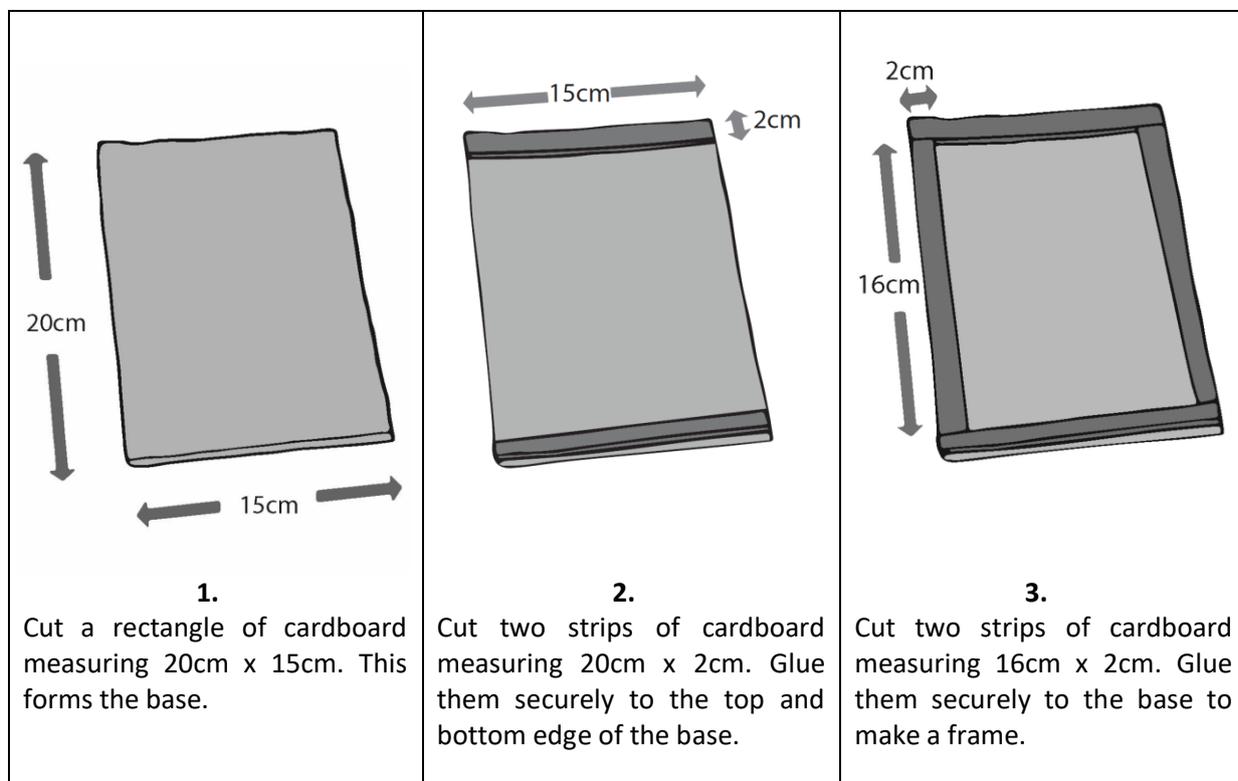
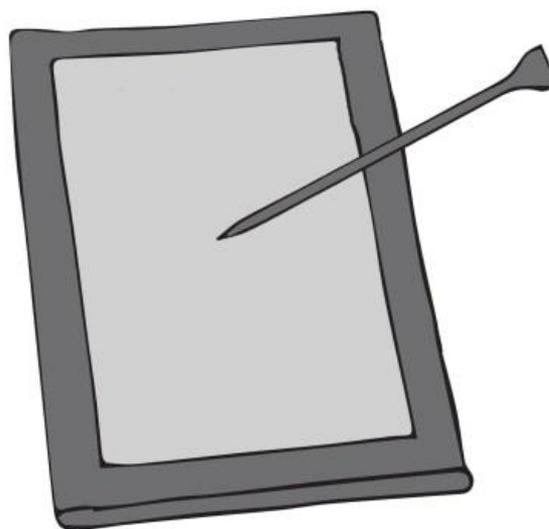




## Make a Roman Wax-tablet

### You will need:

- Thick cardboard (from a packing box)
- PVA Glue and brush
- Brown poster paint and paint brush
- 4 small votive candles ('nightlights')
- Scissors
- A heatproof jug
- A heatproof bowl
- A microwave
- Oven glove
- A sharp pencil





4.

Paint a thick layer of PVA glue around the inside of the frame, making sure to block any gaps in the cardboard. This will stop the wax leaking when you pour it in. Leave to dry completely.



5.

Paint both front and back of the tablet using brown poster paint so that it looks like wood. Leave to dry completely.

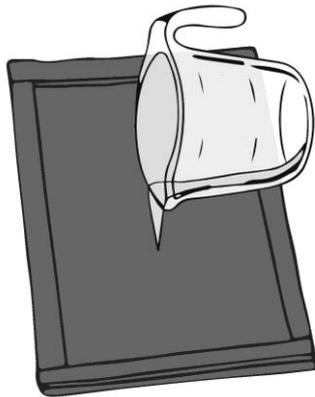


6.

Prepare the votive candles by removing their metal casings, wicks and metal discs underneath. Put the candles inside a heatproof jug, and stand the jug inside a heatproof bowl. If it has the right sort of handle, hang the jug from the edge of the bowl.

Fill the bowl (**not the jug!**) with enough water to reach halfway up the candles. Do not overfill the bowl, or the water may bubble up into the wax and spoil it.

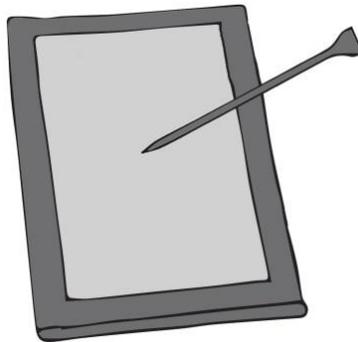
Microwave the bowl, jug and wax together for **10 minutes**. Allow it to stand until any remaining lumps have melted.



7.

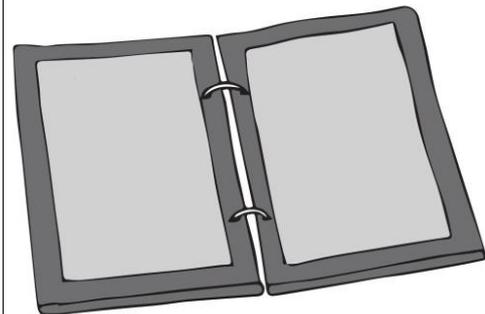
Remove bowl from the microwave using an oven glove, take out the jug and dry its base thoroughly.

Put the tablet on a flat surface (weigh-down the corners if your cardboard is a bit curly). Carefully pour the hot wax onto the tablet, until it fills the frame. Leave to harden completely.



8.

Once the wax has hardened, your tablet is ready to use! Use a sharp pencil or knitting needle to scratch words into the wax and write like a Roman.



9.

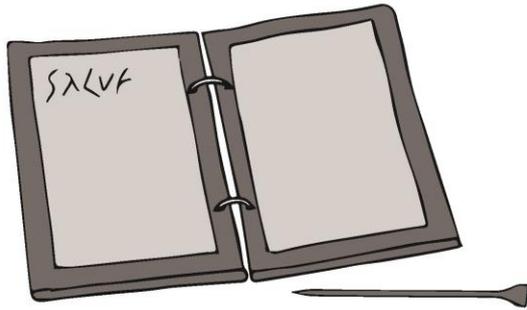
If you would like more room for your messages, you can join two tablets together to make a *diptych*.

With the point of a pencil, carefully made two holes in the frames of your tablets and tie them loosely together with string.

## Write Like a Roman: Worksheet

Different jobs called for different kinds of writing in the Roman world. Here are the three most common:

### Tablets

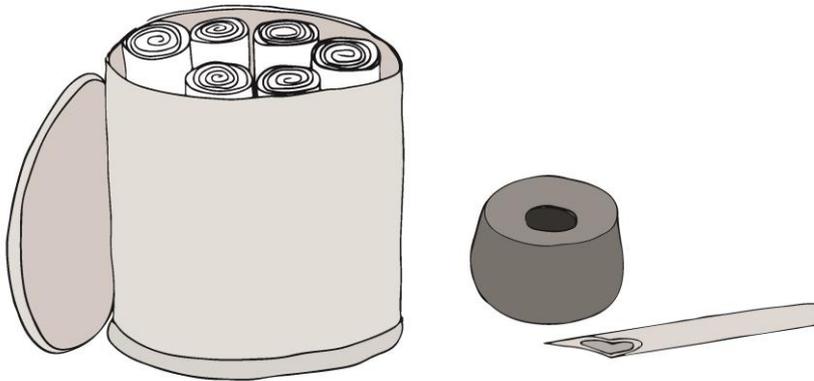


#### Crafty Idea

Try making one for yourself. You can find instructions on the AshLI worksheet *Make a Roman Wax-tablet*.

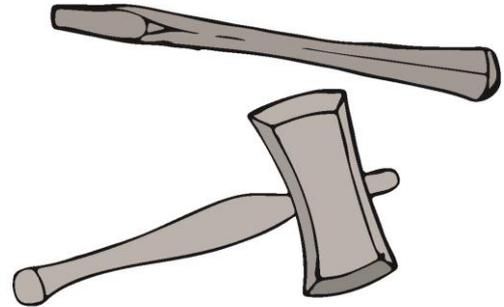
A wax-tablet was a wooden frame filled with a thin layer of beeswax. Sometimes several tablets were tied together like a book. A pointed instrument called a *stylus*, made of metal, wood or animal bone, was used to scratch letters into the wax. The stylus also had a flat end which could be used to erase the letters. If someone wanted to re-use the tablet for a different message, they could melt the wax to make a new, smooth surface. Wax-tablets were used by people of all ages, including school children, and were the most common way for Romans to make notes and send messages.

### Scrolls



The Romans did not make paper from trees like we do. Instead, they made long sheets of *papyrus* from the stalks of the papyrus plant which grew by the Nile in Egypt. To write on it, they used a mixture of dark ingredients like soot, plant juices and cuttlefish ink, and wrote with a reed carved into a sharp nib. When the ink was dry, the long sheets of papyrus were rolled up to make scrolls.

Papyrus was very expensive and could not easily be used more than once, so scrolls were kept for precious texts like plays, poetry and historical records. A Roman who wanted to keep his scroll collection safe would store it in a drum-shaped box called a *capsa*.



The letters on wax-tablets and scrolls were small, and only one person could read them at a time. But if Romans wanted to write in letters big enough for *everyone* to see, they could hire a stonemason to carve an inscription. He would plan out the letters carefully before using a hammer and chisel to chip away at the stone. This took a long time, and the stone was often expensive, so inscriptions were used for important messages that the Romans wanted to share with other people, for example new laws, awards for soldiers, and tombstones.

### The Latin Alphabet

Although they shared many of the same letters as we use in English, the Romans did not have exactly the same alphabet as we do. They did not have the letters J, K, V, W, Y or Z, so used other letters to make those sounds.

On a carved inscription, the words always appear in CAPITAL LETTERS, making them easier to read. But when writing on a wax-tablet or scroll, the Romans used a style of handwriting called *Latin cursive* that can be very difficult to read. They also squeezed the words together without leaving any spaces or using full stops.

Exercise 1: Writing on Tablets

Using the key to help you, can you decipher this Roman handwriting?

|   |   |
|---|---|
| a | λ |
| b | α |
| c | Ϸ |
| d | δ |
| e | f |
| f | F |
| g | ϸ |
| h | κ |
| i | ι |
| l | L |
| m | M |
| n | N |
| o | O |
| p | ρ |
| q | ϩ |
| r | T |
| s | Ϸ |
| t | τ |
| u | υ |
| x | X |

a) ΗΕΛΛΟΛΑΜΕΑΚΕΦΟΜΑΤΕΥΣ

\_\_\_\_\_

b) ΛΕΟΤΟΣΧΗΟΟΛΕΑΧΗΜΟΤΝΛΝΣ

\_\_\_\_\_

c) ΛΕΤΑΞΕΩΚΕΤΤΕΤΣΟΝΑΤΑΒΛΕΤ

\_\_\_\_\_

d) ΛΣΕΤΝΕΧΤΕΟΛΥΕΛΥΣ

\_\_\_\_\_

e) ΚΕΥΣΟΟΔΑΤΕΜΑΤΗΣΑΥΤΕΛΑΜΝΟΕ

\_\_\_\_\_

Now try turning these sentences into Latin cursive.

Remember: **no** spaces and **no** punctuation!

f) Claudia is a Roman girl. She is ten.

\_\_\_\_\_

g) She goes to the same school as Marcus.

\_\_\_\_\_

h) At school, she learns Latin and uses a tablet.

\_\_\_\_\_

i) At home, her mother teaches her to spin.

\_\_\_\_\_

j) She also learns to run the house.

\_\_\_\_\_



## Exercise 2: Writing on Scrolls

The words on scrolls were written in long columns. The reader held the scroll in both hands, unrolling new columns with the right, and rolling up old ones with the left.

- a) Here is part of a famous story that the Romans enjoyed and had borrowed from the Ancient Greeks. Can you read it?



### Crafty Idea A

Plan a short story in English, without using the letters J, K, V, W, Y or Z (not easy!)

Copy your story out onto a piece of paper in Latin cursive.

If you want your paper to look more like papyrus, try painting it with cold black coffee. It should look stripy. Make sure you let it dry completely before writing on it.

### Crafty Idea B

As a class, agree on a story that you would all like to tell, perhaps something from mythology or Roman history, or invent something of your own.

Divide the story into short episodes and share them between you.

Working individually or in pairs, plan how to tell your part of the story (without using the letters J, K, V, W, Y or Z!)

Copy your part of the story out onto a clean piece of paper in Latin cursive. Make sure you use your paper in *landscape*, with the long sides on the top and bottom.

When the whole class has finished, join the pieces of paper together to complete the story and roll it up to make a giant Roman scroll.

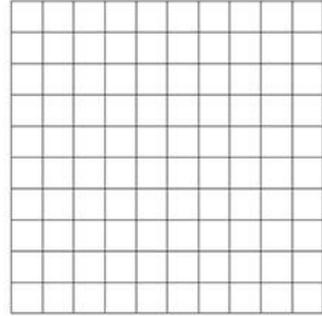
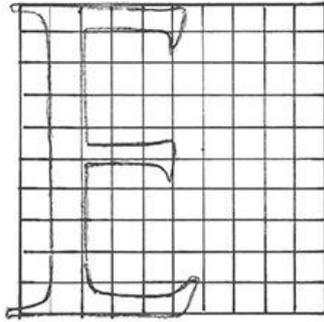
### Exercise 3: Writing on Stone

The letters used on Roman stone inscriptions look exactly like English capital letters, and are usually easy to read.

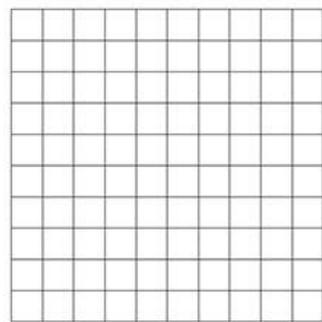
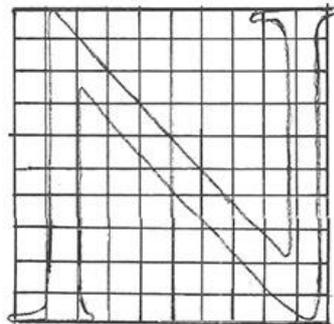
## A B C D E F G H I L M N O P Q R S T V X

But the letters can take a long time to write. Try copying these Roman letters, using the grids to help you.

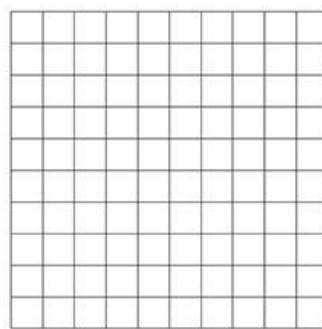
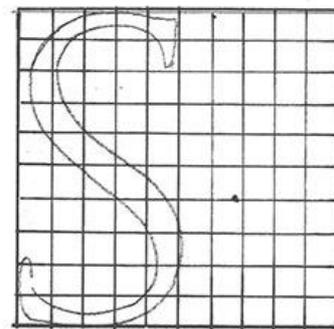
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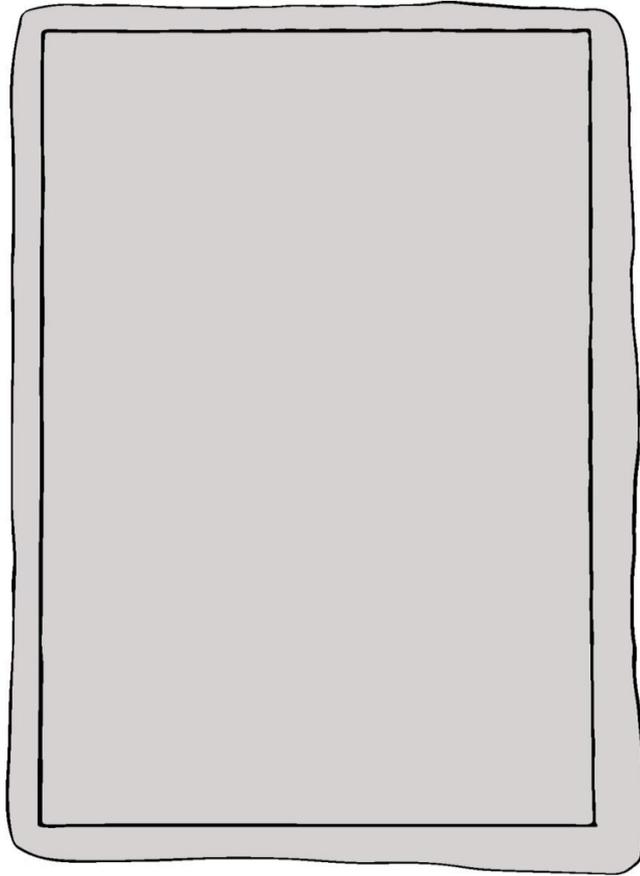
S



Before starting to carve the stone, the stonemason planned his work very carefully. He drew lines on the stone and decided where each word should go. He wanted his text to be *centred* and had to make sure that all the words would fit without being broken up or squashed. Unlike Latin cursive, letters on inscriptions could have spaces or dots (called *interpuncts*) to separate each word.

Try arranging this text inside the stone (think about how to use different letter sizes for emphasis).

THE • PEOPLE • OF • ROME • HONOUR • THE • EMPEROR



#### Crafty Idea

Inscriptions were often used to congratulate people for their good deeds or bravery. Design your own message of congratulation for someone you know. Write it out in neat Roman capitals and stick the paper onto a piece of stiff card. Do as the Romans did, and hang up your message for everyone to see.

## Write Like a Roman – Teaching Notes

This series of worksheets is longer than others in the AshLI series, and can be spread over several lessons. It complements the teaching of Roman culture, and in particular Roman education.

### Answers to Exercise 1:

- a) Hello. I am called Marcus.
- b) I go to school each morning.
- c) I practise letters on a tablet.
- d) I sit next to Lucius.
- e) He is good at maths, but I am not.

f) ΚΛΑΔΙΛΙΣΑΤΟΜΑΝΩΛΙΤΖΣΚΕΙΣΤΕΝ

g) ΣΚΕΛΟΕΣΤΟΤΚΕΣΑΜΕΣΕΚΟΟΚΑΣΜΑΤΕΩΣ

h) ΑΤΣΕΚΟΟΚΣΚΕΛΕΑΤΝΣΚΑΤΙΝΑΝΔΟΥΕΣΑΤΑΑΚΕΤ

i) ΑΤΚΟΜΕΚΕΤΜΟΤΚΕΤΤΕΛΕΚΕΣΚΕΤΤΟΣΤΙΝ

j) ΣΚΕΛΣΟΚΕΑΤΝΣΤΟΤΟΥΝΤΚΕΚΟΥΣΕ

### Answers to Exercise 2:

‘For his final labour, Hercules had to steal Cerberus, the guard-dog of Hades. Cerberus had three heads and lots of sharp teeth. Hercules could not hurt Cerberus so he lifted him up and carried him out of Hades under his arm. After people had seen that Hercules had completed the labour, Hercules returned Cerberus to Hades.’

### Exercise 3:

**Note:** the little lines which flick out at the end of the main letter strokes are called ‘serifs’. They were used by stonemasons to make the edges of the carved letters look neater, and to help keep everything in line. In modern word-processing, a font which doesn’t have these little marks is called ‘sans-serif’.

Compare: **this font** (Times New Roman, with serifs)  
with  
**this font** (Arial, sans-serif)

# Roman Army

## Firing insults: Teaching Notes

This lesson teaches about life in the Roman army, in particular the personalised messages that Romans would send to their enemies on sling bullets. Children learn a series of Latin commands through a drill activity and card matching game. They go on to use these to make personalised “sling bullets.”

You will need:

- Card matching sets (see accompanying document) shared in small groups
- Worksheets
- Felt tip pens
- Polystyrene eggs (if you can't get polystyrene eggs, you can change the activity so children write their insults on pieces of card instead)



To prepare, print and cut out the card matching sets. If you plan on using them again, it might help to mark each set in a different colour (to stop them getting mixed up) and laminate them.

### Introduction

Introduce the session by talking a bit about the Roman army (there is a PowerPoint presentation with some introductory information in this kit). Be sure that children know:

- the terms Centurion and Legionary (and know who was in charge!)
- what a standard soldier's kit includes (helmet, shield, armour, spear, short sword)
- that there were special teams of soldiers in each legion called auxiliaries. Auxiliaries had different skills like horse riding or using arrows.
- that some auxiliaries used slings.
- what a sling is and how it works. You can find videos of slings in use on Youtube (like this one: <https://www.youtube.com/watch?v=oK65f4AyUSs>)

### Drill activity

Ask pupils to stand up with enough space around them to move. Teach them the following commands and actions:

- Cape (pronounced cah-pay) = 'catch' – lift one hand up in the air and mime catching with the fingers
- Sede (said-day) = 'sit' – sit down cross-legged on the floor
- State (stah-tay) = 'stand' – stand up/stand to attention
- Nolite movere (noh-lee-tay mov-err-ay) = 'don't move' – freeze

- Noli fugere (noh-lee foo-gerr-eh) – ‘don’t run away’ – raise arms in sprinting mime then freeze

Mix the commands up – Nolite movere can be used after cape or sede to catch out anyone who wasn’t listening.

You can use modern English cognates to encourage children to guess meanings: Capture is from the same root as cape; fugitive from fugere; move from movere etc. You can point out that the “Don’t” words (noli/nolite) sound like “no.”

Choose class members for a “promotion” and let them pick the orders and shout them.

### Card matching game

This memory activity tests recall of the words from the previous activity and introduces the form of the sling bullets.

- Ask the class to divide into small groups, then distribute a pack of cards to each.
- Children begin by simply matching the Latin words to their English meanings. Check their answers against the meanings above, or keep one set of cards uncut as an answer sheet.
- For a second game, ask the children to jumble all the cards on the table face down. They can then take turns to turn over any two. If the two cards match (Latin and translation) they are taken off the table and kept by the person who turned them over. If not, they are returned to their positions face-down. Picking continues until all pairs of cards are off the table. The winner is the person who matched the most pairs.

### Designing a sling bullet

The final activity is a chance to apply this Latin vocabulary to design sling bullets with authentic insults.

The activities on the worksheet let children practise using these phrases in a sling bullet context. There is space for them to design three of their own. If polystyrene eggs are available, they can then pick a design to transfer to their polystyrene bullet.

If you’re feeling brave, you can get the class to try throwing their bullets!



## Firing Insults: Card Matching Game

### Matching game 1

Cut out the cards below, jumble them up and match the Latin commands to the English ones.

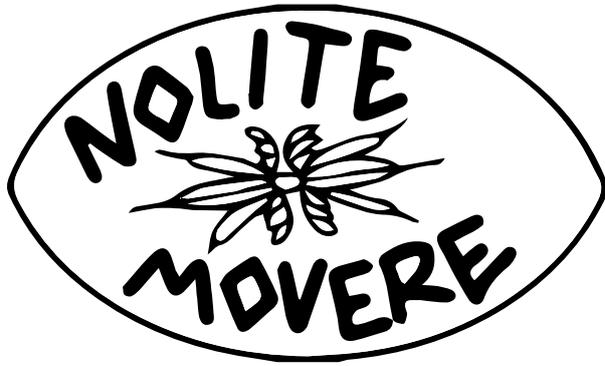
### Matching game 2

Divide into small groups (2-4 players). Shuffle the cards. Lay them out face-down on the table, without looking underneath. Take turns to pick up two cards, show them to the group. If they

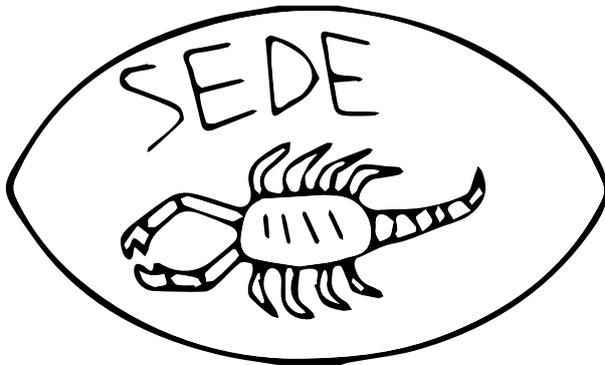
match, keep them in a pile near you. If they do not match, put them back where they came from and let the next person take a turn. The winner is the person who matches the most pairs of cards.

|  |           |
|--|-----------|
|   | Catch!    |
|  | Be quiet! |





Don't move!



Sit on this!



Don't run  
away!



Stand still!



## Firing Insults: Roman Bullets Worksheet



One of the most effective weapons used by the Roman army was the sling bullet (or slingshot). Romans slings were made from a length of rope with a small cradle to hold the bullet. The sling was swung around to generate speed, and the bullet was fired when one end of the rope was released.

A soldier who specialized in this type of missile was called a *funditor*. *Funditores* were lightly armed so that they could move quickly around the battlefield, and they carried their sling bullets in front of them in the folds of their cloaks.

Roman sling bullets were roughly the same weight as a modern golf ball, but were lemon-shaped. A good *funditor* could fire his slingshot several hundred metres.

### Bullies with Bullets

Sometimes Roman soldiers wrote messages for the enemy on their sling bullets. They did this by scratching letters backwards inside the hollow moulds which were filled with clay or lead. When the bullets were turned out of the moulds, the messages could be read the right way around. As you'd expect, the messages weren't usually very polite, but they could be quite funny.

### Exercise 1:

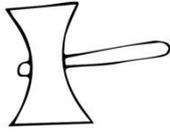
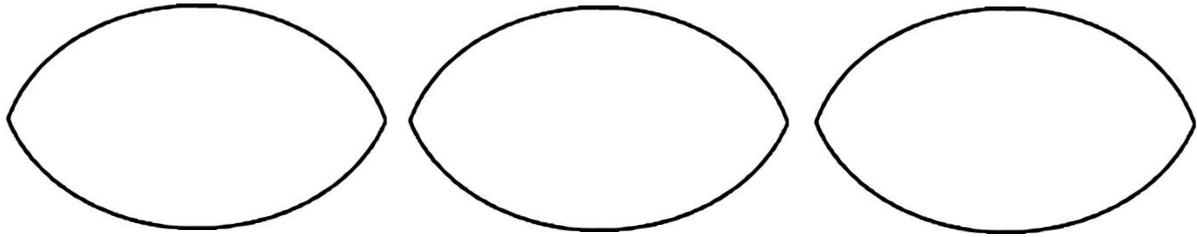
What do these sling bullets tell the enemy to do?



- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

## Exercise 2

Design your own sling bullets, using the words you have learned and an authentic Roman design.



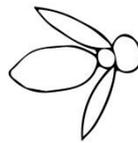
AXE



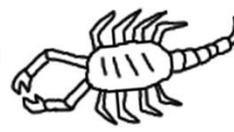
SPEAR TIP



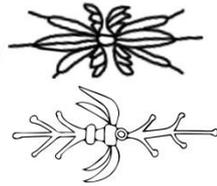
SNAKE



BEE



SCORPION



THUNDERBOLT

# Clay Inscriptions Activities

## Making a Roman inscription: Teaching Notes

In this activity, children are given Roman names and then use these names to make a simple Latin inscription.



### You will need:

- Mats to work on
- Air drying clay
- Rolling pins
- Inscribing tools (glue spreaders work well if you do not have specific clay tools)
- Red poster paint (optional)
- Fine paint brushes (optional)
- Roman Names Worksheet + 'My Roman Name is' sheets
- Roman Names Kit (3 containers, printed boys' first names, boys' second names and girls' first names)

### Before the session:

- Print Roman Names Worksheets
- Print 'My Roman Name is' sheets so that children can plan their inscription first on paper
- Print and cut out Roman names (lamine if you wish to reuse these)
- Put Roman names into three containers (for male first names, male second names and female first names). The printable ash chest from the Roman Funeral Kit makes something the right size that looks authentically Roman.

Immediately before the session, divide the clay into small balls (a bit smaller than a tennis ball), one for each child.

### Introduction

As a starter activity, you could ask everyone to think of three things about themselves they would want to tell people living 2000 years in the future. Discuss responses and compare them to this list of things Romans wrote inscriptions about:

- Their family

- Lists of achievements (awards, positions of authority etc.)
- Their jobs
- Where they were from

There is a Powerpoint presentation on our project website to introduce this activity. Key points to get across:

- Latin is the language spoken by the Romans.
- Inscriptions are any object with writing on. They can be used for lots of purposes – marking one’s property, making a public announcement, commemorating loved ones, putting a trade mark on something you’ve made etc. There are lots of examples in the PowerPoint presentation.
- Roman male citizens have three names (first, second and family nickname); Roman women have only two (first and family nickname).
- Children do not need to stick to their gender in picking a name. Note that women’s names are shorter and easier to write. Men’s names have more variety. This may provide an opportunity to talk about how men had more legal rights than women.
- Fecit means “made this”. Write this at the end of the inscription to make it into a full Latin sentence.
- Latin inscriptions are made in capital letters. They don’t always have spaces between words. They often had mistakes on them. There are some examples of mistakes on the powerpoint.
- Letters on inscriptions were often painted to make them stand out more. It is rare to see paint because it wears away over time.
- Demonstrate technique of rolling and inscribing. It is important to make sure that the clay doesn’t get stuck to the working surface.

### Picking names

- Children begin by picking Roman names. To speed up the process, the first and second names are randomised. Children pick whether they are going to be Roman men or women. “Men” take two names (one first, one second) “women” take one first name.
- All children then pick a nickname from the list on the Roman Names Worksheet. This is the last name. They now have a full Roman name.
- We don’t know exactly how Romans pronounced their names. This pronunciation guide might be helpful for difficult names:  
<http://www.txclassics.org/old/PronunciationGuide.pdf>.

### Making the inscription

- Children begin by rolling out their clay. They are aiming to make a rough rectangle, 1-2cm thick and large enough to write their Roman name on.
- Make sure they pick up the clay and turn it regularly when rolling out. Inscriptions should not be stuck to the board.
- Once the clay is nice and flat, children can write on it. The layout is:

|      | First name | Second name (men) | Nickname | Made this |
|------|------------|-------------------|----------|-----------|
| e.g. | GAIUS      | LIVIUS            | SEVERUS  | FECIT     |
| e.g. | BAEBIA     |                   | MAIOR    | FECIT     |

Some tips:

- Push the implement into the clay
- Do not drag the implement through the clay (this leaves rough edges)
- Be careful not to push too hard and make a hole in the clay
- Use straight lines to make letters as much as possible (see examples on PowerPoint presentation)
- Don't worry about making mistakes. Lots of inscriptions are spelled wrong, written untidily or broken. It makes them more authentic.
- Romans used V instead of U and I instead of J

If there is some extra time, children can decorate the borders of their inscription.

### Painting

If there is time, children can pick out their inscriptions in red paint. Painting carefully inside the lines. This can be done when the clay is wet, or after it has dried.

### Leaving to dry

Spread the inscriptions out on some old newspaper until the clay is fully dry. Check the clay packaging for drying times.



## Roman Names Worksheet

Circle a family nickname:

### Roman Men:

Ahenobarbus (red beard)

Albus (pale)

Bassus (chubby)

Calidus (hot-tempered)

Calvus (bald)

Celsus (tall)

Gemellus (twin)

Dives (rich)

Lepidus (charming)

Paullus (small)

Pictor (painter)

Pulcher (handsome)

Rex (king)

Severus (strict)

Scaevola (left-handed)

Tacitus (quiet)

Victor (winner)

### Roman Women:

Alba (pale)

Bassa (chubby)

Calida (fiery-tempered)

Celer (fast)

Celsa (tall)

Crispina (curly-haired)

Domna (in charge)

Flavia (blonde)

Fausta (lucky)

Flora (flower)

Gemella (twin)

Lepida (charming)

Maior (the Elder)

Martina (warlike)

Minor (the younger)

Paulina (little)

Pulchra (beautiful)

Severa (strict)

Valeria (healthy)

Victoria (winner)







## Roman Names Kit: Men's first names

First Name:  
APPIUS

First Name:  
APPIUS

First Name:  
APPIUS

First Name:  
AULUS

First Name:  
AULUS

First Name:  
AULUS

First Name:  
DECIMUS

First Name:  
DECIMUS

First Name:  
DECIMUS

First Name:  
GAIUS

First Name:  
GAIUS

First Name:  
GAIUS

First Name:  
GNAEUS

First Name:  
GNAEUS

First Name:  
GNAEUS

First Name:  
LUCIUS

First Name:  
LUCIUS

First Name:  
LUCIUS

First Name:  
MANIUS

First Name:  
MANIUS

First Name:  
MANIUS

First Name:  
MARCUS

First Name:  
MARCUS

First Name:  
MARCUS



First Name:  
NUMERIUS

First Name:  
NUMERIUS

First Name:  
NUMERIUS

First Name:  
PUBLIUS

First Name:  
PUBLIUS

First Name:  
PUBLIUS

First Name:  
QUINTUS

First Name:  
QUINTUS

First Name:  
QUINTUS

First Name:  
SPURIUS

First Name:  
SPURIUS

First Name:  
SPURIUS

First Name:  
TIBERIUS

First Name:  
TIBERIUS

First Name:  
TIBERIUS

First Name:  
TITUS

First Name:  
TITUS

First Name:  
TITUS



## Roman Names Kit: Men's second names

Second Name:  
BAEBIUS

Second Name:  
BAEBIUS

Second Name:  
BAEBIUS

Second Name:  
CAECILIUS

Second Name:  
CAECILIUS

Second Name:  
CAECILIUS

Second Name:  
CLAUDIUS

Second Name:  
CLAUDIUS

Second Name:  
CLAUDIUS

Second Name:  
CORNELIUS

Second Name:  
CORNELIUS

Second Name:  
CORNELIUS

Second Name:  
DOMITIUS

Second Name:  
DOMITIUS

Second Name:  
DOMITIUS

Second Name:  
FULVIUS

Second Name:  
FULVIUS

Second Name:  
FULVIUS

Second Name:  
HORATIUS

Second Name:  
HORATIUS

Second Name:  
HORATIUS

Second Name:  
IUVENTIUS

Second Name:  
IUVENTIUS

Second Name:  
IUVENTIUS

Second Name:  
LIVIUS

Second Name:  
LIVIUS

Second Name:  
LIVIUS



Second Name:  
MANLIUS

Second Name:  
MANLIUS

Second Name:  
MANLIUS

Second Name:  
NINNIUS

Second Name:  
NINNIUS

Second Name:  
NINNIUS

Second Name:  
PETRONIUS

Second Name:  
PETRONIUS

Second Name:  
PETRONIUS

Second Name:  
RUSONIUS

Second Name:  
RUSONIUS

Second Name:  
RUSONIUS

Second Name:  
SEMPRONIUS

Second Name:  
SEMPRONIUS

Second Name:  
SEMPRONIUS

Second Name:  
TULLIUS

Second Name:  
TULLIUS

Second Name:  
TULLIUS



## Roman Names Kit: Women's First Names

First Name:  
AEMILIA

First Name:  
AEMILIA

First Name:  
AEMILIA

First Name:  
BAEBIA

First Name:  
BAEBIA

First Name  
BAEBIA

First Name:  
CAECILIA

First Name:  
CAECILIA

First Name  
CAECILIA

First Name:  
CLAUDIA

First Name:  
CLAUDIA

First Name:  
CLAUDIA

First Name:  
CORNELIA

First Name:  
CORNELIA

First Name:  
CORNELIA

First Name:  
DOMITIA

First Name:  
DOMITIA

First Name:  
DOMITIA

First Name:  
FULVIA

First Name:  
FULVIA

First Name:  
FULVIA

First Name:  
HORATIA

First Name:  
HORATIA

First Name:  
HORATIA



First Name:  
IULIA

First Name:  
IULIA

First Name:  
IULIA

First Name:  
LIVIA

First Name:  
LIVIA

First Name:  
LIVIA

First Name:  
MANLIA

First Name:  
MANLIA

First Name:  
MANLIA

First Name:  
NINNIA

First Name:  
NINNIA

First Name:  
NINNIA

First Name:  
PETRONIA

First Name:  
PETRONIA

First Name:  
PETRONIA

First Name:  
RUSONIA

First Name:  
RUSONIA

First Name:  
RUSONIA

First Name:  
SEMPRONIA

First Name:  
SEMPRONIA

First Name:  
SEMPRONIA

First Name:  
TULLIA

First Name:  
TULLIA

First Name:  
TULLIA

First Name:  
VALERIA

First Name:  
VALERIA

First Name:  
VALERIA



# Working with Roman Numerals: Teaching Notes

## SUMMARY

Roman numerals depend on a high-low sequence, which goes M, D, C, L, X, V, I.

As long as the numerals are **in sequence order**, from large to small, from left to right, you keep adding up:

$$XXVII = 10 + 10 + 5 + 1 + 1 = 27$$

If a numeral appears **out of sequence**, with a small numeral appearing before a big one, you should stop, bracket both off as a pair, and treat that pair as a separate digit:

$$XXIV \longrightarrow XX(IV) = 10 + 10 + 4 = 24$$

$$XCIX \longrightarrow (XC)(IX) = 90 + 9 = 99$$

### Exercise 1 Answers:

- a) 20
- b) 15
- c) 70
- d) 3
- e) 2,000
- f) 7
- g) 17
- h) 161
- i) 222
- j) 1666

### Exercise 2 Answers:

- a) 105 = CV (don't count the guests!)
- b) 3 = III (the master + 11 guests = 12 diners)
- c) 6 = VI
- d) 13 = XIII
- e) 35 = XXXV

### Exercise 3 Answers:

|   |    |     |    |   |    |     |      |    |    |    |     |      |     |    |     |      |       |     |    |
|---|----|-----|----|---|----|-----|------|----|----|----|-----|------|-----|----|-----|------|-------|-----|----|
| I | II | III | IV | V | VI | VII | VIII | IX | X  | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
| 1 | 2  | 3   | 4  | 5 | 6  | 7   | 8    | 9  | 10 | 11 | 12  | 13   | 14  | 15 | 16  | 17   | 18    | 19  | 20 |

### Exercise 4 Answers:

- a) 9
- b) 14
- c) 19
- d) 104
- e) 109
- f) 900
- g) 40
- h) 44
- i) 59
- j) 1569

### Exercise 5 Answers:

- a) VIII
- b) XXIV
- c) XXXVIII
- d) XL
- e) XLV
- f) CIX
- g) CXXXIX
- h) DXXII
- i) MI
- j) CMXCIX



## Working with Roman Numerals: Worksheet

Instead of using the 10 Indo-Arabic numerals to write numbers, like we do, the Romans used only 6 letters. With those 6 letters, they could make any number - except zero. If there was nothing to count, they didn't write anything down!

|                             |          |          |           |           |            |            |              |
|-----------------------------|----------|----------|-----------|-----------|------------|------------|--------------|
| <b>Roman Numerals</b>       | <b>I</b> | <b>V</b> | <b>X</b>  | <b>L</b>  | <b>C</b>   | <b>D</b>   | <b>M</b>     |
| <b>Indo-Arabic Numerals</b> | <b>1</b> | <b>5</b> | <b>10</b> | <b>50</b> | <b>100</b> | <b>500</b> | <b>1,000</b> |

### Adding up Numerals

To make other numbers, the Romans simply stuck the numerals together.

When **adding**, they always put them in size-order, left to right, with the biggest numeral first.

e.g. XXIII = 23

### Exercise 1:

What do these numerals stand for?

- a) XX \_\_\_\_\_
- b) XV \_\_\_\_\_
- c) LXX \_\_\_\_\_
- d) III \_\_\_\_\_
- e) MM \_\_\_\_\_
- f) VII \_\_\_\_\_
- g) XVII \_\_\_\_\_
- h) CLXI \_\_\_\_\_
- i) CCXXII \_\_\_\_\_
- j) MDCLXVI \_\_\_\_\_

### Exercise 2:

Read the story and answer the questions. Write your answers in Roman numerals.

The master had invited XI guests to join him for dinner, and sent his slave to the market to buy food. He bought VI eggs, XXXVI dormice, XII sausages, III chickens, VII honey cakes, VI poppy-seed cakes, XIII plums and XXII apples.

- a) How many items did the slave buy at the market? \_\_\_\_\_
- b) How many dormice did he buy for each person? \_\_\_\_\_
- c) How many people would not have a poppy-seed cake? \_\_\_\_\_
- d) How many cakes did he buy all together? \_\_\_\_\_
- e) How many pieces of fruit did he buy? \_\_\_\_\_



### Take-away Numerals

Sometimes, sticking numerals together can be a bit untidy. If we wrote the number 4 in the usual way it would be IIII. The Romans thought this was too long.

So, they came up with a clever solution. Usually, the numerals go in size order, left to right. But by putting a smaller numeral **before** a bigger one, it means you **subtract** its value from the bigger one.

e.g. IV = 4  
IX = 9  
XL = 90

But there is a rule. Subtraction can only happen if the two numerals are not separate by more than two places on the chart. So XC (90) is allowed, because those numerals are two places apart, but VC and IC are not.

|                             |          |          |           |           |            |            |              |
|-----------------------------|----------|----------|-----------|-----------|------------|------------|--------------|
| <b>Roman Numerals</b>       | <b>I</b> | <b>V</b> | <b>X</b>  | <b>L</b>  | <b>C</b>   | <b>D</b>   | <b>M</b>     |
| <b>Indo-Arabic Numerals</b> | <b>1</b> | <b>5</b> | <b>10</b> | <b>50</b> | <b>100</b> | <b>500</b> | <b>1,000</b> |

### Exercise 3:

Complete the Roman Numerals up to 20.

|   |   |   |   |   |   |   |      |   |    |    |    |    |    |    |     |    |    |    |    |
|---|---|---|---|---|---|---|------|---|----|----|----|----|----|----|-----|----|----|----|----|
| I |   |   |   | V |   |   | VIII |   |    |    |    |    |    |    | XVI |    |    |    | XX |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8    | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16  | 17 | 18 | 19 | 20 |

**Exercise 4:**

*What do these numerals stand for?*

- a) IX \_\_\_\_\_
- b) XIV \_\_\_\_\_
- c) XIX \_\_\_\_\_
- d) CIV \_\_\_\_\_
- e) CIX \_\_\_\_\_
- f) CM \_\_\_\_\_
- g) XL \_\_\_\_\_
- h) XLIV \_\_\_\_\_
- i) LIX \_\_\_\_\_
- j) MDLXIX \_\_\_\_\_

**Exercise 5:**

*Turn these into Roman numerals:*

- a) 8 \_\_\_\_\_
- b) 24 \_\_\_\_\_
- c) 38 \_\_\_\_\_
- d) 40 \_\_\_\_\_
- e) 45 \_\_\_\_\_
- f) 109 \_\_\_\_\_
- g) 139 \_\_\_\_\_
- h) 522 \_\_\_\_\_
- i) 1,001 \_\_\_\_\_
- j) 999 \_\_\_\_\_



# Roman Numerals on Roman Tombstones: Teaching Notes

## This builds on the topic:

- AshLI – Working with Roman Numerals

## Warm-up

Revise the sequence of Roman numerals met in the previous worksheet, and practise a few simple examples of arithmetic on the board.

## Exercise 1:

1. 29
2. 71
3. 44
4. 13
5. 36
6. 91

## Exercise 2:

1. 5 years, 2 days
2. 22 years, 5 months
3. 23 years, 5 months, 11 days
4. 10 year, 11 months, 18 days
5. 13 years, 7 months
6. 5 years, 2 months, 6 days, 6 hours (*this is very sad tombstone of a former slave-boy. You can read more about him and the woman who set up his tombstone online at [bit.ly/RomanChildSlave](http://bit.ly/RomanChildSlave)*)

## Exercise 3:

If your students want to write “I have lived... years” rather than “He/She has lived... years”, then they should use *vixi annos* instead of *vixit annos*. But if they prefer to use the abbreviation V.A. they won’t need to make any changes.

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## Roman Numerals on Roman Tombstones: Worksheet

| Roman Numerals       | I | V | X  | L  | C   | D   | M     |
|----------------------|---|---|----|----|-----|-----|-------|
| Indo-Arabic Numerals | 1 | 5 | 10 | 50 | 100 | 500 | 1,000 |

When a Roman died, a tombstone was set up to mark the grave. On it was written the name of the person and how long he/she had lived.

In Latin, the phrase *vixit annos*, followed by a numeral, means 'he (or she) lived for ... years'. Sometimes the stone-carver shortened this to *vix. ann.* or sometimes even just *V. A.*

### Exercise 1:

Look at these tombstones. How old were each of these Romans when they died?

1  
LUCIUS AEMILIUS  
RUFUS  
VIXIT ANNOS XXIX

2  
FLAVIA MINOR  
VIX. ANN. LXXI

3  
MANIUS  
CLAUDIUS  
GALLUS  
V. A. XLIV

4  
DECIMUS  
VALERIUS  
LENTULUS  
VIXIT  
ANNOS  
XIII

5  
HORTENSIA  
COLUMBANA  
V. A. XXXVI

6  
LUCRETIA TERTIA  
VIXIT ANNOS XCI

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

In addition to the number of years, sometimes Roman tombstones also tell us how many months, days, or even hours a person lived. These are the words to look out for:

menses or m. – *months*  
dies or d. – *days*  
horas or h. – *hours*

As with V.A., the numeral comes *afterwards*, so M.X means ‘ten months’

### Exercise 2:

Look at these tombstones. How old were each of these Romans when they died?

(These are based on *real* tombstones in the Ashmolean Museum collection, and show the names and ages of real Romans.)

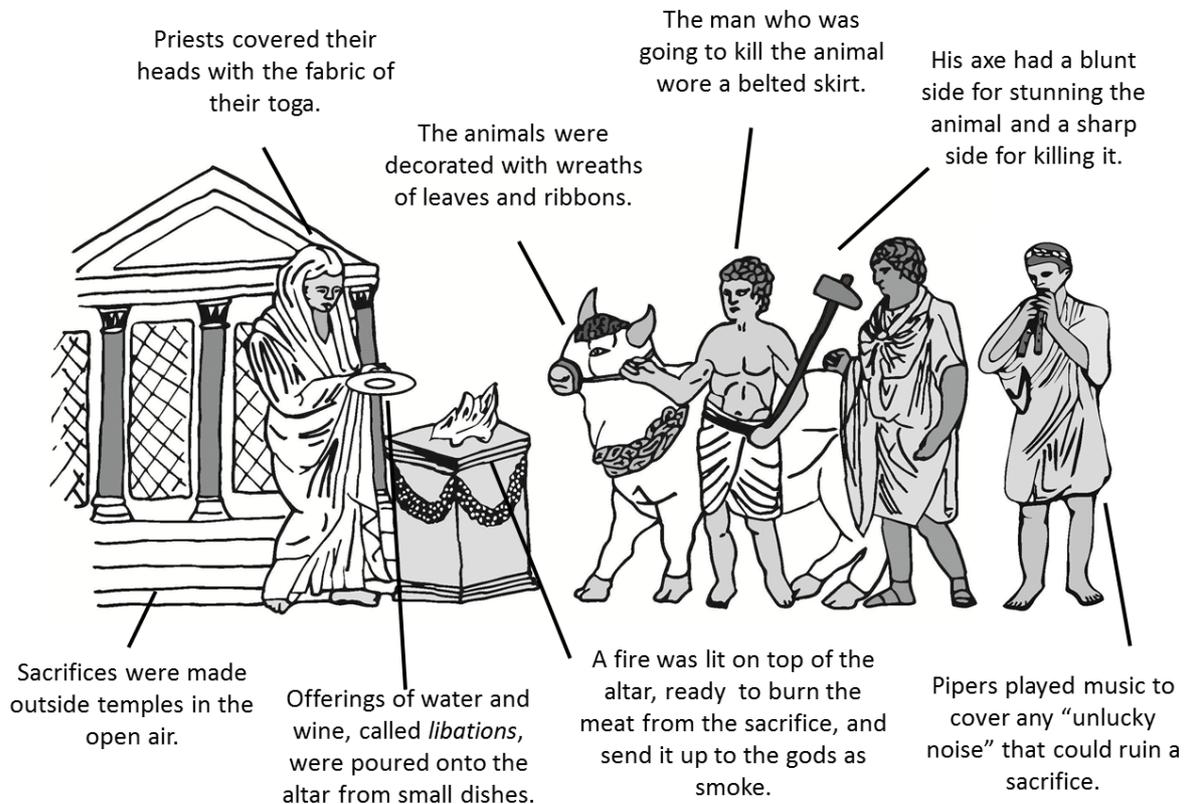
|   |  |                      |
|---|--|----------------------|
| 1<br>QUINTUS<br>MUNATIDIUS GALLUS<br>VIX. ANN. V DIES. II                         | 2 IANUARIUS<br>VIXIT<br>ANNOS XXII<br>MENSES V       | 1. _____<br>2. _____ |
| 3<br>LUCIUS<br>POMPEIUS<br>MARCELLINUS<br>VIXIT<br>ANNOS XXIII<br>M. V<br>DIES XI | 4 GRESIUS<br>APOLAUSTUS<br>V. A. X<br>M. XI D. XVIII | 3. _____<br>4. _____ |
| 6<br>LUCIUS ANNAIUS FIRMIUS<br>VIXIT ANNOS V M. II . D. VI H. VI                  |  | 5. _____<br>6. _____ |

### Exercise 3:

How would you tell a Roman your age using V.A., M., D. and H.?

## Roman Animal Sacrifice: Teaching Notes

Please download the Powerpoint slides from Project Website, 'Roman animal sacrifice'  
Slide 1:



Animal sacrifice was an important part of Roman religion, but you will be able to judge best how much information your class will want to know!

- More usually, the Romans made sacrifices of food and drink as part of their religious practice at home. Animal sacrifices were for special occasions, and usually part of public or shared celebrations.
- Very special events might involve the sacrifice of several animals. A *hecatomb* (pron. 'hekkatoom') was the sacrifice of 100 oxen.
- Animals were killed by having their throats cut. Since it was considered unlucky for the animals to struggle or show fear, it was common to stun large animals with the blunt end of the axe first.
- After its death, the animal might be cut open and have its insides inspected by a *haruspex*. Healthy organs were a sign of divine favour.
- 'Unlucky noise', like animals moaning or someone sneezing could mean the sacrifice was spoiled. Musicians, including pipers and singers were used to make covering noise.
- Certain parts of the animal were burnt on the altar as a gift to the gods. Often the rest of the animal was divided up among the worshippers for a religious feast. At a

time when meat was expensive, and could not be stored for long periods, this was a real treat, and one of the reasons that animal sacrifices were so popular.

- If a sacrifice went wrong, or the animal's organs didn't look good, the worshippers had to start all over again with a new animal.

#### Slides 2-4:

*Scenes of sacrifice. Let your students look closely at these images, and identify the traditional elements, e.g. the priest with covered head, the musicians, the decorated animal, etc.*

- **Romans bringing an ox to sacrifice.** This relief probably once belonged to a triumphal arch for the Emperor Hadrian (AD 117- 138). It shows attendants leading an ox decorated with ribbons. The bare-chested men are the ones who will kill the ox – you can see the remains of the axe handle in the hand of the man on the right. This relief is now in the Louvre in Paris (inv. no. Ma 992). You can read more about it here: <http://www.louvre.fr/en/oeuvre-notices/fragment-architectural-relief>
- **The Emperor, Marcus Aurelius, making a sacrifice.** The scene is taken from the arch of Marcus Aurelius. It shows the emperor (AD 161-180 AD) in front of the Temple of Jupiter in Rome. This relief is now in the Capitoline Museum in Rome. Notice how simple the altar can be – here it's just a dish on a tripod.
- **A Roman family sacrificing food and drink.** Not all sacrifices were of animals. Here a family is making an offering of fruit on the altar, and the father is pouring a libation. This little relief comes from a cremation urn from c. AD 150. The faces of the mother and father figure have not been carved. The sculptor would make this kind of urn in advance, and then carve portrait heads to suit the person who bought it. This urn is now in Boston (inv. no. 2002.25). You can read more about it here: <http://www.mfa.org/collections/object/cinerary-urn-with-offering-scene-346670>

#### Slides 5-6:

*Roman Altars. In addition to the tripod altar, seen in the previous slides, the Romans used both rectangular and drum-shaped altars. The following two examples are among the many that can be seen on display in the Ashmolean Museum.*

- **Drum-shaped altar from Roman Delos:** Delos is a Greek island in the Aegean. Round altars were very common in the Greek-speaking parts of the Roman Empire. The proper, archaeological name for carved ox-heads (or ox-skulls) is *bucrania*. You can read more about this altar, including who set it up and why, here: <http://bit.ly/AshLI-Delos>.
- **Red sandstone altar from Roman Chester:** The altar was dedicated in AD 154 to Jupiter-Tanarus, a combination of the Roman god and a Celtic thunder god. The man who set it up was an officer of Spanish origin serving in the Roman legion XX Valeria Victrix who were stationed at Chester, near the border with Wales in the north-west of England. The hole on the top is modern. You can read more about this altar, and how the AshLI team read the disappearing inscription, here: <http://bit.ly/ChesterAltar>.

## Roman Professions/ Roman Religion: Teaching Notes

### Punch a dedication to a god

In this activity, children learn about jobs that people could do in ancient Rome and about Roman gods. They imagine they are a Roman, choose a job and then make a dedication to the right god to help them with that job.

For this activity, **you will need:**

- Tinfoil
- Cardboard (any kind will do, but corrugated works best)
- Embossing tools (if you do not have special embossing tools, old biro's that have run out work well)
- Worksheets

Before the session cut the card into small pieces (1/4 A4 works well) and wrap them in tin foil so one side gives a nice smooth working surface. You will need one per pupil.

### Introduction

If you haven't already done so, use the Roman Names Kit to help children choose a Roman name. For a quicker activity, use pupils' own names. There is a PowerPoint presentation that you can use to help introduce this session. It has a brief warm-up quiz on which gods were in charge of which jobs. If you have already done Roman gods, you can get the class to guess from memory. Otherwise, they can look up the gods and their roles from the worksheet.

Talking points:

- Which jobs do we still have today? Which jobs do we not have?
- Why are Roman jobs gendered? Women did not have the same legal rights as men. They were not allowed to do lots of jobs. Roman elite women often managed their household. They could also make money from business ownership (see slides). Poor women and slaves often had no choice but to work.
- Note that female gods could be in charge of things usually done by men (like Diana hunting or Minerva wearing armour and carrying weapons).

### Making an inscription

Children pick a Roman job from the list on the sheet. They decide which god would be most relevant to someone doing that job. They then make an inscription of their own.

Get them to make little dots on the tin foil wrapped card like the ones in the Hercules inscription. They should write their job (in Latin) first, then the god. If you have done the Roman Name picking activity, they can also add their Roman name. They can also decorate the edges of their inscription.

If children already have a favourite Roman god, it is ok to pick a profession to suit the god. Similarly, you can be flexible about which gender does which jobs, if they are very keen on keeping their own gender, but want a profession from the other column. For an extension activity, you could get them to suggest pairs of jobs for men and women that use the same skills (e.g. midwife for doctor, politician for actress).

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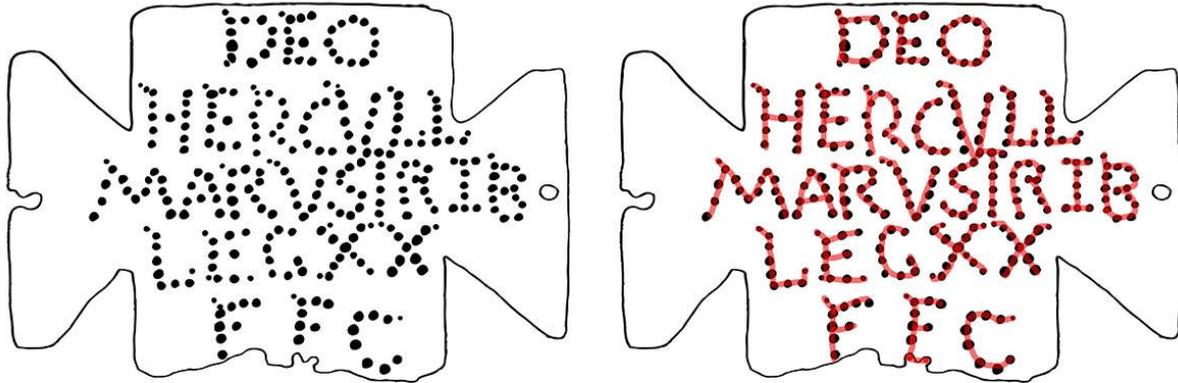
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## Punch a Dedication to a God: Worksheet

The Romans had many gods. Each god had their own area of influence. Romans would dedicate little plaques to their gods as a reminder of their worship.

This dedication to Hercules was made by a Roman soldier in Britain. It means, “For the god Hercules, Marus, tribune of the 20th legion, made this.”



DEO  
HERCULL  
MARIUS TRIB  
LEG XX  
FEC

### Roman gods and their areas of influence

- Aesculapius – healing
- Apollo – the sun, the arts, music
- Bacchus – wine
- Ceres – agriculture, grain
- Diana – hunting, unmarried women, childbirth
- Hercules – strength, bravery
- Juno – female leadership, married women, children
- Jupiter – leadership, the weather
- Mars – war, justice
- Mercury – sending messages, finance, travel
- Minerva – wisdom, crafts
- Neptune – the sea, horses
- Pluto – death and the underworld
- Venus – love
- Vesta – the home
- Vulcan – blacksmithing, metalworking

## Roman professions

Pick a Roman profession from the table. Then choose a god (or gods) relevant to your profession (see overleaf). Punch your profession (in Latin) and the name the god (or gods) in little dots on your metal plaque. You can decorate the border.



| For Men:  | For Women:                              |
|---|---|
| <i>Agricola</i> – farmer                          | <i>Lanifica</i> – wool-spinner          |
| <i>Architectus</i> – architect                    | <i>Mater</i> – mother                   |
| <i>Faber</i> – craftsman, carpenter or blacksmith | <i>Mima</i> – actress                   |
| <i>Magister</i> – teacher                         | <i>Nutrix</i> – nurse, nanny            |
| <i>Medicus</i> – doctor                           | <i>Obstetrix</i> – midwife              |
| <i>Mercator</i> – merchant                        | <i>Praefica</i> – hired funeral mourner |
| <i>Miles</i> – soldier                            | <i>Sartrix</i> – clothes-mender         |
| <i>Negotiator</i> – banker or businessman         | <i>Saltatrix</i> – dancer               |
| <i>Pictor</i> – painter                           | <i>Textrix</i> – weaver                 |
| <i>Venator</i> – hunter                           | <i>Venditrix</i> – shopkeeper           |