

# MUSEUM OF LONDON



## Roman London alive

Videoconference support materials KS2

Teachers resources

Primary programme

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## Curriculum links

### KS2 History

This session will link with work on Roman Britain and how British society was shaped by the Roman settlements in London (9). Through historical enquiry your pupils will develop knowledge of the experiences of men, women and children of this period. Through this they will gain an understanding of the characteristic features of Roman London (1a, 2a, 2b, 4a).

## Session description

Pupils taking part in Roman London videoconference will meet one of the following characters:

- Abudia Megiste
- Martia Martina
- Marcus Alpius Peregrinus

The character will lead a conversation with the class, describing their own life in

Londinium. The children will learn of key places, such as the Forum, public baths and amphitheatre; about what people ate; and what religious beliefs they had; and about the enormous importance of social status in Roman society.

Alpius is a retired soldier and a citizen. Martia and Abudia are both freewomen, who became slaves when young girls. Abudia is of North African descent and her husband has given her freedom, Martia works as a maidservant and has gained her freedom from the master she still works for. Social status was indicated by an individual's number of names. Male citizens had three names (a first name, a family name and a third name which was often a nickname). Non-citizens and female citizens had two names but slaves had only one. Today names found on Roman tomb stones and lead curses tell us about the social standing of the individual.

## Practical guidelines

To maximise the enjoyment and value of the videoconference please consider the following:

- check your equipment is working prior to the day of your videoconference (unfortunately the Museum can not arrange test calls)
- please call 020 7814 5574 for any videoconferencing enquiries prior to and after sessions
- if you need to get in touch during sessions please ring 020 7001 9813 or 020 7814 5650
- seat your pupils so that they can both see and be seen. We suggest that they sit on the floor in rows with the back row on chairs or benches
- please join in with any interaction yourself, and encourage pupils to join in
- seat yourself close to the microphone, in a position from which you can be seen and heard by our facilitator and from which you can best support your pupils' interaction. It usually helps if you can repeat pupils' questions with the name of the pupil who has asked the question
- responsible teachers should not leave the classroom or hall when the session is taking place
- please note that you are responsible for students' behaviour at all times during the session
- **please note that no filming or recording of the videoconference is permitted**
- **please fill in an evaluation form for the session. Your feedback is very important to us and our funding depends on it.**

## Cancellation charges

Less than 8 weeks	£20
4–8 weeks	£50
Less than 4 weeks	£100
On the day	£150

## Videoconference preparation and pre-session activities

To maximise the enjoyment and value of the visit please consider the following:

- introduce to the group some general background about the Museum of London
  - undertake at least one of the suggested pre-session activities.
1. Look at maps of the Roman empire and a time line showing the beginning and ending of the Empire, mark some key dates on a time line, and some key places on a map of Europe. Find Londinium, when was Londinium built?
  2. Start a What we know about the Romans book, ask pupils to decide on different sections they could include (the empire, the army, food, buildings, games?) Pupils could make lists of questions that they would like to find the answers for.
  3. The first Londoners were probably soldiers and administrators who came to rule the new province. Merchants and crafts-people would have followed. The Roman army wasn't just here to fight. They would have built the town and planned the layout. What other jobs might they have had to do?
  4. Read the character profiles and prepare questions to ask the character. If you would like to know which of the three characters you are meeting, we will know a month before your session, please email [nsprigge@museumoflondon.org.uk](mailto:nsprigge@museumoflondon.org.uk) or ring on 0207 814 57773.

## What was London like in the past?

Browse the Museum of London online resources for materials to introduce pupils to the themes and concepts they will encounter during their session. Visit the Museum's website at [www.museumoflondon.org.uk/learning](http://www.museumoflondon.org.uk/learning) for downloadable resources.

## Follow-up activities

These activities are designed to apply and extend knowledge gained from your visit to Museum of London.

1. Imagine you are a newspaper journalist and write a news report on the discovery of a new Roman site. This could be made into a television report.
2. Create a 'What we know about the Romans' book following the visit. Add a contents page, glossary and page numbers.
3. Write a letter to the Museum or Roman character telling us what you thought of the videoconference.
4. Find out more about life as a Roman soldier. Write a timetable for a typical day defending the city, including all your duties and responsibilities.
5. Divide the class into four groups (citizens, free men, freedmen and slaves). Ask each group to research the pros and cons of their status in Roman society in preparation for a public meeting. Each group should select a spokesperson to talk about their treatment in society as a lead-in to a general discussion about the issue of citizenship and freedom of rights.
6. Design a mosaic using graph/squared paper. Try to incorporate popular images of the Roman Empire including animals, mythology, food, geometric designs, etc. Make the mosaic using coloured paper squares or real mosaic tiles. Use the study of mosaics to investigate geometric designs and tessellation.
7. Compare/contrast Roman and modern food. This could begin with each child writing a food diary for a day, and then trying to investigate and list the Roman equivalents. Follow-up with a class discussion about changes in eating habits and how this reflects the rarity of some species and our different perception of certain animals (who would like to eat a dormouse?).
8. Design a replica of a Roman lamp, bowl or amphora – use varnish or glaze to provide the Samian ware effect.
9. Make a writing tablet using a board covered with a thick layer of yellow plasticine and a stylus made from a wooden rod sharpened at one end or a knitting needle/coffee stirrer etc. Pupils can write messages to each other. The reply can be made by smoothing over the surface.
10. Find out about the different areas of the Roman Empire, their names and the goods they produced. Draw them onto a modern map.
11. Roman maths – write out sums using roman numerals. Translate year dates from numbers to numerals.
12. Write a curse for the head of the household who has punished you for stealing Samian ware.

## Teachers resources

# Primary programme

## Character profile: Roman maidservant

<b>Name:</b>	<b>Martia Martina</b>
<b>Born:</b>	<b>AD 265-70</b>
<b>Age:</b>	<b>30-35</b>
<b>Birthplace:</b>	<b>Scotland or Wales</b>

You might be meeting Martia Martina in AD 300.

### History

Martia Martina was sold into slavery by her parents when she was about eight. Her owner gave her the name Martina. She was a slave until her mid-twenties when her owner freed her. This happened in AD 286 when Carausius seized power. When she was freed she was given a second name to show her new status, and she became Martia Martina.

Although becoming a freedwoman allowed her to choose where she lived and worked, Martia Martina stayed with her former owners – working for them as a maidservant in their new home in Lincoln. They had moved to escape an uncertain situation in London when the Roman legions became rebellious. After AD 296 Martia Martina and her employers returned to calmer times in London.

### Her job

Her main duties were to look after her mistress, this included complicated hairdressing. She also looked after the two grown-up children and carried out some light cleaning work.

### Master's family

Master	Rufus Martius Comitalis – British, aged 5
Mistress	Aurelia Regina – French, aged 45
Son	Gaius Martius Marcianus, aged 20
Daughter	Martia Eucarpia, aged 16

### Master's job

Rufus Martius used his wife's contacts in France to establish himself in trade. He had also made trading links with settlements in the north of England. Rufus Martius cultivated other business contacts which he made when worshipping at the Temple of Mithras.

## **House**

This wealthy merchant had commissioned his own stone-built town-house with mosaic floors and under-floor heating. An extra luxury was its own bathroom – the public one had closed.

## **Friends/enemies**

Martia Martina was friendly with some of the maidservants in the nearby houses, but had seriously fallen out with one over a man. This other maidservant had become so angry that she tried to curse Martia Martina. Her rival had written Martia Martina's name backwards on a piece of lead – this was believed to be a powerful curse. Martina had found out about this and, while pretending that she did not care, was in fact very anxious and feared that something terrible was about to happen to her.

## **Character profile: Roman merchant's wife**

**Name:** Abudia Megiste

**Born:** AD 220

**Age:** 30

**Birthplace:** Numidia, Africa

You might be meeting Abudia Megiste in AD 250.

### **History**

Abudia came from a large family but only a few of her brothers and sisters survived beyond infancy. Abudia's parents were not very wealthy and so they sold some of their children for money. A Syrian merchant, Aurelius Saturninus, bought Abudia when she was 12 years old. She travelled throughout the Roman Empire with him as he traded goods. Finally he decided to settle in Londinium where he set up a business trading in exotic fruits, nuts, spices and pulses.

Abudia had a good head for figures and she worked on the accounts for her master's shop. His shop was very near the forum, a very profitable location. When her master went off across the Roman Empire trading she was left in charge of the shop. Eventually Aurelius decided that she was good company and wanted to marry her. First he had to free her from slavery and she became a freed woman and his wife. To show that she was no longer a slave she took a second name, Megiste.

### **Her job**

Abudia oversees her husband's affairs and is in charge of the shop when he is away trading. He trades with Syria, Numidia and Egypt and has his own trading ship which can reach Londinium by sailing up the Thames. He buys olives, stone pine, dates, dill, coriander, black cumin and lentils. The goods are taken to his warehouse which is on the waterfront. The warehouse is managed by Epillicus, a native Briton, but Abudia keeps a close eye on him when Aurelius is away as she does not trust him.

### **House**

The trade in exotic goods has made Aurelius a wealthy man. He commissioned his own stone-built town-house with mosaic floors and under-floor heating. An extra luxury was its own bathroom – the public one had closed.

### **Religion**

Abudia worships Isis, the powerful mother goddess, and goes to the temple regularly to pray and leave offerings. Her husband worships Mithras, a secret religion only for men.

## **Teachers resources**

# **Primary programme**

## Character profile: Roman army veteran

**Name:** Marcus Alpius Peregrinus

**Born:** AD 259

**Age:** 41

**Birthplace:** Arles in France

You might be meeting Marcus Alpius Peregrinus in AD 300.

### **Current position**

Marcus Alpius Peregrinus is a retired legionary soldier when you meet him. He left the army in AD 299, and although he is still unmarried he is trying to find a suitable wife. He hoped to settle in London but when you meet him he is staying with his friend Rufus Martius Comitalis (see Maidservant sheet).

Marcus Alpius Peregrinus intends to go into a business partnership with his friend, whom he met when serving in London. The two men are considering trading in glass from Germany, using contacts made in the army.

### **History**

Marcus Alpius Peregrinus served for 25 years in various cohorts (parts of the army) – starting with his father's old legion the Second Legion Augusta (Legio II Augusta), based in Caerleon (in south Wales).

He was able to be a legionary soldier because he was a citizen. Marcus Alpius Peregrinus became a beneficiarius – an aide – to senior officers in the legion. He was also part of the management of the London mint, started under Carausius. Marcus had had many different postings after the second legion; his cohort had seen active service in Gaul (France) in AD 284 helping to quell the rebellion of the Bacaudae. During Britain's brief independence from the Empire, his legion supported the breakaway regimes of first Carausius and then Allectus. Although he was ashamed of his old legion, he shrugs off the rebellion as fairly typical army behaviour.

After Constantius Chlorus had restored Britain to the Roman Empire, the legions supported the three ruling Emperors. These were Diocletian, Maximilian and Constantius.

At the time you meet him, Marcus Alpius Peregrinus had heard interesting rumours that the Emperor Diocletian is planning to devolve power to local government in Britain. He sees great possibilities for trade in the situation.

## **Money**

Diocletian had introduced new coinage because of rampant inflation. People were adapting both to the new coins and to a Price Edict that set official prices for goods and services throughout the Empire. The new coin was called a follis (plural folles) and was bigger and heavier than the old coins. Because he was involved with the mint Marcus Alpius Peregrinus wants to be proud of the new coin, but he does not like the coinage.

## **Religion**

Marcus Alpius Peregrinus' father had served with Ulpus Silvanus in the second legion. Ulpus had been responsible for building the Mithraeum (the temple to the god Mithras) some 60 years before. During the troubles of AD 286-296 the Mithraeum had been neglected. However other sects, such as the worship of Bacchus, were gaining popularity.