

**Roman Baths museum resources for teachers of Latin and Classical subjects in secondary schools: suggestions for use.**

Topic and target students	Resources	Methodology and Assessment
<p><b>Introduction to Roman Bath and Sulis Minerva</b>  <i>Latin KS3 and above,                      Classical Civilisation                      Archaeology/ Ancient History</i></p>	<p>ppt 'Romanisation and Aquae Sulis' part 1                      worksheets and information sheet</p>	<p>Students fill in worksheet 1 with their own ideas about Roman and Iron Age religion, discuss their ideas with the person next to them and make additions.</p> <p>Teacher and students go through powerpoint, discussing ideas.</p> <p>Students complete the Pediment worksheet in different coloured pens.</p> <p>Students refer to Information sheet and fill in the second part of the worksheet.</p>
<p><b>Further work on Roman and Iron Age religion and culture</b>                      how religious artefacts at Bath illustrate the creation of a distinct 'Romano-British' way of life.</p>	<p>ppt 'Romanisation and Aquae Sulis' part 2                      worksheets</p>	<p>Students refer to their previous worksheets.</p> <p>Hand out Gods and Goddesses sheet for students to make own notes as they watch the ppt OR show it to students and tell them they will do it at the end.</p> <p>Hand out information sheet.</p> <p>Plenary: students come to the front to go through their answers referring to individual photos and slides.</p>
<p><b>Curse tablets at Bath</b>                      another side to Romano-British religion    <i>students of KS3 Latin, students of Cambridge Latin Course Bk 3,                      all Class. Civ. courses.</i></p>	<p>ppt 'Curses'                      worksheet: create your own, with chart of Roman cursive letter forms for transliterating</p>	<p>Discuss powerpoint as it is shown, deciphering words where possible on the way.</p> <p>Teacher can ask students for checklist of things to do when writing their own curse before handing out worksheet. If students do transliterate and write each word backwards, it is a good idea to ask them to write an English version as well!</p> <p>Follow-up work in the museum: using interactive displays - make a list of the people and crimes committed.</p>
<p><b>Individuals and Society:</b>                      an introduction to the topic and a chance to explore students' own ideas when certain basic facts have been established.    <i>all student groups</i></p>	<p>ppt 'Society' Part 1                      worksheet</p>	<p>Show ppt to give basic information and encourage students to develop and share their own ideas.</p> <p>Students attempt the worksheet, prompted by the list of points to consider on slide 2. They then discuss their ideas with the person next to them and make additions.</p> <p>Students are told that they will study individual inscriptions so that they can find out if there is any hard evidence to support their ideas and can get to know the individuals who lived in Roman Bath: <i>they will be able to check their own ideas.</i></p>

<p>Analysing the evidence from inscriptions to make deductions and draw conclusions about <b>the inhabitants of Roman Bath and their lifestyles.</b> Discovering that it is NOT impossible to translate Latin inscriptions even for non-Latin students.</p>	<p><b>web-pages</b> on 'Religious inscriptions' and 'Tombstone inscriptions'</p> <p>altars and tombstones video-clips</p> <p>altar and tombstone decoding leaflets</p> <p>altar and tombstone worksheets</p> <p>Translations sheet: <b>for teacher</b></p>	<p>Start with Religious inscriptions: Show the video-clip in class and give all students a Decoder and altars worksheets. Students work with web-page and Decoder to extract information from stones - if different members of the class start at different points on the sheet, it will be possible to cover all the inscriptions. This activity can be continued for homework if all students have access to the internet, or for individual study at school.</p> <p>Repeat with Tombstones.</p> <p>Follow-up work in the museum: students find a particular tombstone and an altar and sketch it, paying special attention to details of carving, ligatures and design.</p> <p>Some teachers will prefer to ask students to translate an inscription using their Decoder during their visit to the museum.</p>
	<p><b>web-page</b> on 'Public information, Publicity and Propaganda'</p> <p>'Roman society 2' worksheet from ppt 'Society' Part 2.</p> <p>slide 3 from ppt 'Society' Part 2 to stimulate ideas</p>	<p>Give out 'Roman society 2' worksheet. Students will see similarities with the last worksheet they completed!</p> <p>Students make notes on the stones referred to from the 'Public information, Publicity and Propaganda' web-page. Slide 3 of the ppt can be used to prompt ideas (it is duplicated from ppt 1).</p> <p>This can be set for homework or for individual study with a computer.</p>
<p><b>Individuals and Society:</b> some definitive answers and some speculations!</p>	<p>all worksheets from ppt 2</p> <p>ppt 2</p> <p>students' own answered worksheets on altars and tombstone inscriptions and partly-answered 'Roman society 2' worksheet</p> <p>suggested answers for 'Roman society 2' for teacher's use (teacher might like to read this carefully before the lesson).</p>	<p>Show ppt 2 as a plenary session to pull together all the work students have done on the inscriptions and allow them to add extra information to their worksheets.</p> <p>Give out all worksheets and inform students that all their information can be collated to provide the answers.</p> <p>Discuss powerpoint as it is shown, asking students to contribute their answers to all the questions. If a whiteboard is used, students can come to the front and write their answers on the screen and these can then be erased before the next slide is shown.</p> <p>Alternatively, students can fill in their own worksheets first, either for homework or in class and they can mark their own during the lesson.</p>

**There is boundless scope for follow-up activities in the form of creative writing assignments: imagining life as one of the residents of Roman Bath.**