

MUSEUM OF TROPICAL QUEENSLAND

Teacher Notes and
Curriculum Links
Year 11–12 Ancient History

Ancient Rome

THE EMPIRE THAT SHAPED THE WORLD



CREATED BY



IN COLLABORATION WITH



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Introduction

Ancient Rome: The Empire that Shaped the World is a travelling exhibition produced by the Artisans of Florence-International (Australia), in collaboration with The Niccolai Group. This exhibition brings to life key technical innovations and machines from the time of Julius Caesar through the Roman imperial period (27 BCE – 476 CE). Teachers and students will explore how historic sources and archaeological evidence have been used to reconstruct ancient Roman technology using the same materials and techniques as the Romans themselves. The exhibition highlights the people, places and technology of Roman culture, much of which continues to influence our modern world.

The exhibition focuses on four key themes:

- **Military genius and mighty machines** – Caesar’s army, discipline, tactics, war machines, armour and weapons
- **Entertainment** – gladiators, colosseum, art, clothes, Roman life and people
- **All roads lead to Rome** – measurements, transportation by road and sea
- **Building Rome** – engineering machines and techniques

For your information: This exhibition uses the BC/AD dating system that came into popular use during the ninth century. It is based on the Gregorian calendar, and uses the abbreviations BC (Before Christ) and AD (*anno Domini*, in the year of our Lord) to refer to dates as either before or after the year of birth of Jesus Christ. Modern calculations estimate the birth of Jesus Christ as closer to 4 BC.

The abbreviation BC appears after the date, while AD can appear either after the date, or more traditionally, before the date. For example, the first Roman emperor, Augustus reigned from 27 BC to AD 14 or 27 BC to 14 AD.

Since the 1700s, the alternative BCE/CE dating system has been in use, becoming increasingly preferred in recent years. BCE refers to Before the Common Era and replaces BC, while CE refers to the Common Era replacing AD. Unlike the AD abbreviation, which can appear before the date, CE always appears after (as with BC or BCE).

Both systems are based on the same calendar and the dates are directly interchangeable between them. When writing using either dating system, it should be applied consistently throughout the text or work. For example, the above dates for the reign of Roman emperor, Augustus may appear in different sources as either 27 BC to AD 14 or 27 BCE to 14 CE.

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Year 11-12 Ancient History: Stimulus Questions

These stimulus questions provide a starting point for curriculum-relevant conversations with your students:

1. Ancient Rome has had a lasting impact on the world, particularly on Western cultures.
 - **Before** your visit, list any technical innovations, linguistic and cultural practices or ideas from ancient Rome that you believe have **influenced us** today and why.
 - **During** your visit, what objects, practices or ideas featured in the exhibition were on your list, and did anything surprise you?
 - **After** your visit, what Roman objects, practices or ideas featured in the exhibition were **influenced** by **other ancient cultures**? What **events** might have precipitated this influence or exchange?
2. Which objects or implements in the exhibition are immediately recognisable to you without reading the labels?
 - What **features** make them recognisable?
 - What do these features tell you about their likely **functions**? Read the labels and discover if your conclusions reflected their actual purpose.
 - The **function** of some of these objects has not changed, but their **form** or **material** has. What **technological advances** have affected this change?
3. Using a combination of **historic sources** and **archaeological evidence**, the replica machines in the exhibition have been handcrafted using the same materials and techniques as the Romans. Replicas are sometimes viewed as lacking **authenticity** compared to the **original** objects from which they are modelled.
 - What does it **mean** for an object to be **'authentic'** or **'original'**? Are they the **same**?
 - For what **purpose** might someone make or use a replica? How are replicas **used** in this exhibition? What do you think the creators are trying to **achieve**?
 - What **challenges** might you face in using **incomplete physical or textual evidence** to **reconstruct** these objects?
4. Find the objects in the exhibition related to Roman **military and warfare**.
 - Examine the *testudo* formation of shields. What weaknesses might an enemy attempt to exploit against this defensive formation?
 - Look carefully at the armour. What parts would be purely **decorative** and what parts would be **functional**? Discuss why Roman armour may have been designed this way.
5. Gladiators and gladiatorial combat were a feature of Roman entertainment. Compare and contrast the **objects** relating to gladiators in the exhibition with **historical accounts** of gladiatorial games.
 - What do they tell you about the **life** and **training** of a gladiator?
 - How do they represent the **perception** of gladiatorial combat and games within **ancient Roman society**? Compare and contrast this with **modern perceptions** and **social norms**.
 - Some gladiators **chose** to fight, while others were **slaves** or **prisoners**. How might their place in Roman society have influenced their perspectives? How are these perspectives represented in historical sources?
6. Find the **mosaic** in the exhibition. This form of art was very popular across the Roman Empire, and the images depicted ranged from **simple** to very **complex**. They could be used to **communicate** a specific scene, story or message.
 - How might our **understanding** of the person who commissioned a mosaic be **informed** by the materials used, or the complexity of the design?

- What are the **pros** and **cons** of using mosaics and other **archaeological remains** to interpret the past? How **complete** is the picture of that they provide?
7. The exhibition highlights many different innovations and machines used by the Romans for constructing roads, buildings, aqueducts and temples.
- How did the makers' **geographical location** and **trade patterns** influence the materials from which the objects were made?
 - How did **choice of materials** influence the form, design and function of these innovations and objects?
 - What aspects of the **methods** and **materials** used by the Romans might be applied in modern challenges of sustainable design and climate change?
8. The exhibition focuses on ancient Rome, but there are many links to other ancient cultures throughout the exhibition. What **other ancient cultures** are you aware of?
- What **connections** can you identify between Rome and these cultures?
 - What objects and stories might be **remaining** from these peoples?
 - What might have been **lost** through time?
9. **Select three to five objects** in the exhibition that you find particularly interesting/thought provoking.
- Why did you choose them?
 - Observe them carefully. What do they reveal about the people who created/used them?
 - What possibilities for further research can you see in them?
 - Frame at least one inquiry question for each of your selections.

Year 11-12 Ancient History - Australian Curriculum Links

UNIT 1: INVESTIGATING THE ANCIENT WORLD*
LEARNING OUTCOMES
<ul style="list-style-type: none"> understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate a historical explanation or argument
HISTORICAL SKILLS
Chronology, terms and concepts
<ul style="list-style-type: none"> Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)
Historical questions and research
<ul style="list-style-type: none"> Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH004)
<ul style="list-style-type: none"> Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)
Analysis and use of sources
<ul style="list-style-type: none"> Identify the origin, purpose and context of historical sources (ACHAH007)
<ul style="list-style-type: none"> Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH008)
Perspectives and interpretations
<ul style="list-style-type: none"> Analyse and account for the different perspectives of individuals and groups in the past (ACHAH010)
HISTORICAL KNOWLEDGE AND UNDERSTANDING
Historical authentication and reliability
<ul style="list-style-type: none"> How evidence from the ancient world has been lost, destroyed and re-discovered (ACHAH016)
<ul style="list-style-type: none"> Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe (ACHAH017)
<ul style="list-style-type: none"> Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018)
Cultural heritage, ownership and the role of museums
<ul style="list-style-type: none"> The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACHAH029)
The Roman Games
<ul style="list-style-type: none"> The nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics (ACHAH060)
<ul style="list-style-type: none"> The geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues (ACHAH059)

UNIT 2: ANCIENT SOCIETIES*

LEARNING OUTCOMES

- understand the political, social, economic and other significant features of ancient societies and the relationship between them
- understand that interpretations of the past change over time and are dependent on the perspective and context of the source
- apply key concepts as part of a historical inquiry including evidence, reliability and usefulness of sources, significance, perspectives and interpretations
- use historical skills to investigate the key features of ancient societies; and use a range of evidence to support and communicate a historical explanation or argument

HISTORICAL SKILLS

Chronology, terms and concepts

- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH090)

Historical questions and research

- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH092)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH093)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHAH095)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH096)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHAH098)

HISTORICAL KNOWLEDGE AND UNDERSTANDING

Social structure

- The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) (ACHAH106)

Political institutions

- The key features of political organisation for example monarchy, kingship, tyranny, republic, democracy (ACHAH109)

Economic activities

- The nature and importance of economic activity for example agriculture, commerce, industry, trade and building programs (ACHAH112)
- Economic exchange for example tribute, taxation and coinage (ACHAH114)

Art and architecture

- The nature of the sources for art and architecture (ACHAH120)
- Themes and styles of art (ACHAH121)
- The main features, materials, purpose and function of various forms of architecture (ACHAH122)
- The role and significance of art and architecture, public and private (ACHAH123)
- Evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest (ACHAH124)

Weapons and warfare
<ul style="list-style-type: none"> • The composition and role of armies and navies and changes in forms of weapons and military tactics (ACHAH126) • The life of soldiers, their training and the conditions of service (ACHAH127) • The significance of the military (ACHAH128) • The political, economic and social impact of warfare and conquest (ACHAH129)
Technology and engineering
<ul style="list-style-type: none"> • The nature of the sources for technology and engineering (ACHAH130) • Technological feats in construction materials and methods related to buildings, structures and statues (ACHAH131) • Forms of technology and their impact on the household and economic life (metallurgy, pottery, surgical tools, transport, water supply and sanitation) (ACHAH132) • The use of technology in ancient times to access resources and control the environment (ACHAH133) • The impact of technological innovations on social, economic and political development and their legacy (ACHAH134)

* Elements of Year 11-12 Ancient History Australian Curriculum Units 3-4 may also be referenced through this exhibition

Year 11-12 Ancient History - Queensland Senior Syllabus Links

UNIT 1: INVESTIGATING THE ANCIENT WORLD*

UNIT OBJECTIVES

- comprehend terms, concepts and issues in relation to archaeology and ancient societies
- devise historical questions and conduct research in relation to archaeology and the features of an ancient society
- analyse evidence from historical sources to show understanding about the ancient world
- synthesise evidence from historical sources to form a historical argument in relation to archaeology and ancient societies
- evaluate evidence from historical sources to make judgments about the ancient world

TOPIC 1: DIGGING UP THE PAST

Contextual study

- comprehend terms, concepts and issues in relation to
 - differences between primary and secondary sources as well as literary and non-literary sources
 - ways in which archaeological sites have been discovered
 - ways in which evidence from the ancient world has been lost and rediscovered
- analyse evidence from historical sources to show understanding about
 - problems of authenticity, e.g. the identification and origin of ancient artefacts, human remains and documents
 - the reliability of ancient writers who did not witness the events they describe
 - the condition of artefacts and the impact on their use as evidence

Depth study

- comprehend terms, concepts and issues in relation to
 - methods of authentication, e.g. scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources
 - the role of museums in acquiring, collecting and storing artefacts/cultural materials
- analyse evidence from historical sources to show understanding about archaeological issues
- devise historical questions and conduct research
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about archaeological sites and issues, e.g.
 - ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources, motivations of the perpetrators of fakes and forgeries and the significance of the evidence they were intended to provide about the ancient past
 - contributions of museums to an understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions

Concluding study

- comprehend terms, concepts and issues around the discovery, treatment and preservation of archaeological evidence

TOPIC 3: ANCIENT SOCIETIES — ART AND ARCHITECTURE

Contextual study

- comprehend terms, concepts and issues in relation to
 - a broad chronological overview, from the origins of the society to the period that is the focus for investigation
 - the geographical location, the nature of the environment and its influence on the society

Depth study

- comprehend terms, concepts and issues in relation to
 - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children, and attitude/s towards women, children and education
 - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions, and key legal structures
 - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour, and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - the nature of sources for art and architecture
 - themes and styles of art
 - the main features, materials, purpose and function of various forms of architecture
 - the role and significance of art and architecture, public and private
 - evidence from the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples and conquest

Concluding study

- evaluate evidence from historical sources to make judgments about the legacy of art and architecture for the selected society and modern times

TOPIC 4: ANCIENT SOCIETIES — WEAPONS AND WARFARE

Contextual study

- comprehend terms, concepts and issues in relation to
 - a broad chronological overview, from the origins of the society to the period that is the focus for investigation
 - the geographical location, the nature of the environment and its influence on the society

Depth study

- comprehend terms, concepts and issues in relation to
 - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
 - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
 - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - key archaeological and written sources on weapons and warfare for the society selected
 - the composition and role of armies and navies, and changes in forms of weapons and military tactics
 - the significance of the military
 - the political, economic and social impact of warfare and conquest

Concluding study
<ul style="list-style-type: none"> • evaluate evidence from historical sources to make judgments about the legacy of weapons and warfare for the selected society and modern times
TOPIC 5: ANCIENT SOCIETIES — TECHNOLOGY AND ENGINEERING
Contextual study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> – a broad chronological overview, from the origins of the society to the period that is the focus for investigation – the geographical location, the nature of the environment and its influence on the society
Depth study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> – the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education – political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures – economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage) • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about <ul style="list-style-type: none"> – key archaeological and written sources on technology and engineering for the society selected – the nature of sources for technology and engineering – technological developments in the construction material and methods related to buildings, structures and statues – forms of technology and their impact on households and economic life, e.g. metallurgy, pottery, surgical tools, transport, water supply and sanitation – use of technology in ancient times to access resources and control the environment
Concluding study
<ul style="list-style-type: none"> • evaluate evidence from historical sources to make judgments about the impact and legacy of technological innovations

UNIT 3: RECONSTRUCTING THE ANCIENT WORLD*
UNIT OBJECTIVES
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to the reconstruction of a historical period in the ancient world • devise historical questions and conduct research in relation to a historical period in the ancient world • analyse evidence from historical sources to show understanding in relation to specific historical periods in the ancient world • synthesise evidence from historical sources to form a historical argument about a historical period in the ancient world • evaluate evidence from historical sources to make judgments about a historical period in the ancient world

TOPIC 6: EARLY IMPERIAL ROME	TOPIC 7: POMPEII AND HERCULANEUM	TOPIC 9: THE 'FALL' OF THE WESTERN ROMAN EMPIRE
Contextual study		
<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to the geographical and historical context of early Imperial Rome with particular reference to the remains at key sites and other relevant sources 	<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to the geographical and historical context of Pompeii and Herculaneum from their foundations to the period leading up to the eruption of Vesuvius with particular reference to the remains at these sites and other relevant sources 	<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to the geographical and historical context of the Roman Empire from its height of power to its decline with particular reference to the remains at key sites and other relevant sources
<ul style="list-style-type: none"> analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation 		
Depth study		
<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> the nature of governance and political developments significant events and key individuals social structure cultural life and practices religious beliefs and practices analyse evidence from historical sources to show understanding synthesise evidence from historical sources to form a historical argument evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources 		
Concluding study		
<ul style="list-style-type: none"> comprehend terms, concepts and issues around the discovery, treatment and preservation of archaeological evidence evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies 	<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to the reconstruction of Pompeii and Herculaneum evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies 	<ul style="list-style-type: none"> comprehend terms, concepts and issues in relation to the reconstruction of the historical period around the fall of the Western Roman Empire evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

* Elements of Year 11-12 Ancient History QCAA Senior Syllabus Units 2 and 4 may also be referenced through this exhibition

Explore some more...

Use the cues and activities below to explore items in the exhibition in more detail.

Military genius and mighty machines

As you move through the exhibition, look out for the items of kit, weaponry and armour listed below. Consider:

- what they were used for (function)
- how they were made (design)
- what materials were used (materials)

Choose and circle one of the items to focus on. Make a note beside the other items on the list if they share the same or similar function, design or materials.

LEGIONNAIRE FULL ARMOUR

- *pilum* (spear)
- metal belt
- cloth tunic
- *lorica segmentata* (armour)
- helmet
- shield

LEGIONNAIRE KIT

- Roman cloth bag
- Roman leather bag
- iron skillet (pan)
- Roman axe
- *sidus vallis* (wooden stakes)
- *sidus vallis* key (wooden joiner)

LEGIONNAIRE FIELD PACK

- pestle
- mallets
- mini anvil
- brass bottle
- armour
- helmet
- *gladius* (sword)

ROMAN TRIUMPH COSTUME

- belt
- chest armour
- cape
- helmet

CENTURION FULL ARMOUR

- *pilum* (spear)
- sheath
- metal belt
- full length chainmail tunic
- cloak
- helmet
- shield

Which of the following innovations both protected Roman soldiers from projectiles in battle, and required extreme discipline to master?

- Roman standard
- catapult mechanism
- quinquereme ship with 'crow'
- tortoise ram
- assault ram
- siege tower
- *onager* catapult
- scorpion ballista
- *testudo* formation
- training pole

Entertainment

Locate the following everyday items in the exhibition:

- man's robe
- woman's dress
- boy's robe
- outfit of a Roman general
- fixed pin pottery lathe
- wax tablet
- oil spoon
- *strigil* (scraper)
- Roman coins
- *fibula* (cloak pin)
- abacus

All roads lead to Rome / Building Rome

Match the instruments and machines on the left with their function on the right.

Roman roads	Support construction of multistorey/large buildings
Odometer	Lift and move heavy loads for construction
Chorobates	Check a surface is flat/level
Groma	Surveying instrument
Naval odometer	Get from one place to another over land
Meridian sundial	Measure distances at sea
Pulleys	Measure the time of day using the sun
Calcatorian crane	Measure distances over land
Vitruvian watermill	Lift water, drain fields and mines
Archimedes' screw	Lift and drag heavy weights
Roman arch	Use water to power a grinding wheel
Water clock	Measure the passing of time using water

Find the busts of the emperors throughout the exhibition. Make a timeline placing each one in order from earliest to latest.