

THE HUNTERIAN

The Antonine Wall: Rome's Final Frontier



Teachers' Resource Pack

Contents

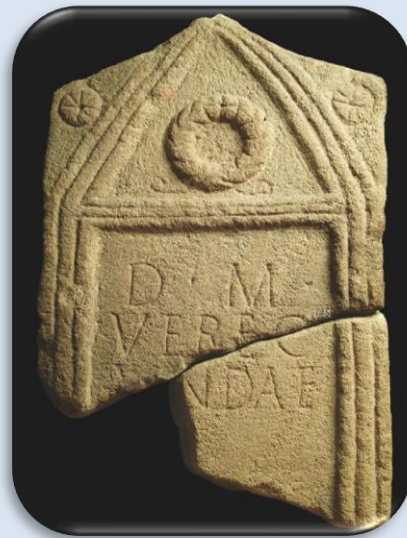
Introduction.....	2
About this pack	3
<i>Curriculum for Excellence</i>	4
What to expect at the museum	6
Pre-visit discussion points	7
Visit activities.....	9
Teacher-led tour	9
Worksheets	24
Supplementary worksheet.....	31
Post-visit activities	33
Useful Online Resources	40
Suggested Reading.....	41
Visiting the Wall.....	41
Appendix.....	42
Evaluation Sheet	42

Introduction

The Antonine Wall: Rome's Final Frontier gallery offers students the opportunity to explore what life would have been like for a Roman soldier living along Rome's Scottish frontier.

The following activities encourage students to investigate six themes:

- Roman army
- Clothes and armour
- Roman religion
- Food and drink
- At the bath-house
- Romans and Celts



About this pack

The pack is arranged in a **pre-visit /visit /post-visit** structure. The activities in each section contribute towards the achievement of the experiences and outcomes of the *Curriculum for Excellence*.

The resources in this pack are aimed at a Primary 4 age group (*Curriculum for Excellence: First Level*). For more able groups or Primary 5 classes (*Curriculum for Excellence: Second Level*), the opportunity for more detailed discussion is included in the post-visit activity list.

Pre-visit:

A list of suggested in-class discussions is included for use before your visit to the Hunterian Museum. These are designed to introduce students to the six themes of Roman life highlighted above and prepare them for the following visit and post-visit activities.

Visit:

Information sheets are included for those wishing to take their students on a self-led tour of the gallery. These sheets tell the story of the Roman occupation of the Antonine Wall through key objects in the Hunterian collections. The estimated duration of the tour is thirty minutes. It is possible to pick individual themes to use independently to suit the needs of your students.

Worksheets are provided for use during your visit. The aim of these activities is to encourage students to collect and sort information from panels and object labels in the gallery, thereby supporting the *Curriculum for Excellence* outcomes **LIT 1-14a / LIT 2-14a**. While most of the worksheets can be completed individually, certain activities require students to work with a partner. The latter encourages students to exchange information and opinions in line with the *Curriculum for Excellence* outcomes **LIT 1-09a / LIT 2-09a**.

As space within *The Antonine Wall* gallery is limited, you may wish to divide your group into two halves. A supplementary worksheet on Roman bath-houses is included for students to complete and seating is available in the adjacent main gallery space for this purpose. The main gallery features exhibitions on other ancient cultures which may also be of interest to your group.

Post-visit:

The suggested follow-up activities are designed to develop the knowledge which students gained during both classroom-based studies and their visit to the Hunterian Museum. These activities encourage class discussion around key questions. In some cases, students are required to investigate aspects of Roman life prior to the class. A related practical activity allows students to utilise the information gained from the discussion. The aim of these activities is to facilitate autonomous investigation and encourage the development of analytical skills through research and the exchange of ideas.

Curriculum for Excellence

First Level:

- **Expressive Arts: Participation in performances and presentations:** I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances (EXA 1-01a)
- **Expressive Arts: Art and design:** I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture (EXA 1-03a)
- **Health and wellbeing: Food and health:** By investigating the range of foods available I can discuss how they contribute to a healthy diet (HWB 1-30a)
- **Health and wellbeing: Food and health:** I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth (HWB 1-33a)
- **Health and wellbeing: Food and health:** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability (HWB 1-35a)
- **Literacy across learning: Listening and talking:** When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)
- **Literacy across learning: Listening and talking:** Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose (LIT 1-14a)
- **Social Studies: People, past events and societies:** I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past (SOC 1-01a)
- **Social Studies: People, past events and societies:** I can use evidence to recreate the story of a place or individual of local historical interest (SOC 1-03a)
- **Social Studies: People, past events and societies :** I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting (SOC 1-04a)

Second Level:

- **Expressive Arts: Participation in performances and presentations:** I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances (EXA 2-01a)

Expressive Arts: Art and design: I can create and present work that shows developing skill in using the visual elements and concepts (EXA 2-03a)

- **Literacy across learning: Listening and talking:** When listening and talking with others for different purposes, I can: (1) share information, experiences and opinions, (2) explain procedures and ideas, (3) identify issues raised and summarise main points or findings, (4) clarify points by asking questions or by asking others to say more (LIT 2-09a)
- **Literacy across learning: Listening and talking:** Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. (LIT 2-14a)
- **Health and wellbeing: Food and health:** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability (HWB 1-35a)
- **Social Studies: People, past events and societies:** I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences (SOC 2-04a).
- **Social Studies: People in society, economy and business:** I can discuss issues of diversity of cultures, values and customs in our society (SOC 2-16a)

What to expect at the museum

The Antonine Wall: Rome's Final Frontier

The Antonine Wall: Rome's Final Frontier is a permanent display situated within the entrance gallery of the Hunterian Museum.

The beginning of the exhibition is marked by six stone columns. The outer walls of the exhibition space are decorated with commemorative stones which detail the sections of the Antonine Wall constructed by the three legions present on the Wall. These stones are known as "distance slabs" and feature triumphant images celebrating Roman victory and the suppression of the indigenous Celtic people.



A central plinth displays smaller objects which cast light upon the military and domestic lives of the Roman soldiers. Key themes include building tools, military equipment, coinage, table culture, Roman baths, religion and luxury goods. Religious altars, tombstones, and sculptures are featured at the rear of the gallery.

Within the gallery, space is limited for larger groups. There is an area at the start of the gallery where groups can gather and discuss. A clock-wise progression has been anticipated in both the order of in-visit activities and the teacher-lead tour.

The Hunterian Collections

You are welcome to explore the rest of the Hunterian collections during your visit. The Hunterian Museum was founded in 1807 around the collections of William Hunter, the eminent Scottish physician and obstetrician. The collections are diverse, ranging from anatomical to ethnographical objects.

The personal and professional life of Hunter is documented in the exhibition *William Hunter: Man, Medic, Collector*. The entrance gallery in which *The Antonine Wall* exhibition is situated leads on to the main gallery space. On the ground floor, the collections include archaeology and world cultures, rocks and minerals, dinosaurs and fossils, and zoology. Objects from ancient cultures, such as the Egyptians, can be used to complement any studies of ancient Rome.

A balcony level hosts two permanent exhibitions. *A Healing Passion: Medicine in Glasgow Past and Present* investigates the medical history of the city, while the practical inventions of Lord Kelvin which have transformed the way we live today are examined in *Lord Kelvin: Revolutionary Scientist*.

Pre-visit discussion points

Roman army

- The Roman army was a highly-trained, professional force. Their advanced armour, weaponry and tactics helped the Romans to extend the empire to Britain.
- Why did the army build walls at the boundaries of the provinces?
- Show students the location of the Antonine Wall on a map.
- Introduce students to Roman numerals.

Clothing and armour

- Why do soldiers need to wear armour?
- What types of armour do soldiers wear today?

Roman religion

- Discuss the polytheistic (the worship of many gods) nature of Roman religion.
- Which gods were the most important to the Romans?
- Why do we put up gravestones after death?

Food and drink

- Investigate the types of food eaten by the Romans.
- How do these compare to a modern-day diet?

At the bath-house

- Discuss the importance of cleanliness to the Romans.
- Why might it have been important to them?
- How do we clean ourselves today?

Romans and Celts

- The Romans were a martial society with a long history of invading other countries.
- Show students the extent of the Roman empire on a map to demonstrate its power. Where is Rome on the map? Where is Scotland?
- Who were the Celts?
- Why did the Romans impose their own cultural practices and beliefs on the indigenous communities they conquered?

Visit activities

Teacher-led tour

Background information

Antonine Wall map

The Antonine Wall was named after the Roman emperor Antoninus Pius. Antoninus became emperor in AD 138 after being adopted by the emperor Hadrian. The Wall marked the boundary between the Roman-controlled territory to the south (Britannia) and the unconquered land to the north (Caledonia).

Antonine Wall: key facts

- The Antonine Wall ran from Bridgeness on the east coast of Scotland to Old Kilpatrick on the west coast.
- The Roman army started building the Antonine Wall in AD 142. It took them two years to finish.
- The Wall was 60km long.

Did you know...?

Antoninus was not expected to become emperor. It was well-known that Hadrian wanted a boy called Marcus Aurelius to succeed him. However, Marcus was too young to become emperor so Antoninus was adopted instead.

The Romans had made many attempts to conquer Britain before Antoninus' army moved into southern Scotland. While they controlled most of England (up to Hadrian's Wall), they had not been able to gain control of the territories to the north.

We do not know exactly why Antoninus wanted his army to conquer Caledonia. It is possible that he wanted a military victory to prove he was a good leader and win support back in Rome.

We call the people who lived in Caledonia during the Roman invasion the Celts. The Celts lived in small tribes ruled over by chieftains. We know that the Celts were farmers and fierce warriors. However, most of the information about the Celts we have today was written from a Roman perspective so we don't know how accurate it is.



Coins with male and female Celts

The construction of the Antonine Wall must have been a major project for the Roman army, demanding a great amount of manpower and time. However, the Wall was only occupied for about twenty years. This is a surprisingly short amount of time. We do not know exactly why the Wall was abandoned.

Roman army: building the Wall

Building Tools case

The Antonine Wall was built by soldiers from the Roman legions. We know that the Second Augusta, Sixth Victrix and Twentieth Valeria Victrix Legions were based on the Wall. (After the forts were completed, the legions returned to their home bases and the forts were run on a day-to-day basis by auxiliary units. The auxiliary soldiers did not hold Roman citizenship. They often came from tribes which the Romans had conquered in previous years.)

We have a good idea of how the Wall would have looked:

- The **rampart** of the Wall was built by piling turf or clay upon a stone base. It was approximately three to four metres high (around three times the average height of an eight year old child).
- There was a **ditch** on the northern side of the rampart. This was 12 metres wide and 4 metres deep.
- Behind the rampart a road called the **Military Way** ran the length of the Wall.

Did you know...?

The soldiers lived in temporary camps while they were building the Wall. As they slept in leather tents with seven other men, they would not have had much space or privacy. Each tent took the skins of 38 calves to make and was waterproof to keep out the rain, but the soldiers would still have been very cold.



Tent leather

As the soldiers did not have the power tools we have today to make their jobs easier, they had to do everything by hand. A number of tools used by the soldiers are displayed in the **Building Tools** case, including chisels and axe heads. Can you see the hammer head engraved with the name Ebutius? He was a centurion who supervised the soldiers. Why might he have carved his name on the hammer?

How did the Roman soldiers travel?

The Military Way helped the soldiers move between different forts along the Wall. The soldiers travelled by foot and could march up to 26 km (16 miles) a day. Heavier items, such as the tents, were carried in carts pulled by mules and oxen.

The soldiers had to march in a tightly-packed formation of between four to six men abreast while wearing a heavy uniform and carrying food supplies and tools. It must have been very uncomfortable.

Distance slabs

Distance slabs display

After a legion had finished building a section of the Wall, the soldiers put up commemorative stones to celebrate their achievement. These stones are known as “distance slabs”. Most of the distance slabs feature an inscription in Latin with:

- a dedication to the emperor
- the name of the legion
- the length of Wall constructed in paces or feet.

As there was not much space on the distance slabs, stone masons wrote in an abbreviated form of Latin. For example, in some of the inscriptions the letter P was written before the numerals. This stands for *passum* or paces and tells us how long the completed section of the Wall was.



Hutcheson Hill distance slab

Did you know...?

Many of the soldiers would not be able to read or write in Latin, so pictures were used rather than words to convey messages.

The Romans introduced writing to Britain. Before they arrived, the Celts did not read or write. Instead they conveyed information by word of mouth. They must have had good memories to remember everything!

How can we tell what is happening in the above scene? Two Celtic “barbarians” kneel on each side of the slab. It is possible that they have just been captured by the Romans after a battle as their hands are tied behind their backs. Britannia (the goddess of Britain) presents a laurel wreath to an eagle which sits on top of the legion’s standard. The legions were very proud of their standards. These were often made from silver and were used to lead soldiers into battle. It was a terrible disgrace to lose a standard.

Can you spot an animal running along the bottom of the distance slab?

The boar was the symbol of the Twentieth Legion. Legions often used symbols such as animals or mythical creatures to make their work easily identifiable. These emblems worked in a very similar manner to advertising logos today. The symbols of the Second Legion were Pegasus (the flying horse of Greek mythology) and Capricorn (a mythical half-goat, half-fish creature). We do not know if the Sixth Legion used any symbols.

Clothing and armour

Military Equipment case

The Roman soldiers wore leather shoes to protect their feet during marches. Sometimes soldiers wore socks in winter to stop their feet getting cold. The case features three leather shoes, belonging to a man, woman and child. These were part of a hoard of around 500 shoes found down a well at Bar Hill.

The hoard of shoes tells us that women and children lived in or near the forts. We know that soldiers were not supposed to marry or have girlfriends. However, it is possible that some married local women and had families. The soldiers' families would have lived in camps outside the forts and followed the army wherever it was stationed.



Shield boss

When the soldiers were going into battle, they wore red tunics underneath their armour. The armour was made from overlapping sheets of metal and protected the chest. A helmet with a back plate was also worn to protect the face and neck. The legionary soldiers used a sword called a *gladius* for one-to-one fighting and a long javelin which they could throw at their enemies without going near them.

The Roman legionaries used rectangular shields to defend themselves. These were made from wood and were painted with patterns. The “**Military Equipment**” case displays a shield boss which would have decorated the centre of a shield.

The auxiliaries wore a slightly different uniform to the legionaries. They had lighter armour called chainmail and carried flat oval shields and spears. Some used bows and arrows.

Did you know...?

The Romans used their shields for clever tactics like the *testudo* (which means “tortoise” in Latin). The soldiers held their shields above and around their group to make a protective shell. This allowed them to move towards enemies without fear of spears or arrows.

What did the Celts wear?

It is believed that the Celts went into battle naked to show how brave they were. Do you think this was a good idea? However, some archaeologists think that they wore their everyday clothes into battle. This meant that they were not as well-protected as their Roman enemies. They carried swords and rectangular wooden shields.

Roman army: fort life

Houses

Roman houses were called villas. These were rectangular in shape and had tiled roofs (much like modern houses). An example of a roof tile can be seen in the “**Water Supply**” case. These were made of clay and were red in colour.

The living conditions of the soldiers and the commanding officers were very different. The soldiers lived together in big buildings called barrack-blocks made from timber. Each room slept eight men, so there wouldn't have been much space or privacy. In contrast, the commanding officers lived with their families and slaves in luxurious stone villas away from the hustle and bustle of fort life.

The window grille on display is a very rare find. Roman windows were much smaller than those we have today. It was very difficult to make glass at the time – sand, salt and lime had to be heated to a very high temperature so that they melted together.

Can you find the tile with a paw print set into it?

The tile tells us that the Romans kept dogs in the forts, probably to help them when hunting animals. We can imagine a dog running round the fort looking for scraps of food – he was no doubt told off for walking over the freshly-made tiles before they had fully dried!



Window grille and glass

What were Celtic houses like?

The new Roman houses must have looked very strange to the Celts living nearby.

Many of the Celts lived in roundhouses. These had “wattle and daub” walls which were made by weaving sticks together and covering them in a mixture of mud, clay or manure to fill in any gaps. The roofs were made from thatch (dried straw). Roundhouses did not have windows and had only one door. An open fire was kept burning in the centre of the roundhouse day and night for cooking food. This provided light and heat throughout the long nights. However, it must have been very smoky inside.

In larger roundhouses the Celts kept their farm animals inside to protect the animals from wolves and bears. It also stopped neighbouring tribes from trying to steal them. It must have smelled very bad inside.

Coins

Coinage case

Before the Romans invaded Scotland, the Celts used a bartering or trading system to buy items. For example, if a Celt wanted to buy an ox from another farmer, he might have offered some bags of grain in exchange.



Silver denarius

The Romans introduced coins to Britain. The coins we use today have not changed much since Roman times. Coins made at the time the Wall was being built were decorated with a picture of the emperor, Antoninus Pius. Whose picture decorates the coins we use in Britain today?

Large gold and silver coins (called aurei and denarii) were used for expensive items and savings. Cheaper metals were used to make coins for everyday purchases. One of the smallest value coins was called an *as*. These were made from copper. The soldiers used coin purses to carry small change with them (one of which is on display in the “**Coinage**” case).

Did you know...?

A silver denarius was worth about £50 in today’s money. These coins were used to pay the soldiers’ wages. An infantry soldier received 300 of these a year.

Daily life

The soldiers had many different jobs to keep them busy throughout the day. They would spend their time cleaning and repairing buildings in the fort, collecting taxes from local Celts, and manning the forts gates to control entry into the Roman empire. They also did a lot of weapons training, marching, swimming and running in order to keep them fit and ready for battle.

However, the soldiers were given free time to relax after a hard day at work. It is likely that there were shops and inns around the forts where soldiers could spend their wages. The bath-house was also an important place for relaxation.

Hunting was a popular pastime among the soldiers when they were not on duty. At the time Scotland was inhabited by many wild animals such as boars and deer. (Look out for the “**Hunt Cup**” in the “**Table Culture**” case. This shows a hunting scene in which a dog chases a hare.)

Roman religion

Religious altars display

The Romans were a very religious society. They brought their religious beliefs to Britain when they invaded the land.

The Romans worshipped many different gods who looked after different aspects of their lives. By offering gifts to the gods they believed that they would get good fortune in return. For example, a soldier travelling from Italy to Britannia might have offered a present (known as a sacrifice) to Mercury, the god of travel, to ask for a safe journey.

What did the Romans sacrifice to the gods?

Romans gave the gods gifts such as fruit and wine. These presents would be placed on special altar stones. The Romans would pour oil, milk or honey in the saucer shape on top of the altar. For important events, they would sacrifice animals and pour animal blood onto the altar.

Did you know...?

The saucer shape on top of the altars was called a *focus*. This meant fireplace in Latin. Priests would sometimes light fires on larger altars as part of religious ceremonies.

The Celts also worshipped many different gods and spirits. Like the Romans, they gave gifts to their gods. These presents were often buried in sacred places such as pools or streams. The Romans were tolerant towards Celtic beliefs as long as the Celts also worshipped Roman gods. Sometimes the Romans worshipped Celtic gods as well.

The exhibition features five altars dedicated by Marcus Cocceius Firmus, a centurion with the Second Augusta Legion. The five altars were all discovered at the Auchendavy fort. We can tell a lot about Firmus from the gods he honoured:

- **Altar to Silvanus**

Silvanus was the Roman spirit of the woods and fields. The Romans needed many trees to supply timber for fort buildings and fires. It is possible that Firmus was asking the spirit to provide his legion with plenty of timber to complete their building project.

- **Altar to Diana and Apollo**

Diana and Apollo were twin gods who were associated with hunting. We can assume that Firmus enjoyed hunting and was asking the gods for good luck in the chase.



Altar to Diana and Apollo

- **Altar to Jupiter and Victorious Victory**

Jupiter was the king of the gods. Each fort had a shrine to him. He was often shown carrying a lightning bolt which he would hurl from the heavens when angry.

- **Altar to Mars, Minerva, Goddesses of the Parade Ground, Hercules, Epona and Victory**

These gods held special significance for the army. Mars and Minerva were the god and goddess of war. Hercules was a favourite demi-god of the army. He was known for his strength. It is possible that Firmus was asking Hercules to provide his unit with enough strength to complete their building programme. Epona was a Celtic horse goddess, who was probably a favourite of the cavalry regiments.

- **Altar to the Spirit of the Land of Britain**

It is possible that Firmus dedicated this altar to calm the spirit of Britannia following the Roman invasion. The Romans believed that spirits could place curses on those who had angered them. No doubt Firmus was keen to avoid this fate.

Mars

As the god of war, Mars was the patron god of the Roman soldiers. Soldiers believed that they would lose a battle if Mars did not support them so often gave him presents beforehand. We know that the god is meant to represent Mars because he was commonly shown with a beard, holding a spear and wearing armour.

Did you know...?

The month of March is named after Mars.

Can you spot anything unusual about Mars' armour?

Mars' leg guards are decorated with gorgon heads.

Gorgons were mythical creatures with snakes instead of hair, snake skin and fangs. They had claws instead of hands and in carvings they usually have their tongues sticking out. It was believed that the gorgons could freeze men in their tracks by looking them straight in the eye. The gorgon faces were designed to scare the enemies and are similar to the masks which children wear at Halloween. Because the Romans thought that gorgon faces were so terrifying, they also believed that they would ward off evil spirits and would help them scare away enemies in battle.



Statue of Mars

Roman religion: death on the Wall

Gravestones display

As soldiers served in the army for twenty-five years, many died during their service. The Romans usually cremated their dead – the body was burnt upon a funeral pyre and the ashes later collected.

Did you know...?

The Romans believed that the spirit went to the Underworld after its body had died. In order to get to the Underworld, the spirit had to cross the river Styx. Families often left a coin with the body to pay Charon, the ferryman.



Gravestone of Verecunda

Roman tombstones can tell us a lot about the person who died. Most Roman freewomen had two names, just like we do today. Verecunda has only one name carved on her gravestone. This suggests she was a slave. Slavery was very common in the Roman period.

It is unusual that Verecunda was given a stone gravestone after her death. These were very expensive and slaves could not afford to buy their own. It was more common for the ashes of the poor to be put in a jar or buried with a wooden grave marker. (A jar containing human ashes is displayed in the “**Religion and Belief**” case.) The expensive gravestone suggests that the family who owned Verecunda were very fond of her.

Were slaves treated well by their masters?

Not all slaves were as lucky as Verecunda in their masters. Many were treated very badly. As they had no legal rights, slaves often had to work long days cooking and cleaning with little or no pay.

However, for one day of the year, the slaves got their revenge. During a festival called Saturnalia, the rich masters were supposed to wait upon their servants.

A second gravestone celebrates the life of a boy called Salamanes. Salamanes’ name is not Roman – it is believed that he came with his family to Scotland from the Middle East. It is possible that they were merchants who set up shops along the Antonine Wall to sell items to the soldiers.

The gravestone was put up by his father, who was also called Salamanes. We know that Salamanes died when he was 15 as the numeral XV is carved on the gravestone.

Food and drink

Table Culture case

There was a big difference between the diets of rich and poor Romans. In Rome, the poor often lived on a plain diet of bread and porridge. In contrast, rich citizens had extravagant banquets where they feasted on delicacies such as peacock and dormice. They often had dinner parties where they ate lying down on couches. Meals were cooked for them by slaves.

As the commanding officers of the Roman legions came from rich families, they ate more luxurious foods than the soldiers under their command. They used expensive table ware such as Samian ware, a decorated red pottery specially imported from Gaul (modern France). Examples of Samian ware can be seen in the “**Table Culture**” case.

In contrast, the soldiers made their own meals inside the barrack-rooms where they lived. They cooked meals in big pots made from copper and iron.

What did the Roman soldiers eat?

The soldiers’ diet was mainly vegetarian. The Romans did not have fridges and freezers to make food keep for longer, so found it difficult to keep meat fresh.

An important part of the soldiers’ diet was wheat, which they made into porridge, soup and pasta. Archaeological digs have revealed the remains of walnut shells, hazelnuts, charred wheat and oyster shells which are displayed in the “**Table Culture**” case. The discovery of a cheese press and weights tells us that Roman soldiers made cheese. One of the soldiers’ favourite foods was called *garum* – this was a sauce that was made by leaving fish to rot in the sun.



Oyster shells

While some food was grown nearby, the Romans transported items such as figs and coriander seeds from Italy. It is likely that the soldiers missed their home comforts. Liquids such as olive oil and wine were carried from the Mediterranean in large jars called amphorae.

The Romans generally drank wine mixed with water, while the auxiliaries preferred beer. The Romans did not have the water treatment plants that we have to make sure our water is safe to drink. They gathered water for washing and cleaning from wells in the fort courtyards, collected rainwater in tanks, or built aqueducts which led water from nearby streams.

At the bath-house

The Baths case

Cleanliness was very important to the Romans as it prevented the spread of disease. Every fort along the Antonine Wall had a bath-house and latrines (toilets) attached.

The Romans followed a set routine when visiting the bath-house. After getting changed, they went into the cold room when they jumped into a pool of cold water. The Romans called this room the *frigidarium*. They then moved into the warm room, or *tepidarium*, before going into the hot baths (*caldarium*). Bathers then returned through the rooms and finished with another dip in the cold baths.

How did the Romans clean themselves?

The Romans got rid of dirt by covering themselves in olive oil and then scraping this off with a metal stick (called a strigil). It would probably have been much messier and more difficult than the soap and flannels we tend to use today.



Gaming board

The Romans also went to the bath-house to relax, meet their friends and play games. Some even made business deals while they washed. The social aspect of bath-houses is similar in concept to modern swimming pools or leisure centres. A gaming board was found at the Bearsden bath-house. It looks like a modern chess board. It is believed that the Romans used it to play a game called *Latrunculi*. This means “the game of little robbers” and was probably a game of military tactics, much like “Battleship” today.

The Romans did not have hot water on tap. Instead, they had to heat the water for the bath-houses using furnaces. The Romans had an early version of central heating. This was called a hypocaust system and worked by lighting fires in pits under the floor. The heat spread beneath the floor and rose up the walls to warm the rooms.

The fort latrines were often attached to the bath-house. Archaeological digs had shown that the Bearsden fort latrines had space for nine soldiers to use at once.

Did you know...?

The Romans didn't have toilet paper. They used shared sponges instead. This spread many harmful parasites which could make the soldiers very ill.

Romans and Celts

Local Economy and Destruction cases

The Roman soldiers often tried to form friendships with local tribe leaders so that the Celts did not attack the forts. Remains have been found of a Celtic dwelling called a broch at a site in Leckie (to the north of modern Glasgow near Stirling). Brochs were stone towers with straw roofs and were often the homes of tribal leaders. They had no windows and only one door so that the Celts could defend themselves from attack. Archaeologists have discovered Roman items such as bracelets and brooches at Leckie. This suggests that there was a friendly relationship between the tribal leader and the Roman soldiers in the nearby forts. It was common for the soldiers to offer gifts and bribes to newly-conquered tribal leaders to persuade them of the advantages of Roman rule.

Some of the objects that archaeologists discovered at this site tell us about the lifestyle of the Celtic people who lived at Leckie.



Sheep shears

Can you guess what this was used for?

We can tell from these iron sheep shears that the people who lived at Leckie were farmers. The shears were used to collect fleece which was used to make warm clothing. They would then spin the fleece on spindle whorls to make wool. They often dyed the wool bright colours such as red and yellow.

However, there is evidence which suggests that the friendships did not always end well. We know from archaeological digs that Leckie broch was destroyed while Roman soldiers were based in Scotland. In all the layers of destruction, a ballista ball was discovered. The Romans used these as weapons to attack their enemies. The ball would have been heated up until it became burning hot, and then fired from a catapult machine. It is likely that the Romans wanted to set fire to the straw roof of the broch. The ballista ball is covered in cracks, which suggests that the people who lived in the broch poured water over the burning stone quickly to cool it down and prevent the spread of fire. We don't know what happened to the inhabitants – it is likely that they were killed or taken into slavery.



Ballista ball

Bridgeness distance slab



Bridgeness distance slab

The distance slab on display is a cast of the original, which is currently housed in the National Museum of Scotland in Edinburgh.

The slab shows contrasting scenes of war and peace. On the left panel, four barbarian warriors are shown in various stages of defeat as a mounted Roman cavalry soldier rears above them.

We can tell that the man riding the horse is Roman by the armour he wears and the weapons he carries. He looks very powerful and represents the strength of the Roman army.

In contrast the native Celts are shown naked. This indicates their savage “barbarian” nature. They are being trampled underneath the hooves of the Roman soldier’s horse. One unfortunate warrior has even been beheaded.

Can you spot the decapitated head on the distance slab?

Heads were important in Celtic culture and were often worshipped. The Celts hung the decapitated heads of their enemies above their dwelling door to ward off evil spirits. They believed that this showed how strong they were. They also believed that they inherited the wisdom of the person they killed.

Did you know...?

The distance slabs would have been brightly painted during Roman times. This was common in sculpture at the time. While almost all of this paint has worn away over time, archaeologists have discovered evidence of red paint upon the letters. This colour was commonly used to make the writing stand out against its background.

The right-hand panel shows Roman soldiers participating in a religious ceremony. Soldiers often sacrificed a boar, sheep and bull before an important battle to ask the gods to help them. This ceremony was called a *suovetaurilia*. It is possible to make out the three animals eagerly lining up to be sacrificed. The commander of the legion pours liquid on the *focus* of an altar while a soldier plays pipes in the background.

Abandonment

Antoninus Pius died in AD 161. He was succeeded by his two adopted sons Marcus Aurelius and Lucius Verus who ruled jointly. Two years after Antoninus' death, the Roman army withdrew from the Antonine Wall and reoccupied Hadrian's Wall.

Why did the army abandon the Antonine Wall?

There are several possible explanations:

- The long building process might have weakened the morale of the soldiers. The emperors did not want their soldiers to be bored or frustrated in case they revolted.
- The soldiers might have been needed to fight in other battles around the empire.
- Marcus Aurelius and Lucius Verus might have realised that they needed to conquer other territories to improve their popularity in Rome.



Nails

As the army retreated, the Romans went to great lengths to prevent the Celts from reusing their materials. Buildings within the forts were demolished and burnt. Construction materials (such as the nails shown in the “**Building Tools**” case) were placed down wells in the fort courtyards. We think this could be why archaeologists found the 500 leather shoes down the well at Bar Hill fort. The distance slabs were taken down and buried.

Did you know...?

Some of the distance slabs were rediscovered over time and reused in unusual ways.

The Cawder distance slab (number 14) was used by Celts as a building stone in an underground storage room.

The East Millichen distance slab (number 12) was used as a foot rest by a loom-shop owner until it was donated in 1942.

The Romans attempted to conquer Scotland again in AD 208. However, Septimius Severus, the emperor leading the assault, died in Britain. This was the last time that the Romans tried to bring Caledonia under their control.

After the Romans left, the Celtic tribes went back to their original ways. However, the influence of the Romans can still be seen today from the houses we live in to the language we speak and the food we eat.

Worksheets

Roman Army

Roman soldiers were grouped into units called legions. The Antonine Wall was built in sections by three legions. Each legion had its own symbol or crest. These were often animals or magical creatures.

Look at all the distance slabs. How many of these symbols can you find?

Boar (wild pig):

Capricorn (half goat/ half fish):

Pegasus (flying horse):

Draw a picture of each animal

Boar

Capricorn

Pegasus

Clothes and Armour

Can you find this object?

This is called a shield boss. It decorated the middle of a Roman shield.

Look at the information nearby.

What shape were the shields of Roman infantrymen?

What were their shields made from?



Some soldiers rode horses into battle. These soldiers were called cavalrymen.

What type of armour did cavalrymen wear?

Why did cavalrymen carry a long sword?

Can you find a picture of a cavalryman on any of the distance slabs?

Roman religion

Can you find five Roman altars?

Romans placed gifts for the gods on top of these altars.

The five altars were set up by one Roman soldier. What was his name?

Which legion did he belong to?

Where were the five altars found?

Can you find this altar?

Which two gods was this altar for?

What do these gods have in common?

What did the Romans pour in the saucer shape on top of the altar?



Food and drink

We can tell what the Romans ate from food remains found along the Antonine Wall.
What different types of food can you find?

Can you find this object?

What is this called?

What was it used for?



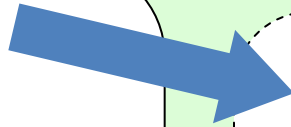
What is your favourite food? What is your partner's favourite food?
Do you think the Romans ate these?

At the bath-house

Can you find this object?

What was it used for?

Which room of the bath-house was it used in?



Draw a picture of the object in this box:

Romans and Celts

Can you find this distance slab?

It shows Romans celebrating their victory over the Celts.

Discuss these questions with your partner:

- Who do you think are the Romans and who are the Celts?
- How do you think each person is feeling at this moment?

Draw a line to match up these feelings with the right person.

tired

sad

afraid

happy

proud

victorious

defeated

angry

powerful

pain



Supplementary worksheet

At the bath-house

Marcus is going to the bath-house to meet his friends after a long day working on the Antonine Wall. He is so tired that he can't remember some of the important words. Can you help Marcus by filling in the blanks using the words below?

The first thing I do is go into the changing rooms where I take off my _____. Then I go into the cold room or _____ where I dip into a pool of cold water. I jump out again quickly because it is very chilly!

Next I go into the warm room, which we call a _____. To clean off the dirt I rub _____ on myself. I scrape this off with a metal stick called a _____.

Next, I go into the hot bath which is called the _____. The heat makes me sweat off the rest of the dirt. I meet my friends in this room. We play _____ and chat about our day. Then I go back into the cold room and have another quick dip in the pool. Brrrr!

Before going home, I put on my clothes and pop next door to the _____. Instead of toilet paper, we use _____!



sponges olive oil clothes
board games caldarium strigil
frigidarium latrine tepidarium

Post-visit activities

Roman Army

Activity 1

Level 1: SOC 1-03a

Discuss: Discuss the differences between life in Ancient Rome and the soldiers' life on the Antonine Wall (Possible points of comparison include living arrangements, food, leisure activities and the weather.)

Activity: Ask students to imagine they are Roman legionaries who are suffering from homesickness. (Remind students that soldiers generally served for twenty-five years. Encourage students to compare their own experiences of being away from home.)

Write a letter home to your family telling them about your military duties, manoeuvres and reactions to the strange new environment.

Activity 2

Level 1: SOC 1-03a

Level 1: SOC 1-04a

Level 2: SOC 2-04a

Discuss: The leather shoes found at the Bar Hill fort demonstrate that children were present in or around the Roman forts. (For further information, see *Teacher-led tour* under the heading "Clothes and armour").

What are the main differences and similarities between the lives of Roman children and children today?

Activity: Ask students to write a diary entry for their average school day. Compare this with a diary entry written from the perspective of a Roman child residing in one of the forts along the Antonine Wall. (Possible points of comparison include waking time, clothing, sleeping arrangements and leisure activities.)

Activity 3

Level 1: SOC 1-03a

Level 1: SOC 1-01a

Discuss: Discuss the pros and cons of joining the Roman army. (Positive points could include a career, wages and friendship. The negative points could include injury, the threat of attack, homesickness, poor diet, the cold climate, and long days spent marching.)

Why might the Roman government want to present only the positive side of army life to potential recruits?

Activity: Create a recruitment poster for the Roman government to place in the Forum persuading young men to join the army. (Entry requirements included being able to pass a medical exam, being over 5 ft 8 inches tall, and being able to march for 20 miles a day. They also had to be a freeborn Roman citizen (i.e. not a slave).)

On another sheet of paper, ask students to list the downsides of enlisting from the perspective of a disgruntled soldier who found that army life was much harder than the recruitment posters suggested.

Activity 4

Level 1: SOC 1-03a

Level 1: LIT 1-09a

Level 2: LIT 2-09a

Discuss: Revise the triumphal imagery upon the Antonine Wall distance slabs. Why did the Romans want to celebrate their victory?

Which event from their own lives would students like to commemorate? Why is this event important to them?

Activity: Ask students to design their own commemorative stone influenced by those seen in the Hunterian Museum. Include an inscription in capital letters explaining the event and its importance.

Activity 5

Level 1: SOC 1-03a

Discuss: Each legion had its own standard. These were long poles with flags or symbols on top. The legions were very proud of their standards and followed them into battle.

Discuss with students what they would put on a personal standard. It could be a picture or an object. Why are they proud of this?

Activity: Design a standard for your class or school. Ask students to write a short description explaining the design and its significance.

Clothing and armour

Activity 1

Level 1: EXA 1-03a

Level 2: EXA 2-03a

Discuss: The Roman legionary soldiers carried large rectangular shields made from wood and leather. Ask students to investigate the designs which were painted on shields and present their favourite to the class.

Activity: Prepare a sheet with the outline of a shield for students to create their own designs.

Activity 2

Level 1: SOC 1-03a

Discuss: Investigate the uniforms worn by the Romans and Celts into battle. (See *Teacher-led tour* under the heading “Clothing and armour” for further information.)

Which side would have been better protected in battle?

Activity: Prepare a sheet with the outline of a man’s body. Ask students to draw the uniform of a Roman legionary on the figure. (Key items include helmet, tunic, chest armour, sword, spear, shield and leather boots.)

Roman religion

Activity 1

Level 1: SOC 1-04a

Level 2: SOC 2-04a

Discuss: Discuss the attributes which were traditionally associated with the Roman gods. (For example, as the god of war, Mars was often depicted with a shield and sword. Diana, the goddess of hunting, was often shown holding a bow and arrows.)

Activity: Ask students to think about modern items which might be suitable gifts for the gods. (For example, Minerva, the goddess of learning, might like to receive a computer. Apollo, the god of the sun, might like sunglasses. Mercury, the messenger of the gods, might appreciate a mobile phone.)

Activity 2

Level 1: EXA 1-01a

Level 2: EXA 2-01a

Discuss: Discuss the myths of the Roman gods. (Possibilities include the legend of Romulus and Remus; the competition between Minerva and Neptune to be the patron god of Athens; Orpheus' descent into the Underworld to rescue the nymph Eurydice from Pluto, the god of the Underworld; the kidnapping of Proserpine by Pluto; Mercury's theft of Apollo's cows and his invention of the lyre.)

Activity: Organise students into groups and ask them to create a short display based on one of the myths.

At the bath-house

Activity 1

Level 1: HWB 1-33a

Discuss: How did the Romans clean themselves? How do Roman hygiene practices differ from hygiene practices today? Are we more hygienic than the Romans?

Activity: Roman bath-houses were often decorated with statues and mosaics. Ask students to investigate different mosaic designs.

Ask students to design their own mosaic using coloured pieces of card.

Activity 2

Level 1: SOC 1-04a

Level 2: SOC 2-04a

Discuss: The Romans would meet their friends while bathing and sometimes played board games or games of chance. Roman coins were often found buried between the flagstones of bath-houses. It is likely that the coins were gambled during such games.

As such, bath-houses were similar to modern swimming pools or leisure centres in their social aspect. Why do we go to swimming pools? What do people do there?

Activity: Prepare a worksheet with the outlines of two circles. Ask students to design two sides of a coin. (Roman coins usually featured a profile of the emperor on one side and a god on the other.) Write an inscription around the outside of the coin.

Food and drink

Activity 1

Level 1: SOC 1-03a

Discuss: Ask students to investigate the Roman diet. How did the diets of poor and wealthy Romans differ?

Activity: Prepare a sheet divided into two halves. On one side, write a shopping list for a banquet held by a wealthy Roman governor in Britannia. On the other half, write a shopping list for either infantry soldiers living on the Antonine Wall or a poor family in Rome.

Activity 2

Level 1: HWB 1-30a

Discuss: How did the Roman diet differ from the meals we eat today? Is our diet healthier?

Activity: Prepare a sheet with the outline of two plates. Ask students to draw a typical dinner of a Roman child on one plate. On the other, draw their favourite meal.

Activity 3

Level 1: HWB 1-35a

Level 2: HWB 2-35a

Discuss: Ask students to collate a list of the different types of storage vessels used by the Romans. (For example, amphorae were used for the storage and transportation of olive oil and wine.)

How does modern food packaging differ from Roman storage vessels? How have modern refrigeration techniques changed our diet?

Activity: Collect and display the packaging of modern foods which the Romans might also have eaten. (These could include cheese and pasta packets, soup tins, olive oil bottles, etc.)

Romans and Celts

Activity 1

Level 1: SOC 1-03a

Discuss: Ask students to investigate the lives of the Celts at the time of the Roman invasion. (For further information, see *Teacher-led tour* under the heading “Romans and Celts”).

Activity: Ask students to write a diary entry from the perspective of a Celtic child living in Leckie broch at the time it was attacked by the Roman army.

For further discussion:

Activity 2

Level 1: SOC 1-01a

Discuss: Revise the Romans’ portrayal of Celtic warriors upon the Hutcheson Hill and Bridgeness distance slabs. The Celts are naked and seemingly powerless in comparison with their Roman counterparts. (For further information, see *Teacher-led tour* under the headings “Distance slabs” and “Bridgeness distance slab”)

Do you think this is an accurate portrayal of the Celts by the Romans? Why might the Romans want to show their enemies as beaten and powerless?

Activity 3

Level 2: SOC 2-16c

Discuss: Discuss the beneficial relationship between the Romans and Celts. (For example, the Romans introduced coinage, bath-houses, windows, writing, etc. to Scotland.)

How has British culture been made better through interaction with other cultures? Possible areas of discussion include clothing, food, technologies, music, and art.

Useful Online Resources

There are many on-line resources for the topic of Roman Britain:

- **BBC History**
The BBC History website features an animation demonstrating the construction of a Celtic roundhouse.
http://www.bbc.co.uk/history/interactive/animations/ironage_roundhouse/index.shtml
- **BBC Primary History**
The Roman History web-pages are based around key areas of Roman life for students to explore. These are supplemented by interactive games and quizzes.
<http://www.bbc.co.uk/schools/primaryhistory/romans/>
- **The British Museum**
The British Museum's Young Explorer web-pages investigate areas of life in Roman Britain through key objects in the collection.
http://www.britishmuseum.org/explore/young_explorers/discover/museum_explorer/roman_britain.aspx
- **Education Scotland**
The Roman Scotland page provides many useful links to a range of different educational resources on the topic of Roman Scotland.
http://www.educationscotland.gov.uk/scotlandhistory/caledonianspictsromans/romans_inscotland/index.asp
- **Museum of London**
The website provides a series of short movies about archaeological digs on Roman sites.
http://www.museumoflondon.org.uk/learning/features_facts/digging/
- **National Museum of Scotland**
The website features a number of interactive games on the theme of Roman Britain.
http://www.nms.ac.uk/kids/people_of_the_past/discover_the_romans.aspx
- **Primary Resources**
The website has a list of worksheets relating to Roman culture.
<http://www.primaryresources.co.uk/history/history5.htm>
- **SCRAN**
The website features a virtual field trip of the Antonine Wall.
http://www.educationscotland.gov.uk/scotlandhistory/caledonianspictsromans/antonine_wall/index.asp

Suggested Reading

- Cox, Phil Roxbee and Spenceley, Annabel, *Who Were the Romans?* Usborne Publishing, 2002
- Hawes, Alison, *What the Romans did for us*, A & C Black Publishers, 2009
- Jarvie, Frances, *The Romans in Scotland: Activity Book*, NMS Enterprises, 1996.
- Manning, Mick, *Roman Fort*, Frances Lincoln Limited, 2004.
- McCaughrean, Geraldine, *The Orchard Book of Roman Myths*, Orchard Books, 2003.
- Sims, Lesley and McNee, Ian, *Roman Soldier's Handbook* Usborne Publishing, 2009.

Visiting the Wall

It is possible to visit some of the remains of the Antonine Wall and its related structures:

- The remains of a Roman bath-house can be seen in Bearsden. Artefacts excavated at this site can be seen on display in the Hunterian Museum.
http://www.historic-scotland.gov.uk/propertyresults/propertydetail.htm?PropID=PL_005&PropName=Antonine%20Wall:%20Bearsden%20Bath%20House
- The rampart and ditch of the Wall are visible at Watling Lodge (near Falkirk) and Croy Hill (near Cumbernauld).
- The remains of forts can be seen at Rough Castle and Bar Hill.
- The stone foundation layer of the Wall can be seen in New Kilpatrick Cemetery, Bearsden.

Appendix

Evaluation Sheet

Thank you for using The Hunterian's online resources. We would appreciate if you would complete this form about your experience of visiting the museum or using the online resources.

Name

School

Class

What were your reasons for visiting the Hunterian Museum?

Which aspects of the online resources did you find most useful for you and your students?

Do you have any suggestions as to how we can improve The Hunterian's resources?

Please return this form to the Hunterian Museum or simply email your comments to the address below. Thank you.

Address: Education Team, Hunterian Museum, University of Glasgow, University Avenue, Glasgow, G12 8QQ.

Email: hunterian-enquiries@glasgow.ac.uk