

# Educator Overview

## A Roman Frontier Fort in Scotland



<b>Audience</b>	Grade levels 3-5 ▾	Subject Social Studies ▾	Topic World History Geography
<b>Guiding Questions</b>	1. How do different cultural groups affect the natural and cultural environments around them?	2. What characteristics define people's cultural identities / what characteristics made someone a Roman or a Celt?	3. What are the human stories behind archaeological artefacts?
<b>Background Knowledge</b>	<b>Timeline</b> about the Roman Empire. Consider introducing the Roman Empire in general terms to your students and/or other background knowledge your students may benefit from knowing such as Classical Antiquity (Greece and Rome), Prehistory, the Iron Age, European geography.		
<b>Content Topics</b>	<ol style="list-style-type: none"><li>The Roman Empire, its expansion and effects of this expansion on local peoples in the Iron Age.<ol style="list-style-type: none"><li><b>Narrative</b> - introduction to Trimontium, a frontier Roman fort, and its people.</li><li><b>Narrative</b> - about the encounter of two different cultures, their characteristics and the effects the presence of the Romans had on the local environment.</li></ol></li><li>Roman Life - Life in a Roman fort - Life in Trimontium<ol style="list-style-type: none"><li><b>Hotspot</b> - Military Objects</li><li><b>Hotspot</b> - Domestic Objects</li><li><b>Hotspot</b> - Roman Barracks</li><li><b>Slideshow</b> - Roman deities (gods and goddesses)</li></ol></li><li>The changes on landscape, biodiversity and language activated by the presence of the Romans in Britain<ol style="list-style-type: none"><li><b>Slideshow</b> - about animals, food items, and words</li></ol></li></ol>		

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	introduced by the Romans, Roman roads and how the occupation ended.
<b>Student Engagement</b>	<ol style="list-style-type: none"><li>1. Students use some of the words learned in the narratives in a Roman-inspired word-search [Activity #6]</li><li>2. Students make their own Roman according to their identifying characteristics [Activity #9]</li><li>3. Students write a message highlighting one difference and one similarity between life in ancient Rome and life now [Activity #11]</li><li>4. Using what has been learned students complete a Escape Room</li></ol>
<b>Other Notes</b> (Supplies needed, independent vs. whole class engagement)	<ul style="list-style-type: none"><li>• Additional resources about the <a href="#">Romans in Scotland through the National Museums Scotland resource page</a>.</li><li>• Additional resource for information about some of the artefacts / objects, available through the <a href="#">Trimontium Archive</a> and the <a href="#">Trimontium catalogue</a></li><li>• Additional resource about <a href="#">key objects in Roman Scotland through the National Museums Scotland highlight page</a>.</li><li>• <a href="#">“Become a History Detective”</a>, Trimontium Museum produced videos about different possibilities for the abandonment of Trimontium</li></ul> <p><b>VIDEO RESOURCES</b></p> <ul style="list-style-type: none"><li>• <b>BBC</b>-produced short engaging video about Roman Britain, made specifically for children. <a href="#">Life In Roman Britain</a></li><li>• <b>English Heritage</b>-produced short engaging video about the Romans in Britain <a href="#">How did the Romans change Britain?</a></li><li>• <b>TedEd</b>-produced short video about the life of a Roman soldier <a href="#">A day in the life of a Roman soldier</a></li><li>• Short video about the similarities and differences of Romans and Celts, produced by <b>Inspire Education</b> <a href="#">The British Celts and the Romans</a></li></ul> <p><b>Vocabulary:</b> settlement, Celtic, Iron Age, structure, legion, Britain, barracks, well, pit (in the sense of well), bead, ceramic, archaeology, empire, Europe, Mediterranean, cavalry, ramparts, ditches, frontier, military, domestic.</p>