

CMAI grid for Roman Archeology - how a project might work

History and Citizenship model

Step 1 - Find the historical context		Resources	
Choose the campaign/historical event			
Romans invaded, conquered the tribes living here. Many different peoples came to the area. The Romans became the occupiers. They built a Wall across tribal lands. Britain was linked to the rest of the Empire by trade. Different religions introduced.		Link this with collection at local site	Local sources
What was happening	<p>Teach background, if possible focus on the people living here, rather Roman History. The Romans were here for almost 400 years, it wasn't all fighting</p> <p>School based</p>	<p>Visit local museum, what can the evidence tell us that supports or challenges what we know about the Romans.</p> <ul style="list-style-type: none"> • Queen Cartimandua and her relationship with the Romans • Religious tolerance and integration. • Trade between Romans and the locals • Evidence for continuous war or peace 	<ul style="list-style-type: none"> • Archaeological evidence • Ask the site Learning/Education Officer if there is any evidence for particular topics or theme. • Temporary exhibitions may have relevant material • Could be possible to visit 2 or more sites or museums to look at different side of a theme
<p>Why was this unjust? Could anything have been do to stop it?</p>	<p>Discuss the citizenship issues around the Romans and the Britons, eg Slavery, Diversity, attitudes to women, Citizens and non Citizens.</p>		

Step 2 - make yourself heard: campaigning tactics and skills. How did they campaign? How do people campaign today?			Resources
What issues affect us?	<p>Review the citizenship issues affecting the Romans and Britons.</p> <ul style="list-style-type: none"> • Are they any relevant today? • Work on the issue that affect students today • How can we change things today? • A campaign would be one way to do this <p>School based</p>		<ul style="list-style-type: none"> • Chose your own campaign resource - Teachers handbook, page 39 • Make yourself Heard' section of website to compare modern and historical tactics. • Collect examples of modern posters, leaflets, badges etc • Modern day campaign grids - to examine how modern campaigns work - Teachers handbook, page 34
Modern Parallels	<p>Compare historical and modern-day campaigns and tactics. Use resources on website</p> <ul style="list-style-type: none"> • written word • spoken word • visual imagery • the message <p>school or museum based</p>	<p>If relevant use materials from the museum collection. They may have campaign materials from other time periods</p> <p>Can work as cross-curricular day</p>	

Step 3 - contemporary issues and creative campaigning			Resources
Children plan and run their own campaigns	<p>Campaigns can be used to address school issues, across year groups or transitions. They could be run outside the school involving the local community.</p> <p>School or museum based</p>	<p>Work with other departments, such as English, Art, ICT, Drama or approach someone from outside the school, perhaps an artist or other creative person</p>	<p>Students handbook</p> <p>Blank planning grids- Teachers handbook pages 46onwards</p>
Celebration event	<p>School based or museum event</p>	<p>Tell everyone what you've achieved</p>	