

THEME 2: ROMANS & TRIBES

AIMS

There is a common 'stereotype' that all Romans came from Rome. By the time the Romans invaded Britain, the Empire covered large parts of Europe, North Africa and parts of the Middle East and this was reflected in the composition of the army. These sessions aim to help students appreciate the cultural diversity of the Roman era in the north of Britain i.e. that not all Romans came from Rome, or even Italy.

At the time of the invasion in AD 43 Britain was not a unified country but populated by many tribes each with their own territorial area and ruled by a leader or 'King'. Several of the southern tribes had been trading with the Romans for many decades and counted themselves allies.

The early part of the story of Cartimandua links in with that of Caratacus. It provides an interesting opportunity to examine the complex relationship between the Romans and their client kings and queens, and the impact their arrival had on British tribes. Further scope for discussion centres on issues of morality and changing ideas of what is acceptable behaviour and what is not.

PART 1: WHO WERE THE ROMANS?

AIMS

Students will populate a map of Europe with people inside the Roman Empire, demonstrating that the Empire was not just Rome but covered large parts of Europe, North Africa and parts of the Middle East.

Students will understand that the concept of nationality is relative i.e. in the Roman era you belonged to your tribe/kinship group and the Empire. Nationality and citizenship were Roman impositions.

INTRODUCTION

Before the main activity ascertain from students:

- Which countries do they think were part of the Roman Empire
- Do any of them originate from countries once part of the Roman Empire e.g. The Balkans
- Discuss the difference between a Roman Province and a modern country.

MAIN ACTIVITY

- Create a rough outline of the Roman Empire using chalk/ ropes or other medium showing the Mediterranean Sea, the Channel etc. and the boundaries of the Empire.
- Give each student a pair of cards with a Roman place name its modern equivalent and ask them to locate themselves on the map. Ask them to check against the map if one is available.
- Discuss
 - ♦ Who is inside the Empire and who is outside and what the implication of this might be.
 - ♦ How might the students' perspective of the Romans differ in neighbouring provinces?
 - ♦ How does identity change once a tribe/country becomes part of the Empire?

Resources/useful links

A large, modern map of Europe

Chalk or ropes to create an outline

Cards with Roman names for provinces of the Empire and modern names of countries, sufficient for one of each for each student

One of the following showing the Roman Empire in AD 117 when it was at its greatest extent could be projected onto a whiteboard:

http://en.wikipedia.org/wiki/File:Roman_Empire_117_AD.jpg

http://en.wikipedia.org/wiki/File:RomanEmpire_117.svg

PLENARY/ONGOING LINKS ETC

- Discuss modern parallels where countries and regions have lost or regained identity.
- Research the Roman history of the modern countries that made up the Roman Empire.

PART 2 WHO WERE THE BRITONS?

AIM

Students will appreciate that Britain was not a unified country at the time of the Roman invasion but that it was occupied by many different tribal groups.

LEARNING OBJECTIVES/OUTCOMES

Students will populate a map of Britain with the tribes that lived here during the Roman era and explore the relationships between them and the Roman incomers.

Students should know and understand

- The names of the main tribes local to the north of Britain
- the differences between the following terms in the context of both the period Roman expansion into the north of Britain and the modern day: race, ethnicity, nationality, kinship, citizenship

INTRODUCTION

Give each student a tribe card and ask them to use one or both of the two web sites given to find out the following:

- Where in Britain the tribal territory was located
- One piece of information about the tribe
- Whether the tribal leadership was hostile or friendly to Rome

MAIN ACTIVITY

Using their research ask each student to place themselves on the 'map'.

In tribal groups:

- Share their individual research and make notes of the key points that define the tribe.
- Discuss the impact of the Romans on the tribe positive and negative e.g. loss of territory, opportunities for trade Explore the ideas of 'did each tribe get on with their neighbours all the time?'

With neighbouring 'tribes':

- Discuss their opinions of the Romans. Southern tribes may be friendly with the Romans, those from further north may not have heard of them.

PLENARY/ONGOING LINKS

- This could become the basis for creative writing or drama (see Theme 3) about the relationship between the Romans and the Iron Age tribes who lived in Britain.

Resources/useful links

Large modern map of the British Isles

Chalk or rope to create an outline

Cards sufficient for one for each student with the name of one of the following tribes:

Brigantes	Atrebates	Carvetii
Silures	Votadini	Selgovae
Iceni	Caledones	Catuvellauni

http://www.bbc.co.uk/history/ancient/british_prehistory/iron_01.shtml#sixteen

<http://roman-britain.org/british-tribes.htm>

PART 3: CARATACUS & CARTIMANDUA

INTRODUCTION

Caratacus was one of the sons of Cunobelinus whom the Romans named 'King of Britain'. Following the invasion of Claudius, he and his brother, Togodumnus, led the British resistance. A third son of Cunobelinus, Adminius, seems to have allied himself to Rome, whence he fled for protection. After defeat at Camulodunum (Colchester) Caratacus moved westward and his final battle took place somewhere on the Welsh Borders. Introduce the story of Caratacus using the texts and information provided. Find the locations of the events described on a map of Britain.

- Discuss the differing responses of Caratacus and his brothers to the invasion. Why was Adminius pro-Roman and Caratacus and Togodumnus against them?
- Identify the Brigantian Territory and its possible tribal centre, Stanwick, on a map of Britain.
- What might it have been like to live during the period of Roman conquest?

MAIN ACTIVITIES

Activity 1

Divide the class into pairs or small groups. Give each group both sets of Life Statements. Give set A as a chronological list and set B as individual cards. Give each group a Fortune Line.

- Discuss the terms to use on the vertical axis, e.g. happy/sad, miserable/elated.
- Pupils discuss the individual cards and relate them to the chronological list.
- Each group or pair completes the Fortune Line to show changes in Caratacus' fortunes over the course of the story. Place positive events above the horizontal line and negative ones below it.
- Groups to report back and explain their Fortune Line.

Activity 2: The Facts

Divide the class into small groups. Give each group a set of Life Statements and a copy of the evidence of Tacitus

Ask pupils to use the Evidence of Tacitus to answer following questions

- Text 1:
 - Who captured Caratacus and his family?
 - When were they captured?
 - Who betrayed him?
- Text 2
 - Who was Cartimandua?
 - Who was her husband?
 - Was Cartimandua friendly with the Romans?

Activity 3: Was Cartimandua a bad woman who betrayed her 'friends' or just a survivor living in difficult times?

In small groups use the Cartimandua life events to answer the question and unravel the story of Cartimandua.

- Sort the information into the following categories – factual but not specific to the Brigantes, factual, personal. Decide which pieces of information are relevant to the question and if necessary what its relevance is. Then use the information along with the evidence of Tacitus to discuss and answer the following:
 - Did the people fight Cartimandua?
 - ♦ Because she betrayed Caratacus?
 - ♦ Because she divorced Venutius?
 - ♦ Because she chose Vellocatus?
 - ♦ Because she allied herself to Rome?
 - Why did Venutius fight Cartimandua?
 - ♦ Because she betrayed Caratacus?
 - ♦ Because she divorced him?
 - ♦ Because she chose Vellocatus?
 - ♦ Because she allied herself to Rome?
 - As a class discuss Cartimandua's behaviour. Was she right to behave as she did? Do students' ideas of what is right and what is wrong differ from those of Cartimandua and the Brigantes? How?
 - Take a class vote on the introductory question

PLENARY/ONGOING LINKS ETC

- Conduct a television interview with the characters in the story, with interviewer, witnesses etc
- How objective is Tacitus in his writing? Why did he include the stories of Caratacus and Cartimandua in his narratives?

Resources/useful links

Caratacus Fortune Line

Caratacus, life events

Cartimandua, life events

Cartimandua questions

Tacitus, the defeat of Caratacus

The evidence of Tacitus

http://www.bbc.co.uk/history/ancient/british_prehistory/iron_01.shtml#sixteen