

TEACHER'S GUIDE

Chapter 5 - An errand in town



Detail from an unswept floor mosaic from Rome (2nd century), now in the Vatican Museums. Note the mouse (bottom right) nibbling away at a walnut.

Content			
Chapter overview	page 2	Language patterns	page 16
Interactive image: traders in the street	page 3	Civilisation: What did the Romans eat?	page 18
Archaeology: a dinner party	page 7	Fact file: Aper and Caper	page 23
Story 1 (core): An errand for Aper and Caper	page 10	Mythology: Demeter and Persephone	page 25
Story 2 (consolidation): Balbus looks for a present	page 12	Overview of activities for Chapter 5	page 26
Story 3 (consolidation): A new spice	page 14		

TEACHER'S GUIDE

CHAPTER OVERVIEW

Interactive Image

A streetscene with vendors of a variety of foods and wares.

Archaeology

The triclinium of the House of Neptune and Amphitrite. A lavish dinner party. Mystery object: jug handle.

Stories

1. *An errand for Aper and Caper*: The two slaves go do shopping, but Aper draws the short straw.
2. *Balbus looks for a present*: Balbus thinks he's found an exotic animal for Livia's birthday... or has he?
3. *A new spice*: Cara's family try a new spice: pepper from India.

Language development and sentence patterns

Longer sentences, including with two verbs:

mercator est in via, et Balbus salutat. The merchant is in the street, and greets Balbus.

Caper mercatorem videt, et salutat. Caper sees the merchant, and greets [him].

Vocabulary for learning

<i>cena</i>	dinner	<i>laudat</i>	praises
<i>cupit</i>	wants, wishes	<i>pavo, pavonem</i>	peacock
<i>eheu!</i>	oh no!	<i>portat</i>	carries, is carrying
<i>exclamat</i>	cries out, shouts out	<i>quoque</i>	also, too
<i>habet</i>	has, holds, owns	<i>sed</i>	but

Civilisation

The food consumed by the people of Herculaneum; how it was sourced, prepared, and eaten, and how food eaten by the common and the wealthy differed.

Fact file

Aper and Caper, the slaves. Looking at the lives of slaves of a variety of backgrounds under the Empire.

Mythology

The story of Demeter and Persephone, and how myths were used to explain natural phenomena (in this case, the seasons).

TEACHER'S GUIDE



INTERACTIVE IMAGE - TRADERS IN THE STREET

Objectives

The interactive image is an opportunity for pupils to explore a location in depth, and find out about daily life through interpreting the drawn imagining of it. You may wish to come back to the interactive image at the start of successive lessons on this topic.

Students should become familiar with what they might expect to see on a busy street in Herculaneum, particularly the variety of food and produce. Students become familiar with the following Latin terms and their meaning: Students become familiar with the following Latin terms and their meaning: **taberna** (shop), **figus** (fig), **hortus** (garden), **plaustrum** (cart), **mercator** (merchant), **servus** (slave), **pecunia** (money).

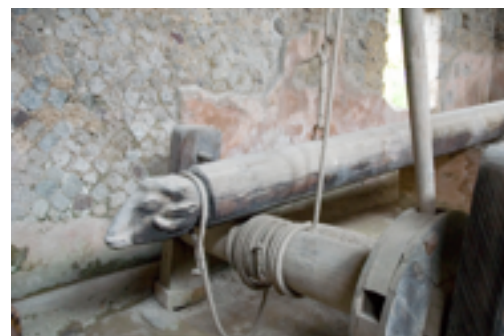
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Historical notes

Herculaneum was quite a small Roman town but because of its coastal position it was a hub for traders. Its strategic position close to the port of Puteoli, one of the main ports of Rome, brought products from across the Roman empire to the Campania region. The economy of Herculaneum was influenced by its geographical position by the sea and on the fertile volcanic soils of Vesuvius. They were based on agriculture and fishing.

The area was rich in typical Mediterranean foods, like olives and grapes, and large villas in the rural areas around the town produced wine and olive oil on a commercial scale. Being situated on the sea the average diet of Herculaneum also included fish which was the main industry in the town.

Although the town of Herculaneum would not have been as bustling as its neighbouring Pompeii, the streets were still lined with shops where one could buy local produce and imported delicacies.



An example of a product imported from the far reaches of the empire is pepper which became increasingly popular and widely used in the first century AD and appears in many Roman recipes. It was imported into the Roman Empire from the Malabar Coast, particularly from modern Kerala. The *Periplus of the Erythraean Sea*, a text written in Greek which documents navigation and trading activities around the Red Sea, describes the trading route of pepper which ran from the west coast of India up the Red Sea, where it was transhipped to the Nile, then down to Alexandria and then to Rome. It is assumed that it was not carried by a single merchant all the way, but perhaps changed hand at Berenice or one of the other African Red Sea ports.

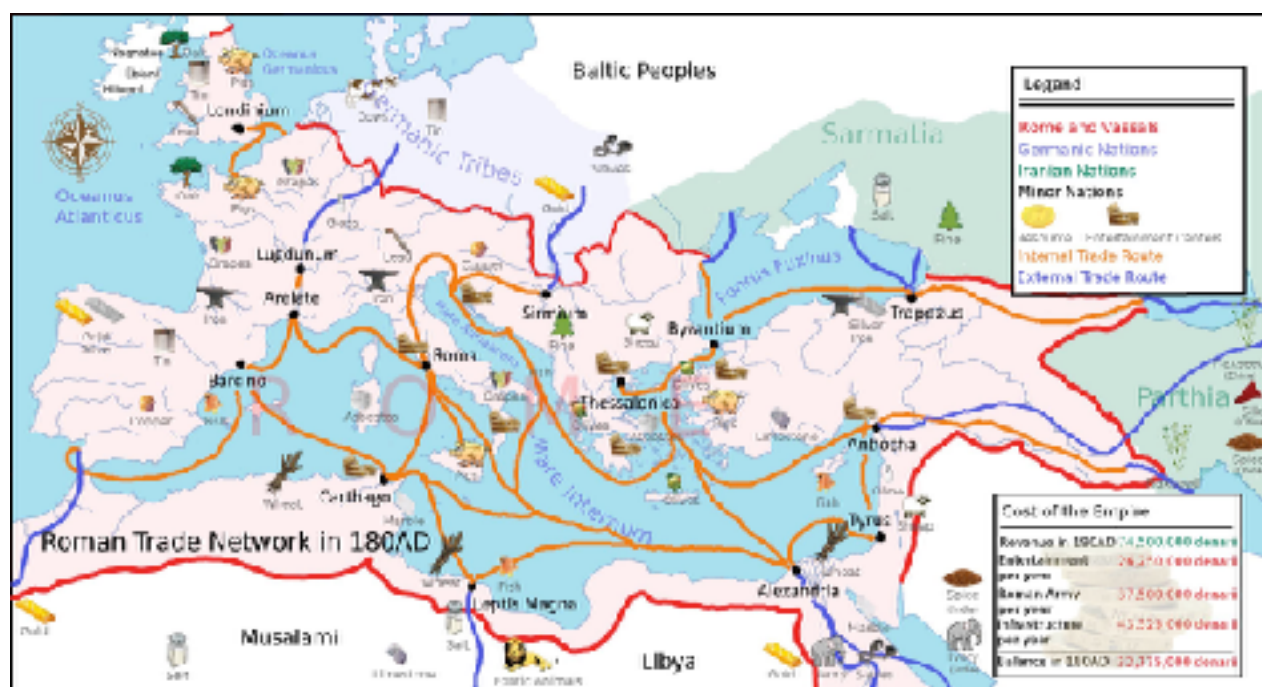
Pliny the Elder complains about the wealth of Rome draining East to pay for the luxury goods - including pepper - and in his *Natural History* says:

nec pigebit totum cursum ab Aegypto exponere, nunc primum certa notitia patescente: digna res, nullo anno minus imperii nostri exhauriente India et merces remittente, quae apud nos centuplicato veneant.

It will not be amiss too, on the present occasion, to set forth the whole of the route from Egypt, which has been stated to us of late, upon information on which reliance may be placed, and is here published for the first time. The subject is one well worthy of our notice, seeing that in no year does India drain our empire of less than five hundred and fifty millions of sesterces, giving back her own wares in exchange, which are sold among us at fully one hundred times their prime cost.

Natural History (6.26.101)

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Map of Roman trade routes

This map above gives a sense of the scale of Roman trade, although dated a little later. Goods from around the Empire were available as far east as India and as far north as Northern England. Along with the flow of goods, there would also have been a confluence of peoples and ethnicities at trading hubs across the Empire.

This also had a darker side, depicted at the back of the interactive image, in the trade of slaves. Slavery in ancient Rome differed from its modern forms in that it was not based on race. Slaves in the Roman Empire would most commonly be prisoners of war, sailors captured and sold by pirates, or slaves bought outside Roman territory. Slaves made up a large percentage of the Roman Empire, but what differentiates Roman slavery from others in history, is the commonplace practice of manumission in which a slave was granted his freedom and became a freedman (*libertus*) or ex-slave. The town of Herculaneum was inhabited by a large number of freedmen, their origins from across the Roman Empire, and walking down the street it would have been impossible to distinguish a freeborn from an ex-slave.

The interactive image gives a sense of this melting pot of products, cultures and peoples, even in a town as relatively small as Herculaneum.

- The Latin word **taberna** is similar to the English word 'tavern' where one can buy food and drink.
- The word **mercator** has the same root as English words like 'merchandise', 'commerce' and 'market'. This can also be seen in the Spanish 'mercado'.

Points for discussion

- Can students work out what food and products they think are local and which have been imported in this image? Can they compare this to their local supermarket?

TEACHER'S GUIDE

- Each stall sells its own produce rather than all being help together in a single supermarket. Can students think of examples of where you might see this today and how this differs with Tesco, Sainsbury's etc.

Activities

- See the guide to using the Primary Latin Course for further activity ideas for the interactive image.
 - Get the students to write a fictional account of a person of one person from the image, imagining where they have come from and what they are selling.
 - Write a shopping list from the things you could buy from this street in Herculaneum, perhaps imagining a meal you might cook with the ingredients!
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TEACHER'S GUIDE

ARCHAEOLOGY

Objectives

Pupils are introduced to the remains of the **triclinium** (dining-room) House of the Neptune and Amphitrite in Herculaneum. The archaeologists Peter and Lucia find part of a water jug in the room and explain how and what Romans ate.

Historical notes

How to use these notes: Please use these notes to advance your own understanding of the theme if you wish - they are much more comprehensive than what you might want to share with your pupils, although they might not be! Hopefully they will help anticipate some of the questions your pupils might ask.

4. The triclinium

The triclinium was the dining-room in a Roman house. This one particularly was very elaborately decorated. The scenes you can see in the mosaic in the first image are a hunt around a **nymphaeum** (a small shrine with running water dedicated to nymphs). The other mosaic in the room depicts Neptune and Amphitrite, after which the house is named. In the myth Neptune, the god of the sea, saw the beautiful nymph Amphitrite dancing on the island of Naxos with other water nymphs and immediately carried her off and married her.



Centre of the mosaic depicting Neptune and Amphitrite surrounded by a decorative motif.

As can be seen in the drawn reconstruction, the triclinium in the House of Neptune and Amphitrite had raised benches around a sunken central table. The guests would lie down on cushions around the table and eat their meal from this reclining position. The word **triclinium** comes from the Greek meaning 'three couches'.



Monte Testaccio in Rome, made up almost completely of broken sherds of amphorae

5. Pots and crockery

Pottery was produced all across the Roman Empire and was usually solely for utilitarian



Detail from an unswept floor mosaic from Rome (2nd century), now in the Vatican Museums. Note the mouse (bottom right) nibbling away at a walnut.

uses such as transportation. An example of the scale of the pottery use is *Monte Testaccio*, a mountain of waste material comprised almost solely of amphorae from Spain which had been disposed of, as amphorae carrying oil could only be used once. Earthenware pottery is a great resource for archaeologists as it was cheap and

TEACHER'S GUIDE

easy to produce and hardy material, meaning it can be found in abundance in relatively good condition. Amphorae, which were used to carry liquids such as wine and oil, also help us trace ancient Roman trade routes. Amphorae were made near the item they were made to carry was produced and often they were stamped with the manufacturer or estate owner so we can follow a single amphora and its contents across the Roman empire. Sometimes we can also tell where an amphora originated from by looking at the makeup of the clay used to make it.

6. Drawn reconstruction of a dinner party

Students should be able to recognise the water jug's handle matching the jug being poured in the foreground of the drawing. They may remember the formation of a Roman dining-room from Chapter 4, but they should note the difference between the reclining guests and the standing slaves. Diners would rely on these slaves to bring them the food, but also often to cut it up for them and even feed them.

A wide variety of food is being eaten here. Some the students will be able to identify easily, like the bread, apples and figs, others might be more surprising! The bird being carried in at the back of the room is a peacock, a particular Roman delicacy. Other interesting items to pick out might be the snails carried in the large pot and the dormouse the man in the centre is lowering into his mouth. Edible dormice were kept alive by Romans in a jar called a **glirarium** and there fattened up until they were ready to be stuffed and eaten.

As depicted here, Roman dinner parties were often accompanied with entertainment which could take the form of music or dancing.



A glirarium

7. Evidence of Roman food

As discussed above, amphorae and pottery tell us a lot about where Roman food came from, but there are other ways we can learn about what the Romans ate. We have written records about agriculture, one notable book is the *Natural History* by Pliny which gives much insight into Roman diets. We also have a collection of ancient Roman recipes, *Apicius*, which is thought to have been compiled in the first century AD. The recipes are all elaborate dishes which have been eaten only by the wealthiest and most ostentatious Romans, but they do give us an insight into what ingredients would have been available at the time - one particularly exotic ingredient is flamingo!

Wall paintings and mosaics also tell us a lot about Roman diets. Dining rooms were often decorated with 'ingredients' such as poultry or fish. The mosaic on the right showing the discarded remnants after a dinner party includes sea urchin shells, crab legs and walnut shells.

Archaeologists have also found remains of food in the Herculaneum sewer systems, this is discussed further in the Civilisation section.

TEACHER'S GUIDE

Images:

Page 1 - the triclinium in the House of Neptune and Amphitrite

Page 2 - the triclinium in the House of Neptune and Amphitrite

Page 3 - A fragment of a Roman water or wine jug

Page 4 - Drawn reconstruction of the triclinium in the House of Neptune and Amphitrite

Page 5 - A Roman water or wine jug, British Museum

Page 6 (Top Left) - Fresco of bowl of apples and grapes, from praedia of Julia Felix, Pompeii

Page 6 (Top Right) - Late imperial papyrus letter, early 3rd century AD

Page 6 (Middle Left) - Roman pottery fragments from Marea

Page 6 (Bottom) - Roman sewer at Cologne.

Page 6 (Right) - Floor mosaic depicting birds, fish and fruit basket, from Rome (late 1st century BC / early AD).

Page 7 - fossilised remains of food from the Herculaneum sewers

Page 8 - taberna at the front of the House of Neptune and Amphitrite

Points for discussion

A fuller discussion on what Romans ate will be met in the Civilisation section of this chapter, for now focus on the pottery and the dining room.

- Considering the pot sherd, get students to think about how we carry and transport food. Is pottery the Roman equivalent of plastic?
- What do they think about eating lying down, would it be comfortable or pleasant?
- Get students to think what sort of clues we would leave to help archaeologists in the future discover what we eat now.

Activities

- Looking at items from a local shop, research where the food we eat actually comes from. This is a good time to discuss the idea of food's carbon footprint. What students find that has been grown or produced locally?
 - Have a go at setting up a triclinium in the classroom where students can try eating while reclining.
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TEACHER'S GUIDE

STORY 1 (CORE STORY): AN ERRAND FOR APER AND CAPER

Storyline

Aper and Caper go into town on an errand for Balbus, but there turns out to be more than they can carry!

Objectives

Pupils become familiar with longer Latin sentences using *et* - 'and' and *sed* - 'but', and meet new vocabulary of different foods.

- *Aper pavonem recipit et portat.* - Aper receives the peacock and carries it.
- *Aper exclamat, sed pavonem et ficum et oleum portat.* - Aper shouts out, but carries the peacock and the fig and the oil.

The following vocabulary occurs in the core story, and should become familiar to pupils by the end of work on this chapter:

<i>cupit</i>	wishes, wants	<i>portat</i>	carries, is carrying
<i>eheu</i>	oh no!	<i>quoque</i>	also
<i>exclamat</i>	cries out, shouts out	<i>sed</i>	but
<i>pavo, pavonem</i>	peacock		

Notes for treating this story

This chapter does not introduce any new grammatical forms, but aims to get children comfortable with longer sentences including nominative and accusative, clauses starting with *sed* ("but"), and sentences with more than one verb. The repetitive nature of the story should make it easy for children to follow, and the word order of the sentences should pose little problems of interpretation.

- If they get confused about the meaning of the new words for the foods (*pavo*, *oleum*, *garum*, *ficus*), help them by looking at the picture of what Aper is carrying, and see if they can remember using the image what all the words mean.
 - Consider reading the **Language Patterns** section of this guide on how to cope with sentences with two verbs that occur in this story.
 - Children may be interested to know that slaves often had names that described them. In the case of Aper and Caper, their names mean "Boar" and "Goat" - do the children think those are good names for them?
 - Trace Aper's reaction whenever he gets given an item (see the sentences below) - do the children empathise with Aper? When does he start to get frustrated? When does it get too much for him? (Children may pick up on the fact that the oil would be big and heavy to carry, and that's where it starts to be tough for Aper - the *garum* isn't very heavy, but tricky to balance on top).
 - *Aper pavonem recipit et portat.*
 - *Aper est fortis, et pavonem et ficum portat.*
 - *Aper exclamat, sed pavonem et ficum et oleum portat.*
 - "eheu!"
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TEACHER'S GUIDE

- *Aper pavonem et ficum et oleum et garum portat, sed exclamat... "dominus quoque plaustrum cupit!"*.

Activities

- Let children tell or write an account of the story from Aper's point of view - what is his day like as a slave? They might remember that Aper seems to have a good sense of humour, as shown by his joke at the end! Contrast Aper's experiences with Caper's.
- When you have read the story before, have the children go back to it and write a shopping list for what the master (Balbus) had ordered his slaves to get. They can head it with *dominus cupit* ("the master wants"). Make sure to write the items in the order that Caper reads them out. Then translate into English. Compare the shopping list to children's own normal food shops. Which items are similar to what we still eat today? Which are different? Do children think the items Balbus ordered were ordinary, or luxury foods?
- For an extension activity for older children, let children answer the question: "How do the Latin words of the story show how Aper feels?", and let them write down which words tip them off that Aper is either happy or unhappy about his job carrying the items, as the story goes on.

Transcript and translation

Aper est in via. Caper quoque est in via. Caper mercatorem videt et salutat. "salve!". "salvete!". "dominus pavonem cupit." mercator pavonem tradit. Aper pavonem recipit et portat. "dominus quoque ficum cupit." mercator ficum tradit. Aper est fortis, et pavonem et ficum portat. "dominus quoque oleum cupit." mercator oleum tradit. Aper exclamat, sed pavonem et ficum et oleum portat. "dominus quoque garum cupit." "eheu!". mercator garum tradit. Aper pavonem et ficum et oleum et garum portat, sed exclamat... "dominus quoque plaustrum cupit!". "dominus plaustrum non cupit!". "dominus plaustrum non cupit, sed Aper plaustrum cupit!".

Aper is in the street. Caper is also in the street. Caper sees the merchant and greets him. "Hello!". "Hello!". "Our master wants a peacock." The merchant hands over a peacock. Aper receives the peacock and carries it. "The master also wants figs." The merchant hands over figs. Aper is strong, and carries the peacock and the figs. "The master also wants olive oil." The merchant hands over olive oil. Aper cries out, but carries the peacock, figs and oil. "The master also wants fish sauce." "Oh no!" The merchant hands over the fish sauce. Aper carries the peacock, figs, olive oil and fish sauce, but cries out... "The master also wants a cart!". "The master does not want a cart!". "The master does not want a cart, but Aper wants a cart!".

TEACHER'S GUIDE

STORY 2 (EXTENSION): BALBUS LOOKS FOR A PRESENT

Storyline

Balbus looks for a present for Livia's birthday. He sees a merchant selling an exotic tiger, but all is not as it seems...

Objectives

This story uses the sentence patterns seen so far to tell a short story of a crooked merchant, but does introduce quite a lot of new vocabulary. This story introduces the following words to be learnt with which children should be comfortable by the end of the chapter:

habet has, owns

Notes for treating this story

This story is short, so should not take a lot of time to read, but there is some potential for missing the plot, so ensure that children understand the content by helping them with new vocabulary.

- A lot of the new vocabulary in this story has easy links with English words:
 - *dies natalis* - birthday (*natalis* < nativity, postnatal, antenatal).
 - *quaerit* - is looking for, searches for (< query, question)
 - *Africanus* - African
 - *tigris* - tiger
 - *saevus* - wild (< savage)
 - Make good use of the images and contextual guesses to work out what the new Latin words could mean:
 - what could Balbus be doing in the street, given that it's Livia's birthday? Knowing that '*quaerit*' means 'looking for', what do you think he's looking for?
 - What do you think 'cave' could mean? What is Caper doing while he says this to Balbus? (he's holding Balbus' hand away from the cage)
 - On a second reading, interpret the characters' actions more closely:
 - The merchant approaches Balbus rather than the other way around - why?
 - Why do you think the merchant says the tiger is 'savage'? (Is it to impress the customer with its value, or is it to keep people from examining it too closely...?)
 - Why do you think Balbus takes a slave like Caper along on his shopping trip? (Clearly he's good at spotting a trick!). Note that Balbus doesn't touch the 'tiger' (Caper stops him saying it's dangerous), but Caper *does* examine him more closely himself.
 - Why does Balbus say "eheu!" at the end of the story? (Is he disappointed as he wanted to buy a tiger, annoyed that he got deceived? Feeling sorry for the cat...?)
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TEACHER'S GUIDE

Activities

- Let children think of why the merchant has painted the cat - is it common today for shops to lie about what they're selling? (we have regulators, it was a free for all on the Roman market!). Stage a mock interrogation with the merchant, who explains why it is that he felt the need to deceive his customers, inventing the backstory of the merchant's life (did he buy the tiger from a crook himself? Is he in financial trouble?).
- Do you think a tiger would have made a good birthday present for Livia? Let children come up with what would be a good present for a wealthy lady like Livia to show off to her friends.
- Once you have read the story, you could download the "Write your own translation" worksheet, in which there is space for pupils to write down an English version of the story. They will also need access to the Latin, either through the online version, or by printing the line drawing version of the story to be shared by groups.
- As this story has a lot of dialogue and not much narration, it would be a good choice for acting out.

Transcript and translation

dies natalis Liviae est. Balbus est in via et donum quaerit. mercator est in via, et Balbum salutat. "salvete!". "salve!". "ecce!". "quid est?". "Africanus tigris est. tigris non magnus sed saevus est." "ecce, mercator Africanum tigrim habet!". "cave! tigris est saevus!". "mercator tigrem Africanum et saevum non habet. mercator felem et pigmentum habet!". "eheu!".

It is Livia's birthday. Balbus is in the street and is looking for a gift. A merchant is in the street and greets Balbus. "Hello!". "Hello!". "Look!". "What is it?". "It is an African tiger. This tiger is not big, but it is savage." "Look, this merchant has an African tiger!". "Watch out! The tiger is savage!". "This merchant does not have a savage African tiger. This merchant has a cat and some paint!". "Oh no!".

TEACHER'S GUIDE

STORY 3 (CONSOLIDATION): A NEW SPICE

Storyline

Cara has been given a new spice to try: pepper from India. Will the family enjoy it?

Objectives

This story has very simple repetitive sentences, and isn't too long, so should be a great story for building up confidence in translating the simpler "et" and "sed" sentences with nominatives and accusatives. It also introduces a kitchen in a home, which can open up discussions about cooking and eating in houses. This story introduces the following words to be learnt with which children should be comfortable by the end of the chapter:

cena dinner *laudat* praises

Notes for treating this story

The language patterns for this story are repetitive, particularly the second half, and the storyline is easy to follow. This story would lend itself well to being translated independently by able pupils individually or in groups, or treated quickly in class once, and then written up into a translation on the line drawing worksheet.

- If children translate "*Asia*" as Asia in the first instance, then find out it means India, have a little discussion about why this might be (India was the only part of Asia the Romans had reached!).
- The choice to have Cara source some pepper is slightly controversial; it would have been a very rare commodity for an ordinary family like theirs. Why do children think pepper was so rare? (it comes all the way from India). Can children think of which person might have given the pepper to Cara? (Livia / Balbus, as their patrons? A friend who is a merchant?)

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Activities

- Use the "Write your own translation" worksheet either once you have treated the story or, for more able pupils, as a first reading. On the worksheet there is space for pupils to write down an English version of the story. They will also need access to the Latin, either through the online version, or by printing the line drawing version of the story to be shared by groups.

TEACHER'S GUIDE

Transcript and translation

Cara villam entrat. Cara laeta est. "ecce!". "quid est?". "piper est. piper ex Asia est!" Cara cenam parat, et piper addit. cena parata est. Dama cenam gustat et laudat. "cena bona est!". Marcus cenam gustat et laudat. "cena bona est!". Silvia cenam gustat, sed non laudat. Silvia sternuit... et sternuit iterum. "eheu!".

Cara enters the house. Cara is happy. "Look!". "What is it?". "It's pepper. It's pepper from India!". Cara prepares the meal and adds the pepper. Dama tastes the meal and praises it. "The dinner is good!". Marcus tastes the meal and praises it. "The dinner is good!". Silvia tastes the meal, but does not praise it. Silvia sneezes... and sneezes again. "Oh no!".

TEACHER'S GUIDE

LANGUAGE PATTERNS

Sentence patterns

By the end of the Chapter, pupils should be familiar with the following sentence patterns:

- *mercator est in via, et Balbum salutat.* - The merchant is in the street, and greets Balbus.
- *Caper mercatorem videt, et salutat.* - Caper sees the merchant, and greets him.
- *Silvia cenam gustat, sed non laudat.* - Silvia tastes the dinner, but does not praise it.

This chapter introduces sentences with two verbs, and sentences with *sed* and *et*, to make them slightly more complex.

Vocabulary

The following vocabulary should be familiar to pupils by the end of work on this chapter; they all occur in the core story, and are repeated in additional stories, interactive image and games:

*cena	dinner	*laudat	praises
cupit	wishes, wants	pavo, pavonem	peacock
eheu	oh no!	portat	carries, is carrying
exclamat	cries out, shouts out	quoque	also
*habet	has, owns	sed	but

*Words marked with an asterisk do not appear in the **Core story**.

Sentences with two verbs

This chapter introduces sentences that have two verbs agreeing with the same subject, as the following:

mercator est in via, et Balbum salutat. - The merchant is in the street, and greets Balbus.

Here the merchant both is in the street, and greets Balbus. In both the Latin and the English, we only say “the merchant” once, and it is clear that the greeting is also done by the merchant. One stumbling block may be an incorrect translation of:

“The merchant is in the street, and Balbus greets.” (understood: him).

In this sentence, the translator has mistakenly thought Balbus is now the subject of *salutat*, and is doing the greeting. If this happens, point out that the word *Balbus* can't be doing the action, as it is accusative / ends in an 'm'.

TEACHER'S GUIDE

A slightly more complex case is presented in the following:

Caper mercatorem videt, et salutat. - Caper sees the merchant, and greets him.

Here, the same thing happens: Caper does both the seeing and the greeting; the second phrase does not repeat the subject of Caper, but leaves it out, as the reader can easily work out that it's still the same person. In this sentence, in addition, the object is also implied in the second half; it's understood that he greets the merchant. A literal translation would be:

"Caper sees the merchant, and greets."

Children should readily realise though that they should supply "him" at the end of the sentence to make it make sense.

TEACHER'S GUIDE

CIVILISATION - WHAT DID THE ROMANS EAT?

Objectives

Students should get a sense of what Romans ate and how this would have differed among the wealthy and the poor. They will also explore how archaeologists have found evidence of Roman eating habits and what this tells us more broadly about Roman trading patterns.

Historical notes

1. The sewers of Herculaneum

In the sewers beneath the streets of Herculaneum, among the dropped coins and lost brooches, archaeologists have found a treasure trove of evidence for Roman food. Perhaps what is most surprising is the diversity of their diet. Built on the fertile land around Vesuvius, Herculaneum had access to lots of freshly-grown produce. As a seaside town it also had a lot of fish and seafood, including sea urchins. All this is documented in the remains of the 2000-year-old faeces which is full of olive stones, fish bones and seeds. These remains, which are still well preserved, shed light on the varied diet of a Herculaneum.

2. Garum

Fish sauce was a staple of Roman cuisine and could be used as a condiment with almost anything. It was made by crushing and fermenting the intestines of fish such as eel, anchovies, tuna and mackerel in brine. The clear liquid that came to the top after fermentation was complete was the garum.

The production of garum must have been carried out at Pompeii as Pliny notes that the city was renowned for its garum. Because its production created such an unpleasant smell, its production was relegated to the outskirts of cities as must have been the case with Pompeii as no evidence of its production has been found within the city walls, although a Garum workshop has been uncovered in Regio I, but this would have been focused on its distribution rather than its production. The sauce was stored in bulk in the workshop and decanted into amphorae and smaller vessels for sale. Much of the garum business in Pompeii was controlled by Aulus Umbricius Scaurus and family.

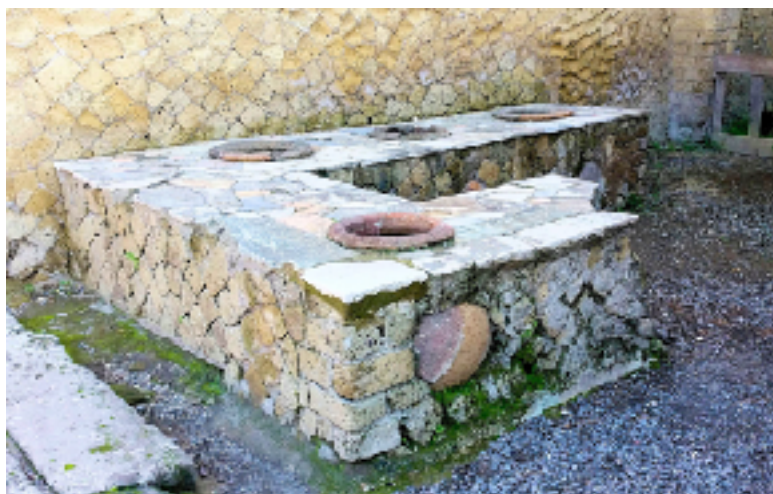


Mosaic depicting a jug with a sign reading "from the workshop of [the garum importer Aulus Umbricius] Scaurus"

TEACHER'S GUIDE

3. Diets of ordinary Romans

The sewer which has been excavated in Herculaneum (mentioned above) was situated below an apartment building (*insula*). It is likely that the inhabitants of this block of flats were middle and low class as the richer inhabitants would have lived in large villas, like the House of the Stags in the previous chapter. The variety of foodstuffs found in the sewer is therefore surprising, giving a picture of a much more diverse diet than expected for the ordinary inhabitant of Herculaneum. People living in apartment blocks, like this one, would not have cooked much for themselves however, and would have relied on the convenient local taverns (thermopolia), as a private kitchen was a luxury, and open stoves in the cramped apartments would have filled them with smoke and been a major fire hazard. The taverns nearby would serve cheap, but nutritious meals, such as stewed chickpeas, from large jars sunken. It is thought the jars sunken into the bar top (see image on the left) would have stored dried food, like nuts or seeds, rather than hot food. The name thermopolium, comes from the Greek, cook-shop, meaning literally somewhere where something hot is sold. A key staple of an average Roman diet was bread. Many bakeries have been found with loaves of bread still in the oven. For more information about bakeries and bread, see the Chapter 1 Teacher's Guide and Fact File.



Remains of a thermopolium, tavern, from Herculaneum.

4. Wealthy dinner parties

While the ordinary Herculaneum resident enjoyed a varied diet based largely on bread, pulses, vegetables and fish, the wealthiest Romans hosted luxurious dinner parties. Unlike ordinary Romans who would sit down for dinner, the attendees of these dinner parties would recline on three couches around a central table (for more information about dining-rooms, see the Archaeology section). Surviving triclinia with built-in cement dinner couches, like that in the House of Neptune and Amphitrite, show that the beds were strongly angled upward to elevate the diner above the tabletop. Other triclinia would have had moveable couches.

The guests would have enjoyed a lavish selection of dishes, the hosts used the opportunity to show off their wealth and creativity in the dishes they served up. We have many records of dinner parties in Roman literature which document these expensive and wide-reaching tastes, but often these come from Roman satires. We therefore should not take these accounts as absolute fact and should consider that there may be exaggeration for the sake of comedy. The fact that these lavish dinner parties, the over-the-top hosts and the greedy guests are so commonly the butt of much satirical writing, however, does likely mean they are based on some truth.

TEACHER'S GUIDE

Horace describes a dinner party he attended, describing the dish as it is carried in and the pride and boasting of the host as he lists the ingredients:

adfertur squillas inter murena natantis
in patina porrecta. sub hoc erus "haec gravida" inquit
"capta est, deterior post partum carne futura.
his mixtum ius est: oleo, quod prima Venafrī
pressit cella; garo de sucis piscis Hiberi;
vino quinquenni, verum citra mare nato,
dum coquitur—cocto Chium sic convenit, ut non
hoc magis ullum aliud—; pipere albo, non sine aceto,
quod Methymnaeam vitio mutaverit uvam.
erucas viridis, inulas ego primus amaras
monstravi incoquere; inlutos Curtillus echinos,
ut melius muria quod testa marina remittat."

'A lamprey arrived, stretched out on a dish with prawns
Swimming round it. The host said: "This was caught before
Spawning, after they spawn the flesh is inferior."
The dressing's mixed like this: Venafran oil, from the first
Pressing: fish sauce made with juice of the Spanish mackerel:
Five-year old wine, from Italian slopes not Greek ones,
Added while boiling (Chian is best for this after
Boiling, nothing better): white pepper, and without fail
Vinegar made from fermented Methymnian grapes.
I was first to proclaim that green rocket, and bitter
Elecampne be simmered there too: Curtillus
Adds unwashed sea-urchins, their juice is better than brine."

Another famous literary example of a lavish dinner party is that written by Petronius. The host Trimalchio, is an ex-slave who has who earned his millions in the shipping trade and effortlessly lives up to the stereotype of nouveau-riche boorishness. He is carried in, accompanied by a trumpeter, wearing a scarlet robe and weighed down heavily with jewellery. Although Trimalchio hints that he hosted a much more extravagant affair the evening before, he serves his guests twelve punishing courses:

First course – A bronze donkey bearing a double pannier of olives flanked by a gridiron of sausages, damsons and dormice coated with poppy seeds and honey.

Second course – A wooden hen sitting on a nest full of peahens' eggs, which in turn contain garden warblers cooked in spiced egg yolk.

Third course – A zodiacal arrangement of hors d'oeuvres concealing a surprise dish of winged hare surrounded by stuffed capons and sows' bellies.

Fourth course – Whole wild boar accompanied by pastry suckling piglets and filled with live thrushes.

Fifth course – A hog stuffed with sausages and meat puddings.

Sixth course – A boiled calf wearing a helmet, sliced up by a slave dressed as the hero Ajax who serves the meat on the point of his sword.

TEACHER'S GUIDE

Seventh course – A statue of the fertility god Priapus whose paunch holds a medley of saffron-squirting cakes and fruits.

Eighth course – An array of boneless fattened chickens served with pastry-capped goose eggs.

Ninth course – Thrushes made out of pastry, stuffed with nuts and raisins, accompanied by quinces.

Tenth course – A dish of pork dressed up to look like a fattened goose garnished with birds and fish.

Eleventh course – Water jugs full of oysters and scallops accompanied by a gridiron of snails.

Twelfth course – An improvised early hours addition to the menu: a cock which had crowed early (regarded by the superstitious host as a bad omen) is captured, slaughtered, pot-roasted in wine and served to the guests, who somehow find the appetite to devour it.

Accounts of Roman dinner parties show the food presented was as much a celebration of good food and the exotic reaches of Roman trade, as an ostentation of wealth and expense. These dinner parties could last for hours with slaves bringing in more and more dishes to feed the guests. A common misconception that is often retold is that Romans would go to the *vomitorium* during dinner to vomit and make room for more food. Although this fits with the over-indulgence recorded at Roman dinner parties, this is just historical fiction. A *vomitorium* was actually a passageway leading in and out of the amphitheatre.

Images:

Page 1 - sewer excavations in Herculaneum

Page 2 - reconstruction of a Roman kitchen, Museum of London

Page 3 - fresco of bread being handed out, from House of the Baker (?), Pompeii

Page 4 - fresco of a dinner party showing reclining guests, from the House of the Chaste Lovers, Pompeii

Page 7 - fresco showing birds, eggs, and jug from the Praedia of Julia Felix, Pompeii

Points for discussion

- Was a Roman diet similar to ours today?
 - Do people still use food to show off? (Consider big occasions, parties and weddings).
 - What do students feel about the dishes served at Trimalchio's dinner?
 - Get your students to think about what food is exceptional for them and what food is normal.
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Activities

- Imagine you are hosting a dinner party, create a menu to show off to your friends, have a look at some Roman recipes for inspiration: http://www.bbc.co.uk/history/ancient/romans/recipes_01.shtml
- If possible, allow students to try some typical Roman food, such as figs or dates.

Further reading

- Weblink: Article 1 on the excavations of the sewer in Herculaneum.¹
- Weblink: Article 2 on the excavations of the sewer in Herculaneum.²
- Weblink: What toilets and sewers tell us about Roman civilisation (including position of adjacent kitchens and sewers in houses).³
- Weblink: Thorough list of Roman foods and dining practices.⁴
- Weblink: Great article on Roman food, including Roman cookbooks, Diary, meat, grain and water availability in the city of Rome, and different baked goods.⁵
- Weblink: About the unswept floor mosaic (shown on the first page of this guide).⁶Weblink: KS2 resources from the British Museum including on Food in Roman Britain, recipes and pottery.⁷
- Weblink: Range of blogposts on the “Food for Thought” project.⁸
- Podcast: Podcast featuring a discussion about Roman food practices.⁹

¹ <http://www.wondersandmarvels.com/2013/05/secrets-of-a-roman-sewer.html>

² <http://news.nationalgeographic.com/news/2011/06/110623-ancient-rome-human-waste-herculaneum-science-diet-excrement-italy/>

³ <https://theconversation.com/talking-heads-what-toilets-and-sewers-tell-us-about-ancient-roman-sanitation-50045>

⁴ <http://www.therthdimension.org/AncientRome/RomanFoodDrink/romanfooddrink.htm>

⁵ <http://www.cooksinfo.com/roman-food>

⁶ <http://helenmilesmosaics.org/mosaics-miscellaneous/unswept-floor-mosaic/>

⁷ http://www.britishmuseum.org/PDF/Visit_Roman_Britain_KS2b.pdf

⁸ <https://notjustdormice.wordpress.com/>

⁹ <https://classicsconfidential.co.uk/2017/10/04/roman-food/>

FACT FILE - APER AND CAPER

Objectives

Pupils get an insight into the role of slaves in Roman society through looking at the lives of Balbus' slaves Aper and Caper more closely, and learning about different types of slaves in a range of settings.

Historical notes

Slavery is a human invention and not found in nature. Indeed, it was that other human invention, war, which provided the bulk of slaves, but they were also the bounty of piracy ... or the product of breeding.

— Gaius, Roman Jurist (161 AD), translation Nic Fields.

Slaves are hard to know terribly much about, as like women, children and foreigners, they had few rights and did not produce much written output that survives to us today. Children should come away from reading the fact file with a sense of the wide variety of experiences of slaves in the Roman empire; domestic slaves in a city or town would have had a very different life to those working on rural farms, in mines, or those who might work for the imperial administration. A man like Balbus would have owned a wide range of slaves, from those doing

simple labour and domestic work, to highly skilled, expensive slaves, who might be trained teachers, musicians, hair dressers, scribes, or accountants. Slaves had no rights at all under Roman law; their life, possessions and even children belonged to their owners. Educated slaves might be given a salary by their masters, with which they could later buy their freedom, or slaves might be manumitted (set free) because of special services rendered to their master, or because their owner wished to set up a freedman in a business closely linked to him (this is what we might imagine happened to Dama). It is hard to know how many slaves there were, but it may have been between 30 and 40% of the population of the empire, with significantly higher numbers in towns and cities than in rural estimates. Estimates say that about 50% of slaves were owned by the wealthy elite, but more common



Relief of a man reclining on a couch, while his slave stands by holding writing tablets. 4th century, Milan.

people might have slaves too. Roman slavery was not based on any ideas of race: slaves could be from anywhere in the empire, including Italians. Having said that, slaves tended to come *en masse* from areas of recent conquest, on the fringes of the empire (Dama for instance, was probably from Syria).

Points for discussion

- Do you think slavery can be allowed, ethically? How recently was there slavery still in the world?
 - Do you think that Aper and Caper had a bad life?
 - What do you think the relationship between Aper and Caper, and Dama is like? Would they hope to be freed also? Would they resent him his opportunity?
 - You may wish to take the opportunity to talk about human rights more widely, how we decide what human rights should be, and how we protect them in the world today. Amnesty International has a great Primary School resource pack here: <https://www.amnesty.org.uk/resources/resource-pack-human-rights-primary-school-welshenglish>.
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MYTHOLOGY - DEMETER AND PERSEPHONE

Objectives

Children learn the story of Demeter and Persephone, and how the seasons came to be. This introduces them to an etiological myth (explaining the origins of a natural phenomenon), and gets them to think about the role the seasons would have played in Roman times and compare this to their own experience.

Notes

The full audio file from the Classic tales website will take about 10 minutes to listen to, and the Classical tales website includes a transcript, summary and weblink for the story.

Points for discussion

- On the 2nd page, Persephone in the images can be recognised by her holding a wheat sheaf, and small chicken, symbols of the passing seasons and fertility. Hades can be recognised by his three-headed dog, Cerberus.
- When considering the impact of the season on the ancient Romans, you may want to think about the differences between living in Northern Britain, close to Hadrian's Wall, and in the temperate southern climes of Herculaneum. While the seasons undoubtedly affected people more (sea travel was too dangerous in winter, even across the Mediterranean, and thus stopped supplies altogether for months), the Mediterranean climate was mild, and the slopes of Vesuvius exceptionally fertile, making some fresh produce available year round.
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Images

Page 1 and Page 2 (Left) - Relief of Hades and Persephone from Calabria, imperial Roman.

Page 2 - Statues of Persephone, Cerberus and Hades, from Gortyn, imperial Roman.

Page 3 - mosaic of food cupboard with fish and vegetables, from Tor Maranciana, 2nd century AD.

OVERVIEW OF ACTIVITIES

Note: The 'Guide to using the Primary Latin Course' has more detailed notes on how to use these resources.

Naval race - civilisation (online game)

This game focuses on Roman food.

Naval race - language (online game)

This game tests the vocabulary 'to learn' from this chapter as well as the sentence patterns.

Pairs (online game)

Match up vocabulary items from the 'to learn' vocabulary for this Chapter, matching English to Latin words.

Categories (online game)

Sort the foods into whether they'd be eaten as part of the *gustatio* (starter) or the *secundae mensae* (desert).

Write your translation (printable worksheets)

Printable line drawing versions of all of the stories for this chapter, in which enough space is left for pupils to write in their own English translation. The Latin is not given on the worksheet - this can be supplied by giving pupils access to the online text, or by printing the line drawing version of the story (downloadable from the lander page of each story).

Language links (printable worksheet)

This worksheet looks at some rather more advanced vocabulary for this chapter, and may best be attempted only with higher year groups and more able pupils. You may wish to give pupils access to a dictionary, and this can be a good way for more able pupils to expand their vocabulary.

Practice sentences (printable worksheet)

This worksheet provides a few more sentences in the same pattern practising longer sentences with more than one verb and more than one object and adjectives. This worked through as a class from the board, to revise how to translate longer sentences.

Complete the sentences (printable worksheet)

Children complete Latin sentences from a choice of options, then translate their created sentence.

Word search (printable worksheet)

Vocabulary to be learnt for this chapter is hidden in a word search - words can be written forwards and backwards, and in any direction!

Comparing dinners (printable worksheet)

Children compare the dinner of Marcus and Silvia with Balbus' menu, and consider their own food choices in comparison.

Hosting a dinner party (printable worksheet)

Children plan a Roman dinner party, choosing food, entertainment, and seating arrangements.

Where does your food come from? (printable worksheet)

Children consider where the Romans sourced their food (locally or overseas), and where their own food comes from.