



Country & Partner Institution

Unit 1 – Roman Explorations Beyond the Frontiers of the Roman Empire

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| Activity n° | <i>1</i> |
| Description of content | <i>The activity is about the Roman exploration beyond the borders of the Roman Empire. The activity will also focus on the geographical knowledge of the Roman Empire and how the ancient globalization developed into the modern globalization .</i> |
| Learning outcomes and competencies | <p><i>The learning outcome of the activity is to show that the movement of people, cultures and explorations is not something of the recent past but has tradition at least since the Bronze Age.</i></p> <p><i>The competencies acquired are: global education thinking skills (the world has always been intertwined), geographical knowledge, critical mindset that will help learners achieve 21 st century skills in the globalized world.</i></p> |
| Materials and equipment | <i>A computer, blackboard/screen, videos from Youtube, especially those by Raoul Mc Laughlin , pictures of Roman objects outside of empire (e.g. Begram hoard in Afghanistan, Roman gold beads in Bali, Roman finds in sub-Saharan Africa) as well as photos of sub-Saharan Africans in Roman Britain (Mansell Street Man, Ivory Bangle Lady, Beachhead Lady, Wallbrook gladiator..)</i> |
| Setting | <i>Face to face with a teacher</i> |
| Theoretical lessons | <i>Roman Explorations Beyond The Roman Frontier</i> |

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| Duration | <i>The activity will take place in 45 minutes.</i> |
| Type of interaction and brief description of the activity | <p><i>The activity will take place in the form of the whole class, group and individual work. Students will first be presented photos of how Greek and Roman scientists envisioned the world (e.g. maps of Erathostenes, Ptolemy, Peutinger Map etc). They will try to figure out what parts of the world were not known to Romans. They will form groups and present their answers. They will employ the method of critical thinking and critical media literacy and will try to understand that the Slovenian term Indija Koromandija (Coromandel), meaning Rich India has its beginnings already in the Roman times. They will learn what kind of Roman products were sought in distant lands (gold, coins, natron glass, wine..) and what the Roman Empire liked to import (spices, slaves). They will also learn about ancient pandemics (Antonine, Cyprian, Justinian...), exchange of Roman and other embassies, unsuccessful attempts by Romans to conquer far-away lands (Persia, Arabia, Nubia etc) and will explore the importance of monsoon winds, Roman cartography of Pomponius Mela, Ptolemy, Peutinger Map and will compare the accuracy of ancient maps with modern maps. They will also get a glimpse of the Roman economy and what brought money to the Roman Empire (they will learn about the role of Indo-Roman trade in securing around the third of the Empire's income) etc.</i></p> <p><i>The teacher will study the topic of the object via Youtube videos such as made by Raoul Mc Laughlin.</i></p> <p><i>Videos will be used so students will be prepared to brainstorm what they already know from the geographical point of view about the distant lands. .</i></p> <p><i>The videos shown will be longer than 5 minutes.</i></p> <p>.</p> |
| Glossary | <i>Persia, India, China, Southeast Asia, Sub-Saharan Africa , roman maps</i> |
| Assessment method | <i>At the end of the lesson, students will fill-in the questionnaire prepared by the teacher about the Roman Explorations Beyond The</i> |

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| | <p><i>Frontiers of the Roman Empire and they will also reflect on the comparison between the ancient and the modern globalization while employing the method of critical thinking and critical reading. They will state what they liked or disliked and will suggest improvements for future activities on this topic.</i></p> |
| <p>Sources / further reading / resources</p> | <p><i>Dr.Raoul McLaughlin: https://www.youtube.com/channel/UCGk9VXhk_I__aLVp4Yp90Iw/playlists</i></p> |