

Handout for museum rallye (year 7 and above) Rheinisches Landesmuseum Trier

Dear Teachers,

The purpose of the rallye is to provide schoolchildren with an initial insight into the everyday life of the Romans in Trier using original objects. These notes will provide you with assistance during and after the museum rallye.

We wish you an exciting rallye!

Contents of the rallye/skills acquisition:

Schoolchildren will investigate different traces of Roman culture.

- Daily life in the Roman Empire: family, school, free time
- Economy in the Roman Empire: Monetary transactions
- Reconstruction of a city model: Roman Trier

Before the start

- Children can complete the museum rallye alone or in groups.
- Duration of approx. 45 min., discussion of solutions 15-20 min.
- For the rallye, they will need clipboards to write on and pencils. They will be lent these at the museum's front desk. (Please note that for conservation reasons, only pencils may be used as writing implements in our exhibitions.)
- Further information: From 12.00 a.m. to 12.45 p.m. and from 2.30 p.m. to 3.15 p.m., the "Roman funeral monuments" room is not accessible. Parts of the rallye cannot be completed at that time.

Route through the museum

- The museum foyer serves as the start and finish.
- You will receive a flyer with the route through the museum at the museum's front desk.

A The gravestones of the Romans Family

The parents are holding out their hands to one another as a sign of togetherness. They are standing close together and have placed their son in the middle.

The serving girls are holding a mirror and two bottles for perfume oils in their hands.

The man who is accompanying the father is probably a servant or slave.

The images on the tombstone were intended by the family to present their wealth and to impress observers. The family was part of the wealthy upper class in Trier. We know this because the monument shows scenes from the family's private life (hunting, large number of servants) that a poor family could not have afforded.

School

What is striking initially is that there are only three schoolchildren and one teacher. The teacher sits in the middle between the two older schoolchildren. He can be identified as the teacher by his beard. He also has a footstool that is intended to distinguish him from the other people. The Romans didn't have state schools in the current sense of the word. Rich Romans employed private tutors. Costs were reduced by joining forces with other parents and funding lessons in small groups. Greek teachers – clearly depicted here by the beard – are popular and particularly expensive, as they teach children Greek.

Wax tablets were cheaper. While papyrus could only be written on once, wax tablets enabled writing to be erased and repeated. This meant that wax tablets could be used multiple times. The production of papyrus was also more costly than that of wax tablets.

Business relations and professions

The family could work in the wine trade or produce wine themselves as wine growers.

The remains of amphoras and barrels suggest intensive trading relationships between Roman Trier and other cities from the south of the Roman Empire.

Other professions, alongside wine dealer, wine grower and teacher, include merchant, trader, hunter (here certainly as a hobby), captain and shoemaker.

B The religion of the Romans

Minerva, Jupiter and Juno are depicted.

The three gods stand for craft, law and family.

The animals representing the three gods are an owl for Minerva, an eagle for Jupiter and a peacock for Juno.

Diana's animals: deer, dog and hare. They are symbols of hunting.

C Mosaics as an example of the Romans' home culture

The black triangular fields contain between 42 and approx. 80 tiles. This shows how much time and work had to be invested in the creation of a mosaic. As a result, it was expensive, and only really rich Romans could afford it.

The geometric shapes octagon, trapezium, square and diamond/kite can be seen.

Abbreviations of months: IUN = June; IUL = July; SEPTEMB = September; OCTOB = October. May, August and November can be added in line with the sequence of the fields.

By depicting artists and muses, the owner of the Monnus mosaic wanted to show their own high level of education.

Polydus holds a whip and a laurel wreath in his right hand. The whip represents the charioteer

and is his main tool. The laurel wreath stands for victory in a race and distinguishes Polydus as a successful charioteer.

The horse's name is "Compressor(e)", which means "jostler".

D The founder of the city of Trier

Emperor Augustus founded the city.

Trier was called Augusta Treverorum – City of Augustus in the land of the Treveri.

17 BC.

E Roman Trier: city model

Porta Nigra: in Roman times, one of five city gates.

Cathedral: Christian church, church site from late antiquity.

Basilica: imperial reception hall, also known as Palastaula.

Circus: chariot racetrack.

Amphitheatre: fighting arena, was used to hold gladiatorial battles.

Imperial Baths: bathing facility, initially planned as thermal baths, but later used as a magnificent palatial building.

Forum: marketplace, administrative and business centre of the Roman city.

Barbara Baths: bathing facility, one of the largest thermal baths in the Roman Empire.

F Roman money

The emperor often wears a laurel wreath on his head.

Imperator is shortened to IMP, Augustus to AUG, Caesar to CAES.

The age of the coins can be determined based on the time at which the emperor in question governed. The coin must have been minted during the period in which the emperor depicted reigned.

Thank you for visiting the Rheinisches Landesmuseum! We hope you enjoyed your visit. We would be delighted to receive your feedback, questions or suggestions.

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