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FRONT COVER IMAGE: Marble bust of the Roman emperor Hadrian wearing military dress. From Hadrian’s Villa, Tivoli, Lazio, Italy, c. AD 118–130. © The Trustees of the British Museum. Photographs in these resources are by kind permission of the Soprintendenza per i Beni Archeologici del Lazio, Villa Adriana; Museo della Civilta Romana, Rome; Musei Vaticani and Alessandro Bracchetti; Israel Museum, Jerusalem; Israel Antiquities Authority; and the Trustees of the British Museum.
**HADRIAN EMPIRE AND CONFLICT**

**THE BP SPECIAL EXHIBITION**

**Essential information for your visit: please read carefully**

**Exhibition dates** 24 July – 26 October 2008

For full information on school sessions, visit www.britishmuseum.org

- Please make sure you have enough adult helpers (at least 1:6 for Primary, 1:8 for Secondary).
- Organise small groups, with one adult per Primary group, and activity sheets before you arrive at the Museum.
- On arrival at the Museum, make your way to the Ford Centre for Young Visitors, downstairs in the south-east corner of the Great Court. Allow 20 minutes for check-in, depositing bags, toilets etc.
- Make your way to the exhibition from the Ford Centre in smaller groups rather than as one large party.
- If you have time to fill after finishing your visit to the exhibition, consider visiting some of the other galleries, especially Room 23 (Greek and Roman sculpture, Ground floor) or Room 49 (Roman Britain, Upper floor), rather than waiting in the Great Court or the Ford Centre.

**Using these resources**

You may be sharing the exhibition with up to 300 other school students. The resources have been designed to minimise crowding, so please use them as suggested below. If an area gets overcrowded, please advise students to act sensibly and wait their turn or move on to the next activity and come back later. Please look through all the resources so you are familiar with what the students will be doing.

- The resources are divided into sections for use before, during and after a visit to the exhibition. There are also background information sheets to help you.
- The PowerPoint presentation can be used both before and after a visit; it contains images and highlight objects that link to the activities and that the students may see during their visit. Information about the objects is in the Notes section of each slide.

**Before**

- There is one set of activities that can be adapted for use at both Secondary and Primary levels.

**During**

- The exhibition examines various themes and aspects in Hadrian’s life, in roughly chronological order.
- Activities for schools have been grouped under five topic headings: (People of the empire, Power, Communication, Places, and Portraits).
- Each sheet begins with a BIG QUESTION and an object-choice activity which students should look out for throughout the exhibition, and then four (Primary) or five (Secondary) stops for object-specific enquiries.
- There is a briefing sheet on each topic for adult helpers.
- To reduce overcrowding, please divide students into groups of no more than six led by an adult and give each group a different activity topic to follow round the exhibition.
- Separate sheets are provided for Primary and Secondary students.

**After**

- The activity suggestions explore further the five topic headings above. They can be adapted for use at both Primary and Secondary level.
- The PowerPoint presentation can be used both generally and to focus on specific objects relevant to the activities.
The Roman Empire

The origins of Rome can be found between 2000 and 1000 BC in various farming villages along the River Tiber. These villages grew wealthy from trade and during the 700s BC they joined together to form one town, which gradually grew into the city of Rome.

The Romans began to conquer the land around the city and by 270 BC they controlled all of the Italian peninsula. Over the next 250 years, they built up an enormous empire which reached its peak under Hadrian’s immediate predecessor, the emperor Trajan (reigned AD 98 to 117) when it stretched from northern England across Europe and south to Egypt and Syria.

Throughout the empire, statues and great buildings were built to celebrate the glory of Rome, the remnants of which are still visible today. Language and aspects of culture also were also spread during this expansion.

It is important to remember that it was not the only empire in the world at the time. During Hadrian’s lifetime, the Eastern Han held power in China and India was ruled by Satavahana. There was little direct contact between these great powers, but important trade links existed.

Hadrian: overview

The emperor Hadrian reigned from AD 117 to 138 (almost 21 years) over an empire on three continents. By this time, Rome had grown into an enormous cosmopolitan metropolis with over 1 million inhabitants from all over the empire. Hadrian was born in Rome although his family was originally from Spain.

When he took power, he faced significant challenges. He had to stabilise the empire, realign the borders and reform the military, legal and economic system. He was driven constantly during his life by the desire to establish his family permanently as the third imperial dynasty of Rome.

He achieved these aims through his tremendous personal energy. He travelled through almost all provinces of the empire on two long journeys which gave him more contact with his people than any emperor before him. This near-constant travelling kept him away from Rome for almost half his reign.
What do we know about him?

The sources of information for Hadrian are very varied – from huge inscriptions on surviving monuments to archaeological discoveries of statues, objects and fragments of writing, and a range of written accounts.

During the last two decades, there have been astounding archaeological finds which shed new light on Hadrian and his reign. Some of these have been at sites that have been known about for some time. There have also been spectacular new discoveries such as the magnificent fragments of colossal marble statue of the emperor unearthed in the ancient city of Sagalassos in south-west Turkey in August 2007.

Information about the people of the empire is harder to find, as fewer objects have survived. One amazing example is the discovery of objects left behind by Jewish refugees in the Cave of Letters near Jerusalem. They were fleeing Hadrian’s armies when he crushed the Jewish Revolt in AD 134–135/6. Due to the dry conditions, these perfectly preserved bowls, keys, mirrors and sandals give us a glimpse of the life of normal people.

Written accounts of Hadrian come in a variety of forms. Some refer to events where Hadrian interacted with the Roman public such as circus races, gladiatorial fights and other festivals and religious rituals throughout the empire.

Hadrian wrote an autobiography which was probably in the form of letters to his adopted son and successor Antoninus Pius. Unfortunately this is now lost except for a short excerpt on a papyrus fragment from Egypt. It is believed this may have been copied as a school exercise about a generation after Hadrian’s death.

One important source is the Historia Augusta, written at the end of the 4th century AD using information about Hadrian from the now-lost biography by a Roman senator from the 3rd century AD. The Historia Augusta is complex work containing the biographies of several emperors but remains a key source for Hadrian. Other second-century writers, such as Pliny the Younger and Plutarch, commented on Hadrian’s reign.

Other written sources, such as official documents and personal letters, have been found on papyrus in Egypt and on wooden tablets along Hadrian’s Wall.

The 20th-century writer Marguerite Yourcenar wrote her fictional Mémoires d’Hadrien in 1951 in the form of letters to his adopted grandson Marcus Aurelius. This book, particularly popular in continental Europe, helped to shape the image of Hadrian in the 20th century.

Uncovering the colossal head at Sagalassos © Sagalassos Archaeological Project.
Hadrian’s family and accession

Early life
Hadrian was born Publius Aelius Hadrianus on 24 January AD 76 in Rome, although his family were from Spain where Hadrian grew up. His father was a Roman senator and the family may have grown wealthy through the production of olive oil. This was a key commodity in Roman life – used for nutrition, hygiene, medicine and lighting. Evidence of the size and importance of this trade was shown through the find of a massive store outside Rome at Monte Testaccio which held 1.7 billion kilograms of olive oil. Stamps and inscriptions on the amphorae show that more than 80% came from south-western Spain.

Hadrian’s father died when his son was nine. Guardians were appointed to look after the young boy. One of these was an elder cousin, Trajan, who was beginning to make a name for himself as a general in the Roman army. The young Hadrian entered public service at a young age, with Trajan helping to set him up for a successful career. He then entered the army, holding various posts, including military tribune (second-in-command) of Legion II Adiutrix, stationed at Aquincum (modern Budapest), a frontier province. He gained crucial military experience and lived in various areas of the empire.

Succession
Trajan had grown powerful by the AD 90s and in AD 97 was himself adopted by the previous emperor, Nerva, who needed Trajan’s support. On the emperor’s death a year later, Trajan was declared emperor and Hadrian worked alongside him. Around AD 100 Hadrian married Trajan’s great-niece Sabina, cementing his link to the imperial family. It was not a love marriage – he was 24, she was probably 14, the customary age for Roman wives.

Soon after, Hadrian entered the senate and joined Trajan on military campaigns. Trajan was very focused on campaigns in the east of the empire, reaching as far as Mesopotamia, which he conquered around AD 116. The relationship between Trajan and Hadrian was not always easy and Trajan only adopted Hadrian on his deathbed in the summer of AD 117 on his way back to Rome.

Hadrian was therefore the new emperor as part of a new elite family. He had strong roots in the provinces, but was only confirmed as heir to the throne by his last minute adoption by his predecessor. He had to continually assert his legitimacy as ruler throughout his reign.
Controlling the empire

On his succession, Hadrian quickly redrew the empire’s eastern borders and surrendered most of the recent advances by Trajan. He immediately ordered the complete evacuation from the provinces of Mesopotamia, Assyria and Greater Armenia. This required great diplomacy – those in Rome expected more victories and the traditional glorification of his predecessor.

Hadrian also wanted to gain the favour of masses. One of his first actions was to cancel people’s debts to the state treasury. This was naturally a very popular policy but also had a positive economic effect. He produced many coins to celebrate the restoration of stability in the empire after years of constant expansion.

Unlike his immediate predecessor, Hadrian’s rule was typified by creating fixed borders and foregoing further expansion. Historians still debate whether this was a policy designed to be deliberately different from his predecessor or a pragmatic response to circumstances.

Public image

Hadrian was very concerned with spreading his image around the empire on statues and coins. He is immediately recognisable through a crease in his earlobe. There were three styles of statue to represent the emperor. He could be in the battle dress of general, in a toga which was the Roman state civilian costume or nude, likened to a god. These three roles evoked the emperor’s many different roles – as commander-in-chief, magistrate or priest, and finally as ultimate embodiment of divine providence.

Control of army

Hadrian devoted much time to military matters and was personally in contact with troops. He shared their hardship, personally encouraged them through speeches and was directly involved with tactics. He stressed the importance of discipline and in general the army remained loyal and supported him.

Rebellion in Judea

Hadrian was not tolerant of dissent or rebellion. In AD 132, the Jewish population rose against Roman rule in the province of Judea. The uprising had various causes, including the introduction of laws limiting Jewish religious practice and Hadrian’s plans to rebuild Jerusalem as a Roman city. It initially led to the death of several thousand Romans. Hadrian responded ruthlessly. Possibly as many as thirteen legions were needed to quell the rebellion. Great revenge was unleashed from AD 134 as the war became a slow extermination campaign with possibly around 585,000 Jewish people killed. Many refugees fled into the desert, shown by the evidence from the Cave of Letters.
Hadrian’s Wall

‘He set out for Britain, and there he corrected many abuses and was the first to construct a wall, eighty miles in length, which was to separate the barbarians from the Romans.’ From the Historia Augusta

Roman Britain

Julius Caesar had led two military expeditions in 55 and 54 BC to Britain when the Romans made links with various British rulers who took on aspects of Roman culture, such as drinking Roman wine, using Roman pottery, and visiting Rome. In AD 43 the southern part of Britain was conquered by Claudius and remained a Roman province until AD 410.

Hadrian’s Wall

Several forts had already been built in northern England before Hadrian ordered the wall to be built on his visit in AD 122. The wall was constructed by different legions who marked the bricks with their legion’s name. It created a defensive barrier which stretched for 73 miles between Segedunum (Wallsend) in the east and Bowness in the west. It guarded the northern frontier of the province and allowed efficient control of any traffic in people and goods. The system of forts and outposts allowed control of substantial territory to the north and south, facilitated further by mobile cavalry units.

These new works simply formalised, rather than radically altered, the existing border arrangements. However, psychologically it was a powerful symbol which demarcated the edge of the empire.

The Vindolanda tablets

A fort was built at the town of Vindolanda around AD 85 to help control the northern frontier province. It was several miles south of where the Wall would be built forty years later. These early forts were wooden and were rebuilt roughly every eight years. The fort at Vindolanda was still used after the end of Roman rule in AD 410 by local authorities to control people to the north. The early forts are now four metres below ground under remains of later stone forts.

In 1973 a remarkable archaeological find in a rubbish heap uncovered a group of wooden tablets. These were thin pieces of wood, covered with ink handwriting and include personal letters and official military documents. Since 1973 hundreds more have been recovered.

Most of them date from AD 93 to 105 and are 3mm thick, about 20cm wide by 9cm high, with text written in ink with reed pens. They were folded to protect the writing with the address written on the outside. Longer documents were made by punching holes in corners and tying several tablets together. They provide a fascinating insight into life among military units.

Hadrian’s Wall. © The Trustees of the British Museum.
Building projects

Hadrian instigated a massive building programme in Rome and in cities and regions all over the empire. These projects were undertaken with a combination of political and dynastic considerations in mind. Hadrian understood that architecture had a powerful impact on the public psyche. It was an effective means of asserting his rule and establishing his dynasty. He also had a deep personal interest in architecture and his reign coincided with major innovations in construction technology and building design.

The monuments he built were often tied to rituals and assemblies and formed the backdrop of Roman life. These projects provided employment and often involved the movement of building materials such as expensive and colourful marbles across the empire.

The Pantheon

This temple has an enduring physical presence in the centre of Rome and is the largest un-reinforced concrete dome in the world. It is a remarkable technological feat: the dome alone weighs 5,000 tons (4,535 tonnes), creating a breathtaking interior space. The engineers used existing techniques, but on a scale not seen before. Hadrian built the third incarnation of the building, and it was probably a shrine or temple. Its dome has been an inspiration for buildings worldwide, including the Duomo in Florence, the Hagia Sophia in Istanbul and the British Museum’s Reading Room, where the exhibition is housed. In Hadrian’s time it would have been filled with statues of gods and members of the imperial family.

Hadrian’s Villa at Tivoli

Hadrian built himself a magnificent villa, the size of a small town, 28km east of Rome. Completed by about AD 130, it was a huge project involving teams of architects and engineers. It had over 900 rooms and corridors, sophisticated water and sewage systems, baths, ornamental pools with fountains, an arena and a stadium. The dining areas, the centre of life for the Roman elite, were lavishly decorated with statues, beautiful inlaid marble floors with porphyry tiles, and the finest mosaics of minute cubes. A parallel world existed for the slaves and servants who lived in large accommodation blocks out of sight. Sculptures were placed throughout with niches for statues in the villa, and reliefs and paintings on the walls. Markings on the bricks show where these images were attached. Excavation continues there, uncovering even more treasures.

Other significant projects around the world included the colossal Temple of Zeus at Kyzikos in Asia Minor, the Temple of Zeus Olympios at Athens, and a major road linking Cyrene and Apollonia in northern Africa.

Capital from the Pantheon. © The Trustees of the British Museum.
Hadrian the man

It is much harder to find out about Hadrian as a man than his activities as ruler. Anecdotes in the literary sources describe him as a complex character. He emerges from them as highly gifted, intellectually curious but also overpowering and controlling.

He was a passionate hunter and military man who shared the burdens of his soldiers. However, he was also very interested in the arts and Greek culture in particular.

His policy of withdrawal from some regions and decisions not to engage in many military conquests makes him currently considered a farsighted leader and promoter of peace. However, this is a judgement made with contemporary attitudes to conflict and throughout history Hadrian has not always been portrayed as visionary.

Antinous

Hadrian’s personal life has been the subject of much comment and intrigue. He was openly gay which mattered little to ordinary Romans. His love, Antinous, was a young Greek man from Hadrian’s entourage. He died suddenly in AD 130 in the Nile, for reasons which are still unknown.

What makes him so significant was Hadrian’s reaction to his death. To overcome his bereavement, Hadrian surrounded himself with images of Antinous – at least ten have been found at Tivoli alone. He lavished posthumous honours on him including deification. People in Egypt were encouraged to venerate Antinous as an incarnation of the god Osiris. Hadrian founded Antinoopolis (‘city of Antinous’) as a new city near where he died.

The image of Antinous became a cultural icon in the empire, especially for the Greeks, but the Antinous cult spread even further afield. Bowls depicting Antinous have been found in the grave of a governor in modern-day Georgia.

Sabina

Hadrian and his wife, Sabina, in public were emperor and empress, but in fact seemed to have had little regard for each other, in great contrast to Hadrian’s adoration of Antinous. She seems to have led quite an independent life and there is evidence of her travelling around the empire, possibly with Hadrian, but also on her own.
Succession and legacy

As an emperor, Hadrian had immense willpower and physical stamina although he died exhausted, aged 62, not a great age for someone of his class. However, he handed on the empire strengthened and revitalised to his chosen successor.

Tomb

Hadrian began building his tomb early on in his reign. This was not due to a concern for an afterlife but for political reasons. His tomb was designed to legitimise his rule and firmly establish the permanent presence of the new Spanish elite. The consecration ceremony (where the dead ruler was deified and adopted into the official state pantheon) was a lengthy, complex and highly public ritual involving the entire population.

The tomb itself was started in AD 130 and was a magnificent structure with walls over 50m high surmounted by gilded bronze peacocks on the pillars on its upper fence. It was a powerful symbol in the centre of Rome and still stands today in what is now known as the Castel Sant’Angelo.

Successor

As his health deteriorated, and he had no son, he wanted to transfer power to a close relation. Through a complex series of adoptions, he managed to secure the dynasty. Antoninus Pius was his immediate successor, followed by the joint rule of Marcus Aurelius and Lucius Verus until the death of the latter in AD 169, after which Marcus Aurelius ruled alone.

Legacy

Hadrian’s legacy is highly significant. Architecture is one of the most obvious examples of this evident today. A direct line of inspiration can be seen from the dome of the Pantheon to Hagia Sophia (which then became the model of Ottoman mosques) and Renaissance monuments including the Duomo in Florence, St Peter’s in Rome and the British Museum’s Reading Room.

He had astounding success in unifying the empire. It can be argued that he laid foundations for the great flourishing of Greek culture within the Roman world that would ultimately lead to the transformation of the Roman into the Byzantine Empire. His policies revived the economy of Greek-speaking territories and injected new confidence into their people by treating them as true partners in the empire. It was partly through Hadrian’s legacy that Byzantines came to refer to themselves as Rhomaioi or Romans, rather than Hellenes or Greeks.
Further information

Websites

- Find out more about various ancient civilisations, including the Roman Empire, on the British Museum Ancient Civilizations website: [www.ancientcivilizations.co.uk](http://www.ancientcivilizations.co.uk)
  This is most suitable for lower KS3 and some students in Years 5 and 6.

For videos of the exhibition suitable for older students, visit [www.britishmuseum.org/hadrian](http://www.britishmuseum.org/hadrian)

Books for students

- Corbishley, Mike, *Illustrated Encyclopaedia of Ancient Rome*, Getty Publications, 2004
- Hoare, Katharine, *V-mail: Letters from the Romans at Vindolanda Fort on Hadrian’s Wall*, British Museum Press, 2008
- Lindsay, Judy, *Gladiator Activity Book*, British Museum Press, 2004

Books for adults

Before-visit activities

- Plot a timeline of the Roman Empire and find where Hadrian sits on it (reigned AD 117–138). How long had the empire existed before this? How long did it last afterwards?

- Think of other ancient civilisations you have studied. Add them to your timeline of the Roman Empire – for upper KS2/lower KS3 use the British Museum’s website www.ancientcivilizations.co.uk to help with this.

- Use the map in the PowerPoint slideshow to look at the extent of the Roman Empire in the time of Hadrian. What modern countries did it include? Which continents?

- Show the students some of the key objects from the PowerPoint. Ask them what they would like to know about the objects. Where might they find this information in the exhibition? How do these objects help us to understand the Roman Empire?

- Brainstorm what the students know about Roman Britain. What evidence remains of the Romans here (e.g. Hadrian’s Wall, coins, archaeological evidence, any words in language)?

- Work out dates in Roman numerals (especially those of dates around the time of Hadrian). Ask students to look out for where they see dates still today in this form (e.g. at the end of BBC programmes).

- Research why the Romans were so important. What did they achieve and introduce?

- We use the finds of archaeologists to learn about the past. Find out more about the work of archaeologists by examining some of the great archaeological finds of the last 200 years.
People of the empire

In order to rule the empire, Hadrian had to make sure the people were loyal to him.

EVERYWHERE in the exhibition, think about the BIG QUESTION:
• Did Hadrian treat his people well?

ANYWHERE in the exhibition: Choose an object and invent a story about how one of Hadrian’s people was connected to it – it might be a portrait, a letter or a bowl.

Cancelling the debts

Go through the first rooms, looking at the people on the way, and find the wall panel sculpture near a large sculpture of Hadrian in a toga.

When Hadrian came to power, he ordered all debts across the empire to be cancelled.
• What do you think these people are carrying? Where might they be going with them?
• What do you think people thought of Hadrian for this?

Defeating rebels

Find the objects in the next room under the large inscription.

When there was a rebellion in Israel, Hadrian defeated it and killed thousands of people. One group of refugees escaped to a cave where these objects were found.
• What different kinds of objects can you find in the cases? Do you use any similar objects today?
• What do the objects tell us about how the refugees lived in the cave?

Entertaining at Hadrian’s Villa

Find the large model of Hadrian’s villa.

This villa outside Rome was where Hadrian spent his summer. Important people would visit him there.
• Examine the model and work out what kinds of entertainment and activities the important guests could do.
• His guests were powerful senators across the empire. Why do you think Hadrian invited them to stay with him there?

Egyptians

Go into the next rooms and find the Egyptian portraits from mummies.

Hadrian’s empire stretched as far as Egypt.
• Where would these portraits have been displayed originally?
• Look at the hairstyles and the beard – who do these remind you of? Why would people do this?
• How have the women shown their wealth?

At the end: go back to the BIG QUESTION – what do you think?
Power

To be a good emperor, Hadrian had to be powerful and strong, and he also needed to show this to his people.

EVERYWHERE in the exhibition, think about the BIG QUESTION:
• Did Hadrian manage to stay powerful?
• Was he kind or cruel when he did this?

ANYWHERE in the exhibition: Choose an object and invent a story about Hadrian and how this object helped to make him powerful.

Powerful image

Look at the colossal head of Hadrian immediately as you enter the exhibition.
This head, leg and foot were part of an enormous statue which would have been higher than the black panels next to you.
• Imagine this statue whole. How would this make you feel about Hadrian?
• Look at the detail on the sandal – the paw was part of a lion skin. He put up many similar statues around the empire. How would this help him keep power in such a large area?

Military power

Go through the next rooms and find the statue of Hadrian in military dress with his foot resting on a person, next to other large statues.
• Why would Hadrian have had a statue like this made? What words would you use to describe Hadrian in this statue?
• Compare this statue with the one on the left of Hadrian in a Greek cloak. How does he look in this image?

Controlling the edge of the empire

Find the stones from Hadrian’s Wall.
This wall ran all the way across the northern England and was built by legionaries.
• Examine these building blocks and find the names of each of the legions who signed them.
• Why would building a wall help Hadrian to keep power?

Building monuments

Find the model of the Pantheon.
This is a beautiful temple whose dome was a similar size to the one above you.
• Look at the objects on the walls and match up where they are on the model.
• Why do many powerful people build big buildings? Discuss recent examples.
• Go to the next room to look at Hadrian’s villa and then the final room to see the tomb he built for himself in Rome where he was buried. Why was it important that his villa and his tomb were magnificent?

At the end: go back to the BIG QUESTION – what do you think?
Communication

The ancient Romans used many ways to communicate with each other on a variety of subjects.

EVERYWHERE in the exhibition, think about the BIG QUESTION:
• Why did Hadrian and his people need to communicate in different ways?

ANYWHERE in the exhibition: Choose an object and imagine your own story written on it.
What are you writing and to whom?

Hadrian’s story
Find the beautiful old book beneath a stone tablet in the second room.
This tells the story of Hadrian’s life, but written many years after his death.
• Look at the writing. Can you find the words ‘hadriano’ and ‘romanum’?
• What might be the problem with using this book to find out about Hadrian?

Vindolanda tablets
Go to the Hadrian’s Wall section and look closely at the writing tablets in the central case.
On Hadrian’s Wall, people communicated by writing on wooden tablets.
• What are they writing about?
• One of the soldiers wrote to his mother asking to send woolly clothing. What does this tell us about life on the wall? Look for other images and objects to help you imagine living there.

Inscriptions
In the same room, look at the huge inscription across the top of the wall and its translation on a panel in the middle.
This came from an arch built after Hadrian defeated a dangerous rebellion.
• Who would read this inscription? What does it make you think of Hadrian?
• Now go to the model of the Pantheon in the next room. Look at the inscription here – these letters are even bigger than those you have just seen. Where do you see huge lettering on buildings today?

Coin
Go through the next rooms, spotting different examples of text and what it says, and find the enlarged photograph of a coin near the end of the exhibition.
This gold coin was distributed after Hadrian’s death.
• What do the two sides of the coin show? What does the eagle symbolise?
• Why are coins important ways of communicating?

At the end: go back to the BIG QUESTION – what do you think?
PlACES

Hadrian’s empire was vast and reached three continents. He travelled around constantly to keep in contact with all these different people.

EVERYWHERE in the exhibition, think about the BIG QUESTION:
• Why might it be difficult to rule an empire of many countries?
• What were the different environments like in these countries?

ANYWHERE in the exhibition: Choose an object that was made somewhere far from Rome. Imagine you were a soldier from Rome wanting a souvenir. What would you tell people about this object?

Spain
Find the statue portraits of Hadrian’s family in the second room.
Hadrian’s family came from Spain. They became powerful and kept power through marriages.
• Find how these different people are related to Hadrian.
• Now find the amphorae near these portraits. Examine them and study the label to find out about the trade which made Spain a rich region.

Britain
Find the section on Hadrian’s Wall.
Hadrian visited Britain in AD 122 and ordered the building of the wall we now know as Hadrian’s Wall.
• Examine the bowls on the far side of the display case with bowls. These were a kind of souvenir.
  Can you find out where they were discovered?
• How has one of them shown the Wall on it? Compare the different patterns and colours on the bowls.

Hadrian’s Villa near Rome
Find the large model of Hadrian’s villa.
Hadrian built a magnificent villa for himself in the countryside outside Rome.
• Look carefully at the model of the villa. For what were each of the buildings intended?
• The design of the villa included many images of nature. Look around the model at objects and columns from the villa. How many different animals can you find?

Egypt
Find the section with Egyptian objects in the next room.
Hadrian’s empire stretched as far as Egypt. The Romans brought many things to Egypt which the Egyptians copied.
• What objects in this room look typically Egyptian?
• When Hadrian visited Egypt, his large group took many provisions from the local people. What effect might this have had?

At the end: go back to the BIG QUESTION – what do you think?
**Portraits**

Emperors and their families spread their image through the empire on many objects, such as coins and statues.

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**EVERYWHERE in the exhibition, think about the BIG QUESTION:**

- Which kind of portrait of Hadrian was most important?
  *Remember: Hadrian’s portrait is instantly recognisable as he had a small crease in his earlobe.*

**ANYWHERE in the exhibition:** Choose one of these portraits from anywhere in the exhibition.

Imagined Hadrian ordered you to make it. Why did you decide on this clothing, pose and expression?

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**Portrait gallery**

*Find the gallery of portraits of Hadrian’s family.*

Hadrian married into Trajan’s family. Trajan adopted Hadrian to follow him as emperor as he was dying.

- Compare the portraits of Hadrian and Trajan. What are the main differences? What is similar?
  * Both were emperors – how might they have wanted to be seen?
  * Compare the hairstyles of the female portraits.

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**Images of the emperor**

*Find the tall statue of Hadrian in a toga, holding a scroll.*

Three types of sculpture of Hadrian were made: as a fair and wise ruler, as a military leader, and as a god.

- Which do you think this one is and why?
- Move into the next section. Can you find examples of the other two? Which god is he shown as?
  * Why might this be?

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**Hercules**

*Find the sculpture of the head of Hercules in the room near the model of the villa.*

Hadrian filled his magnificent villa with images of gods and heroes.

- How do you know this isn’t an image of Hadrian just from looking at the sculpture?
- Remember some of the feats of Hercules (or Heracles in Greek). Why do you think this statue is so large?
- Who would you have images of if you had a luxurious villa?

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**Successors**

*Find the portrait gallery of Hadrian’s successors.*

Look at the young boys. These men both went on to be great emperors.

- The Roman sculptors were very talented. What were the challenges with carving in marble?
  * What tools might they have used?
- Do you think they are lifelike? Try to imagine them as grown men.

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**At the end:** go back to the BIG QUESTION – what do you think?
Before-visit activities

• Plot a timeline of the Roman Empire and find where Hadrian sits on it (reigned AD 117–138). How long had the empire existed before this? How long did it last afterwards?

• Think of other ancient civilisations you have studied. Add them to your timeline of the Roman Empire – for upper KS2/lower KS3 use the British Museum’s website www.ancientcivilizations.co.uk to help with this.

• Use the map in the PowerPoint slideshow to look at the extent of the Roman Empire in the time of Hadrian. What modern countries did it include? Which continents?

• Show the students some of the key objects from the PowerPoint. Ask them what they would like to know about the objects. Where might they find this information in the exhibition? How do these objects help us to understand the Roman Empire?

• Brainstorm what the students know about Roman Britain. What evidence remains of the Romans here (e.g. Hadrian’s Wall, coins, archaeological evidence, any words in language)?

• Work out dates in Roman numerals (especially those of dates around the time of Hadrian). Ask students to look out for where they see dates still today in this form (e.g. at the end of BBC programmes).

• Research why the Romans were so important. What did they achieve and introduce?

• We use the finds of archaeologists to learn about the past. Find out more about the work of archaeologists by examining some of the great archaeological finds of the last 200 years.
People of the empire

In order to rule effectively, Hadrian had to keep control of the various provinces and populations. He travelled across his empire to meet them but also had to ensure the ruling elite and army were also loyal to him.

As you go through exhibition, think about the BIG QUESTION:

• Did people matter to Hadrian?
• Choose an object from anywhere in the exhibition which supports your answer to this question. How does it support your answer? What kind of evidence is it? Is it a reliable source of evidence?

Hadrian’s family

Find the tombstone in the second room.
This is the tombstone of Hadrian’s nurse. She was a slave who gained her freedom.
• Find the words ‘Germanae’ and ‘libertas liberta’. The first is her name, what do you think the second phrase refers to?
• Read the translation. What does this tell you about Hadrian and his attitude to people?

Cancelling the debts

Find the cast on the wall next to a statue of Hadrian in a toga.
When Hadrian came to power, he ordered all debts across the empire to be cancelled.
• What do you think these people are carrying? Where might they be going with them?
• What might have been the impact on the empire – with the people and economically?

Defeating rebels

Find the case of objects from the Cave of Letters.
Hadrian did not tolerate dissent. When there was a revolt in Judea, he ruthlessly crushed it and killed thousands of people. One group escaped to a cave where these objects were found.
• Look at the objects in these cases. Why would they have brought such objects with them?
  Why do you think they survived in such good condition?
• Look at the huge inscription above these objects and find the translation on the panel on the wall. What message does this send to the people?

The Pantheon and Hadrian’s Villa

Find the model of the Pantheon and then the large model of Hadrian’s villa.
This villa outside Rome was where Hadrian spent his summer, entertaining important people and carrying out the business of the empire.
• These guests were powerful senators across the empire. Why would Hadrian want to impress them?
  Look at the buildings. What kinds of entertainment would they have enjoyed?
• Why did Hadrian build monuments across the empire?

Egyptians

Find the Egyptian portraits in the next room
Hadrian’s empire stretched as far as Egypt.
• What kind of objects are these? Where were they displayed originally?
• How has one of the women shown her wealth?
• What were the challenges in ruling an empire which stretched from northern England to Egypt?

At the end: go back to the BIG QUESTION – what is your conclusion?
Power

Maintaining power was a central concern to Hadrian. He achieved this in a variety of different ways – militarily, through government reforms, and consolidating the extent of the empire.

As you go through exhibition, think about the BIG QUESTION:
• How effective were Hadrian’s attempts to maintain power?
• Choose an object from anywhere in the exhibition which supports your answer to this question. How does it support your answer? What kind of evidence is it? Is it a reliable source of evidence?

The power of images

Find the colossal head of Hadrian as you enter the exhibition
This head, leg and foot were part of an enormous statue which would have been higher than the black panels next to you.
• Imagine this statue whole. How would this make Hadrian’s subjects feel about him? Examine the sandal. Find out what the paw is a part of.
• Hadrian put up many similar statues around the empire. How would this help him maintain power?

Wealth and power

Find the huge amphorae. Hadrian’s family were from Spain, an area that became very rich from the olive oil trade.
• What were these amphorae for? What were the contents used for in ancient Rome?
• Why would wealth help a family to exert power?

Military might

Find the statue of Hadrian in military dress with his foot resting on a person.
• Why would Hadrian have had a statue like this made? In your group, discuss how this statue could be perceived both positively and negatively.
• What do the decorations on the statue’s armour symbolise?
• Compare this statue with the one on the left of Hadrian in a Greek cloak. What aspect of power is he demonstrating with this statue?
• What do these varied images tell you about Hadrian’s power?

Controlling the edge of the empire

Find the section on Hadrian’s Wall.
This wall ran all the way across the northern England and was built by legionaries. Hadrian inherited the empire when it was at its largest size. He laid down its boundaries and pulled his armies out of some areas of the eastern empire.
• Examine these stones and find the names of the legions. Why would building a wall help Hadrian to keep power?
• Why would Hadrian have decreased the size of the empire? Why were the disadvantages in having power over such a large area?

Building monuments

In the next sections you will find many buildings Hadrian built.
These include the Pantheon, his villa at Tivoli and his tomb.
• How do these buildings demonstrate the nature of Hadrian’s power? Think about examples of important buildings today.

At the end: go back to the BIG QUESTION – what is your conclusion?
Communication

Writing left by the ancient Romans is an important source of evidence about their lives. Some communications were personal and private; others were for a wide public. There was a common language – Latin – but across the empire many other languages were used.

As you go through exhibition, think about the BIG QUESTION:
• What were the most important messages Hadrian wanted to communicate to his people?
• Choose an object from anywhere in the exhibition which supports your answer to this question. How does it support your answer? What kind of evidence is it? Is it a reliable source of evidence?

Hadrian’s story

Find the Historia Augusta book under a wall tablet.
This is a medieval book of lives of the Roman emperors, first written about 400 years after Hadrian and copied in this book by a monk in c. AD 1100.
• What language is it written in? Can you recognise any of the words?
• What does it tell you on this page? How useful is this as a source for finding out about Hadrian?

Vindolanda tablets

Find the tablets in the Hadrian’s Wall section.
On Hadrian’s Wall, people communicated by writing on wooden tablets.
• Look closely at the tablets in the case. What are they writing about?
  Are these official writings or personal messages?
• A large number of these tablets were found at the wall. Find out as much as you can about life on the wall from the evidence in this section. What else do you want to know?

Triumphal arch

Look at the huge inscription across the top of the wall.
This came from an arch built when Hadrian defeated a rebellion of the Jewish population in Judea.
• Look at the translation. Who would read this inscription?
• What message is Hadrian communicating? Do you think this was an effective form of communication?
  Can you think of any similar examples today?

Graffiti

Find the statue of Sabina, Hadrian’s wife, after looking at the model of the Pantheon and Hadrian’s villa.
Near this you will see a photograph of scrawled writing. This was written by one of Sabina’s servants onto a monument in Egypt.
• Can you find out what this message says and what language it is in?
• Although graffiti is illegal today, why is it useful to historians? What does this tell us about Sabina?

Coin

Find the enlarged photograph of a coin near the end of the exhibition.
This gold coin was distributed after Hadrian’s death.
• What do the two sides of the coin show? What does the eagle symbolise?
• Why are coins important ways of communicating?

At the end: go back to the BIG QUESTION – what is your conclusion?
HADRIAN EMPIRE AND CONFLICT
SECONDARY SCHOOL ACTIVITY SHEET

PLEASE READ THE SHORT STUDY GUIDE FIRST.

Places

Hadrian ruled a vast and diverse empire. He travelled constantly to keep in contact with all these different people.

As you go through exhibition, think about the BIG QUESTION:

• Are there more advantages or disadvantages to ruling an empire of many countries?
• Choose an object from anywhere in the exhibition which supports your answer to this question.
  How does it support your answer? What kind of evidence is it? Is it a reliable source of evidence?

Spain

Find the statue portraits of Hadrian’s family.
They came from Spain and maintained their power with strategic marriages.
• Work out how these different people were related to each other.
• Look around you and find the amphorae. These were used to transport an important commodity – what was it? What was it used for?
• Why would ruling an empire of diverse environments be helpful?

Britain

Find the section on Hadrian’s Wall.
Britain had been part of the Roman Empire since AD 43. Hadrian visited in AD 122 and ordered the building of the wall now known as Hadrian’s Wall.
• Examine the bowls on the far side of the display case with bowls. Can you find out where they were discovered?
• Compare the patterns and colours. What do the inscriptions tell us?
• What does the location of these objects suggest about the people in Hadrian’s empire?

Villa

Find the large model of Hadrian’s villa.
Hadrian built a magnificent villa for himself in the countryside outside Rome. This was his powerbase – he was not accustomed to the heaving metropolis of Rome.
• Study the model and examine what kind of world Hadrian created for himself.
• Why might he want to establish a separate centre of power?

Egypt

Find objects from Egypt in the next room.
Hadrian’s empire stretched as far as Egypt in the east. Find the part of the room about Egypt. The Romans were very influential artistically in Egypt.
• Examine the objects in this room. Which look typically Egyptian and why? Be specific about the style used.
• What objects look like they have been influenced by the Romans and why?

Tomb

Find the section about Hadrian’s tomb.
Unlike Hadrian’s villa, which was buried for hundreds of years, his burial place has remained visible in the centre of Rome. Find the huge peacocks which were in his tomb.
• What do the peacocks symbolise? Why is the location of his tomb significant?
• Why do rulers create elaborate tombs? Compare this with other famous resting places of important rulers in history.

At the end: go back to the BIG QUESTION – what is your conclusion?
Portraits

Emperors and their families spread their image through the empire on many objects, such as coins and statues. Hadrian’s portrait is instantly recognisable as he had a small crease in his earlobe.

As you go through exhibition, think about the BIG QUESTION:
- Why did Hadrian place such an emphasis on transmitting his image around the empire?
- Choose an object from anywhere in the exhibition which supports your answer to this question. How does it support your answer? What kind of evidence is it? Is it a reliable source of evidence?

Portrait gallery

Find the gallery of portraits of Hadrian’s family.
He married into Trajan’s family, who adopted Hadrian to follow him as emperor as he was dying.
- Compare the portraits of Hadrian and Trajan. What are the principal differences? What is similar?
- Both are emperors – what characteristics do these portraits suggest?

Images of the emperor

Find the tall statue of Hadrian in a toga, holding a scroll.
Three types of sculpture of Hadrian were made: as a fair and wise ruler; as a military leader; and as a god.
- Which do you think this one is and why?
- Move into the next section. Can you find examples of the other two?
- Why might Hadrian have chosen these three traits? Which do you think was the most important to the people of the empire?

Hercules

Find the sculpture of the head of Hercules in the room near the model of the villa.
Hadrian filled his magnificent villa with images of gods and heroes.
- How do you know this isn’t an image of Hadrian?
- What would the impact of a gallery of such portraits be upon visitors to the villa? What atmosphere was Hadrian trying to create?

Antinous

Find the section about Antinous, Hadrian’s young male lover.
Antinous died young and Hadrian encouraged him to be worshipped as a god.
- Examine the different images of Antinous in this section. Compare the way his image as a god has been made appropriate for different countries in the empire.

Successors

Find the portrait gallery of Hadrian’s successors.
Look at the young boys. These men both went on to be great emperors.
- The Roman sculptors were highly skilled. What were the challenges with carving in marble?
- Why have these portraits survived as sources of evidence while others have not?

At the end: go back to the BIG QUESTION – what do you think?
People of the empire

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with useful information and discussion points. Many sections are not covered in this – do take time to look at these objects on your way round with your group.

Key points: People of the empire

- Hadrian valued his subjects but could be ruthless, such as when he defeated the rebels in Judea (modern Israel/Palestine).
- In the exhibition people at all levels of society are represented, from individuals he interacted with to the armies he commanded.
- We use a variety of pieces of evidence to learn about how Hadrian interacted with his people.

Both Primary and Secondary students have a BIG QUESTION to answer and have to choose an object from anywhere to illustrate an idea. Keep reminding them as they go through the exhibition and look at objects not mentioned on their sheets.

Hadrian’s family (Secondary only): tombstone, New Elite section
- The story of his wet nurse, who was a slave and eventually freed, is illustrated by her tombstone.

Cancelling the debts: cast of marble wall panel, New Elite section
- Hadrian cancelled all people’s debts on his accession. This was a very popular policy and boosted the economy.

Defeating rebels: objects on the far wall, War and Peace section
- Hadrian ruthlessly crushed a rebellion in Judea (now Israel/Palestine), killing thousands of people. Some of them fled and these objects have survived due to the dry conditions. Encourage students to look at the personal objects and imagine the people who used them.

Entertaining at Hadrian’s Villa: model of villa, Hadrian’s villa section
- Hadrian built a magnificent villa at Tivoli outside Rome, entertaining important people and carrying out business of the empire. This model shows the large extent of the villa, almost like a small town. The display shows statues, tiles and columns from the villa. Encourage students to look at the decorations.

Egyptians: mummy portraits, Antinous section
- Hadrian’s empire stretched as far as Egypt. These mummy portraits are of wealthy Egyptians who copied the fashions of Hadrian’s wife Sabina and Hadrian, and showed themselves adorned in riches.
This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points. Many sections are not covered in this – do take time to look at these objects on your way round with your group.

**Key points: Power**

- Hadrian used a variety of ways to maintain power.
- He concentrated on consolidating power, laying down the boundaries at the edge and pulling his army out when overstretched.
- He instigated government reforms and kept tight control of the army.
- He asserted power across the empire through building projects and projecting his image widely.

Both Primary and Secondary students have a BIG QUESTION to answer and have to choose an object from anywhere to illustrate an idea. Keep reminding them as they go through the exhibition and look at objects not mentioned on their sheets.

**Powerful image: colossal head in the first room**
- This imposing statue was over five metres tall and found in Turkey.

**Wealth and power (Secondary only): amphorae, New Elite section**
- Olive oil was transported to Rome in amphorae, which brought great wealth to Hadrian’s family who were in the olive oil trade.
- Olive oil was used in food, hygiene and in candles.

**Military power: statue of Hadrian standing on a barbarian, War and Peace section**
- Hadrian was ruthless in maintaining power when necessary. This image of him demonstrates this but could be seen as protective rather than cruel.
- Contrast with the statue in Greek dress, showing him as a good and just governor.

**At the edge of the empire: Hadrian’s Wall, War and Peace section**
- Hadrian inherited the empire when it was at its largest size.
- Hadrian’s Wall ran all the way across the north of England and was built by troops.

**Building monuments: Pantheon, villa and tomb in final sections**
- Buildings both celebrated the power and demonstrated the wealth of the emperor and the empire, and suggested permanence and strength. Architectural style brought some unity across the empire.
- Hadrian’s villa outside Rome was the size of a small town.
- His tomb was particularly magnificent and in the centre of Rome. It still stands today, a constant reminder of Hadrian’s power for centuries afterwards.
Communication

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points. Many sections are not covered in this – do take time to look at these objects on your way round with your group.

Key points: Communication

• The ancient Romans used a variety of ways to communicate with different kinds of information.

• Some communications were personal and private; others were designed for the public.

• There was a common language – Latin – but across the empire many other languages were used.

• We find scripts on a variety of different materials.

Both Primary and Secondary students have a BIG QUESTION to answer and have to choose an object from anywhere to illustrate an idea. Keep reminding them as they go through the exhibition and look at objects not mentioned on their sheets.

Hadrian’s story: Historia Augusta: medieval book under tombstone in second room

• The Historia Augusta tells the story of Hadrian’s life, but was written many years after his death.
• This copy was written by a monk around AD 1100 in Latin, with beautiful calligraphic writing.

Vindolanda tablets: in the central case, War and Peace section

• On Hadrian’s Wall people communicated by writing on wooden writing tablets.
• These tablets describe life on the Wall which was tough. Many soldiers were far from home and it was cold compared to other regions of the Roman Empire.

Triumphal arch: on the far wall, War and Peace section

• This huge inscription is from an arch put up when Hadrian defeated a dangerous rebellion by the Jewish community in Judea.
• It describes Hadrian’s victory over the rebels, both to reassure the people of the empire that they were safe and to deter other rebels.

Graffiti (Secondary only): end of Antinous section

• One of Sabina’s servants carved the story of their party’s visit to Egypt on to a monument.
• She wrote four poems on it – a vital source of information about Sabina and her movement around the empire.

Coins: enlarged graphic on the wall, end of Succession section

• This gold coin is from after Hadrian’s death. It shows his portrait in profile on one side and an image of him being taken to the heavens on an eagle on the reverse.
• Coins were spread across the empire through trade.
This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points. Many sections are not covered in this – do take time to look at these objects on your way round with your group.

**Key points: Places**

- Hadrian ruled a vast and diverse empire.
- He travelled around constantly to keep in contact with all these different people.
- The empire was at full stretch – resources had to be moved around in order for the army to be supplied at the furthest points.

Both Primary and Secondary students have a **BIG QUESTION** to answer and have to choose an object from anywhere to illustrate an idea. Keep reminding them as they go through the exhibition and look at objects not mentioned on their sheets.

**Spain: portrait busts and amphorae in New Elite section**
- Hadrian’s family came from Spain and rose to power with wealth gained through the olive oil trade, transported in the large amphorae you will see which were found in Rome. The markings on them show the oil came from Spain.
- To keep power within the family, Trajan adopted Hadrian.

**Britain: bowls in central case, War and Peace section**
- Britain had been part of the Roman Empire since AD 43. Hadrian visited in AD 122 and ordered the building of the wall now known as Hadrian’s Wall.
- These were a kind of souvenir and were found as far as away as Italy, brought home by soldiers.
- One of the inscriptions has a schematic map of the wall.

**Villa: model of villa, Hadrian’s villa section**
- Hadrian built a magnificent villa for himself in the countryside outside Rome. This was his powerbase – he was not accustomed to the heaving metropolis of Rome which was a difficult place to govern.
- This was like a small town, with temples, a theatre, ponds and a running track.

**Egypt: Antinous section**
- Hadrian’s empire stretched as far as Egypt in the east. Find the part of the gallery about Egypt.
  - The Romans were very influential artistically in Egypt. This can be seen in the style of portrait on the mummies (very different to the more familiar mummy masks) and the writing on papyrus.

**Tomb (Secondary only): Succession section**
- Unlike Hadrian’s villa which was buried for hundreds of years, Hadrian’s mausoleum has remained visible in the centre of Rome.
Portraits

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points. Many sections are not covered in this – do take time to look at these objects on your way round with your group.

Key points: Portraits
- Emperors and their families spread their image through the empire on many objects, such as coins and statues.
- Hadrian’s portrait is instantly recognisable as he was the first emperor to be shown with a beard and also he had a small crease in his earlobe.

Both Primary and Secondary students have a BIG QUESTION to answer and have to choose an object from anywhere to illustrate an idea. Keep reminding them as they go through the exhibition and look at objects not mentioned on their sheets.

Portrait gallery: Portrait busts, New Elite section
- This is a group of family portraits of Hadrian’s relatives – he married into this family although he was a distant cousin.

Images of the emperor: large sculptures, War and Peace section
- Three types of sculpture of Hadrian were made: as a fair and wise ruler; as a military leader; and as a god.

Hercules: head of Hercules, Hadrian’s villa section
- Hadrian filled his magnificent villa with images of gods and heroes to impress and entertain his guests, and demonstrate his links to strong and heroic (bearded!) characters.

Antinous (Secondary only): Antinous section
- Antinous was Hadrian’s young male lover. He died young and Hadrian encouraged people to worship him as a god, depicting him, for example, as an Egyptian god or in a more traditional classical pose.

Successors: Succession section
- Hadrian adopted successors as he himself had been adopted to keep power amongst his loyal followers.
- Both the young boys here, Marcus Aurelius and Lucius Verus, went on to be great emperors.
- The Roman sculptors were highly skilled, carving detailed and delicate images in marble with hammers and chisels.
People of the empire

Choose some images from the PowerPoint to help students examine these questions.

• What objects suggest that Hadrian cared about his people? Which objects suggest that he didn’t?

• Make a list of the people you think were most important to him? Use objects or examples to support your answer (e.g. his family, senators, army, architects, manpower to erect buildings, etc).

• Examine the objects found in the cave near Jerusalem. What do they tell you about life under Hadrian?

• Examine some of Hadrian’s building projects in Rome and beyond. What effect would these have had on the people? Compare these with buildings you know in London. Why do rulers and leaders build monuments and large buildings?

• In groups, let each student take on a character from a different region or with a different role in the empire (e.g. a soldier on the wall, a rich Egyptian lady, a Jewish refugee). Imagine Hadrian has just died and you are making a news report with ‘talking heads’. Each student should research their character online and then interview one another about what they thought of Hadrian for the news report.

• Visit www.britishmuseum.org/explore for more information about the Vindolanda tablets. What do these objects tell us about people’s life on the wall?

Power

Choose some images from the PowerPoint to help students examine these questions.

• Which of the statues makes Hadrian appear the most powerful? How has the sculptor achieved this?

• Discuss in groups the ways in which Hadrian held power over the people (army, economy, through architecture, through laying down boundaries, etc). Which do you think was the most effective?

• Research the threats to Hadrian’s power and how he dealt with them.

• Visit www.britishmuseum.org/explore to examine the various coins that Hadrian had made and assess how he used this to project a powerful image. Why are coins a very important means of getting messages to the empire?

• Today, people in power use a variety of means to show the public they are in control and have public relations (PR) teams to present them in the best possible light. Imagine you are Hadrian’s PR executive. Make a PowerPoint presentation explaining why Hadrian was a good ruler of the Roman Empire. Try to anticipate any criticisms by presenting the evidence in a clever way.
After-visit activities

Communication

Choose some images from the PowerPoint to help students examine these questions.

• Examine the images in the PowerPoint and find as many examples of scripts that you can. Which writing is the clearest? Which is the most beautiful? The text is both large and small – compare it with where you find text today.

• Examine the different materials they are made from. Often archaeologists only find fragments and have to work out the rest of the text. Try writing some text and carefully tearing up the paper, removing some sections. Exchange with another student and see if they can work out the message.

• Explore how coins can be considered as a form of communication. What messages do our coins and banknotes communicate to us?

• Graffiti has various purposes – compare the intention of Sabina’s servant with the different kinds of graffiti and street art you find today.

• Find the Vindolanda tablet activities on www.ancientcivilizations.co.uk where you can explore these in greater detail and read the stories on some of the tablets.

• Students have explored various different forms of communication – ask them to write a guidebook to these, organising the information on each page. This should include how it was written, who it was for, where the objects were found, what the writing said, etc.

Places

Choose some images from the PowerPoint to help students examine these questions.

• Use a map of the Roman Empire under Hadrian and find where each of objects in the images came from. Research other objects which came from parts of the empire which are not featured in this selection.

• Find examples of Roman architecture in all of these different places and look at how the architectural style spread across the empire. What were the main features of these buildings?

• Research Roman clothing in different areas in the empire. How were the fashions adapted to the different environments?

• Investigate Roman Britain further. Find out the Roman name of any towns and cities, and use a map to identify Roman roads near you. Find out if there have been any Roman archaeological finds in your area.

• Imagine you were a Spanish soldier whose legion was sent from Hadrian’s Wall to Cyrene in North Africa. Write a travelogue about what it was like to be in northern England, coming from Spain, and what it was then like to change to North Africa. Use details from the Vindolanda tablets.
After-visit activities

Portraits

Choose some images from the PowerPoint to help students examine these questions.

• Examine all portraits in the slideshow and consider how realistic they are. How has the artist achieved realism in the different media?

• Use Photoshop to add colour to the white statues from the slideshow or recreate one of them in the style of a modern artist, such as Andy Warhol or Picasso.

• Experiment with some Roman clothing – try to replicate Hadrian’s and Sabina’s togas.

• Hadrian had three different kinds of sculpture which reflected different aspects of his rule. Take photographs of yourself in three different modes which show your different interests – such as sport, music, student, with friends, etc.

• Create your own class sculpture gallery out of clay models – they could be portraits of each other or of Roman gods, goddesses and heroes. Make plinths for them to stand on.