

# Marius Mules

This activity was first developed in 1981 by Susan Hart and Stuart Scott. A wide variety of other adaptations and redrawings have taken place since then. It is an activity on the Roman Army which attempts to convey the impact of an efficient army, and will also help students understand the Thirty Years War, Hundred Years War and Napoleon's visit to Moscow where armies lived off the land. We are currently developing a similar activity on all the items Mary Seacole took to the Crimea (in addition to a lamp of course) when she set up shop there. It is important to emphasise how successful this activity is at a variety of levels. "What is it?" "What is it for?" "What is its impact?". We have now added an extra game and new brilliant pictures from Susan Jaine. The activity is now bilingual and you can play it in Latin. The activity has been checked out by Jenny Hall at the Museum of London where most of these items can be seen. You may well find extra items that someone had to carry: e.g. the unfortunate who had to carry the quern.

Please continue however to send up your versions of the activity in digital format if possible.

The webaddress for this activity is;

<http://www.collaborativelearning.org/mariusmules.pdf>

This activity was last update 10th April 2011

## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. A newsletter 'PAPERCLIP' is also updated regularly.

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

## Marius Mules: Soldiers on the March

Your set of cards shows you most of the equipment a Roman soldier had to carry with him on the march. Using the grid below work out how you can carry it all. (No more than six items in one box please!)

Things I would wear	Things I would attach to me.
Things I would carry in my hands	Things I would carry on the pole.

Remember that you might be ambushed so you have to be ready to fight quickly. You can write the items in this chart if you wish, and it will make it easier to play the sorting game later.

## Marius Mules: Signa Inferte Game

Each player needs a sheet with all the items of equipment and 28 counters.

You also need your chart which shows how you would carry each item.

### HOW TO PLAY

The first soldier to get all their kit on is the winner!

Take turns to throw the dice.

If you throw a 1, you can cover something you wear.

If you throw a 2, you can cover something you attach to you.

If you throw a 3, you can cover something you carry in your hands.

If you throw a 4, you can cover something you carry on your pole.

If you throw a 5, you miss a go for talking.

If you throw a 6, you drop something. Take a counter off your sheet.

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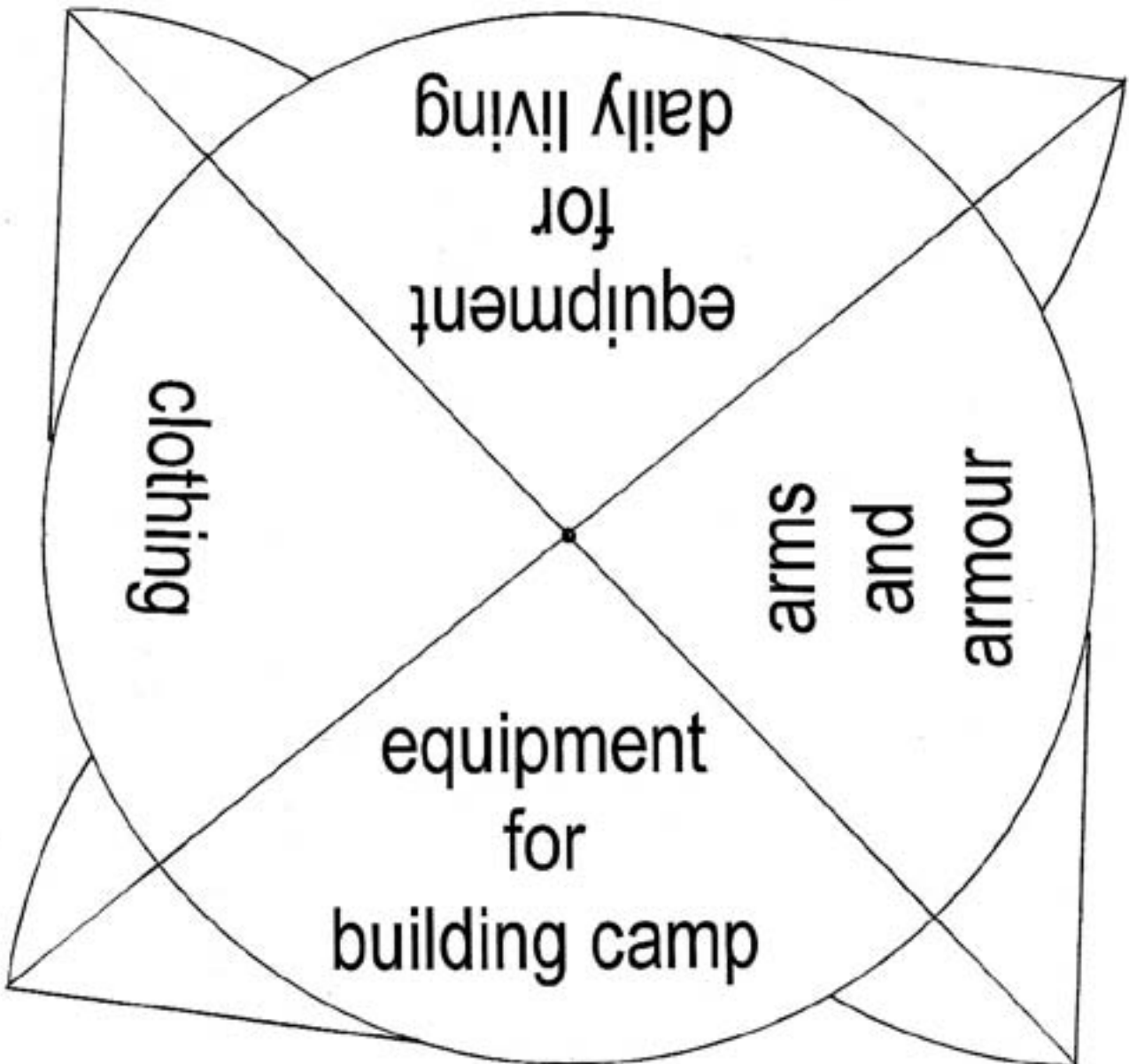
Marius Mules: cards for Signa Inferte game

<p>cibaria</p>  <p>rationes for 3 days</p>	<p>caligae</p>  <p>boots</p>	<p>tunica</p>  <p>a tunic</p>	<p>pilum</p>  <p>a javelin</p>
<p>gladius</p>  <p>a sword</p>	<p>pugio</p>  <p>a dagger</p>	<p>sartago</p>  <p>a cooking pot</p>	<p>hasta</p>  <p>a spear</p>
<p>duo valli</p>  <p>two sharpened stakes</p>	<p>ampulla</p>  <p>a water flask</p>	<p>pilum murale</p>  <p>a carrying pole</p>	<p>pumex et novacula</p>  <p>pumice and razor</p>
<p>falx</p>  <p>a sickle</p>	<p>corbis</p>  <p>a basket</p>	<p>bipalium</p>  <p>a turf cutter</p>	<p>balteus</p>  <p>a leather strap</p>
<p>sagum</p>  <p>a cloak</p>	<p>funis</p>  <p>a rope</p>	<p>serra</p>  <p>a saw</p>	<p>scutum</p>  <p>a shield</p>
<p>dolabra</p>  <p>a pickaxe</p>	<p>saccus</p>  <p>a bag</p>	<p>galea</p>  <p>a helmet</p>	<p>ligo</p>  <p>a spade</p>
<p>vinculum</p>  <p>a chain</p>	<p>lorica segmentata</p>  <p>plate armour</p>	<p>fasciae</p>  <p>bandages</p>	<p>sacculus et salarium</p>  <p>a purse and wages</p>

# Sort It Out: A Roman Soldier's Equipment

You will need to print a spinner for each group of four playing the game. They work best if they are printed on card and laminated.

## Spinner template



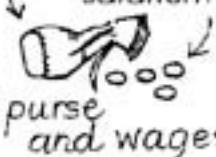
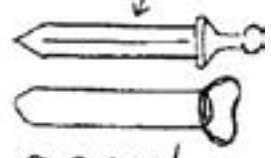







Sort It Out:  
A Roman Soldier's  
Equipment

Every player has  
a board, and nine  
counters.

Take turns to spin  
the spinner.

You may put a  
counter on one  
appropriate picture  
after each spin.

The first player to  
cover all their items  
is the winner!

<p>sacculus et salarium a purse and wages</p> 	<p>gladius a sword</p> 	<p>sartago a cooking pot</p> 
<p>galea a helmet</p> 	<p>balteus a leather strap</p> 	<p>falx a sickle</p> 
<p>tunica a tunic</p> 	<p>serra a saw</p> 	<p>sagum a cloak</p> 







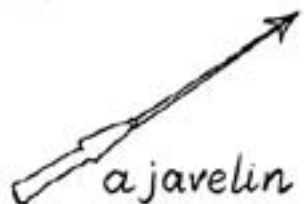


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<p>fasciae bandages</p> 	<p>tunica a tunic</p> 	<p>corbis a basket</p> 
<p>vinculum a chain</p> 	<p>bipalium a turf cutter</p> 	<p>lorica segmentata plate armour</p> 
<p>pilum a javelin</p> 	<p>caligae boots</p> 	<p>ampulla a water flask</p> 


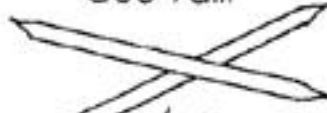


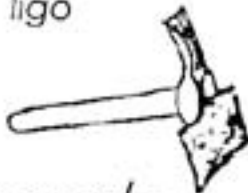
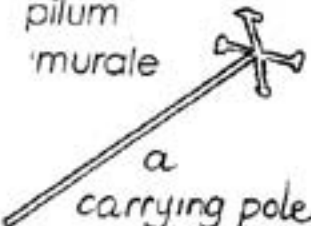



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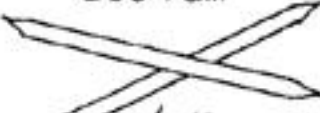





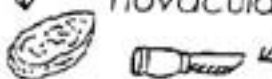
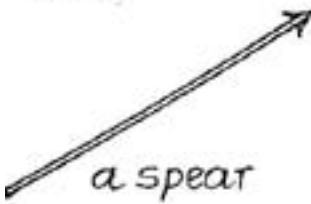

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