# Running reporter – ancient Roman graffiti

This resource is for the teacher. It provides the content and instructions you need to share with students.

## Activity 1 – running reporter

Before beginning the activity, teach the students the new vocabulary:

* *suspīrium -ī*: heart-throb
* *fullō fullōnis*: fuller (someone who cleans cloth)
* *ulula -ae*: owl (the symbol of fullers).

This game can be used to introduce ancient graffiti to students and is best played outside. Establish rules with students, for safety. For example, students must walk or move quickly, with any student caught running or moving unsafely having to wait with the teacher for 10 seconds.

Divide students into pairs. One student is the ***scrība*** and the other is the ***nuntius***. The *scrība* will need a pen and copies of the ‘Answer sheet (Latin)’ and ‘Answer sheet (English)’ sections of this resource to write the list of words.

On a chair for each pair, some distance away from where the pairs start, place the ‘List of graffiti’. When the game starts, the *nuntius* goes to the chair, reads the list of graffiti and tries to memorise as many of them as possible. They then return to their partner, the *scrība*, and communicate the words they can recall. As they communicate them, the *scrība* must note them down, with correct spelling, on their answer sheet. The *nuntius* continues togo back and forth, until the pair has completed all the graffiti on the answer sheet. The *nuntius* cannot shout the words from afar and must communicate them quietly to the *scrība* when they report them. The *nuntius* is allowed to check the spelling of the words and change any as required before announcing *perfecti/perfectae sumus* tothe teacher.

Once the Latin has been approved by the teacher, students work on the English translations of the phrases. Once they have finished the English they once again announce ‘*perfecti/perfectae sumus’.* The teacher will check the English translations and the team with the correct English translations will be declared the winners.

### Answer sheet (Latin)

*scrība*: \_\_\_\_\_\_\_\_\_\_\_\_

*nuntius*: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |

### Answer sheet (English)

*scrība*: \_\_\_\_\_\_\_\_

*nuntius*: \_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |

### List of graffiti

1. *Rūfus est*
2. *Rigulus amat Idaia(m)*
3. *cavē canem*
4. *labyrinthus: hīc habitat Minotaurus*
5. *M(arcī) Iūnī īnsula sum*
6. *suspīrium puellārum: Celadus T(h)r(ācus)*
7. *fullōnēs ululamque canō nōn arma virumque*
8. *Crescēs fullōnibus salūtem (dat) hīc et ubīque*

## Activity 2

Once you have approved the Latin the students have written on their answer sheet, direct them to work together on translating the phrases into English. When finished they must announce *perfecti/perfectae sumus.* Check the English translations, declaring the team who are first to provide the correct English translations as the winners.

### Answers

1. It’s Rufus.
2. Rigulus loves Idaia
3. Beware of the dog
4. The labyrinth: here lives the Minotaur
5. I am the apartment of Marcus Iunus
6. The heartthrob of the girls: Celadus the Thracian
7. I sing of fullers and owls, not arms and the man
8. Cresces gives a greeting to the fullers, here and everywhere

After the class has completed the activity, discuss the translations of the graffiti as a class. In your discussion include a comparison with modern day graffiti from around the school or community.

## Activity 3

Show the ‘Ancient Roman graffiti and inscriptions’ PowerPoint. Ask students to complete the Think-Pair-Share activity on slide 4 and the graffiti creation activity on slide 15.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.