

## COINS, Stations

***One strategy to take for the day when students receive their coins (after they have spent some time cleaning them) is study stations. This facilitates simultaneous engagement of all the students, sharing of important resources and equipment, and productive use of class time. The following stations can be set up around the room in a class with a block schedule. Students move from station to station in groups of two or three. They change stations about every ten minutes. The directions can be printed on brightly colored sheets of paper and place din sheet protectors at the different stations. Instructions for several stations follow.***

### ***1. Measurements Station (scale, ruler, attribution charts, magnifying glass)***

Field archaeologists can tell you that archaeological fieldwork includes a lot of recording of facts. As they are excavated, artifacts are measured, weighed, and catalogued. These catalogues are later published and can be studied by research-oriented archaeologists, historians, and others to learn more.

Imagine you are now a student who is volunteering at an archaeological site. You have been assigned the task of getting as much physical data about coins as possible.

Complete as much of the coin attribution sheet as possible.

- 1.) How much does your coin weigh? (Use the scale. Measure in grams.)
- 2.) What is its diameter? (Use a ruler. Measure in millimeters.)
- 3.) Food for thought.
  - If your coin was minted in 250 A.D., how old is it?
  - If your coin was minted in 300 A.D., how old is it?
  - If it was minted in 350 A.D., how old is it?
  - If it was minted in 400 A.D., how old is it?
- 4.) Do you think that your coin weighs more as a result of deposits and patina, or does it weigh less than its mint weight as a result of wear?

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### **2. Observation Station: The Human Eye and Beyond (magnifying glass, microscope, cleaning brush if available)**

Archaeologists use many tools. What a person sees and observes is very important, but often advanced methods are used with artifacts.

#### Personal Observation

Write a description of your coin. Include what you see on both the **obverse** and the **reverse**. Is there anything in the **exergue**?

In your description, focus on what you can see. If only a nose is visible, focus on the nose.

Use expressions and words such as the following in your description: fully preserved, partly visible, unclear, deposits,

#### Using a Scientific Tool

Look at your coin under a microscope. What do you see? Take notes.

#### Question

What other scientific equipment or methods do you think could help us know most about coins and their history?

### **3. Sketching station (plain paper, pencils, large round object to trace)**

One aspect of archaeology is archaeological drawing. Some archaeologists make sketches of artifacts as they are dug up in archaeological sites. **Poof.** You are now an archaeologist who has just discovered an ancient coin.

**Make a sketch of your coin.** Include all the details you can now see. Each side of the coin should fill up about  $\frac{1}{2}$  of the sheet of paper.

Only draw what you see. If you believe something can be restored or is present, but you cannot really see it, indicate the area with shading or dotted lines. This is a standard archaeological practice.

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Label the parts of the coin, but do not obstruct your view of what is represented: *legend*( *inscription*), *mint mark*, *workshop mark*, *obverse*, *reverse*, *exergue*, and *field*.

**4. Legend (Inscription) Station (microscope, magnifying glass, dictionary, list of inscriptions, list of mint marks, cleaning brush if available)**

*legendum* -- It must be read.

How much of the writing can you decipher on your coin?

Copy and enlarge this (the inscription or legend). Leave spaces for letters that you cannot decipher.

Questions:

What do you notice about the Latin?

Are there any *ligatures*?

Are any letters formed strangely?

Do you know what any of the Latin means?

Can you find out the meaning of any of the Latin using a dictionary?

Can you see the *mint mark* in the *exergue*?

**5. Iconography and Interpretation (iconographic guides, historical dictionary)**

Use the resources provided to begin identifying the iconography.

Obverse iconography – Does it appear to be a bust? Is an emperor represented? Can you see the head gear?

Reverse iconography – Can you identify the reverse iconography. Does it appear to be a symbol? A scene? Other? Can you identify it more clearly now?

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### **6. Historical Fiction Station (LATIN 1) -- Complete this station as homework**

Use the following derivatives to complete the story about a Roman **gladiator** and a mysterious **coin**. (from **Cambridge Latin Course**)

- advocate** – a defender or supporter
- agent** – a person who acts on another's behalf
- audience** – a group of listeners
- convene** – to assemble, gather together
- fabulous** – mythical or legendary, marvelous
- feminine** – characteristic of women
- judicial** – pertaining to legal practice (the courts)
- satisfy** – to fulfill
- spectator** – a person who watches
- state** – a condition or situation
- terrify** – to frighten
- turbulent** – rowdy, unruly
- vendor** – a person who sells something

Copy this story onto your own paper. Each person should do this independently, even though you may confer about the correct use of words.

*Once upon a time a gladiator was travelling from Pompeii to Rome, feeling rather impecunious (poor; having little money) . . . .*

### **6b. Historical Fiction Station (LATIN 2) Complete this station as homework**

Use the following derivatives to complete the story about a glassmaker in Roman Alexandria and a magical **coin**.

- allocate** to designate
- aural** pertaining to the ear
- cogitation** thoughtful consideration, meditation
- curator** the administrative director of an institution such as a museum
- domesticate to** tame

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**dulcet** melodious, sweet

**fortuitous** happening by chance or accident

**imprecation** a curse

**irremediable** unable to be corrected; incurable

**itinerant** traveling or wandering

**latitude** extent, breadth

**pessimist** one who habitually expects the worst

**relinquish** to abandon, leave behind

**vex** to bother, annoy

Copy this story onto your own paper. Each person should do this independently, even though you may confer about the correct use of words.

*Once upon a time there was a glassmaker who had a shop in a rather pleasant quarter of Alexandria, Egypt. The glassmaker had always been a rather creative person, but recently he was faced with a vexing (annoying) problem. . . .*

### **7. ROME's Footprints in America (books on coins and coin collecting; American coins of several denominations)**

1. Make a Venn-Diagram or a two-column compare-contrast chart.
2. Complete this by comparing your coin with one or more American coins.
3. Which denomination of American coinage is your coin most like? How? Write down your answer.
4. What are some things you notice about American coinage that you have not thought about before?

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If you finish this, leaf through the provided reference books on American coinage and coin collecting.

### 8. **NOTEBOOK ORGANIZATION STATION (extra)**

**Organize your notebook. Be careful not to misplace your coin.**

We will have a notebook check next week. Your notebook:

- 1.) Must have dividers.
2. Must be organized into the correct sections:
  - a.) general information (syllabus, etc.)
  - b.) vocabulary and etymology (= study of the history of words)
  - c.) grammar and language notes
  - d.) culture, history, and mythology
  - e.) other (returned work, etc.)
3. Should include all the work we have done in class.

Make sure to keep your coin materials together. These may go in the culture section, or you may create a separate section for these.