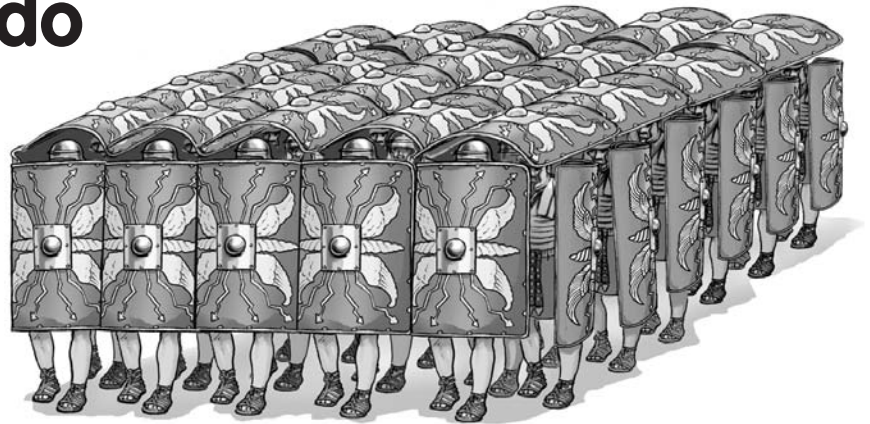
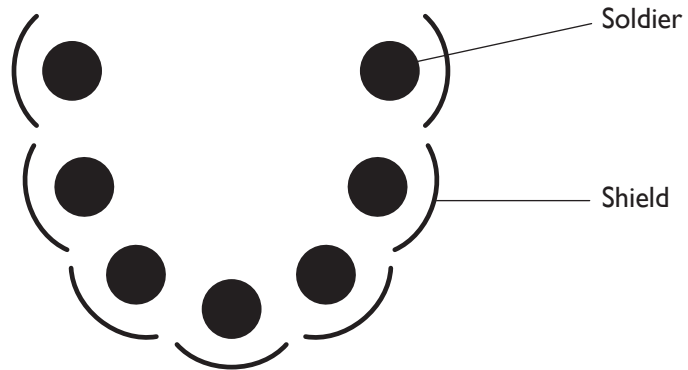


# Make a testudo

1. Take a very large sheet of cardboard and make a Roman shield using the pictures on page 13 to help you.



2. Devise a handle for the back of the shield and stick it in place.
3. Organise a group of soldiers to stand as this plan shows. Then let others join in to fill the space and make the roof.



4. Make the testudo move forwards ten metres.
5. What problems did you have in keeping yourself protected as you moved along? Discuss your ideas with the other soldiers in the group. How could you improve on your attack? Write down your findings here.

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6. Imagine what it must have been like in the testudo when you were moving across a battlefield and write about your ideas on the back of this worksheet. Compare your ideas with others in the testudo. What do you find?

# Teacher's sheet

Based on **pages 12 and 13** of *The Romans in Britain*

## Make a testudo

### Age range

- You may wish to use this activity with years 3/4 (SP4/5) students as they are generally smaller than older students and it may be easier to find sheets of cardboard large enough to make the shields.
- Although students in years 5/6 (SP6/7) may enjoy and benefit from this activity you may experience difficulty finding sheets of cardboard large enough for them to use.

### Resources

Very large sheets of cardboard, scissors, smaller pieces of cardboard, sticky tape (or string) to make the handles.

### Using the worksheet

You could use this worksheet after reading pages 12 and 13 in the student book and tell them to imagine they are about to engage with the Celts in battle. Tell the students that the Celts will make a lot of noise in battle as well as throw objects at them. This information will help them use their imaginations in step 6 of the activity.

### Younger students

Let the students look at the pictures of shields on page 13 of the student book and give them a piece of cardboard each. Let them decide on the shape and curvature of the shield and how it will be supported at the back. When all decisions have been made let the students make their shields. If there are differing ideas about how the handles should be made let the students make their own handles. They will be able to evaluate the performance of the handles later.

If there is time and you feel that it is appropriate you may let the students paint and decorate their shields.

Let the students try steps 3 and 4. When they are moving forwards in the testudo you may wish others in the class to make warlike noises for added realism.

Step 5 enables the students to evaluate the way they worked as a team and devise ways to improve performance.

Step 6 allows the students to compare feelings. You may like to quantify the data such as how many felt frightened, how many felt they were not in control, how many would have preferred to stand and fight the enemy, and so on, and express the information in a chart.

### Outcomes

The students can:

- Use simple materials and equipment safely.
- Devise and build a piece of equipment.
- Assess their performance in working in a team.
- Explore what it might have been like to go into battle in a testudo.

### Older students

The students can follow the sequence outlined above for younger students. They may devise more sophisticated shields and show greater teamwork and imagination.

### Outcomes

The students can:

- Use simple materials and equipment safely.
- Devise and build a piece of equipment.
- Assess their performance in working in a team.
- Explore what it might have been like to go into battle in a testudo.