

Boudicca's Revolt























Queen Boudicca - Prepare for Battle!

 **Mission Impossible:** to take Londinium, defeat Suetonius and end the Roman occupation of Britain.

The year is 60 AD and you are going to take on the role of Iceni Queen, Boudicca. You have just attacked and wiped out all the Roman settlers in Camulodunum. The fierce Roman General, Suetonius Paulinus is in northern Wales, heard the news of your rebellion and sent the IX Roman Legion to fight you - this was his first mistake and you ambushed and destroyed them. Now you are heading to Londinium (London) to complete your revolt - Suetonius is heading there to meet you with his own legion of about 11 000 men. You must now prepare for battle by choosing your army and equipment

- Select the x 14 most appropriate personnel, weapons or equipment from the list below.
- Non of the items are compulsory.
- You may work with a partner and negotiate your final choices - items are scored at 1-3 at your teachers discretion!

	Boudicca - Queen of the Iceni. X 1		Iceni Warriors (experienced) x 10 000
	Trinovantes Warriors (experienced) Newly allied tribe x 7000		Iceni Men (fit / inexperienced) x 70 000
	Iceni Men (old and inexperienced) x 10 000		Iceni Women (inexperienced) x 50 000
	Captured Roman Legionnaires Heavily armoured infantry x 3000		Captured (non) Roman Auxiliaries Cavalry, archers, light infantry x 2000
	Horses x 6000		Chariots x 3000
	Iceni Shields x 15 000		Celtic Swords x 30 000
	Trinovantes Shields x 8 000		Celtic Battle Axes x 15 000
	Spears x 15 000		Captured Roman Shields x 5000
	Farming Equipment / Weapons x 100 000		Captured Roman Gladius x 5000
	Blue face / body pain Unlimited		Captured Roman Helmets / Armour x 5000

To General Suetonius ...

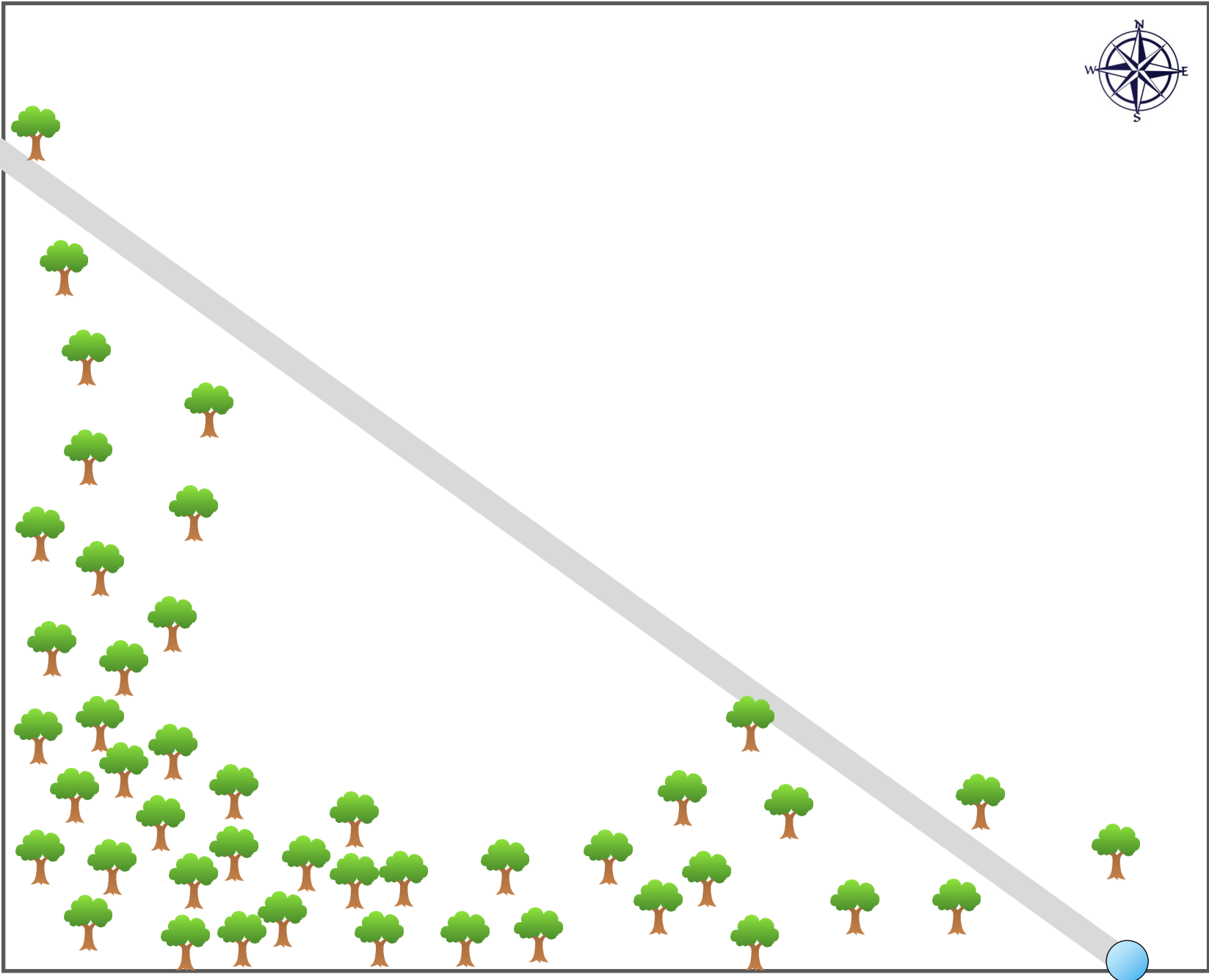
'Iceni Queen Boudicca has already destroyed the massive Roman settlement at Camulodunum AND ambushed the IX Legion that you sent to end her revolt. Matters must now be taken into your own hands and you must stop the rebel Boudicca before she takes Londinium. You have an army of 11,000 men - the exact numbers of Britons are harder to estimate. Our spies suggest anywhere between 150,000 to 250,000 men and women. This will be a fight to the death - there can be no surrender. Final note, Boudicca's army are coming from the N to NE.'

Map Legend

Suetonius XIII Legion	LEG
XIII Legion	LEG
XX Legion (part of)	LEG
XIII Auxiliary Cavalry	CAV
XIII Auxiliary Archers	ARC
To Londinium	
Watling Street	

Prepare for Battle: General Suetonius Paulinus


Mission: to destroy the filthy rebellious Boudicca and her tribes of savages.



LEG
LEG
LEG
LEG
LEG
CAV
CAV
ARC
ARC
LEG
LEG

Cut out and place your forces on the map — annotate and label to show how you plan to defeat the rebel Boudicca.

Boudicca's Revolt: Queen of the Iceni

 **Mission:** to analyse, evaluate and compare historical sources to find out what really happened when the Romans fought the Iceni Queen.

A “Have no fear of the Romans; for they are not better than us neither in numbers nor in bravery. And here is the proof: they have protected themselves with helmets and breastplates, forts and walls and trenches. They are influenced fear but we follow a plan of rough and ready action. We enjoy such a surplus of bravery, that we regard our tents as safer than their walls and our shields giving us greater protection than their whole suits of mail. Furthermore, this region is familiar to us and is our ally, but to them it is unknown and hostile. As for the rivers, we swim them naked, whereas they do not cross them easily even with boats. Let us, therefore, go against them trusting boldly to good fortune. Let us show them that they are hares and foxes trying to rule over dogs and wolves.”.

**An account of Boudicca's speech—written by Roman Historian Cassius Dio in his book: Roman History
Published c210 AD**

B Part of the Roman army was at Exeter, but its commander refused to come to help fight against Boudicca. Roman Commander Paulinus had to make do with what he could muster - perhaps 10,000 men.

Boudicca may have had ten times more soldiers than the Romans, but the Romans were well trained. There was a great battle. The only reports of it come from Roman writers, such as Tacitus. Tacitus says most of the Britons were killed. Rather than be captured, Boudicca drank poison to kill herself. The Romans had won.

Website: BBC Schools UK.

Roman Historian Suetonius writes that the Romans had an army of about 10,000, while Boudicca had 230,000 soldiers. "The Romans took up a position with a plain in front and dense woodland behind. Boudicca's tribesmen entered the plain, drawing up their wagons at the back, together with the women and children, as though in a grandstand. Lured into attack, the Britons were met first with a shower of javelins, and then by a disciplined assault. Trapped by their own carts, there was a terrible slaughter of the Britons" It is claimed that 80,000 Britons and 400 Romans were killed during the battle.

Website Article - Spartacus History Educational.



Name: _____

Class: _____

Source Skills 1 - Analysis (a careful study)



Mission: to understand the basic Content and Origins of source A

Study Source **A**

/ 15

Who created the source: _____

What is their job, role or position: _____

Where is the person who made the source from: _____

Who is it for / to / audience: _____

When was the source created (year) _____ this is in the _____ century

When (tick 2): BCE ☐ CE ☐ AND BC ☐ AD ☐

When / type of source (tick 1): Primary ☐ Contemporary ☐ Secondary ☐ Tertiary ☐

What / type of source: letter, speech, diary, other: _____

What does the source say: (Summarise in your own words rather than copy out lines)

1.The **main** point of the source is: _____

2.The source also tells says: _____

3. Furthermore, _____

4. _____

What: is the overall TONE of the source. (add one word / emotion to show how the 'author' feels)

Source Skills 2 - Evaluation (testing for reliability)



Mission: to evaluate the source A

Now that you have analysed source A you are going to evaluate source A.

Analysis = to study the source very carefully.

Evaluation = to judge the source and decide if it is reliable or not.

To help with your evaluation remember the 'COP' method ... and when evaluating the content look out for the 'bias indicators'. For example, a reliable source will use more facts than opinions or use calmer, clear, words rather than strong or exaggerated language.



Content

What the source says



Origin

Who, when, where



Purpose

Why, motive, reason

Now use the COP method to evaluate (judge) if the source is more reliable or unreliable.

C O N T E N T	Unreliable	What	Reliable	O R I G I N	Who	When	Where	P U R P O S E	Why
	Uses opinions One sided Strong Language Emotional Confused Boasts Exaggerates Subjective Disrespectful		Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful		Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or do they have a good character or reputation? Could the 'audience' influence what is said or written?	Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time.	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national, regional or political bias.		Does the person have <u>motive</u> or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?

Study Source **A**

/ 10

Content 1 (what) - read the source carefully and look for 'bias indicators' eg. opinion, fact, exaggerates.

Point: The content makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain : _____

Evidence from source : " _____ "

Origin of the source: consider the who, when and where.

Point: The origin makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain : _____

Purpose of the source: consider the motive, the 'why' it was created

Point: The purpose makes the source MORE likely to be reliable ☐ LESS likely to be reliable ☐

Explain: _____

Other reasons for OR against reliability? Is the source corroborated by sources B,C and D ?

Finally, give the source A an overall judgement for its reliability by circling below.

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Source Skills 3 - Comparing / corroboration

How similar are sources B and C ?

Introduction: 'The sources are similar to (a limited, some, a large) extent'.

 **Content 1:** Are the MAIN messages similar, corroborated or not ?


Remember PEEL - support your **point** with **explanation**, **examples** and "**evidence**" from both sources.

The main messages of sources B and C are / are not similar


 **Content 2:** look for other content / information that is different or not corroborated.

Remember PEEL - support your **point** with **explanation**, **examples** and "**evidence**" from both sources.

The sub messages / contents of sources B and C are / are not similar

 **Origins:** are the origins (who, where, when) of the sources similar or different?

The source origins are / are not similar ...

 **Purpose:** are the motives (why created) of the sources similar or different?

The motives of the sources are / are not similar ...

A SHORT Plan For Comparing / Corroboration

(Tip: if the MAIN messages ARE similar look for differences in the sub-message)

	Source B	Source C	?
Main Message			Similar <input type="radio"/> Different <input type="radio"/>
Sub Message			Similar <input type="radio"/> Different <input type="radio"/>
Sub Message			Similar <input type="radio"/> Different <input type="radio"/>

“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”

Abraham Lincoln



THE ROMANS

(BOUDICCA)

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