

“Coins in the Classroom: a hands-on primer”

This workshop introduces participants to the study of ancient coinage in a classroom setting, with a goal of giving participants both tools and a methodological framework for using coins in their classes through hands-on activities. The workshop is divided into three components: an introduction (15 min), two hands-on activities (30 min each), and a brainstorming session and wrap-up (15 min). The introductory portion led by one organizer/presenter serves to orient participants to basic numismatic terminology, abbreviations on coins, and standard reference works, including M. Crawford, *Roman Republican Coinage*, 2 vols. (Cambridge, 1974), the various volumes of the *Roman Imperial Coinage* (London, 1923-1994), and, more recently, L. Kallet and J. Kroll, *The Athenian Empire: Using Coins as Sources* (Cambridge, 2020), as well as online resources for the study of coins. Participants receive a handout with this information, as well as access to a Google-doc version with links to the online resources. Participants need to bring their own electronic devices to access these materials.

Following this introduction, participants are split into two groups and rotate through two hands-on activity stations to practice working with, studying, and thinking about how to integrate coins into their own classes. Each organizer/presenter oversees one activity, guiding participants through the steps, discussing their outcomes, and answering questions. The first activity asks participants to rotate through two stations: the first to learn how to document and record the size, weight, and die axis of an ancient coins, and take a photo of an ancient coin via a digital microscope.

The second activity asks participants to consider how coins relayed information and messages through their abbreviated Latin legends and imagery. Participants are given a set of

high-quality images of coins and asked to translate and interpret the Latin inscriptions on them using the numismatic resources provided, and with a short guide to historical context, consider how the imagery on the coins reinforced state or imperial messaging. Participants then use the online databases discussed in the introduction to identify the coins and consider how their imagery and date fit into their cultural context.

Following these two activities, the organizers/presiders give additional short examples and case studies about how to use coins in the classroom and invite the audience to brainstorm additional ideas. These activities produce a practical introduction for working with coins (both physical coins and digital images of them) and seek to provide space and opportunity for participants to generate their own ways of integrating coinage into their classes.

This workshop is appropriate for teachers using coins in a variety of different classroom settings: middle, high school and college classrooms; Greek, Latin, history, mythology, and archaeology classes; large lecture courses and smaller seminars.