

Topics: Number Systems, Ancient Cultures (Rome), Place Value, Equivalents, Probability

## Materials List

$\checkmark$ Blank cubes
$\checkmark$ Markers (permanent markers are required if using plastic cubes)

This activity can be used to teach:

- Knowledge and understanding of the past (National Curriculum for Social Studies: Theme 2,
Time, Continuity, and Change)
- Place Value \&

Equivalents
(Common Core Math
Standards: Number and Operations in Base Ten, Grade 2, 1, 4; Grade 4, 1, 2, 3; Grade 5, 1)

## Roman Numeral Dice

## Taking a Chance on Ancient Rome



Students can learn alternate number systems by making and using these dice that use Roman Numerals instead of spots or pips.

## To Do and Notice

1. Make the dice by writing a number on each side of each cube.
2. Use the dice to play a game as you would normal dice (such as Yahtzee ${ }^{\mathrm{TM}}$ ). After brief play, students will learn numbers through repeated exposure.

## The Math Behind the Activity

While our alphabet is the Roman alphabet, our number system (base 10 digits, with a " 0 " place holder) is Western Arabic, a place value numeral system. Digits in our place value system can be placed in any order, but changing the order changes the value (i.e.- 35 and 53 contain the same digits, but have different values). Roman numerals, on the other hand, are quite different: Letters represent specific values, and they are strung together to represent larger figures (i.e. - XX equals $20,10+10$ ). Roman numeral conventions dictate that letters representing larger numbers are written first. If a smaller number is written first its value is subtracted from the larger number that follows. For example, to write 4, the letter for $5(\mathrm{~V})$ is preceded by the smaller value letter I (1). To create 90 , the letter X (10) precedes the letter C (100) $(90=$ XC $)$. Thus XXI equals 21, XIX equals 19 and IXX is not a valid Roman numeral.

| Number | Roman |
| :---: | :---: |
| $\mathbf{1}$ | I |
| $\mathbf{5}$ | V |
| $\mathbf{1 0}$ | X |
| $\mathbf{5 0}$ | L |
| $\mathbf{1 0 0}$ | C |
| $\mathbf{5 0 0}$ | D |
| $\mathbf{1 0 0 0}$ | M |


| Roman Numeral <br> Equivalents |  |
| ---: | :--- |
| $\mathbf{3}$ | III |
| $\mathbf{4}$ | IV |
| $\mathbf{8}$ | VIII |
| $\mathbf{9}$ | IX |
| 40 | XL |
| $\mathbf{1 4 2}$ | CXLII |
| $\mathbf{5 9 3}$ | DXCIII |
| $\mathbf{1 0 0 2}$ | MII |
| $\mathbf{2 2 2 5}$ | MMCCXXV |

## Taking it Further

See the RAFT Idea Sheet $\boldsymbol{E}$ Pluribus Unum for game directions using Roman number dice that reinforces number systems, place value, and equivalents

Web Resources (Visit www.raft.net/raft-idea?isid=361 for more resources!)
Roman numeral system - information and activities - http://www.romannumerals.org/index.html \& http://www.romannumerals.co.uk/index.html

