



Support Materials

AS Level Classical Civilisation H041:

Unit F381

This booklet contains the following support materials:

- **Scheme of Work**
- **Lesson Plan(s)**

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Classics. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plan for Classics. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced ‘by teachers for teachers’ in order to capture real life current teaching practices and they are based around OCR’s revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students’ needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea

All the teaching ideas contained in the SOW are innovative, but the icon is used to highlight exceptionally innovative ideas.



= Stretch & Challenge Activity


This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



= ICT Opportunity


This icon is used to illustrate when an activity could be taught using ICT facilities.

Classical Civilisation H041: Archaeology: Mycenae and the classical World F381

Suggested teaching time	9 hours	Topic	Dating Techniques and the Classical World	
Topic outline	Suggested teaching activities		Suggested resources	Homework
History vs. Archaeology	<ul style="list-style-type: none"> • Discussion of the advantages of studying the past and different methods of doing so. • What are the pros and cons of studying history (emphasis on how history is only relevant in studying periods of literacy and how historiography can very often be influenced by the opinions and affiliations of the writers). • Discussion of primary and secondary evidence for the past. • How are archaeologists different in their approaches to the past? Discussion of how books can lie, while buried walls and pottery cannot. • Discussion of the reasons why pottery is crucial in archaeology. • How archaeology can be useful in comparison as a tool to test the veracity of written history. • Introduce Pompeii/Herculaneum as an example of an archaeological site about which much is known, as a result of the eruption of Vesuvius as a recorded historical events. • Introduce idea of <i>terminus ante/post quem</i> and how relative dating can help in providing a guide to dating other Roman pottery when compared to that found at other sites. 		<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. <i>A. Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). 	<ul style="list-style-type: none"> • Homework – use Internet to find a building at Pompeii and to write down what we can learn about the people that lived in/worked in/worshipped in/ made use of that building. 

Classical Civilisation H041: Archaeology: Mycenae and the classical World

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Suggested teaching time	9 hours	Topic	Dating Techniques and the Classical World
Topic outline	Suggested teaching activities	Suggested resources	Homework
Layering	<ul style="list-style-type: none"> • Discuss homework and look at how much students have learned from their research – all information gained by interpreting just one building and its extant contents without recourse to historical evidence. • Revise previous lesson's work on relative dating. Move on to introduce the idea of layers in the ground and the way that they can be used in relative dating. • Use of glass tank or diagrams taken from text books or Internet if available in classroom to back up explanation of stratigraphy. If possible, use a diagram without interpretation and get class to work out a history of the site based on what they see. Ideally a complicated diagram would be used; the better to illustrate the problems caused by rebuilding and robber trenches. • Discussion of various methods of excavation and their effect on the visibility of strata. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). • Glass tank. 	<ul style="list-style-type: none"> • Homework – use Internet or photocopied article to study the history of a site and write down what can be learned from merely looking at layers in the ground. 
Dating for Archaeologists in the 21 st Century	<ul style="list-style-type: none"> • Discuss homework and students' interpretations. Revise the varied usefulness of different excavation methods for viewing strata. • Discussion of a brief history of excavation, focusing on the work carried out by Schliemann at Troy, and how stratigraphy was not taken sufficiently into account. • What other dating techniques can archaeologists employ? Ask class for suggestions. Other relative techniques will be dealt with later, but dwell on absolute dating techniques. Discuss the following with reference to photocopied articles, the text book being used or the Internet if appropriate: <ul style="list-style-type: none"> • coins; • radiocarbon dating; • dendrochronology; • thermoluminescence. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). • <i>Current Archaeology Magazine</i>. 	<ul style="list-style-type: none"> • After lesson: this would be an appropriate point to take the class to a local museum if possible to look at finds that can be useful in dating as well as at pottery fragments.



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

Classical Civilisation H041: Archaeology: Mycenae and the classical World

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Suggested teaching time	9 hours	Topic	Dating Techniques and the Classical World
Topic outline	Suggested teaching activities	Suggested resources	Homework
Typology for Beginners	<ul style="list-style-type: none"> • Discuss what was seen at the museum. • After discussion of coins and other forms of absolute dating, move onto seriation sequencing. • Choose pictures of examples of pottery, ideally Mycenaean, and discuss the ways in which they can be used by archaeologists. • Use photocopied diagrams to encourage students to look for patterns and developments. • Explain typology and how it can be used to create relative dating between sites. • Other uses of studying pottery – analysis of food/drink remnants, information gained from burial customs from pottery left in tombs. • Discuss how archaeologists use diagrams to enable identification of fragments. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). 	<ul style="list-style-type: none"> • Homework - provide diagrams of pottery from a particular period – Classical Greek or Roman. Ask students to research, using Internet or library, the different uses of the different types and to piece together a typological sequence for them. 
Pots, Pans and the Bronze Age Dinner Table	<ul style="list-style-type: none"> • Discuss homework and how useful typology can be. • Discuss pottery fabric and how it can be used to suggest trade between towns and between cultures. • Use a typological sequence of Roman pottery to show how Roman pottery began to be found in Britain after the invasion and how it was influenced by British designs. How the two began to merge together. • Use examples of pottery found around the Mediterranean to illustrate a sequence of events from Cretan dominance, through the Mycenaean period to the Warrior Vase. • Lead into a discussion of the pottery found in the Kas shipwreck and what it can tell archaeologists. • Use video of a documentary or a session on the Internet to explore the role of Thera's eruption in Cretan and Greek history. Pottery finds will be an integral part of the way in which archaeologists have worked on dating.  	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). 	<ul style="list-style-type: none"> • Homework: essay on different techniques of dating and how they have been used by Classical archaeologists.



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Classical Civilisation H041: Archaeology: Mycenae and the classical World

F381

Suggested teaching time	9 hours	Topic	Dating Techniques and the Classical World
Topic outline	Suggested teaching activities	Suggested resources	Homework
Bronze Age Business Studies	<ul style="list-style-type: none"> • Discussion of homework. • Lead into discussion of Linear B and how it can be used as an example of evidence for everyday life in a dated period in Mycenaean times. Use examples of tablets to show ideogrammatic nature of writing and numeracy. • Discuss what these tablets can tell us about the social structure and civil administration of Mycenaean palace structures. • What can these tablets teach us about contact with other cultures? Back up with discussion of the ingots found on the Gelidonya shipwreck and comparison with the Rekhmire tomb. • Lead into a map of the Mediterranean. Provide students with a list of Mycenaean artefacts, or use chapter in text book, and put together a labelled map showing the extent of trade in this period using information given. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). 	<ul style="list-style-type: none"> • Homework: essay on reconstructing the daily life of the Mycenaean culture using artefacts and finds dated to a particular period.
Warriors of Atlantis	<ul style="list-style-type: none"> • Discuss homework. • Revise the work done on Thera. Maybe discuss theories pertaining to Atlantis. • Use the wall-paintings found at Tiryns and Akrotiri to open discussion of the usefulness of art from a dated period in teaching us about a society. The religious scenes and agricultural frescoes, as well as the ship fresco and the 'bosomy' lady should be discussed. • Lead into discussion of the scenes showing swords and provide students with photographs of Mycenaean and Minoan period swords. • Get class to put together a typological sequence for these swords, using dating techniques studied in lesson four. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). • There have been various documentaries on the wall-paintings and there are many websites that can easily be found on the Internet. For example www.therafoundation.org. 	<ul style="list-style-type: none"> • Homework: Ask students to research the story of the Trojan War as described in Homer and Virgil.



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Classical Civilisation H041: Archaeology: Mycenae and the classical World

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Suggested teaching time	9 hours	Topic	Dating Techniques and the Classical World
Topic outline	Suggested teaching activities	Suggested resources	Homework
Dressed to Kill	<ul style="list-style-type: none"> • Discuss homework. What do we know about the Trojan War and its place in history? • Introduce students to findings of Schliemann and Korfmann, et al, at Troia. How do they compare to what the mythology tells us? Discussion of oral tradition of Homer and its possible usefulness or lack thereof as a primary historical source. • Provide students with a list of Mycenaean armour and weaponry that has been found, as well as references in Linear B tablets. Get them to draw a large matchstick man and dress him with labelled drawings of actual artefacts as known from the archaeological record. • Then provide class with photocopied extracts of Homer, <i>Iliad</i> 3.328-338, 11.15-46, 16.130-144 and 19.367-391. These scenes describe warriors dressing for battle. Get class to dress a drawing of a matchstick man. • Use the two drawings to consider the usefulness of Homer as a source for the Mycenaean age. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). Homer, <i>Iliad</i> 3.328-338, 11.15-46, 16.130-144 and 19.367-391. 	<ul style="list-style-type: none"> • Homework: Ask students to use the Internet to research the work of Robert Bittlestone in his quest for Odysseus' palace. 
Twilight of the Mythological Age	<ul style="list-style-type: none"> • Discuss homework and the discoveries made by Bittlestone. Did the Trojan War happen? Encourage discussion. • Lead into discussion of the end of the Mycenaean Age. What may have caused this civilisation to fade into obscurity? Introduce theories such as the destabilisation of society that may have been caused if there had been a Trojan War. Introduce what is actually known, such as the Dorians as mentioned by Herodotus, the spread of a Linear B-like language to the Ionian East. It may be appropriate to bring in the excavations ordered by Heinrich Himmler to search for possible Aryan connections to the Dorians. • Revise what has been learnt over the course of this topic about dating techniques and their application. It would be appropriate to get class to revise the work done in these lessons for a test before moving onto the next topic. 	<ul style="list-style-type: none"> • Bowkett, L. Hill, S. Wardle, K. A. <i>Classical Archaeology in the Field: Approaches</i>, 2001 (Bristol Classical Press). • Wardle KA and Wardle D, <i>The Mycenaean World</i>, 1997 (Bristol Classical Press). 	



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Sample Lesson Plan: Classical Civilisation: H041 Archaeology: Mycenae and the classical World F381

An introduction to Layering

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher. It is designed as the second lesson in a suggested scheme of work covering nine lessons on the topic “Dating techniques and the Classical World.”

Lesson length is assumed to be **one hour**.

Learning objectives for the lesson

Objective 1	To revise knowledge of relative dating.
Objective 2	To consolidate work on interpretation.
Objective 3	To introduce and teach the concept of stratigraphy as part of course on basic principles and techniques of archaeology.
Objective 4	To explain and illustrate the usefulness of strata to an archaeologist.

Recap of previous experience and prior knowledge

- Return and discuss homework and look at how much students have learned from their research – all information gained by interpreting just one building and its extant contents without recourse to historical evidence. Use individual answers to illustrate useful research and interpretation.

Content

Time	Content
15 minutes	Revise previous lesson’s work on relative dating. Move on to introduce the idea of layers in the ground and the way that they can be used in relative dating.
20 minutes	Use of glass tank or diagram to back up explanation of stratigraphy. If possible, use a diagram without interpretation and get class to work out a history of the site based on what they see. Ideally a complicated diagram would be used; the better to illustrate the problems caused by rebuilding and robber trenches.
20 minutes	Discussion of various methods of excavation, such as keyhole, box, slit and step trenches and open area stripping, and their effect on the visibility of strata.

Consolidation

Time	Content
5 minutes	Set homework – use Internet or photocopied article to study the history of a site and write down what can be learned from merely looking at layers in the ground.

Other forms of Support

In order to help you implement these new specifications effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <http://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <http://interchange.ocr.org.uk>

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Oxford University Press (OUP) is the publisher partner for OCR GCE Classics.



Oxford University Press is producing the following resources for OCR GCE Classics for first teaching in September 2008, which will be available in Spring 2008 (AS) and Spring 2009 (A2):

Andeson, T, Morwood, J, and Radice, K. **OCR AS Latin OxBox CD-ROM** (2008)
ISBN: 9780199126620

Andeson, T, Morwood, J, and Radice, K. **OCR A2 Latin OxBox CD-ROM** (2009)
ISBN: 9780199126637

Morgan, J. **OCR AS Classical Civilisation OxBox CD-ROM** (2008) ISBN: 9780199126606

Morgan, J. **OCR A2 Classical Civilisation OxBox CD-ROM** (2009) ISBN: 9780199126613

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR will include a range of appropriate texts.