



14-19 CHANGES  
A LEVEL

# *Support Materials*

## AS Level Classical Civilisation H041:

### Unit F386

This booklet contains the following support materials:

- Scheme of Work
- Lesson Plan(s)

# Contents

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# Introduction

## Background

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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](http://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

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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

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### = 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: City Life in Roman Italy F386

<b>Suggested teaching time</b>	1 hour	<b>Topic</b>	Introduction to City Life in Roman Italy	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
To introduce Students to the topic, give them an idea of what the topic entails and the skills required	<ul style="list-style-type: none"> <li>Issue each student with a copy of the CC6 unit description. Highlight key words. Explain that the topic involves history, archaeology, literature and inscriptions.</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy the relevant section of the specification.</li> </ul>	
	<ul style="list-style-type: none"> <li>Issue each student with a copy of the prescribed material. They can tick this off as they cover each item.</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy the relevant section of the specification.</li> </ul>	<ul style="list-style-type: none"> <li>This helps students to see their progress, they also feel secure and in control once they have ticked everything off they know they are prepared for the exam.</li> </ul>
	<ul style="list-style-type: none"> <li>Issue each pupil with a map of Italy. Highlight the key locations.</li> </ul>		<ul style="list-style-type: none"> <li>Map of Italy</li> </ul>	<ul style="list-style-type: none"> <li>A trip to Pompeii, Herculaneum and Ostia would be ideal, but is obviously not possible in all cases. Sometimes a Classics/Geography trip can be arranged.</li> <li>Most students will not get to go on a trip so as much colour visual reference material as possible is necessary. Films of the ruins help a great deal.</li> </ul>
	<ul style="list-style-type: none"> <li>Issue each student with maps/plans of Pompeii, Ostia and Herculaneum. As the course progresses, students can mark each location covered on the maps.</li> </ul>		<ul style="list-style-type: none"> <li>Books, websites.</li> <li>Clarke J.R. <i>The houses of Roman Italy</i>. 1991, University of California Press. This has detailed maps of Pompeii and Ostia.</li> <li><a href="http://www.pompeisites.org">www.pompeisites.org</a> has maps</li> </ul>	



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	1 hour	<b>Topic</b>	Introduction to City Life in Roman Italy	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
		<ul style="list-style-type: none"> <li>of Pompeii and Herculanium.</li> <li>• <a href="http://www.ostia-antica.org">www.ostia-antica.org</a> has maps of Ostia.</li> <li>• Most books on Pompeii and Ostia will have maps.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Class discussion of what students already know about the archaeological sites. Have any students been to the places or studied them in other subjects?</li> </ul>			
	<ul style="list-style-type: none"> <li>• A slide show could be given of photographs of the sites or the group could look through books about the places just to try to get an idea of what is physically there.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures on the internet. </li> <li>• <a href="http://www.ostia-antica.org">www.ostia-antica.org</a> and <a href="http://www.pompeisites.org">www.pompeisites.org</a> Both are easy to navigate and have lots of photos so candidates can effectively explore the ancient cities. There is also an ariel view of Pompeii that students can zoom in to explore the layout of the town.</li> <li>• Guide books bought at the sites.</li> <li>• Photographs from previous</li> </ul>	<ul style="list-style-type: none"> <li>• Showing pictures of past trips is a good way to promote the subject if the students have the possibility of taking part in a trip.</li> </ul>	



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	1 hour	<b>Topic</b>	Introduction to City Life in Roman Italy	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
		school trips.		
	<ul style="list-style-type: none"> <li>Students could be asked to carry out some independent research on the cities in question. They could share the information with the class as part of a discussion or in the form of a presentation.</li> </ul>			



= Innovative teaching idea



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	5 hours	<b>Topic</b>	Houses in Pompeii
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
<p>To study a building and using the evidence to make sensible assumptions about the definition of social identity through domestic space (including gardens) and decoration.</p> <p>To examine the use of domestic space (including gardens) and the extent to which schemes of decoration reflect this.</p> <p>To look at changing use of domestic space over time.</p> <p>The house of Menander (I.10.4)</p>	<ul style="list-style-type: none"> <li>The topic could be introduced by looking at photographs of modern houses and students could be asked what they can tell about the owners from the contents.</li> <li>Issue students with a plan of the house of Menander.</li> <li>Teacher leads students to label key parts of the plan. Alternatively, students could find their own plans by means of independent research.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.stoa.org/pompeianhouseholds">www.stoa.org/pompeianhouseholds</a></li> <li>Wallace Hadrill, A. <i>Houses and Society in Pompeii and Herculaneum</i>, 1994, Princeton University Press.</li> <li>Both these resources have a floor plan and detailed discussion of the house.</li> </ul>
	<ul style="list-style-type: none"> <li>With the teacher, Students could agree a list of key words for the topic – specific house vocabulary – atrium, triclinium etc. with</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.pompeisites.org/database/pompei/pompei2.nsf?opendatabase">www.pompeisites.org/database/pompei/pompei2.nsf?opendatabase</a></li> </ul>	<ul style="list-style-type: none"> <li>Removing labels from plans and having pupils make their own key helps them to remember.</li> <li>Colour coding may also help eg all atria could be the same colour and all gardens etc.</li> </ul>




= Innovative teaching idea



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= ICT opportunity

	<p>definitions. The list can be re-used for all houses.</p>		
	<ul style="list-style-type: none"> <li>Students make notes on the house: rooms, owners, changes etc. They could take this information from books, the internet, or the teacher could give verbal notes.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.pompeiiinpictures.com">www.pompeiiinpictures.com</a></li> <li>Clarke, J.R. <i>The houses of Roman Italy</i>. 1991, University of California Press. Figures 90-107</li> </ul>	<ul style="list-style-type: none"> <li>There is lots of good information on the internet, teachers may want to suggest candidates look at the Pompeii  site or other websites from the resources list to get them started, but these also have links to other sites they can explore.</li> </ul>
	<ul style="list-style-type: none"> <li>Issue students with pictures of the house interior and artefacts. Students make notes either independently from written sources or led by the teacher.</li> <li>Students should be encouraged to consider what the archaeological finds may show about the owners of the house. eg indicators of wealth.</li> </ul>	<ul style="list-style-type: none"> <li>It is useful if students have a photocopy of the pictures as an aide memoir and they can write notes around it. If black and white photocopies are the only option, the colour version could be put up on a slide or interactive whiteboard or books may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Where facilities exist students could print out their own colour pictures from the websites.</li> </ul>
Vitruvius De Architectura	<ul style="list-style-type: none"> <li>Issue students with copies of Vitruvius De <i>Architectura</i> VI.5 Having read this out loud, taking turns in the class, students can try to draw conclusions about the owners of the house.</li> </ul>	<ul style="list-style-type: none"> <li>Vitruvius <i>De Architectura</i> VI.5.</li> </ul>	<ul style="list-style-type: none"> <li>The first two chapters of Wallace-Hadrill <i>Houses and Society in Pompeii and Herculaneum</i> could be read by more able students; they may wish to read the whole book.</li> </ul>
The House of Octavius Quartio (II.2.5)	<ul style="list-style-type: none"> <li>Issue students with a plan of the house. Using knowledge from the previous house, students identify and label standard features.</li> </ul>	<ul style="list-style-type: none"> <li>Some good pictures of the garden at <a href="http://www.pompeiiinpictures.net/index.htm">www.pompeiiinpictures.net/index.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>Here students may colour code with the same code as for the previous house.</li> <li>This house is sometimes referred to as the house of Loreius Tiburtinus, its reference is II.ii.5</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher led labelling of other features of the house.</li> </ul>		<ul style="list-style-type: none"> <li>Here students may colour code with the same code as for the previous house.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Class discussion on differences and similarities with House of Menander. Discuss explanations for these.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Issue sheets with pictures of key finds from/views of the house. Give students access to a colour version with the sheets to make notes on and jog memories.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pompeiiinpictures.net/index.htm">www.pompeiiinpictures.net/index.htm</a> has lots of photos of the house, wall paintings and finds.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could make their own sheets by printing in colour from websites/scanning books. They could do this as an extension task even if they have been given sheets.</li> </ul>
	<ul style="list-style-type: none"> <li>• Either students make notes on house from published sources, or teacher leads them in making notes on the house.</li> </ul>		<ul style="list-style-type: none"> <li>• The extent of independent work versus teacher led note taking will vary depending on the pupils, facilities and time allowance.</li> </ul>
Petronius' <i>Satyricon</i>	<ul style="list-style-type: none"> <li>• At this point students may be issued with the prescribed sections of Petronius' <i>Satyricon</i>. Some sections have more relevance in other areas but students may read them all and come back to some later.</li> </ul>	<ul style="list-style-type: none"> <li>• Petronius, <i>Satyricon</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Photocopied sheets or internet print-outs may be easier to file for revision than books and may be annotated/highlighted.</li> </ul>
	<ul style="list-style-type: none"> <li>• Having read the texts out-loud, class discussion could bring out how the descriptions of Trimalchio's house etc. relate to the houses studied so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures from the houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may wish to show students the 'cave canem' mosaic from the House of the Tragic Poet and the frescoes from the Villa of the Mysteries since these seem 'similar' to the Dog painting and the Slave Market scene.</li> </ul>
House from Region VII. Ins. Occ. 12-15 with fish amphorae mosaics (Umbricius Scaurus)	<ul style="list-style-type: none"> <li>• Students may be issued with a plan, this time they should be able to make sensible deductions about what the labels should be.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of the house.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Issue students with pictures of they key finds in the house. Students make notes teacher led/from books or internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures from the house.</li> </ul>	




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	<ul style="list-style-type: none"> <li>Class discussion: What does the house tell us about the owner? (Think about what Vitruvius says) What similarities can be seen with Trimalchio? (Bearing in mind that Trimalchio is a satirical exaggeration.)</li> </ul>		
	<ul style="list-style-type: none"> <li>Students could write an essay: 'What can the houses in Pompeii tell us about their owners?' 'What devices did Romans use to make their houses seem impressive?'</li> </ul>		
Consolidation of Houses in Pompeii	<ul style="list-style-type: none"> <li>The students could split into groups and each group give a presentation on one of the houses.</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart, slides, PowerPoint.</li> </ul>	
	<ul style="list-style-type: none"> <li>A test could be set which includes the identification of a plan of one of the houses and questions about it and the other houses.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.stoa.org">www.stoa.org</a> is good for finding plans of houses.</li> <li>Wallace Hadrill. <i>Houses and society in Pompeii and Herculaneum</i>, 1994, Princeton University Press.</li> </ul>	
	<ul style="list-style-type: none"> <li>Three students could take on the roles of the three house owners and the others could ask questions to see if they know/can suggest reasons for aspects of the houses.</li> </ul>		
	<ul style="list-style-type: none"> <li>Students may be given an outline of the four styles of wall-painting. They could be asked to identify the wall-painting styles used in each house. When more houses have been studied, students can identify the painting styles used in them.</li> </ul>	<ul style="list-style-type: none"> <li>Connolly, P. <i>Pompeii</i>. 1990, Oxford University Press.</li> <li>Clark, J.R. <i>The Houses of Roman Italy, 100BC-AD 250</i>. 1991 University of California Press. Ch 2.</li> <li><i>Vitruvius De Architectura</i> 5.1-4</li> </ul>	<ul style="list-style-type: none"> <li>This might be a good opportunity for students to do some research – having been given an outline of the styles, they could use books/the internet to find examples of each. These could then be collected together and kept in the class for reference.</li> <li>This Vitruvius extract is not part of the material prescribed for the unit, but it may be of interest</li> </ul>



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			to students. In it Vitnivius bemoans the public taste for the new fantastic style of painting which depicts buildings that could never exist in reality.
AE (1992) 278a-d (Cooley & Cooley H20a and H20b)	<ul style="list-style-type: none"> <li>The inscription and mosaic may be introduced here since the mosaic is in Scaurus' house. The class could discuss why he chose to have this in his atrium in the context of his social identity.</li> </ul>	<ul style="list-style-type: none"> <li>Cooley, A.E. M. Cooley, G. L. <i>Pompeii: A Sourcebook</i>, 2004, Routledge.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students should tick off the items covered on the Prescribed Material list.</li> </ul>		



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Public Life
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
<p>Introduction to Public Life.</p> <p>To study prominent individuals, groups, events and institutions of Pompeii.</p> <p>To study social identity and the different social classes within the city.</p> <p>To study the definition of social identity through public buildings and inscriptions in public places, through funerary monuments.</p>	<ul style="list-style-type: none"> <li>Using plans and pictures or a slideshow, introduce the students to the Roman Forum. The public offices / good works for the community should be brought out. Also the idea of showing off and impressing people which links back to the houses. Also introduce the idea of the Necropolis, its location and importance. This could be done as independent research or as a teacher led activity.</li> </ul>	<ul style="list-style-type: none"> <li>slides, photographs.</li> <li><a href="http://www.pompeii.virginia.edu/">www.pompeii.virginia.edu/</a> (This is the Pompeii Forum project website)</li> </ul>	<ul style="list-style-type: none"> <li>How much introduction is needed here will depend on students' prior experience of the subject. If the Students have already studies GCSE Classical Civilisation or Latin with the Cambridge Latin Course, the introduction will probably be superfluous.</li> <li>A plan of the Forum issued at this point may be used later when studying the Temple of Jupiter.</li> </ul>
	<ul style="list-style-type: none"> <li>Students could read some of the many graffiti pertaining to the election.</li> </ul>	<ul style="list-style-type: none"> <li>Books, websites.</li> </ul>	<ul style="list-style-type: none"> <li>If students do have knowledge of Latin then they could look at these in the original language</li> </ul>
The Eumachia Building	<ul style="list-style-type: none"> <li>Students should be issued with a plan of the building which they can label.</li> <li>They should also have pictures of the building, which the teacher may provide or they could print them out. Students should label the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge. This has a building plan of Eumachia building on page 99</li> <li><a href="http://www.pompeii.virginia.edu/">www.pompeii.virginia.edu/</a></li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Public Life
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
CIL X 810 = ILS 3785, CIL X 813 = 6368, CIL X 808, 8348 = ILS 63, CIL X 809 = 64, D'Ambrosio and De Caro (1983) 11 OS (Cooley & Cooley E42-E47)	<ul style="list-style-type: none"> <li>Students may copy/print out/be given the text of the inscriptions from the Eumachia building. These along with the statues the building contained could stimulate class discussion on self promotion, Roman patriotism, support for Augustus etc.</li> <li>Photographs of the actual inscriptions could help students to see their context.</li> <li>Students can pick out names etc. from the Latin.</li> </ul>	<ul style="list-style-type: none"> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge</li> </ul>	<ul style="list-style-type: none"> <li>Students with more advanced knowledge may bring in Virgil's <i>Aeneid</i> to link the Eumachia's support of Augustus.</li> <li>Students with knowledge of Latin could translate the inscriptions.</li> </ul>
Pliny <i>Letters</i>	<ul style="list-style-type: none"> <li>Pliny's letters 3.6 and 7.18 may be brought in here. Students could read aloud and discuss and annotate the letters.</li> </ul>		
The Tomb of Eumachia	<ul style="list-style-type: none"> <li>Students should look at pictures of what remains. The inscription should be noted.</li> </ul>	<ul style="list-style-type: none"> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge</li> <li><a href="http://www.pompeiiinpictures.net">www.pompeiiinpictures.net</a></li> </ul>	
Petronius <i>Satyricon</i>	<ul style="list-style-type: none"> <li>At this point the students should have worked out the connection to the Petronius they read earlier which should stimulate discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Petronius 71-2.</li> </ul>	
Naevolia Tyche (Munatius Faustus)	<ul style="list-style-type: none"> <li>Students should look at pictures and note the inscription. Class discussion could explore its significance.</li> </ul>		



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Public Life
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
CIL X 1024 = ILS 6366 (Cooley & Cooley F91) AE (1992) 278a-d (Cooley & Cooley H20a and H20b)	<ul style="list-style-type: none"> <li>At this point students should find/be given the inscription on Umbricius Scaurus and they can refer back to the mosaic from his house and the fish sauce inscription.</li> </ul>	<ul style="list-style-type: none"> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge</li> <li>Curtis, R.I. 'A personalised floor mosaic from Pompeii' <i>Form the American Journal of Archaeology</i>. 88.4 (October 1984) Pages 557-556. Available from <a href="http://www.jstor.org">www.jstor.org</a></li> </ul>	<ul style="list-style-type: none"> <li>The inscription could be studied in Latin or in translation.</li> </ul>
	<ul style="list-style-type: none"> <li>Some discussion of ideas of life after death is required. Roman Religion may be compared to other religions; ancient practices may be compared to modern.</li> </ul>		<ul style="list-style-type: none"> <li>Ovid's idea of immortality through work left behind. </li> </ul>
	<ul style="list-style-type: none"> <li>Essay title: What motivated wealthy Romans to pay for the buildings and to put up the inscriptions?</li> <li>Students should tick the items covered on the Prescribed Materials list.</li> </ul>		



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	The Amphitheatre at Pompeii	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
<p>The Amphitheatre</p> <p>To study the definition of social identity through public buildings and inscriptions in public places.</p> <p>To study prominent individuals, groups, events and institutions of Pompeii.</p>	<ul style="list-style-type: none"> <li>Students should be issued with plans and pictures of the amphitheatre. Alternatively they could print them out/scan them themselves. They should label the plan.</li> </ul>	<ul style="list-style-type: none"> <li>slides, photographs.</li> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge D1-7</li> <li></li> </ul>		
	<ul style="list-style-type: none"> <li>Discussion of Entertainment in the amphitheatre. Students could watch clips from a film e.g. Gladiator or Spartacus or a documentary about the amphitheatre.</li> </ul>	<ul style="list-style-type: none"> <li>Television, Video, DVD.</li> </ul>		
	<ul style="list-style-type: none"> <li>As well as the excitement, blood and cruelty aspects, discussion should include the ideas of the Romans' power over nature, their pride in the expanse of the empire etc. which links back to the Public Life section. The inscription about the two duumviri who had the amphitheatre</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	The Amphitheatre at Pompeii	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	built also links to this.			
	<ul style="list-style-type: none"> <li>Using published sources, students could describe a typical day at the amphitheatre. The more creative among them could create a graffito advertising a day at the games.</li> </ul>		<ul style="list-style-type: none"> <li>Books, internet.</li> </ul>	<ul style="list-style-type: none"> <li>Students with knowledge of Latin could do the graffito in Latin, or they could make illustrated graffiti.</li> </ul>
Petronius <i>Satyricon</i>	<ul style="list-style-type: none"> <li>If students read all the Petronius extracts at the start, they should have picked up on the relevance of 45 this should be re-read and discussed/annotated.</li> </ul>		<ul style="list-style-type: none"> <li>Petronius <i>Satyricon</i> 45.</li> </ul>	
Painting of the amphitheatre riot	<ul style="list-style-type: none"> <li>Students should be shown a picture of the painting and asked to work out what is going on. They should then label the picture.</li> </ul>		House of Actius Anicetus (I.3.23) There is a picture in Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i> . 2004, Routledge (D37a) and <a href="http://www.pompeiiinpictures.com">www.pompeiiinpictures.com</a> .	



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	The Amphitheatre at Pompeii	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
Tacitus <i>Annals</i>	<ul style="list-style-type: none"> <li>Students should read the extract from Tacitus out-loud. Links should be explored between this extract and the Petronius. Class discussion: How does this incident compare to incidents at modern sporting events?</li> </ul>	<ul style="list-style-type: none"> <li>Tacitus <i>Annals</i> 14.17.</li> <li>There is a translation in Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge D34</li> </ul>		
CIL X 852 (Cooley & Cooley B10)	<ul style="list-style-type: none"> <li>Students should be given/find the inscription CIL X 852 the significance should be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>CIL X 852.</li> </ul>		
	<ul style="list-style-type: none"> <li>Essay title. Why were shows in the amphitheatre so popular and important for the Romans?</li> </ul>			
	<ul style="list-style-type: none"> <li>Class debate: Different parts of the class take on different characters and argue their points of view on the games. e.g. The person paying for the show, a crowd member, a prisoner of war, a 'modern person', a free gladiator, a lion...</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Temples	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
<p>Introduction to Roman Religion</p> <p>To study the definition of social identity through public buildings and inscriptions in public places.</p> <p>To study prominent individuals, groups, events and institutions of Pompeii.</p>	<ul style="list-style-type: none"> <li>• Either by independent or group research and then presentations or shared fact sheets, or by teacher led discussion and note taking, Students should acquire a general overview of Roman religion. They need to understand the standard Roman Gods and the foreign additions. It is important to point out how religion was manipulated for political gain.</li> </ul>		<ul style="list-style-type: none"> <li>• Shelton, J.A. <i>As the Romans did: A Sourcebook</i> 1988, Oxford University Press.</li> <li>• Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge. Chapter 5.</li> </ul>	<ul style="list-style-type: none"> <li>• This introduction may be superfluous if students already have a sound knowledge of Roman religion. The students could share what they already know and discuss any temples they have visited.</li> </ul>
	<ul style="list-style-type: none"> <li>• On a video, slide show, website or in books and photographs, students could look at a selection of Roman temples and altars. The class could discuss what went on there.</li> </ul>		<ul style="list-style-type: none"> <li>• Any visual resources showing Roman temples.</li> <li>• <a href="http://www.vroma.org">www.vroma.org</a></li> </ul>	
The Temple of Jupiter	<ul style="list-style-type: none"> <li>• Once the students have an overview of Roman religion they can move on to the specific temples. They need to be given or get for themselves a plan of the temple of Jupiter. The students should mark the temple on their plan of the Forum, noting its position of importance.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Temples	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	<ul style="list-style-type: none"> <li>Pictures and a plan of the temple should be issued or scanned/printed by the students. A picture of a reconstruction may also be helpful to get an idea of the imposing nature of the building.</li> </ul>		<ul style="list-style-type: none"> <li>Watercolour of reconstruction of temple in Grant <i>Cities of Pompeii, Herculanium and Vesuvius</i>. 2001, Cambridge Latin Course Book1 stage 11.</li> <li><a href="http://www.pompeisites.org">www.pompeisites.org</a></li> </ul>	
	<ul style="list-style-type: none"> <li>If a reconstruction is not initially provided, the more artistic students may wish to attempt their own drawing of a reconstruction using the plan and photographs.</li> </ul>			
	<ul style="list-style-type: none"> <li>By means of research in groups, pairs or individually, or by teacher-led discussion and note-taking, students should assemble notes on the key points about the temple and its importance in the city.</li> </ul>			
The Temple of Isis	<ul style="list-style-type: none"> <li>Pictures and a plan of the temple should be issued or scanned/printed by the students.</li> </ul>		<ul style="list-style-type: none"> <li>Plan of the temple at <a href="http://www.pompeisites.org">www.pompeisites.org</a></li> <li>Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i>. 2004, Routledge. E3</li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Temples	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	<ul style="list-style-type: none"> <li>As many pictures as possible should be obtained of art work and finds.</li> </ul>		<ul style="list-style-type: none"> <li>Books, websites, photographs, slides.</li> </ul>	
CIL X 814, CIL X 846 CIL X 849 and Tran Tam Tinh (1964) 176 no. 148 (Cooley & Cooley C5, D70 and E5-6)	<ul style="list-style-type: none"> <li>The inscriptions should be copied/printed out and in class discussion this should be compared to other inscriptions already covered.</li> <li>Discussion should focus on the social identity of the prominent individuals.</li> </ul>		Cooley, A.E. Cooley, H.G.L. <i>Pompeii: A sourcebook</i> . 2004, Routledge.	<ul style="list-style-type: none"> <li>They may be studied in Latin or in English. Inscriptions use abbreviations and tend to be very formulaic, so whether or not students have studied Latin they may be able to decipher an inscription after looking at similar inscriptions as a class. A fun activity could be for them to make up their own simple inscription.</li> <li>It is worth showing candidates pictures of the inscriptions so that they can get an idea of context</li> </ul>
	<ul style="list-style-type: none"> <li>Either by means of teacher-led discussion and note-taking or by research in groups or individually, students should compile a set of notes on the key features and points about the temple.</li> </ul>			
	<ul style="list-style-type: none"> <li>Class discussion: Why was the worship of Isis so appealing for the Romans?</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Temples	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
CIL X 847 Cooley & Cooley E4	<ul style="list-style-type: none"> <li>The inscription CIL X 847 from the temple of Dionysus may be brought in and discussed here.</li> </ul>		<ul style="list-style-type: none"> <li>CIL X 847.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students should tick off what they have covered on the list.</li> </ul>			
	<ul style="list-style-type: none"> <li>Essay title: 'Roman religion was as much about wealth and status as about religious belief.' How much truth do you think there is in this statement?</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	2 hours	<b>Topic</b>	Pompeii Consolidation	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
Pompeii Consolidation	<ul style="list-style-type: none"> <li>Now that the whole of the topic has been covered, in groups, pairs or individually, the students could prepare presentations on different aspects of Pompeii and take turns to teach the class. They could produce revision fact sheets and distribute them.</li> </ul>		<ul style="list-style-type: none"> <li>White board, flip chart, PowerPoint, slides.</li> </ul>	
	<ul style="list-style-type: none"> <li>The topics could be divided up among the class and each student take one topic as their 'chosen specialised subject' When the students have revised at home a Mastermind type game can be set up with students answering on their specialised subject and then in the second round on general knowledge which is general knowledge of Pompeii.</li> <li>The questions could be made up by the teacher or students could do it as another form of revision/consolidation.</li> </ul>		<ul style="list-style-type: none"> <li>Timer or stop-watch.</li> </ul>	
	<ul style="list-style-type: none"> <li>A quiz could be used to consolidate facts; teacher or pupils could make up questions. Answers could be oral or written and peer/teacher marked.</li> </ul>			
	<ul style="list-style-type: none"> <li>Teachers could make up context questions based on the texts/buildings studied so far. These could be done in class or at home.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher-made context questions.</li> </ul>	<ul style="list-style-type: none"> <li>These would be done in the style of the Specimen paper as no past papers would be available.</li> </ul>



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	2 hours	Topic	Pompeii Consolidation	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> <li>Students could write essays: 'Why did wealthy individuals pay for the construction of public buildings in Pompeii?' "The Pompeians were a people very concerned with public image." What evidence is there to support or refute this statement?</li> <li>They could all do the same essay and then, after it has been marked, all go through it together with the teacher, or different groups or individuals could do different titles and then present them to the class or photocopy them for the class once marked.</li> </ul>			
	<ul style="list-style-type: none"> <li>Students could make a 'documentary' about Pompeii and film one another explaining the key points, the 'film' could be duplicated for all class members.</li> </ul>			
	<ul style="list-style-type: none"> <li>If students have access to a Language Laboratory or other recording facility, they could make a radio programme about Pompeii and then all have a copy for revision.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	3 hours	<b>Topic</b>	Ostia – Development, Decline, Preservation	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
To study the <b>Development</b> of Ostia in order to have knowledge and understanding of the historical context of the city; its development and decline.	<ul style="list-style-type: none"> <li>Using books or websites students could research the development of Ostia and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's development.</li> </ul>		<ul style="list-style-type: none"> <li>Books, websites</li> <li><a href="http://users.tinyworld.co.uk/david.airey/ostia.html">http://users.tinyworld.co.uk/david.airey/ostia.html</a></li> <li>www.ostia-antica.org</li> </ul>	
To study the <b>Decline</b> of Ostia in order to have knowledge and understanding of the historical context of the city; its development and decline.	<ul style="list-style-type: none"> <li>Using books or websites students could research the decline of Ostia and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's decline.</li> </ul>		<ul style="list-style-type: none"> <li>The Ostia-antica website is a good starting point and students could be asked to research development, decline or preservation using it, in order that they become familiar with it.</li> </ul>	
To study the <b>Preservation</b> of Ostia in order to have knowledge and understanding of the historical context of the city; its development and decline.	<ul style="list-style-type: none"> <li>Using books or websites students could research the preservation of Ostia and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's preservation/lack of it due to plundering.</li> </ul>			
	<ul style="list-style-type: none"> <li>A timeline could either be started concurrently with the development section and built up as the topic progresses or be created at the end of the section as a form of consolidation/revision.</li> </ul>		<ul style="list-style-type: none"> <li>This could be kept as a class and added to at the end of each lesson as a quick consolidation activity.</li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	3 hours	<b>Topic</b>	Ostia – Development, Decline, Preservation	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	<ul style="list-style-type: none"> <li>Students could produce a booklet 'The History of Ostia'. They could work individually to produce one each, or each produce a small part and put it all together and duplicate for each member of the class.</li> </ul>		<ul style="list-style-type: none"> <li>Books, websites.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pupils could make up an Ostia Quiz to test one another.</li> </ul>			
	<ul style="list-style-type: none"> <li>Pupils could stage an 'inquiry' into why the town declined. They could then write a report or record a TV documentary or radio programme about who or what was to blame.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	5 hours	<b>Topic</b>	Ostia Houses
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
<p>The Garden Houses</p> <p>To study social identity and the different social classes within the city.</p> <p>To study definition of social identity through domestic space (including gardens) and decoration</p> <p>The use of domestic space (including gardens) and the extent to which schemes of decoration reflect this</p> <p>The changing use of domestic space over time</p>	<ul style="list-style-type: none"> <li>• Students should be given/find for themselves by independent research a plan of the houses. These may be annotated and colour coded as before.</li> <li>• Students can make use of the agreed list of key words from the houses in Pompeii and add to it if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ostia-antica.org">www.ostia-antica.org</a> has a description and pictures it outlines the changes at different stages.</li> <li>• <a href="http://www.ostia-antica.org/regio3/9/9.htm">www.ostia-antica.org/regio3/9/9.htm</a></li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	5 hours	Topic	Ostia Houses
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
	<ul style="list-style-type: none"> <li>Students should make/be given notes on the apartments. Here contrasts/similarities may be drawn with the houses they have studied in Pompeii.</li> </ul>		
	<ul style="list-style-type: none"> <li>Changes in the buildings over time should be discussed and noted.</li> </ul>		
The House of the Dioscuri	<ul style="list-style-type: none"> <li>A plan should be issued/printed by students. The plan is more similar to the Pompeii houses than the Garden Houses were so students should be able to spot features themselves. The same labelling/colour coding system as for Pompeii may be used.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/regio3/9/9/9-1.htm">www.ostia-antica.org/regio3/9/9/9-1.htm</a></li> </ul>	
	<ul style="list-style-type: none"> <li>Students could read the poem 'Casa Dei Dioscuri' to help them get a sense of the house. They could then write their own poem/piece of imaginative writing about the owner of another house covered by the specification.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.blackbird.vcu.edu/v6n1/poetry/snediker_m/casa.htm">www.blackbird.vcu.edu/v6n1/poetry/snediker_m/casa.htm</a></li> </ul>	
House of Apuleius	<ul style="list-style-type: none"> <li>A plan should be issued/printed by students. The plan is more similar to the Pompeii houses than the Garden Houses were so students should be able to spot features themselves. The same labelling/colour coding system as for Pompeii may be used.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/regio2/8/8-5.htm">www.ostia-antica.org/regio2/8/8-5.htm</a></li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	5 hours	<b>Topic</b>	Ostia Houses	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
House/insula of Diana	<ul style="list-style-type: none"> <li>A plan should be issued/printed by students. The plan is more similar to the Pompeii houses than the Garden Houses were so students should be able to spot features themselves. The same labelling/colour coding system as for Pompeii may be used.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/regio1/3/3-3.htm">www.ostia-antica.org/regio1/3/3-3.htm</a></li> </ul>	
	<ul style="list-style-type: none"> <li>Photographs of the house and its decorations should be viewed and annotated as the class discuss what they can deduce about the owners.</li> </ul>		<ul style="list-style-type: none"> <li>Books, internet, photographs, postcards.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students could produce the Estate Agents' Brochure for one or all of the houses.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Ostia Baths
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>Introduction to Roman Bathing</p> <p>To study social identity and the different social classes within the city.</p> <p>To study the definition of social identity through public buildings and inscriptions in public places.</p>	<ul style="list-style-type: none"> <li>Students will know a little about Roman bathing from the houses topics. Some documentaries show Roman bathing so one of these might make a good introduction. Alternatively books or the internet, slides or photographs may be used. The teacher could lead note-taking, or students could do research and share this in class.</li> </ul>	<ul style="list-style-type: none"> <li>Books, websites, photographs, postcards.</li> </ul>	<ul style="list-style-type: none"> <li>Seneca's description of the baths could be used here.</li> </ul>
The Baths of Mithras	<ul style="list-style-type: none"> <li>Students should be given or get for themselves, a plan of the baths and as many pictures as possible. They should be able to identify the different rooms. Colour coding could be useful here – red for hot, orange for medium and so on.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/regio1/17/17-2.htm">www.ostia-antica.org/regio1/17/17-2.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>As stated on the list of prescribed material, the Mithreum and imagines clipeatae must be covered within this topic. Pictures should be provided, discussed and annotated.</li> </ul>
The Baths of the Forum	<ul style="list-style-type: none"> <li>Students should be given or get for themselves, a plan of the baths and as many pictures as possible. They should be able to identify the different rooms. The same colour coding could be used here as above.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/regio1/12/12-6.htm">www.ostia-antica.org/regio1/12/12-6.htm</a></li> </ul>	
	<ul style="list-style-type: none"> <li>A list of keywords on the topic could be agreed between the students and teacher.</li> </ul>		<ul style="list-style-type: none"> <li>This would be useful to keep for revision at the end of the topic. Alternatively a short quiz on key words could make a good consolidation exercise part way through.</li> </ul>



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	4 hours	<b>Topic</b>	Ostia Baths	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	<ul style="list-style-type: none"> <li>The teacher could provide olive oil. Students could go outside and dirty their hands then clean them with olive oil and a strigil/ruler or other improvised strigil.</li> </ul>		<ul style="list-style-type: none"> <li>Olive oil, dirt, ruler, 'strigil'.</li> </ul>	<ul style="list-style-type: none"> <li>This could get messy.</li> </ul>



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Ostia Industry
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>Introduction to Industry</p> <p>To study prominent individuals, groups, events and institutions of Ostia.</p> <p>To study the definition of social identity through public buildings and inscriptions in public places.</p>	<ul style="list-style-type: none"> <li>The ideas in this topic will have been covered to some extent in the Development section. The teacher could get the students to think of the reasons why Ostia was important and what its main industry was. One student could write them on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> </ul>	
The Piazza of the Corporations	<ul style="list-style-type: none"> <li>The location of the Piazza of the Corporations should be noted/highlighted on the map/plan of Ostia provided in the Introduction section.</li> <li>Plans and as many photographs as possible should be issued/printed by students/found in books. These should be labelled and annotated.</li> <li>Class discussion may be used to deduce what can be learnt from the mosaics and the importance of the temple of Ceres.</li> </ul>	<ul style="list-style-type: none"> <li>Books, internet.</li> </ul>	<ul style="list-style-type: none"> <li>Finding pictures and information could be set as a homework activity.</li> </ul>
The Great Warehouse	<ul style="list-style-type: none"> <li>The location of the Great Warehouse should be noted/highlighted on the map/plan of Ostia provided in the Introduction section.</li> <li>Plans and views of the building remains should be provided/found by personal research. Notes could be made independently, in groups or by teacher-led</li> </ul>	<ul style="list-style-type: none"> <li>Books, internet.</li> <li><a href="http://www.ostia-antica.org/regio2/9/9-7.htm">www.ostia-antica.org/regio2/9/9-7.htm</a> for the great warehouse</li> <li><a href="http://www.ostia-antica.org/dict/topics/horrea/horrea.htm">www.ostia-antica.org/dict/topics/horrea/horrea.htm</a> has information</li> </ul>	<ul style="list-style-type: none"> <li>The location of the bakeries in relation to the Warehouse should be noted and marked on the map.</li> <li><a href="http://www.ostia-antica.org/dict/topics/bakeries/bakeries.htm">www.ostia-antica.org/dict/topics/bakeries/bakeries.htm</a></li> <li>Here there could be discussion of</li> </ul>



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Ostia Industry	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	discussion and note-taking.		on other store buildings which might be interesting for comparison	the distribution of free grain by the Emperor.
The Fire-fighters' Barracks	<ul style="list-style-type: none"> <li>The location of the Fire-fighters' Barracks should be noted/highlighted on the map/plan of Ostia provided in the Introduction section.</li> <li>Plans and views of the building remains should be provided/found by personal research. Notes could be made independently, in groups or by teacher-led discussion and note-taking.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org/dict.topics/caseman/caserma.htm">www.ostia-antica.org/dict.topics/caseman/caserma.htm</a></li> </ul>	
Suetonius <i>Life of Claudius</i> 18	<ul style="list-style-type: none"> <li>Students should be issued with/print out the text. It may save time later to get chapter 20 at the same time as this is needed for the harbours section.</li> <li>The text should be read out-loud by the class taking turns.</li> <li>Key points should be highlighted about fire risks in granaries and about the problems and necessity of the grain supply to Rome.</li> </ul>		<ul style="list-style-type: none"> <li>Suetonius <i>Life of Claudius</i> 18.</li> </ul>	<ul style="list-style-type: none"> <li>Juvenal's Bread and Circuses quote may be brought in here.</li> </ul>
	<ul style="list-style-type: none"> <li>Essay title: Why was Ostia so important to Rome?</li> </ul>			
	<ul style="list-style-type: none"> <li>Students should tick off what they have covered on the Prescribed Materials list.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	3 hours	Topic	Ostia Harbours
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
The importance of Ostia as a port To study prominent individuals, groups, events and institutions of Ostia.	<ul style="list-style-type: none"> <li>In this section, it is necessary to refer back to the Industry section and the students' understanding of the importance of the grain supply to Rome. From studying the granary, fire fighters' barracks and Piazza of the Corporations, students will already understand the importance of the grain arriving in ships; here that knowledge is built upon as the teacher introduces how the grain arrives.</li> </ul>	<ul style="list-style-type: none"> <li>Notes from Industry section, Suetonius Life of Claudius 18.</li> </ul>	
Strabo <i>Geography</i> 5.3	<ul style="list-style-type: none"> <li>The text should be issued to students or they could print it themselves from a website. The students can take turns to read out loud. Students should be asked to identify the important point(s) and highlight/underline.</li> </ul>	<ul style="list-style-type: none"> <li>Strabo <i>Geography</i> 5.3.</li> </ul>	
The Harbour of Claudius	<ul style="list-style-type: none"> <li>Students should find for themselves/be issued with a plan/picture of the harbour which they can annotate. Pictures of reconstructions of the harbour are very helpful at this point.</li> </ul>	<ul style="list-style-type: none"> <li>Books, websites.</li> <li><a href="http://www.stia-antica.org/portus/portus.htm">www.stia-antica.org/portus/portus.htm</a> This has detailed pictures of the harbours of Claudius and Trajan</li> </ul>	
Pliny the Elder, <i>Natural History</i>	<ul style="list-style-type: none"> <li>Students may print out/be given a copy of the text. The text could be read out-loud in class. The relevant sections should be underlined/highlighted. Students should be able to decide for themselves what should be highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>Pliny the Elder, <i>Natural History</i> 9.5. 14-15.</li> <li>CC6 SAMs (specimen paper and mark scheme) have a question based on this extract.</li> </ul>	<ul style="list-style-type: none"> <li>A possible point to note: the 'public spectacle' aspect of the story connects it to the Roman taste for violent amphitheatre shows.</li> </ul>



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	3 hours	Topic	Ostia Harbours	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Suetonius <i>Life of Claudius</i> 20	<ul style="list-style-type: none"> <li>Students may already have Life of Claudius 18 and 20 if they got both in the industry section; if not they should print out/be given a copy of the text. The text could be read out-loud in class. The relevant sections should be underlined/highlighted; students will easily spot what is important.</li> </ul>		<ul style="list-style-type: none"> <li>Suetonius <i>Life of Claudius</i> 20</li> </ul>	
Thylander B310	<ul style="list-style-type: none"> <li>The inscription from the harbour should be issued and discussed at this point.</li> </ul>		<ul style="list-style-type: none"> <li>Thylander B310</li> </ul>	
The Harbour of Trajan	<ul style="list-style-type: none"> <li>Students should look at the coins showing the harbour and pictures and descriptions from books/websites. They should note the important features and reasons why Trajan improved Claudius' harbour.</li> </ul>		<ul style="list-style-type: none"> <li>Books, websites, photographs, slides, postcards</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ostia-antica.org">www.ostia-antica.org</a> is useful on this</li> </ul>
Ostia Harbours	<ul style="list-style-type: none"> <li>Students could make a table showing what was at Ostia at first, why it needed a harbour, what Claudius did + advantages + shortfalls, what Trajan did.</li> </ul>			<ul style="list-style-type: none"> <li>This could be collated and given to each student which can be kept for revision purposes</li> </ul>
	<ul style="list-style-type: none"> <li>Essay title: What changes and improvements were made to Ostia's harbour? Why were these necessary and how successful were they?</li> </ul>			
	<ul style="list-style-type: none"> <li>Students should tick off what they have covered on the Prescribed Materials list.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	3 hours	<b>Topic</b>	Herculaneum – Development, Destruction, Preservation	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
To Study the development of Herculanium: in order to have knowledge and understanding of the historical context of the city; its development, destruction and preservation.	<ul style="list-style-type: none"> <li>Using books or websites students could research the development of Herculaneum and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's development.</li> </ul>		<ul style="list-style-type: none"> <li>Books, internet.</li> </ul> 	
To Study the destruction of Herculanium: in order to have knowledge and understanding of the historical context of the city; its development, destruction and preservation.	<ul style="list-style-type: none"> <li>This is closely linked to Pompeii's destruction but the differences are significant. Using books or websites students could research the destruction of Herculaneum and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's destruction.</li> </ul>		<ul style="list-style-type: none"> <li>Some television documentaries have dealt with the destruction of Herculaneum.</li> </ul>	
To Study the preservation of Herculanium: in order to have knowledge and understanding of the historical context of the city; its development, destruction and preservation.	<ul style="list-style-type: none"> <li>This is closely linked to Pompeii's preservation but the differences are significant. Using books or websites students could research the preservation of Herculaneum and make information sheets for themselves. Alternatively, teachers could produce printed fact sheets and teacher-led discussion and note taking could cover the city's preservation.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.pompeisites.org/database/popeii/pompeii2">www.pompeisites.org/database/popeii/pompeii2</a></li> </ul> <p>The Herculanium section of the site has a pdf map of the city showing the excavated areas</p>	



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	<ul style="list-style-type: none"> <li>An agreed list of key words for the topic may be produced by the class.</li> </ul>		
	<ul style="list-style-type: none"> <li>A timeline could be produced covering this topic, either individually or as a group.</li> </ul>		
	<ul style="list-style-type: none"> <li>A booklet could be produced, individually or by splitting the topic up among the class. 'The History of Herculaneum'. Copies could be used for revision/consolidation.</li> </ul>		
	<ul style="list-style-type: none"> <li>Compare the destruction and preservation of Pompeii Herculaneum and Ostia. How have the different processes affected what we can discover about the cities?</li> </ul>		



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Herculaneum Houses
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>The House in Opus Craticium (III, 13-15)</p> <p>To study prominent individuals, groups, events and institutions Herculaneum.</p> <p>To look at social identity and the different social classes within the city.</p> <p>To study the definition of social identity through domestic space (including gardens) and decoration.</p> <p>To use of domestic space (including gardens) and the extent to which schemes of decoration reflect this.</p> <p>The changing use of domestic space over time.</p>	<ul style="list-style-type: none"> <li>• Pictures should be issued and plans. Students could find these themselves from published sources.</li> <li>• Students should research/be told about the Opus Craticium building method and what else it may have been used for. This could lead on to discussion of the possible occupants of the house and evidence from the house.</li> <li>• Students should be encouraged to view as many pictures as possible from any sources available.</li> <li>• Students can re-use the agreed list of key words from the previous houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Books, websites.</li> <li>• Wallace Hadill, <i>Houses and society in Pompeii and Herculanium</i>. 1994 Princeton University Press. P198-199 shows Insula III, with house plans clearly marked.</li> <li>• <a href="http://www.pompeisites.org/database/pompeii/pompeii2.nsf">www.pompeisites.org/database/pompeii/pompeii2.nsf</a></li> <li>• Clarke, J.R. <i>The houses of Roman Italy, 100BC-AD 250</i>, 1991. University of California Press, Pages 257-265</li> </ul>	<ul style="list-style-type: none"> <li>• This is said to be the only surviving building made completely out of Opus Craticium.</li> </ul>
<p>The House of the Stags/Deer (IV, 21)</p>	<ul style="list-style-type: none"> <li>• Plans and pictures should be provided or found by students. The statues and wall paintings are especially important in this</li> </ul>	<ul style="list-style-type: none"> <li>• Books, websites, photographs, slides.</li> <li>• Wallace Hadill, <i>Houses and society in Pompeii and Herculanium</i>.</li> </ul>	



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	4 hours	Topic	Herculaneum Houses
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
	house.	<p>1994 Princeton University Press. Pages 200-201 show Insula IV with house plans clearly marked</p> <ul style="list-style-type: none"> <li>• <a href="http://www.pompeisites.org/database/pompeii/pompeii2.nsf">www.pompeisites.org/database/pompeii/pompeii2.nsf</a> On this site it is referred to as the House of the Deer</li> <li>• Clarke, J.R. <i>The houses of Roman Italy, 100BC-AD 250</i>, 1991. University of California Press, Pages 243-250</li> </ul>	
The Samnite House (V, 1	<ul style="list-style-type: none"> <li>• Plans and pictures should be provided or found by students. The age of this Patrician house should be noted. Also as students will see when they are given or find for themselves pictures of the house, the atrium roof is in place which means the compluvium can be seen above the impluvium.</li> </ul>	<ul style="list-style-type: none"> <li>• Wallace Hadill, <i>Houses and society in Pompeii and Herculanium</i>. 1994 Princeton University Press. P198-199 shows Insula III, with house plans clearly marked.</li> <li>• <a href="http://www.pompeisites.org/database/pompeii/pompeii2.nsf">www.pompeisites.org/database/pompeii/pompeii2.nsf</a></li> <li>• Clarke, J.R. <i>The houses of Roman Italy, 100BC-AD 250</i>, 1991. University of California Press, Pages 85-93</li> </ul>	<ul style="list-style-type: none"> <li>• The atrium is a good example of the first style.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students could make up characters that are in keeping with the evidence found to live in the houses.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Students could take the roles of the characters living in the houses and make up presentations for the class about their way of life etc.</li> </ul>		

# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	2 hours	<b>Topic</b>	Herculaneum Baths	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
<p>The Suburban Baths</p> <p>To look at prominent individuals, groups, events and institutions of Herculaneum.</p> <p>To study the definition of social identity through public buildings and inscriptions in public places.</p>	<ul style="list-style-type: none"> <li>The Students will have already gained an understanding of the Roman bathing process when they studied baths in Ostia. The Suburban Baths are very impressive even on photographs and students could be asked to try to work out the function of rooms.</li> <li>Students should refer back to the agreed list of key words from the other baths.</li> <li>Plans and pictures should be annotated and labelled. Colour coding may be used for the different rooms.</li> </ul>		<ul style="list-style-type: none"> <li>Books, internet, photographs, postcards, slides.</li> <li><a href="http://www.pompeisites.org/pompeii/pompeii2.nsf">www.pompeisites.org/pompeii/pompeii2.nsf</a></li> </ul>	<ul style="list-style-type: none"> <li>Students should be warned that there is a 'Suburban Baths' in Pompeii as well as Herculaneum so they should be careful when researching especially on the internet.</li> </ul>
	<ul style="list-style-type: none"> <li>Students could write a comparison between the Suburban Baths and the baths they have already studied in Ostia.</li> <li>Students could make a table and fill in information about the three bath houses.</li> </ul>			
	<ul style="list-style-type: none"> <li>Students could write an essay: 'Why were baths and bathing so important to the Romans? Include a description of the Baths themselves, the bathing process and how it fitted into the daily life of the Romans.'</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

Suggested teaching time	8 hours	Topic	Consolidation and Revision	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Ostia Consolidation	<ul style="list-style-type: none"> <li>Students could produce presentations on the different sites in the city. They could make hand-outs.</li> </ul>			
	<ul style="list-style-type: none"> <li>Students could play 'Mastermind' with each taking a chosen specialised subject from the unit and also having the general knowledge round on the whole unit. Teachers or students could make up questions.</li> </ul>		<ul style="list-style-type: none"> <li>Stopwatch</li> </ul>	
	<ul style="list-style-type: none"> <li>Students could write essays devised by the teacher along the same lines as the specimen paper.</li> </ul>			
Herculaneum Consolidation	<ul style="list-style-type: none"> <li>Students could produce presentations on the different sites in the city for the rest of the class. They could make hand-outs.</li> </ul>			
Whole topic Revision	<ul style="list-style-type: none"> <li>Flash cards of key pictures and diagrams could be produced by teacher or students and used in class for oral or written testing/games.</li> </ul>		<ul style="list-style-type: none"> <li>Paper/card, laminator if possible.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pompeii, Herculaneum, Ostia Charades. The student picks the name of a site in one of the cities and has to mime what it is for the others to guess. They can also draw them 'Pictionary' style for the others to guess.</li> </ul>		<ul style="list-style-type: none"> <li>Timer, pen</li> </ul>	
	<ul style="list-style-type: none"> <li>The class can play 'Hangman' with the key words from the course.</li> </ul>			
	<ul style="list-style-type: none"> <li>Students could have an assessment using the specimen paper.</li> </ul>			



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# Classical Civilisation H041: City Life in Roman Italy F386

<b>Suggested teaching time</b>	8 hours	<b>Topic</b>	Consolidation and Revision	
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>	<b>Points to note</b>
	<ul style="list-style-type: none"> <li>The teacher could make up example context questions using sections from the texts/inscriptions/plans of sites with questions underneath based on the ones in the specimen assessment materials.</li> </ul>			
	<ul style="list-style-type: none"> <li>The teacher could produce a sheet with some of the inscriptions on. The students have to identify each one and explain its significance.</li> </ul>			
	<ul style="list-style-type: none"> <li>By now all items on the prescribed material list should be ticked.</li> <li>Students should be told to check that this is the case so that they can get any missing material.</li> </ul>			
	<ul style="list-style-type: none"> <li>The teacher should go through the 'Historical, social and cultural context' section of the specification with the students. The class can discuss each bullet point and how they have covered each one. They can tick each one as they go through.</li> </ul>			<ul style="list-style-type: none"> <li>This should give the students confidence that they have covered everything and now revision is the key.</li> </ul>



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# Sample Lesson Plan: Classical Civilisation H041

## City Life in Roman Italy F386

### Houses in Pompeii – Introduction to the study of houses – The House of Menander

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.

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

#### Learning objectives for the lesson

Objective 1	Students should understand how to discover social identity through domestic space and decoration.
Objective 2	Students should be able to distinguish the use of domestic space (including gardens) and the extent to which schemes of decoration reflect this.
Objective 3	Students should start to see the changing use of domestic space over time.
Objective 4	Students should evaluate the social identity and social class of the owners of the house.

#### Recap of previous experience and prior knowledge

- Students have covered the destruction and preservation of Pompeii and its development. The group could begin with discussion of Pompeii as a prosperous port and the fact that there were some very wealthy inhabitants who lived in luxurious houses.

#### Content

Time	Content
5 minutes	Warm up activity to access prior knowledge. By means of teacher questioning students establish that the wealthy city of Pompeii contains the houses of wealthy residents.
10 minutes	Teacher should show students photographs of the insides of some modern houses (in magazines, photographs, on television). They should be encouraged to make guesses about the owners of the houses based on what they can see in the houses. For example: a bowl of dog food in the kitchen suggests the owners of the house have a dog; a tennis racket in the hallway suggests that someone plays tennis. Wine bottles, children's toys, exercise machines, music collections, family photographs on walls, all give clues about the residents.
10 minutes	<ul style="list-style-type: none"> <li>Teacher should issue a plan of The House of Menander.</li> <li>Teacher should give general introduction to Roman houses. Then focus on The House of Menander.</li> <li>The class and teacher should make an agreed list of keywords: atrium, triclinium etc. with definitions. This should be written on the board and students should copy it down. There is an opportunity for some discussion of Roman bathing here too.</li> </ul>

Time	Content
	<ul style="list-style-type: none"> <li>Students should label the rooms in the House of Menander.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>The teacher should issue sheets with pictures of the house which students may annotate. Photographs of the house could be projected on slides or interactive white board or books/internet could be used to give access to colour photographs.</li> <li>The teacher should issue copies of the text from Vitruvius <i>De Architectura</i>.</li> <li>Students should take turns to read the text aloud and underline/highlight key points.</li> <li>Combining the skills from the analysis of modern houses and the information from Vitruvius, students should look at each picture/item in the house and suggest ideas about the owners of the house. Students should be encouraged to ask why certain rooms are decorated in the way they are.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Using books/internet, the students should make notes on the House of Menander. They can do this individually or in groups. The notes should include the identity and social class of the owners, the vista through the house and renovations being made to the house at the time of the eruption.</li> <li>Once they have used up the allotted time, the students should take turns to share a point with the class and any who missed that point should add it to their notes.</li> <li>When all the students' points have been exhausted the teacher should add any that they all missed and any more complicated ones.</li> <li>Alternatively, the teacher could give the students notes in a 'University Lecture' style and they could write them down.</li> </ul>

### Consolidation

Time	Content
5 minutes	Refer back to the lesson objectives. Teacher encourages students to see how they have fulfilled these objectives by the different parts of the lesson.

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### Published Resources

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

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

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

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