



Support Materials

A2 Level Classical Civilisation H441:

Unit F390

This booklet contains the following support materials:

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

Contents

Contents	2
Introduction	3
Classical Civilisation H441: Virgil and the world of the hero F390	5
Sample Lesson Plan: Classical Civilisation H441	12
Other forms of Support	14

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 H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 1		
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note		
Book 1		<i>Virgil Aeneid</i>	<ul style="list-style-type: none"> Students are expected to read the complete text and understand the plot; rather than reading the whole text in class, teachers will probably decide that time is better used by focussing on specific passages, and checking that students have understood the key points in bridging passages. 		
Prologue (lines 1-33)	<ul style="list-style-type: none"> Students to research key proper nouns - allocate cards to individuals/pairs - and feedback to rest of group; data to be recorded in table. Identify phrases that may be introducing themes. Students could take a sheet of paper/ computer document for each and be encouraged to record examples of the themes as they occur in the epic. Note parallels with the opening of the <i>Iliad</i>. 	<ul style="list-style-type: none"> Aeneas 3 interactive CD-Rom (Julian Morgan) could provide a clear introduction / overview of the <i>Aeneid</i> in relation to Homer and Augustus. Cards with key people/places/events. Map of Aeneas' voyage. 	<ul style="list-style-type: none"> This might be a good point at which to ensure that all students know the Greek and Roman names of the Olympian gods. The theme sheets could be revisited during and at the end of the year. Does Virgil introduce any key themes after the prologue?  		
Storm and shipwreck; arrival in Africa (lines 34-222)	<ul style="list-style-type: none"> Make flow-chart / cartoon strip to show sequence of plot. Write a new simile for Neptune calming the crowd using an occasion they have experienced / seen on television.  	<ul style="list-style-type: none"> Newspaper / internet images /video clips (eg news coverage / <i>Ghandi</i> DVD) of riot and of storm at sea. 	<ul style="list-style-type: none"> Teachers may wish to discuss historical and political background at this point. 		

Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 1	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> In pairs/small groups, make mind maps of Aeneas' character, showing character traits and the evidence Virgil gives to suggest each one. 	<ul style="list-style-type: none"> Large sheets of paper with picture of Aeneas in centre. 		
Venus and Jupiter (lines 223-296)	<ul style="list-style-type: none"> Dramatic reading. List some of Jupiter's prophecies and explain what Virgil's Roman audience would have understood by each one. Discuss the idea of imperial destiny. 	<ul style="list-style-type: none"> Photograph of Mount Olympus to project on screen to set the scene. Williams R. D. <i>Aeneas and the Roman Hero</i>, 1973, Macmillan Williams R. D. <i>The Aeneid of Virgil: A Companion to the translation of C. Day Lewis with introduction, commentary and glossary</i>, 1985, Bristol classical Press. Griffin J. <i>Virgil</i>, 2001, Bristol Classical Press. 		
Trojans and Carthaginians meet (lines 297-756)	<ul style="list-style-type: none"> Students select a task and present work to class using hand-out / PowerPoint presentation. Tasks might include: Explain the irony in Ilioneus' speech. Produce a fact-file on Carthage. Write a letter from Aeneas to his mother after their meeting. Write an article for the "Carthage Daily" about the arrival of the Trojans. 	<ul style="list-style-type: none"> List of tasks. 		



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 1	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> Produce a cartoon strip of the story from Cupid's point of view.  Draw the frieze of the Trojan War which Aeneas sees on the temple of Juno. Compare Dido's aims for Carthage with Augustus' aims for Rome. 			
Consolidation	<ul style="list-style-type: none"> Produce a list of characters (human and divine) and a list of definitions (eg Achates - friend of Aeneas; Jupiter - king of gods). Students to match names with definitions, and add examples of what each character does in Book 1. 		<ul style="list-style-type: none"> This could be done using cards or on an interactive whiteboard.  This could form the basis for quiz activities. 	
	<ul style="list-style-type: none"> Set and then explore essay questions that might be set on Book 1 in an exam. Setting the questions will be a helpful activity to get students to think about key themes. They can then explore how they would approach the questions (either individually or as a group). 	<ul style="list-style-type: none"> Past examination papers and SAMs. 	<ul style="list-style-type: none"> Past papers from the legacy specification could be adapted using the SAMs as a guide. Teachers may prefer to leave exam questions until at least half of the <i>Aeneid</i> has been read. 	
	<ul style="list-style-type: none"> Produce brief summary of key events. 		<ul style="list-style-type: none"> Students should be able to recall these at any time - useful starter activity. 	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 1	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<ul style="list-style-type: none"> Independent wider reading. 		<ul style="list-style-type: none"> <i>Omnibus</i> articles. www.sparknotes.com/lit/aeneid/ 	



= Innovative teaching idea




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Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 2	
Topic outline	Suggested teaching and homework activities	Suggested resources		Points to note
Book 2: Narrative and descriptive technique - Laocoon and Sinon (lines 1-227)	<ul style="list-style-type: none"> Each student chooses a passage of 20-40 lines and makes a presentation to the rest of the group of a reading of the passage followed by an analysis of Virgil's narrative and descriptive technique. Students may wish to compare different translations of the Latin.  	<ul style="list-style-type: none"> For a Latin reading of lines 40-56, see: www.pyrrha.demon.co.uk/psound3.html Narrative style: www.pyrrha.demon.co.uk/poetry4.html 	<ul style="list-style-type: none"> Presentations may be more focused if the student is set - or sets him/herself a question, eg: How does Virgil make this passage exciting? Some students may require suggestions of what to look for (use of first person narrator, direct speech, speed of events, imagery, similes etc). 	
Book 2: Telling the story of the Wooden Horse (lines 228-267)	<ul style="list-style-type: none"> Compare versions of the story from other authors / film directors. 	<ul style="list-style-type: none"> DVDs: <i>Troy</i>, <i>Odyssey</i>. Euripides <i>Helen</i>, Homer <i>Odyssey</i> 4,266-289, 8,492-520. 	<ul style="list-style-type: none"> Does the use of pre-existing story limit creativity? 	
Book 2: Individual heroism versus duty - Aeneas' defence of Troy (lines 268-505)	<ul style="list-style-type: none"> List Aeneas' actions in columns: those I admire / those I disapprove of. Discuss reasons for allocation. Develop into a discussion of individual heroism and duty. Hold class debate, now or at end of Book 2, about what Aeneas should have done. 		<ul style="list-style-type: none"> The terms 'furor' and 'pietas' may be useful here. This could be a good point to explain about the importance of the family in Augustan Rome. 	

Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 2	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Book 2: Death of Priam (lines 229-558)	<ul style="list-style-type: none"> Compare Virgil's presentations of Hector and Priam with the presentation of the same characters in the <i>Iliad</i>. 	<ul style="list-style-type: none"> Homer <i>Iliad</i>. 	<ul style="list-style-type: none"> Students should understand that Virgil would expect his audience to be familiar with Homer's epics. 	
Book 2: Aeneas leaves Troy (lines 559-804)	<ul style="list-style-type: none"> Listen to this part of the poem (on CD or students / teacher read aloud). Discussion could follow immediately, or students could prepare topics to lead discussion in the following session. 	<ul style="list-style-type: none"> The Penguin Classics audio CD is an alternative to a class reading. List of discussion topics (eg attitudes to women, attitudes to war, fate and free will, role of gods and omens, morality / wisdom of Aeneas' actions). 	<ul style="list-style-type: none"> This is a gripping section which often provokes strong reactions from students. One useful approach is an uninterrupted reading followed by discussion. Students should remember that Virgil was not an oral poet like Homer, but he expected his work to be read aloud. 	
Consolidation	<ul style="list-style-type: none"> Students to find pictures of the story of Aeneas at Troy, and identify what is happening. 		<ul style="list-style-type: none"> A Google image search is useful. To save time, the teacher could find and display the pictures for the students to discuss.  	
	<ul style="list-style-type: none"> In small groups/pairs, act out unscripted sketches of key scenes, eg Hector and Aeneas, Priam and Neoptolemus, Creusa, Aeneas, Anchises. 			
	<ul style="list-style-type: none"> Set and explore essay questions that might be set on Book 2 in an exam. Setting the questions will be a helpful activity to get 	<ul style="list-style-type: none"> SAMs as a guide for the sort of question that might be asked. 	<ul style="list-style-type: none"> Teachers may prefer to leave practise exam questions until at least half of the <i>Aeneid</i> has been read. 	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Classical Civilisation H441: Virgil and the world of the hero F390

Suggested teaching time	4 hours	Topic	<i>Aeneid</i> Book 2	
Topic outline	Suggested teaching and homework activities	Suggested resources		Points to note
	students to think about key themes. They can explore how they would approach the questions (either individually or as a group).			
	<ul style="list-style-type: none"> Produce brief summary of key events. 			<ul style="list-style-type: none"> Students should be able to recall these at any time - useful starter activity.
	<ul style="list-style-type: none"> Independent wider reading. 	<ul style="list-style-type: none"> The Classics Pages www.users.globalnet.co.uk/~loxias/aeneid.htm http://academic.reed.edu/humanities/110Tech/Aeneid.html www.sparknotes.com/lit/aeneid/ <i>Omnibus</i> articles. Books - see list in specification. 		



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Sample Lesson Plan: Classical Civilisation H441

Virgil and the world of the hero F390

Telling the story of the wooden horse and Aeneas' defence of Troy

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 to understand <i>Aeneid</i> book 2, lines 228 - 505.
Objective 2	Students to be able to analyse how Virgil uses a pre-existing story and adapts it.
Objective 3	Students to evaluate Aeneas' actions in this part of the <i>Aeneid</i> , as foundation for analysing the concepts of <i>furor</i> and <i>pietas</i> .

Recap of previous experience and prior knowledge

- This is envisaged to be the second of three or four lessons on *Aeneid* Book 2. Prior knowledge: *Aeneid* book 1; book 2 lines 1-227; *Iliad* books 22 and 24.

Content

Time	Content
5 minutes	Warm up activity to set context and recap knowledge of the beginning of Book 2: three students take parts of Sinon, Priam and Laocoon and act out a short dialogue portraying the events on the Trojan beach.
15 minutes	<ul style="list-style-type: none"> Read aloud Book 2, lines 228 - 267. Watch extracts from DVD(s) (eg Troy, Odyssey) of same episode, and read account in (eg) <i>Odyssey</i> 4,266-289, 8,492-520, Euripides' <i>Helen</i> 511ff. One account is allocated to each group, who have to answer: What elements of the story are common to all versions? What does this author / director add or emphasise? Why?
10 minutes	Feedback from each group. Provide enlarged copy of Virgil's version for students to make notes on.
15 minutes	Read (aloud or otherwise) lines 268 - 505. Students to note individually Aeneas' actions under three headings: 'actions I admire' 'actions I disapprove of' 'actions I'm not sure about' (basis for future study of <i>furor</i> - heroic rage - and <i>pietas</i> - duty to gods/family/Trojans).
10 minutes	In pairs, students discuss why they allocated each action to a particular category. Key words might include 'brave' 'foolhardy' 'responsible' 'selfish' 'heroic' 'clever'. Extension questions: What would (the ghost of) Hector in the <i>Aeneid</i> think of these actions? What would Hector in the <i>Iliad</i> have thought?

Consolidation

Time	Content
5 minutes	Students write down what might happen next in Virgil's version of the story, giving more than one version if they can. Remember that Aeneas is telling his story to Dido.
Homework	Reread the text covered in the lesson; list characters who also feature in the <i>Iliad</i> ; write summary of what each does in the <i>Iliad</i> and in the <i>Aeneid</i> . Alternatively, the teacher could list the characters and allocate one per student. The index to the Penguin <i>Iliad</i> will be helpful.

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):

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

Morgan, J. **OCR A2 Classical Civilisation OxBBox 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 shall include a range of appropriate texts.