Support Material
for

Ancient History

Stage 6 Syllabus

Contents

Section I – Structure and Content of Ancient History

The revised *Ancient History Stage 6 Syllabus* has replaced the 1999 Stage 6 syllabus. It was first implemented in Year 11 in 2005 and Year 12 in 2006.

While most major aspects of the 1999 syllabus remain unchanged in the revised syllabus, there are some key differences which teachers need to be aware of when developing programs. This section highlights these major differences.

1.1 Outcomes

The revised syllabus continues to emphasise what students know and can do as a result of studying Ancient History. The learning outcomes continue to be differentiated between the Preliminary and HSC courses and to cater for the full range of students. The Preliminary outcomes build on those of the *History Years 7–10 Syllabus*, emphasising the continuum of learning between Stages 5 and 6.

There are fewer outcomes in the revised syllabus. They are:
* simpler and more accessible for students and teachers
* organised in relation to the objectives
* differentiated between Preliminary and HSC courses
* linked explicitly to the syllabus content
* intended to cater for the full range of students.

1.2 Content and Structure of the Preliminary Course

The Preliminary course in Ancient History has been restructured into THREE parts:

Part I: *Introduction – Investigating the Past*: *History, Archaeology and Science*, using the Case Studies as a focus.

Part II: *Studies of Ancient Societies, Sites and Sources*: at least ONE study to be chosen.

Part III: *Historical Investigation.*

The Preliminary course content has undergone some minor revisions as indicated in the sections below. Changes to the course structure include:
* the requirement for students to undertake at least ONE study from Part II – *Studies of Studies of Ancient Societies, Sites and Sources* (instead of the two studies required in the 1999 syllabus).
* the new Part III – *Historical Investigation*, which may either be integrated within Part I and/or Part II, or undertaken as a separate study.

Apart from the requirement of 120 indicative hours for the Preliminary course, teachers are free to make their own judgements as to the time they allocate to each part of the course.

Part I: Introduction

This part comprises two sections. Teachers may choose either to teach the two sections separately, or to integrate them:
(a) *Investigating the Past: History, Archaeology and Science*
(b) *Case Studies*.

The content of section (a) is unchanged from the 1999 syllabus; students must investigate at least one case study.

The following changes have been made to the list of suggested case studies in section (b):
• *The Celts in Europe* has been moved from 'Case Studies' to 'Studies of Ancient Societies'.
• *Preserved human remains* is now called *Ancient human remains*.
• *The Trojan War/Homer* is now called *Homer and the Trojan War*.
• *Resistance to Roman rule: Boudicca* is now called *Boudicca: Resistance to Roman rule*.
• *Tutankhamun's Tomb* has been moved from 'Studies of Ancient Societies' to 'Case Studies'.
• *Australian Archaeological Sites* is now called *Aboriginal Archaeological Sites*.
• *Maritime Archaeology* is now called *Ancient Marine Archaeology*.

Part II: Studies of Ancient Societies, Sites and Sources

At least ONE society must be studied. The study should be drawn from a civilisation other than that covered in the case study.

The studies must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

The following studies have been **added**:
• *Alexandria*
• *Ancient China in the Qin and Han Dynasties*
• *The City of Rome in the late Republic*
• *Roman Britain.*

Other **changes** to Part II:
• The study of *Tutankhamun's Tomb* has been moved from 'Studies of Ancient Societies' to 'Case Studies'.
• *Nineveh* and *Persepolis* may be studied as separate societies.
• *Pompeii and Herculaneum* is now the core study for the HSC course and may no longer be studied in the Preliminary course.
• *The use of Roman rhetorical/historical writings to examine Roman provincial government* has been renamed *Roman writers on provincial government*.
• *The Celts*, renamed *The Celts in Europe*, has been moved from 'Case Studies' to 'Studies of Ancient Societies'.

Part III: Historical Investigation

This section has been included to allow students to further develop their investigative, research and presentation skills. The historical investigation should extend a particular area of individual student and/or group interest. It can be integrated into any aspect of the Preliminary course and

need not be completed as one project. The outcomes addressed in the investigation build on those in the *History Years 7–10 Syllabus*. Students will access the Preliminary Stage 6 outcomes at different levels depending on their previous experiences and abilities. The investigation also provides the context for a practical application of the key competencies described on page 13 of the revised Stage 6 syllabus.

This investigation must not overlap or duplicate significantly any topic attempted in HSC Ancient History or History Extension courses.

Content of the Preliminary course

The main elements of the content framework remain the Principal Focus, the outcomes, and the *students learn to* and *students learn about* statements.

To achieve the course outcomes, the content is organised in the same way in all sections of both the Preliminary and the HSC courses, under *students learn to* and *students learn about* statements.

The *learn to* statements describe the scope and depth of the outcomes of the course through the development and application of a range of skills, including:
• comprehending and analysing a range of written and archaeological sources
• describing and assessing different methods used by historians and archaeologists
• asking appropriate historical questions
• analysing the nature, reliability and usefulness of sources
• using historical terms and concepts
• discussing issues of ownership and custodianship of the past
• discussing ethical issues relating to historical sites, human remains and cultural property
• evaluating differing perspectives and interpretations of the past
• presenting the findings of historical investigations
• analysing and synthesising information from a range of sources.

The *learn about* statements are organised under headings relevant to the particular section of the syllabus or study option, with appropriate subject matter provided under each heading.

1.3 Content and Structure of the HSC Course

The HSC course is structured into four parts :
• Part I   Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*   25%
• Part II   ONE Ancient Society   25%
• Part III   ONE Personality in their Time   25%
• Part IV   ONE Historical Period   25%

Most of the content in the HSC course builds on the 1999 syllabus but it has been reorganised and presented in a simpler format. The student *learn about* and *learn to* statements continue to describe the scope and depth of the outcomes.

The most significant change is the inclusion of the Core Study*: Cities of Vesuvius – Pompeii and Herculaneum.*

- Each part of the syllabus is introduced by a *Principal Focus* that provides a summary for that part of the syllabus.
- The *Principal Focus* is followed by revised course outcomes and explicit *learn to* statements about the skills students will use to achieve the outcomes.
- The *content* statements are provided under the headings *students learn about.*
- The *learn to* statements describe the skills and processes students need to learn.
- The *learn about* statements describe the scope and depth of the content.

Points to note about the content of the HSC course:

Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum

The core study requires the study of:
- the geographical context
- the nature of sources and evidence relevant to the two cities
- issues relating to the investigation, reconstruction and preservation of Pompeii and Herculaneum.

Note: The Core Study is a ROMAN TOPIC

Part II: Ancient Societies

ONE society must be studied.
The following societies have been **deleted** from those listed in the 1999 syllabus:
- *Egypt: Middle Kingdom Egypt, Dynasty XI to Dynasty XII*
- all Roman societies.

One society has been **added**:
- *Society in New Kingdom Egypt to the death of Amenhotep III* (Option B).

Changes to other societies include:
- *Assyrian Society in the Sargonid Period from Sargon II to Ashurbanipal is now called Assyrian Society from Sargon II to Ashurbanipal* (Option D)
- *Society in Israel from Jeroboam I to the fall of Samaria is replaced by Society in Israel from Solomon to the fall of Samaria* (Option E).
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Part III: Personalities in their Times

ONE personality must be studied. The content is organised under the headings:
- Historical Context
- Background and rise to prominence
- Career
- Evaluation.

The following personalities have been **deleted** from those listed in the 1999 syllabus:
• Jezebel
• Scipio Africanus.

The following personalities have been **added**:
• Hannibal (replaces Jezebel in the 'Near East' section) (Option F)
• Tiberius Gracchus (replaces Scipio Africanus in the 'Rome' section) (Option J).

Part IV: Historical Periods

ONE historical period must be studied.

The following Historical Periods have been **deleted** from those listed in the 1999 syllabus:
• Egypt – *Middle Kingdom Egypt, Dynasty XI to Dynasty XII*
• Near East – *Assyria from Tiglath-Pileser I to Tiglath-Pileser III 1115–727 BC*
• Greece – *The Hellenistic Period from the death of Alexander the Great to Cleopatra VII*
• Rome – *The Later Roman Empire: AD 235–410.*

Titles and/or time frames of some of the historical periods have been **changed**:
• Option A: Egypt – *From Unification to the First Intermediate Period*
• Option D: The Near East – *Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC*
• Option J: Greece – *Fourth-century Greece to the death of Philip II of Macedon*
• Option K: Rome – *Rome's Wars of Expansion* is now *Rome: 264–133 BC*
• Former Option Q: Rome – *Augustus and the Julio-Claudians* has been divided into two Historical Periods called:
  – Option N: Rome – *The Augustan Age 44 BC–AD 14*
  – Option O: Rome – *The Julio-Claudians and the Roman Empire AD 14–69*
• Option P: Rome – *The Roman Empire AD 69–235.*

1.4 Assessment

School-based assessment

Some changes have been made to the internal assessment advice in the revised syllabus in order to simplify and improve assessment requirements. Teachers have more flexibility in designing assessment programs. Components for assessment in the new syllabus for both the Preliminary and the HSC courses are set out below. For the Preliminary course, the components and weightings are suggestions only. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content. For the HSC course, the components and weightings are *mandatory*. The internal assessment mark for Ancient History Stage 6 is to be based on the HSC course only. There must be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content:
• oral presentation – 10%
• research – 25%
• source analysis – 25%
• examination, test items – 40%

Teachers may choose their own content weightings.

HSC examination

The examination reflects the change to the structure of the syllabus. It has four sections of equal weighting corresponding to the four parts of the HSC course. All students will complete the core questions in Section I, and answer the questions relating to the options studied in Sections II, III and IV. Each section of the examination is worth 25 marks.

A specimen examination paper package, consisting of the 2006 HSC Ancient History specimen examination paper, sample marking guidelines and mapping grid is available on the Board of Studies website at :
www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_lista.html

Section II — Programming and Assessing the Preliminary Course

2.1 The Programming Model

The sample material in this document is provided to illustrate an approach to programming using syllabus outcomes.

The outcomes in the *Ancient History Stage 6 Syllabus* are designed to:
- provide clear expectations of what students know and can do by the end of each of the Preliminary and HSC courses
- identify the progress expected of students from the Preliminary to HSC courses
- assist in the development of teaching and learning programs.

In programming the course, planning units of work and developing an assessment program, it is important that teachers ensure that the outcomes are addressed. The following pages provide an example of an approach that teachers might find useful when developing teaching and learning and assessment programs that address the outcomes.

The sample program overview on page 13 is presented as a matrix that reflects the total planning for the course. It allows teachers to plan:
- outcomes to be addressed in each section of the course. This enables teachers to determine at which stages of the course particular outcomes will be developed or reinforced
- the programs to be taught and the time allocated to each one
- the relationship of the assessment program to the teaching and learning program.

Steps in the design of teaching programs

The following pattern of study was chosen for the sample program provided in this document. Teachers should note that the topics suggested for study in the HSC course were chosen to represent a broad range of civilisations. Other patterns of study which emphasise a particular civilisation are suggested in section 3.3.

PRELIMINARY		HSC	
1	(a) Investigating the past: History, Archaeology and Science (b) Case Studies: (i) Tutankhamun's tomb (ii) Homer and the Trojan War	1	HSC Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 hours)
		2	Ancient Society: New Kingdom Egypt to the death of Amenhotep III (30 hours)
2	Ancient Societies, Sites and Sources: The Celts in Europe	3	Personalities in their Times: Agrippina the Younger (30 hours)
3	An historical investigation may be integrated into Part I and/or II or be undertaken as a separate study	4	Historical Period: The Greek World 500–440 BC (30 hours)

The development of this overview involved the following steps:

Step 1: Determining syllabus requirements, selection of topics and time allocation
In the sample program provided for the Preliminary course (p 14) the following criteria were used in determining the overall program of study for the course. The model:
- meets the syllabus requirement that at least one Case Study and one study from Ancient Societies, Sites and Sources are undertaken
- provides for the Historical Investigation to be undertaken either as an integrated study or an individual student project
- is suitable for the full range of students' abilities and interests
- includes topics that reflect a wide geographical area within the Ancient World (eg Egypt Greece, Britain)
- is linked to the HSC program with (i) *Tutankhamun's Tomb* serving as an introduction to New Kingdom Egyptian Society; (ii) *Homer and the Trojan War* serving as an introduction to the Greek Historical Period
- extends students by including topics beyond the Ancient Mediterranean world, eg the Celts in Europe
- ensures that topics do not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Step 2: Identifying targeted outcomes for each topic
The Ancient History outcomes are related to the entire course and are not linked to individual sections of the course. When programming teaching and learning programs, teachers should be clear about where and when the outcomes are explicitly taught throughout the course. The program overview provided, demonstrates this process by using selected topic areas to target particular outcomes. This is not to suggest that other outcomes are not being addressed through the topic. However, it is the targeted outcomes that provide the focus for the teaching and learning activities. In order to indicate this, targeted outcomes are marked by a **T** while others, those being 'worked towards' or reinforced, are indicated by a (✔).

This approach allows teachers to make a clear link between the syllabus outcomes, content and the assessment program. However, it should be noted that the **selection of targeted outcomes for each topic is provided as an example only. Teachers will devise programs to meet the needs of their students.** The sample provided is offered as a template that teachers may find useful when planning their own programs.

Step 3: Linking the targeted outcomes and the assessment program
A sample Preliminary assessment program is provided on page 15, and a sample HSC assessment program on page 44. They are based on the components and weightings on pages 79–81 of the syllabus.

Teachers should note the following features of this assessment program:
- assessment of learning outcomes is an integral part of the teaching and learning process
- assessment of targeted outcomes occurs after they are addressed through teaching and learning strategies
- outcomes do not need to be assessed every time they are targeted for teaching and learning
- well-designed assessment tasks can effectively assess more than one outcome
- all outcomes (excluding those explicitly addressing values and attitudes) are assessed as part of the school assessment program

• assessment tasks are appropriate for the learning outcomes to which they are related (for example, an examination/test item may not be a valid instrument for assessing outcomes related to historical investigation).

Designing teaching programs

This section provides an approach to the next stage for programming the Preliminary course from the *Ancient History Stage 6 Syllabus*. This entails the detailed planning of the teaching, learning and assessment activities for each unit of work. A sample teaching program has been developed for:
• Investigating the Past: *History, Archaeology and Science*
• Ancient Societies, Sites and Sources – (a) *Alexandria* and (b) *The City of Rome*
• Models for the Historical Investigation.

Steps in the design of teaching programs:

Step 1 Identify from the program overview the outcomes to be targeted for the units of work and the assessment task.

Step 2 Determine the content to be taught within the unit of work. The content is to be found in the syllabus through the *learn to* and *learn about* statements. The *learn to* statements (see pages 16, 23 and 24 of the new syllabus) are linked to the targeted outcomes and the *learn about* statements.

Step 3 Design teaching and learning activities and identify key resources that will foster student interest and provide opportunities for each student to achieve the targeted outcomes.

Step 4 Design assessment tasks (as specified in the assessment program) that will allow students to demonstrate achievements in relation to the targeted outcomes.

Note: Teachers may approach these steps in any order.

2.1.1 Model Preliminary Course Overview   Total hours – 120 indicative hours

Topics	I Introduction			II Ancient Societies, Sites and Sources	III Historical Investigation
	(a) History, Archaeology and Science: Investigating the Past	(b) Case Studies		The Celts in Europe	Integrated research or individual student project
		(i) Homer and the Trojan War	(ii) Tutankh-amun's Tomb		
Assessment Tasks	Task 1: Source Analysis 15	Task 2: Research 10 Source Analysis 10	Task 4: Exam 10	Task 4: Exam 30	Task 3: Research 15 Oral 10
Time: Suggested time allocation (hours): Terms 1, 2, 3	**33 hours**	**18 hours**	**18 hours**	**33 hours**	**18 hours**
Outcomes: A student develops the skills to: P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context	✓	T	✓	T	T
P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world	✓	T	T	✓	✓
P3.1 locate, select and organise relevant information from a variety of sources	T	T	T	✓	T
P3.2 identify relevant problems of sources in reconstructing the past	**T**	T	✓	✓	✓
P3 3 comprehend sources and analyse them for their usefulness and reliability	T	T	✓	T	✓
P3.4 identify and account for differing perspectives and interpretations of the past	T	✓	✓	T	✓
P3.5 discuss issues relating to ownership and custodianship of the past	T	T	T	✓	✓
P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	✓	T	✓	✓	**T**
P4.1 use historical terms and concepts appropriately	✓	✓	T	T	✓
P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	✓	✓	✓	T	T

2.1.2   Sample Preliminary assessment program

	Task 1	Task 2	Task 3	Task 4
Areas of Assessment	Source Analysis	Research and Source Analysis	Research and Oral	Examination and Test Items
Appropriate Date	Term 1	Term 2	Term 2	Term 3
Outcomes Assessment	P3.1 P3.2 P3.3 P3.5	P1.1 *P2.1* P3.1 P3.2 *P3.3* P3.6	P1.1 P3.1 P3.5 P3.6 P4.2	P1.1 P2.1 P3.1 P3.3 P3.4 P4.1 P4.2
Topic Focus	Relevant aspect/s of Part I: *History, Archaeology and Science: Investigating the Past*	*Case Study* (i) Homer and the Trojan War	Topic selected from Part I or Part II OR *Part III (independent project)*	(i) *Case Study*: Tutankhamun's Tomb (ii) *Ancient Societies, Sites and Sources:* The Celts in Europe
Syllabus components	Part I (a) *History, Archaeology and Science: Investigating the Past*	*Part I* (b) *Case Studies*	Part I, Part II or Part III (independent project)	Part I: *Case Study* Part II: *Ancient Societies, Sites and Sources*
Weighting	**15**	**20**	**25**	**40**

2.2 Sample Programs and Assessment Tasks

2.2.1 Sample Preliminary program

INVESTIGATING THE PAST: HISTORY, ARCHAEOLOGY AND SCIENCE [Duration: 33 hours]

Principal Focus: By drawing on a range of archaeological and written sources, students learn about:
- the methods used by historians and archaeologists to investigate the past; the nature and role of sources and evidence in reconstructing the past; ethical issues related to the discipline; the role of science in unlocking the past.

OUTCOMES	STUDENTS LEARN TO:	RESOURCES
Students:	• comprehend and analyse a range of written and archaeological sources in reconstructing the past	**Books**
P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context	• describe and assess different methods used by historians, archaeologists and other specialists to understand the contributions of key people, groups, events, institutions, societies, written sources and sites of the past	Ceram, CW, *Gods, Graves and Scholars*, Penguin, 1974 Hurley, T et al, *Antiquity 1*, Oxford University Press**,** 2000 Kenworthy, G et al, *Examining the Evidence*, Jacaranda, 1996 Lawless, J et al, *Unlocking the Past*, Nelson*,* 1996 McIntosh, J *The Practical Archaeologist*, Thames & Hudson, 1999
P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world	• ask appropriate historical questions and test hypotheses about the nature of the sources, their reliability and usefulness and the problems posed by sources in reconstructing the past	Renfrew, C and Bahn P, *Archaeology: Theories, Methods and Practice*, Thames and Hudson, 1991
P3.1 locate, select and organise relevant information from a variety of sources	• use historical terms and concepts in appropriate historical contexts	Renfrew, C et al, *Virtual Archaeology*, Thames and Hudson, 1997
P3.2 identify relevant problems of sources in reconstructing the past	• discuss issues relating to ownership and custodianship of the past	Zarmati, L and Cremin, A, *Experience Archaeology,* Cambridge University Press, 1998
P3.3 comprehend sources and analyse them for their usefulness and reliability	• discuss the ethical issues related to the excavation, presentation and reconstruction of historical sites, human remains and cultural property	**Articles** 'Behind the Mask of Agamemnon', *Archaeology*, July/August 1999
P3.4 identify and account for differing perspectives and interpretations of the past	• evaluate differing perspectives and interpretations of the past	*Good Weekend (SMH)* articles: *Finders Keepers*, 24 Feb 1990; *Forensic dentistry*, 9 Jan 1993; *Body of Evidence*, 6 Nov 1993
P3.5 discuss issues relating to ownership and custodianship of the past	• describe and explain the contributions of science and other disciplines to the dating of evidence and the provision of information about the past	**Kits** Slide kits *Digging up the Past; The Skills of the Archaeologist* (Curriculum: Macquarie University)
P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	• describe and discuss the changing nature and uses of archaeology and related disciplines	OTEN resource kit: *Introduction to Historical Techniques*
P4.1 use historical terms and concepts appropriately	• present the findings of historical investigations, and analyse and synthesise information from a range of sources.	**Videos** *Stonehenge* (ABC) *It began in Clay* (Macquarie University)
P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms		*Meet the Ancestors* (SBS series) *The Rape of Tutankhamun* (Channel 4 TV, UK)

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
Introduction	Teacher exposition, using simplified timeline, of 'big picture' of time from Prehistory to the Present – to establish a basis for student understanding of major periods, eg prehistory, history, Stone, Bronze, Iron Ages, Ancient, Medieval, Modern.
1 Methods of investigating the historical past • roles of history and archaeology in investigating the past; complementary nature of both disciplines	Teacher leads class brainstorm to assess students' knowledge and understanding of history and archaeology. Students consider a range of statements about the role of the archaeologist and historian to construct a definition for each: Resources: *Unlocking the Past,* pp 2–4; *Antiquity 1,* Ch. 1 'The Nature of Evidence'.
• the unique methodologies of the historian and archaeologist; the contribution of written and material remains in providing evidence of the past	Teacher exposition using slide kit (eg 'Digging up the Past', 'The Skills of the Archaeologist') or video (eg 'It Began in Clay', 'Out of the Past' series) to explain the methodologies of the archaeologist and historian. Other resources; *Antiquity 1*; *Unlocking the Past*; *Experience Archaeology*. Students complete activities suggested in the texts to develop knowledge and understanding of excavation techniques, stratigraphy, dating methods (archeological and scientific) and other relevant features of archaeological and historical method. Marine Archaeology: Students learn about underwater archaeology in Alexandria by undertaking an artefact mapping activity at website: www.pbs.org/wgbh/nova/teachers/activities/2417_sunken.html (based on the video: *Treasures of the Sunken City)* See also, Zarmati and Cremin, *Experience Archaeology*, Ch 8, 'Excavating under Water'.
2 The nature of sources and evidence • archaeological and written sources; how evidence is lost, preserved and rediscovered	Students consider a range of factors, both accidental and deliberate, natural and human that contribute to the destruction/preservation of evidence. Resources: *Antiquity 1*, Ch 2, 'The Preservation and Destruction of Evidence'; *Unlocking the Past*, 'How have Sources Survived?', pp 16–17; Renfrew and Bahn, *Archaeology*, 'The Politics of Destruction 1 and 2', pp 511, 513.
• the nature of evidence provided by written and archaeological sources, complementary and contradictory	Students work in small groups to examine a range of artefacts and documents assembled by themselves or the teacher They identify and classify the material, record their findings in a table and draw some conclusions about the evidence provided. Follow up activity to identify relevant problems of sources and to establish clearly the complementary (and different) kinds of evidence provided by archaeological and written sources. Teacher supplements this activity with other information and students mindmap essential features of archaeology/history and compile a list of the range of material for each.
• asking questions of archaeological and written sources; determining the reliability of archaeological and written sources; historiographical issues raised by archaeological and written sources	Teacher leads class discussion to assess students' understanding of terms: primary and secondary sources; sources as evidence; source reliability; historiography. Students study selected sources to explore and discuss a range of issues relating to reliability of source, eg absence of sources, gaps in sources, distinguishing fact and opinion, bias, etc: applying the checklist of questions for interrogating archaeological and written sources. Checklist for questioning sources, see: *Antiquity 1*, Ch 1, 'The Nature of Evidence'; *Unlocking the Past*, Ch 1. See also: *Antiquity* 1, Ch 5, 'Problems of Evidence'; *Experience Archaeology*, Ch 1; *Examining the Evidence*, pp 16–20.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
3 Reconstructing the past: the role of sources and evidence • reconstructing the past using archaeological and written sources; analysis of sources for use as evidence; recognising the provisional nature of the evidence • testing hypotheses using types of sources; complementary and contradictory evidence; determining authenticity, reliability and usefulness of sources • forensic techniques used to bring together a coherent picture of a person, group, event and site • problems of authenticity – fakes and forgeries • history of archaeology – changing purposes, excavations and recording techniques • archaeological conservation and preservation – preservation techniques – salvage archaeology	**Crime-scene investigation: 'How did Tutankhamun Die?'** Students apply what they have learned about the work of the archaeologist and historian, the nature of sources and evidence, problems of sources and the use of forensic techniques to an investigation of Tutankhamun's death. Teacher prepares the 'crime scene' by assembling a range of ancient and modern sources on Tutankhamun including: (i) Historical context containing: brief biographical details, sources which provide some evidence about his life and status as a pharaoh (eg select tomb goods and tomb reliefs); (ii) List of persons who might be considered as suspects (eg Horemheb, Ay, Maya) with relevant details of their careers and relationship to him; (iii) Forensic reports on the mummy of Tutankhamun; (iv) A range of hypotheses about his cause of death. Students work in small groups to analyse the sources, test the different hypotheses and formulate a theory based on their examination of the evidence. Each group reports its findings either in written or oral report addressing the following questions: possible cause of death; supporting evidence; problems of sources which sources most/least reliable and useful and why/why not); reasons for rejecting other hypotheses. Resources for Crime-scene Investigation: C Frayling, *The Face of Tutankhamun,* Faber and Faber , 1992; N Reeves, *The Complete Tutankhamun,* Thames & Hudson 1995; D Forbes, 'Abusing Pharaoh', *KmT*, Vol 3, No. 1, 1992, pp 59–67; Z Hawass, 'Scanning Tutankhamen'*, KmT*, Vol 16, No 2, Summer 2005. Video: *The Assassination of King Tut* (Discovery Communications, 2003). Students may investigate the techniques used by the English Egyptologist Joann Fletcher's attempt to identify the mummy of Nefertiti in the documentary, *Nefertiti Revealed* (Discovery Communications, 2004). Teacher leads class discussion on the possible range of reasons why people produce fakes and forgeries. Class viewing of a relevant case study, eg video *Vinland: Viking Map or Million Dollar Hoax?* (screened on ABC, 21 April 2005), followed by discussion of key issues raised in the program. Students investigate another forgery, eg 'Piltdown Forgery', (Renfrew and Bahn, p 114) or enter 'Piltdown' in a web search explain the nature of the hoax and methods used to expose the hoax. Group activity: Students work in small groups to investigate the work of one archaeologist and record their findings in a table with these headings: Name, purpose of excavation/nature of discovery/methods of excavation/contribution to archaeology. Students share their findings with each other and complete a table to record all of the archaeologists investigated. Students use information in the table to create a timeline sequence showing how the science of archaeology has changed over time. Suggestions for investigation: G Belzoni, F Petrie, K Kenyon, M Wheeler, Sir Arthur Evans, H Schliemann, G Fiorelli, S Marinatos, C Blegen, G Bass, Z Hawass, M Lehner, N Reeves etc. Useful resources, Renfrew and Bahn, *Archaeology*, Ch. 1 'The History of Archaeology'; PG Bahn (ed) *Cambridge Illustrated History of Archaeology*, 1996.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
the role of science and disputation over 'reconstruction of historic sites' • problems associated with reconstructing the past through archaeological evidence	Teacher-led discussion of meaning of conservation and its application to archaeology, including nature and problems of conservation, eg do archaeologists have a responsibility to conserve sites they have excavated? What techniques have been used? How effective? Relevant case studies, eg the Parthenon, the Sphinx, wall reliefs in the tomb of Nefertari (using TV documentary *Nefertari: For whom the Sun shines*), the Sutton Hoo Helmet or Angkor Wat using D Mootz 'Why not teach Angkor?'*, Teaching History*, Vol 38, No. 2, June 2004, pp 55–61, and M Billings, 'Asia's hidden treasure trove', *BBC History*, Vol 3, No. 10, Oct 2002, pp 22–26. What is salvage archaeology? eg the UNESCO project to save the temples of Abu Simbel. Suggested Study: War and Terrorism – threats to preservation and conservation. Students are to choose ONE of the following incidents: 1) Soviet theft of Trojan treasures from Berlin; 2) Allied bombing of Pompeii during WWII; 3) Nazi looting of Europe's treasures; 4) Attack on the tourists at Deir el Bahri, Egypt; 5) Destruction of the Bamiyan Buddhas in Afghanistan; 6) Looting of the National Museum of Iraq. Students prepare a brief news report on i) the time and location of the destruction or theft; ii) the groups involved; iii) the structures and/or artefacts involved; iv) the fate of these structures and/or artefacts; v) the response or lack of response from governments and/or non-governmental organisations such as UNESCO. Helpful information may be found a) on the internet b) or magazine articles such as M Goren, 'The War within the War,' *Archaeology* July/Aug 2004, pp 28–31; J.M. Eisenberg, 'The National Museum of Iraq', *Minerva* 15/1 Jan/Feb 2004, pp 33–35; WR Johnson, 'The Incident at Deir el Bahri and its Aftermath', *KMT* 9/1 Spring 1998, pp 3–4; R.M. Romey, 'The Race to Save Afghan Culture', *Archaeology* May/June 2002, pp 18–25; 'Cultural terrorism', *Archaeology* May/June 2001. Impact of technology on archaeology, eg exploring the way radar imaging from space can aid mapping out the full extent of a vast site such as Cambodia's Angkor Wat in the documentary *The Lost World of Angkor Wat* (Discovery Communications, 2002); see also T Sakata et al, 'Space Archaeology', *Discovering Archaeology (Scientific American)* 2/1 Jan/Feb pp 78–85.
• different interpretations of the past • influence of different perspectives on interpretations of the past • significance of selectivity, emphasis and omission for the interpretation of the past	Teacher leads class discussion of key terms: perspective and interpretation. Demonstrate with a discussion of the different perspectives represented in the 'invasion' vs. 'settlement' argument about Australia's history. Class suggests other perspectives, eg gender, class, religion, race, nationalism and imperialism and how these may affect interpretations of the past, with ancient examples eg biblical archaeology and the search for evidence of the Great Flood and Noah's Ark using *Antiquity 1* and TV documentaries eg *Crusaders for the Lost Ark* (Four Corners ABC-TV 1994), *The Quest for the Ark* (Channel 4 TV, 24 Oct 1994) and an article: B Hills 'The Boat People' (*Good Weekend SMH Magazine*, 15 Aug 1992). Class discussion with a starting point of the significance of students' own everyday experiences of selectivity, emphasis and omission. Apply to relevant case studies.
4 Current concerns relating to the ethics of the discipline • Who owns the past? Who should administer the past? Who presents the past?	Students examine the concept of ethics and ethical behaviour in general, using current examples of ethical/unethical behaviour. Students discuss and evaluate differing perspectives on political, economic and ethical issues relating to ownership and custodianship of the past, eg national vs. international responsibility etc. Egyptian monuments, World Heritage

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
• human remains – ethical issues involved in their analysis and uses • cultural property – ownership and custodianship	sites, archaeology in Aboriginal Australia; the nature and purpose of museums, museums as 'collectors or looters'? Sources: eg Renfrew and Bahn, *Archaeology,* Ch 14, 'Whose Past?'; *Antiquity 1*, Ch 6, 'Heritage Issues'; Zarmati Ch14, 'Who Owns the Past?; Lawless *Unlocking the Past*, 'Ethics and Aboriginal archaeology' pp 96–106. Students discuss and evaluate differing perspectives on ethical issues related to human remains and cultural property eg Aboriginal human remains: *Good Weekend* 'Are they Ancestors or Fossils?'; *Antiquity 1*, Ch 6 'Heritage Issues', Ch 7 'Lake Mungo', pp 73–74; The Parthenon Marbles; *Antiquity 1*, Ch 6; The Trojan Treasure, *Unlocking the Past*, pp 146–148; Video: *Cultural Property; Cultural Treasures* (SBS Cutting Edge). Activities: Class debate: The Parthenon Marbles should be returned to Greece OR editorial or Letter to the Editor, arguing for or against (1) analysis and display of human remains (i) the return of cultural property.
5 **The role of science in unlocking the past: contributions of science and other disciplines to the analysis and reconstruction of the past** • biology; medicine • physics; geography • geology; chemistry • computer science; mathematics • sociology; anthropology • cartography; epigraphy • numismatics; vulcanology • papyrology; dating of evidence	Teacher ascertains student understanding of these disciplines in a short questioning activity. Students demonstrate their understanding of relevant terms and concepts by completing a mix-and-match term/definition exercise for the disciplines shown at left. Teacher leads discussion to recall examples already examined in this unit of how these disciplines have contributed to our understanding of the past, eg dating and bog bodies or Iceman, DNA mummy research. **HISTORICAL INVESTIGATION** Students work individually or in pairs and choose from a range of case studies to investigate the role of archaeology, history and science in unlocking the past. They investigate the case study to explain: (i) what it reveals about the past, (ii) how archaeology/history/science has contributed to our understanding of the case study, (iii) conflicting interpretations, eg human remains (Ice Man, Bog Bodies, Siberian, Eskimo, Chinchorro, Peruvian mummies). Other case studies as per syllabus or by student choice, eg Stonehenge, Easter Island, Thera Eruption, etc. Students present their findings in a 5-minute illustrated talk and submit a one-page summary sheet of their findings, including short bibliography, and quick quiz or cloze passage; wonderword/crossword of key terms. Teacher and/or class test listening skills, knowledge and understanding of student presentations by designing a 'Who Wants to be a Millionaire' style quiz. Students form small teams to act as contestants. Resources: Renfrew et al; Bahn and Renfrew; *National Geographic*; web searches.

2.2.2   Sample Preliminary program

ANCIENT SOCIETIES, SITES AND SOURCES: ALEXANDRIA [Duration: 33 hours]

Principal Focus: By studying ancient Alexandria students learn to investigate the social history of a people through an investigation of the remains of their material culture, and come to understand the key developments and forces that may have shaped that society.

OUTCOMES	STUDENTS LEARN TO:	RESOURCES
Students: P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world P3.1 locate, select and organise relevant information from a variety of sources P3.2 identify relevant problems of sources in reconstructing the past P3.3 comprehend sources and analyse them for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 discuss issues relating to ownership and custodianship of the past P3.6 plan and present the findings of historical investigations analysing and synthesising information from a range of sources. P4.1 use historical terms and concepts appropriately P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	• gather, select and organise information in relation to the geographical context, social relationships, gender, economy, religion, death and burial, cultural life, people's lives and archaeological and historiographical issues of the ancient society • describe significant power, gender, social, economical and cultural relationships in the ancient society • make deductions and draw conclusions about change and continuity in significant power, gender, social, economic and cultural relationships in the ancient society • weigh up the relative reliability of sources in relation to the significance of power, gender, social, economic, cultural, archaeological and historiographical issues of the ancient society or site • examine the available sources, note the gaps in the evidence and evaluate the extent to which these affect the usefulness of information • assess a range of interpretations about the ancient society or site from ancient and modern sources and consider why these views might differ • construct coherent oral and written texts to explain and discuss significant power, gender, social, economic, cultural, archaeological and historiographical issues of the ancient society or site.	Baines, J and Malek, J, *Atlas of Ancient Egypt*, Phaidon, 1980 Bartlett, J (ed) *Jews in the Hellenistic and Roman Cities*, Routledge, 2002 Bowman, AK, *Egypt after the Pharaohs*, British Museum Press, 1986 Empereur, J-Y, *Alexandria: Past, Present and Future,* Thames & Hudson, 2002 Empereur, J-Y, *Alexandria Rediscovered*, George Braziller, NY, 1998 Ferguson, J, *The Heritage of Hellenism*, Thames and Hudson, 1973 Forster, EM, *Alexandria: A History and a Guide*, Peter Smith, Gloucester, MA, 1968 Haas, C, *Alexandria in Late Antiquity: Topography and Social Conflict,* John Hopkins University Press, 1997 Lawless, J, *Ancient History Skills Preliminary Course, Teacher Reference,* Unit 19 p 38 Lloyd, AB, 'The Ptolemaic Period' in Shaw, I (ed) *The Oxford History of Ancient Egypt*, Oxford University Press, 2000 MacLeod, R, (ed.) *The Library of Alexandria: Centre of Learning in the Ancient World*, IB Tauris & Co Ltd, 2004 Marlowe, J, *The Golden Age of Alexandria,* Victor Gollancz, London, 1971 Palmer, S, 'Egypt's Sunken Treasures', *Focus* 149, April 2005 pp 52–59 Préaux, C, 'Alexandria under the Ptolemies', in Toynbee, A, *Cities of Destiny*, Thames and Hudson, 1967 Schulz R & Seidel, M, (ed.) *Egypt: The World of the Pharaohs,* Könemann, 1998 Shaw, I (ed) *The Oxford History of Ancient Egypt,* Oxford University Press, 2000 Steen, G (ed) *Alexandria: The Site and the History*, New York University Press, 1993 Vrettos, T, *Alexandria: City of the Western Mind*, Simon & Schuster Ltd, 2002

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Videos
In search of Ancient Alexandria
Cleopatra's Palace (Discovery), 1998, 50 min
The Seventh Wonder of the World (*As It Happened,* SBS TV broadcast)
Lost Worlds: Metropolis – The Power of Cities, Ep 2: Alexandria (SBS, 2004)
The Lost Treasure of the Alexandria Library (Greystone Communications)

Websites:
www.unesco.org/csi/pub/source/alex5.htm
http://ce.eng.usf.edu/pharos/alexandria
www.pbs.org/wgbh/nova/teachers/activities/2417_sunken.html
www.houseofptolemy.org/housealx.htm
www.grm.gov.eg/about_e.html (collection in Graeco-Roman Museum)

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STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):

Introduction
 	
• historical context of Alexandria from foundation to the late Roman period
 	
• geographic and historical context including:
  – location, topography and town planning
  – Alexander the Great and the foundation of the city
  – the city and the Ptolemies
  – impact of Rome
	Alexandria today. Students view slides, video (eg *The Seventh Wonder of the World)* or website visuals of the city of Alexandria in modern times. Teacher present a brief selection of modern views of Alexandria, eg from Lawrence Durrell's *Alexandria Quartet*, Cavafy's poems, (eg 'The God Abandons Antony' in *Alexandria: Past, Present and Future* (Empereur, 2002), pp 140–141), and Rodenbeck's, *The Golden Age of Alexandria.*
	
	Brief teacher outline of the history of the city from its foundation by Alexander the Great to late Roman period including: reason for Alexander's choice of the site, division of Alexander's empire among his generals, role of early Ptolemaic rulers in the development of Alexandria, conquest by Rome, Christian period to 395 AD (Baines and Malek, pp 52–55; Marlowe, Ch 2 'The Early Ptolemies').
	
	Students map the conquests of Alexander the Great and annotate a simple timeline to record key information from teacher's exposition. (Resource: map: B Manley, *Penguin Historical Atlas of Ancient Egypt,* pp 128–129). See also annotated timeline of Ptolemies at: www.houseofptolemy.org/housekng.htm#RULERS.
	
	Teacher introduces and explains concept of Hellenism and role/importance of Alexandria in the Hellenistic Age. Students mind map key features of Hellenism: language, commerce, art and architecture, literature and learning, religion and cosmopolitanism.
	
	Teacher provides map of Ptolemaic Egypt and plan of ancient Alexandria (see Lloyd, 'The Ptolemaic Period' in Shaw, p 406) Students study map, plan and a range of ancient sources on Alexandria (Strabo, *Geography* Bk17 Ch 7) to record details on the reasons for the founding of Alexandria and to locate major features and buildings.
	
	Students examine aspects of underwater archaeology in Alexandria by undertaking an artefact mapping activity at website: (based on the video: *Treasures of the Sunken City).*
	Throughout this unit students use relevant sources and information to draw conclusions about change and continuity in the political, social, economic and cultural aspects of Alexandria from the Ptolemaic to the Roman period. What was the impact of Rome on the political and cultural development of Alexandria?

• architecture – structure, decoration, purpose and function including:
  – the Pharos lighthouse, a 'wonder of the world'
  – the Temple of Sarapis
  – the Serapeum
  – palaces and temples
  – the harbour
	Students investigate major buildings to describe and explain the structure, decoration and purpose of one of the following features of Ptolemaic Alexandria: Pharos lighthouse, Temple of Serapis, Serapeum, palaces and temples, the harbour, gymnasium, theatre and stadium.
	Students present the results of their investigations in an illustrated poster/model/PowerPoint format.
	Students collate the information from each other's presentations by completing a table for all structures with the following headings: when built, architectural features, decoration, purpose and function, evidence.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):

– gymnasium
   – theatre and stadium
   – Pompey's Pillar
   – funerary architecture
	<u>Resources,</u>
	Greco-Roman temple architecture: D Kurth, 'A World Order in Stone – The Late Temples' in Schulz, R & Seidel, M (ed) *Egypt: The World of the Pharaohs,* Könemann, 1998; funerary architecture: J Willeitner, 'Tomb and Burial Customs after Alexander the Great' (ibid, pp 312–321); student web searches.
	<u>www.houseofptolemy.org/housealx.htm</u>

• social and political life including:
   – the Greek elite
   – Egyptians, Jews and other immigrants
   – privileges and roles of a citizen
 	
   – the role of the ruler
   – social control
 	
   – public entertainment and spectacles
	Students use their plan of Alexandria to locate the quarters for different ethnic groups. They investigate the social and political life of the different groups and demonstrate their understanding of the social hierarchy of the city by constructing a pyramid of Alexandria's social classes, including notes explaining the reasons for the relative position of each group. (Lloyd, 'Ptolemaic Period', (2000) pp 408 *ff*).
	Students demonstrate their understanding of the role and status of Greeks, Egyptians, Jews and others in Alexandria by constructing dialogues/role-plays among and/or between social groups.
	<u>Resources</u>: Haas*,* pp 50–61; 'Ethnic tensions at Alexandria' in Bartlett (2002), pp 77–87.
	•
	Students investigate Ptolemaic kingship, the titles, roles and powers of kings and queens, and complete note-making activity. (<u>Resources</u>: S Quirke, *Who Were the Pharaohs?*, Dover Publications, 1990, pp 40–42; Lloyd (2000), pp 408 *ff*).
	
	Students investigate entertainment and spectacles in Alexandria and design a poster to advertise a major public event
	<u>Resources</u>: Marlowe (1971), Ch 6, 'The Pursuit of Life', pp 112–118.

• economic life including:
   – the Mediterranean and the Nile
   – trade and commerce
   – industries and employment
	Students examine relevant sources to describe the main features of economic life in Alexandria during the Ptolemaic and Roman periods and account for economic change and continuity over these periods.
	
	<u>Resources</u>: Empereur, pp 34–35; Bowman (1986); Rostovtzeff, MI, *Social and Economic History of the Hellenistic World*, Vols I and II, Clarendon (Oxford), 1963; Peacock, D*, '*The Roman Period'*,* in Shaw (2000), pp 426 *ff*; selected excerpts from Strabo.
	<u>www.unesco.org/csi/pub/source/alex5.htm</u> (trade and map of trade routes: the greatest emporium in the inhabited world).

• religious and cultural life including:
   – Egyptian cults
   – beliefs and practices
   – the library
   – educational and philosophical schools
   – the sciences and literature
   – Hellenised Jews: Old Testament Books,
      Apocalyptic literature, the Septuagint
	Students investigate the development of the Sarapis cult to explain the amalgamation of Egyptian and Hellenistic deities (Hart, G, *Dictionary of Egyptian Gods and Goddesses*, Routledge,1986; Bowman (1986), pp 173 *ff*).
	
	Students use information on cult of Sarapis to design a pamphlet promoting the worship of Sarapis for (a) Egyptians (b) Greeks.
	Founding and development of the library of Alexandria; its significance in the Hellenistic period.
	
	Teacher distributes a range of resources on education, philosophy, science and literature for class or small group reading and discussion. Students organise this information by completing a table with the following headings: branch of learning; key person/s; brief description; name of relevant Alexandrian institution (eg Philology/Demetrius of Phaleron/founding of library).

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
– Art of the Greco-Roman period: sculpture, stelae and painting, mosaic, glass and metalwork (including coin decoration)	Students examine issues about education and learning from investigating the following individuals: Appian, Zenodotus, Callimachus, Erastothenes, Herophilus, Erastritatos, Menander, Philo. <u>Resources</u>: Macleod, R, (2004), Tarn, W & Griffith, *Hellenistic Civilisation*, Edward Arnold, Ferguson (1973), Marlowe (1971), Ch 4 'The Pursuit of Learning'; Vrettos (2002), Parts 2 and 4. Teacher prepares a collage of visuals representing a variety of artistic media from Greco-Roman Alexandria for study and discussion. Students identify distinguishing features of different art forms and complete a note-making activity for each visual, based on teacher exposition, class discussion and their own reading. Collection of Graeco-Roman Museum at www.grm.gov.eg/about_e.html

Alexandria: Further reading

Bell, HI, *Cults and Creeds in Graeco-Roman Egypt*, University Press of Liverpool, 1953

Bell, HI, *Jews and Christians in Egypt: The Jewish Troubles in Alexandria and the Athanasian Controversy,* British Museum Press, London, 1924

Bell, HI, 'Popular Religion in Graeco-Roman Egypt. The Pagan Period', *Journal of Egyptian Archaeology*, 34, 1948, pp 82–97

Brady, TA, *Sarapis and Isis. Collected Essays*, Ares, Chicago, 1978

Breccia, E*, Inscriptiones Graecae Aegypti* (Vol II, 'Alexandria'), Ares, Chicago, 1978

Canfora, L, *The Vanished Library*, (trans M Ryle), University of California Press, Berkeley, 1990

Dzielska, M, *Hypatia of Alexandria*, (trans F Lyra), Harvard University Press, 1995 – a very interesting early 5th century AD philosopher

Ferguson, J, *The Heritage of Hellenism*, Thames and Hudson, 1973

Foreman, L, *Cleopatra's Palace. In Search of a Legend*, Random House, 1999

Fowden, G, *The Egyptian Hermes: A Historical Approach to the Late Pagan Mind*, Cambridge University Press, 1986

Fraser, PM, *Ptolemaic Alexandria*, Oxford, 1972

Haag, M, *Alexandria: City of Memory*, Yale University Press, 2005

Heyob, SK, *The Cult of Isis among Women in the Graeco-Roman World*, Brill, Leiden, 1975

La Riche, W, *Alexandria: The Sunken City*, Weidenfeld and Nicolson, 1996

Siliotti, A, *Alexandria and the Mediterranean Coast*, American University in Cairo Press, 2002

Sly, DI, *Philo's Alexandria,* Routledge, 1996

Witt RE, *Isis in the Ancient World,* Johns Hopkins University Press, 1997

2.2.3   Sample Preliminary program

ANCIENT SOCIETIES, SITES AND SOURCES: THE CITY OF ROME IN THE LATE REPUBLIC [Duration: 33 hours]

Principal Focus: By studying ancient societies, sites and sources students learn to investigate the social history of a people through an investigation of the remains of their material culture, and come to understand the key developments and forces that may have shaped that society.

OUTCOMES **Students:**	STUDENTS LEARN TO:	RESOURCES
P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world P3.1 locate, select and organise relevant information from a variety of sources P3.2 identify relevant problems of sources in reconstructing the past P3.3 comprehend sources and analyse them for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 discuss issues relating to ownership and custodianship of the past P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources. P4.1 use historical terms and concepts appropriately P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	• gather, select and organise information in relation to the geographical context, social relationships, gender, economy, religion, death and burial, cultural life, people's lives and archaeological and historiographical issues of the City of Rome in the Late Republic • describe significant power, gender, social, economical and cultural relationships in the City of Rome in the Late Republic • make deductions and draw conclusions about change and continuity in significant power, gender, social, economic and cultural relationships in the City of Rome in the Late Republic • weigh up the relative reliability of sources in relation to the significance of power, gender, social, economic, cultural, archaeological and historiographical issues of the City of Rome in the Late Republic • examine the available sources, note the gaps in the evidence and evaluate the extent to which these affect the usefulness of information • assess a range of interpretations about the ancient society or site from ancient and modern sources and consider why these views might differ • construct coherent oral and written texts to explain and discuss significant power, gender, social, economic, cultural, archaeological and historiographical issues of the City of Rome in the Late Republic	Adkins, L & RA, *Handbook to Life in Ancient Rome,* Oxford University Press, 1998 Biesty, S, *Rome in Spectacular Cross-section*, Scholastics 2003 (though set in AD 128, wonderful diagrams of Rome, Forum, temples, Circus Maximus). Bradley, P, *Ancient Rome: Using Evidence*, Cambridge University Press, 1992 Claridge, A, *Rome, an Oxford Archaeological Guide,* Oxford University Press, 1998 Cornell, T & Matthews, J (eds), *Atlas of the Roman World*, Facts on File Publishers, 1982 Dudley, D, *Urbs Roma. A Sourcebook of Classical Texts on the City and its Monuments*, Phaedon, 1967 Flower, HI (ed), *The Cambridge Companion to the Roman Republic*, Cambridge University Press, 2004 Grant, M, *The Roman Forum,* Spring Books, London, 1970 Hennessy, D (ed), *Studies In Ancient Rome*, Thomas Nelson Australia, 1990 Nash, E, *Pictorial Dictionary of Ancient Rome*, Hacker Art Books, NY, 1963 Paoli, UE, *Rome: Its People, Life and Customs*, David McKay, NY, 1963 Shelton, J-A, *As the Romans Did. A Sourcebook in Roman Social History* (2nd edn), Oxford University Press, 1997 Staccioli, RA, *Ancient Rome: Monuments Past and Present,* Getty Trust Publications, Los Angeles, 2000 Stambaugh, JE, *The Ancient Roman City,* Johns Hopkins University Press, 1988 Welch, K, *The Romans,* Rizzoli Publications, NY, 1998 There are many other relevant resources. However, ensure that students are aware that aspects of Rome and Roman life may be different in the Late Republic from that of the Later Empire, eg the Colosseum was not built until Vespasian's time.

STUDENTS LEARN ABOUT:	TEACHING/LEARNING STRATEGIES (incorporating *students learn to*):	RESOURCES
• the geographical features: rivers, hills, marshes • an historical overview of Rome from its mythical beginnings to the period of Augustus	• Students locate Roman provinces and Rome on a map of the region in the Later Republican period. • Students in pairs select a province of the Empire and report on the strategic importance and economic wealth of each province. As a class, create a mind-map of the importance of the Empire to Rome. • Overview of the city of Rome: students locate and mark on map of Rome the major landmarks – Tiber, hills of Rome, Forum, *Campus Martius*, Palatine, Capitol, *Subura*. What were the advantages of the location of Rome? • On an enlarged, more detailed map, mark in the major public buildings of the Forum, the *Via Sacra*, residential areas, gates and water systems. • Brief teacher narrative on the mythology of Rome's foundations, leading to a discussion of possible historical elements within the myths. Students to research <u>one</u> myth of early Rome and report orally on the myth and possible historical interpretations of the myth. • Brief historical overview provided of Rome and completion of timeline to the time of Augustus, showing major events such as the Samnite Wars, Punic Wars, the Gracchi, Social Wars, Marius, Sulla, Pompey, Crassus, Caesar, Augustus.	Adkins, p. 105ff Biesty, pp 8–9 Bradley, pp 16–18 Cornell & Mathews, pp 88–89 Grant, p 30 Hennessy, Ch I Nash Paoli, Ch 1 Stambaugh
• the water system, drains: *Cloaca Maxima*	• Outline key features of drainage systems, water system and aqueducts. With reference to map, students consider what this may mean for location of housing, public areas, everyday life. • Students research and locate any relevant sources, both written and archaeological, on the drainage and water systems. What do they tell us and what gaps remain in the evidence? • Discussion that 'There would have been no Rome without the *Cloaca Maxima* and aqueducts'.	Adkins, pp 135 *ff* Claridge, p 69 Bradley Grant, p 39 Nash Paoli, p 5 Shelton, pp 67 *ff* Stambaugh, Ch. 3
• the Republican political system • the Roman Forum (*Forum Romanum*) and the *Via Sacra* • main features and purposes of these buildings: – *Regia* – Temple of Vesta – *Curia*	• Teacher narrative on 'Roman Republic'. Introduction to terms such as: *Res Publica*, Senate, Equestrians, *Nobiles*, *Optimates*, *Populares*, Voting Assemblies, Client-patron relationship, Censors, Dictator, Consuls, *Praetors*, *Aediles*, *Legates*, *Tribunes*, *Quaestores*; *Plebeians*, *Cursus Honorum*. • Construct a diagram to illustrate the '*Cursus Honorum*', listing the magistrates and providing a very brief description of their roles. • On a large plan of the Roman Forum, locate and shade in the major buildings: *Curia*, *Regia*, Temple of Vesta, Temple of Saturn, *Basilica Aemilia*, *Basilica Julia*, *Rostra*, *Tabularium*, *Comitium* and *Via Sacra*. • **Historical Investigation:** Internet search using www.vroma.org/~forum/forum.html and other internet and library resources. – Divide topics between individuals or groups. – Students present collage or PowerPoint presentation for class on key features, purpose	Hennessy, Ch 1–2 *Oxford Classical Dictionary* Bradley, pp 488–493 Grant Ch 1, 3, 6, 7 Claridge pp 61 *ff* Staccioli, pp 28–38 Macquarie University, *Ancient History Teachers Conference Booklet*, 2000, pp 88–94 Welch, pp 64–79 Dudley Paoli, Ch 1

STUDENTS LEARN ABOUT:	TEACHING/LEARNING STRATEGIES (incorporating *students learn to*):	RESOURCES
– Temple of Saturn – *Basilica Aemilia* – *Basilica Julia* – *Rostra* – *Tabularium* – *Comitium*	of each building, answering the following questions: Who built it? (if this is known). When was it built? Purpose? What activities occurred there? Evidence? Notable features? • Students research the activities in the Forum. Construct a summary chart with the headings: political, administrative, religious, legal, economic, entertainment (public events, speeches, funerals, triumphs). List in point form the types of activities found within the Forum for each category. Teachers to provide Roman sources describing aspects of life as a way of adding contemporary observations. • Drawing on a range of sources, students describe the activities within the Forum from the viewpoint of a provincial visitor. • Religion in Rome – review the religious buildings already examined. Create a 'Roman Pantheon', listing the major Roman gods/goddesses and their roles.	There are many relevant written sources that would be relevant, eg: Suetonius, *Julius Caesar*, 10, 39, 46, 84 Plautus, *Curculio*, 468–481 Seneca, *Apocolocyntosis*, 12, I Horace, *Satires* I, 6 42–43, *Epistles* II, 2, 74 Martial VII, 73, I; XII, 18, 3 Juvenal, 3, 60
• gladiators/public displays • area of the *Campus Martius*: buildings: – *Circus Flaminius* – *Villa Publica* – Altar of Mars – Pompey's Theatre – military training ground • *Circus Maximus*: main features and uses	• View relevant sections of the film 'Gladiator'. Teacher exposition on the origin and types of gladiators, and the evidence, both archaeological and written. • An engaging gladiatorial game can be located at: www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml • Students research the slave revolt of Spartacus. Provide a narrative account of the result and choose two differing interpretations of his role and character. Account for the different interpretations. • Label diagram of the *Campus Martius*, locating the major sites listed and the main activities that occurred there. • *Circus Maximus*: students locate and select relevant sources to explain the main features and activities carried on at the Circus. • As the main focus for research, students select one of the following topics to research, providing a well-structured written text of 1000 words, based on evidence: – women of Republican Rome – Roman theatre – a typical Roman political career – Roman baths – slavery in Rome. An annotated bibliography is to be included, noting any gaps in the ancient sources, and possible varying interpretations from secondary sources.	Biesty *Oxford Classical Dictionary* Paoli Welch

2.3 The Historical Investigation

The Historical Investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on those in the History Years 7–10 Syllabus. Stage 6 History students will access the Preliminary Stage 6 outcomes at different levels depending on their previous experiences and abilities.

The Historical Investigation should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be completed by an individual student, in pairs, in groups, or as a whole-class activity.

Students should be encouraged to select a topic and presentation style that reflect their individual interests and abilities.

Possible Historical Investigations could include:

Modern History	**Ancient History**
Popular histories	Popular histories
Specific websites	Specific websites
Memoirs, diaries, biographies, eyewitness accounts	Memoirs, diaries, biographies, eyewitness accounts
Journals, newspapers	Ancient sources: histories, biographies, poetry, drama, inscriptions, seals
Oral histories	Historical fiction
Literature: poetry, drama	Film
Official histories	Museums
Museums	Archaeological evidence: buildings, coins, statues, pottery, landscapes, inscriptions, bodies, textiles, marine, personal objects, weapons, monuments, art
Historical fiction	
Music/lyrics	
Visual evidence: posters, film, photographs, cartoons	
Archaeology: industrial, landscape, marine, weapons, monuments	

Topics may include:
• a case study
• aspects of a case study
• significant individuals, groups, events
• a thematic study
• specific sites or buildings
• aspects of everyday life
• historical debates
• myths and legends
• constructions of the past in various media.

The investigation must not overlap or duplicate significantly any topic attempted in the HSC courses or History Extension.

2.3.1 The process of historical investigation

The process of historical investigation includes the following skills that students develop either in one project, a part-project or integrated into other Preliminary course work. It includes:
- planning and conducting historical investigations
- comprehending written and archaeological sources
- locating, selecting and organising relevant information from a variety of sources
- summarising main ideas
- using a variety of sources to develop a view about historical issues
- identifying historical debates, problems and issues relevant to the topic
- analysing sources for their usefulness, relevance and reliability
- identifying different historical perspectives and interpretations evident in sources
- formulating historical questions and hypotheses relevant to the investigation
- using historical terms and concepts appropriately
- synthesising information from a range of sources to develop and support an historical argument
- refining the argument – revisiting the original question/hypothesis and reviewing in light of new material, eg the introduction of new sources may change conclusions drawn
- presenting and communicating the findings of the historical investigation using appropriate and well-structured oral and/or written and/or multimedia forms, including ICT.

Communication/Presentation

A variety of modes of presentation may be used, including:
- essay, extended response
- diary, letters, logbook
- interviews: transcript and report
- PowerPoint or other ICT format
- video or audio presentation
- visual presentation: physical display or model, photo-essay, montage, artwork
- speech, group debate, narrative (storytelling).

The Historical Investigation Process

The following proforma may be useful for students planning their own Historical Investigation:

1. Choosing my topic	Student Notes:
• What am I interested in? • What is my purpose? • What is my question/hypothesis? • How realistic is my question/hypothesis? • What do I already know about my topic? • What can I start reading about my topic?	
2. Locating my information	
• How/where do I start? • What types of sources am I looking for? • Who can I ask for help to find information? • What problems might I face trying to locate my information?	
3. Framing my question/hypothesis	
• What is my focus now? • Do I want to change my focus? • Is my topic too broad or too narrow? • Do I need to change my question or hypothesis?	
4. Selecting and organising my information	
• Can I make a list of useful sources of information? • Can I identify the most useful/reliable sources, including websites, from this list? • Do I have a diverse and balanced range of sources? • Do these sources represent a range of perspectives, facts and opinions? • What else do I need to select at this point?	
5. Presenting my research	
• How will I present my research? • Does the form of presentation meet the assessment criteria? • What materials do I need? • What problems might I face trying to present my research? • What form of presentation will be appropriate for my audience?	
6. Self-evaluation	
• Did I achieve my purpose? • Did my presentation satisfy the criteria? • What were the strengths? • What aspects of the research/presentation do I need to improve for next time? • What did I learn from this process?	

2.3.2   Historical Investigation – Model 1

Using film for the investigation
One approach to choosing a topic for the Historical Investigation involves exploring the relationship between film and history. This is an ideal introduction to the study of history. The following guidelines are offered to help you plan your historical investigation.

The Historical Investigation – what it is and what it is not
The Historical Investigation:
• can be integrated into other topics
• need not be completed as one project
• should not significantly duplicate HSC content, however can provide *background* for HSC topics
• should extend an area of individual or group interest
• is not a PIP (Personal Interest Project completed by candidates studying *Stage 6 Society and Culture*).

Questions to consider
• What outcomes need to be addressed?
• What knowledge and skills might teachers need?
• What skills need to be taught to students?
• Relevant films
• Possible approaches
• Varying forms of presentation
• Suitable assessment strategies
• Potential problems that may arise.

Suggested films for Historical Investigation: Ancient History

• **Troy**   2004   Brad Pitt, Eric Banner, Orlando Bloom

• **Alexander**   2003   Colin Farrell, Angelina Jolie, Val Kilmer

• **Gladiator**   2000   Russell Crowe, Oliver Reed

• **Cleopatra**   1963   Elizabeth Taylor, Richard Burton, Rex Harrison

• **Spartacus**   1960   Kirk Douglas, Laurence Olivier

AN APPROACH TO USING FILM FOR THE HISTORICAL INVESTIGATION

The film in its context:
• when and where was it made?
• who was involved?
• motivation/inspiration?
• political background and context?
• genre?
• special cinematic techniques?
• how was the film received?

Historical context depicted:
• setting
• plot
• characters
• costumes
• language
• theme
• gender, class and race issues.

What does the film do to/with History?
• what are the sources?
• how has the film used the sources?
• accuracy of events depicted
• treatment of characters and issues: additions and/or omissions
• interpretation presented.

VIEWING → DESCRIBING → RESEARCHING → IDENTIFYING INTERPRETATIONS → EVALUATING → COMMUNICATING

USEFUL RESOURCES FOR FILM AND HISTORY

Bordwell, D & Thompson, K, *Film art: An introduction*, McGraw Hill, NY, 2001.

Burke, P, *Eyewitnessing: The uses of images as historical evidence*, Cornell University Press, Ithaca, NY, 2001.

Carnes, MC, (ed), *Past imperfect: History according to the movies*, Henry Holt, NY, 1996.

Chambers, JW (ed), *World War II, film, and history*, Oxford University Press, 1996.

Davenport, H, 'Imagining the past', *BBC History*, Vol 6, No. 1, January 2005, pp 36–39.

Dibbets, K & Hogenkamp, B, *Film and the First World War*, Amsterdam University Press, Amsterdam, 1994.

Godmilow, J & Shapiro, A-L, 'How real is the reality in documentary film?', *History and Theory*, 1997, Vol 36, No 4, pp 80–101.

Hobsbawm, E, 'Identity history is not enough', Ch 21 in E Hobsbawm, *On history*, Weidenfeld and Nicholson, London, 1997, pp 266–277.

Landy, M, *Cinematic uses of the past*, University of Minnesota Press, 1996.

Lee, P-A, 'Teaching film and television as interpreters of history', in JE O'Connor (ed), *Image as artifact: The historical analysis of film and television*, RE Krieger, Malabar, FL, 1990, pp 96–106.

McAdams, F, *The American war film: History and Hollywood*, Praeger Publishers Westport, CT, 2002.

McNab, GC, 'Distant voices, still lives', in Thomas, N (ed) *The international dictionary of films and filmmakers*, Thompson International, London, 1990, pp 247–248.

Nichols, B, *Representing realities: Issues and concepts in documentary*, Indiana University Press, Bloomington, IN, 1991.

O'Connor, J.E (ed), *Image as artifact: The historical analysis of film and television*, RE Krieger, Malabar, FL, 1990.

Reynaud, D, 'History at the movies: Using historical films in history', *Teaching History*, Vol 35, No 1, March 2001, History Teachers Association NSW, pp 35–39.

Rose, M, 'King Scorpion: A Pretty Bad Dude', review of 'The Real Scorpion King' (History Channel TV, 23 April 2002), *Archaeology*, Vol 55, No 3, May/June 2002, pp 54–55.

Rosen, P, *Change mummified: Cinema, historicity, theory*, University of Minnesota Press, 2001.

Rosenstone, RA, 'History in images/history in words: Reflections on the possibility of really putting history onto film', *American Historical Review*, 1988, Vol 93, No 5, pp 1173–1185.

Rosenstone, RA (ed), *Revisioning history: Film and the construction of a new past*, Princeton University Press, 1995.

Sobchak, V, *The persistence of history: Cinema, television and the modern event*, Routledge, 1996.

Solomon, J, 'Decades of make believe', *Archaeology*, Vol 51, No 5, 1998, pp 92–95.

Sorlin, P, *The film in history: Restaging the past*, Blackwell, Oxford, 1980.

Studlar, G & Desser, D, 'Never having to say you're sorry: Rambo's rewriting of the Vietnam War', Ch 5 in L Dittmar & G Michaud (eds), *From Hanoi to Hollywood: The Vietnam War in American film*, Rutgers University Press, New Brunswick, 1990, pp 101–112.

Toplin, RB, *Reel history: In defense of Hollywood*, University Press of Kansas, 2002.

Winkler, MM (ed.), *Gladiator: Film and history,* Blackwell, 2004.

Wyke, M, *Projecting the past: Ancient Rome, cinema and history*, Routledge, 1997.

SOME USEFUL ONLINE RESOURCES

'Adolescents viewing history through film', *Professional Digest*, Vol 1, 2002, National Centre for History Education. www.hyperhistory.org

This is an abstract of a longer article: P. Seixas, '*The Searchers* to *Dances with Wolves*. Confronting the moral frames of popular film: Young people respond to historical revisionism', *American Journal of Education*, Vol 102, May 1994.

Film and History. An interdisciplinary journal of film and television studies. http://www.h-net.org/~filmhis

Screening the Past. An international electronic journal of visual media and history. www.latrobe.edu.au/screeningthepast

Internet Movie Database (IMDb). Brief entries on many films: include cast and film type. http://www.imdb.com

Movie Mistakes. What constitutes a 'mistake' in a historical film? www.movie-mistakes.com

Movie Review Query Engine. Range of reviews for thousands of movies. www.mrqe.com/lookup

SOME USEFUL COMPARISONS: FILMS AND HISTORICAL DOCUMENTARIES

Film: *The scorpion king,* Universal Studios, 2002.

Historical documentary: *The real scorpion king*, Providence Pictures for the History Channel, 2002.

Film: *The English patient,* Buena Vista Home Entertainment, 1996.

Historical documentary: *Treacherous sands: On the trail of the "English patient"*, epo-film/kurtmayerfilm, 2002.

2.3.3   Historical Investigation – Model 2

'Pitching a Proposal'

Nature of the investigation

This model is adapted from an Assessment for Learning task developed by the Curriculum Corporation: http://cms.curriculum.edu.au/assessment/at/so/so_task_09.asp.
In this task, the emphasis is on the skills of planning, locating, selecting and organising information in order to design a proposal for a more comprehensive project. This process is standard practice in the media industry. The final product of this investigation is the **proposal** itself.

The targeted outcomes for this historical investigation require students to:

P1.1   describe the role of key individuals, groups and events of selected studies
P1.2   investigate and explain the key features and issues of selected studies
P3.2   locate, select and organise relevant information from different types of sources
P3.3   comprehend and analyse sources for their usefulness and reliability
P3.4   identify and account for differing perspectives and interpretations of the past
P3.5   plan and present the findings of the historical investigation, analysing and synthesising information from different types of sources.

The task

A. Students develop a detailed **proposal** for a research-based project on a significant person, group, issue or event from the ancient world. The proposal is for a project which could be in the form of a documentary series, website, book, library or gallery expo.

B. Students need to be able to 'sell' their proposal to the relevant funding body. The proposal should take the form of an oral presentation using one of the following:
• portfolio
• PowerPoint
• storyboard
• sequence of posters
• scrapbook.

C. In researching for the proposal, students should prepare a synopsis on each of the following:
• political/social context
• key events or developments
• supporters and opponents of the person, group, issue or event
• influence of this person, group, issue or event in their time
• evaluation of the historical significance or legacy of the person, group, issue or event.

The synopsis is to be submitted after pitching the proposal.

D. In pitching their proposal students should use appropriate graphic and visual materials to:
• suggest a working title for the project (documentary, website, book, expo, etc)
• provide titles and subtitles for each section
• include and justify their selection of written and visual sources to be used in each section
• explain their personal position in relation to the subject matter.

STUDENT CHECKLIST

What is the working title for my project?	
How many sections and what titles and subtitles?	
Have I covered the aspects identified in Part C?	
What written and visual sources will I use in each section?	
What is my justification for the sources I have chosen?	
Can I explain why I feel this project is worth doing?	
Do I have appropriate graphic and visual material to use in my pitch?	

Section III Programming and Assessing the HSC Course

3.1 Designing Teaching Programs

Teachers should refer to pages 4 to 9 of this Support Document for details of the HSC course structure, time allocation and assessment.

This section provides an approach to programming the HSC course from the *Ancient History Stage 6 Syllabus*. This entails the detailed planning of the teaching, learning and assessment activities for each unit of work. A sample teaching program has been developed for the following HSC topics:

• Core Study: Cities of Vesuvius – Pompeii and Herculaneum
• Ancient Society: Society in New Kingdom Egypt to the death of Amenhotep III
• Personalities in Their Times: Agrippina the Younger.

A sample assessment task has been provided for each of the above.

As with the Preliminary course, the steps in the design of HSC teaching programs are:

Step 1   Identify from the program overview the outcomes to be targeted for the units of work and the assessment task.

Step 2   Determine the content to be taught within the unit of work. The content is to be found in the syllabus through the *learn about* and *learn to* statements. The *learn to* statements are linked to the targeted outcomes and the *learn about* statements. (*Learn to* statements for each section of the HSC syllabus include the *Core Study* page 31; *Ancient Societies* page 34; *Personalities in Their Times* page 46; *Historical Periods* page 59.)

Step 3   Design teaching and learning activities and identify key resources that will foster student interest and provide opportunities for each student to achieve the targeted outcomes.

Step 4   Design assessment tasks (as specified in the assessment program) which will enable teachers to measure student performance in the targeted outcomes.

Note: Teachers may approach these steps in any order.

3.2 Designing Assessment Tasks

The sample assessment program provided in this document has been developed using advice provided in the Board of Studies publications *HSC Assessment in a Standards-referenced Framework. A Guide to Best Practice* (November 2003) and *The New Higher School Certificate Assessment Support Document (1999)*. These documents assist teachers to incorporate the key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult these documents in designing assessment programs and individual tasks.

3.3 Other Programming Patterns

The Ancient History syllabus offers a broad range of programming options for teachers. Some possible patterns of study across Preliminary and HSC topics are suggested below.

Note: The Historical Investigation in the Preliminary course may be programmed either as a separate topic or integrated into the *Investigating the Past* study, the *Case Studies* or the *Studies of Ancient Societies, Sites and Sources*. Teachers may choose their own sequence of topics in both Preliminary and HSC.

Egyptian Emphasis

Preliminary	HSC
Part I(a) – Investigating the Past: History, Archaeology and Science	Part I – Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*
Part I(b) – Case Study: *Ancient Human Remains*	Part II –Ancient Society*: Society in New Kingdom Egypt during the Ramesside Period*
Part II – Studies of Ancient Societies, Sites and Sources: *Deir el-Medina*	Part III – Personalities in Their Times: *Akhenaten*
Part III – Historical Investigation Integrated in I and/or II or an independent project	Part IV – Historical Period: *New Kingdom Egypt from Amenhotep III to the death of Ramesses II*

Near Eastern Emphasis

Preliminary	HSC
Part I(a) – Investigating the Past: History, Archaeology and Science	Part I – Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*
Part I(b) – Case Study: *Ancient Human Remains*	Part II –Ancient Society: *Persian Society at the Time of Darius and Xerxes*
Part II – Studies of Ancient Societies, Sites and Sources: *Persepolis*	Part III – Personalities in Their Times: *Xerxes*
Part III – Historical Investigation Integrated in I and/or II or an independent project	Part IV – Historical Period: *The Greek World: 500–440 BC* or *Persia from Cyrus II to the Death of Darius III*

Greek Emphasis

Preliminary	HSC
Part I(a) – Investigating the Past: History, Archaeology and Science	Part I – Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*
Part I(b) – Case Study: *Tutankhamuns Tomb*	Part II – Ancient Society: *Spartan Society to the Battle of Leuctra 371 BC*
Part II – Studies of Ancient Societies, Sites and Sources: *Greek Drama*	Part III – Personalities in Their Times: *Pericles*
Part III – Historical Investigation Integrated in 1 and/or II or an independent project	Part IV – Historical Period: *The Greek World 500–440 BC*

Roman emphasis

Preliminary	HSC
Part I(a) – Investigating the Past: History, Archaeology and Science	Part I – Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*
Part I(b) – Case Study: *Entombed warriors from Xian*	Part II –Ancient Society: *Athenian society in the time of Pericles*
Part II – Studies of Ancient Societies, Sites and Sources: *The City of Rome in the late Republic*	Part III – Personalities in Their Times: *Julius Caesar*
Part III – Historical Investigation Integrated in I and/or II or an independent project	Part IV – Historical Period: *The Fall of the Republic 78–31 BC*

Bronze Age emphasis: the Aegean and Egypt

Preliminary	HSC
Part I(a) – Investigating the Past: History, Archaeology and Science	Part I – Core Study: *Cities of Vesuvius – Pompeii and Herculaneum*
Part I(b) – Case Study: *The Tomb of Tutankhamun*	Part II – Ancient Society: *The Bronze Age – Society in Minoan Crete*
Part II – Studies of Ancient Societies, Sites and Sources: *Thera (Santorini)*	Part III – Personalities in Their Times: *Hatshepsut*
Part III – Historical Investigation Integrated in I and/or II or an independent project	Part IV – Historical Period: *New Kingdom Egypt to the death of Thutmose IV*

3.4 Model HSC Course Overview

HSC Course Outcomes *A student develops the skills to:*	Part I Core Study Cities of Vesuvius – Pompeii and Herculaneum Task 1: Research 15 Task 5: Examination 10	Part II Ancient Societies Option B: Egypt Society in New Kingdom Egypt to the death of Amenhotep III Task 2: Source Analysis 15 Task 5: Examination 10	Part III Personalities in Their Times Option L: Agrippina the Younger Task 3: Oral 10 Research 5 Task 5: Examination 10	Part IV Historical Period Option H: Greece The Greek World 500 – 440 BC Task 4: Source Analysis 10 Research 5 Task 5: Examination 10
Time: Approximate Hours, Term 4 (Year 11); Terms 1, 2, 3 (Year 12)	**30 Hours**	**30 Hours**	**30 Hours**	**30 Hours**
H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context	**T**	**T**	**T**	**T**
H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world	**T**	**T**	**T**	**T**
H3.1 locate, select and organise relevant information from a variety of sources	**T**	**T**	**T**	**T**
H3.2 discuss relevant problems of sources for reconstructing the past	**T**	**T**	**T**	**T**
H3.3 analyse and evaluate sources for their usefulness and reliability	**T**	**T**	**T**	**T**
H3.4 explain and evaluate differing perspectives and interpretations of the past	**T**	**T**	**T**	**T**
H3.5 analyse issues relating to ownership and custodianship of the past	**T**	✔	✔	✔
H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	**T**	✔	**T**	**T**
H4.1 use historical terms and concepts appropriately	**T**	**T**	**T**	**T**
H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	**T**	**T**	**T**	**T**

3.4.1 Sample HSC assessment program

	Task 1	Task 2	Task 3	Task 4	Task 5
Areas of Assessment	Research 15	Source Analysis 15	Oral 10 Research 5	Source Analysis 10 Research 5	Examination/Test Items 40
Appropriate Date	Term 4 (Yr 11)	Term 1 (Yr 12)	Mid Term 2 (Yr 12)	Late Term 2 (Yr 12)	Early Term 3 (Yr 12)
Outcomes for Assessment	H3.1 H3.3 H3.6 H4.2	H3.1 H3.2 H3.3	H1.1 H3.1 H3.3 H3.4 H4.2	H1.1 H2.1 H3.1 H3.2 H3.3 H3.6	H1.1 H2.1 H3.1 H3.3 H3.4 H3.5 H4.1 H4.2
Topic Focus	Core: Cities of Vesuvius – Pompeii and Herculaneum	New Kingdom Egypt to the death of Amenhotep III	Agrippina the Younger	The Greek World 500–440 BC	All topics (Trial HSC)
Syllabus Components	Part I Core: Cities of Vesuvius – Pompeii and Herculaneum	Part II Ancient Societies	Part III Personalities in Their Times	Part IV Historical Period	Part I Core: Cities of Vesuvius – Pompeii and Herculaneum (10) Part II Ancient Societies (10) Part III Personalities in Their Times (10) Part IV Historical Periods (10)
Weighting	**15**	**15**	**15**	**15**	**40**

3.5 Sample HSC Programs and Assessment Tasks

3.5.1   Sample HSC program: Core study

CORE STUDY: CITIES OF VESUVIUS – POMPEII AND HERCULANEUM	Course time: 25% (30 Hours)

Principal Focus: Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the past.

OUTCOMES	STUDENTS LEARN TO:	RESOURCES
Students: H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world H3.1 locate, select and organise relevant information from a variety of sources H3.2 discuss relevant problems of sources for reconstructing the past H3.3 analyse and evaluate sources for their usefulness and reliability H3.4 explain and evaluate differing perspectives and interpretations of the past H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources H4.1 use historical terms and concepts appropriately H4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms	• comprehend and analyse a range of archaeological and written sources relevant to the core study of the cities of Pompeii and Herculaneum • use sources to reconstruct aspects of life in Pompeii and Herculaneum in AD 79 • evaluate implications of gaps in the evidence for reconstructing life in Pompeii and Herculaneum in AD 79 • describe and assess different methods used by archaeologists, historians and other specialists to investigate the sites over time • evaluate different representations of Pompeii and Herculaneum over time • discuss relevant issues of conservation and reconstruction: custodianship of the sites and the display of human remains • present the findings of investigations of key features or issues relevant to the study of Pompeii and Herculaneum • communicate effectively in oral and written forms to describe and analyse features and issues of the study.	Brennan, B & Lazer, E, *Pompeii and Herculaneum: Interpreting the evidence*, Ancient History Seminars, 2005. Cameron, K, 'Pompeii, The Buried City', in J Lawless et, *Unlocking the Past*, Nelson, 1996. Cameron, K & Lawless, J, *Secrets of Vesuvius: Unlocking Pompeii and Herculaneum,* Nelson, 2005. Connolly, P, *Pompeii*, Oxford University Press, 1990. Cooley, A, *Pompeii,* G Duckworth & Co. Ltd, 2002. Cooley, A, & M, *Pompeii: A Sourcebook,* Routledge, London, 2004. De Carolis, E, & P, *Vesuvius AD 79: The Destruction of Pompeii and Herculaneum*, Getty Trust Publications, 2003. Deiss, JJ, *Herculaneum: Italy's Buried Treasure,* J Paul Getty Museum, 1989. Demovic M & Hayes, M, *Deir el-Medina and Pompeii,* Addison Wesley, Longman, 1996. Descoeudres J-P et al, *Pompeii Revisited: The Life and Death of a Roman Town,* Meditarch, University of Sydney, 1994. Etienne, R, *Pompeii: The Day a City Died*, New Horizons, Thames and Hudson, 1992. Grant, M, *Cities of Vesuvius: Pompeii & Herculaneum*, Phoenix Press, 2001. Hurley T et al, *Antiquity III*, Oxford University Press, 2005. Laurence, R, *Roman Pompeii: Space and Society,* Routledge, 1996. Nappo, S, *Pompeii: Guide to the Lost City*, Weidenfeld and Nicholson, 1998. Wallace-Hadrill, A, *Houses and Society in Pompeii and Herculaneum*, Princeton University Press, 1994. Wilkinson, P, *Pompeii. The Last Day*, BBC Books, 2003. Zanker, P, *Pompeii: Public and Private Life*, Harvard University Press, 1999. Zarmati, L, *Pompeii & Herculaneum,* Heinemann, 2005. **Videos:** *Vesuvius: Deadly Fury* (Discovery); *Pompeii, Buried in Time, The Edge of Vesuvius* (Nat. Geo.); *Pompeii – The Last Day* (BBC, 2003). **Websites:** a wide range to choose from including: Official website: www.pompeiisites.org/database/pompei/pompei2.nsf British School at Rome: www.bsr.ac.uk

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
Non-examinable background: • stages of occupation • brief historical overview up to and including the eruption of AD 79 • early discoveries and brief history of the excavations • representations of Pompeii and Herculaneum over time	• understand the historical background of Pompeii and Herculaneum before AD 79 • describe and assess different methods used by archaeologists, historians and others to investigate the sites over time • evaluate different representations of Pompeii and Herculaneum over time	Students construct a simple timeline of major stages of occupation of Pompeii and Herculaneum. Students access the official archaeological site of Pompeii and make notes on the early history and excavations of Pompeii and Herculaneum. Divide a page into two columns: *Treasure Hunts?* and *Scientific Methods?* List some of the early excavations under the appropriate heading. Teachers may choose from a range of material, eg art, film, literature and poetry, to present different representations of Pompeii and Herculaneum over time. **Debate**: 'At each stage of its development, the images of Pompeii and Herculaneum mirror the society of the time.'	Brennan & Lazer, Ch 1 Cameron & Lawless, Ch 1 Hurley et al, pp 6–7 Zarmati, Ch 2, 5 Etienne Cooley, 2004, Ch 1–3 Descoeudres, Ch 1–2 Wilkinson, Ch 3 Slayman, AL, 'The new Pompeii', *Archaeology,* Vol 50, Issue 6, Nov/Dec 1997, pp 26–36 Robinson, D, 'The Anglo-American Project in Pompeii: Evolution of a Roman city sector', *Minerva,* Vol 14, No. 5, Sept/Oct 2003, pp 34–36 **Official website:** www.pompeiisites.org/database/pompei/pompei2.nsf
Examinable content: **1. Geographical context** • the physical environment: the geographical setting, natural features and resources of Pompeii and Herculaneum • plans and streetscapes of Pompeii & Herculaneum	• locate Pompeii and Herculaneum on a map • describe the geographical setting, natural features and resources of Pompeii and Herculaneum, based on sources • use sources to describe and explain the plans and streetscapes of Pompeii and Herculaneum	Mapping activity: Locate both Pompeii and Herculaneum: a) in Italy b) on the Bay of Naples c) streets and houses from the city plan Students analyse a range of ancient sources (eg Pliny the Elder, Martial, Seneca, Strabo) describing the physical setting and features of Pompeii and Herculaneum. **Discuss**: How did the geography of each site influence its development? Explain why the region was economically wealthy. Use a range of sources to describe and explain features of the plans and streetscapes of Pompeii and Herculaneum. How do they differ? Account for your answer.	Brennan & Lazer, Ch 1 Cameron & Lawless, Ch 1 Demovic & Hayes, Ch 19 Hurley et al, p 3 Zarmati, Ch 1 Wilkinson, p 9 Connolly, pp 16–20 Cooley, 2004 Official website (above) Virtual tours on British School at Rome website: www.bsr.ac.uk

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
2. The evidence provided by the sources from Pompeii and Herculaneum for: • the eruption	• describe the features and stages of the eruption • analyse relevant sources to gain an understanding of the phases of the eruption of AD 79 • use appropriate terms and concepts	Students construct a simple timeline of the major eruptions of Vesuvius over time: • analyse and evaluate Pliny's account of the eruption. • compare Pliny's account with modern scientific accounts. How reliable is Pliny's account? Students construct an annotated timeline of the major phases of the eruption of AD 79 for both cities. Why did they vary? How does this help to explain the different evidence now available in both sites?	Brennan & Lazer, Ch 1 Cameron & Lawless, Ch 3 Demovic & Hayes, Ch 17 Hurley et al., pp 7*ff* Zarmati, Ch 3, 4 Wilkinson, Ch 2 Connolly*,* pp 8–11 De Carolis, pp 125–126 Pliny*, Letters,* Books VI, 16 and 20 Videos: *Vesuvius: Deadly Fury* (Discovery) *Pompeii, Buried in Time* *The Edge of Vesuvius* (Nat. Geographic) *Pompeii – The Last Day* (BBC, 2003)
The range of available sources, both written and archaeological, for a study of the two sites. The evidence for: • social structure: – men – women – freedmen – slaves – patron-client relationships	• use sources to reconstruct aspects of life in Pompeii and Herculaneum • comprehend and analyse a range of archaeological and written sources on the social structure of Pompeii and Herculaneum • use historical terms and concepts appropriately, eg senators, equestrians, freedmen, slaves, patron-client	Students keep a log/list/catalogue of the variety and range of sources available while reconstructing aspects of life. Possible categories could be: ancient writers, official inscriptions, graffiti, wall paintings, housing, statues, human and animal remains, streetscapes, artefacts etc. Explain the 'gaps' in evidence in some areas under investigation. Teacher leads class discussion on what determines status in contemporary Australian society. Students study and draw conclusions from a range of archaeological and written sources about the social hierarchy of Pompeii and Herculaneum and its importance, eg tomb inscriptions, bodies, amphitheatre seating, food, housing etc: • Construct a social 'pyramid' outlining the political power and roles of each. • Draw up a chart for each of the social groups, summarising a description of each in one column and noting the sources for each in another.	Brennan & Lazer, Ch 2 Cameron& Lawless, Ch 3 Demovic & Hayes, Ch 24 Hurley et al, pp 17–23 Zarmati, Ch 10 Wilkinson*,* pp 28–30 Cooley, *Pompeii: A Sourcebook* Descoeudres et al, pp 6–9, 106–114 Fantham, E et al, 'The Women of Pompeii' in *Women in the Classical World,* Oxford University Press, 1995 www.bbc.co.uk/history/ancient/romans/roman_women_01.shtml (Suzanne Dixon, *Roman Women: Following the Clues*)

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
The evidence for: • local political life	• use historical terms and concepts appropriately, eg *aediles, decuriones, duoviri, comitium*	Teacher exposition of political structure and government at Pompeii and Herculaneum. Students examine the sources available on this aspect of life. Students analyse written and archaeological sources of main features of the Pompeii Forum and the activities that take place there. On an enlarged diagram/map of the Forum, map in the main political activities at the various sites. Students construct a mind-map summarising the key features and functions of the Pompeii forum. What evidence is there to suggest that a similar forum of Herculaneum may exist under the modern town of Ercolano?	Brennan & Lazer, Ch 2 Cameron & Lawless, Ch 3 Hurley et al, p 48 Zarmati, p 77*ff* Wilkinson, pp 30–35 Pompeii Forum Project Cooley, *Pompeii: A Sourcebook*, Chap 6 Nappo Laurence, p 33

The evidence for:
 	
• everyday life
  – leisure activities
  – food and dining
  – clothing
  – health
  – baths
  – water supply and sanitation
	• use sources to reconstruct aspects of everyday life in Pompeii and Herculaneum	Students provide a summary sheet for each aspect of everyday life under the two headings: 'Description' and 'Sources' (both written and archaeological). Gaps in the evidence for each should also be included.
		
		Students brainstorm and propose a 'menu' of individuals and items suitable for a 'lifestyle' computer game (in imitation of *The Sims*) using the evidence for everyday life in Pompeii and Herculaneum. They are to create a group of female and male Pompeian characters, allocate them various residences, dress them, provide various items of food and drink for their approaching dinner party, give them a social class and role at the party, organise trips out to the theatre, the arena, and the baths for them …
			Brennan & Lazer, Ch 2
			Cameron & Lawless, Ch 3
			Demovic & Hayes, Ch 25–26
			Hurley et al, pp 33–44, 49–53
			Zarmati, Ch 10
			Deiss, Ch XII–XIII, XV, XVII
			Etienne, Ch 5
			Connolly, pp 38–40, 48–49, 62–73
			Amery, C et al, *The Lost World of Pompeii*, J Paul Getty Trust Publications, 2003, pp 135–144

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES

The evidence for:
• public buildings
  – *basilica*
  – temples
  – *fora*
  – theatres
  – *palaestra*
  – amphitheatres
	• identify main architectural features and uses of the public buildings in Pompeii and Herculaneum
	• apply an understanding of relevant terms and concepts, eg *basilica, fora, palaestrum,* amphitheatre, colonnade, etc
		Teacher exposition/overview of the range of public buildings and their uses.
		
		Students use a range of written and visual sources to identify and describe the architectural and decorative features of public buildings. Are there any differences between the two cities?
		
		Students complete a table identifying and describing relevant features and uses of each building. Locate each on an enlarged map of the cities, colour-coding each according to function.
			Brennan & Lazer, Ch 2
			Cameron & Lawless, Ch 3
			Hurley et al, pp 44–48
			Zarmati, Ch 8
			Cooley
			Wilkinson, Ch 4
			Deiss, Ch XII–XVI
			Connolly, pp 62–70
			
			Websites, eg virtual tours

The evidence for: • private houses – villas different interpretations of housing at Pompeii and Herculaneum	• identify, describe and explain key features of private housing at Pompeii and Herculaneum • apply an understanding of the relevant terms and concepts of private housing, eg *domus, atrium* style, peristyle *atrium, villa, praedia, insulae,* etc. • evaluate different interpretations of housing • present the findings of an investigation/ research assignment	Teacher exposition of a house from Pompeii, eg the House of the Faun, to identify and explain key features of architecture, decoration. Students examine plans, visuals and other sources for a range of houses in Pompeii and Herculaneum to identify and explain their key features. Account for any differences in evidence from both cities. Students apply an understanding of key features of housing by labelling relevant diagrams. Students examine selected excerpts from modern scholarship (eg Zanker, Wallace-Hadrill, Allison, Laurence) and evaluate their different interpretations of housing. **Research activity**: Individually or in groups, students choose a building at Pompeii or Herculaneum and investigate its location, architectural features, uses and what it reveals about life in Pompeii or Herculaneum. Are there differences in interpretations of its uses/functions?	Brennan & Lazer, Ch 2 Cameron & Lawless, Ch 3 Demovic & Hayes, Ch 20–22 Hurley et al, pp 23–32 Zarmati, Ch 9 Wilkinson, Ch 5 Connolly, pp 26–46 Deiss, Ch VI–X Wallace-Hadrill Zanker Laurence Allison, 'Room Use in Pompeian Houses', in Descoeudres et al, *Pompeii Revisited*, pp 82–89 Websites (see above)

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
		Presentation may be in PowerPoint or other format.	
The evidence for: • shops – *tabernae* – *thermopolia*	• identify, describe and explain the main features of shops at Pompeii and Herculaneum	Students examine a range of archaeological and written sources for evidence of the location, architectural features and uses of shops, eg bakeries, fulleries, taverns.	Connolly, pp 52–57 Deiss, Ch XI, XVI
The evidence for: • occupations and industries, eg – fulleries – bakeries – banks – *garum* production – textiles – wine – perfume manufacture	• identify and describe the main industries and occupations in Pompeii and Herculaneum • explain the importance of the main industries and occupations in the economy of Pompeii and Herculaneum	Using sources, students compile a list of occupations and industries found at Pompeii and Herculaneum. Do they differ? Explain your answer. Students complete a table using the following headings: occupation or industry; location; description of occupation or industry; evidence. Using an enlarged map of both Pompeii and Herculaneum, colour-code areas of major industries. Is there a pattern of location within the towns of certain industries and occupations? If so, account for this pattern.	Brennan & Lazer, Ch 2 Cameron & Lawless, pp 49–51; 56. Demovic & Hayes, Ch 23 Hurley et al, pp 21–23 Connolly, pp 52–61 Deiss, Ch XVI *Archaeology,* May/June 2001, 'The Lap of Luxury – Mixing Business with Pleasure' (see Annotated Bibliography, section 4.1)
The evidence for: • trade and economy: – contacts – imports and exports – emporium	• identify Pompeii's main trading contacts • explain the role of trade in the economy of Pompeii and Herculaneum • communicate, in written form, a knowledge and understanding of the economy of Pompeii and Herculaneum	Mapping exercise: students locate Pompeii's main trading contacts on a map of the Mediterranean, showing both imports and exports. Students collate information from their study of occupations, industries and foreign contacts to create a mind map of the economy of Pompeii and Herculaneum. **Assessment**: Explain the main features of the economy of Pompeii and Herculaneum, based on both written and archaeological sources.	Brennan & Lazer, Ch 1, 2 Cameron & Lawless, Ch 3 Hurley et al, pp 21*ff* Zarmati, Ch 1 Wilkinson, p 19 Descoeudres, pp 76–81 Deiss, pp 37–38, Chapter XI

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
• influence of Greek and Egyptian cultures: art, architecture, religion	• identify and describe the main features of art, architecture and religion at Pompeii and Herculaneum • use sources to reconstruct aspects of art, architecture and religion at Pompeii and Herculaneum • identify and evaluate the influence of Greek and Egyptian culture on Pompeii and Herculaneum • use terms and concepts appropriately, eg fresco, mosaic, Ionian, Doric, Corinthian columns	Teacher exposition of examples of Greek and Egyptian influences in art, architecture and religion. Students examine a range of other sources to identify main architectural features and purposes of temples; they record these in a comparative table and identify Greek and Egyptian influences. Class study and discussion of a range of sources on the various art forms of Pompeii and Herculaneum. Students annotate a variety of visual sources, identify Greek and Egyptian influences and collate the key features of art.	Brennan & Lazer, pp 84–97, 64–69 Cameron & Lawless, pp 71*ff*, 83*ff* Campbell, *Roman Art and Architecture: From Augustus to Constantine*, Addison Wesley, Longman NZ 1998, pp 47–51 Wilkinson (see index) art styles, pp 148–154 *Pompeii, The Vanished City*, Time-Life, 1992 Zanker **Websites:** www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html (and enter 'Pompeii') **Pompeii image data bank** http://sights.seindal.dk/sight/722_Pompeii.html (A photo gallery containing 242 pictures)
• religion: temples, household gods, foreign cults, tombs	• explain the importance of religion at Pompeii and Herculaneum • use historical terms and concepts appropriately, eg *lares, penates, genius*, imperial cult	Students access a website or other resources on Roman religion to find information on the Roman, Greek, Egyptian gods relevant to Pompeii and Herculaneum; religious/funerary beliefs and practices. Students complete a chart noting key features of public and private worship in Pompeii and Herculaneum, identifying gods and goddesses, their roles and natures, and the aspects and places of their worship. Students write a feature story/photo essay on a foreign cult at Pompeii from the perspective of a local journalist of the time or a foreign visitor to Pompeii. Students demonstrate their knowledge of Pompeian funerary beliefs and practices by designing a funeral service for a member of the Pompeian community and their tomb inscription.	Brennan & Lazer, pp 84–97 Cameron & Lawless, pp 70*ff* Demovic & Hayes, Ch 27–29 Hurley et al, pp 55–59 Zarmati, pp 114–116 Beard, M et al, *Religions of Rome*, Cambridge University Press, 1998 Turcan, R, *The Gods of Ancient Rome*, Watson, NY, 1998 **Website:** www.roman-empire.net/religion/religion.html

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
3 Investigating, reconstructing and preserving the past • contributions of nineteenth- and twentieth-century archaeologists to our understanding of Pompeii and Herculaneum • changing interpretations: impact of new research and technologies • issues of conservation and reconstruction: Italian and international contributions and responsibilities; impact of tourism • ethical issues: study and display of human remains	• describe and assess the significance of key people and their work at Pompeii and Herculaneum • describe and assess different methods used by archaeologists, historians and other specialists to investigate the site over time • discuss relevant issues of conservation and reconstruction; custodianship of the sites and the display of human remains • present and communicate the findings of their investigations using ICT and oral and written forms	Teacher exposition on the work of Fiorelli including his use of grid system and plaster casts. Students work in pairs or small groups to access web sites and other resources to investigate the work of other archaeologists including Spinnazola, Mau and Maiuri. Each pair/group reports their findings to the class in either written or oral form (eg 'interview' with relevant archaeologist OR a panel of archaeologists answering questions on their work). Class collates information into a summary table with these headings: archaeologist, date of work, discovery, methods used, contribution. Students work in pairs to investigate a range of recent research and use of new technologies in the excavation and study of Pompeii and Herculaneum. Pairs share their findings with class via a fact-file summary sheet. Students revisit key terms to check their understanding: conservation, preservation, reconstruction, ethics. Students access Internet resources to investigate a range of relevant issues and/or view relevant videos and discuss issues of conservation, ethics etc raised. Discussion of the similarities/differences in problems of conservation etc between Pompeii and Herculaneum Students collate their findings in a mindmap. Class debate, eg 'That Pompeii and Herculaneum are worth preserving'. Arguments	Brennan & Lazer, Ch 3 Cameron & Lawless, Ch 4 Hurley et al, pp 59–64 Zarmati, Ch 11 Cooley, *Pompeii* Official website of Superintendent of Archaeology of Pompeii: www.pompeiisites.org/database/pompei/pompei2.nsf Anglo-American Project: www.brad.ac.uk/archsci/field_proj/anampomp British School at Rome: http://www.bsr.ac.uk/ENG/sub_arch/BSR_Pomp01.htm See Section 4.2 (this document) for a survey of the recent work of Australian archaeologists. Brennan & Lazer, pp 148–150, 141–143 Cameron & Lawless, Ch 5 Hurley et al, pp 64–67 Zarmati, Ch 11 *Archaeology* magazine Vol 56, No 4, July/August 2003: (i) R Jones, 'Pompeii's Block of Time' (ii) JA Lobell, 'Voices from the Ashes' Etienne, document section **Internet resources** Official website of Superintendent of Archaeology of Pompeii: www.pompeiisites.org/database/pompei/pompei2.nsf http://seattlepi.nwsource.com/getaways/112797/pomp27.html www.humnet.ucla.edu/humnet/classics/Philodemus/phil.art.html (work on the papyri from Herculaneum)

STUDENTS LEARN ABOUT:	STUDENTS LEARN TO:	TEACHING AND LEARNING ACTIVITIES	RESOURCES
		for and against the display of human remains' OR Conduct a forum in which different perspectives on controversial issues are presented, eg an archaeologist, a developer, a local resident, foreign tourist, etc. Students prepare a report to the World Heritage Commission outlining their concerns about the sites.	**Videos** *Vesuvius: Deadly Fury* (Discovery) *Riddle of Pompeii* (Discovery)

3.5.2   Sample HSC Program: Ancient Societies

HSC PROGRAM: ANCIENT SOCIETY: EGYPT OPTION
SOCIETY IN NEW KINGDOM EGYPT TO THE DEATH OF AMENHOTEP III   Course time: 25% (30 Hours)

PRINCIPAL FOCUS:
• The investigation of key features of society in New Kingdom Egypt to the death of Amenhotep III through a range of archaeological and written sources and relevant historiographical issues

OUTCOMES	STUDENTS LEARN TO:	SELECTED RESOURCES
Students:	• ask relevant historical questions	Baines, J & Malek, J, *Atlas of Ancient Egypt*, Phaidon Press, Oxford, 1983.
H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context	• locate, select and organise information from a range of sources to describe and analyse the key features of the ancient society	Callender, G, *The Eye of Horus*, Longman Cheshire, Melbourne, 1993. Demovic, M & C Baker, *New Kingdom Egypt,* Longman, S, Melbourne, 1999. Fletcher, J, *Egypt's Sun King: Amenhotep III*, Duncan Baird Publishers, London, 2000. Grajetzki, W, *Burial customs in Ancient Egypt: Life in death for rich and poor,* Duckworth, 2003.
H 2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world	• describe and evaluate the role and nature of key features of the ancient society	Hurley, T, Medcalf, P, Murray C, & Rolph, J, *Antiquity 2,* Oxford University Press, S. Melbourne, 2000. Janssen, RM & JJ, *Growing up in Ancient Egypt,* Rubicon Press, London, 1990.
H 3.1 locate, select and organise relevant information from a variety of sources	• explain and assess the significance of historical factors contributing to change and continuity within the ancient society	Kemp, B, *Ancient Egypt: Anatomy of a civilisation*, Routledge, London, 1989, Chapter 5, 'New Kingdom Egypt: the mature state'. Lawless, J (ed), *Studies in Ancient Egypt,* Nelson, S Melbourne, 2000.
H 3.2 discuss relevant problems of sources for reconstructing the past		Lawless, J (ed), *Societies from the past*, Nelson, S Melbourne, 1998. Reeves, N & Wilkinson, RH, *The complete Valley of the Kings*, Thames & Hudson, London, 1996.
H 3.3 analyse and evaluate sources for their usefulness and reliability	• evaluate the usefulness and reliability of sources	Robins, G, *Women in Ancient Egypt*, British Museum Press, London, 1993. Shaw, I, & Nicholson, P, *British Museum dictionary of Ancient Egypt,* British Museum Press, London, 1995.
H 3.4 explain and evaluate differing perspectives and interpretations of the past	• explain and evaluate differing perspectives and interpretations of the ancient society	Strouhal, E, *Life in Ancient Egypt*, trans. D Viney, Cambridge University Press, 1992. **Video** *Ancient Egyptians: The Battle of Megiddo*, Wall to Wall, 2003.
H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	• plan and present the findings of investigations on aspects of the ancient society, analysing and synthesising information from a range of sources	*Beyond the Pyramids* series: 'Cult and Mortuary Temples'; 'Daily Life of Ancient Egypt'; 'Death and the Journey to Immortality', (screened by Foxtel April 2002) *The Nile Pt. 1: Crocodiles and kings:* (screened on ABC TV, 6 Feb 2005) BBC Production. *Egypt uncovered: Age of gold*, John Gwyn Production for S4C, 1999.
H 4.1 use historical terms and concepts appropriately	• communicate an understanding of relevant concepts, features and issues using appropriate oral and written forms.	**Websites** www.newton.cam.ac.uk/egypt www.egyptianmyths.net/section-deities.htm
H 4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms		www.fathom.com/course/21701778/session1.html http://nefertiti.iwebland.com/timelines/topics

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
1 The geographical environment • geographical setting, natural features and resources of New Kingdom Egypt and its neighbours	Teacher distributes blank map of Egypt and its neighbours. Students view slides or short video segment and annotate their map to show key geographical features and resources. Useful teacher resources: Manley, B, *Historical Atlas of Ancient Egypt*, pp 58 *ff*; Baines and Malek, *Atlas of Ancient Egypt*.
• significant sites: Thebes, Valley of the Kings, Malkata	Students select and organise information from resource file to create a fact file with relevant images to record the main features of each of the sites. Explain why each site is significant to the period. Useful resources include: **Thebes**: *British Museum Dictionary of Ancient Egypt,* pp 286–88. **Valley of the Kings**: *British Museum Dictionary*, pp 299–300; *Complete Valley of the Kings*, 'The Topography of Western Thebes,' pp 16–19. **Malkata**: J Fletcher, *Egypt's Sun King: Amenhotep III*, pp 128–135.
2 Social structure and political organisation • roles and images of the pharaoh; concept of *maat*	Teacher exposition on social structure of NK. Students create a social pyramid and make point-form notes on each of the classes in the pyramid. Teacher explains the following: the five great names, regalia and images of NK pharaoh, notes on concept of *maat*. Useful resource*: Antiquity 2* (1st edition 1998), Table 1.1 and Fig 1.1; *Studies of Ancient Egypt*, Ch 4 or *Societies* pp 56–59. Examine a range of primary sources about the activities of NK pharaohs to identify the various roles of the pharaoh. Create a mind map to summarise these roles.
• roles of the vizier and members of the religious, administrative and military elites, including scribes, artisans and agricultural works	Use resources listed below to investigate roles of vizier and members of religious, administrative and military elites, scribes, artisans and agricultural workers. For high-ranking officials, complete a 4-column table with headings: Official/roles/names of specific office holders/evidence. Refer to the tomb of a vizier for evidence of status. Work in groups to demonstrate understanding of the different roles of each social group by designing a job description or advert. for 'positions vacant' including details of required skills, experience etc. Use details of careers of specific individuals to write a letter of application in answer to the 'positions vacant' ad. Useful resources: • Lawless, *Societies,* Part 2, Units 3 (vizier), 4 (army), 5 (officials), 8 (priests) • Shaw (ed), *Oxford History of Ancient Egypt*, 'Administration in the 18th Dynasty', pp 269–271 • Tomb of Rekhmire (vizier): *KMT* Vol 14, No. 2, Summer 2003, pp 28–44
• nature and role of the army	Students view video *Ancient Egyptians: The Battle of Megiddo,* Wall to Wall, 2003 (screened on ABC TV Sun. 27 Feb 2005) and make point-form notes on questions about the nature and role of the army, the role of the pharaoh, a soldier's life. Who could claim victory in this battle? Teacher leads discussion and students compare notes. Other useful resource: I. Shaw, *Egyptian Warfare and Weapons*, Shire Publications, 1999; Papyrus Lansing. Collate other evidence for the nature and role of the army.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
• roles and status of women: royal and non–royal	Work in small groups to examine a range of sources about royal and non-royal women, to draw relevant conclusions about status and roles of royal and non-royal women and assess the usefulness and reliability of the sources (eg consider the lack of sources from women themselves and the perspective/purpose of those sources we do have). Useful resources include: *The Instruction of Ani*, selected 18th Dynasty tomb scenes; Robins, *Women in Ancient Egypt*; Lawless, *Ancient Egypt*, pp 79–81; *Societies from the past*, Unit 6.
3 The economy • importance of the Nile: agriculture, animal husbandry, transport	Teacher exposition using slides or video segment (eg *The Nile Pt. 1*: *Crocodiles and Kings)* illustrating the various uses of the Nile, the agricultural cycle of inundation, growing season, harvest. Resources of the Nile; animal and plant life, materials for building, papyrus for paper, etc. Students construct a mind map summarising these features.
• economic exchange: barter and taxation • impact of empire: booty, tribute and trade • crafts and industry: wood, stone and metal • technology: tools, building materials, techniques and construction	Class reading, discussion and note-making (from *Antiquity 2*, Ch 1; Lawless, *Ancient Egypt,* Ch 1) on: role of barter and the *deben* system; (also: B. Kemp, *Ancient Egypt, Anatomy of a Civilisation*, 'Economics without money', pp 248 *ff.*; agriculture and taxation; (see also Demovic, *New Kingdom Egypt*, pp 28–29). Teacher exposition on temple economy (eg Strudwick, *Thebes in Egypt*, 'The economic role of a temple' pp 74–75 or Kemp*, Ancient Egypt, Anatomy of a Civilisation*, role of *shuty;* significance of foreign trade and tribute (Lawless, *Ancient Egypt*, pp 58–62). Technology, crafts and industry can be included either in the study of the architecture and decoration of temples and tombs or as an aspect of daily life – work/tools/industry/occupations. **Assessment Task Notification**: Students research an aspect of this ancient society and present their findings [at the completion of the unit] in a paper of 1000 words. The focus of this research task is on selecting, interpreting, analysing and evaluating a range of sources. (See Assessment Task: Section 3.6.2 of this Support Document.)
4 Religion, death and burial • gods, goddesses, cults and priesthoods including Amun-Re, Osiris	Teacher provides students with a list of relevant gods for this period. Students access the website: www.egyptianmyths.net/section-deities.htm to find and record relevant details, eg characteristics of each god, priesthood and temples.
• festivals: Opet, Beautiful Feast of the Valley, Heb-Sed Festival • cult temples: Karnak and Luxor	Teacher introduction to festivals with plans of Karnak and Luxor Temples and their function, architecture and decoration. Students investigate each of the festivals and design a brochure to advertise the festival. It should include an introductory explanation of significance of the festival and its date; a map showing the processional route, list of key participants and highlights of the festival. This may be individual/paired/group work. Other students might compose a festival theme song or a hymn, prayer or poem to be featured in the festival. Useful plans of processional routes and discussion of the significance of temples and festivals can be found in Kemp, Ch 5, 'Thebes: the ceremonial city', pp 201–217 (see esp. 'Amenhotep III's Sed-festivals', pp 213–217); Lawless, *Societies*, Units 8, 14).
• myths and legends: Creation myth, Osiris myth	Students research relevant texts (eg Callender, *The Eye of Horus*, Ch, 2; Lawless, *Societies*, Unit 8) or website: www.egyptianmyths.net/section-deities.htm and create a fact file with images of the gods, goddesses, cults and priesthoods.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
	Students demonstrate their knowledge and understanding of the myths by designing a storyboard or cartoon sequence of main developments of the legends and the role of deities.
• funerary customs, rituals and texts: afterlife concepts, mummification, *The Book of the Dead* and the *Am Duat* (*Book of What is in the Netherworld*)	Teacher exposition on afterlife concepts including *ka, ba, akh*; nature and significance of Solar and Osirian afterlife. Resource: Video: *Egypt Beyond the Pyramids: Pt. 2, Death and the Journey to Immortality,* Foxtel, April 2002 www.philae.nu/PerAnkh/FeastofValley.html Read Herodotus' description of mummification and design a sequence chart of the mummification process, using 18th Dynasty examples. See also Barbara Adams, *Egyptian Mummies,* Shire Egyptology 1, 1984.
	Afterlife texts: study selected extracts and visuals of each text provided by teacher and create a fact file for each. Resource: Erik Hornung, *The Ancient Egyptian Books of the Afterlife*, Cornell University Press, 1999. Summary table of texts in *Complete Valley of the Kings*, p 37. Lawless, *Societies*, Units 11, 12.
• mortuary temples: architecture and function:, Deir el-Bahri	Temples: work in small groups to investigate the architectural and functional features of a NK mortuary temple, including Deir el-Bahri. Teacher provides a temple plan for students to annotate. Resource: RH Wilkinson, *The Complete Temples of Ancient Egypt*, Thames and Hudson, London, 2000; or Robins, G, *The Art of Ancient Egypt*, Harvard University Press, 2000; Lawless, *Societies*, Unit 14.
• tombs: architecture and decoration: Thebes	Royal and non-royal tombs: Each group records the main features of a tomb on a blank plan provided and shares their findings with other groups. What features do the tombs have in common? How do royal tombs differ from non-royal? Why? Each group's plan could be copied to provide a class set. Resources; W Grajetzki, *Burial Customs in Ancient Egypt,* Ch 6 'The New Kingdom: Death in an Affluent Society', pp 66–78; non-royal: Lawless, *Societies*, Units 3, 5, 13; Demovic & Baker, *New Kingdom Egypt*, pp 46–47, 62–65; Reeves & Wilkinson, *Complete Valley of the Kings*; Nobles at Thebes: Manniche, L, *The Tombs of the Nobles at Luxor*, American University in Cairo Press, 1988: tomb of the builder Senneferi (reign of Thutmose III); see website: www.newton.cam.ac.uk/egypt/tt99/index.html
5 Cultural life • art: sculpture, jewellery and wall paintings • writing and literature: love poetry, Papyrus Lansing: *Be a Scribe*, Wisdom Literature*: Instruction of Ani*	Work in small groups to locate and select a display of visual art samples, noting workmanship, provenance and what they tell us of Egyptian life and culture. Posters can be displayed around the classroom. Useful resources include: C Aldred, *Egyptian Art (World of Art)*, Thames and Hudson, London, 1980; Robins, *The Art of Ancient Egypt*, Ch 8 'A New Momentum: The New Kingdom (1)'. Students examine examples of literature as suggested. What can be learnt about Egyptian life from these examples? What evidence can be drawn from literature about life that is not available from archaeological evidence? Lawless, *Societies*, Units 6, 7, 15, 16.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
6 Everyday life • daily life and leisure activities • food and clothing • housing and furniture • occupations	Students work individually or in groups to investigate aspects of everyday life from the perspective of both rich and poor. They present their findings in the form of a PowerPoint presentation, photo essay or feature article, eg for *Good Weekend* or similar publication. They should include a range of relevant primary sources and evaluation of some of the sources used. Useful resources: Lawless, *Societies*, Units 6, 7, 9, 10, 13, 17, 18. Students need to take care with choosing early NK evidence to the death of Amenhotep III. It is essential that the websites are used critically. Are they from a reliable source? Who has written it and for what audience? Are their sources clearly provenanced? Websites: www.fathom.com/course/21701778/session1.html Marriage and the Family, Dress, Fashion, Entertainment dancing: www.touregypt.net/featurestories/dance.htm daily life: www.swan.ac.uk/classics/egypt/dailylife.html (a good range of useful links for most topics) daily life: http://nefertiti.iwebland.com/timelines/topics/ (comprehensive coverage of all topics: site established and maintained by Andre Dollinger – is well researched with reliable, mostly New Kingdom info. Well illustrated with visual and textual sources and extensive bibliographical information.)

3.5.3   Sample HSC Program: Personalities in their Times

HSC PROGRAM: PERSONALITIES IN THEIR TIMES: AGRIPPINA THE YOUNGER   Course time: 25% (30 Hours)

PRINCIPAL FOCUS: Students gain an understanding of Agrippina the Younger in the context of her time.

OUTCOMES	STUDENTS LEARN TO:	SELECTED RESOURCES
Students: H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context H 2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world H 3.1 locate, select and organise relevant information from a variety of sources H 3.2 discuss relevant problems of sources for reconstructing the past H 3.3 analyse and evaluate sources for their usefulness and reliability H 3.4 explain and evaluate differing perspectives and interpretations of the past H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources H 4.1 use historical terms and concepts appropriately H 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.	• use appropriate terms and concepts in communicating about the personality • locate, select and organise information in relation to the chosen personality • identify key issues and features about the personality • make deductions and draw conclusions about the personality • weigh up the relative reliability of the available sources and assess their usefulness for a study of the personality • identify and analyse the varying images of the personality • explain and evaluate differing perspectives and interpretations of the personality in ancient and modern sources • present the findings of historical investigations of issues and features of the personality • communicate coherently in oral and written forms to explain and evaluate significant events and achievements in the personality's life • synthesise information to construct an evaluation of the personality's significance and legacy.	Balsdon, J, *Roman Women: Their History and Habits*, Bodley Head, London, 1974. Barrett, A, *Agrippina,* BT Batsford, London, 1996. Bauman, RA, *Women and Politics in Ancient Rome*, Routledge, London, 1992. Champlin, E, *Nero*. Belknap Press, Harvard, 2005. Gardner, JF, *Women in Roman Law and Society*, Indiana University Press, 1991. Griffin, M, *Nero: The End of a Dynasty*, BT Batsford, London, 1984. Holland, R, *Nero: The Man Behind the Myth*, Sutton Publishing, 2003. Hurley, T, et al, *Antiquity 2*, Oxford University Press, S. Melbourne, 2000, Ch 6. Judge, EA, 'Agrippina as Ruler of Rome?', *Teaching History*, 22, 1988, pp 13–16. Lawless, J, et al, *Personalities from the Past*, Nelson, Melbourne, 1997, Ch 10. Leadbetter, B, 'The Ambition of Agrippina the Younger', *Ancient History: Resources for Teachers*, 25 (1995) pp 139–155. Levick, B, *Claudius*, BT Batsford, London, 1990. Malitz, J, *Nero*, Blackwell Ancient Lives, Oxford, 2005. Shotter, D, *Nero*, Lancaster Pamphlets in Ancient History, London, 2005. Smith, R, 'The Imperial Reliefs from the Sebasteion of Aphrodisias, *Journal of Roman Studies,* Vol 77, 1987, p 128. Warmington, BH, *Nero: Reality and Legend*, Chatto & Windus, London, 1969. Zinserling, V, *Women in Greece and Rome*, trans LA Jones, Abner Schram, NY, 1972. **Video:** *I, Caesar*. Episode 3: 'Nero: Winds of Change' (Video, BBC-TV), 1998.

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
1 Historical context • geography, topography and resources of Rome and the Roman Empire	Students identify key features of Rome and Roman Empire using map of Roman Empire from Grant, *Classical Atlas*, or *Antiquity 2*, p 171.
• overview of Roman social and political structures: principate	Students gain an overview of the chronology of Rome and the time period using a timeline (eg *Antiquity* 2, Ch 9). Students identify and learn key historical concepts using *Personalities from the Past*, p 246 and complete worksheet of key terms and concepts.
• role of imperial women in Roman society	Students study a selection of sources and information on the role of women using eg *Personalities*, p 243; *Antiquity 2*, pp 173–174. Make brief notes on the roles of imperial women and their influence. Examples could include Livia, Julia, Agrippina the Elder, Octavia. What were the official restrictions on their power and influence? What unofficial avenues of power were available?
2 Background and rise to prominence • family background and status	Students analyse genealogical table and gain information on Agrippina's family connections using: *Personalities,* p 242; *Antiquity 2*, Ch 6, pp 169–173.
• early life, ambitions and marriages	Students use map to trace family travels in Agrippina's early years and complete a chart on family relationships . Why was her position so powerful? (*Personalities*, p 246). Students analyse a selection of sources from Dio, Suetonius, and coins about Agrippina's relationships in the reign of Gaius and her marriages to identify key features of her rise to prominence.
3 Career • basis of her power and influence: patronage	Students analyse a selection of sources, eg Tacitus and Dio on Agrippina's influence using *Antiquity 2*, pp 180–181 and *Personalities* p 254*ff* to identify key terms and concepts, eg client/patron, Praetorian Prefect. What were both the official and unofficial bases of her power?
• role during the reign of Gaius (Caligula), including exile	Students analyse sources and evaluate Agrippina's role in the conspiracy and reasons for/importance of her exile. (Barrett, *Agrippina: Antiquity 2*, pp 175–176; *Personalities*, p 247).
• role during the reign of Claudius	Students view video on Claudius using 'Winds of Change' episode. Students analyse coins, statues and other sources on Agrippina and Claudius to draw conclusions about Agrippina's relationship with him during his reign. What means did she employ to influence Claudius, according to the sources?
• role and changing relationship with Nero during his reign	Students assess the reliability of the sources on Agrippina and communicate their findings orally. Students evaluate differing perspectives and interpretations on the death of Claudius and Agrippina's involvement (*Antiquity 2*, pp 182–183, *Personalities*, p 250).

STUDENTS LEARN ABOUT:	TEACHING AND LEARNING STRATEGIES (incorporating *students learn to*):
3 (cont.) • relationships with other members of the imperial court: Seneca, Burrus and imperial freedmen • impact of her personality on career: public image • attempts on her life • death: motives, manner and impact of death	Students identify key features about Agrippina in the reign of Nero using sources, eg coins, reliefs (Aphrodisias), Tacitus, Dio (Leadbetter B, 'The Ambition of Agrippina the Younger', *Ancient History Resources for Teachers*, 25 (1995) pp 139–155; *Personalities*, pp 250–254). Students complete a mind map on key people in Agrippina's life. A written response is completed on: ' "During Nero's reign, the real power lay in the hands of Agrippina". Discuss' (*Personalities*, pp 254–256). Students use appropriate terms and concepts, eg *Senate*, *princeps*, *freedmen*. A range of sources (eg Tacitus, Suetonius) is used to identify and explain the reasons for Agrippina's decline in power. Students work in groups to investigate Agrippina's death and to explain Nero's motives. The findings are synthesised in a note-making activity or other format, eg front-page newspaper story or editorial (from different perspectives) (*Personalities*, pp 253–254).
4 Evaluation • impact and influence on her time • assessment of her life and career • legacy • ancient and modern images and interpretations of Agrippina the Younger.	Students examine the significant achievements of her life and list them in decreasing importance. Justify their selection. Students write obituaries of Agrippina to reflect a range of differing perspectives eg from Nero and from her supporters. A class debate to argue her influence and legacy: 'Agrippina's influence and importance did not outlast her death' (*Personalities*, pp 257–258). Students analyse a range of sources to evaluate the varied images and interpretations of Agrippina (*Personalities*, p 258). This could be conducted as a forum with different class members presenting different views and a moderator to question the presenters and field questions and comments from the class. 'Agrippina answers her critics': class conducts an 'interview' with a class member playing the role of Agrippina. Students ask her to respond to a range of ancient and modern criticisms. Assessment Task: (see section 3.6.3 in this document) Research and Oral (3–5 minutes). Students select two significant people from Agrippina's circle and use relevant primary and secondary sources to: • explain the role each significant person played in Agrippina the Younger's life • describe one significant person's perspective on Agrippina the Younger • explain the extent to which this person's perspective differed from that of the other significant person chosen.

3.6 Sample HSC Assessment Tasks

The sample assessment tasks provided in this document have been developed using advice provided in the Board of Studies publication *The New Higher School Certificate Assessment Support Document.* This document was sent to schools in Term 3, 1999 and assists teachers to incorporate the key features of standard referenced assessment into their assessment planning. Teachers are strongly advised to consult this document when developing assessment programs and designing individual tasks.

The tasks provided on the following pages have been developed from the following sample programs:
• Core Study: Cities of Vesuvius: Pompeii and Herculaneum
• Ancient Society: New Kingdom Egypt to the death of Amenhotep III
• Personalities in their Time: Agrippina the Younger.

They have been designed using the steps outlined on pp 14–15 of the assessment support document. The task provides:
• a clear indication of outcomes to be assessed
• clear instructions to students
• explicit advice to the students about the criteria to be used for assessing their performance
• a marking scheme related to the criteria.

3.6.1 Sample HSC assessment task: Core study

ANCIENT HISTORY ASSESSMENT TASK

Core Study: Cities of Vesuvius: Pompeii and Herculaneum

Area of assessment: Research   **Weighting: 15%**

Syllabus outcomes to be assessed
Students:
H3.1   locate, select and organise relevant information from a variety of sources
H3.3   analyse and evaluate sources for their usefulness and reliability
H3.6   plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
H4.2   communicate knowledge and understanding of historical features and issues using appropriate oral and written forms.

The Task: Research Essay – 10%
Choose one of the following topics to investigate:
• The Forum at Pompeii OR the Baths at Pompeii OR Shops (eg *thermopolia*)
• Temples or a specific temple
• Art at Pompeii
• Housing (general) OR a specific House at Pompeii or Herculaneum eg House of the Tragic Poet, House of the Faun or Insula IV from Herculaneum
• Religious Practices
• Leisure activities at Pompeii/Herculaneum OR a building where a leisure activity took place
• Prominent individuals eg Eumachia, Caecilius Jucundus
• Lifestyle and occupations OR trade and commerce
• Local government OR a specific building or area in Pompeii or Herculaneum.

Directions
- You are to locate, select and organise relevant information for your chosen topic in the form of a research essay of 1000 words (maximum).
- In presenting your research in this way you are to use written and archaeological sources as well as secondary sources to support and justify the results of your research.
- You are to present an annotated bibliography at the conclusion of your essay (see below).
- This task is to be done individually.
- You will have TWO lessons in the library/computer room to work on this task. You will be expected to complete the greater part of the task in your own time.
- On the due date you will hand in both your research essay and your annotated bibliography.

Criteria for assessment
In this task you will be assessed on how well you:
- explain the key features or key points of the building or topic/its purpose/main functions
- use relevant archaeological or written sources to support your findings
- present an appropriately annotated bibliography.

Annotated Bibliography – 5%
- You will be given information on annotated bibliographies and a lesson explaining how to prepare them.
- An annotated bibliography is a list of resources consulted (eg books, articles, videos, websites) explaining how you used each resource and what information you gained from it. It should also include an evaluation of the reliability and usefulness of the information.

Note: Junior history texts, encyclopaedia articles or ONE website are not sufficient for this task.

Ancient History: Assessment — Cities of Vesuvius: Pompeii and Herculaneum

RESEARCH ASSESSMENT TASK: **Weighting: 15%**

STUDENT NAME _____

You are being assessed on the following outcomes

	1 2	3 4	5
H3.3 Bibliography Analyse and evaluate sources for their usefulness and reliability	• makes limited evaluation of the sources with little or no attempt to explain their usefulness	• makes sound evaluation of the sources and provides a clear explanation of their usefulness	• provides a comprehensive and detailed analysis of the sources and a well-argued critical evaluation of their usefulness
H3.1 Research and Sources Locate, select and organise relevant information from a variety of sources **H3.6** Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	• makes basic selection and organisation of historical information • provides little analysis and/or synthesis of the historical information	• selects and organises relevant information from a number of sources • demonstrates clear evidence of analysis and synthesis of the historical information	• selects and organises relevant historical information from a wide variety of sources • demonstrates evidence of clear, accurate and detailed analysis and synthesis of the historical information
H4.2 Research Essay Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	• provides a limited attempt at a research essay on aspects of life at Pompeii and Herculaneum • presents limited knowledge and understanding of the research topic's historical features and issues	• provides a concise and clearly-written research essay on aspects of life at Pompeii and Herculaneum • presents sound knowledge as well as a clear understanding of the research topic's historical features and issues	• provides a concise, sophisticated and well-written research essay on aspects of life at Pompeii and Herculaneum • presents detailed knowledge as well as a coherent and well-balanced understanding of the research topic's historical features and issues

Comments

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3.6.2   Sample HSC assessment task: Ancient Societies

ANCIENT HISTORY ASSESSMENT TASK

Ancient Society: New Kingdom Egypt to the Death of Amenhotep III

The Task

Choose ONE of the questions on the attached sheet and research it following the criteria given below. Note carefully that the sources should provide the focus of your investigation and should be selected for their relevance to the question you are researching. Your research should be presented in a paper of about 1000 words (maximum).

In your research, you should:
•   select and organise a range of relevant sources, archaeological and/or written to help explain and illustrate your answer
•   identify and explain any problems arising from the sources for reconstructing New Kingdom history
•   analyse and evaluate at least 3 of these sources for their usefulness and reliability
•   write a synopsis of about 150 words which:
    (i) clearly answers the question you have researched
    (ii) summarises the usefulness and reliability of the sources used.

You will be assessed on how well you:
•   select and organise a range of relevant sources to present a logical, well-structured answer to the question
•   use the sources to answer the question
•   identify relevant problems of evidence in the sources and evaluate the usefulness and reliability of at least three sources.

MARKING GUIDELINES

STUDENT NAME _____

Criteria	Range
• provides a concise, well-written synopsis of the answer to the question and the usefulness and reliability of sources • selects and organises a variety of sources and information to present a logical, well-structured answer to the question • makes detailed and accurate use of a range of relevant sources to answer the question • accurately identifies and clearly explains specific problems of sources for reconstructing New Kingdom history • provides a sophisticated evaluation of the usefulness and reliability of at least three sources	12–15
• provides a satisfactory synopsis of the answer to the question and the usefulness and/or reliability of sources • selects and organises sources and information to present a logical answer to the question • makes appropriate use of a range of sources to answer the question • identifies and describes problems of sources for reconstructing New Kingdom history • offers an accurate evaluation of the usefulness and reliability of at least two sources	8–11
• provides a synopsis of the answer to the question with some reference to the usefulness and/or reliability of sources • selects and organises some sources and information in answer to the question • refers to some sources in answering the question • identifies one problem in the sources • offers limited evaluation of the usefulness and/or reliability of sources	4–7
• provides a limited synopsis of the answer to the question; may not deal satisfactorily with the usefulness and/or reliability of sources • selects and organises some information in an attempt to answer the question • makes limited use of relevant sources • makes limited reference to problems of sources • offers inadequate evaluation of sources	1–3

Comment:

_____

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Total mark awarded: /15

3.6.3   Sample HSC assessment task: Personalities in their Times

ANCIENT HISTORY ASSESSMENT TASK

Personalities in their Times: Agrippina the Younger

Syllabus outcomes to be assessed: H1.1   describe and assess the significance of key people and events within the historical context H3.4   explain and evaluate differing perspectives and interpretations of the past H3.1   locate, select and organise relevant information from a variety of sources H3.6   plan and present the findings of historical investigations, analysing and synthesising information from a range of sources H4.2   communicate knowledge and understanding of historical features and issues using appropriate oral forms
Weighting: 15% **Areas of Assessment:**   **Oral 10 marks**   **Research 5 marks**
The task Select TWO people from the attached list. Use relevant primary and secondary sources to prepare an oral presentation of 4–5 minutes in which you: • explain the role each person played in Agrippina the Younger's life • describe one person's perspective on Agrippina the Younger and the key people and events in her life • explain how and why this person's perspective differed from that of the other person you have chosen.
Assessment For your research you will be assessed on how well you: • locate, select and organise relevant information from a variety of sources • plan and present the findings, analysing and synthesising information from a range of sources In your oral presentation, you will be assessed on how well you: • describe and assess in oral form the significance of selected people and events in Agrippina the Younger's life • explain in oral form how and why your selected peoples' perspectives differ on Agrippina the Younger's life • give an effective oral presentation within the allocated time.

List of significant people in Agrippina the Younger's life

Select two persons from this list for your assessment task.
Draw up a chart under the following headings to record notes during and after the oral presentations.

Important people in Agrippina's life	Relationship to Agrippina	Significance of the relationship	What happened to him/her?	Sources
Germanicus				
Agrippina the Elder				
Gaius				
Livilla				
Messalina				
Lucius Domitius Ahenobarbus (Nero)				
Claudius				
Pallas				
Octavia				
Britannicus				
Seneca				
Burrus				
Acte				
Poppaea Sabina				
Anicetus				

MARKING GUIDELINES

RESEARCH COMPONENT /5	Range
• selects and organises relevant and detailed historical information from a variety of sources • provides a sophisticated analysis and synthesis of information from a range of sources, incorporated into a well planned and logically sequenced presentation	5
• select and organises relevant historical information from a number of sources • analyses and synthesises information from arrange of sources in a well planned presentation	3–4
• selects and organises a limited amount of historical information from one or two sources • narrative or descriptive account with little analysis and/or synthesis of information from sources in a poorly planned presentation	1–2
ORAL COMPONENT /10	
• provides a detailed description and assessment in oral form of the significance of the selected people in Agrippina's life • presents a clear and detailed oral explanation of how and why the selected people's perspectives differ on Agroppina and the key people and events in her life • makes effective use of volume, pace, pitch, eye contact and body language to convey accurate historical information within the allocated time	9–10
• describes and assesses in oral form the significance of the selected people in Agrippina's life • presents a clear oral explanation of how and why the selected peoples' perspective differ on Agrippina and the key people and events in her life • makes some use of volume, pace, pitch, eye contact and body language to convey accurate historical information within the allocate time	6–8
• describes in oral form the role of the selected people in Agrippina's life • presents an oral description of the selected peoples' perspective of Agrippina and some of the people and events in her life • makes some use of voice, eye contact and body language to convey some historical information	4–6
• identifies and briefly describes in oral form one or two people in Agrippina's life • presents some information about one selected person's perspective of Agrippina • makes limited use of voice, eye contact or body language to convey some historical information.	1–3

Section IV – Resources for HSC Core Study: Cities of Vesuvius: Pompeii and Herculaneum

4.1   Core Study: Annotated Resource List

4.1.1   Core study: Selected and annotated resource list

Obviously all new books on this topic could not be included as many may have appeared in the latter part of 2005, after this list was compiled. The following is a guide only and teachers should use their own judgement in the selection of resources.

Print sources

Allison, PM, *Pompeian Households: An Analysis of the Material Culture*, **University of California, Los Angeles, 2004**
Suitable for teacher reference. This scholarly text has been adapted from her PhD thesis with updated material on functional analysis of domestic space based on 30 Pompeian houses. An important contribution to recent interpretations of archaeological evidence at Pompeii.

Amery, C & Curran, B, *The Lost World of Pompeii,* **Frances Lincoln, London, 2002**
Beautifully illustrated reference book. Magnificent colour photographs, particularly useful on art. In this text, Amery and Curran of the World Monuments Fund describe the history of Pompeii from its origins to its destruction. They discuss the impact of the discoveries made there on art, archaeology and interior design, and explain the continuing conservation work at the site. Good addition to library.

Archaeology Magazine – a publication of the Archaeological Institute of America
www.archaeology.org
1   May/June 2001 – 'The Lap of Luxury: Mixing Business with Pleasure in Pompeii' by J Harris & A Schuster. Relevant to lifestyle, economy, housing, daily life, conservation techniques. Information on excavation of Villa Murecine in 2000, a luxurious commercial resort for Roman businessmen. Main finds include dining rooms with spectacular wall paintings. Details also on Sulpici Archive – records of commercial transactions in nearby Puteoli between AD 26–61
2   July/August 2003 – two articles on Pompeii
  (i)   'Pompeii's New Past – Pompeii's Block of Time', by R Jones, a director of the Anglo-American project involved in the excavation and recording of an entire city block. Good information on pre-AD 79 history of Pompeii. Includes a useful pictorial feature on problems of conservation. The Anglo-American Project has set up the Pompeii Trust to fund the conservation of the block. See www.pompeiitrust.org
  (ii)   'Voices from the Ashes', by JA Lobell, also deals with problems of conservation at both Pompeii and Herculaneum.

Bisel, Sara C, *The Secrets of Vesuvius*, **Hodder & Stoughton/Maddison Press, London, 1990**
Features the work of Sara Bisel, the physical anthropologist and world specialist on ancient bones. The book is in two parts – the narrative of Petronia, the teenage slave girl (one of the skeletons 'identified' by Bisel) and a description of Bisel's work on the skeletons found on the beachfront at Herculaneum. Very readable text; highly recommended, but also be aware of her critics.

Brennan, B & Lazer, E, *Pompeii and Herculaneum,* **Ancient History Seminars, Sydney, 2005**
Written specifically for the new Core, this book follows the syllabus content closely and is particularly strong in the area of Estelle's own research on the skeletal evidence of Pompeii.

Cameron, K & Lawless, J, *Secrets of Vesuvius***, Nelson, Melbourne, 2005**
Revised from the Pompeiian material from *Unlocking the Past,* all syllabus Core content is addressed. A CD-ROM accompanies the book, containing photographs and an interview with an Australian expert on Pompeii.

Cooley, A, *Pompeii***, Duckworth, London, 2003**
Lecturer in Classics and Ancient History at Warwick University. An excellent reference particularly on new research and interpretations over time. Political influences and vulcanology dealt with well. Very good for Section 3 of syllabus.

Cooley, A, *Pompeii: A Source Book,* **Routledge, London, 2004**
Excellent selection of primary sources for a wide range of aspects of Pompeian life. The initial sections focus on sources which describe the pre-Roman history and Roman colonisation of Pompeii as well as accounts of the AD 79 eruption, including letters by Pliny the Younger. The other sources cover themes including leisure, religion, politics and public life, tombs and commercial life. Final section contains extracts from excavation reports from the 18th and 19th centuries.

Connolly, P, *Pompeii***, Oxford University Press, Oxford, 1990**
Double-page spreads on aspects of Pompeian life. Very well illustrated, especially cross-section diagrams of baths, workshops, houses. Clear and accessible language for middle-lower ability. A good beginning.

Deiss, JJ, *Herculaneum, Italy's Buried Treasure,* **J Paul Getty Museum, Malibu, 1989**
A most detailed teacher reference on Herculaneum. Excellent range of black and white photos. Detailed discussion of all classes of housing, public spaces and contemporary issues. One of the few texts to focus solely on Herculaneum. Can be a bit limited on discussion of more controversial interpretations, eg the mark of the cross on a house wall interpreted as a Christian symbol.

Demovic, M & Hayes, M, *Deir el-Medina and Pompeii,* **Longman, Melbourne, 1996**
Accessible language, two-paged introduction to a range of topics on Pompeian life – the eruption, housing, everyday objects, women, gods etc. Written originally for Preliminary students using a range of sources.

Descoeudres, J-P, *Pompeii Revisited: The Life and Death of a Roman Town,* **Meditarch, Sydney, 1994**
Out of print but has useful articles from Australian scholars and archaeologists, eg Allison, Green, Lazer, Rawson, Zarmati. Unfortunate formatting of text but content good. Both student and teacher reference.

Etienne, R, *Pompeii: The Day a City Died,* **Thames and Hudson, London 1998**
Pocket-sized book packed with information on the archaeological excavations, life in Pompeii, occupations, trades, religion, and the roles of women. Lavishly illustrated with wonderful colour plates. Contains a useful Document section with views of authors on Pompeii over time; the problems faced by Pompeii in recent times – issues of restoration, conservation, tourism and pollution. The numerous headings and layout make this a suitable text for students.

Fantham, E et al, 'The Women of Pompeii' in *Women in the Classical World,* Oxford University Press, Oxford, 1995
A brief chapter with clear information on the lives of women; well organised with subheadings – women of property, women and work, occupying public space, love and money, the limits of archaeology. Contains black and white photographs of some key archaeological material on women, a few inscriptions and a bibliography. A useful reference for studying the Pompeian, Eumachia or women in general.

Franklin, JL Jr, *Pompeis Difficile Est: Studies in the Political Life of Imperial Pompeii,* University of Michigan Press, Ann Arbor, 2001
An expensive book ($130) but useful for a library or as a teacher reference. Provides all of the inscriptions, together with translations of each, followed by an explanation of what each source tells us. The concluding chapter is particularly useful in summing up the important families, the political structure and life in Pompeii.

Grant, M, *The Art and Life of Pompeii and Herculaneum,* Newsweek Books, New York, 1979
Although an old book (by modern standards), can still be found in libraries and some bookstores. Introduction provides a clear overview of both sites and their history. Contents include a summary of housing and art styles, colour photographs of buildings, key features, statues, wall paintings and artefacts with detailed and informative captions. A most useful book for teachers and students, particularly on art and decoration of houses.

Hurley, T et al, *Antiquity III,* Oxford University Press, Melbourne, 2005
Chapter 1 specifically addresses the Core syllabus content, with photographs, activities, sample HSC questions, based on sources, both ancient and modern.

Jacobelli, L, *Gladiators at Pompeii*, The J Paul Getty Museum, Malibu, 2003
Jacobelli is an archaeologist with the Superintendency of Pompeii and presents a detailed overview of gladiators – the various types, the spectacles, amphitheatres, revolt of Spartacus, and a vast selection of sources, both archaeological and written. Beautifully illustrated. Useful reference text.

Laurence, R, *Roman Pompeii: Space and Society,* Routledge, London, 2003
Written by a lecturer in Classics, Reading University. Spatial concerns governing space usage, activities and city organisation. Excellent series of maps showing locations of inns, brothels, workshops, public buildings. Relationship between Pompeii and hinterland; residential and industry. Excellent teacher reference as an example of new interpretations and research.

Lawless, J, Cameron, K & Young, C, *Unlocking the Past*, Nelson, Melbourne, 1996
Chapter 14 'Pompeii, the Buried City', originally written for Preliminary, covers the eruption, sources, excavations, interpretations, industries, occupations, housing, religion, conservation. Useful starter.

Lessing, E & Varone, A, *Pompeii*, Terrail, Paris, 1996
Varone is Vice-Superintendent of Monuments at Pompeii. Wonderful colour photos, sound text, and useful glossary. Text arranged chronologically and useful on changes post-80 BC. Useful library addition.

Nappo, Salvatore, *Pompeii*, Weidenfeld, London, 1998
A guide to Pompeii, describing each building in the city. Contains photographs and maps, excellent drawings of houses, streetscapes, cross-sectional diagrams.

Rice, M & C, *Pompeii: The Day a City was Buried,* **Dorling Kindersley Ltd (Eyewitness series), London, 1998**
Designed for junior history students. Colourful presentation on all aspects of Pompeii, including the eruption. Contains excerpts from written sources. Ideal for less academic students.

Sigurdsson, H, Cashdollar, S & Sparks, RSJ, 'The eruption of Vesuvius in AD 79' in *National Geographic Research* **(1985, vol 1, no 3, pp 332–87)**
The journal article that revealed Sigurdsson's theories about Vesuvius to the world.

Wallace-Hadrill, A, *Houses and Society in Pompeii and Herculaneum,* **Princeton University Press, 1994**
Professor of Classics, University of Reading and Director of the British School at Rome. A classic study of housing to illustrate Roman social life and the influence of the wealthy, the interconnectedness of public and private spheres, family and outsiders, work and leisure. Excellent teacher reference.

Wilkinson, P, *Pompeii: The Last Day***, BBC Books, London, 2003**
Accompanied the 2003 BBC documentary. Sound coverage of eruption, archaeological excavations, public and private buildings and a 'tour of the town'. Excellent colour photos. Use other resources as well, as he tends to draw firm conclusions based on rather flimsy evidence at times.

Zanker, P, *Pompeii: Public and Private Life,* **Harvard University Press, Cambridge, 2001**
Zanker is Professor of Classical Archaeology, University of Munich and Director of the German Archaeological Institute in Rome. This is an excellent teacher reference. Provides detailed information on housing, temples, architectural forms and town amenities such as baths and fountains. Covers Pompeii's historical development including the influence of elite families. Examines issues relating to the use of private and public space.

Zarmati, L, *Pompeii and Herculaneum,* **Heinemann, Melbourne, 2005**
Written specifically for the Core, it addresses the syllabus content, is well illustrated, has straightforward text and a web-link: http://hi.com.au/ancient

Videos

The First Pompeii (1 hr) (SBS) 25/7/04
Covers early history of Pompeii. Good for non-examinable section

The Last Days of Pompeii, movie, 1934 (black and white starring Preston Foster)

Lost Treasures of the Ancient World: Pompeii (49 mins) Foxtel, 21/05/2002

Pompeii: The Last Day (1 hr) BBC, 2003

Private Lives of Pompeii (1 hr) ABC, 26/10/2003

60 Minutes segment on Pompeii – issue of custodianship. Screened 30/05/2004

Vesuvius: Deadly Fury, Discovery

Pompeii: Buried Alive (50 mins) A & E Television Networks, 1995

The Edge of Vesuvius, National Geographic

Websites

This is only a small selection that is available. Students need to use websites critically.

www.stanford.edu/~gdevore/
The Stanford University '**Pompeii Archaeological Research Project: Porta Stabia**' (PARP:PS) beginning in 2005 aims to uncover the structural and occupational history of the SE corner of Insula VIII.7, from its earliest origins through to AD 79. Aim of the project is to produce a complete archaeological analysis and assessment of the shops, workshops, inns, and houses at VIII.7.1–15.

ABC Online
Go to website address: www.abc.gov.au/ and enter 'Pompeii' for a list of recent ABC radio programs on various aspects of Pompeii.

BBC resources
www.bbc.co.uk/history/ancient/romans/pompeii_rediscovery_05.shtml
The BBC History site offers an excellent range of links and articles by noted scholars, including Wallace-Hadrill and Salvatore Nappo. Topics include: Pompeii – Portents of Disaster; Discovery and Excavation; Pompeii Art and Architecture Gallery; Social Pecking Order in the Roman World; Work and Play in Everyday Pompeii; Pompeii Today.

Perseus site
www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html (and enter 'Pompeii')
This excellent classics website contains a wealth of images of Pompeii (249 listed) and other resources.

Pompeii image data bank
http://sights.seindal.dk/sight/722_Pompeii.html
A photo gallery containing 242 pictures.

Virtual tour of Pompeii
http://edsitement.neh.gov/view_lesson_plan.asp?ID=271
A reputable educational website with online resources from some of the world's great museums, libraries, cultural institutions, and universities. In this lesson, students take a virtual field trip to the ruins of Pompeii to learn about everyday life in Roman times, then create a travelogue to attract visitors to the site and write an account of their field trip. Includes lesson plans for teachers and links to Perseus, Pompeii Forum Project and others.

Virtual Tour
www.burlington.mec.edu/memorial/Pompeii.htm
Very useful site containing self-guided tour of Pompeii with links, questions and activities for students.

Timeline of discovery and excavation
www.channel4.com/history/microsites/P/pompeii/unreveal02.htm
Contains detailed timeline of the discovery and excavations at Pompeii and Herculaneum from 1503 to the present.

Anglo-American Project in Pompeii
www.brad.ac.uk/acad/archsci/pompeii/
From the Bradford (University) Pompeii Research Laboratory. Information on excavations carried out on one city block in Pompeii. Also details of the project's field school, where paying students can spend the summer excavating under supervision.

www.archaeology.org/interactive/pompeii/journals.html
An interactive dig site in which archaeologists working on the Anglo-American Project (2001–3) describe their excavation, conservation, etc work on the site/project. Features Jaye Pont, the Australian ceramics expert.

British School of Rome Project
www.bsr.ac.uk/pompeiiproject.html
Contains the findings of the BSR Project (British School of Rome – Andrew Wallace-Hadrill) which has conducted a detailed investigation of a small slice of the city, namely insula 1.9 to see what light it can shed on the city, its history and its life.

http://pompeii.virginia.edu/page-1.html
This 1996 project run by the University of Virginia focuses on the Forum in Pompeii.

Gladiator: Dressed to Kill
www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml
Although not directly on Pompeii, a bit of fun! Students will enjoy this game which requires them to 'Dress a gladiator for battle in the Roman arena of death. Your choice of weapons and armour will decide whether or not he is victorious. Will the emperor grant your gladiator his freedom, or will he fight badly and lose his honour, or even his life?'

Herculaneum
http://wings.buffalo.edu/AandL/Maecenas/italy_except_rome_and_sicily/herculaneum/section_contents.html
A good selection of photographs of the city, but with only brief captions.

New Finds at Herculaneum
www.archaeology.org/online/news/herculaneum.html
Short article from the journal *Archaeology* telling of the finding in February 2000 of 48 more victims of Vesuvius.

Philodemus Project
www.humnet.ucla.edu/humnet/classics/Philodemus/phil.art.html
Details the work of modern conservators and scholars on the 1500 papyri rolls recovered from the Villa of the Papyri at Herculaneum.

The History of Plumbing: Pompeii and Herculaneum
www.theplumber.com/pom.html
Interesting, short article on the water supply, baths and plumbing in general.

Pompeii: A Lost City Revealed
www.discovery.com/news/features/pompeii/pompeii.html
The latest news and pictures of Pompeii and Herculaneum, from Discovery Online.

4.1.2   Ancient written sources

The following is a selection of written sources that are useful for the study of Pompeii and Herculaneum. It is not a definitive selection but includes a broad range of sources.

Pliny the Younger, *Letters*, VI, 16
www.u.arizona.edu/~afutrell/404b/web%20rdgs/pliny%20on%20vesuvius.htm

Pliny the Younger, c. AD 61– c. 112, held various political positions including a special provincial post in Bithynia, representing the Emperor. The following are letters written to the historian Tacitus, who was enquiring about the death of Pliny's uncle during the eruption of Vesuvius. The uncle, Pliny the Elder, was commander of the Roman fleet at Misenum and Pliny the Younger was only about 17 years old at the time. These letters were written many years after the event.

My dear Tacitus,

You ask me to write you something about the death of my uncle so that the account you transmit to posterity is as reliable as possible. I am grateful to you, for I see that his death will be remembered forever if you treat it [sc. in your Histories]. He perished in a devastation of the loveliest of lands, in a memorable disaster shared by peoples and cities, but this will be a kind of eternal life for him. Although he wrote a great number of enduring works himself, the imperishable nature of your writings will add a great deal to his survival. Happy are they, in my opinion, to whom it is given either to do something worth writing about, or to write something worth reading; most happy, of course, those who do both. With his own books and yours, my uncle will be counted among the latter. It is therefore with great pleasure that I take up, or rather take upon myself the task you have set me.

He was at Misenum in his capacity as commander of the fleet on the 24th of August [sc. in AD 79], when between 2 and 3 in the afternoon my mother drew his attention to a cloud of unusual size and appearance. He had had a sunbath, then a cold bath, and was reclining after dinner with his books. He called for his shoes and climbed up to where he could get the best view of the phenomenon. The cloud was rising from a mountain – at such a distance we couldn't tell which, but afterwards learned that it was Vesuvius. I can best describe its shape by likening it to a pine tree. It rose into the sky on a very long 'trunk' from which spread some 'branches.' I imagine it had been raised by a sudden blast, which then weakened, leaving the cloud unsupported so that its own weight caused it to spread sideways. Some of the cloud was white, in other parts there were dark patches of dirt and ash. The sight of it made the scientist in my uncle determined to see it from closer at hand.

He ordered a boat made ready. He offered me the opportunity of going along, but I preferred to study – he himself happened to have set me a writing exercise. As he was leaving the house he was brought a letter from Tascius' wife Rectina, who was terrified by the looming danger. Her villa lay at the foot of Vesuvius, and there was no way out except by boat. She begged him to get her away. He changed his plans. The expedition that started out as a quest for knowledge now called for courage. He launched the quadriremes and embarked himself, a source of aid for more people than just Rectina, for that delightful shore was a populous one. He hurried to a place from which others were fleeing, and held his course directly into danger. Was he afraid? It seems not, as he kept up a continuous observation of the various movements and shapes of that evil cloud, dictating what he saw.

Ash was falling onto the ships now, darker and denser the closer they went. Now it was bits of pumice, and rocks that were blackened and burned and shattered by the fire. Now the sea is shoal; debris from the mountain blocks the shore. He paused for a moment wondering whether to turn back as the helmsman urged him. 'Fortune helps the brave,' he said, 'Head for Pomponianus.'

At Stabiae, on the other side of the bay formed by the gradually curving shore, Pomponianus had loaded up his ships even before the danger arrived, though it was visible and indeed extremely close, once it intensified. He planned to put out as soon as the contrary wind let up. That very wind carried my uncle right in, and he embraced the frightened man and gave him comfort and courage. In order to lessen the other's fear by showing his own unconcern he asked to be taken to the baths. He bathed and dined, carefree or at least appearing so (which is equally impressive). Meanwhile, broad sheets of flame were lighting up many parts of Vesuvius; their light and brightness were the more vivid for the darkness of the night. To alleviate people's fears my uncle claimed that the flames came from the deserted homes of farmers who had left in a panic with the hearth fires still alight. Then he rested, and gave every indication of actually sleeping; people who passed by his door heard his snores, which were rather resonant since he was a heavy man. The ground outside his room rose so high with the mixture of ash and stones that if he had spent any more time there escape would have been impossible. He got up and came out, restoring himself to Pomponianus and the others who had been unable to sleep. They discussed what to do, whether to remain under cover or to try the open air. The buildings were being rocked by a series of strong tremors, and appeared to have come loose from their foundations and to be sliding this way and that. Outside, however, there was danger from the rocks that were coming down, light and fire-consumed as these bits of pumice were. Weighing the relative dangers they chose the outdoors; in my uncle's case it was a rational decision, others just chose the alternative that frightened them the least.

They tied pillows on top of their heads as protection against the shower of rock. It was daylight now elsewhere in the world, but there the darkness was darker and thicker than any night. But they had torches and other lights. They decided to go down to the shore, to see from close up if anything was possible by sea. But it remained as rough and uncooperative as before. Resting in the shade of a sail he drank once or twice from the cold water he had asked for. Then came an smell of sulfur, announcing the flames, and the flames themselves, sending others into flight but reviving him. Supported by two small slaves he stood up, and immediately collapsed. As I understand it, his breathing was obstructed by the dust-laden air, and his innards, which were never strong and often blocked or upset, simply shut down. When daylight came again two days after he died, his body was found untouched, unharmed, in the clothing that he had had on. He looked more asleep than dead.

Meanwhile at Misenum, my mother and I – but this has nothing to do with history, and you only asked for information about his death. I'll stop here then. But I will say one more thing, namely, that I have written out everything that I did at the time and heard while memories were still fresh. You will use the important bits, for it is one thing to write a letter, another to write history, one thing to write to a friend, another to write for the public. Farewell.

Pliny the Younger, *Letters*, VI, 20

My dear Tacitus,

You say that the letter I wrote for you about my uncle's death made you want to know about my fearful ordeal at Misenum (this was where I broke off). 'The mind shudders to remember ... but here is the tale.'

After my uncle's departure I finished up my studies, as I had planned. Then I had a bath, then dinner and a short and unsatisfactory night. There had been tremors for many days previously, a common occurrence in Campania and no cause for panic. But that night the shaking grew much stronger; people thought it was an upheaval, not just a tremor. My mother burst into my room and I got up. I said she should rest, and I would rouse her. We sat out on a small terrace between the house and the sea. I sent for a volume of Livy; I read and even took notes from where I had left off, as if it were a moment of free time; I hardly know whether to call it bravery, or foolhardiness (I was seventeen at the time). Up comes a friend of my uncle's, recently arrived from Spain. When he sees my mother and me sitting there, and me even reading a book, he scolds her for her calm and me for my lack of concern. But I kept on with my book.

Now the day begins, with a still hesitant and almost lazy dawn. All around us buildings are shaken. We are in the open, but it is only a small area and we are afraid, nay certain, that there will be a collapse. We decided to leave the town finally; a dazed crowd follows us, preferring our plan to their own (this is what passes for wisdom in a panic). Their numbers are so large that they slow our departure, and then sweep us along. We stopped once we had left the buildings behind us. Many strange things happened to us there, and we had much to fear.

The carts that we had ordered brought were moving in opposite directions, though the ground was perfectly flat, and they wouldn't stay in place even with their wheels blocked by stones. In addition, it seemed as though the sea was being sucked backwards, as if it were being pushed back by the shaking of the land. Certainly the shoreline moved outwards, and many sea creatures were left on dry sand. Behind us were frightening dark clouds, rent by lightning twisted and hurled, opening to reveal huge figures of flame. These were like lightning, but bigger. At that point the Spanish friend urged us strongly: 'If your brother and uncle is alive, he wants you to be safe. If he has perished, he wanted you to survive him. So why are you reluctant to escape?' We responded that we would not look to our own safety as long as we were uncertain about his. Waiting no longer, he took himself off from the danger at a mad pace. It wasn't long thereafter that the cloud stretched down to the ground and covered the sea. It girdled Capri and made it vanish, it hid Misenum's promontory. Then my mother began to beg and urge and order me to flee however I might, saying that a young man could make it, that she, weighed down in years and body, would die happy if she escaped being the cause of my death. I replied that I wouldn't save myself without her, and then I took her hand and made her walk a little faster. She obeyed with difficulty, and blamed herself for delaying me.

Now came the dust, though still thinly. I look back: a dense cloud looms behind us, following us like a flood poured across the land. 'Let us turn aside while we can still see, lest we be knocked over in the street and crushed by the crowd of our companions.' We had scarcely sat down when a darkness came that was not like a moonless or cloudy night, but more like the black of closed and unlighted rooms. You could hear women lamenting, children crying, men shouting. Some were calling for parents, others for children or spouses; they could only recognise them by their voices. Some bemoaned their own lot, other that of their near and dear. There were some so afraid of death

that they prayed for death. Many raised their hands to the gods, and even more believed that there were no gods any longer and that this was one last unending night for the world. Nor were we without people who magnified real dangers with fictitious horrors. Some announced that one or another part of Misenum had collapsed or burned; lies, but they found believers. It grew lighter, though that seemed not a return of day, but a sign that the fire was approaching. The fire itself actually stopped some distance away, but darkness and ashes came again, a great weight of them. We stood up and shook the ash off again and again, otherwise we would have been covered with it and crushed by the weight. I might boast that no groan escaped me in such perils, no cowardly word, but that I believed that I was perishing with the world, and the world with me, which was a great consolation for death.

At last the cloud thinned out and dwindled to no more than smoke or fog. Soon there was real daylight. The sun was even shining, though with the lurid glow it has after an eclipse. The sight that met our still terrified eyes was a changed world, buried in ash like snow. We returned to Misenum and took care of our bodily needs, but spent the night dangling between hope and fear. Fear was the stronger, for the earth was still quaking and a number of people who had gone mad were mocking the evils that had happened to them and others with terrifying prognostications. We still refused to go until we heard news of my uncle, although we had felt danger and expected more.

You will read what I have written, but will not take up your pen, as the material is not the stuff of history. You have only yourself to blame if it seems not even proper stuff for a letter. Farewell.

Cassius Dio, *History of Rome*, 66.21–23
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/03.html /03.html

A Roman consul in c. AD 205, Dio wrote a History of Rome from its beginnings to AD 229.

In Campania some frightening and astonishing events occurred. A great fire suddenly flared up at the very end of the summer. Mount Vesuvius, which stands near the sea below Naples, has in it inexhaustible fountains of fire. Once it had a symmetrical cone, and the fire leapt up from the centre. The burning was confined to that area, and even now the outer parts of the mountain are untouched by fire. As a result, since the outer portions are not burned, while the centre is continually growing brittle and turning to ash, the heights around the centre are as high as ever, but the whole fiery portion of the mountain has been consumed over time, and has settled into a hollow. Thus the entire mountain resembles an amphitheatre (if we may compare great things to small). Its heights support both trees and vines in abundance, but the crater is given over to the fire and sends up smoke by day and flame by night. In fact, it gives the impression that a great deal of all kinds of incense is being burned inside. This is the normal state of affairs, though with variations of degree. Often the mountain throws up ashes, as well, whenever there is extensive settling in the interior, and even discharges stones with a violent blast of air. It also rumbles and roars, as its vents are not obstructed but are open and free.

Such is Vesuvius, and these phenomena occur there year in year out. But all the occurrences that had taken place there in the past, however impressive, because unusual, they may have seemed to observers, nevertheless would be reckoned trivial in comparison with what now happened, even if they had all happened simultaneously. What happened was this.

Numbers of huge men appeared, but bigger than any human, more like the Giants in paintings. They were seen on the mountain, in the surrounding countryside, and in the cities, wandering over the earth day and night, and also journeying through the air. Then came a terrible dryness, and sudden violent earthquakes, so that the whole plain seethed and the heights leaped into the air. There were frequent rumblings, some underground, sounding like thunder, others on the surface, making a bellowing sound. The sea joined in the roar, and the sky added its peal. Then suddenly a dreadful crash was heard, as if mountains were collapsing in on themselves. First huge stones flew up as high as the mountain top, then came a great quantity of fire and endless smoke, so that the air was darkened and the sun entirely hidden, as if eclipsed. Thus day turned into night and darkness came out of the light. Some thought that the Giants were rising again in revolt (for many of their forms could still be discerned in the smoke, and a sound as of trumpets was heard), others believed that the whole universe was being resolved into chaos or fire. People fled, some from their houses into the streets, others from outside indoors, some from the sea to the land, others from the land to the sea. In their panic people regarded any place where they were not, as safer than where they were. All the while an inconceivable quantity of ash was being blown out; it covered both sea and land and filled all the air. Wherever it went it did a great deal of damage, especially to men and farms and sheep, and it destroyed all fish and bird life. Furthermore, it buried two entire cities, Herculaneum and Pompeii; in the latter the people were seated in the theatre.

So much ash was there that some of it reached Africa and Syria and Egypt. It also appeared in Rome, filling the air overhead and darkening the sun. In Rome the fear lasted for many days, as people did not know what had happened and could not explain it. In fact, they too thought that the world was being turned upside down, that the sun was disappearing into the earth and the earth being lifted up into the sky. The ash did the Romans no great harm at the time, though later it brought them a terrible pestilence.

Martial, *Epigram*, 4.44
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/04.html

Martial, AD 40 – c. 104, was born in Spain but spent most of his life in Rome. He was a poet and colleague of other Roman literary figures such as Juvenal, Quintilian and Pliny the Younger.

Observe Vesuvius. Not long ago it was covered with the grapevine's green shade, and a famous grape wet, nay drowned the vats here. Bacchus loved the shoulders of this mountain more than the hills of Nysa [his birthplace], satyrs used to join their dances here. Here was a haunt of Venus, more pleasant than Lacedaemon to her, here was a place where Hercules left his name. It all lies buried by flames and mournful ash. Even the gods regret that their powers extended to this.

Statius, *Silvae,* 4.4.78–86
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/05.html

Statius, c. AD 45–96, wrote poetry to his friends, generally dwelling on the more pleasant aspects of life.

I sing these words to you, Marcellus, on the Cumaean shore where Vesuvius sends up a broken anger, upwhirling fires emulous of Etna. In a future generation, when crops spring up again, when

this wasteland regains its green, will men believe that cities and peoples lie beneath? That in days of old their lands lay closer to the sea? Nor has that fatal summit ceased to threaten.

Seneca, *Topics in Natural History,* 6.1

www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/07.html

Seneca, c. 3 BC – AD 65, was a philosopher, writer and orator, who rose to the position of tutor and political advisor to Nero and consul. He was forced to commit suicide in AD 65. Here he describes the earthquake of AD 62.

To my good friend Lucilius:

Pompeii, so they tell me, has collapsed in an earthquake. It is a well-known city in Campania, with Surrentum and Stabiae on one side and Herculaneum on the other. The coastline here pulls back from the open sea and shelters Pompeii in a pleasant bay. Some areas near Pompeii were shaken as well. The earthquake occurred during the winter, though it had always been said that the winter was not the dangerous time of year. But it was on the fifth of February in 62 that this earthquake devastated Campania. The area was never safe from this sort of danger, but it had escaped damage and outlived the scare many times before. Parts of Herculaneum collapsed, and those that remain standing are insecure, while the colony at Nuceria, though not devastated, has plenty to lament. In Naples the disaster struck pretty lightly. Many private buildings were lost, but no public ones. Some villas fell down. Everything shook, but for the most part it did no damage. Other effects: a flock of 600 sheep perished, statues shattered, and some people went mad and wandered about out of control.

Strabo, *Geography*, 5.4.8 (pre-eruption)

www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/08.html

Strabo, c. 64 BC – c. AD 21, was an historian and geographer from Pontus.

The next town is Herculaneum, which occupies a cape jutting out into the sea, where it feels the southwest wind to such an amazing extent that the settlement is a healthy one. The Oscans had it first, and likewise Pompeii, the next town, which lies on the Sarno river. After the Oscans came the Etruscans and the Pelasgians, and after them the Samnites. But these, too, were driven from the site. Given its position on the Sarno, on which merchandise travels in both directions, Pompeii serves as the port for Nola, Nuceria, and Acherrae ... Mount Vesuvius dominates this region. All but its summit is clad in exceptionally fine fields. The summit itself is mostly flat, and entirely barren. The soil looks like ash, and there are cave-like pits of blackened rock, looking gnawed by fire. This area appears to have been on fire in the past and to have had craters of flame which were subsequently extinguished by a lack of fuel. No doubt this is the reason for the fertility of the surrounding area, as at Catana, where they say that soil filled with the ash thrown up by Etna's flames makes the land particularly good for vines. The enriched soil contains both material that burns and material that fosters production. When it is over-charged with the enriching substance it is ready to burn, as is the case with all sulfureous substances, but when this has been exuded and the fire extinguished the soil becomes ash-like and suitable for produce. Beyond Pompeii is Surrentum, a Campanian city with a sanctuary of Athena. Some call it 'Sirens' Point'. The temple of Athena is on the headland; it was build by Odysseus. It is only a short crossing to Capri from here. On the other side of the point there

are barren and rocky islands, the 'Sirens'. Back on the side of Surrentum you can see a temple with some very ancient offerings made by people honoring the spot. This is the southern limit of the bay called 'The Wine-Bowl'; it begins and ends with south-facing promontories, Misenum in the north and the point with Athena's temple in the south. It is entirely settled, both by the cities I have listed, and by the dwellings and plantations which lie in the interstices, giving the whole area the appearance of a single city.

Pliny the Elder, *Natural History*, 3.40, 3.60 (pre-eruption)
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/10.html

Pliny the Elder, uncle of Pliny the Younger c. AD 23–79, died during the eruption of Vesuvius. His main interest was the natural world and he wrote extensively on a range of topics.

a. 3.40: How [to describe] the Campanian coast and its happy, indeed blessed delightfulness, plainly the handiwork of Nature in her favourite spot!

b. 3.60: Next comes Campania, a region blessed by fortune. From this bay onwards you find vine-growing hills and a noble tipple of wine famed throughout the world. Over this area the gods of wine and grain fought their hardest, or so tradition tells us. The territories for Setine wine and Caecuban begin here; beyond these lie Falernum and Calenum. The come the Massic mountains, and those of Gauranum and Surrentum. There lie spread the fields of Leborinum with their fine harvest of grain. These shores are watered by warm springs; they are famed beyond any other for their shellfish and their fine fish. Nowhere do olives produce more oil – the production strives to match the demands of human pleasure.

The area has been in the hands of Oscans, Greeks, Umbrians, Etruscans, and Campanians. On the coast are the Savo river, the town of Volturnum with its stream, Liternum, Cumae (a colony of Chalcis), Misenum, the harbor of Baiae, Bauli, the lakes Lucrinus and Avernus, beside the latter a city, formerly called Cimmerium, now Puteoli, a foundation of Dicaearchus, then the Phlegraean fields, and the Acherusian swamp lying beside Cumae. On the shore is Naples, another Chalcidian colony, called Parthenope for the Siren's tomb, then Herculaneum, Pompeii (with Vesuvius visible close at hand and the Sarno river washing its walls), the hinterland of Nuceria, and Nuceria itself, nine miles distant from the sea. Then Surrentum and the promontory of Minerva, an ancient abode of the Sirens.

Florus, *Brief History*, 1.11.3–6
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/13.html

Florus was most probably a poet living in the 2nd Century AD and a friend of the Emperor Hadrian.

Campania's coastal area is the finest, not only in Italy but in the entire world. Nowhere is the climate gentler. Spring comes with its flowers twice a year there. Nowhere is the soil richer; Liber and Ceres try to outdo one another, as the saying goes. Nowhere is the sea more welcoming; here are the famous ports of Caieta, Misenum, Baiae with its warm springs, the Lucrine and Avernian lakes, long-ago lagoons. Here are vine-clad hills, Gaurus, Falernus, Massicus and the most beautiful

of all, Vesuvius, Etna's rival. On that coast lie the cities of Formiae, Cumae, Puteoli, Naples, Herculaneum, Pompeii and Capua itself, queen of cities, once counted among the greatest in the world.

Tacitus, *Annals*, 14.17.1–2
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/29.html

Tacitus was born c. AD 56 and pursued a political career, including the post of Proconsul of Asia. An acclaimed Roman historian of his time, he was a friend of Pliny the Younger.

At about this same time [AD 59] a trivial beginning resulted in violent death for citizens of the colonies of Nuceria and Pompeii. It happened at a gladiatorial show given by Livineius Regulus, who, as I said earlier, had been removed from the senate. Groups from the two towns started teasing one another, then progressed to insults, rocks, and finally weapons. The Pompeian crowd was the stronger (the games were at Pompeii). Many of the Nucerians were carried back home grievously wounded, and most of the town had lost either a child or parent. Nero first asked the senate for a ruling on the incident, but the senate deferred to the consuls. When they passed the matter back to the senate, the Pompeians were forbidden to have shows of that sort for ten years, and the clubs that they had formed illegally were disbanded. Livineius and the others who had encouraged the riot were exiled.

Vitruvius, *On Architecture*, 2.6.1–2 (pre-eruption)
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/09.html

Vitruvius was a Roman architect and military engineer of the 1st Century BC.

There is a naturally-occurring powder that produces remarkable results. It is found near Baiae, in the territories of the municipalities that surround Mount Vesuvius. When mixed with lime and gravel it produces a strong building material, especially useful for piers built out into the sea, as the mixture hardens even under water … I should say, moreover, that the fires [of Vesuvius] were stronger in the past and that the plentiful flames within the mountain had emerged and burned fields thereabouts. It is for this reason that the rock called 'sponge' or 'Pompeian pumice' seems to have been formed from some other sort of rock by the heat.

Statius, *Silvae*, 3.5.72–104
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/12.html

(From a verse thought to be written to convince his wife to move to the Naples area.)

Vesuvius and that baleful mountain's storm of fire have not completely drained the frightened cities of their folk. They still stand, and their populations thrive … Beside these is my hometown, overflowing with its own citizens and far from sparsely colonised [Naples].

I am eager to move you to this area. Winters are mild, summers are cool, a placid sea washes its shores with slow-moving wave. Untroubled peace and all the freedoms of a life of leisure; one's rest is not disturbed the night through. The forum has no furors, no legal battles here; the rule of custom is the only law for men and its fairness needs no enforcers.

How shall I tell the magnificent and elegant appearance of its places – the temples, the many-columned porticoes, the twinned mass of open and covered theatres, quadrennial games as great as Rome's?

Round you will find a variety of pleasures – the allure of Baiae with its hot springs, or you can enjoy a visit to the god-hallowed cave of the prophet Sibyl and the cape made famous by an Iliadic oar [Misenum].

Seneca, *Letter*, 56.1–2
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/23.html

The following is a wonderful description of the activities in a typical Roman bath-house. It is not clear where Seneca was staying at the time, but it could well apply to any bath-house of the period.

My dear Lucilius,

If you want to study, quiet is not nearly as necessary as you might think. Here I am, surrounded by all kinds of noise (my lodgings overlook a bath-house). Conjure up in your imagination all the sounds that make one hate one's ears. I hear the grunts of muscle-men exercising and jerking those heavy weights around; they are working hard, or pretending to. I hear their sharp hissing when they release their pent breath. If there happens to be a lazy fellow content with a simple massage I hear the slap of hand on shoulder; you can tell whether it's hitting a flat or a hollow. If a ball-player comes up and starts calling out his score, I'm done for. Add to this the racket of a cocky bastard, a thief caught in the act, and a fellow who likes the sound of his own voice in the bath, plus those who plunge into the pool with a huge splash of water. Besides those who just have loud voices, imagine the skinny armpit-hair plucker whose cries are shrill so as to draw people's attention and never stop except when he's doing his job and making someone else shriek for him. Now add the mingled cries of the drink peddler and the sellers of sausages, pastries and hot fare, each hawking his own wares with his particular peal …

Inscriptions and Graffiti

The following examples of inscriptions and graffiti at Pompeii may be accessed on the internet on:
www.fordham.edu/halsall/ancient/pompeii-inscriptions.html
www.amherst.edu/~classics/DamonFiles/classics36/ancsrc/23.html
www.jact.org/subjects/latinresources.htm

- Twenty pairs of gladiators provided by Quintus Monnius Rufus are to fight at Nola May 1st, 2nd and 3rd, and there will be a hunt.
- Thirty pairs of gladiators provided by Gnaeus Alleius Nigidius Maius *quinquennial duumvir*, together with their substitutes, will fight at Pompeii on November 24, 25, 26. There will be a hunt. Hurrah for Maius the Quinquennial! Bravo, Paris!
- The gladiatorial troop of the *Aedile* Aulius Suettius Certus will fight at Pompeii May 31. There will be a hunt, and awnings will be provided.
- Twenty pairs of gladiators furnished by Decimus Lucretius Satrius Valens perpetual priest of Nero, son of the Emperor, and ten pairs of gladiators furnished by Decimus Lucretius Valens his son, will fight at Pompeii April 8, 9, 10, 11 and 12. There will be a big hunt and awnings. Aemilius Celer wrote this by the light of the moon.
- The dyers request the election of Postumius Proculus as *Aedile*.
- Vesonius Primus urges the election of Gnaeus Helvius as *Aedile*, a man worthy of pubic office.
- Vesonius Primus requests the election of Gaius Gavius Rufus as *duumvir*, a man who will serve the public interest – do elect him, I beg of you.
- Primus and his household are working for the election of Gnaeus Helvius Sabinus as *Aedile*.
- Make Lucius Caeserninus *quinquennial duumvir* of Nuceria, I beg you: he is a good man.
- His neighbours request the election of Tiberius Claudius Verus as *duumvir*.
- The worshippers of Isis as a body ask for the election of Gnaeus Helvias Sabinus as *Aedile*.
- The inhabitants of the Campanian suburb ask for the election of Marcus Epidius Sabinus as *aedile*.
- At the request of the neighbours Suedius Clemens, most upright judge, is working for the election of Marcus Epidius Sabinus, a worthy young man, as *duumvir* with judicial authority. He begs you to elect him.
- The sneak thieves request the election of Vatia as *Aedile*.
- The whole company of late drinkers favour Vatia.
- The whole company of late risers favour Vatia.
- Inn to let. *Triclinium* [dining room] with three couches.
- Here slept Vibius Restitutus all by himself his heart filled with longings for his Urbana.
- To rent from the first day of next July, shops with the floors over them, fine upper chambers, and a house, in the Arnius Pollio block, owned by Gnaeus Alleius Nigidius Maius. Prospective lessees may apply to Primus, slave of Gnaeus Alleius Nigidius Maius.
- To let, for the term of five years, from the thirteenth day of next August to the thirteenth day of the sixth August thereafter, the Venus bath, fitted up for the best people, shops, rooms over shops, and second-story apartments in the property owned by Julia Felix, daughter of Spurius.
- A copper pot has been taken from this shop. Whoever brings it back will receive 65 sesterces. If any one shall hand over the thief he will be rewarded.
- He who has never been in love can be no gentleman.
- Health to you, Victoria, and wherever you are may you sneeze sweetly.
- Restitutus has many times deceived many girls.
- Romula keep tryst here with Staphylus.
- On October 17 Puteolana had a litter of three males and two females.
- If you want to waste your time, scatter millet and pick it up again.
- Vote for Gaius Iulius Polybius as aedile for supervising roads, sacred temples and public works.

- Lantern-bearer, hold on to the ladder.
- I am amazed, wall, that you have not fallen in ruins, you who bear the weight of so many boring inscriptions.
- Publius Comicius Restitus stood here with his brother.
- A benevolent god lives here in this house.
- Burglar, watch out!
- This is no place for idlers. On your way, loafer.
- Ampliatus Pedania is a thief.
- Stronnius is a know-nothing.
- I don't want to sell my husband.
- Let anyone who invites me to dinner prosper.
- I have a head cold.
- On April 19 I baked bread.
- We were here, two dear friends, comrades forever. If you want to know our names, they are Gaius and Aulus.
- Epaphra is not a ball-player.
- Sarra, you're not acting very nicely, leaving me all alone.
- When I came here, I had sex. Then I returned home.
- Celadus, the Thracian, makes all the girls sigh.
- Crescens, the net fighter [*retiarius*], holds the hearts of all the girls.

An excellent selection of inscriptions and written sources on Pompeii may be found in:
Cooley, AE & MG, *Pompeii: A Sourcebook*, Routledge, London, 2004.

4.2   Core Study: Australian Archaeologists at Pompeii: Estelle Lazer, Jaye Pont, Penelope Allison

Australians are at the forefront of scholarship and archaeological investigation and have contributed significantly to our understanding of ancient Pompeii and Herculaneum. In the following section, the recent work of three Australian scholars is profiled.

1 Estelle Lazer

Qualifications
•   BA (Hons) in Archaeology, University of Sydney
•   PhD University of Sydney, 'Human Skeletal Remains in Pompeii'.

Photo courtesy Chris Griffiths, Head of Forensic Dentistry, University of Sydney

Contribution to new research on Pompeii

A Study of the Human Remains from Pompeii
The collection of human skeletal remains in Pompeii is remarkable in that it provides a large sample of individuals from antiquity with a known cause of death who died over a very short period of time.

Although excavations at Pompeii commenced in 1748, the human skeletal evidence was largely neglected until the latter part of the 20th century. This can, at least, be partially explained by the influence of the development of the discipline of art history on Pompeian research.

The impact of popular culture on Pompeian scholarship, as exemplified by Edward Bulwer-Lytton's novel, *The Last Days of Pompeii*, cannot be overestimated. Bulwer-Lytton re-animated skeletons he observed in-situ and gave them characters of his own invention. He interpreted their last moments from their positions and associated artefacts. This approach continues to influence the interpretation of the skeletons and casts of the victims of the AD 79 eruption.

It is notable that a large sample of the skeletal remains has survived from the 250-odd years of excavation at Pompeii. It was not uncommon for skeletal material to be discarded from 18th and 19th century excavations elsewhere. One of the reasons for the survival of Pompeian skeletons was that they were occasionally used as props for macabre vignettes of the last moments of the lives of the victims. These scenes were created for the edification of visiting dignitaries.

The skeletons were subsequently stored in such a way that they became disarticulated. This diminished the amount of information they could provide and discouraged a number of scholars from initiating research projects on the Pompeian material. Despite this there was a tendency for scholars to make proclamations, unencumbered by evidence, about the composition of the population of Pompeian victims of the eruption. These included the assertion that the victims consisted of the old, the infirm, the very young and females. In addition, assumptions have been made about the population, purely on the basis of ancient literary sources. An example of this is the presumed heterogeneity of the Pompeians.

A major aim of my work was to re-assess these problems by testing such statements against the skeletal evidence. The skeletal material was examined to provide a profile of the population of Pompeian victims in terms of sex, age-at-death, general health, including stature and pathology, and population affinities.

The proportion of males to females in the adult sample was found to be almost equal, with perhaps a slight bias towards males. The age-at-death profile suggests that the sample is biased towards adults. There were no neonates or very young juveniles, though it should be noted that these groups tend to be under-represented in the archaeological record. The presence of certain age-related pathological bony changes was observed with a frequency consistent with that expected in a modern western population. This implies that the lifespan of individuals who survived to adulthood may have not have been as short as is generally attributed to ancient populations.

Height reconstruction from the long bones revealed that the average heights for males and females in the ancient Pompeian sample were similar to those of the recent Neapolitan population.

Although the general health appeared good, there was very little evidence of dental or surgical intervention in this sample. Oral hygiene does not appear to have been practised and tooth attrition was exacerbated by dietary intake of abrasive particles as a result of the milling process for flour.

There was no apparent skewing of the sample towards infirmity. Although some gross pathology was observed, there was no evidence to suggest that it would have had an impact on survival potential in the majority of cases.

The evidence provided by the skeletal sample is consistent with the volcanological evidence for the eruption sequence. It has been demonstrated that there were two phases in the AD 79 eruption. The first was not particularly lethal and lasted about eighteen hours. The second was marked by a series of deadly hot gas avalanches. It appears that the potential for survival from the eruption was based more on whether individuals chose to escape during the comparatively safe first phase of the eruption than on their sex or general health.

The evidence I obtained for population affinities was unclear. It was difficult to resolve the issue of whether the population was heterogeneous or mixed, as claimed in the literature. The non-metric evidence that I analysed suggested that the sample was homogeneous. It is possible that the victims,

while providing an apparently statistically representative sample, do not necessarily reflect the entire population of AD 79. It could be argued that there may have been some bias in the types of individuals who chose to escape. It is possible that certain individuals, like slaves, may not have been in a position to leave. Also, people who had additional residences outside Pompeii may have left before those whose life and livelihood was entirely bound with Pompeii.

Despite the limitations of the sample, the human skeletal remains from Pompeii were able to be used to test long-held assumptions about the population and its demise. The results of my analysis challenge the views presented in the popular and academic literature. In addition, the skeletal remains provided sufficient evidence for a profile of the population of victims to be developed.

Recommended Reading:

Brennan, B & Lazer, E, *Pompeii and Herculaneum: Interpreting the Evidence*, Ancient History Seminars, Sydney, 2005.

2 Jaye Pont

Qualifications
- Currently a PhD student, Ancient History – Macquarie University
- Postgraduate Qualifying Program – Macquarie University
- Interior Design Diploma – Sydney Technical College
- Architectural Drafting Certificate – Sydney Technical College
- Diploma Course in Ceramics – East Sydney Technical College

After many years working in a variety of fields, including architectural design, animation, advertising, educational resources, book illustration, fine arts and ceramics, Jaye joined the Anglo-American Project in Pompeii in 1998. The Project is a research initiative of the University of Bradford in England, working in collaboration with the Soprintendenza Archeologica di Pompei, the Italian authority in charge of the ancient city. The Project is part of a new research program in Pompeii, which aims to explore contexts beneath the level of AD 79. The team is investigating the urban development of Regio VI, Insula 1, a triangular city block which lies inside the Herculaneum

Gate on the Via Consolare, one of the main streets leading into Pompeii from the north. It aims to trace the habitation of this area, from its earliest settlement through to its destruction in AD 79.

Contribution to new research on Pompeii

Since 1999 Jaye has performed the dual role of chief illustrator and ceramic specialist with the Project. The position of illustrator includes liaison with the directors of the Project and specialists to select items for publication. Chosen artefacts such as ceramics, glass, metal and worked bone are drawn at a scale of 1:1. These are later digitally scanned and refined before being reduced to half full-size, ready for publication. The work of a ceramic specialist involves the classification and provenance of pottery based on its shape and physical characteristics. This is usually determined by examining the composition of the clay, the quality of manufacture and vessel typology. Where these attributes match pottery from a specific production centre it is possible to determine the origin and the approximate date of the vessel. The identification of potters' stamps, if present, also assists in this task. Estimates of the number of vessels present and analysis of their distribution enables the ceramic specialist to establish the use and trade of pottery within the ancient society. Jaye is responsible for the analysis of red slip pottery from the Project excavations. This fine-bodied tableware was manufactured in Roman times in many regions from the 1st Century BC.

The examination of red slip ceramics in Pompeii has traditionally involved the study of pottery from AD 79 contexts because archaeological excavation has predominantly concentrated on the removal of the volcanic deposit from these levels. From the middle of the 20th century, however, clearance of the areas covered by the eruption decreased. As a result the ceramics held in the National Archaeological Museum in Naples and the storerooms of Pompeii and Herculaneum largely consist of vessels selected from earlier excavations and reflect the priorities and values of those past excavators. The collections contain mainly intact or decorated vessels, the majority with potters' stamps. Evaluations of pottery consumption in Pompeii based on this archival material are therefore problematic as the vessels within these repositories represent only a partial view of the red slip tableware in use in Pompeii. Consequently Jaye's doctoral research aims to investigate intact assemblages of red slip pottery from pre-AD 79 contexts and will endeavour to provide a more accurate analysis of the origins, distribution and use of this pottery in Pompeii prior to the eruption of Mount Vesuvius in AD 79. The investigation is still in progress and to date has involved a total of 40 weeks of fieldwork in Pompeii over the last seven years.

Red slip pottery assemblages from two regions of Pompeii will be examined in this research. The first assemblage is from the excavation of Regio VI, Insula 1, conducted from 1994 to the present day by the Anglo-American Project in Pompeii. This excavation encompasses residential, commercial, industrial and public spaces. The second assemblage, from the excavation of the House of the Etruscan Column in Regio VI, Insula 5, conducted from 1976 to 1979 by Maria Bonghi Jovino, is one of the most important and comprehensive excavations of pre-AD 79 contexts in Pompeii. Jaye's investigation will allow a modern re-assessment of this assemblage in line with recent findings.

The compilation and analysis of data, gathered from a broad range of social contexts within these two areas of Pompeii, will furnish an extensive understanding of the use of red slip tableware in Pompeii in the years leading up to the eruption. Scientific analyses will provide positive identification of the provenance of red slip pottery found in these areas. It will then be possible to establish the volume of ceramics from various production centres and this in turn will furnish information on the trade and exchange of red slip pottery in Pompeii. Analysis of the distribution of the various types of pottery will identify patterns of consumption within the city from a range of

social contexts and highlight social differences over time in the urban development of Pompeii. Furthermore this research will provide an awareness of the quality and quantity of red slip pottery produced in the Bay of Naples region and provide understanding of the structure and organisation of ceramic production within the Campanian region.

Jaye is currently an Education Officer in the Museum of Ancient Cultures at Macquarie University with special responsibility for updating the Museum Database. She is a frequent guest lecturer in Ancient History and has presented numerous public lectures at the University for the History Council of NSW during History Week. Recently Jaye has presented papers at the Macquarie Ancient History Association Conference and the History Teachers' Association (NSW) Conference.

Recommended Reading

Bon, S & Jones, R (eds.), *Sequence and Space in Pompeii*, Oxbow Monographs, Oxford, 1997
Descœudres, J-P (ed.), *Pompeii Revisited: the Life and Death of a Roman Town,* Meditarch, Sydney, 1994
Etienne, R, *Pompeii – the Day a City Died*, Thames and Hudson, London, 1992
Harris, EC, *Principles of Archaeological Stratigraphy,* Academic Press, London, 1979
Laurence, R, *Roman Pompeii: Space and Society*, Routledge, London, 1994
Orton, C, Tyers, P & Vince, A, *Pottery in Archaeology,* Cambridge University Press, Cambridge, 1997
Shelton, J-A, *As the Romans Did: A Sourcebook in Roman Social History*, Oxford University Press, Oxford, 1988
Wallace-Hadrill, A, *Houses and Society in Pompeii and Herculaneum*, Princeton University Press, 1994
Zanker, P, *Pompeii, Public and Private Life*, Harvard University Press, 1998

3 Penelope Allison

Qualifications
- BA Pure Mathematics, University of Canterbury, NZ, 1973–1975
- MA, Classical and Near Eastern Archaeology, University of Sydney, 1977–1979
- MA, 1st class Honours Classical Archaeology, University of Sydney, 1983–1986
  Thesis: 'The Wall-paintings of the Casa della Caccia Antica in Pompeii'
- PhD in Classical Archaeology, University of Sydney 1987–1992: 'The Distribution of Pompeian House Contents and its Significance'.

Contribution to new research on Pompeii

Pompeian wall-painting

From 1983–86 I was a student member and wall-painting analyst for the Australian Expedition to Pompeii (funded by the Australian Research council). My research into Pompeian wall-painting has had a significant impact on the field of Roman painting. I have been able to demonstrate that current methods for establishing chronologies of Roman wall painting are unreliable. I have published a number of scholarly articles proposing models for identifying artists and their workforce organization, or 'workshops' and also the relationships between wall-painting and the use of space in Pompeian houses. I am also the principal author of the 11th volume in the German series, *Haüser in Pompeji.*

Pompeian domestic space

My research in this area has developed methodologies for classical archaeologists to use contextual information and artefacts, as well as structural and decorative remains, to pursue more informed investigations of domestic behaviour in Pompeii. This research has been based on two projects. The first project was my doctoral thesis which involved the analysis of artefact assemblages and room use and assessing the abandonment processes of Pompeii. This project is shortly to be published as a monograph and a website. The second project was my participation in the British Pompeii Research Committee's project concerning the Insula of the Menander at Pompeii. My contribution consists of a detailed catalogue and analysis of the artefacts from all the rooms in the houses in this insula and is currently being published by Oxford University Press as the third volume in the series on the Insula of the Menander.

Recommended reading

Allison, P, 'Room use in Pompeian houses' in J-P Descoeudres (ed.), *Pompeii Revisited: The Life and Death of a Roman Town*, 1994, pp 82–89

Allison, P, *Pompeian Households. An Analysis of the Material Culture,* Monograph 42, Cotsen Institute of Archeology, University of California, LA, 2004

Allison, P (ed.), *The Archaeology of Household Activities*, Routledge, 1999

Bon, S & Jones, R (eds), *Sequence and Space in Pompeii*, Oxbow Books Monograph 77, Oxford, 1997

Gazda, E (ed.), *Roman Art in the Private Sphere: New Perspectives on the Architecture and Décor of the domus, Villa and Insula*, University of Michigan Press, 1991

Laurence R & Wallace-Hadrill, AF (eds), Domestic Space in the Roman World: Pompeii and Beyond, *Journal of Roman Archaeology*, Supplement 22, Portsmouth, 1997

Shelton, JA, *As The Romans Did: A Sourcebook in Roman Social History*, Oxford University Press, 1988

Wallace-Hadrill, AF, *Houses and Society in Pompeii and Herculaneum*, Princeton University Press, 1994

Zanker, P*, Pompeii: Public and Private Life*, Harvard University Press, 1998

Website
www.stoa.org/pompeianhouseholds

Pompeii households: Analysis of the material culture, Database associated with Monograph 42 of Cotsen Institute of Archaeology, UCLA (includes detailed information on 30 Pompeian houses and their contents, consisting of 865 rooms and more than 16,000 artefacts).