# Sample Unit – Ancient History – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

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| **Unit title** | Core Study:  Cities of Vesuvius – Pompeii and Herculaneum | | **Duration** | 30 indicative hours  10 weeks | |
| **Unit description** | Students investigate the range and nature of archaeological and written sources for the studies of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.  In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues. The Historical concepts and skills content is integrated within this unit as appropriate. | | | | |
| **Outcomes**  A student:  **AH12-1** accounts for the nature of continuity and change in the ancient world  **AH12-2** proposes arguments about the varying causes and effects of events and developments  **AH12-3** evaluates the role of historical features, individuals and groups in shaping the past  **AH12-4** analyses the different perspectives of individuals and groups in their historical context  **AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world  **AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **AH12-7** discusses and evaluates differing interpretations and representations of the past  **AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms  **AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past | | | | | |
| **Historical concepts and skills**   * Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon Intercultural understanding icon * Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon * Use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon | | | **Assessment**  **Assessment for Learning – Analysis of sources**  Teachers observe students as they:   * ask questions about sources * interpret and draw conclusions * make decisions about how to use and integrate sources within their responses   This evidence is used to identify a teaching and learning focus for subsequent source-based activities.  **Assessment of Learning – Research and presentation**  Daily life in Pompeii and Herculaneum | | |
| **Content** | | **Teaching, learning and assessment** | | | **Differentiation** |
| **Survey**  Students investigate:   * the geographical setting and natural features of Campania (ACHAH365, ACHAH371) Sustainability icon | | * On a map, students locate Pompeii and Herculaneum in:  1. Italy 2. the Bay of Naples.  * Students explore the range of natural features of Campania, through the analysis of ancient sources (eg Pliny the Elder, Martial, Seneca, Strabo; art, frescoes, gardens and farms, food, plant and animal remains), and modern sources. * Students discuss the influence of the natural features of Campania on Pompeii and Herculaneum. | | | **Structured**  Students complete mapping activity on a large-format map. |
| * the eruption of AD 79 and its impact on Pompeii and Herculaneum (ACHAH367, ACHAH372)  Information and communication technology capability icon * analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon | | * Students explore the stages of the eruption of AD 79 using a range of sources, including the account of Pliny the Younger, archaeological discoveries, scientific analysis and digital reconstruction. * Students create a timeline detailing the stages of the eruption, drawn from archaeological and written sources. * Students compare the effects of the eruption of Mt Vesuvius in AD 79 on the towns of Pompeii and Herculaneum. | | | **Extension**  Students develop a table listing sources which provide information relating to the date of the eruption. Do all the sources support the eruption having taken place on 24 August? |
| * early discoveries and the changing nature of excavations in the 19th and 20th centuries (ACHAH369) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon | | * Students investigate the initial discovery of Pompeii and Herculaneum. * Students explore the changing nature of excavations through an investigation into the work conducted by key archaeologists, completing the following table:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Archaeologist | Date of work | Discovery | Methods used | Contribution | | Mazois |  |  |  |  | | Fiorelli |  |  |  |  | | Spinazzola |  |  |  |  | | Mau |  |  |  |  | | Maiuri |  |  |  |  | | Jashemski |  |  |  |  |   In groups, students debate the following question – ‘Archaeology: treasure hunt or science?’. Students identify examples of more recent excavations at Pompeii and Herculaneum. | | | **Extension**  Students explore a Plinian eruption that has taken place in recent times, to better understand the nature of the event. |
| * representations of Pompeii and Herculaneum over time (ACHAH383)  Information and communication technology capability icon Literacy icon | | * Students explore differing interpretations of Pompeii and Herculaneum over time through the range of material available, eg in art, film, music, literature, poetry and games. | | |  |
| **Focus of study**  **Investigating and interpreting the sources for Pompeii and Herculaneum**   * the evidence provided by the range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:   + the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) Intercultural understanding icon Work and enterprise * Identify and analyse problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon * explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon * use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon | | * Students investigate the sites of Pompeii and Herculaneum using available maps or mapping applications, eg Google Street View, Google Maps – [www.google.com.au/maps](http://www.google.com.au/maps), maps available via the Soprintendenza Pompei ­website – [www.pompeiisites.org](http://www.pompeiisites.org) * Students compare the layout of Pompeii with Herculaneum, including street alignment, building type, location and use. * Students keep a log/list/catalogue of the variety and range of sources studied while reconstructing aspects of life in these cities.   *Role of the forum*   * Students explore the location and nature of the forum of Pompeii, and the location of the forum of Herculaneum. * Students analyse the archaeological and written sources relating to the activities conducted within the forum of Pompeii, eg political, religious, economic.   *Trade and Commerce*   * Students compare the evidence of trade involving the cities 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 explore the sources available for commercial activity in Pompeii and Herculaneum, including written and archaeological records. * Class debate: *Economic activities within Pompeii and Herculaneum were to supply their own communities, rather than trade with others.*   *Industries and occupations*   * Using sources, students compile a list of industries and related occupations found at Pompeii and Herculaneum, including textiles and clothing, metalworking, pottery, bread-baking, wine, olive oil, garum. * Students compare their research and findings between the two cities. * Students collate information from their study of trade, commerce, industries and occupations to create a mind map of the economy of Pompeii and Herculaneum. | | | **Structured**  Students are provided with a table populated with a range of sources. As they investigate the relevant material, they populate information relating to nature of the source and the evidence it provides. |

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| * + the social structure: men, women, freedmen, slaves (ACHAH375) Ethical understanding icon Intercultural understanding icon | * Students populate the following table, providing a description of each social class and noting relevant evidence from sources for their political power and roles in society.  |  |  |  | | --- | --- | --- | | Social class | Description | Evidence | | Men |  |  | | Women |  |  | | Freedmen |  |  | | Slaves |  |  | |  |
| * + local political life: decuriones, magistrates, comitium (ACHAH373) Intercultural understanding icon Civics and citizenship icon | * Students investigate the evidence of political life in Pompeii and Herculaneum, using the range of available sources. * Students explore the responsibilities of political offices in Pompeii and Herculaneum, with reference to the decuriones, magistrates and comitium. |  |
| * + everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation (ACHAH377) Intercultural understanding icon Work and enterprise * Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon | *Housing*   * Students explore plans, maps, digital reconstructions and archaeological sources to investigate the nature of housing at Pompeii and Herculaneum. * Students identify and explain key features of housing in Pompeii and Herculaneum for a range of houses. * Students apply their understanding of key features of housing by annotating floor plans and/or reconstructions. * Students examine selected excerpts from modern scholarship (eg Paul Zanker, Andrew Wallace-Hadrill, Dr Penelope Allision, Professor Ray Laurence) and evaluate their different interpretations of housing.   *Leisure activities*   * Students explore relevant sources to investigate the evidence for leisure activities at Pompeii and Herculaneum. | **Structured**  Students are provided with a floor plan of a home from Pompeii/Herculaneum. They label each space and describe its function. |
|  | *Food and dining*   * Students examine a range of archaeological and written sources for evidence of the location, architectural features and uses of shops, eg bakeries and taverns. * Students define the following terms: caupona, dolia, macellum, pistrinum, taberna, thermopolium. * Students explore the nature of food and dining within households. * Students use art, such as frescoes, and material remains, such as plant, animal and human, to develop a mind map of the diet that inhabitants of Pompeii and Herculaneum may have had.   *Clothing*   * Students investigate what clothing reveals about the people of Pompeii and Herculaneum, through the analysis of sources.   *Health*   * Students explore the work of Sara Bisel and Estelle Lazer in investigating the health of the residents of Pompeii and Herculaneum using human remains. * Students compare and contrast the techniques and findings of Bisel and Lazer.   *Baths*   * Students map the locations of baths in Pompeii and Herculaneum and draw inferences. * Students select one bath found in Pompeii or Herculaneum, identify features on a floor plan or in a table, and discuss the significance of the baths.   *Water supply and sanitation*   * Students investigate the features of water supply within Pompeii and Herculaneum, including the system of aqueducts, water towers and lead pipes, distributing water to public fountains and baths, pools, private houses and latrines. * Students account for the differences in street design and drainage between Pompeii and Herculaneum. | **Structured**  Students use information relating to ingredients available to the people of Pompeii/Herculaneum to develop a menu for a tavern. |
| * + religion: household gods, temples, foreign cults and religions, tombs (ACHAH376) Intercultural understanding icon | * Students interpret the archaeological sources relating to religion at Pompeii and Herculaneum, for example public worship in temples, private worship in households. * Students compile a chart noting key features of public and private worship in Pompeii and Herculaneum. This should include the identification of gods and goddesses, the places and key aspects of their worship, including similarities and differences of religion in Pompeii and Herculaneum. * Students investigate a foreign cult worshipped at Pompeii, including its origin, place and nature of worship, and significance. * Students investigate the nature of Pompeiian funerary customs and the evidence they provide about the beliefs and values of society. |  |
| * + the influence of Greek and Egyptian cultures: art and architecture (ACHAH378) Intercultural understanding icon | * Students explore a variety of art from Pompeii and Herculaneum, eg mosaics, frescoes, statues and the influence of Greek and/or Egyptian cultures. * Students examine a range of sources to identify the influence of Greek and Egyptian cultures on architectural features. * Students discuss the question, ‘How significant were Greek and Egyptian cultural influences in the cities of Pompeii and Herculaneum?’ | **Structured**  Students compare depictions of art/architecture from Pompeii, Herculaneum, Greece and Egypt to develop a list of similarities/differences. |
| **Reconstructing and conserving the past**   * changing interpretations: impact of new research and technologies (ACHAH381, ACHAH385) Critical and creative thinking icon  Information and communication technology capability icon | * Students investigate a range of research over time and the use of technologies in the excavation and study of Pompeii and Herculaneum, eg the work of Wilhelmina Jashemski, Andrew Wallace-Hadrill, Estelle Lazer, and the use of scanning devices on plaster casts and scrolls. * Students determine the contribution of new research and technologies in our understanding of life in Pompeii and Herculaneum. |  |
| * issues of conservation and reconstruction: Italian and international contributions and responsibilities (ACHAH370) Critical and creative thinking icon Ethical understanding icon | * Students investigate the activities of the Herculaneum Conservation Project – [www.herculaneum.org](http://www.herculaneum.org) and access online resources to explore a range of relevant issues and/or view relevant videos and discuss issues of conservation and reconstruction. * Students explore the range of contributions made to the conservation and/or reconstruction of Pompeii and Herculaneum by Italian and international groups/agencies, eg crowdfunding. * Students compare the problems of conservation between Pompeii and Herculaneum. * Students evaluate the effectiveness of measures taken to conserve/reconstruct aspects of Pompeii and Herculaneum. | **Structured**  Students conduct guided research to populate a table which details the organisations active in Pompeii and Herculaneum. |
| * ethical issues: excavation and conservation, study and display of human remains (ACHAH370) Critical and creative thinking icon Ethical understanding icon | * Students discuss the archaeological interest in the Villa of the Papyri in Herculaneum, and the possibility of further scrolls being present within unexcavated rooms. * In a class forum, students debate the issue of excavation versus conservation, i.e. ‘To dig or not to dig’, considering varying perspectives (eg of archaeologists). * Students research and debate the ethical issues surrounding the study and display of human remains. |  |
| * value and impact of tourism: problems and solutions (ACHAH370) Ethical understanding icon | * Students use a website to develop a class mind map exploring the value and impact of tourism to Pompeii and Herculaneum. * Students access articles relating to the impact of tourism on the sites of Pompeii and Herculaneum, and attempts that have been made to minimise any impact. * Students suggest their own solutions to the problems posed by tourism at the sites. * Students explore the use of technology in facilitating ‘virtual tourism’, and the opportunities it presents.   OR   * Students select one technology to review, for example: * 360-degree photography * mapping applications * virtual worlds/virtual reality * mobile applications   to develop a two-minute presentation during which they communicate to the class the features and benefits of the technology to the site and the public. | **Extension**  Students develop posters which inform visitors to the sites of Pompeii and Herculaneum of sustainable tourism practices. |

| **Resources**  **Books**  Beard, M 2010, *The Fires of Vesuvius: Pompeii Lost and Found*, Harvard University Press, Cambridge.  Beard, M 2009*, Pompeii: The Life of a Roman Town*, Profile Books Ltd, London.  Cooley, AE and Cooley, MGL 2013, *Pompeii and Herculaneum: A Sourcebook*, Taylor & Francis Ltd, London.  Descoeudres, JP et al 1994, *Pompeii Revisited: The Life and Death of a Roman Town*, Meditarch, Sydney.  Hadrill, AW 2012, *Herculaneum: Past and Future*, Frances Lincoln Publishers Ltd, London.  Hadrill, AW 1996, *Houses and Society in Pompeii and Herculaneum*, Princeton University Press, New Jersey.  Lazer, E 2011, *Resurrecting Pompeii*, Taylor & Francis Ltd, London.  Roberts, P 2013, *Life and Death in Pompeii and Herculaneum*, British Museum Press, London.  Zanker, P 1999, *Pompeii: Public and Private Life*, Harvard University Press, Cambridge.  **Documentary**  BBC, 2013, *The Other Pompeii: Life and Death in Herculaneum.*  **Podcast**  BBC Radio 4, In Our Time 1 April, 2013  **Websites**  Clements, P and Clements, M (n.d.), AD 79 *Destruction and Re-discovery*. Date accessed, 24 January, 2017, from <https://sites.google.com/site/ad79eruption/home>  Google (n.d.), *Google Arts and Culture: Archaeological Areas of Pompeii*. Date accessed, 24 January, 2017, from <https://www.google.com/culturalinstitute/beta/entity/m0632h>  University of Arkansas (2011), *Digital Pompeii Project.* Date accessed, 24 January, 2017, from <http://pompeii.uark.edu/>  Lazer, E (n.d.) *Blogging Pompeii.* Date accessed, 24 January, 2017, from <http://bloggingpompeii.blogspot.com.au/> (Teacher access only in DoE schools)  Google Maps (n.d.) Google Street View. Date accessed, 24 January, 2017, from <https://www.google.com.au/maps/>  Herculaneum Conservation Project (n.d.), *Herculaneum Conservation Project.* Date accessed, 24 January, 2017, from <http://www.herculaneum.org/hcp-home/eng/>  Donovan, B (2001) *Herculaneum Panoramas*. Date accessed, 24 January, 2017, from <http://donovanimages.co.nz/proxima-veritati/Herculaneum/>  Soprintendenza Speciale Pompei (n.d.) *Soprintendenza Pompei.* Date accessed 24 January, 2017, from [www.pompeiisites.org](http://www.pompeiisites.org) |
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| **Reflection** | **Evaluation** |