Ancient History core study – Cities of Vesuvius, Pompeii and Herculaneum

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## Aim

The study of ancient history in Stage 6 enables students to:

* develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world
* develop a lifelong interest in the study of history
* prepare for active and informed citizenship in the contemporary world.

## Content focus

* Students investigate the range and nature of archaeological and written sources for the study 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 to be integrated 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

**Related Life Skills outcomes:** AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Outcomes referred to in this document are from [Ancient History Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

Please note that throughout these learning sequences there are many writing opportunities. This is to prepare students for writing in their HSC examinations. Teachers can use the [Ancient History Stage 6 HSC Standards Materials](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsie/ancient-history-hsc-standards-materials) to support their teaching of the expectations of responses in different bands.

## Learning sequence 1 – survey

**Content:**

* the geographical setting and natural features of Campania
* the eruption of AD 79 and its impact on Pompeii and Herculaneum
* early discoveries and the changing nature of excavations in the 19th and 20th centuries
* representations of Pompeii and Herculaneum over time

### Geographical setting and natural features

* Brainstorm prior knowledge concerning Roman society, volcanic eruptions and the Cities of Vesuvius.
* View a clip from UNESCO - [Archaeological Areas of Pompei, Herculaneum and Torre Annunziata](https://whc.unesco.org/en/list/829/video/) (duration 2:54) to introduce the unit.
* Provide a [map of the Bay of Naples](https://www.pompeiiinpictures.com/pompeiiinpictures/Maps/maps%20bay%20of%20naples.htm) and ancient cities surrounding Vesuvius. Discuss and highlight the following key places:
	+ Vesuvius
	+ Misenum
	+ Herculaneum
	+ Pompeii
	+ Stabiae.

Explore [Pompeii in pictures](https://pompeiiinpictures.com/pompeiiinpictures/index.htm) for each area and add a list of features for each one to the map.

* Investigate a range of primary sources. Examples of sources could include:

* + [millstone](https://www.ancient.eu/image/955/a-pompeii-bakery/) from a pistrina in Pompeii or road from either city (use of volcanic stone)
	+ [mosaic of produce](http://ancientrome.ru/art/artworken/img.htm?id=1977) from the House of L Aelius Magnus to (illustrate seafood industry)
	+ [fresco of Bacchus](https://penelope.uchicago.edu/~grout/encyclopaedia_romana/wine/vesuvius.html) and Mt Vesuvius from the House of the Centenary or the jars of fruit painting from the House of Julia Felix (showing fertile soil)
	+ [fresco of a Roman villa](http://pompeiisites.org/en/pompeii-map/analysis/roman-housing/) (scenic landscape).
* Complete the sources scaffold below discussing sources that show geographical and natural features of Campania:

|  |  |
| --- | --- |
| Sources | What is the value of this source for an historian? |
| Scenic LandscapeSource: |  |
| Volcanic ash and stone Source:  |  |
| Volcanic stone for construction material Source:   |  |
| Safe ports for trade and seafood Source:   |  |

* Discuss the completed sources scaffold.
* Complete a [quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X7NVkPFflLI.link) addressing the following question – ‘explain how the effects of the volcanic processes benefitted the Cities of Vesuvius.’

### Eruption and its impact

* View [A day in Pompeii](https://zeroonestudio.com/pompeii/) (duration 8:39) detailing the nature of the eruption.
* Discuss aspects of the phases of the eruption and its impact on Pompeii.
* Discuss the extent of pumice falling during the Plinian Phase and extent of the surges in the Pelean Phase using [maps](https://pompeiiinpictures.com/pompeiiinpictures/Maps/maps%20pompeii.htm)  and [diagrams](https://www.tulane.edu/~sanelson/Natural_Disasters/volccasehist.htm).
* View the Smithsonian Channel - [The Vesuvius Eruption May Have Been a Gradual Process](https://www.youtube.com/watch?v=IFqDrdGDU0M) (duration 3:20) outlining what occurred at Pompeii with the two volcanic phases.  Discuss what this clip shows about the eruption.
* Read and highlight [Instant death for Ancient Romans](https://www.abc.net.au/science/articles/2001/04/12/275838.htm) and [Mount Vesuvius Boiled Its Victims’ Blood and Caused Their Skulls to Explode](https://www.smithsonianmag.com/smart-news/mount-vesuvius-boiled-its-victims-blood-and-caused-their-skulls-explode-180970504/) to explore how people died in Herculaneum.
* Provide images of victim’s bodies from [Herculaneum](https://herculaneum.uk/SE%20corner/Herculaneum%20SE%20corner%20p8%20Boatsheds%20and%20shoreline.htm) and [Pompeii](https://pompeiiinpictures.com/pompeiiinpictures/R0/Skeletons.htm). Label examples of bodies indicating where they were found and the nature of death.
* Watch [Investigating How Mt. Vesuvius's Victims Died](https://www.youtube.com/watch?v=V9U6ZqvnrJU) (duration 4:56) demonstrating the nature of death at Herculaneum.
* Access [The Destruction of Pompeii, 79AD](http://www.eyewitnesstohistory.com/pompeii.htm), [Tragedy](https://sites.google.com/site/ad79eruption/history/tragedy) and [First-Hand Account of the Destruction of Pompeii](https://www.youtube.com/watch?v=KGmcvq3Dm-I) (duration 10:00) to understand aspects of the eruption.
* Create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X7W256K533s.link) outlining the main aspects of Pliny the Younger’s account. Use the following headings to complete the concept map:
	+ initial reaction to disaster
	+ failed rescue mission
	+ escape.
* Complete the similarities and differences table provided comparing the effects of the eruption of AD79 on the cities of Pompeii and Herculaneum.

|  |  |
| --- | --- |
| Similarities | Differences |
|  |  |

* Use the similarities and differences chart to write a 200-word [PEEL](https://www.virtuallibrary.info/peel-paragraph-writing.html) response discussing the eruption of AD 79 and its impact on both Pompeii and Herculaneum.

### Early discoveries

* Using prior knowledge about the nature of eruption conduct discuss why these sites would be difficult to excavate.
* In small groups, research one of the following archaeologists and present the findings as a concept map on a shared [Jamboard:](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X7XVdxf3vcg.link)
	+ [Fiorelli](https://www.pompeiiperspectives.org/index.php/excavation-history/1850-1899)
	+ [Mau](https://www.italianways.com/pompeii-by-august-mau-a-matter-of-style/)
	+ [Spinazzola](https://www.pompeiiperspectives.org/index.php/excavation-history/1900-1949)
	+ [Maiuri](https://www.pompeiiperspectives.org/index.php/excavation-history/1950-present).
* Use the completed concept map to summarise the archaeologist’s involvement in the excavation of Pompeii and Herculaneum.
* Complete a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X7XW-rSWulY.link) including images of:
	+ the plaster cast process or labelling of regions and insulae by Fiorelli
	+ Mau’s styles of paintings
	+ images of signs or work in Via dell’Abbondanza preserved by Spinazzola
	+ the House of Menander or House of the Bicentenary for Maiuri.

Throughout the gallery walk annotate each image by indicating the archaeologist involved and the importance of the work. At the conclusion of the gallery work discuss the annotations that were created.

### Representations of Pompeii and Herculaneum

* Access [Representations of Pompeii and Herculaneum over time](https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-ancient-history/ancient-history-for-schools/pompeii/representations-of-pompeii-and-herculaneum-over-time) and examine at least one representation from each of the 18th, 19th, 20th and 21st centuries. Using the resources construct a [flowchart](https://www.lucidchart.com/pages/what-is-a-flowchart-tutorial) addressing how the rediscovery of Pompeii and Herculaneum have been reflected in popular culture since the 18th century.
* Use the flowchart to write a [PEEL](https://www.virtuallibrary.info/peel-paragraph-writing.html) response describing how the rediscovery of Pompeii and Herculaneum have impacted popular culture since the 18th century.

## Learning sequence 2 – investigating and interpreting the sources for Pompeii and Herculaneum

**Content**

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
	+ the social structure – men, women, freedmen, slaves
	+ local political life – decuriones, magistrates, comitium
	+ everyday life – housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation
	+ religion – household gods, temples, foreign cults and religions, tombs
	+ the influence of Greek and Egyptian cultures – art and architecture

### Archaeological sources – architecture

**Teachers’ notes -** [Pompeii](http://pompeiisites.org/en/pompeii-map/) webpage may present in Italian click English in the top right-hand corner to make it more accessible

* Examine images of various public and private structures discovered at Pompeii and Herculaneum. Label each image, looking for examples of a range of evidence, including but not limited to:
	+ Housing
	+ Commerce
	+ Food and dining
	+ Sanitation
	+ Leisure activities
	+ Health and baths

Resources for the images may include:

* + [Pompeii](http://pompeiisites.org/en/pompeii-map/)
	+ [AD79 Destruction and Re-Discovery](https://sites.google.com/site/ad79eruption/home)
	+ [Pompeii in Pictures](https://pompeiiinpictures.com/pompeiiinpictures/index.htm)
	+ [Herculaneum in Pictures](https://herculaneum.uk/)
* Discuss the values and limitations of these sources.
* Construct a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X7bxB9ABaGc.link) detailing:
	+ differences between the amount of excavation done at Pompeii and Herculaneum
	+ the nature of incomplete evidence as a result of the processes of the eruption and theft
	+ subjective impressions and conjecture resulting in false assumptions.
* Complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link) to comprehend the level of understanding.

### Epigraphic sources

* Discuss the types of [epigraphic sources](https://dc.edu.au/ancient-history-pompeii-herculaneum/#Epigraphic_Sources) found at both Pompeii and Herculaneum and the information they can provide historians. These could include:
	+ formal inscriptions including regulations, commemorative plaques and funerary inscriptions
	+ wall paintings – public notices including programmata, edicta munerum and advertisements
	+ graffito including jokes, gossip, children’s drawings, political opinions, threats
* Watch [Pompeii's Graffiti: An Ancient Form of Social Media](https://www.youtube.com/watch?v=Jecm2HnDLaA) (duration 2:01)
* Find examples of formal inscriptions, public notices and graffiti. Use the attribute listing organiser below to summarise the findings.

|  |  |  |
| --- | --- | --- |
| Type of source | Examples of source  | Description of source |
| Formal Inscriptions |  | * Formal inscriptions include…
* These inscriptions tell historians …
 |
| Wall writings – public notices |  | * Wall writings – public notices include…
* These inscriptions tell historians…
 |
| Wall writings - graffiti |  | * Wall writings – graffiti include…
* These inscriptions tell historians …
 |

* Using the attribute listing organiser, complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X7bxNZ6YF6k.link) describing the types of epigraphic sources found in Pompeii and Herculaneum.
* Complete the epigraphic usefulness scaffold below and then complete a [PEEL](https://www.virtuallibrary.info/peel-paragraph-writing.html) paragraph addressing the question ‘how useful are epigraphic sources in providing evidence about the social, political and religious life in Pompeii and Herculaneum?’ Support the response using the source analysed in the table.

|  |  |
| --- | --- |
| Source | Usefulness (dot point ideas) |
| Source A: | Social: Political:Religious: |

### Wax tablets and papyri

* Complete a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X7r9D7D32oY.link) while exploring [wooden tablets from the House of C. Iucundus](https://pompeiinetworks.wordpress.com/2014/10/20/can-i-get-a-witness/) and [Herculaneum](https://herculaneum.uk/Ins%205/Herculaneum%205%2015.htm) and [papyrus scrolls](https://www.bbc.com/news/magazine-25106956) found in the Villa of the Papyri.
* Watch [Scientists develop method to read ancient Vesuvius scrolls](https://www.youtube.com/watch?v=xclC48slnQ4) (duration 1:38) and add any new learning or ideas to your [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X7r9D8DzXsk.link) chart.
* Complete a [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X7sARM-n1qQ.link) discussing these sources and their importance.
* Complete the usefulness scaffold below and then complete a [PEEL](https://www.virtuallibrary.info/peel-paragraph-writing.html) paragraph addressing the question ‘how useful are wax tablets and rolls of papyri in providing evidence about Roman society?’ Support the response using the source analysed in the table and other relevant sources.

|  |  |
| --- | --- |
| Source | Usefulness (dot point ideas) |
| Source A: Wooden tablets | Social: Political:Religious: |
| Source B: Papyrus scrolls | Social: Political:Religious: |

### Decorative arts – wall paintings & mosaics

* Create a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X7sAROgRTO8.link) containing images of wall paintings and mosaics. This could include:
	+ [frescoes](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/frescoes/) depicting Greek mythology such as the sacrifice of Iphigenia from the House of the Tragic Poet or Cassandra and the Wooden Horse from the House of Menander
	+ [mosaics](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/mosaics/) from the House of the Faun - Alexander the Great fighting Darius for instance.
* While completing the gallery walk complete the source table below:

|  |  |
| --- | --- |
| Sources | Information about life in the cities of Vesuvius |
| Source: | Social structure: Influence of other cultures: Religion: The economy:  |
| Source: | Social structure: Influence of other cultures: Religion: The economy:  |
| Source: | Social structure: Influence of other cultures: Religion: The economy:  |

* Complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link) to comprehend the level of understanding.

### Popular art and objects of everyday life

* Use [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X7sSlkA9jcE.link) to create a collage of popular art and everyday objects found in both Pompeii and Herculaneum. Under each source provide a brief explanation of what they are and where they were found. Resources for the images may include:
	+ [Pompeii](http://pompeiisites.org/en/pompeii-map/)
	+ [AD79 Destruction and Re-Discovery](https://sites.google.com/site/ad79eruption/home)
	+ [Pompeii in Pictures](https://pompeiiinpictures.com/pompeiiinpictures/index.htm)
	+ [Herculaneum in Pictures](https://herculaneum.uk/)
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X7sUn_DSnwI.link) exploring the items found at Pompeii with the items found at Herculaneum.
* Complete the scaffold below and then complete a [PEEL](https://www.virtuallibrary.info/peel-paragraph-writing.html) paragraph answering the question ‘explain how everyday objects can provide historians with information about life in ancient Pompeii and Herculaneum.’ Support the response using the source analysed in the table and other relevant sources:

|  |  |
| --- | --- |
| Sources | Information about life in the cities of Vesuvius |
| Source: | Social structure: Influence of other cultures: Entertainment: The economy:  |
| Source: | Social structure: Influence of other cultures: Entertainment: The economy:  |

### Human remains

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X7w2CsASa4A.link) prior knowledge concerning nature of death and excavations in Cities of Vesuvius.
* Discuss what kinds of information human remains can provide historians – for example age, sex, appearance, height, medical conditions, cause of death, general health.
* Research both Bisel’s work at Herculaneum using [A Clue to the decline of Rome](https://www.nytimes.com/1983/05/31/science/a-clue-to-the-decline-of-rome.html) (139 skeletons investigated from boat chambers; in great condition; height, age, appearance; dental and biochemical analysis) and use [Dr Estelle Lazer helped uncover the true story of Pompeii](https://www.abc.net.au/local/stories/2013/11/22/3897011.htm)(duration 49:20) to discover Lazer’s work at Pompeii (300 skeletons but few intact examples left; few bones of children; plaster casts revealing clothing, facial expressions, shoes). Complete an [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576#.X7w2jxvkvwE.link) comparing the work and bodies found at Pompeii and Herculaneum. Headings could include:
	+ state of human remains
	+ investigator of skeletons
	+ information from remains.

### Animal and plant remains

* Recall and discuss prior knowledge of [Fiorelli’s](http://www.pompeii.co.uk/CDROM/FRAMES/FIORELLI.HTM) plaster casting.
* Create a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X73F7o1bIz4.link) providing examples of animal and plant remains discovered at the Cities of Vesuvius. The padlet could include information from the following resources:
	+ [The Jashemski excavations](https://www.pompeiiinpictures.com/pompeiiinpictures/R1/1%2011%2010%20p2.htm)
	+ [Ancient remains of horse discovered at Pompeii](https://www.thelocal.it/20180511/pompeii-horse)
	+ [Food and Wine Gardens](https://www.archaeology.org/issues/289-1803/features/6459-gardens-pompeii-food)
	+ [What did ancient Romans eat?](https://www.foxnews.com/world/what-did-ancient-romans-eat-varied-diet-found-from-pompeii-latrines-herculaneum-sewers)
* Watch [Horses found in Pompeii may have been harnessed to flee eruption](https://www.youtube.com/watch?v=x9Bx-nRS374) (duration 1:02)
* Complete the usefulness scaffold below and then construct a paragraph answering the question ‘how useful are animal and plant remains in providing evidence about Roman society?’ Support the response using the sources analysed in the table.

|  |  |
| --- | --- |
| Source | Usefulness (dot point ideas) |
| Source A: | Everyday life:  |
| Source B: | Everyday life: |

### Literary sources

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X73O4ekMSfw.link) prior knowledge about Pliny the Younger and what can be learnt about the cities of Vesuvius from him.
* Research each ancient author listed in the sources scaffold below and what their source tells the audience about Pompeii and Herculaneum.

|  |  |
| --- | --- |
| Sources | What is the value of this source for an historian? |
| Pliny the Younger Source: |  |
| StraboSource:  |  |
| VitruviusSource:   |  |
| Seneca Source:   |  |
| Pliny the ElderSource: |  |

* Complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link).

### Site layout, streetscapes

* Use maps of Pompeii and Herculaneum complete the comparison chart below exploring features of each city. Useful maps may include:
	+ [Pompeii maps, plans and guides](https://pompeiiinpictures.com/pompeiiinpictures/Maps/maps%20pompeii.htm)
	+ [Pompeii map](http://pompeiisites.org/en/pompeii-map/)
	+ [Herculaneum maps, plans, guides](https://herculaneum.uk/Maps/maps%20herculaneum.htm)
	+ [Map of Pompeii](https://sites.google.com/site/ad79eruption/pompeii/map-of-pompeii)
	+ [Map of Herculaneum](https://sites.google.com/site/ad79eruption/herculaneum-1/map-of-herculaneum).
* Complete a comparison chart below exploring features of Pompeii and Herculaneum:

|  |  |  |
| --- | --- | --- |
| Features of the city | Pompeii | Herculaneum |
| Size of city |  |   |
| Walls |  |  |
| Number of gateways |  |  |
| Estimated population |  |  |
| Founders of the town |  |  |
| Main streets |  |  |
| Features of streets |  |  |
| Drainage systems and fountains  |  |  |
| Public building excavated |  |  |
| Insulae |  |  |
| Types of houses |  |  |
| Tombs |  |  |

* Watch [Cities of Vesuvius: Pompeii Layout & Streetscapes](https://www.youtube.com/watch?v=s5uviu-jpb4)  (duration 14:35) and [Cities of Vesuvius: Herculaneum Layout & Streetscapes](https://www.youtube.com/watch?v=2o8T8D4lmn0) (duration 12:03). Take notes about the features of each city.
* Complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X7bxNZ6YF6k.link) outlining the main features of streetscapes in either Pompeii or Herculaneum. Use sources to support your answer.

### The Pompeian Forum

* Explore a map of the [Forum](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/forum), including pictures of the main buildings. Discuss aspects of the Forum and use different colours to highlight economic, political and religious buildings adjoining this city centre.
* Watch the first 3 minutes of [Pompeii then and now](https://www.youtube.com/watch?v=IDCVcuVR5w8) (duration 8:02)
* Complete an [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576#.X73oUK9ZIo8.link) discussing the purpose of the following items at the forum:
	+ statues, some standing and others equestrian
	+ large rectangular blocks.
* Complete an [Exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link).

### Social structure: men, women, freedmen and slaves

* Read and highlight the key information about the [social structure](https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-ancient-history/ancient-history-for-schools/pompeii/investigating-and-interpreting-sources#Social) at Pompeii. Read [Business Women in Pompeii](https://www.ancienthistoryarchaeology.com/business-women-in-pompeii) and [Slavery in Pompeii](https://www.ancienthistoryarchaeology.com/slavery-in-pompeii). Discuss what these resources tell the audience about Ancient Roman social structure.
* Complete a [J igsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X7yG_pkYkQ4.link) where, each group must describe the main aspects of the social class they have been assigned. Social classes need to include:
	+ men
	+ women
	+ freedmen
	+ slaves.
* Throughout the jigsaw activity complete a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553#.X77i1GwYhmM.link) summarising the information learnt.
* Complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) using the Frayer diagram describing in detail the social structure of Pompeii and Herculaneum.
* Choose a range of sources – one written and one visual, and other relevant sources to complete the values and limitations scaffold below.

|  |  |  |
| --- | --- | --- |
| Sources | Value | Limitations |
| Source A: |  |  |
| Source B: |  |  |
| Other relevant sources: |  |  |

* Write an extended response using assessing the value and limitations of sources as evidence about the social structure in Pompeii and Herculaneum. Support the response using Source A and B and other relevant sources from the completed values and limitations scaffold.
* Discuss the patron system that operated in the Cities of Vesuvius. Use the following chart showing the reciprocal relationship between [patrons and clients in Roman society.](https://www.thoughtco.com/patrons-the-roman-social-structure-117908)
* Research the following famous women of Pompeii and present the findings using [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X7sSlkA9jcE.link):
	+ [Mamia](https://feminaeromanae.org/sacerdotes.html#mamia)
	+ [Sabina Poppaea](http://www.u.arizona.edu/~afutrell/404b/web%20rdgs/tour%20pomp/womenpomp.htm)
	+ [Julia Felix](https://www.youtube.com/watch?v=MDobXQ5vC6o) (duration 2:13)
	+ [Eumachia](http://www.u.arizona.edu/~afutrell/404b/web%20rdgs/tour%20pomp/womenpomp.htm)
* Complete the following sources scaffold. Sources could include:
	+ [frescoes](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/frescoes/) of woman holding a stylus or book
	+ statue of Eumachia; bust of Sabina Poppaea
	+ scenes from the Villa of Mysteries
	+ advertisement or political written source.

|  |  |
| --- | --- |
| Source | Information about the role of women |
| Source A: |  |
| Source B: |  |
| Other relevant sources: |  |

* Create a [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625#.X77xkoBgZYk.link) outlining how to answer the exam question ‘explain what is known about the role of women in the Cities of Vesuvius. Support the response using sources.’

### The economy: the role of the forum, trade, commerce, industries and occupations

* Discuss how the economy works in modern society, especially focusing on how people buy and sell. Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X7sUn_DSnwI.link) exploring similarities and differences between the modern economy and the Cities of Vesuvius’ economy.
* Watch [Pompeii: Upper class meets working class](https://www.youtube.com/watch?v=pJmmzD4CG7k) (duration 5:19) and complete a [fishbone diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X77xkuX7f1k.link) explaining aspects of economic life. Categories for the fishbone could include:
	+ people
	+ shops
	+ products
	+ equipment used.
* Conduct research about the industries listed below. Create a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X77_RHvmZkw.link) to showcase the findings:
	+ wine production
	+ oil production
	+ cloth manufacturing including fullonicae
	+ pistrina
	+ garum
	+ perfume industry
	+ tabernae, thermopolia and cauponae
	+ hotels and brothels

Resources for the industries may include:

* + [Shops and Businesses](https://sites.google.com/site/ad79eruption/pompeii/shops-and-businesses)
	+ [Garum and Pompeii](https://www.ancienthistoryarchaeology.com/garum-and-pompeii)
	+ [Hotels and Hostelries](https://www.ancienthistoryarchaeology.com/hotels-and-hostelries)
	+ [The Pompeian Wine Industry](https://www.ancienthistoryarchaeology.com/the-pompeian-wine-industry)
	+ [Perfume shops in Ancient Rome](https://www.archyde.com/spanish-archaeologists-discover-in-pompeii-one-of-the-best-preserved-perfume-shops-in-ancient-rome/)
	+ [Oil Lamp Workshop](http://pompeiisites.org/en/excavations-plan-en/oil-lamp-workshop/)
	+ [Villa Pisanella](https://sites.google.com/site/ad79eruption/boscoreale/villa-pisanella)
* Conduct [peer discussion and conferencing](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547#.X78BjwktIE0.link) about the economic aspects of the forum. This could include the macellum, the olitorium and the mensa ponderaria.
* Watch [Pompeii Macellum](https://www.youtube.com/watch?v=wKAxmA0jgDM) (duration 0:40).
* Complete an [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576#.X78Bj48Qyxk.link) summarising key information about the [olitorium (Forum granary)](http://pompeiisites.org/en/archaeological-site/forum-granary/), the [Macellum](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/macellum) and the [Mensa Ponderaria](https://www.planetpompeii.com/en/map/mensa-ponderaria.html).
* Complete a paragraph response on the following question – ‘describe the types of economic activity which took place in Pompeii and Herculaneum.’
* Find relevant sources and complete the values and limitations scaffold below.

|  |  |  |
| --- | --- | --- |
| Sources | Value | Limitations |
| Source A: |  |  |
| Source B: |  |  |
| Other relevant sources: |  |  |

* Using the values and limitations scaffold, create [writing scaffolds](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625#.X77xkoBgZYk.link) outlining how to answer the following questions:
	+ Assess the value and limitations of sources as evidence about the economic running of Pompeii and Herculaneum. Support the response using sources A and B and other relevant sources.
	+ To what extent do Sources A and B provide a comprehensive picture of the economic activities in Pompeii and Herculaneum. Support the response with reference to these and other relevant sources.

### Local political life, decuriones, magistrates, comitium

* Use [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557#.X78Bj6pWU-U.link) to gauge prior knowledge concerning the political buildings of the Forum. Complete a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X8AlG88OvQo.link) chart while researching the [municipal offices](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/municipal-offices) buildings associated with politics including the Curia Chamber, Tabularium, Comitium and Basilica.
* Discuss [The Political Administration of Pompeii](http://www.pompeii.org.uk/s.php/escursione-la-vita-politica-a-pompei-scavi-di-pompei-it-224-s.htm) including the Board of Four (two duumviri and two aediles), the City Council and the People’s Assembly.
* Read and highlight [Rock the (female) vote](https://pompeiinetworks.wordpress.com/2016/10/21/rock-the-female-vote/).
* Use a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X7sUn_DSnwI.link) to compare Australia’s contemporary election process to the one used at Pompeii and Herculaneum.
* Create a [flowchart](https://www.lucidchart.com/pages/what-is-a-flowchart-tutorial) showing how a magistrate was elected. Be sure to include the role of women and the names of buildings.
* Write a paragraph outlining the roles of the duoviri and the aediles - be sure to mention buildings used by these magistrates.
* Research either [Marcus Halconius Rufus](https://historycollection.com/10-people-from-pompeii-and-herculaneum-whose-lives-we-can-recreate/4/) **or** [Marcus Nonius Balbus](https://historycollection.com/10-people-from-pompeii-and-herculaneum-whose-lives-we-can-recreate/3/). Use a [Who? What? When? Where? Why? How? chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X8AlG5FTLiQ.link) that outlines the contributions of the selected person to either Pompeii or Herculaneum.
* Write a podcast script outlining the value and limitations of inscriptions for investigating political life in Pompeii and Herculaneum. Support your response with reference to Sources A and B (choose 1 written and 1 visual source – an election notice and statue or inscription of a magistrate) and other relevant sources.

### Everyday life: housing

* Discuss features of a modern home today.
* Watch [There's no place like home](https://www.youtube.com/watch?v=vHcMMyWSeKM) (duration 5:21) and take notes of the different types of housing that existed in Pompeii.
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X7sUn_DSnwI.link) comparing modern houses with houses in Pompeii.
* Create a [PowerPoint presentation](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/114#.X78a2BEEh_E.link) containing images and explanations of parts of a [domus](https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/x7e914f5b%3Abeginner-guides-to-roman-architecture/a/roman-domestic-architecture-domus). Images could include:
	+ the exterior
	+ fauces or vestibulum
	+ atrium with compluvium
	+ impluvium and lararium
	+ tablinum
	+ alae
	+ peristyle
	+ hortus
	+ triclinium
	+ cubicula
	+ culina
	+ how the house was heated and cooled, lit up at night and security features.
* Watch [Pompeii and the House of Sallust](https://www.youtube.com/watch?v=RSd8f5780GM) (duration 6:11) and [Walk around in a 3D splendid house from the ancient Pompeii](https://www.youtube.com/watch?v=ETd7pszxhnchttps://www.youtube.com/watch?v=ETd7pszxhnc) (duration 2:44) to reinforce the main concepts and features of a domus.
* Complete the definition table below:

|  |  |
| --- | --- |
| Feature | Definition |
| fauces or vestibulum |  |
| atrium |  |
| compluvium |  |
| impluvium  |  |
| lararium |  |
| tablinum |  |
| alae  |  |
| peristyle |  |
| hortus |  |
| triclinium |  |
| cubicula  |  |
| culina |  |

* Label a diagram of a domus with its main features.
* Complete a [what did we learn today](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/558#.X78hyl_qln4.link) activity.

**Teacher note -** examples of a Villa Otium could include the Villa of Papyri in Herculaneum or the Villa of Mysteries in Pompeii. Examples for a Villa Rustica could include the Villa of Pisanella, Villa of Publius Fannius Synistor or Villa of Regina

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X73O4ekMSfw.link) prior knowledge about the oil and wine production and the discovery of rolls of papyri as a way of introducing villas.
* Research one Villa Otium and one Villa Rustica and complete the table below.

|  |  |  |
| --- | --- | --- |
| Features | Villa Otium | Villa Rustica |
| Purpose of the villa |  |  |
| Features of the villa |  |  |
| Example of the villa |  |  |
| The examples main features |  |  |

* Useful resources could include:
	+ [Roman Housing (houses and villas)](http://pompeiisites.org/en/pompeii-map/analysis/roman-housing/)
	+ [Villa Regina](http://pompeiisites.org/en/boscoreale-en/villa-regina-boscoreale/)
	+ [Villa Regina a Boscoreale](https://www.youtube.com/watch?v=glMLAL4Saf8) (duration 1:31)
	+ [Villa of P. Fannius Synistor](https://www.metmuseum.org/metmedia/video/collections/gr/boscoreale-model) (duration 7:39)
	+ [Cubiculum from the Villa of P. Fannius Synistor at Boscoreale](https://www.metmuseum.org/art/collection/search/247017)
	+ [Villa Sora](http://pompeiisites.org/en/villa-sora/)
	+ [Villa of the Papyri](https://sites.google.com/site/ad79eruption/herculaneum-1/villa-of-the-papyri).
* Use the values and limitations scaffold below to answer the question ‘to what extent do Sources A and B provide a comprehensive picture of housing located in and around ancient Pompeii and Herculaneum. Support your response with reference to these and other relevant sources.’

|  |  |  |
| --- | --- | --- |
| Sources | Value | Limitations |
| Source A: |  |  |
| Source B: |  |  |
| Other relevant sources: |  |  |

### Everyday life: food and dining, clothing

* Access [Structure of the Roman Familia](https://owlcation.com/humanities/Structure-of-the-Roman-Familia), [Family Life](https://www.pbs.org/empires/romans/empire/family.html) and [Ancient Rome: Family Life](https://www.ducksters.com/history/ancient_rome/family_life.php) and discuss the typical social structure of a Roman family including the paterfamilias and patria potestas. Conduct a [Hexagonal thinking](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579#.X8AlG9g4JgM.link) filling in blank hexagons and arranging them to demonstrate the typical Roman family structure.
* Complete a [T chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) comparing Ancient Roman family structure with contemporary family structures.
* Using [Villa Arianna](https://sites.google.com/site/ad79eruption/stabiae/villa-arianna) and [Hall](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/hall/), discuss the types of clothing worn by people, including togas, knee-length tunics, stola & palla.
* Find examples of sources that show different types of clothing. Use the attribute listing organiser below to summarise the findings.

|  |  |  |
| --- | --- | --- |
| Type of source | Examples of source  | Description of source |
| Statues |  | * Statues include:
* These statues tell historians:
 |
| Frescoes |  | * Frescoes include:
* These frescoes tell historians:
 |
| Primavera Fresco |  | * Primavera Fresco includes:
* This fresco tells historians:
 |

* Discuss what [daily life](https://www.pompei.it/pompeii/daily-life-pompeii.htm) was like for Romans living in the Cities of Vesuvius. Construct a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X8V57SoAtDQ.link) detailing what occurred for people at sunrise, during the morning, at lunch time, during the afternoon and evening.
* Explore the nature of banquets by researching the terms triclinia, mensa, ministri. Discuss the entertainment and the behaviour expected. Draw a picture of a typical seating arrangements around a mensa.
* Look at the following resources and annotate them with information about the nature of banquets:
	+ [House of the Chaste Lovers](https://sites.google.com/site/ad79eruption/pompeii/regio-ix/reg-ix-ins-12/house-of-the-chaste-lovers)
	+ [Work and play in everyday Pompeii](http://www.bbc.co.uk/history/ancient/romans/daily_life_gallery_03.shtml)
	+ [Banqueting in Ancient Rome](http://factsanddetails.com/world/cat56/sub369/entry-6312.html)
* Read [Stuffed Dormouse and Fish Gut Sauce: The Flavors of Pompeii](https://www.nytimes.com/2019/08/07/arts/design/rome-food-last-supper-in-pompeii.html) and create a list of foods eaten in Pompeii.
* Write a paragraph explaining what the evidence reveals about food and dining in Pompeii and Herculaneum. Support the response using evidence from a variety of sources.

### Everyday life: health, water supply, sanitation

* Read information on the [water supply](https://sites.google.com/site/ad79eruption/history/infrastructure) in the Cities of Vesuvius. Information should include:
	+ the Augustan aqueduct
	+ castellum aquae
	+ three pipe systems servicing baths
	+ latrines and fountains
	+ public fountains
	+ water towers.
* Use the information to read about the [water supply](https://sites.google.com/site/ad79eruption/history/infrastructure) and complete a [flowchart](https://www.lucidchart.com/pages/what-is-a-flowchart-tutorial) that follows the order below. In your flowchart include definitions or descriptions of each one along with photos.
	+ Augustan aqueduct
	+ Castellum Aquae
	+ Water Towers
	+ Public Fountains, Baths and Latrines
	+ Drainage – difference between Pompeii and Herculaneum
* Discuss a typical Roman foricae (toilet) including problems with health and sanitation with this system and make comparisons to contemporary toilets.
* Read [All the Ways We've Wiped](https://www.history.com/news/toilet-paper-hygiene-ancient-rome-china) and view [How the Romans did their business](https://followinghadrian.com/2013/05/09/how-the-romans-did-their-business-images-of-latrines-throughout-the-roman-world/). Using these resources complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) describing the foricae in ancient Pompeii and Herculaneum.

### Everyday life: leisure activities

* Create a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X7XW-rSWulY.link) including images of Suburban Baths, Herculaneum; Forum Baths in Pompeii; Stabian Baths Pompeii. Useful resources include:
	+ [The Suburban Baths](https://www.planetpompeii.com/en/map/the-suburban-baths.html)
	+ [Herculaneum Baths](https://herculaneum.uk/R0/Herculaneum%20Baths.htm)
	+ [Central Baths](http://pompeiisites.org/en/archaeological-site/central-baths/)
	+ [Stabian Baths](http://pompeiisites.org/en/archaeological-site/stabian-baths/)
* Research one bath complex presented in the gallery walk from either Pompeii or Herculaneum. Complete a digital presentation using either [PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/114#.X8geqF1ouv0.link) or [Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123#.X8geqBRKKgI.link) containing:
	+ a diagram of the layout of the complex
	+ pictures and explanation of each of the following parts of the bath complex – Apodyterium, Frigidarium, Tepidarium, Caldarium
	+ an explanation of the hypocaust system
	+ any activities practised in addition to bathing.
* Watch [Pompeii Theatre](https://www.youtube.com/watch?v=iWaeljPp6Y8) (duration 1:54) and access [large theatre](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/large-theatre). Discuss the features of the theatre such as the ima cavea, media cavea, summa cavea, proscenium (stage), valerium, sparsiones. Annotate a diagram of the theatre.
* Read [Ancient Rome: Theater in Pompeii](https://www.dailykos.com/stories/2017/10/22/1708734/-Ancient-Rome-Theater-in-Pompeii) and complete a detailed [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576#.X8ghIXv4kic.link) using the headings:
	+ types of performances
	+ evidence of the popularity of the theatre.
* Explore the [Amphitheater](http://pompeiisites.org/en/archaeological-site/amphitheater/). Annotate a diagram of the amphitheatre with the key features including:
	+ summa, media and ima cavea (and bisellia);
	+ entrance tunnels;
	+ access corridors and stairways;
	+ parapet.
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X7sUn_DSnwI.link) comparing the large theatre and the amphitheatre.
* Using [The Ancient Graffiti Project](http://ancientgraffiti.org/Graffiti/), explore a variety of graffiti around Pompeii and Herculaneum. What information does each source provide historians concerning entertainment at the amphitheatre?
* Watch [Gladiator Training](https://www.youtube.com/watch?v=PTX3vm_rhvs) (duration 4:52) to develop an understanding of Gladiator events as a leisure activity. Discuss what this clip tells the audience about the training and life of Gladiators.
* Access [Gladiators: Heroes of the Roman Amphitheatre](http://www.bbc.co.uk/history/ancient/romans/gladiators_01.shtml) and [Gladiators' Barracks](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/gladiators-barracks) and then answer the following questions:
	+ who became gladiators?
	+ describe the types of gladiators who fought in the amphitheatre.
	+ what role did the sponsor play in spectacles?
	+ what status did gladiators have in society?
	+ describe events within a typical minerum or spectacle.
	+ describe buildings linked to gladiators in Pompeii – the Gladiators Barracks
* Research the [Large Palaestra](http://pompeiisites.org/en/archaeological-site/large-palaestra/) in Pompeii and the layout of the unexcavated [Palaestra](https://sites.google.com/site/ad79eruption/herculaneum-1/insula-oii/palaestra) at Herculaneum. Complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) outlining the activities practised in the palaestra in the Cities of Vesuvius.
* Access [Gambling](https://foodanddining.omeka.net/exhibits/show/roman-cauponae/gambling) and [Cockfight mosaic from Pompeii](http://benedante.blogspot.com/2018/02/cock-fight-mosaic-from-pompeii.html). Complete a [PMI](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551#.X8gsLRQ2-yA.link) chart exploring the pluses and minuses that these sources have for historians who wish to explain gambling as a form of leisure in the Cities of Vesuvius. Note anything that may be of interest in the chart as well.
* Complete the values and limitations scaffold below using a variety of resources about leisure activities. These could include information about the baths, theatre, palaestra or gambling

|  |  |  |
| --- | --- | --- |
| Sources | Value | Limitations |
| Source A: |  |  |
| Source B: |  |  |
| Other relevant sources: |  |  |

* Using the values and limitations scaffold, create [writing scaffolds](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625#.X77xkoBgZYk.link) outlining how to answer the following questions:
	+ Assess the value and limitations of sources as evidence about leisure activities in Pompeii and Herculaneum. Support the response using Sources A and B and other relevant sources.
	+ To what extent do Source A and B provide a comprehensive picture of the leisure activities in Pompeii and Herculaneum. Support the response with reference to these and other relevant sources.

### Religion: Household gods, temples, foreign cults and religions, tombs

* Access [Gods and Goddesses](https://sites.google.com/site/ad79eruption/history/gods-and-goddesses) create an [iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617#.X8g0Oesr7ec.link) exploring the gods and goddesses worshipped in Pompeii and Herculaneum. It should include both information and pictures. The gods and goddesses may include:
	+ Jupiter
	+ Juno
	+ Minerva
	+ Apollo
	+ Venus
	+ Bacchus
	+ Hercules.
* Complete a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X8g_1aaThqo.link) activity discussing the major features of the following temples:
	+ [Temple of the Capitoline Triad or Jupiter](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/temple-of-jupiter), Pompeii
	+ [Temple of Apollo](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/temple-of-apollo), Pompeii
	+ [Temple of Venus](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/temple-of-venus), Pompeii
	+ [College of Augustales](https://sites.google.com/site/ad79eruption/herculaneum-1/insula-vi/college-of-the-augustales), Herculaneum
	+ [Temple of the Genius of Augusti (Temple of Vespasian)](http://pompeiisites.org/en/archaeological-site/temple-of-genius-augusti/), Pompeii
	+ [Temple of the Lares Publici](https://sites.google.com/site/ad79eruption/pompeii/public-buildings/temple-of-the-lares-publici).
* Watch [Dionysiac frieze, Villa of Mysteries, Pompeii](https://www.youtube.com/watch?v=SEzDiejb1a0) (duration 9:12). Research and write detailed notes about the existence of mystery cults in Pompeii and Herculaneum. This could include the Cult of Isis, the Cult of Dionysus or Bacchus; Christianity; the eastern god Sabatius. Useful resources include:
	+ [Temple of Isis](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/temple-of-isis/)
	+ [House of the Bicentenary](https://herculaneum.uk/Ins%205/Herculaneum%205%2015%20p4.htm)
	+ [The Temple of Isis: Pompeii](https://templeofisispompeii.weebly.com/)
	+ [The mysteries of the Dionysian cult in Ancient Rome](https://www.planetpompeii.com/en/blog/the-thrill-and-the-ecstasy-the-mysteries-of-the-dionysian-cult-in-ancient-rome.html).
* Discuss household religion and create definitions for the following words:
	+ Lares
	+ Penates
	+ Genius
	+ Vesta
	+ Mercury
	+ Agathodemon
	+ amulets.
* Access [Cities of Vesuvius: Religion](https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-ancient-history/resources-for-schools-main-page/pompeii/investigating-the-sources/cities-of-vesuvius-religion) and answer the following questions:
	+ How did the paterfamilias conduct the daily rites to ensure protection and prosperity for the household?
	+ How was a family protected by its ancestors?
	+ What types of amulets were worn to provide good luck and fertility?
	+ What religious practices occurred in regards to the birth of a child, marriage and death?
* Discuss and research the nature of [tombs](https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-ancient-history/resources-for-schools-main-page/pompeii/investigating-the-sources/cities-of-vesuvius-religion#tombs) and burial practices in the Cities of Vesuvius. Complete a [Concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X8g_1VNvlNM.link) including information about the location (and no tombs being found in Herculaneum), mix of social classes, rarely for one person, cremation, visiting the tombs.
* Complete the following table examining the different types of tombs:

|  |  |  |
| --- | --- | --- |
| Type of tomb | Photo of tomb  | Description of each type of tomb |
| Exedra |  |   |
| Schola |  |  |
| Altar |  |  |
| Monumental |  |  |
| Communal |  |  |

* Use [The History Blog](http://www.thehistoryblog.com/archives/48236), [Pompeii in a Nutshell - tombs](https://www.romeartlover.it/Pompeii8.html) and other research to investigate inscriptions from tombs in the Cities of Vesuvius. Then complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) addressing what do the sources reveal about life in the Cities of Vesuvius? Answers could encompass aspects of the social structure (patrons, freedmen and freedwomen, slaves), economy, leisure activities and political running of Pompeii.
* Write an extended response assessing the value and limitations of sources as evidence of the religious activities in Pompeii and Herculaneum.

### The influence of Greek and Egyptian cultures: art and architecture

* Complete the following table examining the influence of Greek and Egyptian cultures on the Cities of Vesuvius.

|  |  |  |  |
| --- | --- | --- | --- |
| Features of Pompeii and Herculaneum | Sources relating to Greek and Egyptian influences | Photos of the Sources | Description of what this source shows |
| Architecture | * Doric, Ionic and Corinthian columns (Greek)
* Water feature in the House of Julia Felix (Egyptian)
* Theatres and Palaestra (Greek)
* Grid system of cities (Greek)
 |  |  |
| Art | * Various statues (Greek)
* Mosaics (Egyptian – House of the Faun and House of the Orion, Greek – House of the Faun)
* Paintings (showing Greek mythology, Egyptian in Temple of Isis)
 |  |  |
| Religion | * state gods (adapted from Greeks)
* Isis (Egyptian)
 |  |  |
| Society | * Greek and Egyptian slaves and workers
 |  |  |

* Choose a mosaic from the [Naples National Archaeology Museum](https://www.museoarcheologiconapoli.it/en/room-and-sections-of-the-exhibition/mosaics/) and complete a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X8hWNtbiyJk.link) outlining the main features of the chosen mosaic.
* Using a variety of sources complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) discussing how the usefulness of archaeological sources in providing evidence for the influence of Greek and Egyptian cultures on Pompeii and Herculaneum?

## Learning sequence 3 – reconstructing and conserving the past

**Content:**

* changing interpretations – impact of new research and technologies
* issues of conservation and reconstruction – Italian and international contributions and responsibilities
* ethical issues – excavation and conservation, study and display of human remains
* value and impact of tourism – problems and solutions

### Changing interpretations: impact of new research and technologies

* Read the following articles and reports based on the major shifts in interpretations from new research and technology. Complete a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X81ghNPv4fw.link) detailing how each topic has changed interpretations of what occurred in the Cities of Vesuvius:
	+ The fate of victims – death from asphyxiation has been challenged by theories concerning thermal shock from Patrone and Baxter - [Pompeiians Flash-Heated to Death](https://www.nationalgeographic.com/news/2010/11/pompeii-mount-vesuvius-science-died-instantly-heat-bodies/) and [Did Vesuvius vaporize its victims?](https://www.nationalgeographic.com/science/2018/10/news-pompeii-deaths-vesuvius-vaporized-skulls-exploded-chemistry/)
	+ Diet – Far from being a meagre diet, work in the Herculaneum sewers by Robinson and Rowan and by the Porta Stabia project in Pompeii have proven a varied and healthy diet. Investigations by Bisel, Lazer and Capasso support this as does work by Jashemski showing range of produce - [Elite of Pompeii dined on sea urchin, giraffe](https://www.livescience.com/42309-food-eaten-by-pompeii-residents.html) and [Sacks of human waste reveal secrets of Ancient Rome](https://www.nationalgeographic.com/news/2011/6/110623-ancient-rome-human-waste-herculaneum-science-diet-excrement-italy/)
	+ Life expectancy – general belief that women only lived to around 40. Lazer, Bisel and Capasso have found evidence disproving this - [The fat, hairy women of Pompeii](https://www.newscientist.com/article/mg14319441-400-the-fat-hairy-women-of-pompeii/)
	+ Maiuri’s crisis theory – evidence no longer supports depressed economic conditions at the time of the eruption - [Pompeii Forum Project](http://pompeii.virginia.edu/pfp-descrip.html)
	+ Date of the eruption – challenged by new findings by Great Pompeii Project in the House of the Garden - [Pompeii Graffiti may rewrite time line of Vesuvius Eruption](https://www.livescience.com/63866-pompeii-graffiti-rewrites-vesuvius-timeline.html).
* Research the following investigative projects, writing brief accounts of what each project is doing and its main findings so far:

|  |  |  |
| --- | --- | --- |
| Projects | Years conducted | Work completed and its findings |
| Houses in Pompeii Project  |  |  |
| Neopolis Project |  |  |
| Pompeian Forum Project |  |  |
| Via dell’Abbondanza Project  |  |  |
| Swedish Pompeii Project  |  |  |
| Insula of Menander Project  |  |  |
| The British School in Rome Project |  |  |
| The Anglo-American Project  |  |  |
| The Pompeii Archaeological Research Project: Porta Stabia |  |  |
| Philodemus Project |  |  |
| Plaster Cast Project |  |  |
| Villas of Oplontis Project |  |  |
| German Archaeological Institute of Berlin |  |  |
| Apolline Project |  |  |
| Ancient Graffiti Project |  |  |

* Complete an extended response outlining how documentation and long-term investigative projects have contributed to an understanding of the Cities of Vesuvius.
* Review and annotate one of the following articles about how new research is altering our understanding of the past:
	+ Ancient Graffiti Project - [Graffiti in Pompeii and Herculaneum give insight into groups marginalized by history books](https://www.thelocal.it/20170720/pompeii-herculaneum-graffiti-history-archaeology-marginalized-groups-ancient-rome-slaves-women-vesuvius-social-media)
	+ Philodemus Project - [The charred scrolls of Herculaneum](https://www.archaeology.org/issues/175-1505/trenches/3166-trenches-italy-herculaneum-papyri-scanned)
	+ Swedish Pompeii Project - [3D tour of a villa in Ancient Pompeii](https://www.smithsonianmag.com/smart-news/check-out-3d-tour-villa-ancient-pompeii-180960698/)
* Using a variety of sources, complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) explaining the contribution that new research and technologies have made to reconstructing Pompeii and Herculaneum’s past.
* Create [writing scaffolds](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625%22%20%5Cl%20%22.X77xkoBgZYk.link) outlining how to answer the following questions:
	+ Assess the value and limitations of new research and technology for investigating Pompeii and Herculaneum. Support the response with reference to relevant sources.
	+ To what extent do sources provide a comprehensive picture of the impact of new research and technologies on our understanding of Pompeii and Herculaneum?

### Issues of conservation and reconstruction: Italian and international contributions and responsibilities – Herculaneum Conservation Project

* Watch [Herculaneum Conservation Project](https://www.youtube.com/watch?v=RDCLBg9sU2c&app=desktop) (duration 5:08) and answer the following:
	+ describe the Herculaneum Conservation Project – who was involved
	+ list the Herculaneum Conservation Project’s major achievements.
* Discuss what caused Herculaneum to be in a terrible state before the Herculaneum Conservation Project started its work and the effect this had on the archaeological site:
	+ Causes include Ambition of Maiuri – emphasis on living museum and rushed excavation, failure to use money from tourism, corruption.
	+ Effects that could be identified include crumbling masonry, pools of water and rising damp, fading and flaking frescoes, rampant vegetation growth, infestation of pigeons, collapsed roofs.
* Complete a [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X819-KozyX0.link) activity investigating some of the key areas of successful conservation under the Herculaneum Conservation Project following some of the issues listed below:
	+ Solving the water problem: bringing the ancient drainage system back into operation and new discoveries - [Draining Herculaneum - conserving the site](https://www.world-archaeology.com/features/draining-herculaneum-conserving-the-site/)
	+ Preservation of an ancient Roman roof: The House of the Relief of Telephus - [Raising the roof on the house of the Telephus Relief](https://www.world-archaeology.com/news/raising-the-roof-on-the-house-of-the-telephus-relief/)
	+ Stabilisation of buildings: the discovery of the Amazon Head - [Herculean work at Herculaneum](https://www.world-archaeology.com/world/europe/italy/herculean-work-at-herculaneum/)
	+ Conservation of decorative surfaces – Getty Conservation Institute and x-ray fluorescence (ELIO) - [X-rays reveal details of portrait once hidden under Vesuvius ash](https://www.smithsonianmag.com/smart-news/x-rays-reveal-details-portrait-once-hidden-under-vesuvius-ash-180964592/) and [Herculaneum: Conservation of the Tablinum of the House of the Bicentenary](https://www.getty.edu/conservation/our_projects/field_projects/herculaneum/).
* Complete the following explanation scaffold exploring the contribution that the Herculaneum Conservation Project has made to reconstructing the past:

|  |  |
| --- | --- |
| Source | Contribution of the Herculaneum Conservation Projects |
| Source A: |  |
| Source B: |  |
| Other relevant sources: |  |

* Complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) answer the following question:
	+ Explain the contribution that the Herculaneum Conservation Project has made to reconstructing the past. Support the response using evidence from Source A and other relevant sources.

### Issues of conservation and reconstruction: Great Pompeii Project

* Access [Pompeii’s stolen frescoes are the latest case in a long history of neglect](https://theconversation.com/pompeiis-stolen-frescoes-are-the-latest-case-in-a-long-history-of-neglect-24602) Complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X9aWHPToy3E.link) examining the main problems facing Pompeii pre-2010. These could include:
	+ natural enemies (for example water, weeds, sunlight)
	+ damaging restoration techniques (for example softwood, modern mortar, plaster and paraffin wax)
	+ poor site security and tourism (for example vandalism, looting, Mafia, tourists inadvertently damaging)
	+ lack of maintenance
	+ corruption (‘Pompeii Viva’).
* Outline and summarise the aims and funding of [The Great Pompeii Project.](http://pompeiisites.org/en/the-great-pompeii-project/)
* Read [New treasures of Pompeii](https://www.smithsonianmag.com/history/new-treasures-pompeii-180972829/) which provides an overview of the problems at Pompeii before the Great Pompeii Project. Highlight and annotate the key concepts.
* Research the following successes of the Great Pompeii Project and create a blog outlining each one:
	+ Stabilisation and restoration work culminating in the re-opening of buildings - [Pompeii's Villa of the Mysteries Finally Restored after Two Years](http://www.iitaly.org/magazine/focus/facts-stories/article/pompeiis-villa-mysteries-finally-restored-after-two-years); [Saving the Villa of the Mysteries](https://www.archaeology.org/issues/124-1403/features/1813-pompeii-saving-the-villa-of-the-mysterieshttps%3A/www.archaeology.org/issues/124-1403/features/1813-pompeii-saving-the-villa-of-the-mysteries); [Pompeii's House of Lovers reopens to public after 40 years](https://www.theguardian.com/science/2020/feb/18/pompeii-house-of-lovers-reopens-to-public-after-40-years); [Pompeii, Franceschini: “A story of rebirth and redemption to be proud of”.](http://pompeiisites.org/en/comunicati/pompeii-franceschini-a-story-of-rebirth-and-redemption-to-be-proud-of-osanna-it-is-no-longer-the-time-of-emergencies/)
	+ End to corruption - [Italy to combat mafia crime and corruption at Pompeii](https://archaeologynewsnetwork.blogspot.com/2016/03/italy-to-combat-mafia-crime-and.html); [Pompeii recruits army of spies to root out Mafia corruption and shoddy renovation work at the ancient site](https://www.independent.co.uk/news/world/europe/pompeii-recruits-army-spies-root-out-mafia-corruption-and-shoddy-renovation-work-ancient-site-a6951071.html)
	+ New projects & improved visitor facilities - [Skeletal analysis reveals Pompeii myths are getting long in the tooth](https://www.sydney.edu.au/news-opinion/news/2016/08/18/skeletal-analysis-reveals-pompeii-myths-are-getting-long-in-the-.html); [Interview with Dr Estelle Lazer on her latest research in Pompeii](https://academytravel.com.au/blog/interview-with-dr-estelle-lazer-on-her-latest-research-in-pompeii/); [VR tours in POMPEII](https://www.youtube.com/watch?v=KC3nwqW-0yc&app=desktop) (duration 1:30); [Pompeii for all - improved facilities](http://pompeiisites.org/en/visiting-info/pompeii-for-all/).
	+ Return to large scale excavation leads to new discoveries - [Pompeii's most recent finds reveal new clues to city's destruction](https://www.nationalgeographic.com/history/magazine/2020/07-08/pompeii-recent-finds-reveal-new-clues-destruction/); [The new excavations of Pompeii](https://www.youtube.com/watch?v=abspZyhQDm0&t=73s&app=desktop) (duration 7:33); [Amulets of Deities, Skulls and Phalluses Found in Ancient Pompeii](https://www.livescience.com/amulets-discovered-in-pompeii.html); [House of Leda and the Swan](http://pompeiisites.org/en/archaeological-site/casa-di-leda-e-il-cigno/); [Pompeii eruption victim's head not crushed by huge stone as researchers first thought.](https://www.abc.net.au/news/2018-07-01/pompeii-victim-was-not-crushed-by-stone-skull-found-intact/9929058#:~:text=The%20rock%20weighing%20almost%20300,of%20the%20man's%20undamaged%20skull.)
* Complete a [Six thinking hats](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X819frGmHes.link) activity assessing the values and limitations of the work done by the Great Pompeii Project in conserving Pompeii.

### Ethical issues: excavation and conservation

* Discuss the renewed excavation of Pompeii in recent years.
* Research and debate new excavation at Herculaneum in regard to [Villa of Papyri](https://sites.google.com/site/ad79eruption/herculaneum-1/villa-of-the-papyri) and the long disagreement between Fowler and Wallace-Hadrill.
* Read and annotate the following articles:
	+ [Battle for the books of Herculanuem](https://www.independent.co.uk/news/world/europe/battle-books-herculaneum-5345304.html)
	+ [Further exploration at Herculaneum could ‘stagger the imagination’](https://www.theartnewspaper.com/comment/further-exploration-at-herculaneum-could-stagger-the-imagination)
* Read [Pompeii row erupts between rival scientific factions](https://www.theguardian.com/science/2019/jul/22/pompeii-row-erupts-between-rival-scientific-factions). Highlight and annotate key arguments against excavation in Pompeii presented in the article.
* Complete the for and against scaffold below discussing whether the Villa of the Papyri should be excavated or not:

|  |  |
| --- | --- |
| For excavation  | Against excavation |
|  |  |

* Using the scaffold complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X77i1CJFw8I.link) discussing whether the Villa of the Papyri should be excavated or not. Support the response with information from the previous activities.

### Ethical issues: study and display of human remains

* Use [New Skeletons From Pompeii Shed Light On Humans' Response To Disaster](https://www.forbes.com/sites/kristinakillgrove/2018/10/25/new-skeletons-from-pompeii-shed-light-on-humans-response-to-disaster/?sh=3514d59b4d69) to conduct a brainstorm about reasons why human remains are invaluable historical sources and information.
* Complete the reasons for and against comparison below:

|  |  |
| --- | --- |
| Reasons for the study and display of human remains | Reasons against the study and display of human remains |
|  |  |

* Use the [ICOM Code of Ethics for Natural History Museums](https://icom.museum/en/resources/standards-guidelines/code-of-ethics/) to discuss the ‘rules’ for displaying the dead, which must be followed. Implications include:
	+ no ethnic identification if demeaning or so no purpose
	+ effective signage
	+ protection against physical deterioration
	+ use of replicas to avoid offence
	+ positioning away from main exhibition
	+ religious groups considered.
* Read [A Point of View: Pompeii's not-so-ancient Roman remains](https://www.bbc.com/news/magazine-20407286). Annotate the article and answer the following questions:
	+ What is Mary Beard’s view concerning the viewing of ancient plaster casts? How does the author support this view?
	+ What is Mary Beard’s view concerning the reconstruction and conservation work at Pompeii?
* Complete the scaffold below and then write an extended response explaining the ethical issues facing the display and study of remains at Herculaneum and Pompeii. Use sources to support the response.

|  |  |
| --- | --- |
| Sources | Information regarding ethical issues |
| Source A: |  |
| Source B: |  |

* Complete an [Exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link) to comprehend the level of understanding.

### Value and impact of tourism: problems and solutions

* Design a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X72wCwNhOYI.link) describing tourism in the Cities of Vesuvius using [tourism data](http://pompeiisites.org/en/archaeological-park-of-pompeii/visitor-data/). The concept map could include:
	+ number of tourists at each site
	+ types of tourists who visit
	+ general trends in tourism (substantially higher in Pompeii, increasing at both sites).

**Teacher note -** Positive impacts could include– revenue for conservation; education; local economy (restaurants, tour operators, shops, hotels).

Negative impacts could include – physical damage (‘souvenirs’, rubbish, wearing down surfaces, camera flashes, breath, perspiration, body oils); effective amenities needed; overcrowding affecting visitor experience.

Possibly solutions –  limiting physical damage - by reducing promotion of ‘must-see’ properties; redirecting itineraries; developing thematic routes; getting guides to promote different, less-known parts of the site; promoting other Vesuvian sites apart from Pompeii; increasing security; fine for removal of material.

Effective amenities - Increase fees for admission

Overcrowding – capping daily numbers and group sizes; restricting visiting hours; diverting tourists to other Vesuvian sites; liaising with travel agents to have more varied packages for tourists; developing infrastructure with better transport to less well-known sites and Herculaneum.

* Complete the scaffold below outline the positive and negative impacts of tourism and possible solutions to the negative impacts:

|  |  |  |
| --- | --- | --- |
| Positive impacts of tourism | Negative impacts of tourism | Solutions for negative impacts |
|  |  |  |

* Read and highlight aspects of the [regulations for visitors](http://pompeiisites.org/en/visiting-info/regulations-for-visitors/) implemented by the Archaeological Park of Pompeii to try and minimise damage from tourism.
* Read, highlight and annotate key aspects of the article – [Can a restored Pompeii be saved from ‘clambering’ tourists?](https://www.nytimes.com/2019/10/25/travel/pompeii-restoration-overtourism.html) In particular, highlight:
	+ steps put in place by the Archaeological Park of Pompeii to protect the site from damage from tourists.
	+ ways the site is still being damaged by tourists today.
	+ possible solutions to these problems.
* In groups read one of the following articles and complete a [Jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X7yG_pkYkQ4.link) presenting its position on tourism:
	+ [Tourist damages ancient site in quest for good photo](https://www.news.com.au/travel/travel-updates/tourist-damages-ancient-site-in-quest-for-good-photo/news-story/cfc2409995983628b38ac881c09f5612)
	+ [Tourists are finishing what the volcano started in Pompeii](https://nypost.com/2016/02/24/tourists-are-finishing-what-the-volcano-started-in-pompeii/)
	+ [Rule and tips to photograph the ruins of Pompeii](http://www.pompeiitaly.org/en/pompeii-ruins/rules-and-tips-for-photographing-the-ruins-of-pompeii/)
	+ [Does it matter if a house at Pompeii falls down?](https://www.the-tls.co.uk/articles/does-it-matter-if-a-house-at-pompeii-falls-down/)
* Write a paragraph explaining why the issue of tourism has been described as a paradox.
* Complete an [Exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X7bxNYjkCrk.link).

## Assessment and marking criteria

**Teacher note -** when using this task, ensure it is placed on the school template and follows all assessment requirements.

The marking criteria uses the [Performance band descriptors for Ancient History](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017/performance-band-descriptions) as its basis.

### Outcomes

* **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

### Task

Create a 60-minute podcast that can be used by HSC students to revise for their final Ancient History exam. Your podcast must discuss and evaluate information about each of the following:

* the geographical setting and natural features of Campania
* the eruption of AD 79 and its impact on Pompeii and Herculaneum
* early discoveries and the changing nature of excavations in the 19th and 20th centuries
* at least 2 sources that show evidence about each of the following:
	+ the economy
	+ the social structure
	+ political life
	+ everyday life
	+ religion
* reconstructing and conserving the past including:
	+ changing interpretations
	+ issues of conservation and reconstruction
	+ ethical issues

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Evaluates differing interpretations and representations of the past.
* Plans and conducts historical investigations and presents reasoned conclusions analysing and interpreting sources for evidence and synthesises that evidence.
* Demonstrates sophisticated understanding and use of historical concepts and terms, communicating to a high level through a well-structured and comprehensive podcast.
* Demonstrates comprehensive understanding of continuity and change over time including issues relating to the ownership, custodianship and conservation of the ancient past.
 | A |
| * Analyses differing interpretations and representations of the past.
* Plans and conducts historical investigations and presents reasoned conclusions analysing and interpreting sources for evidence.
* Demonstrates thorough understanding and use of historical concepts and terms, communicating a coherent, well-structured and comprehensive podcast.
* Demonstrates a well-developed understanding of continuity and change over time including issues relating to the ownership, custodianship and conservation of the ancient past.
 | B |
| * Discusses interpretations and representations of the past.
* Plans and conducts historical investigations and presents reasoned conclusions using sources for evidence.
* Demonstrates understanding of historical concepts and terms communicating a general argument through a well-structured podcast.
* Demonstrates sound understanding of continuity and change over time including issues relating to the ownership, custodianship and conservation of the ancient past.
 | C |
| * Identifies interpretations and representations of the past.
* Plans and conducts historical investigations and presents conclusions making references to sources.
* Uses basic historical concepts and terms, communicating basic information through descriptive texts not a podcast.
* Identifies features of continuity and change over time including referring to at least one of the following: ownership, custodianship or conservation of the ancient past.
 | D |
| * Conducts historical investigations and presents conclusions making limited reference to sources.
* Uses limited historical concepts and terms, providing limited information in narrative style.
* Recognises aspects of continuity and change or continuity or change with limited reference to ownership, custodianship or conservation.
 | E |