# **Classical Studies Level 2, Course Outline 2**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement standards can be structured within a year-long teaching and learning programme.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration**  Total of 32 weeks |
|  | Whakawhanaungatanga Teacher to run series of activities with the purpose of getting to know students, students getting to know each other and students getting to know teacher. Activities might include:   * delivering mihi * playing two truths and one lie * scavenger hunt – Classical Studies themed.  Introduction to the classical world Teachers to access prior knowledge of students via discussion, survey, or other form:   * Where is the classical world? * What do you know about the belief systems in the classical world? * What do you know about the nature of the gods from the classical world? * What do you know about the role of mythology in the classical world? * Do you know any pūrākau from the classical world? * Why have you chosen to take this subject? * What is something that you would like your teacher to know about you?   Based on student responses, the teacher gives an overview in subsequent lessons around where the classical world is, the belief systems, gods, and role of mythology, adjusting depending on the prior knowledge of students in the class.  Students are given an opportunity to engage with one of the areas covered to find out more, such as belief systems and present their findings to the class. Presentation options could include concept maps, infographics, or listicles. | 2 weeks |
| Gain an appreciation for the literary, artistic, historical, societal, philosophical, and religious content and concepts from the classical world  Interpret, connect, and draw conclusions from primary source evidence, with consideration of strengths and limitations of sources    Use secondary sources to inform understanding of the classical world  Apply understanding of tikanga Māori to draw parallels and strengthen understanding of the rights, roles and responsibilities of individuals and groups in the classical world  Develop an understanding of the ideas, values, beliefs, identities of the classical world through consideration of mythos, fonua, and wairua  Make connections between the classical world and other cultures and societies  Understand discipline-specific terms  Relate Greek and Latin concepts of the classical world to mātauranga Māori, Pacific knowledges, and their personal experience | Mythology - The world of the heroes A Pacific hero  **Ākonga will activate prior knowledge about heroes in mythology and explore the concept of the hero through te ao Māori and a worldview from a Pacific culture to understand the common characteristics of a hero and how that relates to the society they are created in.**  Ākonga will:   * brainstorm characteristics that they believe heroes hold based on their worldview * read the tales of Maui, such as his stealing of fire from Mahuika or slowing the sun * identify the characteristics of Maui that make him a hero * discuss how the characteristics identified reflect the social/historical context of countries in the Pacific and why these qualities were particularly important to historic Polynesian society * explore how oral traditions have been used in te ao Māori and cultures from the Pacific as a way of recounting the history of ancient times and the adventures of gods and deified ancestors.   Greek mythology - Who is a hero?  **Ākonga will learn the key qualities of the Greek hero and the role they played in Greek mythology and Religion. They will examine hero myths and begin to understand how to use primary sources, identifying the ways in which different heroes display these qualities.**  Ākonga will:   * explain the concept of a hero in Greek mythology and how they played a similar, but different role in Greek religion. Look at the story of Cleomedes of Astypalaeans to demonstrate that heroes were not held to a moral code. * define the concepts of arete, timē, kleos, aristeia, nostos and aischros (plus others) and why they were important qualities in the Greek world * read a summary of the myth of Heracles and match the primary source (Greek vase or literary extract) to the different labours of Hercules * using either the Greek vase or literary extract, teacher models how to analyse it. Teacher models annotating of source for students. This will help demonstrate the skills the students will need for **AS 2.1**. * identify which heroic qualities Heracles demonstrated and justify which labour they believe is the most heroic * select either Theseus, Jason, or Perseus and present a summary of their myth back to the peers. This summary could be in the form of a graphic novel strip, dramatization, or written account. * annotate a piece of primary source material for their selected hero and explain how it demonstrates the heroic qualities. This is submitted as a formative assessment. * compare and contrast the different heroes and the way in which they demonstrated their heroic qualities * discuss the similarities and differences of the Greek hero to Maui and consider how these could be explained by the wider context of the societies in which the hero was created * examine the stories of the Amazons, Medea, and Atalanta to identify their characteristic and treatment within Greek mythology and the position they within Greek religion. Students choose one of these stories to explore in more detail and present their findings to the class in the form of a seminar, visual presentation, or infographic.   Introduction to **AS 2.1**: students receive guidance around which theme to use and begin to select sources from the ones provided by the teacher that they will use for their annotations. If students are going to use Assessment Activity 2.1a, teachers can use the following activity:  Concept circles: Manaakitanga, Utu, Whakapono  Students complete concept circles for the above concepts from te ao Māori. This will allow students to draw on their own knowledges and experiences and draw connections with ancient Greece and Rome.  Class discussion: Can we make connections between the figures we have studied in class and the concepts of manaakitanga, utu and whakapono? Can we make any connections with our knowledge of pūrākau from te ao Māori?  The Homeric hero  **Ākonga will learn the importance of the Homeric epic and gain an appreciation for the heroes in these myths, building an understanding of how the Homeric heroes reflect the context in which they were created.**   * Research the key characteristics of the time periods that are significant to the Homeric epics - The Bronze Age and the Myceaean period. * Create a list of the characteristics/structure of oral epic poetry. Examine a piece of rap or hip-hop music and compare it to oral epic poetry focusing on how they both depend on a distinct rhythm and dialect featuring conventional formulaic phrases. * Explain the importance of these works and the influence they have had on literature. Watch *Invitation to World Literature - The Odyssey.* * Describe the myth the “judgement of Paris” and how it set up the Trojan War. * Outline the plot for both the Iliad and the Odyssey. Teachers could give students the key plot points and have students sequence them into the correct order. Students then choose one key plot point/event and justify why this event was significant, and for whom. * Create a list of the characteristic of the Homeric hero - including Kleos and Tĩme. * Explain why these Heroic characteristics were values by the society in which the Iliad and Odyssey were set. * Annotate extracts from the Iliad and/or The Odyssey where different characters demonstrate heroic qualities.   Formative assessment: students have an opportunity to write an essay in response to an essay question on an artistic or literary work. Students could complete this in small groups or individually. Students could peer-assess each other and use the feedback to refine their essays before handing their work to be marked by the teacher.  **The learning activities for this topic provide opportunities to examine primary sources in preparation for AS 2.1 (Internal) and prepare for the assessment of Assessment of Achievement Standard 2.4 (External)** | 1 week  3 weeks  2 weeks  3 weeks |
| Gain an appreciation for the literary, artistic, historical, societal, philosophical, and religious content and concepts from the classical world  Interpret, connect, and draw conclusions from primary source evidence, with consideration of strengths and limitations of sources    Appreciate that interpretations of events, places, individuals, and groups are affected by limitations of sources  Use secondary sources to inform understanding of the classical world  Explore interactions between individuals, institutions, societies, and other entities in the classical world through vā and whakawhanaungatanga  Understand how the exercise and structures of power, such as kuleana, rangatiratanga, and auctoritas have consequences for individuals, groups, and society  Explore events, places, conflicts, figures, and ideologies of the classical world and how they impacted classical societies  Understand discipline-specific terms  Relate Greek and Latin concepts of the classical world to mātauranga Māori, Pacific knowledges, and their personal experience | Alexander the Great - copycat hero  Students will explore the life and times of Alexander the Great by examining the texts of Arrian, Plutarch, Curtis Rufus, and other primary sources. Secondary sources such as Artus, Hamilton, and Fox may also be used.  The murder of Philip  **Ākonga will come to an understanding of the nature of rangatiratanga in the Macedonian world and investigate a key event in the ancient Greek world. They will understand the Vā of the Macedonian royal court and the people in and around the Macedonian Kingdom.**  Ākonga will:  Explore the nature of rangatiratanga in Macedonia, examining Philip as a Basileus, looking at his accomplishments and reforms of the military.  Examine each of the suspects for Philip’s murder in turn, splitting into teams for the prosecution and defence for each of the possible individuals and presenting their cases to the class, based on the primary source evidence and their knowledge of the Macedonian world. The class will then vote on who they see as the most likely culprit.  Students select one of the events and produce extended written response to help prepare for **Achievement Standard 2.3**. Students could be given access to notes to do this and could do this in groups/pairs with teacher scaffolding or could do this individually.  Students also to have an opportunity to do some work on **Achievement Standard 2.1** in class. Teachers may wish to spend structure this in a few different ways, for example having a part of a lesson every week or every few weeks for students to select their primary sources and continue their annotations or they may wish to have a week (or more) dedicated to this.  The New Achilles  **Ākonga will examine the pūrākau around Alexander the Great and make connections to the heroic ideas presented to them in the first term. At the same time, they will examine the elements that contributed to Alexander’s growth in rangatiratanga and toa.**  Ākonga will:  Explore the pūrākau surrounding the upbringing of Alexander the Great. What do the tales of Zeus visiting his mother as a snake, the taming of Bucephalus and the questioning of the Persian Ambassadors imply?  Explore Alexander’s military and political education. What did he learn from his father? This will include understanding his time as regent and the importance of his role at the Battle of Chaeronea.  Explore how did Alexander consolidate power once he was king? What actions were in keeping with Macedonian rangatiratanga? Examine here the murder of potential political opponents, subjugation of rebellious or potentially rebellious areas.  Examine Alexander’s actions at Troy. What do these tell us about how he saw himself? What does it tell us about how he wished others to see him? Link this back to the unit on heroes. Which traits was it important that Alexander exemplify if he wished to be seen as a true hero?  Kleos and Aristeia  **Ākonga will understand the conflicts that showed Alexander’s toa and his growth in mana amongst friend and foe alike.**  Ākonga will:   * explore the extent of Alexander’s conquests by conducting map work looking at areas taken and their modern equivalents today * examine Alexander as a military commander. Look into his major field battles: Granicus, Issus, Gauagamela and the Hydaspes and the siege of Tyre by dividing students into groups to make presentations to the class. Relate these to events for AS 2.3. * explore Alexander’s other actions - his generosity and magnanimity. Why are these a part of the image of a hero?   Child of the gods  **Ākonga will make links between a key moment in Alexander's life and pūrākau around traditional Greek heroes.**  Ākonga will: Examine the importance of Alexander’s visit to Siwa. How do the pūrākau around this visit build on earlier understandings of Alexander as a person? Make connections to **AS 2.1**.  Following Dionysus  **Ākonga will examine how, as he moved east, Alexander revealed other sides to his character. Ākonga will see that even amongst ancient historians the narrative of this period is contested.**  Ākonga will examine the following questions:   * Why was Persepolis burnt down? Do Plutarch and Arrian agree? * To what extent can the conspiracies be explained as typical of Macedonian court politics, and to what extent are they something more? * Too much wine? Alexander, the death of Cleitus and drunkenness. What do the sources tell us? * The mutinies. Was Alexander still loved? * Evaluate the march through the Gedrosian Desert - his greatest mistake?   There is nothing worse than this I can suffer  **Ākonga will examine the end of Alexander’s career and examine how the interpretation of Alexander’s actions is contested by modern historians.**  Ākonga will:   * examine Alexander’s actions at the Susa Weddings. What was he trying to achieve? Fusion, or something else? Looking at Tarn’s thesis and the responses. * examine Alexander’s response to the death of Hephaestion. Make the comparison between Achilles and Patroclus. Is Alexander’s early death in keeping with his wanting to be seen as a hero?   My journey home is gone, but my glory never dies  **Ākonga will synthesise their learning about Alexander the Great, examining how the events, places, conflicts, figures, and ideologies of his time impacted Classical Societies.**  Ākonga will:   * examine the life of Alexander as a whole. As an individual, to what extent was he driven by the idea of Homeric heroism?   Portfolio curation  **Students will review their primary source annotations they have done and select their best five that they can polish up in relation to the selected theme. See the Assessment Activities and the Conditions of Assessment for further information**  **Possible themes that could align with this programme of work include:**   * religious sites of significance in the classical world * portrayal of women in Greek and Roman mythology * expressions of rangatiratanga in the classical world * relationship between religion and power in the classical world * importance of hero within the classical world * expressions of toa in the classical world.   Final review and curation of sources and annotations for submission of **AS 2.1** (Internal).  **Assessment of AS 2.1 (Internal)**  **These activities also provide opportunities for preparation for AS 2.3 (external). Students could focus on Alexander the Great as an individual or an event he was involved in.** | 2 weeks  1 week    2 weeks  ½ week  2 weeks  ½ week  2 weeks |
| Interpret, connect, and draw conclusions from primary source evidence, with consideration of strengths and limitations of sources  Use secondary sources to inform understanding of the classical world  Understand discipline-specific terms  Relate Greek and Latin concepts of the classical world to mātauranga Māori, Pacific knowledges, and their personal experience  Apply understanding of tikanga Māori to draw parallels and strengthen understanding of the rights, roles and responsibilities of individuals and groups in the classical world  Gain an appreciation for the literary, artistic, historical, societal, philosophical, and religious content and concepts from the classical world  Explore interactions between individuals, institutions, societies, and other entities in the classical world through vā and whakawhanaungatanga | Domestic Heroes? Women in Rome Introduction to ancient Rome  **Ākonga will be introduced to the Vā of the Roman world through exploring its early history and social structure**  Ākonga will:   * examine the myth of Romulus and Remus, and the abduction of the Sabine women * interpret maps that show the expansion of the Roman Empire over time * annotate a diagram showing the social structure of ancient Rome to show the ways in which this structure shows that Roman society was hierarchical and patriarchal? What was the place of women in this social structure? * watch Meet the Romans with Mary Beard episode 1 to gain an appreciation of the diversity of the people in the Roman world.   The role of women in society  **Ākonga will learn that women played an important role in Roman society as daughters, wives, and mothers, and that their lives were as diverse in the Roman world as they are now. They should recognise the primary sources on women were from a male perspective and therefore we need to examine a range of sources to draw conclusions**  Ākonga will:   * reflect on their own experience to explain the rights, roles, and responsibilities of women in their own whanau and apply their understanding of Tikanga to explain why women have these rights, roles, and responsibilities * use primary and secondary sources to examine the life cycle of a Roman woman from birth, childhood, marriage, and death. Draw conclusions on the importance of women in Roman society? In what ways are the rights, roles, and responsibilities of women in Aotearoa similar or different to Roman women? * research the laws that impacted on women’s lives in the late Republic and Empire such as the right to divorce, property rights, inheritance laws and adultery laws. Draw conclusions about the rights of women in the Roman world? * investigate Roman virtues such as pudicitia, pietas, frugalitas, dignitas, and concordia and explain the ways in which a Roman woman could display them. | 1 weeks  2 weeks |
| Interpret, connect, and draw conclusions from primary source evidence, with consideration of strengths and limitations of sources  Use secondary sources to inform understanding of the classical world  Appreciate that interpretations of events, places, individuals, and groups are affected by limitations of sources  Explore events, places, conflicts, figures, and ideologies of the classical world and how they impacted classical societies | Case studies of women in power  **Women and Religion**  **Ākonga will examine the ideology and place of women in Roman religion**  Ākonga will:   * explore the importance of the Vestal Virgins within Roman state religion focusing on the selection process, duties, and punishments. They should evaluate the ways in which the Vestal Virgins embodied the Roman virtues and the important role they played in Roman religion and society. * examine the way that Vestal Virgins were portrayed in art and literature * investigate Roman religious festivals connected to women such as Vestalia, Bona Dea and Matronalia * engage with primary and secondary source material on the Cumaean Sybil to explain why she was significant.   **The women in Augustus’ life**  **Students will learn that the women in Augustus’s family, specifically Octavia Minor, Livia Druscilla, and Julia the Elder were expected to set a positive example to Roman society. They were subject to Augustus’ auctoritas and seen as vital to the succession.**   * Examine the different moral reforms of *Lex Julia* that Augustus implemented and why he implemented them. * Unpack Augustus family tree and identify the key women in his life and annotate Suetonius Life of Augustus 63-65 to see how each woman was connected to the succession. * Engage with artworks of these key women and the ways in which they reflect the gender ideal at the time. Write an essay in response to artworks in preparation for **AS 2.4**.   **Assessment of AS 2.2** using Assessment Activity 2.2a or Assessment Activity 2.2c. Students have eight hours of class time to complete this assessment. Refer to Assessment Activities and Conditions of Assessment for further guidance.  Students spend time collecting primary sources they wish to bring into the assessment for **AS 2.4**. Teachers may wish to give further opportunities for practice responses (written or oral) to prepare for the assessment at the beginning of Term 4. | 1 weeks  2 weeks  1 week  1 week |
|  | Assessment period for **AS 2.4** begins. Students have six hours of class time to be used within a two-week window.  **Assessment of AS 2.4 (External)**  Revision activities for **AS 2.3**, which could include:   * timed practice responses using questions * scaffolded extended practice responses using questions. Students select questions and plan response with guidance from teacher as a whole class. Students work in pairs/threes to create jigsaw essay. * peer review of response with another pair/three. Original group then have opportunity to refine response further using feedback. Teacher to give guidance around how to give constructive feedback and a clear structure for doing so. * role on the wall – fill in template for figure from the classical world * create mind-maps * time to write cue cards * Socratic Seminar- this could be a silent Socratic Seminar (done online on a shared digital document). Teacher to give careful guidance around roles and expectations around participation. Socratic Seminar could include a student facilitator.   **Assessment of AS 2.3 in the end of year external assessment period.** | 4 weeks |