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Topic	Amarantus' neighbourhood and Roman society
Enquiry	What sort of people might have lived in Amarantus' neighbourhood?
Objectives	<p>This lesson introduces the scheme as a whole and sets up the final outcome of the enquiry.</p> <p>Students are also introduced to the location and archaeology of the House and Bar of Amarantus and will make initial claims about the House and Bar and the people who lived there based on selected archaeological finds.</p>
Topic chapter and title	1.1 A World Full of Gods and Dogs
Chapter summary	Amarantus barter for some fine wine from Romulus the wine-seller, but drops the amphorae he's carrying when he dives into the road to save a puppy.
Teaching resources	<p>Powerpoint: Lesson 1.1; Amarantus and his Neighbourhood</p> <p>Workbook: What claims can we make?</p>
Evidence pages	<p>The Bar</p> <p>Amphorae</p> <p>House 12</p> <p>Amarantus was here! (Graffito from House of the Fruit Orchard)</p>
Think question	<p><i>What does Amarantus mean when he says 'thirty years of being a slave will do that to you'? What does it tell us about his life?</i></p> <p>Amarantus is a slave at this point in the story; have students consider what this means in practice:</p> <ul style="list-style-type: none">Hard labourLack of free choicesRisk of punishmentAt the mercy of your owner <p>What do they know about slavery? Does it exist in the modern world?</p>

Main activity and notes

Most sessions begin with the story, followed by discussion of the 'Think' question before getting into the Main Activities, but for lesson 1 instead set the scene and introduce the Bar, before reading the first chapter and having the 'Think' discussion to close.

This lesson is structured around the powerpoint Amarantus and his Neighbourhood.

Slide 2-3: Types of historical story

- These two slides open with a discussion designed to get students thinking about types of historical stories and how they are constructed
- The discussion is highly subjective and should be wide-ranging, there is no 'correct' answer
- The aim is to have students acknowledge that historians are telling one more type of story in many ways, and have them think about how evidence informs fiction and non fiction

Slides 4-6: The Enquiry

- These slides introduce the overarching enquiry which forms the backbone of this scheme of work
- Each topic culminates in a smaller enquiry task which feeds into their eventual final outcome task
- You should consider how students will be structuring/filing these tasks, options include:
 - Creation of a specific 'learning journal' where enquiry tasks are completed separately to the other learning activities
 - Ways to differentiate these tasks from the others if all being completed in one exercise book (for example using a different colour pen, highlighting the title, copying the Amarantus enquiry symbol – the graffiti with question marks – onto the top corner)
 - Use of learning software such as Google Classroom where students can record these tasks digitally and you can check them online
- You may wish to familiarise students with the Amarantus website at this point should they wish to spend time looking at evidence and reading the story independently

Pompeii, what do we know? (Slides 7-10)

Slide 7

- This slide opens with a map of the bay of Naples which shows the area affected by the eruption of Vesuvius, begin by asking students for any prior knowledge they may have
- On next click the map will move to reveal some basic knowledge about Pompeii and the eruption of Vesuvius, to set the scene for the rest of the lesson

Slide 8

- This shows a plan of Pompeii indicating the excavated and unexcavated areas; indicate to students how much is unexcavated and the implications for our understanding; we can't tell everyone's stories
- Point out how the lattice of streets forms rectangular blocks of buildings, may wish to introduce vocabulary 'insula' (plural insulae) here (this does get reinforced later)

- Features to point out and discuss:
 - The orange block is 'insula 9 in region 1' – the insula in which most of our story and study will take place.
 - Northern half of insula opens onto the Via D'abbondanza – one of the main streets in Pompeii
 - Southern half of insula - in which bar is located - opens onto a quieter, much smaller street. Not a backwater though as it leads to the amphitheatre (large oval on the right of the image)
 - The characteristics of the insula and its inhabitants will form the basis of future lessons, but this is a good opportunity to get students thinking about what they might expect

Slide 9-10

- Close up of insula 9 overlaid on second click with Google maps image showing excavated and unexcavated areas, and then an even more detailed view with buildings labelled – indicate Houses 11 and 12 on which the rest of the lesson will focus
- Again ask students if they notice anything or have any thoughts; they may notice how many buildings are all squashed into this and the other insulae, it's very crowded!

Optional: Roman houses (Slide 11)

- We will be revisiting Roman houses and their make up later in this Topic, so this learning will be consolidated.
- This activity/introduction is intended purely as a way for students to begin to get comfortable with some of the areas of Amarantus' house and bar to allow them to make claims in this lesson.
- The map of Amarantus' property on Slide 11 is also on the first page of Worksheet: What claims can we make?
 - The key on the slide gives the Latin names for rooms/features in brackets, these are not essential learning but you may wish to introduce them
 - You may wish to have students label their copies
 - The website has more evidence and explanation about parts of the house
 - The orange dots denote find sites of amphorae, these will be referred back to at a later point so tell students not to worry now

Claims about Houses 11 and 12 (Slides 12-20)

- This discussion of the sources is teacher led and should be very clearly guided as it is the first piece of inference the class will be doing in this module
- Each slide contains images of certain finds or parts of the building, below are teacher notes for each slide with key information/inferences
- Students should take notes on Worksheet: What claims can we make? Describing the evidence in the first column and suggesting claims that can be made in the second
- Where the different finds were made are marked on the diagrams of House 12 on the slides, you may wish to point this out to students

Slide 12

- Façade of Houses 11 and 12 facing out onto the smaller street on the south side of the insula

- The two houses interconnect (refer back to larger plan on handout)
- House 11 has a wider doorway facing out onto the street and an L-shaped counter
- Claims:
 - This wider doorway and counter implies that *something* was sold both out onto the street but also inside the building
 - You may want to pause and ask students if they have any ideas what might be sold in this way (think of coffee shops today – ‘take away or have in?’) They may even think this counter set up looks like some cafes in the modern world

Slide 13

- Large main space in House 11, note jars by the stairs in the top left
- Second image is a pile of amphorae (wine jars)
- Claims: that one of the products being sold was wine, we are looking at an ancient Roman bar!
- Slide 14 is a nice image of an artist’s impression of what the Bar may have looked like

Slide 15

- Moving into House 12, which seems to have been the domestic residence (11 is the business)
- Lots of amphorae here as well – stored neatly the right way up, so we assume these were the full ones!
- Remind students that the two houses interconnect
- Claims: they used the main room (*atrium*) of the main house as a stockroom

Slide 16

- This is a more recent picture of the same area of the main room (*atrium*) you saw in the last slide; you can see the damage that has been done to the amphorae in the intervening period
- Have students find the *impluvium* on their plans of the house and label it
- In this picture you can see the *impluvium*
 - Except this one is fake! It doesn’t drain anywhere and there’s no evidence of a roof
- Claims:
 - You can see the impluvium from the street through the doorway; maybe it’s a way to make the house look grander than it is? You wouldn’t be able to tell it was fake at a distance

Slide 17

- These finds are from one of the front bedrooms
- The skeleton of a mule was found with a dog curled at its feet
- Both died in the eruption, the dog does not appear to have been chained up however so could probably have escaped the house had it wanted to
- Also found in this room was a LOT of dung, and a feeding trough
- Claims:
 - Originally historians thought that the animals had been brought inside to shelter during the eruption but the presence of dung and feeding trough actually implies that this room had been converted into a permanent stable

Slide 18

- A small gold ring found in the atrium
- The image on the ring is a donkey or mule
- Claims:
 - Well, it seems that the house owner was fond of donkeys!

Slide 19

- Tituli Picti are 'labels' on storage vessels which identify the owner, place of origin, contents etc
- This slide shows a picture of one amphora from the bar which has a label reading (abbreviated) Sextus Pompeius Amarantus – the name of the owner
- The significance of Roman naming conventions are further explored in the next lesson when looking at slaves and freedmen, so at this stage the explanation is simple so as not to overload students.
- If students are curious you can delve deeper into this inference; Roman citizens have three names, slaves one. The fact that 'Amarantus' is a non-Roman name – that is unlikely to be given to a freeborn citizen – in this three name format implies that the first two names were given on manumission by the former owner.

Slide 20: an overview of the claims that can be made based on the evidence looked at so far. You may wish to ask students to identify the evidence on which each claim is based.

Graffiti evidence (Slides 21-23)

Slide 21

- Much of the evidence in this module is 'graffiti' things written on the walls all over Pompeii, this slide gives a first introduction to Roman graffiti
- Note: 'graffiti' technically only refers to marks scratched into the walls, the correct term for the things which are painted is 'dipinti'. This distinction is not something that is explored in this module in detail however.

Slide 22

- This piece of graffiti was found near a mirror in the grand 'House of the Fruit Orchard' in the north of the insula. This house will be looked at in detail in lesson 1.3.
- The slide has a translation of the scratched words, and the accompanying pictures are also original.
- Claims
 - Amarantus and the owner of the House of the Fruit orchard must have known each other, although we don't know who wrote this message
 - We also don't know if the little drawings are of Amarantus and another man, or are just stylised typical 'cartoons'
 - We have chosen to take the one on the right as the basis for 'our' Amarantus however (and Laura Jenkinson based her drawing of Vatia – the owner of the House of the Fruit Orchard - on the character on the left) but do make clear to students that we could be totally wrong!

Slide 23

- Graffito found in garden of Amarantus' house next to a small shrine
- The date in the graffito reads the '14th (XIII) day before the kalends (1st) November (i.e 19th October) (in the year when) Balbus and Vetus were consuls', that is 19th October 6 BCE.
 - May wish to explain to students that this is how the Roman's handled years in their dates; remind them that our system was invented *after*

the Romans, they wouldn't have recognized "AD 63"

- Claims
 - We don't know what this graffiti marks! What do the students think? What dates do we tend to commemorate?

Slide 24: **Constructing interpretations and fiction**

- Open discussion with the class; what do they think these people were like?
- You may want to take notes on the board, or just allow a free discussion and for students to let their imaginations run!
- The goal of this narrative driven course is to encourage students to think of the Romans they are studying as real people, but also acknowledging how interpretations are constructed.
- There is space on the Worksheet for students to record their thoughts

Story

- After they have discussed their own ideas, move into reading the first chapter of the story.
- If there's time you may wish to discuss whether Caroline Lawrence's interpretation of Amarantus matches theirs

Think Question

Finish the lesson with the Think Question (detailed above) as a way to set up thinking about the Roman Social system (the topic of the next lesson).