

Pompeii Education Programme – Pre-visit and post-visit activities

Programme title

Pompeii Education Programme

Suitability

Students – Years 0–13

Curriculum – Levels 1–8

Length of programme

60 minutes

Vision

The Pompeii Education Programme encourages students to be:

- connected – effective users of communication tools and able to relate well to others
- actively involved – participants in a range of life contexts
- lifelong learners – active seekers, users, and creators of knowledge.

Principles

The Pompeii Education Programme is founded on the principles of the New Zealand curriculum. It embodies:

- cultural diversity – the programme reflects cultural diversity and values the histories and traditions of all people
- learning to learn – the programme encourages all students to reflect on their own learning practice
- coherence – the programme provides opportunities to make links within and across learning areas and opens up pathways to further learning.

Values

The learning experiences in this programme encourage students to value:

- diversity – students will learn different kinds of values as found in different cultures, languages, and heritages
- innovation, inquiry, and curiosity – students will learn to value thinking creatively, critically, and reflectively.

Key competencies

The Pompeii Education Programme encourages students to develop various competencies.

Thinking

The students will locate, organise, and present information about daily life in Pompeii to understand how Pompeians lived compared with how people live today.

Participating and contributing

The students will explore, question, and form opinions about the impact that the eruption of Mount Vesuvius had on:

- the people of Pompeii
- archaeologists who discovered the remains of Pompeii
- our lives today.

They will contribute appropriately as group members.

Using language, symbols, and texts

The students will interpret language and symbols within the exhibition and a variety of texts, including written, oral, and visual language.

Managing self

The students will work capably as individuals and as part of a group as they move through the exhibition.

Relating to others

The students will share ideas, listen actively, and work together to form opinions on the effects of the eruption of Mount Vesuvius.

Social studies strand(s) – Level 4

The Pompeii Education Programme aligns with level 4 of the New Zealand curriculum, particularly social studies. Students will gain the knowledge, skills, and experience to:

- understand that the eruption of Mount Vesuvius had causes and effects
- understand how formal and informal groups make decisions that impact on communities
- understand how people participate individually and collectively in response to community challenges.

Cross-curricular links – Level 4

Science	Nature of Science – Students will appreciate that science is a way of explaining the world and that science knowledge changes over time. Planet Earth and Beyond – Students will develop an understanding that water, air, rocks and soil, and life forms make up our planet.
Arts	Visual Arts – Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.
English	Listening, Reading, and Viewing – Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. Speaking, Writing, and Presenting – Students will select, develop, and communicate ideas on a range of topics.

Programme overview

This education programme gives students an opportunity to investigate what life was like in Pompeii until the Mount Vesuvius eruption of 79 AD.

The programme introduces students to Pompeii with a timeline of Roman history, leading up to the eruption of Mount Vesuvius. Students examine the broader social context, looking at economics and trade, entertainment, and sanitation and health.

Comparisons are made with the 1886 eruption of Mount Tarawera throughout the programme. Students are also encouraged to make connections between the Māori god Rūaumoko and the Roman god Vulcan.

Students investigate daily life in Pompeii, including Pompeian houses and possessions, and make comparisons with life as they know it. They are able to handle textiles – to experience the weight of a gladiator's battle shield and to feel the grooves created by graffiti carved into a panel. They are encouraged to critically examine a range of lifestyles, including those of men, women, the wealthy, and the poor.

Students have the opportunity to experience a 3D animation illustrating what a resident of Pompeii would have experienced on 29 August 79 AD, the day of the eruption. The effects of this eruption are discussed. Students also have the opportunity, **if teachers will permit**, to view body casts of people caught in the pyroclastic (rock and ash) flow that buried Pompeii for thousands of years.

Learning outcomes

By the end of the programme, students will be able to:

- compare community life in Pompeii 79 AD with life today, using examples from the realms of trade, social events, and everyday household objects
- identify the causes of the Mt Vesuvius volcanic eruption in 79 AD
- describe the effects of the eruption on the city and citizens of Pompeii
- compare the eruption of Mount Vesuvius with the 1886 Tarawera eruption.

Pre-visit and post-visit activities

This section includes:

- social studies activities
- science activities
- arts activities
- disaster-related activities
- activities for older or advanced students.

Social studies activities

- Use snippets of the film *Gladiator* to introduce students to Roman culture. Ask students to form groups and visualise sitting on a street in Pompeii a few days before the eruption. Narrow the focus to the sense of hearing, and have them list everything they would or wouldn't hear. For example, they might hear a cart with wooden wheels on a stone road, but they wouldn't hear car motors.
- Create a comic strip of the daily life of a child in Pompeii. Give students a range of words to incorporate into the strip, for example: forum, gladiator, Latin, villa, mosaic, basilica, amphitheatre, and aqueduct.
- Brainstorm and discuss the houses found in different climates around the world. Ask students to guess how houses in Pompeii might have looked and to illustrate their ideas. Have them consider what household items and waste systems might have been used. Finish by watching the *House of the Vine* on the Melbourne Museum website.
- Have students create a journal from the perspective of a Pompeii community member. They should make at least five observations about daily life just before and during the early stages of the eruption. Get them to use as many Latin words as possible for fun.
- Have students display photos of artefacts that they saw in the exhibition. They can then bring in examples of their modern counterparts and make comparisons between them.
- A Pompeii tavern needs a new sign. Have students design one (including a logo) to advertise the tavern's selection of food and beverages to local residents. You could extend this activity by assigning different businesses to groups of students. Have them present their designs to the rest of the class and describe how their business operates. As a result, the class can build up an idea of the economic structure of the town.

- Introduce this scenario: 'Imagine you are a Roman mother doing the grocery shopping. What would you buy?' Have students design and illustrate a day's menu for a wealthy family. Then have them design one for a poor family or slave. Discuss the differences.
- Compare Pompeian culture with other cultures that existed around 79 AD, for example, Egyptian or Aztec cultures.
- Ask students: 'What will life look like in 100 years? In 1,000 years?' Have them create a time capsule containing objects, images, or ideas that are important to them. They could bury it in their backyard or keep it somewhere safe and then check it after a year. 'What has changed about what is special to you?'

Science activities

- Ask: 'What type of volcano was Mt Vesuvius? Is it likely to erupt again soon?'
- Simulate your own volcanic eruption by following the instructions at Funschool (<http://funschool.kaboose.com/globe-rider/space/erupting-volcanoes.html>). This is a messy project. Wear old clothes and work on newspapers or, even better, outdoors.
- Explore what archaeologists are studying in the Pompeii region today. Discuss the laws that guide the site. Have students work in pairs to research major archaeological finds elsewhere in the world. On a large world map, they can use coloured pins to locate and label the finds. They should state the location, the date of the find, and what was found.

Arts activities

Take photos of your class doing these fun art activities and upload them to *OurSpace* at Te Papa (<http://www.ourspace.tepapa.com/login>). Sign up today!

- Every culture has myths to explain physical events. Have students research Māori and Roman myths relating to volcanology. Then have them perform these myths as short dramas. They could also write a modern myth explaining volcanic eruptions.
- Ask students to create jewellery, sculptures, or frescos like those found in Pompeii. They could use papier mâché and other media. Turn an area of the classroom into an exhibition space to display their work. Invite another class to tour the space.
- As a class, discuss murals and graffiti around town. 'What do the images mean, and why they are legal or illegal?' Compare the images with the graffiti and frescos found in Pompeii. Have students use the techniques and styles of the ancient Romans (such as fresco) to create artworks expressing their own ideas and messages.

- Have students create their own Roman-influenced mosaics using magazines, coloured paper, and other recycled materials.
- Make a class fresco inspired by those seen in the Pompeii exhibition and informed by an investigation of other frescos.

Disaster-related activities

- Ask students to imagine and share what it might be like to experience a volcanic eruption. Then watch a video clip of a recent eruption. Tell students that there was no word for 'volcano' in Latin. Discuss what this might suggest about Roman culture.
- Have students work in pairs to create a presentation or poster comparing the Vesuvius eruption with the Tarawera eruption that destroyed the Pink and White Terraces.
- Have students investigate a local, national, or international disaster and answer the following: 'What caused the disaster? What were its effects? How did the community react? Could people have prepared better and, if so, how?'
- For other disaster-related activities, please contact us at Te Papa Education (<http://www.tepapa.govt.nz/Education/Pages/ContactEducationTeam.aspx>).

Activities for older or advanced students

- Analyse the letter of Pliny the Younger to find evidence of attitudes toward the Vesuvius eruption of 79 AD and the destruction it caused.
- Have students analyse the film *Gladiator* or *Ben Hur* for aspects that seem historically accurate and aspects that seem out of place. They could comment on the costumes, sets, plot, dialogue, and so on. Have them write a report on their findings.
- Recent reports indicate that tourists to Pompeii are damaging the site. Have students write a paper stating whether they think people should be able to visit Pompeii and for what reasons. 'Why is conservation of the site so important? What measures would you suggest to improve the situation?'

Resources – Websites and books

We suggest that your visit to Te Papa be part of a broader unit of work. The following websites, books, videos and DVDs may be of use to you.

Websites suitable for all students

Pompeii	<p>Discovery Channel http://dsc.discovery.com/convergence/pompeii/pompeii.html</p> <p>Watch a video recreation of the day Mount Vesuvius erupted.</p> <p>http://dsc.discovery.com/convergence/pompeii/quiz/quiz.html</p> <p>The volcanic eruption of Vesuvius in 79 AD caught most of the Roman population off guard. Would you have survived? Take a quiz to find out.</p> <p>Melbourne Museum – House of the Vine http://museumvictoria.com.au/melbournemuseum/discoverycentre/pompeii/about-the-exhibition/house-of-the-vine</p> <p><i>House of the Vine</i> is a virtual recreation of a Pompeii house (3 minutes).</p> <p>Minnesota State University http://www.mnsu.edu/emuseum/archaeology/sites/europe/pompeii.html</p> <p>This article summarises the history of Pompeii.</p> <p>thelumber.com http://www.thelumber.com/pom.html</p> <p>‘The History of Plumbing – Pompeii & Herculaneum’ looks at Roman water supply and hygiene systems and what they tell us about life in ancient Rome.</p>
Ancient Rome and archaeology	<p>BBC http://www.bbc.co.uk/schools/primaryhistory/romans</p> <p>This site has games and information on ancient Rome for primary students, plus ‘Teacher’s Resources’ that include worksheets, videos, and activities.</p> <p>Dig (Archaeological Institute of America) http://digonsite.com</p> <p><i>Dig</i> is a kids’ archaeology magazine and website offering information on archaeology, history, and ancient civilisations.</p>

<p>Volcanoes</p>	<p>Discovery Channel http://kids.discovery.com/games/pompeii/pompeii.html</p> <p>Enter the 'Volcano Explorer'. Build a virtual volcano and watch it erupt.</p> <p>Learn NC (Chapel Hill School of Education, University of North Carolina) http://www.learnnc.org/lp/media/lessons/gkingowe510200513726/plinyanticipationguide.doc</p> <p>Students use basic Latin (verum and falsum) to answer questions in this quiz about volcanic eruptions.</p> <p>Planetary Society http://www.planetary.org/explore/kids/activities/volcano.html</p> <p>This website shows you how to make a volcanic lava eruption and explains lava layering.</p> <p>Smithsonian Institute http://www.mnh.si.edu/earth/main_frames.html</p> <p>'The Dynamic Earth' includes an interactive section called 'Plate Tectonics and Volcanoes'. The information (available in multimedia or print form) can be used for lesson plans, classroom activities, and demonstrations for both primary and secondary students.</p> <p>Volcano World http://volcanoworld.wordpress.com/2009/04/06/whats-the-most-recent-eruption-of-vesuvius-and-will-it-erupt-again</p> <p>This website chronicles volcanic eruptions past and present. It also asks 'What's the most recent eruption of Vesuvius and will it erupt again?'</p>
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Websites suitable for older or advanced students

<p>Pompeii</p>	<p>BBC http://www.bbc.co.uk/history/ancient/romans/pompeii_portents_01.shtml</p> <p>'Pompeii – Portents of Disaster' is a comprehensive but relatively easy-to-read article covering the eruption of Vesuvius and the destruction of Pompeii.</p> <p>http://www.bbc.co.uk/history/ancient/romans/daily_life_gallery.shtml</p>
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	<p>'Work and Play in Everyday Pompeii Gallery' offers images of artefacts from Pompeii, with background information.</p>
Ancient Rome	<p>BBC</p> <p>http://www.bbc.co.uk/history/ancient/romans/social_structure_01.shtml</p> <p>'Social Pecking Order in the Roman World' discusses how people attained and displayed their status in ancient Rome.</p> <p>http://www.bbc.co.uk/history/ancient/romans/slavery_01.shtml</p> <p>'Resisting Slavery in Ancient Rome' looks at how slaves lived in ancient Rome and describes how some rebelled against their masters.</p> <p>http://www.bbc.co.uk/history/historic_figures/pliny_the_younger.shtml</p> <p>Pliny the Younger was a Roman official and writer. His letters are an important source of information on Roman history.</p>

Books

Pompeii	<ul style="list-style-type: none"> - Amery C. Curran Jr., B., Lincoln, F. <i>The Lost World of Pompeii</i>. United States: Getty Publications, 2002. - Ball, K., Cerisier, E., Millard, A. (Consultant). <i>Pompeii</i>. Usborne Books, 2006 - Cooley, A., Cooley, M.G.L. <i>POMPEII: A sourcebook</i>. United States: Routledge, 2004 - Foster, J. <i>History Spies: Escape From Vesuvius</i>. London: MacMillan Children's Books, 2009. - Harris, J. <i>Pompeii Awakened</i>. I. B. Tauris, 2007. - Mattusch, C. <i>Pompeii and the Roman Villa: art and culture around the Bay of Naples</i>. Washington: National Gallery of Art; London: Thames and Hudson, 2008. - Parker, V. <i>Pompeii AD 79: a city buried by a volcanic eruption</i>. Oxford: Raintree, 2006. - Pedrazzi, T. <i>The Great Mysteries of Archaeology: Pompeii</i>. England: New Abbot: David and Charles, 2007.
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	<ul style="list-style-type: none"> - Platt, R. <i>Through Time: POMPEII</i>. Boston: Kingfisher, 2007. - Pope Osborne, M., Christensen, B. <i>Pompeii: Lost and Found</i>. United States: Alfred A. Knopf, 2006
Tarawera	<ul style="list-style-type: none"> - Andrews, P. <i>Tarawera and the Terraces</i>. Auckland: Wilson and Horton Ltd, 1986. - Arbury, J. <i>Exploring Time: A History of New Zealand for Children</i>. Jacquelyn Arbury, 1995. - Boon, K. <i>The Tarawera Eruption: Events in New Zealand's History</i>. Wellington: Nelson Price Milburn Ltd, 1990. - Campbell, H and Hicks, G (eds). <i>Awesome Forces: The Natural Hazards that Threaten New Zealand</i>. Wellington: Te Papa Press, 1998. - Grayland, E. <i>New Zealand Disasters</i>. Longman Paul, 1983