

CLASSICAL STUDIES AND WHOLE SCHOOL PRIORITIES

Or How to get SLT to support you

SCHOOL CONTEXT

- The Royal High School was founded in 1128
- It is a state school in North West Edinburgh school role of approximately 1250 rising to 1600 in the next year or two
 1. Most of our catchment is SIMD 7-10 although there is a sizeable SIMD of 1-3
 2. Students have had 1 to 1 iPad coverage for 6 years
 3. The rising school role represents the main challenge faced to the school, lack of space and resources to accommodate students will lead to new building projects.



CLASSICAL STUDIES IN SCHOOL



Teaching the Classics was mentioned in the Royal Charter given to the school by King James VI



It has a long and proud tradition in the school



In 2010 the school was about to shut down the Classics department



I took over and my first year had 1 student who I taught Higher in my free blocks and a Friday after school



The second year I had 8 students who I taught Higher after school



Figures for next session are strong with 2 S3 classes, 1 S4 class, and 2 Higher Classes.



I received my GTC recognition with help from a retired Classics teacher A McCloud (of Perth High School) over 2 years.

CHALLENGES

Over the years there have been substantial challenges to the development of Classical Studies:

ISOLATION
LACK OF RESOURCES
LACK OF REASSURANCE
CULTIVATING UPTAKE
ESTABLISHING THE SUBJECT
MAINTAINING AND IMPROVEMENT ENGAGEMENT



But I started this process with a strategic aim to improve awareness with all of the major stakeholders

STUDENTS
STAFF
PARENTS
SLT

STUDENTS

- Strategies for engaging with students are perhaps the most obvious and varied:

Running a lunch time club looking at the “greatest hits” of the Classical World, mythology, the underworld, gladiators, slavery etc, has proven to be hugely popular, and a major reason in uptake in the junior years

All student work has been delivered digitally for 5 years, and all assessment has been completed digitally for the past 2

Have 3 weeks in the S2 timetable to deliver 1 lesson a week to introduce Classical Studies before subject choice.



PARENTS

- Use of school website, and app
- Twitter (I Hate it!) but it is extremely effective in publicising student work, generating momentum
- Updating school website
- Publishing leaflets about Classical Studies as a subject choice
- Creating easy to access web pages for information with programs like adobe spark:
[Higher Classical Studies Info Page](#)

Classical Studies in S5/6

AT THE ROYAL HIGH SCHOOL



STAFF

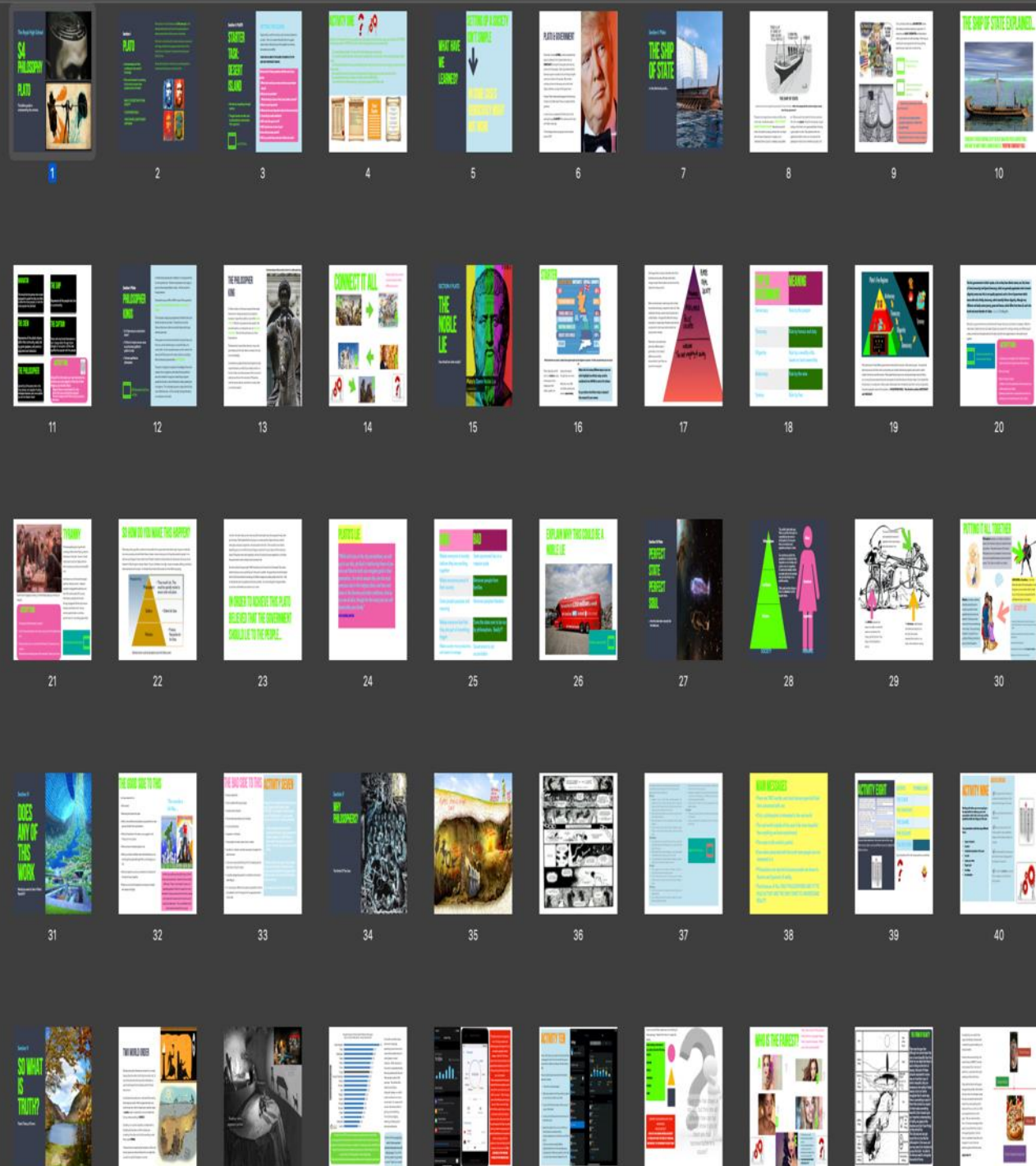
- Engaging in cross curricular work, for example with English on Greek tragedy, students in S3 read Antigone in some English classes
- Cultivating a network with other Classical Studies teachers, Edinburgh Council now has 5 state schools offering Classical Studies next session. Run a neighborhood group for staff in Edinburgh region including East and Midlothian 8 schools in total.
- Working with RMPS created digital resources on Plato's Republic to be taught with S4 (see following slides)
- Working with History to teach about Roman Britain in S1 history.

The Royal High School

S4 PHILOSOPHY

PLATO

The ballers guide to understanding the universe.



SLT

- Arguably perhaps the most important, without SLT buying in you have no courses.
- Easiest way is perhaps to look at how Classical Studies fits into your whole school priorities
- **Learning and teaching** and **Digital Learning** are two areas that I chose to use, however there are many others such as Skills for Work, Health And Well Being, Literacy, Rights Respecting School, Citizenship etc
- Choose an area which is best suited to your expertise, Classical Studies is so varied it will contribute to just about any.
- Twitter is also great for showing the validity and success of Classical Studies as a subject

DIGITAL LEARNING

- As a School we adopted a new digital learning process at the same time as I was developing Classical Studies, this led to a dovetailing for me of the two areas.
- Being able to create content, and deliver it digitally (as I had no budget and no real resources to speak of)
- Saved lots of money in no photocopying
- Able to use that money to buy texts such as *Antigone*, *Lysistrata*, *Medea*, and *Oedipus Rex* which were all required for the Old Higher and Intermediate 2 courses.

The first phase was all about digital **creation** and **delivery**

Second Phase was refining and correcting the mistakes made first time round, as well as introducing more **interactive elements** and starting to create a more digital experience

Phase Three saw introduction of **Assessment** being used digitally

Phase Four has been about trying to present cohesive digital package

DIFFERENT PHASES

PHASE ONE

- Didn't have a clue, lots of mistakes made
- Created files that were too big student ipads were 32 gb my first files were about 6 to 8 gb each used technology which wasn't compatible with student devices, school Wifi was not up to standard
- Files created were not very accessible, students found it confusing to access their materials. Therefore they didn't bother
- At this time most students were extremely resistant to using any forms of digital interaction.
- Very traditional methods of teaching were what students wanted
- At best had produced (at great expense in time) overly complicated digital textbook but it offered no experience or integration to students, (example pages on following slides)

survived until Philip II of Macedon's victory at Chaeronea (in Boeotia, where Plutarch would later be born).

Before the Peloponnesian War (All Dates in the 5th century B.C.)



- 477 - Aristides forms Delian League.
- 451 - Athens and Sparta sign five-year treaty.
- 449 - Persia and Athens sign peace treaty.
- 446 - Athens and Sparta sign 30 years peace treaty.
- 432 - Revolt of Potidaea.

See chapter 8 for a detailed information about the War with Sparta known as the Peloponnesian War.

Liturgies - public burdens

liturgy was a public financial duty imposed on wealthy citizens.

There were various kinds of liturgies:

- **Trierarchoi.** Manning and outfitting a trireme. Trierarchoi were rich citizens accepting financial and general responsibility for a ship in the Athenian navy. At the beginning of each year the state selected certain men from the top class to act as trierarchs, or commanders of triremes. The state provide the hull and a supply of canvas and rigging, but the trierarch purchased the rest of the equipment and engaged and trained the crew. They paid bonuses to attract skilled officers and good rowers, and were responsible for maintaining the ships' fighting efficiency.

MOVIE 2.2 A Quick, summation of rights and responsibilities of Athenian Citizens



Comes from youtube contributor Jessy Marie

They usually took a pride in their ships, and competition for prizes - such as the golden crown offered to the first trierarch to have his ship ready to sail - stimulated them to spend more than the minimum required. Trierarchs usually commanded the ships themselves.

INTERACTIVE 2.1 This is the Keynote for this section of the course



It highlights the main points about citizenship

- **Choregoi** Organising and financing a chorus. Choregoi were rich citizens who, on a rotation basis, took financial and general responsibility for a chorus participating in a festival. Their duties included choosing, training

AGRICULTURAL CRISIS, AND NEED OF LAND REFORM

So the traditional set up of the Old Republic, that had worked for 100s of years was that the vast majority of the people who contributed their taxes, who fought in the army, were **small landowners**, they worked their land on a basic subsistence level, where they produced enough food for themselves, and their families, and maybe a small amount of surplus which they could then sell at market. Since farming was dictated by spring and autumn sowing and harvesting seasons this left the summer free, for which the Roman citizen would be eligible to campaign and fight for their country.

1. However with the vast influx of new land, this land belonged to the state, and not knowing what to do with it they had sub contracted it out to the rich, who then used the poor as mass labour. These huge estates were called **latifundia**, and they had robbed the poor of their traditional, and honourable livelihoods.

The economics changed as well away from being largely subsistence economy to being one driven by capitalist ideals.

2. These victories also brought with them a huge amount of slaves, 40,000 from Carthage, and reportedly 150,000 from Macedonia, this led to a **MASSIVE INFLUX** in the population, and a huge labour force capable, of doing the jobs of the traditional roman citizen. This in turn left vast amounts of poor citizens out of work, and landless, so they all ended up heading towards Rome looking for work. There was no state help in those days.

3. All these wars Rome was forced to fight meant that it was impossible for the poorer Roman citizens to return to work their farms, they were forced to sign up for longer and longer periods of time, alienating and destroying the very fabric of their traditional society. Hannibal had invaded and stayed in Italy for 16 years, especially in the south where he had repeatedly destroyed the crops of Roman farmers, further forcing many into the bigger towns where they were unemployed.

So the major problem was HUGE AMOUNTS OF STATE OWNED LAND BEING RUN FOR PURE PROFIT BY A FEW RICH MERCHANTS, USING THOUSANDS OF CHEAP SLAVES, LEAVING THE POOR CITIZENS WITH NO JOBS, OR HOMES.

The rich	The middle class	The poor
Making a fortune of state contracts, running huge areas of land with the cheaply available slaves, much influence in the senate	Newly formed because of the need for commerce, and to drive the changing needs of the Roman empire, were completely unrepresented politically.	Had seen their traditional way of life removed, alongside their dignity. Had no jobs after the destruction of much farm land by Hannibal the Carthaginian general, no option but to move to Rome and sell their votes.

Tiberius Gracchus

Was the grand son of the Roman general Scipio Africanus who had defeated Hannibal and was considered Rome's greatest hero. Tiberius could have grown up and had a very easy life, but during

one his spells as a Roman magistrate, he realised the horrendous problems faced by the poor, and he resolved to try and change things, he saw that Rome needed to change and adapt to these new problems forced upon it since its defeat of Carthage.

Tiberius resolved to try and reform the problems faced by everyday citizens to ensure that land was fairly distributed. His rallying cry to the people was:

“You fight and die to give luxury to other men...but you have not a foot of ground to call your own.”

He decided to stand for the magistracy of **TRIBUNE** a position normally associated with the plebs (or common people), although his family name was one of the most famous in Rome. He proposed a bill to the people to redistribute land to over 70,000 different families. The senate was appalled by this, realising that this would make Tiberius very popular, but also completely eat into their profits and riches. The poor from the countryside turned up to vote en masse (this was very rare as mostly the citizens who lived in the countryside never bothered to come into Rome to vote on elections).

This greatly alarmed the senate, so they encouraged one of their supporters who was a fellow tribune to Tiberius to **VETO** (this is a process which is a check on power, a veto is where you refuse to allow a bill to pass, this had been designed to ensure that the poor could never be abused) the bill.

What Tiberius did next had never happened in the history of the republic and would only happen once more, normally when a Tribune Vetoed a bill that was it finished. However on this occasion Tiberius on the pretext that this bill was what was wanted by the people, asked the people to vote out of office the Tribune who had tried to veto the bill. This is what the people did, and in the end it provoked the senate so much, that armed supporters of the senate, started a riot, and then killed Tiberius and a 100 of his supporters, dumping his body in the Tiber.

Why does this matter to us?

Tiberius life and actions fall outside of our time period however he was the first to recognise the real problems within the republic, that it had to change in order to accommodate its rapid expansion, and that the poor needed to be treated better. The actions of the senate in his murder also introduced a worrying precedent that of the legitimisation of violence within politics. Imagine today if we allowed politicians to murder each other when they had disagreements.

1. Tiberius failure to get his land reform bills through, fails to address the need of land reform, a problem that will only get worse.
2. The use of violence and murder in politics is used for the first time, and allows for this precedent to be used in the future.
3. That there is a fundamental rift formed between the rich and the poor in Roman society, and the formation of two real notable political groupings the **OPTIMATES** (or the powerful senatorial types), and the **POPULARES** (those who use the people to get what they want, they claim to be interested in fighting for them but are more often than not more interested in pursuing their own agendas, populist politicians in today's world like Nigel Farage, and Donald Trump could be roughly considered to be of a similar vein, they claim to speak for the common person)

TIMELINE GAIUS MARIUS

- 157 BCE** Born in Arpinum
- 134 BCE** Becomes military tribune
- 122 BCE** Becomes quaestor in Gaul
- 120 BCE** Becomes plebeian tribune
- 116 BCE** Becomes praetor
- 114 BCE** Sent to govern Hispania Ulterior
- 110 BCE** Marriage to Julia
- 109 BCE** Returned to military service, as legate to Caecilius Metellus
- 107 BCE** First consulship, introduced a number of military reforms (Marian Reforms)



- 105 BCE** Elected as consul for five consecutive years
- 101 BCE** Led successful Roman defence during Germanic invasions
- 91 BCE** Returned to military service, to lead Roman army in Social War
- 87 BCE** Sulla captures Rome and exiles Marius to Africa. Marius returns to Rome with an army and expels Sulla
- 86 BCE** Seventh consulship. Dies on the seventeenth day into his term as consul.

He abolished the militia system (a militia is a non professional group of people who have other occupations who are put into armed units). Instead he designed the Roman legions. He organised these legions from groups of 8 up to thousands of soldiers, he made them disciplined, organised, well trained and well equipped. He gave each legion a symbol a silver eagle, and a name like Venetrix the sons of Venus, he gave them identity and put pride into being in the

GAIUS MARIUS

So now we have to fast forward in time about 40 years to our next section. After Tiberius, his brother Gaius tried unsuccessfully to bring about land reform, and he too was executed in 121 BCE. After this time we are going to really start looking at about 90 BCE onwards, and during this time we are going to focus on two different generals, Marius and Sulla.

Gaius Marius was a populares, and uncle to Julius Caesar, he was an outsider born in the mountain town of Arpinum, Marius rose to power through his military prowess, he spent his entire life as a military leader.

However this most important function that we need to know about Marius is really his **MILITARY REFORMS**.

As we have already seen, the Roman army was struggling to cope with the needs of empire, the old system of peasant farmers, and part time soldiers was really not going to cope. Marius completely redesigned the Roman army from the ground up.

army, he also made it a full time, paid position. He made each legion self-sufficient, including all the equipment that they would need including siege equipment, engineers etc, all the equipment had to be carried by each legionary. He even redesigned the weaponry including the **pilum** or javelin, which was designed to break on impact so that it could not be thrown back at the Roman army.

So Marius was a General, but he was considered common, by the senate. His last reform to the army was perhaps the greatest and would cause the most into the downfall of the republic namely. **HE MADE LEGIONS SWEAR ALLEGIANCE TO THEIR GENERAL OVER THE REPUBLIC**. In effect a General who commanded a legion, owned it he could do what he wanted with them, and Marius was not slow to realise this potential, he was able to achieve all that he did in his life, because of his manipulation of power through the threat of using his soldiers if he didn't get what we wanted. He famously enlarged Roman Empire, through defeated Spanish rebels, defeating German tribes, and annexing areas of North Africa.

However for us the other major area that we are interested in his relationship with his former legate (junior officer) Cornelius Sulla.

Cornelius Sulla

In many regards Sulla was the total opposite to Marius. He was born into one of the oldest and greatest families in Rome, whose ancestors has been Consul (the highest rank in the republic) many times. However his family had fallen onto hard times, and he grew up bankrupt and penniless, he spent his youth according to the historians in the company of actors, prostitutes, and rich widows, he in fact made his money when a rich widow left him everything in her will. Sulla was then able to pursue his political career, which for so many meant showing himself to be capable in the army. A young Marius took him under his wing, and together, perhaps because he saw in him a man after his own heart, however the relationship soon went south.

Sulla did a few things that helped contribute to the downfall of the republic. Firstly he marched on Rome TWICE, Caesar was not the first to march on Rome, and I doubt he would have been so keen to do it had he not had the example set by Sulla.

Sulla was to believed of his command, and instead of giving it up, because his soldiers has sworn allegiance to him he used his army, to march upon Rome and take over.

Marius did the same, and there followed a period of bloody in fighting, where both sides vied for control, when each side was in control they used a process of **PROSCRIPTION** where they would publicly display lists of people who they would pay a reward for who were killed. These people were often enemies, but often they were simply rich people, whose lands and estates they could sieze. Between 90 and 86 BCE power in Rome see sawed between either the Marian or Sullan factions.

This had a massive effect on Rome, it killed off many senators, and other supporters, it further legitimised the use of violence for Politics, and it showed how if you were ruthless you could use legions as a far more effective political tool to get what you want.

Eventually with the death of Marius in Africa, Sulla became **DICTATOR** (a post within the republic which was only used over a short time span to give one man overall control in times of great crisis). He then reformed the Roman political system firmly in favour of the senate, for although he was born poor, he was definitely an

REFLECTION

Phase One was a disaster

Content provided was not accessible to students,

It offered little in the way of student interaction or ownership

Students did not use it

Students did not want to use it

Technology was not at a point where this could be used effectively

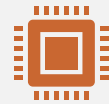
It became clear that I was doing this to see what could be done not what was the best way to do things

I had use ibooks author program for mac OSX however this led to huge problems with compatibility in sharing with colleagues, and students, it simply wasn't viable

PHASE TWO



CfE brought about Phase 2 as higher changed considerably



Technology was improving, iPads were becoming more powerful, and the WiFi was more reliable after investment by Council



Whatever content created had to be platform agnostic, and accessible on all devices, including phones



New generation of students had had more time to acclimatize to digital content and were far more willing to engage in digital delivery







City of Edinburgh Council had invested heavily in Microsoft Office 365 which was available to all students and staff



This allowed for access to programs such as OneNote, Forms and Teams which all offered new interactive elements



Content delivery was to be done solely now through individual lessons in an ordered structure through iTunes U which was free, secure, and compatible with student devices, but **NOT** with staff devices.


Course	Posts	Discussions	Students	Materials	
 <p>S3 RMPS Mr. S Sewell Updated: 02/5/20 new private messages</p>	4	1	21	1 course material. Click to	
 <p>S3 Classical Studies Mr. S Sewell Updated: 02/5/20</p>	5	0	14	3	
 <p>Higher Classical Studies Mr. S C Sewell Updated: 03/1/20 new private messages</p>	9	4 1 new	21	88	
 <p>N5 Classical Studies Mr. S Sewell Updated: 03/1/20 new private messages</p>	3	6 30 new	28	14	



Ended up with hundreds of files, students soon lost track of the right files for the right lessons
 It took a very long time to upload files to iTunes U spending way too long in curating and updating courses
 Students will still not interacting in a manner which was aiding their learning
 Was difficult to share media files such as video clips or audio files
 There was little in the way of collaboration solutions, or ways for students to share ideas, or creations of their own
 It was still way too time consuming and whilst in the end it was an organised system, it the burden was placed upon the teacher
 not practical or viable.

PHASE THREE

- It was clear that work had to be:
- EASY TO ACCESS
- OFFERED INTERACTIVE, GROUP AND CREATIVE EXPERIENCES
- PLATFORM AGNOSTIC
- ACCESSIBLE TO ALL
- NOT DEMANDING SPEC WISE
- The revision to Higher in CfE allowed for this change to occur first.
- iTunes U was to be used only as a means for Gathering Assessment and not for content delivery

1. To What Extent Can We Claim That 8 pts	2. Pompeii Unit Class Test 30 pts	3. 2017 Leadership Question 5 (Timed) 10 pts	4. 2017 Conflict Question 6 (Timed) 10 pts	5. 2019 Literature Section 10 pts
3	19	7	Viewed	Viewed
8	22	10	Viewed	2
3	23	5	Viewed	8
4	18	6	—	5
4	19	6	Viewed	7
5	14	6	Viewed	Viewed
6	19	6	Viewed	8
3	12	6	—	6
—	Viewed	—	—	Viewed
4	17	Viewed	Viewed	
5	18	5	—	
5	16	7	—	9
6	15	7	—	Viewed
6	18	7	—	9
Viewed	22	6	—	9
5	16	8	Viewed	9

iTunes U offered a way for students to hand in work, for it to be marked, and for students to interact about their progress

It also offered a convenient mark book which allowed you to see at glance progress of students, and to see who was interacting with materials

The downsides to this:

File management became an issue, as assessments for multiple years soon mounted up, and it became very difficult to keep track of individual assessments

Wasn't compatible with all file formats including those which students commonly used

Photographing written work was problematic, as pictures often were taken in wrong format, and incompatible or where hard to read, and took up way too much space on ipads.

[Redacted] Dec 05, 2019
So we should do 55 mins on Pompeii and 45 mins on literature?

[Redacted] Dec 05, 2019
The argument to say he isn't would be that he was cursed by Polyphemus and because of that his fate was for his men to die, him to make it home late and to find trouble at home. The argument to say he's not is that he saved his men from Circe when they were captured and turned into pigs and so his men didn't all die....yet. @lanMarshall for the help on the second part

[Redacted] Dec 05, 2019
I think. I'm not sure... that's just what I thought

[Redacted] Dec 05, 2019
After he is cursed by Polyphemus it's all kind of up in the air, he is definitely influenced by the gods and his crew, and although he makes many mistakes as a leader his crew were the ones to open the bag of wind and blow them back to King Aoleus.

[Redacted] Dec 07, 2019
So according to [Redacted] we'll only get given 8 mark questions in the Pompeii unit. I don't doubt [Redacted] abilities I'm these things but he right about this?

Students using inbuilt discussion features in iTunes U to support each other in preparation for their Formal Assessment.

CONTENT



A FURTHER ATTEMPT TO
REFINE THE PROCESS, AND
SOLVE THE PROBLEMS OF
MULTIPLE FILES, ONE FILE



MAKING SURE CONTENT
WAS ACCESSIBLE AND
PROMOTED THE
LEARNING AND
TEACHING PHILOSOPHY
OF THE SCHOOL



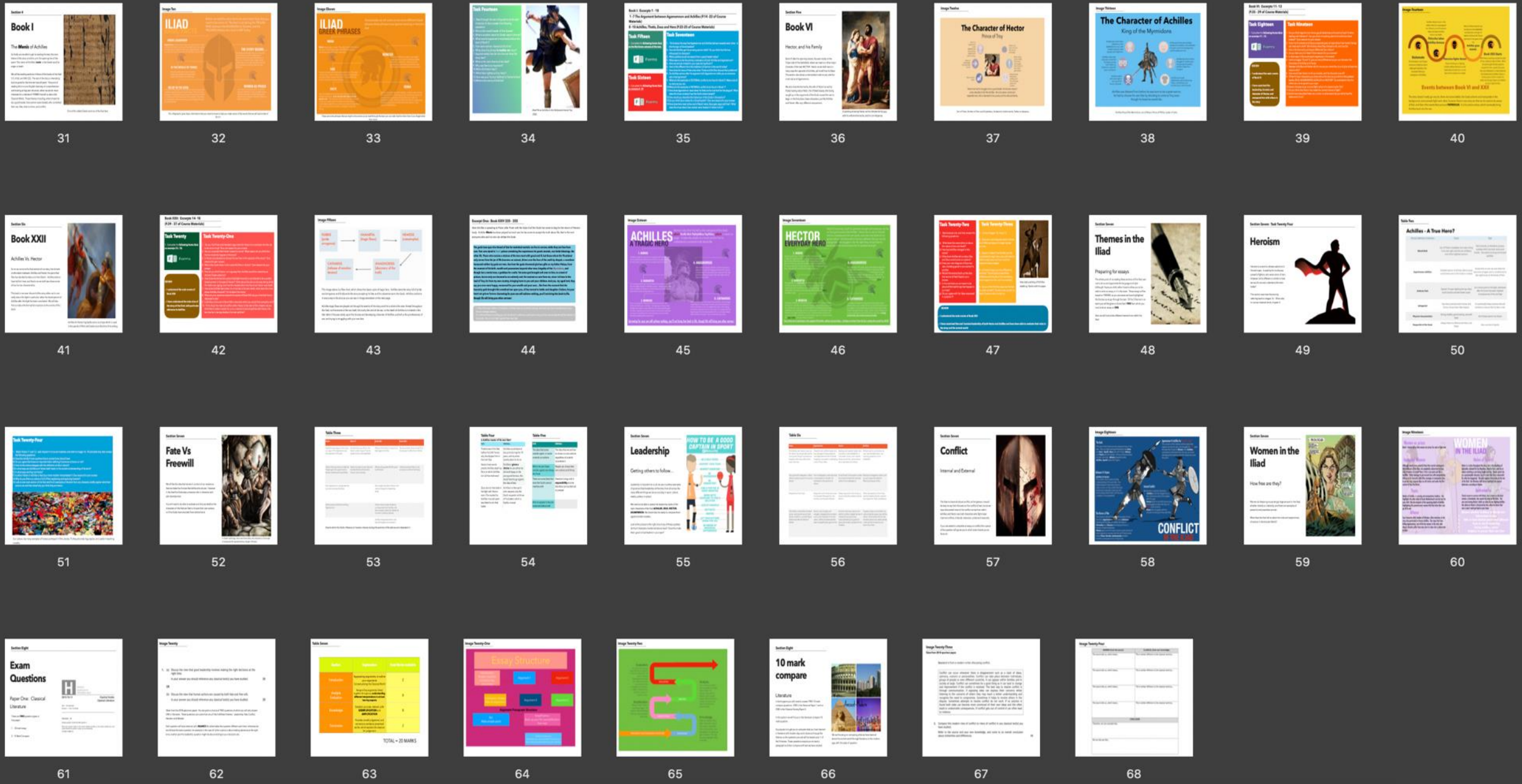
MAKING EVERYTHING
EASY TO USE



A SWITCH AWAY FROM
INDIVIDUAL FILES, TO A
MORE STRUCTURED UNIT
BASED APPROACH, SO
MINI BOOKS WERE
CREATED USING PAGES
PROGRAM (PAGES
ALLOWS YOU TO EXPORT
INTO WORD AND INTO
PDF),



HOWEVER STILL
ACCESSIBILITY PROBLEMS
AND PROBLEMS WITH
MULTIPLE FILES, ALSO
OFFERS LITTLE
INTEGRATION INTO
OFFICE 365 WHICH OTHER
FACULTIES IN SCHOOL
WERE USING AND HAD
BECOME ESTABLISHED AS
THE NORMAL WAY TO
WORK.



Example of Phase Three text, an activities book for Higher on the Iliad

REFLECTION

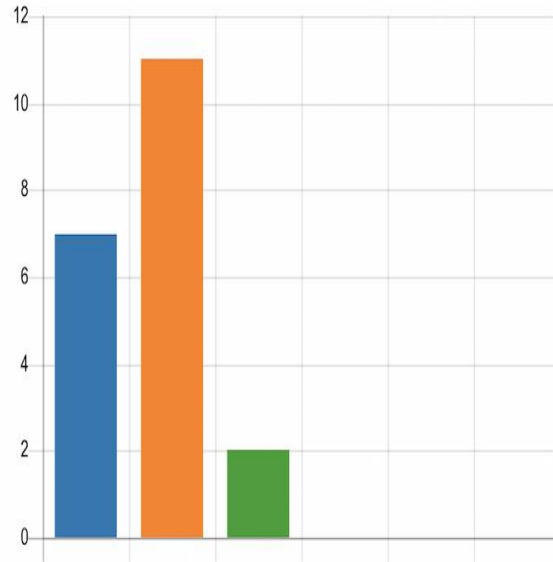
- A much better experience was being developed for students
- Still issues with assessment, files types, and delivery
- Courses were organised into far fewer resources
- Still not using the software set up that students used in the rest of the school
- Much better student collaboration
- Students rated highly the resources they were given they found them easy to use

1. Overall how do you rate the quality of the materials you have been given so far in this course?

[More Details](#)

- Excellent
- Very Good
- Decent
- Ok
- Not so Good
- Awful

7
11
2
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2. Overall how do you rate using the Books App for effectiveness in delivering course information and activities?

[More Details](#)

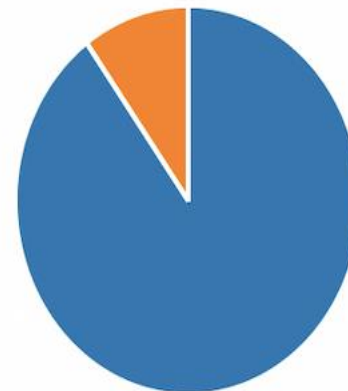
- Very Effective
 - Effective
 - Not Very Effective
 - Dont Rate it
- 11
9
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3. Overall do you feel the activities that you are required to do help promote your understanding of the course content?

[More Details](#)

- Yes
 - Partially
 - Not really
 - Not at all
- 18
2
0
0



PHASE FOUR

- The FINAL VERY DEFINITELY FINAL PHASE of digital creation
- All in One .PDF files for N5 and Higher
- Using Teams for all Assignments and assessment
- Using OneNote for student work, and incidental note taking etc
- Allows for better integration with other platforms, allows for us to migrate away from iPads in the future
- Allows for students to use software which they are using in all other faculties
- Takes up less space, and less work for teacher

I THOUGHT YOU SAID
THIS WAS ABOUT
WHOLE SCHOOL

This journey has helped me in my other role as leader on digital learning

Have been able to train and help other staff

Have contributed to school ICT plan

Have been used by Education Scotland as part of Digital Schools awards good practice

It differentiates Classical Studies in the eyes of students, staff and parents as you are offering a unique learning experience

It contributes to skills for life and work

LEARNING AND TEACHING

- The other big area that I chose to contribute to whole school priorities on was in Learning and Teaching
- This has been used to contribute:
 - Digital Learning
 - Differentiation
 - Group Learning
 - Content Creation
 - Promoting resilience, communication and student confidence

STUDENT CONTENT CREATION

- With minimal input and effort by me, students consistently use their iPads to be create top tier content in a massive variety of formats
- By enabling access to their world which is more often than not increasingly digital we can synthesize both a understanding the classical world with modern culture
- Students run their own sub reddit, and we have meme Mondays (which is a brilliant way to contextualize learning and check understanding)
- Students have created their own youtube channel designed to help each other with revision
- The following slides are some examples of some of the amazing work that I take absolutely no credit for

Plato's Biography in 2 sentences:



When you're in Rome and you release your mixtape



WANNA HEAR A JOKE?

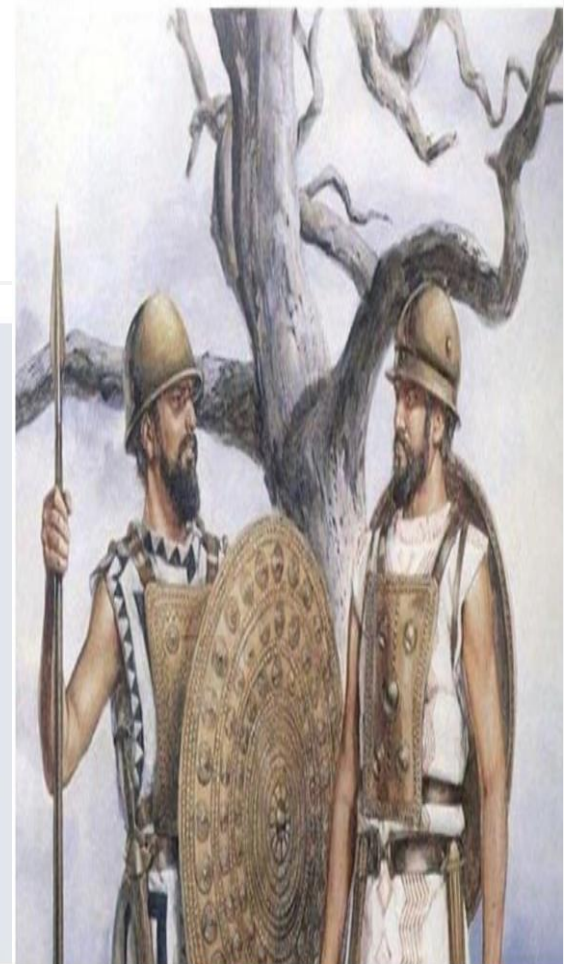


ANCIENT GREEK WOMEN'S RIGHTS!

Romulus: What should we name this great city?

Remus: Reme.

Romulus: *sharpening spear* I have a better idea.



Women when a Symposium starts:



Hyperion: don't touch my cattle
Eurylochus: *touches cattle*
Hyperion:



A typical mistake for us cOoL Classics kids, amirite?





Prometheus bound, drawn through digital art.



Using the video game Fortnite to try and build a digital model of a Greek theatre



Plato is talking about society and how the philosopher knows the most so they should be in charge not the people who are are picked because of their looks and popularity.



Using PowerPoint to make revision infographics on Plato

The ship:

Represents all the people who live in a community.

The navigator:

This should be the person who is best equipped to guide the ship, but often is either the most popular or who the most popular has decided.

The captain:

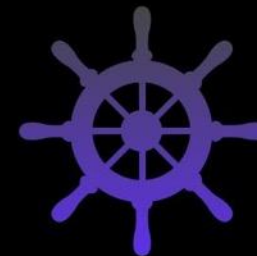
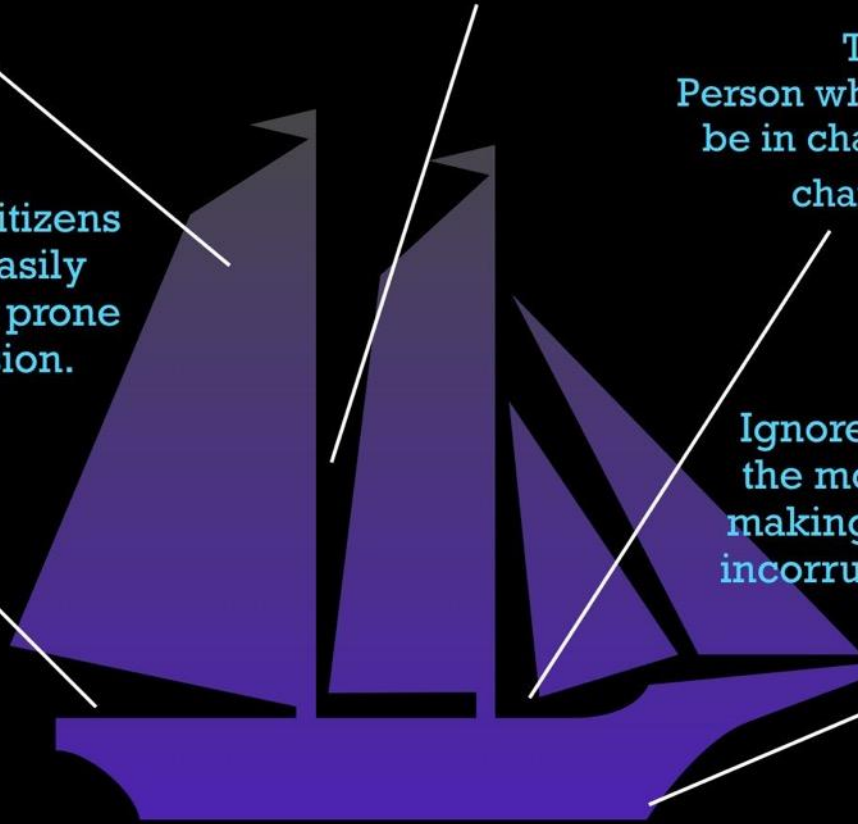
Person who has themselves to be in charge either through charm or strength

The crew:

Represents all the adults citizens within that community, easily led by good speakers and prone to argument and indecision.

The philosopher:

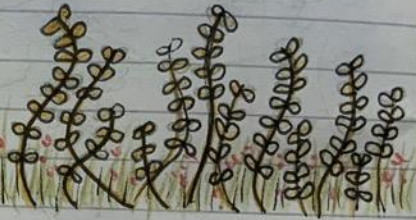
Ignored by all the person who is the most rational and capable of making intelligent decisions, also incorruptible, can see the disaster ahead.



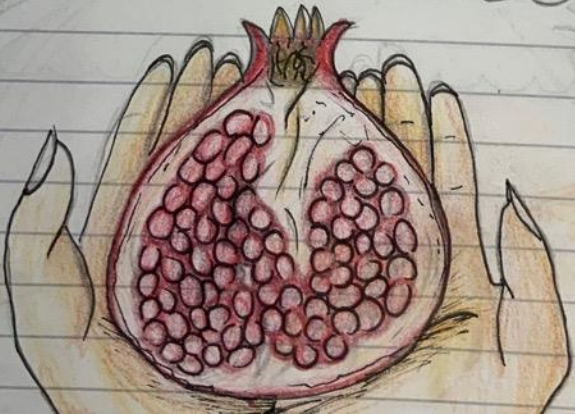
Using apps to create their own digital comic storyboard of the Odyssey

	 I'M TELLING MY DAD!!		 Who?		 CALL ME!	 Were you watching me sleep? No...
Penelope, Odysseus' wife, is Ithaca's most eligible bachelorette and is being courted by many suitors who believe Odysseus to be dead.	Odysseus' son, Telemachus tries to chase the suitors away before journeying to Pylos without his mother's knowledge to speak with the wise King of Pylos, Nestor.	Nestor entertains his friend's son but has no information to give him. Telemachus journeys to Sparta to speak with Helen and Menelaus.	Helen and Menelaus are now together again, and after some lengthy exposition from Menelaus about what he did after the war Telemachus finally learns where his father might be.	After being stuck on Calypso's island for 7 years is made to let him go by Hermes. While originally having a raft as per his trick, it sank. Luckily another god had him out with a magic anti-drowning scarf.	After swimming all the way to Scheria he decides to take a nap in the forest only to be discovered by Nausicaea. She quickly invites the male stranger to her house.	
	 *War Flashbacks*	 Nobody beats up my kids!		 How 'bout you go to Hell? Don't eat the damn cows.		
Nausicaea's parents, welcome Odysseus and promise to get him safely back home. Oddly they don't ask what his name is.	They have a banquet for Odysseus where he shows off how amazing he is. The blind minstrel Demodocus sings of the battles of Troy which makes Odysseus start crying.	Odysseus reveals who he is and tells the story of how his crew ruined his trip by getting addicted to flowers and how he slayed a cyclops then shouted about it without any sense of humor.	Odysseus continues about his crew being idiots, him almost getting eaten as a person and then him almost getting eaten as a pig. The latter somehow convincing him to just forget about getting home and chill on a pretty island.	Remembering he has a family he learns from Circe that he should go to Ithaca and speak with Telemachus and the ghosts of his family and comrades to know how to go about not annoying the gods more.	They return to Circe where she gives them a map back home. He manages to get pasted the many evil creatures but it is his crew once again that doom him by eating Menelaus' sacred cows. Zeus is having none of that and shocks their boat into shreds.	
 SWINE HERD	 SWINE HERD	 SWINE HERD	 SWINE HERD	 I don't swine try for this... Hahahhaha! Can not believe he caught that!		
After finishing his tale the Phaeacians give gifts to Odysseus and as he sails for home, he takes a well deserved nap. Athena disguises him as an old beggar.	Odysseus goes to the local swineherd, Eumeus and learns of what has been happening recently in his home. He decides to stay the night with his new best friend.	Telemachus returns to Ithaca after being spoken to by Athena. Realizing that the suitors probably want to kill him, he goes to the local hotspot, the swineherd Eumeus' hut!	Telemachus sends the swineherd to tell his mother he has returned, the suitors hear this and discuss ways of getting rid of him. Odysseus is revealed by Athena and after 20 years they finally get to play catch.	Telemachus returns home with the disguised Odysseus and the swineherd, Eumeus. Odysseus is then put through his greatest test of all... Restraint, as one of the suitors checks a stool at him.	The same suitor, of the name Antinous exclaims how it would be fun to watch him and the beggar Irus fight for food. Odysseus debates killing Irus but decides to just crush his jawbone instead. Telemachus scolds the suitors but they seem unaffected.	
					 Chill... He has been through enough already.	
Odysseus and Telemachus start their plan as they hide all of the suitors weapons and armor. Odysseus goes to speak with Penelope and says that her husband will be back within a month. She decides to hold a contest that only someone like her husband could win.	Despite Telemachus' trying his best the suitors continue to abuse Odysseus. Odysseus tries to warn a particularly sympathetic suitor, Rmphinomus, to leave by the end of the night.	Penelope brings out Odysseus' bow, an amazing bow with a draw strength of, like, 3000 pounds, which while not an issue for Odysseus is an issue for the suitors who are unable to string the thing let alone fire it. Odysseus offers to try and does so with ease, shooting the bow through 17 axe heads and reveals himself.	Odysseus and Telemachus do some father-son bonding time in the form of killing all of the suitors. The also hugs the maids who had been disrespecting the queen and had slept with the suitors.	Penelope finally realizes that this man is Odysseus and embraces him. Odysseus tells her the tale on how it was all his crew's fault. Happy endings!	Except there is a tiny resolution from the men of Ithaca who were pals with some of the suitors. But Athena tells them to chill so, yes! Happy endings!	

③ Demeter tries searching for Persephone and the crops begin to fail.



④ Persephone is tricked by Hades into eating pomegranate seeds, sealing her fate for 3 months a year.



-THE- odyssey

BOOK IX

- After the victory at Troy, Odysseus and his men sack the city of Ithaca, killing the men & enslaving the women
- Odysseus' men retreat once the residents counter attack
- A storm blows them off course and they pass the island of Lotus-eaters (sheep-eaters!) and end up at the Land of the Cyclopes
- They get enslaved by Polyphemus, a Cyclops
- Odysseus manages to escape by blinding the cyclops with a hot stick and by clinging to the undersides of Polyphemus' sheep
- Polyphemus cursed Odysseus. He calls to his father, Poseidon, calling for vengeance on Odysseus



BOOK XII



- Odysseus and his men bury Elpenor
- Circe reveals her prophecy to Odysseus she has confirmed everything Hierias has said
- She gives the men wind to help them on their journey and warns them about the sirens
- Odysseus survives the Sirens' song by tying himself to the mast of his boat
- 6 men die because of Scylla & the men head off to the Sun God island
- Eurylochus challenges Odysseus
- Odysseus tells them not to kill the cattle, but they sacrifice it regardless.

BOOK XIII

- Odysseus looks forward to leaving Ithaca. The next day, Alcinoos loads his gifts on board the ship that will carry Odysseus to Ithaca
- Odysseus sets sail as soon as the sun goes down
- When Poseidon spots Odysseus in Ithaca, he becomes enraged at the Phaeacians for assisting his nemesis
- Back in Ithaca, Odysseus wakes to find a country that he doesn't recognise, for Athena has shrouded it in mist
- Athena, disguised as a shepherd, meets him and tells him that he is indeed in Ithaca
- With characteristic cunning, Odysseus conceals his identity from her until she reveals her
- Delighted by Odysseus' tricks, Athena announces that it is time for Odysseus to use his wits to punish the suitors
- She informs him that Polyphemus has gone in search of him & gives him the appearance of an old vagabond



Some examples of the more traditional art used by students for revision and homework.

ADVANTAGES

- Collection of 'tribute' provided huge amounts of dependable income.
- Income used to pay for big military
- Used money to pay for elaborate religious festivals
- Used money to rebuild Athens
- They used money to start paying jurors.

DISADVANTAGES

- Took on all the risk of defending Greeks from Persians
- Had to deal with lots of internal conflict between member states.
- Loads of Athenian citizens died because of these responsibilities.
- As Athens became more powerful, other 'polis' hated them more and more.

ATHENS

ATHENIAN CONTROL

Removed polis' individual standards and enforced Athenian standards

WEIGHTS AND MEASURES

each state has different levels of tax

TAXATION

Made all polis swear oaths of loyalty

OATHS OF LOYALTY

GARRISONS military might to keep control

GARRISONS

CLERUCHIES

Colonies set up to dominate trade routes and resources.

COINAGE

Only Athenian coinage allowed in the League

REBUILDING PROGRAM FOR ATHENS

Propaganda that Athens is superior over other states

ADVANTAGES

- Gained peace with Persia, and were freed from military duty.
- Democratic governments were installed over tyrants.
- With peace comes prosperity.

DISADVANTAGES

- Cleruchies: were very unpopular and cheated allies out of their own natural wealth.
- Coinage: Athenians forced their currency onto city states
- Forced all to travel to Athens for any legal matter.
- Brutal to any form of rebellion, demanded huge tributes, performed mass enslavements/execution
- Installed garrisons into city states
- Economically dependant upon Athens
- Lose all forms of independence

ALLIES

THE GOVERNMENT

the BOULE

MEMBERS: 500

ROLES & DUTIES: A COUNCIL, THEY PREPARE THE AGENDA FOR THE EKKLESIA!

ABOUT: THE MEMBERS WERE APPOINTED TO RUN DAILY AFFAIRS! THEY'D SERVE FOR ONE YEAR! THERE WERE 50 MEN FROM EACH OF THE TEN TRIBES THAT LED THE BOULE, THEY TOOK TURNS LEADING ALL THE MEN FOR ONE DAY EACH!

DISADVANTAGES: POOR PEOPLE COULDN'T BE A PART OF THE BOULE!

STRATEGAI

MEMBERS: 10

ROLES & DUTIES: THEY ACTED AS STATE OFFICERS!

ABOUT: THEY WERE ASSIGNED TO OPERATIONS OR CAMPAIGNS! THEY HAD POLITICAL INFLUENCE, PARTICULARLY IN FOREIGN AFFAIRS!

THEY WERE ELECTED, NOT CHOSEN RANDOMLY AND COULD BE INDEFINITELY ELECTED!

INDIVIDUALS

the EKKLESIA

MEMBERS: 6000

ROLES & DUTIES: THE ASSEMBLY OF THE PEOPLE!

DISADVANTAGES: ONLY MEN (OF A CERTAIN AGE) COULD PARTICIPATE! YOU'D HAVE TO PETITION TO BOULE (AND PAY) IN ORDER TO BE GIVEN THE CHANCE TO SPEAK AT THE EKKLESIA

ABOUT: APPROXIMATELY 6000 PEOPLE WERE IN ATTENDANCE! YOU'D VOTE IN FAVOUR OR AGAINST MATTERS BY RAISING YOUR HAND!

ARCHON

MEMBERS: 3

ROLES & DUTIES: THEY WERE THE CHIEF MAGISTRATES!

ABOUT: 'ARCHON' DIRECTLY TRANSLATES TO 'RULER'! THE POSITION WAS FILLED BY MEMBERS OF THE ARISTOCRACY THROUGH ELECTION EVERY TEN YEARS!

THEY WERE IN CHARGE OF ARMED FORCES & CIVIC RELIGION ARRANGEMENTS! ARSON, ETC!

the HELIAIA

MEMBERS:

ROLES & DUTIES: LAW COURT, A SPEECH IS GIVEN BY VICTIM TO INFLUENCE JURY!

DISADVANTAGES: THE MEMBERS OF THE JURY WERE ALL RANDOMLY ELECTED!

AREOPAGUS

MEMBERS:

ROLES & DUTIES: THEY WERE THE KING'S ADVISERS!

ABOUT: YOU'D HOLD YOUR POSITION AS A MEMBER OF THE AREOPAGUS FOR THE REST OF YOUR LIFE! THE AREOPAGUS WAS MADE UP ENTIRELY OF EX-ARCHONS!

IT WAS PEOPLE IN THE HIGHEST SOCIO-ECONOMIC TIER! THEY DEALT WITH CASES OF MURDER AND

GOVERNOR TAXATION PUBLICANI

GOVERNORSHIP IS THE POSITION AT THE VERY TOP OF ANY PROVINCIAL GOVERNMENT. THEY'RE EITHER AN EX-CONSUL OR PRAETOR, GIVEN SPECIAL POWERS OF IMPERIUM AND BODY GUARDS KNOWN AS LICTORS.

- JOB:**
- * commander in chief of roman forces
 - * protect the borders of the province
 - * protect citizens and law within the province
 - * ensure that taxes or goods were safeguarded.

ABOUT:

they had limited military experience and were not professional soldiers. they had most likely spent most of their life in the civilian world of roman politics. they were the embodiment of Rome and had no checks + balances on them. they were immune to prosecution while they were in office or could behave like a tyrant.

- STAFF:**
- QUESTOR** - second in command, appointed at random like the governorship itself by the senate. they ran the province's finances.
 - LEGATI** - a member of these were appointed by the governor to act as deputies.
 - PREFECTI** - minor military commanders.
 - APPARITORES** - civil service. career men who'd spent their life working with the provincial government, expertly placed to help governor understand problems and challenges of the province.

THE GREATEST BENEFIT FOR ROMAN EMPIRE BUILDING WAS MORE PEOPLE = TO TAX = MORE MONEY!

ABOUT:

Taxation was a huge part of the roman empire, and it required hugely accurate records to be able to do this. The bible tells us that there were regular census within the provinces for tax purposes, where each individual would have to return to their town of birth to be assessed for their tax purposes.

HOW IT WORKED:

each province had its own system for tax collection. sometimes it was very complicated. the governor's duty of tax collection could vary in difficulty. This was the most important governor duty. The systems were often adapted from previous local systems from before Roman conquering. All provinces had to pay 'stipendium' or fixed tax every year, usually as money or services. There was a huge variety of other taxes levied in each province depending on local situations. These could include import/export tax, tax on local products, etc.

ROMANS LIVING IN ROME DID NOT PAY STIPENDIUM!

MOST PROVINCES, BECAUSE OF THE LACK OF MAN-POWER, SUB-CONTRACTED OUT TAX-COLLECTION TO PRIVATE CITIZENS WHO BECAME KNOWN AS THE PUBLICANI.

ABOUT:

the publicani were hated by the populace as they were often corrupt, but were seen as collaborators with a foreign power. the publicani were given fixed 5 year contracts by the censors in republican times to generate a certain amount of income, after that anything that the publicani collected was theirs, this led to wide scale abuse and corruption in some provinces such as Asia, where tax collection was so hated that the partian warlord, Mithridates, was able to capitalise on anti-roman feelings to coordinate a stunning massacre of all roman citizens, as well as killing the avaricious governor by melting down gold collected as tax and pouring it down his throat.

WHY?

the other important area for publicani was that they were some of the wealthiest people in the provinces. before internet banking, those large sums of money could be transported easily. Rome used publicani to pay soldiers, by grain to feed people, etc. It was a convenient solution.

Students seem to continually produce amazing work for more examples and a look at some of the great videos students have made go to [@RHS_CLS](https://www.instagram.com/RHS_CLS)

HOW DOES THIS BENEFIT WHOLE SCHOOL?



By being active in different educational approaches, test out new theories able to feed directly into discussion on pedagogy



differentiates Classical Studies from other subjects in the school



Allows for sharing of good and bad practice avoidance



Gives SLT something to write about in school reports

THANK YOU

- This file was originally made up before I knew the format for the conference, and it turned out to be far too big to use!
- Contact:
- [Twitter](#)
- [email](#)

