

Teacher Resource Bank

GCE Classical Civilisation

Outline Schemes of Work: Unit 4



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Introduction

These schemes of work have been written by experienced teachers and examiners as *suggestions* to how teachers might wish to organise the teaching of the course. They are *outline* schemes of work that should be considered and adapted within each centre to meet the centre's specific circumstances. The schemes are **neither prescriptive nor exhaustive**.

Individual teachers will develop their own approaches to delivering the course and these will be influenced by the teaching time and resources they have available. However, the study of Classical Civilisation should help candidates to develop a diverse range of skills and this is more likely to be achieved if a variety of teaching methods are employed. Similarly, teachers will need to build assessment points into their scheme of work and it is expected that homework tasks will be set to support the teaching and to encourage independent learning.

Teachers will want to provide their students with the chance to practise the skills they will need in order to attempt the questions included in the examinations. All topics in this specification are based on the study of *primary source materials*, and all candidates should be familiar with the contents of the primary source for their chosen topics and confident at evaluating these materials and expressing and supporting their own opinions, and should be comfortable with writing extended answers to questions.

The schemes supplied below are *outline* schemes of work and provide only an overview of the subject content. The specification is the document on which assessment is based, and these schemes of work should be read in conjunction with the specification. **It is important that teachers refer to the specification to provide detailed information about the subject content.**

| A2 Unit 4A Socrates and Athens | | |
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| Topic | Topic Outline | Suggested Teaching Strategies |
| Introduction | <ul style="list-style-type: none"> • Why the topic is important • Insights into what ideas and values the Athenians/Greeks considered important • Looking at big questions e.g. how to behave • An introduction to logical thinking • How public figures are represented in literature (comedy and philosophical dialogue) • Socrates himself • Structure of course • Timeline of events, including <ul style="list-style-type: none"> • Peloponnesian War • main events of Socrates' life • social, religious and intellectual background, including Sophists • Maps of Athens, Attica and Greece • Key themes <ul style="list-style-type: none"> • the Sophists • Athenian Democracy • Athenian judicial system • ethical issues • Socrates' life • philosophical interests • character • principles • assumptions and attitudes. | <p>The organisation of the course suggested below is just one of several possibilities.</p> <p>As well as the activities suggested below, preparation for the examination should include throughout the course</p> <ul style="list-style-type: none"> • Regular short oral quizzes and written tests of basic factual information • Provide passages and questions so that students (in groups) can make their own observations and inferences in a logically structured way about Socrates, his methods and the issues he raises • Activities to encourage fluency in the use of technical terms • Shorter exercises in the analysis and evaluation of passages taken from the prescribed texts to prepare for the 10-mark questions • Longer analytical and evaluative essays (perhaps as homework) on philosophical issues arising from study of the prescribed texts to prepare for questions worth 20 marks • Discussion, research and activities which focus on drawing together of knowledge and skills • Structured planning and the writing of practice synoptic essays worth 40 marks (perhaps as homework) in order to meet the requirements to stretch and challenge. |

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| <p><i>Apology</i></p> | <p>Summary of main points made by Socrates:</p> <ul style="list-style-type: none"> • Origins of unpopularity • Denial that he is a sophist • His activities • Reply to accusers • Cross-examination of Meletus • His obligation to Apollo • Benefits to the city • Attitude to public affairs in democratic Athens • Reasons for not making pitiful appeals • Verdict • Penalty proposed • Penalty pronounced and reaction <p>Larger issues: e.g. How convincing is Socrates' defence?</p> | <p>Work out how Meletus' speech prosecuting Socrates might have gone</p> <p>Hot-seat Socrates and throw questions at him on his life and philosophy</p> <p>Application of Socrates' methods and ideas within modern contexts, e.g. the debate on duty to the state, either in small groups or as a class debate</p> <p>Debate:</p> <ul style="list-style-type: none"> • the strengths and weaknesses of Athenian democracy, highlighting possible philosophical concerns, e.g. equality, majority opinion/expert opinion, the individual and the state • whether Socrates was good for Athenian democracy or a danger to the state. <p>Conduct a vote:</p> <ul style="list-style-type: none"> • whether Socrates is guilty of charges laid against him and reasons • giving his penalty and reasons for it. |
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| <p><i>Crito</i></p> | <p>Summary of main points of the dialogue</p> <ul style="list-style-type: none"> • Dramatic scenario • Crito's news • Crito's seven arguments why Socrates should escape • Socrates' views on expert advice, importance of the soul and on never committing injustice • Personification of Laws of Athens to present reasons why escaping would be unjust (would lead to destruction of Laws and Socrates should stick to agreement made with them), how Socrates has reinforced Laws by having stayed in Athens and how Socrates would achieve nothing positive by escaping <p>Larger issues: e.g. What duty, if any, does one owe to the state? How convincing are the arguments the Laws use to counter Crito's arguments?</p> | <p>Which arguments do you find the more convincing, those of Crito or the ones voiced by the Laws of Athens?</p> <p>List all the arguments, decide how strong each is and come to a decision.</p> |
| <p><i>Phaedo</i></p> | <p>Socrates' last moments, what he says and the reactions of his friends</p> <p>Larger issues: e.g. Was Socrates the 'wisest and most just'?</p> | <p>Write an obituary for Socrates, listing his major achievements</p> |
| <p><i>Euthyphro</i></p> | <p>The dramatic scenario</p> <p>The Platonic dialogue and methods of argument, including dialectic, elenchus, irony and analogy</p> <p>Summary of the stages of the argument, whereby Euthyphro is induced by Socrates to give a series of definitions of holiness, each of which is rejected in turn as unsatisfactory until an impasse is reached.</p> <p>Larger issues: e.g. What is holiness? How does one explain a concept like holiness, justice, virtue etc.?</p> | <p>Work out some examples of your own illustrating Socrates' methods of arguing</p> <p>List the various definitions of holiness attempted by Euthyphro and in pairs discuss Socrates' objections, taking turns to make explanations</p> |

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| <p><i>Clouds</i></p> | <p>Summary of the plot, with special attention to scenes involving Socrates, the debate between Right and Wrong and the Cloud chorus sections</p> <p>The characteristics of Aristophanic comedy, especially caricature, exaggeration, verbal and visual humour and satire</p> <p>Larger issues: e.g. How far is Aristophanes' comic representation of Socrates compatible with the representation of him by Plato? How far is Aristophanes' identification of Socrates with the Sophists justified?</p> | <p>Write down Socrates' main characteristics as presented by Aristophanes. Compare and contrast with Plato's version of Socrates</p> <p>In pairs read aloud the scene between Right and Wrong. Decide if it is just to be played for laughs or whether serious ideas underlie it</p> <p>Write down the curriculum and methods of the Thinkery. Discuss these questions:</p> <ul style="list-style-type: none"> • How exaggerated is the representation? • How would the Athenian audience have reacted? |
| <p>Examination preparation</p> | <ul style="list-style-type: none"> • Choosing questions • Different types of question • Timing • How to plan an answer • The importance of a clearly structured evaluative argument. | |

| A2 Unit 4B Alexander | | |
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| Topic | Topic Outline | Suggested Teaching Strategies |
| Introduction | <ul style="list-style-type: none"> • Why the topic is important • Structure of topic • Timeline to give overview of key events and individuals • Maps to show the major places and help an understanding of the strategic importance of the major events <ul style="list-style-type: none"> • Greece and Asia Minor • Alexander's travels and conquests • A brief indication of the different natures of the two prescribed sources • Key themes e.g. <ul style="list-style-type: none"> • Alexander's aims both personal and political/military/cultural • Alexander's achievements • Alexander's relationships with others, especially Macedonians, Greeks and Persians • Alexander's attitudes to the gods, including his divine ancestry. | <p>Our knowledge of Alexander comes from other sources besides those prescribed. This information can be found in the notes to the prescribed editions and in the books on the resources list. That said, the focus of this topic is as much on the nature of the two prescribed texts and their writers' presentation strategies and later reception as it is on the events recounted.</p> <p>As well as the activities suggested below, preparation for the examination should include throughout the course</p> <ul style="list-style-type: none"> • Regular short oral quizzes and written tests of basic factual information • Shorter exercises in the analysis and evaluation of particular issues or passages from the prescribed sources to prepare for the 10-mark questions • Longer analytical and evaluative essays (perhaps as homework) on important issues arising from the study of the cultures and events, and/or the presentation of them by the two prescribed authors, to prepare for the 20-mark questions • Discussion, research and activities which focus on drawing together of knowledge and skills • Structured planning and the writing of practice synoptic essays worth 40 marks (perhaps as homework) in order to meet the requirements to stretch and challenge. |

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| <p>The two prescribed texts and their genres: important preliminaries</p> | <p>Arrian</p> <ul style="list-style-type: none"> • Chronological relationship of author with events described • Reportage versus interpretation, strengths and weaknesses of his account • Stated aims and methods of <i>The Campaigns of Alexander</i> • Overall plan of the whole work <p>Plutarch</p> <ul style="list-style-type: none"> • Chronological relationship of author with events described • Nature of biography • Overall plan of the whole work | <p>In essence strategies need to ensure an understanding of both texts in the light of their generic conventions:</p> <ul style="list-style-type: none"> • Later account by writer born after the major events described • Arrian’s research, and what he makes of it • A look at the whole work, its emphases, its thematic threads, and narrative high spots • Later account by writer born after the major events described • How biographical concerns affect his account • A look at the whole work, its emphases, its thematic threads, and narrative high spots |
| <p>Major events: a look at the structural spine</p> <p>Plutarch 1-16</p> <p>Arrian (Book 2) supplemented by Plutarch</p> | <ul style="list-style-type: none"> • Childhood and youth (Plutarch 1-10) • Accession as king (336 BC) (Plut. 11) • Campaigns on Lower Danube (Plut. 11) • Destruction of Thebes, arrangements for Greece and selection as hegemon (Plut. 11-13) • Arrival in Asia Minor (Plut. 15) • Battle at River Granicus (334 BC) (Plut. 16) <ul style="list-style-type: none"> • Settlement of Asia Minor • Gordium • Battle of Issus (333 BC) • Escape of Darius and consequences of the battle • Siege and fall of Tyre (332 BC) • Capture of Gaza | <ul style="list-style-type: none"> • Gathering of evidence and discussion of Alexander’s childhood, youth and accession to kingship, including evaluation of sources • Start portfolio of Alexander’s victories in battle, including strategy, tactics and outcomes, starting at Granicus with Alexander’s use of cavalry. Add assessments of other battles in sequence: Issus, Tyre etc. • Thoughts of Darius towards Alexander and his forces • Class discussion of Alexander and divinity: his claims, his reasons, any advantage to him, as part of his projected identity |

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| <p>Arrian (Book 3) supplemented by Plutarch</p> <p>Plutarch (N.B. See too non-prescribed books of Arrian)</p> <p>Arrian (Book 7) supplemented by Plutarch</p> | <ul style="list-style-type: none"> • Occupation of Egypt and foundation of Alexandria (332 BC) • Trip to oracle at Ammon • Battle of Guagamela (331 BC) • Occupation of Babylon, Susa and Persepolis • Capture and death of Darius • Conquest of North East (330-327 BC) • 'Conspiracy' of Philotas • Murder of Cleitus (Plut. 50-52) • Conspiracy of Pages (Plut. 55) • Battle of River Hydaspes (326 BC) (Plut. 59-61) • Mutiny at River Hyphasis (Plut. 62) • Campaign against Malli, serious injury to Alexander (Plut. 63) • March through Gedrosian Desert (Plut. 66) • Voyage of Nearchus (Plut. 66-68) • Mass marriages • Mutiny at Opis • Death of Hephaestion • Return to Babylon • Death of Alexander | <ul style="list-style-type: none"> • Despatches from abroad, like a modern foreign news reporter, giving reports of events, motives, rumours etc. Discussion on how to assess reliability • Diary of one of Alexander's closest friends, recording feelings as campaign continues and some friends are implicated in supposed and actual conspiracies • Debate on Alexander as a leader, including strengths and weaknesses • Assessment of Alexander as a statesman, including his attempts at promoting relationships and integration between Macedonians and Persians • Debate between one Macedonian willing to follow Alexander anywhere and another prepared to mutiny, both giving reasons • Obituary of Alexander with final assessment of his career, achievements and less successful endeavours |
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| <p>Key individuals</p> | <p>Macedonian Alexander, Parmenio, Cleitus, Philotas, Hephaestion, Nearchus, Callisthenes</p> <p>Non-Macedonian Darius, Bessus, Porus, Roxane</p> | <p>Draw up a simple list of the key individuals on each side to ensure understanding of relationships (update at regular intervals)</p> <p>Follow the presentation of each of these figures in both texts, and the sense of their individual influence on events: how far does either author suggest that individuals were a major contributor to the way on which matters progressed?</p> |
| <p>Synoptic issues</p> | <ul style="list-style-type: none"> • Common themes/people • Identity of Alexander, including divine pretensions • The nature of Alexander’s leadership and/or heroism as presented in both texts • Alexander’s military skills, strategy and tactics • Bias of sources • The presentation of Macedonians and Persians • The contribution of both texts to the collective memory and reception of Alexander | <p>A review of the nature of both texts as evidence.</p> <p>Small groups to give presentations on both texts’ treatments of Alexander’s career</p> <ul style="list-style-type: none"> • What were the aims of each author? • Where do both texts agree, and where do they differ? • How reliable are the texts as evidence? <p>Key questions</p> <ul style="list-style-type: none"> • What were Alexander’s major achievements? • How successful was Alexander as a military leader and as a statesman? • How far were Alexander’s successes due to his skills as a general? |
| <p>Examination preparation</p> | <ul style="list-style-type: none"> • Choosing questions • Timing • Planning an answer • The importance of clearly structured and evaluative answers. | |

| AS Unit 4C Roman Epic | | |
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| Topic | Topic Outline | Suggested Teaching Strategies |
| Introduction | <ul style="list-style-type: none"> • Why the topic is important • The poem • Mythological background to the poem, including the Homeric influence • Literary composition e.g. <ul style="list-style-type: none"> • narrative techniques • characterisation • repetition • length and relevance of speeches • similes • flashback and other imagery etc. • Key themes within the <i>Aeneid</i> e.g. <ul style="list-style-type: none"> • the nature of heroism • society and status • duty • family values including attitudes to women • portrayal of war • religion including the nature of the gods/relationships of gods with mortals and each other • impact of fate • Religious, political, social and cultural context | <p>Throughout the course, make the delivery of information as efficient as possible so that maximum time can be given to applying the knowledge in a range of contexts.</p> <p>In addition to the activities suggested below, preparation for the examination should include throughout the course</p> <ul style="list-style-type: none"> • Regular short oral quizzes and written tests of basic factual information, book by book • Maps of Aeneas' travels and Italy • The writing of summaries of main plotlines book by book • Shorter exercises in the analysis and evaluation of key passages from each set book of the <i>Aeneid</i> to prepare for the 10-mark questions • Longer analytical and evaluative essays (perhaps as homework) on each of the key themes to prepare for questions worth 20 marks • Discussion, research and activities which focus on the drawing together of knowledge and skills • Structured planning and the writing of practice synoptic essays worth 40 marks (perhaps as homework) in order to meet the requirement to stretch and challenge. |

| Books 1, 2, 4-6 | | |
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| Plot | <ul style="list-style-type: none"> • How Aeneas and his men reach Dido's court (1) • Aeneas' retelling of the fall of Troy (2) • The affair between Aeneas and Dido (4) • Aeneas' departure and Dido's suicide (4) • Events on Sicily, including funeral games for Anchises, fire in the fleet and Aeneas' departure for Italy (5) • Aeneas' visit to the Underworld, guided by the Sybil (6) • Divine framework, especially Venus, Juno, Jupiter and Hermes | <ul style="list-style-type: none"> • Set students to research and report back on important background issues (e.g. key mythological storylines, Augustan religious, political, cultural and social context, arising from references in the poem, e.g. pageant of heroes in Book 6.) • Creative writing approaches, e.g. Dido's or Anna's diary from when Aeneas arrives till his departure. |
| Characterisation | <ul style="list-style-type: none"> • Aeneas, in terms of furor, pietas etc. • Venus (pro-Aeneas) • Juno (anti-Trojan) • Dido • Priam and other Trojans • Anna • Anchises • The Sybil | <ul style="list-style-type: none"> • Draw up simple list of main combatants (mortal and immortal) on each side to ensure understanding of relationships and enmities in the developing storyline (update at regular intervals) |
| Narrative and descriptive techniques | <ul style="list-style-type: none"> • Flashback, especially Aeneas' telling of the fall of Troy • Similes, e.g. those applied to Aeneas and Dido • Other imagery, including personification, e.g. of Rumour • Use of emotive and vivid language • Speeches, e.g. by Aeneas and Dido | <ul style="list-style-type: none"> • Group work, each group analysing and reporting back on an aspect of composition (e.g. a speech, simile, use of epithets, extended description or portrayal of death etc). Repeat at regular intervals throughout course |

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| Relationships | <ul style="list-style-type: none"> • Human relationships, e.g. Dido and Aeneas • Divine relationships, e.g. Jupiter and Juno, Juno and Venus • Human/divine relationships, e.g. Aeneas and Venus | <ul style="list-style-type: none"> • Discussion on the contrast between the gods in their dealings with mortals and their relationships with each other (after reaching end of Book 1) |
| Key concepts | <ul style="list-style-type: none"> • Aeneas' mission • Pietas • Family • Fate • Religion, including the Underworld | <ul style="list-style-type: none"> • Bullet-point notes on qualities such as 'duty' ('pietas') judged from a reading of the poem |
| Books 7-8 and 10-12 | | |
| Plot | <ul style="list-style-type: none"> • Aeneas' arrival at mouth of Tiber, meeting and alliance with Latinus (7) • Juno's action stirring up Turnus and Amata against Aeneas and causing war (7) • Omens and Aeneas' alliance with Evander, Aeneas' shield provided by Venus (8) • Disagreements amongst the gods, Aeneas' return to Trojans with troops, killing of Pallas by Turnus and Mezentius by Aeneas (10) • A truce, resumption of the war, death of Camilla (11) • Preparations for duel between Aeneas and Turnus, breaking of truce by Juturna, gods' agreement to stand back, death of Turnus at hands of Aeneas (12) | <ul style="list-style-type: none"> • Group activity creating drama out of particular situations such as making and breaking of alliances in Book 7 • Creative writing, e.g. viewpoints of Lavinia or Iulus |

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| <p>Characterisation</p> | <ul style="list-style-type: none"> • Aeneas • Latinus • Amata • Turnus • Evander • Pallas • Mezentius • Lausus • Camilla etc. | <ul style="list-style-type: none"> • Diagram of Aeneas' family and Latinus' family to ensure no confusion after meeting all major characters |
| <p>Relationships</p> | <ul style="list-style-type: none"> • Gods and men: intervention and non-intervention of gods, e.g. in Books 10 and 12 • Human relationships <ul style="list-style-type: none"> • especially father/son, e.g. Aeneas and Iulus, Evander and Pallas, Mezentius and Lausus • other relationships within the family, e.g. Latinus and Lavinia, Turnus and Juturna. | <ul style="list-style-type: none"> • Debate about importance of gods • Discussion of importance of family. |
| <p>Themes</p> | <ul style="list-style-type: none"> • Heroism and its antithesis: e.g. Aeneas in Book 12, Pallas, Turnus, Mezentius • Portrayal of war: e.g. death of young warriors Pallas and Lausus; effects on families, e.g. reaction of Aeneas and Evander to Pallas' death; ending of poem (possible ambivalence) etc. • Religion, especially omens and prophecies, e.g. in Book 8 • Attitudes of Virgil's contemporaries to plot, characters, themes and issues, e.g. peace/war. | <ul style="list-style-type: none"> • Bullet-point notes on themes such as the representation of women, e.g. Lavinia, Amata and Camilla, extended to include status of women in Augustan context (e.g. <i>leges Juliae</i>) for synoptic approach • Debate based around issues such as the type and extent of Aeneas' heroism, extended to wider issues such as how far the <i>Aeneid</i> could be seen as propaganda for the Augustan regime for the synoptic requirement. |
| <p>Examination preparation</p> | <ul style="list-style-type: none"> • Choosing questions • Timing • How to plan an answer • The importance of a clearly structured evaluative argument. | |

| A2 Unit 4D Tiberius and Claudius | | |
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| Topic | Topic Outline | Suggested Teaching Strategies |
| Introduction | <ul style="list-style-type: none"> • Why the topic is important • Specification • Structure of course • Timeline of the main events of Tiberius' and Claudius' reigns, including the events leading to their accession to power • Map of Italy and the Empire to locate primary places • Plan of Rome to locate important sites and topographical detail • A brief indication of the different nature of the two prescribed sources as historiography and biography respectively | <p>A <i>critical</i> study of the careers of Tiberius (AD14-37) and Claudius (AD 41-54). Our knowledge of their lives and times comes from other sources besides those prescribed. This information can be found in the notes to the prescribed editions and in the books on the list of resources. However, throughout the course, make the delivery of information as efficient as possible so that appropriate time can be given to using the knowledge in understanding the contribution made by both prescribed texts and their interpretation to our understanding of Tiberius' and Claudius' careers and their importance to the history of the development of the Principate.</p> <p>As well as the activities suggested below, preparation for the examination should include throughout the course</p> <ul style="list-style-type: none"> • Regular short oral quizzes and written tests of basic factual information • Shorter exercises in the analysis and evaluation of particular issues or passages from the prescribed sources to prepare for the 5- and 10-mark questions • Longer analytical and evaluative essays (perhaps as homework) on important issues arising from the study of Augustus' career and priorities, and/or the presentation of them by the two prescribed texts, to prepare for the 20-mark questions • Discussion, research and activities which focus on the drawing together of knowledge and skills • Structured planning and the writing of practice synoptic essays worth 40 marks (perhaps as homework) in order to meet the requirement of stretch and challenge. |

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| Tiberius' life and rule | <ul style="list-style-type: none"> Tiberius' life and career path before becoming emperor (Suetonius) | <ul style="list-style-type: none"> Class to construct a chart to show the major stages of Tiberius' life and career |
| | <ul style="list-style-type: none"> His accession and Principate (both sources) | <ul style="list-style-type: none"> Start to make notes on where the sources agree and differ |
| | <ul style="list-style-type: none"> His relationship with the Senate and equites (both sources) | <ul style="list-style-type: none"> Class to research the state of the senate Tiberius inherited, and to establish the nature of his relationship with it over time with special consideration of treason trials and his absences from Rome Role play in which Tiberius presents his view, and the senate responds |
| | <ul style="list-style-type: none"> His administration of Rome, Italy and the Empire, including handling of public finances (both sources) | <ul style="list-style-type: none"> Drawing up of two lists, later refined into an argument, of Tiberius' strengths and weaknesses as an administrator (eg dealing with his reputation for prudence) |
| | <ul style="list-style-type: none"> Foreign policy and consolidation of empire and Pax Romana; governance of Italy and the provinces of Tiberius and Claudius (both sources) | <ul style="list-style-type: none"> Class to explore the consolidation of the empire by military and other means. What were Tiberius' strategies for maintaining or extending the borders of Roman territory? |
| | <ul style="list-style-type: none"> The influence and importance of others on Tiberius' Principate, including family, especially Livia, Drusus and Germanicus, Praetorian Guard, especially Sejanus, and people (both sources) | <ul style="list-style-type: none"> Write obituaries of prominent figures. |
| | <ul style="list-style-type: none"> Succession planning (both sources) Tiberius as an individual and as an emperor | <ul style="list-style-type: none"> Imagine Tiberius' own thoughts, as he lives in Capri at the end of his Principate. Then give views of another person, eg a senator, on him and his rule. |

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| Gaius Caligula: a brief summary of his rule (to provide continuity) | | |
| Claudius' life and rule | <ul style="list-style-type: none"> • Claudius' life before becoming emperor (no public career) (Suetonius) • Claudius' accession and Principate (both sources) | <ul style="list-style-type: none"> • Class to construct a chart showing the major stages of Claudius' life and compare Tiberius and Claudius in the light of the two charts • Claudius' feelings recorded as a letter/diary/memoir when denied a public career as a young man |
| | <ul style="list-style-type: none"> • His relationship with the Senate and equites (both sources) | <ul style="list-style-type: none"> • Research and present findings of Claudius' relationship with senate and equites, including his attempts to cooperate with the senate and the impact of his revision of membership as censor • Role play as for Tiberius |
| | <ul style="list-style-type: none"> • His administration of Rome, Italy and the Empire, including handling of public finances (both sources) | <ul style="list-style-type: none"> • Comparison between Tiberius and Claudius on who was the more successful administrator |
| | <ul style="list-style-type: none"> • Foreign policy and consolidation of empire and Pax Romana; governance of Italy and the provinces of Tiberius and Claudius (both sources) | <ul style="list-style-type: none"> • Report by imaginary foreign correspondent on Claudius' invasion of Britain and how this fitted into his foreign policy overall |
| | <ul style="list-style-type: none"> • The influence of others, especially Messalina, Agrippina and freedmen, on Claudius' Principate (both sources) | <ul style="list-style-type: none"> • Debate on status and importance of women of imperial household under Tiberius and Claudius • Diary of one of Claudius' freedmen |
| | <ul style="list-style-type: none"> • Succession planning (both sources) • Claudius as an individual and as an emperor | <ul style="list-style-type: none"> • Discussion about Claudius and how far his disabilities affected his life and career |

