

# Lesson Plan

VR & AR LESSON PLAN

## Discover Pompeii and Herculaneum

<b>Learning Area</b>	Ancient History	<b>Kit</b>	Lumination AR/VR Education Kit
<b>Year Level</b>	Year 12	<b>Duration</b>	1x 60 minute Lessons

### Introduction/Description

Walk through the streets and archaeological sites of ancient Pompeii, which have been buried under volcanic ash for almost 1700 years. The city's ruins provide a glimpse into the daily lives of its residents, from their homes and public buildings to their art and culture.

### Learning Intentions

Students will respond to key historical inquiry questions. These include

- What is the historical significance of Pompeii as an ancient Roman city?
- What are the value and impact of tourism, ethical issues of reconstruction and conservation, and the impact of new research and technologies?
- What is the impact of cultural heritage on modern society and their representations over time?

### Task Summary


In this lesson, students will explore the ancient Roman city of Pompeii and its tragic fate. Through the immersive learning experiences and research station, students will gain a deeper understanding of the history and culture of Pompeii, as well as their impact on our modern society.

### Preparation

Students are expected to:

- Have some background knowledge on using Handheld Virtual Reality (HHVR) Headsets.
- Have an understanding of different historical sources such as the artefacts and sites of Pompeii and Herculaneum.

Teachers should make sure that:

- Devices are charged (if using).
- Students are able to access YouTube videos.
-  Teaching Deck - Discover Pompeii and Herculaneum has been checked.

- A [padlet](#), which is an online collaboration board for students, has been created and the link is included on page 8 of the student digital notebook.
- A copy of the [Student Digital Notebook - Discover Pompeii and Herculaneum](#) has been distributed to students and they have downloaded/ made a copy for themselves.
- Students are divided into pairs or groups depending on how many devices are available. A suggested rotation cycle may be:



Group	Round 1	Round 2	Round 3
Group 1	HHVR	Research	Historical Inquiry
Group 2	Historical Inquiry	HHVR	Research
Group 3	Research	Historical Inquiry	HHVR

*This may differ based on student numbers and number of IMVR headsets/ devices.*

## Resources

- **Hardware**
  - Student Laptops
  - HHVR Headsets
  - Mobile Devices (if using)
- **Apps:**
  - YouTube
  - Google Arts and Culture
- **Videos**
  - [Pompeii 360 Virtual Walking Tour](#)  
1h 57m (suggested timestamps can be found on pages 4-6 of the [Student Digital Notebook - Discover Pompeii and Her...](#))  
*Take a virtual walking tour of the ruins of Pompeii in this 360 walk, best viewed on a PC, laptop, tablet, phone or VR headset.*
  - [Herculaneum, Italy 360 Walking Tour](#)  
1h 38m (suggested timestamps can be found on pages 7-9 of the [Student Digital Notebook - Discover Pompeii and Her...](#))  
*This is a 360 walking tour of the ancient city of Herculaneum that is best viewed on a PC, laptop, tablet, phone or VR headset*
- **Websites:**
  - [CyArk - Temple of Jupiter](#)
  - [Google Arts and Culture - Pompeii, Italy](#)

- **Teaching Materials:**

-  Teaching Deck - Discover Pompeii and Herculaneum
-  Student Digital Notebook - Discover Pompeii and Her...

# Learning Sequence

1

Introduction  
(5-10 mins)

- Students [Think-pair-share](#) on page 2 in their:
  - ▢ Student Digital Notebook - Discover Pompeii and Herculaneum
    - What were some notable sources (buildings, paintings, etc.) in Pompeii and Herculaneum?
    - What do they tell us about the following?
      - Economy
      - Social Structure
      - Political life
      - Everyday Life
      - Religion

2

Development  
(40-45 mins)

Introduce the stations students will engage in.

## **Station based learning**

*Station-based Learning in 10-15 min interval rotations.*

### Station 1 - HHVR

Select one of the following experiences below

- [Pompeii 360 Virtual Walking Tour](#)
- [Herculaneum, Italy 360 Walking Tour](#)

Using their own knowledge of Pompeii and Herculaneum or other sources, students respond to various questions regarding the locations and artefacts viewed in the experience on slides 3-7 of the

▢ Student Digital Notebook - Discover Pompeii and Herculaneum .

### Station 2 - Research

Explore the [digital exhibit](#) on Google Arts and Culture and respond to the following questions on slide 10:

- What was the purpose of the Temple of Jupiter in Ancient Roman society?
- What is the impact of new research and technologies?
- How does this help support conservation and reconstruction of the historical site?

### Station 3 - Historical Enquiry

Respond to key historical enquiry questions related to Pompeii and Herculaneum. Sources are included in the

▢ Student Digital Notebook - Discover Pompeii and Herculaneum

- Outline any problems which have arisen due to tourism in Pompeii and Herculaneum using Source A. Propose appropriate solutions to these issues.
- How did the natural features of Campania contribute to the economy of the region? (NESA, 2021)
- Compare the effects of the eruption of AD 79 on the cities of Pompeii and Herculaneum (NESA Sample Paper 2019).

3

Conclusion  
(5-8 mins)

Ask students to complete the following exit ticket on [www.padlet.com](http://www.padlet.com):  
How did the technology you used today enhance the legacies of Ancient Roman society in Pompeii and Herculaneum?

# Modifications

## Adaptations

- Students can also view the 360 YouTube experiences in 'gyro mode' without the headsets using the mobile devices.

## Extension Ideas

- Students may respond to the Extension questions on slide 11 of the Research station.
- If students complete one of the historical sites for Station 1, they may also respond to the questions for the other historical site.

# Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
<p>Senior Secondary - Ancient History</p> <p>An overview of the history of Pompeii and Herculaneum since the 8th century BC up to the eruption of AD 79, including the establishment of Pompeii as a Roman colony in AD 80, earthquake activity, and the various stages of the eruption of Mt Vesuvius <b>ACHAH366</b></p> <p>The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum <b>ACHAH367</b></p> <p>Changing interpretations of the uses of public and private spaces, and the meaning of frescoes <b>ACHAH383</b></p>	<p>Stage 6 - History</p> <p>assesses the significance of historical features, people, places, events and developments of the ancient world <b>AH12-5</b></p> <p>analyses and interprets different types of sources for evidence to support an historical account or argument <b>AH12-6</b></p> <p>communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms <b>AH12-9</b></p>	<p>VCE - Ancient History</p> <p><b>Units 3 and 4 Ancient History Outcome 1</b></p> <p>Evaluate the historical significance of the features of the ancient society.</p> <p>Construct arguments about the features of the ancient society using sources as evidence.</p>

## **Cross-Curriculum Priorities**

- ☒ Aboriginal and Torres Strait Islander Histories and Cultures
- ☒ Asia and Australia's Engagement with Asia
- ☒ Sustainability

## **Capabilities**

- ☑ Literacy
- ☒ Numeracy
- ☑ ICT Capability
- ☑ Critical and Creative Thinking
- ☒ Personal & Social Capability
- ☑ Ethical Understanding
- ☑ Intercultural Understanding