



Junior Cycle Classics Learning Outcomes | Strand 1 and Strand 2

Strand 1

Strand 2

Myth

Daily Life

World of Achilles

Rome, Centre of an Empire

Reading narratives and exploring representations

- 1.1 create a visual representation of a myth that captures their favourite theme, motif or message and share this with their classmates
- 1.2 investigate how gods/goddesses and heroes/heroines are represented in visual sources
- 1.3 examine the storytelling techniques and conventions of plot and character development used in mythical stories
- 1.4 act as a storyteller by retelling myths in their own words using appropriate vocabulary and style
- 1.5 collaborate with their classmates to create a myth or story, considering the appropriate conventions and the messages to be conveyed

- 1.11 examine the daily life of a young person living in the ancient world and compare this with the life of a young person today
- 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world
- 1.13 create a visual representation of a Greek or Roman home describing the functions of the various rooms and areas
- 1.14 collaborate with their classmates to examine a selected occupation in the ancient world
- 1.15 explore the experience of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor)

- 2.1 explain the mythological background to the Trojan War
- 2.2 illustrate, with examples, poetic devices and techniques that are characteristic of epic poetry (for example, epithets, similes, digressions, repetition)
- 2.3 identify key sites associated with the Iliad and its historical background on a map
- 2.4 create a portfolio of key characters in the Iliad in collaboration with their classmates
- 2.5 investigate how characters from the Iliad are represented in visual sources (for example ancient vases and sculpture, modern paintings and films)
- 2.6 compare the Iliad's depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants)

- 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths)
- 2.13 examine the functions and uses of three chosen buildings, structures or public spaces
- 2.14 imagine themselves at an event or activity associated with each of the three selected locations, commenting on what is happening and why, and who is present
- 2.15 collaborate with their classmates to create a representation of their favourite Roman building, structure or site
- 2.16 recognise and explain common terms associated with Roman architecture (for example, thermae, portico, capital, aqueduct, dome)

Analysing structures, patterns, values and ideologies

- 1.6 explore the motifs, themes, values and messages of myths
- 1.7 discuss the attitudes towards gender and sexual norms that myths reflect
- 1.8 select central and favourite moments from myths, and evaluate characters' decisions and actions at those moments
- 1.9 recognise that there are different versions of myths and explore the reasons for these differences
- 1.10 recognise and explain expressions associated with Greek and Roman myths and use these appropriately in other contexts (for example, Achilles heel, Pandora's box)

- 1.16 investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced
- 1.17 explore the rules, duties and relationships in Greek, Roman and modern households
- 1.18 collaborate with their classmates to recreate an aspect of daily life in the ancient world
- 1.19 discuss the difference between the relationships and behaviour of Deities and humans in myths and the norms and expectations of daily life in the ancient world
- 1.20 recognise and explain common Greek and Latin terms associated with daily life and their modern derivations

- 2.7 evaluate Achilles' decisions and actions in comparison with the decisions and actions of other heroes in the Iliad
- 2.8 recognise and explain common Greek concepts and words associated with Homeric epic (for example, timé, kleos, aidós, areté, pathos)
- 2.9 examine the relationship between Deities and mortals in the Iliad
- 2.10 create a code of honour for modern day heroes/heroines with reference to the Homeric code
- 2.11 discuss other ancient sources that deal with anger (for example, Aristotle, Plutarch, Seneca) in relation to the Iliad's engagement with this emotion

- 2.17 explore Roman history, society and public life through public buildings, structures and spaces
- 2.18 investigate the careers and political goals of the historical figures who commissioned the chosen buildings, structures or spaces
- 2.19 compare a building in their local area with a building in Rome
- 2.20 debate the usefulness and limitations of different types of historical sources (for example, art, architecture, inscriptions and literature)