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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Oide Senior Cycle Classical Studies

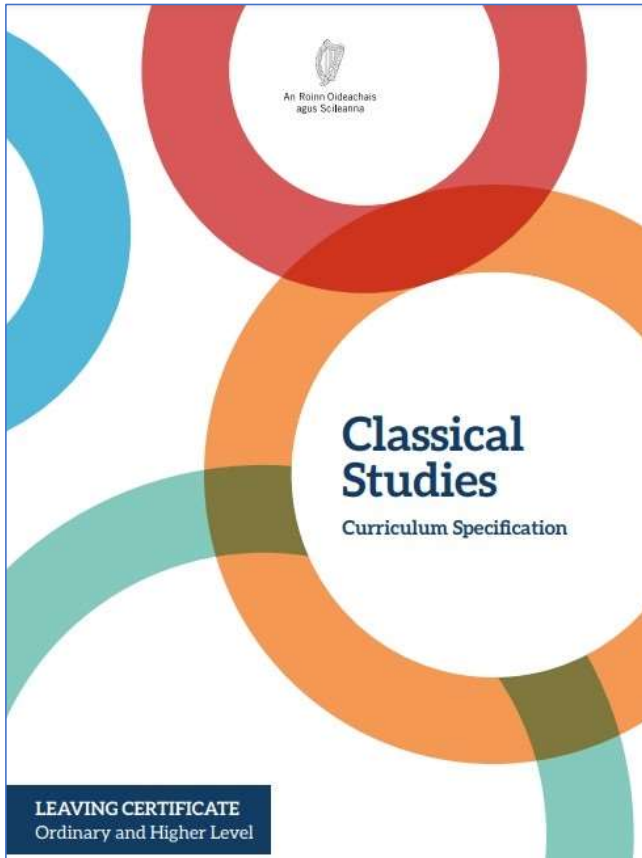
Exploring Approaches to Research, Developing Research
Capacity and Reflecting on the Research Study



Key Documents



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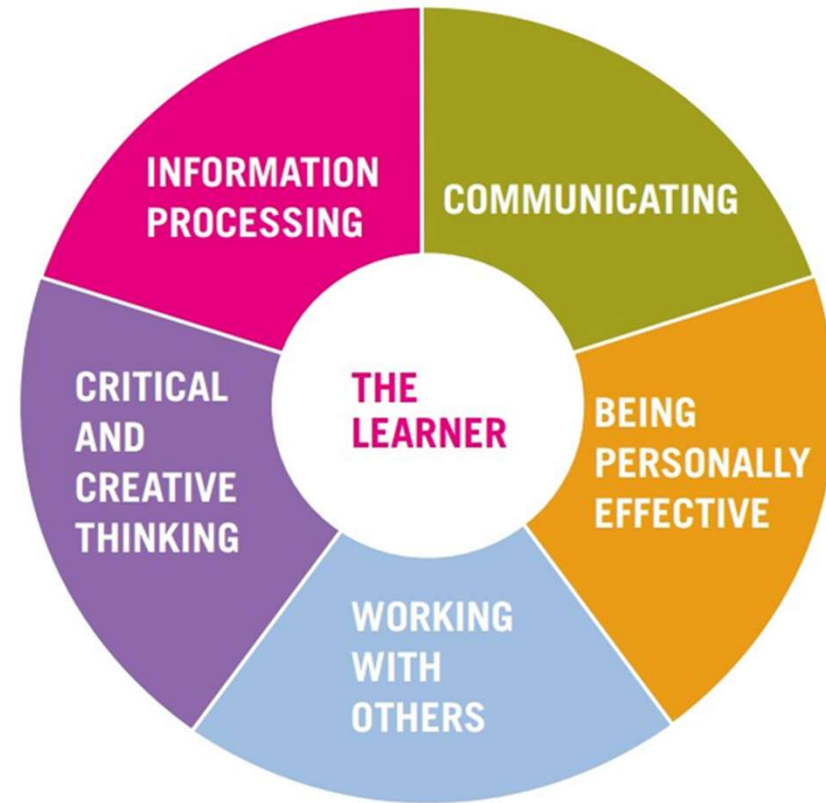
Key Skills Continuum of Learning



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Junior Cycle



Senior Cycle

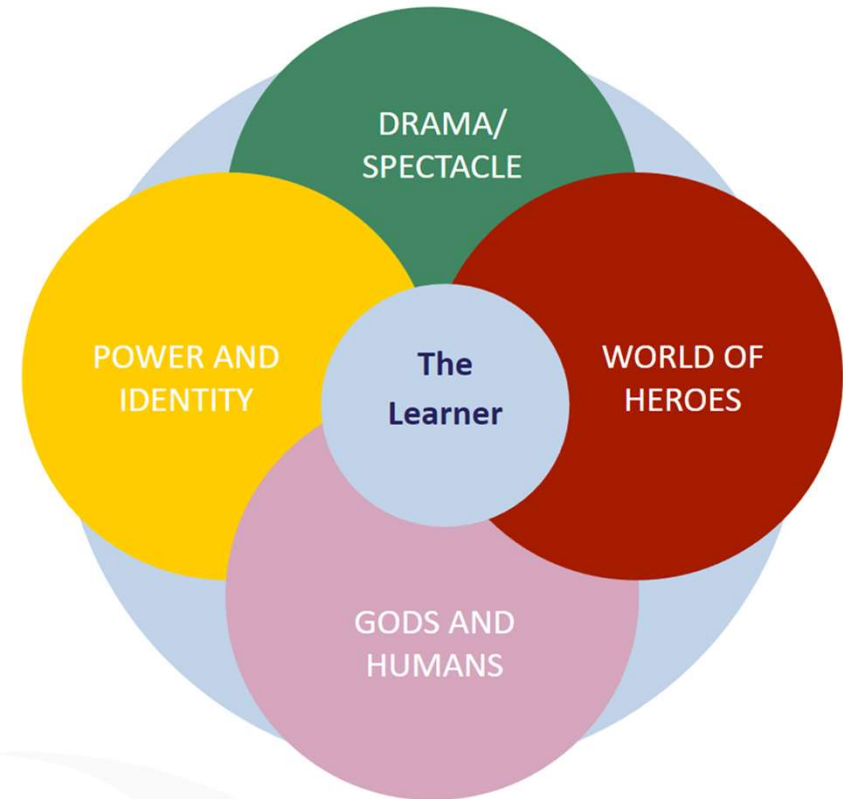
The Journey of Classics and Classical Studies



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Junior Cycle



Senior Cycle

Today's Timeline



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Session 1

The role of the
Research Study within
the Classical Studies
Specification





Learning Intentions

Reflect on the Research Study process so far.



Exploring the connections between the Research Study and the specification.





Real or Fake?

1. In toga candida omnia manifesta sunt.
In a white toga, all things are evident.

2. Panis et circenses sunt amicitiae
fundamenta."
*Bread and circuses are the foundations of
friendship.*

3. Naturam expellas furca, tamen usque
recurrat.
*You may drive out nature with a pitchfork,
but she will always return.*

4. Sapientia in dentibus est, non in mente.
*Wisdom lies in the teeth, not in the
mind.*

5. Carpe diem, quam minimum credula
postero.
*Seize the day, putting as little trust as
possible in the future.*

6. Τὸ τῷ σμήνῃ μὴ συμφέρον οὐδὲ τῇ
μελίσῃ συμφέρει.
*That which doesn't benefit the hive,
doesn't benefit the bee.*



Aims and Rationale of the Research Study

*“The research study aims to develop in students a **spirit of inquiry** about the ancient world and a **range of skills** that will facilitate the **conduct of the inquiry**. It allows students to engage in a measure of **self-directed learning** that is grounded in the **procedural values of academic research**.”*



NCCA, 2022, p.5 Leaving Certificate Classical Studies Guidance to support the Research Study.

Student Voice



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Classical Studies
Student Voice Ciara



Hi, I'm Ciara and
I just completed
the Leaving Cert.

[Click to listen](#)



Classical Studies
Student Voice Walter



So in doing my RSR
on literature, on the
representation of women
in the ancient epics, I

[Click to listen](#)



Application

"I'm already seeing how important those skills are in my current study and how glad I am that I got to use those skills earlier on."

Developing skills

"It put more of an emphasis on analysis and the use of critical thinking skills."

Finding inspiration

"To really dig in on the areas of the subject that you find it fascinating that interested you."

The Research Study Student Voice

Sources

"Just the sheer amount of text that I had to get through...both reading through the text and also procuring those sources, the text themselves and commentaries."

Freedom of choice

"Freedom to study and research what you want and what you want learn about....makes classics for the Leaving Cert. more enjoyable."

Limitations and rabbit holes

"So I ended up going down rabbit holes of classical reception, even philology."
"Really broad briefs and narrowing down to one single topic to fit in a small enough essay was really hard."



Share Your Thoughts

“The quality framework views students as active agents in their learning who engage purposefully in a wide range of learning activities, who respond in a variety of ways to different learning opportunities and who are afforded the opportunity to engage in meaningful discussions with teachers to inform learning and teaching.”

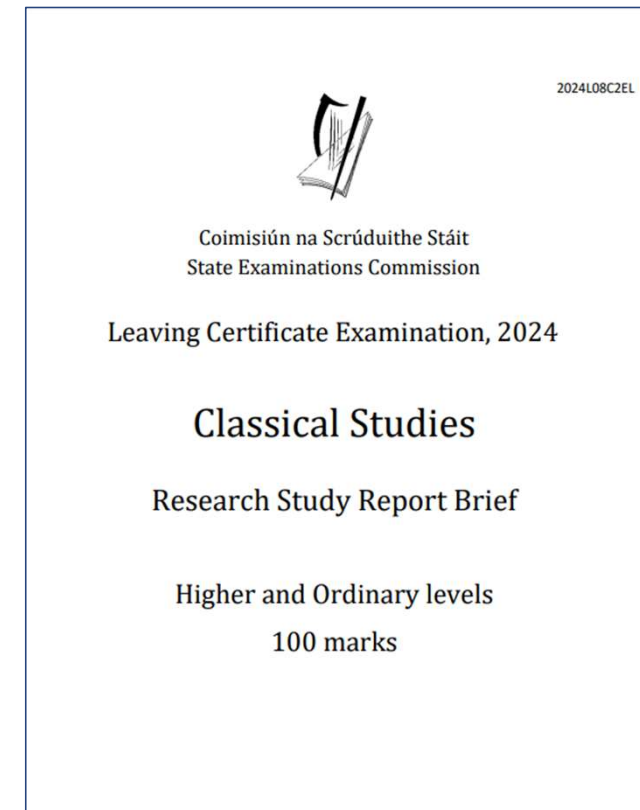


General Outline of Research Study



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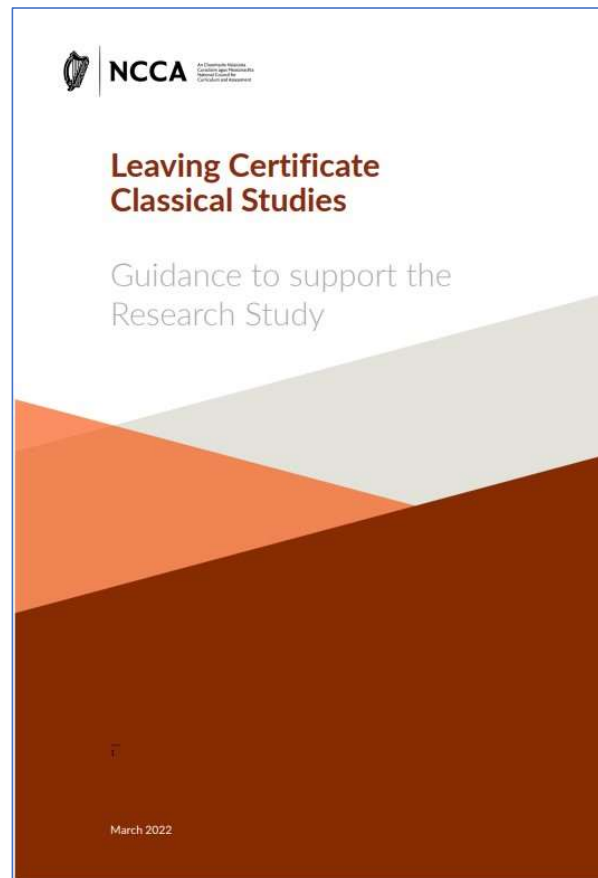
- assessment component worth 20%, reported through the medium of a report called the **Research Study Report**
- common brief for both Ordinary Level and Higher Level (differentiation is achieved at final level chosen by the student for written examination)
- the brief includes topics on 4 key areas
 - Material Culture
 - Literature
 - History
 - Thought and Ideas
- digital pro-forma booklet submitted to SEC in 6th Year (usually January)



Key Document - Guidance to support the Research Study



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Classical Studies Research Study

Students are required to demonstrate that they can...



Research and process

information relevant to chosen topic



Synthesise and evaluate

information connected to the specification and make judgements



Understand

social, political, artistic, ethical, historical and literary concepts



Link

aspects relating to the classical world and relevance to contemporary world

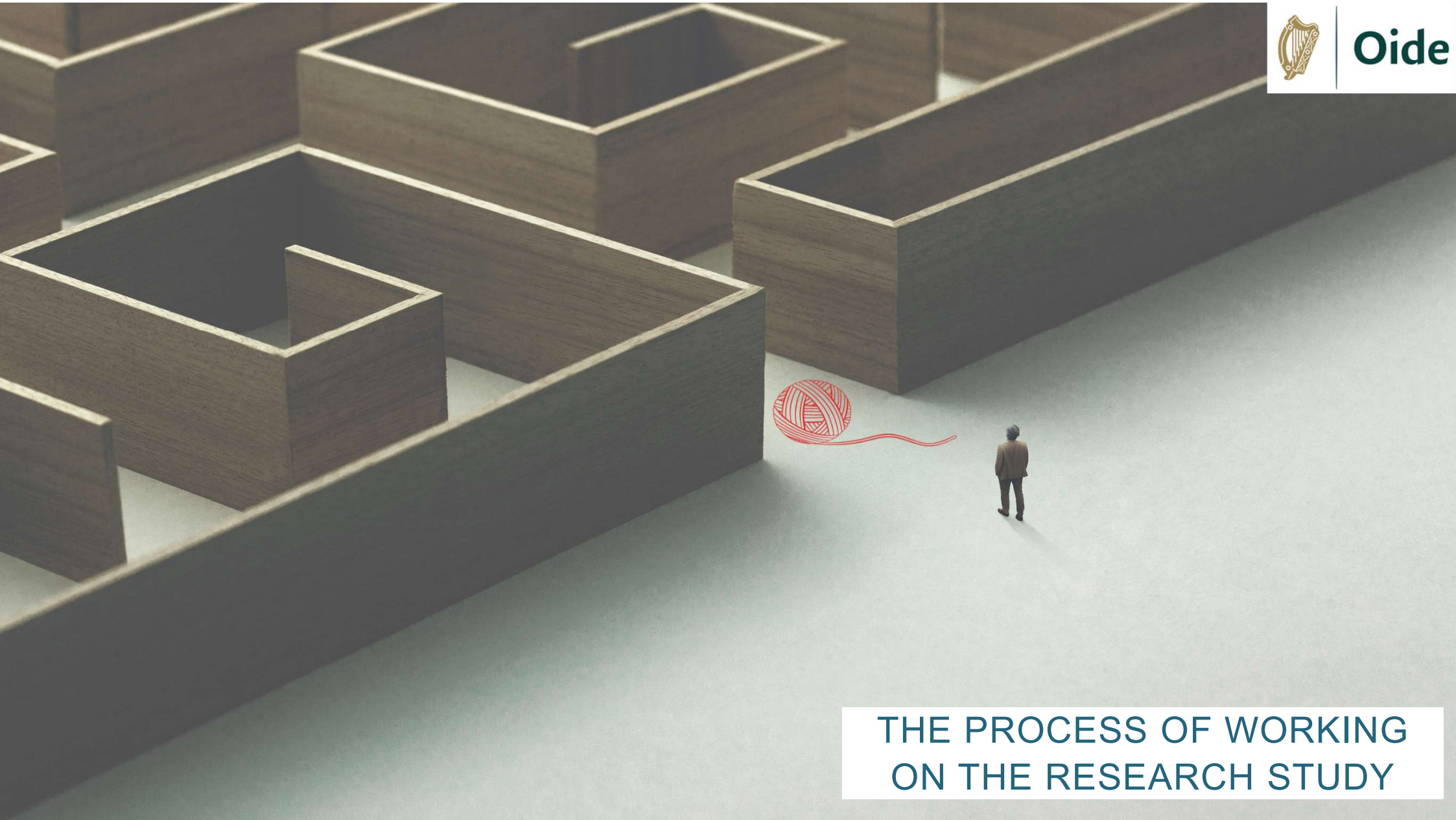


Use the key skills

of information processing, communicating, critical and creative thinking and being personally effective



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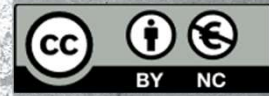
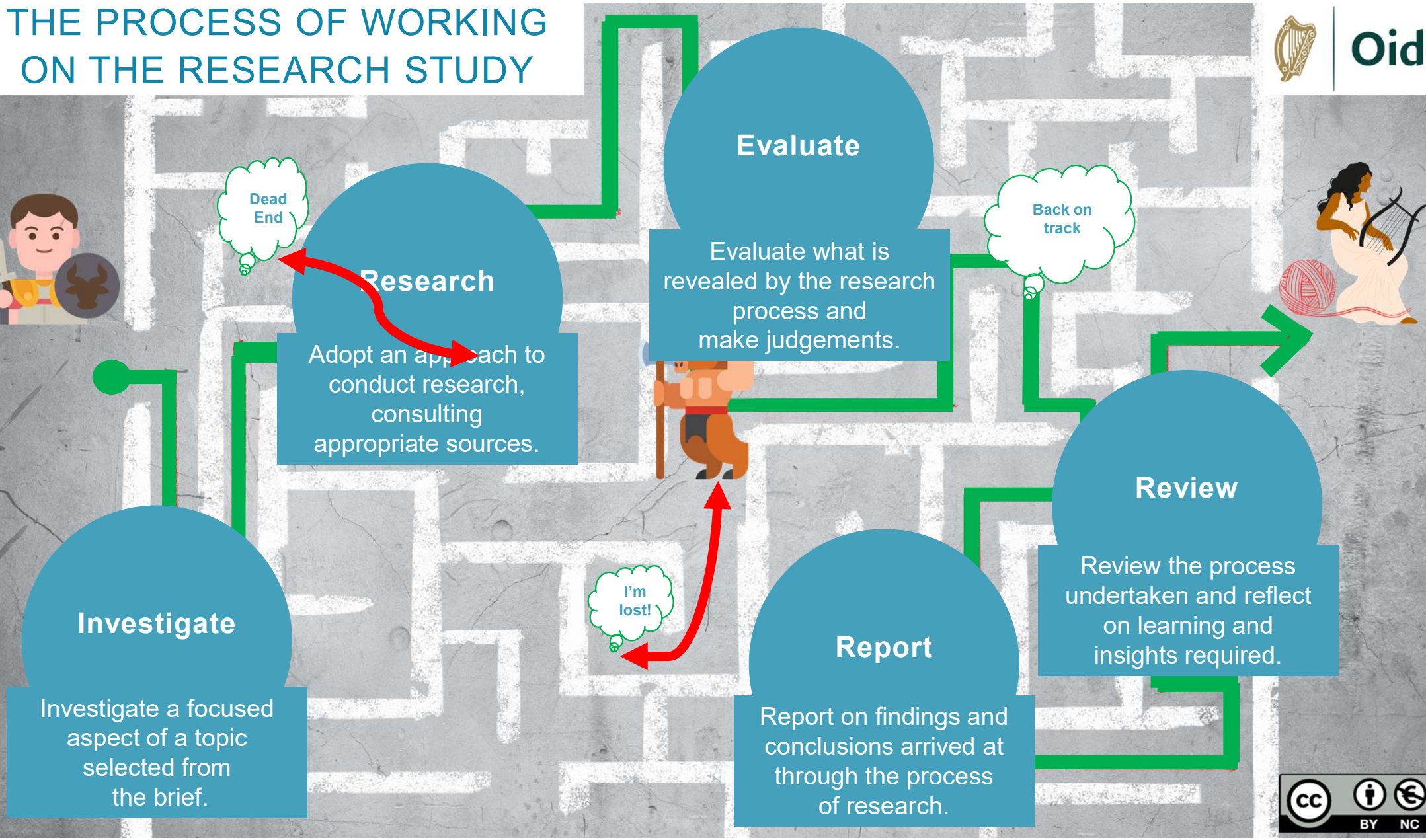


THE PROCESS OF WORKING
ON THE RESEARCH STUDY

THE PROCESS OF WORKING ON THE RESEARCH STUDY



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The Process of Working on the Research Study



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Investigate

- Select an option from the brief.
- Identify a focus of enquiry to be pursued.

Research

- Develop an approach to the conduct of the research.
- Select a suite of relevant and reliable sources of information.

Evaluate and Report

- Develop a well-structured and coherent written account.

Review

- Reflect on new knowledge, insights, understanding and skills acquired.



Identifying Links to the Specification

Material Culture:

- Present a Research Study Report on the ways in which physical and visual evidence from the ancient world can help us to better understand the staging of Roman gladiatorial games.

Literature:

- Present a Research Study Report on the portrayal of female characters (excluding goddesses) in Greek and/or Roman epic poetry.

History:

- Present a Research Study Report on key political events which followed the death of either Alexander the Great or Julius Caesar. Candidates must limit their research to the twenty-five year period after the death of their chosen historical figure, although they may focus on a much shorter period of time if they wish.

Thought and Ideas:

- Present a Research Study Report on the work of any Greek or Roman Stoic philosopher and assess the importance of their contribution to the Stoic school of philosophy.



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Leaving Certificate Classical Studies Strands of Study

The world of heroes

Characteristics and types of heroes and leaders

- 1.1. Identify and analyse the key characteristics, qualities and attitudes of Greek and Roman heroes, heroines and leaders
- 1.2. Discuss the relevance of different types of abilities (strength and prowess, intelligence and verbal skills) for the heroes of Homer and Virgil
- 1.3. Analyse the decision-making process of Greek and Roman epic leaders and how they weigh their own interest and the interest of the collective
- 1.4. Identify attributes of epic heroes and leaders that are relevant to heroes and leaders in the modern world
- 1.5. Analyse whether epic heroes and heroines conform to or challenge the social and political norms of the world they inhabited and the world that created them.

Heroic society

- 1.6. Outline the myths and legends that underpin the epics of Homer and Virgil
- 1.7. Evaluate the relationship between gods and humans in Homer and Virgil and the importance of divine intervention and the role of the gods and goddesses as guarantors of key values
- 1.8. Discuss how Homer and Virgil portray the impact of war on the combatants and non-combatants affected by it and debate the claim that the Odyssey and Aeneid could be interpreted as antiwar poems
- 1.9. Assess the extent to which the portrayal of women in Homer and Virgil reflects their role in historical society
- 1.10. Critically examine Virgil's Aeneid as a work of propaganda on behalf of Augustus
- 1.11. Assess to what extent the values displayed in epic were relevant to the daily lives of Greeks and Romans Heroic narratives
- 1.12. Create a visual representation of key events, plot and locations of the epics studied

Drama and spectacle

Greek tragedy

- 2.1. Create a visual representation of the plot and structure of the tragedy studied
- 2.2. Identify core themes explored in the studied Greek tragedy and how the play may have reflected or challenged the social and (democratic) political norms of the audience
- 2.3. Critically evaluate how the playwright creates tension, suspense and elicits emotional responses through devices (such as dramatic irony, catharsis, recognition, reversal, divine prologues and deus ex machina scenes)

The context of Greek tragedy

- 2.4. Examine the audience experience of Athenian tragedy considering the design of the theatre and production aspects (such as costumes, masks, props, actors and chorus)
- 2.5. Examine the religious festival of the Dionysia as context for the performance of Athenian tragedy, considering its programme, organisation, audience and political relevance
- 2.6. Explore how the characters in the studied Greek tragedy, including the Chorus, reflect social roles in Greek society
- 2.7. Discuss why theatres are found throughout the eastern Mediterranean and near east world, and explain their role as focal points for civic life in Hellenic cities

The Colosseum, the Circus Maximus and Roman spectacle

- 2.8. Identify key architectural elements of the Colosseum and the Circus Maximus
- 2.9. Examine the audience experience in the Colosseum and the Circus Maximus considering the environment, the seating arrangements and the types of entertainment they provided

Power and identity

The time of Alexander or Caesar

- 3.1. Recognise key historical events that shaped the world of Alexander (the late Classical period) or Caesar (the late Roman Republic)
- 3.2. Identify key political and social tensions at the time in which Alexander or Caesar came to power
- 3.3. Compare maps showing the changes in political geography before and after the conquests of Alexander or Caesar

The political and military exploits of Alexander or Caesar

- 3.4. Create an outline of the life of Alexander or Caesar
- 3.5. Examine key moments and events during Alexander's Persian campaign or Caesar's Gallic campaign
- 3.6. Discuss the composition and tactics of the army of Alexander or Caesar in light of its operations during at least one major military event

The characterisation of Alexander or Caesar

- 3.7. Critically examine how Alexander or Caesar is characterised in the studied literary texts
- 3.8. Examine the relevance of the text type of the studied literary texts (such as biography, autobiography, history) for the characterisation of Alexander or Caesar
- 3.9. Evaluate how literary texts select, present and assess actions and decisions that illustrate the character of Alexander or Caesar

The attitudes of Alexander and Caesar towards foreign peoples

- 3.10. Compare how Alexander treats the Persians with how Caesar treats the Gauls
- 3.11. Explore what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised' or 'barbarian'

Gods and humans

The Greek and Roman gods

- 4.1. Identify the major gods in artistic representations from key physical characteristics and attributes
- 4.2. Match the Roman names of the Greek gods with their Greek counterparts
- 4.3. Outline the key domains of the major gods and their relationships with each other within the pantheon
- 4.4. Explore approaches to explaining the origins, nature and purpose of the gods through ancient sources

The Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta

- 4.5. Discuss Greek and Roman temples using the correct terminology for common architectural features
- 4.6. Analyse how the structure, design and sculptures of the studied temples impacted on the attendees' experience of visiting the temple
- 4.7. Explore the roles, duties and expectations of the different kinds of attendees and officials present at ceremonies associated with each temple
- 4.8. Comment on the political and civic importance of these temples and the rituals associated with them

Greek and Roman funerary practices and the afterlife

- 4.9. Examine material and textual evidence associated with Greek and Roman funerary practices
- 4.10. Discuss the key elements of Greek and Roman funerals and their significance to the participants
- 4.11. Evaluate what Greek and Roman funerary practices imply about perceptions of the afterlife
- 4.12. Contrast the purpose and nature of these ancient practices with collective and private experiences today

Philosophical ideas about mortality and living well

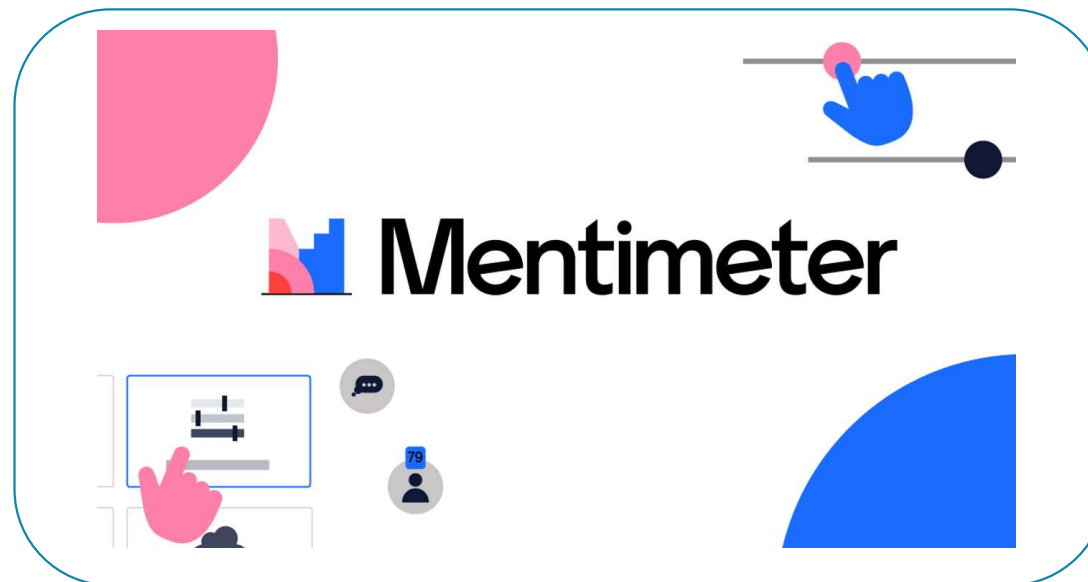
- 4.13. Examine what constitutes 'living well' when faced with the inevitability of death according to Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes
- 4.14. Explore how the relationship between human decision and responsibility on the one hand and divine will and fate on the other is viewed by Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes
- 4.15. Examine how their own views about what it means to live well relate to the ideas of Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes



Research Study Links to the Specification

Material Culture:

Present a Research Study Report on the ways in which physical and visual evidence from the ancient world can help us to better understand the staging of Roman gladiatorial games.



Learning Outcomes in the Research Study Process



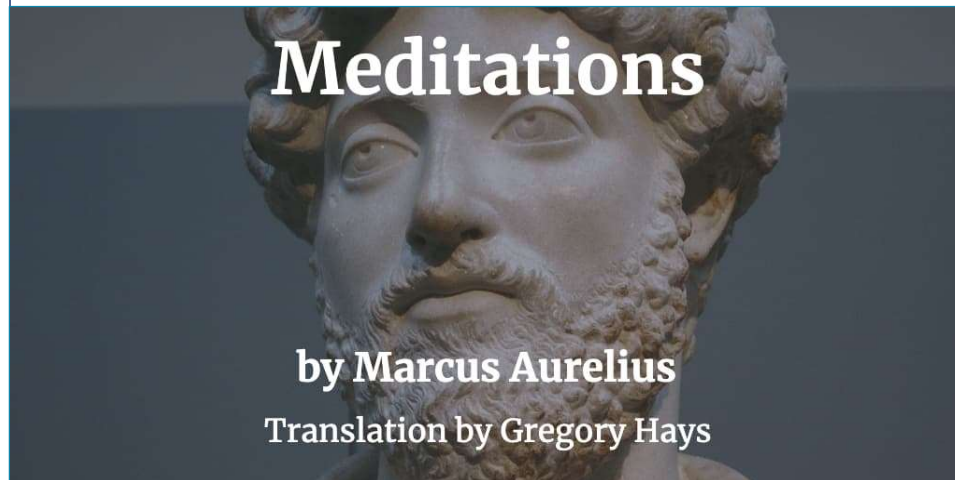
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Students should be able to demonstrate:

“research and process information that is relevant and meaningful to understanding or expanding on a topic related to the specification.”

Support from teachers may include:

“identifying what areas of the specification students may need to engage with in order to facilitate the choice of topics.”



Leaving Certificate Classical Studies Strands of Study			
The world of heroes	Drama and spectacle	Power and identity	Gods and humans
<p>Characteristics and types of heroes and leaders</p> <p>1.1. Identify and analyse the key characteristics, qualities and attitudes of Greek and Roman heroes, heroines and leaders</p> <p>1.2. Discuss the relevance of different types of abilities (strength and prowess, intelligence and verbal skills) for the heroes of Homer and Virgil</p> <p>1.3. Analyse the decision-making process of Greek and Roman epic leaders and how they weigh their own interest and the interest of the collective</p> <p>1.4. Identify attributes of epic heroes and leaders that are relevant to heroes and leaders in the modern world</p> <p>1.5. Analyse whether epic heroes and heroines conform to or challenge the social and political norms of the world they inhabited and the world that created them.</p> <p>Heroic society</p> <p>1.6. Outline the myths and legends that underpin the epics of Homer and Virgil</p> <p>1.7. Evaluate the relationship between gods and humans in Homer and Virgil and the importance of divine intervention and the role of the gods and goddesses as guarantors of key values</p> <p>1.8. Discuss how Homer and Virgil portray the impact of war on the combatants and non-combatants affected by it and debate the claim that the <i>Odyssey</i> and <i>Aeneid</i> could be interpreted as anti-war poems</p> <p>1.9. Assess the extent to which the portrayal of women in Homer</p>	<p>Greek Tragedy</p> <p>2.1. Create a visual representation of the plot and structure of the tragedy studied</p> <p>2.2. Identify core themes explored in the studied Greek tragedy and how the play may have reflected or challenged the social and (democratic) political forms of the audience</p> <p>2.3. Critically evaluate how the playwright creates tension, suspense and elicits emotional responses through devices such as dramatic irony, catharsis, recognition, reversal, divine protagonists and <i>deus ex machina</i> scenes</p> <p>The context of Greek tragedy</p> <p>2.4. Examine the audience experience of Athenian tragedy considering the design of the theatre and production aspects (such as costumes, masks, props, actors and chorus)</p> <p>2.5. Examine the religious festival of the Dionysia as context for the performance of Athenian tragedy, considering its programme, organisation, audience and political relevance</p> <p>2.6. Explore how the characters in the studied Greek tragedy, including the Chorus, reflect social roles in Greek society</p> <p>2.7. Discuss why theatres are found throughout the eastern Mediterranean and near east world, and explain their role as focal points for civic life in Hellenic cities</p> <p>The Colosseum, the Circus Maximus and Roman spectacle</p> <p>2.8. Identify key architectural elements of the Colosseum and the Circus</p> <p>2.9. Assess the extent to which the portrayal of women in Homer</p>	<p>The time of Alexander or Caesar</p> <p>3.1. Recognise key historical events that shaped the world of Alexander (the late Classical period) or Caesar (the late Roman Republic)</p> <p>3.2. Identify key political and social tensions at the time in which Alexander or Caesar came to power</p> <p>3.3. Compare maps showing the changes in political geography before and after the conquests of Alexander or Caesar</p> <p>The political and military exploits of Alexander or Caesar</p> <p>3.4. Create an outline of the life of Alexander or Caesar</p> <p>3.5. Examine key moments and events during Alexander's Persian campaign or Caesar's Gallic campaign</p> <p>3.6. Discuss the composition and tactics of the army of Alexander or Caesar in light of its operations during at least one major military event</p> <p>The characterisation of Alexander or Caesar</p> <p>3.7. Critically examine how Alexander or Caesar is characterised in the studied literary texts</p> <p>3.8. Examine the relevance of the text type of the studied literary texts (such as biography, autobiography, history) for the characterisation of Alexander or Caesar</p> <p>3.9. Evaluate how literary texts select, present and assess actions and decisions that illustrate the character of Alexander or Caesar</p> <p>The attitudes of Alexander and Caesar towards</p>	<p>The Greek and Roman gods</p> <p>4.1. Identify the major gods in artistic representations from key physical characteristics and attributes</p> <p>4.2. Match the Roman names of the Greek gods with their Greek counterparts</p> <p>4.3. Outline the key domains of the major gods and their relationships with each other within the pantheon</p> <p>4.4. Explore approaches to explaining the origins, nature and purpose of the gods through ancient sources</p> <p>The Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta</p> <p>4.5. Discuss Greek and Roman temples using the correct terminology for common architectural features</p> <p>4.6. Analyse how the structure, design and sculptures of the studied temples impacted on the attendees' experience of visiting the temple</p> <p>4.7. Explore the roles, duties and expectations of the different kinds of attendees and officials present at ceremonies associated with each temple</p> <p>4.8. Comment on the political and civic importance of these temples and the rituals associated with them</p> <p>Greek and Roman funerary practices and the afterlife</p> <p>4.9. Examine material and textual evidence associated with Greek and Roman funerary practices</p>

NCCA, 2022, p.3 and p.15 Leaving Certificate Classical Studies Guidance to support the Research Study.

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Changing Perspective



Image source: <https://www.flickr.com/photos/>

Sample Research Prescribed Topics



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Material Culture:

- How the ongoing archaeological work at a site significant to the material culture of Ancient Greece or Rome can teach us about daily life in the ancient world.

Literature:

- Relationships between gods and mortals in ancient literature.

History:

- Military strategy used in ancient Greece and Rome (from Bronze Age to 4th century CE).

Thought and Ideas:

- Ethical dilemmas and moral philosophy from the classical world and its significance in contemporary life.

Sample Research Study Links to the Specification



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First Steps

Topic:

Learning Outcomes:

Sources:

Broad focus:

Leaving Certificate Classical Studies Strands of Study

The world of heroes	Drama and spectacle	Power and identity	Gods and humans
<p>Characteristics and types of heroes and leaders</p> <p>1.1. Identify and analyse the key characteristics, qualities and attitudes of Greek and Roman heroes, heroines and leaders.</p> <p>1.2. Discuss the relevance of different types of abilities (strength and prowess, intelligence and verbal skills) for the heroes of Homer and Virgil.</p> <p>1.3. Analyse the decision-making process of Greek and Roman epic leaders and how they weigh their own interest and the interest of the collective.</p> <p>1.4. Identify attributes of epic heroes and leaders that are relevant to heroes and leaders in the modern world.</p> <p>1.5. Analyse whether epic heroes and heroines conform to or challenge the social and political norms of the world they inhabited and the world that created them.</p> <p>Heroic society</p> <p>1.6. Outline the myths and legends that underpin the epics of Homer and Virgil.</p> <p>1.7. Evaluate the relationship between gods and humans in Homer and Virgil and the importance of divine intervention and the role of the gods and goddesses as guarantors of key values.</p> <p>1.8. Discuss how Homer and Virgil portray the impact of war on the combatants and non-combatants affected by it and debate the claim that the <i>Odyssey</i> and <i>Aeneid</i> could be interpreted as anti-war poems.</p> <p>1.9. Assess the extent to which the portrayal of women in Homer and Virgil reflects their role in historical society.</p> <p>1.10. Critically examine Virgil's <i>Aeneid</i> as a work of propaganda on behalf of Augustus.</p> <p>1.11. Assess to what extent the values displayed in epic were relevant to the daily lives of Greeks and Romans. Heroic narratives.</p> <p>1.12. Create a visual representation of key events, plot and locations of the epics studied.</p>	<p>Greek tragedy</p> <p>2.1. Create a visual representation of the plot and structure of the tragedy studied.</p> <p>2.2. Identify core themes explored in the studied Greek tragedy and how the play may have reflected or challenged the social and (democratic) political norms of the audience.</p> <p>2.3. Critically evaluate how the playwright creates tension, suspense and elicits emotional responses through devices (such as dramatic irony, catharsis, recognition, reversal, divine prologues and <i>deus ex machina</i> scenes).</p> <p>The context of Greek tragedy</p> <p>2.4. Examine the audience experience of Athenian tragedy, considering the design of the theatre and production aspects (such as costumes, masks, props, actors and chorus).</p> <p>2.5. Examine the religious festival of the Dionysia as context for the performance of Athenian tragedy, considering its programme, organisation, audience and political relevance.</p> <p>2.6. Explore how the characters in the studied Greek tragedy, including the Chorus, reflect social roles in Greek society.</p> <p>2.7. Discuss why theatres are found throughout the eastern Mediterranean and near east world, and explain their role as focal points for civic life in Hellenic cities.</p> <p>The Colosseum, the Circus Maximus and Roman spectacle</p> <p>2.8. Identify key architectural elements of the Colosseum and the Circus Maximus.</p> <p>2.9. Examine the audience experience in the Colosseum and the Circus Maximus, considering the environment, the seating arrangements and the types of entertainment they provided.</p>	<p>The time of Alexander or Caesar</p> <p>3.1. Recognise key historical events that shaped the world of Alexander (the late Classical period) or Caesar (the late Roman Republic).</p> <p>3.2. Identify key political and social tensions at the time in which Alexander or Caesar came to power.</p> <p>3.3. Compare maps showing the changes in political geography before and after the conquests of Alexander or Caesar.</p> <p>The political and military exploits of Alexander or Caesar</p> <p>3.4. Create an outline of the life of Alexander or Caesar.</p> <p>3.5. Examine key moments and events during Alexander's Persian campaign or Caesar's Gallic campaign.</p> <p>3.6. Discuss the composition and tactics of the army of Alexander or Caesar in light of its operations during at least one major military event.</p> <p>The characterisation of Alexander or Caesar</p> <p>3.7. Critically examine how Alexander or Caesar is characterised in the studied literary texts.</p> <p>3.8. Examine the relevance of the text type of the studied literary texts (such as biography, autobiography, history) for the characterisation of Alexander or Caesar.</p> <p>3.9. Evaluate how literary texts select, present and assess actions and decisions that illustrate the character of Alexander or Caesar.</p> <p>The attitudes of Alexander and Caesar towards foreign peoples</p> <p>3.10. Compare how Alexander treats the Persians with how Caesar treats the Gauls.</p> <p>3.11. Explore what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised' or 'barbarian'.</p>	<p>The Greek and Roman gods</p> <p>4.1. Identify the major gods in artistic representations from key physical characteristics and attributes.</p> <p>4.2. Match the Roman names of the Greek gods with their Greek counterparts.</p> <p>4.3. Outline the key domains of the major gods and their relationships with each other within the pantheon.</p> <p>4.4. Explore approaches to explaining the origins, nature and purpose of the gods through ancient sources.</p> <p>The Athenian Parthenon and Greco-Roman and the Roman Pantheon and Temple of Vesta</p> <p>4.5. Discuss Greek and Roman temples using the correct terminology for common architectural features.</p> <p>4.6. Analyse how the structure, design and sculptures of the studied temples impacted on the attendees' experience of visiting the temple.</p> <p>4.7. Explore the roles, duties and expectations of the different kinds of attendees and officials present at ceremonies associated with each temple.</p> <p>4.8. Comment on the political and civic importance of these temples and the rituals associated with them.</p> <p>Greek and Roman funerary practices and the afterlife</p> <p>4.9. Examine material and textual evidence associated with Greek and Roman funerary practices.</p> <p>4.10. Discuss the key elements of Greek and Roman funerals and their significance to the participants.</p> <p>4.11. Evaluate what Greek and Roman funerary practices imply about perceptions of the afterlife.</p> <p>4.12. Contrast the purpose and nature of these ancient practices with collective and private experiences today.</p> <p>Philosophical ideas about mortality and living well</p> <p>4.13. Examine what corollaries 'living well' when faced with the inevitability of death according to Socrates as depicted in Plato's <i>Crito</i> and Horace in the <i>Odes</i> and <i>Epodes</i>.</p> <p>4.14. Explore how the relationship between human decision and responsibility on the one hand and divine will and fate on the other is viewed by Socrates as depicted in Plato's <i>Crito</i> and Horace in the <i>Odes</i> and <i>Epodes</i>.</p> <p>4.15. Examine how their own views about what it means to live well relate to the ideas of Socrates as depicted in Plato's <i>Crito</i> and Horace in the <i>Odes</i> and <i>Epodes</i>.</p>

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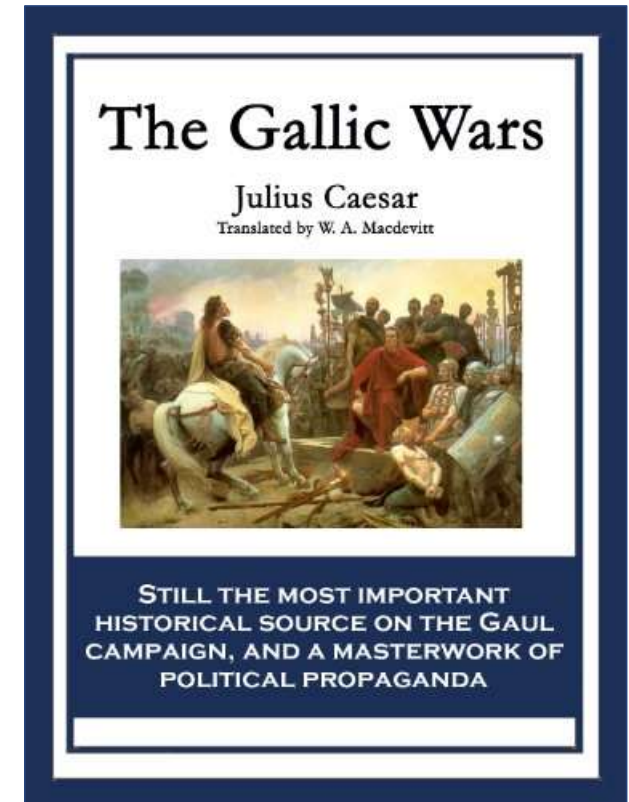
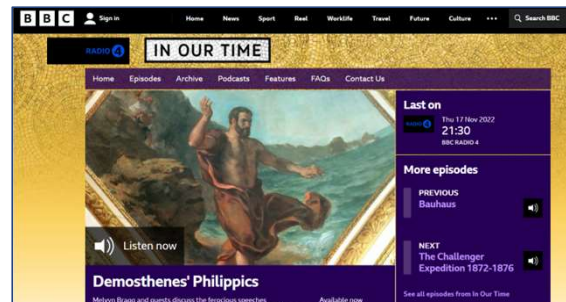


How to conduct research?

Selecting appropriate and reliable sources



“Appropriate sources could include books, journal articles, newspaper or magazine articles, websites, podcasts, blogs, interviews or television and radio documentaries.”



Sources - Padlet



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Suggested Source Material

Material Culture:

How the ongoing archaeological work at a site significant to the material culture of Ancient Greece or Rome can teach us about daily life in the ancient world

Literature

Relationships between gods and mortals in ancient literature

History

Military strategy used in ancient Greece and Rome (from Bronze Age to 4th century CE)

Thought and Ideas

Ethical dilemmas and moral philosophy from the classical world and its significance in contemporary life

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Coffee Break

