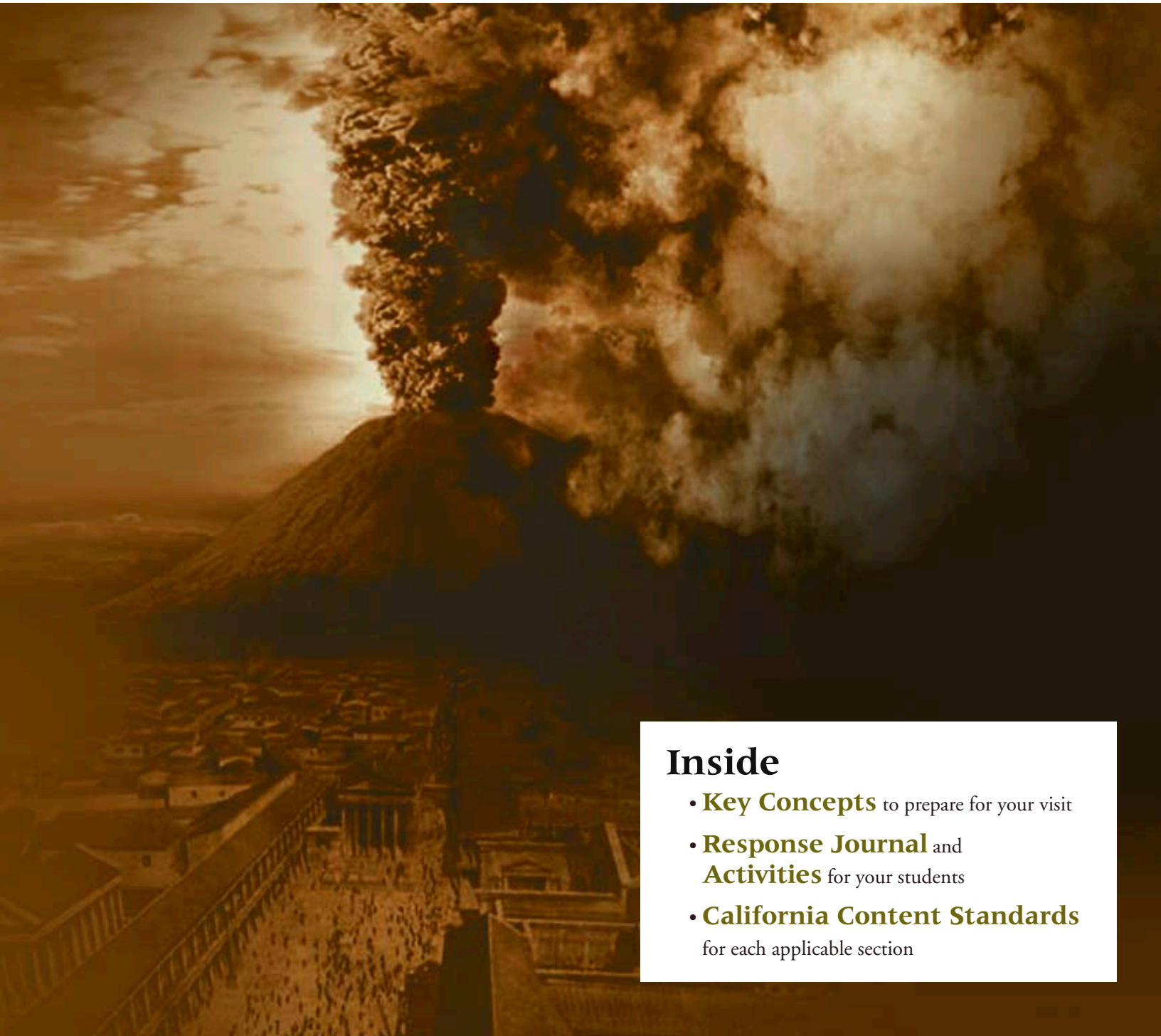


# A DAY IN POMPEII

## Teachers' Guide



### Inside

- **Key Concepts** to prepare for your visit
- **Response Journal** and **Activities** for your students
- **California Content Standards** for each applicable section



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Dear Educator,

Welcome to *A Day in Pompeii*. This guide includes an exhibition overview, links (**in colored text**), and curriculum to help make your Museum visit an engaging educational experience.

References to California Content Standards are included where appropriate. Full text of standards is available at **<http://www.cde.ca.gov/index.asp>**.

If you have questions related to this guide, please call the Museum Education Department at 619.255.0311 or email [education@sdnhm.org](mailto:education@sdnhm.org).

**Note: Writing implements are not allowed in the exhibition.**



# About *A DAY IN POMPEII*



*A Day in Pompeii* transports your students back in time to the first century CE in Pompeii, a cosmopolitan Imperial Roman city. In 79 CE, this city was frozen in time by the massive eruption of Mt. Vesuvius.

Evidence of Pompeii's final moments was buried and preserved by volcanic debris, making it one of the world's most complete archaeological sites. In *A Day in Pompeii*, body casts, photo murals, and hundreds of archaeological artifacts bring history alive and provide your students with a look at daily life in a bustling Roman city.

In the gallery, photo murals, architectural features, and hundreds of archaeological artifacts bring history alive

and provide your students with a look at daily life in a bustling Roman town. Note: Among the many authentic artifacts in the exhibition *A Day in Pompeii* is a statue and some imagery that contains nudity. The Museum brings this to your attention so that you can make the best decision for your classroom and can inform parents and students as necessary prior to your visit. If you have any questions about the exhibition's content, please call the Education Department at 619.255.0210 or email [education@sdnhm.org](mailto:education@sdnhm.org). You may view a video highlighting the exhibition at <http://www.sdnhm.org/pompeii/video.html>. Admission to *A Day in Pompeii* includes an informative audio tour.



# *Prepare* KEY CONCEPTS



## Pompeii

Pompeii is located on the shores of the Bay of Naples, in the fertile region of Campania, Italy. The area enjoys a typical Mediterranean climate, with long, hot, dry summers and relatively short, cool, and rainy winters.

At the time of the eruption of Mt. Vesuvius, Pompeii had about 12,000 inhabitants. The city was a center of agriculture and trade; trade goods traveled to and from Pompeii via the Sarno River which emptied into the Bay of Naples, Pompeii's port.

Then, as today, the region around Vesuvius on the Bay of Naples and its jeweled islands off the coast served as a summer holiday center for the citizens of Rome.

Pompeii had first been established by indigenous tribes and colonizing Greeks in the Archaic period. Rome established its permanent rule over the region at the beginning of the first century BCE.

Over the next century and a half, Rome consolidated its imperial power throughout the Mediterranean West including Europe and North Africa and toward the Far East as far as Persia and India. Pompeii, along with its neighbors, prospered as an important center of trade with goods going to and coming from the farthest reaches of the Roman world.



**Ask** your students to visit the following map sites to investigate the expanding borders of the Roman Empire. These maps show trade routes, roads, forts, theaters, and political boundaries.

<http://darkwing.uoregon.edu/~atlas/europe/interactive/map26.html>

<http://darkwing.uoregon.edu/~atlas/europe/interactive/map32.html>

<http://darkwing.uoregon.edu/~atlas/europe/interactive/map28.html>

<http://darkwing.uoregon.edu/~atlas/europe/interactive/map30.html>

<http://darkwing.uoregon.edu/~atlas/europe/static/map15.html>

[http://www.dl.ket.org/latin3/mores/techno/roads/map\\_color.htm](http://www.dl.ket.org/latin3/mores/techno/roads/map_color.htm)

## California State Content Standards

Grade 6–8 Historical and Social Science Analysis Skills;  
Chronological and Spatial Thinking 1–3

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

Grades 9–12 Historical and Social Science Analysis Skills;  
Chronological and Spatial Thinking 1–3



**Discuss** how war was a path to economic growth. How did the establishment of colonies in conquered areas and the romanization of native inhabitants strengthen the empire?

## During your visit,

in addition to many artifacts, both utilitarian and aesthetic, your students will see a collection of Roman gold coins. The Roman monetary system was an important unifying force throughout the empire.





## Eruption—August 24, 79 CE

August 24, 79 CE began as any other summer day in Pompeii. The town forum was bustling with commercial and political activity. The baths, temples, theaters, and taverns were full of patrons. Just after the lunch hour, the ground shook and a great explosion thundered over the town.

Mt. Vesuvius had erupted, spewing volcanic materials over the city and surrounding region. A column of ash and gases rose into the sky miles above the mountain. Small volcanic rocks (lapilli) and ash began to fall, covering the city. The debris was so thick that clouds of ash obscured the daylight.

Through the night, a steady accumulation of falling debris blanketed the open spaces in town and began to weigh upon rooftops, eventually collapsing them. Those residents trying to endure the deluge were trapped inside buildings; those trying to flee in the darkness were stranded.

The next day saw the onset of catastrophic, fast moving waves of toxic gasses and hot, wet mud slides. Those who fled early most likely escaped. Those who stayed behind did not. Pompeii remained buried and forgotten for 1700 years.

There is one compelling contemporary account. Pliny the Younger, who witnessed the eruption from across the Bay of Naples, detailed what he saw in two letters sent to the historian Tacitus. In his Sixth Book of Letters, (Letter 16) Pliny describes the eruption's cloud, "likening it to a

[stone] pine tree. It rose into the sky on a very long trunk from which spread some branches." The details of Pliny's account not only provide personal insight into the experience, but also provide specific geological data.

**Ask** your students how a contemporary source informs our ideas about the world. Use the links below to investigate this question. How has Pliny's account of the eruption, the receding sea, and the Earth tremors informed volcanologists about this distant geologic event? What are the properties of a Plinian eruption?

<http://www.volcanolive.com/pliny.html>

<http://eyewitnesstohistory.com/pompeii.htm>

<http://volcanoes.usgs.gov/Products/Pglossary/PlinianEruption.html>

<http://dsc.discovery.com/convergence/pompeii/pompeii.html>

**During your visit** your students will explore volcanology with photos, maps, and interactives in *Dangerous Volcanoes of the World*, located on the second floor of the Museum. This section is included with General Admission—*A Day in Pompeii* tickets not required.

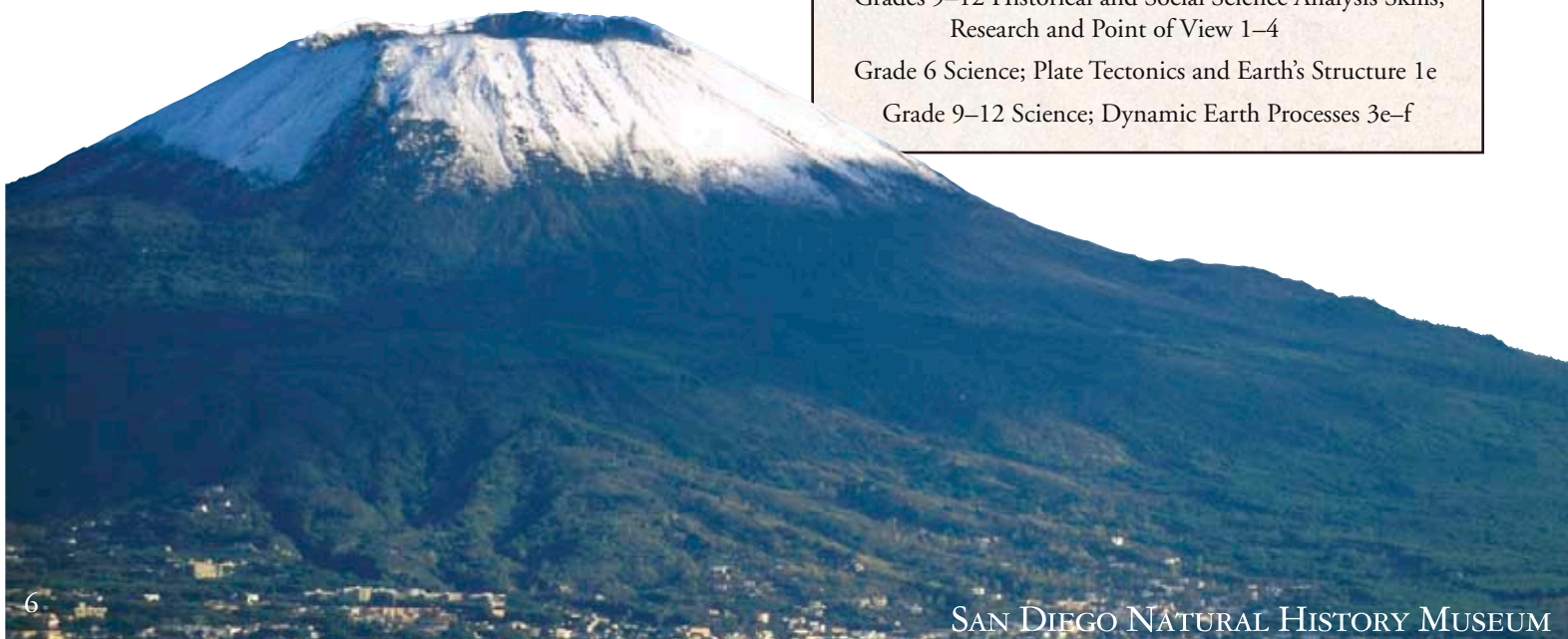
### California State Content Standards

Grades 6–8 Historical and Social Science Analysis Skills;  
Research and Point of View 1–4

Grades 9–12 Historical and Social Science Analysis Skills;  
Research and Point of View 1–4

Grade 6 Science; Plate Tectonics and Earth's Structure 1e

Grade 9–12 Science; Dynamic Earth Processes 3e–f





## Uncovering the Past

Within a generation of the eruption of Mt. Vesuvius, Pompeii and the surrounding towns were all but forgotten. While the Romans attempted to revitalize the affected area, no community replaced Pompeii and the economy shifted to other towns in the region. The remains of families, works of art, buildings, and roads lost so suddenly to Mt. Vesuvius lay undisturbed beneath the feet of Campania's residents.

In 1709, a workman sinking a well in the town of Resina struck marble seats in what was Herculaneum's theater. Herculaneum is five miles from Pompeii on the shores of the Bay of Naples. This discovery initiated the excavations of these lost cities because Renaissance collectors were very interested in acquiring precious, authentic classical objects.

The first excavators were opportunists, but by the 19<sup>th</sup> century scholars and tourists were interested in the city of Pompeii and the people who had lived there. The emphasis was no longer on the value of discrete objects, but rather on the past lives that the artifacts revealed. By 1827 a street plan of uncovered areas of Pompeii was developed and the first tourist guidebook was published.

In the 1860s, Professor Giuseppe Fiorelli became director of the excavation and published *Pompeianarum antiquitatum historia*, the first definitive history of the excavations at Pompeii. In 1863 Fiorelli, or one of his assistants, hit upon an idea. They poured plaster into the cavities left behind by the long-decomposed bodies of humans and animals. The results were casts—shocking in their vivid detail—of Vesuvius' victims.



Today, archaeologists have widened their interest. They are concerned with larger questions about society and politics that the site has the potential to answer. They consider the city as a whole and collect data about demographics and the distribution of resources. How many homes had gardens? How many had onsite access to fresh water? What does the presence of foreign sacred objects like the Hand of Sabazius, imported from Asia Minor, say about tolerance and diversity in Roman society?

**Ask** your students to consider how ideas about how value and scholarship change. In what ways did Fiorelli's systematic plotting of the dig sites differ from the acquisitive methods of the first excavators? What kind of questions would your students ask if they were the lead investigators at the dig site of an ancient civilization?

**During your visit**, your students will see body casts of people and animals that perished in Pompeii.



### California State Content Standards—History

Grades 6–8 Historical and Social Science Analysis Skills;  
Historical Interpretation 1–3

Grades 9–12 Historical and Social Science Analysis Skills;  
Historical Research, Evidence, and  
Point of View 1–3



# Explore CLASSROOM ACTIVITIES

## POMPEII

Annually hundreds of thousands of tourists visit Pompeii to walk the site's rediscovered streets and to wander within the homes, shops, theaters and temples. The amazing preservation of the city makes its past inhabitants' presence almost palpable.

### Activity 1

#### Take a trip.

Have students locate Naples, Pompeii, and Mt. Vesuvius on a map. Modern maps may not show the location of Herculaneum, Oplontis, or Boscoreale, nearby towns which were also destroyed by the eruption of Mt. Vesuvius, but you can find them on the map of Campania at the beginning of this guide. Visit <http://weather.noaa.gov> to learn about the current weather conditions in Naples. Compare this region's weather with our own. Are the climates similar? Use the coordinates from a tabletop map to plot a fly-over on [www.earth.google.com](http://www.earth.google.com).

**Ask** students to estimate the distance from Rome to Pompeii. Calculate how many days it would take to travel from Rome to Pompeii by ox cart, assuming you could travel 50 miles a day. Estimate how long it would take to walk the same distance—a mode of transportation used by slaves and poorer freedmen and women (10 miles per day). What would you need to know to solve this problem?

#### California State Content Standards

Grade 6–8 Historical and Social Science Analysis Skills;  
Chronological and Spatial Thinking 1–3

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

Grades 9–12 Historical and Social Science Analysis Skills;  
Chronological and Spatial Thinking 1–3

#### Now, take a trip through time.

Ask your students to write a personal narrative about a visit to Pompeii in 70 CE, nine years before the catastrophic eruption of Mt. Vesuvius. They will enter the city from one of its eight gates, after passing the tombs outside the city walls. They will probably see many buildings still under repair because an earthquake 12 years earlier had caused extensive damage. Have they arrived for business or a holiday? Are they citizen or slave? The narrative must contain a description of one type of building in the city, one meeting with a Pompeiian, and one description of an event such as a play, a gladiator contest, a bath, or a meal in a tavern. See the **Resources** section of this guide for suggested reading. Or visit:

<http://www.historyforkids.org/learn/romans>

<http://www.bbc.co.uk/schools/romans>

<http://www.pbs.org/empires/romans>

#### California State Content Standards

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

Grades 5–12 English Language Arts;  
Writing Application 2







## Activity 2

### When in Rome, do as the Romans do.

Over half the words in the English language have a Latin origin. Many of these Latin roots are recognizable. Ask your students to try and translate this traditional children's rhyme into English. You can give them a hint. "*Porcellus*" sounds like the English word porcine which means pig-like.

*Hic porcellus ivit ad taberna,  
sed hic porcellus mansit domi.  
Hic porcellus edit bubulam,  
Sed hic porcellus edit nullam.  
Et hic porcellus flevit, "Vii, Vii, Vii"  
Per totam viam domum.*

You can find more familiar songs to sing in Latin at <http://www.laukart.de/multisite/songbook/latin.php>

### California State Content Standards

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

Grades 4–12 English Language Arts; Reading 1.0  
Word Analysis, Fluency and Systematic  
Vocabulary Development

## Activity 3

### Play Dictum Superus!

Have teams use dictionaries to root out Latin origins. Fold a piece of paper in thirds lengthwise so that it is divided into three columns. In the left column students will record the Latin root or prefix, the center column is for the definition of the root, and the right column is for related English words.

### Sample:

Latin Root/ Prefix	Meaning	Related English Words
cor, cordis	heart	courage, cordial, accord
extra	beyond	extrapolate, extraordinary

The team who finds the most English words in a timed period is declared *Verbatum Supremis!*

### California State Content Standards

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

Grades 4–12 English Language Arts; Reading 1.0  
Word Analysis, Fluency and Systematic  
Vocabulary Development



## Activity 4

### Explore a Roman pantry.

Pompeii was famous for its garum, a savory condiment sauce made from fermented fish that was tremendously popular. Many of the foods the Romans ate are familiar and still part of our diet today, while others, like roast flamingo or pigs' udders stuffed with sea urchins, sound very exotic. Last meals of nuts, olives, eggs, and loaves of bread were preserved by the ash in Pompeii. Ask your students to research the diet of ancient Romans.

Have a class tasting of Roman flavors. Be sure to include both leavened and unleavened bread. Unleavened bread is an ancient fast food. Do your students think that fast food had class connotations in Roman times? Does it today?

You can even try something that might taste a little like garum: visit an Asian market and purchase some fermented fish sauce. Try romanizing your modern spaghetti with anchovies, nutmeg, and currants or make a real Roman omelet with eggs and honey.



### California State Content Standards

Grade 6 World History and Geography;  
Ancient Civilizations 6.7

## Activity 5

### Graffiti, then and now.

The exterior walls of many buildings have public notices written upon them. Some of these are political endorsements or advertisements, but many are postings of a personal or philosophic nature. These messages are called graffiti, which is a word derived from the Italian verb to scratch. Writing was commonly done on wax tablets with a metal stylus, and this instrument worked quite effectively on stucco as well. The citizens of Pompeii left a great deal of graffiti for us to read. For example, this line:

*Admiror paries te non cecidisse ruinis,  
Qui tot scriptorium taedia sustineas.*

**Tis truly wonderful, Wall, that you have  
not fallen in ruins,  
Forced without murmur to bear the taint  
of so many hands.**

**Ask** your students to think of a worldwide wall that bears the taint of many hands today? How is this modern form of posting a message similar to the graffiti of ancient Rome?

In 24 BCE, Emperor Augustus established a standard currency for the empire. He set a value for each kind of coin so that they could be used with confidence even on distant trade routes. At the beginning of this century the Euro became the common currency for over 300 million Europeans. How does the standardization of currency contribute to political power?

### California State Content Standards

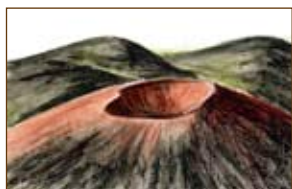
Grade 6 World History and Geography;  
Ancient Civilizations 6.7  
Grades 6–8 Historical and Social Science Analysis Skills;  
Historical Interpretation 1  
Grade 9–12 Historical and Social Science Analysis Skills;  
Historical Interpretation 1



## Eruption— August 24, 79 CE

The vast rock plates that make up the Earth's surface are in constant motion. When a heavier oceanic plate collides with a land plate it subducts (sinks beneath), the land plate. Caches of magma develop and periodically erupt through the weak spots in the Earth's crust.

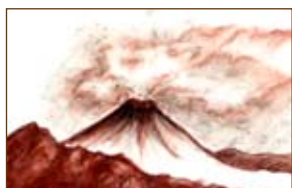
Volcanoes come in many shapes, sizes, and degrees of explosive force but most can be separated into three categories.



**Cinder Cones** have a single vent, a bowl-shaped crater and steep sides. They rise only about 1500 feet and emit largely lava flows and forcefully ejected lava.



**Shield Volcanoes** are massive structures with broad sloping slides and are often built up from the sea floor. They are formed almost entirely by lava flows.



**Stratovolcanoes**, or composite volcanoes, are usually tall, mountainous volcanoes whose steep sides have been formed over time by repeated deposits of ash, lapilli, lava, and pyroclastic flows. A pyroclastic flow is a heavier-than-air, extremely hot emulsion of hot ash, pumice, rock fragments, and toxic gas that flows down the flank of a volcanic structure at avalanche speeds. They are the most deadly of all volcanic phenomena.



### Activity 6

#### Blows and flows of rock and gas.

Visit these sites to learn more about the nature of volcanoes, the history of eruptions, current seismic activity, and the ongoing monitoring of Mt. Vesuvius. Ask students to design and name their own volcano. Can they make a prediction about its potential for eruption?

<http://www.nationalgeographic.com/forcesofnature>

<http://hsv.com/scitech/earthsci/quake.htm>

[http://www.ov.ingv.it/index\\_eng.htm](http://www.ov.ingv.it/index_eng.htm)

#### California State Content Standards

Grade 6 Science; Plate Tectonics and Earth's Structure 1e

Grade 9–12 Science; Dynamic Earth Processes 3e–f



## Activity 7

### Pop goes the mountain!

Vesuvius is characterized as a stratovolcano. Mt. Vesuvius is sometimes called a somma volcano because it sits in an older caldera of a more ancient volcano. A caldera is a large depression at the summit of a volcano formed when magma is withdrawn or erupted from a shallow underground magma reservoir.

Now that your students know that volcanic explosions are usually due to the buildup of steam and other gases in the magma chamber, ask them to design an experiment modeling a caldera-forming volcanic event. Provide them with these materials:

large basin

sand or dirt or flour

small balloons

a long pin (available at craft stores)

When they have presented a plan, which describes burying a small gas chamber (the balloon) in a mountain built in the basin of sand, dirt, or flour, and then popping the balloon with the long pin, allow them to proceed. If the balloon pops smartly they will have simulated an event similar to the caldera formation at Mt. St. Helens. If the air seeps out slowly they will have simulated an event more like the formation of Mt. Kilauea's crater.

### California State Content Standards

Grade 6 Science; Plate Tectonics and Earth's Structure 1e

Grade 9–12 Science; Dynamic Earth Processes 3e–f

## Activity 8

### Time to go!

Schools in the range of Mt. Rainier in Washington practice evacuating very quickly. In some areas the children have just 40 minutes to walk to high ground in order to be safe from a 30-foot wall of mud and debris called *lahar*. The motto is: don't wait—evacuate! Ask your students what they would take with them if they had only one minute to leave their home or school. In the areas at risk near Mt. Rainier, people are strongly discouraged from driving out. The roads out of the valley are on the valley floor and residents must get to high ground immediately because the lahar travels at great speeds. Would your students make an evacuation plan ahead of time? Would they remember to pack food and water that they could carry out of the valley?

[http://www.geotimes.org/apr04/feature\\_MountRainier.html](http://www.geotimes.org/apr04/feature_MountRainier.html)

### California State Content Standards

Grade 6 Science; Plate Tectonics and Earth's Structure 1e

Grade 9–12 Science; Dynamic Earth Processes 3e–f





## Uncovering the Past

In 1864 when Giuseppe Fiorelli began to keep proper scientific records of the excavations at Pompeii he was employing the best practices of his time. His method of reconstructing victims' bodies by filling the rock cavities left behind after decomposition with plaster, was a great innovation. Since 1984, body casts have been made with epoxy resins which are more durable, but methods of discovery and preservation in this century have gone high-tech.

### Activity 9

#### Here's looking at you.

Today's archaeologists use a variety of technologies from varied disciplines. It is often no longer necessary to take samples or move specimens for study. Data acquired through new technologies like fiber optic probes, CT scans, high-definition camera systems, acoustic sensors, and chemical detectors delivers answers without compromising preservation. 3D computer imaging allows scholars to share specimens for study without transporting them, and high-powered microscopes and DNA mapping allow scientists to investigate soil composition for pollen and microbes that indicate human activity.

**Ask** your students to imagine how these advances in technology might change attitudes about the value of ancient objects. Will future museum guests be willing to buy tickets to see a virtual or remote representation of an archaeological site because they understand that the artifacts are safer in place? Or will seeing the real thing always be considered the most authentic learning experience?

<http://cat.he.net/~archaeol/online/news/pigment.html>

[http://www.sciencedaily.com/videos/2007/0707-a\\_look\\_inside\\_a\\_mummy.htm](http://www.sciencedaily.com/videos/2007/0707-a_look_inside_a_mummy.htm)

<http://news.bbc.co.uk/2/hi/technology/6284760.stm>

#### California State Content Standards

Grade 6–8 Historical and Social Science Analysis Skills;  
Research and Point of View 1

Grade 9–12 Historical and Social Science Analysis Skills;  
Research and Point of View 1

### Activity 10

#### Get lost in time.

Archaeologists study the past through the interpretation of material remains. Sometimes it is possible to date an object because there is other evidence that supports its placement in time. Coins are often dated or minted with the likeness of a contemporary ruler. A photograph of the World Trade Center is easily dated before September 12, 2001. However, most excavations yield evidence from several different eras. Ask your students to look around their homes and determine what objects an archaeologist of the future would use to date the site and identify the occupants.

#### California State Content Standards—History

Grade 6–8 History and Social Sciences Analysis Skills;  
Chronological and Spatial Thinking 4

Grades 9–12 History and Social Sciences Analysis Skills;  
Chronological and Spatial Thinking





# *A Day in Pompeii* RESPONSE JOURNAL

If you are planning a visit to the see *A Day in Pompeii*, introduce the following prompts to your students. While they are in the galleries, students should imagine responses for this post-visit journal. **Writing implements will not be allowed in the exhibition.**

1. You have had a chance to see everyday objects from long ago. Some of them, like the fish hooks and the scales, look so familiar you can imagine them being used today. If you were to take a trip to Campania to visit Pompeii, describe how you might feel walking the same streets that Roman citizens and slaves walked 2000 years ago.

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2. In the exhibition you saw a collection of gold coins. Gold coins were kept as personal savings while bronze and silver coins were used for everyday commerce. Gold coins were usually hidden in a safe place. Why do you think some of Pompeii's victims were carrying gold coins?

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3. In a bustling first-century city, people used beasts of burden for transportation, agriculture, and to turn mills, yet there are few preserved remains of these animals at Pompeii. Why?

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4. If you were to leave a message scratched on a wall that people thousands of years later might find, what would you write? Would you write something different if you thought your message would only last a few months?

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5. Imagine that you are transported back to August 23, 79 CE. This is a festival day for Vulcan, the god of fire who lives under a mountain. You made sacrifices of animals thrown on a bonfire to spare future human fire victims. The next afternoon, Mt. Vesuvius erupts. Describe your reaction.

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6. Write a message to the curator, the person in charge of creating *A Day in Pompeii*. Describe how you felt and tell the curator what impressed you the most during your visit.

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# Resources

## Resources on Pompeii and Roman Life

### General Introductions to Roman and Pompeian Civilization

- G. S. Aldrete. *Daily Life in the Roman City: Rome, Pompeii, and Ostia*. Westport, CT: Greenwood Press, 2004
- J. Berry. *Complete Pompeii*. New York: Thames & Hudson, 2007
- A. Cooley and M. G. L. Cooley. *Pompeii: A Sourcebook*. London; New York: Routledge, 2007
- E. De Carolis and G. Patricelli. *Vesuvius, A.D. 79: The Destruction of Pompeii and Herculaneum*. Los Angeles: J. Paul Getty Museum, 2003
- J. J. Deiss. *Herculaneum, Italy's Buried Treasure*. New York: Harper & Row, 1985
- M. Grant. *Cities of Vesuvius: Pompeii and Herculaneum*. London: Phoenix Press, 2001
- S. A. Jashemski and W. M. Jashemski. *Pompeii and the Region Destroyed by Vesuvius in 79*. Garden City, NY: Distributed by Doubleday, 1965
- W. M. F. Jashemski and F. G. Meyer. *The Natural History of Pompeii*. Cambridge; New York: Cambridge University Press, 2002
- C. R. Pellegrino. *Ghosts of Vesuvius: A New Look at the Last Days of Pompeii, How Towers Fall, and Other Strange Connections*. New York: W. Morrow, 2004
- M. Ranieri Panetta. *Pompeii: The History, Life and Art of the Buried City*. Vercelli: White Star: [Distributed in the US by Rizzoli International Publications], 2004
- P. Zanker. *Pompeii: Public and Private Life*. Cambridge, MA: Harvard University Press, 1998

### Pompeii: Art and Architecture of Roman Houses

- G. W. Adams. *The Suburban Villas of Campania and Their Social Function*. Oxford, England: Archaeopress: Available from Hadrian Books, 2006
- P. M. Allison. *Pompeian Households: An Analysis of the Material Culture*. Los Angeles: Cotsen Institute of Archaeology at University of California, Los Angeles, 2002
- R. Cassanelli. *Houses and Monuments of Pompeii: The Works of Fausto and Felice Niccolini*. Los Angeles: J. Paul Getty Museum, 2002



- J. R. Clarke. *The Houses of Roman Italy, 100 BC–AD 250: Ritual, Space, and Decoration*. Berkeley, CA: University of California Press, 1991
- J. R. Clarke. *Art in the Lives of Ordinary Romans: Visual Representation and Non-Elite Viewers in Italy, 100 BC–AD 315*. Berkeley, CA: University of California Press, 2003
- E. De Carolis. *Gods and Heroes in Pompeian Painting*. Rome: L'Erma Di Bretschneider, 2000
- E. De Carolis. *Gods and Heroes in Pompeii*. Los Angeles: J. Paul Getty Museum, 2001
- S. P. Ellis. *Roman Housing*. London: Duckworth, 2003
- V. C. Gardner Coates and J. L. Seydl. *Antiquity Recovered: The Legacy of Pompeii and Herculaneum*. Los Angeles: J. Paul Getty Museum, 2007
- Guillaud, M. Guillaud, A. Barbet and B. Conticello. *Frescoes in the Time of Pompeii*. Paris; New York: Guillaud Editions; C.N. Potter, 1990
- S. Hales. *The Roman House and Social Identity*. Cambridge, UK; New York: Cambridge University Press, 2003
- W. M. F. Jashemski. *The Gardens of Pompeii: Herculaneum and the Villas Destroyed by Vesuvius*. New Rochelle, NY: Caratzas Bros, 1997
- E. W. Leach. *The Social Life of Painting in Ancient Rome and on the Bay of Naples*. Cambridge; New York: Cambridge University Press, 2004
- R. Ling. *Roman Painting*. Cambridge [England]; New York: Cambridge University Press, 1991
- R. Ling. *Pompeii: History, Life & Afterlife*. Stroud, Gloucestershire: Tempus, 2005
- D. Mazzoleni, U. Pappalardo and L. Romano. *Domus: Wall Painting in the Roman House*. Los Angeles: J. Paul Getty Museum, 2004

## **Pompeii: Daily Life in Roman/Pompeian Culture**

- A. Butterworth and R. Laurence. *Pompeii: The Living City*. New York: St. Martin's Press, 2006
- J. R. Clarke. *Roman Life: 100 BC–AD 200*. New York: Abrams, 2007
- J. R. Clarke. *Looking at Laughter: Humor, Power, and Transgression in Roman Visual Culture, 100 BC–AD 250*. Berkeley, CA: University of California Press, 2007
- J. F. DeFelice. *Roman Hospitality: The Professional Women of Pompeii*. Warren Center, PA: Shangri-La Publications, 2001
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