

stakeholders such as parents, students and decision-makers. Furthermore, *Gaming the Past* includes very practical strategies which include how to structure lesson time effectively, and how to build in reflective activities for students so that gaming is a more active pedagogical tool.

This book is a must read for any teacher, department head and classroom practitioner who is looking for strategies to help students engage more actively with the Classical World, but also with history more widely.

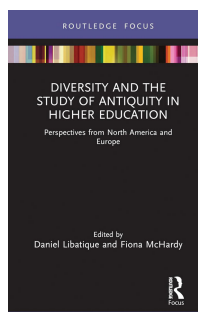
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Diversity and the Study of Antiquity in Higher Education. Perspectives from North America and Europe

Libatique (D.) and McHardy (F.) (edd.),
Pp. viii + 144. Abingdon, Oxon: Routledge, 2023.
Cased, £48.99. ISBN: 978-1-032-23512-7

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This work is a collection of chapters from different authors addressing issues about diversity and inclusivity in the Classics classroom, particularly in the United States, United Kingdom, and Greece. This work presents the reader with the real challenge of engaging a diverse, modern audience with the study of the ancient Greco-Roman world through the integration of recent praxis inspired by an appreciation and awareness of diversity, equity, and inclusion. This work challenges the contemporary Classics educator to take a new look at their curricula, pedagogy, and assignments to make sure that our praxis is meeting the needs of our students in a diverse and cosmopolitan world. This challenge is necessary when one considers that the Classics classroom has not been known to be the pinnacle of diversity and representation.

Each of the authors in this work's 11 chapters takes up this challenge from a different perspective. Chapters deal with issues surrounding representation in terms of race, gender, and disability. The first chapter presents us with an interesting discussion of how a variety of universities in the United States have located the Classics within their overall curricula and tied them to the mission of their individual institutions. This discussion is framed by the recent debate between pre-eminent thinkers, such as Cornel West, concerning the dissolution of the Classics Department at Howard University. The second chapter discusses the need to increase BIPOC voices in the field of archaeology and offers practical advice for increasing diverse voices in the field. The third chapter

discusses a project at Wake Forest University called Classics Beyond Whiteness and about how the Classics faculty took a deliberate approach to highlighting 'what, and whom, we value'. The fourth chapter presents a fascinating discussion about the teaching of Cicero's *Pro Fonteio* as a framework for a discussion of the place and treatment of colonised people within the early Roman Empire. For anyone who has taught Caesar's *De Bello Gallico*, this discussion of who is a Gaul and what was their place within the imperial system proves to be incredibly relevant. Other interesting chapters include discussions of disability and access in terms of museum education, gender and voice in the Classics classroom, and ensuring relevance and inclusivity in the Classics classroom.

This work is incredibly relevant for the contemporary Classics teacher – both at the secondary school level and at the university level. While not every chapter will be of interest to every teacher, there is certainly at least a chapter or two that will prove to be of interest to any teacher open to this challenge and task of creating a more inclusive Classics classroom.

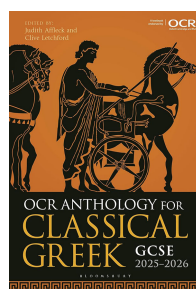
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OCR Anthology of Classical Greek GCSE 2025–2026

Affleck (J.), Letchford (C.) (edd.) Pp. 111, ills, colour map. London: Bloomsbury Academic, 2023. Paper, £14.99. ISBN: 978-1-350-16181-8.

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This anthology by Bloomsbury Academic is the endorsed edition covering Greek GCSE set text prescriptions examined from 2025 to 2026.

The Introduction sets out a brief account of the Hellenistic World; The Age of Heroes; The Greek Alphabet; Athens and Sparta; Democratic Athens; The Rise of Persia; The Power of Myth, and the survival of the texts reproduced in the anthology.

The 'How to use this book' section, has three parts on how the book is set out and advice on using it, with a short list of useful books. There are two pages devoted to 'Tips for Translation' aimed at translating the set texts (prose and verse texts); translating from Greek into English (GCSE unseen and comprehensions) and translating from English to Greek. There is a timeline from the Bronze Age to the Hellenistic World with important dates and a map of the ancient Mediterranean showing the extent of the Persian Empire to 500BC. There is a section 'Discussing Literary Style' which includes help with Greek on choice of words, word order, sounds, and a list of literary terms with explanations. At the

end of the book is the OCR Greek GCSE Defined Vocabulary List. There are 10 illustrations showing aspects of the stories: some are photographs of objects, others are sketches from the stories.

There are selections from Herodotus. These are taken from: 'Tales of Herodotus' (ed.) Farnell and Goff. Selections from Xenophon are taken from: Xenophon, 'The Persian Expedition', (ed.) Antrich and Usher, Book 1, Chapter 3: The Battle of Cunaxa. The Homer selection is taken from the *Iliad* 6, 370–413 and 429–502. The drama selection is from Euripides, *Medea*, lines 230–91 and 358–409.

Each of the selections begins with a heading outlining the main points of the extract. Then there is a note for the reader indicating that a colour-coding system is used: nominative words are printed in light blue and verbs in dark blue. This is followed by the text. At the end of the text is information on names and places, notable characters and cultural norms from the extracts, followed by several comprehension questions and the GCSE vocabulary to be learnt. On the facing page all the difficult phrases and vocabulary are glossed and how some words have evolved into modern English.

The editors are to be congratulated for their choices. These will be well received by both students and teachers for their variety and entertainment. The selections from Herodotus range from siege warfare to a Babylonian wife auction and to Megacles ruining his chances of marriage.

Xenophon's *Anabasis* (the March Upcountry) is an excellent choice for any students interested in the conduct of ancient warfare, battle formations, uniforms and weaponry. The choice of Homer moves the selections on from prose writing to poetry concentrating on the *Iliad*. This is a much larger text selection and would be of interest to students of the Trojan War and the 'Age of Heroes'. The section on Euripides includes some devotion to drama in ancient Greece, how this text is written and how it should be read. Students familiar with modern concerns about sexual equality, marriage and citizenship will find this of interest.

The editors have not included some of the key features of Herodotus' Ionic dialect, but have included two pages of help with Homeric Greek. This does seem justified as the texts from Herodotus are written in prose and can be understood because they have a less complex sentence structure. With the Homeric texts the student has to tackle stock epithets and constant repetition of almost identical lines, and the language does not represent any spoken Greek at any one time but is an amalgam formed over a long period.

This anthology would be a welcome addition to students and teachers working on the OCR Greek GCSE course. However, it should not be seen as the only resource suitable to support delivery and teachers should use a range of teaching and learning resources based on their own judgments. It would certainly aid students who can work independently as the colour-coding of the nominative and the verb in each sentence together with a detailed glossary with each text and the background information allow concentration on the 'few unknowns' that remain.

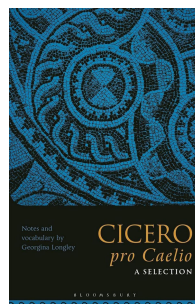
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Cicero: Pro Caelio. A Selection

Longley (G.), Pp. viii + 175. London: Bloomsbury Academic, 2023. Paper, £16.99. ISBN: 9781350156432

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As with all other titles in this Bloomsbury series, this textbook has been very carefully edited and is a great starting point for teachers and students delving into *pro Caelio* for the first time. The book consists of the following sections: a well-written and comprehensive introduction; the endorsed set text for the OCR specification from June 2024 to June 2026; thorough notes pitched at A level students; and an easy-to-use handy glossary at the back. In addition, the accompanying materials in the Bloomsbury online resources website include extra notes, students' activities and multiple-choice quizzes.

Longley's introduction to the text immerses the reader in the context of the speech without overwhelming them with unnecessary details or an excessive number of interpretations. By the end of the introduction, both the characters and the literary genre are sufficiently clear to facilitate understanding of the text. This is indeed not easy to achieve, as in addition to the conventions of defence speeches and the differences between modern and Roman law, an understanding of the political mood and unfolding of events needs to be considered. Teachers will be very happy with the way Longley approaches the exploration of Comedy and its conventions in relation to this speech. For those who are interested in further study, the well-curated and succinct bibliography suggested by the author is a welcome addition.

In line with other titles in the same collection, the author chooses points of language and style that A-Level students may find most challenging. However, the commentary notes often move into interpreting the use of language in particular passages. Teachers who prefer to work through the text by exploring it individually first may want to reserve this section for revision time. Still, the book does not engage in a full commentary of all style points in the text, and it can be used without detriment to the developing analytical skills of the students. Regarding rhetorical devices, the introduction also provides a list of some of the most relevant ones, with examples from the text itself, which is, again, very useful specifically for revision purposes. Finally, there is a healthy component of scholarship that the author engages with throughout the text which A-Level students will be able to start incorporating into their readings of the text. More broadly,