

does not offer in-depth theoretical analysis, its thematic structure and accessible style make it an excellent introduction to Greek mythology. Readers looking for a scholarly yet readable account of ancient myths will find this book both informative and enjoyable. For educators, *Gods and Mortals* provides an effective way to introduce students to Greek mythology while encouraging them to think critically about the stories' meanings and historical significance. As a modern retelling that remains true to its ancient sources, Johnston's work is a worthy addition to the growing body of literature on Greek myth and its enduring impact on contemporary culture.

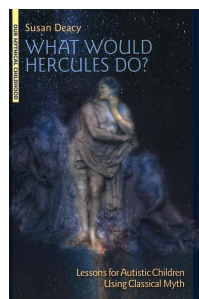
doi:[10.1017/S2058631025000133](https://doi.org/10.1017/S2058631025000133)

## What Would Hercules Do? Lessons for Autistic Children Using Classical Myth

Deacy (S.) Pp. 202, b/w & colour ill. Warsaw: University of Warsaw Press, 2023. Cased, £16.99. ISBN: 9788323558729.

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As a Latin teacher seeking to create an inclusive classroom and as a father of an amazing five-year-old who had been diagnosed with autism nearly two years ago, I was particularly interested in Susan Deacy's investigation about how classical mythology might provide a new avenue for educators to effectively and meaningfully engage with autistic students. One of Deacy's stated goals in writing this work gets to the very heart of reaching neurodiverse students, namely, 'the

role classical myth can play in facilitating communication and engagement for autistic children, by utilizing the characters of myth as "gateways" to understanding, identifying, contextualizing, and conceptualizing oneself and others'. The book presents a set of ten lessons based on the scene in which Xenophon tells us that Hercules went into a quiet place and sat in quiet thought. The ten lessons, designed to be implemented in the familiar setting of the classroom, each focus on a theme which resonates with a dimension of autism – communication, decision-making, emotions, planning, interests, and sensory experiences. The book is up to date and based on the most recent research into autism and neurodiversity. It is incredibly practical and laid out in a user-friendly manner. It would certainly prove to be of interest to educators who seek to reach all learners and who seek to create an inclusive learning experience. Each lesson is designed to take between 45 and 90 minutes and could be done individually or as a whole set. The lessons include a teacher-led introductory component, creative activities, and a time for student reflection. The story of Hercules facing seemingly impossible challenge after seemingly impossible challenge is remarkably compatible with the

experience of autistic individuals who find themselves having to negotiate ways to meet the challenges which they face in a world that has largely been designed by and to accommodate neurotypical people. The story of successfully facing one seemingly impossible task after another provides an avenue to profound discussion and reflection about challenges faced by those with autism in a world that privileges the neurotypical.

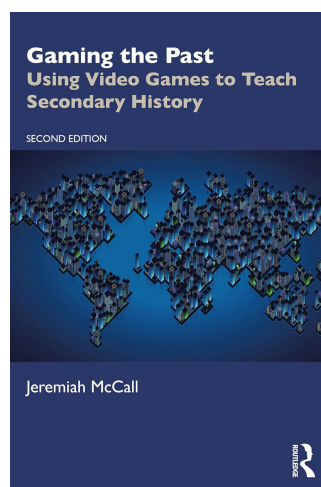
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## Gaming the Past Using Video Games to Teach Secondary History

McCall (J.), Pp. 210, ill. Routledge, 2022. Paper, £29.59, ISBN: 978-1032223483

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Finding ways of making teaching more engaging and helping students to remember content is the concern of any classroom practitioner. Gamification has become more important in the classroom as a way to make learning more accessible, and games have been used as tools for teaching skills such as typing and arithmetic. There have been a number of games based in the Classical world, spanning themes, consoles and gameplay type; however, there has been little systematic analysis of how these can be practically

used in the classroom. *Gaming the Past* builds on the research and literature, and creates a more practical guide

However, this book not only demonstrates how games can be effectively integrated into classroom practice, but it also re-emphasises more traditional use of sources and research methods, and how to apply analysis to the models that are presented within games. *Gaming the Past* is also helpful as it provides a roadmap as to how to help students critically assess and analyse the context and content of the historical games that they might use. This will be particularly helpful to those practitioners concerned about integrating new approaches into their existing practice. Furthermore, it is made clear throughout the book that this can not only be applied to Classics and History, but to other subjects as well.

The experience of a classroom practitioner comes through throughout this book as it addresses everything from how to implement a curriculum which integrates videogames; guidance on how to choose the appropriate games for the context of the classroom and subject; and also, helpfully provides key information on how to communicate the introduction of the games to