 Investigating the Ancient Past

This document supports NSW Syllabus for the Australian curriculum history years 7-10 and is developed for year 7 by Kooringal high school.

History Stage 4 Depth Study 1

NSW Learning and Leadership Directorate have been working with a number of schools on a programming project. The purpose of the project has been to explore the principles of curriculum planning and programming and to support teachers in the introduction of the new NSW NESA K-10 History Syllabus.

The programs are not lesson plans but they provide a number of tasks based on syllabus content.

How this unit fits into a pattern of study for Stage 4

In Depth Study 1, teachers have the option of incorporating part of the overview of ‘The Ancient World’ into the unit. This Depth Study looks at further developing historical concepts and skills that students engaged with in Stage 3. It allows students to explore the ancient world and make connections to today’s world through examining the ‘Out of Africa’ theory and migration patterns.

It is envisaged that this unit will give students an understanding of the ancient world beyond Europe. This is done through looking at the migration patterns and site studies of ancient Australia by enabling appropriate and relevant connections to be made for the students.

Learning continuum from HSIE K-6

This unit connects to the K-6 history learning continuum in that it allows students to explore Ancient Australia using their background knowledge in Australian history - Stages 1-3. Investigating the Ancient Past studies migration patterns of some ancient societies, so it gives students the opportunity to expand their knowledge as well as developing their historical concepts and skills introduced in the primary school.

This unit connects to the K-6 learning continuum as it allows students to explore Ancient Australia with background knowledge in Australian history from Stages 1-3.

Depth Study 1: Investigating the Ancient Past

Suggested teaching time is 20 hours with 2 hours for the overview and 18 hours for the Depth Study.

Key inquiry questions

Teachers need to consider where, how and when to address these questions throughout the unit of learning.

* How do we know about the ancient past?
* Why and where did the earliest societies develop?

Overview – The Ancient World

The Depth Study ‘Investigating the Ancient Past’ is partly integrated within the ‘The Ancient World’ overview. The ‘Out of Africa’ theory and migration of peoples throughout the world is embedded within the content of the Depth Study.

Teachers note: the evidence for the emergence and establishment of ancient societies, including art, iconography, writing tools and pottery; and key features of ancient societies will be incorporated within Depth Studies 2 and 3.

Outcomes

A student:

* describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
* identifies the meaning, purpose and context of historical sources HT4-5
* uses evidence from the sources to support historical narratives and explanations HT4-6
* locates, selects and organises relevant information from sources to develop an historical inquiry HT4-8
* uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
* selects and uses appropriate oral, written, visual and digital form to communicate about the past HT4-10

Historical concepts

* Continuity and change: some aspects of a society, event or development changes over time or remains the same
* Cause and effect: events, decisions and developments in the past that produce later actions, results or effects.
* Perspectives: people from the past may have different views shaped by their different experiences.
* Empathetic understanding: the ability to understand another’s point of view, way of life and decisions made in a different period of time or society.
* Significance: the importance of an event, development, group or individual and their impact on their times or later periods.
* Contestability: how historians may dispute a particular interpretation of an historical source, historical event or issue.

Assessment

These activities require students to demonstrate assessment for learning. Some activities might be selected and included in a school assessment schedule for assessment of learning.

Task 1: Investigating skills

Skills Focus: Chronology, terms and concepts

Content

Students:

* outline the main features of history and archaeology
* define the terms and concepts relating to historical time including BC/AD, BCE/CE

1. Time: Dates, BC/AD, BCE/CE

* Terminology of time with comprehension activities, e.g. definitions, dictionary work, mix and match, cloze passage.

2. Timelines

* Modelling timelines as a class using their own birthdays.
* Use a timeline template to order events in a story.

3. Sources

* Definition of ‘source’.
* Types of sources, e.g. written, archaeological
* Define difference between primary and secondary sources.
* Sorting activity of various types of sources into groups: primary and secondary.
* Brainstorm problems with using sources, ensuring that definitions have been grasped.
* The value of sources and judging reliability.

Task 2: Out of Africa – includes overview

Skills Focus: Chronology, terms and concepts

Content

Students:

* use the process of historical investigation to examine at least one historical controversy or mystery

Introduction

Mind map the focus question:

* What do we know about the world since it began and how it has changed? (Continuity and change concept)

Terminology

Find meanings/matching words to definitions/unscramble the words and find their meanings.

* Palaeozoic
* Mesozoic
* Genozoic
* Glaciers
* tectonic plates
* ice age
* migration
* Pangaea
* Gondwanda

Inquiry questions

1. What geological events did the world go through to create our modern world?

* The role of changing climate and geology- glaciers, ice ages, tectonic plates
* Changing Continents maps:
  + Pangaea
  + Laurasia
  + Gondwana
  + the modern world.

2. What evidence of early human settlement has been found?

* Investigate one of the following early evidence of humans:
  + the Great Rift Valley
  + Klasies River Mouth Cave in South Africa
  + Afar Depression in Ethiopia (Lucy)
  + Qafzeh Cave in Israel.
* Migration Maps- look at how humans moved ‘Out of Africa’.

3. Who is human?

* Investigate one of the following Hominids:
  + Homo-erectus
  + Homo-habilis
  + Australopithecus
  + Cro-magnon
  + Neanderthal
  + Homo-sapiens

4. What were the pitfalls and benefits of this new type of settlement?

* Permanent settlement/features of societies, e.g. the ‘Fertile Crescent’ (Mesopotamia).

Task 3: Archaeology

Skills Focus: Research / Explanation and communication

Content

Students:

* describe and explain the different approaches to historical investigation taken by archaeologists and historians
* list a range of sources used by archaeologists and historians in historical investigations

1. Archaeology source work

* explanation of how researchers study history (covering archaeologists and digs)
* source study of artefacts from early societies: who, what, where, when and why?

2. Physical dig

* Create and decorate clay pots, smash them, then either:
  + “bury the fragments”. Students then conduct the dig and glue the pots back together, or
  + students are given fragments of the smashed up pots and have to glue them back together.
* Discuss the issues that archaeologists have when investigating history.

Task 4: Conservation and World Heritage sites

Skills Focus: Analysis and use of sources, research

Content

Students:

* locate and describe a variety of sources for Australia, for example animal and human remains, tools, middens, art and stories and sites related to the Dreaming
* investigate what these sources reveal about Australia’s ancient past
* identify ancient sites that have disappeared, or are threatened or have been protected and preserved
* identify some methods of preserving archaeological and historical remains
* describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander Peoples
* using a range of sources, including digital sources, for example UNESCO World Heritage criteria for ancient sites, choose one site to explain why it is important for a chosen site to be preserved and conserved

1. Terminology

* Learning web - what students already know
* Define:
  + conservation
  + heritage
  + archaeology
  + excavation
  + UNESCO

2. Conservation

* Define conservation
* Brainstorm issues with conserving sites
* Research conservation issues, including:
  + natural elements
  + human and animal interference
  + age and time factors
* Identify a local conservation issue.

Inquiry Question: What would happen if we did not preserve historical sites?

* X chart: Look like/Sound like/Feel like/Smell like? In 50 years’ time, if your town remained abandoned.

3. Heritage Sites

* Show pictures of various heritage sites on SMART Board or using printed pictures, having the students identify what they are, e.g. Colosseum, Pompeii, Machu Pichu, Chichen Itza, Stonehenge, Uluru, pyramids
* Student complete worksheet with pictures of sites with brief information on issues at these sites, e.g. Interference by humans. Students write or draw how these sites would be impacted/changed by these issues
* Fill in web with what has been learned.

4. Lake Mungo

* Introduction: Where is Lake Mungo located?
* Identify sources from Lake Mungo, e.g. Mungo Lady
  + What are the problems with using these sources, e.g. damage by age
  + What can we conclude from early life in Australia from these sources?
  + How could we preserve these sources?

5. Pompeii

* Introduction: Where is Pompeii located?
* Introduce story of Pompeii with photos
* YouTube clip ‘A Day in Pompeii’ and timeline the events of the eruption chronologically
* X chart: Look like/Sounds like/Feels like/Smells like? Being in Pompeii at the time of the eruption
* Compare and contrast the sites of Lake Mungo with those in Pompeii
* Complete learning web on what has been learned.

Teachers’ note: Pompeii may be integrated into Depth Study 2: The Mediterranean World for Class 2.

Task 5: Historical Investigation: Preserved Human Remains

Skills Focus: Empathetic understanding

‘Out of Africa’ theory (from the Overview of The Ancient World’)

Content

Students briefly outline:

From the overview

* the theory that people moved out of Africa around 60 thousand years ago and migrated to other parts of the world including Australia

Students:

* use the process of historical investigation to examine at least ONE historical controversy or mystery
* identify some methods of preserving archaeological and historical remains

Focus for ‘assessment of learning’

1. Research one of the following archaeological mysteries. Undertake an historical investigation to provide a succinct overview, answering how, what, why, where and for whom? Present the information in electronic form.
2. Refer to a range of sources, e.g. primary, secondary, visual, literacy, digital, books etc, and determine the usefulness/ reliability of the sources. Provide a bibliography.
   * Otzi the iceman
   * Bog Bodies
   * Egyptian mummies
   * Chilean mummies.
3. Discuss the ethical implications of investigating history through bodies.

Task 6: What is History?

Skills focus: Perspectives and interpretations

Content

Students:

* outline the role of historian and archaeologists

In groups of 4, using the knowledge gathered from the study Investigating The Ancient Past, complete a 3-5 slide PowerPoint presentation explaining: What is history?

The presentation should explain:

* the ways by which historians investigate the past
* the reasons for preserving our past.

The presentation should include:

* time
* events
* stories/myths
* people
* perspectives.

Points should be supported by evidence from the study of Investigating the Ancient Past, using at least one primary source.

10BReferences

18BBooks

Relevant teacher selected texts suitable for class.

Websites

* Dr. Dennis O’Neil, 1999- 2012, Early Human Evolution, Palomar College, San Marcos, accessed 6/9/12, [32TUhttp://anthro.palomar.edu/homo/default.htmU32T](http://anthro.palomar.edu/homo/default.htm)
* Dorey, F., 2011, The spread of People to Australia, Australian Museum, accessed 6/9/12, [32TUhttp://australianmuseum.net.au/The-spread-of-people-to-Australia/U32T](http://australianmuseum.net.au/The-spread-of-people-to-Australia/)
* Smh.com.au, June 4, 2012, Challenger of Out of Africa Theory accessed 6/9/12, 32TU<http://www.smh.com.au/national/obituaries/challenger-out-of-africa-theory-20120603-1zptf.html>
* UNESCO World Heritage Website, [32TUhttp://www.unesco.org/new/en/U32T](http://www.unesco.org/new/en/)

20BFilm

*Walking with Caveman*, 2003, BBC, Prod Richard Dale

21BLiteracy Resources

Mr Don.org, *Early Humans for Kids*, accessed 6/9/12, [32TUhttp://earlyhumans.mrdon.orgU32T](http://earlyhumans.mrdon.org)

Historical investigation

Review the following scenarios, choose one, conduct an historical investigation on the death of a person and present your findings to the class.

Process

1. Develop ten questions you will need to answer for your research
2. Consult at least five different sources for your research (primary and secondary) and analyse at least three primary sources (picture/ text) to answer your questions.
3. Identify the archaeological and scientific processes that have been used to unlock information.
4. Create a bibliography of sources consulted.
5. Create a ten slide PowerPoint presentation to present your findings. You must use both primary and secondary sources. At least three primary sources must be presented (picture/ text) which you analyse (label).
6. Present

Outcomes assessed

* HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
* HT4-5 identifies the meaning, purpose and context of historical sources
* HT4-6 uses evidence from the sources to support historical narratives and explanations
* HT4-8 locates, selects and organises relevant information from sources to develop an historical inquiry

You will be assessed on:

* the ten questions you develop that help you to uncover the mystery behind the death of the person you are researching
* research and accuracy of information
* your PowerPoint- that there is a balance between text and pictures
* your presentation and delivery to the class
* bibliography
* sources used and analysed appropriately.

Scenarios

Otzi

On 19th September 1991, Erika and Helmut Simon were hiking in the Otztal Alps in northern Italy when they found a man lying face down, trapped in the ice. The police checked reports of missing persons from recent years. When the body was taken to the Institute of Forensic Medicine to be examined, scientists made an amazing discovery; it was someone who had died thousands of year ago.

Greer, V., et. al., 2012, Nelson connect with history 7 1st ed., Nelson Cengage Learning Australia Pty Limited, Melbourne, p37

Bog Bodies- Lindow Man

The body of this man was discovered in August 1984 when workmen were cutting peat at Lindow Moss bog in north-west England.

It was carefully transported to the British Museum and thoroughly examined by a team of scientists. Their research has allowed us to learn more about this person – his health, his appearance and how he might have died.

The British Museum, n/a, *Lindow Man,* accessed 8/11/12, [Uhttp://www.britishmuseum.org/explore/highlights/highlight\_objects/pe\_prb/l/lindow\_man.aspxU](http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_prb/l/lindow_man.aspx)

Egyptian Mummies

It was very important to ancient Egyptian religious beliefs that the human body was preserved. A method of artificial preservation, called mummification was developed by the ancient Egyptians. Mummification was a complicated and lengthy process which lasted up to 70 days.

Barrow, M., n/a, *Ancient Egypt- Egypt Mummies,* accessed 8/11/12, [Uhttp://www.woodlands-junior.kent.sch.uk/Homework/egypt/mummies.htmU](http://www.woodlands-junior.kent.sch.uk/Homework/egypt/mummies.htm)

Chilean Mummies

Living in the harsh desert of northern Chile's Pacific coast more than 7,000 years ago, the Chinchorro fishing tribe mysteriously began mummifying dead babies — removing internal organs, cleaning bones, stuffing and sewing up the skin, putting wigs and clay masks on them.

Ortiz, F., n/a, Chile’s Mysterious Mummy Children, accessed 8/11/12,

[Uhttp://www.ufodigest.com/mummies.htmlU](http://www.ufodigest.com/mummies.html)

Marking criteria

PowerPoint – 9 marks

* Researched, developed and answered ten questions.
* Ten relevant slides in presentation.
* Slides show a balance between text and pictures.
* Presentation is creative and engaging.
* Information is accurate and relevant.
* Archaeological and scientific processes have been discussed appropriately to their chosen mystery.

Source Analysis – 5 marks

* At least three primary sources have been provided in the PowerPoint presentation.
* Students have analysed the sources they have provided (labelled features).

Presentation – 3 marks

* Clear, strong voice.
* Maintained eye contact with audience.
* Expands on the information in the PowerPoint.

Bibliographical information – 2 marks

* Bibliographical information is given for each source used.
* Bibliographical information is in correct format.
* Minimum of 5 different sources have been referenced.
* Both primary and secondary sources have been consulted.

Elements of task – 1 mark

* All elements of task have been completed and submitted on time.