



## **Teaching Framework: Ancient Civilisations – Year 7**

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### **Overall Objectives**

In this module, students undertake investigation into of the key question of 'Where did we come from?'; the study of ancient civilisations will be used to investigate and analyse of society past and how it has help to establish modern societies.

### **Key Understandings**

Students frame authentic questions to guide investigations, plan their inquiries, locate sources and use appropriate historical evidence to present a view, and report on their findings.

### **VELS Standards**

#### ***Physical, Personal and Social***

#### **Interpersonal Development (Level 5)**

##### **Building Social Relationships**

- Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals

##### **Working in Teams**

- Accept responsibility as a team member and support other members to share ideas, explore the ideas of others and work cooperatively to achieve a shared purpose within a realistic timeframe.
- Reflect on individual and team outcomes and act to improve their own and the team's performance.

#### **Personal Learning (Level 5)**

##### **The Individual Learner**

- Monitor and describe their progress as learners, identifying strengths and weaknesses and taking actions to address their weaknesses
- Identify a variety of learning habits and adopt these to assist learning
- Demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others.

##### **Managing Personal Learning**

- Complete short, extended and group tasks within set timeframes, prioritising their available time, using appropriate resources and demonstrating motivation.

#### ***Discipline Based***

#### **English (Level 5)**

##### **Reading**

##### **Writing**

##### **Speaking & Listening**

#### **Humanities - Economics (Level 5)**

##### **Economic knowledge and understanding**

- Identify and describe ways the government influences economic outcomes at the personal, local and national level.

#### **Humanities - Geography (Level 5)**

##### **Geospatial skills**

- Collect geographical information from electronic and print media, including satellite images and atlas maps and analyse, evaluate and present it using a range of forms.
- Construct overlay theme maps using map conventions of scale, legend, title, and north point.
- Explore how and why over time human physical interactions produce changes to characteristics of regions

## **Humanities - History (Level 5)**

### Historical knowledge and understanding

- Analyse and describe key events from ancient societies using a variety of sources
- Describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education.
- Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama.
- Analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies.
- Analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs.
- Demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. They explain the influences of ancient and medieval societies on contemporary societies.

### Historical reasoning and interpretation

- Frame key research questions, plan their investigations, and report on their findings using a range of primary and secondary sources including visual sources that record features of the societies in their investigations.
- Identify the content, origin, purpose and context of historical sources and evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents.

## **Science (Level 5)**

- Explore the relationship between system failure and disease in humans.
- Explore how scientific work has led to the discovery of new knowledge and understanding about the natural world and changed our understanding of ourselves and our future.
- Participate in activities in which they identify, prepare and separate mixtures and solutions.

## **The Arts (Level 5)**

### Creating & Making

- Individually and collaboratively, planned, designed, improvised, interpreted and presented arts works that expressively communicate feelings, ideas and purpose.
- Generated and developed ideas that explored themes, techniques and issues when making arts works.
- Selected and applied skills, techniques, processes, media, materials and technologies across a range of arts forms.
- Identified ways that contemporary arts works, including their own, are influenced by cultural and historical contexts.

## **Interdisciplinary Learning**

### Communication (Level 5)

- Interpreted complex information and evaluated the effectiveness of its presentation.
- Considered their own and others' points of view, applied prior knowledge to new situations, challenged assumptions and justified their own interpretations.
- Used the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience.

## **Thinking (Level 5)**

### Reasoning, Processing & Inquiry

- Use a range of question types, and locate and select relevant information from varied sources.
- When identifying and synthesising relevant information, they used a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.

### Creativity

- Demonstrate creativity, in ways they engage with and explore ideas in a range of contexts

### Reflection, evaluation and metacognition

- Evaluate and modify their thinking strategies

## Assessment

Students will undertake a series of minor assessment tasks and a culminating task which will draw together their key learnings.

**Student:** peer / group / self / teacher / assessment of knowledge, skills, understandings, processes (checklists, observations, oral & recorded work etc.)

What	What – skills, values, knowledge	How	Assessment of minor tasks
<b>Ancient Civilisations - Where did we come from?</b> <b>Rome, Greece, Egypt, Mesopotamia, China, Ancient Olmecs</b>			
Weeks 2 and 3	<p>Introduction to unit</p> <ul style="list-style-type: none"> <li>- Note taking</li> <li>- Listening skills</li> </ul> <ul style="list-style-type: none"> <li>• Why should we investigate this?</li> <li>• What do we already know?</li> <li>• How does this affect us?</li> <li>• What do we want to find out?</li> <li>• What feelings or opinions do you have?</li> <li>• What is the issue?</li> <li>• What would happen if ...?</li> <li>• What guess could we make about ...?</li> <li>• What are we likely to see when ...?</li> <li>• How can we explain ...?</li> <li>• What do we want to focus on ...?</li> <li>• What questions do we need to ask ...?</li> <li>• Why is this happening?</li> </ul>	<p><i>Tuning In</i></p> <p>Group Workshops</p> <p>Introduction to History</p> <p>Introduction to culminating event</p> <p>What do we already know?</p> <p>KWHL – Know, what I want to know, how I am going to find out, what have I learnt</p> <p>Video – Ancient Civilisations allstaff/year7integration/explore/term2</p> <p><a href="http://tripwow.tripadvisor.com/tripwow/ta-0099-4172-842e">http://tripwow.tripadvisor.com/tripwow/ta-0099-4172-842e</a></p> <p><a href="http://tripwow.tripadvisor.com/tripwow/ta-00dd-a484-619c">http://tripwow.tripadvisor.com/tripwow/ta-00dd-a484-619c</a></p> <p><a href="http://www.historyworld.net/timesearch/default.asp?conid=1063the">http://www.historyworld.net/timesearch/default.asp?conid=1063the</a></p> <p><a href="http://leakeyfoundation.org/education/timeline-of-discoveries/">http://leakeyfoundation.org/education/timeline-of-discoveries/</a></p> <p>DVD – Lost Civilisations</p> <p>Field trip – Melbourne Museum/IMAX 5<sup>th</sup> May and 9<sup>th</sup> May</p> <p>Bible references</p>	<ul style="list-style-type: none"> <li>• Drawing up a plan and checklist</li> <li>• Setting appropriate tasks</li> <li>• Creating an individual project</li> <li>• Locating resources</li> <li>• Drawing a time line</li> <li>• Excursions and field trips</li> <li>• Guest speakers</li> </ul>
Weeks 4 and 5	<ul style="list-style-type: none"> <li>• How are we going to conduct our inquiry?</li> <li>• How can we plan to do it?</li> <li>• What type of information do we need and how do we find and collect it?</li> <li>• What is the best way of allocating tasks?</li> <li>• How are we going to find out about this?</li> <li>• Who, what, where has/is information we can use?</li> <li>• How relevant or useful is this information?</li> <li>• Whose views are reflected in this information?</li> <li>• How else might we find out about this?</li> <li>• How are we going to present our data?</li> <li>• How might we sort out our information?</li> </ul>	<p><i>Sorting out</i></p> <p>Data chart</p> <p>Group discussion</p> <p>Timeline – google</p> <p>Google wonder wheel</p> <p>Bible – Exodus story</p> <p>Oral traditions</p> <p>DVD - Prince of Egypt</p> <p>Feast of the Passover</p> <p><i>Research</i></p> <p>Library search – pathfinders, book</p>	<ul style="list-style-type: none"> <li>• Surveys and interviews</li> <li>• Film, literature, music</li> <li>• Magazines, newspapers, books, articles</li> <li>• Collecting and analysing statistics, maps and charts</li> <li>• Evaluating primary sources, case studies and the like</li> <li>• Seeking opinions</li> </ul>

	<ul style="list-style-type: none"> <li>• What similarities and differences can we see?</li> <li>• How can we categorise this information?</li> <li>• How does this information compare or contrast with other situations?</li> <li>• What connections can we see?</li> <li>• What inferences or conclusions can we draw?</li> <li>• Does the information change our view of the issue</li> </ul>		
Weeks 6 and 7	<ul style="list-style-type: none"> <li>• How are we going to find out about this?</li> <li>• Who, what, where has/is information we can use?</li> <li>• How relevant or useful is this information?</li> <li>• Whose views are reflected in this information?</li> <li>• How else might we find out about this?</li> <li>• How are we going to present our data?</li> </ul>	<i>Plan Project</i>  <i>Design Project</i> Checklist	<ul style="list-style-type: none"> <li>• Reflection sheet</li> <li>• Making a model or mural</li> <li>• Presenting a role play and drama film</li> <li>• Giving a report or talk</li> <li>• Writing a story</li> <li>• Making a video or audiotape</li> <li>• Devising a play</li> <li>• Making summary statements</li> <li>• Preparing a display</li> </ul>
Weeks 8 and 9	<ul style="list-style-type: none"> <li>• What can we now say about ...?</li> <li>• Have you changed your thinking about ...?</li> <li>• What differences and similarities did you notice?</li> <li>• What general conclusion can you make?</li> <li>• What evidence do you have to support this?</li> <li>• How does this relate to our earlier questions?</li> </ul>	<i>Action</i> Culminating event  <i>Reflection</i>	"A Night in the Museum"

## Culminating Task

In this task you are required to demonstrate that you understand what has shaped who you are.

You are to:

- Demonstrate an understanding of the civilisation by becoming a person or member of an ancient society.
- Investigate the daily life, the role and work of various groups, beliefs, leisure activities, key events, ways culture was expressed, trade and contact with other cultures

You must tie your demonstration together in some way, such as through annotations, connecting lines, story board.


The audience will be Year 7 families and students who will attend "A Night at the Museum" – Wednesday 29<sup>th</sup> June 7:00-8:30pm

Each space in Ardmara will be allocated to a certain civilisation.

<b>Ways to Present Learning</b> (highlight the approaches the students will use to present – add more if needed)			
Poster Diorama Board game Collage Email Mobile Story	Application form Brainstorm Idea Booklet Notice Internet Site Multimedia project Experiment	Newspaper Debate Crossword Video Play Musical Survey	Comparisons Oral presentation Make signs Children's story book Construction Puzzle Factual booklet

Flow Chart Model Rap Tape songs Interview	Graph List criteria Radio report Advertisement Photography	Mimes Organise a group to act on something Wiki Film	Poems Design new ideas Blog Documentary Webpage
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## Rubric: Ancient Civilisations “Where have we come from”?

Skill	Above Expected	At Expected	Building	Emerging	No Evidence
Term 2 – Individual  Group					
Thinking skills					
Teamwork					
Listening					
Research					
Write in own words					
Independence					
Process of study					

# Resources

## Teacher Resources

### TEACHER GUIDE

There is *Humanities Alive Teacher Guide* located in the Humanities Office. It contains extra worksheets and activities. Some chapters from the text have linked worksheets/activities listed in the textbook. Again, these can be found by locating the purple box on the top right hand side of the page of the textbook. (e.g. TEXT-Chapter 1.2- Why Study History? pp. 6-7 is linked to TEACHER GUIDE- Worksheet t1.1- Mystery Box, page 33a)

ANCIENT CIVILIZATIONS PATHFINDER YEAR 7 - Library resource

A NIGHT AT THE MUSEUM PARENT LETTER

FAMOUS HISTORY QUOTES POWERPOINT

### TIMELINE



Explicit teaching of History (VELS Level 5)  
Chapter 1- Uncovering the past (*Why study History?*)

### Key Understandings:

- To learn from the past in making decisions now in for the future.
- To develop knowledge about ancient civilizations and how they have provided the foundations for modern society.
- We use evidence and sources to learn about events, people and places in the past.

### Other Teachings:

- Civilisations, groups of people, develop around water (Egypt- Nile, Rome- Tiber River, Melbourne- Yarra, etc...) **2.2**
- Civilisations often contain some/all of the following features: writing, law, language, culture, army, structured society, religion and beliefs. **1.7**
- There are many types of evidence that we can use to help our understanding of the past. Some evidence is more reliable than others and a historian needs to consider this when making judgments about the past (primary & secondary sources, bias & reliability of sources.) **1.9**

The students will need to develop and practice skills in evaluating sources and creating timelines. These concepts will be introduced to them in the Introductory Lecture, but will need to be consolidated throughout the unit. The following topics from the text *Humanities Alive- 2<sup>nd</sup> Edition* will cover this:

### SOURCES

**1.4, 3.7, 4.6, 5.5**

### TIMELINES

**1.5, 2.3**

Chapters 2-5 Ancient Societies (Egypt-2, Greece-3, Rome-4 & China-5)

Students will develop their knowledge of Ancient Societies by studying topics from **all** of the above civilisations. Teachers are encouraged to choose **at least one** chapter from each of the aspects of an ancient civilisation.

## **Role of Women**

2.2

**Culture (art, music, writing, inventions, etc...)**

2.3, 2.6, 3.9, 3.10, 4.9, 4.11, 5.10

**How the society was ruled**

2.5, 3.3, 3.4, 4.2, 5.4

**Religious Beliefs (inc. legends and myths)**

2.7, 2.8, 3.2, 3.8, 4.10, 5.2, 5.3

**Key events and People**

2.9, 2.10, 3.11, 4.4, 4.5, 4.7, 5.6, 5.7

**Daily life**

3.5, 3.6, 4.3, 4.8, 5.8, 5.9

## **Student Resources**

### **STUDENT WORKBOOK**

Complimentary with the *Humanities Alive- 2<sup>nd</sup>* textbook, is the *Humanities Alive Student Workbook*. Most chapters from the text have linked worksheets listed in the textbook. These can be found by locating the purple box on the top right hand side of the page of the textbook. These details are also listed at the top of the worksheets in the Student Workbook. (e.g. TEXT- Chapter 1.2- Why Study History? pp. 6-7 is linked to STUDENT WORKBOOK- Worksheet 1.1- Then and now, page 1)

Worksheets from the workbook can be set for homework and can also be used for formal assessment.

Ancient Civilizations Further Learning document

Ancient Civilizations Culminating Event Assessment Task

Ancient Civilizations Culminating Event Checklist

5W's and H worksheet

## **Additional Classroom Materials**

Posters

Videos

Video – Ancient Civilisations

allstaff/year7integration/explore/term2

DVD – Lost Civilisations

## **Websites**

- JacarandaPLUS website

Each student (and teacher) should sign up to the jacplus website ([www.jacplus.com.au](http://www.jacplus.com.au)) using their unique registration code (located on the inside of the cover). Students should use their school email address and not hotmail addresses. This website contains an electronic version of the text, as well as supporting multimedia resources (videos, games, learning activities, etc...)

- Melbourne Museum
- <http://tripwow.tripadvisor.com/tripwow/ta-0099-4172-842e>
- <http://tripwow.tripadvisor.com/tripwow/ta-00dd-a484-619c>
- <http://www.historyworld.net/timesearch/default.asp?conid=1063the>
- <http://leakeyfoundation.org/education/timeline-of-discoveries/>

## Culminating Event Information

Letter to Year 7 community  
Eagle and online information  
Pinboards  
Leadership Team  
Parking  
Publications

Friday 6<sup>th</sup> May, 2011

Dear Parents,

As you are aware, the Year 7 Inquiry unit this term is focused on 'Where Have We Come From? – Ancient Civilisations'. Students will be participating in various activities including a visit to the Melbourne Museum and IMAX Theatre, lecture presentations and research skill sessions as they endeavor to increase their knowledge of a past civilisation.

As a means of assessing their understanding for this unit, students will be designing a presentation which brings to life a person from an ancient civilisation of their choice. Through careful planning and design they will need to explain the daily routines, beliefs, culture and social structures of their individual in a way that clearly articulates what they have learnt.

**All students will participate in the culminating event titled '*A Night at the Museum*'.**

To allow all students, staff and families the opportunity to witness the hard work and dedication of each student, the final assessment will take place during '*A Night at the Museum*' on **Wednesday 29<sup>th</sup> June** from **7.00pm – 8.30pm** in the Admara building. As their presentation is being assessed, this evening requires all students to attend. It is also a wonderful opportunity for families to acknowledge their son's achievements throughout the term. If your son is unable to attend this evening, you must contact the Director of Students 7 – 9, Mark Ashmore in writing to outline your concerns, by **Wednesday 1<sup>st</sup> June**.

We look forward to seeing you at the end of the term and celebrating the work of our young men.

Yours sincerely,

**Mr. Mark Ashmore**  
**Director of Students 7 - 9**