

YEARS 7-10 HISTORY

STAGE 4, TOPICS 1 AND 2

INVESTIGATING HISTORY AND SOCIETIES AND CIVILISATIONS OF THE PAST

**PLEASE READ THIS STATEMENT ABOUT THE PROGRAMS AND THEIR
PURPOSE**

Officers from Curriculum K-12 Directorate have been working with a number of schools on a programming project. The purpose of the project has been to take the programming focus off the restrictive, often slavish, following of every dot point in the old syllabuses to focus on the big picture learning and to incorporate the elements of the *Quality teaching* document into student tasks to increase the significance of the learning for students.

The programs are NOT lesson plans and do not contain the excessive detail and overlays of some programs that have developed in the HSIE subjects. They have a simple format that provides **a small number of large tasks** to cover the learn to and learn about statements for each topic.

In using these programs students take more responsibility for their learning, work more in groups and have greater choice about what case studies and examples they engage. Teachers can act more **as facilitators**, but will still need to intervene in the learning to **teach explicitly** concepts, skills and terminology when students find difficulty within particular tasks. All the tasks can be used for assessment *for* or assessment *of* learning purposes. Teachers can use the tasks to provide feedback to students and assess the products and processes of the task for the purpose of recording data that will be used for school reporting purposes. When using the tasks in these ways for assessment, there is no need to create additional assessment tasks and end of topic tests are not needed because teachers will have already the assessment information needed for school reporting.

Schools can add their own resources and vary the ICT suggestions, within the syllabus requirements, to match their school resources. While every attempt has been made to cover all the syllabus requirements, the units have not as yet been trialled in classrooms. Feedback is welcomed and adjustments will be made to improve the units in response to feedback. Watch for updates in 2005.

John Gore
CEO, HSIE

Stage 4 Ancient Egypt and What is History

This program has been developed to combine Topics 1 and 2 of the Stage 4 History Syllabus. In this example Ancient Egypt becomes the context for teaching, "What is history".

What is History	Ancient Egypt
Concepts of Time and Place	Timeline Pre-dynastic, Archaic to late Dynastic period Land of Egypt - Overlay kingdom maps
History as Historical inquiry, archaeology and heritage	Pyramids, daily life
History as Study of people	Structure of society
History as Story	Gods and the afterlife
History as a Study of people	Pharaohs
History as evidence	Hieroglyphs, numbers and measurement,
History and different perspectives	What is history?

Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past Group A – Ancient Egypt	Time
Focus	TIME AND PLACE	
Outcomes 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy 4.4 identifies major periods of historical time and sequences people and events within specific periods of time		
Suggested ICT Develop a timeline for the Internet / Intranet Use of software to manipulate images Internet search		
Resources Handout for Task 1 Notes on joint construction http://www.timelines.info/history/empires_and_civilizations/ancient_civilisations/ancient_egypt/ http://www.mnsu.edu/emuseum/prehistory/egypt/history/timeline.html http://www.nationalgeographic.com/pyramids/timeline.html http://www.horus.ics.org.eg/en/History/History.aspx http://www.ancient-egypt.org/history/index.html http://www.hyperhistory.com/online_n2/History_n2/a.html http://www.egyptologyonline.com/chronology.htm http://www.ehistory.com/ancient/egypt/timeline.cfm http://www.bbc.co.uk/history/ancient/egyptians/timeline.shtml http://www.rom.on.ca/egypt/case/timeline/ http://www.virtual-egypt.com/newimages/timeline.gif http://www.egyptpyramids.com/html/article.html		

Learn to Learn about	Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.
interpret and construct time lines define the terms that describe historical periods of time sequence societies and events within specific periods of time	Task 1 Researching timelines Form groups of four to prepare a timeline focusing on the period pre-dynastic, Archaic to late Dynastic Period. Use the Internet sites on the handout. Complete the handout 'Words' (attached) as part of

<p>identify the origins of the society or historical period ask historical questions distinguish between fact and opinion draw some conclusions about the usefulness of sources including a website examine differing historical perspectives and interpretations the process of historical inquiry</p>	<p>the note taking process.</p> <p>The timeline is to be no longer than 2 pages (this includes drawings / photos etc.) and will be posted on the school's Internet/Intranet site. The timeline will contain:</p> <ul style="list-style-type: none"> • A title • An explanation of specialist time terms (BCE / AD etc) • An explanation of specialist Ancient Egypt terms (Pharaoh, mummy, pyramid) • Short snippets of information about people or events of significance within the period. <p>Task 2 Maps of Ancient Egypt Form groups of seven. Each group will allocated a period of Ancient Egyptian history.</p> <ol style="list-style-type: none"> 1. Construct a series of colour coded maps for the period onto overhead transparencies outlining: <ul style="list-style-type: none"> Map 1 - The boundaries to the kingdom state Map 2 - The Nile river and other landforms Map 3 - The main cities and where people lived Map 4 - Agricultural and other industries 2. Present and explain the information to the class. 3. Based on the presentations the class completes a <i>joint construction</i>. (See teacher note below)
<p>What is History?</p>	<p>Teacher note: Notes on <i>joint construction</i> are attached. They can be found also in <i>Teaching Literacy in History</i> NSW Department of Education and Training 1998. This material can also be found on Curriculum K-12 Internet site: http://www.curriculumsupport.nsw.edu.au/literacy/index.cfm</p> <hr/> <p>Task 3 Short written task Based on the research for Ancient Egypt, write 1-2 pages on <i>History is about changes over time</i>.</p>

Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past Group A – Ancient Egypt	Time
Focus	HISTORY AS EVIDENCE, ARCHEOLOGY AND HERITAGE	
Outcomes		
4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy		
4.4 identifies major periods of historical time and sequences people and events within specific periods of time		
4.5 identifies the meaning, purpose and context of historical sources		
Suggested ICT s		
Save and manipulate images Create images using appropriate software		
Resources		
Map of Ancient Egypt		
Images of important historical sites in Ancient Egypt		
http://www.egyptianmuseum.gov.eg/collection_Jewelry.html		
http://www.akhet.co.uk/jewel.htm		
http://www.guardians.net/hawass/		
http://oi.uchicago.edu/OI/DEPT/COMP/GIZ/MODEL/Giza_Model.html		
http://www.mysteries-in-stone.co.uk/archsites.htm		
http://www.thepharaohs.net/Ancient/		
http://www.website1.com/odyssey/week1/home.html		
http://www.eyelid.co.uk/		
http://www.carnegiemnh.org/exhibits/egypt/guide.htm		
http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html		

Learn to Learn about	Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.
explain cause and effect describe how both men and women lived in the society or period civics and citizenship in the society or period describe the way in which the people of the society or period were governed describe the rights and freedoms	Task 1 Historical significance Visit the Internet sites from the resource list and look at the following aspects of Ancient Egypt : <ul style="list-style-type: none"> • Pyramids • Statues • Temples • Houses • Mummies • Artefacts such as pottery, weapons, jewellery.

<p>of different groups in the society or period ask historical questions distinguish between fact and opinion draw some conclusions about the usefulness of sources including a website examine differing historical perspectives and interpretations the process of historical inquiry</p> <p>What is History?</p>	<p>Select one item from each category. Briefly describe its function, the technology needed to construct/manufacture, who used them and what level of society did the user come from.</p> <p>Task 2 Inside the pyramid</p> <ol style="list-style-type: none"> 1. Using textbooks, library books or the Internet, locate and select two written primary sources and two written secondary sources about one of the pyramids of Egypt Use Handout <i>Sources</i> attached to record your sources. 2. Describe the pyramid structure both inside and outside and theories on how it was built. 3. Explain how the site has significance to people in the period. <p>Task 3 Daily life</p> <p>Using textbooks, library books or the Internet,</p> <ol style="list-style-type: none"> 1. Locate and select at least 5 archaeological sources for Ancient Egypt that show daily life. 2. Write a story about the daily life of your family as if you were living in Ancient Egypt. Make mention in your story of the archaeological sources selected. <p>Task 4 Debate</p> <p>Separate the class into two teams and hold a class debate about <i>History is about places of significance only</i>. In the debate refer to the research about Ancient Egypt.</p>
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Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past Group A – Ancient Egypt	Time 4 hours
Focus	HISTORY AS PEOPLE	
Outcomes 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy 4.5 identifies the meaning, purpose and context of historical sources 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.		
Suggested ICT Internet search Word processing		
Resources http://www.bediz.com/hatshep/index.html http://www.maatkare.com/qhat.html http://www.polysyllabic.com/Egyptian.html http://hieroglyphs.net/0301/cgi/pager.pl?p=01 http://www.touregypt.net/kings.htm		

Learn to Learn about	Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.
describe how both men and women lived in the society or period civics and citizenship in the society or period describe the way in which the people of the society or period were governed describe the rights and freedoms of different groups in the society or period	TASK 1 Word game Working in groups of five, prepare and play a card matching game. 1. Each group will need 40 cards, eight for each group member. Each person selects four words each from the list below and writes each word on a card. The other cards are for the meanings of these words. 2. Conduct research to find the meaning of these words by using textbooks, library resources and the Internet.

ask historical questions
distinguish between fact and opinion
draw some conclusions about the usefulness of sources including a website
examine differing historical perspectives and interpretations
the process of historical inquiry

Dynasty, kingdom, afterlife, pharaoh, mummy, hieroglyphs, priests, artisans, pyramid, papyrus, Ma'at, Ammit, Rosetta stone, shaduf, nobles, slaves, Anubis, ka, ba, scribes, mastabas, Osiris, natron, Utchat,

3. Play games with the cards until everyone is familiar with the words and their meaning. Games could include: laying out the words and drawing a meaning card and matching it to the word and vice versa.

TASK 2 Biographies

Using the library, text books or the Internet, create a single timeline showing:

- birth and death
- the key events during the person's life
- details of important achievements and including each of the following people:
 - Hatshepsut
 - Khufu (Cheops)
 - Amenhotep IV (Akhenaten)
 - Tuthmosis I
 - Nefertiti
 - Cleopatra VII

Task 3 – govern

Citizens, pharaohs, nobles, priests, warriors, farmers, merchants, artisans, scribes, academics/philosophers, artists and performers.

Draw a table titled, *Roles and responsibilities* with two columns headed: Contemporary Australia and Ancient Egypt. Using library, textbooks and Internet, research the roles and responsibilities of each group of people in Ancient Egypt and citizens in and Australia and write your answers in the table.

Divide into four groups. Two groups represent one state. Conduct an election based on the constitution of Australia.

The elected person from each state/country will then present a summary of people's rights and responsibilities in their state.

Task 4 Written exercise

History is about people not events.

Based on the research for Ancient Egypt write 3 to 4 paragraphs on the above statement.

What is History?

Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past Group A – Ancient Egypt	Time
Focus	HISTORY AS STORY	
Outcomes 4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy 4.5 identifies the meaning, purpose and context of historical sources 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.		
Suggested ICT Multimedia presentation Use of imaging software		
Resources Blank text type scaffolds – research and description Summary of one ancient Egyptian legend http://egyptianmyths.net/section-deities.htm http://www.pantheon.org/areas/mythology/africa/egyptian/articles.html http://www.sk4p.net/egypt/gods.shtml http://www.touregypt.net/bkofdead.htm		

Learn to Learn about	Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.
describe how both men and women lived in the society or period ask historical questions beliefs and values of the people of the society or period distinguish between fact and opinion draw some conclusions about the usefulness of sources including a website examine differing historical	Task 1 Illustration 1. Using available resources read about the relationship between the people, gods and goddesses. 2. Create an illustration of this relationship and include the names of the gods and goddesses. Task 2 Beliefs Select 1 of the following: <ul style="list-style-type: none"> • Book of the Dead • Mummification • Ankh • Inundation / the annual flood of the Nile

<p>perspectives and interpretations the process of historical inquiry describe some aspects of family / community heritage</p> <p>What is History?</p>	<p>Answer the following for each saying, place or word. How are the above related to Egyptian Gods / Goddesses? What is the story behind the book or words? Use the writing process to revise, edit and publish your answers.</p> <p>Task 3 Stories Using drawings and text, construct an electronic or paper cartoon storyboard that tells the story of one of the Egyptian legends below. The storyboard is to be in correct sequence and contain text relevant to the story.</p> <ul style="list-style-type: none"> • The Osiris Legend • Creation Myths • The Battles of Horus and Seth • Legend of Ra and Hathor <p>The teacher will select some stories and have students read them twice to the class. Listen to each story the first time and for the second time; write down in point form six things that they find interesting about each legend. (See attached notes on dictagloss.)</p> <p>Task 4 Justifying history A friend in another class say that "history is just a lot of facts" Write a one-page response to your friend about what you think history is. Use some of the information about the Egyptians to illustrate your answer.</p>
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Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past Group A – Ancient Egypt	Time
Focus	HISTORY AS EVIDENCE	
Outcomes		
4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy		
4.5 identifies the meaning, purpose and context of historical sources		
4.6 draws conclusions about the usefulness of sources as evidence in an inquiry		
4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research		
4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.		
Suggested ICT Internet searches		

Multimedia presentation
Resources

Learn to Learn about	Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.
ask historical questions examine differing historical perspectives and interpretations examine the motives for people's actions in the past appreciate the value of preserving and conserving our heritage impact of significant people and/or events the legacy of the ancient, medieval and early modern world beliefs and values of the people of the society or period What is History?	Task 1 Time travel A unique opportunity has come your way. The editor of a weekend magazine for a major newspaper has asked you to join a team to travel back in time to meet some ancient Egyptians from the New Kingdom or the Roman period. The people you will meet with are: <ul style="list-style-type: none"> • pharaoh • priests and nobles • military leader • artisans and physicians • peasants and slaves In return, you are to prepare a multimedia presentation on your findings for publication across two A4 pages of the newspaper. Task 2 Write 1-2 pages on the influence of the ancient Egyptians in the modern world.

Topic/focus area	Topic 1 – Investigating History Topic 2 – Societies and Civilisations of the Past	Time
Focus	WHAT IS HISTORY?	
Outcomes		
4.4 identifies major periods of historical time and sequences people and events within specific periods of time		
4.5 identifies the meaning, purpose and context of historical sources		
4.6 draws conclusions about the usefulness of sources as evidence in an inquiry		
4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.		

Suggested ICT
Multimedia presentation

Resources

<p>Learn to Learn about</p>	<p>Teaching and learning activities Assessment: The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.</p>
<p>the process of historical inquiry:</p> <ul style="list-style-type: none">– fact and opinion– the usefulness of sources as evidence including a website– differing perspectives– cause and effect– history as the study of people <ul style="list-style-type: none">• ask historical questions• distinguish between fact and opinion• draw some conclusions about the usefulness of sources including a website• examine differing historical perspectives and Interpretations• explain cause and effect• identify significant people of the past• examine the motives for people’s actions in the past• explain the consequences of people’s actions• describe some aspects of family/community heritage• heritage issues• appreciate the value of preserving and conserving our heritage	<p>Task What is History?</p> <p>In groups of 4, using the knowledge gathered from the study of Ancient Egypt, complete a 3-5 slide PowerPoint presentation explaining: <i>What is history?</i></p> <p>In your presentation explain</p> <ul style="list-style-type: none">• the ways by which historians investigate the past• the reasons for preserving our past <p>In completing this presentation ensure that the following are included:</p> <ul style="list-style-type: none">• places• time• events• stories / myths• people• perspectives <p>Points made should be supported by evidence from your study of Ancient Egypt.</p> <p>Make your presentation to the class.</p>

<http://www.ehistory.com/ancient/egypt/timeline.cfm>
<http://www.bbc.co.uk/history/ancient/egyptians/timeline.shtml>
<http://www.rom.on.ca/egypt/case/timeline/>
<http://www.virtual-egypt.com/newimages/timeline.gif>

TIME Task 2 Joint Construction

Purpose

To demonstrate how to combine topic knowledge with knowledge of text organisation and language features to create a successful text.

Description

Teachers and students create a text together in large format (OHT, chart paper), with teacher guiding students in appropriate use of language and correct organisation of information.

Action

Explain to students that the task is to write a description (or any text), using research information already gathered.

Text organisation

How should we begin to write?

What information will we put here?

Appropriate terminology

What words can we use to write that information?

What information comes next?

Description section

Which aspect of the description will we begin with?

Which aspect of the description will we use in the middle?

Which aspect of the description will we end with?

Continue referring to research notes for information and sample text for ways to write the description.

Make suggestions and if necessary, reword contributions from students. The responsibility for constructing the text is shared between teacher and students.

HISTORICAL PLACES Task 2

Sources

Complete the following for each written source:

Name of source: _____

Author: _____

Primary source: Yes No

Secondary source: Yes No

What year was it written in: _____

- Words that are special to the Pyramids:

Words that are special to history:

- Key points mentioned in the source about the Pyramids:

Significance of the Pyramids:

Purpose: to develop content knowledge and knowledge about how information is conveyed

Description: Students listen to a text and take notes that are used to recreate the text.

Implementation:

Read a text aloud at normal speed while students listen.

Reread the text at slower pace.

During the second reading, students note down key words and phrases.

Individually, in pairs or in small groups, students attempt to reconstruct the text using key words and phrases noted from the text. This text should include the main ideas from the original text.

Teacher shares several versions with the class

Together, teacher and students analyse shared versions by asking:

Were all key facts recalled?

Is the text sequenced correctly?

Has tense been maintained?