Depth study 1 – investigating the ancient past

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific. Specifically targeted teaching activities to support critical and creative thinking in the history classroom have been embedded throughout – they are highlighted by the light blue cloud icon. 

Outcomes and other elements of syllabus references in this document are from the [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

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 Key inquiry questions

* How do we know about the ancient past?
* Why and where did the earliest societies develop?
* What emerged as the defining characteristics of ancient societies?
* What have been the legacies of ancient societies?

## Outcomes

A student:

* **HT4-1** describes the nature of history and archaeology and explains their contribution to an understand of the past
* **HT4-5** identifies the meaning, purpose and context of the 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
* **HT4-9** uses a range of historical terms and concepts when communicating an understanding of the past
* **HT4-10** selects and uses appropriate oral, written, visual and digital form to communicate about the past

## Historical concepts

* **continuity and change** – changes and continuities over a broad period of time, for example the Roman Empire
* **cause and effect** – developments, decisions and events from the past that produced later actions, results or consequences
* **perspectives** – different perspectives of participants in a particular historical context, such as the conquered and the conqueror
* **empathetic understanding** – the actions, attitudes and motives of people in the context of the past
* **significance** – the importance of an historical event, development of individual in an historical context
* **contestability** – historical sources, events or issues may be interpreted differently by historians, for example the ‘fall’ of the Roman Empire

## Historical skills

* **Comprehension** – chronology, terms and concepts
	+ read and understand historical texts
	+ sequence historical events and periods
	+ use historical terms and concepts
* **Analysis and use of sources**
	+ identify the origin and purpose of primary and secondary sources
	+ locate, select and use information from a range of sources as evidence
	+ draw conclusions about the usefulness of sources
* **Perspectives and interpretations**
	+ identify and describe different perspectives of participants in a particular historical context
* **Empathetic understanding**
	+ interpret history through the actions, attitudes and motives of people in the context of the past
* **Research**
	+ ask a range of questions about the past to inform an historical inquiry
	+ identify and locate a range of relevant sources, using ICT and other methods
	+ use a range of communication forms and technologies
* **Explanation and communication**
	+ develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
	+ select and use a range of communication (oral, graphic, written and digital) to communicate effectively about the past

## Key terminology

AD, archaeology, archaeologist, artefact, BC, BCE, bias, CE, chronology, conversation, evidence, heritage, history, historian, preservation, primary, reliability, secondary, site, source, time

## Learning sequence 1

### Content

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

* outline the main features of archaeology and history
* outline the role of historians and archaeologists

### History and archaeology

**Teacher note** – find two images: one of a stereotypical historian and one of an archaeologist.

* What differences or similarities do you see in the images? Are these images likely to be true? What do they imply about the work of these two roles?
* Discuss the differences and similarities between the roles of historians and archaeologists.
* Watch [Day in the life of an Archaeologist](https://www.youtube.com/watch?v=R7uTlURvQ74) (duration 4:42) and [How do historians know about the past](https://www.youtube.com/watch?v=YMdCUQF5o5w) (duration 1:21).
*  **Critical and creative thinking activity –** [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
	+ Option 1: Create a Venn diagram showing the similarities and differences between the roles of historians and archaeologists.
	+ Option 2: Working in pairs, flip a coin (or similar). If the coin lands on heads, Student A must give one similarity between historians and archaeologists. Had the coin landed on tails, Student B would have given one difference. Continue this game until your pair has at least two similarities and two differences.
* Create two job advertisements, one for a historian and one for an archaeologist. Your job advertisement must inform the applicants of:
	+ the definition of this role
	+ where the applicant will usually complete their job
	+ what types duties the applicant will have to do in their job
	+ what skills the applicant needs to complete the work
	+ what other experts the applicant will work with in their roles
	+ briefly describe a typical day at work
	+ How their work will enable them to contribute to an understanding of the past.
* Complete the application for one of the jobs and share with a classmate.
* Working in groups, brainstorm responses to the question ‘what is history?’ using sticky notes. Use one note per idea. Place your notes in the centre of your group table.
* Read the following quotes about history below (teacher can add to this list) and complete the activity in the next point:

“The more you know about the past, the better prepared you are for the future” – Theodore Roosevelt

“We are not makers of history; we are made by history” - Martin Luther King Jnr

“Men do not learn much from the lessons of history and that is the most important of all the lessons of history” – Aldus Huxley

“History is a Greek word which means, literally, investigation” – Arnold Toynbee

“History is a continuing practice, an always porous, shifting, inventive, self-transforming discipline.” - Ann Curthoys and John Docker

“Even the greatest of deeds, if not . . . preserved in written words and handed down to remembrance, become extinguished in the obscurity of silence.” - Anna Komnene

* Now you will be participating in a Chalk Talk activity. You will share your thinking at each step of the task before moving on to the next one. Your teacher will give each group a Chalk Talk sheet. Considering the quotes you have read, respond to the following questions on the Chalk Talk sheet:
	+ What reasons do the above sources give for the importance of history?
	+ Which of these quotes resonates with you and why? Justify your response.
	+ Explain at least two other reasons why learning history is important.
	+ Which voices tend to be heard and valued in the study and writing of history? What does that mean for our study of history?
* Use more sticky notes to add to your original responses to the question, ‘What is history’? Share your responses in your table groups. Read and add to each other’s responses with additional comments and questions. Write your responses on the Chalk Talk paper.
* Now circulate to another group and do the same. Read and add to the sticky notes. Discuss your idea with the other members of the group.
* Now return to your original starting places to read what others have written on “their” Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common issues and reactions? What questions surprise them? Debrief the process itself, asking the group how their thinking developed during the Chalk Talk process.
* Write a paragraph explaining the purpose of history, incorporating the responses from the brainstorm and the quotes.

 **Critical and creative thinking activity -** consider the statement: “History should be taught in schools.”

* You can choose to agree or disagree, but you must support your argument with facts. At each end of our classroom is a sign; one says Strongly Agree, the other says Strongly Disagree.
* Place yourself on the continuum line according to whether you agree or disagree with the statement: “History should be taught in schools”. You may stand anywhere along the continuum depending on your thoughts. Refer to evidence and examples when defending your view.
* After you have listened to your classmates’ arguments, you may move up or down the line if you choose. Remember to justify your ideas.
* When all your classmates have had their say, return to your desks and write a PEEL paragraph response to the statement: “History should be taught in schools”.

## Learning sequence 2

### Content

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

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

### Concepts of historical time

**Teacher note –** students may need extra support with some of the language in this section as there will be many unfamiliar terms. It would be useful to discuss the term metalanguage and how that relates to the study of history as a discipline.

In addition, this task will require the teacher to model how to construct a timeline for students, with explicit instruction about the form, structure and key elements of a timeline.

* Define the following chronological terms: dating, BCE/CE, BC/AD, chronology, millennium, century, decade, Anno Domini
* Sequence these periods of time in chronological order: decade, day, millennium, second, century, month, minute, hour, week, year.
* Order the following sets of dates on a timeline: 2008AD, 54BC, 33AD, 2008BC, 1008AD, 10 000BC,410BC.
* Create a class timeline with a focus on BCE/CE. Each student in the class should choose one key date from BCE/BC and one key date from AD/CE. With your key dates, create a short piece of information on each event and then place them along a classroom timeline.
*  **Critical and creative thinking activity – discuss the question ‘**why is there no Year 0?’ Write three summaries of the reasons for the answer:
	+ the first summary is 10-15 words
	+ the second summary is 30-50 words
	+ the final summary is 75-100 words.

The reason the summary word counts are increasing is to develop your thinking skills and expand on your reasoning – as you progress through the summaries you will need to provide more detail and examples.

### Features of history and archaeology

**Teacher note** – explicit teaching about the definition of ‘source’ and the different types of sources used by both archaeologists and historians, including primary and secondary sources. Teacher to bring a range of primary and secondary artefacts/sources to the classroom and ask the whole class to examine each artefact and decide if they think it is primary or secondary

* When your teacher asks you to identify primary or secondary sources, indicate which you think by holding up a coloured card when prompted.
* **Critical and creative thinking activity -** examine this [archaeological source](https://search.creativecommons.org/photos/fad73f48-627a-4731-b3fe-6be8dfa6bc4e), [Head of an official](https://www.flickr.com/photos/50398299%40N08/15786927454) by [Ashley Van Haeften](https://www.flickr.com/photos/wikimediacommons/). Ask the following questions of the source:
	+ What is it?
	+ What is it made from?
	+ What size is it?
	+ How old is it?
	+ What civilisation is it from?
	+ Who might have made it?
	+ Is it complete?
	+ What is its purpose?
	+ Who would have used it?
	+ What can this source tell us about the people who made it?
	+ What does the source not tell us?
* Examine this [written source](https://ccsearch.creativecommons.org/photos/5d1d96c8-6c5b-465f-8f19-8b69a0aead46), ["Translation"](https://search.creativecommons.org/photos/5d1d96c8-6c5b-465f-8f19-8b69a0aead46) by [Alun Salt](https://www.flickr.com/photos/79983635%40N00) Ask the following questions of the source:
	+ What is it?
	+ Who wrote it?
	+ Why did they write it?
	+ What civilisation is it from?
	+ Who could read in that society?
	+ Is it complete?
	+ What does it tell us?
	+ What does it not tell us?
* As a class, brainstorm the problems associated with using various types of sources. Some examples to discuss include: textbook, photographs, images of ancient sites or artefacts (Tutankhamun’s mask, Colosseum etc), copy of historian (Herodotus, Thucydides, Tacitus), newspaper, biography, modern artefact (such as hand-held or landline phone, old bottle and so on).

## Learning sequence 3

### Content

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

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

### Approaches to historical investigation

**Teacher note** – prior to this task, explain how researchers study history, including archaeologists and how digs operate. This would be a good time to explicitly teach some of the details of stratigraphy and different technologies involved in the processes of historical research. Discuss with student's what stratigraphy is and what the layers in the earth can tell us about the different people/societies who lived there.

* Examine the Crown Canyon [Stratigraphic Dating](https://www.crowcanyon.org/index.php/stratigraphicdating) image to answer the following questions:
	+ Identify the layer that is the oldest.
	+ Look at the evidence in stratum 3. Explain what you think happened to this society. In your response, use evidence from the source.
	+ What conclusions can you draw about the lifestyles of the people who once lived here, by examining the remains in the layers A, B, C, D and E?
	+ Suggest why there aren’t any remains in the layers that separate them. Consider, for example, what sorts of events could produce such strata.
	+ Whose help would an historian need in order to process the evidence found in each stratum?

**Teacher note –** this task requires the teacher to recreate an archaeological dig using the instructions below. [Doing Archaeology in the Classroom](https://www.sfu.ca/archaeology/museum/exhibits/virtual-exhibits/doing-archaeology-in-the-classroom--a-sandbox-dig.html) has further detail and resources. Set up a mock archaeological dig:

Collect a variety of objects such as plastic skeleton, broken pottery, shells or animal bones that could be placed in situ to tell an archaeological story.

Using the school long jump pit or similar site, place out a variety of the objects to replicate a plausible archaeological site or scenario. The site should be photographed before covering up to ensure all items are excavated.

Provide students with trowels, dustpans and paintbrushes.

Divide site into zones using string. Each group should be allocated a specific zone that they excavate.

Prior to the excavation, discuss process and protocols with the class around how to excavate carefully.

* Today you will be part of a team on a school based archaeological dig. We have recently received word that a range of ancient items may be buried on the school grounds and we have received funding to excavate these artefacts. Form four groups of 4-5 students. In your groups you must organise people into the following roles:
	+ Excavator (2)
	+ Artefact cleaner and organiser (1)
	+ Recorder (1)

On the site diagram below, map out the position of the items you have excavated.

#### Site diagram



* Copy the table below into your book. Use it to:
	+ identify each item as you find it
	+ draw a sketch
	+ describe the item as an archaeologist would

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Illustration | Where found | Description |
|  |  |  |  |

* In your groups try to reconstruct your items. Produce a written report about your dig, what have you discovered and what you believe you have found. Look at the markings on the artefacts and the shape, to give you clues as to what they have been used for. Try to include as much detail as possible.
*  **Critical and creative thinking activity -** as a group, present your findings in your zone to the rest of the class. Explain your hypothesis about what happened in the zone you excavated. As each group presents, ask questions to clarify your understanding. Use the evidence from your zone to support or discredit the other groups’ theories.

## Learning sequence 4

### Content

Overview: According to the ‘out of Africa’ theory, about 60,000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institution developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Students briefly outline:

* the theory that people moved out of Africa around 60000 years ago and migrated to other parts of the world, including Australia
* the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery
* key features of ancient society (farming, trade, social classes, religion, rule of law)

### Out of Africa theory

**Teacher note – some** teacher led instruction on issues around food access as one of the reasons why humans migrated may be useful to begin this section. The [Foraging, Migration and Beyond](https://www.bighistoryproject.com/chapters/4#foraging-migration-and-beyond) website, [The First Migrations Out of Africa](https://australian.museum/learn/science/human-evolution/the-first-migrations-out-of-africa/) page and [The Great Human Migration](https://www.smithsonianmag.com/history/the-great-human-migration-13561/) article may be useful for background on this topic.

* Label a blank world map to visually demonstrate the ‘[out of Africa’ theory](https://science.howstuffworks.com/life/evolution/africa-cradle-humanity1.htm) and human migration patterns.
* Using [think/pair/share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/568#.X4fDnlVCF6o.link), hypothesise reasons for the migration patterns that have been identified. Now use the [Claim, Support, Question](https://pz.harvard.edu/resources/claim-support-question) process to complete the following table:

|  |  |  |
| --- | --- | --- |
| Claim | Support | Question |
|  |  |  |
|  |  |  |

* Identify a claim about the reasons for the migration patterns. Look for evidence that either supports the claim or questions the claim and write it in the appropriate column. Take turns using the routine so that each student makes a claim, identifies support and asks a question. Following each person’s report, take a moment as a group to discuss the topic in relation to the claim before moving on to the next person.
* If you cannot think of any more claims, consider the following questions:
	+ What are some other questions you might want to ask about this statement?
	+ Can you think of reasons why this may be true?
* Friendly disagreement is encouraged. You may ask questions to challenge the plausibility of the claim, which will lead to a deeper understanding of the reasoning process. If come up with creative suggestions for support and questioning. After everyone has had a turn, reflect on the activity. What new thoughts do you have about the 'Out of Africa’ theory?

### Emergence of ancient societies

**Teacher note – for the final task in this section,** provide students with a series of images and sites of cave art and artefacts found in caves, such as Blombos cave artefacts (a range of both European and Aboriginal Peoples examples would be appropriate), as well as iconography, writing, tools and pottery.

* Examine the sources that illustrate the emergence of ancient societies.
* How could an historian use each of these as evidence for the emergence of ancient societies?
* What might pottery, the existence of art and writing tell us about the people who created them?
* How does this support the emergence of ancient societies?
*  **Critical and creative thinking activity -** colour in the extent barometer to indicate the importance of these sources as evidence for the emergence of ancient societies. Use a modality word to justify your choice.



* Write a few sentences answering the question: To what extent was flint important in the stone age?
* Watch [National Geographic Cave Art](https://www.youtube.com/watch?v=ZjejoT1gFOc) 101 (duration 3:18) and identify the main themes of cave art.
* Your teacher will provide you with several examples of cave art or artefacts found in caves.
	+ Using a blank map of the world and A3 pieces of paper, locate the site of each example on a map and paste the image around the outside.
	+ Conduct research on each artefact and annotate your paper with the key facts about each item, including discovery date, archaeological details, notes about the society from which it came and the estimated origin date.
	+ For each annotation, write a sentence about what it can tell us about the development of that society.

### Key features of ancient societies

**Teacher note – provide students with sources detailing the importance of farming, trade, social classes, religion and rule of law in a range of ancient societies.**

* Examine each of the sources provided by your teacher.
* In small groups, rank each of the following in order of importance to a society:
	1. farming
	2. trade
	3. social classes
	4. religion
	5. rule of law
* Justify why you have ranked them in this order.
* Individually, write 1-2 PEEL paragraphs justifying which defining characteristic of ancient societies you think is the most important.

## Learning sequence 5

### Content

The nature of sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH029)

Students:

* Locate and describe a variety of sources for ancient 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

### Sources for ancient Australia

**Teacher note – begin this sequence with explicit instruction introducing Lake Mungo and the basic facts about Mungo Man and Mungo Lady.**

* Locate Lake Mungo on a map of Australia.
* Use the [Lake Mungo for Kids page](https://www.nma.gov.au/learn/kspace/lake-mungo-45000-years-ago/kids) to find a range of sources to investigate the historical value of the site at Lake Mungo, such as the footprint and an image of Mungo Man’s skeleton.
* Select at least 4 sources from the website (or other pages as your teacher directs) and complete the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| Source | Description | Potential issues with using the source | What can we learn about life in ancient Australia from the source? |
| Example Source | Describe the source | Outline possible issues with the source, for example age, weather impacts. | Explain what historians can learn from the source, for example that there were ancient burial practices and customs. |

*  **Critical and creative thinking activity -** how could we preserve these sources? Use the [Visible Thinking Routine: Options Explosion:](https://pz.harvard.edu/resources/options-explosion)
	+ List the obvious options. There would not be a decision unless there were at least two or three obvious options.
	+ Now brainstorm all sorts of different options to find the “hidden” options. Often there are hidden options that are the real best choices. Be imaginative! Piggyback on ideas already up, combine ideas to get new ones, look for ideas of a very different kind, imagine you are in different roles and suggest ideas from the perspective of those roles, etcetera.

What have we learned about the situation from finding these options? This is a way of understanding the situation better.

* Discuss the ethics of human remains as a class and answer the following questions:
	+ Who owns this history? Who owns the rights to access Mungo Man’s history?
	+ Who got to decide that Mungo Man should be moved to a Canberra university?
	+ Who gets to decide who owns these human remains?
* Where does the power lie? Whose voice should be the loudest? Justify your response.
*  **Critical and creative thinking activity -** should Mungo Man be interred forever? Should his remains still be accessible to science? see the [Visible Thinking Routine: Project Across Time](https://pz.harvard.edu/resources/projecting-across-time):
	+ What do you know about the topic?
	+ Reach back in time. How has the topic played out in different forms, contexts, or places over the last 10 years? The last 100 years? The last 1000 years?
	+ Reach forward in time. How do you think the topic will play out 10 years into the future? 100 years? 1000 years?

How do you view the topic now?

* Locate each of the following ancient Australian sources on a map of Australia. For each site or source, write one paragraph describing the site and outlining its historical significance:
	+ Mungo Man and Lady
	+ Narabeen Man
	+ Uluru
	+ Grampians rock art
	+ Ku-Ring Gai chase
	+ Worimi middens
	+ Wilpena Pound
	+ 3 Sisters Mosman Gorge.

## Learning sequence 6

### Content

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples (ACDSEH148)

Students:

* identify ancient sites that have disappeared, or are threatened or have been protected and preserved, for example Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan
* identify some methods of preserving and conserving 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

### Threatened and protected ancient sites

**Teacher note – this learning sequence would be best finished** with a teacher directed example from the next depth study, to link knowledge and understanding of the importance of sites from the ancient world for the future, for example: Tutankhamun’s ‘fake’ tomb, Warrior of Xian or the Taj Mahal. Teacher to provide readings about different preservation methods.

* Research the [Seven Wonders of the Ancient World](https://www.history.com/topics/ancient-history/sevens-wonders-of-the-ancient-world) and the [New Seven Wonders of the World](https://www.britannica.com/list/new-seven-wonders-of-the-world).
* Hypothesise reasons why these sites may be threatened and why they have been chosen for these lists.
* In pairs, select three sites from the ancient world - one that has disappeared, one threatened and one that has been successfully preserved. Identify why each site has disappeared and outline appropriate methods of conservation and preservation for each selected site.
* Read the information about preservation methods provided by your teacher. For each preservation method, list at least one advantage and one disadvantage.
* Write a paragraph explaining the importance of conserving and preserving sites of historical significance.

### Ancient Australian sites

* Read the information about [Aboriginal cultural heritage](https://www.heritage.nsw.gov.au/about-our-heritage/aboriginal-cultural-heritage/).
* Click on the map of [Aboriginal cultural heritage sites in NSW](https://www.heritage.nsw.gov.au/search-for-heritage/search-for-nsw-heritage/).
* Choose one of the sites from the map to learn more about.
* Describe the site and its significance. What does this site add to our understanding of the past?

### Preservation and conservation of sites

* Visit the UNESCO website to read the ten [world heritage criteria](https://whc.unesco.org/en/criteria/) for ancient sites.
* Using the [interactive map](https://whc.unesco.org/en/interactive-map/) function, choose one site to explore further.
* Using the Three Ys thinking routine, ask yourself the following questions:
	+ Why might this site matter to me?
	+ Why might this site matter to people around me?
	+ Why might this site matter to the world?
* In a PEEL paragraph, explain why it is important for the site you have chosen to be preserved and conserved.

## Assessment task

### Outcomes

* **HT4-6** - uses evidence from sources to support historical narratives and explanations
* **HT4-8** - locates, selects and organises information from sources to develop an historical inquiry

### Syllabus content

The methods and sources used to investigate at least **one** historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)

Students:

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

 **Critical and creative thinking focus -** apply logic and reasoning: identify gaps in reasoning and missing elements in information

### Task

**You are to curate a museum exhibition on one of the following historical mysteries:**

* How were the ancient Egyptian pyramids built?
* Who killed the Princes in the Tower?
* What was the purpose of the Nazca lines?
* What was the purpose of Stonehenge?
* What do the stone heads on Easter Island represent?

To complete the task, follow these steps:

1. Develop questions to guide your research into the history mystery.
2. Conduct research on your chosen topic.
3. Select 5 primary sources that will help you answer the questions around your historical mystery.
4. For each item, write a museum, place or explanation card that identifies the key provenance information and explains the significance of the item to the question (how does the artefact answer the question?)
5. Write a 750-word reflection, answering the following questions:
	1. What story is your museum exhibit telling?
	2. Explain why you chose each source.
	3. What is your story missing?
6. On the day the task is due, you will be responsible for displaying your exhibit. Set up your museum exhibit carefully and consider the placement of each item.

### Marking Criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| Demonstrates outstanding knowledge of the syllabus content by explicitly and consistently addressing the question using evidence from the sources.Demonstrates outstanding knowledge of the syllabus content and course concepts by clearly and thoroughly explaining source choice and connection to topic.Consistently and clearly identifies gaps in reasoning and missing elements in information.Effectively communicates historical understanding by locating, selecting and organising appropriate information from sources. | A |
| Demonstrates thorough knowledge of the syllabus content by consistently addressing the question using evidence from the sources.Demonstrates thorough knowledge of the syllabus content and course concepts by clearly explaining source choice and connection to topic.Consistently identifies gaps in reasoning and missing elements in information.Effectively communicates historical understanding by locating, selecting and organising appropriate information from sources. | B |
| Demonstrates sound knowledge of the syllabus content by consistently addressing the question using some evidence from the sources.Demonstrates sound knowledge of the syllabus content and course concepts by clearly explaining source choice and connection to topic.Identifies gaps in reasoning and missing elements in information.Communicates historical understanding by locating, selecting and organising appropriate information from sources. | C |
| Demonstrates basic knowledge of the syllabus content by addressing the question using limited evidence from the sources.Demonstrates basic knowledge of the syllabus content and course concepts by attempting to explain source choice and connection to topic.Attempts to identify gaps in reasoning and missing elements in information.Attempts to communicate historical understanding by locating, selecting and organising some information from sources. | D |
| Demonstrates elementary knowledge of the syllabus content by attempting to address the question.Demonstrates elementary knowledge of the syllabus content and course concepts by attempting to explain source choice.Does not identify gaps in reasoning and missing elements in information.Demonstrates elementary skills in communicating ideas by locating and selecting information from sources. | E |