



Dealing with the Ancients: Overview, Depth and Australian Curriculum: History

Dr Carmel Young, University of Sydney
Michael Spurr, Oxford University Press

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oxford
big ideas

Introduction

- Australian Curriculum: Overview
- From Curriculum to Teaching Overviews
- From Overview to Depth Study
- Developing a Depth Study
- Oxford Depth Study Ancient Greece

The Australian Curriculum: History

- Australian Curriculum: History requires the study of global/world history within an inquiry framework. This involves:
 - ✓ Inquiry questions aimed at addressing big ideas
 - ✓ Broad introductory overviews
 - ✓ Depth studies located in a world context
 - ✓ Examination of trans-regional and cultural networks
 - ✓ National history located in a world context

This means: working with varying temporal and spatial scales; problem-based comparative studies; and with data drawn from the applied sciences

The Australian Curriculum: History

Overviews

Historical Knowledge and Understanding includes an overview of the historical period to be covered in each year level 7–10. The overview is not intended to be taught in depth; it will constitute approximately 10% of the total teaching time for the year. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

Australian Curriculum: History

Depth Studies

In addition to the overview, Historical Knowledge and Understanding includes three depth-studies for the historical period at each year level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail, which will constitute approximately 30% of the total teaching time for the year. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.

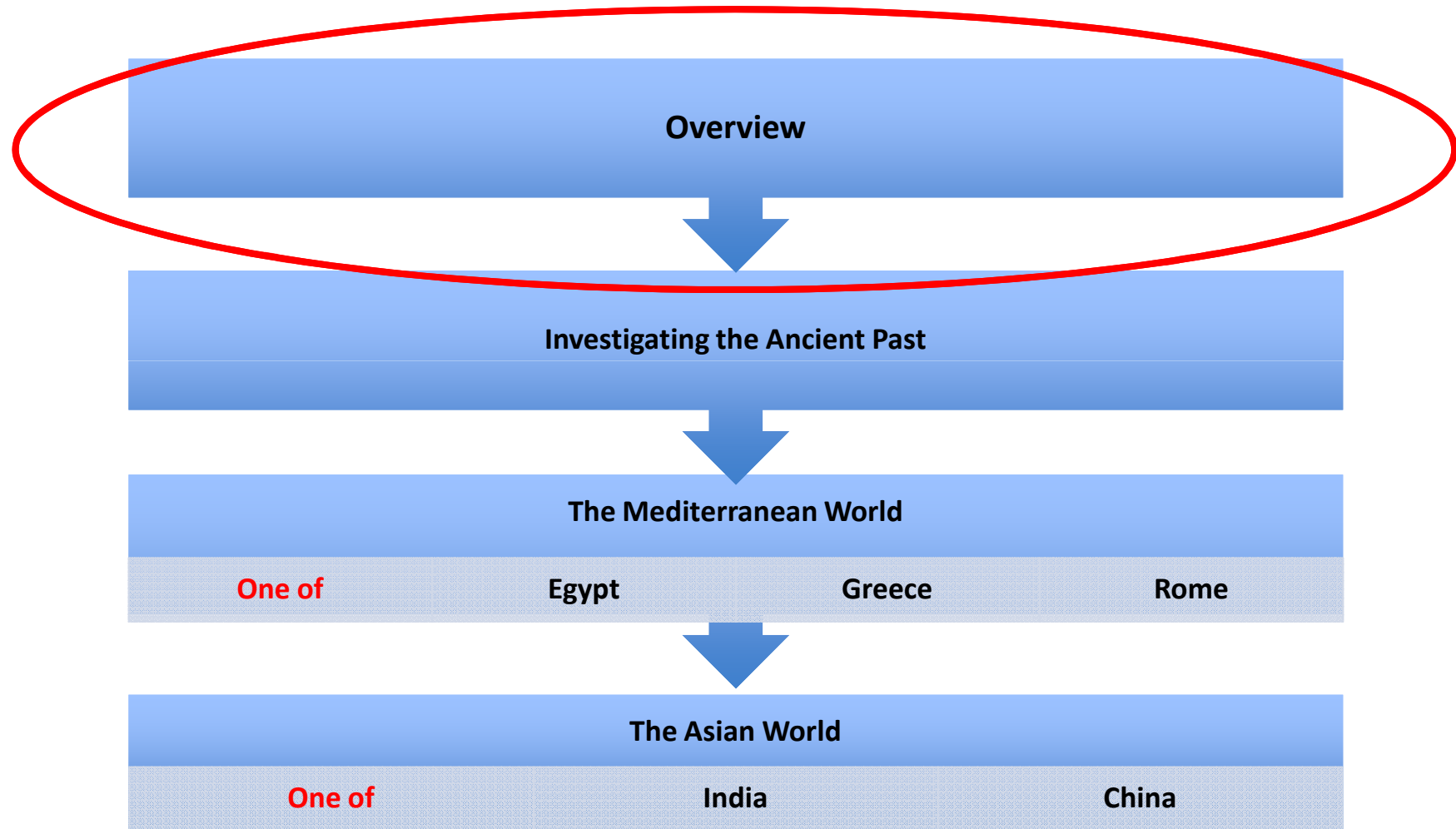
Australian Curriculum: History

Relationship between overviews and depth studies

As part of a teaching and learning program, the depth-study content at each year level 7-10 may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period; it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

Australian Curriculum: History

Year 7: The Ancient World



Australian Curriculum: History

Year 7: The Ancient World

The Overview

*The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period **(approximately 60 000 BCE – c.650 CE)** as part of an **expansive chronology** that helps students understand **broad patterns of historical change**. As such, the overview provides the **broader context** for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students **an introduction** to the historical period; **to make the links to and between the depth studies**; and to **consolidate understanding** through a review of the period.*

Australian Curriculum: History

Year 7: The Ancient World

Overview content for the ancient world (**Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya**) includes the following:

the theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia

• **using a map** to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the **types of evidence** of these movements (for example stone tools, human remains and cave paintings)

the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) exploring an early example of art (for example the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted

• **discussing** the evolving nature of **the evidence** in this period, which shows increasingly sophisticated forms of technology (for example the transition from making tools out of stone, bone and wood to metalworking)

• **identifying sources of evidence** for the emergence of organised states (for example the Cuneiform script phonetic writing of the **Sumerians** c.3500 BCE; the ancient law code of Hammurabi clay tablets from **ancient Babylon c.1790 BCE**; artefacts found in the tombs at **Ur Sumer c.2500 BCE**, which indicate the presence of either royalty or priestesses; **pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt as evidence of trade**)

Key features of ancient societies (farming, trade, social classes, religion, rule of law) exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements

• **identifying** the major civilisations of the ancient world (namely **Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya**); where and when they existed, and the **evidence** for contact between them

• **locating** the major civilisations of the ancient world on a world map and using **a timeline** to identify the longevity of each ancient civilisation

• **identifying** the major religions/philosophies that emerged by the end of the period (**Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam**), and their key beliefs (through group work)

From Curriculum to Teaching

Framing the ancient world

- Inquiry questions and big ideas:
 - ✓ 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?

What are big ideas?

Big ideas comprise

'the core concepts, principles, theories, and processes that serve as the focal point of curricula, instructions and assessment. By definition, big ideas are important and enduring. Big ideas are transferable beyond the scope of a unit. Big ideas are the building material of understanding. They can be thought of as the meaningful patterns that enable one to connect the dots of otherwise fragmented knowledge. A big idea can be referred to as a "linchpin idea". The linchpin is the pin that keeps the wheel in place on a axle. Thus, a linchpin ideas is one that is essential for understanding, without which the student cannot go anywhere'.

(Wiggins and McTighe, *Understanding by Design*, p.338)

The Big Ideas Approach

Understanding by Design: the scaffold

- ✓ Engagement
- ✓ Connection
 - ✓ Prior learning
 - ✓ Questioning
 - ✓ transformation
- ✓ Understanding
 - ✓ Deep
 - ✓ Contextualized
- ✓ Transference
 - ✓ Applied

The Big Ideas Approach

Historical inquiry

- ✓ Big questions

- ✓ Historical reasoning through:
 - o Analyzing and interpreting source
 - o Comparing and contrasting perspectives
 - o Generating and sharing hypothesis and conclusions
 - o Generating

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identify questions for an inquiry

As a young historian, you will investigate past events and trends, particular people and their influence, and social and political developments. For these you will be analysing a range of sources: texts, artefacts, photographs of ruins, art, sculptures and so on.

Any historical inquiry should be framed around key inquiry questions. The more focused these are, the more structured your research will be. Inquiry questions also help you to avoid wasting time researching information that is unrelated to your topic.

Inquiry questions often begin with the words how, when, what, why, which, whose and so on. For example, you might ask about a ruler, 'Why was he so admired (or so disliked)?'

Let's try this out. Here are two ancient artefacts for which you are given some clues. Inquiry questions (and some useful thought) you might frame for the artefact shown as Source 1.29 might include:

- What is its likely **provenance**? (That is, how did it get to where it is?) Given that it was found among the ruins of Pompeii, it has to be at least 1500 years old (see page 10). It was probably made by the ancient Romans, though it could have been an imported trade good.)
- What was it used for? (Note the two holes and the depressed centre. Does this suggest an oil lamp fixed to the wall? Note also the leaf shape at the front. Was this a flame guard?)
- What does it reveal about the skill of its makers? (Note the intricate metal work.)
- Use this example to help you frame inquiry questions about the artefacts shown as Source 1.30.



Source 1.29 The disks are 'found in Pompeii' and 'can be very hot or cold.'



Source 1.30 The disks are 'found in China, and 'worth something.'

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Identify the origin and purpose of sources

The past is represented in many different forms and from a range of different perspectives. Immediately obvious are past people's remains and what is left of what they built, created, painted, or—in the case of oral culture—what they have passed down by way of stories, songs and oration. Archaeologists, anthropologists and translators help historians by uncovering sources of this evidence.

Primary sources

Primary sources are those that existed, or were written or made during the time being studied. They have a direct link to the event, period or person being studied. They may be:

- the story of someone who lived then
- the remains of an ancient temple built then
- a document or inscription (or its translation) written then
- the oral testimony (or first-person account) of someone who saw or experienced something at the time.



Source 2.27 Some examples of secondary sources

Secondary sources

A secondary source is created after the time being studied. (See Source 2.27 for some examples).

A secondary source for one historical inquiry may be a primary source for another. For example, a painting of a 16th century battle by a 17th century artist is a primary source for that artist's life, but a secondary source for the battle.

Source 2.28

Source type	Value/purpose	Limitations
Primary	• Gives direct insight into the past • Is a surviving trace of a particular time	• May be inaccurate or distorted • May be damaged or incomplete • May be badly conserved
Secondary	• Can fill in gaps about primary sources • Often prepared by experts in their field • Can provide other valid perspectives • Shows how evidence can be used to construct versions of the past (called interpretations)	• May be inaccurate or distorted • Prepared after the time being studied

Check your learning

- 1 Explain the difference between a primary and secondary source for each of the following: World War I and the Giza pyramids of Egypt.
- 2 Brainstorm a list of sources (primary and secondary) you might investigate for some aspect of your local area.
- 3 Think of another example where a source can be either a primary or a secondary source.

The Overview: qualities and purpose

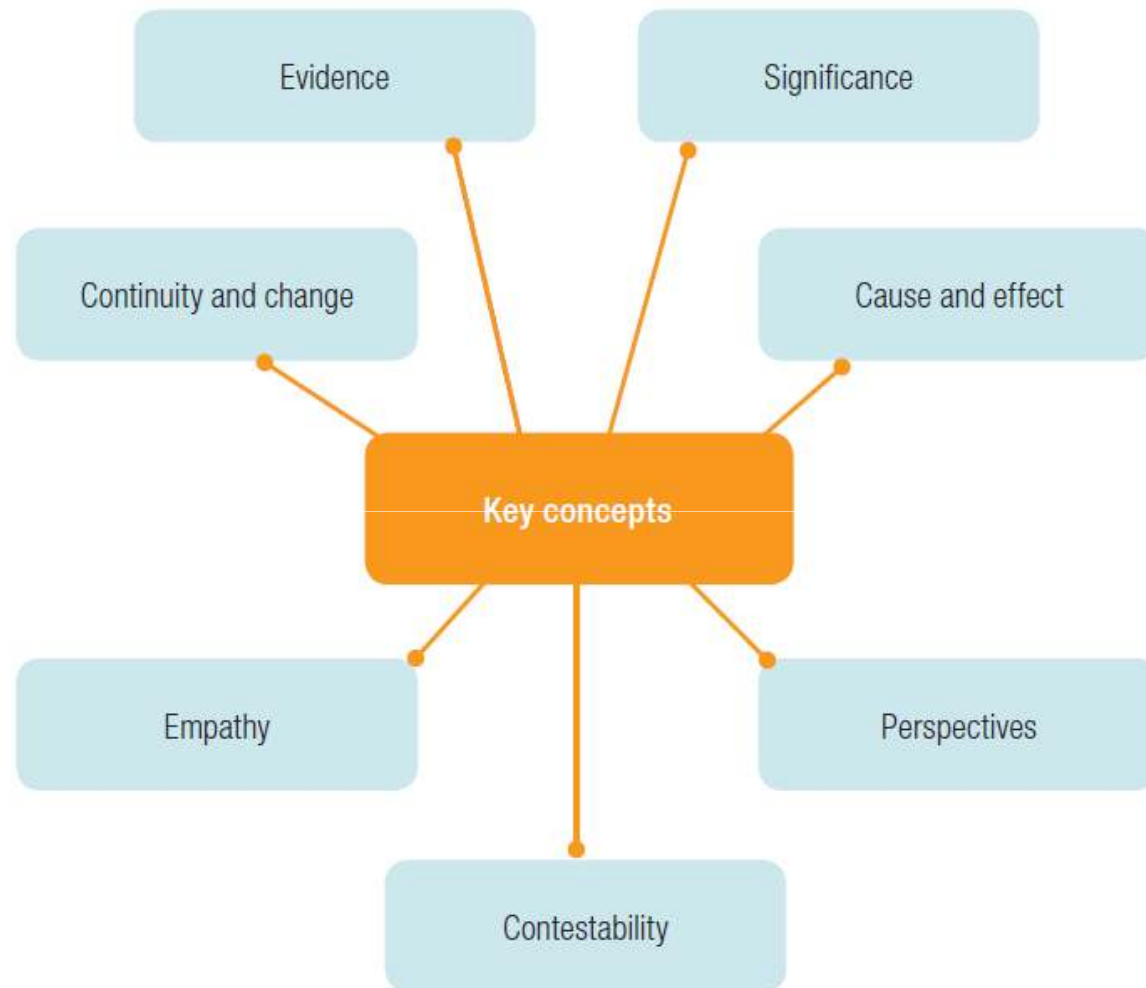
- What is an overview?
 - ✓ Making sense of history in the long-term - a 'big picture' approach or working with a polythetic framework
- What's the purpose of an overview?
 - ✓ Addressing issues of fragmentation, highlighting the power of historical narrative, making informed generalizations and establishing ideas and themes to elaborate on in subsequent study.

The Overview : qualities and purpose

How can an overview be used to structure teaching and learning?

- ✓ Organize content
- ✓ Create cohesion within a unit of study or across the span of the curriculum
- ✓ Address matters of temporal scale (intra/across period scale)
- ✓ Address matters of spatial scale (local, nation, empires, continents, civilizations or global)
- ✓ Address matters of human scale (from individuals to humanity as a whole)

Howson, J & Shemilt, D. (2011). 'Frameworks of knowledge: Dilemmas and Debates in Debates in history teaching, ed I. Davies, Routledge, London.



Source 2.10 The key concepts of historical inquiry

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sequencing historic events and periods

Timelines are one of the more important ways of representing information to do with time.

A timeline is a diagram showing a range of events over time. The events are arranged in the order in which they occurred. Usually a timeline is shown as a horizontal or vertical bar or single line. This allows it to be drawn precisely.

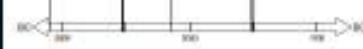
Usually ac (or ad) and ce (or bc) are shown with directional arrows at one or both ends of a timeline. The diagrams here show, step by step, how to construct a timeline. The example given shows some key information about the history of ancient Egypt.

Check your learning

Draw a timeline to show three key discoveries and inventions.

- Wheel—3600 ac
- Silk—2700 ac
- Alphabet—1100 ac
- Paper—105 ac
- Gunpowder—900 ac
- Rockets—1232 ac
- Car—1886 ac
- Personal computer—1964 ac
- DVD—1998 ac

Source 2.40 Steps in drawing a timeline



Step 1 First, the timeline bar or line is divided evenly into suitable blocks of time. A timeline showing what you did yesterday might be divided into hours, and showing key events in the 20th century might be divided into decades.

Step 2 Particular dates (or specific events) are marked. They must be accurately plotted. If an exact date is not known, the abbreviation c. (from Latin word circa, meaning 'around') is placed in front of it.

Step 3 Brief labels are prepared for each plotted date and joined to the date on the timeline with a thin pointer line.

Step 4 Sometimes sections of a timeline are coloured and labelled (with the label written on the timeline or along an external brace) to show particular periods. This is done so that it is clear between the Old Kingdom, Middle Kingdom and New Kingdom of ancient Egypt.

Step 5 If there is a huge time span in a timeline, it will be necessary to break it into segments separated by a jagged break. The break shows that a section of time has been left out. If this were not done, the timeline would be too long to fit on the page!

bigpicture

The ancient world: The BIG picture

The history of Homo sapiens makes up a tiny speck of the history of the Earth. Early Homo sapiens were driven only by a need to survive. Yet, in their relatively short history, they have acquired the knowledge and skills to send people into space. Precise dating for events that happened so long ago is impossible. Different scholars locate different sources. They may rely on different dating methods and have different skills of analysis. How they interpret evidence may also vary. This is why you will sometimes see different dates listed for the same event in the distant past. Such difference is one example of the contestable nature of history.

Chinese society first produced cast bronze goods, such as this pot, made during the Shang dynasty (see p. 30). A society is a group of people who organised themselves to best survive in their environment. There are hunter-gatherer, agricultural and urban societies. Some societies are more complex and much larger than others.



Clips from the Aboriginal Miao Miao Maykwants dance group celebrate their cultural heritage. A culture is the sum total of a people's behaviours, language, beliefs, art forms and values. Children learn about their culture mainly from parents.








The dates on this timeline are yet to be placed accurately

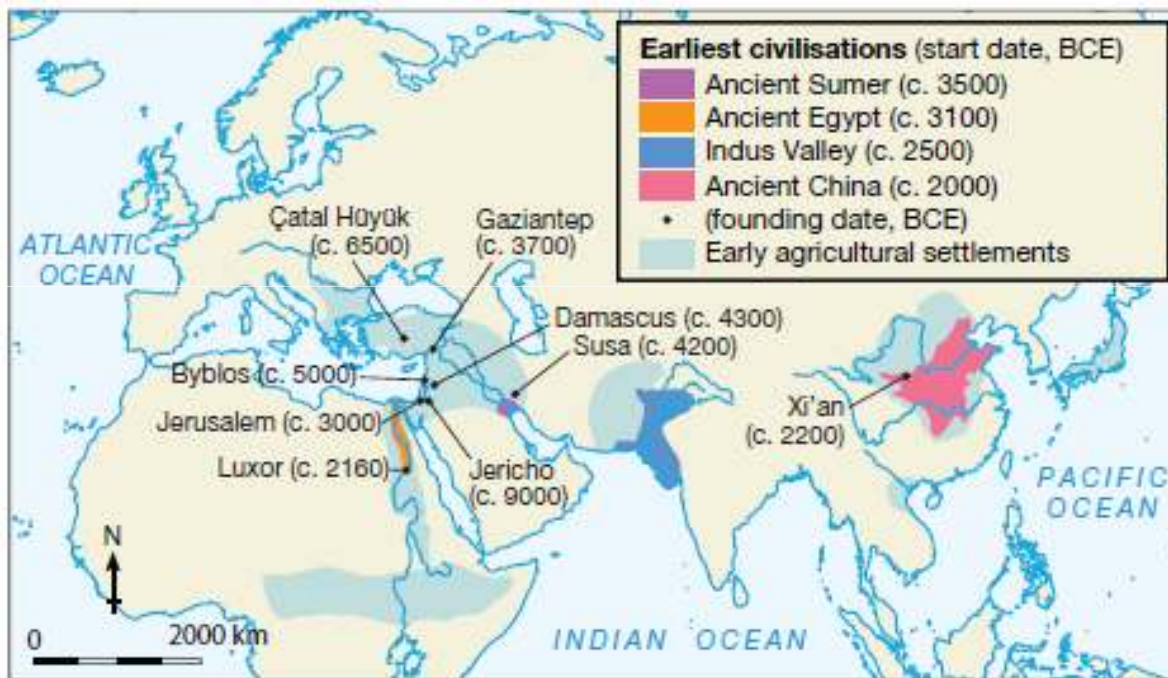


Hadrian's wall in northern England marked a northern border of ancient Rome's empire. An empire is a cluster of 'states' (or nations) under central control. That central authority may be one person (a monarch or emperor) or a small group (oligarchy). Their people may speak different languages and have different beliefs and customs from those of their rulers.

Source 1.1 Timeline of some key events of the ancient world

key events

BCE				CE							
<p>~8300 First known walled city built at Jericho</p> <p>c. 7500 Catal Hüyük built in Anatolia (today's Turkey)</p> <p>c. 7500 First known weaving of cloth from flax in "textile creases" and linen (SOURCE 2.4)</p>	<p>c. 4750 Temple built in Abydos, marking the start of the Egyptian calendar</p> <p>c. 4000 City of Uruk founded</p> <p>c. 3800 Sumerians invent plough, potter's wheel and wheel later used on carts and chariots</p> <p>c. 3800 City of Sopot founded</p>	<p>c. 2400-2100 Rise of Akkad dynasty—first Eblaite dynasty</p> <p>c. 2334 Akkadians conquer Sumer, set up Assyrian kingdom with their capital at Akkad (near Babylon)</p> <p>Not thought to be a Sumerian king</p>	<p>c. 1765 Aeneas King Hammurabi created first set of laws (Code of Hammurabi)</p> <p>c. 1700 First schools built for irrigation at Babylon</p> <p>c. 1700 Two-wheeled chariots become more popular in Middle East region</p> <p>c. 1595 End of Amorite dynasty after Hittite conquest</p>	<p>c. 1250 Hebrews return from Egypt to establish Kingdom in Palestine</p> <p>c. 1200 Phoenicians move to settle along western Mediterranean coast</p> <p>c. 1185 Assyrians set up reading "cuneiform" script. Hittite script. Other cuneiform kingdoms in surrounding region also developed around this time, starting a "dark age"</p> <p>c. 1049 King David (first Hebrew king) begins reign in Judah</p> <p>c. 985 Hebrew King Solomon establishes capital in Jerusalem and builds temple</p>	<p>c. 800 Phoenicians build port city of Tyre</p> <p>c. 609 Assyrian empire ended by Babylonian conquest</p> <p>c. 587 Nebuchadnezzar II, King of Babylon, captures Jerusalem and makes Jews a Babylonian province</p> <p>c. 500 King Darius I makes Achaemenes the language of the Achaemenes (Persian) empire</p> <p>c. 480 Cassius (push Darius) forces back out of Europe after his attack on Greece (c. 480)</p> <p>321 Alexander the Great, King of Macedonia, unites Achaemenes empire and makes Persia part of his empire</p> <p>c. 325 Seleucian founds Seleucid dynasty, which stretches back from today's eastern Turkey across to eastern Jordan</p> <p>225 Celts help to end Scythian Kingdom Part of the Silk Road trade</p>	<p>307 Augustus becomes first emperor of ancient Rome</p> <p>80 Christianity emerges as a religion from Palestine</p> <p>100 Mithradates II (ruler of Pontus) agrees with emperor Ma Q of China to open up the Silk Road</p> <p>160 Romans conquer Seleucides and gain control of Greece</p> <p>330 Major structures of Buddha carved in rock in Afghanistan at Gandhara, India</p>					
<p>Source 1.1 Timeline of some key events in the history of the ancient Asian region</p>				<p>Source 1.2 Timeline of some key events in the history of the ancient Asian region</p>							



Source 1.38 Location of early agricultural settlements and what some call the earliest civilisations



Source 1.37 Extent of the empire of the ancient Mayans

Historical concepts

Core meta concepts:

- **Evidence** - the data base of history, central to historical inquiry and skills acquisition
- **Time** - orders the past chronologically/sequentially by using the mechanics of time and other constructs such as periods built around specific events, processes and themes
- **Continuity and change** - what changes, what remains similar and why. Both organize a complex past
- **Cause and effect** - causes are the necessary conditions for an event to occur and 'effects' are the outcomes of these events
- **Empathy** - often associated with historical perspective-taking
- **Significance** - historical events and circumstances with contemporary relevance
- **Contestability** - historical explanations are provisional and open to debate at professional and public levels

Overview: The Oxford Approach



the ancient world:
an overview

Medusa, with her hair of writhing snakes, turned people to stone with one look—or so the Greek legend went. A likeness of her is shown here. Like so many other traces of the distant past, the legend continues to influence life today. It has, for example, inspired novelists, artists, film makers—even the names of hair products!

Many scholars agree that *Homo sapiens* (the species we are) dates back some 150 000 years. However, sources of humankind's earliest history are limited and the evidence they provide is often contested (argued about).

To organise what they do know, historians refer to blocks of time in history called 'periods'. The dynastic period of ancient Egypt is one example. This was a period of time when ancient Egypt was ruled by dynasties (or families) of pharaohs.

Historians describe the entire human history in terms of three broad periods:

- the modern period (c. 1750 c.a. until now)
- the period between the ancient and modern periods (in Europe, c. 650 c.a. to 1750 c.a.)
- the ancient period (before about 650 c.a.)

This textbook focuses on the ancient period from about 60 000 c.a. on. Over 90 per cent of this time span falls into another period: prehistory, the time before written records.

Key inquiry questions

- 1.1 What is the 'out of Africa' theory?
- 1.2 How did ancient societies emerge?
- 1.3 What were the key features of ancient societies?
- 1.4 What are the legacies of ancient societies?

Head of the Medusa's Head at Luxor, Egypt, a Roman ruin in Egypt

Overview: The Oxford Approach

AC: History: Inquiry Questions for Ancient History

- ✓ 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?



Questions

- All chapters built around questions
- Reflect curriculum
- Give meaning to content
- Frame inquiry
- Support drilling down

1.1 What is the 'out of Africa' theory?

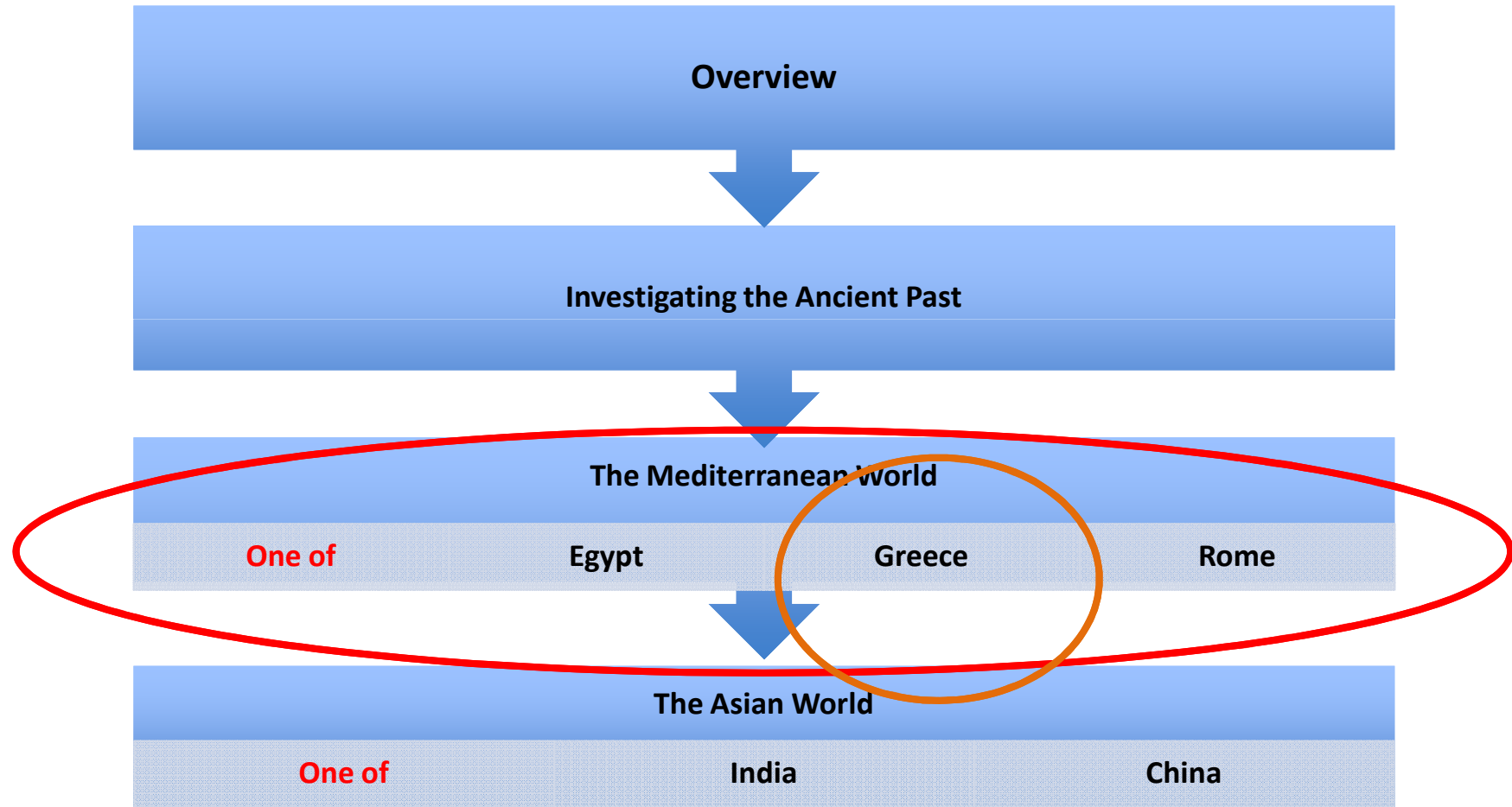
What exactly happened on Earth millions of years ago is open to debate. Those who look to science for answers rely on experts to reveal and explain the evidence. Yet even among scientific experts, there are differences of opinion. People's views about this early time may also be shaped by their beliefs. They may be influenced by the extent to which they trust and accept the findings of others.

In the beginning

Scientists give different dates for the appearance of modern humans (*Homo sapiens*). Many sources suggest about 150,000 years ago. Others argue it was even further back in time. Most agree that modern humans began in Africa. From there, many argue, scattered groups migrated to populate the world over the course of tens of thousands of years.

Some contest this 'out of Africa' theory though. They argue that modern humans developed in parallel in different parts of the world. Generally, this view is not supported by most fossil and genetic evidence.

From Overview to Depth



From Overview to Depth

GREECE

- The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)
- Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)
- The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)
- Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)
- The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)

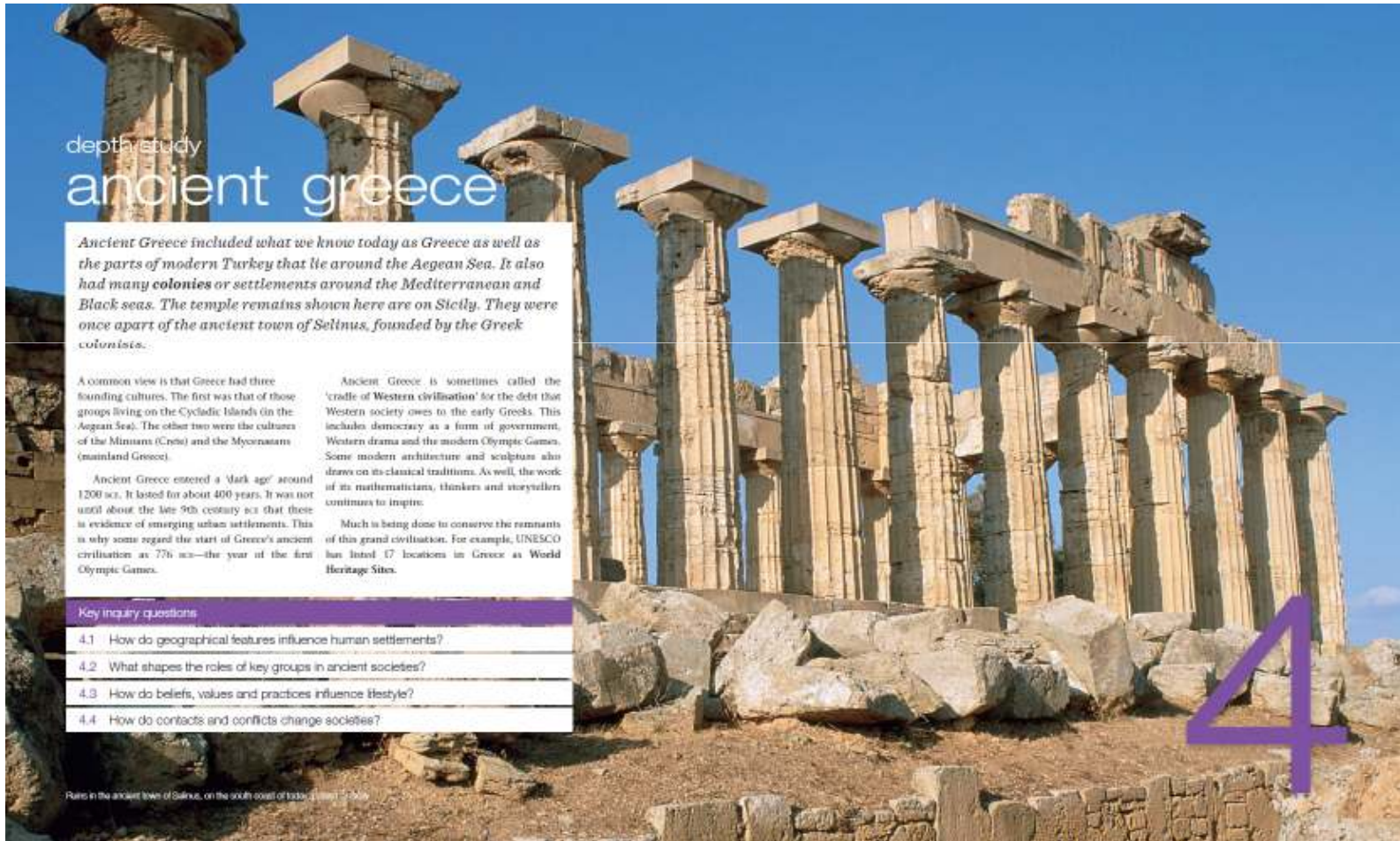
Greece: Depth Study

Your turn

- What inquiry questions would you ask to unpack these '5 Dot Points' for Greece?
- Group the 'content' topics under the questions

AC: History: Inquiry Questions for Ancient History

- ✓ 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?



depth study

ancient greece

Ancient Greece included what we know today as Greece as well as the parts of modern Turkey that lie around the Aegean Sea. It also had many colonies or settlements around the Mediterranean and Black seas. The temple remains shown here are on Sicily. They were once apart of the ancient town of Selinus, founded by the Greek colonists.

A common view is that Greece had three founding cultures. The first was that of those groups living on the Cycladic Islands (in the Aegean Sea). The other two were the cultures of the Minoans (Crete) and the Mycenaeans (mainland Greece).

Ancient Greece entered a 'dark age' around 1200 BC. It lasted for about 400 years. It was not until about the late 9th century BC that there is evidence of emerging urban settlements. This is why some regard the start of Greece's ancient civilisation as 776 BC—the year of the first Olympic Games.

Ancient Greece is sometimes called the 'cradle of Western civilisation' for the debt that Western society owes to the early Greeks. This includes democracy as a form of government, Western drama and the modern Olympic Games. Some modern architecture and sculpture also draws on its classical traditions. As well, the work of its mathematicians, thinkers and storytellers continues to inspire.

Much is being done to conserve the remnants of this grand civilisation. For example, UNESCO has listed 17 locations in Greece as World Heritage Sites.

Key inquiry questions

- 4.1 How do geographical features influence human settlements?
- 4.2 What shapes the roles of key groups in ancient societies?
- 4.3 How do beliefs, values and practices influence lifestyle?
- 4.4 How do contacts and conflicts change societies?

Ruins in the ancient town of Selinus, on the south coast of Sicily. © iStockphoto.com

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