

# ANCIENT and MEDIEVAL TEACHER PACK

By Wendy Smith First published 2011 by

### HT/V

History Teachers' Association of Victoria Suite 105, 134–136 Cambridge Street Collingwood VIC 3066 Phone 03 9417 3422 Fax 03 9419 4713 Web www.htav.asn.au

© Wendy Smith 2011

Editor: Ingrid Purnell Layout: Ali Edmonds

Printed by Print Impressions www.printimpressions.com.au

ISBN 9781875585984 (pbk.)

All URLs were correct at the time of printing but HTAV cannot guarantee that websites mentioned in this publication will remain accurate or appropriate.

The purchasing educational institution and its staff have the right to make copies of the whole or part of this book, beyond their rights under the Australian Copyright Act (1968), provided that: 1. the number of copies does not exceed the number reasonably required by the educational institution to satisfy their teaching purposes; 2. copies are made only by reprographic means (photocopying), not by electronic/digital means, and not stored or transmitted; 3. copies are not sold or lent; 4. every copy made clearly shows the footnote 'Produced by HTAV. © Wendy Smith 2011.'

Except where permitted by this blackline master licence or under the Copyright Act, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.

Every effort has been made to trace and acknowledge copyright. However, should any infringement have occurred, the publishers offer their apologies and invite the copyright owners to contact them.

The opinions expressed in this publication are those of the author and do not necessarily reflect the views of the HTAV. While reasonable checks have been made to ensure the accuracy of statements and advice, no responsibility can be accepted for errors or omissions, however caused. No responsibility for any loss occasioned to any person acting or refraining from action as a result of material in this publication is accepted by the author or by the HTAV.

# Contents

Acknowledgements	v
Explanatory Notes	vii
Australian Curriculum Requirements	viii
Teaching Australian Curriculum with this Resource	х

### Section 1: Year 7 History THE ANCIENT WORLD, c. 60 000 BCE-c. 650 CE

Overview	2
Sources of Evidence	4
Learning Activities	12
Depth Study 1: Investigating the Ancient Past	22
Sources of Evidence	24
Learning Activities	36
Depth Study 2: The Mediterranean World: GREECE	43
Sources of Evidence	44
Learning Activities	50
Depth Study 2: The Mediterranean World: EGYPT	59
Sources of Evidence	61
Learning Activities	65
Depth Study 2: The Mediterranean World: ROME	72
Sources of Evidence	73
Learning Activities	84
Depth Study 3: The Asian World: CHINA	90
Sources of Evidence	92
Learning Activities	97
Depth Study 3: The Asian World: INDIA	104
Sources of Evidence	106
Learning Activities	110
Extension Activity	117

### Section 2: Year 8 History THE ANCIENT TO THE MODERN WORLD, c. 650–c. 1750

Overview	126
Sources of Evidence	127
Learning Activities	137
Depth Study 1: The Western and Islamic World	146
Sources of Evidence	148
Learning Activities	157
Depth Study 2: The Asia-Pacific World	170
Sources of Evidence	172
Learning Activities	178
Depth Study 3: Expanding Contacts	186
Sources of Evidence	188
Learning Activities	196
Concluding Activity	206

p.211 *Gluttony*. Cocharelli title cuttings from a Latin prose treatise on the Seven Vices, origin Italy, N.W. (Genoa) Date c. 1330–c. 1340. Additional 27695 f. 14. © The British Library Board.

#### **TEXT ACKNOWLEDGEMENTS**

p.28 Going Bush: Adventures across Indigenous Australia with Catherine Freeman and Deborah Mailman (abridged), pp.16–18. Reproduced with permission of Going Bush © 2006 Lonely Planet.

#### **EXPLANATORY NOTES**

The accompanying CD contains the sources used in this teacher pack, many of them in colour.

For most learning activities, space has been included for student responses; where indicated, however, students will need to respond elsewhere. Teacher notes appear throughout, giving further information and/or sample responses to the tasks set. All websites were accessed July 2011.

These materials were compiled in accordance with the Australian Curriculum for History v.1.2, published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in December 2010 (see next page and *www.australiancurriculum.edu.au/Home*). The author and HTAV have made all reasonable efforts to reflect the content and structure of the Year 7–8 curriculum as documented at the time of publication, but teachers should keep abreast of announcements and resources released by ACARA.

### NB. See following pages for Australian Curriculum requirements and how they can be met by using this resource.

Curriculum implementation is the responsibility of the States and territories. See the following websites for advice on how each jurisdiction will implement the Australian Curriculum:

Australian Capital Territory http://activated.act.edu.au/ectl/index.htm

New South Wales www.boardofstudies.nsw.edu.au/

Northern Territory www.det.nt.gov.au/parents-community/curriculum-ntbos/ntcf

Queensland // www.qsa.qld.edu.au/

South Australia www.sacsa.sa.edu.au/index\_fsrc.asp?t=Home

Tasmania www.education.tas.gov.au/curriculum

Victoria www.vcaa.vic.edu.au/index.html

Western Australia www.det.wa.edu.au/curriculumsupport/detcms/portal/ A people without history Is not redeemed from time, for history is a pattern

Of timeless moments.

T.S. Eliot

# Section

## The Ancient World

c. 60 000 BCE-c. 650 CE

Year 7 History

### **OVERVIEW**

## **Introduction**

Africa is often called the 'cradle of humankind.' It is where the first *homo sapiens* evolved from earlier species, around 200 000 years ago, learning how to become skilled toolmakers, able to shape spears, harpoons and other tools as well as axes. At some stage (the date is much debated by scientists) a group of these humans started moving into Europe and Asia, gradually becoming the dominant species. The reasons for the migration are not known; it may have been population pressures or environmental changes, perhaps severe droughts. Artefacts found in a rock shelter at Malakunanja in Arnhem Land, northern Australia, show signs of human occupation possibly dating from 40 000 to 60 000 years ago. The famous remains of Mungo Man and Mungo Woman, found at Lake Mungo in NSW, have been estimated to be around 40 000 years old.

Around 9000–10 000 years ago a profound change started to occur in how people lived. This was the transition from hunter-gathers to farmers that is called the Neolithic Revolution. The change occurred independently in many parts of the world but it was the land that lies between the Mediterranean Sea and the Persian Gulf, later labelled the 'Fertile Crescent,' that was particularly suited for this new way of life. This region was home to wheat, barley and flax. Over time small villages formed, crops were sown and people discovered that some animals in the region – such as sheep, goats and pigs – could be domesticated. This settled life called for new tools and equipment. For example, experiments were made with clay to produce pottery, which was used for storage.

The area between the Tigris and Euphrates rivers became known as Mesopotamia. It was here that urban life started; villages, over time, grew into towns, then cities, and finally into powerful city-states. Some archaeologists estimate that in c. 3000 BCE there were  $40\ 000-50\ 000$  people living in the walled city of Uruk, in an area of about  $10\ {\rm km^2}$ , possibly the largest settlement in the world at this time. It is not known why urbanisation started in Mesopotamia. It may have been for security, to protect their increasing wealth from outside attack. It could have been the need for large groups of people to build the irrigation system they invented, a maze of ditches and canals in the south where there was no rainfall.

Agriculture became so productive that there was less need for farmers. New occupations emerged such as builder, teacher, potter, weaver, baker, musician, trader, tavern-keeper, sailor, jeweller and tax-collector. The main building in the new cities was a temple, and these began to take the form of huge towers knows as ziggurats.

Humans had never lived in large numbers among so many strangers before and ways to maintain law and order had to be found. King Hammurabi, who ruled Babylon from 1792 BCE to 1750 BCE, is famous for the collection of laws known as Hammurabi's Code.

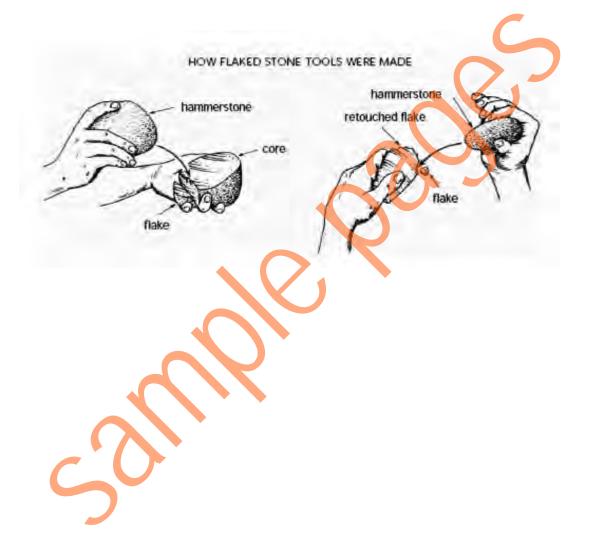
This new, urban way of life led to many inventions, including:

- writing
- mathematics
- the wheel
- the sail
- the seed plough
- irrigation.

This revolution in how humans lived has been called the beginning of civilisation.

### **Sources of Evidence**

### SOURCE A: FLAKED STONE TOOLS



### **SOURCE H: HAMMURABI'S CODE**

If a son hits his father, his hands shall be cut off.

If a man destroys the eye of another man, his eye shall be destroyed. If he breaks the bone of another, his bone shall be destroyed.

If a person steals from a temple or takes goods stolen from a temple, he shall be put to death.

If a builder builds a house and the house collapses and kills the owner of the house, the builder shall be put to death.

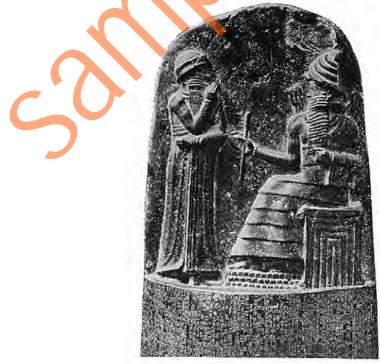
If a man wishes to divorce his wife, he must return her dowry and give her use of part of his field for farming and part of his property so that she can provide for her children.

If anyone strikes the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

If the slave of a freed man strikes the body of a freed man, his ear shall be cut off.

If anyone commits a robbery and is caught, he shall be put to death.

If anyone opens his ditches to water his crop, but is careless, and the water floods the field of his neighbour, then he shall pay his neighbour corn for his loss.



### Learning Activities **Overview**

Activity 1

### INDIGENOUS AUSTRALIAN TOOLS

- 1 Examine Sources A and B (p. 4–5) and briefly explain how such tools were made by Indigenous Australians.
- 2 Many kitchens in Australia have an object similar to Source B. What is it known as and what is it used for?
- **3** Source B had many uses in Ancient Australia. List some possible uses.
- 4 Many axes found in Victoria came from a quarry near Lancefield, where the stone is hard and brittle. Axes made from this stone have been found up to 800 km away and the evidence suggests this trade existed for thousands of years. What does this ancient trade tell us about the value of stone axes to the Indigenous communities and the links between them?

**5** Using the tables over the page, compare a stone axe with one from the Bronze Age. Assess the advantages and disadvantages of both, then conclude by stating which you would have preferred to use and why.

Stone Axe		
Advantages	Disadvantages	
e.g. easy for people to make their own tools		

Bronz	ze Axe
Advantages	Disadvantages
	e.g. few people had the skills to make them

My own preference would be

\_\_because \_

#### **Teacher notes**

Indigenous Australians made stone tools by hitting a piece of stone with a 'hammer' stone, often a pebble. This removed a sharp fragment of the stone, known as a flake. These flakes were very sharp but became blunt quickly and had to be sharpened again, until they were replaced. The tools were used to shape wood, bark and bone objects, as well as spear tips for hunting, and to prepare animal skins for clothing. Not all stones were suitable; the best were hard and brittle ones such as flint and quartz. They are often found at shell middens, and many have travelled great distances from where they were quarried. Indigenous people also made large axes from stones and attached them to wooden handles. These large axes lasted much longer than the flaked stone tools.

Grinding stone was another tool used by Indigenous people. It was used to crush and grind a range of different materials. It was also used in food preparation, as some types of food were poisonous until washed and crushed. Grinding stones were used to crush ochre in order to make pigments for decoration. The stones were very heavy, with some weighing several kilos.