

HUMAN

From the ancient to the modern world

Odyssey

A teacher's companion to the historical overviews in the Australian Curriculum

Xavier Rizos & Annabel Astbury

HTV

First published 2012 by



History Teachers' Association of Victoria
Suite 105, 134–136 Cambridge Street
Collingwood VIC 3066

Phone 03 94173422
Fax 03 94194713
Web www.htav.asn.au

© Xavier Rizos and Annabel Astbury
ISBN: 9780980831504

Publisher and editor: Ingrid Purnell
Design, layout and image research: Ali Edmonds
Image research assistance: Lucy Singer

Printed by Print Impressions
www.printimpressions.com.au

Cover image: Old Map of Sea Route from Venice to Constantinople © Sandro Vannini/CORBIS.

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 same applies to curriculum advice – it is the purchaser's responsibility to keep abreast of curriculum developments in the relevant jurisdiction.

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. © Xavier Rizos and Annabel Astbury 2012'

Except where permitted by this blackline master licence or under the Copyright Act 1968, 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 the HTAV.

Contents

Introduction	1
Chapter 1: Year 7 History	
The Ancient World c. 60,000 BCE–c. 650 CE	15
Introduction	17
Overview: Where did the Human Odyssey Begin?	18
Out of Africa Theory	31
Development of the Earliest Societies	32
Key Civilisations of the Ancient World	36
Belief Systems of Ancient Societies	51
Key Sources on Ancient Societies	62
Worksheets	65
Chapter 2: Year 8 History	
The Ancient to the Modern World c. 650–1750	93
Introduction	95
Europe After the Fall of Rome	96
Features of Anglo-Saxon Kingdoms	100
The Parliamentary System	105
Relationships between the Western and Islamic Worlds	109
The Crusades	111
Key Civilisations of the Medieval World	116
Feudalism	129
Trade Routes	134
Sea Routes	139
Columbian Exchange	140
Worksheets	145

Chapter 3: Year 9 History

The Making of the Modern World 1750–1918 173

Introduction	175
The Industrial Revolution	176
European Imperialism	185
Movement of Peoples	196
Key Ideas in the Period	202

Worksheets 221

Chapter 4: Year 10 History

The Modern World and Australia 1918–the present 247

Introduction	249
The Inter-War Period	250
World War II and its Aftermath	265
The 1950s	270
The Cold War and its Conflicts	272
Movements for Rights and Freedoms	281
Peacekeeping Since World War II	284
Technology, Life Expectancy and Sustainability	286
Globalisation and the Rise of Asia	290

Worksheets 293

List of graphics

All graphics designed by Ruben Hopmans

PAGE	GRAPHIC
16	Out of Africa Theory and Multi-Regional Theory
34	Civilisations Based in Fertile Areas
50	The Significance of Trade Routes
51	Belief Systems
94	The Crusades
132	Fuedalism
143	How China Saw the World c. 1450
144	How Europe Saw the World c. 1492
144	How Muslim Powers Saw the World c. 1500
174	The Major Empires by 1900
195	Break-Up of the Ottoman Empire
198	The Slave Trade
219	Europe Before and After World War I
248	Recovering From the Great Depression
280	The Cold War Era
292	Globalisation

I long for home, long for the sight of home.
If any god has marked me out again
for shipwreck, my tough heart can undergo it.
What hardship have I not long since endured
at sea, in battle! Let the trial come.

Homer, *The Odyssey*, Book 5

INTRODUCTION

The Australian Curriculum: History

By 2013, most Australian states and territories will have commenced the implementation of the Australian Curriculum (AC) in the first four designated subjects: English, History, Science and Mathematics. For history education, this has been somewhat of a watershed moment as it recognises the discipline, in its own right, as an essential pillar in the education of young Australians.

From the outset it has been made clear that the curriculum ‘generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live.’ The world history approach – the conscious embedding of an overarching narrative about global perspectives and patterns – is a defining feature of the curriculum, and the ‘overview’ content specified at each year level from 7–10 is designed with this approach in mind.¹

While we realise that many teachers have an outstanding knowledge of world history and the historical content they teach, we also recognise that many may feel a need to develop further their skills in embedding the world history approach into daily practice. Therefore we feel it is an opportune time to reflect upon and review history in the classroom.

This world history approach will require careful time management by teachers. Certainly it will be challenging to teach very broad ideas in a short amount of time and this is where we hope this resource will be of most use. Moreover, this guide is for *teacher reference* – not all of us are in a position to recall dates and events off the top of our heads, nor, as many teachers would know, at the immediate insistence of their students! This resource, we hope, provides more than the initial satisfaction of a Google search – it aims to place the events in the context of the whole curriculum and provides specific strategies for the teacher to meaningfully incorporate world history into history lessons.

This is an exciting time for history classrooms across Australia. The inclusion of world-history overviews at each level from 7–10 distinguishes the Australian Curriculum as an inspiring, ambitious and innovative programme of study.

Features of AC: History

CROSS-CURRICULUM PRIORITIES

The Australian Curriculum: History (AC History) incorporates the broader cross-curriculum priorities which have been identified as essential to all disciplines. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

¹ See www.australiancurriculum.edu.au/History/Rationale.

AIMS

AC:History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- The capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

GENERAL CAPABILITIES

The AC History course also incorporates the seven general capabilities which have been identified as the skills, behaviours and attributes that students need in order to succeed in life and work in the twenty-first century. These are:

- Literacy
- Numeracy
- Competence in information and communication technology (ICT)
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

STRANDS

The Australian Curriculum divides History into two interrelated strands: Historical Knowledge and Understanding, and Historical Skills. The two strands are integrated in the development of a teaching and learning programme; Historical Knowledge and Understanding provides the contexts through which particular Historical Skills are to be developed.

i. Historical Knowledge and Understanding

This strand includes personal, family, local, state/territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation (F) to Year 10 and a focus on world history in the senior secondary years.² The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

² Foundation is the first year of formal schooling, occurring prior to Grade 1 – also known as Kindergarten or Preparatory (Prep).

Historical Knowledge and Understanding explores key concepts for developing historical understanding, such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

ii. Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

INQUIRY QUESTIONS

Each year level F–10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

History in Years 7–10

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 ten per cent 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.

DEPTH STUDIES

In addition to overviews, Historical Knowledge and Understanding includes three depth studies for the historical period studied at each year level (7–10). For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail, constituting approximately thirty per cent 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 within the content of other depth-study electives.

DEPTH STUDY CONTENT

Although this book does not ostensibly cover depth studies you may find the following information helpful. Please see ACARA documentation for detailed topics and date ranges.

Year	Depth Study 1	Depth Study 2	Depth Study 3
7	Investigating the Ancient Past	The Mediterranean World (with focus on Egypt OR Greece OR Rome)	The Asian World (with focus on India OR China)
8	The Western and Islamic World (with focus on Ottoman Empire OR Renaissance Italy OR The Vikings OR Medieval Europe)	The Asia-Pacific World (with focus on Angkor/ Khmer Empire OR Japan under the Shoguns OR Polynesian Expansion across the Pacific)	Expanding Contacts (with focus on Mongol Expansion OR The Black Death in Asia, Europe and Africa OR The Spanish Conquest of the Americas)
9	Making a Better World? (with a focus on The Industrial Revolution OR Progressive Ideas and Movements OR Movement of Peoples)	Australia and Asia (with a focus on Asia and the World OR Making a Nation)	World War I
10	World War II	Rights and Freedoms	The Globalising World (with a focus on Popular Culture OR Migration Experiences OR The Environment Movement)

THE RELATIONSHIP BETWEEN OVERVIEWS AND DEPTH STUDIES

As part of a teaching and learning programme, 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.

Using this Resource to Teach Australian Curriculum

This book will assist you to teach the historical overviews in Year 7–10 History in the Australian Curriculum (AC). The materials were developed according to the content, structure and requirements outlined in Australian Curriculum: History, version 3.0, released in early 2012. Please note that while some materials in this book will be helpful in teaching depth studies the main focus is overview content.

Below is a guide to how the activities in the book can be used to teach the overview content from Year 7–10. (The background text on each topic also addresses AC requirements in detail.)

Year 7: The Ancient World (Chapter 1)

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
1. Introducing Human Life on Earth	19	Introduction to early humans	How do we know about the ancient past? Why and where did the earliest societies develop?	Sequence historical events, developments and periods Use historical terms and concepts
2. Evolutionary Changes	19	Introduction to early humans	How do we know about the ancient past? Why and where did the earliest societies develop?	Sequence historical events, developments and periods Use historical terms and concepts
3. Introducing Bipedalism	20	Introduction to early humans	How do we know about the ancient past? Why and where did the earliest societies develop?	Sequence historical events, developments and periods Locate, compare, select and use information from a range of sources as evidence
4. Theories of Early Migration	21	The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia	Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?	Sequence historical events, developments and periods Locate, compare, select and use information from a range of sources as evidence
5. How Long have Humans Lived in Australia?	21	The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia	Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?	Develop historical texts using evidence from a range of sources that are acknowledged Use a range of communication forms and technologies
6. Extinction of Megafauna	22	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)	Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?	Use historical terms and concepts Locate, compare, select and use information from a range of sources as evidence
7. Dating the Past	24	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)	Why and where did the earliest societies develop? What have been the legacies of ancient societies?	Sequence historical events, developments and periods Use historical terms and concepts
8. Brain Development in Humans and Primates	25	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)	Why and where did the earliest societies develop? What have been the legacies of ancient societies?	Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
9. From Foraging to Farming	27	Key features of ancient societies (farming, trade, social classes, religion, rule of law)	Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?	Locate, compare, select and use information from a range of sources as evidence Use a range of communication forms and technologies
10. Earliest Communication	29	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)	How do we know about the ancient past? What have been the legacies of ancient societies?	Locate, compare, select and use information from a range of sources as evidence Use a range of communication forms and technologies
11. Geographical Features of Ancient Civilisations	34	Key features of ancient societies (farming, trade, social classes, religion, rule of law)	Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?	Sequence historical events, developments and periods Locate, compare, select and use information from a range of sources as evidence
12. Technical and Symbolic Intelligence	35	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)	How do we know about the ancient past? What have been the legacies of ancient societies?	Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources
13. The Significance of Trade Routes	51	Key features of ancient societies (farming, trade, social classes, religion, rule of law)	What emerged as the defining characteristics of ancient societies?	Identify the origin and purpose of primary and secondary sources Develop historical texts using evidence from a range of sources that are acknowledged
14. Belief Systems	59	Key features of ancient societies (farming, trade, social classes, religion, rule of law)	What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies?	Locate, compare, select and use information from a range of sources as evidence Develop historical texts using evidence from a range of sources that are acknowledged

Year 8: The Ancient to the Modern World (Chapter 2)

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
1. Review of Ancient Civilisations	96	Review of Year 7 History	How did societies change from the end of the ancient period to the beginning of the modern age?	Sequence historical events, developments and periods Use a range of communication forms and technologies
2. The Power of the Vikings	99	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	What key beliefs and values emerged and how did they influence societies? What were the causes and effects of contact between societies in this period?	Identify a range of questions about the past to inform a historical inquiry Use a range of communication forms and technologies
3. Are You Ready to be King of England?	99	The transformation of the Roman world and the spread of Christianity and Islam	How did societies change from the end of the ancient period to the beginning of the modern age? What were the causes and effects of contact between societies in this period?	Draw conclusions about the usefulness of sources Locate, compare, select and use information from a range of sources as evidence
4. The Story of English	104	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	Which significant people, groups and ideas from this period have influenced the world today?	Sequence historical events, developments and periods Locate, compare, select and use information from a range of sources as evidence
5. The Origins of the Medieval Parliament	107	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	Which significant people, groups and ideas from this period have influenced the world today?	Locate, compare, select and use information from a range of sources as evidence Use a range of communication forms and technologies
6. Muslim Discoveries	111	The transformation of the Roman world and the spread of Christianity and Islam	What were the causes and effects of contact between societies in this period? Which significant people, groups and ideas from this period have influenced the world today?	Locate, compare, select and use information from a range of sources as evidence Develop historical texts using evidence from a range of sources that are acknowledged

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
7. Weapons and Warfare Over Time	116	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	How did societies change from the end of the ancient period to the beginning of the modern age?	Identify and locate relevant sources, using ICT and other methods Draw conclusions about the usefulness of sources
8. Feudalism in Europe and Japan	133	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	What key beliefs and values emerged and how did they influence societies?	Identify and locate relevant sources, using ICT and other methods Develop historical texts using evidence from a range of sources that are acknowledged
9. Conflict and Harmony on the Silk Road	136	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	What were the causes and effects of contact between societies in this period?	Identify and locate relevant sources, using ICT and other methods Develop historical texts using evidence from a range of sources that are acknowledged
10. Postcard from the Silk Road	138	Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)	What were the causes and effects of contact between societies in this period?	Develop historical texts using evidence from a range of sources that are acknowledged
11. The World Before the Renaissance	141	The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)	What key beliefs and values emerged and how did they influence societies? Which significant people, groups and ideas from this period have influenced the world today?	Identify a range of questions about the past to inform a historical inquiry Locate, compare, select and use information from a range of sources as evidence

Year 9: The Making of the Modern World (Chapter 3)

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
1. The Industrial Age – Revolution or Devolution?	184	The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia	How did new ideas and technological developments contribute to change in this period?	Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument
2. The Power of Photography	185	The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia	How did new ideas and technological developments contribute to change in this period?	Identify the origin, purpose and context of primary and secondary sources Evaluate the reliability and usefulness of primary and secondary sources
3. The Age of Empires	194	The extent of European imperial expansion and different responses, including in the Asian region	What were the changing features of the movements of people from 1750 to 1918? What was the origin, development, significance and long-term impact of imperialism in this period?	Use historical terms and concepts Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
4. Slavery in the Nineteenth Century	199	The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)	What were the changing features of the movements of people from 1750 to 1918?	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Process and synthesise information from a range of sources for use as evidence in an historical argument

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
5. Stand Up for Your Rights	214	The emergence and nature of significant economic, social and political ideas in the period, including nationalism	How did new ideas and technological developments contribute to change in this period?	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Process and synthesise information from a range of sources for use as evidence in an historical argument
6. Declarations and Charters	215	The emergence and nature of significant economic, social and political ideas in the period, including nationalism	How did new ideas and technological developments contribute to change in this period?	Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions
7. Before and After World War I	219	The extent of European imperial expansion and different responses, including in the Asian region The emergence and nature of significant economic, social and political ideas in the period, including nationalism	What was the origin, development, significance and long-term impact of imperialism in this period? What was the significance of World War I?	Process and synthesise information from a range of sources for use as evidence in an historical argument Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced

Year 10: The Modern World and Australia (Chapter 4)

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
1. The Treaty of Versailles	251	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression	How did the nature of global conflict change during the twentieth century?	Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions
2. The 1920s – Good Times, Bad Times	255	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression	How was Australian society affected by other significant global events and changes in this period?	Identify the origin, purpose and context of primary and secondary sources Evaluate the reliability and usefulness of primary and secondary sources
3. The Great Depression and its Aftermath	263	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression	How was Australian society affected by other significant global events and changes in this period?	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Select and use a range of communication forms (oral, graphic, written) and digital technologies
4. The Cold War Era	280	The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War	How did the nature of global conflict change during the twentieth century?	Use historical terms and concepts Identify and analyse different historical interpretations (including their own)
5. The Cold War (Berlin War)	281	The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War	How did the nature of global conflict change during the twentieth century?	Identify and locate relevant sources, using ICT and other methods Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced

Activity	Page	Historical Knowledge and Understanding	Key Inquiry Question(s)	Historical Skills
6. Movements for Rights and Freedoms	284	The major movements for rights and freedom in the world and the achievement of independence by former colonies	How was Australian society affected by other significant global events and changes in this period?	Identify and locate relevant sources, using ICT and other methods Evaluate the reliability and usefulness of primary and secondary sources
7. Australia and the UN	286	Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping	What were the consequences of World War II? How did these consequences shape the modern world?	Identify and locate relevant sources, using ICT and other methods Select and use a range of communication forms (oral, graphic, written) and digital technologies
8. Australian Life Expectancy	290	Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability	How was Australian society affected by other significant global events and changes in this period?	Identify and select different kinds of questions about the past to inform historical inquiry Process and synthesise information from a range of sources for use as evidence in an historical argument
9. Globalisation	292	The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts, including the rising influence of Asian nations since the end of the Cold War	How was Australian society affected by other significant global events and changes in this period?	Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies

Each chapter of this book elaborates on the detail of the overview content specified at each year level (7–10). Teachers may wish to use this material for their own reference or interest. Content is presented in a variety of ways.

Each chapter contains:

- A brief overview essay of the period
- A timeline (see central insert)
- Graphics illustrating key concepts

Human Odyssey

- Elaboration of significant events/ideas specified in AC History
- Classroom activities designed to assist with the teaching and learning of world-history overviews
- Recommended multimedia resources on the topic.

NB. You may copy materials in this book for use in your classroom.

This resource is not:

- A syllabus
- A series of lessons plans for 7–10 depth studies
- A definitive guide on how to teach.

The authors recognise that there are many legitimate approaches to designing and delivering AC History overviews. Teachers should be mindful of the relative flexibility afforded them when planning their programmes or syllabi for teaching and learning. The approaches suggested here are neither exhaustive nor exclusive, but instead present ways, based upon best practice in history education, to enhance historical knowledge and understanding.

Teachers should also be aware that they are not compelled to adhere to a particular order when teaching depth studies. For example, one teacher may decide to integrate the first depth study, Investigating the Ancient Past, into the other depth studies. Similarly, another teacher might include an additional civilisation in this depth study.

Programming considerations will vary from school to school, class to class, as teachers consider the needs and skills of their students.

TIME ALLOCATION

The advice from the Australian Curriculum, Assessment and Reporting Authority (ACARA) suggests that overview studies comprise ten per cent of the year's study of history. It is important to note that this is indicative only – the authors of this resource do not believe it is helpful for time fractions to be allocated in an inflexible manner. What will be more useful for the teacher is if he/she spends time considering how best to cover these ideas, events and concepts in their teaching and learning programme.

Introduction

The Year 7 History course in the Australian Curriculum examines the period c. 60,000 BCE–c. 650 CE. The Year 7 course differs slightly from the others in that one of its depth studies, Investigating the Ancient Past, acts as an introductory study to history and the methods and sources used by historians. Investigating the Ancient Past also introduces the student to aspects of Ancient Australia; with this in mind, we focused one of our first activities on this topic.

Key Inquiry Questions

In Year 7 History, students examine the following key 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?

Overview Content

The following overview content is to be taught in Year 7 History. Overview content identifies important features of the period, c. 60,000 BCE–c. 650 CE, as part of an expansive chronology that helps students understand broad patterns of historical change. It is not intended to be taught in depth. 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 programme. An overview will constitute approximately ten per cent of the total teaching time for the year.

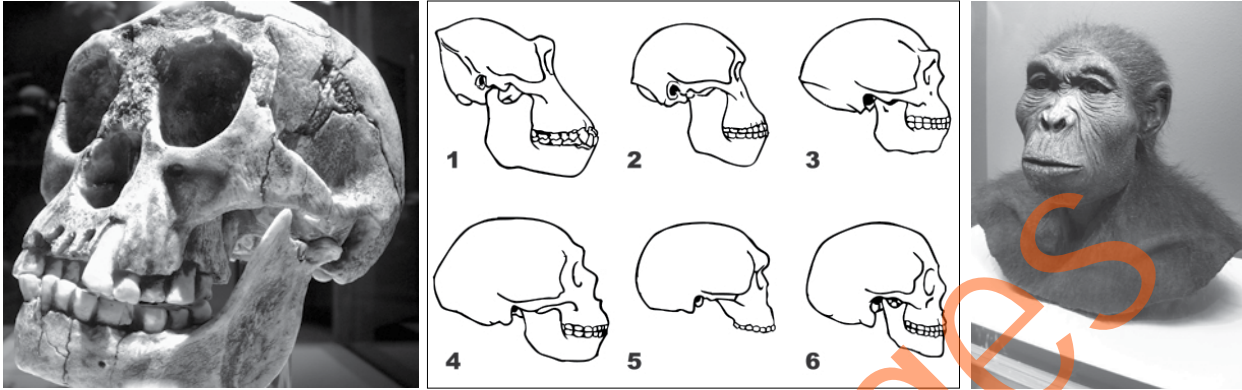
Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya):

- The theory that people moved out of Africa around 60,000 BCE 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 societies (farming, trade, social classes, religion, the rule of law).

Depth Studies

See introduction to book for Year 7 depth studies.

Overview: Where did the Human Odyssey Begin?



ABOVE (left): *Homo floresiensis*, replica; (centre): Skulls of 1. Gorilla; 2. Australopithecine; 3. *Homo erectus*; 4. Neanderthal (La-Chapelle-au-Seine); 5. Steinheim Skull; 6. Modern human; (right): Scientific reconstruction of a *Homo habilis*.

Beginnings in Africa: Physical Evolution

One-hundred-thousand years ago, the world was occupied by a morphologically (structurally) diverse group of hominines or human species, yet by 30,000 years ago the diversity of the population across all continents had vanished. The modern form of *Homo sapiens* had become the only human species.

Before moving on to theories that explain the origins of human existence, it is important to consider the morphological changes that made hominines diverge from the Apes and develop into what we understand as modern humans: *Homo sapiens*. In the first instance this can be explained by *Australopithecus*' bipedalism around 4 million years ago.¹

It was this change, bipedalism, which led to the first spurt of growth in brain size which was a characteristic of the *Homo habilis* species some 2.5–2 million years ago. Bipedalism and the consequent growth in brain size had several consequences: walking upright freed the hands to transport food to the group; the upright posture enabled the descent of the larynx and the future development of oral communication; the hands were free to make stone tools, helping early humans change their diet to a carnivorous one, which in providing more calorie-rich food enabled further brain growth.²

A second significant brain size increase, which occurred 1.8–1.6 million years ago, led to the appearance of *Homo erectus*, the first hominine to leave Africa and move into Europe and Asia. After this migration *Homo erectus* lived in isolated geographical areas and diversified into separate species. In Europe and western Asia, *Homo erectus* evolved into the Neanderthal. In Asia it stopped evolving and remained as *Homo erectus*. In the Indonesian archipelago the discovery of the small-sized *Homo floresiensis* (aka the Hobbit) might even suggest they descended from earlier migration waves before *erectus*.

¹ Peter Watson, *Ideas, A History from Fire to Freud* (Weidenfeld & Nicolson, 2005), 22.

² Watson, *Ideas*, 25.

Introducing Human Life on Earth

DURATION: 15 MINUTES

PURPOSE: To assess students' current understandings of 'time' and 'the past'; to introduce students to the time of human habitation of the planet; to introduce the idea that there is uncertainty about knowing about the past.

INSTRUCTIONS

1. Ask students to recall the earliest date in history that they are aware of. You might discuss with them what the event was and how they found out about it. This question allows students to share their knowledge and for you to make an assessment of the extent of their knowledge; also to gauge what their perceptions of the past are and where they get their historical knowledge from (e.g. books, online, TV, documentaries, films). It might also prepare students for the next part of the task.
2. On a whiteboard or interactive whiteboard, draw a horizontal line with the following markers (from left to right):
2 million years; 1.5 million years; 1 million years; 500,000 years; 400,000 years; 300,000 years; 200,000 years; 100,000 years; 50,000 years; 40,000 years; 30,000 years; 20,000 years; 10,000 years; 5000 years; 4000 years; 3000 years; 2000 years; 1000 years; 500 years; 400 years; 300 years; 200 years; 100 years; 50 years; TODAY.
3. Ask students to discuss, in groups of 3–4, how long they think humans have lived on the planet. A representative from each group should indicate on the whiteboard the length of time that humans have inhabited the planet.
4. Once all the groups have submitted their estimates, suggest to students that there is no exact date marking the beginning of human life on Earth but that many historians and scientists have suggested what they think that date might be. Some have agreed it is somewhere between 300,000 and 250,000 years ago. At this point emphasise that the Year 7 course focuses on the human history of the world and that there are different opinions on where and when human life began. It is important to emphasise that history involves many interpretations and theories, some of which differ on key points. NB. Retain the timeline you have created for use in activities below.

Activity

1

Evolutionary Changes

DURATION: 10 minutes

PURPOSE: To identify changes in human species over time; to consider the impact of these physical changes on human species.

Activity

2

INSTRUCTIONS

1. Explain to the class that scientists believe that modern human, *Homo sapiens*, evolved from apes.³
2. Ask students to complete Worksheet 1: Evolutionary Changes (p.67).
3. Ask groups to report back after completing the worksheet. If necessary, prompt them with observations like 'less hair,' 'straighter spine,' 'taller,' and so on. With each response ask students what the advantages of certain characteristics might be and what they tell us about the lifestyle of the species, e.g. Why would a straighter spine be more beneficial than a very curved one? Why might the man in the middle of the picture have shorter, stockier legs than the one on the right?

3 Note that modern humans are sometimes referred to as *Homo sapiens sapiens*.

Activity 3

Introducing Bipedalism

DURATION: 20 minutes

PURPOSE: To introduce the terms *quadrupedalism* and *bipedalism*.

INSTRUCTIONS

1. Get students to complete Worksheet 2: From Four Legs to Two Legs (p.69).
2. Draw the group's attention to the change from walking on four legs (quadrupedalism) to walking on two legs (bipedalism). Write the two terms on the board and encourage students to remember them by thinking of familiar words like *bicycle* (two wheels), *pedal* (operated by legs) and *quadruple* (multiply by four). Comment on the importance of bipedalism to a nomadic, foraging society.
3. Ask students when they think primates first became bipedal. Get them to refer to the timeline created in Activity 1. In estimating, students will gain a sense of the vastness of 'human' history. (Answer given below.)
4. Having copied the drawing depicting evolution (see Worksheet 1) and cut it into pieces beforehand, give each group one of the five hominids pictured. Ask each group to place its hominid on the appropriate part of the timeline. If necessary, assist them to place *Australopithecus* (second from left), who was the first bipedal specimen, on the timeline at about 4 million years ago. *Homo erectus* (centre) should appear around 2 million years ago. *Homo sapiens* (far right) should be placed around 250,000 years ago. These illustrations will draw students' attention to the rate at which species evolved and emphasise, once again, the vastness of time.

Theories of Early Migration

DURATION: 25 minutes

PURPOSE: To examine the different theories regarding the population of the world by *Homo sapiens*; to develop skills in explaining the two main theories verbally and in writing.

INSTRUCTIONS

1. Divide the class into pairs (there may be one group of three). Give half of the pairs a copy of the graphic entitled 'Out of Africa Theory' (p. 16) and the other half of the pairs a copy of the graphic entitled 'Multi-regional Theory' (p. 16).
2. Ask each pair to note down answers to the following questions:
 - i. What does your graphic suggest about how the world became populated?
 - ii. Which species first moved out of Africa to populate other parts of the world, and when did this occur?
 - iii. According to the theory, when did a human species emerge in the Australian region?
3. Get pairs to share their responses with the class. Students will soon see that two different interpretations of how the world became populated emerge. Have them discuss which one sounds more plausible and why.
4. Ask students to write down in their own words what the two graphics show and how they differ.

Activity

4

How Long have Humans Lived in Australia?

DURATION: 70 minutes

PURPOSE: To appreciate the relatively short amount of time in which humans have inhabited the earth.

INSTRUCTIONS

1. In pairs, ask students to discuss what evidence there is to suggest that people moved from Africa to Australia around 60,000 years ago (see graphics used in Activity 4). Then, as a class, discuss the evidence and why it has been disputed.
2. As a class, view and discuss Episode 4 (Australia) of the BBC's 2009 documentary *The Incredible Human Journey* (59 mins). Written and presented by Dr. Alice Roberts, the episode gives a good overview of theories of migration and looks at the various explanations for human origins in Australia. Students should take notes as they watch the documentary.

Activity

5

3. For homework, students should write up their notes into a 100-word paragraph summarising the key points of the documentary.

Activity 6

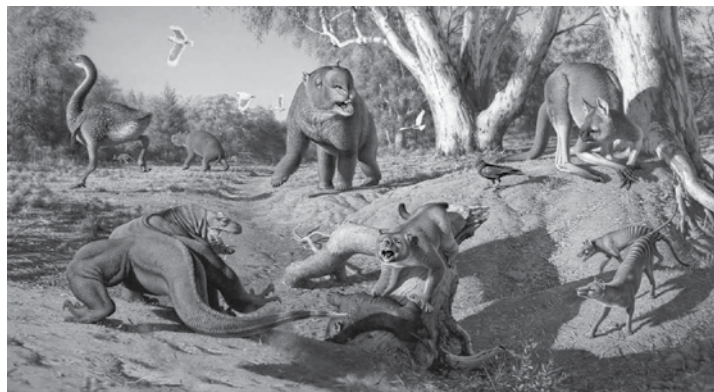
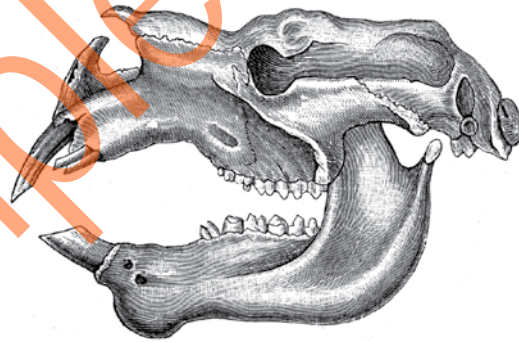
Extinction of Megafauna

DURATION: 40 minutes

PURPOSE: To learn about the competing theories of how humans populated different parts of the world; to examine the evidence relating to these theories; to introduce key terms such as *megafauna*.

INSTRUCTIONS

1. Ask students whether they have heard of the term *megafauna*. Get them to guess what it might mean, prompting them with related terms such as *flora*, *fauna*, *megabyte*. (Answer: very large animals.)
2. Referring to the timeline you made in Activity 1, ask students when they think megafauna inhabited Australia. (Answer: 1.6 million–10,000 years ago, during the Pleistocene period.)
3. Get students to complete Worksheet 3: Pleistocene Era – Land of the Giants (p. 72). Ensure that they go away with correct responses written down.



RIGHT (top): Skull of Giant Wombat or the Rhinoceros Wombat –diprotodon – 1896;
(bottom): Artist's impression of past Australian megafauna.

Further Resources

Christian, David. *This Fleeting World: A Short History of Humanity*. Berkshire Publishing Group, 2008.

Considered one of the ‘fathers’ of the ‘Big History’ movement, Christian presents a superb 100-page history of the world which helps to crystallise ideas surrounding world history. This book was written for students and teachers and includes some interesting ‘thought experiments’ the teacher might conduct with students in order to enhance their understanding of this expansive topic.

Gombrich, Ernst. *A Little History of the World*. Yale University Press, 2005.

This is the 2005 English translation of the 1936 book by renowned art historian E.H Gombrich, which was first published under the title *Eine kurze Weltgeschichte für junge Leser*. Gombrich had written the book in order to suggest that one could write a history of the world in a manner that would be appealing to young people. The classroom teacher could use it very well to introduce historiography. As the book was written during the 1930s and only covers the period up to World War I, it gives an interesting perspective on world history.

Stokes-Brown, Cynthia. *Big History: From the Big Bang to the Present*. New York: New Press, 2007.

A teacher–educator and student of David Christian, Stokes-Brown takes the reader through the world history journey in some detail. Her book is very readable and engaging.



Woolly mammoths were driven to extinction by climate change and human impacts. The image depicts a late Pleistocene landscape in northern Spain with woolly mammoths, equids, a woolly rhinoceros, and European cave lions with a reindeer carcass.

WORKSHEETS

Chapter 1

sample pages

Evolutionary Changes

Work- sheet 1

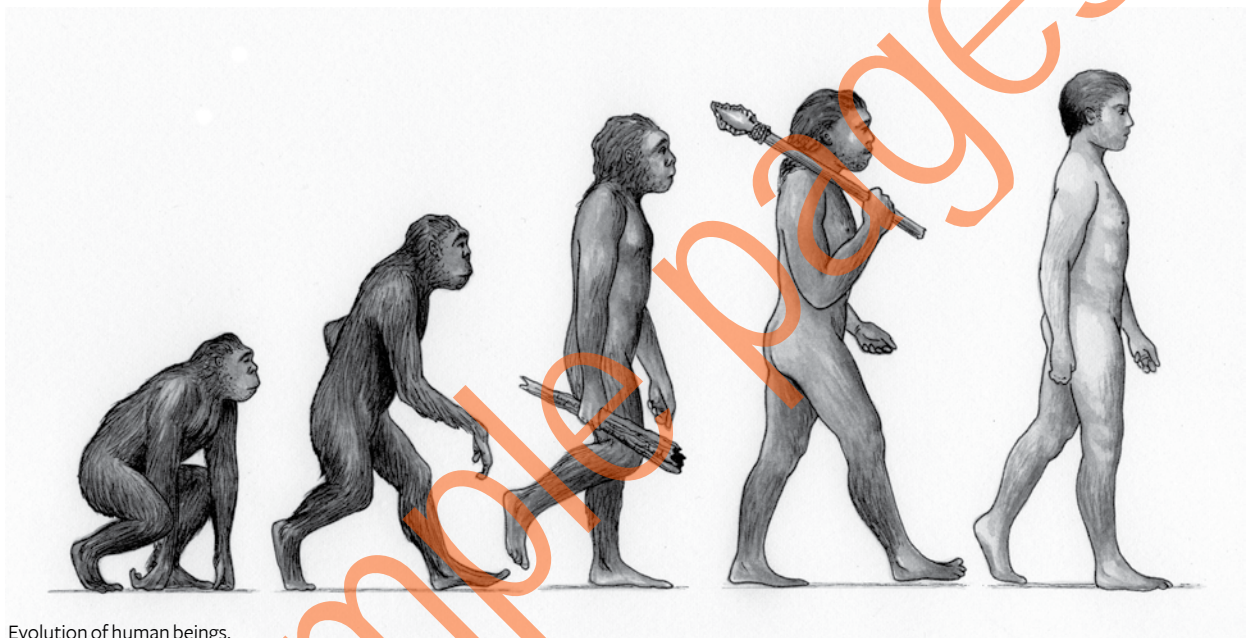
STUDENT NAME:

This worksheet helps you to:

- ▶ Identify changes in human species over time
- ▶ Consider the impact of these physical changes on human species.

Instructions

In a small group, examine the image below. Then complete the questions that follow.



Evolution of human beings.

1. What physical similarities can you identify?

2. What physical differences can you identify?

3. What do you see as the most significant physical change?

4. Identify the likely benefits of the changes you noted above.

END OF WORKSHEET.

Four Legs to Two Legs – When Less is More

Work- sheet 2

STUDENT NAME:

This worksheet helps you to:

- Refer accurately to online sources of information
- Understand key terms and concepts
- Demonstrate understanding in your own words
- Consider the effects of change in human species over time.

We all know how to search for information online. Some of us even know how to question the information we find there, which is great. You are probably also able to look up a word in a dictionary and copy out its definition. In fact, show us that you can do that, right now – look up a definition of the words below. We also need you to note exactly where you found the answers. If it is from the internet you need to cite this information correctly. DO NOT simply say ‘Google!’

You need to refer to the *author* or *organisation* that compiled the information, the *year* the site was created or last revised, the *date* you viewed the material, and the web address or *URL*.

For example, if you find a definition at <http://www.merriam-webster.com/dictionary/bipedalism>, you need to reference it like this: Merriam-Webster, 2011, Encyclopedia Britannica, viewed 31 November 2011, <http://www.merriam-webster.com/dictionary/bipedalism>.

Instructions (Part 1)

1. Define bipedalism:

2. Give a reference for your definition:

3. Define quadrupedalism:

4. Give a reference for your definition:

5. In Activity 2 you noted general physical changes between human species over time. In the table below, note specific advantages that would have made the chances of survival greater.

Change	This change would have increased the species' survival because ...
Walking on two legs	
Standing upright	
Descent of larynx (voice box) due to upright position	
Freeing of hands	
Less body hair	
Increased brain size (especially cerebral cortex)	

Instructions (Part 2) – Be the Historian: Write Historically!

Good historians don't just tell us what happened in the past. Good historians use historical sources to form a body of evidence that will help them support their version of the story. Complete the following sentence stems to explain why bipedalism was important to the development of the human species.

If the species had remained quadrupedal, we might not be able to ...

As the species became bipedal, it was able to ...

This is because ...

We know these changes occurred because ...

END OF WORKSHEET.

Pleistocene Era – Land of the Giants

Work- sheet 3

STUDENT NAME:

This worksheet will help you to:

- ▶ Learn about the competing theories of how humans populated different parts of the world
- ▶ Examine the evidence relating to these theories.

You have already looked at how modern human came about. You may think *Homo sapiens* emerged in the distant past (250,000 years ago) but have you ever thought what was here over a million years ago?

Let's have a look at the Pleistocene Era, which occurred between 1.6 million and 10,000 years ago. Before humans inhabited the earth we know that the animal kingdom ruled – you have probably seen *Jurassic Park* or loved looking at picture books of dinosaurs in primary school.

In the Pleistocene Era, megafauna inhabited the earth: giant versions of many common animals that we still see today, like wombats and kangaroos. One such animal, a marsupial known as diprotodon, lived in Australia until about 30,000 years ago.

Instructions

Carefully examine Sources A–D in the evidence file below. Then complete the tasks that follow.

Source A



Diprotodon
(reconstruction).

Source B

The extinction of megafauna around the world was probably due to environmental and ecological factors. It was almost completed by the end of the last ice age. It is believed that megafauna initially came into existence in response to glacial conditions and became extinct with the onset of warmer climates ...

At the end of the last ice age, Australia's climate changed from cold-dry to warm-dry. As a result, surface water became scarce. Most inland lakes became completely dry or dry in the warmer seasons. Most large, predominantly browsing animals lost their habitat and retreated to a narrow band in eastern Australia, where there was permanent water and better vegetation. The diprotodon, one of Australia's megafauna, may have survived on the Liverpool Plains of New South Wales until about 7000 years ago. If people have been in Australia for up to 60,000 years, then megafauna must have co-existed with humans for at least 30,000 years.

Australian Museum (2010), <http://australianmuseum.net.au/Megafauna-extinction-theories-patterns-of-extinction/>. Accessed 22 November 2011.

Source C

Archaeological evidence suggests that humans first arrived in Australia at least 60,000 years ago.

The impacts that hunting by early Australians had on the animals is still a matter of speculation. However, we do know that many of the extinctions of the Megafauna occurred at around the time that humans spread across Australia. We also know from dating and archaeological material such as rock art, that there was a period of co-existence between Indigenous people and Megafauna.

Dating of fossil sites around Australia suggests that many of these animals were extinct by around 46,000 years ago.

Thus far there is no direct fossil evidence that humans hunted the Australian megafauna. In North America and Europe there is abundant evidence for such activities. In Australia we are yet to find the 'smoking gun.'

Another activity practised by Aboriginal people was burning, and this would have influenced the vegetation structure. Some scientists have suggested that frequent burning over an extended period of time would have altered the vegetation enough to cause extinctions of animals, particularly the browsers.

Department of Environment and Heritage, Government of South Australia (2006), <http://web.archive.org/web/20070906000839/http://www.parks.sa.gov.au/naracoorte/wonambi/reasons/indigenous/index.htm>. Accessed 24 October 2011.

Source D

ALTHOUGH abundant evidence exists for human occupation of Africa and Eurasia for tens of thousands of years, man has often been considered a late-comer to the Australian continent. Archaeological investigations in Australia are now providing evidence of man between twenty and thirty thousand years ago.

C. M. Barbetti and H. Allen, letter to *Nature* 240, 46–48, 3 November 1972, www.nature.com/nature/journal/v240/n5375/pdf/240046a0.pdf. Accessed 24 October 2011.