# Sample Unit – Ancient History – Year 11

***Sample for implementation for Year 11 from 2018***

| **Unit title** | Investigating Ancient History* Case Studies – B1: Ancient Australia
 | **Duration** | 2.5 weeks |
| --- | --- | --- | --- |
| **Unit description** | Students investigate the history of ancient Australia through the study of at least ONE site. Sites to investigate may be selected from the local area and/or from other parts of Australia. The Historical concepts and skills content is integrated within this unit as appropriate.This unit focuses on continuity and change (AH11-1), historical features (AH11-3), significance of historical places (AH11-5) and the interpretation of different types of sources (AH11-6). |
| **Outcomes**A student:**AH11-1** describes the nature of continuity and change in the ancient world**AH11-2** proposes ideas about the varying causes and effects of events and developments**AH11-3** analyses the role of historical features, individuals and groups in shaping the past**AH11-4** accounts for the different perspectives of individuals and groups**AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world**AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument**AH11-7** discusses and evaluates differing interpretations and representations of the past**AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| **Historical concepts and skills*** Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon
* Identify and analyse problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon Intercultural understanding icon
* Form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon
* Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | **Assessment**Assessment for Learning opportunities* Application of prior knowledge
* Research and sharing ideas through a digital presentation
 |
| Aboriginal and Torres Strait Islander people are advised that resources related to this sample unit may contain images and names of deceased persons. Read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities. |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
| --- | --- | --- |
| Students investigate:* representations of ancient Australia, for example origins and its longevity Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon

* analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students access websites, newspaper articles and other sources which provide information relating to the origins and longevity of Ancient Australia; Aboriginal cultures and their heritage(s). They record the information they gather and then identify and compare differing representations. Suggested websites include:

[nma.gov.au/online\_features/defining\_moments/featured/evidence\_of\_first\_peoples](http://www.nma.gov.au/online_features/defining_moments/featured/evidence_of_first_peoples)[dictionaryofsydney.org/entry/archaeological\_evidence\_of\_aboriginal\_life\_in\_sydney](http://dictionaryofsydney.org/entry/archaeological_evidence_of_aboriginal_life_in_sydney) * Students engage in a class discussion of concepts such as perspectives in historical sources; change in representations over time; contested interpretations and representations.
 | **Structured**Discuss ethnocentrism.**Extension**Students develop an extensive glossary for Ancient Australia with additional text providing justification. |
| * the geographical and historical context, including:
	+ the scope and diversity of Aboriginal language groups across Australia Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon
 | * Students use the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of Aboriginal Australia – [abc.net.au/indigenous/map/](http://www.abc.net.au/indigenous/map/) and other resources to:
* visualise the scope of Aboriginal language groups
* identify their local language group(s)
* consider the relationship between size of language group and type of environment
* identify the language group(s) of the site(s) selected for study
* discuss how Aboriginal languages in two regions of Australia are associated with particular Country.
* Guided discussion posing questions such as:
* from Aboriginal Peoples’ perspectives, what is Country?
* what are some Aboriginal People’s perspectives on the origins of Country?
* is there a general view, or is it more diverse?
* how is it different to Western concepts of land?

Students offer suggestions based on their prior knowledge. |  |
|  | * Sources are provided to students for a ‘jigsaw’ or ‘think, pair, share’ activity, where students explore different sources relating to the meaning of land to Aboriginal peoples, and present to each other about their source. A range of resources can be found on the SBS National Indigenous Television website and the Global Oneness Project website.
 | **Structured**Sources may be distributed according to the learning needs of individual students. |
| * + the geographical context of at least ONE site Aboriginal and Torres Strait Islander histories and cultures icon Sustainability icon  Information and communication technology capability icon
 | * Students speculate on the geographical context of the site(s) selected for study, based on observations of the AIATSIS map.
* Students access the Australian Heritage Database, Google Maps and other relevant sources to visualise the geographical context of the site(s) selected for study.

[environment.gov.au/heritage/publications/australian-heritage-database](https://www.environment.gov.au/heritage/publications/australian-heritage-database)[google.com.au/maps](https://www.google.com.au/maps)* Students consider geographical features of the site(s) and their significance to Aboriginal communities.
 |  |
|  | * Students construct a timeline of the ancient history of the site(s).
 | **Structured**Students use a teacher-developed information sheet print-out to cut, arrange and paste the relevant sections into a timeline. |
| * the range of sources and their condition, including:
	+ archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon
* explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon
 | * Students investigate the range of archaeological sources discovered at the site(s).
* In pairs or individually, students conduct internet research, selecting a range of images (and their URL references) that reflect the range of archaeological sources discovered at the site(s). Students then develop an informative caption for each image. The images, citations and captions are synthesised into a digital presentation of the students’ choosing. Products are shared with the class.
* Questions are asked of students to draw attention to types of sources not currently known for this site:
* What could be the categories of archaeological sources for the site(s)?
* What other sources for Aboriginal Peoples’ cultures and histories have you encountered?
* What categories of sources are available for other Aboriginal sites of significance?
 | **Structured**Provide appropriate sources for students’ reading level. |
| * + oral history and communication: the knowledge of the custodians of the site Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
 | * Students prepare ten questions they would ask representatives from the local Aboriginal community(ies) and/or appropriate knowledge holders relating to the site(s) to further their knowledge.
* Where possible, students engage in a workshop with representatives from local Aboriginal communities and/or appropriate knowledge holders where they are provided with information relating to the site(s) and have the opportunity to ask relevant questions. This may be completed as a face-to-face activity, or through the use of teleconferencing facilities.
 |  |
| * ancient Australia as revealed through the sources, including:
	+ the approximate dating of the archaeological sources through the use of scientific analysis  Information and communication technology capability icon
 | * Students explore the methods of scientific analysis used for the dating of sources found at the site.
* Students consider the range of artefacts discovered at the site(s) and the information they provide in relation to the people(s) who occupied them.
* Students compare the dating of sources to a collection of other ancient Aboriginal sites within Australia.
 |  |
| * + the significance of the site to Aboriginal communities, eg cultural, spiritual Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon Civics and citizenship icon
* form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon
 | * Students investigate the significance of the site to Aboriginal communities through written and oral sources, including Aboriginal and/or Torres Strait Islander authored or endorsed publications.
* In pairs, students research ethnoarchaeology and its contribution to our understanding of Australia’s ancient past. Students engage in a class discussion where they have the opportunity to share their findings.
* Students access the Office of Environment and Heritage website to locate information relating to the meaning and nature of connection to Country. [environment.nsw.gov.au/nswcultureheritage/Biodiversity.htm](http://www.environment.nsw.gov.au/nswcultureheritage/Biodiversity.htm)
 |  |
| * + the value to our understanding of Australia’s ancient past Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon Civics and citizenship icon
 | * Students engage in a class discussion to identify the contribution of the site(s) to our understanding of Australia’s ancient past.
* Students consider the theories of Aboriginal People’s migration to Australia and the contribution of archaeology to our understanding.
 |   |
| * the significance of the site today, including:
	+ issues relating to conservation and promotion of the site as Australia’s heritage Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
	+ principles of Indigenous cultural and intellectual property relevant to the site Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* identify and analyse problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon Intercultural understanding icon
* communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students access any news articles relating to the issues faced by the site(s) or suggest and discuss possible issues as part of a group discussion.
* Students investigate the protection and regulation of Aboriginal cultural heritage.
* Students explore the role of the Local Aboriginal Land Council(s) and/or Indigenous rangers responsible for the site/s.
* In a class discussion, students consider the importance of studying the site(s), with particular reference to archaeological evidence and conservation.
* If relevant for the site(s) selected for study, students access information relating to Aboriginal communities’ perspective regarding the study and display of human remains.
* Students consider how collaborative the study of the site(s) has been, including principles associated with the regard given to Indigenous cultural and intellectual property.
* Students are placed into two teams and conduct a debate around a question pertaining to the use, protection and/or conservation of the site. Students take on various roles, eg speaking, preparing arguments, and/or contributing to the adjudication.
* Students construct a mind map which details the key arguments explored during the class debate.
* Students investigate a case in which an Aboriginal site/artefact has been successfully managed through effective collaboration between Aboriginal and other stakeholders.
 | **Structured**Teacher-provided scaffolds for writing task and/or debate. |

| **Resources**Attenbrow, V 2010, *Sydney's Aboriginal Past*, University of New South Wales Press, Sydney.Flood, J 2006, *Origins – The Last 50 000 Years*, in *Original Australians*, Allen & Unwin, Sydney.Aboriginal Heritage Office (n.p.), *Identifying Aboriginal Sites*. Date accessed 06/02/2017, from <http://www.aboriginalheritage.org/sites/identification/>Attenbrow, V 2012, *Archaeological Evidence of Aboriginal Life in Sydney*, Dictionary of Sydney. Date accessed 06/02/2017, from<http://dictionaryofsydney.org/entry/archaeological_evidence_of_aboriginal_life_in_sydney> Australian Commonwealth Government, Department of the Environment 2015, *Declared Indigenous Protected Areas – Case Studies*. Date accessed 06/02/2017, from <https://www.environment.gov.au/indigenous/ipa/declared/index.html>NSW Local Aboriginal Land Councils (n.p.), *Local Aboriginal Land Council Boundaries*. Date accessed 06/02/2017, from<http://www.alc.org.au/land-councils/lalc-regions--boundaries.aspx>NSW Office of Environment and Heritage (n.p.), *Aboriginal Places and State Heritage Register.* Date accessed 06/02/2017, from<http://www.environment.nsw.gov.au/heritageapp/heritagesearch.aspx> NSW Office of Environment and Heritage (n.p.), *Places of Significance.* Date accessed 06/02/2017, from<http://www.environment.nsw.gov.au/nswcultureheritage/PlacesOfSignificance.htm> Victorian Government (n.p.), *Aboriginal places, objects and land management.* Date accessed 06/02/2017, from<http://www.vic.gov.au/aboriginalvictoria/heritage/aboriginal-cultural-heritage-of-victoria/aboriginal-places-objects-and-land-management.html>  |
| --- |

|  |  |
| --- | --- |
| **Reflection** | **Evaluation** |