# Sample Unit – Ancient History – Year 11

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

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| **Unit title** | Investigating Ancient History   * Case Studies: B7. Palmyra and the Silk Road * The Representation of the Ancient Past: Zenobia | **Duration** | 7.5 weeks |
| **Unit description** | Students investigate the importance of Palmyra as a city and trading post along the Silk Road in ancient times using a range of sources. The Historical concepts and skills content is integrated within this unit as appropriate.  The unit focuses on cause and effect (AH11-2), 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**   * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding 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 * Use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon * Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability 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 of learning**  Research and presentation   * Students will design and deliver a presentation which explores a selected issue chosen from a list provided in the assessment task.   **Assessment for learning**   * Formal and informal discussions * Tasks focused on the process of historical inquiry, eg source analysis * Presentations to peers | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:   * representations of Palmyra – ancient and/or modern Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon | * Students individually brainstorm what they know about Palmyra and the Silk Road, eg regarding modern events, origins/purpose of the city, nature of trade in the Ancient world. * Students research how Palmyra has been represented and present their findings to the class. |  |
| * the geographical and historical context, including:   + the location of the site of Palmyra Sustainability icon  Information and communication technology capability icon Intercultural understanding icon   + the development of the city from an agricultural village to the hub of the Silk Road Sustainability icon Critical and creative thinking icon Intercultural understanding icon   + significance of the Silk Road and the nature of trade Sustainability icon Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon Work and enterprise icon * identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding icon | * Students investigate the context of Palmyra by identifying the geographical location of the site and recording the following information on a map: * key geographical features of the surrounding area * neighbouring civilisations * location and course of the Silk Road. * Students work collaboratively to design a poster-timeline of Palmyra, noting the key stages of development of the city, and pose historical questions related to why and how this growth occurred. * Students watch the BBC documentary, *The Silk Roads*, and make notes regarding: * the purpose of the Silk Road * key commodities that were moved along the Silk Road * important locations * development of the Silk Road. | **Structured**  Students may be given a template for their report in order to aid their investigation of the Silk Roads. The template should be constructed to contain all elements noted, along with suggestions on how and where to find material.  **Extension**  Hold a discussion which introduces the notion of historiography and discuss it in relation to the study of the past. Use student examples as stimulus for further discussion. |
|  | * Students construct a profile of the Silk Road using notes taken from the documentary and using websites such as those found in the resources section. The profile will need to include: * a map of the road with key locations noted * a brief overview of the development of the Silk Road * identification of the importance of the Silk Road * nature of trade in the ancient world * identification of specific evidence of trade from the Silk Road. * Students engage in a teleconference/video conference with an expert/academic and ask prepared questions relating to the Silk Road. | **Extension**  Students to research the Neolithic and Bronze Age to place the city into context – problems regarding evidence for this period can be explored. |
| * the range of sources, including:   + archaeological sources, eg the Great Colonnade, the Tariff Court, tombs, Temple of Bel and Baal Shamin, the Theatre, roads, coinage   + written sources and inscriptions, eg the Palmyrian Tariff Literacy icon * the history of Palmyra as revealed through the sources, including:   + Palmyra’s role as a ‘caravan city’ on the east-west trade route and meeting place for various cultures Critical and creative thinking icon Intercultural understanding icon Difference and diversity icon   + economic and cultural exchange in Palmyra, eg the collection of taxes, trade links with India and China Asia and Australia’s engagement with Asia icon Intercultural understanding icon Work and enterprise | * Students brainstorm the different types of sources for the ancient world, for a specific historical question or inquiry, along with potential problems of reliability relating to each type. They are to complete a table such as:  |  |  |  | | --- | --- | --- | | Type of Source | Useful for | Problems with Reliability | |  |  |  |  * Students work in pairs to build a portfolio of key sources of evidence for Palmyra. As part of their portfolio, they will include: * photographs/maps if applicable * identification of why each source is important: what does it tell the historian/archaeologist, how does it influence views on Palmyra etc. * translation of any text (can be excerpts) – annotated with reasons for importance. | **Structured**  Students to complete a comprehension task that has been scaffolded and aids in the interpretation of the evidence. |
| * + the influence of eastern and western traditions on language, art, architecture and religion in Palmyra, eg Greco-Roman/Hellenistic and central Asian cultures Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon   + relations between Palmyra and Rome, including the influence of Queen Zenobia Critical and creative thinking icon Ethical understanding icon   + the end of Zenobia’s reign and the decline of Palmyra Critical and creative thinking icon * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon | * Students investigate the origins of the city, specifically noting archaeological evidence of early habitation, its role in promoting trade within the region along with the origins of the Palmyrenes. Students communicate their findings in a structured report. * Students work in pairs to read through a source sheet which contains excerpts giving an overview of Palymra’s relationship with Assyria, the Hebrews and the Seleucids. Students are to: * determine what the sources reveal about the relationship that existed * explain the nature of the relationship * assess the reliability of the sources and whether they actually relate to Palmyra (particularly in the case of the Hebrews). * Students are to work in groups to design a visual representation of Palmyra’s relationship with Rome – this will then be presented to the class. Each group will be given a different topic to explore from the following list: * Republic: Pompey and Mark Antony * Julio-Claudians: Tiberius and Germanicus * Flavians: Growth and apex of trade | **Extension**  Students to discuss the nature of trade in both the Ancient and Modern world. Issues that can be raised include ethical relations between societies, pros and cons of trade, examples of cultural interaction, reactions to this process.  **Extension**  Students can discuss the importance of biography in studying the past, including noting purpose, benefits, problems of isolation of past events, issues regarding wider contextual influences. |
| Students investigate:   * the representation of the ancient past in the modern world, for example in art, myths and legends, memorials, museums, the media, film, documentaries, multimedia and interactive media  Information and communication technology capability icon Literacy icon * the various ways a person, site, society or event from the ancient past has been represented over time, for example by contemporaries of the time and in later times Ethical understanding icon Literacy icon | * Students research the purpose and nature of Palmyra, noting particularly its role as a trade city. Students should as part of their research note: * the various cultures that interacted with the city (Assyria, Hebrews, Hellenistic culture, Rome, central Asian, Chinese etc.) * an overview of the commodities that were traded * an overview of the cultural interaction that occurred * specific examples of this interaction and a description of its nature * the location of Palmyra within its context on the Silk Road to help identify its importance as a city. * Students present their information as a class handout. |  |
| * the reasons for the differing representations Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon * a critical evaluation of the representations using available sources Critical and creative thinking icon  Information and communication technology capability 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 * use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon * develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability 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 | * Students design an interactive presentation which explores the influence of various cultures on the city. Students can use examples drawn from art, architecture and religious practices. Students need to identify: * Hellenistic influences * Roman influences * Chinese influences * Persian/Parthian influences * Central Asian influences. * Students construct a mock social media profile of Zenobia, and begin by researching her early life and noting problems with sources regarding this period (particularly the *Augustan History*). * Students explore the debates surrounding the identification of Zenobia’s father and ancestry as an introduction to the problems of historiography of the time. Sources explored can include: * the Augustuan History * epigraphical evidence * Al-Tabari. * Students investigate Zenobia’s relationship with Odaenathus and add their information to the mock social media timeline. | **Structured**  Students may be provided with information selected by their teacher to utilise in their presentation. Alternatively, students may be allocated one influence as a focus for their research and presentation. |
|  | * Students design a visual presentation which explores the various aspects of Zenobia’s rule, including topics such as: * rise to power * establishment of rule despite nature of Palmyrene monarchy (newly established by the Romans, no precedence of transference of power etc) * use of Roman and Eastern titles * expansion of the borders of Palmyra * invasion of Syria and Egypt * domestic policy – multiculturalism * royal court – nature and diversity * religious policy * declaration as Empress * downfall – role of Aurelian. * Students add an abbreviated version to the mock social media profile. |  |
|  | * Students collaboratively produce an overview of the various images and interpretations of Zenobia. As part of each presentation, students need to make an assessment of the image in relation to its accuracy. Images can include: * ancient sources – the Augustan History * Giovanni Boccaccio’s romantic depiction * sculpture: Harriet Hosmer * literature: Alexander Baron * painting: Giambattista Tiepolo * opera: Gioachino Paisiello * film: *Nel Segno di Roma.* * Students produce the images as a portfolio. * Students discuss the success and legacy of Zenobia, and make a conclusion about her importance to the city of Palmyra. | **Extension**  Students develop a set of criteria by which we can judge people of the past, recognising that this prevents challenges for historians. Students will then defend their chosen criteria in front of the class. |

| **Resources**  Books  Charles River Editors 2015, *Ancient Palmyra: The History and Legacy of one of Antiquities Greatest Cities,* CreateSpace Independent Publishers Platform.  Frankopan, P 2015, *The Silk Roads,* Bloomsbury Publishing, London.  Liu, X 2010, *The Silk Road in World History*, Oxford University Press, New York.  Southern, P 2008, *Empress Zenobia: Palmyra’s Rebel Queen*, Hambledon Continuum, London.  Winsbury, R 2010, *Zenobia of Palmyra: History, Myth and the Neo-Classical Imagination*, Bloomsbury Publishing, London.  Zahran, Y 2013, *Zenobia: Queen of the Desert*, Gilgamesh Publishing, London.  Websites  Al-Aous Publishers 2009, *3D Reconstruction of Palmyra.* Date accessed, 04/04/2017, from[www.youtube.com/watch?v=kGsXmgBCbOE](http://www.youtube.com/watch?v=kGsXmgBCbOE)  Dien, A.E. (n.p.), *Palmyra as a Caravan City*. Date accessed 04/04/2017, from <depts.washington.edu/silkroad/cities/syria/palmyra/palmyra.html>  Livius.org 2015, *Livius.org*. *Palmyra*. Date accessed 04/04/2017, from [www.livius.org/articles/place/palmyra/palmyra-4/](http://www.livius.org/articles/place/palmyra/palmyra-4/)  Mark, J.J. 2014, *Ancient History Encyclopedia*. Date accessed, 04/04/2017, from [www.ancient.eu/zenobia/](http://www.ancient.eu/zenobia/)  UNESCO World Heritage Centre (n.p.), *Site of Palmyra*. Date accessed 04/04/2017, from <whc.unesco.org/en/list/23>  Documentary  BBC, 2016, *Palmyra: The Museum of Lost Objects* |
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| **Reflection** | **Evaluation** |