# Sample Unit – Ancient History – Year 11

# *Sample for implementation for Year 11 from 2018*

| **Unit Title** | Investigating Ancient History – The Nature of Ancient History   1. Historical Authentication and Reliability  * Herodotus, *The Histories* * The Oxus Treasure * Piltdown Man | **Duration** | 10 hours |
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| **Unit Description** | Students investigate problems relating to the authentication and reliability of ancient sources. The Historical concepts and skills content is integrated within this unit as appropriate. | | |
| **Outcomes**  A student:  **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  **AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history | | | |
| **Historical Concepts and Skills**   * Explain the meaning and value of sources for an historical inquiry (ACHMH007) Ethical understanding icon  Information and communication technology capability icon Literacy icon * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon * Use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon | | **Assessment**  **Assessment for Learning**  Students compare the evidence provided by a range of sources in developing their own conclusions.  Cross-referencing of ancient sources. | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:   * problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents, and the reliability of ancient writers who did not witness the events   they describe (ACHAH017) Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Literacy icon | * Students engage in a class discussion during which they consider the questions that may be asked of a source when considering its authenticity. This discussion may provide the opportunity for students to explore a broad range of sources. |  |
|  | *Oxus Treasure*   * Students access images of the Oxus Treasure. They select one artefact for which they provide a brief description of its appearance and possible significance for the study of the past. * Students investigate the issues surrounding the Oxus Treasure. Consideration may be given to the: * nature of its discovery * duration between the discovery and recording of the artefacts * issue of provenance * ownership of the artefacts. | **Structured**  Students are provided with a teacher-developed stimulus providing information regarding the Oxus Treasure collection. |
|  | *Herodotus, The Histories*   * Students are provided with the introduction to Herodotus’ work, *The Histories*, as well as a brief overview of the content of the text.As a class, the question is posed about whether Herodotus has been successful in his original aim, as stated in Book 1, Chapter 1. * On a map, students plot Herodotus’s travels in the ancient world. This may be constructed as an interactive route using a digital mapping application, such as Google Maps. * In groups, students consider what may have qualified Herodotus to write an account of the past. Focus question: Can anyone be a historian? |  |
| * ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources (ACHAH019) Critical and creative thinking icon * Explain the meaning and value of sources for an historical inquiry (ACHMH007) Ethical understanding icon  Information and communication technology capability icon Literacy icon * Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon | *Piltdown Man*   * Students construct an overview of the discovery of ‘Piltdown Man’. They conduct their own research and develop a written response in which they discuss the ‘significance’ of the find. * Students access websites, such as the BBC News: *The Unmasking of Piltdown Man* – <http://news.bbc.co.uk/2/shared/spl/hi/sci_nat/03/piltdown_man/html/the_specimens.stm> to develop a mind map which lists how the bone fragments were ‘constructed’. * Students are provided with a news article relating to how Piltdown Man was exposed as a fake in 1953. After reading the article, they construct five questions they would ask the author. In pairs, students share and attempt to locate answers to the questions. * Students investigate the contribution of scientific developments in determining the authenticity of the Piltdown Man remains. These may include fluorine absorption dating and carbon-14 dating. | **Extension**  Students ‘construct’ a fake ancient source, or a story of an ancient source. They present their source to the class, and discuss the potential implications for our understanding of the ancient past.  **Extension**  In groups, students investigate the role of a person involved with the discovery and/or analysis of the Piltdown Man remains. Suggested individuals include:   * Charles Dawson * Arthur Smith Woodward * Joseph Weiner * Kenneth Oakley * Martin Hinton * Dr Matthew Pope * Dr Isabelle De Groote * Professor Chris Stringer.   Each group presents their findings to the class. |
| * methods of authentication, including scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources (ACHAH018) Aboriginal and Torres Strait Islander histories and cultures icon  Information and communication technology capability icon * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon Intercultural understanding icon Personal and social capability 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 * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon | **Assessment for learning**   * Students are provided with excerpts from Herodotus’s *The Histories* which describe Persian and Scythian peoples. They are to compare the written sources with selected pieces of the Oxus Treasure, and write a response which explores the contribution of written accounts to our understanding of ancient artefacts.   OR   * In groups, students are provided with excerpts from *The Histories*, relating to a historical place, event or group of people. Students are to investigate additional relevant information from other sources that support or refute Herodotus, and provide an argument as to why the similarities/differences may exist. * Students investigate and select one ancient writer to research. They produce a one page biography as an overview, detailing information such as: * background * education * position and role in society * significant works * contribution to our understanding of the past.   Authors to research may include:   |  |  |  | | --- | --- | --- | | * Homer * Herodotus * Plato * Aristotle * Aristophanes * Sappho * Xenophon | * Sophocles * Thucydides * Hesiod * Plutarch * Polybius * Tacitus * Juvenal | * Socrates * Strabo * Livy * Cicero * Alcman * Arrian * Solon | |  |
|  | * Students are provided with a teacher-developed stimulus that details a range of scientific and comparative dating techniques. Students engage in a teacher-led activity during which they select the most appropriate dating technique for a range of hypothetical artefacts. Students identify one key feature for each technique, and one instance in which the technique has been applied in a real investigation.  |  |  |  |  | | --- | --- | --- | --- | | Artefact | Dating technique | Feature | Example | | Potsherd | Thermoluminescence dating | Can be used to date very old materials | Used to date ancient Egyptian pottery from tombs in Nazlet El Samman | | Human remains |  |  |  | |  |
| * the motivations of the perpetrators of fakes and forgeries (ACHAH020) Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Intercultural understanding icon | * Students engage in a class debate: *“Herodotus: Father of History or Father of Lies?”* * In groups, students identify the person most likely responsible for the Piltdown Man hoax, providing a range of probable motivations. A range of resources may be accessed to assist students, such as the American Association for the Advancement of Science’s article titled, *Study reveals culprit behind Piltdown Man, one of science’s most famous hoaxes –* <http://www.sciencemag.org/news/2016/08/study-reveals-culprit-behind-piltdown-man-one-science-s-most-famous-hoaxes> * Students select one other ancient source that has been deemed to be a fake or forgery to investigate. They develop a digital presentation in which they consider the: * motivation of the perpetrators * difficulties with authentication * contribution of scientific analysis in investigating its authenticity. | **Structured**  Students are provided with a scaffold which they populate to develop their argument for the debate. |

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| **Resource list**    Herodotus  Herodotus 2008, *The Histories,* Penguin Books Ltd, London, United Kingdom.  Tufts University, Perseus Digital Library Project *Herodotus, The Histories.* Date accessed 17 March, 2017, from<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0126>  Kierstead, R. 2011, *Classic Lectures: Herodotus and the Invention of History*. Reed Magazine, Volume 90, No. 3, September 2011. Date accessed 17 March, 2017, from <http://www.reed.edu/reed_magazine/september2011/articles/features/classiclecture/classiclecture.html>  The Oxus Treasure  BBC, n.d., A History of the World in 100 Objects: Oxus chariot model. Date accessed 17 March, 2017, from <http://www.bbc.co.uk/ahistoryoftheworld/objects/sbCfsq5kSFaknMhxuK9zow>  Curtis, J. 2012, *The Oxus Treasure*, British Museum Press, London, United Kingdom.  Piltdown Man  D’Costa, K. April 2, 2014, *Anthropology in Practice: The Missing Link that Wasn’t.* Scientific American. Date accessed 17 March, 2017, from <https://blogs.scientificamerican.com/anthropology-in-practice/the-missing-link-that-wasne28099t/>  Price, M. August 9 2016, Study reveals culprit behind Piltdown Man, one of science’s most famous hoaxes. American Association for the Advancement of Science. Date accessed 17 March, 2017, from <http://www.sciencemag.org/news/2016/08/study-reveals-culprit-behind-piltdown-man-one-science-s-most-famous-hoaxes>  ABC September 17 2016, *Piltdown Man: Homing in on Whodunit.* The Science Show(Downloadable audio and transcript). Date accessed 17 March, 2017, from <http://www.abc.net.au/radionational/programs/scienceshow/piltdown-man---honing-in-on-whodunit/7851986> |

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