# Sample Unit – Ancient History Life Skills – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

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| **Unit title** | When in Rome(Features of Ancient Societies: Art and architecture) | **Duration** | 10 weeks |
| **Unit description** | In this unit students will review and develop their understanding of history as a study of the past. They will explore Ancient Rome, in particular the art and architecture, to develop an understanding and appreciation of the main features and significance of key Roman developments. Students will recognise the change in buildings and art over time and what these can tell us about people, places and events of the past. |
| **Outcomes**A student:**AHLS6-2** engages with the concepts of time and chronology**AHLS6-4** explores events and developments of the ancient world**AHLS6-5** investigates features, people, places and societies in the ancient world**AHLS6-6** engages with perspectives of the past**AHLS6-8** engages with a variety of sources to investigate the past**AHLS6-10** investigates the past using a variety of strategies to locate, select and organise information**AHLS6-11** communicates information about the past using historical terms and concepts**AHLS6-12** engages with the investigation of ancient history |
| **Historical Concepts and Skills** In this unit, students will have opportunities to investigate evidence from the past, and to communicate their findings and interpretations. Students will engage with and respond to a range of sources about the Ancient Roman world.  |
| **Assessment overview**Evidence of student learning could be gathered through observation of students:* identifying key features of Roman architecture and art
* matching artefacts to the correct time era
* identifying sources as primary or secondary
* communicating what a source tells us about the past
* using historical terms when communicating
* engaging with appropriate materials to research the past.

Evidence of student learning could be gathered through student-constructed work samples such as:* a time capsule
* works of art
* a Roman town
* a presentation for peers.

Students may engage in peer assessment of presentations and artwork.  |

| **Content** | **Teaching, learning and assessment** | **Resources** |
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| The Investigation of Ancient Sites and SourcesStudents:* recognise the passage of time in their everyday life and explore the language of time Numeracy icon
* recognise different types of sources, for example primary and secondary sources, print and digital sources, written and non-written sources Information and communication technology capability Literacy
* recognise that sources can be used to answer questions about the past, for example:
* how people lived
* why people may have lived that way
* how and why life circumstances changed

Historical Concepts and skills – Explanation and communicationStudents:* demonstrate understanding of time and chronology
 | **How do we find out about our family history?**Review students’ understanding of ‘past’, ‘present’ and ‘generations’. This can be done through the teacher sharing stories and items from their own family history.Students bring in:* photos of past and present family members
* family heirlooms (actual or photo)
* family correspondence (actual or copy)
* interviews with parents/grandparents
* any other family records.

Discuss:* primary/secondary sources
* what the source tells you about family history.

Have students, independently or with assistance, create:* lists/table of primary and secondary sources
* family history through recount, narrative, generational pictorials.

Make a class time capsule for future students and/or family. Consider which items would reflect how we live and learn today. | Examples from teacher’s familyPersonal items from students’ familiesExample activityState Library of NSW – *Family Photo Albums*<http://www.sl.nsw.gov.au/learning/family-photo-albums><http://www.sl.nsw.gov.au/learning/every-picture-tells-story> |
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* how and why life circumstances changed

Historical Concepts and Skills – Analysis and use of sources* identify the origin and purpose of historical sources Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon

Historical Concepts and Skills – Historical investigation and researchStudents:* engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon
 | **How do we find out about the past?**Review students’ understanding of time and chronology, for example:* events that happen in our own lives are our immediate past
* events that happen in our grandparents’ or great-grandparents’ lives are further back in the past.

Discuss with students what they think ‘ancient’ history would mean – how far back in time is ancient history?Explain to students that they will be exploring more about life in ancient times. As a class, brainstorm how they might do this? What resources could they use? What are some sources they should research, for example interviews, photos, artworks, articles, letters, artefacts, speaking with experts.Explore a range of virtual or real sources with students to develop an understanding of what sources can tell us about the past. The following activities may be useful.* Organise a video conference through the Australian Museum selecting the topic *The Museum and its Experts*.
* Organise to receive the *Museum in a Box: Cultural History* (Aboriginal Australia) through the Australian Museum. The box comes with sources and activities.
 | Australian Museum Educational Services – *Video Conferencing*<https://australianmuseum.net.au/video-conferencing> Australian Museum Educational Services – *Museum in a Box* <https://australianmuseum.net.au/museum-in-a-box>  |
| Features of Ancient SocietiesStudents:* explore key features of the ancient society Ethical understanding icon Intercultural understanding icon Literacy icon

Historical Concepts and Skills – Historical interpretationStudents:* identify historical ideas and representations  Information and communication technology capability icon Intercultural understanding icon Difference and diversity icon
* describe different historical ideas and representations Literacy
* compare different historical ideas and representations Literacy

Historical Concepts and Skills – Explanation and communication* select and use a range of methods to communicate about the ancient past
 | **What do we already know about Ancient Rome?** Show students a range of images of people, buildings and artefacts from ancient societies such as Egypt, Greece, China and Rome. Ask students to identify images from Ancient Rome. Encourage students to explain why they have made this choice, making connections with things they have already learnt or experienced, for example ‘I’ve read about gladiators and know they come from Ancient Rome’.A film or documentary may be used to deepen students’ understanding of Ancient Rome. While viewing, discuss with the students elements from the film that indicate it is set in the past. View a particular scene from the film more closely, or a collection of images, to focus on how the people and/or environment of Ancient Rome are different to today.After viewing, have the students create a visual and/or verbal account of what Ancient Rome looked like. Possible products include hand drawn illustrations, clip art compilations, models, selected images from array of choice, iMovie, verbal recording. | Films: *Gladiator* (2000) directed by Ridley Scott*Ben Hur* (2016) directed by Timur Bekmambetov *Ben Hur* (1959) directed by William Wyler |
| The Investigation of Ancient Sites and SourcesStudents:* recognise different types of sources, for example primary and secondary sources, print and digital sources, written and non-written sources Information and communication technology capability Literacy
* recognise that sources can be used to answer questions about the past, for example:
* how people lived
* why people may have lived that way
* how and why life circumstances changed
* use sources to gain an understanding of events, personalities or places in the past Information and communication technology capability Literacy https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

Historical Concepts and Skills – Historical investigation and researchStudents:* explore a range of archaeological and written sources  Information and communication technology capability icon Literacy icon
* engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon
* engage with artefacts, sites and sources
 | **Finding out about Ancient Rome**Lead the class in an investigation of recent finds of Ancient Roman artefacts. Examples include:* a ship found in Caesarea (items of art, sculptures and more)
* a Roman barracks unearthed during metro dig (mosaic floors, architecture).

When investigating sources on the finds, draw student attention to the artistic and architectural features. Ask questions such as:* What artworks were found?
* What was their purpose?
* How were the buildings and artworks constructed?
* What do they tell us about how the Romans lived.
 | Israel Antiquities Authority – *Divers Discovered a Spectacular, Ancient and Important Cargo of a Shipwreck*<http://www.antiquities.org.il/Article_eng.aspx?sec_id=25&subj_id=240&id=4197>ABC News – *Israeli Divers Discover 1,600-year-old late-Roman marine cargo in the Mediterranean Sea*<http://www.abc.net.au/news/2016-05-16/israel-shows-off-antiquities-found-in-mediterranean/7419656>BBC News – *Italy Unearths Huge Roman Barracks During Rome Metro Dig*<http://www.bbc.com/news/world-europe-36311156>Independent – *Ancient Roman Barracks Discovered During Rome Metro Excavation*<http://www.independent.co.uk/news/world/europe/ancient-roman-barracks-discovered-during-rome-metro-excavation-a7034236.html> |
| Features of Ancient SocietiesStudents:* explore key features of the ancient society Ethical understanding icon Intercultural understanding icon Literacy icon
* the types of art and architecture, eg paintings, sculptures, mosaics, tombs, temples and buildings Critical and creative thinking icon Literacy icon
* different styles of art and materials used Intercultural understanding icon
* the main features, materials, purpose and function of various forms of buildings Sustainability icon
* the nature and significance of art and architecture in comparison to present day in the local and wider community Difference and diversity icon

Historical Concepts and Skills – Historical investigation and researchStudents:* locate relevant information about the ancient past
* engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon
* engage with artefacts, sites and sources

Historical Concepts and Skills – Explanation and communication* select and use a range of methods to communicate about the ancient past
* demonstrates an understanding of historical features, people, ideas, movements, events and developments
 | **Amazing Roman architecture**Provide students with images of Ancient Roman buildings and contemporary buildings. Students construct a graphic organiser to categorise the images as either ‘ancient’ or ‘contemporary’. Discuss with students how the buildings are similar and different. Compare specific buildings such as a Roman bathhouse with a public pool, a Roman temple with a contemporary temple or church, a Roman house with a contemporary house, Roman and contemporary public gathering places. Responses could be recorded using a comparison chart or table. Take the students through a virtual tour of Ancient Rome. What are some of the key architectural features? Draw students’ attention to the use of concrete, arches and domes.Explore the significance of these developments in architecture through questions such as:* Is the technique/item still used today?
* How/where is it used today?
* What does this tell us about the significance of Ancient Roman architecture?

If resources and physical capabilities allow, students may construct a Roman arch using techniques developed in Roman times. Many methods, examples can be found on the web. See Resources for some examples. Students can create an image of their own Ancient Roman building, using some of the architectural features common to Ancient Rome. They present their building to the class, discussing what the building would be used for.  | History for Kids – *Ancient Roman Architecture*<http://www.historyforkids.net/roman-architecture.html> Ducksters – *Ancient Rome: Engineering and Construction*<http://www.ducksters.com/history/ancient_roman_engineering.php> Vimeo – Rome Reborn 2.2: A tour of Ancient Rome in 320 CE<https://vimeo.com/32038695>  Instructables – *Wood Arch Blocks in 5 Minutes!* <http://www.instructables.com/id/Wood-Arches-in-5-Minutes/> YouTube – *How to Build a Roman Arch*<https://www.youtube.com/watch?v=TksPAQHSvso>  |
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Historical Concepts and Skills – Historical investigation and research* engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon

Historical Concepts and Skills – Explanation and communication* select and use a range of methods to communicate about the ancient past
* demonstrates an understanding of historical features, people, ideas, movements, events and developments
 | **Features of Roman architecture and buildings**Students work in collaborative groups to choose a structure to research and present to the class. Presentations should address:* What are the main features of this structure?
* What was the structure made from?
* What was the structure used for?
* How is it similar/different to today’s buildings?

Suggested architectural examples for research include Colosseum, Aqueducts, The Arch of Constantine, house with atrium and Roman bath house.Methods of presentation may include:* imovie
* poster (digital)
* verbal report with visuals
* model
* diagram
* illustration
* diorama.

Involve students in peer assessment providing feedback on presentations to the class. Feedback may be given on points such as:* clarity of information
* usefulness of information in understanding the Ancient Roman building
* something done well
* something to be improved.
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| The Investigation of Ancient Sites and SourcesStudents:* use sources to gain an understanding of events, personalities or places in the past  Information and communication technology capability icon Literacy icon Personal and social capability icon
* engage with sources relating to, for example:
* the location and geographical features of ancient societies
* everyday life of ancient societies Critical and creative thinking Ethical understanding Intercultural understanding
* ancient traditions, practices, customs and religious beliefs, eg buildings, ancient texts, ancient images Critical and creative thinking Ethical understanding Intercultural understanding

Features of Ancient SocietiesStudents:* explore key features of the ancient society Ethical understanding icon Intercultural understanding icon Literacy icon
* the main features, materials, purpose and function of various forms of buildings Sustainability icon
 | **The Roman Forum**Explore with students the Roman forum – where it was, what it looked like and what it was used for. Students investigate one or more of the buildings in and around the forum to explore their purpose and importance. Students label an image of a reconstructed forum to identify the key features and uses of the Forum. They may also construct their own model of a Roman forum using concrete materials, such as blocks, cardboards, clay and foam, or online tools, such as SketchUp or Minecraft. | Mr Donn Rome – Ancient Rome – *The Forum*<http://rome.mrdonn.org/forum.html> DK find out! – *The Roman Forum*<http://www.dkfindout.com/uk/history/ancient-rome/roman-forum/> Ducksters – *Ancient Rome: The City of Rome*<http://www.ducksters.com/history/ancient_rome_city.php> SketchUp <https://www.sketchup.com/> Minecraft<https://minecraft.net/en-us/>  |
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* the types of art and architecture, eg paintings, sculptures, mosaics, tombs, temples and buildings Critical and creative thinking icon Literacy icon
* different styles of art and materials used Intercultural understanding icon
* the role of art in the ancient society Intercultural understanding icon

Historical Concepts and Skills – Explanation and communication* develop texts about the ancient past  Information and communication technology capability icon Literacy icon
* select and use a range of methods to communicate about the ancient past
 | **Ancient Roman Art**What do students think of when they think of *art*? Brainstorm examples of visual art, including paintings, photography and sculptures. Show students images of Ancient Roman art, including mosaics, frescos and sculptures. Examples may include: * a heroic statue of Augustus
* the Arch of Constantine (relief sculptures)
* the arch of Septimius Severus (relief sculptures)
* the Alexander mosaic
* the Zliten mosaic
* the Lod mosaic
* mosaics at the museum in Antakya.

Explain where these would commonly be found in Ancient Rome, eg walls, floors, buildings, gardens, town centres. Discuss the role and significance of these artworks in the Roman world, including:* decorative
* the depiction of an event
* honouring ancestors or prominent person
* religious meaning (gods and goddesses).
 | Ducksters *– Art History and Artists: Ancient Roman Art*<http://www.ducksters.com/history/art/ancient_roman_art.php> History for Kids – Ancient Roman Art<http://www.historyforkids.net/roman-art.html> Ancient History List – *Top 10 Outstanding Ancient Roman Arts*<http://www.ancienthistorylists.com/rome-history/top-10-outstanding-ancient-roman-arts/> National Roman Museum<http://archeoroma.beniculturali.it/en/node/482> Antakya Museum <http://www.hatayarkeolojimuzesi.gov.tr/HatayMuzeWeb/faces/jsp/layouts/intro.jsp> |
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 | **The past and the present**In small groups, pairs or individually, students present ideas on the ways in which art and/or architecture of the Ancient Roman world differs to art and/or architecture today. Students may use art and/or architecture from their school or local community as examples of contemporary art/architecture. Presentations could include differences relating to:* purpose
* location
* design
* materials used.

Students can select their preferred medium for their presentation, including verbal, visual, digital.  |  |

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| **Reflection and evaluation** |