# 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. The Investigation of Ancient Sites and Sources  (a focus on the Nazca Lines and Troy) | **Duration** | 2.5 weeks |
| --- | --- | --- | --- |
| **Unit description** | Students investigate the significance of historic sites and sources, including the contribution of archaeology and science, in developing our understanding of the past. 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 (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy 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 problems relating to sources in the investigation of the past (ACHAH011) 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**  Website/interactive resource plan: Archaeological investigation   * Students research and report on a contemporary archaeological site and its contribution to our understanding of the past. | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
| --- | --- | --- |
| Students investigate:   * the changing nature of archaeological excavation and recording techniques | * Students are asked to recall archaeological sites they know of. A range of images depicting archaeological sites are provided to students, to further the discussion. Examples of a destructive approach (eg Giovanni Belzoni), and more methodological approach (eg Howard Carter) are provided. Class or teacher-led discussion during which students share what they know of the sites. * Considering the information shared during the discussion, students develop their own definition of archaeology. They share their definition within small groups. * Students investigate the changing nature of archaeological excavation from the collection of treasure to the understanding of people and societies. Schliemann’s discovery of Troy, and the controversy surrounding the artefacts. |  |
|  | * Students investigate the work of British Egyptologist Howard Carter in documenting the discovery of Tutankhamun’s tomb and the artefacts stored within, using Carter’s documented material available via the Griffith Institute’s website – [www.griffith.ox.ac.uk/discoveringtut/](http://www.griffith.ox.ac.uk/discoveringtut/) * Students explore the methods used by modern archaeologists, to excavate and record their finds. Students may wish to access archaeologists’ diaries/logs, interviews with archaeologists, documentary material or related articles. * Students produce a 400-word response to the question of the changing nature of archaeological investigation, with reference to a current archaeological excavation. | **Extension**  Students watch the TEDx video, *Five skeletons that could change archaeology* – [youtu.be/1xgCI05l2GA](https://youtu.be/1xgCI05l2GA), taking notes on the role of archaeologists, and the significance of their work. |
| * the contribution of archaeological and scientific techniques to the discovery and investigation of the ancient past, including site surveys using radar, excavation, dating methods, forensic examination and DNA analysis (ACHAH018)  Information and communication technology capability icon | * Students explore the methodology of archaeology, through participation in a ‘virtual’ or constructed dig – [www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html](http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html) * As a class, students discuss the archaeological discovery of Troy and Tutankhamun’s tomb. Students conduct internet research on the other ways in which sites have been discovered, populating a table.  |  |  |  |  | | --- | --- | --- | --- | | Method of discovery | Find | Date | Key points | | Aerial survey | Nazca Lines | 1940 | Seen by pilots  Visible from surrounding hills | |  |  |  |  | |  |
| * 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 * use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon | * Students take notes on the most appropriate excavation methods employed by archaeologists. * Students are provided with the range of dating methods available to archaeologists, and images depicting a range of artefacts. They research the most appropriate dating method for each artefact, providing a brief summary of the method for each. * Students explore the use of scientific methods, including forensic examination and DNA analysis to reconstruct the Lord of Sipan’s appearance and the link to human remains found in nearby tombs. * Students develop a response in which they consider the contribution of science to our understanding of the past.   [www.archaeology.org/news/4858-160922-peru-sipan-reconstruction](http://www.archaeology.org/news/4858-160922-peru-sipan-reconstruction)  [www.world-archaeology.com/features/tombs-of-the-lords-of-sipan.htm](http://www.world-archaeology.com/features/tombs-of-the-lords-of-sipan.htm) | **Extension**  Students are presented with a scenario of a site that is yet to be excavated. Students consider a range of archaeological and/or scientific techniques that may be needed to:   * uncover the site and its artefacts * interpret the finds and draw conclusions about the purpose of the site and the lives of the people who lived there. |
|  | * Students are introduced to the Nazca Lines through the use of images, Google Maps/Earth, or a short video clip. Students then select five geoglyphs to sketch onto a map of the site. Teacher-led discussion may include questions such as: * What figures do the geoglyphs depict? * How old are they? * How large are they? * How were they made? * How have they survived? * Students use the information explored in class, as well as their own research, to develop a description of the archaeological investigation of the Nazca Lines and to hypothesise their purpose/significance for the Nazca. |  |
| * problems associated with reconstructing the past through archaeological evidence, for example in relation to understanding ancient customs and religious beliefs Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding 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 problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon Intercultural understanding icon | * Students investigate the range of theories surrounding the purpose of the Nazca Lines, recording the information they collect, including any reference to archaeological evidence that supports/refutes the theories investigated. * Students engage in a class discussion where they share the sources of information they used, any differences/inconsistencies in the information accessed and possible reasons. * As a class, students share their own theories about the purpose of the Nazca Lines. Students consider other sources of information which may further archaeologists’ understanding of the geoglyphs. * Students recall Schliemann’s finds and claims relating to Troy, and investigate other sources of information which support/refute Schliemann’s claims. This may include an investigation of:   + Homer’s *Iliad*   + Schliemann’s account of the dig and recording methods   + The discovery of ‘Priam’s Treasure’   + The removal of archaeological finds from the site. | **Scaffolded**  Students are provided with a range of theories surrounding the purpose of the Nazca Lines. They rate them in order of most probable to least, providing reasons for their answer. |
| * the contribution and limitations of ancient texts, inscriptions and iconography to an understanding of the ancient past Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon | * Students engage in a class discussion relating to the contribution of ancient texts, inscriptions and iconography when investigating ancient sites and archaeological sources, recalling questions the Nazca Lines raise. |  |
| * 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 | * Students locate ancient texts which provide information that compliments the archaeology, eg Herodotus’s account of mummification. * Students examine excerpts from two ancient texts that vary in their recollection or perspective about an historical individual or event. They explore the possible reasons for the differences and the challenge they pose for the historian/archaeologist. |  |

|  |
| --- |
| **Resources**  Archaeological Institute of America and Archaeology Magazine, 2016, *Interactive Digs.* Available at <http://www.interactivedigs.com> [Accessed 10 Jan 2017]  Golomb, J (n.p.) *Nasca Lines.* Available at <http://www.nationalgeographic.com/science/archaeology/nasca-lines/> [Accessed 10 Jan 2017]  Jarus, O 2012, *Nazca Lines: Mysterious Geoglyphs in Peru*. Available at <http://www.livescience.com/22370-nazca-lines.html> [Accessed 10 Jan 2017]  Premier Exhibitions, 2016, *The Discovery of King Tut*. Available at <http://www.tutnyc.com/> [Accessed 10 Jan 2017]  Rocheleau, C 2017, *An Archaeologist's Diary.* Available at <https://archaeologistsdiary.wordpress.com/> [Accessed 10 Jan 2017]  UNESCO World Heritage Centre (n.p.), *Lines and Geoglyphs of Nasca and Palpa.* Available at <http://whc.unesco.org/en/list/700> [Accessed 10 Jan 2017] |

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