

7 Humanities [Unit 1]: Investigating the Ancient Past – Ancient China

Achievement Standard:

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Unit Specific Information

This unit seeks to identify the tools, techniques and methods used by historians and archaeologists to investigate history, and the range and nature of sources that can be utilised in a historical investigation. It investigates a historical mystery from Ancient Australia that has challenged historians and archaeologists, and examines the importance of and controversies surrounding the conserving of past remains. The following content is taught as part of an overview for the historical period: the theory that people moved out of Africa around 60,000 BC (BCE) and migrated to other parts of the world, including Australia. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, perspectives, empathy, significance and contestability.

Students will then apply these skills as they focus in on the Ancient Chinese period, where they will learn about the key features of society, including social classes, trade, religion and rule of law. Students will also develop and analyse perspectives of key figures and groups of the time period to explain different points of view. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy and significance.

Assessment Details:

Task 1: Assignment – Portfolio Task

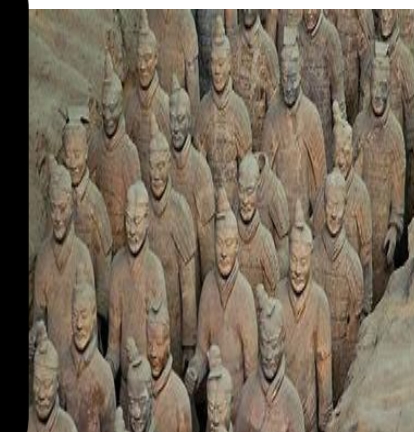
Outline: Students will complete formative short response questions and practice key skills, based on what they have learnt. Teachers will use the proficiency scales to provide students with collective and individual feedback, track progress and inform their focus areas in upcoming lessons. This booklet will then be collected in Week 7, and marked as a summative assessment piece.

Due: Week 7

Task 2: Exam – Short Response

Outline: Students will produce short responses in regards to key areas of Ancient Chinese History. Students will also demonstrate key historical skills and respond to stimulus.

Due: Week 10



READING / VIEWING / LISTENING:
Core Text 1: History Alive 7

COMPREHENSION SKILL FOCUS:
Making connections; making inferences; synthesising



THINKING:
Describing, explaining, inferring



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Portfolio and Short Response Examination

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Elaborating clauses, compound and complex sentences

Priority Standards		
We are learning how to sequence events within a chronological framework in order to identify relationships over time periods.		We are learning how to sequence and communicate ideas effectively in a short response format.
In addition to Score 3, I can use my understanding of chronological frameworks to sequence and represent events in other subject areas.	4	In addition to Score 3, I can use my understanding of how to develop short response texts and apply this to other subject areas.
In addition to score 3.0 performance, partial success at score 4.0 content.	3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
I can: Sequence events and developments within a chronological framework, using dating conventions to represent and measure time	3	I can: Develop texts, particularly descriptions and explanations.
No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	2.5	No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.
<i>I will know that I have learned it when I can:</i> Recognise or recall specific terminology, relevant to: - sequence, development, chronological, dating conventions, timeline, BCE, CE, plot, conventions Performs basic processes, such as: - identify critical data from a table - determine the dates which must fit on the timeline - order and sequence dates in chronological order - plot dates accurately on a timeline - apply the four conventions of a timeline <i>However, I exhibit major errors or omissions regarding the more complex ideas and processes.</i>	2	<i>I will know that I have learned it when I can:</i> Recognise or recall specific terminology, relevant to: - exposition, historical language, reference, short response, highly valued language features Performs basic processes, such as: - understand what the question is asking of me - rephrase question in answer - sentence construction – subject (topic) and verb (action) - use of capital letters and full stops - use of historical language - responses are written in third person - use of evidence (quotes) within responses to justify argument/response <i>However, I exhibit major errors or omissions regarding the more complex ideas and processes.</i>
No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	1.5	No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.
With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes	1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes

YEAR 7 COURSE OVERVIEW

TERM 1: INVESTIGATING THE ANCIENT WORLD

Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
Primary Secondary Source Ancient Civilisation Sequence BCE/CE Archaeology Chronological Silk Road Confucianism Emperor Noble Scholar Peasant Merchant Relevance	Artefact Evidence Excavation Dynasty Social hierarchy Religion Mandate of Heaven Foot binding Inscription	<p>Element 9: Using Structured Practice Sessions Students will be explicitly taught how to write short response-style responses using questions stems and implication sequences. They will also be explicitly taught key historical skills (source analysis, timelines).</p> <p>Element 10: Examining Similarities and Differences Students will be analysing sources to determine characteristics that are common to and unique to each concept, which will allow for students to explain points of views in sources.</p>	<p>Element 13: Providing Resources and Guidance Teachers will collect evidence of student learning in every lesson throughout the unit to provide structured feedback. Teachers are to provide multiple opportunities for students to practice and develop their short response answers. Teachers will then utilise this feedback to provide guidance to students as individuals, large and small groups as needed by their class.</p>	<p>Creative Thinking Students will generate and apply new ideas and skills involved in History. Students will also start to make new links between concepts and ideas.</p> <p>Communication Students will be explicitly taught how to effectively communicate both orally and in written form.</p> <p>Critical Thinking Students will analyse sources critically to determine points of view.</p>
Guaranteed Skills/Language Features:		Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> Use historical metalanguage in historical responses Use elaborating clauses to specify and exemplify Use correct sentence structure to create meaning Use compound and complex sentences to provide detail. 		<p>Making connections with prior knowledge Students will make meaningful connections with past experiences in order to understand new information through the use of the below strategies to form understandings.</p> <p>Synthesising Students engage in summarising practices to develop personal interpretations of an author's meaning and purpose using 3 level guides.</p> <p>Suggested Strategies: Definition concept map p.83</p>	<p>Describe – Give an account (written) of a situation, event, pattern or process, or of the characteristics or features of something</p> <p>Explain – Make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information</p> <p>Infer – derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at</p>	<p>Use smart boards where appropriate to enhance learning.</p>

	Student friendly vocab explanations p.206 Magnet summaries p.140 Mind mapping p.148 3 level guides p.214 Structured note taking p.200 <i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i>		
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Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Overview	<ul style="list-style-type: none"> The theory that people moved out of Africa around 60,000BCE and migrated to other parts of the world, including Australia. 	<ul style="list-style-type: none"> Understand 'Out of Africa' migration theory and how it applies to Aboriginal and Torres Strait Islander origins.
Historical Knowledge	<ul style="list-style-type: none"> How historians and archaeologists investigate history, including excavation and archival research 	<ul style="list-style-type: none"> Understand what role historians/archeologists etc. play in the discovery of the ancient past Understand the different methods used to investigate history – excavation, carbon dating etc. (jigsaw activity)
	<ul style="list-style-type: none"> The range of sources that can be used in an historical investigation, including archaeological and written sources 	<ul style="list-style-type: none"> Identify the difference between primary and secondary sources and practice classifying sources Purposefully engage in consolidating understanding (Game: Guess what it is - identifying ancient sources and their purpose)
	<ul style="list-style-type: none"> The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains 	<ul style="list-style-type: none"> Examine how people migrated around the world in the ancient past (<i>Investigating the movement of ancient peoples</i> C2C worksheet) Understand the historical significance of Mungo Man and Lady in evidential conclusions
	<ul style="list-style-type: none"> The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources 	<ul style="list-style-type: none"> Examine the case study of Lake Mungo (<i>Investigating the discovery of Mungo Woman in 1969 and the use of radio-carbon dating to draw conclusions about the longevity of human occupation at Lake Mungo</i>)
	<ul style="list-style-type: none"> The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. 	<ul style="list-style-type: none"> Be able to identify the remains of Aboriginal and Torres Strait Islander Peoples and their significance
Historical Skills	<ul style="list-style-type: none"> Sequence historical events, developments and periods Use historical terms and concepts 	<ul style="list-style-type: none"> Understand chronology of time by placing dates (BCE/CE) on a timeline Understand the time and duration of ancient key ancient civilisations by examining a timeline Understand the location of ancient civilisations by examining a map Explain key historical terms: primary and secondary sources, continuity and change, evidence etc.
	<ul style="list-style-type: none"> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged 	<ul style="list-style-type: none"> Understand how to develop a timeline correctly Explain new knowledge by creating own definitions of key words (use knowledge gained in class to create these definitions) Demonstrate developing short explanations about an artefact in response to stimuli

		<ul style="list-style-type: none"> • Use historical metalanguage in historical responses • Use elaborating clauses to specify and exemplify • Use correct sentence structure to create meaning • Use compound and complex sentences to provide detail.
ANCIENT CHINA		
Overview	<ul style="list-style-type: none"> • The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) 	<ul style="list-style-type: none"> • Understand aspects of culture that existed in the Ancient Asian world, based upon archaeological artefacts including art, weaponry, writing tools and pottery
	<ul style="list-style-type: none"> • Key features of ancient societies (farming, trade, social classes, religion and rule of law) 	<ul style="list-style-type: none"> • Understand the hierarchal structure that existed in Ancient China (feudal system) and how each class served an integral role. • Understand how the Silk Road allowed trade to develop in Ancient China and other nations
Historical Knowledge & Understanding	<ul style="list-style-type: none"> • The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there 	<ul style="list-style-type: none"> • List the physical features of China on a map, the geographical zones of China and China's main rivers. (Macmillan History 7 and Oxford, p.276) • Identify and explain the significance of the Silk Road for China's development.
	<ul style="list-style-type: none"> • Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. 	<ul style="list-style-type: none"> • Describe the social hierarchy pyramid. (Nelson, p. 189). • Explain the role of the Emperor in Chinese society. • Compare and contrast the role of men and women in Chinese society.
	<ul style="list-style-type: none"> • The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs 	<ul style="list-style-type: none"> • Examine warfare philosophies in Ancient China. • Draw conclusions about ancient warfare from primary and secondary sources.
	<ul style="list-style-type: none"> • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs 	<ul style="list-style-type: none"> • Explain the conflicts between states in Ancient China (Warring States Period) • Examine the reasons behind the creation of the Great Wall of China. (Macmillian, p. 202) • Understand the role of the Silk Road in the expansion of the Chinese trade industry.
	<ul style="list-style-type: none"> • The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang 	<ul style="list-style-type: none"> • Explain the significance of different individuals in Chinese society.
Historical Skills	<ul style="list-style-type: none"> • Sequence historical people and events • Use historical terms and concepts 	<ul style="list-style-type: none"> • Be able to create a timeline of Ancient China, including the 4 earliest dynasties in early China. (Cambridge, p.226) • Be able to create a social hierarchy pyramid. (Nelson, p.189 and Oxford, p.286). • Be able to draw and label a Chinese soldier's weapons and armor.
	<ul style="list-style-type: none"> • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources 	<ul style="list-style-type: none"> • Examine sources to support a teacher generated hypothesis. • Draw conclusions about the usefulness of Ancient Chinese sources
	<ul style="list-style-type: none"> • Identify and describe points of view, attitudes and values in primary and secondary sources 	<ul style="list-style-type: none"> • Compare the clothing of the Emperor to peasants and make judgments about what this says about Chinese society.
	<ul style="list-style-type: none"> • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged 	<ul style="list-style-type: none"> • Be able to construct a paragraph response elaborating on the significance several key ancient Chinese features (The Great Wall, the Silk Road, etc.). • Develop a timeline correctly. • Explain new knowledge by creating own definitions of key words (use knowledge gained in class to create these definitions).

		<ul style="list-style-type: none"> • Use historical metalanguage in historical responses • Use elaborating clauses to specify and exemplify • Use correct sentence structure to create meaning • Use compound and complex sentences to provide detail.
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Possible Habit of Mind: Striving for Accuracy

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Define what accuracy is • Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Edit and proofread their own work and the work of others. • Encourage self-editing (speak aloud techniques) 	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Design a series of posters to display around the room to remind them of this HOM. • Use an accuracy symbol on the PowerPoint to signify when HoM is being used 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehending texts through listening, reading and viewing <input type="checkbox"/> Composing texts through speaking, writing and creating X Text knowledge <input type="checkbox"/> Grammar knowledge X Word knowledge <input type="checkbox"/> Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information X Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT X Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT <p>Critical and creative thinking</p> X Inquiring - identifying, exploring and organising information and ideas <input type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	<p>Personal and social capability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness X Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management <p>Ethical understanding</p> X Understanding ethical concepts and issues <input type="checkbox"/> Reasoning in decision making and actions <input type="checkbox"/> Exploring values, rights and responsibilities <p>Intercultural understanding</p> X Recognising culture and developing respect <input type="checkbox"/> Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<ul style="list-style-type: none"> X Aboriginal and Torres Strait Islander histories and cultures X Asia and Australia's engagement with Asia

Differentiation [for small groups or individuals]: