Year 7 History Unit: Investigating the Ancient Past

This unit will be undertaken via OneNote with separate pages for each student which include the tabs ‘Inquiry Journal’, ‘Focus Questions’, ‘Resources’ and ‘Sources’. The unit is designed to be taught in a flipped learning approach where homework is completed before each class comprised of videos, articles and webpages which students read or watch and then answer a question allowing class time to be spent mainly on discussion of ideas and hands on activities that require prior knowledge.

Key questions:
- What and how do we know about the ancient past?
- Why and where did the earliest societies develop?
- Who is human?

Duration:
Set out to be completed over 23 60-minute lesson with a history lesson 3 times a week this can be completed over approximately 8 weeks.

Assessment:
Students will reflect on their learning throughout the unit using their inquiry journal, they will meet with their allocated inquiry circle to discuss ideas and problems. Students will undertake an independent investigation on the archaeological mystery of their choice to be presented as a 4 minute video and will complete the unit doing a self-evaluation of their inquiry learning experience and what they would like to know in the future.
ACARA Standards Achieved:

Students will gain historical knowledge and understanding specified by the Year 7 History curriculum under the heading of ‘Investigating the Ancient Past. These include:

- Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.
- How historians and archaeologists investigate history, including excavation and archival research.
- The range of sources that can be used in an historical investigation, including archaeological and written sources.
- 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.
- The nature of sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources.
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.
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<th>Outcomes</th>
<th>At the conclusion of this unit students will be able to</th>
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Unit Outline:

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<th>Stage</th>
<th>Lesson 1:</th>
<th>Inquiry Theory or Concept</th>
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| Open  | - Ask question ‘What do we know about the ancient past?’ and create class mind map of ideas  
- Show class Our Story in 6 minutes clip  
- Students discuss with partner interesting facts they have discovered, share one fact other has said with the class.  
- Add to mind map, students record what they think they need in a style that they wish (wordbubble, sketch, list)  
- Discuss Class OneNote and questions and resources presented each night.  
| Lesson 1: | Blooms Taxonomy:  
Remembering  
Level of inquiry:  
Guided  
Questioning Framework:  
Think Pair Share |

**Homework:**

- Answer question in individual journal pages on OneNote reflecting on what about our past fascinates them, is there anything they would like to know more about over the unit.
- Students collect birth dates of family members

| Lesson 2: | Teacher models their family timeline and invites students to then create their own on their tablets.  
- Students are asked to collaborate on a timeline of significant events in the world since their birth or the turn of the millennium on the board.  
- As suggestions are made discuss as a class what makes something significant, why should it be included in the timeline or why not and where should it be placed.  
| Lesson 2: | Blooms Taxonomy:  
Remembering, Applying, Undertaking, Analysing and Evaluating  
ACARA History Skills Yr 7:  
Sequence historical events, developments and periods  
Level of inquiry:  
Guided |
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<th><strong>Homework</strong>: Reflect and answer the question 'What do I know about the world since it began and how it has changed?' using Flipgrid.</th>
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<td><strong>Immersion</strong></td>
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| **Lesson 3**: - Watch clips recorded from homework and discuss findings as a class. What do we know as fact? What is still a mystery?  
  - Using our suggestions as a class create a timeline with estimated era’s and mention when different periods might fit in.  
  - Discuss with students how they will be introduced to new vocabulary over the coming lessons. When they discover something they are unfamiliar with the need to make a note of it in their glossary page on the one note and write down its meaning.  
  - Students copy timeline into their OneNote to add to during the coming lessons.  
  - Conclude lesson with students completing a KWL with a partner and then sharing one point with the class. |
| **Lesson 3**:  
**Blooms taxonomy:** Remembering and Understanding  
**ACARA History Skills Yr 7:** Use historical terms and concepts  
**Level of inquiry:** Guided  
**Questioning Framework:** KWL |
| **Homework**: Do you think the Earth has changed since it began? If not why might it have? |
| **Lesson 4**: - In pairs students look at the iPad app *Earth Viewer* and examine different elements throughout the time periods. Making note of things that they find significant.  
  - Share with the class one fact that your pair has discovered and create a class mind map on the board. |
| **Lesson 4**:  
**Blooms taxonomy:** Remembering, Applying and Understanding  
**Level of inquiry:** Guided  
**Questioning Framework:** |
- Examine continental maps and note thoughts in journals.
- Students complete 7Ws and H and share with partner.
- Look back at homework question and consider what has changed in your thinking. Share this with your partner.

Homework: Watch video *Human Evolution: Crash Course Big History*. Make notes on the questions: Who is human? What evidence of early human settlement has been found? Choose a Hominids mentioned by John and find some information to share to the class.

Lesson 5: - Students share information about selected Hominids, discuss what sources used, how these were useful, how do we know these facts?
  - Create a map on the board identifying where humans have moved and areas where evidence of these humans have been found. Students can recreate this in their OneNote.
  - Add new words to the glossary.
  - Discuss with partner ‘What is something that now interests you about human evolution?'
  - Share with the class

Homework: - Students read information on Smithsonian website about Archaeology, making note of information that they find significant.

Think, Pair, Share
7Ws and H

Lesson 5:
Blooms taxonomy:
Remembering, Understanding, Applying and Evaluating.

ACARA History Skills Yr 7:
the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia. 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

Level of inquiry:
Guided

Questioning Framework:
Think, Pair, Share
| Explore | Lesson 6: - Students briefly share important facts garnered from the reading overnight.  
- Students work in groups of four to ‘excavate’ an item hidden in a box of sand. These groups will then become their ‘Inquiry Circle’ for the remainder of the unit.  
- In their teams they need to decide what era and place the item originates from and identify how they know this and what issues they had, completing 7Ws and H.  
- Imagining their excavation has taken place at a variety of sites i.e. Middle of desert, city, what would hinder the project? What clues where missing that archaeologist use on an authentic site? How could we protect these sites so that others can learn?  

**Homework:** Read the article [UNESCO world heritage list grows to 55 as ancient treasures come under threat](https://www.unescoworldheritage.org/whc/whc_list). Answer in your journal *Why might we place a site on the world heritage list?* |
| Lesson 7: - Split students up into ‘Inquiry Circles’. Each group is allocated a heritage site ensuring to include Lake Mungo and Pompeii.  
- Groups are directed to a library page where each heritage site includes a box filled with interesting web pages, iPad apps and video clips to look at as a group.  
- Students create a PowerPoint presentation for the class including interesting information answering the questions:  
  - ‘why is the site on the world heritage list?’  
  - ‘From looking at this site what can we conclude about early life in the era?’ |
| Lesson 6:  
**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing and Evaluating.  
**Level of inquiry:** Guided  
**Questioning Framework:**  
7Ws and H |
| Lesson 7 & 8:  
**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing, Evaluating and Creating  
**ACARA History Skills Yr 7:**  
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  
The nature of sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources  
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples  
**Level of inquiry:** Guided |
| - ‘Are there any issues with the evidence found in the area?’ |
| - ‘How can we continue to preserve the history of the site?’ |
| - In groups students also need to prepare 3 Kahoot! questions based on information from their PowerPoint presentation. |

**Homework:** Complete PowerPoint and prepare for presentation.

**Lesson 8:** - In groups students present their site to the rest of the class, taking questions at the end.
- Students complete the Kahoot!

**Homework:** Write answer to following question in journal: *Think of a time when you read or saw something that did not seem right. Why was this? What makes a source legitimate?*

**Lesson 9:**
- Discuss as a class the questions they responded to and brainstorm on the board what a ‘source’ is.
- Provide students with a mixture of primary and secondary sources that are both reliable and not reliable.
- Students examine sources and identify those that they think might be primary and those that might be secondary as well as what is perceived as reliable and not and why they think this.
- Discuss answers as a class.

**Lesson 9:**

**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing and Evaluating

**ACARA History Skills Yr 7:**
The range of sources that can be used in an historical investigation, including archaeological and written sources
Identify the origin and purpose of primary and secondary sources
Identify and describe points of view, attitudes and values in primary and secondary sources

**Level of inquiry:** Guided
**Homework:** Look back over your journal through the course of the unit. Think about what you have found the most interesting and highlight in your journals. Your upcoming assessment will require you to investigate an archaeological mystery discussed in class or discovered during your readings.

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<tr>
<th>Identify</th>
<th><strong>Lesson 10:</strong></th>
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<td>- Model for students how to create an inquiry chart.</td>
<td>Blooms taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating</td>
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<td>- Students spend time creating their own inquiry chart surrounding chosen mystery and questions from their unit journal.</td>
<td>ACARA History Skills Yr 7: Identify a range of questions about the past to inform a historical inquiry</td>
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<td>- In groups students share their charts and discuss whether the direction of inquiry is correct for the environment, time and resources available.</td>
<td>Level of inquiry: Guided and Open</td>
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<td>- Groups choose two questions to share with the class as the ideal example of an inquiry questions, justifying their decision.</td>
<td>Lesson 10, 12 &amp; 13: Blooms taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating</td>
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<th>Gather</th>
<th><strong>Lesson 11, 12 &amp; 13:</strong> Visit the library and spend time gathering information on selected topic.</th>
<th><strong>Lesson 11, 12 &amp; 13:</strong> ACARA History Skills Yr 7: Identify and locate relevant sources, using ICT and other methods.</th>
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<td>-remind students to consider information learnt in the lesson about sources.</td>
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<td>- Students are required to add sources to their one note in separate pages and annotate each source to discuss its reliability and usefulness to the topic.</td>
<td>Draw conclusions about the usefulness of sources</td>
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<td><strong>Homework:</strong> Continue researching the topic at home or afterschool in the library. Summarise in your journal the most important ideas from the information found and any connections between the sources.</td>
<td>Level of inquiry: Open</td>
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| Create | **Lesson 14 & 15:** - Model for students an inquiry chart and discuss the importance of this before they start to make their clip.  
   - Students examine ideas they have gathered and create an inquiry chart to show what ideas are connected our more important and where they would like to place them in their presentation.  
   - Students then meet with their group to present their chart and discuss what it is they are trying to present, why and how they will do this.  
**Lesson 16, 17, 18 & Homework:**  
- Students create a 4-minute video clip answering their inquiry question based around an archaeological mystery. Meeting with group members to discuss direction at the beginning of each lesson for feedback. | **Lesson 14 -18:**  
**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing, Evaluating and Creating  
**ACARA History Skills Yr 7:** Use a range of communication forms (oral, graphic, written) and digital technologies  
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
**Level of inquiry:** Open |
| Share | **Lesson 19, 20 & 21:** - In inquiry groups students watch clips created by another groups members and evaluate how effective the presentation was and justify why or why not. They then meet with the group to discuss results.  
- A clip from each group is chosen to present to the class where a class evaluation is discussed.  
**Homework:** Students are presented with the same question from the beginning of the unit ‘what do we know about the ancient past?’ | **Lesson 19, 20 & 21:**  
**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing, and Evaluating |
| Evaluate | **Lesson 22 & 23:**  
- Students meet with their inquiry group and discuss the inquiry experience and how the | **Lesson 22 & 23:**  
**Blooms taxonomy:** Remembering, Understanding, Applying, Analysing, Evaluating and Creating  
**Level of inquiry:** |
various factors helped or did not help them with their learning and how it made them feel.
- As a class students discuss feedback from inquiry groups.
- Students write the answer to their homework question on a slip of paper and post it around the room as a gallery for students to walk through and examine. All students will have post it notes to share comments or ‘likes’.
- Students complete KWLAQ and share with a partner, sharing one point with the rest of the class with specific focus on ‘what they would like to learn now’ moving forward.

Guided Questioning Framework:
Think, Pair, Share
KWLAQ
Resources:


