



Australian History Series
Book 7: Ages 11-13 years



The Ancient World

Aligned with the Australian National Curriculum



Section 1:
Investigating
the Ancient Past

Section 2:
The Ancient World
- Rome

Section 3:
The Ancient World
- Egypt

Section 4:
The Ancient World
- Greece

Section 5:
The Ancient World
- China

Section 6:
The Ancient World
- India



By Fiona Back

Contents

Teachers' Notes	4	Information Page	36
National Curriculum Links	4	Activity Page	37
SECTION 1: INVESTIGATING THE ANCIENT PAST			
Primary and Secondary Sources			
Information Page	6	Physical Features	
Activity Page	7	Information and Activity Page	38
Historical Inquiry		Key Groups and the Law	
Activity Page	8	Information Page	39
Historical Methods		Activity Page	40
Activity Page	9	Everyday Life	
Putting Things in Order		Information and Activity Page	41
Activity Page 1	10	Greek Myths	
Activity Page 2	11	Information and Activity Page	42
Activity Page 3	12	Beliefs, Values and Practices	
		Information and Activity Page	43
		Impact and Legacy of Ancient Greece	
		Information and Activity Page	44
		Activity Page	45
SECTION 2: THE ANCIENT WORLD - ROME			
The Roman Empire			
Information Page	14	SECTION 5: THE ANCIENT WORLD - CHINA	
Activity Page	15	Imperial China	
Physical Features		Information Page	47
Information Page	16	Activity Page	48
Activity Page	17	Physical Features	
Key Groups and the Law		Information and Activity Page	49
Information Page	18	Key Groups and the Law	
Activity Page	19	Information Page	50
Roman Inventions		Activity Page	51
Information Page	20	Everyday Life	
Activity Page	21	Information and Activity Page	52
Beliefs, Values and Practices		Beliefs, Values and Practices	
Information Page	22	Information Page	53
Activity Page	23	Activity Page	54
Impact and Legacy of Ancient Rome		Impact and Legacy of Ancient China	
Information Page	24	Information Page	55
Activity Page	25	Activity Page	56
SECTION 3: THE ANCIENT WORLD - EGYPT			
Egyptian Pharaohs			
Information Page	27	SECTION 6: THE ANCIENT WORLD - INDIA	
Activity Page	28	Significant People	
Physical Features		Information and Activity Page	58
Information and Activity Page	29	Physical Features	
Key Groups and the Law		Information and Activity Page	59
Information Page	30	Key Groups and the Law	
Activity Page	31	Information Page	60
Egyptian Inventions		Activity Page	61
Information and Activity Page	32	Everyday Life	
Beliefs, Values and Practices		Information Page	62
Information and Activity Page	33	Activity Page	63
Impact and Legacy of Ancient Egypt		Beliefs, Values and Practices	
Information and Activity Page	34	Information and Activity Page	64
		Activity Page	65
		Impact and Legacy of Ancient India	
		Information and Activity Page	66
SECTION 4: THE ANCIENT WORLD - GREECE			
Significant People			
		Answers	67-68

Teachers' Notes

This book has been specifically written for Year 7 students studying History and living in Australia. It contains six sections which are clearly linked to the National Curriculum.

The first section of this book will help students to understand the processes used by historians to study history. Students will examine a range of sources, primary and secondary, used by historians to inquire into, and find out about, the past. Furthermore, students will become aware of the nature of historical inquiry and the questions that historians ask when analysing sources. Students will also be exposed to scientific and other methods used by historians to investigate the past.

The second to sixth sections of the book explore, in depth, ancient Rome, ancient Egypt, ancient Greece, ancient China and ancient India. These sections encourage students to understand the earliest human communities and the way that these communities developed up until c. 650 CE, the end of the ancient period.

The activity sheets in this book are designed to engage students and help them to develop an appreciation for the important role that history plays in all of our lives.

Some of the skills that the activity sheets encourage the students to develop are: locating places, reading maps, creating timelines, sequencing historical events, analysing visual images, examining primary and secondary evidence, researching information and recording findings via Venn diagrams, T charts, mind maps, Y charts, time capsules and KWL charts.

The answers are listed at the back of the book to make it easy for the teacher.

National Curriculum Links

Historical Knowledge and Understanding

ACDSEH001 & ACDSEH129 – Investigating the ancient past
ACDSEH002, ACDSEH032, ACDSEH033, ACDSEH129 – Egypt
ACDSEH003, ACDSEH035, ACDSEH036, ACDSEH130 – Greece
ACDSEH004, ACDSEH038, ACDSEH039, ACDSEH040, ACDSEH131 – Rome
ACDSEH005, ACDSEH041, ACDSEH042, ACDSEH043, ACDSEH132 – China
ACDSEH006, ACDSEH044, ACDSEH045, ACDSEH046, ACDSEH133 – India

Historical Skills

ACHHS205 & ACHHS206 – Chronology, terms and concepts.
ACHHS207 & ACHHS208 – Historical questions and research.
ACHHS209, ACHHS210 & ACHHS211 – Analysis and use of sources.
ACHHS212 – Perspectives and interpretations.
ACHHS213, ACHHS214 – Explanation and communication.

Primary and Secondary Sources

Historians use primary and secondary sources to find out about the past. It is important to learn about the past because the past helps us to understand the world in which we live today.

Primary Sources of Evidence

The name primary source is given to anything which was created at the time an event happened. As people record the events that happen in their lives, primary sources are created. A primary source is created every time you take a photograph, send an email or write in your diary. Objects and human remains left behind from the past are also primary sources. Primary sources record how people lived in the past; what they did in their every day lives and their greatest achievements.

All of the following can be primary sources:

- Maps
- Sound recordings
- Diaries
- Photographs
- Works of art (e.g. wall paintings)
- Videos and films
- Preserved bodies (fossils)
- Letters / emails
- Tombs
- Newspapers
- Clay tablets
- Inscriptions
- Artefacts

Secondary Sources of Evidence

History can also be recorded by secondary sources. These are second-hand accounts of events that are created after primary sources. There are often many copies available of secondary sources. Secondary sources can differ in their perspective of an historical event.

All of the following can be secondary sources:

- History textbooks
- Biographies
- Published diaries
- Movies of historical events
- Copies of ancient texts
- Music recordings
- Photographs

When Is a Primary Source Not a Primary Source?

You may have noticed that some things are on both the lists of primary and secondary sources. This isn't a mistake. The difference between a primary and secondary source is often determined by how they were originally created and how long after the event they were created.



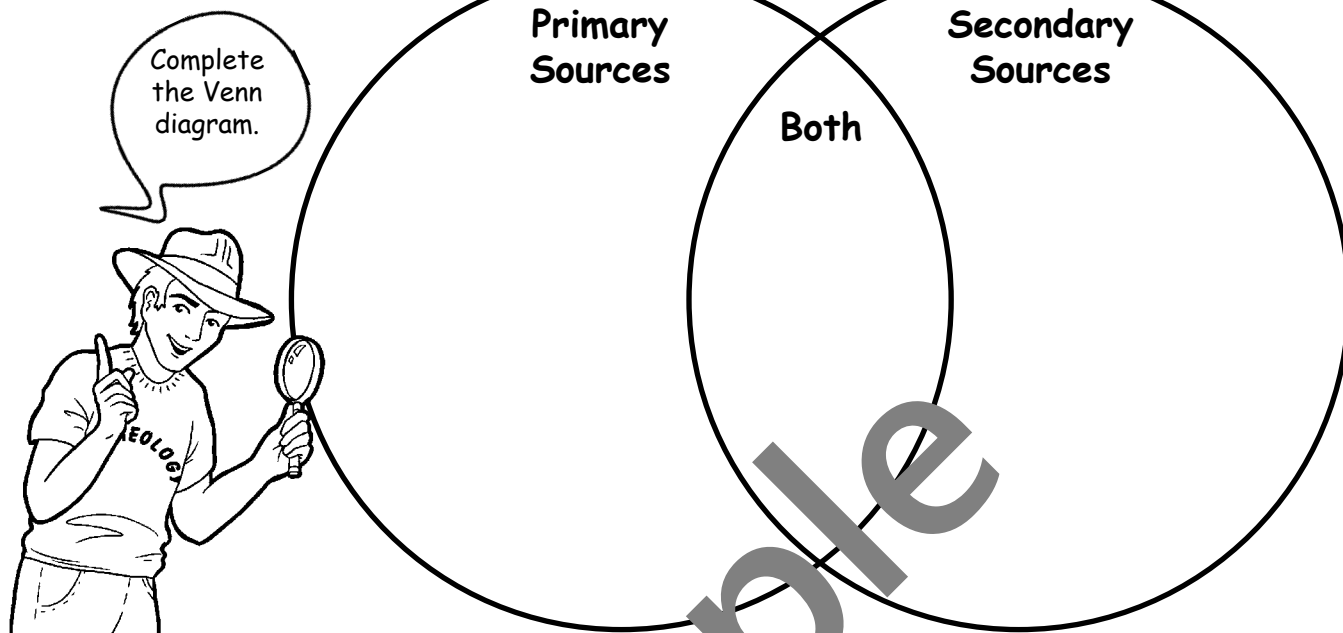
Activity

Primary and Secondary Sources



It is important to be able to distinguish between primary and secondary sources.

- ☐ After reading the information on page 6 complete the Venn diagram by listing historical sources in the correct circle.



- ☐ Think of three events in your life that make up your personal history. Draw and label one primary source and one secondary source from each event. (E.g. Event = your birth. Primary source = birth certificate. Secondary source = oral recount of event some time after.)

Event	Primary Source	Secondary Source
Event 1		
Event 2		
Event 3		

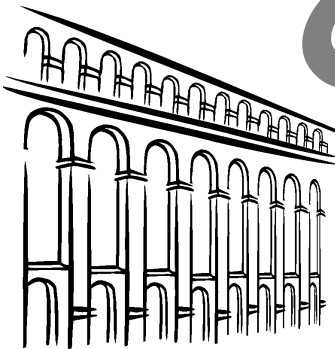
Impact and Legacy of Ancient Roman

The ancient Romans have affected our lives today.

Each civilization that has lived on Earth has had an impact on the rest of the world's development. The Romans have impacted on today's western civilizations in many ways. To start with, without the Romans we would not have had an example of a working legal system in society. The Romans also developed democratic government practices and created many laws which are the foundation of our laws today. The idea of "innocent until proven guilty", which underlies the Australian criminal justice system, came from the ancient Romans.

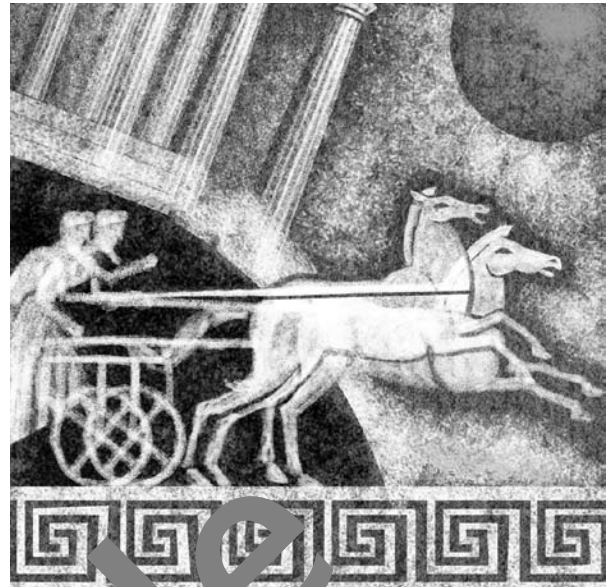


Another way in which the Romans have influenced today's society is through their language. Many words in the English language are based on ancient Roman Latin.



The Romans were excellent builders, engineers and town planners. The Romans invented concrete as a building material and developed

the arch to bare enormous loads. This enabled them to make further architectural developments. For example, the Romans created the dome roof first seen in the famous Roman Pantheon. This design has been copied many times since. The famous White House in Washington DC and the Taj Mahal in India are both examples of the Roman dome. The Romans also invented



aqueducts which are piping systems for transporting water. Modern day plumbing is based on these systems.

In sports, the Circus Maximus, a race track that chariots raced on, and the Colosseum, are still copied for just about every stadium design in the world.



Roman roads also changed how the world travels as their basic design is still copied today. Roman roads were the forerunners of the modern highway.

Figures in Roman history such as Julius Caesar and warrior gladiators, have become legendary figures known throughout the modern world. For example, the movie *Gladiator* starring Russell Crowe made millions of dollars at the box office. Millions of people also visit Rome each year to see the Colosseum, the Roman Forum and many other Roman artefacts.



Activity

Impact and Legacy of Ancient Rome

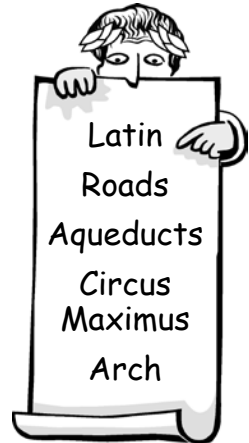


The ancient Romans have affected our lives today.

- ☐ After reading page 24 write a newspaper report on the back of this sheet about how ancient Roman life has influenced Australian society today. Make sure you include the words in the scroll in your article.

Article starters:

- a)** Archaeologists' have recently discovered that ...
b) Plans for a new city based on ancient Rome have been ...
c) Old inventions help build modern cities!

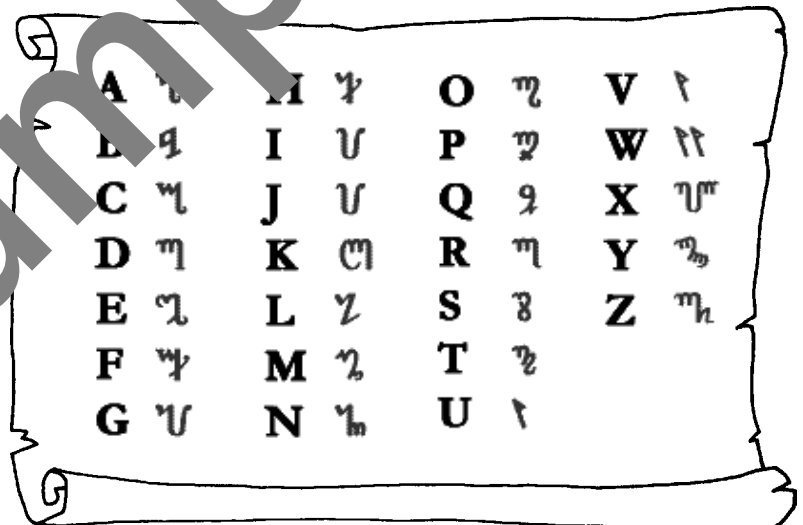


A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

The Latin alphabet, also called the Roman alphabet, is the most widely used alphabetic writing system in the world today. Fill in the chart above using the Roman alphabet which is shown in the scroll below.

- ☐ Write down five things Roman, using the Roman alphabet for your friend to decipher.

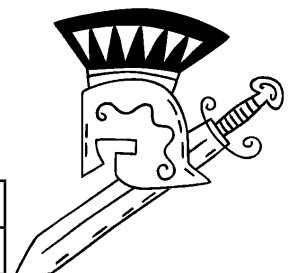
- _____
- _____
- _____
- _____
- _____



Research Task - The Life of a Gladiator

- ☐ Use your research skills to find out exactly what a gladiator did. Was he a free man? Did he get the glory? What was his life expectancy? Use a KWL chart like the one below to identify what research you will need to do. Think of at least three questions of your own to research.

What I Know	What I Want to Know	What I Learned



- ☐ Record your research in your own words. Write your notes in point form then write a report in your exercise book summarizing the life of a gladiator.

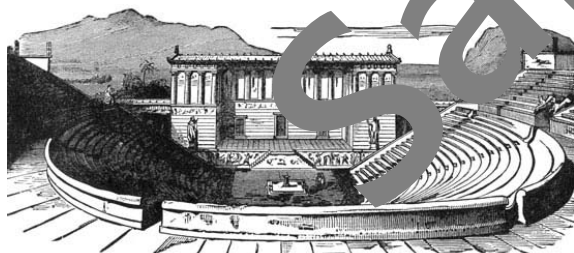
Everyday Life

The ancient Greek civilization was full of culture.

In ancient Greece, theatre and thinking, in the form of philosophy and literature, were all treated with a great deal of respect. Crowds of up to 15,000 people would gather just to see a play. Think of it like the crowds at a music concert today. The arts were so important that prisoners would be released temporarily to attend a show!



Playwrights were highly regarded and the ancient Greeks held many competitions to seek out playwrights and performers. Sophocles was a famous ancient Greek playwright who wrote at least 120 plays. The Greeks built enormous outdoor theatres on hillsides, known as amphitheatres where the plays were staged. The Greeks designed the theatres so that everyone could see what was happening on stage.



Theatre of Segesta, Restored. Public Domain <http://karenswhimsy.com/>

Plays were mostly written and performed to honour the gods. The main god who was honoured was Dionysus, the god of harvest and wine. There were three types of plays that were written:

Tragedies: the main character usually suffers a disastrous end.

Comedies: the ending is happy and there are many jokes throughout.

Satires: human legends are mocked. In ancient Greece, you did not poke fun at the gods - not in a play, not in real life, not ever.

But you could poke fun at your leaders. Satires in ancient Greece were often written about political topics and were designed to affect people's opinions about current events.

In literature the Greeks greatly believed in creating stories about their gods and mythical creatures. A man named Homer wrote down and collected many of the ancient legends. He put the collection of stories in a book called *The Odyssey*. This book is still available in book shops today.



The Greeks also valued great thinkers, whom they called philosophers. Socrates was a famous philosopher

whose saying, "The only true wisdom is in knowing you know nothing" is widely quoted today. Aristotle is another famous philosopher who is widely quoted today. One of his famous sayings is, "We think in pictures. If you wish to change what you think, change the picture".

The Parthenon in Athens is just one of many buildings which shows off the Greeks' skills in architecture. The Greeks used three different types of columns to construct their mighty buildings: the Doric, Ionic and Corinthian. Today these columns are used on buildings all over the world. You may even have them in your home.

.....
Complete the questions on the back of this sheet.

1. Look at the famous quotations by Socrates and Aristotle. What do you think they mean?
2. What is an amphitheatre?
3. Name and describe three types of plays that were written and enjoyed by Greeks.
4. Who was Homer and what was he famous for?
5. What is the Parthenon?



The Greeks believed in many myths which were passed on through plays and by the written word.

- ☐ Below is the myth of King Midas. Read the myth and answer the questions.

King Midas was known throughout the land as a generous man who ruled his Kingdom in a fair way, but he was often quick to speak before he thought about his words. One day, while walking in his castle grounds, he saw a mythical creature, half man, half beast sleeping without permission in the garden beds. Feeling sorry for the creature, the King decided to let him go without punishment. Later, King Midas was granted one wish by the god Dionysus for his kind actions. The King did not think for long before saying, "I wish for everything that I touch to turn to gold".



Wikimedia Commons

Soon everything that King Midas touched did indeed turn to gold. The problem was that every time he tried to eat, his food turned to gold. He grew thin and hungry, his water also turned to gold and he grew thirsty. To make matters worse he longed to hold his beautiful daughter in his arms, one day he accidentally touched her and she too turned to hard, cold gold.

King Midas realised that his whole kingdom would turn to gold. He could not stop his wish. He asked Dionysus to take back his wish. Dionysus took pity on him as he knew the King had a good heart. Instantly, everything that King Midas had touched turned back to normal. King Midas was much poorer than he had been, but richer in the things that mattered to him.

Questions

1. Why did Dionysus reward King Midas?

2. Highlight the correct answer, King Midas was:

- a.) grumpy and sad b.) kind and caring
c.) mean and cruel

3. Highlight the correct answer, which of the following did not turn to gold?

- a.) his daughter b.) himself
c.) the flowers in the garden d.) Midas's food

4. What did King Midas wish for when Dionysus granted him one wish?

5. In the end what did King Midas ask Dionysus to do? _____

6. If someone is said to have 'the Midas touch' what does that mean?

7. When everything went back to the way it was before the Midas touch, why did King Midas feel that, though he had lost wealth, he had gained what really counted?

Activity

Key Groups and the Law



Social structures helped to establish the relationships between different groups in ancient China and affected the laws there.

- ☐ Draw a diagram to represent the structure of society in ancient China.



- ☐ Order the class levels of Chinese society from highest to lowest.

The Nong The Gong The Shong The Shi

1. _____ 2. _____ 3. _____ 4. _____

- ☐ What weapons did the ancient Chinese military use?

- ☐ Draw a picture showing what you think The Shi would have worn.

- ☐ Draw a picture showing what you think The Nong, Gong and Shong classes would have worn.

Draw a Floor Plan

- ☐ After reading the information on page 50 imagine that you are an architect in ancient China. Draw a floor plan of what a wealthy homeowner's house would have looked like. Include a storeroom in your plan and the type of animal meat stored there. Use the back of this sheet.

Challenge



- ☐ Feudalism was the system of government in ancient China. Use your research skills to find another country or period of time when Feudalism was present.

Everyday Life

The ancient Chinese were very inventive people who loved art, music and poetry.

Chinese art mainly focused on scenes from nature. The Chinese used fine brush strokes to create beautiful scenes from the Chinese landscape. Sometimes people were depicted in drawings going about their daily lives.

Calligraphy was an important part of art in ancient China. Scrolls were created by artists who included beautiful landscape scenes and poetry written in calligraphy.

Music was another important form of art in ancient China. Confucius maintained that music was one of the basic needs of life as it could create feelings of peace and harmony. Tombs of the wealthy and the Emperors often included models of musicians so that they could be entertained in the afterlife.



The guqin was the most popular ancient Chinese instrument.

Poetry was considered the most important form of literature. Intellectuals studied poetry, believing it to contain important messages for life. Philosophers closely followed the content of a book entitled *The Book of Changes*. This book influenced the way in which people thought about life and medical theories.



Chinese porcelain plate
Wikimedia Commons

The ancient Chinese invented the compass, the wheelbarrow, suspension bridges, the rudder for ship navigation, row crop farming, mechanisms for clocks, deep drilling for natural gas, paper, porcelain and silk. Today the Chinese are the producers of billions of products.

Complete the following on the back of this sheet:

- ☐ Draw and colour an ancient Chinese invention.
- ☐ Write a cinquain poem about an ancient Chinese invention.
A cinquain poem has five lines:

Line 1 consists of one word (the title):

Tree

Line 2 consists of two words that describe the title:

Strong, tall

Line 3 consists of three words that describe the action:

Swaying, swinging, sighing

Line 4 consists of four words that express the feeling:

Memories of summer

Line 5 consists of one word that recalls the title:

Oak

- ☐ Try to find a theory from *The Book of Changes*.

- ☐ Have a go at writing Chinese characters by copying the numbers 1 – 5 below.

Number	Chinese character	Your go	Pronunciation
1	一		yee
2	二		Uhr
3	三		Sahn
4	四		suh
5	五		woo