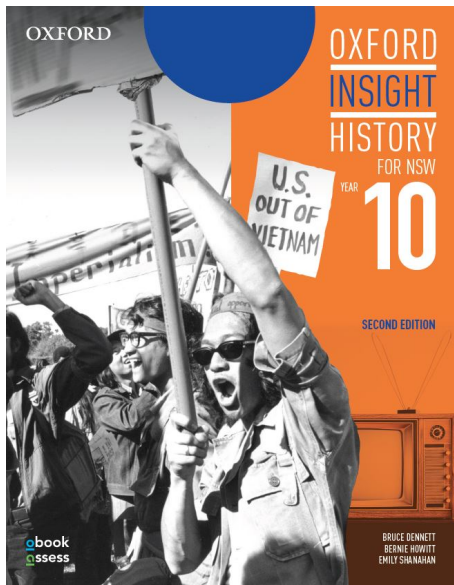
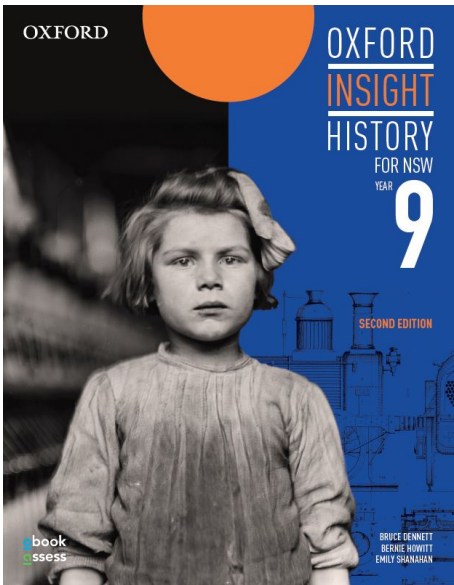
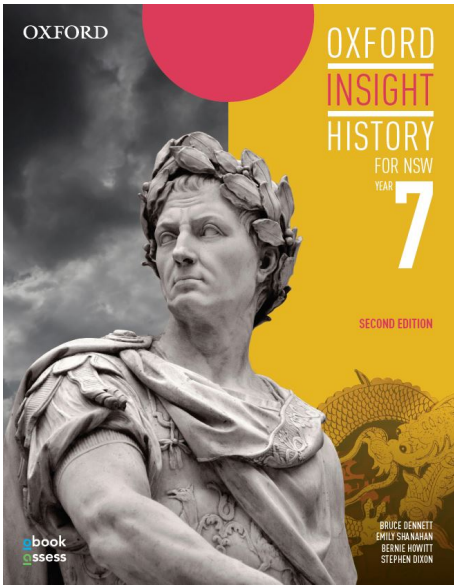


11 August 2020
Stages 4 & 5 History
Professional Development Workshop

**Using the events of
2020 to make History
relevant for students**

Presented by Bernie Howitt





We're
leading
the way

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Agenda

1 Writing a new edition in 2020

2 New and updated content

3 How do we help our students succeed in History?

4 Overview of *Oxford Insight History for NSW*

5 Questions

Q&A

Please post questions in the 'Q & A' section as we talk and we will respond to them during the question time section at the end of the webinar.

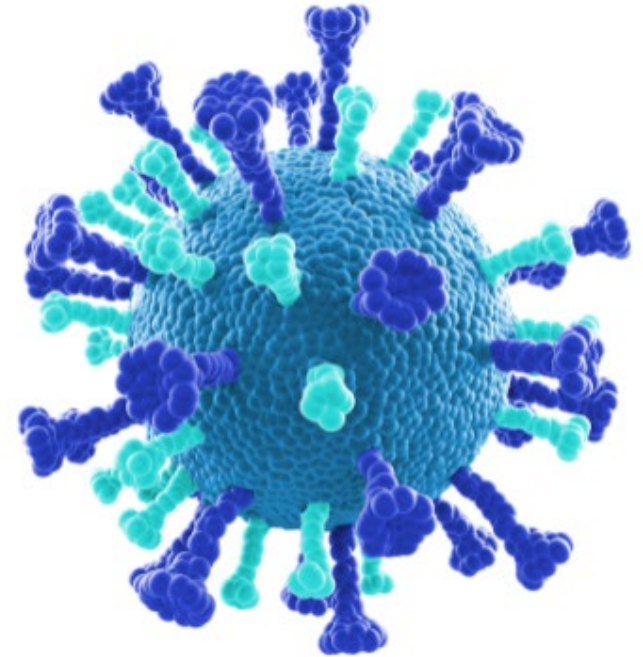
Writing a new edition in 2020: Step 1

- Start a syllabus check of the current edition in late December into January.
- Couldn't go outside because of bushfires and massive smoke danger.
- The 2019/20 Summer of Bushfires was becoming part of our history.



Writing a new edition in 2020: Step 2

- March to May: start serious updating of chapters and writing case studies.
- Couldn't go outside because we were moving into lockdown.
- The 2020 COVID-19 pandemic was becoming part of our history.



Writing a new edition in 2020: Step 3

- By the time I started going through the first round of edited manuscripts from the publisher in May/June, I could tentatively go outside.
- The death of George Floyd on 25th May sent shockwaves around the world that had to be acknowledged.
- #BlackLivesMatter was becoming part of our history.

#BlackLivesMatter

7

Writing a new edition in 2020

- It's important to note that at no time were we trying to write the history of 2020. That will be for another time and place.
- But we realised that not including the events of 2020 would be like publishing a History book in 1944 and not mentioning the war. Students are entitled to ask, 'Can't History help us make sense of our world?'



Writing a new edition in 2020

The goals for this new edition became:

- To acknowledge the extraordinary events of 2020 and place them in a historical context that will help students make sense of a year that will be a reference point for the rest of their lives.
- To make History an enjoyable and stimulating subject in the classroom.
- To ensure that students see History as a continuum from Year 7 to Year 12, and have the opportunity to develop the appropriate knowledge, skills and understanding.

Writing a new edition in 2020

- The new edition is not simply about gratuitously including a few 2020 dates.
- New scholarship and ideas are constantly informing the way we view the content of various syllabuses.



New and updated content

We were able to integrate the knowledge and experience that students will be bringing into the classroom right across the series, including:

- Year 7 Investigating the Ancient Past
- Year 8 The Black Death in Asia, Europe and Africa
- Year 9 The Industrial Revolution, Progressive Ideas, Making a Nation
- Year 10 Rights and Freedoms, Popular Culture, The Environment Movement

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New and updated content

Year 7 Investigating the Ancient Past

- 2019: addition of Indigenous aquaculture site – Budj Bim Cultural Landscape – to World Heritage List.



- Bill Gammage (*The Biggest Estate*) and Bruce Pascoe (*Dark Emu*)

New and updated content

Year 8 The Black Death in Asia, Europe and Africa

- Connections between the Black Death and the COVID-19 pandemic.



New and updated content

Year 9 Making a Nation

- The body of evidence and scholarship re-examining the notion of *terra nullius*.
- Bill Gammage and Bruce Pascoe's work in challenging the idea of an 'empty land'.
- Evidence of Indigenous agriculture and land management:
 - regular fire-stick burnings
 - the 'Aboriginal grain belt' (*Dark Emu*)

New and updated content

Year 9 Making a Nation

- Would your Year 9 students say there has never been slavery in Australia?
- Case study: Mal Meninga and his search to understand his South Sea Islander ancestry.

Year 9 Progressive Ideas and Movements: Capitalism

- Case study – are we seeing the end of capitalism? Is this being accelerated by ‘external shocks’, such as the one we are living through now?

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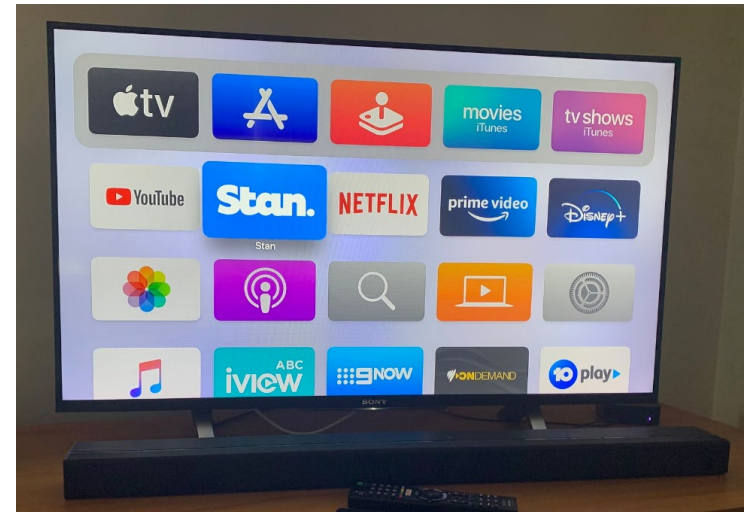
New and updated content

Year 10 Rights and Freedoms

- #BlackLivesMatter

Year 10 Popular Culture

- Reappraisal of Chris Lilley's work after recent controversy.
- Changes in the way we access popular culture – the last edition arrived at the same time as Netflix!



New and updated content

Year 10 The Environment Movement

- The bushfires of 2019/2020 affected most of the state and will become another reference point in the lives of NSW students.
- Environmental implications of COVID-19 pandemic.



New and updated content

Year 10 The Environment Movement

- Case study: Thunberg vs Trump, Davos 2020



'No political ideology of economic structure has been able to tackle the climate and environmental emergency and create a cohesive and sustainable world.'



'This is not a time for pessimism. This is a time for optimism. Fear and doubt is not a good thought process because this is a time for tremendous hope and joy and optimism and action.'

How do we help our students succeed in History?

Extracts from the 2019 Modern History examiners' comments

Avoid giving a narrative

Use specific detail to support their response

Focus on answering the question, not just writing everything they know related to the content point

Make explicit reference where a source has been used

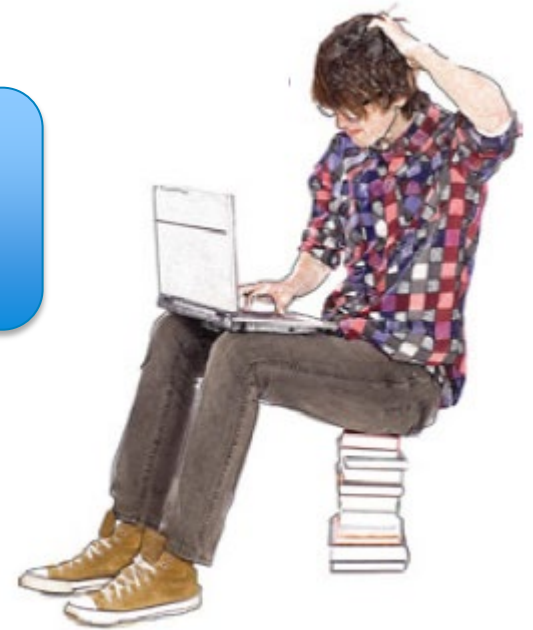
Make clear and direct links

How do we help our students succeed in History?

- The age of rote learning is over!
- We have to teach our students to

THINK FOR THEMSELVES

- The way to do this is through developing their understanding of the historical concepts and skills.



Historical skills and concepts: Stages 4 and 5

Skills

Comprehension: chronology, terms, concepts

Analysis and use of sources

Perspectives and interpretation

Empathetic understanding

Research

Explanation and communication

Concepts

Continuity and change

Cause and effect

Perspectives

Empathetic understanding

Significance

Contestability

Historical skills and concepts: Stage 6

Skills

Analysis and use of sources

Historical interpretation

Historical investigation and research

Explanation and communication

Concepts

Causation

Continuity and change

Perspectives

Significance

Contestability

Year 7: Introducing Contestability

The Gwion Gwion rock paintings – different interpretations

SPOTLIGHT

CONTESTABILITY

The Gwion Gwion rock paintings have been interpreted in different ways by historians, even though they are examining the same evidence.

SPOTLIGHT

CONTESTABILITY

The Gwion Gwion rock paintings have been interpreted in different ways by historians, even though they are examining the same evidence.

The Gwion Gwion or Bradshaw rock paintings

The Gwion Gwion or Bradshaw rock paintings are located in Western Australia's Kimberley region. Gwion Gwion is the name local Aboriginal people use for the area. A European cattleman, Joseph Bradshaw, spotted the paintings in 1891 while looking for land for his animals. He noticed that they were quite different from other Indigenous art he had seen. In fact, he said, '[l]ooking at some of the groups, one might think himself viewing the painted walls of an Egyptian temple!'

Thermoluminescence dating indicates some of the paintings could have been made 17 000 years or more ago. Some experts think they are three times as old. They are dispersed over what scientists think could be up to 100 000 sites. Scholars contest who created these paintings. Many insist they were painted by ancient Indigenous people. Some argue that they reveal evidence of a farming culture, perhaps an ancient Asian culture pre-dating the last glacial.

The amateur archaeologist Grahame Walsh, who has studied these paintings in detail over a long time, holds this latter view. Some argue that his position is racist. His claims have upset some Aboriginal groups and are strongly contested by some academic scholars.

1.7 SOURCE STUDY

The Gwion Gwion or Bradshaw rock paintings

Source 7

... And the first site, I actually went to with a traditional owner. I knew it was a deeply religious ... experience to go there. As he approached the site he'd stop and he'd talk to stones – just boulders. Then I heard him mention my name ... He was giving my background to the Wandjinjas [creator spirits of some Indigenous groups, which were believed to bring rain], as it turned out. Wandjina art ... [is] relative to living cultures of today, so it's the art that was practised at the time of European contact ... the Bradshaw art represents a culture of an unknown, vastly different time and different resources.

Grahame Walsh,
www.abc.net.au/austory/transcripts/6696261.htm

Source 8 An example of the Gwion Gwion or Bradshaw rock paintings. Some depict people with hair decorations, tassels and perhaps clothing. Some depict boats with rudders.



Source 9

'No', they said 'no'. That was human long, long time before our time. But we can't tell the truth because we don't know they said. Not any Aborigines in the Kimberley know about Bradshaw painting.

Billy King, Ngarrinyin Elder, www.abc.net.au/austory/transcripts/6696261.htm

Source 10

... I, as an academic, would certainly say that we have two distinct groups of styles of art. I wouldn't doubt that both were painted by Aboriginal people ... Grahame does certainly genuinely believe that he's recording the art and he's interested in its conservation, preservation, and all else is outside it. But living in Australia in these years, that's just about impossible. In an area where there are land claims, where there are traditional Aborigines still living, I think to say that nothing else impinges [has an impact] is an impossibility. And a bit naive, and a totally different world to say, [the one] we were both living in when I met him in the 1960s.

John Mulvaney, http://www.abc.net.au/austory/transcripts/6696261.htm

Source 11

Well, this, they call them Bradshaws, but by right it's Gwion Gwion. That's the figure – that word now people used to call them before white man came. Gwion Gwion. The people put it up there – our great, great ancestors, before you know. Through the past generation that picture was there before any European people came, and then they pass them from generation to generation. And now it's with us, in the 20th century.

Denny Woolagoodja a Warwa man from Mowanjum, in the far north-west of the Kimberley, http://www.abc.net.au/dimensions/dimensions_in_5m9e/Transcripts/6578480.htm

Source 12

An indication of the types of boats that were used by Aboriginal people during the peak of the ice age can be gained from the ancient Kimberley rock paintings known as Bradshaw or Gwion Gwion art ... The Bradshaw paintings include graceful images of people, often with bent knees, long head-dresses, and decorative adornments, and commonly holding boomerangs or other objects ... The dancers in a corroboree photographed at Pago (in the north Kimberley, near Kalumburu) during the 1930s are strikingly similar to those shown in Bradshaw paintings ... It therefore seems reasonable to conclude that the Bradshaw people were among the ancestors of modern Aborigines ...

Dr Phillip E. Playford,
Aboriginal Art and Culture in the Kimberley and Adjoining Areas. A Historical Perspective, http://www.kimberley.society.org/past06.html, 2 April 2008

INTERPRET

- 1 What is Grahame Walsh's view about the origins of these paintings? Why does he have this opinion?
- 2 Denny Woolagoodja contests Walsh's view. What is his perspective on the paintings?
- 3 What evidence does Dr Phillip Playford use to support a view that the people in the Gwion Gwion or Bradshaw paintings were the ancestors of Aboriginal people?
- 4 Source 10 is a quote from John Mulvaney.
 - a What is his perspective on this issue?
 - b As a class, discuss why he might say that Walsh is being a 'bit naive'.
- 5 What is Billy King's perspective?
- 6 Discuss the value of each perspective in this source study. Discuss the value of each perspective presented in this source study.

Year 8: Perspectives

- Understanding perspectives (and pandemics) through the Black Death

SPOTLIGHT

PERSPECTIVES

Religious beliefs were significant in shaping the outlook of people in medieval Europe. While today the Black Death is viewed as a medical situation, the perspective at the time was that it was a punishment from God for sinful ways.

SPOTLIGHT

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tithe
a tax paid to support the Church and clergy (equivalent to one-tenth of a person's annual produce or earnings)

excommunicate
to officially exclude a person from being part of the Catholic Church community and all that this entailed from a spiritual point of view (e.g. being able to participate in communion, confession)

15.4 THE POWER OF GOD IN MEDIEVAL EUROPE

KEY CONTENT

In this topic you will:

- outline what people in Europe believed about religion and the power of God in this period.

The Catholic Church, headed by the pope in the Church's headquarters in Rome, was a powerful body in medieval Europe. Because the authority of the Church was seen to come from God, people regarded it with great fear and respect. Most people in Europe were Christians. Church teachings were therefore widely accepted and followed.

The control of the Church

The Church was important in the lives of medieval Christians from birth to death. People learnt from early childhood (through their parents, local priests and others) how the Church expected them to behave, and what they should believe. This influenced their day-to-day behaviour. For example, an unbaptised person could not go to heaven, and unmarried couples living together were considered to be sinful. Baptisms, marriages and burial services all happened in a church in medieval Europe.

All these services had to be paid for. By acquiring land and by collecting the **tithe** and payments from the people, the medieval Church became very wealthy. It did not have to pay taxes.

As head of the Catholic Church, the pope had great influence and had the power to **excommunicate** sinners. This was a frightening punishment for medieval Christians. Excommunicated people could not go to church, and it was believed that this meant when they died their souls would end up in hell.

Religious festivals and feasts were held throughout the year, and people's lives typically revolved around the activities of the village or town church. For many, especially those who lived short, difficult lives, the Church's teachings were a great comfort. For those who believed that they might be punished or that hell might be their fate after death, those same teachings would have been a source of fear. Carvings such as the one shown in Source 18 were constant reminders of a terrible afterlife to be avoided.



Source 18 This scene of demons tormenting souls in hell decorated a wall in Bourges Cathedral, which was built in France in the late twelfth century.

THINK, PAIR, SHARE

Think about the threat of demons in Source 18 and how this would have influenced or controlled people in society.

Discuss your ideas with a partner.

Share your thoughts with the class.

15.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Why did medieval Christians fear being excommunicated?
- 2 Name two ways in which the medieval Church acquired wealth.
- 3 Name three ways in which the Church's teachings or practices helped to influence how people lived their lives.

APPLY AND ANALYSE

- 4 Why do you think the Church became so powerful in medieval Europe? Include at least one economic and one social reason.

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Year 9: Negotiating contestability

- *Dark Emu* – Bruce Pascoe’s re-examination of colonial accounts of Australia’s First Peoples, contesting previously held beliefs.

4A

WHERE DID EUROPEANS SETTLE IN AUSTRALIA AND WHAT WERE THE EFFECTS OF CONTACT WITH INDIGENOUS PEOPLES?

colony
an outpost set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

Industrial Revolution
a period driven by the development of steam power where new methods of transport and production changed the way people worked and lived

SEE, THINK, WONDER
Look at Source 1.
What do you see?
What do you think?
What do you wonder?

4.1 THE ESTABLISHMENT OF EUROPEAN SETTLEMENT IN AUSTRALIA

KEY CONTENT

In this topic, you will:

- outline the essential background to the topic of the making of the Australian nation.

The British Government established colonies in Australia for a range of reasons. One was to provide a place of punishment for many of the convicts in Britain’s overcrowded jails. The dramatic increase in the number of criminals was largely a consequence of Britain’s changing economy and society during the Industrial Revolution. After Britain lost control of some of its colonies after the American War of Independence in 1783, it needed a new place to send its growing convict population. In addition to this, the Australian colonies would become a great source of wealth and raw materials for British government and industry, providing timber and flax for shipbuilding, and then wool, minerals and grains later on.

The process of European settlement in Australia was gradual. The first permanent European settlement was the penal colony at Sydney Cove, established after the arrival of the First Fleet in 1788. The fleet’s commander, Captain Arthur Phillip, became the governor of Britain’s first colony in Australia – New South Wales. Over the next century, other colonies were established around the continent. Settlers followed explorers, and convict societies gradually developed into free settlements.

The arrival of the European colonisers

The 11 ships of the First Fleet arrived in Sydney Cove on 26 January 1788 after an eight-month voyage. They brought over 1500 people to this ‘new world’, including more than 700 convicts, as well as officers, marines, ships’ crew and their families.

These first settlers found survival difficult. They had arrived in the height of summer, and were unused to the harsh climate and conditions. Most had come from urban rather than rural backgrounds. In its first two years, the colony came very close to collapsing through starvation, inadequate shelter and a

lack of appropriate equipment. The year 1790 saved the young colony, but time was short. Government farms were established (later renamed Parramatta), and after support the New South Wales population grew.

Terra nullius

For most of the 20th century it was taught in schools, that Australia had been free of Europeans. The concept of *terra nullius* (Latin for ‘land belonging to no one’) was used as a justification for the colonisation of Australia. In fact, Australia had been occupied by Indigenous peoples for at least 60000 years before the arrival of the first Europeans.

In the 1970s, Henry Reynolds, and then other historians, challenged or contested the traditional view that Australia had been an ‘empty land’, inhabited with few people, and that British colonisation had been peaceful. He pointed to the violence that had been a feature of the Australian frontier from Sydney to Perth and from Hobart to Darwin as Indigenous peoples fought to defend their homelands.

In recent times, non-Indigenous Australia has finally come to accept the fact that European Australians are the newcomers, who made their homes on land that originally belonged to someone else. This was assisted by the High Court’s 1992 Mabo Decision, which overturned *terra nullius*, but confirmed Britain’s sovereignty over Australia since 1788.

Historian David Day has described European Australians as a ‘supplanting society’ (see Source 4); that is, a society that takes over the lands of another and supplants or replaces them as the group in control.

The work of Indigenous Australian author Bruce Pascoe, particularly with his 2014 book *Dark Emu*, has also helped reveal the complexity of the colonial view of Indigenous Australia. By examining the accounts of the early white explorers, *Dark Emu* uncovers clear evidence of the highly developed agricultural practices of Indigenous peoples in Australia.

The ignoring of Indigenous achievement to justify the fiction of *terra nullius* is set to become a highly contested aspect of 21st-century Australian history.

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Source 2 A view of Government Farm at Grose in New South Wales, 1791

terra nullius
a Latin term meaning ‘land belonging to no one’ or ‘empty land’



Source 3 A cartoon that reflects the reality of European settlement in Australia – the land did in fact already belong to Indigenous peoples.

SPOTLIGHT

COMPREHENSION

Understanding key terms in their context is crucial to historical understanding. Reflect on why understanding the term ‘supplanting society’ is necessary to understand the impact of European occupation on Indigenous peoples in Australia.



Source 1 Detail from a painting depicting the founding of the first penal colony at Sydney Cove

Year 10: Learning to understand significance

- Considering popular culture in a historical context

SPOTLIGHT

SIGNIFICANCE

It is crucial to consider historical context when making decisions about significance. In 1956, it would have been difficult for a historian to see the introduction of rock 'n' roll and television to Australia as significant. By the twenty-first century, the historical significance of both was clear.

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8B

WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY?

8.3 THE ARRIVAL OF ROCK 'N' ROLL AND TELEVISION

KEY CONTENT

In this topic, you will:

- explain ways in which Australia in the 1950s was influenced by American culture.

SPOTLIGHT

SIGNIFICANCE

It is crucial to consider historical context when making decisions about significance. In 1956, it would have been difficult for a historian to see the introduction of rock 'n' roll and television to Australia as significant. By the twenty-first century, the historical significance of both was clear.

Great Depression, the period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

Source 1 A rock 'n' roll dance in the Manly RSL.



It is difficult to imagine life today without rock music and television. Both rock music and television had their origins in the United States, and both became major vehicles for social and cultural change in Australia. Both allowed the transmission of US popular culture in a more direct way than film or the visits of US troops during World War II had been able to do.

In cultural terms, you can make an argument that 1956 was a year that the country changed, but that is a perspective that could only have been established in later decades.

Rock 'n' roll arrives in 1956

Sydney newspaper *The Sun* reported on 21 June 1956 that 'rock and roll raised no more than a flutter' in Australia, and many adults thought rock music was just a fad that would quickly die out. Yet six months later, rock music had become part of the cultural environment. In that year, Elvis Presley's 'Heartbreak Hotel' was released, and Bill Haley's 'Rock around the clock' broke sales records when it sold 175 000 45s and 78s (vinyl records that spun on a turntable at 45 and 78 rpm - revolutions per minute). Twelve-thousand LPs (long-playing records) were also sold.

There is no doubt that rock 'n' roll changed Australia in the 1950s. Teenagers had a different outlook from the earlier generations that had experienced the **Great Depression** and World War II. Attendance at rock music concerts became a symbol of the enthusiastic adoption of US popular culture. For teenagers, it also signalled a break with their parents' generation. When artists such as Johnny O'Keefe, Col Joye, Betty McQuade and Lomile Lee absorbed these influences, so did their fans. The arrival of rock music set off the start of social change in Australia. It also led to the development of original contributions to Australian culture by Australian songwriters and performers.

Introduction of television in 1956

Television in the United States was critical in exposing rock music to a national audience. By 1956, teenagers across the United States could see Elvis Presley perform on nationally broadcast shows such as *The Ed Sullivan Show* and *The Milton Berle Show*. In a country the geographical size of Australia, television had the same potential to influence popular culture, but the much smaller population in Australia delayed the adoption of the new technology. Political disputes about the broadcast model to be used also delayed its introduction. It was finally decided that Australia would

have a joint government (the British model) and private structure (the US model) for the introduction of television.

The Melbourne Olympic Games in November 1956 were the catalyst for the introduction of television. Both public and private stations were operating in Sydney and Melbourne in time to televise the games, and by 1960, Brisbane, Adelaide, Hobart and Perth all had television stations.

Like many new technologies, television sets were initially expensive. In 1956, a new set cost over \$400 at a time when the average weekly wage was just over \$30 a week. As a result, it is estimated that only about 5 per cent of Melbourne and 1 per cent of Sydney households had a television by 1960. In the first few years of television in Australia, many people could only see television by watching sets in stores.



Source 2 A family watches a television lounge in a department store in Sydney on 24 November 1956.



Source 3 The 1956 Melbourne Olympics was one of the main motivating factors for the introduction of television in Australia. The games were broadcast as a test transmission by all three television stations operating in Melbourne at the time. This photo shows Betty Cuthbert anchoring Australia to win the women's 4 x 100m relay final.

STRANGE BUT TRUE

After Elvis Presley's appearance on *The Milton Berle Show*, performing 'Hound Dog', United States authorities banned the filming of Elvis below the waist because of his suggestive dance movements.

8.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- Identify the songs by Elvis Presley and Bill Haley that signalled the arrival of rock 'n' roll in Australia.
- When was television first broadcast nationally in Australia?
- In which year did all Australian state capitals have television stations?

APPLY AND ANALYSE

- As a class, discuss the suggestion that 1956 was a significant year for popular culture in Australia. Summarise three key points from the discussion.

EVALUATE AND CREATE

- Script a discussion between a father and daughter watching Elvis Presley performing on *The Milton Berle Show* in the US in 1956. Ensure the discussion reflects the social and cultural context of 1956. Then, in pairs, act out your scripts.

GO DEEPER

- A television in 1956 cost roughly 13 times the average weekly wage. Find out the current average weekly wage for a full-time adult worker and use this figure to calculate the equivalent cost of a television in today's terms. What does this tell you about access to television in Australia today?

An example from Stage 6 (*Key Features of Modern History 1*)

- Understanding today

SOURCE 7

We have to make ourselves uncomfortable to be able to make everyone else uncomfortable to initiate change, because if we're all comfortable, nothing is going to change.

Adam Briggs of A.B. Original, discussing the need to change the date of Australia Day, 7.30, ABC Radio, 26 January 2017

An example from Stage 6 (*Key Features of Modern History 2*)

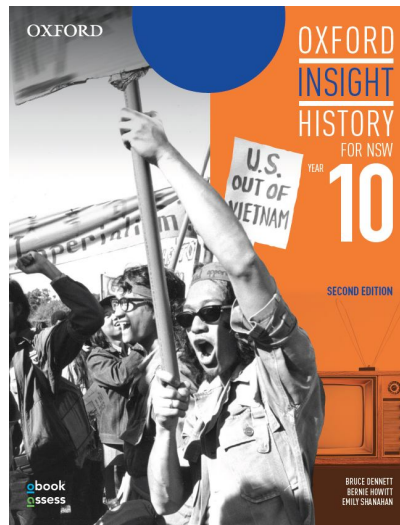
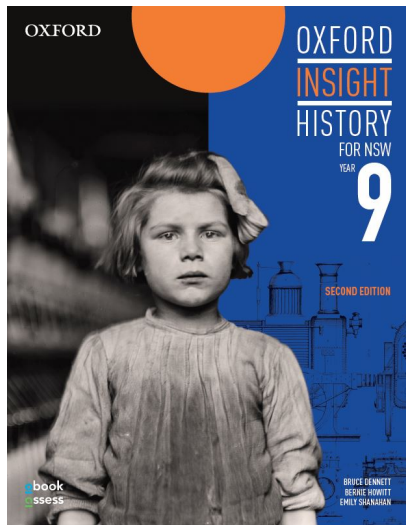
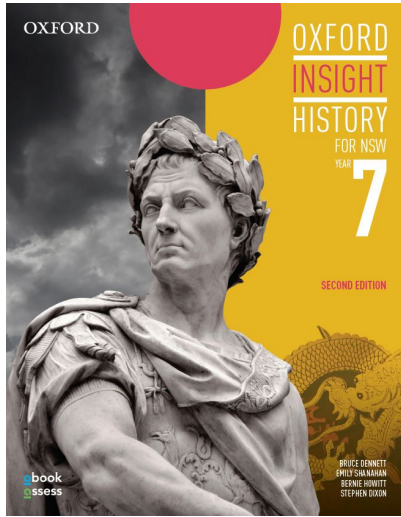
- Thinking beyond the syllabus to enhance understanding – when Paul McCartney met Elizabeth Eckford and Thelma Mothershed Wair of the Little Rock Nine, after performing in Little Rock in 2016.

The end result?

- Students who are better prepared for success in HSC History.
- Students who think for themselves, have the skills and conceptual understanding to interpret their world, and negotiate the future based on their understanding of the past.



Overview of Oxford Insight History for NSW



We're
leading
the way

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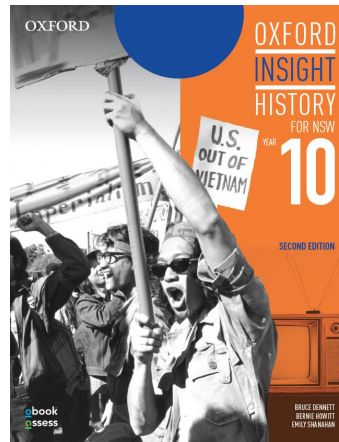
- Chapter 1 The Industrial Revolution
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- Chapter 8 Popular culture
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PART F SCHOOL-DEVELOPED TOPIC (DEPTH STUDY 6)

- Chapter 11 Australia in the Vietnam War era
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The Historian's toolkit: concepts and skills

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PART F SCHOOL-DEVELOPED TOPIC (DEPTH STUDY 6)

Chapter 11 Australia in the Vietnam War era

Chapter 12 The Holocaust [obook only chapter]

Numbered topics support teaching and learning

Syllabus dot points for each topic

4B

HOW WAS ANCIENT ROMAN SOCIETY ORGANISED AND GOVERNED?

4.2 ROMAN SOCIETY DURING THE REPUBLIC

KEY CONTENT

In this topic you will:

- outline how society in ancient Rome was organised and governed, including the roles of law and religion
- describe the roles of key groups in Roman society, such as citizens, women and slaves.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

In order to understand life in ancient Rome, it is important to understand the experiences of different classes and groups.

republic

a system of government in which the power lies with a group of elected officials rather than a king or queen

Roman Senate

a group of officials (senators) with ruling power in ancient Rome; the Senate had a lot of power during the republic; it continued to function during the empire, but its power was reduced

patrician

an educated and usually influential male member of one of ancient Rome's aristocratic families; usually a wealthy landowner

consul

the top official in ancient Rome; there were two consuls, each with different responsibilities

plebeian

one of the many poor and uneducated people in ancient Rome

The society of ancient Rome was highly structured and governed by a complex set of rules and customs. People knew their rights and women, between the wealthy and those of the lower classes, and between the rulers and those ruled.

'Spotlight' highlights skills and concepts

Rule in the Republic

Following the overthrow of Etruscan rule, the Romans set up a **republic**. The Roman Republic, which lasted from 509–27 BC, was ruled by the **Roman Senate** made up of rich citizens from powerful families, called **patricians**. Each year two **consuls** were elected from the Senate to exercise power. Source 1 outlines the role and responsibilities of the consuls and other magistrates or government officials.

Source 1 Government officials of ancient Rome

Official	Number appointed	Role and responsibilities
Consuls	2 (for 1 year)	Top ruling officials who shared power; called and oversaw meetings of the Senate, and managed armies
Praetors	Up to 16	Managed the legal system; appointed (or were) judges; could be appointed as governors in the provinces
Aediles	2	Looked after food supply, games, public buildings, city maintenance, markets
Quaestors	Up to 40	Looked after financial matters within cities and the army
Censors	2 (every 5 years)	Reviewed Senate membership, enrolled new citizens, conducted census, oversaw tax collection and public work contracts

Ordinary citizens, known as **plebeians**, could meet in assemblies to discuss issues and vote to elect magistrates, but in reality they had little political power. As Rome grew, the plebeians grew discontented by their lack of influence and rebelled, refusing to serve in the army. It was agreed that they could elect two representatives called tribunes who could stop any action of the Senate by calling out 'veto' (Latin for 'I forbid'). This word is now part of our English language and is used to mean putting a stop to something. By the early first century BC, the Senate had around 300 members, all of whom were current and former government officials. If they behaved appropriately, they were members for life.



Source 2 A nineteenth-century painting of a meeting of the Roman Senate

SEE, THINK, WONDER

Look at the image in Source 2

What do you see?

What do you think?

What does it make you wonder?




Citizens of Rome

Roman citizenship was highly prized. Roman citizens had more rights and much more social power and influence than non-citizens. Once they turned 21, they could vote, be elected as magistrates, serve in the army and draw up contracts. They could also legally defend themselves and did not have to pay certain taxes. They could not be tortured or crucified as punishment.

Only men could be patricians and plebeians. Patricians were called equites, as slaves could not be given their freedom.

Slaves could not become citizens. Foreigners (free men born outside Rome) had some rights but were not full citizens. This changed in AD 212 when it was declared that all freeborn men throughout the empire could be citizens.

Source 3 Classes of citizen in ancient Rome

Patricians	Equites	Plebeians
 <p>These men could trace their line of descent back to very important families. They were also very wealthy landowners. For a long time, they had all the controlling power.</p>	 <p>These men descended from farmers who had provided the money and horses for military service in the early Roman army. Over time, they became Rome's wealthy merchants and businessmen.</p>	 <p>These were the common men, including poor townsmen and poorer rural workers. At first, they had very little say in what happened in ancient Rome. This changed over time.</p>

Visible thinking prompts encourage critical thinking and analysis

person to death by binding his or her feet to a wooden cross. This punishment was crucifixion.
of countries and/or men with different customs and cultures, that are ruled by a central power or leader (known as an emperor or empress)

Egyptian clothing

Ancient Egyptians was usually light-coloured to suit the hot, dry climate. Men and women were often bare-chested and children were usually naked. Tunics and dresses were made from linen, a fabric made from the flax plants that grew along the Nile. The fabric for wealthy Egyptians was very fine and see-through, as shown in Source 3 of Nefertari.

Men and women shaved their heads to keep cool, so they wore wigs when not at home. On special occasions, a cone of solid, perfumed fat could be worn on top of the wig, as shown in Source 4. The fat would melt in the heat so that a sweet-smelling, cooling liquid dripped down the wearer's face and upper body. Most people went barefoot, or wore sandals made from papyrus or leather.

Source study and Interpret questions

2.3 SOURCE STUDY

Keeping cool, Egyptian style

STRANGE BUT TRUE

The desert sand, dust and glare meant that eye infections were a common ailment in ancient Egypt. Ancient papyrus texts tell of treatments that involved rubbing ointments on the eyes of affected people. Some of these ointments were made from bat's blood, while others were a combination of mashed human brain and honey.



Source 3 Tomb painting of Nefertari (1290-1254 BC), who is shown wearing a tunic made of fine linen, worn to keep cool



Source 4 Detail from an ancient tomb painting showing a woman wearing a cone of cooling fat on top of her wig



Source 5 Papyrus sandals like these kept feet cool and protected them from the hot ground.

INTERPRET

Read the text and study Sources 3 to 5 to answer the following questions.

- 1 Do you think that the woman in Source 3 was wealthy? Give three reasons to justify your answer.
- 2 What are the limitations of these sources for understanding women in Egyptian society? Consider whether they represent all women, or only the wealthy or important women.
- 3 What are the strengths of these sources for historians studying the way ancient Egyptians lived in a hot climate?

Leisure activities

Most of the evidence in tomb paintings and reliefs show the activities of wealthy Egyptians. However, we also know that some outdoor activities were common for the rich and poor. Egyptian leisure activities included hunting, sailing, swimming and fishing along the Nile.

Music and board games were also popular. Senet, a similar game to backgammon, but using casting sticks rather than dice, was enjoyed by all (Source 3 shows Nefertari playing the game). Egyptian musical instruments included harps, drums, tambourines, bells, lutes and *sistra* (see Source 6).

sistra metal musical instruments in ancient Egypt that rattled when shaken



Source 6 Old engraving of a *sistra*. They were shaken to make a clanging sound as the moving metal parts banged into each other. People of ancient Egypt believed the sounds kept away evil spirits.



Source 7A wall painting from the tomb chapel of Menna shows Menna (the main figure on the left with damaged face) and members of his family hunting birds in the marshes. He holds a throwing stick to strike the birds, and grasps two waterfowl that were possibly used as bait.

2.3 CHECK YOUR LEARNING

VIEW AND UNDERSTAND

Look carefully at Source 2 and answer the following questions.

- 1 Where did people often cook and sleep? Why?
- 2 Why were walls whitewashed?
- 3 What building materials have been used in this settlement?
- 4 What does the source reveal about Egyptian society? In your answer, consider technology (such as construction materials and techniques), climate and living conditions.

APPLY AND ANALYSE

- 5 List the different ways we keep cool in Australia.
- 6 Create a Venn diagram to compare similarities and differences between ancient Egyptian and modern Australian ways of keeping cool.

EVALUATE AND CREATE

- 7 Create a concept map to summarise how the ancient Egyptians kept cool in a desert environment, including aspects such as housing, clothing and leisure.
- 8 Do you think this was the same for rich and poor people in society? Give reasons to support your argument.

GO DEEPER

- 9 Research 'sistra' and religion in the ancient world'. Were there any particular religious cults in Egypt that were known for using *sistra*? Create an infographic highlighting key features of their beliefs and practices.

Check Your Learning questions at the end of each topic

Checkpoint questions at end of each chapter, supported by differentiated worksheets

dendrochronology
a method used to estimate the age of trees by counting the rings in the cross-section of tree trunks once they have been cut down

Dendrochronology

Dendrochronology dates a tree each year in a tree's life, a new ring on climate and weather conditions. Wooden artefacts, such as bowls of the same species of locally growing trees.

thermoluminescence dating
a scientific method used to estimate the age of objects; it involves heating an object to help experts measure how much radiation the object can store and therefore judge how old it is

Thermoluminescence dating

Thermoluminescence dating is used to date objects that contain particles of crystal, such as clay pots and stone objects. Scientists heat the objects to very high temperatures and measure the light that is released. They can then use these measurements to work out the relative age of the material.

fluorine dating
a scientific method used to estimate the age of objects by measuring the amount of fluorine they contain

Fluorine dating

Bones can be dated using **fluorine dating**. Bones absorb fluorine from the surrounding soil and groundwater (water that lies below the surface of the ground). The longer they are immersed, the more fluorine they absorb, allowing scientists to assess their relative age.

DNA
the abbreviation of deoxyribonucleic acid; DNA is found in the cells of all known living organisms; it is the unique genetic code of each living thing

DNA analysis

Historians often rely on **DNA analysis** to explore genetic links between ancient remains. For example, DNA analysis has been used as evidence to support theories about early human migration or family links when investigating the remains of bodies such as Egyptian mummies. More recently, new methods of DNA testing have identified plant DNA from the *amphorae* found in ancient shipwrecks. This new evidence has enabled archaeologists to change their theories about the types of goods carried by traders in ancient Greece.

1.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- Identify the experts whose skills can be used to locate an archaeological site.
- Identify dating methods that determine:
 - an absolute dating
 - a relative dating.
- Identify the techniques that would be useful in analysing:
 - the ancient human remains found in Source 9
 - amphorae* found in ancient shipwrecks.

APPLY AND ANALYSE

- Draw a concept map to summarise your knowledge about techniques used by archaeologists and scientists to analyse sources of evidence. Include sketches and information about the types of sources relevant to each method and the evidence that can be gained.
- With a partner, study the cross-section of the tree trunk shown in Source 13. Work out how old this tree is and share your findings with your partner. Discuss any differences.

EVALUATE AND CREATE

- Draw and label a diagram to show your understanding of what radiocarbon dating involves.



Source 13
A cross-section of a tree trunk, showing the new rings that grow each year

WHAT TYPES OF SOURCES ARE USED IN HISTORICAL INVESTIGATIONS?

» List a range of sources used by archaeologists and historians in historical investigations

- List the different types of sources used by archaeologists and historians in their investigations, including examples of tools and techniques used to identify and classify these sources. (10 marks)
- What are three benefits of artefacts for historians studying an ancient society? (3 marks)
- What are three limitations of artefacts when studying history? (3 marks)
- What are three questions historians might ask to evaluate a source? (3 marks)
- What does it mean if a site is found by accident? Give two examples to support your answer. (4 marks)
- How does technology help historians and archaeologists to study the past? (3 marks)
- How can written and archaeological sources work together to enhance our understanding of history? (4 marks)
- Explain the value and limitations of oral histories. (10 marks)
- Identify whether the following statements are true or false. (10 marks)

Statements	T/F
a All sources are useful, even if they only tell one part of the story.	
b Secondary sources have more value to historians than primary sources.	
c Oral histories are usually unreliable.	
d Indigenous rock paintings are primary sources.	
e Oral histories are primary sources.	
f Stratigraphy can be useful for studying chronology.	
g <i>The Diary of Anne Frank</i> is a secondary source.	
h Good historians study a range of sources.	
i Egyptian mummies are an example of a secondary source.	
j Primary and secondary sources have limitations.	

Total marks [/50]

Check your Student **obook** **access** for these digital resources and more:

- Checkpoint 1B What types of sources are used in historical investigations?
- Weblink *Ötzi* the iceman

Check your Teacher **obook** **access** for these resources and more:

- Teacher notes Chapter 1 Investigating the ancient past
- Assess quiz 1B What types of sources are used in historical investigations?

1B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words

Include historical terms and concepts and give detailed examples to show your understanding.

CASE STUDY

Hannibal

SPOTLIGHT

CONTESTABILITY

Historians only have Roman accounts to understand the life and times of Hannibal. They have different opinions on the motives of the Roman authors, drawing different conclusions about Hannibal.

Hannibal Barca is famous for his use of elephants and superior battle tactics throughout the Second Punic War. However, historians disagree on whether Hannibal was an outstanding general, or whether the Romans have written about him favourably to make their victory look even grander.

The two main sources we have about Hannibal and the Second Punic War were written by the Roman historian Livy and the Greek historian Polybius. Both had strong links to the Roman aristocracy, meaning that they would only write positive accounts of the Roman army. Livy and Polybius both write of Rome's unbreakable fortitude and determination, while glorifying Hannibal's successes. Modern historians view Hannibal differently, with disagreement regarding a number of key areas in his life. Ultimately, Hannibal lost the Second Punic War and he failed to conquer Rome.

Contestability about the start of the Second Punic War

Saguntum was an independent Greek city in Spain. The Romans had an alliance with Saguntum, just in case they needed an ally to assist them during times of war. In 226 BC, the Carthaginians and Romans signed the Ebro River Treaty, allowing Carthage to control the area south of the Ebro River in Spain, while the Romans could take control of any land north of the Ebro River. Source 8 shows that Saguntum is south of the Ebro River. Hannibal wanted Rome to withdraw troops from there, seeing them as a direct threat to Carthaginian interests. Rome, however, claimed that Saguntum had always been a friend of Rome, and was excluded from the treaty. Carthage and Rome went to war because Hannibal attacked Saguntum to drive the Romans out. Rome declared war on Carthage because Hannibal would not withdraw his troops. Without further evidence on the details of the treaty, this point in history remains contested.

Source 7 Statue of Hannibal



Contestability about Hannibal as a leader

Both Livy and Polybius identify key leadership traits in Hannibal, such as his ability to arrange to march an army of elephants over the Alps during winter, and his humility, eating with his troops, serving others before himself and wearing the same types of clothing as the soldiers. Livy and Polybius also describe times of great cruelty, with Hannibal inflicting harsh punishments on soldiers who tried to run away. When looking at the ancient evidence for Hannibal, modern historians such as Nigel Bagnall have argued that Hannibal is a role model for anyone involved in diplomacy or foreign relations today, with great mental and physical strength. Other historians, such as Arthur Eckstein, argue that Hannibal didn't think through the war, but instead acted out of resentment after the First Punic War, leading to ultimate disaster for Carthage.

Contestability about Hannibal as a military commander

Hannibal is often admired for his extraordinary tactical skill. The military historian Theodore Dodge claims that his tactics at Cannae are the best in history. In contrast, another military historian, Richard Gabriel, states that Hannibal failed in the oath he swore to his father to destroy Rome, meaning that he failed as a military commander. When looking at the Second Punic War, Hannibal won every major battle except the Battle of Zama. He continued to have military successes after the Second Punic War, working with leaders in the eastern Mediterranean. These successes prompt many historians to view Hannibal as a supreme military tactician, which is why he is often studied in modern military academies. It is important to remember that he failed in his attempt to conquer Rome, which is why his success is contested, with many historians criticising his work.



Source 8 The Mediterranean at the time of Hannibal

STRANGE BUT TRUE

When Hannibal was working with leaders in the Eastern Mediterranean, he devised a tactic of throwing clay jars filled with snakes across to enemy ships. The jars would break open on impact, filling the ships with snakes. Hannibal's enemies were terrified, so they retreated to safety, allowing Hannibal's crew to push forward.

CASE STUDY. CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Who are the two main Roman historians who write about Hannibal and the Second Punic War?
- 2 Identify problems with the evidence for Hannibal.
- 3 Outline Hannibal's key strengths.
- 4 Describe two of Hannibal's failures.

APPLY AND ANALYSE

- 5 Explain why Hannibal's tactics are still used in military training today.
- 6 Do you think Hannibal was a success or a failure? Provide reasons to support your answer.

GO DEEPER

- 7 Hannibal was famous for his role in the Second Punic War, even though he lost. After losing to the Romans, Hannibal continued to antagonise them by working with leaders in the eastern Mediterranean. Research Hannibal's life after the Second Punic War and write an obituary about his key achievements. Include information on:
 - his political role after the Second Punic War
 - his military role before, during and after the Second Punic War
 - his attitude towards Rome after the Second Punic War
 - his death.

SPOTLIGHT

RESEARCH

Even though sources on Hannibal are mostly from the Roman perspective, there are a number of sources from other ancient societies. General research will often reveal the Roman interpretation of Hannibal, but reading more widely will open up a range of other sources.

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1.7 MYSTERIES OF ANCIENT AUSTRALIA

KEY CONTENT

In this topic you will:

- locate and describe a variety of sources for ancient Australia
- investigate what these sources reveal about Australia's ancient past.

Human occupation in ancient Australia

Non-Indigenous Australian experts now agree that Australia has been occupied for at least 60 000 years. This theory is based on the idea that Indigenous peoples came to Australia from South-East Asia during one of the last ice ages. During the ice age, sea levels were lower and it would have been easier for people to move from islands around what is now Indonesia into northern Australia. It is important to note that some Indigenous Australians believe that their ancestors originated here, rather than that they arrived from elsewhere.

Archaeological evidence of humans in Australia

In the 1960s, experts suggested that Indigenous peoples had lived in Australia for 9000 years. By 1980, that figure had extended to between 35 000 and 40 000 years, and since then archaeologists have continued to revise this estimate. Archaeologists today generally agree that the evidence for human occupation in Australia dates back to around 60 000 years ago. However, thermoluminescence dating in the Northern Territory suggests that it could even be up to 120 000 years ago. Rising sea levels have covered what would have been the earliest occupation sites, meaning that we may never know for sure. New technologies or discoveries could provide further evidence in the future. Without written records, historians must rely on archaeological evidence to reconstruct the past.

Important sources of evidence about ancient Australia are human remains found at Lake Mungo in New South Wales and Kow Swamp in Victoria, as well as the Bradshaw/Gwion Gwion paintings located in Western Australia's Kimberley region.

Source 4 The Willandra Lakes, including the ancient lake bed called Lake Mungo, is one of Australia's World Heritage-listed sites. Archaeologists have uncovered ancient burial and cremation sites and the fossils of giant marsupials at Lake Mungo.



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Lake Mungo

In 1969, some burned bones were spotted by chance by a motorcyclist in the Willandra Lakes World Heritage Area in far western New South Wales. As the motorcyclist was also a scientist, he decided to investigate. The remains, later called Mungo Woman, were scientifically dated to about 25 000 years ago. The woman had been cremated and her bones buried, with evidence of ceremony. Five years later, another skeleton was found, this time intact. It was called Mungo Man. The man had been buried ritually after his remains were first smeared with red ochre. At first it was thought that Mungo Man lived 28 000 to 32 000 years ago, but new technologies in 1999 estimated that he lived up to 62 000 years ago. This was considered impossible by many scientists who accept the 'Out of Africa' theory, so a panel of experts met in 2003 to examine the



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Insight History for NSW Stage 4 SAMPLE

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 - 1.8 Conserving the remains of the ancient past
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Other resources

Teacher notes

1.7 Mysteries of ancient Australia

Detailed notes to support teachers, including teaching strategies, additional activities, differentiation advice and extra resources

Student book questions

1.7 Mysteries of ancient Australia

A write-in worksheet for the Check Your Learning questions for this topic

Student book answers

1.7 Mysteries of ancient Australia

Answers to the Check Your Learning questions for this topic

Weblink

Cuddie Springs

A useful weblink to help your understanding of this topic

Weblink

Mungo Explorer

A useful weblink to help your understanding of this topic

Weblink

The Australian Museum on Cuddie Springs

A useful weblink to help your understanding of this topic

Weblink

The Gwion Gwion/Bradshaw ...

A useful weblink to help your understanding of this topic

Weblink

UNESCO's World Heritage List

A useful weblink to help your understanding of this topic

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HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORY?

» Outline the main features of history and archaeology

- 1 Explain the purpose and importance of the study of history. (3 marks)
- 2 What is the difference between the study of history and the study of archaeology? (3 marks)

» Outline the role of historians and archaeologists

- 3 What are the responsibilities and tasks performed by historians?
In your answer, be sure to include some information about:
 - what historians investigate
 - why historians are important for us today. (5 marks)
- 4 What are the responsibilities and tasks performed by archaeologists?
In your answer, be sure to include some information about:
 - what archaeologists investigate
 - why archaeologists are important for us today. (5 marks)

» Describe and explain the different approaches to historical investigation used by archaeologists and historians

- 5 Which two experts should an archaeologist employ to assist after finding an unopened coffin covered in writing in an ancient language? Give reasons for your answer. (5 marks)
- 6 Outline the skills and technologies employed by historians and archaeologists during a historical investigation. (10 marks)

» Define terms and concepts relating to historical time

- 7 Define the following terms:

a chronology (1 mark)	e decade, century and millennium (3 marks)
b ac and ad (2 marks)	f timeline (1 mark)
c BCE and CE (2 marks)	g relative dating and absolute dating. (4 marks)
d circa (1 mark)	
- 8 Explain why some people use BC/AD and others use BCE/CE. Give examples to support your response. (5 marks)

Total marks

Check your Student e-book assess for these digital resources and more:

Checkpoint 1A How do historians and archaeologists investigate history?

Interactive Building a timeline

Check your Teacher e-book resources and more:

Teacher notes Chapter 1 Investigating the ancient past

1A

CHECKPOINT

Marking guide

Go to page... >>

Part A Investigating the ancient past: an overview

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1.1 History is investigation

1.2 Time in history

[Checkpoint 1A](#)

1B What types of sources are used in historical investigations?

1.3 Gathering evidence from a range of sources

1.4 Methods and sources used in historical investigations

Checkpoint 1B

1C How do historians and archaeologists investigate historical mysteries?

1.5 Investigating historical mysteries

Checkpoint 1C

1D What do sources reveal about Australia's ancient past?

1.6 Sources from ancient Australia

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1E Why is it important to conserve the remains of the ancient past?

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Chapter 1 Investigating the ancient past

Checkpoint 1A

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Get started

Assign work

Other resources



assess quiz

1A How do historians and archaeologists ...

Test your knowledge with this quiz (Extend).



assess quiz

1A How do historians and archaeologists ...

Test your knowledge with this quiz (Consolidate).



assess quiz

1A How do historians and archaeologists ...

Test your knowledge with this quiz (Support).



Teacher notes

1A Checkpoint

Detailed notes to support teachers, including teaching strategies, additional activities, differentiation advice and extra resources



Student book questions

1A Checkpoint

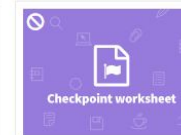
A write-in worksheet for the Checkpoint questions for this section



Student book answers

1A Checkpoint

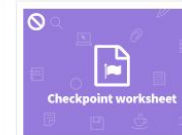
Answers to the Checkpoint questions for this section



Checkpoint worksheet

1A Checkpoint worksheet A (Support)

A differentiated worksheet designed to suit the needs of



Checkpoint worksheet

1A Checkpoint worksheet B (Consolidate)

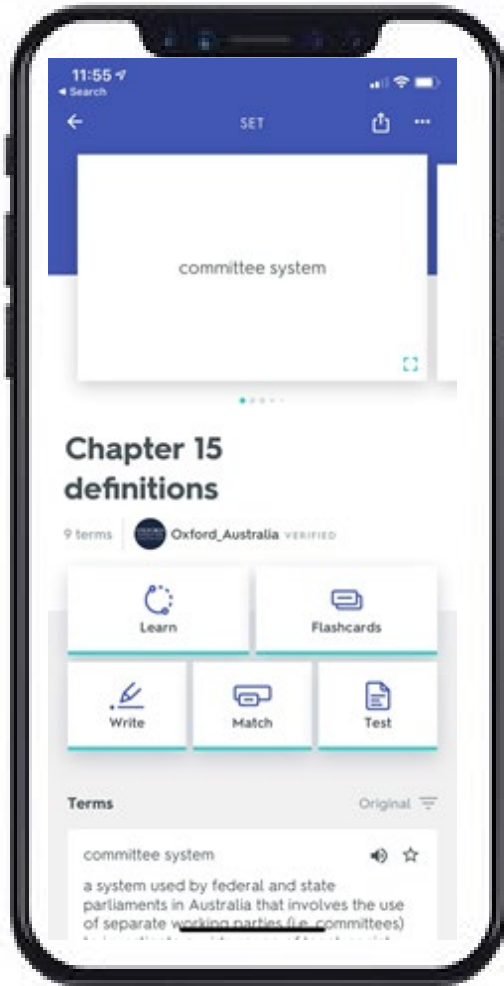
A differentiated worksheet designed to suit the needs of

What's in the Teacher obook?

- Teaching program
- Teacher notes
- Student book questions and answers (Check Your Learning, Interpret, Checkpoint)
- Differentiated Checkpoint worksheets and answers
- Rich tasks and answers
- Differentiated assess quizzes and markbook
- Quizlet
- Flashcard glossary
- Weblinks
- Interactives
- BLMs (blank maps)
- Course planner
- Scope and sequence

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Quizlet and Markbook



WELCOME TO MARKBOOK

OXFORD INSIGHT HISTORY FOR NSW STAGE 4

BRUCE DENNETT
EMILY SHANAHAN
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SAMPLE

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Chapter 1 Investigating the ancient past

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First name	Last name	Are you ready?	Topic 4A	Topic 4B	Topic 4C	Topic 4D	Topic 4E	Topic 4F	Chapter 4 review	Overall comments
Adam	Apple	60%	83%	50%	33%	50%	83%	33%	65%	Needs to work on his weak...
Bertie	Banana	90%	83%	83%	83%	100%	83%	100%	100%	Excellent work! Keep it up
Caroline	Cheese	100%	83%	67%	100%	67%	67%	67%	85%	Very consistent. A good st...
Diana	Doritos	60%	17%	0%	33%	33%	50%	50%	20%	Often gets distracted.
Erica	Egg	70%	67%	83%	50%	67%	83%	67%	70%	A keen learner.
Freddy	Fig	70%	100%	67%	83%	83%	83%	67%	85%	Always tries very hard.
Class average		75%	72%	58%	64%	67%	75%	64%	71%	

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If your school has a different purchasing model, ask our team about options.

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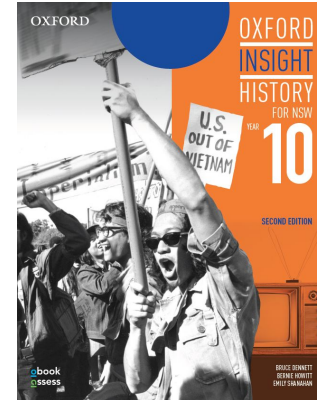
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Q & A



What's next?



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