



Australian History Series
Workbook 7: Ages 11-13 years

The Ancient World



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Investigating
the Ancient Past

Section 2:
The Ancient World - Rome

Section 3:
The Ancient World - Egypt

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By Fiona Back

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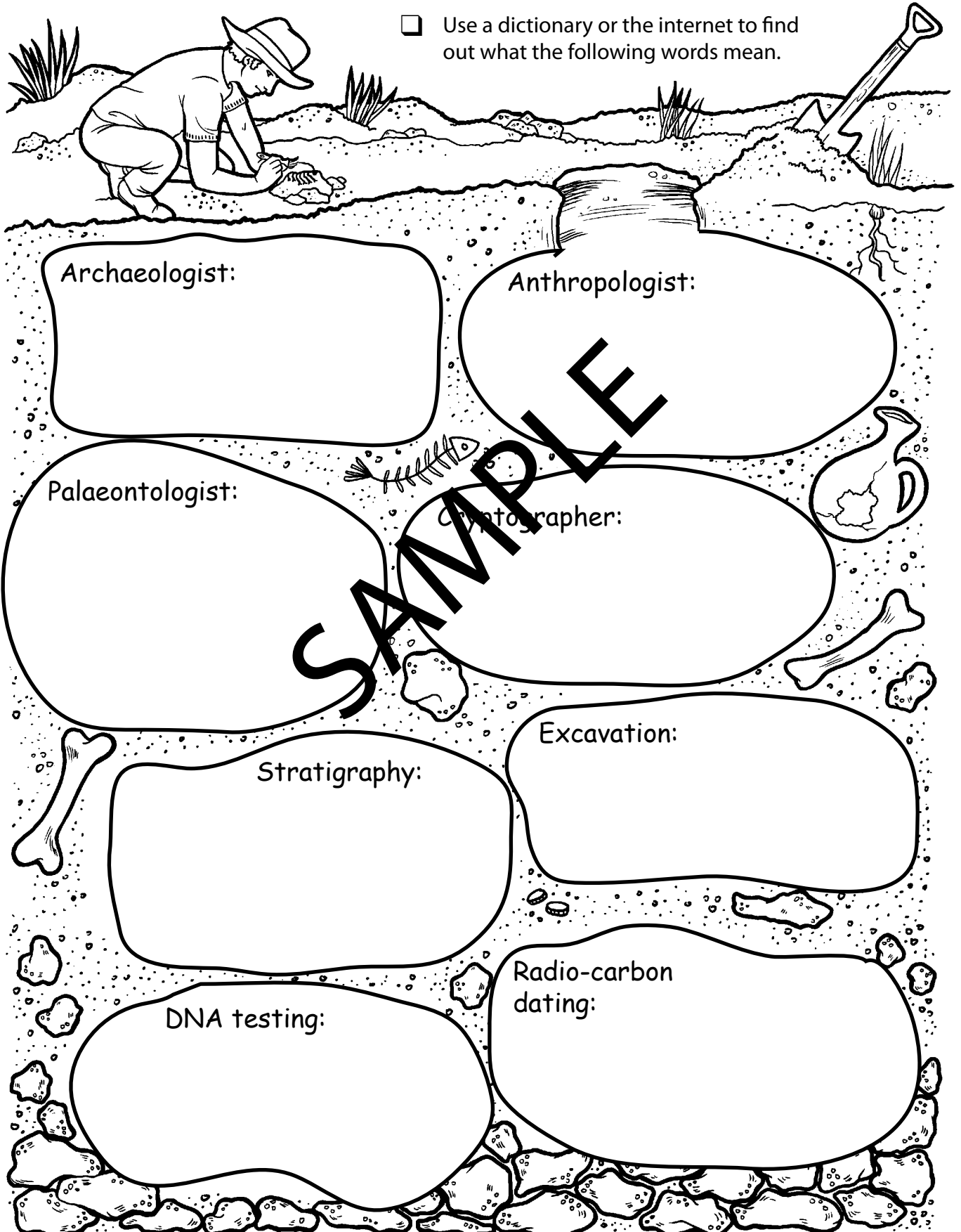
Activity

Historical Methods



There are several ways that a historian can research the past. Often, scientific and technological methods are used by historians to explore sources. Historians are classified according to the methods that they use.

- ☐ Use a dictionary or the internet to find out what the following words mean.



Activity

The Roman Empire



During ancient Roman times there were a number of significant people and events that led to the rise and fall of the Roman Empire.

- ☐ Use the information on page 14 to show the major periods, events and people on the timeline below. Shade periods of stability green and periods of instability red.

- ☐ Write definitions for the words below.

Assassination:	Consul:
Statesman:	Civil War:

Extra



- ☐ Choose one Roman leader to research further. Use your information to deliver a two minute speech on your chosen leader to the class.

Activity

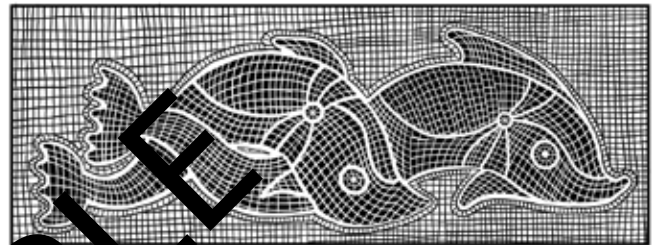
Beliefs, Values and Practices



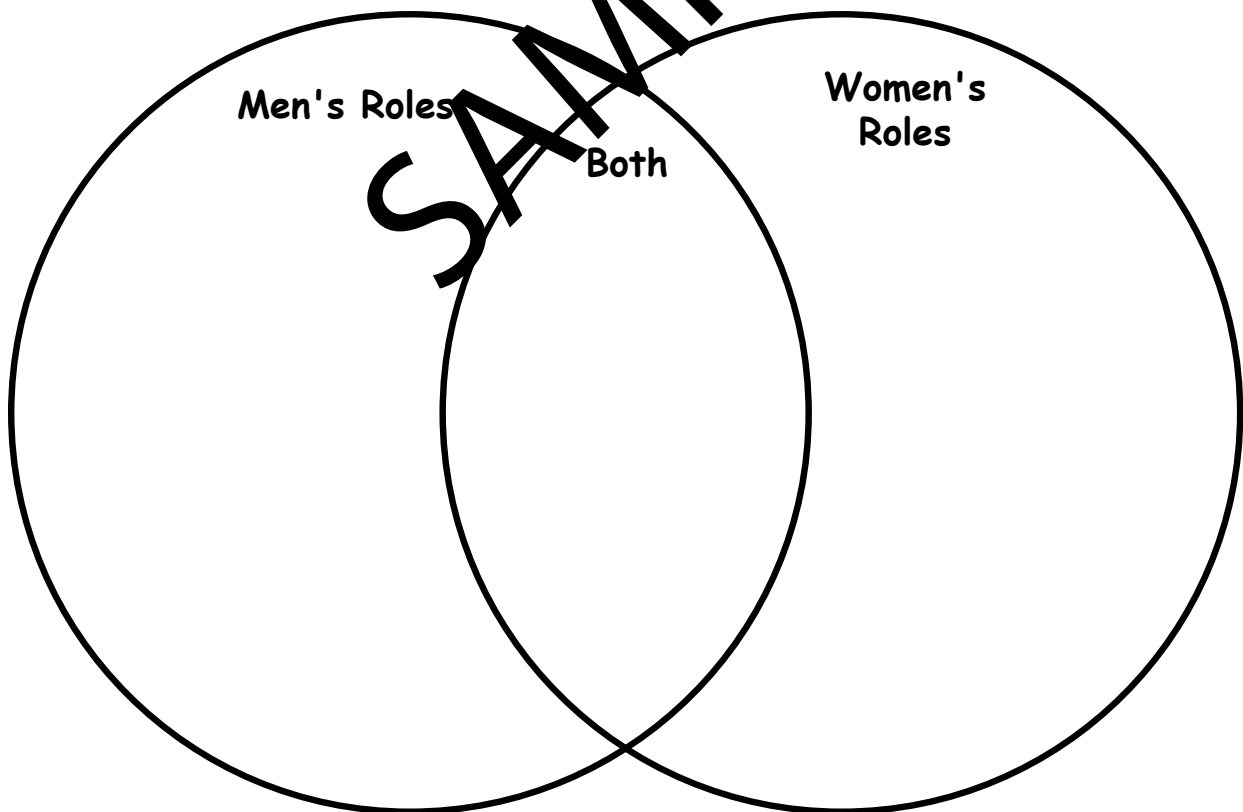
The Romans held cultural practices, beliefs and values in very high regard.

- ☐ After reading the information on page 22 create an acrostic poem that describes ancient Roman cultural practices, beliefs and values.

A _____	R _____
N _____	O _____
C _____	M _____
I _____	E _____
E _____	
N _____	
T _____	



- ☐ Using the information on page 22 complete the Venn diagram below.



Challenge

- ☐ Use your research skills to find and list as many Roman festivals and gods as possible. Record their names and their meanings in a T Chart in your exercise book or on another sheet of paper.

Activity

Key Groups and the Law



Social, political and military structures helped to establish the relationships between different groups in ancient Egyptian society and this affected the laws there.

- After reading page 30 use the pyramid to show the social and political power structure in ancient Egypt. Remember to add a picture to represent each topic.



- On the PMI chart list what you think would have been the positives, minuses and interesting aspects of being a pharaoh. Use another sheet of paper to do the same for another member of ancient Egyptian society. You will need a ruler to create your chart.

Positive	Minus	Interesting

Challenge



- A pharaoh had many privileges that people of a lower social ranking did not have. Use your research skills to find out what those privileges were.
 - Record your findings in bullet note form in your exercise book.
 - Make sure that you use your own words.
 - Write a paragraph summarising your research.



Activity

Key Groups and the Law



Social, political and military structures established the relationships between different groups in Greek society and affected the laws there.

- ☐ After reading page 39, write a word for each letter of the alphabet associated with ancient Greece's social, military and political structures.

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 _____	

- ☐ Below is a map of ancient Greece. Use the map to answer the questions below by working out where the Greek navy would have travelled on their triremes.



- The navy leaves from Athens and heads south. When they reach the Cyclades Islands they sail east until they reach Samos. Which country are they likely to be attacking? _____
- The navy leaves from a port near the island of Lesbos. They sail west before turning north. They pass an island called L_____. The navy continues to travel north and arrive for a rest stop in K_____.
- The navy sails south from Kavala, through the Cyclades Islands and heads west to S_____. From there they sail north-west hoping to conquer A_____.

Challenge

- ☐ Explain why the triremes navy boats were easily sunk. _____

Activity

Imperial China

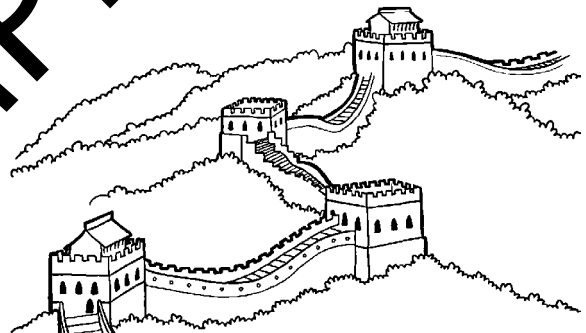
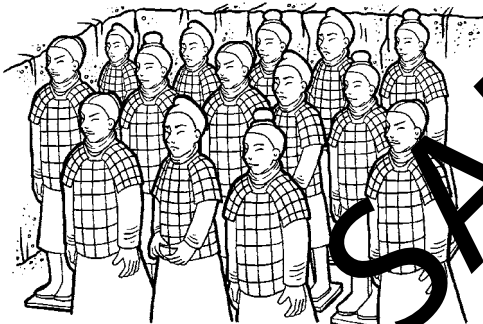


Ancient China became Imperial China under the rule of Qin Shi Huang.

- ☐ After reading page 47 complete the timeline by listing the dynasties which ruled ancient China.



- ☐ Below are two images from Imperial China. After reading page 47 explain what each picture represents.



Challenge

- ☐ Use your research skills to further explore the life of Qin Shi Huang or choose another significant individual from ancient China to examine. Record the information that you have gathered in your exercise book and present a one minute speech to the class.
- ☐ Investigate the rise of Imperial China in more detail looking at the use of chariot warfare and the adoption of mass infantry armies.
- ☐ Write a journal entry from the point of view of a slave helping to build the Great Wall of China.

Activity

Beliefs, Values and Practices

- ☐ After reading page 53 choose either the religion of Confucius, Daoism or Buddhism to create a poster promoting the religion in ancient China.

Religion:	Target audience:
Key points about the religion:	

Headings for the Poster

Rhyming Slogan/Jingle

Draft of Poster Design

Create



- ☐ Create the good copy of your poster either on another sheet of paper or in your exercise book.

Activity

Beliefs, Values and Practices



Ancient Indian practices, beliefs and values were based around Hinduism and Buddhism.

☐ Read the description for each Hindu god and match it with the correct WHO AM I?

Ganesh – The god of success. He has the head of an elephant.

Lakshmi – The wife of Vishnu. The god of money and fortune. She sits on a lotus flower.

Shiva – Known as the destroyer. He has three eyes; one on his forehead, four arms, and a snake around his neck.

Vishnu – Known as the preserver of the universe. He has a human body with four arms. He wears a crown and a gemstone necklace around his neck.

Brahma – Known as the creator of the universe. He has four arms and four faces, each looking different ways.

1. I have the power to keep the whole universe going. I have a human body, four arms and like precious jewels.

2. I am responsible for making everyone's life prosperous.

3. I can see the world from four angles. I have four arms and without me the world would not have been created.

4. I am married. I like to sit. I like flowers and to share money.

5. You don't stand a chance against me. I have a third eye and a snake around my neck.

☐ Explain what you think the last words of Siddhartha Gautama mean.

☐ Explain the main difference between the origin of Buddhism and Hinduism.

☐ List five items that you could not live without.

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

☐ List ten items which you could live without.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |