

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**



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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 life easy for the teacher.

National Curriculum Links

Knowledge and Understanding: The Ancient World

Students learn to understand the diverse methods and sources historians and archaeologists use to study early societies and examine the significance of archaeology and heritage conservation. (AC9HH7K08)

- exploring and evaluating various investigative methods used for investigating the ancient past; for example, stratigraphy, data layers of earth and making sense of them by examining objects or remains found within each layer, and DNA testing for identifying diseases or family relations by analysing DNA, such as from Egyptian mummies, offering insights into past lives and societies
- creating cross-sectional drawings of the earth's layers from an archaeological dig, revealing different time periods through the placement of objects or remains; for example, a charcoal layer with human remains and weapon fragments could signify the capture and destruction of an ancient city, such as Troy
- examining how modern infrastructure, such as the construction of the Aswan Dam, affects historically significant sites, encouraging students to consider the balance between progress and preservation
- understanding the roles of governments and organisations like UNESCO in protecting important archaeological sites; for example, the campaign to save the Abu Simbel temples from flooding or the discussions surrounding the return of the Elgin Marbles to Greece
- examining criteria used to list world heritage sites and considering the global importance of preserving structures like the Great Wall of China, the Mausoleum of the First Qin Emperor, or Mohenjo-daro in India

Students learn about the influence of the physical environment and geographic features on ancient societies (AC9HH7K09)

- Greece: understanding how geographical features like mountains, rivers and seas created natural defences for Greek city-states; for example, the Axios (Vardar), Strimonas (Struma) and Nestos rivers
- Rome: examining how fertile soil along the Po and Tiber rivers promoted agriculture and trade by supporting surplus food production and how Romans managed resources using aqueducts and plumbing
- Egypt: exploring how the Nile River enabled Egyptian society's development, influencing farming (including river's inundation), transportation, defence (e.g. the cataract fortifications) and religious beliefs (e.g. example, Hapi, god of inundation; Khnum, god of the Nile; and Satet, goddess of Nile floods and the Nile cataracts)
- India: recognising how beliefs in harmony with nature were reflected in religions like Hinduism, Buddhism and Jainism
- China: researching how climate and geography, such as the Yellow River and the Himalayas, influenced agriculture, isolation, trade and military interactions

Students learn about the organisation and roles of key social groups in ancient society; for example, nobility, women and slaves and bureaucracy, and how they effected and changed society (AC9HH7K10)

- Greece: analysing evidence of Athenian and/or Spartan social structures, including roles of citizens, women and slaves in Athens and Spartiates, Perioikoi and Helots in Sparta; exploring the rights and duties of Athenian citizens, such as the right for men to vote and military service, including the concept of freedom
- Rome: investigating Roman material culture and visual primary sources depicting roles in social structure, including patricians, plebeians, women and slaves, and the significance of slavery for labour, gladiatorial combat and domestic service

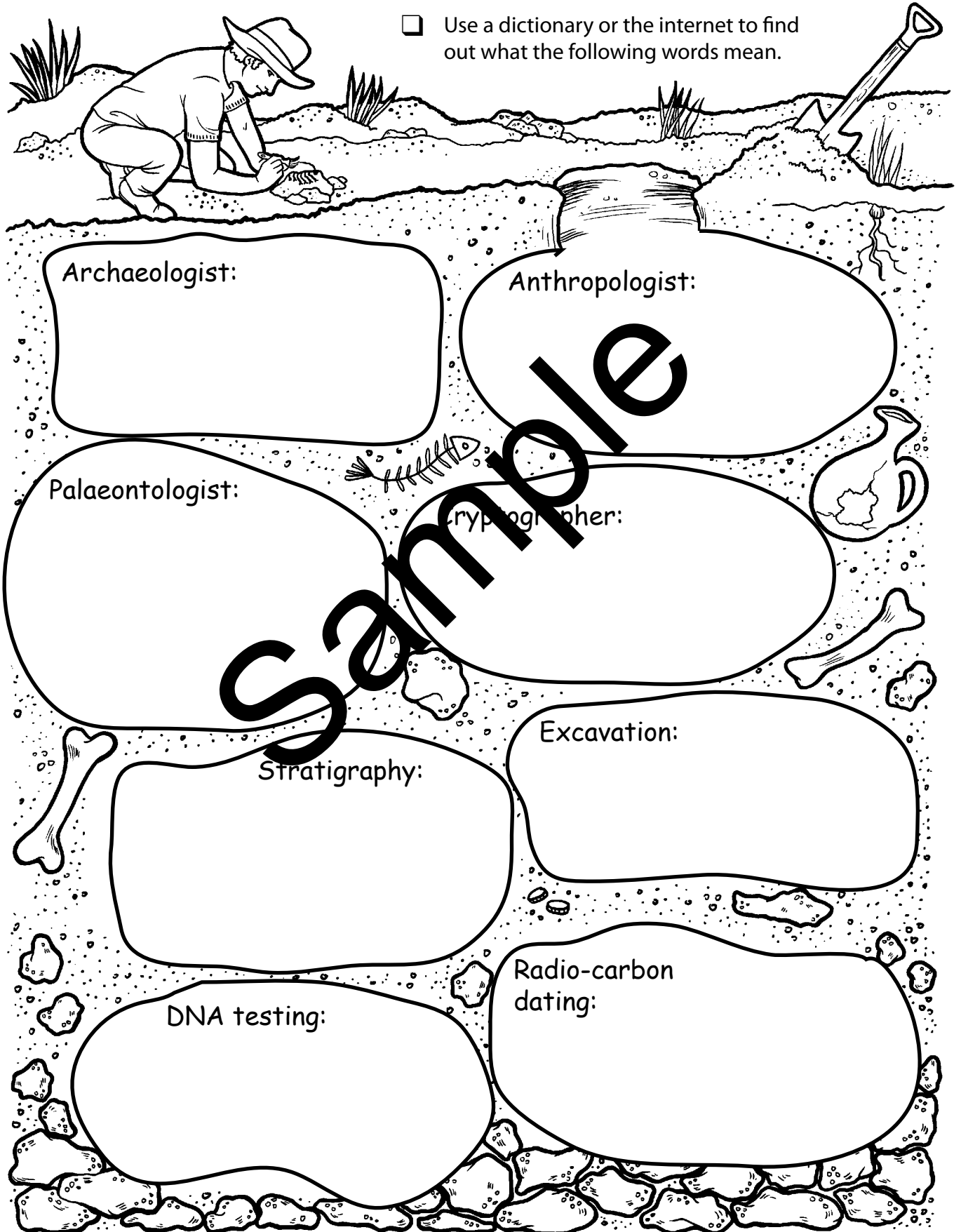
Activity

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 16 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

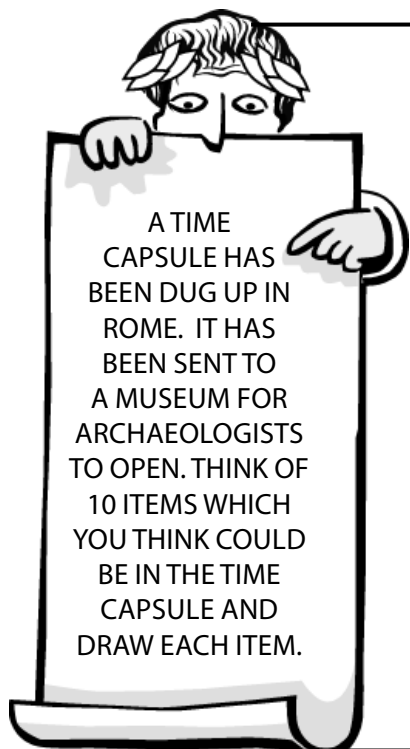


- ☐ Choose one Roman leader to research further. Use your information to deliver a two minute speech on your chosen leader to the class.



The Romans made significant developments in the areas of art, architecture, technology, thinking and literature

AFTER READING THE INFORMATION ON PAGE 22 COMPLETE THE FOLLOWING TASKS.



- ☐ Explain why each item would be in the time capsule.

Item	Reason
<i>E.g. pieces of glass:</i>	<i>The Romans made mosaic pictures out of glass.</i>

- ☐ **Challenge!** Use the back of the sheet to explain what Socrates meant by, "Education is the kindling of a flame not the filling of a vessel".

Activity

Egyptian Pharaohs



Ancient Egypt had many important rulers.

- ☐ On the timeline on page 29, shade periods of stability green and periods of instability red.

Research

- ☐ Choose one Egyptian Pharaoh to research further. Make notes under the headings below in your exercise books then present a two minute speech on your chosen Pharaoh to the class.

- *Period in which he/she ruled.*
- *Greatest achievements (expansion of trade, conquests, peace treaties, etc.).*
- *Weaknesses (conflicts, personality, beliefs, etc.).*
- *How he/she was perceived by the people.*
- *Death.*
- *Other information.*

True or False?

1. Ancient Egyptians believed that Pharaohs were living gods.
☐ True ☐ False
2. Over 100 pharaohs ruled in one century.
☐ True ☐ False
3. Pharaoh Amenophis believed in following many gods.
☐ True ☐ False
4. Pharaoh Cleopatra's involvement with Julius Caesar led to the end of Egypt's civilization.
☐ True ☐ False



Questions

1. Pharaoh Hatshepsut had to do something quite unusual to increase her power, what was it?

2. Why do you think officials tried to erase any traces of her rule? _____

3. Explain what major aspect of Egyptian life Pharaoh Amenophis changed.

4. Did the Egyptian people agree with the change? Why/why not?

5. From 1212 BC, did the ancient Egyptian civilization prosper or decline? Explain why.

Challenge

- ☐ Use your research skills to answer the questions about Pharaoh Hatshepsut.
- Explain why Hatshepsut came to power after her Pharaoh husband died.
 - Why was this allowed to happen?
 - Were the people happy with a female Pharaoh?
 - Explain why it would be difficult for historians to find artefacts of Hatshepsut today.



During ancient Greek times there were a number of significant people.

- ☐ After reading page 38 write an obituary for Alexander the Great. Use your research skills to do the same for another ancient Greek leader on the back of this sheet.

Obituary

Name:

Nationality:

Year of death:

What he was best known for:

.....

.....

Date and place of birth:

Education:

.....

Career:

.....

.....

Family:

.....

Cause of death:

Summary:

.....

.....

Write how the person will be remembered:

.....

.....



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 if 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

- Why did Dionysus reward King Midas?

- Highlight the correct answer. King Midas was:
a.) grumpy and sad b.) kind and caring
c.) mean and cruel
- 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
- What did King Midas wish for when Dionysus granted him one wish?

- In the end what did King Midas ask Dionysus to do? _____
- If someone is said to have 'the Midas touch' what does that mean?

- 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

Impact and Legacy of Ancient Greece



The ancient Greeks have affected our lives today.

Below is the ancient Greek alphabet. Use the chart to complete the questions.

Capital	Lower-case	Greek Name	English
A	α	Alpha	a
B	β	Beta	b
Γ	γ	Gamma	g
Δ	δ	Delta	d
E	ε	Epsilon	e
Z	ζ	Zeta	z
H	η	Eta	h
Θ	θ	Theta	th
I	ι	Iota	i
K	κ	Kappa	k
Λ	λ	Lambda	l
M	μ	Mu	m
N	ν	Nu	n
Ξ	ξ	Xi	x
O	ο	Omicron	o
Π	π	Pi	p
P	ρ	Rho	r
Σ	σ	Sigma	s
T	τ	Tau	t
Υ	υ	Upsilon	u
Φ	φ	Phi	ph
X	χ	Chi	ch
Ψ	ψ	Psi	ps
Ω	ω	Omega	o

1. Write your name using the Greek alphabet.

2. Where have you seen the Pi (π) symbol before?

3. Phobia is a Greek word meaning to be afraid of something. Write it below using the Greek alphabet.

4. Find out what the following Greek words mean:

genesis: _____

dogma: _____

kudos: _____

5. Explain how the word 'alphabet' was created.

Extra



1. Who did the Greeks borrow their alphabet from? _____

2. How did they change this alphabet? _____

3. Name one way in which the ancient Greeks influenced Australia. _____

4. Write a message to your friend using the Greek alphabet. Swap sheets so that your friend can interpret your message.

Activity

Imperial China

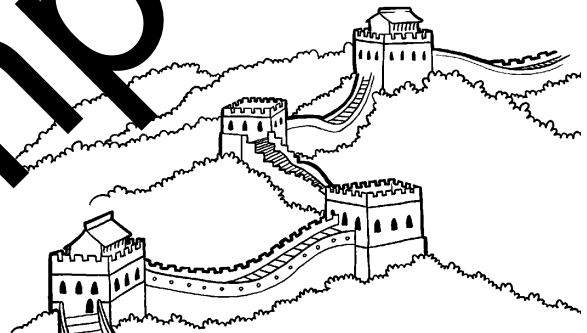
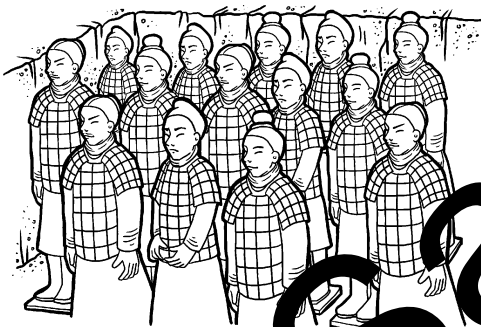


Ancient China became Imperial China under the rule of Qin Shi Huang.

- ☐ After reading page 49 complete the timeline by listing the dynasties which ruled ancient China.



- ☐ Below are two images from Imperial China. After reading page 49 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

Key Groups and the Law



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

☐ After reading page 62, mark on the Values Line your opinions and explain your answers.

1. I would have liked to have been a part of the Untouchables.

STRONGLY AGREE | STRONGLY DISAGREE

2. I would have liked to have been a part of the Kshatryias.

STRONGLY AGREE | STRONGLY DISAGREE

3. Being in the Vaishyas class would have been good.

STRONGLY AGREE | STRONGLY DISAGREE

4. I would not have liked to have been in the infantry.

STRONGLY AGREE | STRONGLY DISAGREE

5. Do you agree or disagree that governments should have spies to control people?

STRONGLY AGREE | STRONGLY DISAGREE



Elephantry

☐ The elephantry was a division of the army in ancient Indian times. Mark on the Values Line below your opinion of using elephants in war.

STRONGLY AGREE | STRONGLY DISAGREE

☐ The use of animals in war is a hotly debated topic in today's world. Choose one of the following activities to complete on the back of this page or in your exercise book:

- If you disagree with the use of elephants in war, write a letter (they didn't have email back then) to the King of India asking him to stop. Remember to state your reasons why.
- If you agree with the use of elephants then imagine you work for the King and are employed to write back to the people who disagree. Explain in your letter why the King uses elephants in warfare.

Challenge

☐ Use your research skills to find out if **a)** the caste system is still in existence in India today or **b)** if elephants are still part of the Indian army today. Write your answer either on the back of this page 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 on lotus flowers and to share money.

5. You do not 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. _____ |