



LITERACY WORKS FOR

History Stage 4 Year 7

THE ANCIENT PAST

Sample pages

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Ancient human migration



Teaching suggestions

Understanding and expressing cause and effect an important skill in History. This page provides a **causal explanation** and teaches a few language resources for expressing cause and effect. See Fact Sheet 2 at the back of the book for a master list of cause and effect language.



Answers

Ancient humans moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia. The **reasons** for this mass migration have fascinated historians. It is likely that a **cause** of ancient humans migration was the growing population. Human populations in Africa grew and, **as a consequence**, they needed more food and resources. It is likely that people moved **in order to** find more resources. Evidence of ancient human migration can be found throughout the world. Ancient stone tools, human remains and cave paintings have been discovered in many places. In the twentieth century, the **impact** of new technology such as radio carbon dating meant that researchers could determine the age of these artifacts and sites. As the age of ancient sites and remains became known, a pattern emerged of the movements of people across vast distances in the world. An **outcome** of the pattern of evidence is the 'out of Africa' theory, where waves of human migration are revealed.



Curriculum links

NSW 2012

Historical concepts

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects

The ancient world

The theory that people moved out of Africa around 60,000 years ago and migrated to other parts of the world including Australia

NSW 2024

The ancient past

A student:

- explains the meaning and context of sources as part of a historical inquiry **HI4-INQ-01**

Content

- Sources of evidence supporting theories of the migration of humans and the development of societies around the world



Answers

	Sentence 1	Sentence 2	Combined sentences with a conjunction
1	Fire was an important technology.	It enabled people to cook food and stay warm.	Fire was an important technology because/since/as it enabled people to cook food and stay warm.
2	When human populations grew, they needed more resources	More people consumed more food.	When human populations grow, they need more resources because / since / as more people consume more food.
3	Radio carbon dating is an important technology.	It enables historians to determine the age of ancient sites.	Radio carbon dating is an important technology because/since/as it enables historians to determine the age of ancient sites.

Ancient human migration



Evidence shows that ancient humans lived in southern Africa and gradually migrated around the world. This is called the 'out of Africa' theory. Read the **causal explanation** below. A causal explanation explains why something occurred, including causes and effects. Look at the cause and effect language in the box below.

Cause and effect language

(for causes) cause, reason, in order to

(for effects) as a consequence, result, outcome, impact



Read the paragraph below about ancient human migration. Find the cause and effect nouns and underline them.

Ancient humans moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia. The reasons for this mass migration have fascinated historians. It is likely that a cause of ancient humans migration was the growing population. Human populations in Africa grew and, as a consequence, they needed more food and resources. It is likely that people moved in order to find more resources. Evidence of ancient human migration can be found throughout the world. Ancient stone tools, human remains and cave paintings have been discovered in many places. In the twentieth century, the impact of new technology, such as radio carbon dating, meant that researchers could determine the age of these artifacts and sites. As the age of each ancient site and remains became known, a pattern emerged of the movements of people across vast distances in the world. An outcome of the pattern of evidence is the 'out of Africa' theory, where waves of human migration are revealed.



Another way of explaining cause and effect is to use conjunctions: 'because, since, as'. Combine two sentences below into one sentence using a conjunction:

Sentence 1	Sentence 2	Combined sentence with a conjunction
e.g. During the Ice Ages, it was hard for ancient people to find food.	The climate was freezing and few plants or animals could survive.	During the Ice Ages, it was hard for ancient people to find food because the climate was freezing and few plants or animals could survive.
1 Fire was an important technology.	It enabled people to cook food and stay warm.	_____
2 When human populations grew, they needed more resources.	More people consumed more food.	_____
3 Radio carbon dating is an important technology.	It enables historians to determine the age of ancient sites.	_____



Teaching suggestions

1. Building the field

The first steps in any lesson are 'setting the context' and 'building the field'.

The teacher could:

- Refer back to the activity on the previous page to revise sources of evidence
- Read the information about Mesopotamia at the top of the page.
- Revise meaning verbs on page 24.

The next stages are on the following pages:

3. Joint construction

4. Independent construction

2. Modelling

- Give students an individual copy of the on this page.
- Read the information about the classifying report for types of sources of evidence. The text has two stages: General Statement and Types.
- Read the first paragraph to students. Ask students to annotate the text using the instructions in the right column.
- Read the first paragraph about art. Ask students to annotate the text. The paragraphs have four phases:
 1. Topic sentence: identify the source of evidence
 2. Give general examples of the source
 3. Give an example of the source from ancient Mesopotamia
 4. State what the source shows us about the past.

Each paragraph phase could be coded or annotated using different colours. Answers are shown below.

General statement

Historians study the past by examining various sources of evidence left behind by ancient societies. These sources provide valuable information about how people lived, what they believed and how their communities were organised. Sources of evidence of ancient societies include 1 art, 2 iconography, 3 oral traditions, 4 writing, 5 artefacts like tools and 6 archaeological sites.

Circle the topic (sources of evidence). Highlight in green what the sources show or mean. Number the types of sources.

Types art

Art is a source of evidence of ancient cultures that expressed ideas and human imagination and creativity. Ancient art includes paintings, sculptures, carving, jewellery and decorations. In ancient Mesopotamia, a carved and polished stone sculpture represents the ruler, Gudea, and dates from around 2100 BCE. Art shows how ancient people expressed their imaginations about important people and events in their lives.

Each paragraph describes one source of evidence. Circle the name of the source.

iconography

Another source of evidence is iconography which refers to the use of images and symbols to express ideas, often with religious or political meaning. Symbols such as animals, crowns, or figures of gods could represent power, status or spiritual beliefs. For example, the Ancient Mesopotamian god of Ashur from the 7th-9th century BCE was shown with a bow and arrow, a sun and wings, showing his power and supreme powers. Iconography in ancient culture reveals the beliefs of the society and how power and status was shown.

Underline the topic sentence that identifies the source and defines it.

Highlight in blue the general examples of the source.

Highlight in pink the example from Mesopotamia and look at the previous page to see the related images.

oral tradition

Oral traditions are also a source of evidence of ancient societies. Oral sources include myths, legends, songs and historical accounts passed down from generation to generation. The tale of Gilgamesh started as series of oral poems and stories in ancient Mesopotamia about a cruel king who has a change of heart, goes on a heroic journey and survives a flood. The tale started orally and was written down in 2100BCE. Oral traditions express cultural beliefs, values and events in the ancient past.

Highlight in green what the sources show or mean.

Meaning verbs are in bold

Classifying report: sources of evidence

Ancient Mesopotamia was a historical region in a fertile area around the Tigris and Euphrates Rivers located within modern-day Turkey, Syria and Iraq. Mesopotamia was first ruled by the Sumerians, and later by the Akkadians, Assyrians and then the Babylonians. For hundreds of years, it was fought over by the ancient Greeks, Persians and Romans.

A **classifying report** describes types of things and then describes them. This classifying report describes types of evidence of ancient cultures and it uses Mesopotamia as an example.



Map: CC0 Creative Commons

General statement

Historians study the past by examining various sources of evidence left behind by ancient societies. These sources provide valuable information about how people lived, what they believed and how their communities were organised. Sources of evidence of ancient societies include art, iconography, oral traditions, writing, artefacts like tools and archaeological sites.

Types art

Art is a source of evidence of ancient cultures that expressed ideas and human imagination and creativity. Ancient art includes paintings, sculptures, carving, jewellery and recreation. In ancient Mesopotamia, a carved and polished stone sculpture represents the ruler Gilgamesh, and dates from around 2500 BCE. Art shows how ancient people expressed their imaginations about important people and events in their lives.

iconography

Another source of evidence is iconography which refers to the use of images and symbols to express ideas, often with religious or political meaning. Symbols such as animals, crowns, or figures of gods could represent power, status or spiritual beliefs. For example, the Ancient Mesopotamian god of Ashur from the 7th-9th century BCE was shown with a bow and arrow, a sun and wings, showing his power and supreme powers. Iconography in ancient culture reveals the beliefs of the society and how power and status was shown.

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Circle the topic (sources of evidence). Highlight in green what the sources show or mean. Number the types of sources.

Each paragraph describes one source of evidence. Circle the name of the source.

Underline the topic sentence that identifies the source and defines it.

Highlight in blue the general examples of the source.

Highlight in pink the example from Mesopotamia and look at the previous page to see the related images.

Highlight in green what the sources show or mean.

Circle the 'meaning' verbs e.g. show, reveal.

On the next pages, you will complete this report by writing about three more sources of evidence:

- writing
- artefacts including tools
- archaeological sites