



LiteracyWorks

AUSTRALIAN CURRICULUM V9

LITERACY WORKS FOR

History Year 7

**DEEP TIME HISTORY OF AUSTRALIA
THE ANCIENT WORLD**

Sample pages

Trish Weekes PhD

**Quality literacy
resources for
subject areas**

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Published 2023

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Literacy Works for History: Year 7 (ebook) ISBN 978-1-876926-43-6

Literacy Works for History: Year 7 (printed) ISBN 978-1-876926-44-3

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How to use this book



Easy to use - just copy/print and teach



Saves you time



Flexible - fits with your topics



Teach content and literacy together

Book layout

Curriculum links show related content and indicators.

Teacher pages contain answer sheets for display, plus teaching suggestions and curriculum links. The teacher and student pages are laid out next to each other.

Teacher page

Investigating the ancient past
Features of ancient societies

The activity on this page introduces students to key concepts and knowledge they will need to read and interpret a descriptive report on ancient societies. This page helps students understand the five common features of ancient societies. Research in literacy shows that if students understand the content or topic (the field), they are much more likely to be able to read with greater comprehension. See Fact Sheets 3 and 4 at the back of this book to see more Latin and Greek origins of words.

Answers

Curriculum links - pages 31-36

Assessment Curriculum
Overview content for the ancient world includes the following:
• key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACCHH001)
Explanation and communication
• describe texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACCHH021) & (ACCHH034)

NOW
Historical context of the overview:
• key features of ancient societies: farming, trade, social classes, religion, rule of law

social classes

farming

trade

king
merchants
farmers

spirituality and religion

rule of law

social classes

farming

trade

king
merchants
farmers

spirituality and religion

rule of law

Student page

Features of ancient societies

Build your word power

Many words you will learn in History have Latin or Greek origins. Here are two examples:

word	meaning	origin
ancient	the distant past	Latin: ante - before
hierarchy	when groups of people are ranked in power or status	Greek: hierarchus - sacred ruler

The list below shows features of ancient societies. Draw a line to match the feature with three examples or definitions of what the feature means.

farming

trade

social classes

king
merchants
farmers

spirituality and religion

rule of law

social classes

farming

trade

king
merchants
farmers

spirituality and religion

rule of law

Student pages are blackline master worksheets - copy or print as much as you like.

Choose by assignment or task

You can search the contents list for common assignment types (e.g. reports, arguments). You can find models and tips and suggestions for how to complete these tasks.

Blackline masters

Each page in this book is a blackline master, so you can copy or print it as often as you like. You can purchase a site licence for the book if you would like each student to have their own electronic copy of the entire book on their devices.

Contact info@literacyworks.com.au

Choose by content or topic

You can search the contents list for topics and case studies related to your teaching units and programs.

Year 7 NAPLAN

The reading comprehension, grammar and writing activities in this book help prepare students for Year 7 NAPLAN. These pages are also perfect for extra lessons if you need to set work for your class while you are away.



Curriculum links

See the contents pages for curriculum links to find out how each page links to the syllabus for History in Year 7. See the front pages for more on Skills and the National Literacy Learning Progression and History.

Curriculum knowledge in this book

There is at least one literacy worksheet for each curriculum content description. This book is not a text book, so it does not cover every aspect of each content description for each topic. The table below shows each topic/module and the aspects of Knowledge and Understanding that are covered. The Australian Curriculum V9 states that students should study **at least one** sub-strand topic (from Greece, Rome, Egypt, India and China). Greece, Rome and Egypt cover the same content. India and China cover slightly different content to allow for flexibility in case teachers choose to cover more than one topic.

Knowledge and understanding	Where is the content covered?
Sub-strand: Deep time history of Australia	
Theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia AC9HH7K01	Module 2
Theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent AC9HH7K02	
How First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time AC9HH7K03	
How First Nations Australians have responded to environmental processes and changes over time AC9HH7K04	
The technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management AC9HH7K05	
The social organisation and cultural practices of early First Nations Australians, and their continuity and change over time AC9HH7K06	
Sub-strand: The ancient world	
The different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past AC9HH7K08	Module 2
How the physical environment and geographical features influenced the development of the ancient society AC9HH7K09	Module 3D India Module 3E China
The organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society AC9HH7K10	Module 3A Egypt Module 3B Greece Module 3C Rome
Key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs AC9HH7K11	Module 3D India Module 3E China
Causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties AC9HH7K12	Module 3A Egypt Module 3B Greece Module 3C Rome
The role and achievements of a significant individual in an ancient society AC9HH7K13	Module 3A Egypt Module 3B Greece Module 3C Rome Module 3D India Module 3E China

Skills: Australian Curriculum

The modules in this book match the Australian Curriculum V9 Skills strand for Year 7 History. The modules of this book that are related to each skill are shown below.

History Year 7: Skills	
Sub-strand	Content
Questioning and researching	develop historical questions about the past to inform historical inquiry (AC9HH7S01)
	locate and identify primary and secondary sources to use in historical inquiry (AC9HH7S02)
Using historical sources	identify the origin, content, context and purpose of primary and secondary sources (AC9HH7S03)
	identify and describe the accuracy and usefulness of primary and secondary sources as evidence (AC9HH7S04)
Historical perspectives and interpretations	describe causes and effects, and explain continuities and changes (AC9HH7S05)
	identify perspectives, attitudes and values of the past in sources (AC9HH7S06)
	explain historical interpretations about significant events, individuals and groups (AC9HH7S07)
Explanation and communication	<div>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources (AC9HH7S08)</div> <ul style="list-style-type: none">communicating a description or explanation using historical knowledge (for example, describing the social structure of the society) referring to evidence from sources (for example, reference to artwork)developing a description or explanation using historical concepts and terms; for example, sources, evidence, continuity and change, perspective or interpretationdeveloping a historical argument; for example, explaining the significance of a past event, providing reasons for the event with reference to relevant evidence



Curriculum links: Knowledge and Understanding

Curriculum links for Knowledge and Understanding are shown in the contents pages and also in the teacher pages in each module. Content indicators are also provided. Look for the green book logo to find them!



Rock paintings of hunters made by San people (also known as Bushmen) in South Africa.

National Literacy Learning Progression and History

The specialised ways of writing in History have been outlined in the National Literacy Learning Progression. The broad text purposes and text types that students commonly use in Years 7-10 are shown in the table below, which comes from the National Literacy Learning Progression.

Literacy Works for History Year 7 covers some of the main text types of History that are common in Year 7:

- Biographical recount
- Descriptive report
- Causal explanation
- Consequential explanation
- Exposition

See the contents for more details on where to find these text types and their language features. You can download them at the following address: <https://www.australiancurriculum.edu.au/media/3655/literacy-history.pdf>

Text types and purpose of the range of texts students may develop in Years 7-10 History

Broad text purpose	Text type family	Text type	Purpose
Informative	Chronicling	Biographical recount	to recount the significant events and stages in a person's life before making a judgement
		Historical recount	to recount events from the past before making a judgement or drawing conclusions about their significance
		Historical account	to account for and explain historical events before making a judgement or drawing a conclusion, such as explaining the significance of an event, what caused an event, the sequence of events, or the effects of an event
	Reporting	Descriptive report	to describe and provide generalised information about a historical period of time or a significant historical event
	Explaining	Sequential explanation	to explain in a sequence the phases of a process, including long-term causes and short-term triggers, such as the causes of World War I
		Causal explanation	to explain why an event occurred, including cause and effect
		Factorial explanation	to explain the multiple causes of one event or historical phenomena
		Consequential explanation	to explain the multiple effects of one event or historical phenomena including intended and unintended consequences
	Persuading	Exposition (analytical)	to argue for a particular point of view substantiated with evidence
		Discussion	to discuss two or more points of view before making a judgement
		Challenge	to argue against a point of view

Source: ACARA (2018) Literacy learning progression and History. <https://www.australiancurriculum.edu.au/media/3655/literacy-history.pdf> Adapted from Humphrey, S, Droga, L & Feez, S (2012), *Grammar and Meaning*, Primary English Teaching Association Australia, Newtown, NSW.



How to use these resources

The activities in this module are clustered around examples of ancient people and civilisations.

Each page has teaching suggestions about how to prepare students for the reading or writing activities, as well as follow up activities.



Curriculum links

A table of curriculum links for **historical knowledge** is shown at the start of each section of this module. This module also contributes to the development of **historical skills**. There is a master list of historical skills and related activities at the start of this book.

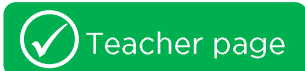
Right: Aboriginal Rock Art in Anbangbang Rock Shelter, Kakadu National Park

Pages	Content focus	Literacy focus		Estimated teaching time
		Text type	Literacy skills	
17-18	Ancient human migration	explaining	Identifying cause and effect language	1/2 lesson
19-24	Narrabeen Man and Mungo Man	descriptive report	Reading and comprehension; using evidence to interpret sources; low modality, meaning verbs; comparing and contrasting ideas	1 lesson
25-28	Primary and secondary sources		Punctuation and spelling, vocabulary	1-2 lessons
29-36	Features of ancient societies	descriptive report	Vocabulary and definitions; writing a descriptive report	1 lesson
37-46	Ancient remains should be conserved: ancient Australia	exposition	Understanding arguments; thinking of examples; reading and comprehension; spelling and punctuation; writing an exposition	1-2 lessons

Deep time history of Australia



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 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.



Curriculum links

Australian Curriculum V9

Theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)



Rock paintings of hunters made by San people (also known as Bushmen) in South Africa.



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

These pages explore historical methods and sources, using example of Narrabeen Man and Mungo Man.

The activities on this page build reading and comprehension, with suggested activities shown below.

Activity 1: locating information

Refer to the headings in the table.

1. Where can I find information about places?
2. Where can I find information about people?
3. Where can I find information about things Narrabeen Man and Mungo Man did?
4. Where can I find information about how they died?

Activity 2: read and annotate

Read the table to the students or have students read parts.

As they read, have a code to annotate each line. After reading, students share the annotations and check with the teacher for meanings.

✓	I understand everything here
?	What does this word mean?
*	Interesting
	<i>your own idea</i>

Activity 3: one minute timeline

Put students in pairs and give them two minutes to draw a timeline that includes all the dates in the table (42,000 years ago, 4,000 years ago, 1974, 2005). It does not have to be exactly to scale. What do students notice about the timeline? (We hope they notice the incredible ancient age of Mungo Man.)

Activity 4: similarities and differences

There is no direct relationship between these two sets of remains, however it is useful for students to learn to compare and contrast difference historical evidence. Ask students to make a list of similarities and differences between the two sets of remains. Then students can continue to the activities on the next page.



Curriculum links

Australian Curriculum V9

Theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent (AC9HH7K02)

How First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time (AC9HH7K03)

- exploring how we know about continuities and changes in First Nations Australians' cultures; for example, the archaeological research showing evidence of occupation and the lives of First Nations Australians during the Pleistocene epoch at sites such as Lake Mungo and Kutikina Cave

The technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management (AC9HH7K05)

The social organisation and cultural practices of early First Nations Australians, and their continuity and change over time (AC9HH7K06)

References for these pages

ABC Science (2008). Catalyst: Narrabeen Man, <http://www.abc.net.au/catalyst/stories/2278381.htm>, 19 June.

Education Services Australia (2013). *AC History Units. Year 7 program: investigating the ancient past – the mystery of Narrabeen Man*. Available at: https://www.achistoryunits.edu.au/verve/_resources/htaa_year_7_ancient_past_teaching_program.pdf

McDonald, J., Donlon, D., Field, J., Fullagar, R., Brenner Coltrain, J., Mitchell, P. & Rawson, M. (2007). 'The first archaeological evidence for death by spearing in Australia', *Antiquity* 81: 1-9.

Narrabeen Man and Mungo Man

How do we know about ancient humans? Ancient remains provide evidence that can help us learn about ancient people and cultures. Remains are the bodies of deceased people. Several remains of ancient humans, along with other artifacts, have been found in Australia. Read the information below about the remains of two ancient humans who were named after the place where they were found, such as Narrabeen Man and Mungo Man.



The remains of Narrabeen Man



The remains of Mungo Man

	Narrabeen Man	Mungo Man
Where were they discovered?	Narrabeen, a northern suburb of Sydney	Lake Mungo, a dry lake in south-western NSW
When were they discovered?	January 2005	February 1974
How were they discovered?	Workers were digging a trench for a gas pipeline under a suburban street.	Jim Bowler, a geologist, was researching the area. One day after a rainstorm, he saw a white object poking out of the sand. It was a skull.
When did they die? (indicated by radiocarbon dating)	4,000 years ago	42,000 years ago
How old were they at the time of death?	30-40 years old	50 years old
What did the bones show about the life of the person?	Chemical analysis showed that his diet was rich in fish and shellfish. His skull had many cuts, holes and dents in it. In his lower spine, there was a spear barb (a small sharp stone used for the tip of a spear).	His right elbow had arthritis showing that he used his right arm a lot. His back molar teeth were scratched and worn, perhaps from eating a gritty diet.
What evidence is there of circumstances of his death?	Fourteen spear barbs were found near the skeleton. The skull was damaged from sharp instruments and a slice of the cranium (skull) was missing. There were spear wounds to his front and back. The skeleton was lying on his side with one arm over his head.	The skeleton had been carefully laid out with his hands placed in his lap, knees bent and his body was covered in red paint (ochre). There was evidence of a small fire nearby.
Interpretation and significance	Evidence suggests that Narrabeen Man was murdered by multiple spears from different directions. This is currently the oldest evidence of earliest death by spearing in Australia.	These remains show that ancient Aboriginal people had a complex culture, tools and ceremonies. They participated in funerary rituals when someone died.



Teaching suggestion: a dictogloss

Before teaching these activities, teachers might like to revisit the concept of rituals with students. Understanding Aboriginal rituals could aid in the interpretation of the remains of Narrabeen Man and Mungo Man.

The teacher could do this activity as a **dictogloss**. In a dictogloss activity, the teacher reads the description out loud and students write what they hear. This is best done by pairs of students or a small group.

1. Write key words on the board and explain them: initiation, burial, ritual, ochre, cremation.
2. Tell students that you will read a short passage and they have to write as much as they can remember.
3. Teacher reads the text twice at a normal speed.
4. Give students one minute to collaborate and try to piece together the parts they missed.
5. Read the text one more time.

DICTOGLOSS TEXT

A **ritual** is a series of actions performed in religious or community ceremonies. Aboriginal cultures have a range of rituals, often concerning **initiation** and **burial**.

During the ritual of **initiation**, a young person is welcomed as an adult in the community. The ritual may include marking and scarring of the body and removing some teeth.

Burial rituals often involve ceremonies with fire and smoke, and the use of **ochre** (coloured paint) followed by burial or **cremation** of the deceased person.

sample



Answers - any of these options are possible

1. Narrabeen Man died 4,000 years ago, **however/ yet/ but/ while/ whereas** Mungo Man was much older, dying approximately 42,000 years ago.
2. The age of Narrabeen Man at his time of death was around 30-40 years **however/ yet/ but/ while/ whereas** Mungo Man was older, dying at around 50 years of age.
3. *Write a sentence to contrast the diet of the two men.* Narrabeen Man's bones showed evidence of a fish and shellfish diet **however/ yet/ but/ while/ whereas** Mungo Man's teeth were scratched and worn, perhaps from eating a gritty diet.



Answers - any of these options are possible

1. Narrabeen Man was discovered accidentally by workers digging a trench for a gas pipeline under a suburban street. **However/ on the contrary/ instead/ in contrast/ on the other hand/ alternatively** Mungo Man was discovered when the skull was exposed by erosion and was seen by a geologist, Jim Bowler.
2. Narrabeen Man's remains are relatively recent, at 4,000 years old. **However/ on the contrary/ instead/ in contrast/ on the other hand/ alternatively** Mungo Man's remains are some of the most ancient human remains in the world, at 42,000 years old.
3. *Write two sentences to contrast the circumstances of each death.*
Narrabeen Man may have experienced a violent death involving spear injuries and a blow to the head. **However/ on the contrary/ instead/ in contrast/ on the other hand/ alternatively** Mungo Man seems to have been buried in some kind of ritual as his body was laid in the ground and coloured with ochre.

Contrasting Narrabeen Man and Mungo Man



The remains of Narrabeen Man



The remains of Mungo Man

The remains of Narrabeen Man and Mungo Man have some similarities: they are both ancient, both from Australia and both remains of adult males. This activity helps you to **contrast** two different sets of evidence to highlight the differences between them. Read the information on the previous page and complete the activities below.

Conjunctions for contrasting

Conjunctions link ideas within a sentence

Examples of conjunctions: however, yet, but, while, whereas

Sentence example: Narrabeen man was discovered in a northern Sydney suburb, **but** Mungo Man was found in south-western New South Wales.



Choose a conjunction to show contrasting information or differences between Narrabeen Man and Mungo Man and write it on the line.

1. Narrabeen Man died 4,000 years ago, _____ Mungo Man was much older, dying approximately 42,000 years ago.
2. The age of Narrabeen Man at his time of death was around 30-40 years, _____ Mungo Man was older, dying at around 150 years of age.
3. Write a sentence to contrast the different diet of the two men. _____

Text connectives for contrasting

Text connectives link ideas between sentences or paragraphs

Examples of text connectives: however, on the contrary, instead, in contrast, on the other hand, alternatively

e.g. Narrabeen Man was found in 2005. **However**, the discovery of Mungo Man was over 30 years earlier in 1974.



Choose a text connective to show contrasting information or differences between Narrabeen Man and Mungo Man and write it on the line.

1. Narrabeen Man was discovered accidentally by workers digging a trench for a gas pipeline under a suburban street. _____ Mungo Man was discovered when the skull was exposed by erosion and was seen by a geologist, Jim Bowler.
2. Narrabeen Man's remains are relatively recent, at 4,000 years old. _____ Mungo Man's remains are some of the most ancient human remains in the world, at 42,000 years old.
3. Write two sentences to contrast the circumstances of each death. _____



Answers

1. What is the main viewpoint presented by the writer? Ancient sites should be conserved.

2. What are the three main arguments presented in the exposition? What person or group is the focus of the argument?



Argument 1: Many ancient sites may have cultural significance and spiritual value for a group or community.

Argument 2: Ancient sites may have educational value to help us understand the past, human development and how the world has changed.

Argument 3: Ancient sites also have economic benefits.



Answers

The examples below relate to Uluru but students can choose any ancient site.

Example for argument 1 e.g. *Uluru has special significance for Aboriginal people whose ancestors lived there.* The Anangu people have lived in the area for thousands of years and Uluru has spiritual significance for them. Several locations at Uluru have special significance such as caves where initiation ceremonies took place. Artwork in those caves needed protection from vandalism and dust from cars on the road that previously existed near Uluru. This led to the road being relocated further away and access to the caves was closed.

Example for argument 2 Preserving an ancient site like Uluru can help people understand Aboriginal culture and spirituality. This can also help to build understanding and respect for Aboriginal culture. When people visit Uluru, they learn about the relationship of the site to the culture.

Example for argument 3 Preserving an ancient site can bring economic benefits from tourism. If the site is preserved, people can enjoy it through tourism. Thousands of people around the world visit Uluru to photograph it and walk around it. This brings jobs and money to the local tour operators, guides, cultural centres, hotels, restaurants and transport operators.



Answers

Archaeologists need to understand the history and **significance** of the **site** they are conserving. **They should consult** with local experts and **indigenous** people who know about the site. First, the site must be **assessed** to find out what areas need most **protection** or **restoration** (returning to its **previous condition**). The site may need to be protected, such as **preventing** people from touching or walking on the area, **controlling** the number of visitors and **shielding** from rain, dust, **pollution**, heat or cold. Remains or artifacts may be **returned** from museums or other places to the **original** site. In rare cases, a site may need to be **relocated** or moved, if it is in danger of being flooded or **destroyed**.

Ancient sites should be conserved

The activities on this page relate to the exposition on the previous page.

 1. What is the main viewpoint presented by the writer? _____

 2. What are the three main arguments presented in the exposition? _____



Above: Uluru is an example of an ancient site. Several measures have been carried out to ensure that special locations are protected, such as important caves where spiritual rituals occurred.

Argument 1: _____

Argument 2: _____

Argument 3: _____

 Think of an ancient site you have been learning about in History, or one you have visited. Can you think of examples to support the three arguments above?

Example for argument 1 *e.g. Uluru has special significance for Aboriginal people whose ancestors lived there.*

sample

Example for argument 2

Example for argument 3

 Read this short paragraph about how ancient sites are conserved. Fix the spelling and punctuation.

Arceoollogists need to understand the history and signifacence of the sight they are conserving they shuld consullt with local experts and indigennes people who know about the site. First, the site must be asesed to find out what areas need most protecshen or resteration (returning to its previess condishen) the site may need to be protected, such as prevventing people from touching or walking on the area, controlling the number of visitors and sheelding from rain, dust, polution, heat or cold. Remains or artifacts may be returnd from museems or other places to the orignal site. In rare cases, a site may need to be relocatd or moved, if it is in danger of being flooded or destroyd.





How to use these resources

All of the activities in this module will work with any units of work about Egypt. These activities are designed for the MIDDLE of a unit of work, not the beginning. Students should have completed at least a few lessons about Egypt before they undertake these activities.

The activities in this module are clustered around three main areas of content, as shown below:

- significant individuals
- key groups in society
- contacts and conflicts within and/or with other societies.

Each page has teaching suggestions about how to prepare students for the reading or writing activities, as well as follow-up activities.

Right: The Great Sphinx of Giza with a pyramid in the background. The sphinx has a lion's head and a man's face (the pharaoh Khafre, 2558–2532 BCE).

Pages	Content focus	Literacy focus		Estimated teaching time
		Text type	Literacy skill	
49-58	Significant individuals: Hatshepsut and Ramses II	biographical recount	grouping and sequencing events in the life of a significant individual; evaluating a significant individual	1-2 lessons
59-64	Key groups in Egyptian society	compositional report	reading and comprehension; writing paragraphs	1-2 lessons
65-68	Impact of contacts and conflicts (trade)	explanation	explaining the consequences or impacts of Egyptian trade; identifying cause and effect language; writing paragraphs	1-2 lessons



Assignment suggestions

The activities in this module could be the basis of assignments or assessment tasks for students. This module contains model texts and explicit description of language features and literacy skills needed to complete common assignments for Year 7. Here are some suitable assignment topics to consider:

- **Significant individuals:** Research the life of a significant individual from ancient Egypt (not Hatshepsut or Ramses II) and write a biographical recount of their life including an evaluation of their significance.
- **Classes in society:** Write a report on the role of women in Egypt.
- **Impact of contact and conflict:** Explain the impact of wars on Egypt and the Mediterranean world.

THE ANCIENT WORLD

Egypt



Biographical recount: Hatshepsut



Teaching suggestions

A biographical recount is sometimes called a biography. In History, a biographical recount retells key events in the life of a person who lived in the past. The events tend to be the most important ones or the events that made the person significant in History. The final paragraph of a biographical recount in History often evaluates the person and his or her significance.

Teaching and learning cycle for writing

These pages can be used as a teaching sequence to prepare students to write a biographical recount. These stages follow the Teaching and Learning Cycle. First, a model or example text is given to students, showing the features of a biographical recount. Then the students learn about the language features of the model text. Next they practise writing with the teacher, then write in pairs or small groups. Finally, they write independently.



Curriculum links

Australian Curriculum V9

The role and achievements of a significant individual in an ancient society (AC9HH7K13)

- evaluating the significance of Rameses II, including military victories, expansion of the Egyptian empire and architectural endeavours
- examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, such as Hatshepsut or Akhenaten, and how they were perceived by their contemporaries



Above: Relief of Hatshepsut's expedition to the Land of Punt 1493 BCE



Above: Seated statue of Hatshepsut, ca 1479-1458 BCE, limestone CC0, The Metropolitan Museum of Art, New York, Rogers Fund 1929, www.metmuseum.org

Biographical recount: Hatshepsut

A biographical recount retells key events in the life of a person who lived in the past and also tells the reader why that person was significant or important.



Left: Statue of Hatshepsut



Right: The massive Djoser-Djoseru building of the temple of Hatshepsut

Identification of person

Hatshepsut was a female pharaoh who lived from 1507-1458 BCE. Her name means 'the first among noble women'. She was the fifth pharaoh of the 18th dynasty during the New Kingdom period (1570-1425 BCE) and she reigned for 21 years during a period of prosperity and peace.

Who was she?
key dates

Key events

Hatshepsut was born into a royal family. She was the daughter of the pharaoh Thutmose I. During her father's reign, she was well trained in her duties and held the powerful position of God's Wife of Amun. Hatshepsut's father died when she was 12 and she married her half-brother Thutmose II, which was a common custom in Egypt. For a further 15 years, Hatshepsut ruled as a queen and principal wife to Thutmose II.

Each paragraph covers a stage of the person's life

childhood and early life

early career

career

past tense verbs in bold

When Thutmose II **died**, Hatshepsut **became** a regent to Thutmose III (the pharaoh's son by another wife). While she **was** regent, Hatshepsut **built** a network of loyal officials who **controlled** key positions in the government. In her seventh year as regent, Hatshepsut **crowned** herself pharaoh of Egypt. Hatshepsut **claimed** that she **deserved** to reign because she **was** her father's intended successor as well as the son, wife and sister of a pharaoh. She **gave** herself titles associated with a pharaoh and **created** pictures and statues of herself as a man with a male body and beard.

key activities and events in her career

During her reign as pharaoh, Hatshepsut ordered many building projects and trade expeditions. She commanded the construction of many temples, monuments and statues to demonstrate her power as pharaoh. Hatshepsut also established many trade routes. An expedition to the Land of Punt (modern day Somalia) returned to Egypt with many luxury items including gold, ivory, myrrh trees and live animals including apes, panthers and giraffes. Construction and trade during this period showed the wealth of Egypt under Hatshepsut's reign.

death

For 21 years, Hatshepsut reigned as pharaoh. She died when she was in her fifties and her cause of death is not known.

Significance

Hatshepsut was one of the most successful pharaohs in the New Kingdom. She reigned longer than any other female pharaoh and her reign was prosperous and peaceful. She brought trade and wealth to Egypt and made many contributions to architecture, some of which still survive today.

What is she famous for?



Teaching suggestions

PEEL paragraphs

PEEL paragraphs are one possible way of organising information. PEEL paragraphs are not the same in every text type. In a composition report in History, the E stages can link to historical evidence or examples, while the L stage can link to the function of the group in society.

Functions of groups in society

Egyptian society was a mostly stable and successful structure, in that it enabled the perpetuation of the kingdom. A class discussion may assist students to understand how a rigid class structure, like in ancient Egypt, had many benefits for the ruling and wealthy classes, such as:

- specialising tasks (e.g. scribes) to ensure skills could be developed, shared and taught
- maintaining the wealth of the upper classes by forcing lower class groups to work for free or for little reward.



Above: Broad Collar, 1479–1425 BCE, gold, obsidian, glass. Fletcher Fund, 1926; Purchase, Frederick P. Huntley Bequest, 1958; Joseph Pulitzer Bequest, 1966. Metropolitan Museum of New York, metmuseum.org

Broad collar necklaces like the one above were popular pieces of jewellery among the royalty and elite in ancient Egypt. This necklace belonged to one of three foreign wives of Thutmose III. The king's name is inscribed on the backs of the falcon-headed decorations indicating that it was a gift from him to his wife.



Answers

P

POINT

State the main point. Name the group and their function in society.

E

ELABORATE / EXPLAIN

Give more specific detail about what they did.

E

EXAMPLE / EVIDENCE

Give an example. What is the historical evidence?

L

LINK

Link back to your main point about the role of artisans in society and why they were important.

Artisans included stonemasons who cut stone for building, metal workers, weavers, painters, potters and plasterers. They were not respected in society and often lived in their workshops and experienced poverty.

In this way, the artisans were essential to everyday life in Egypt and their legacy can be seen in the buildings and decorations of Egyptian tombs and monuments.

For example, when a pharaoh decided to build a temple, he would need hundreds of artisans to cut the stone, build the temple, plaster and paint it, and decorate it inside.

Artisans were poor craftworkers who played an important role in Egyptian culture and society.

Write paragraphs about groups in society

One useful way of structuring a paragraph is to use PEEL. Read this PEEL paragraph from the compositional report on groups in Egyptian society and look at the four stages.

P
E
E
L

POINT

State the main point. Preview the main ideas in the paragraph. Do not include examples here.

ELABORATE / EXPLAIN Write more detail about the point. Give a definition or explain what the point means. This stage can be two or more sentences.

EXAMPLE

Give an example related to the point. What is the historical evidence to support the point?

LINK

Link back to your main point about the role of merchants in society and why they were important.

Merchants were a wealthy middle class that helped Egypt to flourish. Merchants traded agricultural produce from the fertile Nile area for other goods and supplied Egyptian people with food, clothing and luxury items like jewellery. For example, grain was traded for gold, silver, linens, paper, leather and animals. Merchants ensured that Egyptian society could provide a stable and constant source of food and luxury items. They also played an essential role in Egypt's trade relationships with its neighbours.



Left: A jewelled collar worn by Pharaoh Thutmose III (1479-1425 BCE)

Right: The decorated tomb of Ramses IV (1155-1149 BCE) in Luxor



The PEEL paragraph below about trade in ancient societies is in the wrong order. Draw a line to match the stage (P E E or L) with the section of the paragraph.

P
E
E
L

POINT

State the main point. Name the group and their function in society.

ELABORATE / EXPLAIN

Give more specific detail about what they did.

EXAMPLE / EVIDENCE

Give an example. What is the historical evidence?

LINK

Link back to your main point about the role of artisans in society and why they were important.

Artisans included stonemasons who cut stone for building, metal workers, weavers, painters, potters and plasterers. They were not respected in society and often lived in their workshops and experienced poverty.

In this way, the artisans were essential to everyday life in Egypt and their legacy can be seen in the buildings and decorations of Egyptian tombs and monuments.

For example, when a pharaoh decided to build a temple, he would need hundreds of artisans to cut the stone, build the temple, plaster and paint it, and decorate it inside.

Artisans were poor craftworkers who played an important role in Egyptian culture and society.



How to use these resources

All of the activities in this module will work with any units of work about Greece. These activities are designed for the MIDDLE of a unit of work, not the beginning. Students should have completed at least a few lessons about Greece (Athens and Sparta) before they undertake these activities. The activities in this book cover both Athens and Sparta so students should know about both societies before they start.

The activities in this module are clustered around three main areas of content, as shown below:

- significant individuals
- key groups in society
- contacts and conflicts within and/or with other societies (the Persian Wars)

Each page has teaching suggestions about how to prepare students for the reading or writing activities, as well as follow-up activities.

Right: The Parthenon, Acropolis, Athens.

Pages	Content focus	Literacy focus		Estimated teaching time
		Text types	Literacy skills	
71-78	Significant individuals Leonidas and Pericles	biographical recount	grouping and sequencing events in the life of a significant individual; evaluating a significant individual	1-2 lessons
79-86	Key groups in Spartan and Athenian society	compositional report	reading and comprehension; writing paragraphs	1-2 lessons
87-90	Impact of the Persian Wars	explanation	explaining the consequences or impacts of the Persian Wars; identifying cause and effect language; writing paragraphs	1-2 lessons



Assignment suggestions

The activities in this module could be the basis of assignments or assessment tasks for students. This module contains model texts and explicit description of language features and literacy skills needed to complete common assignments for Year 7. Here are some suitable assignment topics to consider:

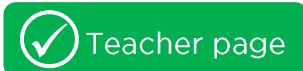
- **Significant individuals:** Research the life of a significant individual from ancient Greece (not Leonidas or Pericles) and write a biographical recount of their life including an evaluation of their significance.
- **Classes in society:** Write a report on the role of women in either Sparta or Athens. OR Compare and contrast the role of women in Sparta and Athens.
- **Impact of contact and conflict:** Explain the impact of the Peloponnesian wars on Athens, Sparta and the Mediterranean world.

THE ANCIENT WORLD

Greece



Biographical recount: Leonidas



Teaching suggestions

A biographical recount is sometimes called a biography. In History, a biographical recount retells key events in the life of a person who lived in the past. The events tend to be the most important ones or the events that made the person significant in History. The last paragraph of a biographical recount in History often evaluates the person and his or her significance.



Curriculum links

Australian Curriculum V9

The role and achievements of a significant individual in an ancient society (AC9HH7K13)

- examining the historical context, early life and achievements of a significant historical figure, such as Leonidas or Pericles from ancient Greece, and how they were perceived by their contemporaries

These pages can be used as a teaching sequence to prepare students to write a biographical recount. These stages follow the Teaching and Learning Cycle.

1. First, the model or example text is given to students and read out. Teachers explain the features of a biographical recount.
2. Then the students practise writing the features of the text. The students should write with the teacher's guidance.
3. Finally students can write a biographical recount independently, using the information from the book.

sample



Marble statue of a hoplite with a helmet, maybe Leonidas. Archaeological Museum of Sparta, Greece. 5th century BCE.



Modern drawing of a Spartan phalanx. CC0 Creative Commons.

A note on apostrophes

Leonidas' army or Leonidas's army?

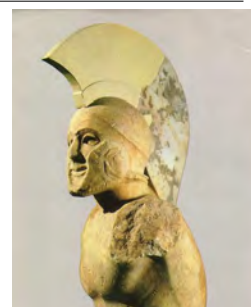
When a name ends in S, we usually put the apostrophe after the S without an extra 'S. This is a matter of style and there is no hard rule on this one, as long as you are consistent.

Biographical recount: Leonidas

A biographical recount retells key events in the life of a person who lived in the past and also tells the reader why that person was significant or important.



Left: Modern statue of Leonidas in Sparta, Greece.



Right: Marble statue of a hoplite with a helmet, maybe Leonidas. Archaeological Museum of Sparta, Greece. 5th century BCE.

Identification of person

Leonidas (540-480 BCE) was a warrior king from Sparta, a city-state in ancient Greece. His name means 'son of the lion'. Leonidas is remembered as a military leader in the Battle of Thermopylae (480 BCE), when he led a small force of soldiers against the mighty Persian army.

who was he?
key dates

Key events

Leonidas was born in a royal family in Sparta. He was the son of the King Anaxandridas II. Details of his early years are not known. As a typical Spartan youth, Leonidas was likely to have received physical and military training so that he could become a warrior.

Each paragraph covers a stage of the person's life

childhood and early life

When he **became** an adult, Leonidas **married** his niece Gorgo. **During his career**, Leonidas gained a reputation as an excellent military leader. He **was crowned** King of Sparta in 490 BCE at the age of 50 years.

career

past tense verbs in **bold**

In 481 BCE, the Persian army invaded Greece. At this time, Leonidas was chosen to lead the combined Greek forces. He led a small Spartan army of 1200 men, including 300 hoplites (soldiers armed with spears, short swords and round shields). The Spartans were joined by Greek forces so that the total army was around 7,000 men. Leonidas' Greek army met the Persian army, led by Xerxes, at a place called Thermopylae. The Persian army was huge, estimated to be around 80,000 men, so the Greek army was outnumbered. Leonidas' army held back the Persian attacks for two days, killing around 10,000 enemy troops. However, the Persian army found a way to attack the Greeks from behind so they were soon surrounded. When defeat seemed certain, Leonidas sent most of the Greek forces away to preserve them for future battles. He remained to fight with 300 Spartan soldiers. The Spartans were defeated on August 11, 480 BCE and Leonidas was killed.

key event in his career

death

After his death, a hero cult for Leonidas developed in Sparta, which means that his memory was respected, stories were told about him and he became more famous. In 440 BCE, a famous ancient Greek historian, Herodotus, wrote stories about Leonidas.

after his death

Significance

Leonidas is remembered for his bravery in leading only 300 Spartans against a huge Persian army. Leonidas became a symbol of courage. Many statues were built to honour Leonidas and he became a major figure in the history, art and culture of ancient Greece.

What is he famous for?

Write a paragraph about Spartan women



Answers



Facts about Spartiates

- had high status
- were males
- had full rights as citizens
- could vote on laws
- were professional soldiers
- were expected to prepare constantly for war
- were given a plot of land and slaves
- were forbidden from trade and commercial activity because they had to focus on military training



Answers

Spartan women had a high status in society with more rights and freedom than other women in the ancient world. Spartan women often received an education. Girls participated in physical training and running festivals and they were expected to become the healthy mothers of warriors. Women could own property and manage domestic affairs but they were not citizens and could not vote.



Teaching suggestions

As a follow-up activity, students could make a list of the positive and negative aspects of being Spartan women in ancient Sparta.

Negatives	Positives
they could not vote they were not citizens	they received an education and physical training they were respected they could move around freely they had more rights than other



Above: Bronze figure of a running girl. 520-500 BCE. Laconian (the location of ancient Sparta). (British Museum).



Answers

The girl is running and looking over her shoulder. The figure has a slender body with muscular legs, showing that she is strong and fit. This supports the fact that Spartan women received physical training. The figure has her legs wide apart in a running pose which supports the fact that girls participated in running. Her short tunic indicates that she could go outside without covering herself fully which might suggest that women had some freedom in society.

Write a paragraph about Spartan women

 Read this paragraph from the compositional report about groups in Sparta. In the box, write dot points about the facts about Spartiates that are covered in this paragraph.

Topic sentence tells us the name of the group and their status in society

Supporting sentences elaborate (tell us more, give more information and facts)

Spartiates had a high status in Spartan society. They were males with full rights as citizens of Sparta and could vote on laws. Spartiates were professional soldiers and they were expected to prepare constantly for war. In return for their military duty, Spartiates were given a plot of land and slaves to serve them. They were forbidden from trade and commercial activity because they had to focus entirely on military training.


Facts about Spartiates

 Read the facts about women in Spartan society in the box below. Use these facts to write a paragraph about the role of women in Spartan society. Start with a topic sentence that names the group and their status in society.



Above: Bronze figure of a running girl. 520-500 BCE. Laconian (the location of ancient Sparta). (British Museum).

- Facts about Spartan women**
- had more rights and freedom than other women in the ancient world.
 - often received an education
 - girls participated in physical training and running festivals
 - were expected to become the healthy mothers of warriors
 - could own property and manage domestic affairs
 - were not citizens and could not vote

 Look at the bronze figurine above. What is the girl doing? What does she look like? What evidence does this figurine provide for the facts about Spartan women and girls?



How to use these resources

All of the activities in this module will work with any units of work about Rome. These activities are designed for the MIDDLE of a unit of work, not the beginning. Students should have completed at least a few lessons about Rome.

The activities in this module are clustered around three main areas of content, as shown below:

- significant individuals
- key groups in society
- contacts and conflicts within and/or with other societies

Each page has teaching suggestions about how to prepare students for the reading or writing activities, as well as follow-up activities.

Right: The Coliseum, Rome.

Pages	Content focus	Literacy focus	Estimated teaching time
93-100	Significant individuals Julius Caesar and Augustus	Genre: Biographical recount	Literacy skills: grouping and sequencing events in the life of a significant individual; evaluating a significant individual
101-104	Key groups in Roman society	compositional report	reading and comprehension; writing paragraphs
105-108	Impact of contacts and conflicts (trade)	explanation	explaining the consequences or impacts of trade and the expansion of the Roman empire; identifying cause and effect language; writing paragraphs



Assignment suggestions

The activities in this module could be the basis of assignments or assessment tasks for students. This module contains model texts and explicit description of language features and literacy skills needed to complete common assignments for Year 7. Here are some suitable assignment topics to consider:

- **Significant individuals:** Research the life of a significant individual from ancient Rome (not Julius Caesar or Augustus) and write a biographical recount of their life including an evaluation of their significance.
- **Classes in society:** Write a report on foreigners in ancient Rome or key groups in society in conquered lands (i.e. not Rome itself).
- **Impact of contact and conflict:** Explain the impact of wars with the barbarians.

THE ANCIENT WORLD

Rome





Teaching suggestions

A biographical recount is sometimes called a biography. In History, a biographical recount retells key events in the life of a person who lived in the past. The events tend to be the most important ones or the events that made the person significant in History. The last paragraph of a biographical recount in History often evaluates the person and his or her significance.



Curriculum links

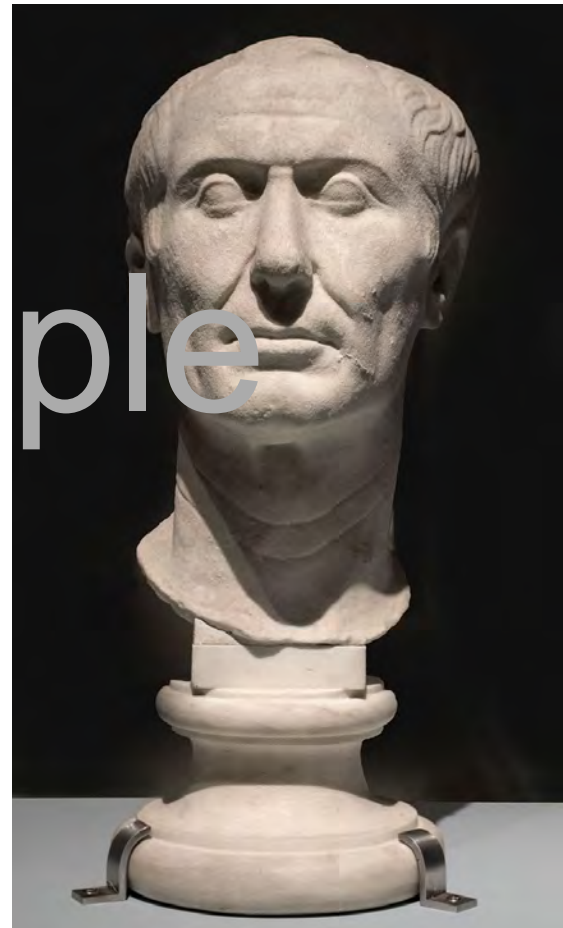
Australian Curriculum V9

The role and achievements of a significant individual in an ancient society (AC9HH7K13)

- examining the historical context, early life and achievements of a significant historical figure such as Julius Caesar, Augustus, Agrippina the Younger, Marcus Aurelius or Jesus Christ, and how they were perceived by their contemporaries

These pages can be used as a teaching sequence to prepare students to write a biographical recount. These stages follow the Teaching and Learning Cycle.

1. First, teachers give the model or example text about Julius Caesar to students and read it out.
2. Teachers explain the features of a biographical recount:
 - stages
 - grouping events
 - past tense verbs
 - evaluating the significance of the person
3. Then students practise writing the features of the text. The students should write with the teacher's guidance and support.
4. Finally students can write their own biographical recount, using the information from this book.



Above: The Tusculum Portrait. A sculpture of Julius Caesar made during his lifetime. Archaeological Museum of Turin.

Biographical recount: Julius Caesar

A biographical recount

retells key events in the life of a person who lived in the past and also tells the reader why that person was significant or important.

Right:

Roman coin showing Julius Caesar on one side and the goddess Venus on the reverse (44 BCE)



Identification of person

Julius Caesar (12th July 100 BCE to 15th March 44 BCE) was one of the most famous Romans who ever lived. He was a dictator, politician and military general, writer and public speaker. Caesar played a role in the end of the Roman Republic and the rise of the Roman Empire.

Key events

On 12th July 100 BCE, Caesar was born into a noble family. He was a patrician, the highest class of society. His father died in 85 BCE and Caesar became the head of the family. In his youth, Caesar served in the Roman army in Turkey and gained a bravery award.

When he returned to Rome in 79 BCE, Caesar began his political career as a lawyer. From 74 -72 BCE, he raised his own army and led military campaigns. When he was leading and fighting in military campaigns, his leadership, bravery and charm made him popular with the troops.

In 62 BCE, Caesar became a senator, a powerful government position, and he **was** governor of a part of Spain. In the same year he **formed** an unofficial political alliance with Crassus and Pompey, which **became known** as the First Triumvirate. In 59 BCE, Caesar **was elected** as Consul, the most powerful position in Rome.

Caesar proved himself to be a brilliant general in wars against the tribes of Gaul (in modern France) between 58 and 52 BCE. He achieved victories in the Gallic Wars and he was also successful in many other campaigns throughout Europe. Due to his successes, Caesar was seen as a threat by Crassus and Pompey. Crassus died in 53 BCE but Pompey remained a rival for power.

In 49 BCE, Caesar marched into Rome with his army (crossing the Rubicon River). This marked the start of a civil war between supporters of Caesar and Pompey. Caesar was victorious. In 48 BCE, he declared himself Consul and Dictator for life. As Dictator, Caesar was a strong leader. He carried out reforms, cancelled debts, built many public buildings and he revised the calendar. Many Senators thought Caesar was too powerful. On the 15th March, 44 BCE, Caesar was assassinated by a group of Senators who stabbed him to death.

Significance

Julius Caesar was a powerful politician and military general whose actions caused the end of the Roman Republic. He is famous as a successful, charismatic and controversial leader who helped expand and strengthen Rome but also caused division and civil war.

who was he?
key dates

Each paragraph covers a stage of the person's life

childhood and early life

early career

past tense verbs in **bold**

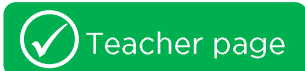
middle of his career

late career

death

What is he famous for?

Impact of contacts and conflicts



Teaching suggestions

The activities on this page help students to understand influences and the impacts of conflict and trade on a society.

Understanding of cause and effect is one of the historical skills that students need to master. In addition, the curriculum requires students to understand the influence of contact and conflict within and between ancient societies. This requires students to consider impacts, influences, effects, consequences, developments and outcomes. All of these involve cause and effect.

Before giving students the writing activities, it would be helpful to have a class discussion about what happened when Rome conquered a neighbouring society. There are some discussion points below.



Curriculum links

Australian Curriculum V9

Causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (AC9HH7K12)

- explaining the causes of the fall of the Roman Republic and the rise of the Roman Empire
- describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices; for example, the Pantheon of Gods (Greece), Isis (Egypt), Mithras (Persia), and Judaism and early Christianity (Palestine)

sample

Discussion points: Roman roads are legendary. The Roman empire built an estimated 400,000 kilometres of roads and 80,500 kilometres of these were paved with stones. Roman engineering was impressive and was heavily influenced by Greek architecture. Romans built in stone, brick and concrete. The Romans built temples, amphitheatres, lighthouses, theatres, villas, aqueducts, bath houses and water mills as well as decorative structures like arches and gardens.

Discussion points: The ancient Romans developed impressive trade networks throughout their empire. As Rome was a mostly agricultural society, they needed ways of obtaining non-agricultural goods. In addition, they needed to feed their armies when conquering distant parts of the empire. The Roman empire mostly exported grains, wine and olive oil, and imported marble, precious metal and spices. Trade was somewhat controlled by the central government but free trade was also permitted.



Answers

Roman roads and architecture spread

merchants and traders could access new markets and transport goods

improved sanitation due to aqueducts and baths

improved technology for durable buildings and bridges

Rome traded with other societies

Rome could trade local agricultural products for other goods it needed

a greater variety of goods and luxury items were available

merchants became wealthy and the economy prospered

Impact of contacts and conflicts

Impact of the spread of Roman culture

For over 500 years, Rome conquered other societies as they expanded their empire through Greece, Carthage (northern Africa), England, Gaul (France) and Germany. The map on the right shows how the Roman Empire controlled most of the Mediterranean and Europe. The conquering Romans brought with them religious beliefs, roads and architecture, and trade.



Map of the Mediterranean showing the Roman Empire in red in 117 CE. Tataryn CC 3.0 wikimedia commons

Historians often need to explain the impact or effects of an historical event. Explaining the impact of something is a **consequential explanation**. The effects or consequences can be shown in a diagram (on the right).

thing being explained

Effect 1

Effect 2

Effect 3

the Roman Empire expanded

Roman religious beliefs spread

spread of Roman roads and architecture

trade within the Empire and with other societies

The Roman Empire expanded so Roman political ideas spread. Expansion also led to the spread of Roman roads and architecture and trade in Roman goods.



When the Romans conquered new areas, they built networks of roads as well as many buildings, aqueducts (plumbing systems) and bath houses. They also traded extensively throughout the empire. Think of some impacts and write them below.

Roman roads and architecture spread

Rome traded with other societies



How to use these resources

All of the activities in this module will work with any and all units of work about India. These activities are designed for the MIDDLE of a unit of work, not the beginning. Students should have completed at least a few lessons about India before they undertake these activities.

The activities in this module are clustered around three main areas of content, as shown below:

- the impact of physical features
- death and funerary customs
- a significant individual.

Each page has teaching suggestions about how to prepare students for the reading or writing activities, as well as follow-up activities.



Above: The Sanchi Stupa built by Ashoka in the 3rd Century BCE. It was built to house the remains of the Buddha.

Pages	Content focus	Literacy focus		Estimated teaching time
		Text type	Literacy skills	
111-114	How physical features of the landscape of ancient India impacted on the development of Indian civilisations	causal explanation	explaining impacts of physical features of India	1/2 to 1 lesson
115-120	Death and funerary customs	descriptive report	interpreting sources; reading about and comprehending death and funerary customs; identifying the organising framework for a descriptive report	1 lesson or 1/2 lesson
121-122	A significant individual	description	reading comprehension about the Edicts of Ashoka	15 minutes



About the photograph (right)

The Mahabodhi Temple is an ancient Buddhist temple at the site where the Buddha attained enlightenment when sitting under the Bodhi tree. Traditional stories recount that Siddhartha Gautama, a young prince, attained enlightenment in 589 BCE and became known as the Buddha. Some parts of the temple complex were built at the time of Emperor Ashoka (around 260 BCE). The tower shown in the photograph was built by the Gupta Empire (around 600 CE).

THE ANCIENT WORLD

India



How physical features impact on civilisation



Teaching suggestions

Before starting this activity, students should already know something about ancient India.

Students may need reminding about features of a civilisation, such as:

- where people live
- what they eat
- what they do
- what they wear
- what they believe and value
- classes in society, roles of different groups
- languages, rituals, behaviour etc.



Curriculum links

Australian Curriculum V9

How the physical environment and geographical features influenced the development of the ancient society (AC9HH7K09)

- identifying how the environment and harmonious relationships with the natural world were reflected in belief systems such as Hinduism, Buddhism and Jainism



Answers

IMPACTS

Ancient India had physical boundaries: mountains to the north and north west, and seas to the south east and south west.

India had many long rivers including the Indus River and the Brahmaputra River and the Ganges.

A raised area in the south of India called the Deccan plateau was dry but had annual monsoons (heavy rains). Some areas were suitable for growing cotton. Other areas had precious stones and minerals.

regular flooding of rivers made the soil near the river fertile so crops could be grown such as rice, barley, wheat and peas

ancient Indian people could sail in ships to Greece and Mesopotamia to trade

people could make cotton clothing and trade it for other goods

people could travel and trade goods from one place to another in India

ancient cultures like the Mauryan society (around 300 BCE) fought over control of the mineral wealth

ancient Indian societies were safe from attack by other societies to the north

people could fish, drink water and settle nearby

people had to develop irrigation techniques to water the soil in dry seasons


the rivers carried silt, small particles of clay and minerals

for thousands of years, ancient Indian culture developed without invasions from other societies

precious stones and minerals could be mined and traded

How physical features impact on civilisation

The physical, geographical features of a place have an impact on the way that a culture or society develops. The geography of ancient India had important impacts on Indian societies and civilisations.

 **Look at the geographical features on the left. Read the impacts on Indian civilisation on the right. Draw a line to match the physical feature with impacts.**

Ancient India had physical boundaries: mountains to the north and north west, and seas to the south east and south west.



IMPACTS

regular flooding of rivers made the soil near the river fertile so crops could be grown such as rice, barley, wheat and peas

ancient Indian people could sail in ships to Greece and Mesopotamia to trade

people could make cotton clothing and trade it for other goods

people could travel and trade goods from one place to another in India

ancient culture, like the Mauryan society (around 300 BCE) fought over control of the mineral wealth

ancient Indian societies were safe from attack by other societies to the north

people could fish, drink water and settle nearby

people had to develop irrigation techniques to water the soil in dry seasons

the rivers carried silt, small particles of clay and minerals

for thousands of years, ancient Indian culture developed without invasions from other societies

precious stones and minerals could be mined and traded

Ancient India had many long rivers including the Indus River, the Brahmaputra River and the Ganges.



A raised area in the south of India called the Deccan plateau was dry but had annual monsoons (heavy rains). Some areas were suitable for growing cotton. The earth contained precious stones and minerals.



Analyse the report



Answers from page 117

Word	Meaning
scriptures	religious or spiritual texts (oral or written)
funerary	related to a funeral, a ceremony after someone has died; funerary is an adjective (a describer)
customs	an accepted way of doing something in a culture or society
ritual	a series of actions or behaviours for a particular purpose in the culture
belief	something that someone thinks is true or real, often without any evidence
value	something that someone thinks is important or useful
reincarnation	a belief that the soul is born again as another living creature; ('re' means again; 'incarnation' means bringing to life)
pyre	a pile of wood that is used to make a ceremonial fire
cremation	the practice of burning a body after death
mourning	being sorry for someone's death; people who are mourning are mourners
Sanskrit	an ancient language from India

This page shows an analytical framework of the report on p117. This activity helps students to work out an analytical framework and this aids their comprehension. Students can develop a similar framework when they are researching for an assignment and to plan their writing for a new report.

Follow-up activity

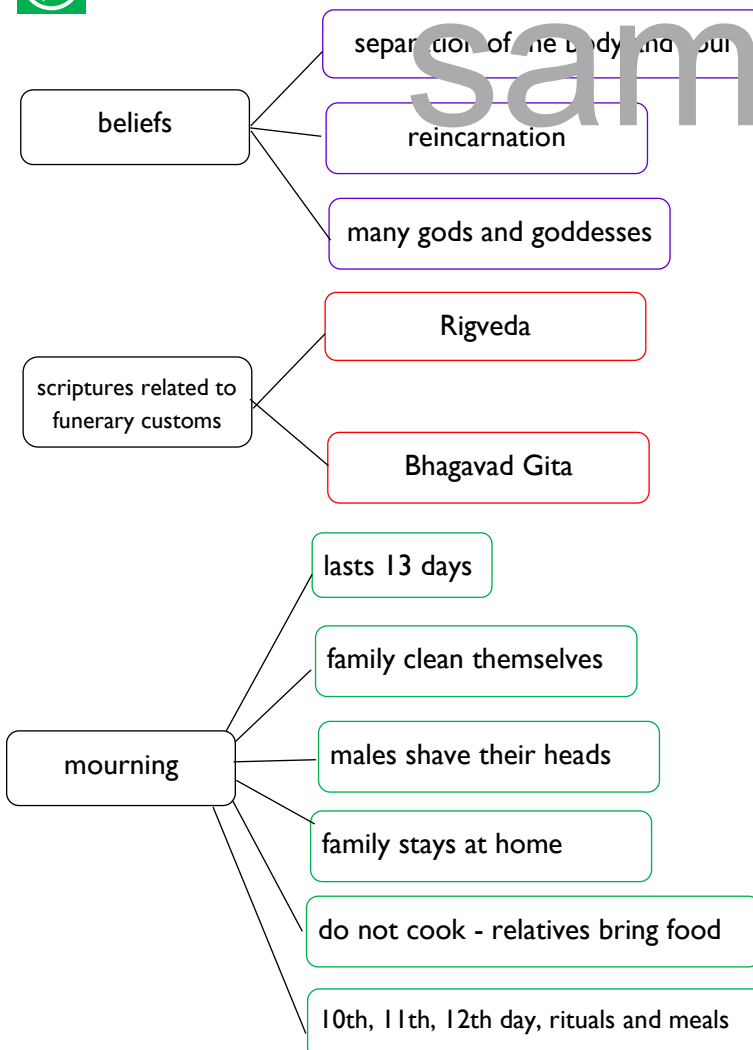
Ask students to write a report about everyday life in ancient India. They could include topics such as:

- where people lived
- what people ate
- farming practices
- trade and commerce.

When students start their reading and research for the report, they can develop frameworks like the ones opposite.



Answers



Steps in a funeral and cremation

- 1 The body was washed and clothed in white.
- 2 Sacred ash or paste was placed on the forehead and the big toes were tied together with string.
- 3 Drops of water from the Ganges were placed in the mouth.
- 4 The body was covered with perfume and flowers.
- 5 The body was carried in a funeral procession to the site of cremation.
- 6 The body was burned on a stack of sandalwood (known as a pyre).
- 7 The next day, the cold ash was taken to the nearest river and put in the river.

Rules for a good report

- The introduction should state the topic of the report. It also tells you the order of the ideas that will be covered in each paragraph.
- The body paragraphs cover one idea each.
- The body paragraphs have a topic sentence that previews the main ideas in the paragraph. Each paragraph gives definitions and more details about the topic.
- The conclusion restates the main points.

Analyse the report



The descriptive report describes ancient Hindu beliefs, scriptures and features of the mourning period. Add them to the frameworks below. The report also includes a paragraph about the steps in a funeral and cremation. Add them to the table.

beliefs

scriptures related to
funerary customs

mourning

Steps in a funeral and cremation
1
2
3
4
5
6
7



Based on these activities about the report, write a list below of four guidelines for how to write a descriptive report.

1. The introduction should state the topic of the report. *What else should it do?* _____
2. _____
3. _____
4. _____



How to use these resources

All of the activities in this module will work with any and all units of work about China. These activities are designed for the MIDDLE of a unit of work, not the beginning. Students should have completed at least a few lessons about China before they undertake these activities.

The activities in this module are clustered around three main areas of content, as shown below:

- the impact of physical features
- death and funerary customs
- warfare.



Left: Clay reproduction of the unique and individual faces of the terracotta warriors entombed in Xian.

Pages	Content focus	Literacy focus		Estimated teaching time
		Text type	Literacy skills	
125-128	How physical features of the landscape of ancient China impacted on the development of the Chinese civilisation	causal explanation	explaining impacts of physical features of China	1/2 to 1 lesson
129-134	Death and funerary customs	descriptive report	interpreting sources; reading about and comprehending death and funerary customs; identifying the organising framework for a descriptive report	1 lesson or 1/2 lesson
135-136	Warfare in ancient China	description	reading comprehension about Sun Tzu	15 minutes



About the photograph (right)

The Great Wall of China is a series of walls and fortifications built across the northern part of China. Even though it is called the 'great wall', it also includes towers, forts, trenches, hills and rivers. The purpose of the wall was to protect China from invaders from the north and to control trade across the border. Sections of the wall were built at different times, starting in the 7th Century BCE. Long stretches of wall were joined together by Qin Shi Huang (226-206 BCE). Little of this original wall remains and most of the existing wall was built during the Ming Dynasty (1368–1644 CE). The Great Wall is around 21,000 kilometres long.

THE ANCIENT WORLD

China



How physical features impact on civilisation



Teaching suggestions

Before starting this activity, students should already know something about China.

Students may need reminding about features of a civilisation, such as:

- where people live
- what they eat
- what they do
- what they wear
- what they believe and value
- classes in society, roles of different groups
- languages, rituals, behaviour etc.



Curriculum links

Australian Curriculum V9

How the physical environment and geographical features influenced the development of the ancient society (AC9HH7K09)

- examining the role of climate in enabling the establishment and expansion of agriculture around the Yellow River and how this supported the ancient society
- describing the impact of topographic features, such as the Himalayas, rivers and seas, on contact with other societies, including trade and warfare



Answers

IMPACTS

China had physical boundaries: desert mountains and oceans.

China had many long rivers including the Huang He (Yellow River 5464 km) and the Yangtze (6300 km).

The north had a cool climate suitable for growing wheat. The south had a warmer climate suitable for growing rice and mulberry trees.

there was regular flooding causing death and destruction of crops and houses

China did not interact with other societies and cultures

mulberry trees grew which were the food source for silk worms

people could travel and trade goods from one place to another within China

China was isolated from other societies

people could fish, drink water and settle nearby

people could make silk clothing and trade it for other goods

Chinese people believed they were at the centre of the world and no other cultures existed

people in the north ate noodles made from wheat as their staple diet

people developed irrigation systems for controlling the flow of water

for hundreds of years, Chinese culture developed without influences from other societies

people in the south ate rice as their staple diet

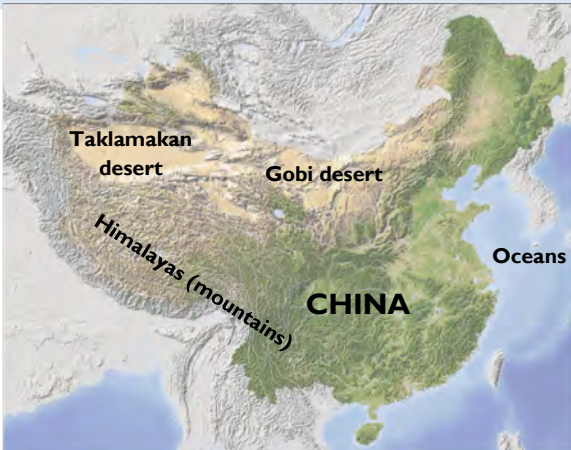
How physical features impact on civilisation

The physical, geographical features of a place have an impact on the way that a culture or society develops. Impact means an effect or result or outcome.



Look at the physical features of China on the left. Read the impacts on Chinese civilisation on the right. Draw a line to match a feature with an impact.

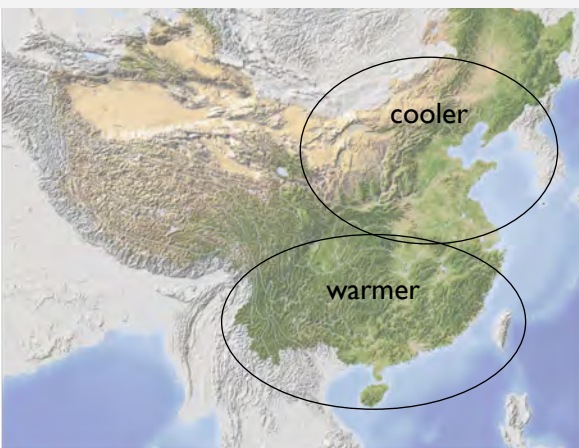
China had physical boundaries: deserts, mountains and oceans, as shown below.



China had many long rivers including the Huang He (Yellow River 5464 km) and the Yangtze (6300 km) as shown below.



The north had a cool climate suitable for growing wheat. The south had a warmer climate suitable for growing rice and mulberry trees, as shown below.



IMPACTS

there was regular flooding causing death and destruction of crops and houses

China did not interact with other societies and cultures

mulberry trees grew which were the food source for silk worms

people could travel and trade goods from one place to another within China

China was isolated from other societies

people could fish, drink water and settle nearby

people could make silk clothing and trade it for other goods

Chinese people believed they were at the centre of the world and no other cultures existed

people in the north ate noodles made from wheat as their staple diet

people developed irrigation systems for controlling the flow of water

for hundreds of years, Chinese culture developed without influences from other societies

people in the south ate rice as their staple diet

Analyse the report



Answers from page 131

Word	Meaning
afterlife	the continued existence of the spirit or soul after the death of the body
funerary	related to a funeral
customs	an accepted way of doing something in a culture or society
ritual	a series of actions or behaviours for a particular purpose in the culture
belief	something that someone thinks is true or real, often without any evidence
value	something that someone thinks is important or useful
worship	the way someone expresses their respect and adoration (usually of a god or spirit)
ancestor	someone who is related to us who has died
mourner	a person who is sad about the death of someone
grave goods	objects buried in a grave or tomb, e.g. food, figurines, jewellery, weapons

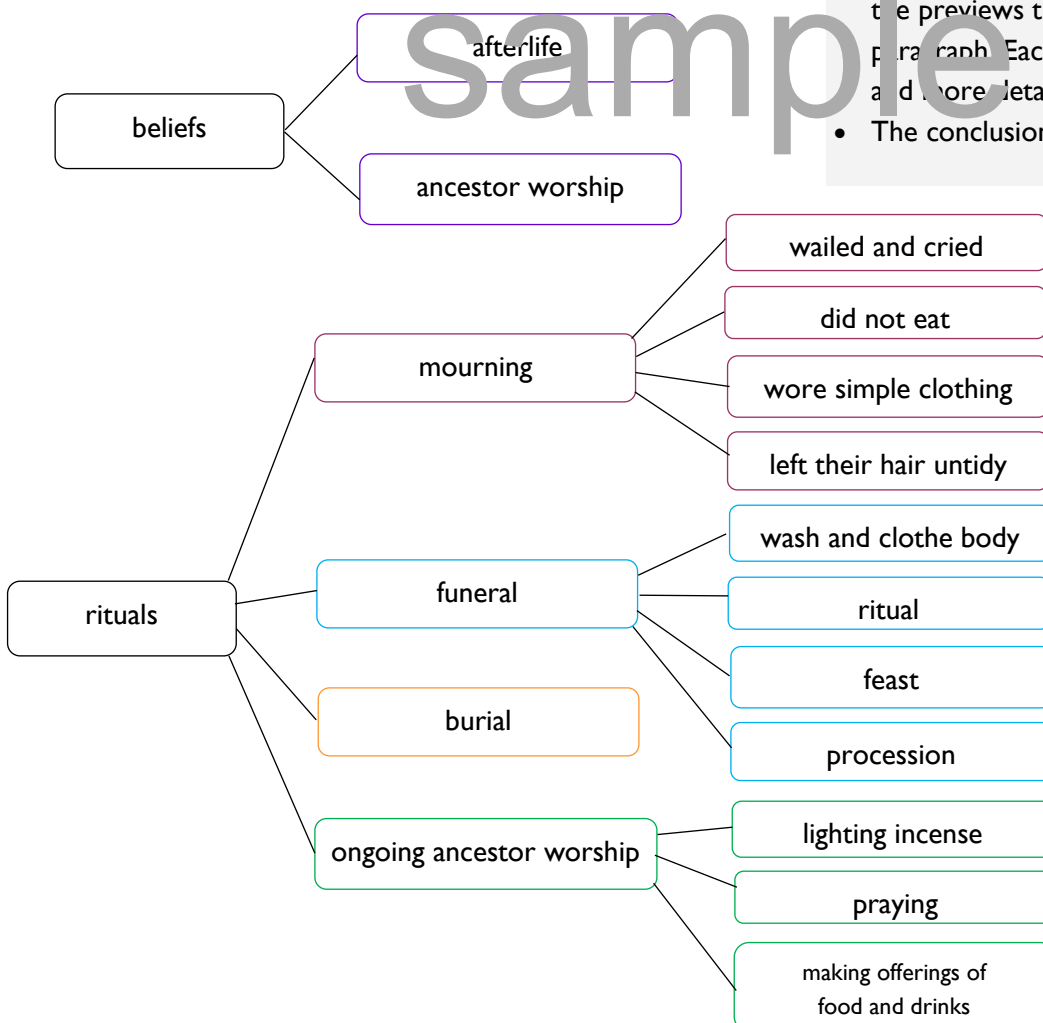
This page shows an analytical framework of the descriptive report on page 132. This activity helps students to work out an analytical framework and this aids their comprehension. Students can develop a similar framework when they are researching for an assignment and to plan their writing for a new report.

Rules for a good report

- The introduction should state the topic of the report. It also tells you the order of the ideas that will be covered in each paragraph.
- The body paragraphs cover one idea each.
- The body paragraphs have a topic sentence that previews the main ideas in the paragraph. Each paragraph gives definitions and more details about the topic.
- The conclusion restates the main points.



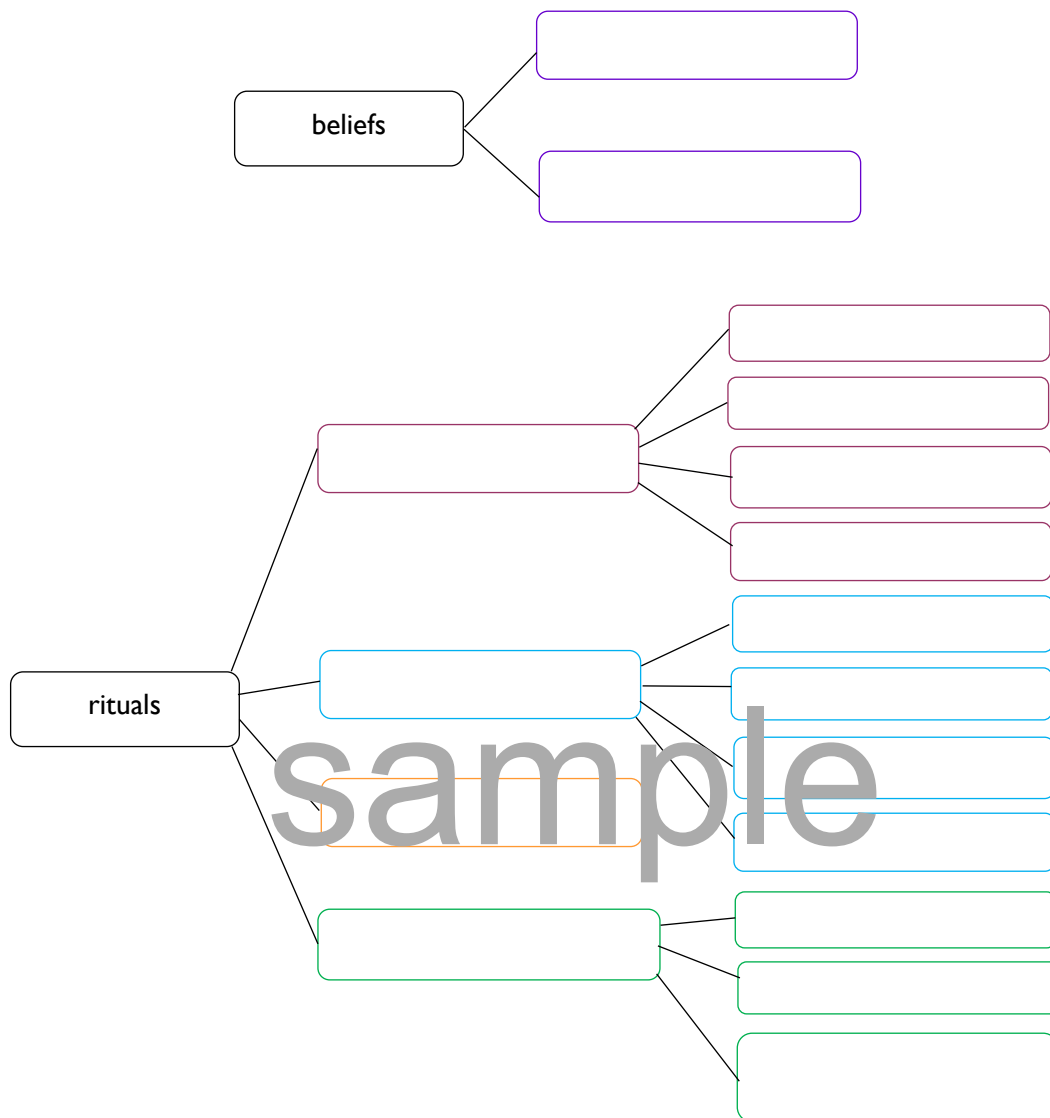
Answers



Analyse the report



The descriptive report describes two beliefs. Write them in the framework below. Four rituals are described, one in each paragraph. For each ritual, the report describes what happened in the ritual. Write them in the boxes below.



Based on these activities about the descriptive report, write four guidelines about how to write a descriptive report.

1. The introduction should state the topic of the report. *What else should it do?* _____

2. _____

3. _____

4. _____

References and further reading

The resources on this page are references for this book and also useful further reading on Literacy in History.

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