

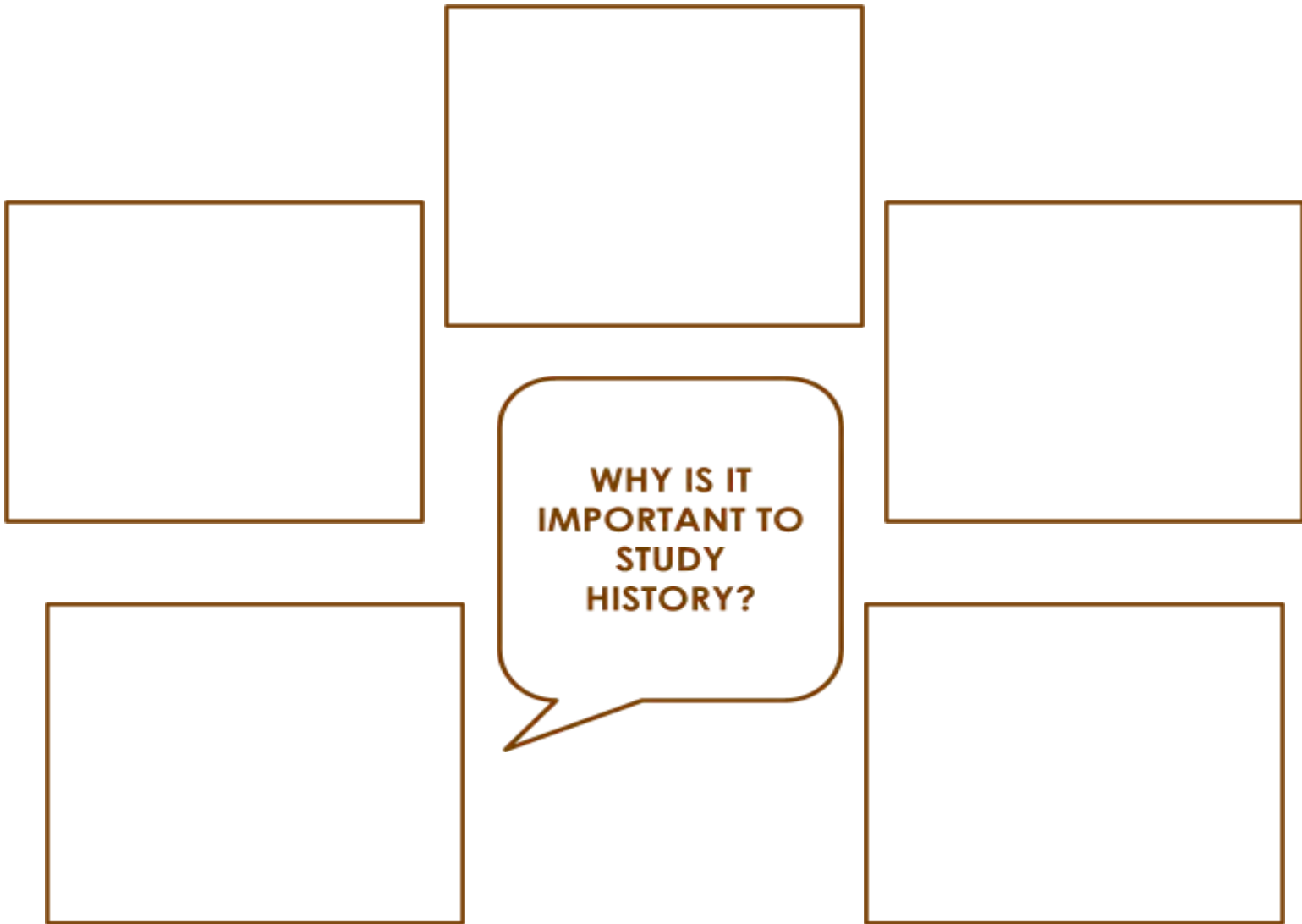
# Year 7 Humanities Term 1 History Booklet



## INVESTIGATING THE ANCIENT PAST

Name: \_\_\_\_\_

# 01 Introduction to History



## Sentence Level Writing - Because-But-So

The study of history is important because \_\_\_\_\_

\_\_\_\_\_

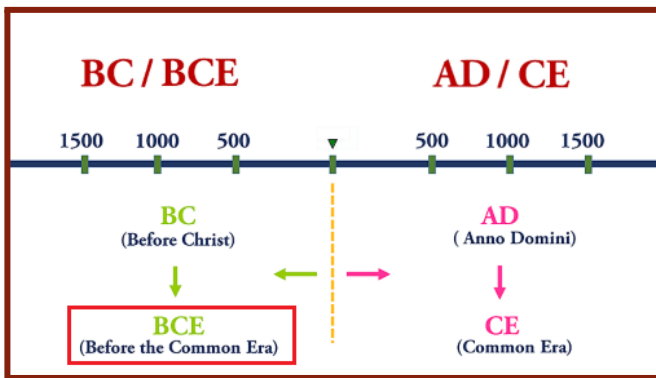
The study of history is important but \_\_\_\_\_

\_\_\_\_\_

The study of history is important so \_\_\_\_\_

\_\_\_\_\_

# 02 Time Periods in History



*A timeline is a tool that organises information. It is used to describe the order in which events happened. Timelines can also help show how events in history are related. A timeline can cover a short amount of time in great detail, or it can offer a more general overview of a long period of time.*

Terminology	Meaning
BC	
AD	
BCE	
CE	
Circa	

## Sentence Level Writing - Because-But-So

Timelines are a useful tool to help us learn because \_\_\_\_\_

\_\_\_\_\_

Timelines are a useful tool to help us learn but \_\_\_\_\_

\_\_\_\_\_

Timelines are a useful tool to help us learn so \_\_\_\_\_

\_\_\_\_\_

## My Personal Timeline



# 03 Analysing & Using Sources

Primary Sources	Secondary Sources
<p>A primary source is any source of information that was created at the time under study.</p> <p>A primary source serves as an original source of information about the topic being studied.</p> <p>Types of primary sources include artefacts, documents, diaries, photographs, autobiographies and recordings.</p>	<p>A secondary source is any source that relates information about the time being studied that was originally presented elsewhere.</p> <p>A secondary source gives information about a primary source.</p> <p>Types of secondary sources include news articles, encyclopedias, biographies and websites.</p>

## Football Match

Read these two primary sources from the football match.

“Our team was definitely better than the Green team in the first half. They couldn’t keep up with us. We should have had at least two penalties but the referee was clearly on their side. In the second half, their striker got lucky and the ball bounced off him into our net. Our team kept fighting until the end but we just couldn’t quite get a goal back. We were just unlucky.” Supporter of the Blue Team

“What a brilliant game! We deserved the win. Our players completely outplayed them. The referee made some really important decisions in the first half. The Blue team thought they deserved a couple of penalties, but their players were just diving. Our striker scored an excellent goal in the second half, their keeper never saw it coming. After that, their team just gave up. All in all, it was a fantastic win for us!” Supporter of the Green Team

Why are these reports on the same event different?

Both of these sources were biased, or **SUBJECTIVE**. Bias is a preference for, or prejudice against, something. In the case of the football teams, each supporter had a particular bias for their team and against the other team.

When we are reading sources, we have to be aware that there might be some bias (or **SUBJECTIVITY**), as this can affect the reliability of the information we can get from the source. Importantly, in history we refer to bias as **SUBJECTIVITY**.

**SOURCE STUDY *The Pyramid of Giza & the Sphinx***  
**Step One - Source Annotation**



## Step Two - Analysis Scaffold

Title of Source:

Circa (approximate date of source):

Category of Source Primary/Secondary:

Type of Source (photo, news item, book, letter, artefact, building, poster, artwork, music, film, stories, diary entry):

<b>Identify features: language, images, colours, symbols</b>	<b>Who wrote, produced or made it?</b>	<b>What is happening in the source?</b>	<b>What can we infer/deduce (learn) from the source?</b>	<b>What is the perspective of the creator of the source?</b>

## Single Paragraph Outline

**TS:** The Pyramid of Giza and the Sphinx are important primary sources that teach us about ancient Egypt.

**1:** .....

**2:** .....

**3:** .....

**4:** .....

**CS:** Therefore, these monuments provide key information about the lives of ancient Egyptians.

## Paragraph Writing



**REMEMBER!**

- Use transition words and phrases.* Some examples include *firstly, further, finally, as well as, as a result, in addition to.*
- Correctly use uppercase letters.* Use these at the start of a sentence and for proper nouns only.
- Choose appropriate vocabulary.* Try to use more sophisticated language choices, for example use words like *"immense", "huge" or "great" instead of "big".*





## 04 Prehistoric Ages



View the clip *Path of Human Migration* and complete the dot points in the space provided below.

- 200,000 years ago
- 70,000 years ago
- 60,000 years ago
- 50,000 years ago
- Around the same time
- 35,000
- 40,000
- The Neanderthals
- 25,000
- 15,000
- 12,000

## Summarising & Expanded Sentence

*It was during the last ice age that modern humans made the long journeys leading to the settlement of all the landmasses except Antarctica.*

Who: .....

What: .....

When: .....

Expanded sentence: .....

.....

.....

*In the southern hemisphere, glaciers covered New Zealand and Australia. The sea level was approximately 150 metres lower than today because more water was trapped as ice. Land bridges joined most of the continents and created routes for global migration.*

Where: .....

What: .....

Why: .....

Expanded sentence: .....

.....

.....

Terminology	Meaning
Paleolithic	
Mesolithic	
Neolithic	



View the clip *The Three Stone Ages* and add notes about the three Stone Ages in the space provided below.

Paleolithic	Mesolithic	Neolithic

## Sentence Level Writing - Because-But-So

The Stone Age is divided into three periods because \_\_\_\_\_

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The Stone Age is divided into three periods but \_\_\_\_\_

---

The Stone Age is divided into three periods so \_\_\_\_\_

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After viewing the clip *Savage Stone Age*, brainstorm key facts from the clip. After brainstorming write five of these facts in the space provided below.

SAVAGE STONE AGE - KEY FACTS	
1.	
2.	
3.	
4.	
5.	

## Single Paragraph Outline

### Explain the role of archeologists.

**TS:** Archeologists build an understanding of people and cultures.

**1:** .....

**2:** .....

**3:** .....

**4:** .....

**CS:** It is clearly evident that archeologists use many methods to help understand the past.

## Paragraph Writing



**REMEMBER!**

- Use transition words and phrases. Some examples include firstly, further, finally, as well as, as a result, in addition to.*
- Correctly use uppercase letters. Use these at the start of a sentence and for proper nouns only.*
- Choose appropriate vocabulary. Try to use more sophisticated language choices, for example use words like "immense", "huge" or "great" instead of "big".*



## Step One - Source Annotation



**SOURCE 1** Painting from the Lascaux cave in France. The caves contain 600 spectacular images of animals and symbols dated from 15 000 to 10 000 BCE. This period is also known as the Palaeolithic or Stone Age.



## Step Two - Analysis Scaffold

Title of Source:

Circa (approximate date of source):

Category of Source Primary/Secondary:

Type of Source (photo, news item, book, letter, artefact, building, poster, artwork, music, film, stories, diary entry):

<b>Identify features: language, images, colours, symbols</b>	<b>Who wrote, produced or made it?</b>	<b>What is happening in the source?</b>	<b>What can we infer/deduce (learn) from the source?</b>	<b>What is the perspective of the creator of the source?</b>



**EXTENSION: SOURCE STUDY *Rock Art of Ubirr Rock, Kakadu***  
**Step One - Source Annotation**



## Step Two - Analysis Scaffold

Title of Source:

Circa (approximate date of source):

Category of Source Primary/Secondary:

Type of Source (photo, news item, book, letter, artefact, building, poster, artwork, music, film, stories, diary entry):

<b>Identify features: language, images, colours, symbols</b>	<b>Who wrote, produced or made it?</b>	<b>What is happening in the source?</b>	<b>What can we infer/deduce (learn) from the source?</b>	<b>What is the perspective of the creator of the source?</b>

## 05 Ancient Australia



View the clip *Australian Cave Painting Found to be One of World's Oldest,,* and add three facts about these ancient cave paintings in the space below.



1.

2.

3.

The main sources for ancient Australia include:

- ⇒ oral accounts
- ⇒ tools
- ⇒ shell middens
- ⇒ rock and cave art
- ⇒ fossils
- ⇒ human and animal remains



## Summary Task

*Archaeologists and Aboriginal elders are hoping the most comprehensive study of rock art in the Kimberley region will confirm the images are among the oldest made by humans anywhere in the world.*

**WHO, WHAT, WHERE, WHY**

**Who:** .....

**What:** .....

**Where:** .....

**Why:** .....

**Expanded Sentence:** \_\_\_\_\_

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## Article

Read the article 'Aboriginal artwork in the Kimberley could be among oldest in the world, scientists say'. After discussing the findings with your class, make three observations about ancient Australian artwork below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## SOURCE STUDY

### Step One - Source Annotation



## Step Two - Analysis Scaffold

Title of Source:

Circa (approximate date of source):

Category of Source Primary/Secondary:

Type of Source (photo, news item, book, letter, artefact, building, poster, artwork, music, film, stories, diary entry):

<b>Identify features: language, images, colours, symbols</b>	<b>Who wrote, produced or made it?</b>	<b>What is happening in the source?</b>	<b>What can we infer/deduce (learn) from the source?</b>	<b>What is the perspective of the creator of the source?</b>





# 06 Ötzi the Iceman - A Historical Investigation

## Ötzi, the Iceman of the Alps

### Who or what is "Ötzi"?!

"Ötzi" was the name given to the preserved remains of a man found in an Alpine glacier in 1991. It was not unusual to find a deceased person in the Alps mountain range (many are skiers or hikers who have died from injuries or after having been buried in an avalanche). Some of the people found have been missing for decades. In this case, though, the discovery proved to be much more unusual.

It was a pleasant late summer day, September 18th, 1991, when Ötzi was found. A middle-aged couple from Germany named Helmut and Erika Simon, often hiked up and down the peaks of the Alps along the border of Italy and Austria, following established trails that safely guided climbers through and around the glaciers. That morning the couple had climbed the Finail Peak of Similoun Mountain with another pair of climbers. Then they parted company and headed back to their accommodations below. On the way down Helmut and Erika saw something sticking out of the ice of a melting glacier. They knew it was at least part of a human body. Feeling upset, they headed back to the base of Similaun Mountain, and reported what they had found.



*Ötzi on display. His name comes from the region of the Alps he was found in: the Ötztal Alps.*

### Sentence Level Writing - Kernel Sentences

**Kernel:** Ötzi is a natural mummy.

**Where:** .....

**When:** .....

**How:** .....

**Expanded Sentence:** \_\_\_\_\_

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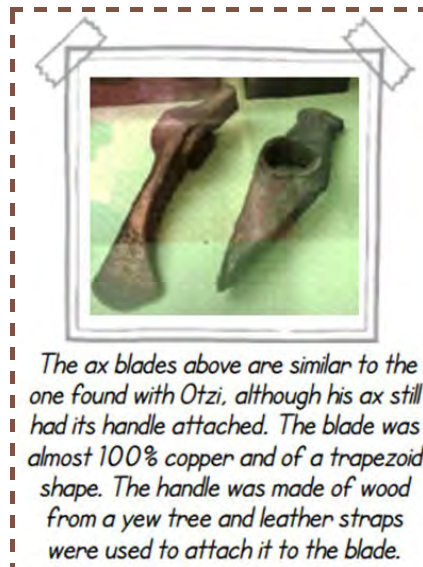
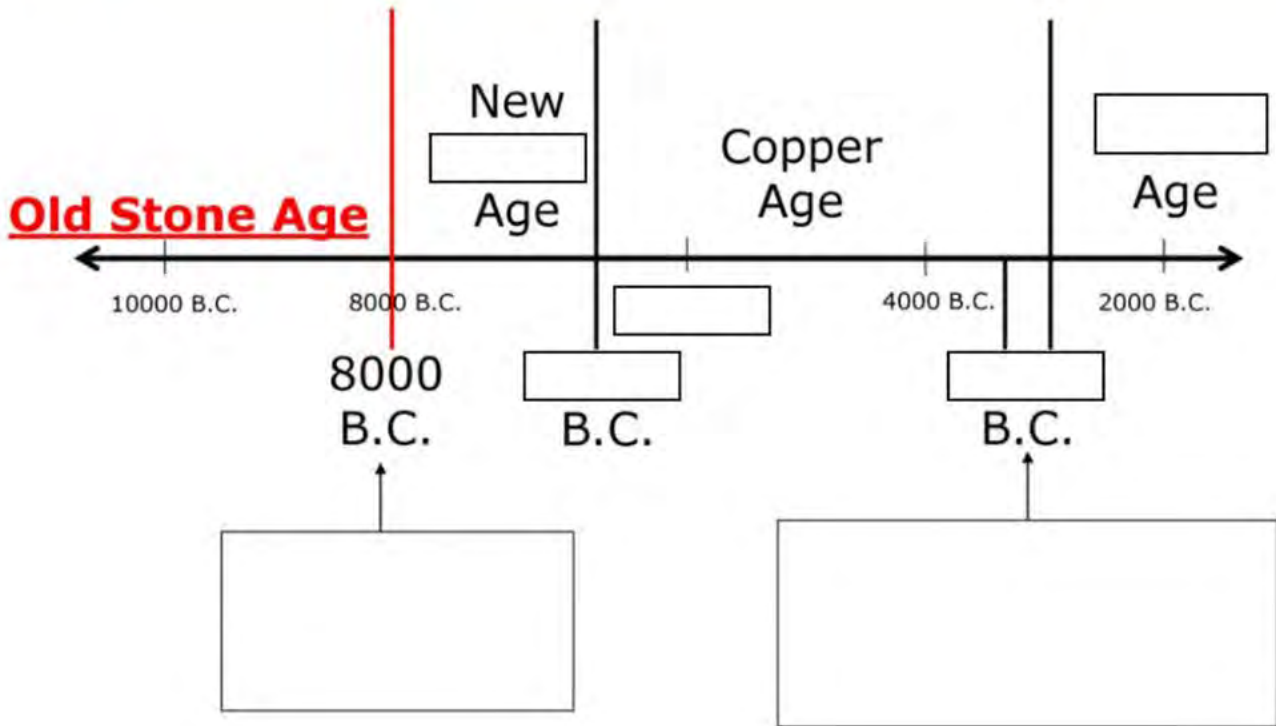
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# Timeline Activity

## Timeline of Prehistoric Times



What were archaeologists and scientists able to find out about Otzi? Since items that are not made of metal often deteriorate quickly, the fact that several items of clothing were found was unusual. Some of the items had been damaged by weather. Other things had been damaged when the body was recovered but what was left has told us a lot about Otzi and the times he lived in. It was determined that Otzi lived during the Copper Age (see right).

**The Copper Age**  
Also known as the Chalcolithic period, the Copper Age occurred between the Stone Age and the Bronze Age (ca 3500-2300 BC).

## Mapping Activity

Title: \_\_\_\_\_



Legend:



Complete the steps below:

1. add BOLTS (border, orientation, legend, title and source)
2. locate and identify all countries and seas
3. locate and identify all capital cities
4. locate and identify the Otztal Alps (where Ötzi was discovered)
5. colour the map

## Note Taking Activity

Read the information and underline the 5 most significant points of information from this text.

Using these underlines, write 5 dot point facts about the discovery of Ötzi.

Your notes should be brief with only important information included. Attempt to include appropriate symbols in your notes.

### After Otzi was Found

On September 18, 1991, Erika and Helmut Simon found a human body on Finail Peak in the Alps. It was later determined that the remains had been found on the Italian side of the border. They had been climbing in an area where three countries join: Italy, France, and Switzerland.

The Simons had no way of knowing how important their discovery was, but Helmut decided to take a photograph of the body exactly as they found it. Numerous skiers and climbers had died in the Alps over the centuries; most of them belonged to people who had lived in the previous hundred years. It was only in the 19th century that visiting the mountain range had become popular.

Once the authorities were notified, action had to be taken. At first it was thought the body was found in Austria. Austrian officials were not particularly surprised that Otzi had turned up; it was the sixth body found in a glacier just that year. The glaciers were going through a period of melting and long buried items were being exposed.

The Austrian police thought it might be a man that had been missing since 1938 but once a police inspector saw the body, he realized the remains dated from much earlier than fifty-three years before. From artifacts found with Otzi, the inspector thought the body dated from the 19th century. Noticing an injury to the back of the skull, he also thought that the person might have been murdered. In the end, he decided not to treat the area as a crime scene.

Dot Points:



## Source Activity

What observations can you make about these artifacts:



1. What types of artefacts were found with Ötzi?

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2. What inferences can we make about these artefacts?

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3. How do these artefacts help inform us as to how Ötzi lived?

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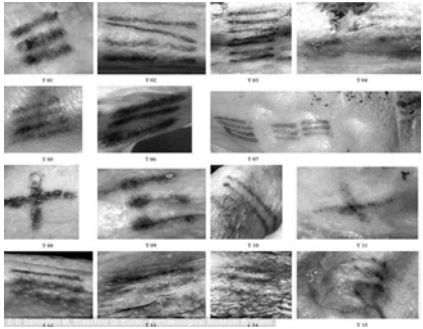
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## Source Investigation Activity

### Who Was Ötzi the Iceman?

**Directions:** Use the clues to make predictions about Ötzi the Iceman. First, write down your observations about what you see in each image. Second, analyse the images and make a prediction about what they tell us regarding Ötzi and life in prehistoric times. Third, complete the significance column with your teacher to explain why each image is important.

Clue	Observations: Describe what you see in the clue.	Prediction: What might this clue tell us about Ötzi the Iceman and prehistoric times?	Significance: Why is this clue important? (Complete this with your teacher.)
	Clue #1:		



Clue #2:



Clue #3:



Clue #4:





Clue #5:



Clue #6:



Clue #7:



Clue #8:

1) After analysing all of the clues and their significance, what can you conclude about the life of Ötzi the Iceman?

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2) What are three questions that you still have about Ötzi or prehistoric times?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Autopsy Activity



## Office of Paleoanthropology

**Dr. N. der Thal**

South Tyrol Museum of Archaeology  
Bolzano, South Tyrol, Italy

### \_\_ REPORT OF INVESTIGATION BY THE MEDICAL EXAMINER

**NAME:** Otzi the Iceman **GENDER:** male **AGE:** 45 **HEIGHT:** 5 FT 3 IN **WEIGHT:** 110 LBS

**CAUSE OF DEATH:**  violent  suicide  sudden

suspicious, unusual, or unnatural

**Investigating Agency:** South Tyrol Museum of Archaeology

Figure One shows a mapping of the groups of tattoos and pain sites found on the body of the victim. In total there are 61 tattoos made from fireplace ash.

The victim was also found to have an arrowhead embedded in his shoulder and four cracked ribs from being frozen in the ice. The arrow pierced the shoulder and lodged in the lung causing blood loss. The arrow's shaft had been removed before death, and close examination of the body found **bruises** and cuts to the hands, wrists and chest and a blow to the head. One of the cuts was to the base of his thumb that reached down to the bone but had no time to heal before his death.

Analysis of the stomach contents revealed the partly digested remains of **ibex** meat, suggesting he had a meal less than two hours before his death.

DNA analyses revealed traces of blood from at least

four other people on his gear: one from his knife, two from the same arrowhead, and a fourth from his coat.

The victim would have died quickly but not instantly.  
**Figure One**



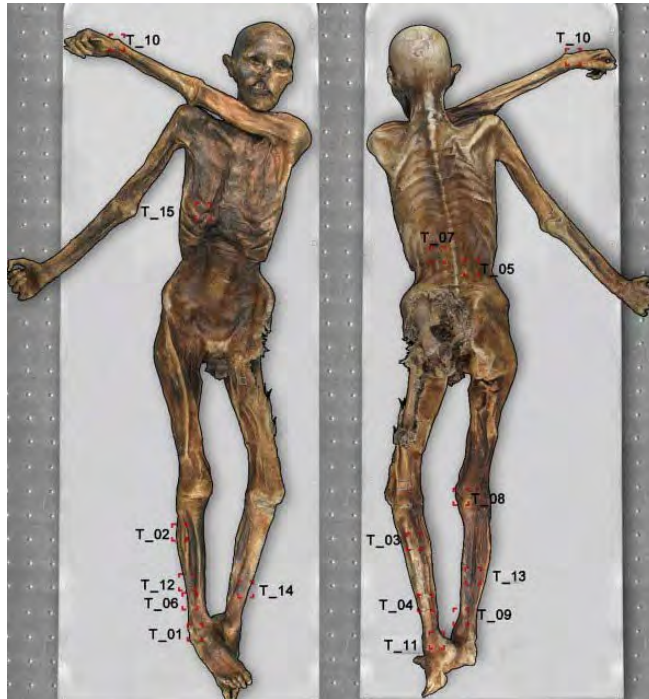
PROBABLE CAUSE OF DEATH	MANNER OF DEATH
Blood loss from a posterior puncture wound through the lungs, blood vessels, and scapula.	<input type="checkbox"/> Natural <input type="checkbox"/> Homicide <input type="checkbox"/> Suicide <input type="checkbox"/> Accident

I hereby declare that after receiving notice of the death described above I took possession of the remains and made inquiries regarding the cause of death in accordance with Section 27-65998738. Date:

Signature: \_\_\_\_\_

## Varying Vocabulary Task

1. Brainstorm a list of adjectives as an alternative to 'important' to describe Ötzi.



Ötzi was an important discovery.

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2. Write a topic sentence about Ötzi that incorporates one of your chosen adjectives and includes an appositive.

**TS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Single Paragraph Outline

**TS:** The investigation of Ötzi the Iceman proved that he died as a result of

\_\_\_\_\_.

**1:** .....

**2:** .....

**3:** .....

**4:** .....

**CS:** \_\_\_\_\_

\_\_\_\_\_

## Paragraph Writing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_