








# Investigating the ancient past: A history mystery

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Assessment description	Category
Students present a multimodal response to a historical mystery from the ancient past (between 60 000 BC – c.650 AD) that has challenged historians or archaeologists, and explain the methods and types of evidence that historians use to discover the past.	Multimodal
	<b>Technique</b> Research
Context for assessment	Alignment
<p>Understanding the methods historians and archaeologists use in historical investigations allows students to build a greater appreciation for the role of evidence in the study of History. This assessment provides an opportunity for students to consider various aspects of evidence, including:</p> <ul style="list-style-type: none"> <li>the method by which it is found</li> <li>the different forms it can take</li> <li>the type of information it can provide</li> <li>how it can be useful to historians.</li> </ul> <p>Using the context of a historical investigation, or mystery in the ancient past, will help students to develop and test their understanding about the role of evidence in determining the past.</p>	<p><i>Australian Curriculum v 4.0</i>,  <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a>,                      ACARA — Australian Curriculum, Assessment and Reporting Authority</p>
	<p><b>Connections</b></p> <p>This assessment can be used with the QSA Australian Curriculum resource titled <b>Year 7 unit overview — History exemplar (Depth study: Investigating the ancient past)</b>, available at: &lt;<a href="http://www.qsa.qld.edu.au/yr7-history-resources.html">www.qsa.qld.edu.au/yr7-history-resources.html</a>&gt;.</p>
In this assessment	
<p>Teacher guidelines</p> <p>Student booklet</p> <p>Task-specific standards: Continua</p> <p>Task-specific standards: Matrix</p> <p>Assessment resource: Inquiry process</p> <p>Assessment resource: Investigating a history mystery</p> <p>Assessment resource: Excerpt of a sample response for Section 4: Analysing and using sources</p>	

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p><b>Investigating the ancient past</b></p> <ul style="list-style-type: none"> <li>The range of sources that can be used in an historical investigation, including archaeological and written sources (<a href="#">ACDSEH029</a>)</li> <li>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (<a href="#">ACDSEH030</a>)</li> </ul>	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>Use historical terms and concepts (<a href="#">ACHHS206</a>)</li> </ul> <p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>Identify a range of questions about the past to inform a historical inquiry (<a href="#">ACHHS207</a>)</li> <li>Identify and locate relevant sources, using ICT and other methods (<a href="#">ACHHS208</a>)</li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Identify the origin and purpose of primary and secondary sources (<a href="#">ACHHS209</a>)</li> <li>Locate, compare, select and use information from a range of sources as evidence (<a href="#">ACHHS210</a>)</li> <li>Draw conclusions about the usefulness of sources (<a href="#">ACHHS211</a>)</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (<a href="#">ACHHS214</a>)</li> </ul>
General capabilities and cross-curriculum priorities	
<ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> ICT capability</li> <li> Critical and creative thinking</li> <li> Intercultural understanding</li> <li> Aboriginal and Torres Strait Islander histories and cultures (where appropriate)</li> <li> Asia and Australia's engagement with Asia (where appropriate)</li> </ul>	
Achievement standard	
<p>By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly</p>	

descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Source: ACARA, The Australian Curriculum v 4.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## Sequence learning

### Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 7 History unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — History exemplar (Depth study: Investigating the ancient past) [www.qsa.qld.edu.au/yr7-history-resources.html](http://www.qsa.qld.edu.au/yr7-history-resources.html)

### Adjustments for needs of learners

Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.

The *Disability Standards for Education 2005* (Cwlth) is available from [www.ag.gov.au](http://www.ag.gov.au).

### Resources

- Primary and secondary sources for teachers:
  - Library and Archives Canada, Canada. Defining Primary and Secondary Sources: [www.collectionscanada.gc.ca/education/008-3010-e.html](http://www.collectionscanada.gc.ca/education/008-3010-e.html)
  - USQ University Library, Australia. 1.6 Types of sources: [libtute.usq.edu.au/index.php?page=15](http://libtute.usq.edu.au/index.php?page=15)
- Ancient History primary source for teachers:
  - Fordham University, New York, USA. Internet Ancient History Sourcebook: [www.fordham.edu/Halsall/ancient/asbook.asp](http://www.fordham.edu/Halsall/ancient/asbook.asp)
- Ancient History primary sources for students:
  - HistoryWiz, USA. Ancient History Primary Sources: [www.historywiz.com/primarysources/ancientprimary.html](http://www.historywiz.com/primarysources/ancientprimary.html)
  - World Digital Library, USA. World Digital Library: [www.wdl.org/en/time/](http://www.wdl.org/en/time/)
- Information about the ancient world for students:
  - Ancient Life, Australia. History Timeline: [www.ancientl.com/history-timeline/](http://www.ancientl.com/history-timeline/)
  - BBC History, Great Britain. Ancient History: [www.bbc.co.uk/history/ancient/](http://www.bbc.co.uk/history/ancient/)
  - Australian History, Australia. Australian History: Ancient (Pre 1788): [www.australianhistory.org/ancient](http://www.australianhistory.org/ancient)
  - History.com: [www.history.com/](http://www.history.com/)
  - National Museum of Australia, 2012, Ancient History, Australian History mystery, [australianhistorymysteries.info/](http://australianhistorymysteries.info/)
  - Aussie Educator, Australia, [www.aussieeducator.org.au/tertiary/subjects/history/world/ancient.html](http://www.aussieeducator.org.au/tertiary/subjects/history/world/ancient.html)
  - Using primary sources: [www.loc.gov/teachers/usingprimarysources/](http://www.loc.gov/teachers/usingprimarysources/)
  - Interrogating objects:

## Develop assessment

Implementing	
Preparing for the assessment	
<p><b>Student role</b></p> <ul style="list-style-type: none"> <li>• Create a glossary and collect visual examples of the methods (including excavations, radiocarbon dating, archival research, analysis of middens, human remains, and strata) and the type of evidence from various sources that can be used in historical investigations (e.g. symbols, inscriptions, earthenware, paintwork, rock paintings).</li> <li>• Identify significant places of archaeology such as World Heritage ancient sites, e.g. Pompeii, Lake Mungo, Indus Valley sites and Giza Necropolis.</li> <li>• Identify how historians may contest the views of another by providing new evidence or a different interpretation of sources.</li> <li>• Generate a range of questions to investigate an artefact, such as a shell midden in ancient Australia — Where was it found? How long was it was used for? What does it reveal about ancient Australian civilisation?</li> </ul> <p>Please note that in order to engage successfully with the assessment, the learning experiences should ensure that students can demonstrate knowledge and understanding of “<b>How historians and archaeologists investigate history, including excavation and archival research.</b>” (ACDSEH001). This content description is not assessed in this assessment.</p>	<p><b>Teacher role</b></p> <ul style="list-style-type: none"> <li>• Discuss how we know about the past (consider different types of primary and secondary sources, definite and tentative conclusions).</li> <li>• Discuss the historical concept of <i>contestability</i>, in relation to different interpretations of the past, using available evidence and/or different perspectives. Use examples of historical events or developments that are open to debate in regard to drawing conclusions to “answers” in History. The Assessment resource: <i>Investigating a history mystery</i> provides examples of historical events and developments that can be contested.</li> <li>• Familiarise students with the historical inquiry process using Assessment resource: <i>Historical inquiry process</i>. Discuss how it is used to establish, focus and carry out an investigation into a history mystery.</li> <li>• Pose questions about an aspect of ancient history of interest to the students. Classify questions as closed and open and highlight how open questions are more useful for research. Consider when questions with a narrow or broad focus are more appropriate by reviewing examples for a range of contexts.</li> </ul>

## Implementing

### Section 1. Identifying your history mystery

#### Student role

- Identify the history mystery for your inquiry.
- Review the historical concepts and terms in Section 1 that are relevant to the inquiry.
- After selecting your history mystery, develop an inquiry question to guide your research and to help you respond to the key inquiry questions:
  - How do we know about the ancient past?
  - Why and where did the earliest societies develop?
  - What emerged as the defining characteristics of ancient societies?
  - What have been the legacies of ancient societies?
- Consult with the teacher about the suitability of your inquiry question before proceeding.

#### Teacher role

- Determine whether students will select a history mystery or be allocated one. See *Assessment resource: Investigating a history mystery* for suitable topics that have widely available information.
- Ensure students have a general understanding about their mystery before beginning Section 1.
- Review the historical concepts and terms in Section 1 that are relevant to the inquiry, and provide examples to support student understanding.

### Section 2. Developing questions

- Develop research questions using Section 2 as a guide.
- Pose a range of questions to investigate your mystery.

- Support students to develop interrelated questions that will provide depth and breadth of research.
- Provides examples of historical questions as required.

### Section 3. Locating and evaluating sources

- Locate and select a range of primary and secondary historical sources to research your mystery, using teacher advice.
- Complete the table to identify and evaluate which sources provide useful evidence to investigate the history mystery and develop an answer to your inquiry question.
- Review whether you need to make refinements to your questions or select additional sources.

- Discuss the range of historical sources and evidence required to complete the research phase.
- Facilitate access to library and internet for research.
- Consider creating class sets of resources for a limited number of topics for students who required support in selecting sources.
- Where necessary, model the decision-making process involved in determining the most useful evidence from sources for investigating the history mystery.

### Section 4. Analysing and using sources

- Identify the main ideas and evidence that can be used to respond to the research questions.
- Use the table provided in Section 4 (or a different graphic organiser) to organise and synthesise evidence from your historical sources.
- Record evidence (notes, quotes and ideas) from the historical sources to help you answer your research questions.
- Review the analysis of your sources. Make adjustments to the research process as required.
- Complete Section 4 to identify which sources have been most useful in your research.

- Determine the graphic organiser students will use to guide and record their research. The table provided in Section 4 is one example.
- Support students to organise, analyse and synthesise their information by providing additional scaffolds and cues as required.
- Enlarge the table in Section 4 to A3 as required.
- Provide feedback to students on the analysis of their sources.
- Recommend changes as required.
- Use the *Assessment Resource: Excerpt of a sample response for Section 4* as an example of how to record the analysis of sources.

## Section 5. Developing a presentation

- Plan your presentation using the organiser in Section 5.
- Present your mystery and the answer to your inquiry question to your audience.
- Submit a copy of any notes and visual aides to your teacher.
- Deconstruct a quality student response to identify the elements of a successful historical inquiry and discuss these features with students, drawing attention to the task-specific standards.
- Ensure the students understand the organisers that structure the presentation and highlight requirements.
- Enlarge the organiser in Section 5 to A3 size where needed.
- Determine whether any adjustments need to be made to the type and order of subheadings, or form of the presentation, to make it suitable for the context of your classroom or that of an individual student.

## Make judgments

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum achievement standard and the Queensland standards elaborations for History.

A continua and matrix model of the task-specific standard are provided for this assessment using the same valued features. Each model of a task-specific standard uses task-specific valued features and descriptors to identify the discernable differences in student work for A–E standards.

Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		<b>Investigating the ancient past</b> Identifies a history mystery and different interpretations based on methods and types of evidence.
Skills	Historical Skills	<b>Questioning and researching</b>	<b>Historical questions and research</b> Develops questions to locate and use evidence in constructing an answer to the mystery. Identifies and analyses primary and secondary sources of evidence to draw conclusions about their usefulness.
		<b>Analysing and interpreting</b>	<b>Analysis and use of sources</b> Analyses primary and secondary sources of evidence to explain points of view, and identify the origins and purpose of evidence.
		<b>Communicating</b>	<b>Chronology, terms and concepts</b> <b>Explanation and communication</b> Develops and delivers a multimodal presentation using historical terms and concepts, incorporating relevant sources to explain and communicate findings.

## Use feedback

<b>Feedback to students</b>	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey.</p> <p>Discuss the student's response to the inquiry.</p> <ul style="list-style-type: none"><li>• Were the sources used helpful?</li><li>• How did student use questions in the investigation?</li><li>• How well did the student draw conclusion and use evidence to explain them?</li><li>• What improvements could be made to the inquiry methods?</li><li>• Were historical terms and concepts used appropriately?</li><li>• Were the key inquiry questions answered using evidence from sources?</li></ul> <p>Give feedback on the presentation and discuss with the student how it could have been refined.</p> <ul style="list-style-type: none"><li>• Were relevant findings presented? Was there more information that could have been included?</li><li>• How was evidence used to support the hypothesis and develop answers to questions?</li><li>• How were visual or audio materials used to support the presentation?</li><li>• How could ideas be presented more effectively?</li></ul> <p>Focus feedback on the student's personal progress and the next steps for improvement.</p> <p>Identify steps in the inquiry process that need consolidation in teaching and learning and make adjustments to planning to provide further opportunities for students to demonstrate Historical Knowledge and Understanding and Historical Skills.</p> <p>Deconstruct a quality student response to identify the elements of a successful historical inquiry and discuss these features with the student.</p>
<b>Resources</b>	For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i> : <a href="http://www.qsa.qld.edu.au/18076.html">www.qsa.qld.edu.au/18076.html</a> .

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**Present a multimodal response to a history mystery from the ancient past (between 60 000 BC – c.650 AD) that has challenged historians or archaeologists. Refer to evidence and sources to support your response.**

**You will:**

- identify a history mystery from the ancient past
- develop questions to guide your research into the history mystery
- identify historical sources and analyse evidence to investigate the history mystery
- develop and deliver a multimodal presentation to propose a solution to the mystery based on evidence (300–400 words or 3–4 mins).



## Section 1. Identifying your history mystery

Identify the history mystery you will be investigating. The Assessment resource: *Investigating a history mystery* provides some suggestions.

**I will be investigating** .....

Define the historical terms and concepts that are relevant to this inquiry.

Historical terms	Historical concepts
ancient:	evidence:
artefacts:	continuity and change:
BCE:	cause and effect:
CE:	perspectives:
BC:	empathy:
AD:	significance:
evidence:	contestability:
interpretation:	
dating conventions:	
archaeology:	
era:	
antiquity:	
civilisation:	
excavation:	
primary source:	
secondary source	

Develop a broad inquiry question about the history mystery that you will aim to answer.

.....

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Consult with your teacher about the suitability of your inquiry question before proceeding.

Teacher signature: .....

Date: .....

## Section 2. Developing questions

Develop research questions to investigate your history mystery. Write these in the table below. Use question starters to help you to pose a range of different questions: What, When, Where, Who, How?

You need to make sure your research identifies:

- background details about the mystery
- what historians know or believe about the mystery
- the different ideas or answers that historians have about your mystery
- how historians have come up with these ideas or answers (the methods they used and the evidence on which they are basing their answer).

Research questions

Consult with your teacher about the suitability of your inquiry question before proceeding.

Teacher signature: .....

Date: .....

### Section 3. Locating and evaluating sources

Locate sources of evidence, including internet resources, which will help you to find answers to your questions.

Complete the table below to identify the origin, purpose and usefulness of primary (P) and secondary (S) sources of information including archaeological artefacts.

Name of source Type of source (P or S)	Origin and purpose of the source	Whose point of view is presented? How reliable is this source? Can the source be contested on its truthfulness?	Which question(s) will this source help you to answer?

Explain to your teacher why these sources provide relevant information.

These are suitable sources (Teacher signature): .....

## Section 4. Analysing and using sources

Use your sources to answer your questions. Record your notes in the table below.

	Dot point summary of research	Source details
Background details		
What historians know/believe		
How historians know (methods used to find out)		
Different ideas and theories about your mystery		

Complete the table below to identify the most useful primary and secondary sources of information (a minimum of two) that you have used to investigate the history mystery.

	<b>Describe the origin and purpose of the source of information</b>	<b>Identify how the source is useful in answering your inquiry question</b>
Primary source		
Primary source		
Secondary source		
Secondary source		

## Section 5. Developing a presentation

Plan your presentation with dot points using the following organisers. Consider how you will use visual and audio materials to deliver your multimodal presentation.

<input checked="" type="checkbox"/>	#	Organisers	Advice and hints	Planning
<input type="checkbox"/>	1	<b>Overview</b>	Write a brief summary of your history mystery. Think about what, where, when and WHY it is a mystery.	•
<input type="checkbox"/>	2	<b>What historians know</b>	Describe what is known about your mystery.	•
<input type="checkbox"/>	3	<b>The inquiry question</b>	Explain your inquiry question.	•
<input type="checkbox"/>	4	<b>Different ideas and supporting evidence</b>	<p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the different ideas or answers that historians have about your mystery?</li> <li>• What is the origin and purpose of evidence from sources?</li> <li>• How have historians come up with their answers?</li> </ul> <p>Identify the methods historians have used to investigate, such as excavation, carbon dating, analysing old artwork or secondary sources (see Q4) and the evidence on which they have based their answer.</p>	•
<input type="checkbox"/>	5	<b>My answer</b>	Provide the answer to your main inquiry question. Convince your audience you are correct.	•
<input type="checkbox"/>	6	<b>My evidence</b>	Use specific evidence from your research to justify your answer and convince the audience. Consider the work you did in Q4 of Section 2.	•

**Remember to use historical terms and concepts in your presentation and to refer to evidence and sources.**

**Submit a copy of your presentation notes and visual aides to your teacher.**

# Investigating the ancient past: A history mystery

Name .....

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**Purpose of assessment:** To present a multimodal response to a history mystery from the ancient past (between 60 000 BC – c.650 AD) that has challenged historians or archaeologists, and explain the methods and types of evidence that historians use to discover the past.

Historical Knowledge and Understanding	Historical Skills			
	Questioning and research	Analysing and interpreting	Communicating	
Identifies a history mystery and different interpretations based on methods and types of evidence <b>Sections 4 and 5</b>	Develops questions to locate and use evidence in constructing an answer to the mystery. Identifies and analyses primary and secondary sources of evidence to draw conclusions about their usefulness <b>Sections 2 and 3</b>	Analyses primary and secondary sources of evidence to explain points of view, and identify the origins and purpose of evidence <b>Sections 4 and 5</b>	Develops and delivers a multimodal presentation using historical terms and concepts, incorporating relevant sources to explain and communicate findings. <b>Section 5</b>	
<ul style="list-style-type: none"> <li>Comprehensively explains interpretations of past events (a mystery), with clear links to specific examples of methods and types of evidence.</li> <li>Describes different interpretations of past events (a mystery), with reference to specific methods and types of evidence.</li> <li>Identifies aspects of the mystery and types of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Poses interrelated questions about the past, and locates and analyses relevant information from a range of sources to answer inquiry questions. Identifies and analyses primary and secondary sources and draws discriminating conclusions about the usefulness for the investigation.</li> <li>Poses questions about the past, and locates and analyses information from sources to answer questions. Identifies primary and secondary sources and analyses them to identify their usefulness for the investigation.</li> <li>Uses obvious questions about the past, and locates information from supplied sources. Describes the content of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses evidence from sources to explain different points of view and makes discriminating use of them to identify origins and purpose.</li> <li>Compares evidence in sources to identify different points of view and interprets them to identify their origin and purpose.</li> <li>Identifies points of view and some features in sources.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly, effectively and convincingly in the chosen modes and uses a range of historical terms and concepts accurately. Acknowledges sources of information and incorporates relevant sources.</li> <li>Communicates in more than one mode and uses familiar historical terms and concepts. Acknowledges sources of information and incorporates sources.</li> <li>Communicates information using some historical terms and concepts. Incorporates given sources.</li> </ul>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p> <p><b>E</b></p>
Australian Curriculum Year 7 History	Investigating the ancient past: A history mystery		Task-specific standards — continua	



# Investigating the ancient past: A history mystery

Name .....

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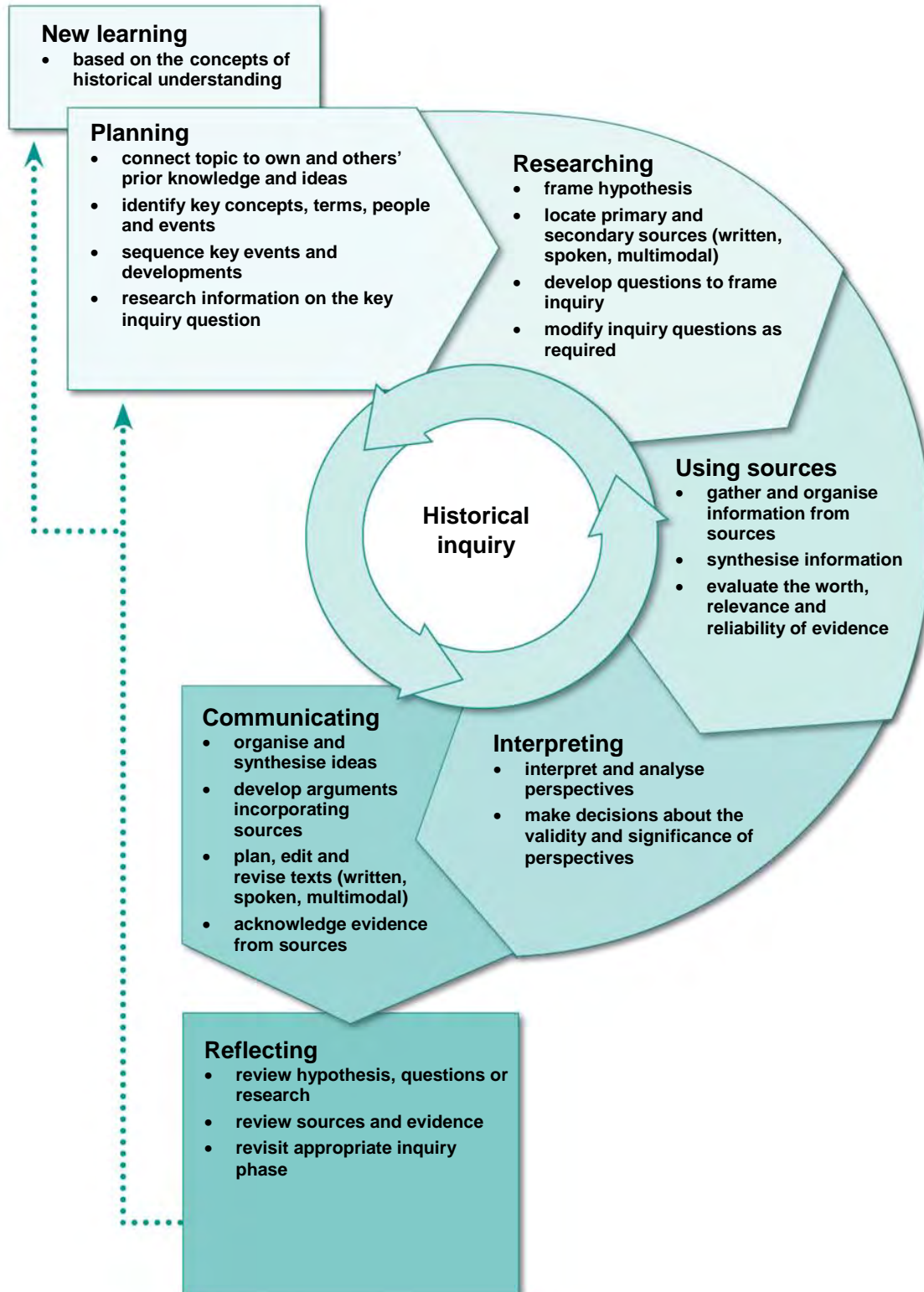
**Purpose of assessment:** To present a multimodal response to a history mystery from the ancient past (between 60 000 BC – c.650 AD) that has challenged historians or archaeologists, and explain the methods and types of evidence that historians use to discover the past.

			Task-specific valued features					
			A	B	C	D	E	
Understanding and skills	Historical Knowledge and Understanding	Identifies a history mystery and different interpretations based on methods and types of evidence. <b>Sections 4 and 5</b>	Comprehensively explains different interpretations of past events (a mystery), with clear links to specific examples of methods and types of evidence	Explains different interpretations of past events (a mystery), with links to specific examples of methods and types of evidence	Describes different interpretations of past events (a mystery), with reference to specific methods and types of evidence	Identifies an interpretation of past events (a mystery), with some reference to methods and types of evidence	Identifies aspects of the mystery and types of evidence	
	Historical Skills	Questioning and research	Develops questions to locate and use evidence in constructing an answer to the mystery.	Poses interrelated questions about the past, and locates and analyses relevant information from a range of sources to answer inquiry questions	Poses logical questions about the past, and locates and analyses relevant information from sources to answer inquiry questions	Poses questions about the past and locates and analyses information from sources to answer questions	Poses questions about the past, and locates information from some sources to answer questions	Uses obvious questions about the past, and locates information from supplied sources
			Identifies and analyses primary and secondary sources of evidence to draw conclusions about their usefulness. <b>Sections 2 and 3</b>	Identifies and analyses primary and secondary sources and draws discriminating conclusions about their usefulness for the investigation	Identifies and analyses primary and secondary sources and analyses them to draw conclusions about their usefulness for the investigation	Identifies primary and secondary sources and analyses them to identify their usefulness for the investigation	Identifies primary and secondary sources and their usefulness for the investigation	Describes the content of sources.
		Analysing and interpreting	Analyses primary and secondary sources of evidence to explain points of view, and identify the origins and purpose of evidence. <b>Sections 3,4 and 5</b>	Analyses evidence from sources to explain different points of view and makes discriminating use of them to identify origins and purpose	Compares evidence in sources to explain different points of view and makes considered use of them to identify origins and purpose	Compares evidence in sources to identify different points of view and interprets them to identify their origin and purpose	Identifies different points of view in evidence from sources and examines sources to identify their origins and/or purpose	Identifies points of view in sources and some features in sources
Communicating	Develops and delivers a multimodal presentation using historical terms and concepts, incorporating relevant sources to explain and communicate findings. <b>Section 5</b>	Communicates clearly, effectively and convincingly in the chosen modes and uses a range of historical terms and concepts accurately Acknowledges sources of information and incorporates relevant sources	Communicates effectively in the chosen modes and uses historical terms and concepts Acknowledges sources of information and incorporates relevant sources	Communicates in more than one mode and uses familiar historical terms and concepts Acknowledges sources of information and incorporates sources	Communicates information using sources, historical terms and concepts Incorporates sources	Communicates information using some historical terms and concepts Incorporates given sources		
Australian Curriculum Year 7 History			Investigating the ancient past: A history mystery		Task-specific standards — matrix			

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## Historical inquiry process



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## Investigating a history mystery

Below are suggested topics for an investigation of the ancient past (between 60 000 BC – c.650 AD). An overview of each mystery can be found by searching Wikipedia: [en.wikipedia.org/wiki](http://en.wikipedia.org/wiki).

Topic	A taster to get you thinking!
Terracotta army	Why has an ancient Chinese Emperor's terracotta army been buried underground for centuries?
Nazca lines	What is the mystery behind the Nazca lines, an incredible collection of huge images in the desert that were created by the ancient Nazca culture?
Library of Alexandria	Were the treasures of the largest and most important library in the ancient world really lost in a massive inferno?
The city of Troy	The location of a war over the beautiful Helen of Troy ... but why else is this ancient city of interest to historians?
Hanging Gardens of Babylon	Did this Wonder of the Ancient World really exist?
Stonehenge	An amazing achievement by people who had limited technology, but what is it? A calendar? A religious site? Something built by aliens?
The Mycenaeans	Why did this ancient culture disappear?
Moai (Easter Island statues)	What secrets do the huge statues that inhabit Easter Island guard?
Colossus of Rhodes	What caused the people of Rhodes to build this massive statue? How did they manage it? Why does it no longer exist?
The crystal skulls	Are the crystal skulls human artefacts or natural wonders? Do they have special powers or are they fakes?
Peat bog mummies	How have these mummies been so amazingly preserved? What mysteries do they hold?
Tollund man	Who was the Tollund man? Why do historians think his was a recent death?
Ötzi	How did Ötzi die? What can he tell us about the past?
Tutankhamen	How did this young pharaoh die? Was it murder or natural causes?
Lake Mungo	What do the discoveries at Lake Mungo of human remains tell us about ancient civilisation?
Bradshaw (Gwion Gwion) cave paintings	What are the origins of these paintings? What do they reveal about ancient civilisation?

# Investigating the ancient past: A history mystery

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## Excerpt of a sample response for Section 4: Analysing and using sources

**Note to teachers: responses will vary. While students may use a range of research tools, the skill of selecting information discerningly for recording should still be present.**

	Dot point summary of research	Source details
How historians know (methods used to find out)	<ul style="list-style-type: none"> <li>excavations in late 1800s revealed 4 houses. The remaining structures were excavated between 1928–1930</li> <li>radiocarbon dating was carried out in the 1970s on fireplaces, tools and middens</li> <li>they analysed middens to identify animal and fish bones, pottery and eggshells</li> <li>analysis of the tools found (and their likely purposes)</li> <li>comparing tombs to other stone age settlements to determine role of religion</li> </ul>	Information about Skara Brae, Heritage of the Orkney Islands, Skara Brae, <a href="http://www.orkneyjar.com/history/skarabrae/index.html">www.orkneyjar.com/history/skarabrae/index.html</a>
	<p>Look in this column when making judgments about selecting useful evidence. Researched evidence should be pertinent (e.g. only contain information about archaeological or archival methods for the chosen mystery).</p>	<p>Look in this column when making judgments about using a range of relevant sources (e.g. websites, books, class handouts).</p>

Complete the table below to identify the most useful primary and secondary sources of information (a minimum of two) that you have used to investigate the history mystery.

	Describe the origin and purpose of the source of information	Identify how the source is useful in answering your inquiry question
Primary source	Actual excavated “house” in the village from 4000 years ago, seen through a 360° virtual tour	This source was useful because it helped me to find out who the inhabitants were. I could see the layout of the house and draw conclusions about how people lived in the spaces (e.g. different-sized beds may have meant different ranks between males and females).
Primary source	Items found in the middens around the outside of each house (animal bones, egg shells, broken pottery and tools)	This source was useful to understand aspects of their daily life — not only what they ate, but what plants they grew, what animals they kept and what level of technology they used. It gave clues about what changed due to erosion and that the inhabitants had no weapons.
Secondary source	www.orkneyjar.com, which gave information about different ideas as to why the inhabitants left	This source was useful to get a better understanding about what different historians believe might have happened and to help develop my own answer to the inquiry question.
Secondary source	White, GJ 1983, <i>Mystery at Skara Brae</i> , QSA Publishers, Brisbane, which gave general information about Stone Age life and details about Skara Brae	This source was useful to see how comparisons between the excavated site and other known sites provide greater understanding about the people who lived there so I could have better informed answers about why they might have left.

Australian Curriculum Year 7 History	Investigating the ancient past: A history mystery	Assessment resource: Excerpt of a sample response for Section 4: Analysing and using sources
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