



YEARS 11&12

ANCIENT HISTORY TEACHING AND LEARNING SUPPLEMENT

Teaching and Learning Supplement

ANCIENT HISTORY (HSA315117)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Course Supplement for Ancient History TASC level 3 must be read in conjunction with the Ancient History TASC level 3 course document and relevant External Assessment Specifications and Examination Guidelines.

It contains advice to assist teachers delivering the course and can be modified as required. This Course Supplement is designed to support teachers new to or returning to teaching this course.

Ancient History level 3 enables learners to study life in an ancient civilisation based on the analysis and interpretation of the physical and written remains of an ancient civilisation.

COURSE CONTENT

	Section Title	Indicative Times
Section A	Investigating the Ancient World	50 Hours
Section B	Structure of an Ancient Society	50 Hours
Section C	The Nature of Power and Authority in an Ancient Society	50 Hours

It is recommended that Sections A, B and C are taught sequentially.

Compulsory Content and Elective Content

Sections A, B and C are compulsory.

Learners must complete **one** topic for **one** civilisation for Section A.

Political, social, economic and cultural structures and practices are compulsory core content in Section B. Learners must study at least **one** 'feature' of **one** civilisation in Section B; the civilisation studied in Section B **will be the same** civilisation studied in Section A. Features are elective.

Learners must study **one** individual from **one** civilisation in section C; the civilisation studied in Section C **may be** different to the civilisation studied in Sections A and B.

TEACHING AND LEARNING

Section A Investigating the Ancient World

Section A provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. Learners investigate the evidence for an ancient site, event, development or era, how it has been interpreted and represented, and the reliability or usefulness of historical evidence in constructing representations of the past.

Studies will include investigations into the historical and geographical context of the chosen topic and studies may include preservation, conservation, and/or reconstruction of ancient sites; cultural heritage, ownership and the role of museums; treatment and display of human remains.

This section introduces learners to:

- the historical context in which the civilisation emerged or developed
- the chronological and geographical context of an ancient society
- key historical concepts
- the impact of significant events, sites, eras or developments on the nature of an ancient civilisation
- the nature of historical methodology

Learners select **one** topic from:

Topic A1: The battle of Kadesh

Topic A2: The destruction of Troy

Topic A3: Delphi

Topic A4: Masada

Topic A5: The Roman Games

Topic A6: Xia, Shang, Zhou Dynasties

Topic A7: Ziggurats of Mesopotamia

Key Historical Concepts include:

- cause and effect
- significance
- continuity and change
- empathy
- perspectives
- contestability

Examples of learning activities

Learners:

- create an ongoing glossary of the key terms and concepts that underpin an understanding of the history of an ancient civilisation, for example,
Egypt: Lower Egypt; Upper Egypt; Nubia; Old, Middle and New Kingdoms; delta; pharaoh, dynasty; theocracy; bureaucracy; nomarchs
Greece: mainland Greece, Sparta, Crete, Mycenae, trade routes, polis, colonisation
Rome: Caesar, consul, dictator, statesman, tyrant, citizen, gladiator, forum, Pompeii, Herculaneum
China: dynasties, war lords, emperor, huangdi, unification, legalism, Daoism, Confucianism, feng (or fang) and shan sacrifice
Assyria: civilisation, agriculture, social stratification, city-state, priest-kings, polytheism
- create an annotated timeline which covers major historical developments during the period selected for study in Section A
- create a visual timeline to illustrate the chronology of the selected civilisation to be studied (may be relevant to all Sections). This will be two timelines, at most, given that students may elect to study an alternative civilisation in Section C.
- create an annotated map of the region, highlighting the different geographical features and where possible, the nature of the topography; list ways in which this impacted on the nature of the civilisation
- create a map of the geographical location of the selected civilisation e.g. Rome and the geographical extent of Roman territory during the historical period being studied (133 BC (BCE) – 14 AD (CE), and neighbouring kingdoms and societies

- group work: research a list of key locations or cities for each of the civilisations represented in Section A and B. Create an annotated map that provides dates in which the region was historically significant. (Learners focus on the civilisation they have selected to study in Section A and B) Display in the classroom to be used for comparative discussions on chronology, geography and historical change and development
- using an Internet crossword maker (e.g. Eclipse Crossword), make a crossword of terms/concepts and definitions relating to the study of Ancient History
- select a topic (students work with the topic they have chosen for Section A), for example: investigate historical interpretations of the event/era/site/development and list the key understandings of the historical interpretation of each (may be in a table format). Identify the differences in the historical record. Discuss and propose reasons for the difference in the interpretation e.g. the historical account of the Hittites versus the historical account of the Egyptians on the Battle of Kadesh.
- create a list of the types of primary and secondary evidence that exists for the ancient civilisation each student has chosen to study. Compare with other students' lists of the historical record e.g. cuneiform, written record etc Do some civilisations have a more accurate and extensive record? Why might this be?
- construct a multimedia presentation that outlines key historical developments in the period of study for the selected civilisation and the nature of the historical interpretations of these developments. Identify key points of conflict in the historical record
- create hypotheses: using the 'think-pair-share' technique students construct hypotheses relating to the study of the selected civilisation for Section A (or B)
- discussion: compare and contrast the different theories about the invention and development of agriculture and make an assessment as to which theory is most convincing
- complete a PowerPoint presentation focussing on **one** of the historical interpretations of an historical event/era/site/development of an ancient civilisation. The student should make reference to the reasons for selecting the historical interpretation they have chosen
- invite a curator/educator from a museum to visit the school to talk about issues of preservation and conservation of archaeological sites; cultural heritage, ownership and the role of museums; treatment and display of human remains

Detailed investigation: Example

SOURCE ANALYSIS

Assyrian example: Students investigate different city-states from Assyria: Ashur, Kalhu (Nimrud) and Nineveh using both the material record and written sources. Discuss the differences between the material records and written sources, given that some sites have been excavated more extensively than other sites, and some sites were excavated before modern archaeological techniques were utilised, and some are only known from written texts

Working in pairs (or small groups) on different city-states, locations or regions, students prepare a report on the political structure and economy of their city-state to present to the class, using:

- the analysis of the material remains by archaeologists
- the analysis of written texts by historians
- based on the presentations, students then create a table comparing these key city-states, including the rise and fall of their power base and changing alliances.

Locations for each civilisation may include:

- Egypt: Giza, Saqqara (Old Kingdom monuments); Temple of Isis
- Greece: Delphi, Delos, Dodoni, Acropolis, the Agora, Mycenae
- Rome: The Colosseum, The Forum, Pantheon
- China: Erlitou; tombs at Anyang (Shang dynasty (ca. 1300–ca. 1050)); Zhengzhu (Han Tombs in Dahuting Village)

- Assyria: Ashur, Kalhu (Nimrud) and Nineveh

Section-B Structure of an Ancient Society

In Section B learners study the political, social, economic and cultural structures and practices of an ancient society within an historical context. Studies will also include investigations into key 'features' of an ancient civilisation that evidence the nature of the structure of an ancient society. The two aspects of this study will be integrated.

Features include:

- Arts, Architecture and Drama
- Weapons and Warfare
- Technology and Engineering
- Women and Families
- Beliefs, Rituals and Funerary Practices

Specific Learning Outcome about knowledge of, and understanding about an ancient civilisation related to Section B. Learners will be able to:

- describe the characteristics of social, political, economic and cultural structure and practices of an ancient society and assess the historical evidence of key features of an ancient civilisation
- assess the impact of chronological context on the history of ancient societies including continuity and change over time
- describe the geographical context, including the nature of the environment and its influence on the society

Key Concepts include:

- Political, social, economic and cultural structures and practices
- Geographical context
- Chronological context
- Historiography
- Change and continuity
- Impact of key events/eras/developments on the nature of a civilisation

Examples of learning activities

Learners:

- expand on the glossary (commenced in Section A) of the key terms and concepts that underpin an understanding of the history of an ancient civilisation. The glossary may include terms and concepts relating to the political, social, economic and cultural structures and practices; those that explain and define 'features' of an ancient society; and the nature of evidence.
- use a chronological graphic organiser to illustrate the changes and developments evidenced in specific 'features' of an ancient civilisation within a specific era (refer to syllabus document for list of 'features')
- create a table or mind map: undertake inquiry into the social, political, economic and cultural features of a specific era of a civilisation (Section B, syllabus document); indicate the sources of the evidence used
- create a mind map: undertake inquiry into a selected 'feature' (see syllabus document for list of features) of an ancient civilisation which considers a range of evidence from the material record and written evidence, for example, archaeologists, historians, ancient authors (for example Herodotus or Pliny for Greece). Map the key evidence that could be used in an investigation with reference to existing disputes regarding the historical record
- create a map of the geographical location of the selected civilisation e.g. Assyria and the geographical extent of Assyrian territory during the historical period being studied; and neighbouring kingdoms and societies

- complete a Venn diagram to show the similarities and differences between two chronological eras of an ancient civilisation selected for study. The diagram may analyse the political, social, economic and cultural structures and practices, identifying change and continuity. Period of study will be defined by Section B of the syllabus document and either the period preceding or following the period studied in Section B
- undertake an analysis of a key development in the 'feature' selected for study, for example, astronomy, the measurement of time and medicine in China and consider the *significance of these achievements* on the civilisation (other topics may include changes in the role of women in the Neo – Assyrian empire; the nature of the artistic record evidencing political structure of an ancient society; how the artistic record illustrates economy and trade of an ancient society; how the nature of weapons and warfare illustrate the political structure and relative superiority of a civilisation etc)
- investigate the nature of the evidence of both the material remains and the translated written evidence in the civilisation selected for study e.g. cuneiform tablets from the Library of Ashurbanipal.

Consider what may be learnt about politics, economy and trade, and social structure by examining the tablets; alternate studies may include the cuneiform tablets of Ebla, Tell Mardikh in Syria as an example of an earlier key northern Mesopotamian cities

- using a table, investigate an example of the evidence of both material remains and the translated evidence. For example, cuneiform tablets of the Library of Ashurbanipal or the Nuzi tablets. Is there record of conflicting interpretations in the historical record? Create a list in column 1 of ancient sites or material remains where there is conflicting evidence and historical interpretation. In column 2, briefly describe the nature of the conflicting evidence.
- create a timeline of the changes in the political, social, economic and cultural structures and practices (in the period of study for the selected civilisation)
- create a timeline that maps causes of change (for example political, social, economic, religious, cultural, geographical) in the civilisation being studied, including the preceding and succeeding empires; indicate significant influences contributing to change between the periods
- create a table that maps continuity and change in the social, economic, political and cultural features of the historical period to be investigated in Section B (see syllabus document for details of eras)
- create a table that lists the significance and contribution of each 'feature' (refer to syllabus document, Section B, page 16) that provides evidence for the political, social, economic and cultural structures and practices of an ancient civilisation. Identify the features most useful as evidence in explaining historical interpretations around each of the core study elements (political, social, economic and cultural) of the selected civilisation
- drawing on primary sources and historical interpretations, examine the causes and consequences of political, social, economic and cultural change during the historical period investigated. Continuity of some elements may be identified
- read a range of historical interpretations on the political, economic, social and cultural features of the period of study for the selected civilisation. The focus is on continuity and change; write a report identifying key similarities and differences in the historical interpretations.

In pairs or groups, students undertake the comparison with a focus on the following:

- historical context for each of the records
- motives behind its creation
- intended audience for each of the records
- content of each of the records
- what is revealed about the attitudes, values and beliefs of people from each society
- significance of each of the records
- Comparison: learners compare and contrast key political, social, economic and cultural developments in the selected civilisation. Comparisons may focus on one area e.g. political,

with reference to economic and social developments. Reference will be made to the nature of the historical record and its impact on scope, reliability and contestability of evidence.

Examples of political/legal developments may include but are not limited to:

- The political power of pharaohs of the Ramesside period, particularly Ramesses II; period of greatest territorial extent; impact of usurper to the throne
- Assyrian Laws of Hammurabi with the laws from the tablets of the library of Ashurbanipal in Nineveh nearly 1000 years later
- Greek Draconian law codes and the law reforms proposed by Solon
- Rome: with a focus on Roman civil law to (*ius civile Quiritium*), the Twelve Tables (c.439 BC/BCE) and the later *Corpus Juris Civilis* (529 AD/CE)
- China: the impact of legalism on political philosophy

NOTE: Similar studies may be undertaken with a focus on economic, social or cultural developments.

- using the form of a pyramid, learners create a diagram representing the social hierarchy of the civilisation being studied; annotate the diagram with an explanation of each of the key individual roles and general classes
- research the importance of the highest social hierarchy (for example kings, emperors, pharaohs) as both political and religious ruler of an ancient civilisation; refer to the evidence that supports this
- evaluate monuments/ burial grounds (for example, pyramids, tombs) as a reflection of rulers' prestige and beliefs concerning the afterlife; create a list of key sites (for the selected civilisation) and references to relevance and degree of prestige in the historical record
- undertake a written evaluation of what continuities exist from one defined period or era of an ancient civilisation, for example: Middle Kingdom to New Kingdom Egypt; Archaic to Classical Greece; Roman Republic to the Roman Empire; Shang and Zhou Dynasties to the Qin Dynasty; Middle Assyrian Empire to the Neo-Assyrian Empire
- undertake group work: each group investigates their selected civilisation for Section B. Instruct each group to construct hypotheses on topics relating to an ancient civilisation. Make a classroom display of them. Discuss. Are there common historical elements, internal and external influences and conflicts; other?
- write a brief critical analysis of a video/YouTube clip on an ancient civilisation. Do students agree with their conclusions? Why/why not? Refer to the historical record and the nature of conclusions drawn
- write an analysis of a feature documentary, for example, *Ancient Discoveries* that focuses on ancient technological developments. The documentary can be accessed at: <http://topdocumentaryfilms.com/ancient-discoveries>
- prepare a multimedia presentation on the selected 'feature/features' of an ancient civilisation that has been selected for study in Section B. How do the feature/features act as evidence for political, social, economic and cultural structures and practices. Explain
- ask a guest speaker from a museum or gallery to give a talk on sources, types of evidence and acknowledgement in museum/gallery displays. How is evidence used to clarify historical interpretations? How do they contend with dispute over historical evidence?
- write an essay on the historical and geographical context of an ancient civilisation; explain how this might impact on a range of topics e.g. expansion; political and military strategies; cultural transmission; impact on technologies
- write an essay investigating the nature of change and continuity for the period selected for study in Section B, using 'features' of an ancient society as evidence supporting historical interpretations e.g. the arts as evidence for social and political structures; or as evidence for cultural practices
- write an essay with a focus on ONE or more elements of an ancient society e.g. political, social, economic or cultural structures and practices. Use evidence to support historical interpretations. What is the nature of the evidence for historical interpretations, for example,

does the treatment of women in an ancient society provide context and explanation for both social and political structures. Explain.

Detailed Investigation: Example

SOURCE ANALYSIS AND HISTORICAL INTERPRETATIONS: THE POWER OF THE KING

Egypt: Students analyse the Pyramid texts and in particular the 'Cannibal Hymn' where the King threatens to eat the entire pantheon of Egyptian Deities to acquire their power. King Unas grades the pantheon of gods as to whom he will eat (the most powerful) while others will be burnt on the flames. (Breasted's text is available online.)

Students develop questions, based on the text, about the motives of the king and what his threats reveal about the nature of kingship. Students then draw on the 'Cannibal Hymn' and historical interpretations of it to inform an inquiry focused on the power and prestige of the King and of the Divinities.

Other authors and source texts (or translations) may include:

- Greece: Herodotus (The Histories), Xenophon (Anabasis), Plutarch (Parallel Lives or Caesar), Homer, Socrates, Plato
- Rome: Cicero
- China: The Zhanguo ce or 'Intrigues of the Warring States'; The Shiji, or 'Records of the Grand Historian'; Shi jing, 'The Book of Poetry', also called the 'Book of Songs' or 'Book of Odes'

Assyria: Sennercherib's annals (inscribed on clay prisms); Tiglath-Pileser I Octagonal Prism

Section C
The Nature of Power and Authority in an Ancient Society

In the selected ancient society learners **will** study the:

- historical context in which the individual lived
- nature and scope of power that leaders exercised, and their roles in the society
- ways in which government was organised, and leaders selected, and ways in which leaders' power typically ended
- threats to the individual's leadership (or prominence)
- an examination of the possible motivations of the individual
- how the individual's social context (the values, beliefs and understandings of their society) influenced or shaped the individual
- ways in which the individual's actions shaped their society
- ways in which leaders were impacted by internal and external threats to government
- the nature or degree of the individual's impact – how significant was it? (e.g. revolutionary, short-term, established systems on which later changes depended)
- nature of representations of leaders in an ancient society.

Historical inquiry topics: learners will locate and assess a variety of primary and secondary sources on the following topics related to the selected individual in order to develop and support their research and understandings.

- their background and rise to prominence
- the career of the individual
- the impact and legacy of the individual

- changing perspectives and interpretations of the individual

This section has a focus on:

- the detailed study of an individual from an ancient society who had a significant impact on their society
- the nature of power, authority and leadership in an ancient civilisation
- the historical context in which the individual from an ancient society lived
- understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals

Examples of learning activities

Learners:

- expand on the glossary (commenced in Section A and B) of the key terms and concepts that underpin an understanding of the history of an ancient civilisation in this section. The glossary will include terms and concepts relating to human agency; the nature of power and authority in an ancient civilisation; and the nature of evidence
- complete a biography/obituary on a significant individual from an ancient civilisation
- define 'power' and 'authority' in an ancient society. Is this limited to politics? Explain how power and authority extends to leadership in a range of fields e.g. philosophy
- create a timeline for the historical periods preceding, during and following the lifetime of the individual; create links between those events/developments that impacted on the individual; those that the individual achieved in their lifetime and the individual's influence in the following period (refer to syllabus document for time periods for study for each individual)
- create a map of the geographical location and extent of the selected civilisation in the lifetime of the individual; was this different to the extent of the empire/civilisation during or after the lifetime of the individual?
- create an annotated timeline that plots the chronology of the rise and fall of political leadership during the historical period investigated in Section C. This will include reference to the individual chosen for study in this section and the influence of political leadership in the field in which the individual was prominent. This will be relevant to the study of ALL individuals in the list
- use a chronological graphic organiser to illustrate the *key historical developments* during the lifetime of the individual chosen for study (refer to syllabus document for list of individuals)
- use a graphic organiser to illustrate the *influences* on the development and leadership of the individual chosen for study; include the influences the individual had on their society both during and after their lifetime
- mind map: undertake an inquiry into the motivations of a specific individual of an ancient civilisation (Section C, syllabus document); include the actions taken by the individual that had an impact on the nature of power and/or authority in an ancient civilisation. Include the sources of evidence used.
- create a table defining the nature of power and authority in the period of study for the civilisation selected in Section C e.g. Rome in 133 BC (BCE) – 14 AD (CE), including the social structures; political structures; the economy; military organisation; and religious practices. Identify the influences on the individual chosen for study; identify the field in which the individual held prominence and the influence of power and authority on the individual or conversely the influence the individual had on power and authority
- complete a Venn diagram to show the similarities and differences between two chronological eras of an ancient civilisation selected for study. The diagram may analyse, for example, the contribution of the individual being studied in Section C, identifying change and continuity during and after the life of the individual. Period of study will be defined by Section C of the syllabus document
- prepare a written report based on an analysis of the influence of an individual of an ancient society. Provide sources of evidence and identify conflicting historical interpretations

- write a film analysis of a feature documentary, for example, *The Greeks: Crucible of Civilisation*. The documentary can be viewed at: <http://topdocumentaryfilms.com/greeks-crucible-civilization/>
Other titles can be accessed at topdocumentaryfilms.com > History;
For example:
<http://www.bing.com/videos/search?q=ancient+china+top+documentary+films&qpv=ancient+china+top+documentary+films&FORM=VDRE>
- write an essay analysing: the impact of power and authority on an individual; the nature of change and continuity during and after the lifetime of an individual; or the impact of power and authority on an individual and the impact of human agency during their lifetime. Refer to sources of evidence for historical interpretations

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

There is scope in all course modules for teachers to select learning activities which will engage their learners and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow learners to develop the required knowledge and skills.

Teaching strategies that are particularly relevant and effective in Ancient History, either individually or in combination, include:

Teaching strategies that are particularly relevant and effective in Ancient History, either individually or in combination, include:

Oral skills

- debate and discussion
- games and simulations
- group work
- brainstorming
- presentations

Written skills

- short responses
- extended responses
- research and analytical essays
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

Community based learning

- specialist speakers and lectures
- excursions including galleries and museums
- forums
- cooperative learning

Analysis

- statistics and data
- graphical representations
- interpretation of historical analysis
- audio, visual and television reviews
- research and inquiry

Applications

- applied practical exercises
- software packages or applications
- interactive and multimedia packages

- podcasts, wikis, blogs
- social media, e.g. twitter

Examples of assessment tasks across all modules include:

- Multiple choice items
- Short response items
- Extended written responses
- Debate
- Timelines, Crosswords, Venn Diagrams and other Graphic organisers
- Review of documentaries, film and written reports

RESOURCES

This is not a definitive list.

Some of the print resources contained in this list may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Books

General:

Barbara, L, 1987, *Women's Earliest Records: From Ancient Egypt and Western Asia*, Brown Judaic Studies, 166, Scholars Press, Georgia.

Barber, L, 1994, *Women's Work: The first 20,000 Years*, W.W. Norton and Co., (Illustration of queen' of Ur's headdress from this source, page 182.)

Bowman, R 2008, *Ancient Greece for Senior Students*, Cengage, Australia.

Davies, G 2008, *Ancient Rome for Senior Students*, Cengage, Australia.

Hindmarsh, H & Harnack, C 2009, *The Near East: Nelson Ancient History for HSC*, Cengage, Australia.

Hurley, T, Medcalf, P et al. 2007, *Antiquity 1*, 3rd edn, Oxford University Press, Melbourne.

Lawless, J, Cameron, K & Kenworthy, G 2010, *Studies in Ancient Egypt*, Cengage, Australia.

Lawless, J, Cameron, K & Young, C 2008, *Unlocking the Past*, 2nd edn, Thomson Learning Australia, Melbourne.

Lerner, G, 1986, *The Creation of Patriarchy*, Oxford University Press.

Stevens, V, Leadbetter, B, Thomas, C et al. 1999, *Ancient History Skills: Personalities and Groups Teacher Resource Book*, Nelson Cengage, Australia.

Egypt

Baines, J & Malek, J 1990, *Atlas of Ancient Egypt*, Equinox, Oxford.

Bietak, M 1996, *Avaris, The Capital of the Hyksos. Recent Excavations at Tell el-Dab'a*, British Museum Press, London.

Chadwick, R 2005, *First Civilizations*, 2nd edn, Equinox Publishing, London.

Dodson, A & Hilton, D 2004. *The Complete Royal Families of Ancient Egypt*, Thames & Hudson, London.

Lichtheim, M 1973, *Ancient Egyptian Literature Volume I: The Old and Middle Kingdom*, University of California Press, Berkeley.

Lichtheim, M 1976, *Ancient Egyptian Literature Volume II: The New Kingdom*, University of California Press, Berkeley.

Reeves, N 1990, *The Complete Tutankhamun*, Thames & Hudson, London.

Roberts, JW 1998, *City of Sokrates: An Introduction to Classical Athens*, 2nd edn, Routledge, Abingdon.

Robins, G 1994, *Proportion and Style in Ancient Egyptian Art*, Thames & Hudson, London.

Romer, J 1993, *Romer's Egypt*, Michael O'Mara Books, London.

Shaw, I 2004, *Oxford history of Ancient Egypt*, Oxford University Press, Oxford.

Silverman, DP 1997, *Ancient Egypt*, Duncan Baird Publications, London.

Thomas, AP 1988, *Akhenaten's Egypt*, Shire Publications, Aylesbury.

Wilding, D 1997, *Egypt, From Prehistory to the Romans*, Taschen, Cologne.

Greece

Antonova, I., Tolstikov, V. & Triester, M. (1996). *The Gold of Troy. Searching for Homer's Fabled City*, Thames and Hudson: London.

Aristotle, 1900, *On the Lacedæmonian (Spartan) Constitution*, Colonial Press, London.

Boardman, J 1992, *Greek Art, Archeology and Architecture*, Thames and Hudson, London, UK.

Boardman, J 1967, *Pre-Classical: From Crete to Archaic Greece*. Penguin Books.

Boardman, J 1978, *Greek Art*, Thames & Hudson: London.

Boardman, J. (1979). *Athenian Red Figure Vases. The Archaic Period*, Thames & Hudson: London.

Bowman, R 2007, *Ancient Greece for Senior Students*, Thomson Social Science, Melbourne.

Bradley, P, 1990, *Ancient Greece: Using Evidence*, Melbourne: Edward Arnold.

Burn, A. R., 1956, *Pericles and Athens*, English Univerasity Press, London.

Bury, J and Meiggs, R, 1977, *A History of Greece*, Palgrave Macmillan (chapters 4, 5, 8, 9)

Cartledge, P, 2003, *The Spartans: An Epic History*, Pan Macmillan, Australia.

Evans, N 2010, *Civic rites: democracy and religion in Ancient Athens*, University of California Press, Berkeley.

Hammond, B. E.; 1895, *The Political Institutions of the Ancient Greeks*, C. J. Clay and Sons, London (Also available on Project Gutenberg)

Kagan, D, 1969, *The Outbreak of the Peloponnesian War*. Ithaca: Cornell University Press, USA
(Also Youtube: Introduction to Ancient Greek History with Donald Kagan)

Kagan, D, 2004, *The Peloponnesian War*, Viking, New York.

Kennell, N 2010, *Spartans: A new history*, Wiley-Blackwell, Chichester.

Mitchell, L 2013, *The heroic rulers of archaic and classical Greece*, Bloomsbury Academic, London.

Richter, G, 1969, *A Handbook of Greek Art*, Phaidon Press, London, New York.

Shapiro, HA 2007, *The Cambridge companion to archaic Greece*, Cambridge University Press, New York.

Rome

Caven, B 1980, *The Punic Wars*, Weidenfeld and Nicolson, London.

Cornell, TJ 1995, *The beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c. 1000 –264 BC)*, Routledge, London/New York.

Davies, G 2008, *Ancient Rome for Senior Students*, Thompson, Melbourne.

Dunstan, W 2011, *Ancient Rome*, Rowman and Littleford, Lanham.

Freeman, P 2008, *Julius Caesar*, Simon & Schuster, New York.

Goldsworthy, A 2000, *The Punic Wars*, Cassell, London.

Goldsworthy, A 2014, *Augustus: First emperor of Rome*, Yale University Press, New Haven.

Polo, FP 2011, *The consul at Rome: the civil functions of the consuls in the Roman Republic*, Cambridge University Press, New York.

Ramage, N & Ramage, A 2008, *Ancient Rome*, British Museum, London.

Rodgers, N 2009, *The History and Conquests of Ancient Rome*, Hermes House, London.

Southern, P 1998, *Augustus*, Routledge, London/New York.

China

Neolithic and Bronze Age cultures

Li Feng, *Early China: A Social and Cultural History*, Cambridge: Cambridge University Press, 2013, pp.1–65, 90–111.

Sources of Chinese Tradition, Volume 1: From Earliest Times to 1600, Wm. Theodore de Bary and Irene Bloom, trs., New York: Columbia University Press, 2nd edn, 1999, pp.3–21.

The Grand Scribe's Records, William Nienhauser, ed., Bloomington, IN: Indiana University Press, 1994, Volume 1, pp.1–17.

New Sources of Early Chinese History, Edward Shaughnessy, ed., Berkeley, CA: University of California Press, 1997, pp.30–41.

Western Zhou

Li Feng, *Early China: A Social and Cultural History*, pp.112–61.

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Middle East Kingdoms: Ancient Mesopotamia (list of kings)

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Film and DVD

DVD: 2002, The Rise and Fall of the Spartans.

DVD: Greece: the Crucible of Civilisation (Also available on YouTube)

APPENDIX A

The following provides support material for some topics in the Ancient History 3 syllabus. It should be read in conjunction with the Ancient History syllabus document.

Support material for topics in Sections A, B and C.

SECTION B – TOPIC 1 – ART, ARCHITECTURE AND DRAMA

Content and contexts for studies in Art OR Architecture OR Drama:

SECTION B – TOPIC 1.1:

THEBES – EAST AND WEST, 18TH DYNASTY TO THE DEATH OF RAMESSES III, NEW KINGDOM EGYPT

Learners study Thebes – east and west in the period from the 18th dynasty to the death of Ramesses III, with particular reference to the remains at these sites, and other relevant sources.

1.1.1 – (brief overview) The geographic and historical context

- location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank
- nature and extent of the Egyptian 'empire' in Nubia and Syria-Palestine in the period.

1.1.2 – The historical period

- development of the East Bank of Thebes, including the temples of Karnak and Luxor, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts
- political and religious significance and purpose of the temples and palaces, including the state cult of Amun and the ideology of kingship
- development of the West Bank: the Valleys of the Kings and Queens, tombs of the nobles, tomb paintings and reliefs, mortuary temples and the palace of Malkata
- nature and significance of afterlife beliefs and practices of royalty and non-royalty
- importance of the pharaonic building program at Thebes in the economic life of New Kingdom Egypt
- significance of the evidence at the Theban sites for Egyptian imperialism, including booty and tribute from military campaigns and the presence and role of foreigners within Egyptian society
- significant cultural beliefs and practices of Egyptian society as revealed through Theban sources (e.g. processions of the images of gods at festivals)
- evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period.

1.1.3 – Art OR Architecture

Art

- characteristics of New Kingdom art
 - use of monumental free-standing sculpture and its frontality
 - use of scale to signify relative importance
 - use of isocephaly for figures of same status
 - use of combinations of perspective in relief sculpture and painting
 - e.g. combined profile and frontal views in a single figure, adoption of most characteristic aspect of each element of a person or object
 - use of colour and materials
 - e.g. blue symbolic of the Nile, black and dark green symbolic of fertility and re-birth, gold the 'skin of the gods'
 - use of canon of proportions and ground lines
 - themes

- private art – typically in funerary contexts
 - e.g. banquet scene painted on tomb wall as mechanism to ensure banquets enjoyed in Afterlife
- state art
 - power of pharaoh (e.g. defeat of enemies, physical strength)
 - significance of pharaoh's relationships with gods
 - offerings to gods
- connections between art and hieroglyphs
 - patterns of glyphs such as 'neb-was-neb-ankh' (all-power-all-life) as decorative elements

Architecture

- characteristics of New Kingdom architecture
 - post and lintel construction of standing structures
 - column styles
 - based on flora imagery
 - palmiform, lotiform (bud (or closed) and open), papyriform (bud or open, in bundles or single 'stem')
 - based on human/divine forms
 - Hathoric and Osiride forms
 - monumental scale of state complexes
 - state temples on East Bank
 - royal mortuary temples
 - materials – use of
 - stone for structures 'for millions of years'
 - mud-brick for palace, private houses, temples' surrounding walls
 - subterranean construction
 - royal and non-royal tombs
 - decoration of surfaces
 - e.g. reliefs / paintings on walls, columns, ceilings
 - pylons, obelisks and their solar imagery
 - e.g. Luxor and Karnak temples
 - symbolism of architectural complexes
 - e.g. temples as manifestations of the ben-ben with enclosing walls representing nun (and defining sacred area), columns representing swamp at edge of ben-ben, rising ground to approach of naos
 - e.g. royal tomb as manifestation of the Underworld.
- purpose of art and architecture
 - non-royal funerary art and tombs as a mechanism to sustain (a care-free) afterlife
 - royal funerary art, 'mansions for millions of years' and tombs as mechanisms to sustain royal afterlife and continuation of cosmic order (Ma'at) as pharaoh joins gods
 - temple complexes as homes for the gods, continuation of cosmic order (offerings in return for gods' favour), and sites of re-creation of life and energy
 - obelisks as offerings to gods
 - royal art and architecture as statements about the politico-religious role of pharaoh, his relationships with gods, his power (propaganda)
 - non-royal art such as statues and stelae offered to gods (e.g. placed in temples) also record personal status and ensure continuation of owner's name.

1.1.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period, for example temples, statues, tombs, reliefs, papyri, paintings, inscriptions and ostraka
- usefulness and reliability of the portrayal of pharaoh and royal family in reliefs and inscriptions
- difficulties of interpretation of evidence owing to additions and re-use by successive 18th, 19th & 20th Dynasty pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors or human agency
- significance of writing and literature as sources of evidence for the period.

Optional topics: The following may be studied with the compulsory topics above:

1.1.5

Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early adventurers and explorers, including Napoleon and his expedition, and Belzoni's removal of artefacts
- nature of the Theban excavations and use of scientific methods, and contributions of significant archaeologists and institutions, for example Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahri, and the German Archaeological Institute
- effectiveness of the protection and conservation of the Theban sites, for example the contribution of the Epigraphic Survey of the Oriental Institute of Chicago (East Bank), the Theban Mapping Project (West Bank), and the Macquarie Theban Tombs Project.

1.1.6

(Optional) Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden)
- contribution of Italian fresco conservateurs to the conservation and restoration of the Theban tomb paintings, for example those in the tomb of Queen Nefertari
- contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer, and x-rays
- contribution of scholars and contemporary Egyptian and international historians, for example Champollion's decipherment of hieroglyphs, and the work of Lepsius, Thomas Young, Gardiner, Cerny and Wilkinson.

OR

SECTION B – TOPIC 1.2: THE ATHENIAN AGORA, ACROPOLIS AND KERAMEIKOS 514 – 330 BC (BCE)

Learners study the Athenian Agora, Acropolis and Kerameikos in the period of the 514 – 330 BC (BCE), with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

1.2.1 – (brief overview) The geographic and historical context

- location, main features and layout of the city Athens, including the Agora, Acropolis, Keramikos and the topography of Attica
- overview of the history of the Agora (since the 6th century BC (BCE)) and the Acropolis (since the Bronze Age).

1.2.2 – The historical period

- an overview of significant events in the early history of Athens in this period, including the assassination of Hipparchus in the Agora in 514 BC (BCE) and the Spartan siege of the Acropolis (508 – 507 BC (BCE))
- role of the Agora and the Acropolis in Athenian political life: workings of Athenian democracy, including the rights and obligations of Athenian citizens, what Athenians thought about their democracy, the citizen assembly, the jury system and law courts; Pericles' building program
- importance of the Agora in Athenian economic life
- importance of Keramikos in Athenian religious life (funerary function, relationship with Panathenaic Festival and Eleusinian Mysteries)
- Athenian class system, including relations between different groups in Athenian society (knights, women, slaves and relations between, men and women, young and old, wealthy and poor)
- development of religious and cultural life of Athens, for example the Parthenon and theatre of Dionysus, the Sacred Way, Dromos through the Dipylon Gate
- significance of key events in the period, including the Persian sack of Athens (480 – 479 BC (BCE)) and the plague at Athens during the Peloponnesian War (431 – 404 BC (BCE))
- aims and influence of Socrates, the trial and his death in 399 BC (BCE) and what it reveals about the Athenian political scene at the time.

1.2.3 – Art OR Architecture

Art

- characteristics of Greek art

- o techniques, subject matter and art of red- and black-figure pottery styles
- o statues and sculpture of the Classical period – naturalistic poses and body details, idealism (beauty of ‘perfect’ human form), depiction of actual people, use of relief and free-standing sculpture to decorate buildings and monumental sculpture such as cult statues, works of Phidias, funerary sculptures from the Kerameikos
- o materials
- o use of colour (e.g. on sculpture)

Architecture

- characteristics of Greek architecture
 - o Ionic, Doric and Corinthian orders
 - o post and lintel construction
 - o architecture of temples – naos, pronaos, cella, opisthodomos, peristalsis, styles and proportions, significance of decorative elements and sculpture
 - o architecture of theatres – koilon, skene, orchestra, paraskenia
 - o materials and technologies
- purposes of art and architecture
 - o ‘art for arts sake’ – art adding beauty and value to ‘everyday’ items (e.g. drinking cups and wine mixing apparatus)
 - o art to proclaim:
 - private status – as a vehicle for display of private wealth and social position
 - statements by polis in public areas/buildings
 - devotions (religious art)
 - grave markers (also a vehicle for display of private wealth and social position, decree of 317 BC (BCE) banning large mausolae in Kerameikos)
 - o religious roles of temples and associated structures, use of relief and free-standing sculpture to decorate them, cult statues as focus of devotion
 - o immortalising individuals (e.g. Harmodius and Aristogeiton statues in the Agora, state graves by the Dipylon Gate)
 - o economic function of agora, public buildings
 - o roads, gates and walls associated with Kerameikos
 - o Pompeion – religious function during Panathenaic Festival, social function re-banquet
 - o theatres – religious functions, public entertainment, seating reflecting political/social structures.

1.2.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the kleroterion, inscriptions, and the writings of Herodotus, Euripides, Sophocles, Aristophanes, and Xenophon
- incomplete nature of the evidence, scarcity of surviving works at sites (other than pottery and sculpture) – mosaics, textiles, paintings. Significance of Pausanias as a source for information about these
- contribution of sculpture, pottery, inscriptions and other literary sources to an understanding of life in Athens, for example Aristophanes’ plays The Wasps, The Frogs and The Acharnians
- difficulties of interpretation of evidence as a result of damage to, or removal of, artefacts
- large area of Kerameikos not yet excavated, silt and destruction caused by Eridanos River.

1.2.5 – (Optional) Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- key excavations that have taken place at these sites, the changing methods used and the arguments for and against carrying out further excavation at these sites
- difficulties in conserving the Agora, Acropolis and Kerameikos, including previous damage from conflicts, vegetation, tourism, acid rain, water damage and the economic cost of restoration, including Greek and international efforts
- ethical issues, including the Parthenon Sculptures controversy and the arguments for and against their return; debates about the extent of reconstruction, for example the work on the Stoa of Attalos, and restoration work on the Acropolis; and access to antiquities.

1.2.6 – (Optional) Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- contribution of the American School in Athens to the study of the Agora and of Greek and international archaeologists to the excavation and study of the Acropolis

- interpretations of the identifications (for example of the Stoa Poikile in the Agora), uses and dating of buildings over time
- interpretations and meaning of sculpted friezes and scenes on black and red figured pottery
- interpretations of the trial and death of Socrates
- Kerameikos Museum and the (new) Acropolis Museum and – technology for the display, conservation and preservation of ancient works.

Drama – see syllabus document
OR

SECTION B – TOPIC 1.3:

POMPEII AND HERCULANEUM, 80 BC (BCE) – CE 79

Learners study Pompeii and Herculaneum in the period, 80 BC (BCE) – CE 79, with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

1.3.1 The geographic and historical context

- location of Pompeii and Herculaneum in Campania, the volcanic plateau, its strategic location between north and south, and its proximity to the sea
- overview of the history of Pompeii and Herculaneum since the 8th century BC (BCE) up to the eruption of AD (CE) 79, including the establishment of Pompeii as a Roman colony in 80 BC (BCE), earthquake activity, and the various stages of the eruption of Mt Vesuvius.

1.3.2 The historical period

- plans, streets and roads of Pompeii and Herculaneum and what they reveal about town planning
- circumstances of the eruption of CE 79, including Pliny's account of the eruption of Mt Vesuvius
- nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources
- important features of the economy, including commerce, industries and occupations
- position and role of different groups in society, including the position and role of men, women, freedmen and slaves
- evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions
- key features of everyday life, for example leisure activities, food and dining, water supply, sanitation and health
- influence of Greek and Egyptian cultures on life in Pompeii and Herculaneum
- how human and animal remains have contributed to a better understanding of the people who lived in these cities.

1.3.3 Art OR Architecture

Art

- characteristics of Roman art
 - use of Greek models
 - in sculpture (free-standing and relief)
 - in painting and mosaics
 - adaptation of Greek models (e.g. 'republican style' portraits (emphasis on age, 'warts and all'), Julio-Claudian imperial style (emphasis on youthfulness, idealised))
 - themes in Roman art
 - private art
 - legendary heroes/scenes
 - plants and animals
 - daily life
 - decorative patterns
 - individuals
 - public/state art
 - deities
 - the figure of the emperor
 - Roman power, peace and prosperity

- decorative elements (patterns, plants and animals, minor deities)
- o narrative art (telling complex stories)
- o colour, materials and medium
 - wall paintings (second (architectural) style, third (ornate) style, fourth style)
 - mosaics
 - stucco
 - minor art forms (e.g. glass works, small metal works, inlays, personal ornaments, terracotta works)

Architecture

- characteristics of Roman architecture
 - o use of Greek models (e.g. Ionic, Doric and Corinthian orders)
 - adaptation of Greek models (e.g. in temples influence of Etruscan prototypes, temples often set on high podium, highlighting frontal emphasis on portico and pronaos)
 - o use of concrete, domes and arches – creation of large interior space (e.g. public baths)
 - theatres based on Greek models, use of arches and concrete
 - temples based on Greek and Etruscan prototypes, using Roman technology
 - private houses (of wealthy and poor) – plans, materials, features
 - shops and public utilities (e.g. drainage, aqueducts)
 - amphitheatre
- purpose of art and architecture
 - o 'art for art's sake' – art adding beauty, aesthetic value to objects and places
 - o art to proclaim:
 - private status – as a vehicle for display of private wealth and social position
 - statements to people in public areas/building (e.g. decoration of public baths tell of wealth and power of Roman society)
 - devotions (religious art)
 - o funerary art to commemorate dead
 - o religious role of temples and associated structures
 - o public baths – hygiene and social functions
 - o amphitheatre – public entertainment, seating reflecting political/social structures
 - o theatres – public entertainment, seating reflecting political/social structures
 - o utilitarian architecture (e.g. housing, water systems, streets).

1.3.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- nature and effects of the volcanic activity and eruption of CE 79 on the evidence that has survived from Pompeii and Herculaneum
- key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial
- state of preservation of the papyrus scrolls from the Villa of the Papyri
- difficulties of interpretation of evidence as a result of damage to or removal of frescos, statues, reliefs and artefacts
- how ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum.

1.3.5 – (Optional) Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of archaeological excavations (for example treasure hunting and scientific investigation) and methods of archaeologists (for example Weber, Fiorelli, Mau, Spinazzola, Maiuri and Guzzo)
- difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, arguments for and against carrying out further excavation at these sites, and concern about scientific study of human remains and display of body casts.

1.3.6 – (Optional) Changing interpretations of the sources over time to an understanding of the period, for example new discoveries, research and technologies

- changing interpretations of the uses of public and private spaces, and the meaning of frescoes

- importance of the work of Australians at the sites (for example Lazer, Mackenzie-Clark, Allison, Ellis, Jean-Paul Descoeudres and Frank Sear) in better understanding life in the cities of Pompeii and Herculaneum
- role of new technologies in the study of the sites, including computers, spectral and digital imaging, and laser scanning
- significance of ONE of the following: the Herculaneum Conservation Project, the Philodemus Project, the Anglo-American Project in Pompeii (Bradford University), in providing evidence about how people in Pompeii and Herculaneum lived.

Drama – see syllabus document

SECTION B – TOPIC 1.4: CHINA

The mausoleum of Qin Shi Huang and the city Xianyang, the Imperial capital of the Qin Dynasty. Founded during the Warring States period and expanded by Qin Shihuangdi, the city was conceived as a microcosm of the empire; incomplete during the Qin dynasty; the city fell to Han Dynasty forces in 206 BC (BCE).

Learners study Qin Dynasty, mausoleum of Emperor Qin Shi Huang Di 246 to 208 BC (BCE), with particular reference to the architectural, artistic and archaeological remains at these sites, and other relevant sources.

1.4.1 – The geographic and historical context (brief overview)

- location of the city of Xianyang and the Qin burial mound and mausoleum, modelled on the Qin capital Xianyang; layout of city, including its origins, the significance of its location; built in the reign of Qin Shi Huangdi; incomplete during his reign
- nature and extent of the Qin dynasty at the time it was built

1.4.2 – The historical period

- the Qin dynasty; the first emperor Qin Shi Huangdi
- political and religious significance of the mausoleum and the archaeological remains
- nature and significance of gods worshipped at the time
- nature of building programs, architecture and the arts in the period
- significance of the evidence at the location of the city provided by archaeological record and other artistic and archaeological sources

1.4.3 – Art OR Architecture

Art

- characteristics of Qin art during the period
 - free standing sculpture: figures, warriors, courtiers and bureaucrats; entertainers
 - stone suits of armour; bronze chariots and horses; replica stables with terracotta figures of grooms beside real horses that were buried at the time
 - use of stone, bronze and terracotta; some gold smithing; found walls, gates, stone roads, pottery shards and some brickwork
 - found in royal palaces; royal mausoleums
 - themes
 - daily life of royalty
 - military exploits of kings
 - art representing the power of rulers

Architecture

- characteristics of Qin and Han dynasty architecture
 - construction, styles and scale; emphasis on verticality
 - imposing size expressing power of the imperial institution; display of power
 - systems of drainage; use of replicas of palaces of defeated cities
 - the city was divided into political and commercial sectors, separated by high walls.
 - palaces used as royal residence and imperial business
 - the city was conceived as a microcosm of the empire; all sectors and palaces linked by tunnels
 - materials used
 - decoration of surfaces
 - symbolism of architectural complexes
- purpose of art and architecture +
 - non-royal funerary art and tombs
 - royal art

- o temple complexes
- o royal art and architecture

I.4.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- usefulness and reliability of the portrayal of kings
- difficulties of interpretation of evidence
- significance of writing, literature as sources of evidence for the period.

Optional topics: The following may be studied with the compulsory topics I.4.1 – I.4.4:

I.4.5

Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early excavations
- nature of excavations and use of scientific methods, and contributions of significant archaeologists and institutions
- effectiveness of the protection and conservation of the Qin dynasty sites

I.4.6

(Optional) Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work
- contribution of new scientific methodologies
- contribution of scholars and contemporary and international historians

SECTION B – TOPIC I.5: ASSYRIA (NIMRUD)

Assyria - Nimrud (Arabic name for the ancient Assyrian city originally known as Kalhu

Learners study the archaeological remains of the city of Nimrud that was built in that location during the Neo-Assyrian empire – the period of its building and the period in which Nimrud became capital of the Assyrian empire with particular reference to the remains at this site, and other relevant sources.

I.5.1 –The geographic and historical context (brief overview)

- location of the ancient city near Mosul in the north of Mesopotamia, layout of city, including its origins; the significance of its location; built in the reign of Shalmaneser II (1274 BC (BCE)–1245 BC (BCE))
- the relocation of the capital of Assyria from Assur to Nimrud in 9th century BC (BCE)
- nature and extent of the Assyrian empire at the time it was built

I.5.2 – The historical period

- development of the Assyrian empire from the Middle Assyrian Empire to the Neo Assyrian empire
- king Ashurnasirpal II of the Neo Assyrian Empire (883 BC (BCE)–859 BC (BCE)) made Nimrud his capital
- political and religious significance of the city and its archaeological remains
- nature and significance of gods worshipped at the time
- nature of building programs, architecture and the arts in the period
- significance of the evidence at the location of the city provided by human remains and other artistic and archaeological sources

I.5.3 – Art OR Architecture

Art

- characteristics of Assyrian art during the period
 - o narrative relief sculpture
 - o use of stone and alabaster materials
 - o found in royal palaces
 - o themes
 - military exploits of kings
 - hunting scenes

- art representing the power of the kings and their relationships with gods
 - some art representing botany, ethnology, culture and adornment
 - extensive record in cuneiform tablets
 - terracotta sculpture, pottery, gold smithing and jewellery art; some examples of ivory carving
- Architecture
- characteristics of Neo Assyrian architecture
 - construction, styles and scale
 - palaces used as royal residence and imperial business
 - materials used
 - decoration of surfaces; use of monolithic statuary
 - symbolism of architectural complexes
 - externally, a fortress construction; decoration and opulence used internally
 - purpose of art and architecture
 - non-royal funerary art and tombs
 - royal art,
 - temple complexes
 - obelisks, for example, black obelisk of Shalmaneser III
 - royal art and architecture

I.5.4 – The nature and range of sources: limitations, reliability and evaluation of the sources

- key archaeological and written sources for the period
- usefulness and reliability of the portrayal of kings; women rarely represented
- difficulties of interpretation of evidence
- significance of writing, literature as sources of evidence for the period.

Optional topics: The following may be studied with the compulsory topics I.5.1 – I.5.4:

I.5.5

Identification of key issues related to the investigation of the sources (for example authentication, excavation, reconstruction and/or conservation)

- discoveries and influence of early excavations
- nature of excavations and use of scientific methods, and contributions of significant archaeologists and institutions
- effectiveness of the protection and conservation of the Assyrian sites and the challenges faced today to prevent damage to archaeological sites and temples

I.5.6

(Optional) Changing interpretations of the sources over time to an understanding of the period, including new discoveries, research and technologies

- research and recording work
- contribution of new scientific methodologies
- contribution of scholars and contemporary and international historians
- current location of Assyrian art (e.g. British Museum); controversy over the return of antiquities

SECTION B – TOPIC 2– weapons and warfare

Section B in the syllabus document provides a definitive list of topics that will be studied and a list of battles that may be included in this study for each civilisation.

SECTION B – TOPIC 3 – TECHNOLOGY AND ENGINEERING

Content and contexts for studies in Technology and Engineering:

Egypt

- the shaduf, construction of mud-brick reservoirs, impact on farming and the workload of farmers
- small-scale water irrigation canal/systems, basin irrigation, canals – co-operation between government and people. Nilometers. Different styles of irrigation canals. Single season of planting
- construction of royal mortuary complexes in the Old and Middle Kingdoms as expressions of social unity, project uniting all. Connection of the terrestrial world to the celestial world

- monumental stone carving. Links to Egypt's origins: the monuments of Nabta. Schematic drawings, plans and cross-sections. Tools and lifting devices – implications for workforce. Construction as an unceasing practice that reflected needs of society
- tomb construction – mastabas and pyramids. Underground tombs: different styles and forms. Houses of Eternity, sustainability of the universe
- obelisks – quarrying, transportation and erection. Maximum height for minimum base. Evolution over a long period. Different theories surrounding the transportation and erection. Why do most Egyptian obelisks now stand outside of their homeland?
- medicine – links with religion and spirit world. Increasing knowledge of human anatomy, medical specialists, role of embalming. Medical papyri and artistic representation of disease
- metal working – mining and refining. Chemistry and the use of metallic oxides. Melting, forging, soldering and chasing. Compounding metals, alloys and electrum. Metal ductability and wire-drawing
- astronomy – primarily based around agriculture and predicting seasons. Necessity of being able to predict the inundation, developed religious significance. Calendars and system of constellations, sundials.

Greece

- mathematics – influence of ancient Egypt. Numeral system with sixty as its base. The square root of two and irrational numbers. Achievements of Pythagoras, the Euclidian system, the Delian problem
- navigation aids, leading to trade. Natural and physical aids. Cartography, role of temples and lighthouses. The Astrolabe and Antikythera Mechanism
- agora and stoa – forms and functions, locations. Links to citizenship. Importance of communication and economic activity to Greek society
- theatres – construction, acoustics, Deus ex Machina. Dynamics of a theatre, including the importance of communication to this society, drama festivals and their religious roles
- medicine and surgery – dissection of bodies for anatomical information. Prevalence of war leading to practical first aid. Medicines and remedies. The importance of diet. The belief that medicine was a mix of the divine and the physical. The contribution of Hippocrates
- metal working – materials, techniques and methods. Uses and possession of metal objects
- meteorology and astronomy – first systematic catalogue of the stars, seasonal crop forecasts. Significance of Aristotle and Theophrastus
- glass and ceramics – ideals of society and personal wealth reflected in art, utilitarian vs decorative function. Raw materials, mass production and the impact on commerce and international trade.

Innovation and invention that were not realised:

- steam engine technology and mechanica. Steam engine, wind powered machinery, theories of light. Significance of Hero of Alexandria and his Mechanics and Optics
- well of Eratosthenes – calculation of the circumference of the earth. Impact on his contemporary society.

Rome

- use of concrete and lifting devices with regards to the construction of the subura and high-density housing. Ropes of different tensile force, pulleys, winches, scaffolding, cranes and hoists. Chemistry, techniques and placement of Roman concrete. Necessity for high density housing
- arches and domes in large public buildings. Origins in the Greek but Roman innovation to support huge amounts of weight in monumental structures. Romans used concrete and principles of arch to create dome. Construction techniques. Triumphal arches. The Pantheon
- baths – engineering and construction, furnace and hypocaust systems. Parts of bath complex and services available – part of day-to-day life. Health and hygiene, community and social function
- fora – communal heart of city: commerce, religion and justice, politics and prostitution, victories, triumphs and the expression of power. Architectural structure and how this changed over time
- basilica – adaptation from stoa, conceived as a place for any large gathering. Links with law courts. Architectural structure. Materials and techniques
- roads – military, trade, commerce, people movement. Necessary for the control of empire. Preferred building methods, groma, drainage, specifications for roads in the Roman world
- aqueducts – construction materials and methods, function, reliability and maintenance. Sewer systems, bath houses, cisterns, water supply to populace, public health benefits

- circus – features and architectural elements. Chariot and horse racing, reinforcing shared values and institutions of entire community, factions and their supporters
- amphitheatres – public spectacle, architectural features. Gladiatorial combats, wild beast shows, public executions. Links with Roman citizenship, reinforcing the shared values and institutions of the entire community. The Colosseum
- mobile engineering bridge – materials used, building techniques, purpose. Ability to remove
- military fortifications – trenches and pike walls, towers. Defining and defending borders, mobile and permanent fortresses. Equipment of the Roman legionary
- medicine and surgery – influence of Greeks and Egyptians. Physical techniques and holistic medicine, military medics, specialisation. Painkillers and sedatives. Roman surgical practice and tools
- metal working – mines and their conditions. Ores from across the Roman world, techniques in smelting and refining. Use of iron. Individual artisans vs mass production lines
- glass and ceramics – Roman improvements in glasswork, manipulation of colour and translucency. Types of Roman pottery, innovation of stamping in Roman pottery, glazes.

China:

- mathematics – using written numbers c. 1500 BC (BCE); abacus; efficient method of calculating with rods by c. 500 BC; brought the method by trading on the Silk Road to Central Asia and India c. 200 BC (BCE); early Han Dynasty, Chinese scholars began to write math textbooks; used by merchants, government administrators to keep accounts, survey land
- navigation aids; lodestone compass used in navigation; impact on trade
- alchemy; fourth century BC (BCE); experiments in creating gold and also as an elixir for immortality; links with Chinese medicine
- agriculture; for example, early forms of horse harness to improve agricultural efficiency; the wheelbarrow, first century BC (BCE); the Moldboard Plow, third Century BCE. Called kuan, made of malleable cast iron;
- medicine and surgery – dissection of bodies; surgical procedures e.g. craniotomy; medicines and remedies; the importance of diet; pharmacopoeias of medicinal plants; herbal treatments; acupuncture; beliefs regarding autopsy (taboo); circulation of the blood, recorded in in The Yellow Emperor's Manual of Corporeal Medicine in China by the second century BC (BCE).
- metal working – cast Iron, fourth Century BC (BCE); superior construction of blast furnace walls; discovery of how to reduce the temperature at which iron melts by using phosphorus, the Chinese cast iron into ornamental and functional shapes; coal, used as a fuel; production of pots and pans with thin walls; development of annealing in the third century, ploughshares, longer swords, and even buildings were eventually made of iron techniques and methods
- seismographs: versions invented second Century AD (CE). Chang Heng (envisaged the earth as a sphere with nine continents with crisscrossing grid of latitude and longitude); noted in court records of the later Han Dynasty in 132 AD (CE)
- meteorology records from c. 2100 BC (BCE) and astronomy; examples of pottery (Beijing Ancient Observatory) dated to the Neolithic period (over 5000 years ago) that record knowledge of astronomy
- glass and ceramics – lead-barium glass used as early as Zhou Dynasty; processed to make ornaments, ritual objects or funerary objects; Warring States Period (475-221 BC (BCE)), dragonfly-eye and jade-imitation glass invented; technical exchange with foreign countries
- ideals of society and personal wealth reflected in art, glassware, jewellery, pottery, utilitarian vs decorative function; impact on commerce and international trade
- military fortifications; weapons

Assyria:

- city planning, including orthogonal geometry in cities; organisation of palaces around courtyards; zoned planning; zig-zag axis of planning; orthostats (large stone slabs)
- prized building materials such as cedar, diorite, lapis lazuli imported from other regions
- use of brick (following Babylonian methods); development of pilasters and columns, frescoes and enamelled tiles; brilliantly coloured walls; use of zinc and gold lining; use of bas reliefs on walls
- later use of stone departing from Babylonian methods (stone and rock was rare in Babylon but commonly available in Assyria)
- use of terracotta panels and clay nails to protect walls of civic buildings; slowed the process of decay
- evidence of 'tells': raised ground in the location of previous buildings resulting from constant building and destruction of structures – over time the ground became elevated above the plains

- hydraulic projects and canals to bring water to Ninevah (Ashur-nasirpal); aqueducts and corbelled arches to cross valleys; flood control
- metalworking including copper-working, precious metals (copper, bronze and gold) used for decorative and utilitarian purposes; iron used for
- waterproofing of homes using 'mastic'; earthen fired bricks used to seal dams; roads and bridges; ummani used to level ground; stucco and enamel; courts of Ninevah paved with stone set in asphalt; use of pumps
- systems of levees and canals supported agriculture
- calendars; writing; potters' wheels; chariots; numbering system
- glassmaking; lamp making; textile weaving
- use of iron for military purpose

SECTION B – TOPIC 4 – WOMEN IN SOCIETY

Content and contexts for studies in Women in Society:

Egypt

- Mistress of the House. A woman's most important title was nebet per, "Mistress of the House". Contribution of women to the family income. The Instruction of Any
- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, gender, leisure activities
- significance of the family in social and political life
- roles of elite women. Evidence for royal and other elite women in ancient Egypt. Positions women held at court. The institution of the harem
- roles of non-elite women. Differences between non-elite women and royal women were probably far greater than the differences between Egyptian men and women. Employment for non-elite women. Domestic servants, wet nurses and nannies for the households of the elite. Compare and contrast these roles with those of non-elite men
- legal status compared to men. Women rights in relation to business deals, inheriting property, owning and renting land and ability to participate in legal cases. Legal and economic rights and freedoms. Status and perceptions of women were not static aspects of Egyptian society
- women in the after-life. Their appearance in funerary art: in subordinate roles, reflecting their relationship with a male character. Women had the same access to the after-life as a man but their burials were typically associated with the tomb of a male family member

sources of evidence. Many primary sources are from male elite funerary contexts, male dominated religious monuments, and ancient texts written largely by men. Bioanthropological evidence for male and female illiterate members of society. The academic bias of scholars.

Greece

- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, attitudes to infanticide, gender, leisure activities
- significance of the family in social and political life
- citizen women. Highest status for women. Inability to participate in politics and public life. Women and domestic work. Confinement to the house. Citizen women's place in the deme. Access to the public domain. Compare and contrast these roles with those of men
- courtesans who entertained at social events. One area of commerce under female control. Prostitution as a legal, taxable institution in Athens. Concubines' position in the oikos. Flute girls. Hetairai. Ability to marry
- metics. In ancient Greece, an incredibly stratified society, metics considered to be any resident aliens, including freed slaves. Status in the community. Restrictions on marriage and property ownership
- slaves. Domestic tasks of female slaves who were household servants. More specialised roles. Sexual services. The position of female slaves in Greek society as opposed to male slaves
- marriage. Lines of heredity. Who was in charge of the woman? Men's relationships with courtesans and prostitutes. Two basic types of marriage that produced legitimate offspring – engusis and epidikasia. The dowry. Marriage as a duty of each citizen. Lack of emotional bond
- property. Property that a woman could own. Rights to sell her property. The guardian's role. The approval of the guardian. All property administered by men
- Spartan women: the vehicle by which Sparta constantly progressed. Spartan girls and public education. Participation in athletics events. Fraternisation in public with men. The importance of physical health linked to her ability to produce strong, healthy Spartan boys

- sources of evidence. There are no extant writings about Spartan women by Spartans. Playwrights: a less gender-biased view of the world through an artistic interpretation, yet inherent gender bias. Most other writers are elite males who saw women as being less intelligent than males. A relatively small number of sources survive.

Rome

- role of materfamilias. Legal status vs custom. Position in the household. Advancement of her husband's career. Association with Juno
- role of female slaves in the household and on estates. Types of domestic service. Sexual services. Contubernia. Farm work. Familia Rustica and profit
- domestic and economic roles of women with lower socio-economic status. Different classes: Commons (plebs or vulgus); Latins (Latini); Foreigners (peregrini); Freedmen (liberti or libertini); Slaves (servi). Compare and contrast these roles with those of lower status men
- overriding rights of the paterfamilias. Absolute power. Ownership of property. Continuation of family line. The decision whether to keep or expose newborns
- legal status of women in Roman society. Public vs private rights. Changes to women's status with the advent of Empire. Divorce. Legal rewards for giving birth
- women in essential roles on the edge of society – Vestal Virgins and courtesans. The influence of Vestal Virgins. The sacred flame. Crimen Incestum. Wives of priests. Courtesans – agents on their own behalf. Contracts
- sources of evidence. Limited scope: little evidence written by women. Bias in the sources towards aristocratic women. Evidence for non-elite women is fragmentary. Bias of ancient male writers. Bias of modern scholars.

China:

- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, attitudes to infanticide, gender, leisure activities
- significance of the family in social and political life
- families in ancient China
- children and education
- roles of elite women in Chinese society
- roles of non-elite women
- women as citizens; women in marriage; women's rights
- education for women; courtesans highly skilled in literature, music and dancing
- legal status of women compared to men; legal and economic rights and freedoms
- sources of evidence. Many primary sources predominantly present women as consorts; ancient texts written by men.

Assyria:

- families in ancient Assyria; family members, slaves and servants; marriage customs; children
- children and education
- nature of the inequality of rights between men and women in ancient Mesopotamia; varied in the later Akkadian, Babylonian and Assyrian empires
- changing nature of women's rights; early periods women free to go to marketplace, own property, borrow money, attend to legal matters and engage in business
- education available to elite women (prior to Neo Assyrian empire); mainly priestesses and royal family; some administrative authority
- hierarchical structure of society; evidenced great distinctions in roles and rights
- status varied in city states
- nature of women's rights and roles; cultural expectations of women changed in Neo-Assyrian empire; introduction of public veiling of women; disallowed education; rights diminished - decline in women's rights correlates to the rise of Assyrian monotheism
- legal status; marriage laws, laws protecting the rights of women
- beliefs and practices that influenced family life, including: the purpose of marriage and/or betrothal, marriage rituals, divorce, concubines, attitudes to infanticide, gender, leisure activities
- decline in women's rights reflects the rise in Assyrian monotheism
- significance of the family in social and political life

SECTION B – TOPIC 7: BELIEFS, RITUALS AND FUNERARY PRACTICES

Content and contexts for studies in Beliefs, Rituals and Funerary Practices. The following provides material on myths and legends.

Egypt (material on myths and legends)

- myths
 - creation myths
 - the Osiride Cycle
 - Ra's journey through Duat
 - the Book of the Heavenly Cow
- myths and their religious significance
- legends such as: the Story of Sinuhe; the Teaching of King Amenemhet I; the Tale of the Two Brothers; King Cheops and the Magicians; the Shipwrecked Sailor; the Tale of the Eloquent Peasant – their narrative, and do they have any roots in known historical fact?
- what do myths and legends tell us about Egyptian values and beliefs? How do they inform our understanding of ancient Egyptian's worldviews?
- how were myths and legends depicted in Egyptian art and literature? What primary sources survive?

Greece (material on myths and legends)

- myths
 - creation myths, the origins of the world, the gods and humanity, and their religious significance
 - relationships between humans and gods:
 - Prometheus
 - Heracles
- legends such as those about Theseus, Perseus and the Trojan War – their narrative, and do they have any roots in known historical fact?
- what do myths and legends tell us about Greek values and beliefs? How do they inform our understanding of ancient Greek worldviews?
- how were myths and legends depicted in Greek art and literature? What primary sources survive?

Rome (material on myths and legends)

- myths
 - creation myths, the origins of the world, the gods and humanity, and their religious significance – role of Greek models
 - foundation of Rome
 - Aeneas and Ascanius
 - Romulus and Remus
- legends such as those about the Rape of the Sabine Women, Horatius, Manlius and the Sacred Geese, and Mucius Scaevola – their narrative, and do they have any roots in known historical fact?
- what do myths and legends tell us about Roman values and beliefs? How do they inform our understanding of ancient Roman's worldviews?
- how were myths and legends depicted in Roman art and literature? What primary sources survive?

China:

Qin:

- dominance of Legalist philosophy
- tenets of the Legalist philosophy; harsh, autocratic rule by a strong central government; all other philosophies forbidden
- books, writings and historical texts contradicting Legalism destroyed; execution of protectors of such works
- Confucianism targeted -- in 213 B.C.; capital offense to discuss Confucian beliefs
- regional worship of spirits and gods connected to natural forces
- rites; the feng or fang and shan sacrifices, practiced by the emperor to achieve immortality
- Confucianism, and Daoism emerging.

Han:

- first dynasty to introduce and accept Confucianism

- Emperors seen as ruling under the mandate of Heaven; provide spiritual blessing to the people; direct involvement in religious and spiritual worship and ritual
- state religion initially addressed the Five Elements (fire, water, earth, wood, and metal), the Supreme Unity, and the Lord of the Soil; in 31 BC (BCE) these cults were replaced by sacrifices dedicated to Heaven and Earth
- sites of worship which were moved to the outskirts of Ch'ang-an; new altars and shrines
- the ideological underpinnings of Confucianism; the Five Classics of Confucius
- impact of philosophical tenets of the Han dynasty;
- support of art, science, technology, literature and religion
- belief in intermediaries contacting the world of immortals
- philosophers such as Wang Ch'ung (27–c. 100 CE) propounded a rational explanation of the universe
- establishment of Buddhist foundations in China from the 2nd century CE; gave rise to Taoist religion
- legends and myths recorded in texts such as the Classic of the Mountain and Seas a geographical and cultural account of China as well as Chinese mythology; current version finalised during the Han Dynasty
- documentation of Chinese myths through imperial historical documents and philosophical canons such as Book of Rites, Records of the Grand Historian, Book of Documents, and Lüshi Chunqiu

Assyria

- Ashur the patron deity of the city of Assur during Neo-Assyrian Empire
- Neo-Assyrian Empire centered around the Assyrian king; kingship considered a divine mandate; king considered the deity of the entire empire
- kings were the servant of the god Ashur; the king's absolute authority of the king
- unity of vision of a supreme deity (Ashur) intended to unify the regions of the empire
- mythology of religious cosmology; Epic of Creation (c. 1200BC (BCE))
- polytheistic religion, also henotheistic (single god)
- gods associated with origins: Enki (from Eridu); Ashur (from Assur); Ishtar (from Arbela)
- syncretism of gods between Akkadian and Sumerian peoples
- anthropomorphic representation of gods and goddesses
- deities ranked in primary importance
- record of deities, myths and legends e.g. Epic of Gilgamesh
- public devotions; ziggurats; private devotions and prayer
- Panbabylonism – propose that stories of the Tanakh, the Old Testament and the Qur'an are based on, legendary mythological past of Mesopotamia

SECTION C – THE NATURE OF POWER AND AUTHORITY IN AN ANCIENT SOCIETY

TOPIC 1 – EGYPT: Middle Kingdom (11th Dynasty) to New Kingdom Egypt – 18th Dynasty and 19th Dynasty

Content and contexts for studies in The Nature of Power and Authority in an Ancient Society

Egypt

- kingship as an inherited position, ideally son of ruling king and Great Royal Wife. Significance of members of the royal family in government/administration
- examples of when the ideal was not possible (end of a royal line/dynasty, women as rulers, prince was son of minor wife)
- significance of king as upholder of ma'at and protector of the Two Lands (from chaos such as external enemies, low Niles, gods withholding favour)
- relationships between king and deities, and changing nature of view of divine kingship (in life, in Old Kingdom, after death, in New Kingdom (Amenhotep III a special case?))
- military role of king / pharaoh (especially in the New Kingdom period)
- roles of scribes, army and officials (e.g. vizier, viceroy, nomarchs) to support royal administration. Access to such positions (hereditary vs individual ability)
- threats to power – e.g. low Niles, First and Second Intermediate Periods, conspiracy against Ramesses III (an exceptional case?)
- responses to both internal and external threats, and an assessment of the effectiveness of such responses. Learners study the nature of specific threats (or crisis). Examples include, but are not limited to: food security; succession; power of nomarchs; military threats from Nubia, the Hyksos, the Hittites, and Libya and the 'Sea Peoples' (under

Ramesses III). Learners study the responses of leaders and government systems to such threats, and assess their effectiveness in meeting the threat

- nature of representations of leaders in an ancient society:
 - characteristics of royal art – monumental sculpture, relationships with gods, victory in battle. Changes between Old, Middle and New Kingdom royal portraits
 - official inscriptions and texts
 - unofficial texts and depictions (e.g. 'The Tales of Papyrus Westcar', ostraka and graffiti from Deir el-Medina).

SECTION C - TOPIC 2 – Greece c.600 – 400 BC (BCE)

Content and contexts for studies in Topic 2:

Greece

- the concepts of kyrion, politea and nomoi
- Greece had a variety of political systems, reflecting similarities and differences between poleis
- power in the hands of one:
 - monarchies
 - tyrants (such as Pheidon of Argos, Cleisthenes of Sicyon, and Periander of Corinth)
- oligarchies
- democracy
 - who had access to the political process?
 - use of ostracism
 - roles of
 - assemblies
 - probouleusis
 - archai
 - strategoi
- Sparta: dual monarchy (not absolute in power), gerousia, assembly, ephoroi
- threats – tyrannicide, xynomosiai, hetaireiai, demagogues
- responses to both internal and external threats, and an assessment of the effectiveness of such responses. Learners study the nature of specific threats (or crisis). Examples include, but are not limited to: food security; military threats from other poleis, and from others (such as Persia); military and political threats within the polis; rebellions within the Delian League/Athenian Empire; Spartan relations with helots; the Plague of Athens. Learners study the responses of leaders and government systems to such threats, and assess their effectiveness in meeting the threat.
- depictions of Greek rulers in art and literature.

Greece c.600 -400 BC (BCE).

Studies in this topic may include:

- the historical and geographical context; the emergence from the 'Dark Ages', the influence of geography on Greek political and economic development; the concept of 'polis' (origins of key city-states: Athens, Thebes, Megara, Corinth and Sparta); Sparta's Dorian origins (nature and influence of Homeric Bronze Age tradition on Sparta's early development), and Athens' Ionian origins; the 'displacement' of the Ionians and settlement of Ionia
- the nature of power and authority at the beginning of the period, including the social structure (role and status of the family 'oikos', tribe, nobles, farmers, peasants, craftsmen); Greek religion (the nature of Hesiod's cosmogony; Olympian gods); the emergence of the Athenian polis (hereditary kingship, the role of clans and phratriae); the emergence of the Spartan polis and role of kings
- the development of the Athenian polis (5th century BC (BCE)) , including the transition from monarchic to oligarchic rule; the role of polemarch, basileus, archons, thesmothetae, Areopagus, Ecclesia, and legal structures, for example Draco's codification of laws replaced by Solon in 594 BC (BCE)
- the political, economic and cultural influence of Ionia on Athenian development
- Spartan expansion into Laconia and the impact of the Messenian Wars and the Lycurgan reforms on the development of the Spartan polis, including the structure and function of the dual kingship, ephors, Gerousia and Assembly
- causes of colonisation, including the importance of agriculture and land ownership, the custom of primogeniture
- the political, social and economic impact of colonisation and trade on Greek poleis, including the role of the trireme and the emergence of a merchant class

- the impact of colonisation on relations with other powers, including trade and cultural contact with Near-Eastern neighbours; the importance of the Phoenician alphabet
- the causes of tyranny, the nature and impact of tyrants, for example Pheidon (Argos), Cleisthenes (Sicyon), Cypselus and Periander (Corinth), as well as their success in maintaining power
- the emergence of Pan-Hellenic sites for example Dodona and Delphi; the importance of omens and oracles for example Zeus and Apollo at Delphi; the religious and political significance of the Pan-Hellenic Games, including Olympic, Pythian, Isthmian, and Nemean Games
- the nature and significance of technological innovation in pottery and monumental architecture

Athens 490 – 400 BC (BCE)

- background for the period, including the chronological and geographical context of Athens in 490 BC (BCE), Cleisthenes' democracy, the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 490BC (BCE), the Athenian response, and the Ionian Revolt
- the nature of power and authority in Athens in 490 BC (BCE), including key political concepts (demos, polis, oligarchy, democracy, ostracism); key social groups (Solon's pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics and women); and Athenian government, including Cleisthenes' reforms
- the causes, course and consequences of conflict with Persia in 490 BC (BCE) with particular reference to the Ionian Revolt, Marathon, role of Xanthippus and Miltiades
- the development of Athens' domestic politics for example the use of ostracisms in the 480s, the ascendancy of Themistocles, the construction of the fleet, and the enhancement of the position of strategoi
- the Persian Wars 481-478 BC (BCE), including the Battle of Salamis, the formation of the Hellenic League, Spartan hegemony and the role of Leonidas, Themistocles, Pausanias, and the significance of the increased prestige of Athens
- the reasons for the formation of the Delian League, including the aims, structure and naval superiority of Athens
- initial campaigns under Cimon to 461 BC (BCE) and their significance for Athenian power internally and externally, including Sparta's response to the growth of Athenian power
- the rise in thetic power in Athens and the reasons for Ephialtes' reforms to the political institutions of the Areopagus, Boule, Ecclesia and Heliaea
- Athens' changing foreign policy in 461 BC (BCE), its alliances with Megara and Thessaly, the First Peloponnesian War, the Athenian Land Empire, and Cimon's possible recall
- the significance of Athens' leadership of the Delian League, the transformation of the League to an empire, and the methods of control used by Athens to 445BC (BCE)
- the beginnings of Periclean Athens (c. 495 – 429 BC (BCE), including democratic reforms and the building program

SECTION C – TOPIC 3 – ROME 133 BC (BCE) – 63 AD (CE)

Content and contexts for studies in Topic 3:

Rome

- the cursus honorum – access and progression
 - the consulship – access, powers and restrictions
 - access to, powers of, and restrictions on other magistrates: censor; praetor; aedile; quaestor
 - access to, powers of, and restrictions on dictator, and the position of Master of the Horse
 - access to, powers of, and restrictions on tribunes
- roles of the senate, and the assemblies, senatus consultum ultimum
- significance of military role of senior magistrates, relationship with army, position and roles of governors (propraetor and proconsul)
- service to Rome vs self service (private wealth, auctoritas, dignitas)
- personal use of power (and armies), the role of violence in politics, collapse of the Republic:
 - Marius and Sulla
 - First Triumvirate
 - Second Triumvirate
- the Augustan Settlements and powers of the emperor
- characteristics of imperial rule (Augustus to Titus)
- responses to both internal and external threats, and an assessment of the effectiveness of such responses. Learners study the nature of specific threats (or crisis). Examples include, but are not limited to: food security and civil unrest; civil and foreign military threats; civil political threats from rivals; assassination; and succession (under the early

empire). Learners study the responses of leaders and government systems to such threats, and assess their effectiveness in meeting the threat.

- depictions of Roman rulers in art and literature.

SECTION C – TOPIC 4 – CHINA – Late Han and the Three Kingdoms 180 AD (CE) -280 AD (CE)

(From ACARA)

Background for the period:

- The historical and geographical context in AD 180, the geographical extent of the Chinese state, the location of the capital Luoyang, including the significance of the plagues (ACHAH226)
- The nature of power and authority in China in AD 180, including the social structure of Late Han society (emperor, nobility, eunuchs, commoners, the significance of imperial marriage); political structures (emperor, ministers, the court, kings, provincial administration); the economy (agriculture, coinage, taxation of land, labour, property); popular religion (Daoism); the nature of military forces (limits of conscription standing armies, local levies, non-Chinese auxiliaries, private retainers,, development of warlord armies) (ACHAH227)

Power and authority – change and development

- Zhang Jue and The Way of Great Peace campaign, the Yellow Turban Rebellion of AD 184 and its suppression; the north-western rebellion in the Liang province: the consequent social and economic disruption (ACHAH228)
- The reasons for the power struggle between the palace eunuchs, Confucianists and imperial relatives by marriage; AD 189: the death of Emperor Ling; the assassination of He Jin; the massacre of the Eunuchs and the seizure of power of warlord Dong Zhou (ACHAH229)
- The rise of military leaders and local warlords, the puppet reign of Emperor Xian, and the downfall of the Han dynasty (ACHAH230)
- Cao Cao's military success at Guandu (AD 200) and his consolidation of power in northern China, the alliance of Sun Quan and Liu Bei, and the Battle of Red Cliffs (AD 208) (ACHAH231)
- The abdication of Emperor Xian and the establishment of Cao Pi as Emperor of Wei in AD 220, Liu Bei as Emperor of Shu-Han and Sun Quan as Emperor of Wu (ACHAH232)
- The rivalry between Wu and Shu, Liu Bei's victory at Ding Jun mountain and the capture of Hanzhong (AD 219), seizure of Jin province on the middle Yangtse by Wu (AD 219); Zhuge Liang's Southern Expedition and the re-establishment of an alliance between the Wu and Shu kingdoms (AD 223) (ACHAH233)
- Stability and prosperity in the state of Wu under Sun Quan, including conquest and colonisation in south China, and economic development including trade with South-East Asia (ACHAH234)
- The power of the Sima clan in Wei, the overthrow of Cao Shuang and the abdication of Cao Huan to Sima Yan in AD 264, the proclamation of the Jin Dynasty in northern China(ACHAH235)
- The decline of Shu after the death of Zhuge Liang, culminating in the invasion by Wei and the surrender of Liu Shan in AD 263 (ACHAH236)
- The succession problems of the state of Wu and the surrender of of Sun Hao to Jin in AD 280(ACHAH237)
- The extent of Chinese territorial expansion by AD 280, the external threats, the evidence for Roman-Chinese relations (ACHAH238)

SECTION C – TOPIC 5 – ASSYRIA – Neo Assyrian Empire 911 BC (BCE) – 612 BC (BCE)

- kingship as an inherited position, usually sons of ruling kings
- Assyria politically divided into states; governors placed in regional positions representing the king
- border protection difficult due to vastness of empire
- impact of rebels and the deposing of kings e.g. Sennacherib came to the throne when the crown prince Ashur-nadin-shumi, was deposed
- policies of military expansion of Neo-Assyrian Empire; military role of kings; greatest expansion during Neo Assyrian Empire; Tiglath-Pileser III; Shalmaneser V; Sargon II; Sennacherib; Ashurbanipal (last ruler before Assyria fell to invasion)
- Tiglath-Pileser III (745-727 BC (BCE)) reorganised the military, restructured the bureaucracy of government; reasserted central control; expansion of empire
- nature of Assyrian power: absolute and brutal
- relationships between king and deities, king as servants of the god Ashur; absolute control
- sack of Ninevah; downfall of Assyria; the impact of vastness of Assyrian domains and defence of borders
- threats to power – internal power of nobility; royal family discord impacting on succession; invasions of Babylonians, Persians, Medes, Scythians

- responses to both internal and external threats, and an assessment of the effectiveness of such responses. Examples include, but are not limited to: food security; succession; military threats from Babylonians, Persians, Medes, Scythians. Learners study the responses of leaders and government systems to such threats, and assess their effectiveness in meeting the threat
- royal decrees, for example, the Loyalty Treaty of Naqia-Zakutu
- nature of representations of leaders in an ancient society:
 - o characteristics of royal art – monumental sculpture, relationships with gods, victory in battle.
 - o official inscriptions and texts
 - o sack of Jerusalem is detailed on the 'Taylor Prism', a cuneiform block describing Sennacherib's military exploits



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