

— INTRODUCTION —

As It Was! is an interdisciplinary approach to various cultures in history. It takes broad-based concepts and applies them to a particular culture, people or period of time. Students are provided with opportunities to investigate aspects of past cultures through the following disciplines:

- English
- Social Studies
- Science
- Maths
- Art

This book is divided into three units:

ISSUES

Activities are designed to provide students with opportunities to understand and analyse major historical topics.

PEOPLE

Activities are designed to provide students with opportunities to understand and analyse major historical individuals.

PLACES

Activities are designed to provide students with opportunities to understand and analyse major historical locations.

Each unit is divided into three sections:

GET THE IDEA!

This page introduces and defines the concept. It includes an activity which teaches the concept.

GET THE FACTS!

These pages provide multi-curricular activities based on the concept. Students express their grasp of concepts and content through the provided integrated activities.

MAKE THE CONNECTION!

Each “Make the Connection” page contains an open-ended activity which enables students to synthesise and evaluate the relationship between the concept and the content.

Objectives

Students will...

- participate in experiences to develop concepts;
- use research skills to “Get the Facts!” related to the learned concept;
- work with information integrating the disciplines of English, Social Studies, Science, Maths and Art/Music to explore the concept;
- connect the concept and the content;
- use factual information incorporating higher-order thinking skills (analysing, creating, evaluating); and
- work creatively with information integrating content areas.

Audience

Years five to nine

- Students of social studies
- Writers
- Scientists
- Mathematicians
- Artists
- Thinkers
- Individuals
- Small groups
- Whole class
- Teams

DEMOCRACY

The word *democracy* came from the Greek word *demos*, meaning “people”, and *kratia*, meaning “to rule”. In 508 BC, Athens became one of the first societies to establish this concept of government. All adult, property-owning citizens (women, slaves, minors and foreigners were not citizens) had a say in how the city was run. A Council, which was made up of 500 citizens and chosen by a yearly lottery, ran the city on a day-to-day basis. Also, at least 6000 citizens met every ten days in an Assembly to discuss affairs of the state. The people debated the Council’s proposals and could approve or reject them. No decisions were made by the government without first asking the Assembly. Once a year, the Assembly could vote to get rid of unpopular politicians. The name of the person voted against was written on broken pieces of pottery, called *ostrakon*. The contemporary word ostracism comes from this ancient practice.



Get the Facts!

English:

Debate the Council’s proposal that women have the right to vote in ancient Athens.

Maths:

Determine the percentage of the Assembly that is the Council.

Science:

Make a list of scientific words that use Greek roots.

Social Studies:

Compare democracy in ancient Greece to the Australian understanding of democracy.

Art:

Design a Grecian urn which tells the story of democracy.

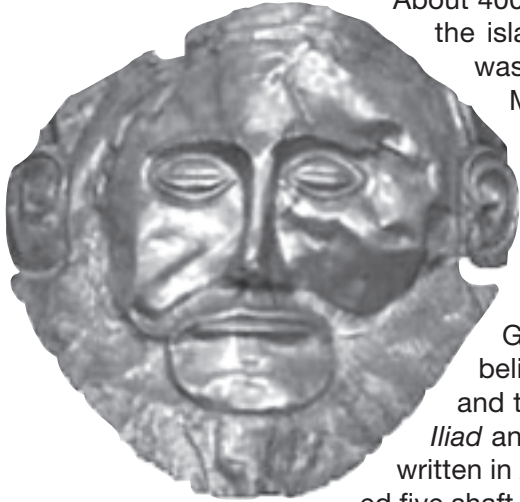
Write your own:

— MAKE THE CONNECTION! —

Identify and explain the conflict between the democratic ideal and the reality of ancient Greek issues.



MYCENAE



About 4000 years ago, the Minoan people began a civilisation on the island of Crete in the Aegean Sea. After the civilisation was virtually destroyed by an enormous volcanic eruption, Mycenaeans invaded Crete and absorbed much of the Minoan culture. As they became more powerful, they established cities all over the Aegean and in Greece. Long before Athens, the Mycenaeans built their primary city, Mycenae, one of the most ancient towns in Greece. It was located on a hill in the Peloponnesus and fortified with massive walls of stone. In 1870, a German archaeologist named Heinrich Schliemann believed he knew precisely where the ancient city of Troy and the royal tombs of Mycenae were; he had read Homer's *Iliad* and Pausanias' first guidebook about Greece, which was written in AD 170. A pioneer in archaeology, Schliemann excavated five shaft graves inside of the walls of the citadel and found great

treasures, including spectacular gold artefacts, proving that Mycenae once had been a flourishing civilisation. The famous Lion Gate in Mycenae was the place through which Agamemnon and his warriors marched to the Trojan War.

Get the Facts!

English:

Write a ballad of the history of Mycenae.

Maths:

Research the Lion Gate and write a ratio to describe the relationship of its height and width.

Science:

Research the properties of gold which made it possible for the Mycenaean artefacts to survive intact.

Social Studies:

Determine how the understanding of Mycenae and Minoan cultures changed because of Heinrich Schliemann's archaeological findings.

Art:

Create an illustrated guidebook for Mycenae at its height.