**Historical Knowledge and Understanding**

How historians and archaeologists investigate history, including excavation and archival research [(ACDSEH001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH001)

The range of sources that can be used in an historical investigation, including archaeological and written sources [(ACDSEH029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH029)

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains [(ACDSEH030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH030)

**Historical Skills**

The nature of the sources for [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) Australia and what they reveal about Australia’s past in the [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) period, such as the use of resources [(ACDSEH031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH031)

The importance of conserving the remains of the [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) past, including the heritage of Aboriginal and Torres Strait Islander Peoples. [(ACDSEH148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH148)

Identify the origin and purpose of primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Secondary%20sources)[(ACHHS209)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS209)

To see all of our resources go to [**Bones and Joints School**](http://www.bonesandjoints.com.au/)



Locate, compare, select and use information from a range of sources as [evidence](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Evidence)[(ACHHS210)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS210)

Asia world**General Capabilities****Cross curriculum Priorities**Aboriginal and Torres Strait Islander histories and cultures

|  |  |
| --- | --- |
| http://newsimg.bbc.co.uk/shared/img/o.gif  **'Hobbit' joins human family tree**  **The skeleton found on Flores**  **Article from BBC website** <http://news.bbc.co.uk/2/hi/science/nature/3948165.stm> | |
| **Knowledge and Understandings** | **Learning Process** |
| 1. the theory that people moved out of Africa around 60 000 BC ([BCE](http://www.australiancurriculum.edu.au/Glossary?a=H&t=BCE)) and migrated to other parts of the world, including Australia. 2. The [evidence](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Evidence) for the emergence and establishment of [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) societies (including art, iconography, writing tools and pottery) | **Goals**   * Practise extracting information from a text * Examine how scientific categorisation is used in archaeology * Introduce/revise citing from the internet * Follow the process of gaining scientific proof for dating of bones * the effects of early migration to Australia * The importance of professional writing for different audiences * Reflect on own learning process (metacognition) The role of archaeologists   **Inquiry Question**  How do we make sure that what we know of the past is correct? |
| **Assessment:** | |
| **Standards**  <http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/History/Curriculum/F-10#level7> | |
| **Teacher Resources IWB T**   * Article: <http://news.bbc.co.uk/2/hi/science/nature/3948165.stm>   **Student Resources IWB S**   * **Student sheet contains the lesson plan available at:** [**http://www.bonesandjoints.com.au/teachers/teachers-skeleton/**](http://www.bonesandjoints.com.au/teachers/teachers-skeleton/) * **The links to the Australian Curriculum Achievement Standards are included for Year 8 and Year 10 so that students are aware of their expected progression.** | |

**Student Worksheet**

http://newsimg.bbc.co.uk/shared/img/o.gif

Name

Date

**'Hobbit' joins human family tree**

**Activities to help you read the article**

1. This article comes from the internet <http://news.bbc.co.uk/2/hi/science/nature/3948165.stm> . How should it be cited?[[1]](#footnote-1)

2. Is the BBC a trustworthy site? Yes/No? Why?

3. *Homo erectus* and *Homo floresiensis* are the scientific names for early species of humans. Why were   
 they given these names?

Some hints:

* Every recognized species on earth (at least in theory) is given a two-part scientific name. Most come from Latin or Greek.
* The scientific name of each species is made up of a generic name (generic epithet) and a specific name (specific epithet).
* The generic epithet is the name of the genus.
* Scientific names are also designed to tell you something about the animal's relationships with other animals (specific epithet)
* Sometimes they are named after a person or place
* Hominidae : great apes and humans

Work out the reasons for the names of: (answer using complete sentences)

*Homo erectus*

Homo floresiensis

**Read the article with a partner**

1. **Scan** the article for headings, take-outs (these are the quotations from the text that are put in boxes to attract attention), photos and captions.
2. Why do you think scientists have chosen to nickname it “The Hobbit”? (complete sentence)
3. **Predict** what you think the article is about.

**Working alone, re-read the article and complete the following activities.**

1. Draw a diagram of *Homo floresiensis* on another page and label with as much information as you can. You will need to **skim** the article for the various pieces of information.

What are some of the questions that the discovery forces people (especially archaeologists) to ask? (You will have to examine what is written and work out the next steps for study or exploration).

Which ideas, theories or facts do you find the most interesting? Why? Write in at least two sentences.

How do the archaeologists think the environment affected the development of the *Homo floresiensis?* Present their ideas as a series of sketches. (stick figures are fine). (You may wish to use another piece of paper.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

Australia is an island. What aspects of modern Australia seem to have been affected by the fact that it was physically isolated from the rest of the world?

**Reflect on what you have learned today**

What have you learned about archaeology and archaeologists? Present as a list, statements or questions.

Would you like to be an archaeologist? Give some reasons for your answer.

What have learned about how to read non-fiction/scientific articles?

How difficult did you find it to read this article?

|  |  |  |  |
| --- | --- | --- | --- |
| Difficult | A little difficult | Not difficult | Easy |

Place on the following continuum how valuable you found the reading hints in helping you approach the reading.

|  |  |  |  |
| --- | --- | --- | --- |
| Not valuable at all | A little valuable | Valuable | Very valuable |

Did you find the making of diagrams and sketches a good way to help you understand the article? YES/NO

**Study hint** – works for any learning area

Texts are often written in forms of processes, hierarchies or other shapes and so it is good if you can work out whether or not the information forms one of these forms. Rather than trying to memorise all things, change the information into one of these diagrams.

Many texts often have the following paragraph structure: topic sentence, developing sentence together with an example and sometimes a concluding sentence which states the importance of the information (or something similar). If you can identify this pattern then you will be able to identify the important information easily.

http://newsimg.bbc.co.uk/shared/img/o.gif

**Links to the Australian Curriculum**

These are some of the skills that you have been developing with this activity:

How historians and archaeologists investigate history, including excavation and archival research [(ACDSEH001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH001)

The range of sources that can be used in an historical investigation, including archaeological and written sources [(ACDSEH029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH029)

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The importance of conserving the remains of the [ancient](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Ancient) past, including the heritage of Aboriginal and Torres Strait Islander Peoples. [(ACDSEH148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH148)

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**Literacy**

**By the end of Year 8 students**:

* understand and use a wide range of new specialist and topic vocabulary to contribute the specificity, authority and abstraction of texts
* ****understand, interpret and evaluate literal and inferential information in learning area texts, identify main ideas and supporting evidence, and analyse different perspectives and points of view

**Critical thinking**

**By the end of Year 10 students:**

* draw parallels between known and new scenarios, and use ideas, patterns and trends to consider new possibilities (for example developing hypotheses based on known models and theories)

C:\Users\Frida\1Arthritis\pictures\Abor and TS.jpg**OI.6 Aboriginal and Torres Strait Islander Peoples** have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

1. Examples: *The Mariner 2002: Undergraduate student information.* (2002). Retrieved 3 April, 2002, from James Cook University Web site: http://www.jcu.edu.au/school/ns/Notices/General/Mariner/Contents.htm

   Australian Bureau of Statistics. (2000). *1996 Census of Population and Housing: Northern (Statistical Division) Queensland.* [Data file]. Available from the Australian Bureau of Statistics site, <http://www.abs.gov.au>. [↑](#footnote-ref-1)