



## Humanities Inquiry Task: Sorting Out



Now you have completed the ‘Tuning In’ stage of the Inquiry Process, let’s take a deeper look (sort out our information). Based on the Key Inquiry Questions you developed earlier in the unit and the interests you have developed overtime; choose 3 areas of interest from the following options. Collect your information, find more and sort it all out so that you can use it to create your presentation. **Can you fit your inquiry questions into one or more of these pathways to investigate?**

Remember, what you choose will be part of your presentation for the exhibition. (Taking Action)

Mathematics Pathway	History Pathway	Community Pathway	Geography Pathway	Technology Pathway
<p><b>Emperors</b></p> <ul style="list-style-type: none"> <li>• Create a timeline outlining 10 Chinese and/or Roman Emperors.</li> <li>• Create a graph depicting the length of their reign.</li> <li>• Create a graph or pie chart outlining the age at which each Emperor died.</li> </ul> <p><b>Peasants/Slaves</b></p> <ul style="list-style-type: none"> <li>• Create a data display showing comparisons in population of peasants, slaves and the royals.</li> </ul> <p><b>Inventions</b></p> <ul style="list-style-type: none"> <li>• Create a timeline outlining</li> </ul>	<p><b>Peasants/Slaves</b></p> <ul style="list-style-type: none"> <li>• Research the life of peasants and slaves. What was life like for them in Ancient Rome/China? Was slavery a common occurrence during this time? What evidence have historians uncovered about slavery throughout the times of this Ancient Civilisation? Was it worse at some times more than others? If so, when and why?</li> <li>• What are your thoughts/opinions on slavery?</li> <li>• How much of the population during this time where considered peasants?</li> </ul>	<p><b>Women</b></p> <ul style="list-style-type: none"> <li>• Research the role of women in Ancient Rome/China. What importance did they have on the community? What key roles and responsibilities did they have? Is it the same, similar or very different to what our society expectations are?</li> <li>• Describe what a typical peasant or slave woman would have had to do throughout her day. What would she have looked like? Include a detail description and photo or drawing.</li> <li>• What would a woman of royal stature have looked</li> </ul>	<p><b>Architecture (eg. Colosseum/Great Wall)</b></p> <ul style="list-style-type: none"> <li>• Research why the Colosseum was built in that particular place? Could there have been a better place to build it and why?</li> <li>• Create a map of Rome and include its key features.</li> <li>• Why was and is, the River Tiber an important feature in Rome?</li> <li>• What significance does Rome’s location have on why they were considered to be one of the richest ancient civilisations?</li> <li>• If you lived during this time,</li> </ul>	<p><b>Inventions</b></p> <ul style="list-style-type: none"> <li>• Research some the inventions created by the Ancient Romans/Chinese. Include information about these inventions such as the use, the inventor and if they are still used today in some way.</li> <li>• If you were a craftsman what would you invent and create. What would it do? How would it help the Ancient Chinese in their everyday life? Create a design brief and construct your invention.</li> </ul>

<p>some of the inventions created by the Ancient Romans/Chinese. -If some of them are still used today, make a timeline using the pictures of how they have changed over time.</p>	<ul style="list-style-type: none"> <li>• What do you think a day in the life of a slave or peasant would be like? Create a diary entry outlining what they would have to go through in a typical day.</li> </ul> <p><b>Emperors</b></p> <ul style="list-style-type: none"> <li>• Research some of the famous Chinese/Roman Emperors. Create deep thinking questions including what, when, where, why and how that explain in depth, what type of life they led.</li> <li>• If you were an Emperor during this time what would you change and why? What aspects do you think you would most enjoy?</li> </ul> <p><b>Religion/Mythology</b></p> <ul style="list-style-type: none"> <li>• Research information on the beliefs that the Ancient Romans/Chinese held.</li> <li>• What significance did these beliefs have on how they lived their lives?</li> </ul>	<p>like? Include a detail description and photo or drawing. What would her day consist of?</p> <ul style="list-style-type: none"> <li>• What famous Ancient Roman/Chinese women can you find information on? Why were they famous? Included a summary of their life.</li> </ul> <p><b>War, peace and legal systems</b></p> <ul style="list-style-type: none"> <li>• What type of legal system did the Ancient Romans/Chinese have? What laws did they have and how did they enforce them?</li> <li>• Is there any record from historians that indicate War during this time?</li> <li>• Was this a fair legal system to have for all members of the community or were some impacted more than others? Eg. Slaves</li> </ul>	<p>where would you have settled and why?</p> <ul style="list-style-type: none"> <li>• Using an atlas, plot the coordinates on a map of some of the key landmarks.</li> <li>• At what longitude and latitude is Rome considered to be today?</li> </ul>	
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## **Keys to Good Research:**

- Use a variety of resources- ensure you record these in your **bibliography** (books, websites, videos, photos, articles, pamphlets, people, organisations etc.)
- Take notes as you research, use graphic organisers to help organise your information.
- Transfer the information you find into your OWN words.
- Organise your time by setting yourself goals for each session. Keep all of your research in the one place to save time.
- Be wise enough to work with the right people and brave enough to keep away from those who will stop you working.
- Create deep thinking questions to guide your thoughts and investigation. Remember to continue to question throughout your research.

# Exhibition: Taking Action

What is an exhibition? “It is a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.” Your “Taking Action” part of your inquiry requires you to create a piece of work to put on display like you would see in a museum. Your presentation must be informative for your audience and reflect the key inquiry questions you have been investigating. Please ensure your final presentation is something you can be proud of and that it relates to all of the research you did and the information you found. Remember your final presentation is going to be on display at the exhibition for parents, students, teachers and community members to see!

Some presentation ideas are:

Poster

Cooking

Demonstrations

Diorama

Dressing up

Mural

iPad presentation

Display

Graphic Organiser

Role play

Speech

Timeline

Brochure

Board game

Tourist info table

Book

Video

\*Think outside the box when presenting. You may want to combine some of these ideas e.g.

- Creating a poster and a diorama
- Having a booklet along with some ancient Egyptians snacks the women used to make
- Dressing up and creating a brochure

# Reflection

Now that you have “Taken Action” and completed your presentation and exhibition, it is time to “Reflect”.

These are the Key Inquiry Questions about ancient civilisations that we looked over at the very start of the unit. Reflecting on the knowledge you have gained from investigating these ancient civilisations, try and answer these questions **in detail and using examples**.

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Now write a self-reflection.

- What skills have I learnt that I can use in other areas of my education?
- What knowledge have I gained?
- How could I have improved my learning experiences?
- How could I have improved my presentation?