 Features of ancient societies

Year 11 ancient history

Weapons and Warfare – Mycenae and Carthage

Indicative Duration: 10 Weeks including 4 lessons integrated for Assessment Task

Unit description

Studies of features of ancient societies are concerned with seeking explanations to the ‘how’ and ‘why’ questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed.

These studies provide students with opportunities to develop an understanding of:

* the social history of a people through an investigation of the remains of their material culture
* the key developments and forces that may have shaped the selected feature(s)
* the nature of the available sources. (interpretation of historical sources - value and evaluation)

This document references the [Ancient History Stage 6 Syllabus](https://syllabus.nesa.nsw.edu.au/ancient-history-stage6/) © 2017 [NSW Education Standards Authority (NESA)](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

Focus questions

* What are the two society’s similarities and differences in their weapons and warfare?
* What similarities and differences are there between the two societies?
* How do sources assist in our understanding of warfare and weaponry in ancient societies?

Outcomes

* AH11-1 describes the nature of continuity and change in the ancient world
* AH11-2 proposes ideas about the varying causes and effects of events and developments
* AH11-3 analyses the role of historical features, individuals and groups in shaping the past
* AH11-4 accounts for the different perspectives of individuals and groups
* AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
* AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
* AH11-7 discusses and evaluates differing interpretations and representations of the past
* AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Historical concepts and skills

Perspectives

Carthage – very little archaeological evidence for Carthage survives and the only written primary sources are Roman

Contestability

Mycenae – while evidence exists for warfare and weapons in Mycenaean society, there is no evidence for any battle, except Homer’s account of the Trojan War, which in itself is contestable.

Analysis and use of sources

* Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009)
* Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010)
* Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008)
* Identify and analyse problems relating to sources in the investigation of the past (ACHAH011)

Historical interpretation

* Analyse the extent and nature of continuity and change over time (ACHAH001)
* Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001)
* Form judgements about historical significance, recognising that significance may be attributed for different purposes
* Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012)

Historical investigation and research

* Use evidence from a range of sources to inform investigation and research (ACHAH005)
* Acknowledge sources appropriately (ACHAH015)

Explanation and communication

* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013)
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014)

Assessment

Formative and summative forms of assessment will be used throughout this unit to develop student understanding. Forms of assessment are found in the unit content table.

Assessment task – research task

Students are to undertake historical inquiry which encourages engagement with sources and develops their ability to apply perspective in forming judgements about the past.

* Part A virtual museum exhibit of 5 sources
* Part B written report

| Content | Teaching and learning | Resources |
| --- | --- | --- |
| Unit Introduction  Approximately one lesson | Teacher to distribute relevant pages of Revised Syllabus 2017 (pp51-53).  Firstly, provide students with a range of images from modern conflicts   * What do the above suggest about type of warfare/type of weapons/conditions for soldiers?   Secondly, provide students with a selection of images from a range of ancient societies.   * What type of warfare/type of weapons/conditions for soldiers, do these images suggest? * How does the type of weapon impact on the type of warfare conducted over time? | * [Revised Ancient History Syllabus](https://syllabus.nesa.nsw.edu.au/assets/ancient_history/ancient-history-stage-6-syllabus-2017.pdf) * Images e.g. Syrian conflict (city of Aleppo) or Iraqian conflict (city of Mosul) * Online articles/photos of these two conflicts. (Aleppo & Mosul are both cities that can be traced back to the ancient world) |
| * The chronological and geographical context of the society or societies within the ancient world (ACHAH104, ACHAH105)   Approximately 1-2 lessons  Note:   * Mycenae (name of both the society & its key city) 1600-1100 BC * Carthage (name refers to both the society & its key city; ‘Punic’ is the other term used to refer to the society) 800- 146 BC | Chronology skills- timeline  Working in pairs, student create a timeline for each society using any/all of the resources provided.  What are the similarities and differences between these two societies?  E.g. how long did each society last? What were the key events? How did each end?  After discussion, students are to write their responses to the question.  Mapping Skills  (each of the resources listed in this section have maps attached which can be used for this task OR students can be given the task of finding appropriate maps)  Compare a map of the Aegean area during the Bronze Age, with a map of the western Mediterranean during the 3rd century BC.   * What are the benefits and drawbacks of the location of the cities of Mycenae and Carthage? * How would the location of each city impact on its development? (e.g. trade, defence, communication)   What natural resources did each city have access to?  Students could work in pairs then share their ideas to form a class summary which each student then adds to their notes. | * Hurley et al, Antiquity 3, pp 70-72 * Callender, The Minoans & The Mycenaeans, pp 80-84 * Garland, Hannibal pp 38-49 * [Mycenaean Civilization](https://www.ancient.eu/Mycenaean_Civilization/) * [History of Carthage](http://www.ancient.eu/carthage) |
| * An overview of the key social, economic, religious and political features of the society or societies (ACHAH106)   Approximately 1-2 lessons | Working in pairs students answer the following question:  In today’s society, what is evidence of/for   * social features? * economic features? * political features? * religious features?   Using the resources provided, students are to answer the same questions for Mycenae and Carthage. Answers to be compiled in a table format to allow for ease of comparison.  Class Discussion   * What similarities/differences are there between these two societies? * What features had little or no evidence? Why might that be the case? | * Hurley et al, Antiquity 3, pp 70-72 * Callender, The Minoans & The Mycenaeans, pp 80-93 * Garland, Hannibal pp 38-49 * [Mycenaean Civilization](https://www.ancient.eu/Mycenaean_Civilization/) * [History of Carthage](http://www.ancient.eu/carthage) |
| The development of weaponry and methods of warfare, including:   * the nature of the sources for weapons and warfare (ACHAH125)   Approximately 7-8 lessons  \*teachers to select appropriate suggested activities to suit the learning needs of their class  Additional lesson for Assessment task preparation | Students complete a See, Think, Wonder Activity 1 worksheet about what the movie posters reveal about the weaponry and nature of warfare of Ancient societies.  Class discussion about why the nature of these sources in Activity 1 may be problematic  The Bronze Age  Linking to students existing knowledge of historical sources gained from Stages 4 & 5, class creates a digital mind map of the nature of sources.  Including: Primary v secondary/reliability/Bias/Perspective/contestability  To set context of the Bronze Age teacher refers back to mapping activity.  Students then view clip below and identify/predict how the Bronze Age would alter the weaponry of ancient societies   * [Bronze age collapse YouTube video](https://www.youtube.com/watch?v=QMBM1qazAXE)   Free writing task   * In what ways do you think the Bronze Age would influence the type of weaponry used by societies of the time?   Mycenaean Weaponry and implications of perspective  Teacher facilitates students as they move through 3 workstations on Mycenaean weaponry and complete Weaponry Workstation Worksheet.   1. Linear B tablets – R 4482    * [Cracking the code](http://www.cam.ac.uk/research/news/cracking-the-code-the-decipherment-of-linear-b-60-years-on)    * [Tablet discovery](https://itsallgreektoanna.wordpress.com/2017/04/01/sensational-new-linear-b-tablet-discovery-in-athens/) 2. Frescos    * Teacher selects a few different aspects of weaponry, being mindful of not using Minoan instead of Mycenaean frescos. 3. Homer’s account    * Teacher selected excerpts from The Illiad.   Student to consider and/or select ONE in preparation for Assessment Task  Consolidate through class discussion with scribe documenting student summaries via Cornell Notes Template  \*alternatively students can use Cornell notes as they move around the workstations  Extension activity   * Class debate on which of the 3 would be the most reliable sources of information (with teacher linking discussion to contestability)   Nature of Mycenaean Grave Goods  View clip of Mycenaean Grave circles  [Socratic circle activity on following passage](http://www.greek-thesaurus.gr/Mycenaean-Grave-Circle-A.html)  Consider the contestability of the archaeological grave goods of Mycenaean society:   * Whose reality is represented? Students contemplate impact of socio-economic status/gender/age etc. * Gaps in historical knowledge? * Purpose of artefacts, their sentimentality? Status/symbolic?   Joint writing task  How does the nature of the artefacts found at Mycenae influence our understanding of the past?  Teacher assists in the planning and joint class writing of paragraph.  Mycenaean Armour Contestability & Corroboration  Complete Activity 2 ‘Zoom in’ individually  Teacher led discussion about contestability & corroboration.  Students to research a second source to corroborate how reliable the following information is:   1. [Mycenaean dagger The lion hunt](http://www.greek-thesaurus.gr/Mycenaean-weapons.html) 2. [Shields](http://www.salimbeti.com/micenei/shields1.htm) 3. Design their own Figure 8 shield with historically accurate designs, including an annotated source analysis   Technology of Mycenae  Teacher selects clip from the film ‘Troy’  How historically accurate is this in demonstrating chariots as part of warfare?  Using devices, students research historical sources which corroborate this.  Analysis of representations of the chariot in Linear B tablets SC 217  Wheel ZE & K 04.30  Summative paired writing task  Why is the chariot such a key development in the Bronze Age?  Development of Defensive Weaponry  Students research other weapons/artefacts and explain their significance to warfare in the Bronze Age e.g.   * swords * axes * spears * javelins * slingshot (Siege Rhyton vase) * helmets   Students are to create a digital presentation (power-point or Prezi) on their selected weapon which includes:   * Archaeological evidence   + Where it was unearthed/discovered   + Why the source useful to Ancient historians   + Issues surrounding the contestability   Punic War  View clip and answer:   * What were the Punic Wars?   Teacher refers back to earlier mapping activity to set geographical context of Carthage  Key accounts of the Punic Wars  Whose perspective?  Students view the following clip and use a graphic organiser to note the issues surrounding perspectives of Livy & Polybius\*  Class discussion on how does perspective impact on reliability and usefulness?  Points to consider: Polybius- 200-100 BC- (Greek; military; had access to Scipio v Livy - 30-BC (biased? Roman. Rome’s greatness’; no military background)  Independent/timed writing task   * How does the perspectives of Polybius and Livy influence their usefulness as a historical source?   Carthaginian Weaponry  Close reading of teacher selected passages on Carthaginian weaponry. Teacher led discussion on the evidence available for ancient Carthaginian weaponry and warfare.  Summative timed writing task   * Why is there a lack of archaeological evidence available for Carthaginian weaponry?   Carthaginian Warfare  Students to create a digital story or comic strip from a Carthaginian perspective outlining the shift in battle tactics evident across the 3 Punic wars.  Consider ways in which geography and terrain influenced weaponry/battle tactics  Consolidation activities   * Students create an infographic on the development of weaponry and warfare of either Mycenae or Carthage * Writing task: Compare the weaponry of Carthage and Mycenae * Class debate or argument tennis: “Punic Wars displayed more effective weaponry and warfare tactics than the Battle of Troy”. * Formative Essay Writing task: Explain how weaponry of Ancient Societies influence the tactical nature of warfare.   In your response make specific reference to the Battle of Troy (Mycenaean) & The Punic Wars (Carthaginian)  Reflection activity  Looking back to the initial See Think Wonder activity students discuss how accurate the movie posters are in depicting the weaponry and warfare of ancient societies. | * Activity 1 See, Think, Wonder Worksheet - based on Making Thinking Visible- Visible thinking routines * [MindMiester Google Chrome app](https://www.youtube.com/watch?v=849FCESfyIg) – accessed through your school google drive   Bronze Age context   * [Mankind YouTube video](https://www.youtube.com/watch?v=NE9VTYrLycs) * [Warfare Powerpoint](https://www.colby.edu/academics_cs/courses/CL244/upload/BAEIAWarfare.ppt) * [Trojan war YouTube video](https://www.youtube.com/watch?v=XhHlU5YY3W8) * Teacher to select appropriate sources & print for workstation perusal. Suggested resources: * Hurley et al ‘Chapter 2- The Nature of sources and Evidence’ 3rd Edition Antiquity 1 Past Perspectives pp17-2 * [Linear B Script](http://www.ancient.eu/Linear_B_Script/) * [Photos of Mycenaean swords and daggers](http://www.salimbeti.com/micenei/weapons1.htm). Teacher may also use other images they find online. * Mycenaean Weaponry Frescoes Resource. * [Cornell notes template](http://freeology.com/wp-content/files/cornellnotetaker2.pdf) * [The palace](https://www.youtube.com/watch?v=S7HJB0PtiW0) * [Socratic seminar](https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar)   Teacher progresses from modelled, joint and independent throughout the writing tasks within the unit. Utilising school-based literacy platforms such as PEEL/PETAL/SEXE structures.   * Troy, 2004, Peterson * The Mycenaean World; Chapter 9, Chadwick, J; p.159-179 * [A fully assembled chariot](https://linearbknossosmycenae.com/2016/01/16/linear-b-tablet-sd-4401-from-the-knossos-armoury-a-fully-assembled-chariot/) * Chapter 10, The End of the Bronze Age, Drews * [Chariots](http://www.salimbeti.com/micenei/chariots.htm)   Additional resources:   * [Bronze age swords](https://www.youtube.com/watch?v=8VApzdlG4wo&list=PL5p59d-j_qdOEi9t_CSYlPq6P5wHxorqX&index=5) * [Bronze age spearheads](https://www.youtube.com/watch?v=ZZwGZ6Zoc_8&list=PL5p59d-j_qdOEi9t_CSYlPq6P5wHxorqX) * [Mycenaean helmets](http://www.greek-thesaurus.gr/16-mycenaean-helmet.html) * [Helmets](http://www.salimbeti.com/micenei/helmets1.htm) * [Prezi example](https://prezi.com/rdmemsf4s9xe/mycenaean-weaponry/) * [Punic Wars – 3 minute history](https://www.youtube.com/watch?v=nUoVmAo9FH8) * [Polybis and Livy](https://www.youtube.com/watch?v=6kxv_UsIcDg) * [Compare and Contrast Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf)   \*teacher could also refer to nature Appian as another perspective   * Teacher selected excerpts of Livy/Polybius   + Polybius - The Rise of the Roman Empire   + Livy - The War With Hannibal * [Hannibal](http://www.johndclare.net/AncientHistory/Hannibal0.htm) * Wise, T; Healy M; Hannibal’s War with Rome; The Armies and Campaigns * [Punic Wars](http://sites.psu.edu/legionsuccess/punic-wars/) * [How to do a close reading](https://writingcenter.fas.harvard.edu/pages/how-do-close-reading) * [Punic Arms and Armour](http://phoenicia.org/carthagearmor.html) * [Diverse weaponry of Hannibal’s Cathaginian](https://legioilynx.com/2012/02/17/the-diverse-weaponry-of-hannibals-carthaginian-army/) * [How to create a digital story](http://courseweb.ischool.illinois.edu/~jevogel2/lis506/howto.html) * Summary of Punic wars:   + [1st](https://www.youtube.com/watch?v=EbBHk_zLTmY) from 0:52 seconds   + [2nd](https://www.youtube.com/watch?v=lf0-Yki5p40)   + [3rd](https://www.youtube.com/watch?v=wT_rev5VAQc)   + [4th](https://www.youtube.com/watch?v=McT1H-NVCMQ) * [Pikto Chart](https://piktochart.com/) * [Tennis argument](https://teachers.cie.org.uk/gp/assets/TennisArgumentInstructions.doc)   Additional resources   * Chadwick, ‘Weapons & War’ Chapter 9 p159-179; The Mycenaean World * Bagnall, N, Essential Histories- The Punic Wars- 246-146 BC * Hurley et al Antiquity 3; Chapter 2- Hannibal pp69 * Callender, G, The Minoans and Mycenaeans- Aegean Society in the Bronze Age |
| * the composition and role of armies and/or navies and changes in forms of weapons and military tactics (ACHAH126)   Approximately 2-3 lessons  Additional lesson for Assessment task preparation | Research key components of Mycenaean and Carthage armies in order to define key individuals and their roles e.g.   * Mycenae – Lawagetas, Equeta / Ereta, Heavy Infantry, Charioteers, Horse-mounted warriors * Carthage – Military General (Suffetes / Strategos / Boetarch), Sacred Band, Infantry, Mercenaries / Auxiliary, Cavalry, Elephants, Conscripts, Chariotry, Navy (biremes, triremes, quadriremes, quinquiremes)   Students use what they have learnt about the Mycenaean army to annotate the diagram of Mycenaean social classes, inserting roles not mentioned into the correct level with a justification why they belong there.  Students use what they have learnt about Carthaginian armies to create a similar diagram for Carthage, including annotations.  Mycenae  Research and examine photographic sources of key Mycenaean weapons e.g. spears, shield, helmets, armour, chariots, ships in order to complete the Mycenaean weaponry summary table  Read text on the building of defences at Mycenae in order to explain what the defences were and the purpose of each one.   * Why did changes occur?   Using information gathered from weapons, defences and articles referenced create a dot point summary of military tactics used by the Mycenaean’s.  Carthage  Carthage Sources: Examine excerpts from Polybius.   * What do these excerpts reveal about the Carthaginian military?   \*Students to select one excerpt to include in their Assessment task  Form groups of 3 and examine the first article on Carthaginian Naval Warfare. Use table to note key naval tactics. Compare with another group.  Examine second article on Carthaginian Warfare and continue to add to table. Compare table with another different group.  Writing Task   * Compare the military strategies and tactics used in the First and Second Punic Wars by the Carthaginians. Account for the changes in military tactics used.   Optional task - Game Designer   * Teacher could make reference to virtual game “Total war”, students to imagine they are a game designer and hypothesise what tactics they would use for their chosen army and why.   Summative task   * From your examination of Mycenaean and Carthage armies/navies/weapons, analyse the strengths and weaknesses of each force. How would an opposing force attack/aim to defeat either a Mycenaean or Carthaginian (Punic) force? | * [Social Classes of Mycenae](https://www.slideshare.net/ChinWerngTan/mycenaean-civilization-63055133) – slide 14. * Mycenaean Weaponry Table * Suggested Mycenaean weaponry sources links * [Weaponry](http://www.ime.gr/CHRONOS/02/mainland/en/mg/technology/metallurgy/index2.html) * [Mycenaean dagger](http://www.greek-thesaurus.gr/Mycenaean-weapons.html) * [Mycenaean art](https://www.boundless.com/art-history/textbooks/boundless-art-history-textbook/art-of-the-aegean-civilizations-5/mycenaean-art-61/mycenaean-architecture-324-5318/) * Suggested articles on Mycenaean armies, weapons and tactic * [Organisation and hierarchy](https://periklisdeligiannis.wordpress.com/2013/03/21/the-organisation-and-the-hierarchy-of-the-mycenaean-armies/) * [Evolution of weapons, armament and tactics](https://discoveringancienthistory.wordpress.com/2016/12/02/from-warriors-to-raiders-the-evolution-of-mycenaean-weapons-armament-tactics/) * Polybius ‘The Histories’ e.g. Book 1, 33.5-7/Book 6, 52/Book 15 * Carthaginian Military Tactics Table Worksheet * [Naval warfare](http://www.ancient.eu/Carthaginian_Naval_Warfare/) * [Carthaginian Warfare](http://www.ancient.eu/Carthaginian_Warfare/) |
| * The life of soldiers, their training and the conditions of service (ACHAH127)   evidence of continuity and/or change  Approximately 3-4 lesson  Additional lesson for Assessment task preparation | If you were to enlist in the army what would you expect your training and life to be like? Accompanying visual modern recruitment posters.  Examine evidence from a particular campaign in order to highlight and draw conclusions about the life of a soldier. For example  Carthage Crossing of the Alps   * What conclusions can we draw from the evidence available about the conditions soldiers endured as part of Hannibal’s army?   Mycenae The Trojan War   * Use extracts from Homer’s Iliad. What conclusions can we draw from these extracts about the conditions of Mycenaean soldiers?   Class discussion   * What are the limitations in our knowledge and sources for the life of soldiers and conditions? What don’t we know?   Empathy task   * Imagine you are either part of the Mycenaean or Carthage army. Write a letter home describing your experiences based on the above evidence. | * Australian Army Recruitment Posters. Teacher can use the resource provided or search for posters online that they find relevant. * Appian Roman History I, 4 * Polybius The Rise of the Roman Empire III, 49-56 * Garland, Hannibal Chap 5 * Homer’s Iliad Book 15, 243ff (group and hand to hand individual combat) and Book 13, 142 - 365 and 516-808. |
| * the significance of the military within society (ACHAH128)   evidence of continuity and/or change  Approximately 3-4 lessons | Students analyse image of the Mycenaean warrior vase. What does this suggest about the significance of the military in Mycenaean society?   * Given the archaeological evidence available, what inferences can be made about the significance of the military to Mycenaean society? * What is known? * What can be assumed? How/why?   e.g. how does the nature of the grave goods/defensive Cyclopean walls, frescoes etc. impact on our understanding of ancient Mycenaean society?  Writing task   * Using the archaeological evidence available, explain what inferences can be made about the significance of the military to Mycenaean society.   Carthage  Teacher selects relevant excerpts from Polybius/Livy   * What is known? * What can be assumed? How/why?   Be sure to consider the implications of a Roman perspective in the sources.  Writing task   * Using references from the works of Polybius and Livy, how significant was the military in Carthaginian society?   Extension activity:   * How do the differences in the way societies record information, reflect continuity and change in how the past is understood? e.g. impact of increased literacy on societies? | * Refer to sources mentioned in previous sections of program. * [Warriors vase](https://17green.wordpress.com/2013/12/12/warriors-vase/) |
| * the evidence for at least ONE key military encounter, including military strategy   Approximately 3-4 lessons | Group Task: students in pairs/threes choose/are allocated ONE of the Punic battles and complete the following:   * What were the strategies used and what is the evidence? * What leadership was provided and what is the evidence? * What weapons/methods of warfare used and what is the evidence? * Why did Carthage win/lose this battle?   Students then apply the same questions to the Trojan War (ONLY key Mycenaean battle).  Class discussion of students’ findings- creating a double bubble mind map.  Summative Task  After the above discussion, students write a response addressing:   * Discuss how important available evidence is in understanding about the past   In the response, students are to refer to one key ancient battle and specific military strategies/tactics. | * Polybius, The Rise of the Roman Empire, Book 1 + 3 * Livy, The war with Hannibal * Homer, The Iliad * Hennessy D ed, Studies in Ancient Greece pp22-29 * Hurley et al, Antiquity 3, chapter 2 * Hurley et al, Antiquity 1, chapter 9 * [Double bubble chart](http://freeology.com/wp-content/files/doublebubble.pdf) |
| * the political, economic and social impact of warfare and conquest (ACHAH129)   Approximately 3-4 lessons | Student to think of contemporary society.   * What is the impact of war/conquest on a society?   Teacher makes links to earlier points raised in unit thus far.  Carthage   * What happened to Carthage as a result of war and conquest?   + political collapse   + economic trade links and colonies   + social enslavement of people   Mycenae   * Implications of modern and ancient interpretations of Mycenaean collapse.   Teacher to consider implications of widespread drought.   * If the Trojan war did exist, what part did the Trojan War play, if any, in the collapse of Mycenaean society?   Writing task   * Compare and contrast different theories about the collapse of Mycenae and justify which one is most likely based on available evidence.   Teacher draws links to contestability. | * Antiquity 3, chapter 2 * Antiquity 1, chapter 9 * Woods M, In Search of the Trojan War, chapter 8 * Drew R, The End of the Bronze Age, chapter 7 * Chadwick J, The Mycenaean World, chapter 11 * Cline, Eric’ The Trojan War a Very Short Introduction, Oxford University Press, 2013. |
| (integrated throughout program)  Approximately 1-2 lessons | Integrated throughout sections above.  Consolidation Task  Referring back to initial mapping activities at the start of the unit and other relevant material, students use a graphic organiser to show evidence of continuity and change in either Mycenaean or Carthaginian society. | * [Graphic organiser timeline](https://s3.amazonaws.com/atlas-production.goalbookapp.com/resource-5ff6be9c-689f-41be-4f1d-a4332742b930/03_Timeline_Blank-1.png)   + top row could be used to highlight continuity/bottom row changes |

Resources

* Appian, Roman History
* Livy, The War with Hannibal
* Polybius, The Rise of the Roman Empire
* Homer, The Iliad
* Bagnall N, Essential Histories- The Punic Wars- 246-146 BC, Osprey Publishing Limited Oxford, 2002.
* Callender G, The Minoans & the Mycenaeans chapters 11-21 plus Appendices IV + V, Oxford University Press, 2006
* Chadwick J, The Mycenaean World, Cambridge University Press, 1976
* Dickson O, The Aegean Bronze Age, Cambridge University Press, 1994
* Drews R, The End of the Bronze Age, Princeton University Press, 1993
* Fields N, Hannibal, Osprey Publishing, 2010
* Garland R, Hannibal, Bristol Classical Press, 2010
* Goldsworthy A, Cannae: Hannibal’s Greatest Victory, Cassell & Co, 2007
* Hennessy D ed, Studies in Ancient Greece pp22-29, Nelson, 1993
* HTA Teaching History volumes
* Hurley et al, Antiquity 3, chapter 2, Oxford university Press, 2005
* Hurley et al, Antiquity 1, chapter 9, Oxford university Press, 2008
* Richhart R, Church M, Morrison K, Making Thinking Visible How to Promote Engagement, Understanding and Independence for all Learners, Jossey-Bass, California, 2011.
* Taylour W, The Mycenaeans, Thames and Hudson, 1990
* Woods M, In Search of the Trojan War, BBC Books, 2001 (there is also a DVD series to go with the text)
* Wise T, & Healy M, Hannibal’s War with Rome, Osprey Publishing, Oxford; 2002.
* Movie: Troy 2004 Peterson
* [Mycenaean Civilization](•%09%20http:/www.ancient.eu/Mycenaean_Civilization)
* [Tiryns](http://www.ancient.eu/tiryns/)
* [History of Carthage](http://www.ancient.eu/carthage)
* [History by topic](http://www.history.com/topics)
* [Carthage](http://www.livius.org/articles/place/carthage/)
* [Carthage and Hannibal](http://www.phoenician.org/carthage_hannibal_barca.htm)
* [Carthage Beginnings](http://www.roman-empire.net/republic/carthage.html)
* [Punic Wars](http://www.thefinertimes.com/Ancient-Wars/summary-of-the-punic-wars.html)

Reflection and Evaluation