



SAMPLE COURSE OUTLINE

ANCIENT HISTORY ATAR YEAR 12

UNIT 3 – ELECTIVE 2: ATHENS 481–440 BC

UNIT 4 – ELECTIVE 2: ATHENS, SPARTA AND THE PELOPONNESIAN
WAR 440–404 BC

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Sample course outline

Ancient History – ATAR Year 12

Semester 1 – Unit 3 – People, power and authority

This outline is based on Elective 2: Athens 481–440 BC

Week	Syllabus content
1–5	<p>Part A</p> <p>Background for the period</p> <ul style="list-style-type: none"> • the chronological and geographical context of Athens in 481 BC, including: <ul style="list-style-type: none"> ▪ Cleisthenes’ democracy ▪ the Spartan and Persian attempts to interfere in Athenian domestic affairs prior to 481 BC and the Athenian response ▪ the Ionian Revolt ▪ the significance of Marathon ▪ the role of Xanthippus and Miltiades • the nature of power and authority in Athens in 481 BC, including: <ul style="list-style-type: none"> ▪ key political concepts (<i>demos</i>, <i>polis</i>, oligarchy, democracy, ostracism, <i>strategoi</i>) ▪ key social groups (Solon’s <i>pentacosimedimni</i>, <i>hippeis</i>, <i>zeugitae</i>, <i>thetes</i>, slaves, metics, and women) ▪ Athenian government, including Cleisthenes’ reforms (such as <i>demes</i>, ten tribes/<i>phylai</i>, Council/<i>Boule</i> of 500, ten generals/<i>strategoi</i>) <p>Power and authority – change and development</p> <p>The Persian Wars and the Delian League</p> <ul style="list-style-type: none"> • the Persian Wars 481–478 BC, including: <ul style="list-style-type: none"> ▪ the formation of the Hellenic League ▪ the consequences of the Battles of Thermopylae, Salamis and Plataea ▪ Spartan hegemony ▪ the role of Leonidas, Themistocles, Pausanias, and Aristides ▪ the increased prestige of Athens • the formation of the Delian League, including: <ul style="list-style-type: none"> ▪ the aims, structure and naval superiority of Athens ▪ Thucydides’ explanation for Athenian leadership of the Delian League • initial campaigns under Cimon to 461 BC, including Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos, and their significance for Athenian power internally and externally, including Sparta’s response to the growth of Athenian power <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 1: Essay (Week 3)</p>
6–7	<p>The reforms of Ephialtes and Pericles</p> <ul style="list-style-type: none"> • the rise in thetic power in Athens • Ephialtes’ reforms to the political institutions of the <i>Areopagus</i>, <i>Boule</i>, <i>Ecclesia</i> and <i>Heliaea</i> • Pericles’ additional reforms to the law courts, payment for office and limitation of citizenship rights • the impact of Ephialtes’ and Pericles’ reforms • the emergence of radical democracy <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources

Week	Syllabus content
	<ul style="list-style-type: none"> perspectives and interpretations <p>Task 2: Source analysis (Week 7)</p>
8–9	<p>Athens' changing foreign policy</p> <ul style="list-style-type: none"> Athens' changing foreign policy (461–446 BC), including: <ul style="list-style-type: none"> its alliances with Megara, Argos and Thessaly the Athenian Land Empire, the reasons for the loss of the Land Empire Cimon's campaign against Persia the Thirty Years' Peace <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations explanation and communication <p>Task 3: Essay (Week 9)</p>
10–11	<p>Athens' hegemony of the Delian League</p> <ul style="list-style-type: none"> Athens' hegemony of the Delian League, including: <ul style="list-style-type: none"> the transformation of the League to an empire Athens' justification and motivation for her changing treatment of the allies, and the reaction of the allies (extent of acceptance or resistance) the economic, military, political, cultural, judicial, and religious methods of control used by Athens to 445 BC, including the transfer of the treasury in 454 BC, use of decrees, and the emergence of three classes of membership of the Delian League the revolt of Samos and Byzantium and the reduction of Samos <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts historical questions and research analysis and use of sources perspectives and interpretations explanation and communication <p>Task 4: Short answer (Week 11)</p> <p>Task 5: Part A: Historical inquiry (begin) (Week 11)</p>
12–14	<p>Periclean Athens</p> <ul style="list-style-type: none"> Periclean Athens, including: <ul style="list-style-type: none"> democratic reforms use of Delian League funds and the building program internal opposition to Pericles' policies <p>Part B: Individuals</p> <p>Students investigate the life of one individual from the society they study (Xerxes, Pausanias, Themistocles, Cimon, or Pericles). Students apply the requisite historical skills described as part of this unit, while investigating the following about the individual:</p> <ul style="list-style-type: none"> the background and rise to prominence of the individual, including: <ul style="list-style-type: none"> family background and status key events in his/her rise to prominence significant influences on early development the career of the individual, including: <ul style="list-style-type: none"> change of role, position, status over time possible motivations for actions methods used to achieve aims relationships with groups and other individuals significant events in the career of the individual

Week	Syllabus content
	<ul style="list-style-type: none"> ▪ manner and impact of death
	<ul style="list-style-type: none"> • the impact and legacy of the individual, including: <ul style="list-style-type: none"> ▪ assessment of their life and career ▪ the influence of the individual on their time ▪ their longer-term impact and legacy • changing perspectives and interpretations of the individual, including: <ul style="list-style-type: none"> ▪ depictions of the individual during his/her lifetime ▪ judgements of the individual by other individuals and groups during his/her lifetime ▪ interpretations of the individual after his/her death (in writings, images, films) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 5: Part A: (submit) (Week 14) Task 5: Part B: Historical inquiry validation essay (Week 14)</p>
15	Task 6: Semester 1 examination

Semester 2 – Unit 4 – Reconstructing the ancient world

This outline is based on Elective 2: Athens, Sparta and the Peloponnesian War 440–404 BC

Week	Syllabus content
1–2	<p>Students study the Peloponnesian War in the period 440–404 BC, with particular reference to Thucydides' <i>The Peloponnesian War</i>, Books I–VIII, and other relevant sources.</p> <p>The following needs to be developed at the appropriate points in the unit:</p> <p>The limitations, reliability and evaluation of the sources</p> <ul style="list-style-type: none"> • Thucydides' background/exile and how it influenced his writing of <i>The Peloponnesian War</i>, and the influence of the tragic tradition on his writing • Thucydides' motivations for writing <i>The Peloponnesian War</i>, including his revision of the contemporary view that Pericles was responsible for the outbreak of the Peloponnesian War, as well as the reasons for Athens' failures • Thucydides' views about the Athenian Empire and radical democracy, including his views on demagogues and demos; the evidence of his bias towards or against key individuals, including Pericles, Cleon, Nicias, and Alcibiades • the nature and contribution of other ancient and modern sources to an understanding of Thucydides' work and the Peloponnesian War • changing interpretations of the sources over time and their contributions to an understanding of the Peloponnesian War <p>The geographic and historical context</p> <ul style="list-style-type: none"> • the location and topography of Laconia (Sparta) and Attica (Athens) • an overview of the origins and characteristics of the city-states of Athens and Sparta and their alliances <p>The nature and range of sources for the period and identification of key issues related to the investigation of the sources</p> <ul style="list-style-type: none"> • the key archaeological and written sources for the period, including the writings of Thucydides, <i>Plutarch's Lives</i>, <i>The Old Oligarch</i> (Pseudo-Xenophon), Xenophon, Aristotle, Athenian tribute lists, inscriptions, plays • the nature of Thucydides' text and techniques, including his research methods, his use of speeches, and the extent to which he can be regarded as a 'scientific historian' • issues arising from Thucydides' editing and possible revisions of Book II and V, and the incomplete nature of the work <p>The historical period</p> <p>Causes of the Peloponnesian War</p> <ul style="list-style-type: none"> • the causes of the Peloponnesian War, including: <ul style="list-style-type: none"> ▪ the incident at Epidamnus, war between Corcyra and Corinth, the Battle of Sybota ▪ Megarian decree ▪ the Potidaean revolt ▪ Thucydides' theory of <i>aitiai</i> and <i>prophasis</i> <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations
3–6	<p>Archidamian War</p> <ul style="list-style-type: none"> • the Archidamian War, with particular reference to key events, including: <ul style="list-style-type: none"> ▪ the Plataean incident ▪ the Plague, the death of Pericles and change of Athenian leadership ▪ the Mytilenean revolt ▪ Pylos and Sphacteria ▪ Brasidas' Thracian campaign and Amphipolis

Week	Syllabus content
	<ul style="list-style-type: none"> ▪ key individuals, including Archidamus, Pericles, Cleon, Nicias, and Brasidas
	<p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 7: Short answer (Week 3) Task 8: Part A: Historical inquiry (begin) (Week 3)</p>
7–8	<p>Peace of Nicias</p> <ul style="list-style-type: none"> • the Peace of Nicias, including: <ul style="list-style-type: none"> ▪ the terms ▪ shifting alliances (421–418 BC) ▪ key individuals, including Nicias, Alcibiades, and Hyperbolus <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 8: Part A: submit (Week 7) Task 8: Part B: Historical inquiry validation essay (Week 7)</p>
9–10	<p>The two Sicilian Expeditions</p> <ul style="list-style-type: none"> • the two Sicilian Expeditions as a turning point in the war, with particular reference to key events, including: <ul style="list-style-type: none"> ▪ the Mutilation of the <i>Hermae</i> ▪ battles between the Athenians and the Syracusans, and the Spartan response ▪ key individuals, including Nicias, Alcibiades, and Gylippus, and the role of the <i>demos</i> <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations
11–14	<p>Oligarchic Coup</p> <ul style="list-style-type: none"> • the Oligarchic Coup, including: <ul style="list-style-type: none"> ▪ the role of the fleet at Samos ▪ the role of key individuals, including Alcibiades, Pisander, Thrasybulus, Theramenes, and Tissaphernes <p>Decelean/Ionian War</p> <ul style="list-style-type: none"> • the key events of the Decelean/Ionian War, including: <ul style="list-style-type: none"> ▪ the occupation of Decelea ▪ the revolt of Ionian allies ▪ alliances between Sparta and Persia ▪ Battle of Arginusae ▪ reasons for the defeat of Athens in 404 BC ▪ key individuals, including Alcibiades, Lysander, Cyrus, Tissaphernes, and Pharnabazus • the contribution of the sources to an understanding of the motivation of key individuals, including Pericles, Cleon, Brasidas, Nicias, and Alcibiades • the significance of the sources for understanding the nature of Athenian democracy and Athenian imperialism, the nature of Athens' relations with her allies, and attitudes towards the Athenian Empire <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts

Week	Syllabus content
	<ul style="list-style-type: none">• analysis and use of sources• perspectives and interpretations• explanation and communication <p>Task 9 Essay (Week 11) Task 10: Source analysis (Week 14)</p>
15	Task 11: Semester 2 Examination

Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- critically evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently