

History - Above satisfactory - Year 7

Portfolio summary

This portfolio of student work shows that the student can suggest reasons for change and continuity over time (WS5, WS6). The student explains the effects of change on societies, individuals and groups (WS5, WS6). The student describes in detail events and developments from the perspective of different people who lived at the time (WS1, WS4). The student explains the role of groups and the significance of particular individuals in society (WS1, WS4, WS5). The student identifies past events and developments that have been interpreted in different ways (WS2, WS3, WS6).

The student sequences events and developments within a chronological framework, using dating conventions to represent and measure time (WS1, WS2, WS5). When researching, the student develops a range of questions to frame a historical inquiry (WS1, WS5). The student identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS5). The student analyses sources to explain points of view (WS2, WS3). When interpreting sources, the student identifies their origin and purpose (WS2, WS3). The student develops detailed and well-structured texts, particularly descriptions and explanations (WS1, WS2, WS3, WS4, WS5, WS6). In developing these texts and organising and presenting the findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges sources of information (WS1, WS2, WS3, WS4, WS5, WS6).

Research report: Qin Shi Huangdi

Sample summary

Students investigated the life, achievements and influence of Emperor Qin Shi Huangdi as part of their study of life in ancient China. Supported by the class teacher and the teacher-librarian, students identified and located sources of historical information, created a timeline of Qin Shi Huangdi's life and created a written account of his contribution to ancient China. The task was completed over three 50-minute lessons.

Achievement standard

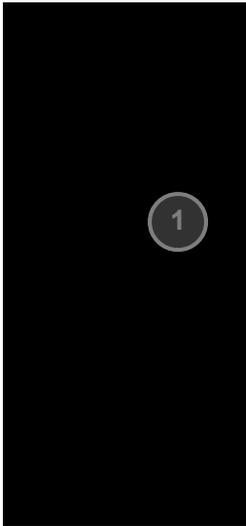
Subject - History

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Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources,

and acknowledge their sources of information.

Report



Who was Shi Huangdi?

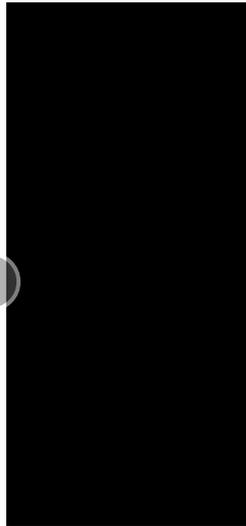
Shi Huangdi was the first emperor of China born in Handan, China in 259BC. He was given the name Ying Zheng but after unifying China, changed it to Qin Shi Huangdi which means 'the first emperor'. He was a ruthless leader making harsh laws for people to follow. However, during his reign he made many changes and built an empire which has had a big influence on modern day China. Shi Huangdi died in 210BC at the age of 49.



Major achievements of Shi Huangdi:
Shi Huangdi unified his country and set about joining the great wall of china. To improve the transport system he had many roads, waterways and bridges built. He built a well known terracotta army to protect him in his elaborate tomb which was built over 36 years. He reformed the legal system and introduced common standards for weights, money, measurements and writing.

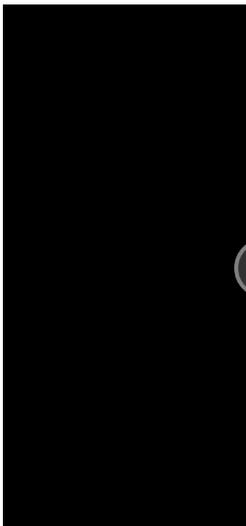


His name in Chinese characters.



Annotations

- 1 **Annotation 1**
Recognises differing perspectives on the significance of Qin Shi Huangdi
- 2 **Annotation 2**
Acknowledges information sources
- 3 **Annotation 3**
Outlines the contribution of Qin Shi Huangdi to ancient China



The Qin Dynasty

The Qin or Qin Dynasty lasted 15 years from 221BC through till 207BC. Many reforms happened in this important time which allowed China to develop. The dynasty began after China was unified and Shi Huangdi became emperor. The Qin Dynasty saw changes to both government, economy and culture. Unfortunately the dynasty only survived 3 years after Shi Huangdi died.

Shi Huangdi's family

King Zhang Xiang and his wife Zhao Ji are said to be his parents, though his Maot father was said to be Lu Bwai who was the prime minister. Shi Huangdi became King when he was just 13 years old and Lu Bwai and Shi Huangdi's mother were his advisers. They acted against him and when found out were banished including forcing his father to kill himself. Shi Huangdi had many concubines and 4 children. Fusu was the first son in line for the throne but his brother Hu Hai tricked Fusu into taking his own life and Hu Hai became the second emperor. He was forced to cut his own throat, after murdering over 200 of his siblings only 3 years after becoming emperor. This ended the Qin dynasty.

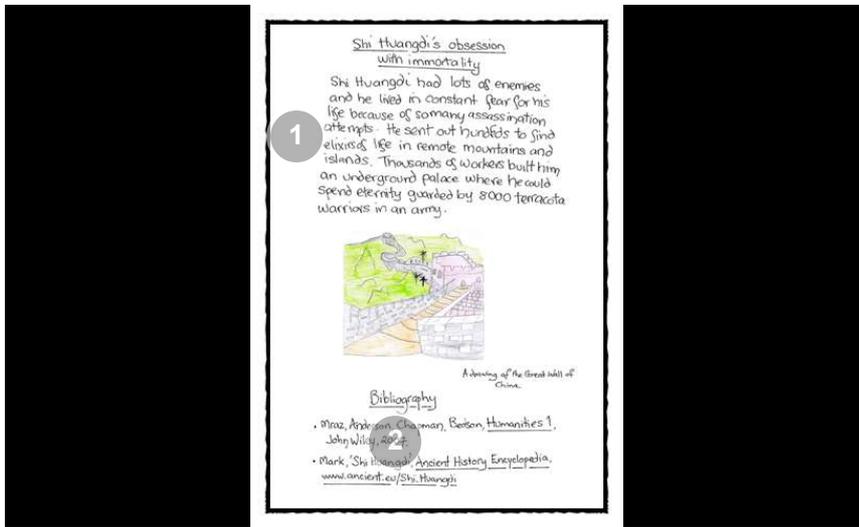


Event	Year (BC)
Shi Huangdi becomes emperor	221
Shi Huangdi dies	210
Qin Dynasty ends	207



Annotations

- 1 **Annotation 1**
Sequences events in chronological order
- 2 **Annotation 2**
Identifies key people in the life of Qin Shi Huangdi
- 3 **Annotation 3**
Creates a timeline to summarise the life of Qin Shi Huangdi



Annotations

- Annotation 1**
Explains the motives behind the actions of a person from the past
- Annotation 2**
Acknowledges information sources

Source analysis: Ötzi, the iceman

Sample summary

Students were presented with a selection of unseen primary and secondary sources associated with the discovery of the body of Ötzi, the iceman, in 1991. They were asked to answer a series of questions about each of these sources and then propose an explanation for Ötzi's death over 4000 years ago. The task was completed in class in one 50-minute lesson.

Achievement standard

Subject

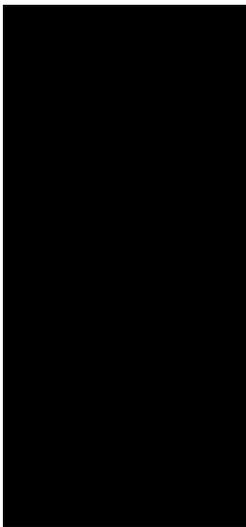
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Analysis

Annotations overview

Applies logic and reasoning to analyse evidence and support a conclusion



WHAT CAN YOU LEARN FROM ANCIENT HUMAN REMAINS?

SOURCE A: An extract from a secondary source detailing the discovery of a mummified body (Otzi) in the Alps
SOURCE B: A photo of a bison skin cap
SOURCE C: A photo of an object found with the body
SOURCE D: A computer tomography (CT) scan image of the mummified body

Questions

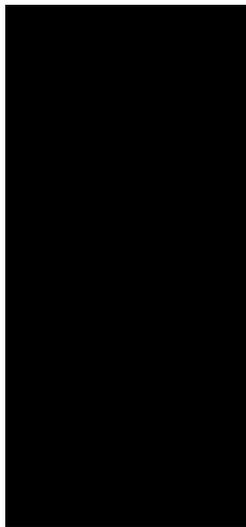
Based on the information in the sources, how well equipped was Otzi to gather food?

Otzi carried many items which were used for hunting. This makes scientists believe that he was a hunter. For example, he had a bird belt. This will allow to carry dead birds that he probably shot with his bow. This is seen in Source A.

Examine Source B. What information does this source reveal about Otzi and his environment?
That he lived in a very cold area and he probably had to rely on his cap (Source B) to avoid getting terrible diseases such as frost bite and hypothermia.

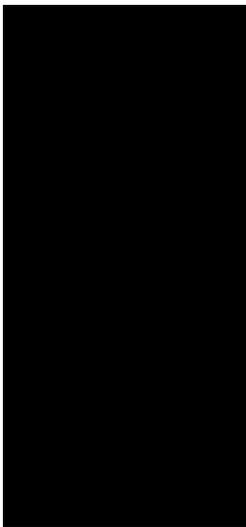
Examine Source C. Describe the possible uses of this object.
As seen in Source C there is a copper axe. This would have been used to carve wood to make arrows or make spears to throw like his bow (Source A). He could also use it for close combat fighting as a means to slay his opponent.

Using Source A, outline the arguments for and against Otzi being a hunter.
As seen in Source A he had all the necessary tools to be a hunter: a bow for long distance hunting, a knife, spears for in close. Also seen in Source A he had two birch bark containers and the chemical composition in his hair leads us to believe he was probably a gatherer and he wouldn't have much meat in his diet.



Annotations

- 1 **Annotation 1**
Draws a conclusion based on an information source
- 2 **Annotation 2**
Draws upon multiple sources to support conclusions
- 3 **Annotation 3**
Presents differing perspectives in relation to a person from the past

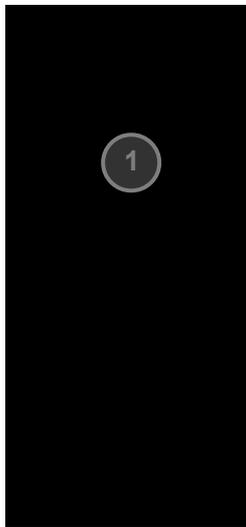


Using Source A and Source D and your own knowledge, what do the key pieces of evidence suggest about the circumstances of Otzi's death?

Scientists and archaeologists have studied Otzi to see what life was like back in June in 3300-3200BC. Otzi was discovered on the 19th of September 1991 by two hikers who took a shortcut off the track and stumbled upon a freeze-dried corpse sticking half way out of the ice. At first they thought it was an unlucky hiker who had tripped and fallen down the cliff, but it was only until an archaeologist came in they discovered the body was at least 4000 years old. Almost instantly Otzi was taken to a lab where the ice man's secrets were truly discovered.

Otzi the iceman was found with many secrets that lead scientists to believe he was murdered. On the first scan scientists noticed that Otzi had some health problems and nothing else. Eggs of the parasitic whipworm were found in his colon, he was also found with early stages of arthritis (Source A). On the second scan scientists noticed a foreign body lodged in his left shoulder. This turns out to be a flint arrowhead. The arrowhead can be seen in Source D. While looking at his head they noticed severe skull cracks meaning he was bashed and left to die from blood loss (Source A). The flint arrowhead has a mark that would have exploded on artery meaning he would have died within minutes. This helps scientists to believe he was hunted down and left to die in the mountains. It was also found with a cut on his right hand, broken ribs and a skull injury. It was also found with blood stains from other humans on his clothes. This shows us that Otzi was in hand to hand combat at least a few days before his death. The arrow was his most recent injury to this also in his left hand. He was hunted down after the previous fight and killed by his opponents in that fight.

Finally Otzi was found with food in his stomach (Source A). This proves that Otzi ate just before he died which means that he probably wasn't out hunting or was expecting to be attacked when he died and that Otzi was attacked suddenly and was running away to escape, because the arrow went into his shoulder from behind (Source D).



Annotations

- 1 **Annotation 1**
Draws detailed conclusions based on information sources
- 2 **Annotation 2**
Creates a well-structured text using reasoning and inference

Paragraph: Ancient Egypt

Sample summary

Students examined a series of images of the wall decorations of two different ancient Egyptian tombs. They used the information in the images to make inferences and draw conclusions about life in this ancient society. Students expressed their ideas in an appropriately structured paragraph. Following detailed teacher feedback on their written texts, students then redrafted the paragraph and compared their two texts to reflect on changes and developments in their learning. The task was completed in class over two 50-minute lessons.

Achievement standard

Subject - History

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Paragraph

Paragraph - First attempt
We can see that they handled the bodies with extreme care and have elaborate painting and carvings into the wood. Along with the women who it seems to be are praying and saying goodbye to the mummies there are three men who 2 of them are supporting the bodies and who look like they are going to soon be taking them into the tomb. In the Tomb of Nakhit we are given an understanding of how the wealthy few in Ancient Egypt got to see how he lived and probably how others like him carried about from day to day. We can learn about their journey to the afterlife if they believed in one. Also by studying the wall painting in the Tomb of Nakhit we can see the differences in the Egyptian classes. We see how some lived, their clothes and their job.

Paragraph - Second attempt
One thing that is significant about the ancient Egyptian society seen in both the Tomb of Nakhit and the Tomb of Nebamun and Ispah was that they had a clear culture and lifestyle. Both these ancient wall paintings reflect and represent vital parts in the lifestyle and traditions of the Egyptian society (such as their gods, hierarchy, language and art). From these wall paintings we get insight into some of the wealthy people's lives. In the Tomb of Nakhit and we see in the Tomb of Nebamun and Ispah we see the Egyptian mourning process. In the tomb of Nebamun and Ispah the wall painting shows the Egyptian mourning and the way they perform their burial process. In the wall painting we see two ladies kneeling at the feet of what appears to be an embalmer. The wall painting we see being dealt with extreme care and have elaborate paintings and carvings into the wood. Along with the women who it seems to be are praying and saying goodbyes to the mummies, there are three men, who 2 of them are supporting the bodies and who look like they are going to soon be taking them into the tomb. In the Tomb of Nakhit we are given an understanding of how the wealthy few in Ancient Egypt lived. We see how he lived and probably how others like him carried about from day to day, looking at the care and effort that people have put into the sarcophagi in the Tomb of Nebamun and Ispah, it probably means the Egyptians believed in something after the life of the living, an afterlife. Also the men in the tomb look as if they are slowly taking the bodies into the tomb to start their journey to the afterlife, if they believed in one. Also by studying the wall painting in the Tomb of Nakhit we can see the differences between the Egyptian classes. We see how some lived, their clothes and jobs. Both these wall paintings give us an understanding into the Egyptian culture and the daily life. Even if they aren't similar, these ancient wall paintings help us to gain all around the world gather knowledge and help discover more about our ancient ancestors.

Reflection
My second paragraph is better because from the first paragraph I got feedback and used it to improve and perfect my 2nd paragraph. I was given feedback and used it to account what I could do better and changed my paragraph to suit my feedback. In addition, in my second paragraph I was more familiar with how to write a paragraph.

Annotations

- 1 **Annotation 1**
Uses sources to make generalisations about past societies
- 2 **Annotation 2**
Includes detailed examples to support ideas about ancient societies
- 3 **Annotation 3**
Creates a structured text to present a historical analysis
- 4 **Annotation 4**
Acts on feedback to improve the text

Letter: Life in ancient China

Sample summary

Students were asked to adopt the perspective of a peasant in ancient China and to write a letter describing the main features of their life. This task was undertaken at the end of a unit on ancient China in which students investigated housing, work, clothing, recreation, and family and social structures. The task was completed in class in three 50-minute lessons with students given the opportunity to draft and edit their work.

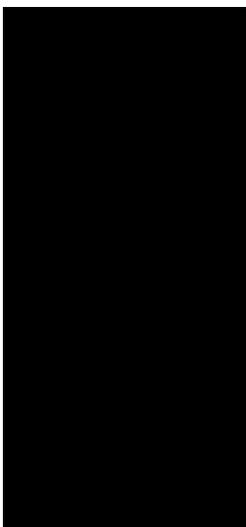
Achievement standard

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Letter



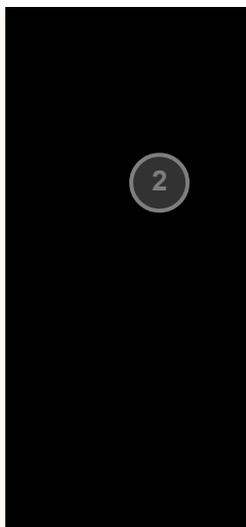
Dear Tian,

My name is Cheng. I am 13 years old and I am a peasant. I live in China in Tibet. These days, we months have been quite a ride. I have dug up so much rice and crops that my hands have so many blisters that they are puffy and red. However, I have to make the mill so happy. I have so much dirt smudged on my hands, it is not coming off. My parents are so angry with me because I used all the water supply for the wheel and crying to get it off.

My house is made out of bamboo, it only has one room and it is very tight and small. This house does get quite hot in the summer. In the winter, I move to the village because that house that we will be staying in is so much warmer. The winter house is made out of mud. I am only allowed in the village if I really need food because we live so close to other people around here it could be easier to get diseases and colds. Sometimes I get bored because I live with my brother, my father, my mother and my grandfather. My grandfather is the one in charge of our family because he is the oldest and next in charge is my father. My two sisters were sold to the nobles because they wanted girls to make clothes. In addition, to help the mother out because they did not have any girls, they only had three boys. The husband did not want to get divorced because he loved her but he was going to if they could not have male children.

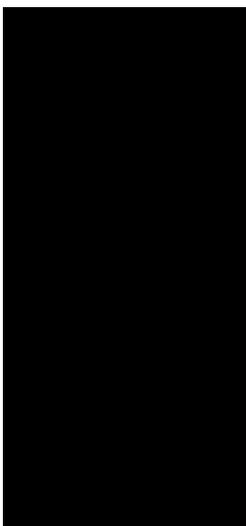
I got so tired walking up and down the hills every day, my brother doesn't do much to help, and my dad is a bit sick so I do most of it. I wish I could invent a machine that could do it for me, so I just think about it around. That is only in my dreams; but it could come true one day. The machines we actually have are not like that they are waterwheels and iron plows which we have to push up and down the fields.

In a few years I will be getting married and starting a family of my own. I do not know whom I am going to get married to but I hope she is pretty and can have boys so they can help me on the farm. My father and grandfather already know whom I am going to get married to. When I ask who she is, they just say she is pretty and she will give me boys.

Annotations

- 1 **Annotation 1**
Identifies different perspectives of people from the past
- 2 **Annotation 2**
Describes features of housing in ancient China
- 3 **Annotation 3**
Understands the perspectives and motivations of people from the past



I hope she is a person who can make good clothes for me, that keep me warm in winter because the clothes that I am wearing now are not that warm. When I am inside, I walk around with an old cloth around me. My clothes are ripped and baggy and some are too small.

My mum makes my clothes out of silk and cotton and she is good at it. She also makes clothes and gifts for the nobles. He is a nobleman and is much wealthier than we are. We have to pay him for his land and we also pay him taxes then the left over crops we get to keep. We have to give him as much rice and crops that he needs and as much as his wife can make food for his family, so my mum can use the rest for our food. We always have the same meal everyday which gets quite annoying but that is all we can afford so I guess I can't complain because there are other people in the world who don't get much food at all.

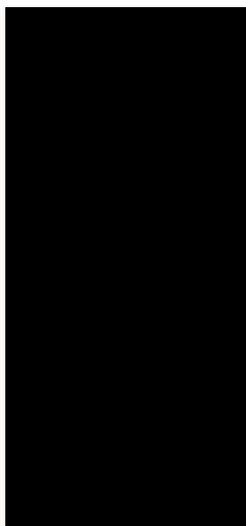
My interests are painting and drawing. I only do that when I can because my parents cannot afford it. Therefore I get stuff from my sisters when I see them without their mothers knowing.

I like helping my father pick the crops. So I know that I helped to supply the food so I can go to sleep at night saying I have done all I can to help my family out today.

Every day I pray to the god of the harvest, Hou-Chai, so we can have good harvest and the crops grow. I also pray to the god of the rain and handicrafts, Chih-Ni, so my mum can make good clothes and she can use the right machines that help her do that, which are the master supplies, and so the rain comes down every night to help our harvest grow.

Bye for now and I hope I can talk to you soon or see you one day.

From
Cheng

Annotations

- 1 **Annotation 1**
Describes differences between social classes in ancient China
- 2 **Annotation 2**
Creates a detailed text describing the experiences of peasants in ancient China
- 3 **Annotation 3**
Uses specific examples to demonstrate the belief

Research report: An Asian wonder

Sample summary

Students were asked to write a research report based on their investigation of a wonder of the Asian world as part of their study of the ancient past. They were required to develop appropriate inquiry questions and to support the findings in their report with specific detail, relevant images and source material. Students were supported in locating and collating their information by the teacher-librarian and class teacher, and were provided with time in class to plan, draft and edit their texts. The task was completed over three 50-minute lessons.

Achievement standard

Subject

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Report

Annotations overview

Describes the contributions of the peoples of Asia to world

Banuae Rice Terraces



For 2000 years now the Banuae rice Terraces has kept an interest of food from a land carved by its ancestors on a mountainside. The rice terraces were originally built as a means for local farmers to earn a living and support their families. The huge and amazing rice terrace covers about 4000 square miles and lies 5000 ft above sea level. This is the Filipino people's pride, which we for decades considered it as the 8th man made wonder of the world. For 2000 years the rice terraces reach half way around the world. The Banuae Rice Terraces are also known as an ultimate engineering achievement.

The ancestors of the Philippines people made these amazing rice terraces, they were made on a steep mountain side. It is commonly thought that the rice terraces were built with minimal equipment and largely by hand. The Banuae Rice Terraces are located in the northern part of the Philippine Cordillera mountain range on the Northern island of Luzon.

1

2

Annotations

- 1 **Annotation 1**
Places the site into a historical context
- 2 **Annotation 2**
Explains reasons for continuity in relation to the site
- 3 **Annotation 3**
Describes why the site is viewed as significant
- 4 **Annotation 4**
Describes the role of groups in the development of the site

Physical features

The Banuae rice terraces are mainly green. It covers around 4000 square miles and lies 5000ft above sea level. The Banuae rice terraces are also in many layers.



The rice terraces has helped to create a landscape of great beauty that represents the harmony between mankind and the environment. Also in the Banuae rice terraces are many hiking trails. This is one of the major attractions. It was not until 1995 that the Banuae rice terraces were declared a world heritage site by UNESCO.

Amount of workers

This Banuae rice terraces has been passed down from generation to generation for many centuries now. As well as the actual rice, terraces' being made by hand the planting is also done by hand.

Increasing numbers of young people are migrating toward urban areas in search of a far different future. With only a few left to work the fields according to the old ways, the future of the terraces is uncertain. Some 25 to 30 per cent of the terraces are abandoned and beginning to erode. Along with irrigation systems. Due to these concerns, the site was placed on the list of World Heritage in danger in 2003, and it is still here today.

Bibliography

- <http://famouswonders.com/banuae-rice-terraces-in-philippines/>
- www.nationalgeographic.com/travel/world-heritage/philippines-rice-terraces
- <http://whc.unesco.org/en/list/722>

2

4

Annotations

- 1 **Annotation 1**
Describes the natural and man-made features of the site
- 2 **Annotation 2**
Makes connections between the past and present
- 3 **Annotation 3**
Identifies a range of issues associated with heritage and conservation
- 4 **Annotation 4**
Acknowledges sources of information

Reflection: The legacy of Rome

Sample summary

Students were asked to reflect on the legacy of ancient Rome for modern society, and write a response as part of an end-of-unit task. They were asked to make connections between the ancient and modern worlds,

incorporate images in their texts, and to consider the validity of the notion that 'The Romans used and adapted their environment in ways that made life easier and were ahead of their time'. The task was completed in class in one 60-minute lesson.

Achievement standard

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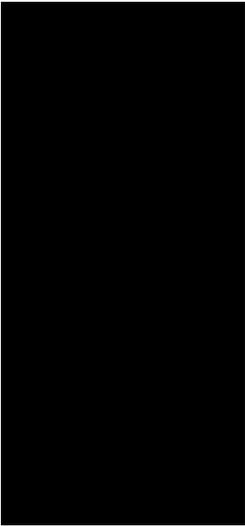
Reflection


Roman Legacies

The Latin language was a legacy of Rome
 A legacy that Ancient Rome left us was Government.
 Government in Ancient Rome was the centre or heart of how things were run. Their Government played the role of deciding how the communities and cities laws, taxes and defences were operated. Without the Roman Government Rome would never have been as successful. This legacy is important to us because without it there would be no one to make rules and run the country, we would be in Anarchy. I strongly think that people in the future would take Roman government as a legacy because of the way that we had kept nearly the exact same system. This tells us that people change through time but not by a lot.
 Another legacy given to us by the Romans is law and order. This was made by the Roman Government around the time that Rome started. It played the role of punishing the guilty and releasing the innocent. This legacy is important to us because it still runs now a days because it does the same thing as the roman law and order system but more humanly. This legacy is important to us so we may be able to tell the guilty from the innocent and give punishment accordingly. We benefit from it because we have the people who would hurt us out of the community somewhere where they are away from us and we are away from them. I would think


Annotations

- 1 **Annotation 1**
 Uses an appropriate image to support the text
- 2 **Annotation 2**
 Describes the importance of institutions and processes to people in the past
- 3 **Annotation 3**
 Explains connections between the past and present
- 4 **Annotation 4**
 Uses historical terms and concepts



of this as one of the most important legacies that the Roman Government gave us. And it would most definitely be a legacy to people in the future. Examples of this would be asylums, prisons and detention centres.

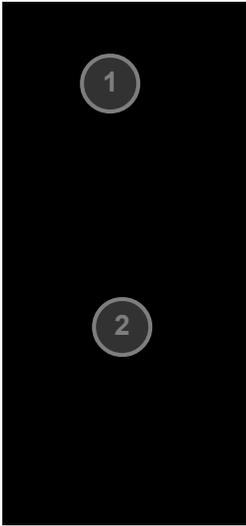


A map of the Roman Empire

"Romans adapted to their environment to make life easier." This is a statement that should explain itself. Romans adapted their environment to suit them. The evidence is in cities that they built.

The City of Rome was larger than it should have been because of the mountains terrains around it and its stands from the sea. So why was it so large? Because Rome adapted. They dried marshes for water, they also used mountains to carry water in cities (aqueducts). They even used mountains for stone and concrete. This tells us that Rome was smart and inventive. They are role models to us.

Rome leaves us the biggest and by far the most helpful legacies.



Annotations

- 1 Annotation 1**
Draws parallels between the past and present using examples
- 2 Annotation 2**
Uses an appropriate image to support the text
- 3 Annotation 3**
Uses sophisticated text structures to communicate ideas