

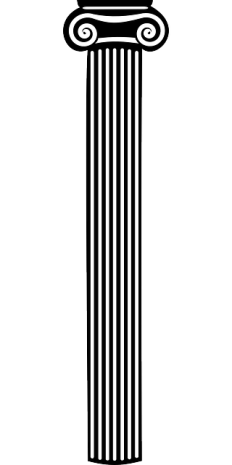
Year 11 History Assyrian Sources Assignment

The aim of this assignment is to show your ability to use, interpret and value sources. Thus the aim of the questions are not only to guide your thinking about the aspects of the topic at hand but to allow you to explain why you come to the conclusions you do given the sources you used. The questions and sources provided are only a scaffold and you are encouraged to use further research also. You have 800 words.

Question: From all sources, evaluate the proposition that the Assyrians attitude toward human rights and the value of human life was not significantly different from that of any other civilisation of their era and area?

Why think about this issue? In our society and culture we are very disconnected from what life was like in Bible times. It was generally a brutal and hard life, even in Israel, where the attitude to human life was substantially tempered by God’s law. A key question for us as Bible students might be, how intense was the pressure Hezekiah was under at the time of the Assyrian invasion to give in rather than trusting in God?

***Key ideas about sources that you must show your ability to do or understanding about:***

1. Research historical and/or archaeological materials and select information on the basis of relevance
2. Evaluate the authenticity, origin, reliability, usefulness, limitations, and contestable nature of sources*. (Students explore how historical and/or archaeological evidence from the ancient world has been variously lost, destroyed, and rediscovered. They consider issues in establishing authenticity, including the identification and origin of artefacts, human remains, and documents, as well as investigating methods of authentication, such as scientific and comparative dating techniques.)*
3. Analyse and synthesise evidence from different types of sources to develop an informed argument
4. Analyse texts to place events in their historical and/or literary context and appreciate that the past can be explained through a variety of narratives and perspectives. *(Students consider the reliability and bias of ancient writers and recorders, and of later historians and archaeologists.)*
5. Evaluate differing perspectives on the past to understand the contestable nature of historical and/or archaeological knowledge and to draw reasoned conclusions

***Performance Standards:***

KU1 Knowledge and understanding of texts, artefacts, ideas, events, and/or people.

KU3 Knowledge and understanding of the nature of historical and/or archaeological evidence.

RA1 Research into and analysis of primary and secondary sources and perspectives.

A3 Evaluation of the nature of sources and evidence.

***Formative Source Questions:***

1 What are three things you can tell from Source 1 about how the Assyrians treated prisoners of war? (**A**)

2 What conclusions can you come to about the Israeli’s attitude toward prisoners of war from Source 3? (**A**)

3 How far do Sources 1 and 2 support each other? (**A, C**)

4 How far do Source 1 and 5 support each other? (**A, C**)

5 How helpful is Source 4 in evaluating the bias of ancient sources? (**A, B, C, D**)

6 How useful are Source 6 and Source 1 to a historian determining the comparative brutality of ancient near eastern civilisations in warfare? (**A, B, C, D**)

7 From all sources, evaluate the proposition that the Assyrians attitude toward human rights and the value of human life was not significantly different from that of any other civilisation of their era and area? (**A, B, C, D, E**)