

ROBERT DARLINGTON | JOHN HOSPODARYK

JACARANDA
HISTORY ALIVE 7
AUSTRALIAN CURRICULUM | SECOND EDITION



learn on
www.jacplus.com.au

jacaranda
A Wiley Brand

JACARANDA
HISTORY ALIVE 7
AUSTRALIAN CURRICULUM | SECOND EDITION

JACARANDA
HISTORY ALIVE 7
AUSTRALIAN CURRICULUM | SECOND EDITION

ROBERT DARLINGTON
JOHN HOSPODARYK

Second edition published 2018 by
John Wiley & Sons Australia, Ltd
42 McDougall Street, Milton, Qld 4064

First edition published 2012

Typeset in 11/14 pt Times LT Std

© John Wiley & Sons Australia, Ltd 2012, 2018

The moral rights of the authors have been asserted.

ISBN 978-0-7303-4651-7 (paperback)

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL).

Reproduction and communication for other purposes

Except as permitted under the Act (such as a fair dealing for the purposes of study, research, criticism or review), no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

Trademarks

Jacaranda, the JacPLUS logo, the learnON, assessON and studyON logos, Wiley and the Wiley logo, and any related trade dress are trademarks or registered trademarks of John Wiley & Sons Inc. and/or its affiliates in the United States, Australia and in other countries, and may not be used without written permission. All other trademarks are the property of their respective owners.

Front cover image: © Hulton Archive/Handout/Getty Images

Cartography by MAPgraphics Pty Ltd, Brisbane and Spatial Vision

Illustrated by various artists, diacriTech and Wiley Composition Services

Typeset in India by diacriTech

Printed in Singapore by
C.O.S. Printers Pte Ltd

10 9 8 7 6 5 4 3 2

This textbook contains images of Indigenous people who are, or may be, deceased. The publisher appreciates that this inclusion may distress some Indigenous communities. These images have been included so that the young multicultural audience for this book can better appreciate specific aspects of Indigenous history and experience.

It is recommended that teachers should first preview resources on Indigenous topics in relation to their suitability for the class level or situation. It is also suggested that Indigenous parents or community members be invited to help assess the resources to be shown to Indigenous children. At all times the guidelines laid down by the relevant educational authorities should be followed.



A catalogue record for this
book is available from the
National Library of Australia

CONTENTS

How to use the <i>Jacaranda History Alive</i> resource suite	ix
Acknowledgements	xi

DEPTH STUDY 1: INVESTIGATING THE ANCIENT PAST

1 Historians, archaeologists and the ancient past 1

1.1 Overview	1
1.2 Why study history?	2
1.3 Ages and time	5
1.4 Detective work	8
1.5 Evidence from archaeology	10
1.6 How old is it?	14
1.7 Sources for ancient Australia	16
1.8 Conserving the past	18
1.9 Conserving the heritage of ancient Australia	20
1.10 Virtual site studies	23
1.11 In their shoes	25
1.12 Research project: Virtual site study – Stonehenge	26
1.13 Review	27

2 Investigating an ancient mystery: the Olmec 30

2.1 Overview	30
2.2 How do we know about the Olmec?	32
2.3 Who were the Olmec?	34
2.4 The buried treasure of La Venta	36
2.5 The land of the were-jaguar	38
2.6 Human sacrifice?	40
2.7 Writing, numbers and calendars	42
2.8 Mysterious neighbours: the Chavin of Peru	44
2.9 The Olmec heritage	46
2.10 Review	48

OVERVIEW 1: THE ANCIENT WORLD

The Overview content has been split into two topics (topic 3 and 4) to provide a more logical and coherent coverage.

3 The ancient past before farming 50

3.1 Overview	50
3.2 How do we know about the Old Stone Age world?	52
3.3 Out of Africa	53
3.4 A changing Paleolithic world	57
3.5 An amazing journey	59
3.6 The wider picture: New Guinea and the Torres Strait Islands	63

3.7	Changing climate and changing technology	65
3.8	The ancient Australian economy	68
3.9	Society and culture.....	70
3.10	Review	74

4 The ancient past since farming 78

4.1	Overview.....	78
4.2	How do we know about the ancient past since farming?	80
4.3	The Mesolithic Age	82
4.4	The New Stone Age.....	84
4.5	Cities, laws, government	87
4.6	Society and culture.....	89
4.7	Civilisations and empires in North Africa, Western Asia and Europe	91
4.8	Discoveries and mysteries: Agamemnon and Troy	93
4.9	Civilisations in East and South Asia	96
4.10	Discoveries and mysteries: ancient America and the Nazca Lines	98
4.11	The ancient birth of modern religions and philosophies	102
4.12	SkillBuilder: Creating a timeline.....	106
4.13	Review	108

DEPTH STUDY 2: THE MEDITERRANEAN WORLD

5 Ancient Egypt 110

5.1	Overview.....	110
5.2	How do we know about ancient Egypt?.....	112
5.3	The gift of the Nile	114
5.4	The people of Egypt	116
5.5	Pharaoh rules!.....	121
5.6	Gods and the afterlife	123
5.7	Mummies unwrapped.....	125
5.8	Write like an Egyptian	127
5.9	SkillBuilder: Using ancient Egyptian primary sources	130
5.10	Pyramid builders.....	132
5.11	Tutankhamen revealed.....	134
5.12	Expansion and fall	136
5.13	Rameses II — Egypt’s greatest pharaoh?	138
5.14	Egypt’s heritage.....	141
5.15	Research project: The ancient Egypt exhibit.....	143
5.16	Review	144

6 Ancient Greece 147

6.1	Overview.....	147
6.2	How do we know about ancient Greece?	149
6.3	The Minoans and Mycenaeans.....	151
6.4	The rise of the Greek city-states	154
6.5	Government in Athens and Sparta	156
6.6	The Spartans	159

6.7	Athens — wonder of the ancient world	161
6.8	SkillBuilder: Using ancient Greek sources	165
6.9	Myths, gods and oracles	167
6.10	The Olympic Games	169
6.11	Greeks, Persians and Alexander the Great	171
6.12	The heritage of ancient Greece	176
6.13	Research project: Debate in the ecclesia	178
6.14	Review	179

7 Ancient Rome 182

7.1	Overview	182
7.2	How do we know about ancient Rome?	184
7.3	The rise of the Romans	186
7.4	The spreading empire	189
7.5	The Roman army	191
7.6	Citizens and rulers	193
7.7	Slavery and the gladiators' revolt	198
7.8	SkillBuilder: Using ancient Roman primary sources	200
7.9	Living in the Roman Empire	202
7.10	Religion and the Romans	205
7.11	Decline and fall	208
7.12	Heritage of Rome	210
7.13	Research project: Time travel to ancient Rome	212
7.14	Review	213

DEPTH STUDY 3: THE ASIAN WORLD

8 Ancient China 216

8.1	Overview	216
8.2	How do we know about ancient China?	218
8.3	China's civilisation begins	219
8.4	The people of ancient China	221
8.5	Ancient China and the natural environment	223
8.6	Confucianism, Daoism and Buddhism	225
8.7	The First Emperor	227
8.8	SkillBuilder: Recognising different perspectives	231
8.9	The rise and fall of the Han	232
8.10	The heritage of China	236
8.11	Research project: A virtual tour of ancient China	240
8.12	Review	241

9 Ancient India 244

9.1	Overview	244
9.2	How do we know about ancient India?	246
9.3	The geography of India	248
9.4	Lost cities of the Indus Valley	249
9.5	Living in the lost cities	252

9.6	Who ruled the Indus Valley?	255
9.7	The end of a civilisation	257
9.8	SkillBuilder: Recognising different perspectives	260
9.9	Vedic Civilisation, the Mauryan Empire and the Guptas	262
9.10	The Mauryan Empire: India's first unified state.....	265
9.11	Ashoka the Great.....	268
9.12	The heritage of ancient India	270
9.13	Research project: Unlocking the secrets of the Indus Valley	275
9.14	Review	277
	Glossary.....	280
	Index.....	286

HOW TO USE the *Jacaranda History Alive* resource suite

The *Jacaranda History Alive* series is now available on the learnON platform for an optimal learning experience. The features described here show how you can use *Jacaranda History Alive* most effectively.

Links with our times draw connections between today and the period under study.

An illustrated timeline shows the chronology and key events of the period under study.

An interactive version of the timeline is available on learnON.

How do we know about...? subtopics explore the evidence available for studying this period of history.

DEPTH STUDY 2: THE MEDITERRANEAN WORLD

TOPIC 5 Ancient Egypt

5.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They help you to learn the content and concepts covered in this topic.

5.1.1 Links with our times

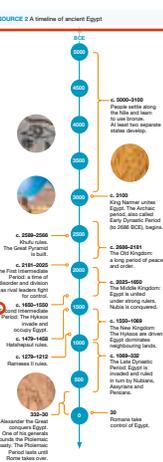
Modern Egypt is one of the world's developing countries. Unlike many other Middle Eastern countries, Egypt lacks oil and other natural resources, and many of its people are poor. Yet every year huge numbers of visitors come to marvel at traces of Egypt's glorious ancient past. They look in awe at the pyramids at Giza and at the royal tombs in the Valley of the Kings. They puzzle over such questions as how the pyramids were built and why the ancient Egyptians had such a fascination with death. Travelling exhibitions of Egyptian artefacts from the world's greatest museums draw massive crowds wherever they go. Museums, archaeologists continue the slow but rewarding work of digging up and analysing more tombs, mummies (preserved bodies) and other clues about the ancient history of this land.

SOURCE 1 An unusual view of the Sphinx and Pyramid of Khafre in Giza, Egypt



110 *Jacaranda History Alive 7 Australian Curriculum Second Edition*

SOURCE 2 A timeline of ancient Egypt



SOURCE 3 This gigantic statue of the pharaoh Ramesses II is one of several different tall statues the Great Temple of Abu Simbel, Egypt. It is almost twenty metres tall!



Big questions

As you work through this topic, look for information that will help you to answer these questions:

- How did ancient Egypt's natural environment influence its civilisation?
- How was ancient Egypt's organised and ruled?
- What was the influence in ancient Egypt of religious ideas and beliefs about an afterlife?
- What can ancient sources tell us about life in ancient Egypt?
- What are the legacies of ancient Egypt?

Starter questions

- For how long was Egypt a great ancient civilisation (see **Source 2**)?
- How do you think the pyramids could have been built?
- What do you know about hieroglyphics (the ancient Egyptian writing system in which pictures and symbols represent words and sounds)?
- Have you read, heard or seen any stories about Egyptian mummies?

111 *Jacaranda History Alive 7 Australian Curriculum Second Edition*

Each topic's opening spread orientates students to provide a clear starting point for the topic.

Big questions are based on the Australian Curriculum inquiry questions.

Starter questions prompt students to think about what they already know about the content of the topic.

5.2 How do we know about ancient Egypt?

5.2.1 Evidence of ancient Egypt

As you study the pictures in this topic, you will notice many clues about life in ancient Egypt. This is because the ancient Egyptians left a huge amount of primary source evidence behind them. As in Mesopotamia, most Egyptian houses were made of mud bricks so they left few traces, but their pyramids, temples and tombs were made of stone. The pyramids and tombs of Egyptian kings and nobles contained treasures and brilliant artworks, including statues of gods, models and wall paintings. Many of these are very well preserved. There are also colossal stone statues of pharaohs and insignificant painted wall panels.

SOURCE 1 The great statue that was found covering the face of the mummy of the New Kingdom pharaoh Tutankhamun.



SOURCE 2 A painted limestone panel showing the great New Kingdom pharaoh Ramesses II writing source (pictures of his horses) in a chariot. Who has the wife, daughter and cat.



SOURCE 3 A wall painting from the tomb of Nebamun in Thebes (c. 1400 BCE), showing him hunting birds in the marshes with a falconing club. Who has the wife, daughter and cat.



Unlocking the mystery of hieroglyphs

Egyptian oral writing from about 3100 BCE, but from the fourth century to the sixteenth century CE, as we know how to read ancient Egypt. Thanks to the discovery in 1799 of the Rosetta Stone and the dedicated work of two nineteenth-century scientists, the code was broken and scholars can now read the many primary source records of ancient Egypt. You will read more about this in subject 5.3.

Ancient secondary sources

Some ancient written sources on Egypt are really secondary sources. This is because they were written a very long time after the events they describe. Among them are the writings of the Greek historian Herodotus (484–425 BCE), who travelled to Egypt to gather information. They also include the surviving pages of a history of Egypt written by an Egyptian priest called Manetho about 300 BCE.

112 *Jacaranda History Alive 7 Australian Curriculum Second Edition*

SOURCE 4 An example of ancient Egyptian hieroglyphs



SOURCE 5 A statue of Greek historian Herodotus



5.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Check your understanding

- What types of sources survived from ancient Egypt?
- Why do these sources survive (what clues tell you that)?
- Why don't historians consider ancient written sources by, for example, Herodotus and Manetho to be primary sources for ancient Egypt?

Apply your understanding

- Look closely at **Source 1** and explain what it can tell us about:
 - the wealth and power of the rulers of ancient Egypt
 - the skills of ancient Egyptian artists and craftspeople
 - preparations that were made for death in ancient Egypt.
- Study **Source 2**.
 - Describe the main features of the painted panel.
 - How can you tell that the man on the left was a pharaoh?
 - Why do you think the pharaoh is depicted as being much bigger than his captured enemies?
 - Look very closely at **Source 3**.
 - Describe the details of the painting.
 - What are the people doing and?
 - What is Nebamun using to hunt for?
 - How does the response differ from an Indigenous Australian boomerang?
 - What might we learn from this painting about a favourite Egyptian pastime?
- Write a summary of all you have discovered about ancient Egypt from these sources.
- Because Herodotus was an ancient Greek who visited and wrote about ancient Egypt and Manetho was an ancient Egyptian priest who wrote a history of Egypt, we can use their surviving writings as evidence for ancient Egypt. Do you think historians consider their writings to be primary sources for the times they describe?

learnON RESOURCES — ONLINE ONLY

Complete this digital doc: **Worksheet 5.1** Primary or secondary?

Explore more with this **weblink**: **Hieroglyphs**

113 *Jacaranda History Alive 7 Australian Curriculum Second Edition*

Sources are clearly identified in the activities.

Activity headings are based on the historical concepts and skills identified in the Australian Curriculum.

Check your understanding questions challenge the students' knowledge of the topic.

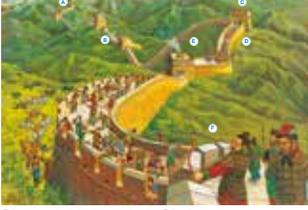
Apply your understanding questions asks students to closely examine the sources in line with the inquiry approach of the Australian Curriculum.

History Alive features stunning detailed artwork that is clearly labelled for easy use in class.

8.7.2 Building the Great Wall

From as early as the seventh century BCE, the Chinese states had built walls to protect themselves from invasion by the northern nomadic Xiongnu tribes. During the Warring States period, states had also built walls between themselves and neighbouring states. To unify China, Qin Shihuang ordered the construction of the walls between former states. To prevent invasion he ordered his people to link the walls that defended China from the Xiongnu. About half of the present length of the Great Wall was first linked into one continuous barrier under the Qin.

SOURCE 2 The Great Wall of China is the world's biggest single construction project. It is more than 5000 kilometres long and has 20000 watchtowers and 10000 beacon towers. The present wall is much longer and stronger than that completed under the Qin. It took many more centuries to complete, and over time its construction may have cost a million lives.



8.7.3 The fall of the Qin

Qin Shihuang wanted to live forever. He sent hundreds of men and women to cut the veins in search of the secret of everlasting life, but none ever returned. He surrounded himself with fortune-tellers and others who promised to find him immortality. Despite these efforts he died at the age of 49 in 210 BCE, while on a journey. His chief minister, Li Si, pronounced his will, and others proceeded for a while that the emperor

114 *Jacaranda History Alive 7 Australian Curriculum Second Edition*

9. Look carefully at **Source 4** and use clues from **Source 5** to explain how the ancient Greeks built the temples supporting columns.

10. Study **Source 5**.

11. In two columns make a list of similarities and differences between the activities taking place in the Agora and what you would see in a modern market.

12. Why are there no women in this scene?

13. Imagine that you are a newly married woman. Write a song, poem or letter to your parents, describing what your new life will be like.

14. Working in a group, using PowerPoint or a word processing program, design either a presentation or a series of posters to show various aspects of Ancient life today. Use a mixture of free images. For each image, come up with a heading, such as 'The situation is terrible to observe', then the class has viewed your presentation or posters, make a list of similarities or differences between life today and life in ancient Athens.

15. Working in small groups, use your library and the internet to find out what arguments have been put forward against the Parthenon Marbles to Greece. After studying these arguments, give a short presentation to the class stating your opinion on this issue.

learnON RESOURCES - ONLINE ONLY
Explore more with this website: British Museum 1

6.8 SkillBuilder: Using ancient Greek sources

6.8.1 What are our main ancient Greek primary sources?

Ancient Greek primary sources include pottery, inscriptions, fortifications, weapons, tools, coins, statues and written records. They also include artworks such as statues and other sculptures in stone and bronze and paintings that decorated vases and other types of pottery.

The importance of analysing ancient Greek sources

Almost all our knowledge of ancient Greece comes from primary sources. Works of art tell us much about ancient Greek culture, especially its myths and religious ideas. Buildings and sculptures tell us about technology, skills and values. Written records tell us about Greek ideas about politics, science and a vast range of other subjects.

6.8.2 How to analyse ancient Greek sources

When you study a primary source you need to think carefully about the clues it provides. You need to ask questions such as:

1. Who wrote or created it?
2. Why was it written or created?
3. What does it say or show?
4. What does it tell us about the ancient Greeks?
5. What conclusions can we draw from it about ancient Greek society?

Ancient writers and many later historians have recorded Sparta in such a way that would lead to fighting rather than surrender or run from battle. Sources 1 and 2 are relevant to this issue. The five questions have been applied to Sources 1 and 2.



TOPIC 6 Ancient Greece 165

The **Review** subtopic at the end of each topic provide students with a range of different opportunities to consolidate what they have learned in each topic.

Most topics include a **SkillBuilder** that teaches students a key historical skill. The skill is defined, its importance is clearly explained and a step-by-step approach is presented.

6.14 Review

6.14.1 Review

In this topic, you have learned about the ancient Greeks, their city-states and the things they had in common, including their myths, religion and culture. You have also learned about ideas of the ancient Greeks that still influence our lives today.

KEY TERMS

acropolis: stronghold on high ground in an ancient Greek city-state
 agora: large open space in the centre of a Greek city that served as a public meeting area and marketplace
 amphora: large clay vase used to store and carry liquids such as water, wine and olive oil
 astronomy: study of the stars and planets
 citadel: fortress
 democracy: a political system according to which citizens choose the way in which they are governed
 Dorian: tribes from the north of Greece who moved into the south during the Dark Age
 ostracism: internal exile of an ancient Greek citizen
 hoplite: Greek foot soldier
 immortal: gods who lived forever
 Iron Age: period in which people learned to use iron to make tools and weapons
 metropolis: the main town in Athens but not born there, could not vote or own property but served in the army and paid taxes
 metropolis: part of the pattern of alternating months under the pediment (the triangular part covering the front) of a Greek building
 mythology: a body of myths
 oligarchies: governing councils of rich aristocrats
 Olympian: a deity of the Olympic Games
 omens: signs that predict good or evil
 Periclean: the period of being banished from Athens
 pan-Hellenic: for all the Greeks
 Parthenon: Athenian temple dedicated to the goddess Athena
 Peloponnesian: the southern part of mainland Greece, joined to the north by the narrow isthmus of Corinth
 Persian: peoples of Persia who invaded Greece
 polis: the city-state
 polis (plural polises): ancient Greek city-state
 portico: porch supported by columns, usually attached to a porch to a building

6.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON site at www.jacaranda.com.au. Note: Question numbers may vary slightly.

Multiple choice quiz **Online**

Short answer quiz

1. Where did Minoan civilisation develop?
2. How did Minoan civilisation collapse?
3. What happened to Mycenaean culture around 1200 BCE?
4. What was the Greek 'Dark Age'?
5. What was the difference between Athenian democracy and the rule of oligarchies?
6. Why was Cleisthenes considered vital to the development of the Greek polis?
7. How did the position of women differ in Athens and Sparta?
8. Who were the helots and perioeci in Sparta?

TOPIC 6 Ancient Greece 179

learnON

Inside your Jacaranda History Alive learnON

Jacaranda History Alive learnON is an immersive digital learning platform that enables real-time learning through peer-to-peer connections, complete visibility and immediate feedback. It includes:

- a wide variety of embedded videos and interactivities
- sample responses and immediate feedback for every question
- SkillBuilders
- collaborative activities
- and much more.

ACKNOWLEDGEMENTS

The authors and publisher would like to thank the following copyright holders, organisations and individuals for their assistance and for permission to reproduce copyright material in this book.

Images

• Alamy Australia Pty Ltd: **2** (left)/United Archives GmbH; **19** (top left)/Wiskerke; **34** (top)/Danita Delimont; **36** (top)/John Mitchell; **37** (bottom)/Melvyn Longhurst; **47**, **112** (middle right), **112** (bottom), **136**, **201** (middle), **216**, **222** (right), **251**/World History Archive; **52** (top); **52** (bottom left)/C M Dixon/Ancient Art & Architecture Collection Ltd; **52** (bottom right)/Chico Sanchez/Stockimo; **100** (bottom right)/Westend61 GmbH; **119** (bottom)/Dallet-Alba; **122**, **217**, **255**/robertharding; **123** (bottom)/PRISMA ARCHIVO; **125**/frans lemmens; **131** (top)/Heritage Image Partnership Ltd; **147**/SPUTNIK; **157**/Georgios Kollidas; **232**/Paul Fearn; **243**/Granger Historical Picture Archive; **247**/Antiqua Print Gallery; **263**/National Geographic Creative; **264** (top)/Robert Kawka; **269** (bottom)/Dinodia Photos • Alamy Stock Photo: **33** (right)/National Geographic Creative; **79**/The Art Archive; **100** (middle left)/Erik Schlogl; **195** (middle)/Hemis • Amy Roe: **45** (left) • Ancient Art & Architecture: **166** • Ancient Art & Architecture Collection: **82** (top), **209** • Bridgeman Images: **137** • British Museum, The: **52** (middle), **80** (middle), **80** (bottom left), **82** (bottom), **88**, **161**, **162** (left), **174**, **201** (left), **250** (top), **266** • Copyright Agency Limited: **22**/© 2009 AAP, Article, Climbdown? Uluru proposal sparks debate July 8, 2009 <http://www.theage.com.au/travel/travel-news/climbdown-uluu-proposal-sparks-debate-2009> • Creative Commons: **56** (top)/Jeff Walker/Flickr; **169**, **218**; **195** (bottom)/http://commons.wikimedia.org/wiki/File:Capitoline_Brutus_Musei_Capitolini_MC1183.jpg • Dan Jones: **23**/Sacred Stones, taken from Cosmos, issue 25, Feb/March 2009, p.43 <http://www.cosmosmagazine.com/node/2748/full> • Dayton Art Institute: **233**/Han Dynasty Cavalry, Jian Li ed., *Eternal China : Splendors from the first dynasties*, The Dayton Art Institute, Dayton, 1998, page 104 • Derek Walker Photography: **62** (bottom left) • Dumbarton Oaks: **38**/Pre-Columbian Collection, Washington, DC • Getty Images: **133** (bottom right)/kharps • Getty Images Australia: **30**/Danny Lehman; **35**/Danny Lehman/Corbis/VCG; **37** (middle), **118**/DEA/G. DAGLI ORTI/De Agostini; **39** (middle)/De Agostini Picture Library; **58** (top), **86** (top)/Print Collector/Hulton Archive; **100** (middle right)/Kevin Schafer; **107** (left)/Keren Su/China Span; **107** (right)/Richard T. Nowitz; **112** (middle left)/Upperhall Ltd/Robert Harding; **117** (bottom)/De Agostini/G. Dagli Orti; **119** (top)/Universal History Archive; **128** (bottom)/Leemage; **133** (bottom left)/Stephen Studd; **135**/CRIS BOURONCLE/AFP/Getty Images Australia; **223**/O. Louis Mazzatenta; **238** (left), **238** (right)/SPL Creative; **239** (top)/Science & Society Picture Library; **239** (bottom)/China Tourism Press; **244**/eROMAZe; **253** (bottom)/Ursula Gahwiler/robertharding; **264** (bottom)/Digital Light Source; **267**, **269**/DEA/G. NIMATALLAH; **270**/AFP Photo/Rob Elliot; **278** (top)/DeAgostini • Harappa: **254** (top), **254** (bottom right), **256**/© Copyright J.M. Kenoyer/Harappa.com, Courtesy Dept. of Archaeology and Museums, Govt. of Pakistan; **254** (bottom left)/Copyright J.M. Kenoyer/Harappa.com, Courtesy Dept. of Archaeology and Museums, Govt. of Pakistan; **261** (top)/© Munir Khan • iStockphoto: **8** (top b)/Cliff Wassmann • Jo Terry Media Licensing Services: **271**/Reuters/Jitendra Prakash • John W. Rick: **44** (middle), **45** (right) • MAPgraphics: **32**, **64** (top), **64** (bottom), **66** (middle), **99**, **100** (bottom left), **114**, **152**, **187** (top), **190**, **196**, **208**, **220**, **220** (top), **235**, **250** (bottom); **60** (top)/© WorldSat International Inc., 2006 - www.worldsat.ca - All Rights Reserved/Map redrawn by MAPgraphics Pty Ltd, Brisbane; **70**/Map by MAPgraphics • Mayavase: **34** (bottom)/Photograph K3282 © Justin Kerr • Michael D. Coe: **42** (left) • NASA: **258**/GSFC/Jesse Allen/Earth Observatory • National Archives of Australia: **17** (right)/A6180, 28/8/74/24 • National Geographic Stock: **249**/Kenneth Garrett • National Library of Australia: **62** (top)/© Picture Australia • National Museum of Australia: **19** (middle left)/Photo by Brendan Bell; **19** (middle right)/Photo by Paul Goggin; **19** (bottom left), **19** (bottom right)/Photo by George Serras • Oriental Institute Museum: **90** (top)/Courtesy of the Oriental Institute of the University of Chicago • Out of Copyright: **16** (right), **68**/Aborigines in cave at Point Plomer, Port Macquarie area, NSW, c.1905, photographed by Thomas Dick, Mitchell Library, State Library of New South Wales; **42** (right)/Image by Michael Everson; **65**/Reproduced by permission of the National Library of Australia; **69**/© National Library of Australia; **97**, **268** (top) • Photodisc: **8** (top a), **8** (top e), **124** (bottom), **224** (top right), **238** (bottom) • Public Domain: **222** (bottom), **228**, **259** • Public Domain out of copyright: **261** (bottom) • Richard Woldendorp: **21** (middle), **62** (bottom right)/Courtesy State Library of Western Australia, The Batty Library • Robert Darlington: **1**, **2** (right), **3** (top), **3** (bottom), **4** (top), **8** (top d), **8** (bottom), **9** (top right), **9** (bottom), **11** (right), **12** (bottom), **13**, **17** (left), **23**, **25** (top), **25** (bottom), **66** (top left), **66** (top right), **66** (bottom left), **66** (bottom right), **73** (left), **73** (right), **95** (left), **95** (right), **102**, **103** (top), **104** (bottom), **105**, **113** (left), **149**, **149**, **153**, **155**, **155**, **155**, **167**, **167**, **170**, **177**, **180**, **180**, **187** (bottom), **198**, **199**, **206**, **210**, **211** • Shutterstock: **4** (bottom)/Dan Breckwoldt; **11** (left)/Chrispo; **21** (bottom)/Wesley Walker; **39** (top)/Karen Givens; **39** (bottom)/Johan Larson; **51**/Neale Cousland; **58** (bottom)/Carleton Chinner; **78**/Dziewul; **103** (bottom)/Philip Lange; **110**/kharps; **111**/mareandmare; **113** (right)/Renata Sedmakova; **114**/Peter Hermes Furian; **115**/Marzolino; **120**/Vladimir Wrangel; **129**/Dario Lo Presti; **149**, **149**/mark higgins; **150**/Valery Shanin; **157**/fafoutis; **158**/Ivan Montero Martinez; **159**/Digital Storm; **163**/Andrey Starostin; **173**/Anastasios71; **178**/arosoft;

182/abadesign; **183**/alessandro0770; **185** (left)/balounm; **185** (right)/Unknown; **192**/meunierd; **201** (right)/BMCL; **212** (left)/Misha Shiyarov; **212** (right)/Mirec; **213** (top), **213** (down)/Lagui; **218** (bottom)/TonyV3112; **222** (left)/zcv; **224** (top left)/atiger; **225**/Everett Historical; **226** (left)/J0v43; **227**/Bule Sky Studio; **237**/Andrea Paggiaro; **240**/LIUSHENGFILM; **240**/lapas77; **245**/kaetana; **246**/Waj; **279**/Lileephoto • Spatial Vision: **85**, **96**, **248**, **268** (bottom) • University of Queensland: **16** (left)/Michael Keniger, Digilib • Wikimedia Commons: **8** (top c), **15** (right), **56** (bottom), **87**, **94**, **123** (middle), **151**, **162** (right), **273**/Public Domain; **80** (bottom right) • Wikipedia: **41** (left)

Text

• AFP: **142**/© Agence France-Presse • © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. This material was downloaded from the Australian Curriculum website (www.australiancurriculum.edu.au) (Website) (accessed October 2017) and was not modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0>). Version updates are tracked on the 'Curriculum version history' page (www.australiancurriculum.edu.au/Home/CurriculumHistory) of the Australian Curriculum website.

Every effort has been made to trace the ownership of copyright material. Information that will enable the publisher to rectify any error or omission in subsequent reprints will be welcome. In such cases, please contact the Permissions Section of John Wiley & Sons Australia, Ltd.

TOPIC 1

Historians, archaeologists and the ancient past

1.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

1.1.1 Uncovering the past

Around eighteen hundred years ago the two men in **Source 1** fought a bloody battle in an ancient Roman arena. Crowds bigger than those at most modern football matches cheered them on as each fighter slashed at the other with a short sword, hoping to maim or kill him while ducking and weaving to avoid his opponent's deadly blows. At the end of this brutal contest, only one fighter could leave the field unharmed. When the defeated man fell to the ground bleeding from his wounds, the victor would turn to the emperor or the crowd and await their signal — to spare his opponent or kill him!

As we can see, the **Source 1** fragment is divided into 'frames', like a sculpted comic strip. We have a whole picture of both fighters at the top of the sculpture, with the fighter on the left preparing to press home his advantage over his fallen rival. We can see the same fighter at the top right and the bottom, but we cannot see his opponent because at some time in the past those bits of stone broke away and were lost.

What do we know and how?

We do not know who won the fight depicted in **Source 1**, what happened to the man who lost it, or for how long the victor survived later contests before he too was defeated and perhaps suffered a violent death. But we do know that these things happened, and we know why these warriors, who were called gladiators, killed and died. We know that other people at the time found it amusing to watch such horrors, and that still others thought it proper to provide such entertainment.

We know these things because archaeologists and historians use clues like this stone fragment and many other sources to bring the past to life. History is the study of the past. It uses evidence such as that shown in the pictures in this subtopic. Evidence includes all kinds of traces, from skeletons to old books, paintings and photographs. History involves using such evidence to piece together the past — to try to find the truth about what happened in former times.

SOURCE 1 A stone fragment of an ancient Roman sculpture from the third century CE. The sculpture commemorates an unknown gladiator.



SOURCE 2 In the film *Gladiator*, Russell Crowe plays a Roman general who was betrayed, enslaved and forced to fight for his life as a gladiator.



SOURCE 3 A helmet made from the tusks of wild boars. It was found in a grave in Greece, where it was buried more than three thousand years ago.



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What methods do historians use to investigate the past?
2. How do we use primary sources?
3. How do archaeologists investigate the past?
4. How do we date archaeological evidence?

Starter questions

1. What do you think a skeleton could tell us about the past?
2. Imagine you are investigating gladiators in ancient Rome. What are three questions you would like to ask about the Source 1 sculpture?
3. What are three things you would ask about the boars' tusk helmet to find out about the person who wore it?
4. 'By understanding the past, we can better understand the present and prepare for the future.' What do you think this statement means? Do you agree with it? Why or why not?

1.2 Why study history?

1.2.1 What is a historian?

History is a journey of discovery through time. Often it will excite you, and sometimes it will shock and amaze you. Sometimes it will seem as though the people of past societies were from another planet. At other times their actions and ideas will be as familiar to you as those of your friends and neighbours.

People who carry out research into the past are called historians. They try to build up a picture of how people in other times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the

ways people were ruled and how they made their living. Historians also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world. In this topic we will look at:

- some skills and methods that historians use
- why history matters
- how clues about the past are found and used
- how we can interpret past events and changes.

1.2.2 The value of history

Some people question the need to understand the past. But there are many very good reasons for studying history. Knowledge of history helps us to understand our **heritage**. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

History, the present and the future

Perhaps you already know that we can never understand the time we live in or what the future may hold if we do not understand the journey that brought us to this point. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By understanding the past we might just be able to avoid repeating past mistakes and make our world a better place in the future.

History, work and leisure

The kinds of skills you will learn while studying history are also important in many careers. These skills will help you to:

- carry out research
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that there is usually more than one way of thinking about any problem
- think critically
- communicate effectively.

A knowledge of history is important in our everyday lives too. And history gives many people great personal pleasure. How much more enjoyment do people experience from travel, books and movies when they know about the history that shaped the places they visit or the stories they read or watch on a screen!

SOURCE 1 Actors' masks used in plays performed in ancient Greece around 2200 years ago



SOURCE 2 Conservation work on the Parthenon, in Athens, a temple built in ancient Greece in the fifth century BCE



SOURCE 3 Hagia Sophia, in Istanbul, Turkey. It was completed as a Christian church in 537 CE. The Turks converted it to a mosque (an Islamic place of worship) after they conquered Constantinople (now Istanbul) in the fifteenth century. It is now a museum, visited every year by millions.



History and democracy

In Australia we live in a democratic society. This means we have the right to choose our political representatives and leaders through voting. We cannot vote responsibly, however, unless we can make our own judgements about the ideas these leaders put forward. To do that, we need to know something about the past.

SOURCE 4 Parliament House, Canberra



1.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is meant by the term *heritage*?
2. Fill in the spaces in the following passage by choosing words from the box below.

civilisations beliefs cultures events research

Historians conduct _____ into past _____, _____ and societies. Historians try to build up a picture of the ideas and _____ of people in the past, how they lived and acted and how their lives were shaped by _____.

3. What can we gain from understanding our heritage?
4. Explain what you understand to be the difference between fact and opinion. Give an example from your own experience.

Apply your understanding

5. The masks in **Source 1** are now held in the National Archaeological Museum in Athens, the capital of Greece. Each year, the museum is visited by people from all over the world.
 - (a) What might you be able to understand about ancient Greece from just these museum exhibits?
 - (b) Why do you think such exhibits fascinate many people?
 - (c) How would historical knowledge make a visit to such a museum a richer experience?
6. Look closely at **Source 2**. Each year, many countries donate money for conservation work to preserve the remains of this ancient Greek temple. Why do you think so much effort goes into conserving such traces of the past?
7. Study **Source 3**. Today we live in a world where people are sometimes killed over differences in religion. How might a knowledge of history help bring understanding between different religions?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 1.1: Why study history?

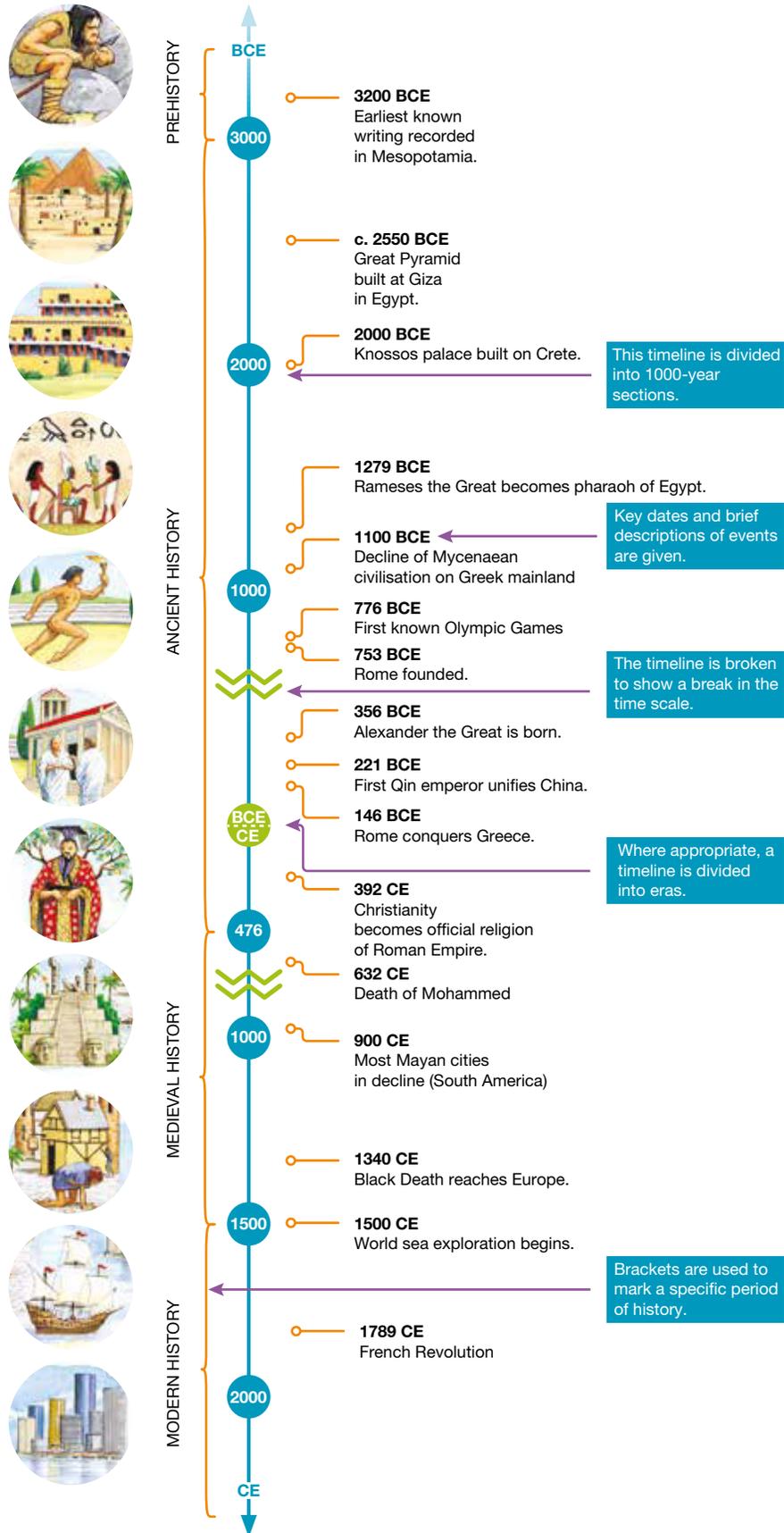
1.3 Ages and time

1.3.1 Dividing the past

In *History Alive 7* we will be investigating **prehistory** and **ancient history**. Because prehistory covers many tens of thousands of years, we usually describe prehistoric changes over millennia (blocks of 1000 years). Historians studying later times sometimes concentrate on particular centuries (blocks of 100 years) or even decades (blocks of 10 years).

To make sense of the past we divide it into ages or periods that have something in common. Prehistory is the prehistoric period (the time before people invented writing as a means of recording activities and events). It ended at different times in different parts of the world. For example, in China it ended thousands of years ago, while in Australia it ended a little over 200 years ago. We also use the terms Stone Age, Bronze Age and Iron Age. These refer to materials that people had learned to shape into tools and weapons in prehistoric and ancient times. Ancient history covers the time from the earliest **civilisations** around 3000 BCE to around 500 CE.

SOURCE 1 A timeline showing some events from 3200 BCE to modern times



1.3.2 Counting time

In Australia, the system we have traditionally used to count years is one that was first used in Christian countries in AD 525. In this system, AD stands for **anno Domini** (Latin for ‘in the year of our Lord’). The year AD 2012 means 2012 years since the birth of Christ. However, although this system is still commonly used throughout the world, many historians now use the term CE (Common Era) instead of AD. The dates are the same: 2012 CE is the same year as AD 2012. We count forward, so 50 years later the year would be AD 2062 (or 2062 CE).

BC means ‘before Christ’, and for these years we count backwards. Therefore, 500 BC would be 300 years earlier than 200 BC. Historians now commonly use the term BCE (Before Common Era) in place of BC.

DID YOU KNOW?

There is an easy way of getting it right with centuries. The first 100 years after the birth of Christ is called the first century CE. The first 100 years before the birth of Christ is called the first century BCE. To work out what century a date is in, you simply add one (1) to the number of hundreds in a date. So the year 2011 is in the twenty-first century CE. The year 705 BCE is in the eighth century BCE.

BP and *circa*

In prehistory many dates are uncertain. It is common to use BP (Before the Present) to indicate about how long ago something happened. For dates BP, the year 1950 CE is agreed upon as ‘the present’. When dates are uncertain we put ‘c.’ before them because it stands for *circa* (Latin for ‘around’).

To convert years BP to years BCE, it is close enough to simply subtract the current date and round it off. For example, in the year 2000 CE, a date of 8000 BP would be (8000 minus 2000) — that is, c. 6000 BCE.

Other ways of counting time

There are other ways to count time. For example, Islamic countries start counting from the time of the flight of the prophet Mohammed from Mecca. This occurred in the year Christian countries call AD 622.

Chronological order and timelines

A story makes more sense if we start at the beginning and work towards the end. A timeline helps us to see how one event might have contributed to another. However, there is much more to history than putting events in order.

1.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Write the meaning of the terms BC, AD, BCE, CE, BP, age, millennium, century and decade.
2. If the year 2011 is in the twenty-first century CE, in which century is each of the following dates: 1891 CE; 705 CE; 1161 CE; 315 BCE and 500 BCE?
3. How many years are there between 195 BCE and 755 CE?

Apply your understanding

4. Using **Source 1** as a model, make a timeline of your life so far. Use a scale of two centimetres for each year. On your timeline, write the important events of your life. Explain how your timeline helps you present an overall picture of your life up to the present.

learnon RESOURCES — ONLINE ONLY



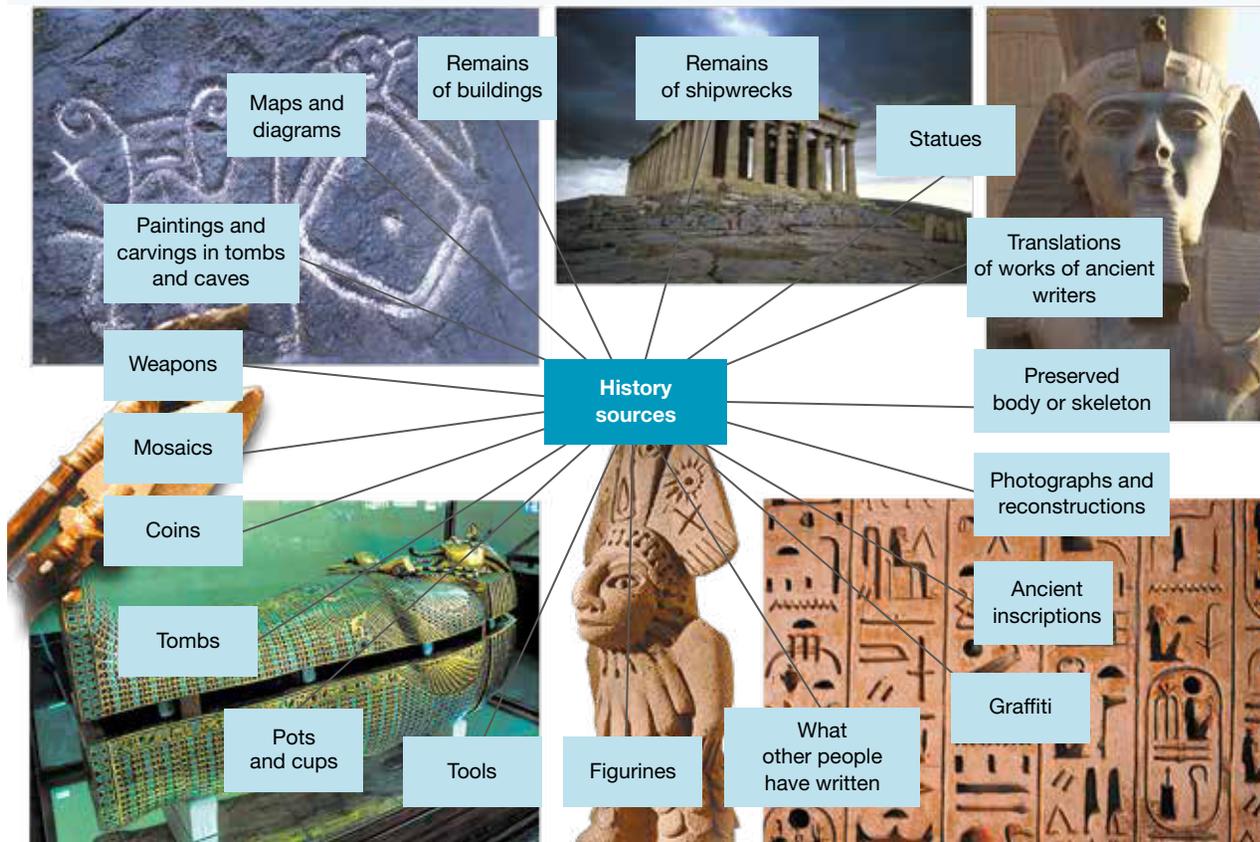
Complete this digital doc: Worksheet 1.2: My life so far

1.4 Detective work

1.4.1 Sources

All our evidence for the past comes from primary sources. These are sources that were created in the time we are investigating. Depending on the event and place, primary sources might include bones, stone tools, letters, newspapers, art, photographs or many other traces. For prehistory we have no written primary sources, but for most periods of history we can divide primary sources into written and archaeological sources.

SOURCE 1 Some types of primary sources



Written sources and archaeological sources

Written primary sources can include such things as poems, songs, letters, myths and legends. They might have been written on paper, painted on stone walls or inscribed in stone, metal or clay in ancient languages.

Archaeological sources are objects that were made in the past. They include many kinds of **artefacts** such as tools, weapons, pottery, coins, games, toys and jewellery. Some artefacts have written sources inscribed on them. Archaeological sources also include works of art such as sculptures and paintings, and constructions such as tombs, temples and sometimes entire cities.

SOURCE 2 This ancient stone sculpture was made around 1000 BCE by people called Hittites in the Middle East. It depicts a storm god.



SOURCE 3 This prehistoric carving on bone was found in Germany. It is from about 18000 BCE.



SOURCE 4 Creevykeel **Megalithic** Tomb, a stone tomb built in County Sligo, Ireland, around 3000 BCE. The tomb has been excavated. The stone wall at the back is not part of the tomb.



Archival research

When historians research historical periods during which written records were kept, they often find many of their primary sources in archives. These are organised collections of records. For example, historians researching the history of Christianity in medieval times might carry out their research in the Vatican Archives. These records of the Roman Catholic Church are held at its headquarters in Rome.

Secondary sources

Secondary sources include books and articles. They can also include models, computer software and documentary films. Secondary sources are reconstructions of the past by people living at a later time. To create secondary sources, historians:

- locate information in primary sources
- interpret that information
- use it to explain what happened.

1.4.2 Can we trust our sources?

You may think that a written primary source should be reliable evidence because it was made at the time events occurred. But a source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different conclusions, we have contradictory evidence. When we use primary sources to try to find out about the past, we have to ask some questions. For example:

- Who created these sources and when were they created?
- What evidence do the sources provide?
- Can I trust my sources?

Forming a hypothesis

Using our primary source evidence, we form a **hypothesis** (a possible theory to explain what happened). To test the hypothesis we look for other evidence that supports it. We also look for evidence that contradicts it. We need to be careful. We have to ask: What other information do I need to support my theory?

SOURCE 5 Ancient Egyptian hieroglyphs in the Louvre Museum, Paris



Just as in the investigation of a modern crime, we look at what contributed to an event and how those things fit together. We ask questions that begin with who, what, where, when, how and why. In this way, history is like any other kind of investigation, but it is more difficult because there are often gaps in our evidence. We usually cannot find all the clues we need. It can be like trying to solve a jigsaw puzzle when many pieces have been lost.

1.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the difference between:
 - (a) written primary sources and archaeological sources
 - (b) primary sources and secondary sources.
2. Make a list of the kinds of primary sources that could be used to write a history of your life so far or your school. Beside each source in your list, write down what you think you could find out by using it as evidence.
3. Use the correct terms to complete the following statements:
 - (a) A primary source might be factual or it might be _____ because it could just be somebody's opinion.
 - (b) A hypothesis is a _____ that has to be tested by looking for _____ that supports it and _____ that might contradict it.
 - (c) Archives are organised _____ of _____ sources.
4. Why would it be wrong to think that primary sources are more reliable than secondary sources?

Apply your understanding

5. Look at **Source 1**.
 - (a) Describe each of the archaeological sources pictured around the mind map in **Source 1**.
 - (b) Working in small groups, suggest at least three more types of primary sources that could be added to this mind map.
6. Form a hypothesis to explain why **Source 2** was made, and suggest what other evidence you would need to test your hypothesis.
7. Look carefully at **Source 3** and suggest a hypothesis to explain what the figures carved on it might be.
8. What might be wrong with using **Source 5** to form a hypothesis suggesting that most ancient Egyptians could read and write?
9. Look at the tomb in **Source 4**. Working in small groups:
 - (a) Describe the features of Creevykeel Megalithic Tomb.
 - (b) Make up five questions a historian would ask to investigate this source.

learnon RESOURCES — ONLINE ONLY



Complete these digital docs: Worksheet 1.3: Sorting sources

Worksheet 1.4: Analysing sources

Worksheet 1.5: Detective work and the mystery box

Worksheet 1.6: What happened here?

1.5 Evidence from archaeology

1.5.1 Archaeology

Historians often draw on the work of other experts. Archaeologists are most important among these experts. Archaeologists find evidence; they collect or record and interpret it. Sometimes we already know where

to find such evidence. Examples include sites such as the pyramids in Egypt and the Great Wall of China. Very often, however, archaeologists have to dig to find evidence of the past. Generally, the older the site, the deeper the dig has to be.

Deciding where to dig

The first decision archaeologists have to make is where to dig for remains of past times. Many remains are buried over time by wind-blown sands, sediments from floods or volcanic ash. Some remains are hidden but there may be clues to their whereabouts in sources such as old documents. Caves are likely places in which to look, and so are mounds of earth or other features that suggest that humans have changed the landscape (see **Source 1**). Sometimes ancient remains are found purely by accident.

SOURCE 1 Mounds called barrows were made in England in prehistoric times. They were usually the burial place of a chief or king.



SOURCE 2 Remains of a ditch called a moat that was dug around a castle at Old Sarum in England in the eleventh century CE



Modern archaeologists also use a number of scientific techniques. Aerial and satellite photography can locate patches of earth that have different temperatures or different vegetation caused by buried settlements or tombs. Sonar equipment can be used to locate relics, including sunken boats, that lie beneath seas.

Help from other scientists

Other scientific experts and new technologies are frequently used to help archaeologists to interpret their finds. Such experts include forensic pathologists who examine human remains to find evidence of what people ate and what might have caused their deaths. Technologies include computer programs that can analyse remains of buildings to create 3D images suggesting how they once looked.

DID YOU KNOW?

For investigations of prehistoric and ancient times, historians and archaeologists also use important information from other scientists. Anthropologists study human behaviour, especially in tribal societies. Their findings help historians to understand past societies. Palaeontologists study fossils (traces of humans and animals from prehistoric times). Cryptographers specialise in breaking codes. Their skills have helped us to decipher and read some ancient languages.

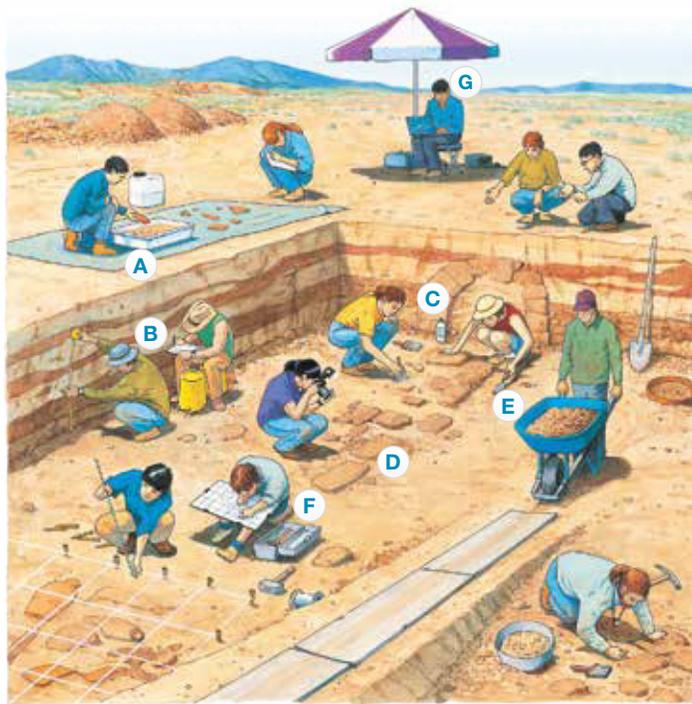
1.5.2 Excavating remains

Once the site for an excavation, or dig, has been decided there are several steps to follow. Archaeologists have to obtain permission to dig from the government of the country in which the site is located. They then survey the site, marking it out in squares with pegs and strings. When digging commences the archaeologists must be careful not to damage remains. The remains might be close to the surface. But in sites that

have been occupied for a long time there can be several layers of remains. These layers are called strata and the oldest remains will normally be in the deepest strata. As they remove earth, the archaeological team searches carefully for remains. They label each find to record the square and level in which it was found.

SOURCE 3 Activities at an archaeological dig

- A** Finds are carefully washed and labelled to record the trench and layers in which they were found.
- B** Strata revealed by the trench help archaeologists to date the various layers of the dig.
- C** Brushes and trowels are used to carefully uncover objects.
- D** Objects and sections of the site are photographed.



- E** After the site has been searched for objects, earth is removed from the trench.
- F** Positions of objects are recorded using drawing frames divided into squares.
- G** An ongoing record of progress at the dig is kept.

DID YOU KNOW?

When archaeology began in the eighteenth century, some archaeologists were wealthy amateurs. They had no real training, and some of their expeditions destroyed more than they saved when they dug up ancient treasures. Among the greatest of all twentieth-century scientific archaeologists was an Australian, Vere Gordon Childe (1892–1957). He became a leader in the archaeology of prehistoric times.

Clues from pottery

One of the most common and important sources of archaeological evidence is pottery. Pottery is made by shaping wet clay and then baking the clay so that it hardens and keeps the shape the potter has given it. Pottery has been made for about 10000 years in much of East Asia, the Middle East and the Mediterranean region. It was used in much the same way that we use glass and plastic bottles and jars today — mainly for holding and storing food and drinks. There is a lot of evidence from pottery because people threw away their broken pots. The broken pieces are called sherds and even small pieces can help in building up a picture of the past. Archaeologists have named some prehistoric people after the style of pottery they made.

SOURCE 4 Painted pottery from ancient Greece, sixteenth or fifteenth century BCE



Particular pottery styles can be identified with different ages. For example, in one period a typical container made of pottery might have a long neck but no handles. In another age a typical style might have a short neck and a handle. Such differences help archaeologists to compare pottery from different sites to decide whether they are likely to belong to the same age or to a different time. Further clues are provided by decoration. Some vases, jugs, urns and bowls were engraved or painted with scenes showing the customs, work, stories and beliefs of the societies that produced them.

SOURCE 5 Small pottery vases found together in Rome. They are from the first century BCE. Each contains a small piece of bone from a dead person, and each has an inscription stating the person's name and date of death.



Further clues are provided by decoration. Some vases, jugs, urns and bowls were engraved or painted with scenes showing the customs, work, stories and beliefs of the societies that produced them.

Survival by chance

Only some archaeological traces of the distant past have survived. Many more have been destroyed by a range of causes. These include:

- demolition and rebuilding
- natural decay and erosion by wind, rain and floods
- theft. Almost all of the tombs of the Egyptian pharaohs were robbed of their treasures in ancient times.
- war. Many ancient towns and cities were smashed and burned in wars.

1.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is the main aim of any archaeological dig?
2. List the kinds of clues that help archaeologists to decide where to dig.
3. Name three technologies that help archaeologists to locate sites.
4. Explain why pottery is such an important source of evidence for archaeologists.
5. Working in small groups, make a list of reasons why there would be less archaeological evidence from prehistoric times than from later times.

Apply your understanding

6. Describe what archaeological activity is being performed by each person shown in **Source 3**.
7. Look closely at **Sources 1** and **2**.
 - (a) Describe what you see in each photograph.
 - (b) Explain why it is obvious that humans did something to change the landscape shown in each photograph.
 - (c) What might archaeologists expect to find on a dig at either of these sites?
8. Imagine you are an archaeologist excavating one of the sites shown in **Sources 1** and **2**. Make a list of questions to which you would hope to find answers.
9. Look closely at the different pottery in **Sources 4** and **5**. Using the pictures and the information in their captions, form a hypothesis about each of the civilisations that made these items.

1.6 How old is it?

1.6.1 Which is older?

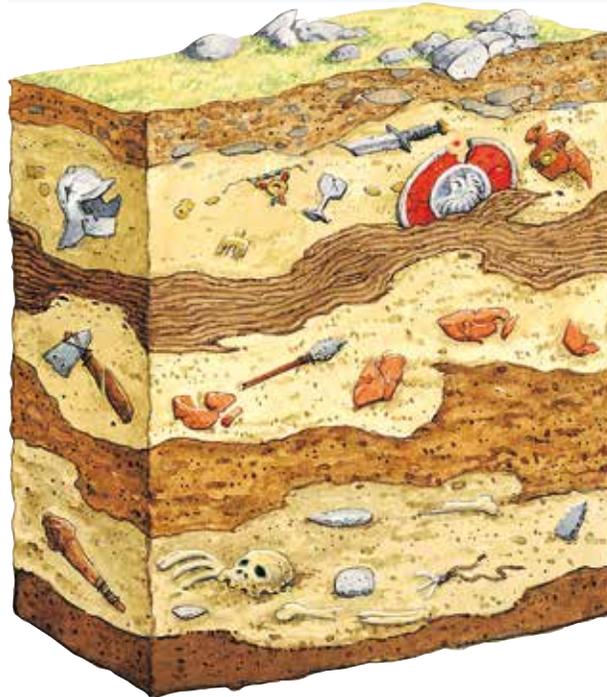
Archaeologists are finding evidence of our past all the time. Before we can assess what this evidence tells us about past human activity, we need to know how old it is. Being able to date evidence allows historians to place events and human behaviours in time order. It also helps to identify any links between past groups of people. Sometimes it allows experts to detect fakes.

Some dating methods will not reveal how old something is — just whether it is older or younger than something else. These methods are called **relative dating techniques**. Two of these are stratigraphy and fluorine dating.

Stratigraphy

Stratigraphy is the study of the different **strata** or layers revealed when a slice is cut down through the earth.

SOURCE 1 This diagram indicates different types of objects that might be found in different strata during the excavation of a site that has been occupied over thousands of years.



Fluorine dating

The longer that bones lie in the earth, the more fluorine they absorb from the soil. So the more fluorine it has, the older the bone. Fluorine testing was used to expose one of the most famous scientific frauds in history — the Piltdown Man. For 41 years the skull of this so-called creature had been accepted as firm evidence of the ‘missing link’ between ape and man. Fluorine testing conducted in 1953 found that the top section of the skull was much older than the jawbone and teeth. It was then revealed that the remains of a human skull had been carefully joined with those of a chimpanzee. It is still a mystery who set up this amazing fraud.

1.6.2 What's its age?

Absolute dating techniques are used to work out the actual age of something or someone. Archaeologists combine these with relative dating techniques. For example, if absolute dating techniques prove that an

object is 1000 years old, and the object was found in a particular **stratum** (or layer), then archaeologists can generally assume that any objects found in strata below this will be more than 1000 years old.

There are many different absolute dating techniques. Two of these are radiocarbon dating and dendrochronology.

Radiocarbon dating

All living things absorb C14, which is a radioactive form of carbon. This chemical process stops when the human, plant or animal dies. Then any C14 in the once-living tissue starts to decay. Scientists know the rate at which C14 breaks down. By working out how much of it still remains, they can work backwards to establish the likely date of death, and hence the approximate age.

Limitations of radiocarbon dating

Radiocarbon dating gives approximate dates before the present. There is a 95 per cent chance that the true date falls within 200 years either side of any estimated radiocarbon-dated age. However, radiocarbon dating cannot date anything that died more than about 40000 years ago. In such remains there will not be enough C14 left for radiocarbon dating to work. Artefacts such as stone tools cannot be dated this way because they were never alive. But if they were found alongside a layer of plant remains or charcoal, that material could be dated, and the age of the tools would probably be similar.

Dendrochronology

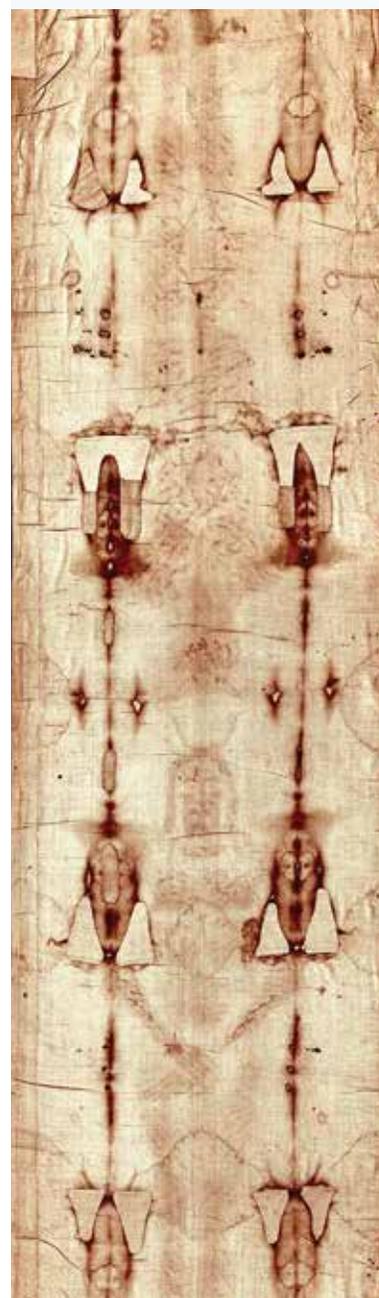
This complex word is another term for tree-ring dating. The age of a tree is worked out by counting the number of rings in the wood. A new ring is formed every year in a tree's life. The width and shape of each ring depend on environmental conditions such as rainfall and soil type. All trees of the same type growing in the same area will have the same environmental conditions, so the pattern of their growth rings will be very similar.

Sometimes the age of wooden items such as spear handles and roof beams can be worked out by matching the growth rings in the wood with those in a dated sample from trees in the same area — as long as they are of the same species.

SOURCE 3 Tree growth rings



SOURCE 2 One famous object that has been radiocarbon dated is the Shroud of Turin — said by some to be the cloth in which Christ was wrapped after his crucifixion. These tests, carried out in the late 1980s, indicated the cloth was only around 700 years old. Then further tests were done. These proved that only the bacteria and mould on the cloth were around 700 years old. The mystery continues. Written records confirm the cloth did exist in 1357.



DID YOU KNOW?

In recent years, DNA evidence has become another important scientific method for discovering information that can be used by archaeologists and historians. DNA samples can tell us who people's ancestors were. Using DNA analysis, scientists have found that the ancestors of all modern humans came from Africa.

1.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is stratigraphy?
2. Explain how fluorine dating techniques were used to expose the hoax of the Piltdown Man.
3. Decide whether each of the following statements is true or false.
 - Relative dating techniques are used to work out exactly how old something is.
 - The ring growth pattern on trees depends on environmental conditions.
 - Bones containing very high levels of fluorine are likely to be very old.
 - Living things start absorbing the radioactive form of carbon when they die.
 - Stratigraphy is an absolute dating technique that is very reliable.

Apply your understanding

4. Look at the artefacts found in each stratum in **Source 1**. Generally, the lower the layer, the older the remains found in it (unless the layers have already been disturbed). Using the evidence, describe the kinds of changes that would have occurred in the way different generations lived at this site.
5. Look at **Source 2** and use an internet search engine to find out why the Shroud of Turin is still surrounded in mystery.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 1.7: What happened when?

1.7 Sources for ancient Australia

1.7.1 Evidence of ancient Australia

Archaeological evidence and dating techniques have been very important in historical studies of ancient Australia. For Indigenous Old Stone Age societies in Australia we have no evidence from written primary sources. Many languages were developed, but there was no writing. We have no evidence from buildings,

SOURCE 1 Aboriginal rock art at Carnarvon Gorge, Queensland. This stencil art was made by blowing ochre over handprints, boomerangs and clubs. It may have been reworked over thousands of years.



SOURCE 2 Aboriginal people in a cave at Point Plomer, near Port Macquarie, NSW. This photograph was taken early in the twentieth century. There are many caves in coastal areas.



because the first stone houses were built in Victoria only about 800 years ago. Most artefacts, such as tools, weapons and ornaments, were made of wood, other plant materials and animal materials such as skin and bone, all of which decay over time.

However, as you look at the pictures in this topic you will realise that there are primary sources that can give us clues about the history of the Indigenous peoples. There are clues about how they lived in a great variety of environments and adapted to the enormous changes that occurred in those environments. These changes took place over a period that may have spanned 60 000 years or more.

Sources of evidence

Sources of evidence for ancient Indigenous Australian societies include:

- **oral traditions**
- archaeological evidence including **sites**, artefacts, art (such as cave paintings and rock engravings), scarring of trees and placement of rocks
- evidence from later times, including the writings of the first Europeans to meet particular groups of Indigenous people. Unfortunately some of these records are unreliable. Those who created such records had little understanding of cultures so different from their own. It is probable too that Indigenous societies went through many changes over the many thousands of years before such encounters.

SOURCE 3 A canoe tree, near Goolwa, South Australia. Aboriginal people cut the bark from such trees to make canoes.



SOURCE 4 Aboriginal relics from the Lake Mungo archaeological site, south-western New South Wales, photographed in 1974. Lake Mungo is the site of some of the earliest evidence of Indigenous life in Australia.



Issues in question

When archaeologists and historians study societies as old as the Indigenous societies of Australia, there will always be much that cannot be known for certain and much that needs further investigation. Also they will not always agree in their interpretations of the evidence. For example, most historians believe that human occupation of Australia began at least 40 000 years ago and possibly as long as 60 000 years ago. However, when evidence was found suggesting a big increase in charcoal at Lake George near Canberra more than 100 000 years ago, it was used by one scientist to argue that Aboriginal people must have been in Australia by that time. He argued that the carbon build-up could be explained by Aboriginal people burning the bush. Other scientists and historians believe it is more likely that the charcoal was the result of ancient fires caused by lightning.

1.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is an artefact? Give an example.
2. Why would modern archaeologists talk to today's traditional owners of the land?

Apply your understanding

3. Look closely at **Source 1**.
 - (a) What information can these images provide about Indigenous prehistory?
 - (b) Why might it be impossible to know the age of such rock paintings?
4. Study **Source 2**.
 - (a) In what areas of Australia are caves mainly found?
 - (b) Do you think it likely that caves were used by Indigenous people throughout Australia's prehistory? Give reasons for your answer.
5. Look at **Source 3**.
 - (a) Describe what is shown in this photograph.
 - (b) If Indigenous Australians were still making canoes this way during this tree's lifetime, do you think it likely that they had used similar technology to get to Australia?
6. Write a short description of the objects in **Source 4**, explaining how you think each would have been used.
7. Working in small groups:
 - (a) Write a short summary of conclusions you could draw about ancient Australia from just these four sources.
 - (b) Compare your conclusions to decide which need more evidence to support them.
 - (c) Make a list of the kinds of evidence that could support your conclusions.

1.8 Conserving the past

1.8.1 Museums

The proper **conservation** of historical evidence allows future generations to enjoy the experience of viewing items that show what life might have been like for people who came before us.

Much historical evidence is kept in public museums. Many of the items in a museum collection are donated; others are borrowed and some are bought. They may include artefacts, works of art, fossils, documents such as letters, and scientific specimens.

How a museum works

A museum has three main functions: to obtain items to display; to exhibit and preserve these items; and to provide public support such as guided tours and educational services.

Curators — known as content developers in the National Museum of Australia — look after specific sections of a collection. They work with other museum staff, such as **conservators** and designers, to decide what to display at any one time and how items will be presented. They also conduct research to find out more about the items they have acquired or would like to acquire. One of the main tasks of conservators is to clean, restore and repair items so they are ready for display. They also monitor the condition of items on display as well as their surrounding environmental conditions. The ultimate aim is to preserve a museum's exhibits in top condition.

National Museum of Australia

The National Museum of Australia opened in Canberra in March 2001. It is entirely devoted to conserving evidence of Australia's social history — both past and present. Its collection of some 180 000 items includes rare, high-interest exhibits such as a carcass of the now extinct Tasmanian tiger through to clothing worn by convicts and the largest collection of Indigenous Australian bark paintings in the country.

SOURCE 1 The exhibits at the Gallery of First Australians are presented over two levels. Displays on the lower level are mainly to do with the history of Indigenous people since their contact with white settlers. The upper level focuses on the relationships and beliefs of five selected communities. The displays have been structured to allow these communities to tell their own stories in their own way.



SOURCE 2 What is displayed is only a fraction of the museum's total collection. The rest is stored in secure warehouses elsewhere in Canberra. The temperature and humidity within these warehouses are carefully controlled. Each item stored is given a barcode and is catalogued so that it can be found easily when needed.



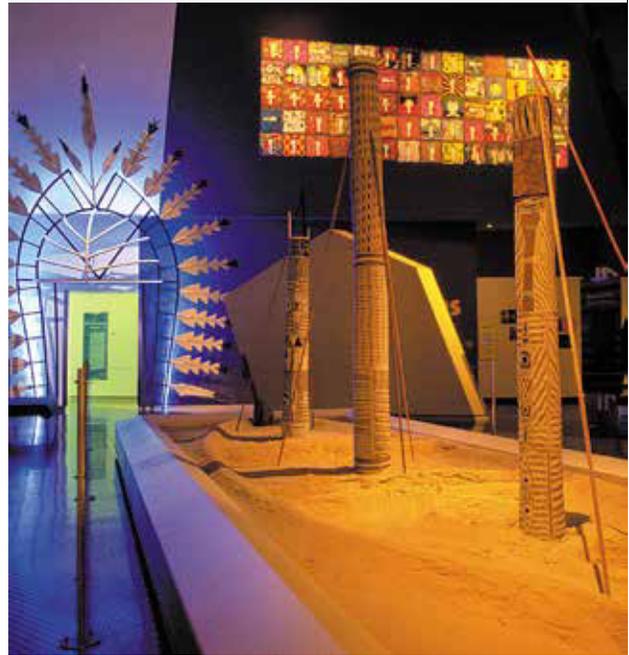
SOURCE 3 Proper conditions must be met for each item on display to make sure it is not damaged while being exhibited. Different items require different conditions. Some items are regularly swapped with others in storage to meet conservation requirements.



The Gallery of First Australians

'First Australians: Gallery of Aboriginal and Torres Strait Islander Peoples' is one of five permanent exhibitions. It presents aspects of some 40 000 years of Indigenous social history. Exhibits range from old artefacts through to interactive multimedia displays of present-day culture.

SOURCE 4 The strong sense of community of the Torres Strait Islanders and their close links with the sea are portrayed in a separate area of the Gallery of First Australians.



SOURCE 5 As each item is acquired, conservators check its condition carefully. It may need cleaning, some restoration or extensive repairs. Before any item is dismantled, its details are carefully photographed.



1.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why is it important to conserve our past?
2. What is unique about the National Museum of Australia?
3. Why do you think conservators photograph an item before dismantling it?
4. Explain what the three functions of a museum are.
5. Describe what you can see in each of the images featured in this subtopic, and how it contributes to the conservation of our heritage.
6. Hold a class discussion. Consider what you could do to conserve those parts of your community's history you think future generations might be interested in seeing or knowing.

Apply your understanding

7. Visit either the National Museum of Australia or a museum close to you. Your teacher will arrange which sections of the display you will view, perhaps working in small groups. Consider each of the points below as you view the display, so you can contribute to a class discussion afterwards.
 - (a) Take careful note of what you see displayed. What does it tell you about the distant or more recent past?
 - (b) How have items been displayed? Think about why they might have been displayed in that way.
 - (c) Note the temperature of the museum and the level of lighting. Are there any external windows or doors? If so, what has been done to control light levels?
 - (d) Do any items look like they might have been restored? How can you tell? Given the nature of the item and its age, think about what it might have looked like when the museum acquired it.
 - (e) Consider what you learned from a visit to the museum that you did not know before. How did it help you to appreciate why conservation is so important?
8. Imagine that an Australian museum display some 100 years from now features your school. Decide what artefacts and other exhibits you think would best represent life at your school in the early twenty-first century. Then sketch and label a design to show how you would display these items to best advantage for a teenage audience.
9. Visit the website of one other museum in Australia or overseas. Use the information provided by the website to describe the main types of exhibits collected and held by that museum, what conservation work it carries out and some of the educational services it provides.

learnon RESOURCES — ONLINE ONLY

 Explore more with this weblink: National Museum of Australia

1.9 Conserving the heritage of ancient Australia

1.9.1 Heritage sites

Among the first Europeans to come to Australia, very few saw much value in the heritage of the Indigenous people whose land they took. They cared little for creation stories, sacred sites or Indigenous art. Today that has changed. Indigenous communities work hard to keep their heritage alive, but many other groups also have an interest. These include historians, archaeologists, anthropologists, educators, students, public servants, farmers, people in the tourism industry, many members of the public and, sometimes, miners and developers.

There are tens of thousands of Indigenous heritage sites in Australia. More than 6000 of them have been listed as heritage places in the Register of the National Estate. Some sites, including burial grounds and other sacred sites, are closed to the public; others can be visited only by arrangement with the traditional owners. Many other sites have been opened to the public, with the traditional owners acting as guides. Uluru is the best-known example.

Conserving these sites is a huge responsibility but it is very important, as it enables all Australians to appreciate that the land has been home to complex continuing cultures for possibly 60 000 years. All prehistoric sites are protected by national, state and territory laws, and it is against the law to damage them in any way.

Two cultural heritage sites, Gariwerd and Burrup Peninsula, and one natural heritage and sacred site, Uluru, are described further in the next sections.

Gariwerd and Burrup Peninsula

Victoria's Grampians National Park is known to the local Indigenous people as Gariwerd. Its spectacular rock formations contain very rich rock art sites at Billimina, Jaananjini, Manja and other places. These sites depict humans, animals and birds and are believed to be very old.

On the Burrup Peninsula in Western Australia's Dampier Archipelago there are possibly millions of Indigenous rock engravings depicting spirit beings, ceremonies, humans, animals and activities. Engravings of animals that are now extinct prove that these engravings are very old. According to the Ngarda Ngarlie people, ancestral beings created this land, and their spirits still live in its sacred sites. Along with its rock art, the Peninsula also has quarries, fish traps, middens, ceremonial sites and stone arrangements.

SOURCE 1 An Aboriginal rock carving in the Burrup Peninsula area



Uluru

Indigenous heritage includes art and all archaeological traces, but it also includes natural sites that are important in the creation stories. Uluru is one of Australia's most famous landmarks. It is also a sacred site to the Anangu people, the traditional owners, who believe that it was formed by their spirit ancestors, the Tjukuritja. It features in their creation stories.

Unlike many tourists who visit the area, the Anangu do not climb Uluru and they have long preferred that others respect the site by looking at it only from below.

SOURCE 2 Uluru, a sacred site



SOURCE 3 'Climbdown? Uluru proposal sparks debate' AAP, 8 July 2009

A plan barring tourists from climbing Uluru is not set in stone, the Federal Government has said, attempting to reassure the public amid widespread debate about the controversial draft.

A 10-year draft management plan for Uluru–Kata Tjuta National Park says authorities will work towards closing the track. The draft has angered opposition MPs who say it will deal a major blow to business and tourism.

Small Business Minister Craig Emerson said the issue remained a process of consultation and it was up to the people to decide the way forward.

'It's not a matter of imposing the will or a proposition on anyone,' he told Sky News on Thursday.

'It's not as if people go in large numbers to Uluru specifically to walk up it. A lot of people go there just to be near it.'

An estimated 100 000 people climb Ayers Rock each year but the plan seeks to close the walk for 'visitor safety, cultural and environmental' reasons.

The local Anangu people, who jointly manage the site along with Parks Australia, presently request that visitors don't walk up Uluru — considered a sacred site.

Dr Emerson, a former director-general of the Queensland National Parks and Wildlife Service, said interest in the climb had already dropped as a result.

Opposition tourism spokesman Steven Ciobo said a ban affecting one of Australia's biggest tourist attractions was the last thing the flagging industry needed.

'What we really need to be careful of is that we don't send a message that ... the red centre of Australia is closed for business,' he said.

But Environment Minister Peter Garrett denied it would have an effect on visitor numbers ...

1.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What do you think are the reasons for growing interest among all Australians in Indigenous heritage?
2. About how many Indigenous heritage sites have been listed in the Register of the National Estate?
3. Where would you find Uluru, the Grampians rock art and the Burrup Peninsula (see **Source 1**)?
4. How do you think such sites can be protected?
5. Write a letter to a newspaper or news website explaining the reasons for closing some Indigenous heritage sites to the public.

Apply your understanding

6. Read **Source 3** and form small groups to discuss the issues it raises. It is your group task to decide:
 - (a) why a plan was made to put an end to climbing Uluru
 - (b) why some people were opposed to this plan
 - (c) what would be the best solution to the issue.
7. Sometimes Indigenous heritage sites have been damaged by mining and other kinds of economic activities. Hold a class discussion on what should happen in such cases.
8. Uluru is one of hundreds of sites in the world that have been listed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as World Heritage Sites. Use the **UNESCO World Heritage Sites** weblink in the Resources tab to:
 - (a) examine UNESCO world heritage criteria for ancient sites
 - (b) select an ancient site in another country and explain why it is important for that site to be preserved and conserved.



Complete this digital doc: Worksheet 1.8: To climb or not to climb?



Explore more with these weblinks: Indigenous heritage sites
UNESCO World Heritage Sites
Aboriginal rock art

1.10 Virtual site studies

1.10.1 Virtual museum and site studies

Thanks to computer technology, it is now possible for history students to undertake many site studies using the internet. Some of the world's greatest museums have put their exhibits online, making it possible to do virtual site studies. This means you do not have to physically visit an overseas museum or archaeological site to see what it contains. Your Resources tab contains weblinks you can use to perform your own virtual site study of some of the following museums.

The Louvre Museum (France)

This website has extraordinary ancient history collections. Its ancient Greek and Roman pages alone display hundreds of items, from prehistoric times to the sixth century CE.

Canadian Museum of History (Canada)

This site includes a virtual tour of the tomb of the ancient Egyptian pharaoh Tutankhamen. It has sections on the pharaoh's life and times, death, funeral, tomb and treasures, and the myth of the mummy's curse.

Stonehenge virtual site study

In the research project at the end of this topic you will have the chance to complete a virtual site study on one of the most remarkable and famous of all prehistoric archaeological sites.

What is Stonehenge?

Throughout New Stone Age, Bronze Age and even Iron Age times in Europe, many different tribes of people lived in **lake villages** surrounded by swamps that offered protection from enemies, while others lived in circles of huts or in hill forts. The only traces we have of some of these people are the **megaliths** they left behind them. Many of these big stone monuments were built between about 4000 and 2000 BCE. There are temples, tombs, rows of standing stones and great stone circles called henges. The most famous of them all is Stonehenge, in southwestern England. Stonehenge was most likely built as a temple to the sun and the changing seasons.

SOURCE 1 Stonehenge



SOURCE 2 From Dan Jones, 'Sacred Stones', *Cosmos* magazine, February/March 2009

Evidence that people made healing pilgrimages to Stonehenge comes from human remains ... most spectacularly ... a man between 35 and 45 years old who was buried about eight km from Stonehenge between 2400 and 2200 BC with nearly 100 possessions ... The bones ... tell a story of a sick, injured traveller coming to Stonehenge from as far away as the Swiss or German Alps.

Building Stonehenge

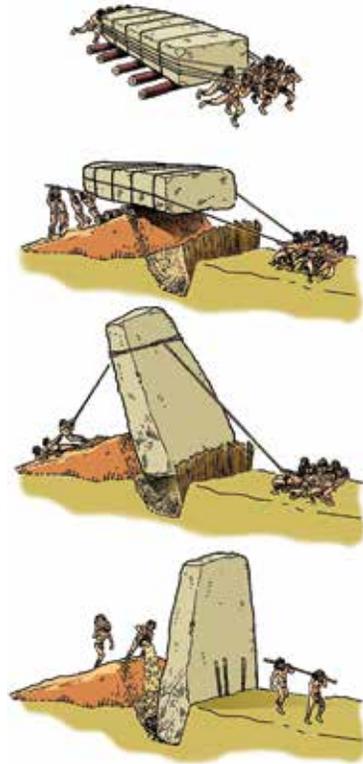
The first stage of Stonehenge was begun around 3000 BCE. A circle was formed by a ring of banked-up earth about 110 metres in diameter. It was surrounded by a ditch that was partly surrounded by more banked earth. An upright stone was placed on each side of the main entrance through the enclosure. The big **sarsens** were placed between 2600 and 2200 BCE. Bronze Age people added a circle of bluestones brought all the way from Wales around 2200–2000 BCE.

When Stonehenge was built, people lived in small Stone Age farming communities. Archaeologists have estimated that a team of 200 people would have been needed to move just one of the sarsens. The bluestones were smaller but they had to be transported some 240 kilometres, mostly by sea, from Wales.

What happened to the megalith builders?

From around 750 BCE, warlike groups called Celts spread across Germany, Spain, France, Britain and Ireland, pushing the earlier people, the megalith builders, into remote corners of the country.

SOURCE 3 How the stones might have been raised



1.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is a virtual site study?
2. List four kinds of megaliths that were constructed in Europe from about 4000 BCE.

Apply your understanding

3. Study **Source 1** and describe the main features of Stonehenge.
4. Look at **Source 3**.
 - (a) Do you think that people could have moved gigantic stones over land this way?
 - (b) Create your own diagram to show how these people might have transported the bluestones by sea.
5. Read **Source 2**. This is just one theory about Stonehenge. Working in small groups, try to work out how a sick traveller of that time could have made a journey from central Europe to England. You will need a map. Does anything about your answer change what you thought about people who lived that long ago?
6. Go to subtopic 1.12 where you will find all the tools you need to complete a virtual site study on Stonehenge. Watch the video and research online, and work in small groups to create a wiki that explains the different theories about how and why Stonehenge was built.

learnON RESOURCES — ONLINE ONLY

 Explore more with these weblinks: World Heritage sites

Virtual site study: Canadian Museum of History

Virtual site study: Egyptian Museum

1.11 In their shoes

1.11.1 Understanding how they felt

It is very important for historians to empathise with those they study. This means trying to understand how people thought and felt at different times in the past. At different points throughout this course you will be asked to put yourself in the situation of someone in the past. This is not a creative writing task, in which you can let your imagination run wild. Rather, you will be using historical imagination. This requires using your imagination, but basing your ideas on evidence.

Often we can get a sense of the way people thought and felt through primary sources such as diaries or through visiting museums and historical sites. Using empathy, we work with all the evidence we have in order to imagine what the past was like for people who were there at the time. We need to consider such questions as:

- Who were these people?
- Where did they live?
- How did they live?
- What mattered to them?
- What did they believe in?
- What did they see, hear, taste, smell and feel?
- What did they fear and what did they hope for?
- Did they have feelings similar to or different from ours?
- Did they all think and feel the same as one another, or did they have differing **perspectives**?

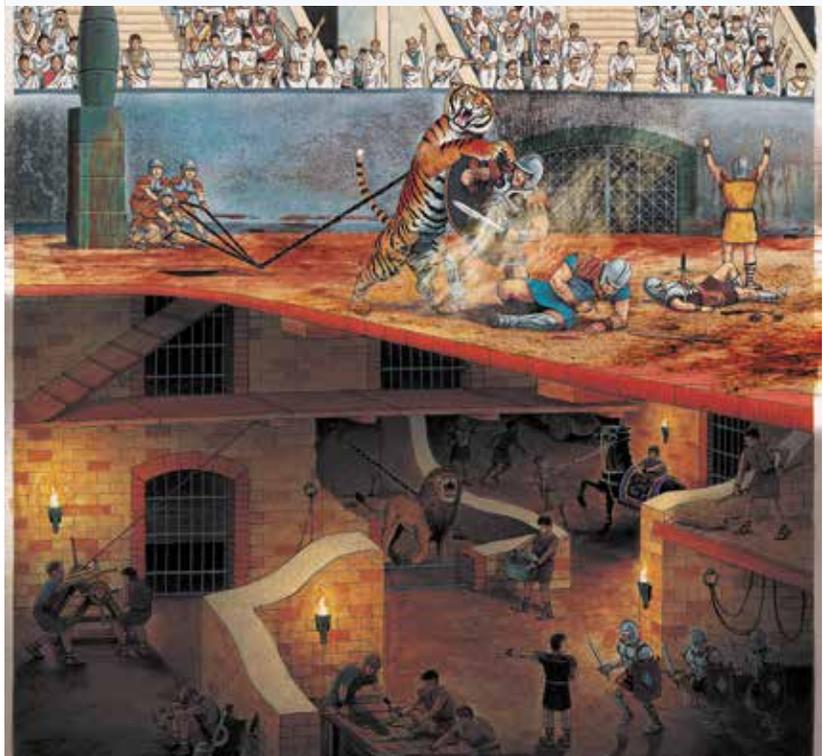
How should we judge people in the past?

When we learn about some of the things people did in the past, it is natural that we make moral judgements. For example, we naturally see slavery and torture as cruel. What we should try to avoid is judging people in the past by beliefs or standards that did not exist in their time. It would be wrong, for example, to judge a Roman army officer as being particularly cruel because he allowed his prisoners of war

SOURCE 1 The ruins of the Colosseum in Rome



SOURCE 2 The Colosseum was a vast amphitheatre in ancient Rome. To entertain Roman crowds, slaves trained to be gladiators were forced to fight, often to the death, against other gladiators or against wild animals that had been tormented to make them ferocious. Most gladiators were men but at least a few were young women. This artwork shows what happened below the arena as well as what happened above ground.



to be sold as slaves. At that time he would have been upholding the laws and attitudes of his society. However, some ancient Romans were cruel even by the standards of their own time. We should also remember that in the future, people may think that many kinds of behaviour we consider normal are, by their standards, wrong.

1.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What does it mean to empathise with people you study?
2. How is empathy different from sympathy?
3. How is historical imagination different to just letting your imagination run wild?
4. Why could it be wrong to judge people from past times by the standards of our times?

Apply your understanding

5. Imagine you are one of the gladiators shown in **Source 2** and describe:
 - (a) what you can see, hear, taste and smell
 - (b) how you feel about what you are doing and your chances of survival
 - (c) how you feel about your opponent who, like yourself, is only doing what he is forced to do
 - (d) what you feel about the crowd that is cheering for you to kill or to be killed.
6. Imagine you are one of the soldiers guarding the arena or forcing gladiators up from the tunnels and cages below. Would you be likely to consider what you are doing immoral or would you accept it as ‘the way things are’?
7. Not all ancient Romans liked watching gladiators fight, but many did. What do you think most of the crowd would be feeling?
8. Working in small groups, think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age? Report back to the class and give reasons for your answer.

1.12 Research project: Virtual site study — Stonehenge

1.12.1 Scenario and task

Your task is to create a wiki (an online encyclopedia) designed to inform readers of the different theories behind how and why Stonehenge was built.

In an attempt to protect and preserve the Stonehenge site, the British Historical Society is developing an online resource allowing visitors to explore Stonehenge in a virtual field trip. Your team has been put in charge of creating the Theories Encyclopaedia — a section of the website to educate visitors about the different theories people have about how and why the monument was built.

Each member of your team will be responsible for researching a different theory and creating the page about this in your wiki. Each page should include an explanation and an evaluation of the theory after analysing the sources you have used. Theories your team could incorporate include: Druid temple, Temple to the Sun, Lunar observatory, Built by survivors of Atlantis, Built by Egyptians, Cemetery, Calendar, Place of healing, Alien landing pad — or another you might discover during your research. A template to help you gather the necessary information and evaluate your sources, can be downloaded from the Resources tab.

1.12.2 Process

- Access your learnON title to watch the introductory video lesson for this project. Then, working in small groups, choose which theories about Stonehenge you will investigate. Carry out research into your chosen theories. Each member of your group should investigate at least one different theory.
- To discover extra information about each of the theories, find at least two sources. At least one of these should be an offline source such as a book or encyclopaedia. The weblinks in the Resources tab will help you get started. In the Resources tab you will also find a 'How to create a wiki' document, as well as a selection of images to add richness to your wiki.
- Set up your wiki, remembering that:
 - each theory should have its own page
 - the first page of your wiki is a title page. You will need to add a short paragraph explaining what Stonehenge is and introducing the theories menu.
 - you must double-check your spelling and grammar.
- As a group, review your final project and make any final adjustments. Make sure all of your pages are consistent with the same font and style of graphics.
- When you're happy with the final product, submit your wiki to your teacher for assessment.

SOURCE 1 Stonehenge



learnon RESOURCES — ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

1.13 Review

1.13.1 Review

In this topic we have looked at some good reasons for studying history. We have learned about:

- how historians divide the past into ages and periods
- how we count time
- some of the different kinds of primary sources we can use
- how historians investigate the past and create secondary sources
- the contributions of archaeologists and other scientists to our understanding of the past
- how we can know the age of a source
- the importance of conserving our heritage
- how we can use virtual site studies
- the importance of empathy.

KEY TERMS

absolute dating techniques methods used to assess the age of something (e.g. radiocarbon dating, tree-ring dating)

ancient history the period from the beginning of civilisation to the fall of the Roman Empire

anno Domini Latin for 'in the year of our Lord'

artefacts objects made or changed by humans

biased one-sided or prejudiced, seeing something from just one point of view

civilisation term used to describe societies that have towns and features such as complex forms of government and religion

conservation the preservation and protection of artefacts or relics from damage or decay

conservators specially trained people who clean, care for or repair artefacts for display in a museum or gallery

curators specially trained people who look after a museum collection

heritage everything that has come down to us from the past

hypothesis (plural: **hypotheses**) a theory or possible explanation

lake villages villages built over water on platforms or artificial islands

Latin the language of ancient Rome

megalithic made of large stones

megaliths giant stone monuments

oral traditions a people's stories and beliefs handed down through generations by storytellers rather than in writing

perspectives points of view or attitude

prehistory the period before writing was invented

relative dating techniques methods used to assess whether something is older than something else (e.g. stratigraphy, fluorine dating)

sarsens large sandstone blocks

site a place where there are traces of past human activity

strata (singular: **stratum**) distinct layers of material beneath the ground, built up over time, that provide information for archaeologists and geologists

1.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What does *heritage* mean?
2. What is the difference between CE, BCE and BP?
3. Why do we put 'c.' in front of some dates?
4. Explain the difference between primary sources and secondary sources.
5. What is a hypothesis?
6. If you were forming a hypothesis to explain something in the past, should you look only for evidence that supports it?
7. Name three clues that could help an archaeologist decide where to dig for ancient remains.
8. What might an archaeologist think if two very similar pieces of pottery were found at different sites?
9. Name two scientific techniques used to work out the age of ancient artefacts.
10. Why does a historian need empathy?

Apply your understanding

Imagine a team of archaeologists has just unearthed the sculptures you can see in **Source 1**. After months of careful digging they have come upon this remarkable find — eight pieces of sculpted stone. They are dirty and worn and obviously very old.

SOURCE 1 Ancient relief sculptures (created by chiselling the face of a piece of stone) found in Syria, in the Middle East



11. What clues and techniques might the archaeologists have used to locate the site at which they found these sculptures?
12. What would they have had to do before beginning to dig?
13. These sculptures are made of stone, but if they were found alongside pottery how would that help archaeologists to work out how long ago they were created?
14. If they were found in a layer that contained charcoal, what dating technique could be used to discover how old they are?
15. As a historian, you want to use this find as evidence for an investigation of the ancient society that made them. Using the skills you have learned in this topic, try to answer the following questions.
 - (a) Describe what is depicted on each of the stones (except for the worn stone at the top right).
 - (b) Which of these scenes provides evidence about conflict?
 - (c) Which of these scenes provides evidence about other aspects of life in this ancient society, and what aspects are they?
 - (d) Form a hypothesis about this society based on the evidence in these sculptures. For example, you could begin with: 'This appears to have been a warlike society because the sculptures show ...'
 - (e) Why is it impossible for these sculptures to give us a complete picture of this ancient society?
 - (f) What other kinds of evidence might help fill some of the gaps in our knowledge of these people?

learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** World history timeline (int-2932)
World history word search (int-6018)

 **Complete these digital docs:** Worksheet 1.9: Definitions and find-a-word
Worksheet 1.10: Summing up
Worksheet 1.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What methods do historians use to investigate the past?
2. How do we use primary sources?
3. How do archaeologists investigate the past?
4. How do we date archaeological evidence?

TOPIC 2

Investigating an ancient mystery: the Olmec

NOTE TO TEACHERS AND STUDENTS

This topic is a supporting study for Depth Study 1. It examines an ancient society which presents a mystery that has challenged historians and archaeologists.

2.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

2.1.1 The mysterious Olmec

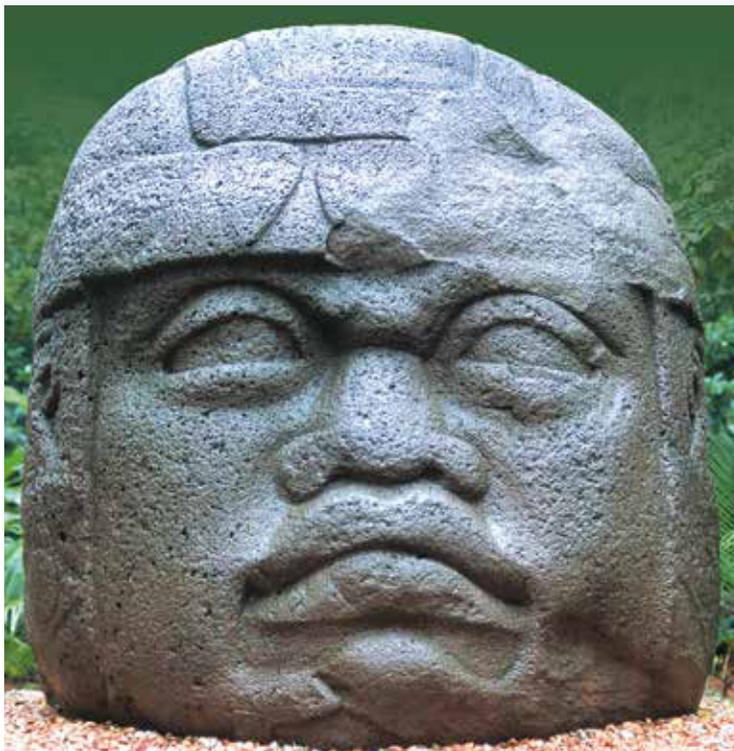
So far we have been looking at skills and methods that historians and archaeologists use to investigate the ancient past. In this topic we will see how such skills and methods can be used to investigate a particular society of the ancient past — the mysterious Olmec of Mexico.

The first humans arrived in the Americas at least 8000 years ago. Many historians believe these first arrivals may have occurred as early as 30000 BCE. People probably crossed from Siberia to North America and gradually migrated down the Pacific coast of North and South America.

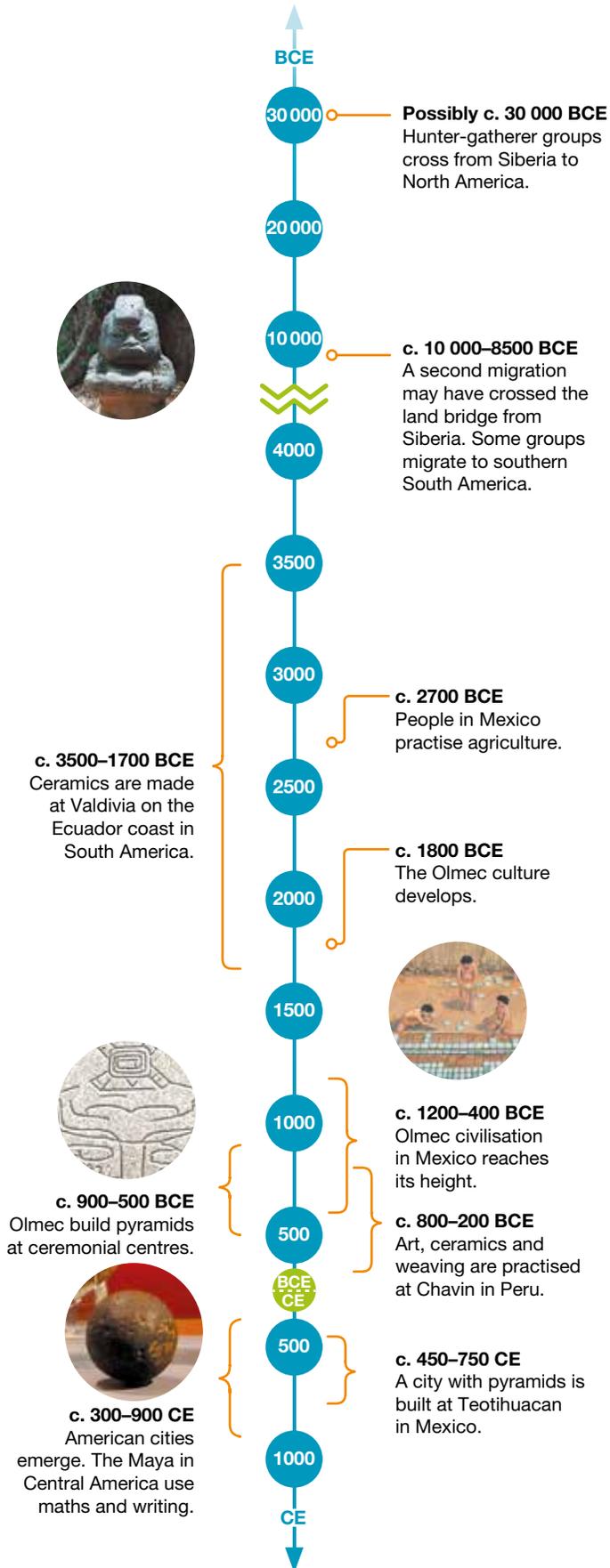
When the Italian explorer Christopher Columbus accidentally ‘discovered’ America in 1492 he thought he was in Asia, so he called the indigenous peoples Indians. No-one from Europe or Asia had known that the Americas existed. Earlier visits to North America by Vikings in about 1000 CE had been forgotten.

In the decades that followed Columbus’s first voyage, the Spaniards conquered two powerful indigenous civilisations — the Aztecs in Mexico and the Incas in Peru. However, archaeological digs have uncovered American civilisations from long before the Aztecs and Incas. The Olmec civilisation was among the earliest.

SOURCE 1 One of the giant stone heads carved by the Olmecs about 3000 years ago



SOURCE 2 A timeline of early Mesoamerican civilisations



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What is most mysterious about the Olmec of ancient America?
2. How did the geography of ancient Mexico influence Olmec civilisation?
3. How much can we know about how Olmec society was organised and governed?
4. How do archaeological sources help us to understand the Olmec?
5. What is the significance of the heritage of the Olmec?

Starter questions

1. Can you name three modern countries in North America?
2. Can you name three modern countries in South America?
3. Can you think of reasons why there might be more mysteries surrounding ancient societies in the Americas than in some other parts of the world?
4. Why do you think there are still unsolved mysteries concerning much of the ancient past?

learn on RESOURCES — ONLINE ONLY

Complete this digital doc: Worksheet 2.1: Timeline exercise

2.2 How do we know about the Olmec?

2.2.1 Investigating the mystery

In 1862, at Tres Zapotes in Mexico, villagers uncovered a strange object protruding from the ground. After digging it out they found it was a giant head carved from a **basalt** boulder. Almost as tall as a man, it was round, had a flat nose, full lips, staring eyes and what appeared to be a bowl-shaped helmet. Over the years more giant stone heads turned up: one more in Tres Zapotes and others in San Lorenzo and La Venta (see **Source 1**). No-one knew who had created them.

In 1938 an American archaeologist, Matthew W. Stirling, led an expedition to Tres Zapotes. His team found at least fifty earthen mounds and many artefacts. When a gigantic head was found by villagers at San Lorenzo, Stirling went to investigate the site. There, too, a layout of cone-shaped mounds and walled **plazas** was uncovered. Stirling investigated other sites, including La Venta. He concluded that the strange stone heads and the ground formations where they were found represented the oldest civilisation yet found in America. They were the Olmec.

SOURCE 1 A map of Mexico showing the main Olmec centres



2.2.2 Who and how?

How did the heads get there?

No-one knows how the heads were brought to these sites, some of which are in the middle of swamps with no natural rock outcrops. Some heads were quarried in mountains up to 160 kilometres away from where they were found. They certainly weren't brought on trucks! So how were enormous blocks of stone, each weighing several tonnes, brought across such distances? Our only clue is the system of rivers between the sources of the rocks and the sites to which they were brought. Most archaeologists believe that Olmec rulers used villagers to transport the heads on rafts along rivers and to haul them to their final positions over timber rollers. Others suggest moving them overland in the dry season was a more likely method.

SOURCE 2 From Jeremy A. Sabloff, *The Cities of Ancient Mexico*, 1997

... [A] raft holding a huge carved stone head had been floated up to the landing at the foot of the hill crowned by the ceremonial [centre] ... [Many] of the adult males in the surrounding communities have been called out by the chief to help pull the heavy basalt monument up the steep slope to the top of the hill. This important chore will take many days.

Whose heads are they?

So far 17 of these stone heads have been found. The largest is 3.4 metres high. But who are the heads supposed to be and why were they made? Again, we have only theories. Some have claimed that the heads, like

other statues and figurines in Olmec art, have features more typical of West Africans than of any Mexican tribes. This represents a theory that people from overseas visited America in ancient times. However, Stirling claimed that people living in the region once inhabited by the Olmec had similar features. Stirling suggested that the heads might represent rulers. Interestingly, the locals who found the head in **Source 4** thought the same. They called this head *El Rey*, which is Spanish for ‘the King’.

SOURCE 3 A modern artist’s impression of how the Olmec might have transported the giant stone heads



SOURCE 4 Archaeologist Marion Illig, wife and colleague of Matthew Stirling, with the giant stone head at San Lorenzo that locals called *El Rey* (‘the King’)



2.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Source 2** offers a theory about how the stone heads were transported. Find out what a theory is. Why is **Source 2** a theory?
- Outline some of the theories about whose features are represented by the heads. Can you suggest why these theories differ so widely?

Apply your understanding

- Study **Source 1**.
 - List sites where stone heads have been found.
 - Suggest why the rivers might have helped in transporting stone heads from mountain quarries.
- Look closely at **Source 1** in subtopic 2.1 and **Source 4**.
 - What did Matthew Stirling suggest the heads may have represented?
 - Can you think of anyone else, real or supernatural, they might have represented?
 - Suggest a purpose for transporting the enormous stone heads and placing them at a ceremonial religious site.
- Look at **Sources 2** and **3**. Without any evidence of how the giant stone heads were transported, why might the method these sources suggest be a likely explanation?
- Use the **Olmec arts** weblink in the Resources tab to view photographs of Olmec stone heads and artefacts. Use these to frame two historical questions about their features and possible meanings.

 Complete this digital doc: Worksheet 2.2: Olmec heads

 Explore more with this weblink: Olmec arts

2.3 Who were the Olmec?

2.3.1 Who were the Olmec?

Olmec is an Aztec word meaning ‘rubber people’. This was because the Olmec used rubber, which came from the area they once inhabited.

The Olmec lived near the southern part of the Gulf of Mexico. This is a hot and humid area of swamps, lagoons and tropical forests. That is why it is not as densely populated today as other parts of the country. It may seem odd that the first civilisation in America developed in such a place. However, unlike the cultures that followed them, the Olmec did not have large cities that needed extensive farmlands to feed their populations. Rather than cities, the Olmec had religious centres where people gathered to worship their gods. There was little space for buildings. Only about one hundred and fifty to a thousand people would have lived in or close to these centres.

For the most part, the Olmec lived in small villages. However, their religious centres had similar features to those of the civilisations that followed them. Because Olmec culture influenced later civilisations, some historians have called it ‘the mother culture of Middle American civilisation’.

La Venta: an Olmec ceremonial centre

The most famous Olmec centre is La Venta, which lies on a small island in the middle of a swamp. It is believed that no more than 150 people would have lived there at any one time. La Venta was a ceremonial religious centre. It is an earthen mound 120 metres long by 70 metres wide and 32 metres high. On top there is a long, oblong plaza surrounded by low mounds. This layout is typical of Olmec religious centres. **Figurines**, many made

SOURCE 1 An aerial view of Laguna de los Cerros, Mexico. Before it was reclaimed by vegetation, this was an Olmec ceremonial religious centre. Cone-shaped mounds are clearly visible, as are the walls enclosing a plaza. The cones were made of earth but are so like the stone pyramids built by later cultures that it is likely they had temples on them, like the pyramids of later times.



SOURCE 2 A greenstone axe-head in the form of a **were-jaguar**. It is believed that this represented a person transforming into a snarling jaguar. This image is a common feature among Olmec artefacts. So is the baby-like form of the human figure.



of **jade**, have been found there. Most impressive of all are four mysterious giant stone heads, transported from 96 kilometres away upriver, in the Tuxtla Mountains.

Skilled artisans would have been needed to construct such monuments. Later Middle American civilisations were ruled by a class of priests, not unlike the Egyptians. No doubt such a class would have originated in Middle America with the Olmec. The priests would have presided over the ceremonies conducted at such places as La Venta.

SOURCE 3 A sculpted Olmec altar, 3.4 metres high, from La Venta, Mexico. Made of basalt, it had to be transported from a site 96 kilometres away.



DID YOU KNOW?

In 2002 the British Broadcasting Corporation (BBC) funded an attempt to move a 12-tonne basalt boulder using technology the Olmec would have had — a sled to take it down a path of wooden rollers and a bamboo raft once it reached the river. Eventually, after great struggles, they reached the river, but they did not succeed in floating it on the raft. The BBC also commissioned a sculptor, Glynn Williams, to carve a giant head from a basalt boulder. Again, it was a slow and painful process. Williams was forced to admit: 'I think we're a long way from discovering the secrets of how they did this sort of thing.'

2.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain why historians have called the Olmec 'the mother culture of Middle American civilisation'.
2. Describe the kinds of activities that most likely took place at La Venta.
3. Working in small groups, think of three reasons why the geographical features and environment of La Venta would have prevented large numbers of people from living there.
4. From where were the enormous stone monuments brought to La Venta?

Apply your understanding

5. Read the section describing the La Venta site. **Source 1** shows a similar site, Laguna de los Cerros. Draw a diagram of the main features you can see in the picture of Laguna de los Cerros. Using the information about La Venta, see if you can label your diagram, showing some of the main features.
6. Look at **Source 2**. In a short paragraph, describe the image.
7. Look at **Source 3**. Describe the image. Knowing that the monument is part of a ceremonial religious centre, what do you think it might represent?
8. The word 'were-jaguar' is based on the term werewolf, a creature from European folklore. Conduct research to find out what werewolves were supposed to do. Based on what you have learned about werewolves, why do you think historians use the term were-jaguar?
9. The venture described in the 'Did you know?' box is an example of experimental archaeology. Does the failure of the BBC's attempt to move a basalt boulder prove that the Olmec could not have moved them that way, or are there other possible explanations? Use the internet to find another example of the use of experimental archaeology to solve an ancient mystery.

2.4 The buried treasure of La Venta

2.4.1 La Venta's mosaic

A strange find

In subtopic 2.2 you read about Matthew Stirling's work on excavating ancient sites in the swamps and rainforests of Mexico that he attributed to the Olmec. Within those sites, Stirling made other finds that were just as strange as the stone heads that brought him there.

One of these strange finds was a **mosaic** platform made up of **serpentine** blocks. He found it in 1943, buried inside the ceremonial centre of La Venta. However, unlike the buried treasure we read about in pirate stories, this treasure was not meant to be dug up. Like the treasure of Egyptian pharaohs, it was meant to be hidden

SOURCE 1 The mosaic from La Venta, now in a park in the Mexican town of Villahermosa



SOURCE 2 A modern artist's impression of how the Olmec may have ceremonially buried the mosaic in a pit more than seven metres deep at La Venta

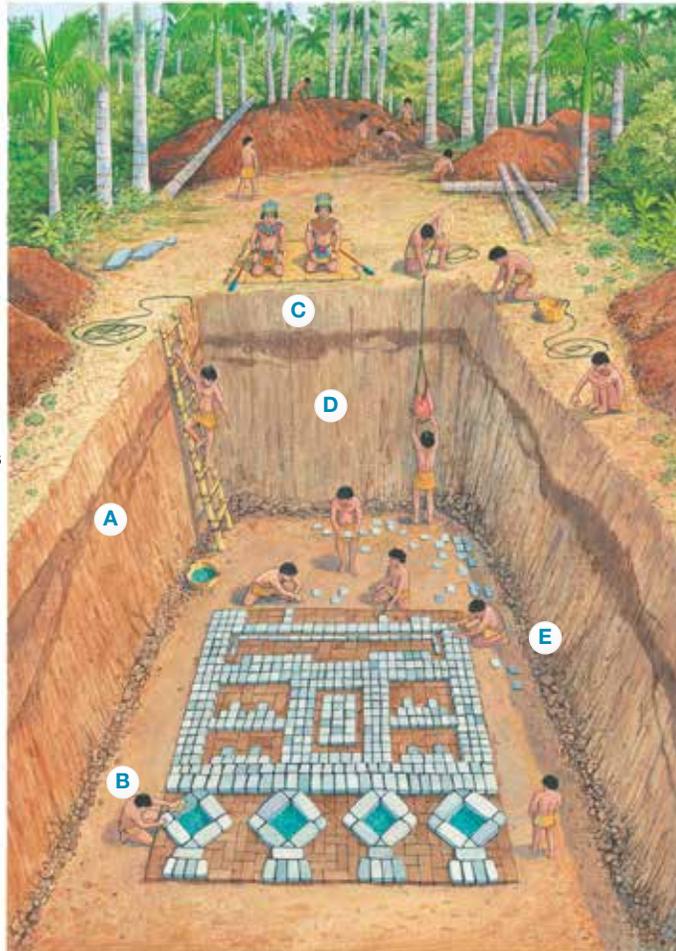
A The pit, which is mostly clay, is over seven metres deep.

B Workers polish the mosaic with sand.

C Priests oversee and bless the work.

D Flax bags filled with sand are lowered into the pit using ropes. Spare blocks are also hauled out of the pit.

E Fine stone is used to fill around the mosaic.



forever from view. This treasure was not some rich person's possessions, meant to be enjoyed in the afterlife. The pattern of blocks made a design.

A mosaic design on a floor or wall is not unusual. But this design was in a pit almost eight metres deep. It was laid out on a sticky bed of tar. Tar was readily available at La Venta, an island in a swamp oozing with petroleum. Then they buried it under layer after layer of different-coloured clays! And so it lay hidden, until Stirling dug it up 2600 years later.

The meaning of the mosaic?

What did the mosaic platform represent? Some think that, if you view it from one end, it resembles the face of the jaguar, so common in Olmec art. Others say that, from the other end, it looks like the Tree of Life, also common in Olmec art. But even if it was one of these, why was it buried? No-one knows.

Without written documents from the time of the Olmec, we can only make guesses. Most historians agree that the motive for burying this mosaic must have been religious. Historians often use the word 'offerings' to describe such buried treasure, meaning gifts to their gods. Beyond that, there is only mystery.

2.4.2 Other strange treasures

The giant stone heads are the biggest monuments carved by the Olmec, but they also created many small figurines. Among the smaller, but equally strange, carvings is a curious group of little figurines also found buried at La Venta, this time in sand. It is typical of Olmec art in that they appear to represent toddlers or babies. Less typical are their strangely long skulls. The group is surrounded by a line of little pillars.

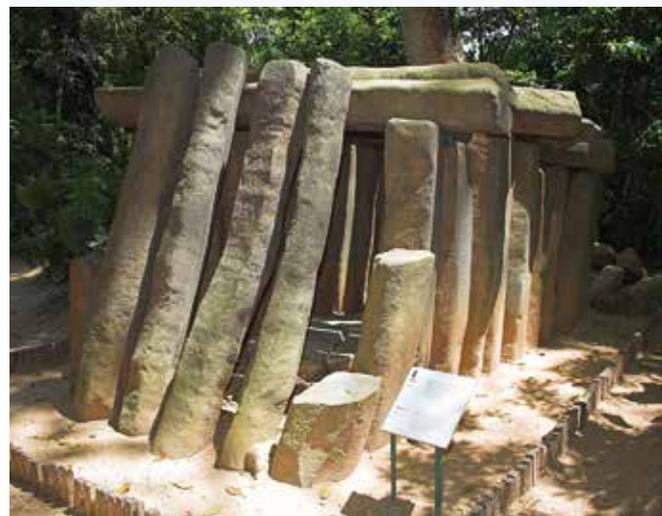
The Olmec actually decorated their ceremonial centres with huge versions of such stone pillars. Again, no-one knows why these objects were buried. In fact, archaeologists have found that some time after they were buried, they were uncovered, and then buried again!

We know the Olmec dragged huge basalt boulders from the Tuxtla Mountains to create such monoliths as those in **Source 4**. But what about the smaller, polished artworks made from jade and serpentine, such as those buried at La Venta? Where did this stone come from? Like the basalt, it was not local. Was it quarried? The only known quarry for jade in Central America is in Guatemala. More likely, though, the materials were found among pebbles in creek beds. Many Olmec artworks have a smooth finish. Partly this is explained by the artist's grinding the figures into shape, but the running waters of creeks and rivers had already done much of this work for him. Once he found his stones, the Olmec artist used saw-like tools made of stone and wood and even string. With these abrasive tools he sawed grooves and drilled small holes into the stones, shaping them into sculptures.

SOURCE 3 Figurines of jade and serpentine, with jade axes apparently representing the pillars of a courtyard, also found buried at La Venta



SOURCE 4 Massive stone pillars from La Venta, arranged to enclose a tomb



DID YOU KNOW?

No more archaeological digs are taking place at La Venta, where the mosaic was found. The clay pyramid that dominates the area is thought to have a tomb hidden beneath it. But no archaeologists are digging there. The only digging being done at La Venta is by companies seeking oil, for the ancient land of the Olmec sits on a bed of oil.

2.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who found the mosaic of serpentine blocks and where were they found?
2. For how long had they remained buried?
3. Outline two theories about what the mosaic may represent.
4. What other 'treasure' was found buried at the same site?

Apply your understanding

5. Draw the image created by the mosaic in **Sources 1** and **2**. What does it resemble to you?
6. Some say the image formed by the mosaic is of a jaguar. Look at **Source 2** in 2.3.1 under La Venta: an Olmec ceremonial centre, a typical representation of the Olmec were-jaguar. To what extent do you agree that the two images are similar?
7. To what extent is it possible that the pillars in **Source 3** represent the much bigger ones in **Source 4**?
8. What do you think the mosaic in **Source 1** represents? Create a hypothesis of your own.

learnON RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 2.3: Olmec artefacts

2.5 The land of the were-jaguar

2.5.1 The mystery of the were-jaguar

The were-jaguar, a common feature in Olmec art, is mentioned throughout this topic. It is generally a figure that is assumed to be part human and part jaguar. The Olmec carved this frightening image on everything from giant basalt monuments to small figurines.

Features of the were-jaguar

Usually the were-jaguar is shown with a human body and what some historians say is the stylised head of a jaguar. By 'stylised' we mean that a particular style is used to show the main, recognisable features of the jaguar. Usually this was a snarling face — an expression of a big cat like a jaguar when it bears its fangs. But unlike either a human or a jaguar, the eyebrows take the form of three or four prongs of what

SOURCE 1 Greenstone figure of a crouching were-jaguar in the form of a child



looks like flame. This adds to its frightening aspect. Sometimes the head is square with a V-shaped cleft in the top. Also unlike a jaguar, it has a toothless mouth, though sometimes what appear to be big fangs decorate the edges.

2.5.2 The mystery deepens

Other ancient societies had gods whose features are a mix of animal and human. The Egyptians are a good example. So was the were-jaguar a god worshipped by the Olmec? Might the god embodied by this powerful jungle animal have represented the power of the Olmec rulers? Or perhaps it was a god of war, just as the Egyptians' god of war took the form of another powerful big cat, the lioness.

We have no real evidence to support these hypotheses. Moreover, the were-jaguar image seems to dominate Olmec art, yet we have few recognisable images of other gods. One image shows a feathered serpent: we know from later Mexican cultures that this may have been the creator god Quetzalcoatl (see **Source 3**).

The were-jaguar generally took the form of a child, as in **Source 2** in section 2.3.1 Who were the Olmec?, for example. The figure of the child on this monument has a snarling monster's head. It is in the arms of what may be a priest, as if it is being offered to the gods as part of a religious ceremony. It is odd that a god should be shown as a child in the arms of an adult. This is why there is some doubt as to whether the were-jaguar represents a god.

Jaguar or toad?

But *is* it a jaguar? Recently some historians have suggested that it is not a jaguar at all, but a toad! (It is from this region that the pest we in Australia call the cane toad originated.) This view would explain the flame-like eyebrows — actually bony ridges on a toad. It would also explain the cleft in the top of the head and the toothless mouth. Even the 'fangs' can be explained if we assume the creature is a toad. The cane toad eats its skin after shedding it. As it chews it, the skin often droops at the sides of the mouth. Perhaps they are not fangs at all, but the remains of the toad's skin.

So is it a jaguar or a toad or something else entirely? The images are so stylised and other current evidence is so limited that it really is hard to be sure. The mystery is unresolved.

SOURCE 2 The jaguar, which inhabits the rainforests of Central and South America



SOURCE 3 Monument from La Venta. It has been assumed that the snake in this image is Quetzalcoatl, the creator god so central to later Middle American civilisations. However, no other evidence exists to support this theory. There is less doubt that the serpent is a rattlesnake, common to the region, as is clear from its tail.



SOURCE 4 The cane toad (as it is known in Australia), which originates in Central and South America and would have been familiar to the Olmec



2.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who or what is Quetzalcoatl?
2. Where did the cane toad originally come from?

Apply your understanding

3. Look closely at **Sources 1 to 4**.
 - (a) What features of the 'were-jaguar' are not present in a real jaguar?
 - (b) List two features of the were-jaguar that suggest the cane toad.
4. Why is it unclear what the images shown in these and other sources throughout this topic actually represent?
5. Present your own theory as to what the were-jaguar might be. You may agree with some of the theories in this unit, or you may have your own ideas.
6. Working in small groups, form your own ideas as to what is happening in **Source 3**. As you will now be aware, there is so little available evidence about Olmec culture that many of our interpretations of their artwork and monuments are largely guesswork.

learnon RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 2.4: The were-jaguar

2.6 Human sacrifice?

2.6.1 El Manati

Not far from the religious centre of San Lorenzo, at a place called El Manati, some curious objects were found by archaeologists in 1989. Thirty-seven wooden statues, each wrapped in a fibre mat as if for a funeral, were discovered. They had been buried in a bog, along with various offerings. The objects were not simply thrown into a hole; they had been carefully arranged. The timber sculptures were typically Olmec: baby-like figures with **elongated** heads. They were also the oldest wooden artefacts yet discovered in Middle America; at 1200 BCE, they date from the early years of Olmec civilisation.

Babies in a bog

Each carving was accompanied by offerings of one sort or another. These included beads, pottery and axes of **jadeite**. Several had with them remains not only of animals but of human infants! There were parts of skulls or a few bones, but there were whole skeletons too; some were newborn and some unborn.

There is no evidence of how these infants died, although it has been suggested they may have been the victims of human **sacrifice**.

SOURCE 1 Some of the wooden figures discovered in the bogs of El Manati



The Middle American civilisations that followed the Olmec practised human sacrifice. Generally their victims were adults and defeated enemies rather than infants. They were held down on the top of a temple-pyramid as a priest cut out their heart. This was done to appease the gods and ensure prosperity for the community. So it is possible that the infant remains found in the bogs of El Manati were those of sacrificial victims. But no evidence has yet been found to show that the Olmec themselves practised human sacrifice.

Ball games of death?

Also found at El Manati, but at a different site, were 12 rubber balls dating from around 1600 BCE.

We already know that *Olmec* means ‘rubber people’. Now here is evidence that not only the Olmec, but possibly their ancestors, used the sap of the rubber tree to make balls. These balls were also buried with other objects, such as jade axes, so there was most likely some religious motive for their burial. We do not know what kinds of ball games were played by the Olmec. However, the civilisations that followed them constructed ball courts with stone hoops in which two teams played for victory.

To the players, such a victory was worth much more than any Olympic gold medal today, because the losing captain faced a sacrificial death sentence. It is suggested that features at some Olmec religious sites may have been ball courts. Is it possible, then, that the Olmec also participated in ball games that ended in human sacrifice? As yet there is not enough evidence to answer this question. We know only that they made balls out of rubber and they probably used them in games of some kind.

SOURCE 2 An Olmec rubber ball. After 3600 years you can still smell the latex!



SOURCE 3 Ulama, an ancient ball game still played in Native American cultures today. It is descended from the games played in ancient America — perhaps even from the Olmec.



DID YOU KNOW?

The Mexican ball game **ulama** is the oldest known game in the world that uses a rubber ball.

2.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the 37 statues buried at El Manati made of?
2. When were they buried?
3. What kinds of remains were found with some of these statues?
4. Why is it currently not possible to tell whether these bodies were sacrificed to the gods?
5. How long before the burial of the 37 statues were the rubber balls buried at El Manati?

Apply your understanding

6. Compare **Source 1** and **Source 3** in subtopic 2.4 The buried treasure of La Venta. List any similarities and differences between the two groups of figurines. To what extent do you think it possible that these two groups of figurines were used in the same ritual?
7. What do *you* think might be the reason that the infant bones were found at El Manati among the figurines shown in **Source 1**?
8. How do you think you would feel if you were likely to be killed if you lost a ball game?
9. Find out about the Mexican ball game ulama, which is still played today and is descended from the ball games played in ancient America. Draw up a set of rules and instructions about how to play it. You might organise your class to play it, using a medium-sized rubber ball. You may well be recreating a game played by the Olmec in ancient times!

2.7 Writing, numbers and calendars

2.7.1 The Cascajal Block

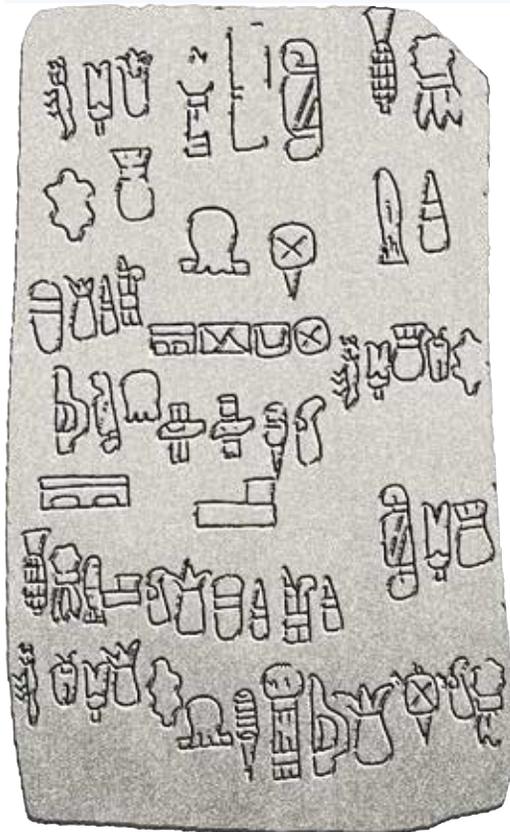
Did the Olmec use a system of writing? Until recently the earliest evidence of writing in America came from another region of Mexico, Monte Alban. It is dated to 500 BCE, by which time Olmec civilisation had begun to decline. However, it is believed that writing may have started in Olmec times because so much of their culture was inherited by later civilisations, and many of these used writing.

In 1999 a 12-kilogram block 36 centimetres long and 21 centimetres wide was found in a gravel quarry near the San Lorenzo Olmec site. It was decorated with 62 symbols. Some were repeated several times,

SOURCE 1 The Cascajal Block, said to date from 900 BCE. Some believe it to be the oldest example of writing in America.



SOURCE 2 The symbols on the Cascajal Block



the way letters are repeated in a piece of writing. They did not resemble any known writing from Middle America.

By 2006 archaeologists were able to form a hypothesis about the Cascajal Block. They examined other artefacts, such as pieces of pottery, found in the quarry. This allowed them to estimate when the block might have been put there. They concluded it could be 2900 years old, 400 years older than the Monte Alban writing. So the Cascajal Block appears to date from the time of the Olmec.

Other archaeologists were not convinced by this date, however. After all, they said, the block was dug up accidentally by a bulldozer in a quarry, not by an archaeologist carefully examining the site. Even the archaeologists who estimated the age of the block admitted it might not have been as old as the Olmec artefacts with which it was found. Perhaps someone had reburied it there. So there is still disagreement about its age. Are the markings on the block writing? It seems likely because of the way they are arranged. But there is no other evidence of such 'writing' as was found on the block. Unfortunately, the location where the block was found is not a good place for archaeological digs. The area has been affected by quarrying, which could have damaged or destroyed any other Olmec artefacts there.

Olmec numbers and calendars?

Suggesting the Olmec invented what was to become the number and calendar systems of Middle America is also guesswork. The Olmec are often credited with being the first people in the world to introduce a mathematical system that included the concept of zero. They are also credited with creating a calendar that recognised a 360-day year, only five days short of the year as we know it. As one would need to observe and study the stars to come up with such a conclusion, they are also believed to have been remarkable **astronomers**.

What is the evidence for this? The civilisations that followed the Olmec, such as the Maya, used the mathematics and calendars we have described. So it is possible they inherited them from the Olmec. The best piece of evidence comes from the Olmec site at Tres Zapotes. It is a great basalt **stela** with some writing on it, including numbers. The stela is made from the same basalt blocks as the Olmec giant heads, but it appears to have been carved a few hundred years *after* the end of the Olmec civilisation. The numbers on it indicate the date 36 BCE, but the Olmec had disappeared more than three hundred years earlier. So it is not known whether the Olmec invented the mathematics and calendar systems of Middle America. It is only a possibility.

SOURCE 3 Stela C from Tres Zapotes. Some of the signs have been identified as numbers.



2.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. The dates on the **Source 2** timeline in subtopic 2.1 have 'c.' in front of them, meaning circa (or about). Why would this be?
2. How do you think archaeologists estimate such approximate dates?
3. How old is the writing found at Monte Alban?

4. How old is the Cascajal Block believed to be?
5. Why might the symbols on the Cascajal Block be writing?
6. What is the mathematical concept, or idea, first discovered by civilisations of Middle America?

Apply your understanding

7. Look at **Sources 1** and **2**. Do these markings look like writing to you? List any points you can make that support the idea that these might be letters or words.
8. Why is the stela shown in **Source 3** such an important find for historians?
9. If the Cascajal Block (see **Sources 1** and **2**) shows some form of writing, and the stela in **Source 3** definitely shows numbers, why can't we say for certain that the Olmec used writing and mathematics?

learn on RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 2.5: Deciphering the Cascajal Block

2.8 Mysterious neighbours: the Chavin of Peru

2.8.1 The Chavin civilisation

The Olmec might not have known of it, but during the last few hundred years of their civilisation in Mexico another American civilisation had emerged. This occurred 5000 kilometres to the south in Peru, in South America.

It came to be named after the town of Chavin de Huantar, which is near this ancient civilisation's biggest archaeological site. The Chavin archaeological site was designated a World Heritage site by UNESCO in 1985. The Chavin civilisation is as mysterious as the Olmec. It has often been called the 'mother culture of Peruvian civilisation'. Chavin influence spread from central Peru to the far north of South America. Its traditions were passed down to the cultures that followed.

The archaeological site

Chavin de Huantar is situated in the foothills of the Andes, the second highest mountain range in the world, after the Himalayas. The plains below are arid, but the Pacific coastline offers a plentiful supply of fish. In the eastern part of the country the melting snows of the Andes feed the Amazon, the greatest river in the world. The Chavin heartland in the west has a cool climate, while the rainforests of the Amazon are hot and humid. The Chavin were familiar with the rainforest, although they apparently did not live there.

SOURCE 1 Chavin de Huantar, with the Andes Mountains beyond



SOURCE 2 Chavin de Huantar: the entrance to a series of chambers called the New Temple

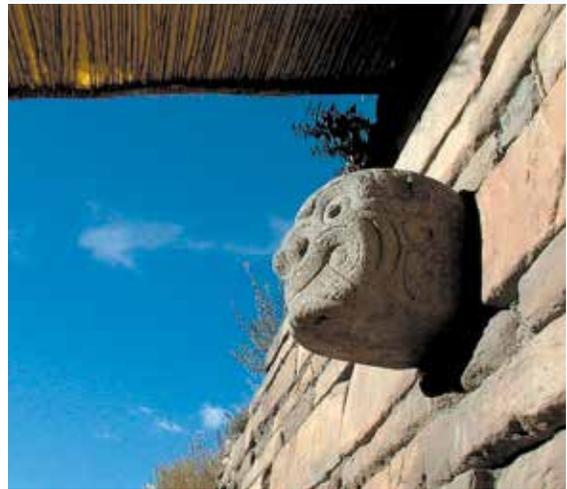


The Chavin de Huantar site is made up of enormous platforms with stone retaining walls. Inside this compound is a temple. A fearsome-looking statue of a monster with bared fangs and snakes for hair dominates one of the innermost rooms. Sometimes referred to as a were-jaguar, it is assumed to be one of the main gods of the Chavin.

SOURCE 3 Chavin de Huantar: interior



SOURCE 4 A 'tenon head' (a tenon is a projection on the end of a piece of timber). These heads were carved as projections on the end of stone blocks. They decorate the outer walls of the Chavin de Huantar complex.



2.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What happened to the Chavin archaeological site in 1985?
2. What can be found at the Chavin de Huantar compound?
3. Why do you think the Chavin civilisation has been called 'the mother culture of Peruvian civilisation'?
4. Where is Chavin de Huantar situated?
5. Approximately how far from the Olmec civilisation was the Chavin civilisation?

Apply your understanding

6. Look at **Source 1**. Why do you think the Chavin chose this site on which to build their stone complex? Consider, for example, building materials, access and even good views.
7. **Sources 2 and 3** are close views of Chavin de Huantar.
 - (a) What materials were used to build this complex?
 - (b) Who would have built these walls and structures?
 - (c) How do you think the workers would have been found to build the complex?
 - (d) Can you propose any theories as to the purpose of these buildings?
8. Examine **Source 4** closely.
 - (a) What do you think this head is supposed to represent?
 - (b) Why do you think the Chavin decorated the walls of Chavin de Huantar with such heads?
 - (c) Some historians believe this image shows a person transforming into a jaguar, and that such rituals may have been acted out among the Chavin by their **shamans**. What do *you* think about this theory? Does it look like that to you, or does it look like something else?
9. Having examined some ideas about the Chavin, prepare a PowerPoint presentation summarising the main features of the ancient Chavin culture. You can do further research and look at some of their other artefacts, including gold figurines, pottery and images woven into cotton fabrics.

2.9 The Olmec heritage

2.9.1 Olmec influences

Olmec influence in their own time

Olmec artefacts have been found throughout Mexico, well beyond the land of the Olmec. There has even been some suggestion that they exported their culture down the Pacific coast as far as Peru. It has been possible to determine the extent of Olmec influence in their own time by examining pieces of Olmec pottery. Scientists have been able to work out that Olmec pottery was exported to other regions, where the style was copied. But it was a one-way relationship: the Olmec did not receive pottery from non-Olmec regions. This suggests the Olmec dominated other Middle American cultures. We do not know whether this was the result of trade or war, or both.

A recently discovered example of such influence is the ‘lost city’ of Zazacatla. In central Mexico, hundreds of kilometres beyond the land of the Olmec, the ‘lost city’ is actually a stone platform. It was not ‘lost’ in the jungle, like La Venta, but buried underneath — and churned up by — superhighways, service stations and car parks! Although Olmec artefacts have been found there, Zazacatla was probably not itself Olmec but, rather, influenced by Olmec culture.

Olmec influences on later civilisations

We know that Olmec ceremonial centres such as La Venta influenced the later layout of Middle American cities, with their walled plazas and temple-pyramids. Much Olmec art, including the giant stone heads, was unique. We don’t see such heads in the cultures that followed. Is there any evidence that rituals practised by later cultures such as the Maya and the Aztec came from the Olmec?

Among the religious practices of the Maya and the Aztec was **bloodletting**, or **autosacrifice**. In this ritual the worshipper, usually a priest of the ruling class, would pierce parts of his body, most frequently the penis or the tongue. He would then dedicate the blood spilt from the wounds to his gods. Victims prepared for sacrificial murder were also subjected to such bloodletting rituals before they were killed.

SOURCE 1 Zazacatla, a ‘lost city’ that thrived between 800 and 500 BCE. It showed Olmec influence, although it was hundreds of kilometres from the land of the Olmec.



SOURCE 2 Two figurines from Zazacatla. Note the were-jaguar style, very similar to other images of the were-jaguar in this topic.



SOURCE 3 From anthropologist Michael D. Coe, *The Origins of Maya Civilization*

One of the most important of all Maya rituals was ceremonial bloodletting, either by drawing a cord through a hole in the tongue or by passing a stingray spine, pointed bone, or **maguety** thorn through the penis. Stingray spines used in the rite have often been found in Maya **caches**; in fact, so significant was this act among the Classic Maya that the **perforator** itself was worshipped as a god. This ritual must also have been frequently [practised] among the earlier Olmec.

We have Olmec artefacts showing that they too practised bloodletting. Archaeologists have uncovered many examples of Olmec tools designed to pierce the flesh. So it is very possible that Olmec religion and culture influenced such practices in the later Middle American cultures.

SOURCE 4 Olmec bloodletters, designed to pierce certain parts of the body. Notice how the knife-like bloodletter has the were-jaguar image on its handle. The three knots in the middle of the handle are called the 'triple bow-tie' and feature in the bloodletting tools of cultures such as the Maya, who followed the Olmec.



2.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain why bloodletting was practised by Middle American civilisations.
2. What evidence is there that the Olmec probably practised bloodletting?
3. How do we know that the Olmec influenced other parts of Mexico?
4. Why is it unlikely that the people who lived at Zazacatla were Olmec?
5. Give an example of an artefact from Zazacatla that shows Olmec influence.

Apply your understanding

6. What feature is there in **Source 3** that was definitely shared by the later Maya civilisation?
7. How does **Source 4** provide supporting evidence for Michael Coe's statement in **Source 3** that bloodletting must have been frequently practised among the Olmec?
8. Using the internet, find out about the 'lost city' of Zazacatla, and write a report on it. In your report, include such things as:
 - (a) who is investigating the site
 - (b) the size of the site, its function (what it may have been used for) and what it is made of
 - (c) a list of artefacts found there (like those shown in **Source 2**)
 - (d) problems archaeologists are having with digging there (remember, the site is in the middle of a modern urban area).

learnon RESOURCES — ONLINE ONLY



Complete these digital docs: Worksheet 2.6: Olmec heritage

Worksheet 2.7: Legacy

2.10 Review

2.10.1 Review

In this topic we have found that the Olmec civilisation in America dates back at least 3200 years. We have learned that the Olmec:

- built ceremonial religious centres dominated by earthen temple-pyramids
- lived around rainforests, rivers and swamps
- transported enormous, mysterious stone heads to these sites
- buried offerings to their gods
- created distinctive art including the ‘were-jaguar’
- were influential both in their own time and afterwards.

Above all, we have learned that much of the archaeological work on both the Olmec and the Chavin (who also constructed religious ceremonial centres) remains incomplete. Did they have systems of writing? How did the Olmec transport huge stone monuments? Whose portraits do the giant stone heads represent? And how did these civilisations come to an end? All of these questions remain unanswered.

KEY TERMS

astronomers scientists who study the heavens, including the sun, moon and stars

autosacrifice a Middle American religious ritual, also known as bloodletting, in which a worshipper inflicts wounds on himself to offer blood to his gods

basalt a dark-coloured volcanic rock

bloodletting inflicting wounds on oneself or another to offer blood to one’s gods

cache hidden treasure

elongated longer than normal in proportion to width

figurines very small statues

jade a precious green stone

jadeite jade-like stone

maguery a thorny succulent plant

mosaic a design created by a pattern of coloured stones, tiles or glass

perforator a device for piercing one’s body to allow the blood to flow out

plaza public square or open space, usually in the middle of a town

sacrifice killing of an animal or human as an offering to a god

serpentine a type of green or brown stone often used for decorative purposes

shamans priests who claim they are in communication with a god

stela or **stele** upright stone pillar or slab with carvings on it. These carvings may be written or pictorial.

ulama a team sport, indigenous to Mexico, that uses a rubber ball

were-jaguar in Olmec art, any figure showing a human with jaguar-like facial features

2.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. Outline one theory about who the giant stone heads of the Olmec might represent.
2. How might the Olmec have transported the giant heads to their religious centres?
3. What is a ‘were-jaguar’?
4. Where did the Olmec place their mosaic at La Venta?
5. For what reason did the Olmec build sites at places such as San Lorenzo and La Venta?

6. Who practised bloodletting and why?
7. What material did the Olmec use to make balls?
8. What do some archaeologists believe is carved on the Cascajal Block?
9. What single monument was found in the temple at the site called Chavin de Huantar in Peru?
10. What material did the Chavin use to build their centre at Chavin de Huantar?

Apply your understanding

11. How would archaeologists know that what appears to be a hill in **Source 1** is something that was made by an ancient civilisation?
12. From your reading of this subtopic, what do you know this mound to be?
13. Explain what you think the trio of statues in **Sources 2** and **3** represent.
14. How do we know that **Sources 2** and **3** are most likely Olmec art? What features here are typical of their sculptures?

SOURCE 1 The main mound at La Venta, as it appears now



SOURCE 2 'The Twins', two life-sized Olmec sculptures found at El Azuzul, Mexico



SOURCE 3 The figures were found facing the crouching jaguar-like figure.



learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** The Olmec interactive timeline (int-5717)
The Olmec interactive crossword (int-6019)

 **Complete these digital docs:** Worksheet 2.8: Mapping the Olmec
Worksheet 2.9: Crossword
Worksheet 2.10: Summing up
Worksheet 2.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What is most mysterious about the Olmec of ancient America?
2. How did the geography of ancient Mexico influence Olmec civilisation?
3. How much can we know about how Olmec society was organised and governed?
4. How do archaeological sources help us to understand the Olmec?
5. What is the significance of the heritage of the Olmec?

TOPIC 3

The ancient past before farming

NOTE TO TEACHERS AND STUDENTS

The Overview content has been split into two topics (this topic and topic 4) to provide a more logical and coherent coverage.

3.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

3.1.1 A trip through time

You may have seen travel brochures advertising ‘the journey of a lifetime’. They promise to take you to far-off places you have never seen to experience cultures that are different from anything you have ever known. If you are lucky, you have been on such a trip. This topic is also a journey, but it will take you through many human lifetimes and we will be travelling not just through space but also through time — about 80 000 years of time!

We begin in the Old Stone Age, when the ancestors of every modern human being on our entire planet were hunting and gathering their food in Africa. We will follow the pathway of people who walked out of Africa, probably less than 100 000 years ago. The descendants of this group would gradually spread to populate every habitable corner of the Earth.

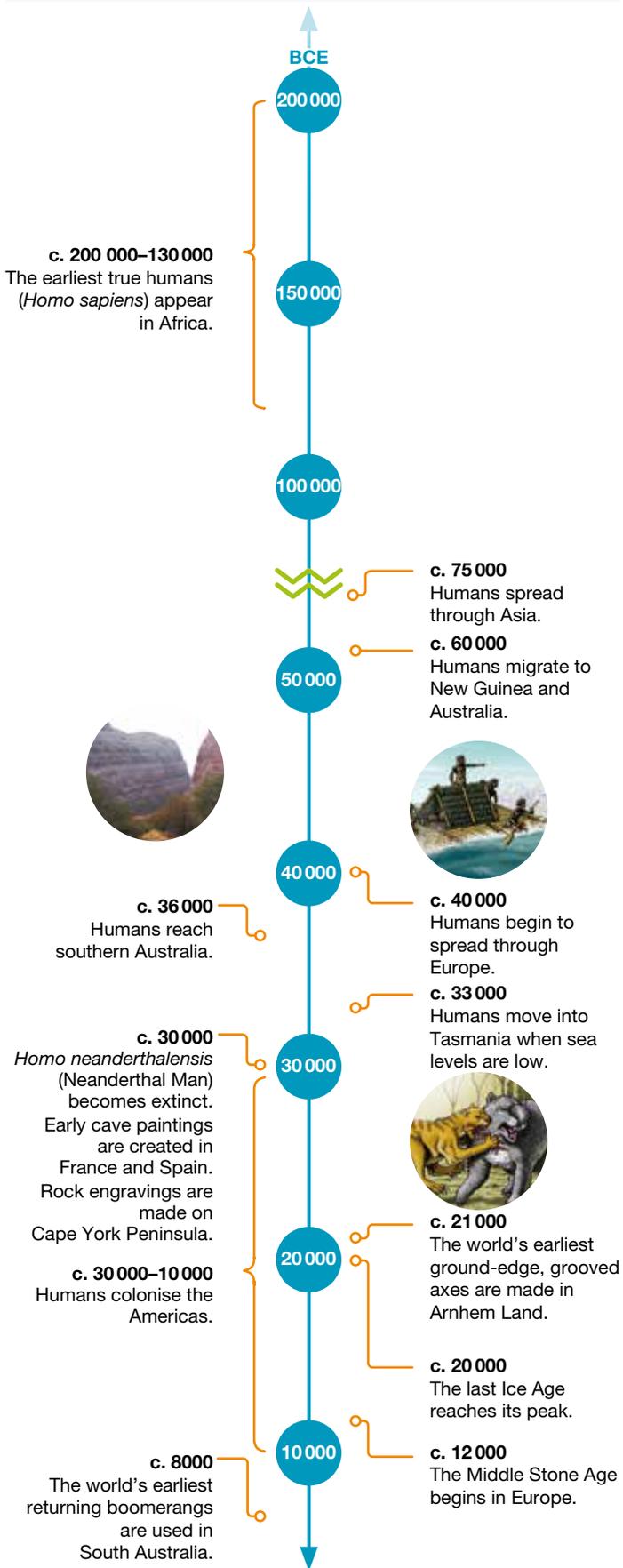
Here we are looking at prehistoric times, or prehistory. We use that term because there was no writing and so we have no written records of this time. This was when chipped or ground stone was the most advanced technology and when hunting and gathering were the only means of providing for human needs. In most places the Old Stone Age lasted for at least 95 per cent of the time that *Homo sapiens* (literally ‘knowing man’, or modern humans) have existed.

This period includes much of the time that Indigenous peoples have lived in Australia — possibly as long as 60 000 years. Aboriginal history reaches back far beyond the times of the civilisations of ancient Egypt, Greece, India and China. In fact, Indigenous Australia represents the world’s longest continuous cultures.

SOURCE 1 Science fiction writers such as the creators of the television series *Dr Who* have imagined what it might be like to travel through time in machines like the Doctor’s Tardis.



SOURCE 2 A timeline of the ancient world



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. When did humans spread to every inhabitable part of the world?
2. What was the relationship between Old Stone Age hunter-gatherers and the natural environment?
3. How do archaeological evidence, oral history and the work of anthropologists help us to understand Old Stone Age societies?
4. What do we know of the way Old Stone Age societies were organised?
5. What do we know about the beliefs and values of Old Stone Age societies?

Starter questions

1. Approximately how long have human beings lived on Earth?
2. About how long have Indigenous peoples lived in Australia? (See **Source 2**.)
3. Do you know any creation stories about the origins of Indigenous Australians?
4. What do you already know about the relationship between Australia's Indigenous peoples and the land?

learn on RESOURCES — ONLINE ONLY

- Explore more with these weblinks: Australian Story
The Dreaming
Gadi Mirrabooka

3.2 How do we know about the Old Stone Age world?

3.2.1 Evidence of the Stone Age

Investigating the Old Stone Age is like trying to solve a jigsaw puzzle with most of the pieces missing. History has to be based on evidence from primary sources, but we have much less evidence of Old Stone Age societies in **prehistoric** times than we have of people who lived in settled communities in later ancient times. For Old Stone Age peoples we have no evidence from written records because there was no writing. Without such records we do not know the name of even a single person who lived in prehistoric times. Also there were far fewer people in those times to leave other traces behind.

Solving the puzzle

We have almost no evidence from buildings. Because Old Stone Age people were **hunter-gatherers** they lived **nomadic** or semi-nomadic lives, and so they rarely required permanent dwellings. Clothes made of animal skins and tools made of wood do not normally survive for thousands of years. Despite these problems, as you will see from the pictures in this topic, there are primary sources that can provide us with clues to unlocking some of the secrets of the Old Stone Age. These clues include weapons and tools made of stone and bone and paintings on cave walls.

Beginning with simple hand-axes of chipped stone, Old Stone Age people learned to create an enormous range of stone and bone tools, including chisels, needles and fishing hooks. Old Stone Age cave paintings have been found in many parts of the world. Some of the largest concentrations of cave paintings are in the south of France. Among the most ancient of all cave paintings are those in northern Australia. Cave paintings can help to reveal many things, including the way Old Stone Age peoples saw their world. They also provide evidence of animals that no longer exist, such as the giant mammoth and the sabre-tooth tiger.

SOURCE 3 An Old Stone Age painting of bison from Lascaux cave in southern France



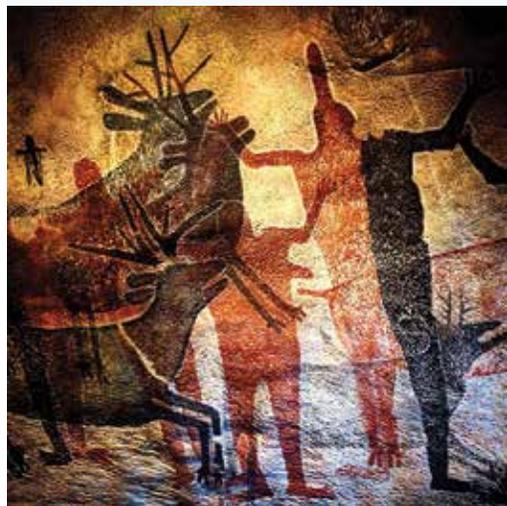
SOURCE 1 This **Cro-Magnon** skull was found in France. It is at least 30 000 years old. These remains represent the earliest modern human beings living in western Europe.



SOURCE 2 An Old Stone Age weapon or tool made from reindeer antler. It is 68.5 centimetres long and about 10 500 years old. It was found in England.



SOURCE 4 An Old Stone Age painting on rock showing a hunter with deer. It is from Mexico.



3.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Look back at subtopic 1.6 How old is it? before answering the following question.
Which of **Sources 1 to 4** in subtopic 3.2 should it be possible to date using radiocarbon dating?

Apply your understanding

2. Look closely at **Source 2**.
 - (a) From what material is it made?
 - (b) Why could that material have been very useful to Old Stone Age people?
 - (c) Do you think it is a weapon or a tool?
 - (d) Make a simple sketch to show how it may have been used.
3. Write a short paragraph explaining three things that **Sources 3 and 4** might tell us about Old Stone Age people.
4. Very few skeletal remains like those in **Source 1** have been found from the Old Stone Age. What might such evidence tell us about Old Stone Age people?
5. Write a one-page summary of all you have discovered about Old Stone Age people from just **Sources 1 to 4**.
6. (a) Draw up two columns headed 'Certain' and 'Uncertain' and list everything you summarised in activity 5 under one or other of these columns.
(b) Working in small groups, discuss the reasons why you chose 'Certain' or 'Uncertain' for each discovery.

learnon RESOURCES — ONLINE ONLY



Explore more with this weblink: Lascaux caves

3.3 Out of Africa

3.3.1 The human story begins

The human story begins in Africa. Scientific evidence tells us that several different human-like species emerged in Africa between about two million and 200 000 years ago. Members of some of these species, including *Homo sapiens*, the species to which all modern humans belong, migrated out of Africa.

Most of the time period during which modern humans have existed is called the Old Stone Age. It was the age of the hunter-gatherers, the time before many people became farmers. This age ended in the Middle East around 11 000 years ago. Elsewhere, it ended later. In some places, including Australia, it ended just a couple of centuries ago.

DID YOU KNOW?

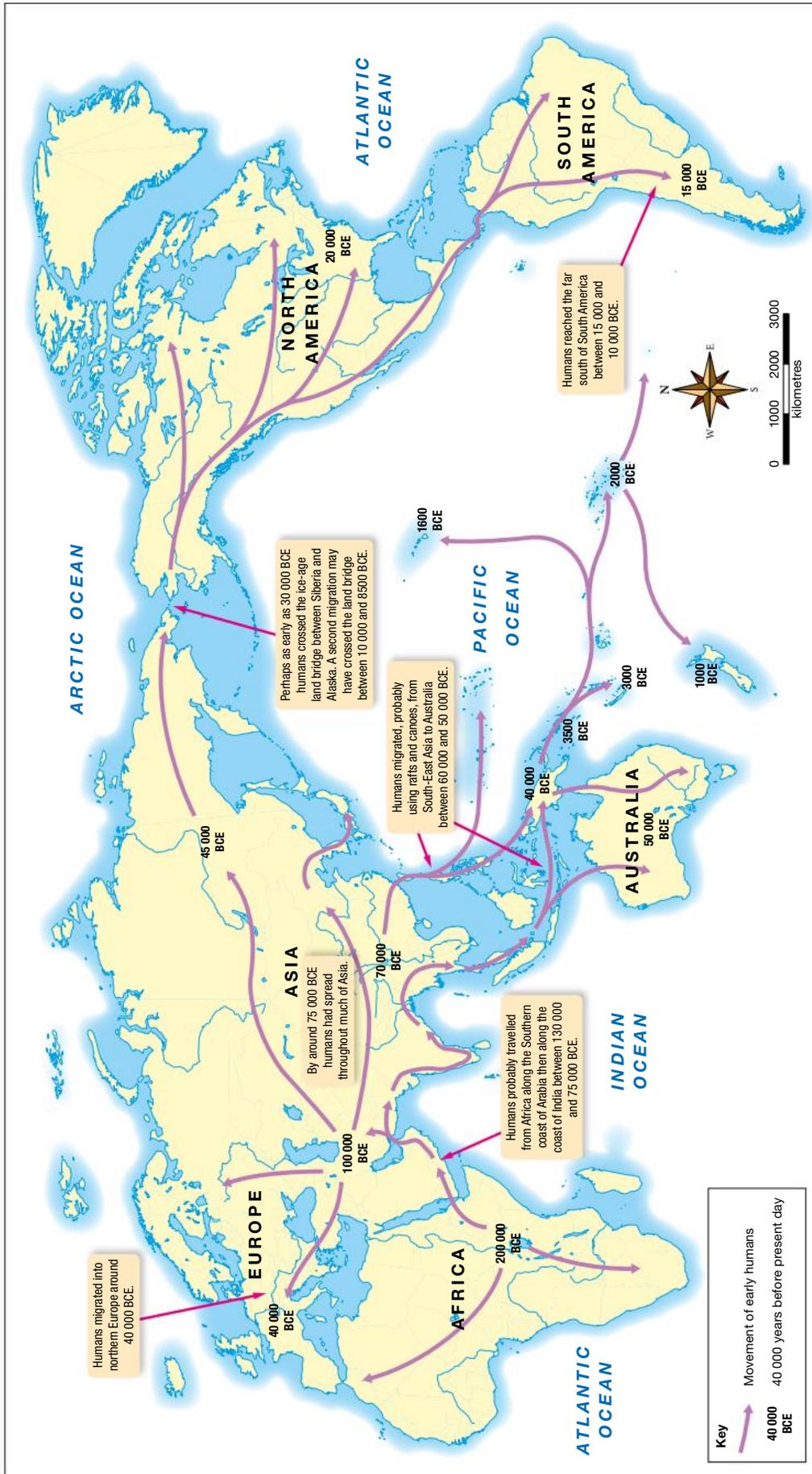
In 2011, scientists used evidence from DNA to rewrite the story of early *Homo sapiens*' migrations. They concluded that the ancestors of Indigenous Australians most likely left Africa and the Middle East at least 20 000 years earlier than the ancestors of Asians and Europeans.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◊ Out of Africa
- ◊ Early cultures

SOURCE 1 A map showing migrations of early humans from Africa to the world



Imagining the distant past

Imagine living in a world where everything you now take for granted has never existed. You live in caves or shelters covered in bark or skins. If you live in a warm climate, you probably need no clothes. In a cold climate, your clothes are skins from animals your family has hunted.

All your food comes from these animals and from roots, seeds, fruits or berries gathered in the wild. Your only warmth and light at night comes from fires you make by scratching **flint** or rubbing sticks to ignite dry leaves or grass.

Each day a great ball of fire crosses your sky bringing warmth and light, only to disappear again over what you might believe is the edge of the world. You live in fear of large animals that are faster and stronger than you and who see *you* as food. But you have some advantages. A thumb opposite the fingers on each hand enables you to make and use simple tools and weapons. Your brain enables you to learn from every experience. And you have language — the ability to make sounds that have a shared meaning for the clan with which you will spend your short life.

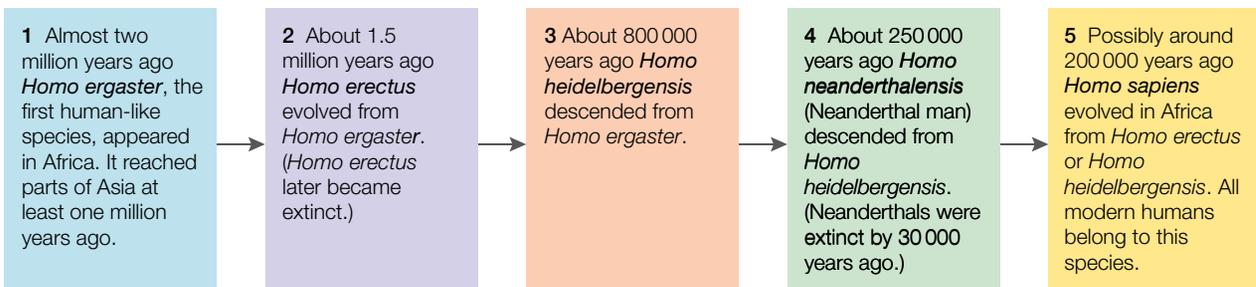
3.3.2 The theory of evolution

Less than two centuries ago most people in Christian, Jewish and Muslim societies believed that the Earth and all living things were only about 6000 years old. This belief came from The Bible. It was challenged by Charles Darwin in 1859. Darwin presented a scientific argument using evidence to show that all **species evolved** from other life forms over millions of years. This is called the theory of evolution. It is supported by evidence from discoveries of **fossils** by **palaeontologists**, but many people still reject this theory.

Human origins

Scientists now generally agree that life on Earth began about three billion years ago. About six million years ago the line of animals from which modern humans are descended split from that of the chimpanzees. **Source 2** illustrates the way in which many scientists believe humans evolved.

SOURCE 2 How human beings evolved



3.3.3 Human migrations

As we now know, there were originally several human species. However, only our species, *Homo sapiens*, survived. *Homo sapiens* migrated throughout Africa and into Asia, Australia and Europe by around 40 000 years ago and later into the Americas. Palaeontologists and archaeologists have traced these migrations by studying and dating fossil sites and archaeological sites, and comparing the tools and bones of humans and the animals they hunted.

Why did people migrate to new lands?

Perhaps people migrated because of pressure on food supplies, but evidence from the science of **genetics** suggests that 40 000 years ago there were only about 200 000 humans in the world. The cold northern climate could have encouraged groups to migrate south, but this would not explain why other humans moved north into icy Siberia around 40 000 years ago.

3.3.4 The changing Old Stone Age Technologies and art

The earliest tools were stones that were smashed to create a jagged edge. Over many thousands of years, humans improved stone tools by flaking and grinding them.

From about 40 000 BCE people were using stone chisels, scrapers, and small spear and arrow tips as well as sewing needles and fish hooks made of bone. They were also wearing body ornaments and using symbols in cave paintings.

Prehistoric art tells us something about how Old Stone Age people saw their world. There is evidence of grinding pigments to make paints in Africa at least 100 000 years ago. There are prehistoric art sites on every continent. Prehistoric people in Europe carved small sculptures and made cave paintings from around 40 000 years ago. Most importantly, archaeologists believe that people who communicated through art must also have communicated through spoken language.

Old Stone Age societies

If prehistoric societies were similar to surviving hunter-gatherer societies, people probably moved around in extended family groups of fewer than fifty individuals. Men and women would have had different roles. The older men would have had most authority, but there would have been few differences in wealth and power. However, this is largely guesswork.

SOURCE 3 A prehistoric cleaver flint



SOURCE 4 The Venus of Willendorf, a stone figure probably made around 27 000 years ago



DID YOU KNOW?

Prehistoric people made musical instruments like flutes from hollow bones. The earliest were found in Africa and are believed to be around 45 000 years old.

3.3.5 What happened to the Neanderthals?

One of the great puzzles of prehistory is why the Neanderthals died out. We know that Neanderthals and some types of *Homo erectus* lived at the same time as early *Homo sapiens*. But by about 30 000 years ago *Homo sapiens* were the only surviving humans.

Did *Homo sapiens* cause this or did these other species become **extinct** for other reasons? We do not know.

Neanderthals and *Homo sapiens* had similar-sized brains and used similar tools; both were hunter-gatherers and used fire. There is evidence that both cared for sick or injured members of their groups and buried their dead. Fossils suggest that Neanderthals were shorter but more strongly built than *Homo sapiens*. Neanderthals also had shorter lives, lived in smaller groups, never spread past Europe and western Asia and did not change their tool-making technology as much as *Homo sapiens*. Evidence also suggests that Neanderthals were less nomadic. They occupied their sites year-round so they would have had to hunt and gather over a wider area each day.

3.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. List possible reasons for human migration in prehistoric times.
2. Explain what we might learn about prehistoric societies from their art and from the ways of life of hunter-gatherer societies in modern times.
3. (a) Draw up a table with two columns. In the first column, list the things that *Homo sapiens* and Neanderthals had in common. In the second column, list the ways in which they were different.
(b) Discuss in groups which differences might have helped one to survive while the other became extinct.

Apply your understanding

4. Using the **Source 1** map, place the movement of early humans from Africa to each main region of the world in chronological order.
5. Read **Source 2** and name two species of early humans.
6. Because of rising sea levels about 10 000 years ago, routes taken by humans migrating along the coasts of Asia are now under water. How would this make it difficult for archaeologists to trace their movements?
7. Create a comic strip to show how the tool shown in **Source 3** would have been made and used.
8. Study **Source 4**. It is believed to represent fertility (the ability to produce offspring).
(a) Describe the figure, explaining which features are exaggerated.
(b) Try to think of a reason why Old Stone Age people made such figures.
9. Use the internet to prepare a PowerPoint presentation on the Cave of Lascaux or other Old Stone Age cave sites in southern France. Explain what such caves tell us about Old Stone Age people.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 3.1: Journal of a prehistoric human

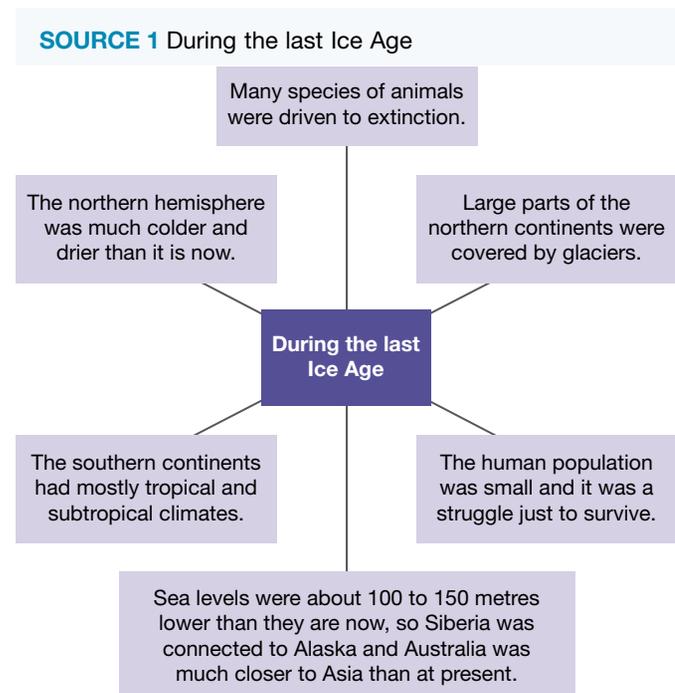
3.4 A changing Paleolithic world

3.4.1 Ice Ages

Today we know that human activities, such as burning coal and oil, are causing global warming. This could bring disastrous climate changes, causing the drying up of fertile farming regions and flooding of river valleys that are home to tens of millions of people. In **Paleolithic** times, humans had no effect on changes in the Earth's climate. Changes in climate did, however, have huge effects on humans.

The last Ice Age

The time we call the **Pleistocene Epoch** (about 1.8 million to 10 000 BCE) was generally a time of extreme cooling and recurring **Ice Ages**. These periods lasted for tens of thousands of years. Such climate changes are caused by



small changes in the Earth's orbit around the sun. The last Ice Age began around 110 000 BCE and reached its peak (its coldest point) about 20 000 BCE.

Living in the Ice Age

Humans survived by adapting to climate changes and becoming more intelligent. The northern hemisphere's long, cold winters meant fewer plant foods. But humans learned to make better weapons and to change their hunting methods to kill large mammals such as **mammoths**. The meat of a mammoth could keep for months in the freezing conditions.

An Ice Age village

At a place called Pushkari, in Ukraine, archaeologists discovered the traces of a settlement that had been inhabited at the peak of the Ice Age. These provided evidence of how humans survived in a world of freezing temperatures and continual drought.

SOURCE 2 Mammoth and ibex (a type of wild goat); a Paleolithic wall painting from the Rouffignac cave, Dordogne, France



SOURCE 3 An archaeologist's description of Pushkari as it was around 20 000 BCE From Steven Mithen, *After the Ice: A Global Human History 20 000–5 000 BC*, 2003

... five dwellings form a rough circle ... They face south, away from the biting icy wind and close to ... a semi-frozen river. The dwellings are igloo-like but built from mammoth bones and hide rather than blocks of ice. Each has an imposing entrance formed by two tusks, up-ended to form an arch. The walls use massive leg bones as vertical supports, between which jawbones have been stacked chin-down to form a thick barrier to the cold and wind. Further tusks are used on the roof to weigh down hides and sods of turf that are supported on a framework of bones and branches ... Temperatures can fall to minus 30 degrees C and there are nine months of it to endure.

3.4.2 Human impact on the environment

Surprisingly, even that long ago humans had some effect on their environment. They burned vegetation to create new growth. This attracted the plant-eating mammals they hunted. Burning and over-hunting may have changed the balance of plants and animals in some areas. Humans tamed wolves to become domesticated dogs. As they spread to new places such as Australia, Siberia and the Americas, humans found species of animals that had not learned to fear them. Such animals became easy prey. Scientists believe that humans drove some large animals, such as the mammoth, to extinction.

The world warms up

The world began warming up from about 18 000 BCE. By 13 000 BCE the ice sheets had started melting. Between 12 000 and 8 000 BCE the climate fluctuated wildly. But then the Ice Age was over. It was followed by the **Holocene Epoch**. The new epoch brought a milder climate to the northern hemisphere, but in some parts of the southern hemisphere, such as Australia, vast areas became very hot and dry. This global warming created conditions in which humans in a few places would move towards the New Stone Age, the age of farming, towns and what we call civilisation.

SOURCE 4 A modern elephant has smaller tusks than a mammoth and no fur.



3.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Fill in the blanks to complete the following sentences:
 - In the last Ice Age the Earth was much _____ and _____ than today.
 - Much of the northern hemisphere was covered by _____.
 - Ice Ages and other natural changes in the Earth's _____ were caused by small changes in the Earth's _____.
 - People coped with the Ice Age by becoming more _____, making better _____ and changing _____ methods.
- Explain the main differences between the cause of the global warming that took place from about 20 000 to 10 000 years ago and recent global warming.
- Draw a cartoon to show how Ice Age people might have hunted and killed mammoths.

Apply your understanding

- Study **Sources 2** and **3**.
 - What is unusual about the image of the mammoth in **Source 2**?
 - Can you think of any reasons why prehistoric artists might have drawn it? (There are several possible answers.)
 - Describe the uses made of mammoth parts in **Source 3**.
 - Make a list of other resources that the people of Pushkari would have obtained from mammoths.
- Imagine you are living in the Ice Age village described in **Source 3**. Write a short 'diary entry' describing what things you might do in a typical day.
- Use **Source 4** and what you have learned about mammoths to draw a sketch of a mammoth with labels showing how mammoths were different from modern elephants.

learnon RESOURCES – ONLINE ONLY



Complete these digital docs: Worksheet 3.2: Climate change

Worksheet 3.3: Living in the freezer

3.5 An amazing journey

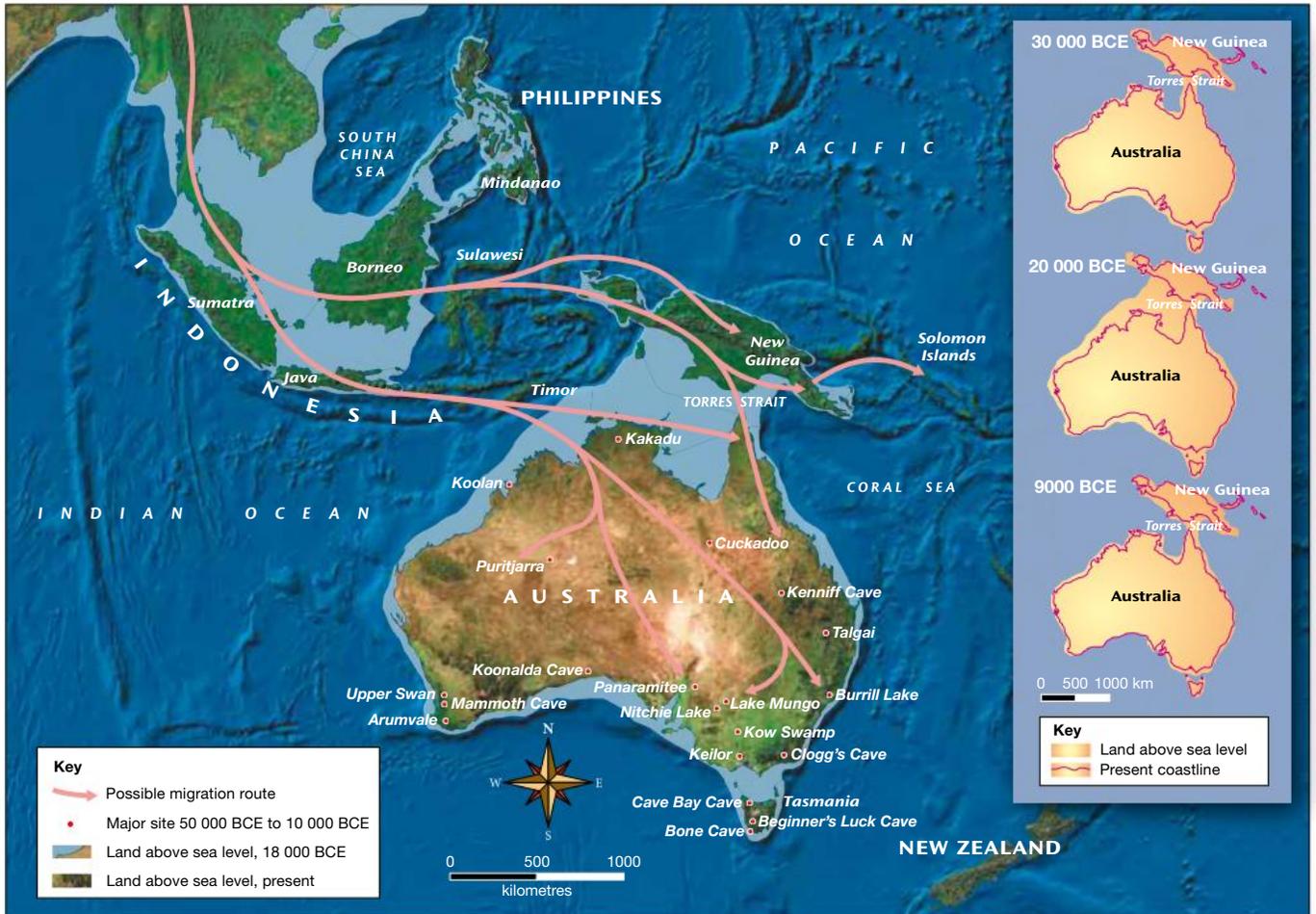
3.5.1 Coming to Australia

Indigenous Australians who follow traditional beliefs explain their origins through the stories of their creation period. According to some of these stories, their people have been in Australia since the beginning of time. Each language group has its stories of spirit ancestors who created all life in the distant past. However, scientists argue that all human life originated in Africa. From Africa people gradually migrated to the far-flung regions of the world, including Australasia. We can therefore assume that Indigenous Australians must have travelled here in the distant past.

The last Ice Age in the Pleistocene period ended around 10 000 years ago. During the Ice Age much of the world's water was locked up in great ice sheets in the northern hemisphere, and this meant ocean levels were more than 100 metres lower than they are today. It also meant that islands and continents now separated by wide seas were then joined to one another or separated by much narrower sea channels. The distance by sea between Australia and Asia was much shorter than it is now, and Papua New Guinea and Tasmania were joined to the Australian mainland (see **Source 1**).

The most widely accepted theory is that groups of Aboriginal people migrated from South-East Asia to Australia during the Ice Age. They did so by walking across the land and 'island hopping' across the narrow seas in canoes or rafts.

SOURCE 1 The lowest sea levels in the past 120 000 years occurred about 20 000, 70 000 and 90 000 years ago. The shaded areas show places that are now under the sea but were above sea level until the last Ice Age ended about 10 000 years ago. The map also shows some Australian archaeological sites that are more than 10 000 years old.



Source: © WorldSat International Inc., 2006, www.worldsat.ca. All rights reserved. Map redrawn and overlay created by MAPgraphics Pty Ltd, Brisbane.

SOURCE 2 From Josephine Flood, *The Riches of Ancient Australia*, 1990

The reason why scientists believe in an overseas origin for Australia's first people is there is nothing in the Australian **fauna**, past or present, from which humans could have evolved. There are no **anthropoid** or pongid (ape-like) ancestors in Australia from whom they could be independently descended.

SOURCE 3 A modern artist's impression of the way the first people may have reached Australia, travelling on rafts from South-East Asia around 65 000 years ago



3.5.2 When and why did people first come to Australia?

Most archaeologists have long believed that the Indigenous peoples arrived in Australia at least 50 000 and possibly 65 000 years ago. Over many thousands of years they gradually spread throughout the land. Traces of human life found in many parts of Australia provide evidence for this theory. From the oldest to the most recent, these traces include:

- rock shelters in Kakadu National Park in the Northern Territory with evidence of occupation for at least 50 000 years
- stone tools with radiocarbon-dated charcoal between 45 000 and 38 000 years old from campsites at Lake Mungo in the Willandra Lakes region of New South Wales
- similar finds at Upper Swan in Western Australia, dated to around 36 000 BCE; the Franklin River Caves in Tasmania, dated to around 33 000 BCE; and Keilor in Victoria, dated to around 29 000 BCE
- evidence from Lake Mungo of human burial dated to around 28 000 BCE and human cremation dated to around 24 000 BCE
- a burial site for 40 people at Kow Swamp in Victoria, dated to 11 000–9000 BCE.

This theory does not claim to explain *why* they came to Australia. There is no evidence that would help to explain this. Perhaps it was by accident, although this seems unlikely. Perhaps their migration was caused by pressure from other peoples in South-East Asia. Migration could have taken place gradually over many generations. What we do know is that people gradually occupied the whole Australian continent, including Tasmania, which they reached at least 33 000 years ago.

But could the migrations have been even earlier?

In July 2017, the findings of archaeologists, mainly from the University of Queensland, and representatives of the Mirrar people, the traditional owners of Madjedbebe rock shelter, a site in Kakadu, were published, which suggested an even earlier date for the arrival of Indigenous Australians. Their excavations at the Madjedbebe site found evidence of stone tools, stones used to grind seeds and pigments used for art that were dated to around 65 000 years ago. Because radiocarbon dating is unreliable for organic materials more than 40 000 years old, the archaeologists relied on a dating technique called optically stimulated luminescence to date the traces found in the lower levels of the site. This technique estimates the time since the sand grains that surrounded the objects were last exposed to sunlight. Such challenging findings are a reminder of how uncertain much of our knowledge of the ancient past is and the need to keep our minds open to new discoveries and new explanations.

DID YOU KNOW?

Scientists believe that most Aboriginal groups lived in coastal areas. Archaeological evidence of their lives would have been covered over when sea levels rose around 10 000 years ago.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 [Indigenous migrations to Australia](#)

More archaeological evidence

Archaeological evidence has been recorded at more than 60 000 Indigenous sites in Australia. Not all of these sites are ancient, but some of them provide our primary source evidence for Australia's prehistory. They include:

- *Campsites*. These may be in the open, in caves or in rock shelters containing charcoal, baked clay, fire-blackened stones, food remains and artefacts such as stone tools.
- **Middens**. These refuse heaps are common in coastal areas and usually contain remains of meals of shellfish.

- *Mounds*. Earth was heaped up above its normal level to provide a platform on which wooden huts were built. They often contain traces similar to those found at campsites.
- *Quarries*. Axe-heads and other tools were made at these sites. They often show evidence of grinding grooves made by repeated sharpening of tools on a rock surface.
- *Fish traps*. These were formed by stone walls that were designed to trap fish as the tide went out or as freshwater levels fell.
- *Scarred trees*. Tree scarring was often caused by removal of bark to make canoes, shields, carrying dishes and other artefacts.
- *Burial sites*. All such sites are considered sacred and are closed to the public.
- *Ceremonial sites*. These are usually arrangements of stones to form rings, corridors or cairns (heaps of stone).
- *Rock art*. Australia has the world's oldest continuous tradition of rock art.

There are many examples of all these types of sites throughout Australia and there is little doubt that many more remain undiscovered. Most of our clues to the distant past must come from such evidence. However, many Indigenous sites have been used continuously over thousands of years, and some are still in use. This makes it difficult to confirm how old they are.

SOURCE 4 Aboriginal fish traps on the Barwon River, Brewarrina, NSW. They are known as the Ngunnhu to the local Ngemba people, who say they were made by Baiame, an ancestral creation being. The traps have been used by the local Indigenous people for many generations. Their true age is impossible to determine because of this continuous use.



SOURCE 5 Grinding grooves in a stone axe workshop at Little Rocky Creek, Landsborough, Queensland. Many such grinding grooves can be observed in the surrounding rocks. They were made by local Aboriginal people up to 10000 years ago while sharpening their hunting tools and weapons.



SOURCE 6 These stones mark an Aboriginal crossing at Lake Moore salt marsh in Western Australia and are part of a winding set of markers over eighty metres long made up of more than five hundred stones. It is impossible to tell when they were first put in place.



3.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Using the scale in **Source 1**, calculate how far Indigenous peoples would have had to travel by sea from South-East Asia to Australia.
- Use the information in this subtopic to make a timeline from about 65 000 BCE to 8000 BCE. Use a scale of 0.5 centimetre = 1000 years. On your timeline, place the following events.
 - Possible arrival of the first Indigenous peoples in Australia
 - People living in Kakadu
 - Occupation of Lake Mungo in the Willandra Lakes region
 - Occupation of Upper Swan in Western Australia
 - Occupation of the Franklin River Caves in Tasmania
 - People living at Keilor in Victoria
 - Burials at Kow Swamp

Apply your understanding

- Study **Source 4**.
 - Who created the fish traps?
 - Why is it impossible to know how long ago they were made?
 - What evidence does it provide for an investigation of ancient Australia?
 - Explain what conclusions you can draw from the evidence in the source.
- Imagine you are one of the people undertaking the hazardous journey shown in **Source 3**. What circumstances do you think might have led to your decision to make such a journey?
- Decide on three historical questions that you would ask about **Sources 5** and **6**.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 3.4: Why migrate?

3.6 The wider picture: New Guinea and the Torres Strait Islands

3.6.1 Australasia

Australasia includes the island of New Guinea and nearby Pacific islands, including the Torres Strait Islands (which are part of modern Australia) and New Zealand. New Zealand was uninhabited until Polynesian people, the ancestors of the Māori, migrated there from the islands of Polynesia, thousands of kilometres to the north-east, in huge ocean-going canoes between 800 and 1300 CE. In contrast, New Guinea was first populated around the same time and in much the same way as Australia. Much later, people probably migrated from New Guinea to the Torres Strait Islands.

Papuans and Austronesians

Present-day New Guinea is divided into roughly equal halves. The eastern part is the independent state of Papua New Guinea. The western part is the Indonesian territory of Irian Jaya. There are more than a thousand different tribes and languages on the island. This is probably because the rugged, mountainous landscape separated groups from one another. However, the people are usually considered to belong to two main ethnic groups — Papuans and Austronesians. Archaeological evidence suggests that the Papuans arrived from South-East Asia from around 50 000 BCE. The Austronesians came much later as ocean voyagers from southern China and settled along the coasts of mainland New Guinea and on its islands.

SOURCE 1 A map of New Guinea and surrounding islands



Hunter-gatherers and farmers

The first people who came to New Guinea were hunter-gatherers. However, they seem to have developed gardening as early as the people of Mesopotamia and Egypt. There are ancient irrigation systems in the New Guinea highlands where bananas and taro have been grown since around 5000 BCE.

The Torres Strait Islanders

Like the people of New Guinea and other nearby Pacific islands, the Torres Strait Islanders are Melanesians. Their economy was based on fishing, hunting and subsistence farming, but they also became seafarers who traded with people in Cape York and New Guinea. Archaeologists have found evidence that people have lived on some of the 274 Torres Strait Islands for at least 2500 years. They were probably there much earlier. But if they settled near the shores of those islands, all traces of their camps would have been covered when sea levels rose, separating New Guinea from Australia.

SOURCE 2 Some of the larger Torres Strait Islands



SOURCE 3 A painting by Edward Porcher. Painted around 1845, it depicts the meeting of Islander canoes and strangers near the Murray Islands.



DID YOU KNOW?

Before missionaries arrived in the Torres Strait Islands in the 1870s, the Islanders had their own religious **cults**. Some practised calling up the spirits of the recently dead, ritual beheadings and **cannibalism**. We have no evidence to explain how long ago such beliefs and practices developed.

3.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Complete the following sentences by filling in the blank spaces:
 - Australasia includes _____ and nearby Pacific islands, the _____ Strait Islands and New Zealand.
 - The people of New Guinea are considered to belong to two main ethnic groups: Papuans and _____.
 - Evidence suggests that the Papuans arrived from _____ from around _____ BCE.
 - The Papuans were among the world's first farmers because they developed _____ as early as the people of _____ and Egypt.
 - People have lived on some Torres Strait Islands for at least _____ years.

Apply your understanding

- Study **Source 1** and use its key to summarise how the landscape of New Guinea could help explain how its people formed more than a thousand separate tribes.
- Using **Sources 2** and **3** as your evidence, suggest reasons why Torres Strait Islanders became accomplished seafarers.

3.7 Changing climate and changing technology

3.7.1 Change and adapt

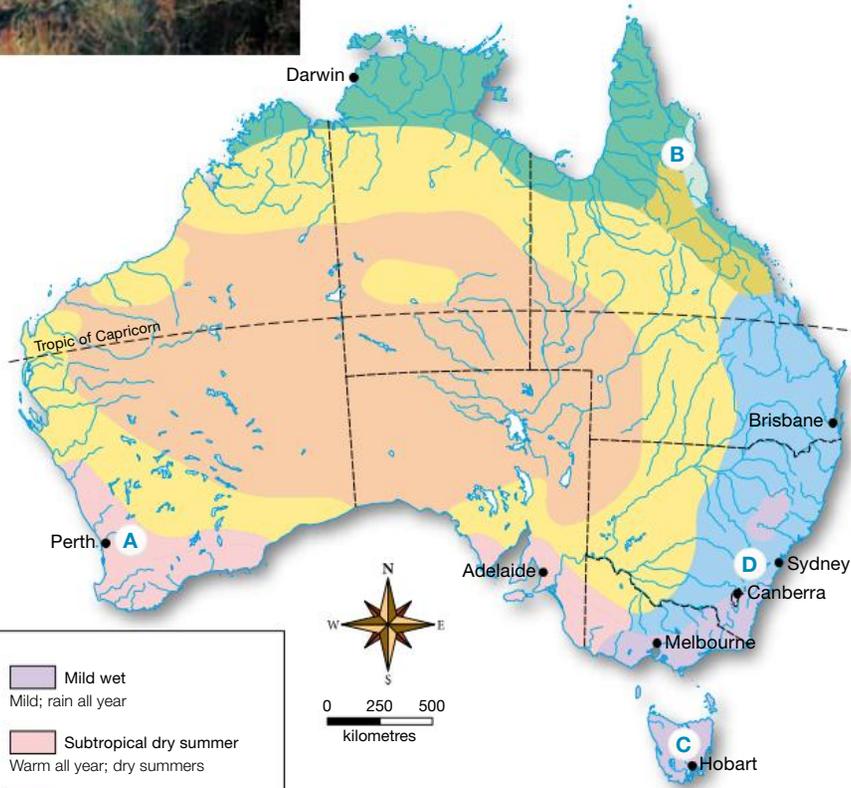
The most common hypothesis about early Aboriginal migrations within Australia is that the first people to arrive in northern Australia were probably coastal dwellers. As groups moved down the coast and inland they would have had to adapt to very different climates and food sources. Around 50 000 years ago, Central Australia was cooler and wetter than it is today. There were many freshwater lakes, but the inland would still have been much drier than South-East Asia.

SOURCE 1 Different climate zones and environments in Australia since about 10000 BCE

A Stirling Range, south-west Western Australia



B Tropical rainforest from Mt Alexander, near Daintree, north Queensland



Key			
	Tropical wet and dry Hot all year; wet summers; dry winters		Mild wet Mild; rain all year
	Tropical wet Hot; wet for most of the year		Subtropical dry summer Warm all year; dry summers
	Subtropical wet Warm; rain all year		Hot semi-desert Hot all year; 250–500 mm of rain
	Subtropical dry winter Warm all year; dry winters		Hot desert Hot all year; less than 250 mm of rain

C Great Oyster Bay, east coast of Tasmania



D Blue Mountains, New South Wales



Climate change

Over the next 30 000 years or more people had to adapt to great climatic changes. By around 17 000 years ago, the inland became drier and hotter, the lakes dried up, becoming the salt pans of today, and the continent shrank as the seas rose, flooding the **continental shelf**. Around 12 000 years ago Tasmania became an island and 8000 years ago New Guinea was separated from Australia. Aboriginal oral traditions refer to such changes, including rising seas and erupting Queensland volcanoes over 10 000 years ago.

Living with giant animals

Many plants and animals of ancient Australia were very different from those of today. Forty thousand years ago, many of the **megafauna** — very large birds and animals — still roamed the country. They included the *Diprotodon*, a marsupial that was like a wombat but as large as a rhinoceros, the *Megalania*, a giant **carnivorous** goanna, and the *Thylacoleo carnix* or Marsupial Lion (see **Source 3** in subtopic 3.9).

Indigenous Australians coexisted with and probably hunted the megafauna until these giant animals became extinct. Scientists have disagreed on whether the megafauna became extinct because of human hunting or climate change. Indigenous oral traditions about the giant yowie or bunyip probably originated in the age of the megafauna.

Changing technology

Along with enormous changes in the environment, there were also changes in technology in ancient Australia. There is evidence that around 20 000 years ago people of northern Australia learned to grind stone to make better axes. This method of making axe-heads and spear throwers reached south-eastern Australia about 4000 years ago.

It is not certain when each new tool was developed. But we have archaeological evidence that by about 10 000 years ago their tools and weapons included fishing hooks and lines, spears, spear throwers, returning boomerangs, clubs, knives, axes, adzes, chisels and digging sticks, along with carrying bags and other food containers. All were made of stone, wood or animal materials.

DID YOU KNOW?

The dingo first arrived in Australia about 4000 years ago. It was probably brought from South-East Asia. Gradually the Tasmanian tiger and Tasmanian devil were driven to extinction on the mainland. They survived only in Tasmania, which the dingo never reached because Tasmania was isolated by the waters of Bass Strait.

3.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Complete the following sentences by filling in the blank spaces:
 - The earliest Australians probably lived along the _____.
 - Around 50 000 years ago Central Australia was _____ and _____ than it is now.
 - By around _____ years ago the inland lakes dried up, becoming the _____ of today, and the continent _____ as the seas rose.
 - Tasmania became an island _____ years ago.
 - New Guinea was separated from _____ 8000 years ago.
 - Aboriginal _____ traditions refer to rising _____ and erupting Queensland volcanoes more than _____ years ago.
- How might people have adapted to such big changes in their environment?
- Make a list of tools used by Aboriginal people by about 10 000 years ago.
- What was the environmental impact of the introduction of the dingo?

Apply your understanding

- Study **Source 1**. Draw up two columns in your notebook. In the first column, describe the natural features of the environment in each of the areas shown in the photographs surrounding the map. In the second column, describe the types of knowledge that would have been essential for survival in each area.

3.8 The ancient Australian economy

3.8.1 Hunter-gathering, trade and artefacts

As we have seen, most of our evidence for this period comes from archaeology. We can also learn much from studying methods used by Aboriginal people who still follow traditional ways. But we must remember that over many thousands of years there would have been many changes.

Indigenous Australians in prehistoric times were not farmers who grew and harvested crops such as wheat or corn; neither were they herders who bred and herded domesticated animals such as sheep and cattle. There are no native Australian crops suitable for farming or native Australian animals suitable for herding. Because of the kinds of plants and animals that *were* native to Australia, Aboriginal people were nomadic hunters and gatherers.

How far each group travelled to obtain the food and other materials needed for everyday life depended on the local sources of food. These varied a lot because of the great variety of climates and landscapes. For example, people in an inland desert area would have to cover much wider areas than people in a tropical coastal region. There is also much evidence that Aboriginal people burned off large areas of land to encourage new growth for the kangaroos and other large mammals they hunted.

We have some knowledge about Aboriginal hunting and gathering practices from what was observed when Europeans first colonised Australia, but we also know this information is not always reliable.

SOURCE 1 Three Aboriginal men making tools and weapons on a beach in the Port Macquarie area of New South Wales. This photograph was taken around the beginning of the twentieth century.



SOURCE 2 From A. Rosenfeld, 'Art and material culture', *Black Australia*, 1978

Some animals are dug out of burrows with digging sticks, and other animals, especially flocks of birds or flying fox, as well as large game, are hunted with boomerangs ... Animals were sometimes driven into nets, but trapping was not much used for land animals. There is, however, a wide range of sometimes very elaborate traps, nets and weirs for fishing ...

Gathering plant foods and shellfish is at least as important in terms of food ... Women carry out most of this work ... their basic equipment ... consists of a digging stick and carrying equipment — wooden trays or bowls, string bags and baskets. Some plant foods require elaborate processing: **winnowing** and grinding for grass seeds, pounding, cutting, grating etc. for some root crops and nuts, and sometimes **leaching** to remove **noxious** substances — and, of course, roasting or baking. Some foods may then be stored by wrapping in leaf or bark parcels.

SOURCE 3 From Edward Curr, *Recollections of Squatting in Victoria*, published in 1883

The Aborigines are constantly setting fire to grass and trees, both accidentally and systematically for hunting purposes. Living principally on wild roots and animals, he [the Aborigine] tilled his land and cultivated his pastures with fire; and we shall not be far from the truth if we conclude that almost every part of New Holland [Australia] was swept over by a fierce fire, on an average, once in every five years.

Trading routes

Archaeological evidence shows that extensive trade networks crisscrossed Australia. Indigenous groups traded goods that came from far-flung areas of the continent. Axe-heads and flints were traded over distances of at least 800 kilometres. Shells from the Gulf of Carpentaria were traded as far away as southern Australia.

Artefacts

People made what clothes they needed. In warm regions clothes were often just waistbands and ornaments; in colder climates people wore wallaby or possum-skin cloaks. As they travelled in search of food, men carried the weapons needed for hunting large animals. Women carried digging sticks and food containers, gathering roots, berries, fruits and seeds and catching small animals. This was usually a more reliable food supply than the meat from the large animals.

SOURCE 4 *Aborigines using fire to hunt kangaroos*, a watercolour painted by Joseph Lycett around 1820



SOURCE 5 From the Aboriginal Trail in the National Botanic Gardens, Canberra

Some Aboriginal uses of Australian plants

Austral bugle: The leaves of this plant were soaked in hot water and the liquid was used to bathe sores.

Banksia: A sweet drink was made by soaking the flowers in water.

Cunjevoi: Queensland Aboriginal people made a spicy meal from its tubers. First, they had to pound it repeatedly and roast it to remove the poisons.

Goodenia: On long journeys, mothers gave small children, carried on their backs, goodenia leaves to chew to calm them.

Hop bush: The leaves were chewed to ease the pain of toothache. It was also used on stingray wounds.

Native raspberry: The small leaves were soaked in warm water and the liquid was swallowed to relieve upset stomachs.

3.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain why farming and herding never developed in ancient Australia.
2. In which parts of Australia would people have had to travel long distances to obtain their food and other necessities?
3. Why was trade conducted over long distances?
4. Create illustrations to show how Aboriginal people used any of the plants in **Source 5**, and explain which modern commercial products are used for the same purposes.

Apply your understanding

5. Name and describe the tools and weapons shown in **Source 1**.
6. Explain why the women's activities described in **Source 2** were at least as important as the hunting of large animals by men.
7. Why did Aboriginal peoples regularly use fire to change the landscape? (Use **Sources 3** and **4** as evidence.)

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 3.6: Using the land

3.9 Society and culture

3.9.1 Society and culture

Research suggests an Aboriginal population of about 750 000 when Europeans first arrived in Australia. However, we cannot say how many people lived in Australia thousands of years earlier. The numbers of people living in different environments will have varied according to food supplies and other factors. Much of what we know is based on practices observed by Europeans in the eighteenth century. We cannot be sure of how far back in time any particular practices went.

SOURCE 1 Aboriginal language groups of south-eastern Australia and their lands at the time Europeans colonised Australia



Language groups, bands and clans

There were some 600 tribes or language groups when Europeans arrived in Australia. About 260 languages were spoken, and most of these had two or three **dialects**. It is uncertain when these separate groups and languages emerged. The people in a group were held together by their shared language as well as by their beliefs, customs, laws and territory. Each group had its own secret knowledge that could be told only to members of the group who had passed through **initiation**. The members of a group lived in a recognised area in which they had the right to hunt and gather food. The boundaries of the land of each group were fixed by their ancestor stories.

There were no wars of conquest and expansion because each group's creation stories related to its own land. When conflict between groups occurred, it was over such things as ceremonial problems, marriage, adultery or the belief that the people of one group had caused injury to another through the use of **sorcery**. Such conflicts usually took the form of small-scale fights that resulted in few deaths.

A whole language group would usually meet together about once a year for trade, **socialising** and important ceremonies. Within each group, people lived together in smaller bands that were mainly made up of members of the same clan. Clans were related men and women and their children. Within each group's area a clan had rights over certain parts of the land. A clan or band did not have elected or hereditary leaders. Decisions were made by the elders — usually the respected older members, who preserved the wisdom and traditions of the clan.

Totems and laws

Each person had a personal totem, which was a particular animal or plant. A person's totem was determined by the place where his or her mother became pregnant. It was believed that a spirit child was released by the spirit ancestor of that place. No one would harm the creatures represented by his or her totem. Each year ceremonies were performed at the **sacred site** of a totem to maintain the supply of the plant or animal of that totem. Everyone was taught the tribal laws, which were mainly about family relationships and ceremonies. Someone who broke an important law might face punishment.

3.9.2 Childhood, marriage and death

Mothers carried their young children as the band moved about the land. Once children could walk, they learned food-collecting skills from their mothers. The girls continued to learn these skills, but once they were about six years old the boys joined the men and learned to hunt. To become adults, children had to pass through an initiation period.

Marriage partners were chosen from an appropriate totem and had to belong to a different clan. In most groups, grandparents arranged marriages even before the marriage partners were born. Generally, women married older men and some older men had two or more wives. In Tasmania, however, people had only one partner at a time and both men and women usually married in their late teens. In all Aboriginal groups a young woman lived with her husband's clan when they married.

SOURCE 2 From Carol Cooper and others, *Aboriginal Australia*, 1981

The first discovery [at Lake Mungo] was the ashes of a young woman who had been cremated, her bones then smashed and interred in a pit. This event occurred 26 000 years ago; but 4000 years previously, a male corpse had been laid in a grave only a few hundred metres away. As its bones and adjacent grave fill were stained red, this indicates that the corpse had been covered with ochre. Pigments [of ochre] are unavailable locally ... These ancient communities had pondered the mystery of death and devised ritual responses ... [The] fact that ochre was powdered over the corpse of a Kow Swamp burial somewhat earlier than 10 000 BP also establishes the long continuity of those customs.

There were important rituals and rules surrounding death. Some of these were to ensure that the dead person's spirit could return to its sacred site. In some cases, people were buried; in others they were cremated. It was a common practice that when a man died his wife married his brother. This was one of many customs that ensured that all members of the group were cared for.

3.9.3 Creation stories

Aboriginal beliefs and customs varied from one region to another. However, all groups shared the belief that the world was created in a time we call the creation period. This was when the landscape and all living things were created by spirits. These spirits were the people's ancestors. They gave each group its land and its totems, rules and rituals. The spirits could be human and animal at the same time. Creation stories were handed down from generation to generation. Many of them explain such things as how a feature of the land was created or how an animal got its shape. They also give moral lessons about how to behave.

It was believed that after the spirit ancestors created the world they formed themselves into sacred places. The sacred objects of the group would be kept hidden at these sites, which could be visited only by the initiated members of the group.

SOURCE 3 A modern artist's impression of Aboriginal hunters watching as a Marsupial Lion (*Thylacoleo carnix*) attacks a young *Diprotodon*. Fossil evidence shows that the Marsupial Lion hunted even the largest of the megafauna (the giant animals of ancient Australia that became extinct by around 30 000 years ago).



SOURCE 4 From Marj Hill, *Oral Traditions (Myths and Legends)*, 1978

Telling a story ... is just one of the ways of expressing beliefs and ideas. Traditional narratives tell of events in the remote, distant past ... Ancestral beings once moved over the earth, and ... were responsible for the formation of the earth's natural features: the hills, rocks, waterholes, rivers and so on ... but the ways in which this happened will vary from story to story and from group to group. Aboriginal descendants of particular ancestral beings have a very special relationship with the features of the countryside associated with their ancestor ... land is the source of his/her identity.

Central Australian creation stories

Stories from Central Australia provide examples of ways in which Old Stone Age people made sense of their world. The local Anangu people of the region call the creation period the *Tjukurpa*, the time when creator beings travelled across the country forming the landscape. From this creation came the people's religion, laws and values. The Anangu believe that spirits still inhabit the landscape, so some significant sites referred to in the stories are sacred sites. The stories were handed down through songs, dance and rock art.

Uluru

Uluru (Ayers Rock) is one of the world's largest monoliths (a single piece of stone). Among the ancestral beings believed to inhabit Uluru are *Mala* (hare wallaby), *Liru* (poisonous snake) and *Kuniya* (woma python). There are creation stories about each of them. For example, *Kuniya*'s creation story tells of the woma python's travels and how she lived at Uluru and fought the poisonous snakes.

Kata Tjuta

Kata Tjuta means 'many heads' in the language of the Anangu. Non-Aboriginal Australians used to call this group of 36 rounded red domes the Olgas. According to Anangu creation stories, the tallest dome, Mount Olga, is the home of the snake *Wanambi*, who lives in a waterhole on the dome. Dark lines on the dome's side are the hairs of his beard. The wind that blows through the gorge between the domes is *Wanambi*'s breath. A rock on the eastern side of Kata Tjuta represents *Malu*, a kangaroo who is dying of wounds. To the Anangu these are two of many ancestral beings who inhabit Kata Tjuta.

SOURCE 5 Kata Tjuta seen on the horizon from Uluru at sunrise



SOURCE 6 Between two domes at Kata Tjuta



3.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the meaning of each of the following terms: language group, band, clan.
2. What were the main things that united the members of a language group?
3. Explain the roles of elders and sacred sites.
4. Describe the differences in upbringing of girls and boys.
5. How did marriage customs differ between Tasmania and the mainland?
6. Why is it unlikely that wars of conquest ever took place in prehistoric Australia?
7. Explain how creation stories were handed down through many generations.

Apply your understanding

8. Using **Source 2** as your evidence, explain:
 - (a) what conclusions about burial practices can be drawn from findings at Lake Mungo
 - (b) how and why these practices are similar to what we do today
 - (c) why ochre must have been very important for ceremonies and rituals connected with death.
9. How do you think the megafauna such as the animals in **Source 3** might have influenced creation stories?
10. Use **Source 4** to explain the relationship between people and their land.
11. What ancestral beings are associated with Kata Tjuta and Uluru (see **Sources 5** and **6**)?
12. Many laws in modern societies deal with property. Working in small groups, decide why such laws would have been unnecessary in ancient Aboriginal societies.
13. Study **Source 1**.
 - (a) Locate the Aboriginal language group on whose traditional land you live.
 - (b) Use your school library, local library and the internet to find out as much as you can about the traditional owners of this land and any archaeological sites in the area.

learn on RESOURCES – ONLINE ONLY



Complete these digital docs: Worksheet 3.8: Aboriginal life

3.10 Review

3.10.1 Review

By now you will realise that there is much we cannot know about Old Stone Age societies, including Indigenous Australian societies, in prehistoric times. We have some fossil evidence and some archaeological evidence, mainly of tools and art, but for many things our only evidence comes from later hunter-gatherer societies like those of Australia.

In this topic we have learned that:

- human life appears to have its origins in Africa
- humans gradually spread around the world
- the Old Stone Age was the longest period in human history
- Old Stone Age people were able to supply their needs by hunting and gathering
- Australian Indigenous Old Stone Age societies were complex and held together by shared beliefs.

KEY TERMS

anthropoid human-like

cannibalism the practice of eating one's own species

carnivorous meat-eating

Cro-Magnon tall, straight-limbed prehistoric European *Homo sapiens* whose remains were first found in a cave in France

continental shelf area of low sea levels surrounding Australia

cults branches of religious practice

dialects different forms of a language

evolve to develop and change by natural processes

extinct died out

fauna animals

flint a very hard stone, useful for tools and for making sparks to start fires
fossils remains of plants or animals found in rocks
genetics study of heredity
hunter-gatherers people who live by hunting animals and gathering food in the wild
Ice Ages long periods during which glaciers covered much of the northern hemisphere
initiation process during which Indigenous adolescents are introduced to special knowledge and skills and are ceremonially admitted as adult members of the community
leaching running water through something to wash out unwanted substances
mammoths large extinct mammals like the modern elephant but with larger tusks and woolly fur to keep warm
megafauna extinct species of large animals (from mega meaning huge or great)
middens refuse heaps
nomadic moving about from place to place rather than living in settled communities
noxious harmful
palaeontologists scientists who study fossils
Paleolithic of the Old Stone Age
Pleistocene Epoch the glacial period before the Holocene Epoch
prehistoric time before people used writing. This time varied greatly from place to place
sacred site place of great significance to Indigenous people, often related to creation stories
socialising process of learning customs, values and traditions of a society
sorcery magic
species a group or classification of living things
winnowing separating grain from chaf

3.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What is the main idea in the theory of evolution?
2. What was the Ice Age and how did humans survive through it?
3. When did Neanderthal people live?
4. How did the Earth's climate change between about 20 000 and 10 000 years ago?
5. Where do scientists and historians think Australasia's Indigenous people came from?
6. Why is Lake Mungo considered one of the most important prehistoric sites?
7. What information do middens provide?
8. What is a sacred site?
9. Why is it difficult to date most rock art and other Indigenous sites?
10. Why was it that Aboriginal societies had no official governments?
11. Why did they have no wars of conquest?
12. There were many rules, rituals and customs to ensure that food was shared in Aboriginal societies. Why would these have been very important?

Apply your understanding

13. Use your library and the internet to find out more about:
 - (a) the part played by music in traditional Aboriginal ceremonies
 - (b) the kinds of things that were represented in traditional dances
 - (c) the materials used to create art
 - (d) the ways in which art varied from one part of the country to another.Prepare a short oral report on your chosen topic. One person from each group should report your findings to the class.

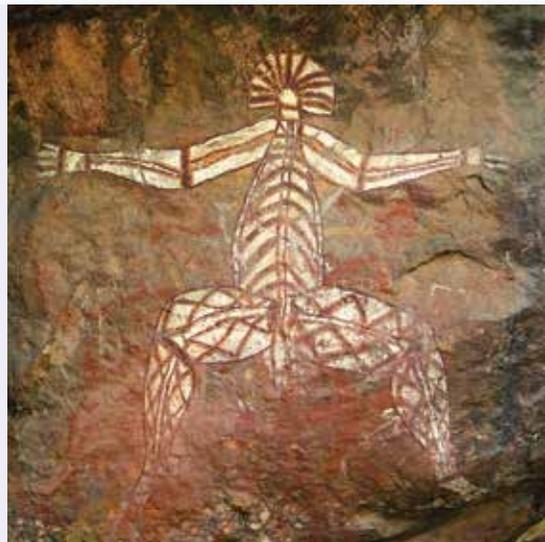
14. Using the knowledge and skills developed in this topic, explain why the archaeological work in **Source 1** is very important for our understanding of ancient Australia.

SOURCE 1 Archaeologists at the Lake Mungo excavations



15. Why is the artwork in **Source 2** a significant primary source? Explain what it tells us about prehistoric Australia.

SOURCE 2 Aboriginal rock engravings from the north east Woronora Plateau, NSW, depicting human and animal figures.



Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** The ancient past before farming timeline (int-2934)

 **Complete these digital docs:** Worksheet 3.9: Definitions and find-a-word
Worksheet 3.10: Summing up
Worksheet 3.11: Reflection

 **Explore more with this weblink:** [Aboriginal Art Online](#)

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. When did humans spread to every inhabitable part of the world?
2. What was the relationship between Old Stone Age hunter-gatherers and the natural environment?
3. How do archaeological evidence, oral history and the work of anthropologists help us to understand Old Stone Age societies?
4. What do we know of the way Old Stone Age societies were organised?
5. What do we know about the beliefs and values of Old Stone Age societies?



TOPIC 4

The ancient past since farming

4.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

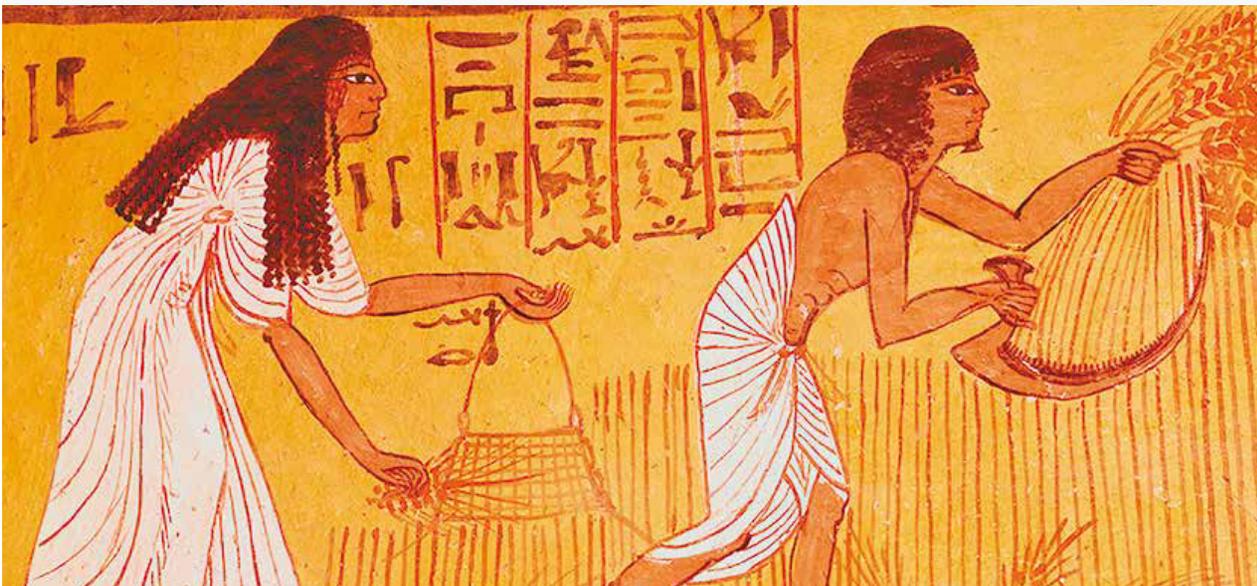
4.1.1 Introduction

If you were asked to name an invention or a new way of doing things that changed the world, you might think of electricity, the motor car, air travel, computers or the internet. However, neither these nor thousands of other great life-changing inventions could have come about without a change that first happened around 11 000 years ago. That change was the introduction of farming. It took thousands of years to spread around the world. But farming changed everything! Farming led to the building of towns and cities, the invention of writing and mathematics, and much more.

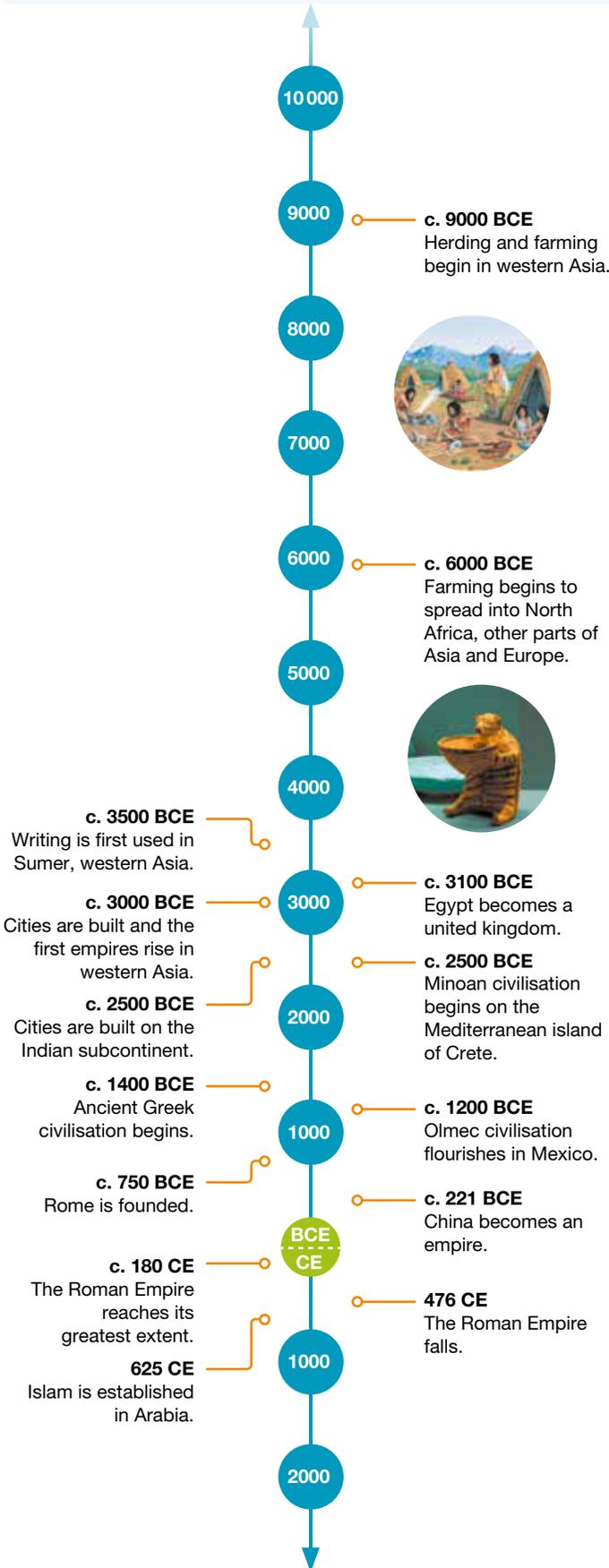
4.1.2 Travelling through time

In this topic we begin our journey around 12 000 to 8 000 BCE, when in just a few places people began to settle in permanent villages, growing crops and keeping animals for food. We will follow the human journey through time and space, stopping briefly to visit ancient civilisations from around 5 000 to 1 500 years ago in Europe, Asia, Africa and America up to the time of the emergence of the last of the major world religions. Along the way we will encounter some amazing discoveries that have helped us to imagine the world in ancient times and some mysteries that remain unsolved.

SOURCE 1 Egyptian wall painting of a harvesting scene, from the tomb of a successful artisan named Sennedjem, c. 1306–1290 BCE



SOURCE 2 A timeline of the early civilised world



SOURCE 3 Egyptian wall painting of a harvesting scene, from the tomb of a successful artisan named Sennedjem, c. 1306–1290 BCE



Big questions

As you work through this topic, look for information that will help you to answer to these questions:

1. How did farming begin?
2. How did the rise of agriculture change people's lives?
3. Where did civilisations emerge in ancient times?
4. In what ways did civilisation change human societies?
5. What are some of the discoveries and mysteries that indicate what we know and do not know about these times?

Starter questions

1. Think of as many things as you can that you eat, wear or use that come from some kind of farming.
2. How different do you think the world would be today if people had never invented farming?
3. What do you think 'civilisation' means?
4. What do you already know about any ancient empire?

4.2 How do we know about the ancient past since farming?

4.2.1 Evidence of ancient farming past

As we have seen, many things about prehistoric times are puzzling because we have little evidence, with none at all from written primary sources. In contrast, when ancient societies adopted new ways of life based on farming they left many primary sources. The growth of towns and cities, the rise of rulers and organised religion, the use of metals, the emergence of crafts such as building, painting, metalworking, potting, carving and sculpture left many clues.

4.2.2 A window to the past

Archaeologists have unearthed vast amounts of material that is now displayed in museums around the world. These artefacts include tools, weapons, carved wall panels, pottery, decorated tombs, temples and statues. Perhaps you have seen such objects in museums or in television documentaries about ancient times.

Life in large, organised communities also created the need for writing to make records of trade, contracts, laws and taxes. Writing soon found other uses. The Sumerians (in modern Iraq) were the first to keep written records of their stories, legends and poems. Writing developed soon after in Egypt, in the Indus Valley (in modern Pakistan), on Crete (in southern Europe) and in China. Written records have survived on bone, clay tablets, stone, metal and paper.

SOURCE 2 This painted wooden model of a farmer using a hoe was made in Egypt around 2250 BCE. Hoes were used before planting crops in a field to break up clods of earth that were too hard for a plough.

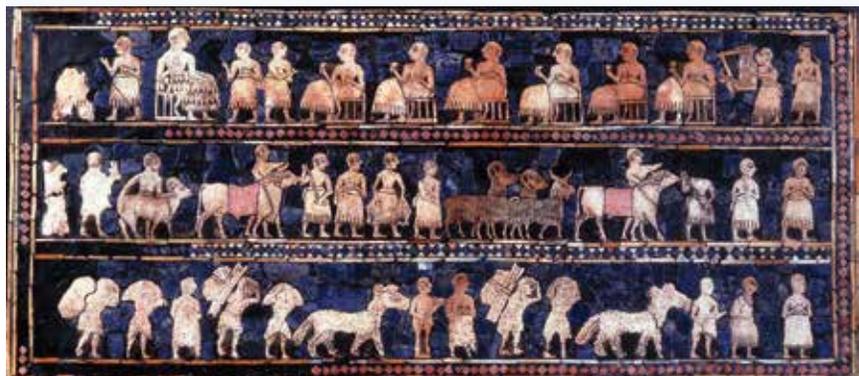


SOURCE 1 This stone vessel from ancient Iraq was carved between 3300 and 3000 BCE. It shows figures of sheep, goats and cattle.



As you study each of the sources in this topic, you can begin to imagine the richness of the cultures that arose in ancient times.

SOURCE 3 One side of the Standard of Ur. It is a box decorated on all four sides with scenes from life in Sumer. It was made in about 2600 BCE and was part of the treasure in a royal tomb found in the ancient Sumerian city of Ur. This side is called 'the peace side' because it shows peaceful activities, in contrast to the scenes of warfare depicted on the 'war side'.



SOURCE 4 From *The Epic of Gilgamesh*, one of the best known stories of ancient Sumer. In this story, a man named Utnapishtim tells how he, his family and helpers built a great boat to save themselves and pairs of animals when their gods decided to flood the world.

All my family and kin I made go aboard the ship.
The beasts of the field, the wild creatures of the field,
All the craftsmen I made go aboard.
...
Six days and nights
Blows the flood wind, as the south-storm sweeps the land.
...
The sea grew quiet, the tempest was still, the flood ceased
...
When the seventh day arrived,
I sent forth and set free a dove.
The dove went forth, but came back;
Since no resting-place for it was visible, she turned round.
Then I sent forth and set free a swallow
The swallow went forth, but came back;
Since no resting-place for it was visible, she turned round.
Then I sent forth and set free a raven.
The raven went forth and, seeing that the waters had diminished,
He eats circles, caws, and turns not round.

4.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When ancient societies adopted new ways of life based on farming they left many primary sources. What were they?
2. Who were the first to keep written records of their stories, legends and poems?
3. List three materials that ancient Sumerian written records have been found to have survived on.

Apply your understanding

4. Take a close look at **Source 1**.
 - (a) What kinds of animals are carved on it?
 - (b) How does this source provide evidence of early farming?
5. What is the man in **Source 2** doing and how does this provide evidence of early farming?
6. Look closely at **Source 3**.
 - (a) The top panel shows the king having a banquet. Describe what is happening in the other panels.
 - (b) Explain what these three panels can tell us about life in Sumer around the time this box was made.
 - (c) What evidence does this source provide of the benefits of the new way of life that emerged in the ancient Middle East?
7. Read the first six lines of **Source 4** and explain in your own words the events it describes.
8. In the last ten lines of **Source 4**, the narrator tells what happened each time he released a bird. What do you think this means?
9. Use your library to find the story of Noah's Ark (from the Book of Genesis in the Bible). Compare it with **Source 4**. What are the similarities between these two stories and how might we account for them?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.1: How do we know about farming in the ancient world?

4.3 The Mesolithic Age

4.3.1 When was the Mesolithic Age?

Our next stop as we race through time is a brief one. It is the short period we call the Mesolithic Age or Middle Stone Age. It was a stage between the Old Stone Age, when people survived entirely by hunting and gathering, and the New Stone Age, when some people developed **agriculture**. It usually marked a step in between these two ways of providing for human needs.

In the area around the eastern shores of the Mediterranean Sea, the beginning of agriculture took place even before the end of the last Ice Age. The **Fertile Crescent** is the name given to the area now covered by Israel/Palestine, Lebanon, Jordan, Syria, southeast Turkey and Iraq (see the map in section 4.4.2). By around 14000 BCE it had become warmer and wetter. Wild barley, wheat and rye grew in this area, and by around 12000 BCE hunter-gatherers had formed permanent villages in places with good supplies of water, plants and animals. Although these people were not yet farmers, they were nurturing and harvesting wild plants.

In northern and central Europe, the Mesolithic Age began at the end of the last Ice Age, as glaciers melted and the warmer climate produced **marshlands** with abundant food supplies. In Europe, the Mesolithic Age lasted until around 4500 BCE.

How did life change in Mesolithic times?

Mesolithic peoples still hunted and gathered their food but they also developed new skills. They made small flint blades called **microliths** and used them for arrowheads and as cutting tools. Mesolithic societies developed pottery and there is evidence that different groups traded with each other. There are significant Mesolithic sites in England, Ireland, France, Germany, Denmark, Greece, Serbia, Estonia and the Netherlands.

Star Carr and Howick – two Mesolithic sites

At Star Carr in northern England, archaeologists have uncovered the site of a Mesolithic camp beside a lake. Here they have found remains of a wooden trackway that crossed the boggy ground between the camp and the lake. Evidence suggests that the camp was a hunting base and that people were burning off the reeds, probably to attract animals that fed on the new shoots.

At Howick, also in northern England, archaeologists have excavated the traces of a house and found evidence that it was used for at least 100 years from about 7800 BCE. If this was a permanent home for hunter-gatherers, it means that in some places abundant food resources had made it possible for people to stop living as nomads and to have permanent settlements.

SOURCE 1 A cave painting of warriors or hunters, from Valltorta, Spain. It was created about 6000 BCE.



SOURCE 2 A headdress made from the skull and antlers of a large deer around 8000 BCE. It was excavated at Star Carr.



SOURCE 3 An artist's impression of the Howick Mesolithic house as it might have appeared around 7800 BCE



4.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did the end of the last Ice Age make it possible for some hunters and gatherers to develop a more settled lifestyle?
2. Describe what archaeologists found at Star Carr.
3. In what ways was Mesolithic life at Star Carr probably different from life in Paleolithic times?

Apply your understanding

4. Working in small groups:
 - (a) Discuss what is odd about the features of the figures shown in **Source 1**.
 - (b) Suggest possible reasons why they were painted this way.
5. Study **Source 3** and use internet research to answer the following questions about the discoveries at Howick:
 - (a) What kinds of traces are usually found at sites where Mesolithic people lived?
 - (b) Explain what makes the Howick site different.
 - (c) What conclusions might be drawn from this evidence?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.2: At home at Howick

4.4 The New Stone Age

4.4.1 The Neolithic Revolution

For our next stop, imagine that we have travelled back in time 11 000 years to some villages in the Fertile Crescent. There we see sights that changed the world! The people of these villages had survived by hunting wild animals and gathering plants or seeds along the waterways. In much of the world, hunting and gathering would go on for thousands of years, but somewhere around 9000 BCE these people began growing wheat and barley and keeping herds of sheep and goats.

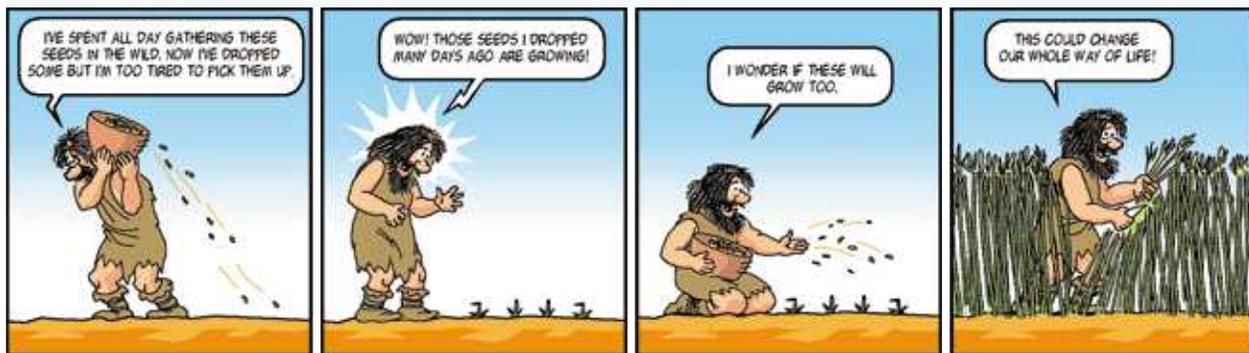
This new way of living allowed the people to stay in one place, so they replaced their simple shelters with houses made from mud bricks. We call this change the **Neolithic Revolution** — the adoption of farming that marked the beginning of the New Stone Age. Nothing that has happened since, from the invention of the wheel to the creation of the internet, could have taken place without that huge change.

The Neolithic Revolution would lead to the invention of writing, mathematics and money. It would trigger many inventions, the use of metals, the building of cities, organised religion and systems of government. But it would also end the equality people had known in the Old Stone Age and see the rise of kings, empires and wars of conquest.

4.4.2 New Stone Age farmers and the beginnings of civilisation

How did people first learn to domesticate animals and grow food crops? Perhaps they caught wild animals and realised that they could breed them to have a permanent supply. People might have dropped some harvested seeds of wild plants then seen these seeds grow where they fell and realised what that could mean.

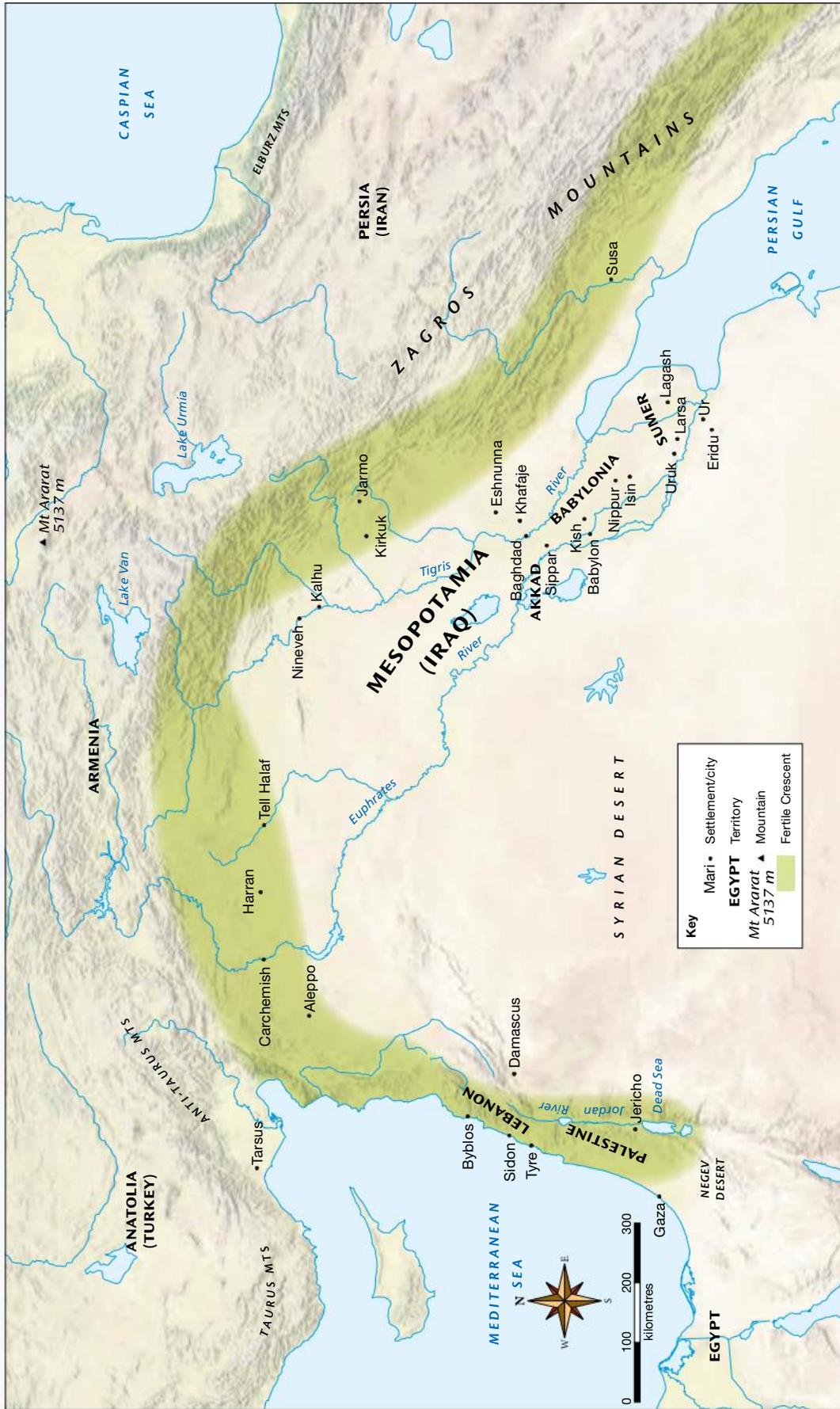
SOURCE 1 A modern artist's impression of how New Stone Age people may have first learned to grow crops



Agriculture made it possible to produce food supplies in smaller areas than were needed by hunter-gatherers. Inventions of tools such as hoes and ploughs and changes such as clearing land and digging irrigation ditches improved yields from crops. Most importantly, improvements in agriculture meant that not everyone needed to work producing food. Some people could specialise in other things, including crafts.

Historians disagree on definitions of civilisation. It generally means having an organised community with farming, towns and a culture that encourages advances in technology. The way of life based on farming that first appeared in the Middle East is often called the *beginning* of civilisation. The first large centre of civilisation was Sumer in modern Iraq. Because two rivers, the Tigris and Euphrates, flow through Iraq from north to south, the ancient Greeks called the area Mesopotamia, meaning 'between two rivers'. The rivers regularly flooded the plains, leaving behind layers of fertile mud, and this was ideal for growing crops.

SOURCE 2 The Ancient Near East. The Fertile Crescent is shaded. The cities marked on the map existed at times between 5000 and 1600 BCE.



SOURCE 3 A stone plaque from Sumer with an engraved scene showing an offering to a king, c. 2600–2350 BCE



DID YOU KNOW?

Agriculture had many benefits but it also caused environmental damage. The soil on cleared land was more easily washed away in floods. Irrigation was essential for farming in Mesopotamia, but scientists now believe it contributed to the collapse of some Mesopotamian cities as the irrigated soils were poisoned by mineral salts. By 2300 BCE much of the best land had already been ruined.

4.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the most important differences between life in the Old and New Stone Ages?
2. When and where did agriculture first develop?
3. Why has the beginning of the New Stone Age been called a revolution?
4. According to scientists, how did farming cause environmental damage in Mesopotamia?

Apply your understanding

5. Using **Source 2**, describe the geographical features of the Fertile Crescent that contributed to its becoming the birthplace of New Stone Age farming.
6. Look closely at **Source 1**.
 - (a) Describe the sequence of events that suggests how people might have learned to grow crops.
 - (b) Using **Source 1** as a model, create your own sequence of sketches to show how people might have learned to domesticate sheep and cattle.
7. Study **Source 3**.
 - (a) Describe what is happening in each register (horizontal set of pictures).
 - (b) What can you tell from this source about the benefits that some gained from the Neolithic Revolution?
8. Do you think any of the people shown in **Source 3** might have preferred the Old Stone Age way of life? If so, which ones and why? If not, why not?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.3: What is a civilisation?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Early river civilisations

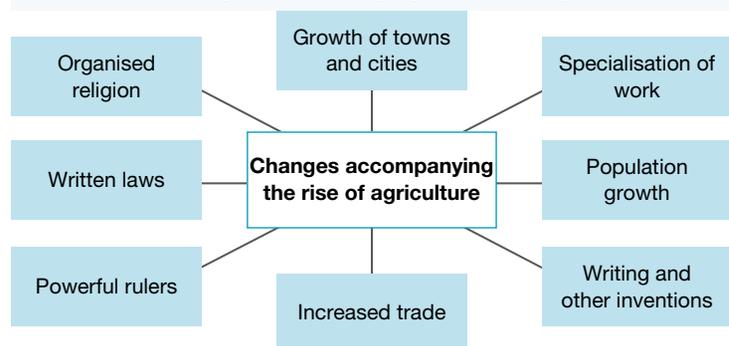
4.5 Cities, laws, government

4.5.1 Growth of towns and trade

The Neolithic Revolution marked the beginning of more complex societies as farming enabled people to settle in larger communities, usually built along rivers. With these developments came many other changes, as depicted in **Source 1**.

No longer having to travel long distances in search of food, people could build solid dwellings and accumulate belongings such as furniture, containers and ornaments. With permanent shelter and more reliable food supplies, more children survived and populations grew. Food surpluses enabled some people to do different jobs. People created pottery and invented looms for weaving cloth to make clothing. Others learned to work metals — first bronze and later iron. Surpluses also increased trade. A town might produce more grain than it needed and exchange it for another city's salt, cloth, precious stones or cooking oil.

SOURCE 1 Changes accompanying the rise of agriculture



The earliest towns and cities

By about 8000 BCE there was a permanent town at Jericho (in modern Israel). In Anatolia (part of modern Turkey), Çatal Hüyük, probably the world's first city, appears to have had a population of at least 5000 from around 6500 to 5800 BCE.

4.5.2 Civilisation begins at Sumer

Civilisation soon spread through Mesopotamia, Egypt and beyond. The people of Sumer in southern Mesopotamia were the first to use writing, probably about 3200 BCE.

Sumerian inventions and ideas spread through their **colonies** in Iran and Syria and through trade. Their ideas were adopted by their neighbours and by their conquerors.

Rulers and laws

Civilisation created the need for leaders who had power over large numbers of people. Sumer is our earliest example. It was made up of several city-states (states

SOURCE 2 A Sumerian **cuneiform** tablet from Lagash, third millennium BCE. Sumerians and Babylonians wrote using pictures we call pictograms. Gradually these became simpler so that a few lines represented a picture. The writing was done on clay tablets, which could be baked in the sun and kept.



consisting of a walled city that ruled over surrounding towns, villages, farms and grazing land). Each city-state had its own ruler, called an **Ensi**, who was said to have been chosen by the gods. It is likely that the Ensi were at first elected by assemblies of free citizens to lead them in battle. Over time these rulers came to inherit their power and some ruled over several cities. The title Lugal was given to such a ruler. The ruler had the power to make laws for his people. Inscriptions of Urukagina, the Ensi of the Sumerian city of Lagash, suggest that by 2400 BCE it was common for rulers to record their laws.

DID YOU KNOW?

The greatest source of wealth in the Middle East today is oil. The ancient Sumerians collected oil in the form of **bitumen** that seeped out of the ground. They used it as a fuel and an adhesive and for waterproofing houses and boats. The Sumerians also invented the wheel, the sail and money.

SOURCE 3 From an inscription of Sumerian ruler Urukagina listing his legal reforms to protect the poor. The gentry were the privileged big landowners.

An appointed priest may no longer go into the garden of a **villein** and fell a tree or take away the fruits. If a villein makes a fish-pond, no one of the gentry class may take away his fish.

SOURCE 4 A stone stamp seal carved with a procession of animals, perhaps gazelles. It was probably made in Syria between 4000 and 3000 BCE. Early traders used seals to make impressions in wet clay to identify their property.



DID YOU KNOW?

Until the late nineteenth century the modern world knew almost nothing about ancient Sumer. It really was a lost civilisation. When archaeologists first began digging in Mesopotamia they were not even looking for evidence of the Sumerians. Instead they were searching for traces of the Assyrians, whose civilisation came much later than Sumer. In the 1920s Sir Leonard Wooley found the tombs of some powerful Sumerians of the ancient city of Ur. What the archaeologists found told them they had unearthed a great ancient civilisation. Since then many other archaeological digs have unearthed further traces of Sumer.

4.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain how food surpluses enabled some people to specialise in other jobs.
2. What was cuneiform?
3. What is the most likely way that Sumerian rulers originally gained power?
4. How did this change over time?

Apply your understanding

5. **Source 1** is a mind map. Mind maps are a way of showing how one thing led to other things. Of the changes shown in **Source 1**, choose the one you think was most important for human progress. Explain why you chose that change.
6. Look closely at **Source 2**. Few girls were taught to read and write in ancient Mesopotamia. Boys who went to school had to study the lines written by the teacher on one side of a clay tablet like this one. They then had to turn it over and reproduce what the teacher had written.
 - (a) Working in pairs, try doing this yourself using a sheet of paper.
 - (b) What do you think of this method of teaching and learning?
7. How can you tell from **Source 3** that priests and gentry had more rights under the law than villeins in ancient Sumer?
8. Which group was Urukagina trying to protect through this reform?
9. Look closely at **Source 4** and decide on three questions you would ask if you were investigating its use and significance.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.4: Hammurabi's code



Explore more with this weblink: Write like a Babylonian

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◊ Early river civilisations
- ◊ Early urban civilisations
- ◊ Mesopotamia — Sumer

4.6 Society and culture

4.6.1 Social structure

Civilisation changed societies. But some people gained much more than others from the changes. What differences were there in wealth and influence? What were the roles of religion, festivals, music and the family? As in subtopic 4.5, we will use Sumer as our example.

Officials and nobles

Nobles (aristocracy or gentry) formed a ruling class below the Ensi. Nobles had many privileges and owned large estates that were worked by slaves and landless free citizens. In Sumerian religious beliefs, each city-state belonged to its main god. Some of the city's land was owned by the temple on behalf of the god. Officials administered temple lands on behalf of the Ensi. As rulers became more powerful, more tax collectors and **scribes** were needed. Like the rulers, these officials gained power and wealth.

Free citizens and slaves

Many free citizens farmed land of their own. Others worked on the estates of the nobles. Some worked at skilled crafts or were employed in the temple or the palace. There were merchants, boatmen, carpenters, potters and jewellers.

Slaves were the property of temples or palaces and of the owners of rich estates. They could be branded and flogged if they tried to escape. People became slaves by being taken prisoner in war, as a punishment for committing a crime or by being sold by their families. Slaves had some rights under Sumerian laws, including the right to buy their freedom.

The Sumerian family

In Sumerian families, marriages were arranged by parents and women had less power than men. If her husband died, a woman could share his property with their children. But if a couple were unable to have children, the woman was blamed and her husband could divorce her. In ordinary Sumerian families, sons probably worked alongside their father from an early age while girls helped their mother.

SOURCE 1 Stone statues of ancient Sumerians



DID YOU KNOW?

In ancient Sumer, children were the property of their parents. A father could sell his children into slavery if they displeased him. However, there are Sumerian stories expressing parents' love for their children.

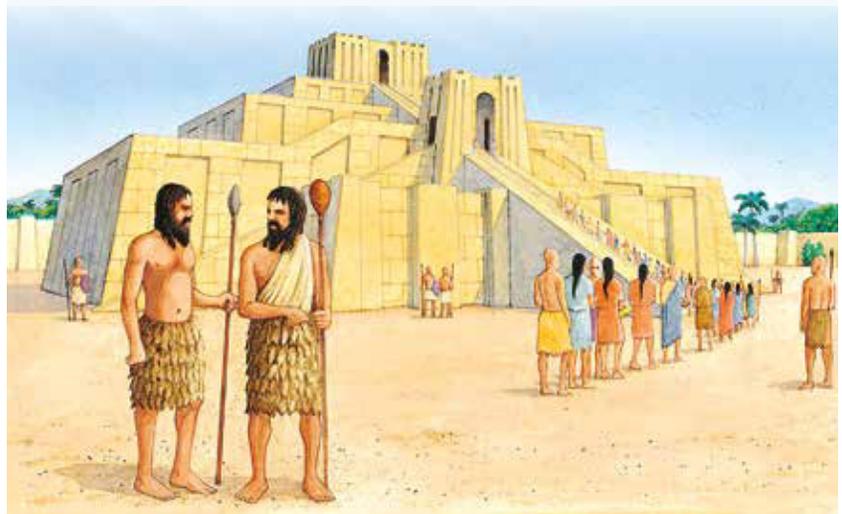
4.6.2 Temples, houses, music and festivals

All Sumerian buildings were made of mud bricks because mud was the only building material that was plentiful. Most houses were small, single-storey buildings with rooms surrounding a courtyard. The grandest building in each city was the main temple, which developed over time into a huge, stepped tower called a ziggurat, as shown in **Source 2**.

Music was important in Sumer. Sumerians played harps, lyres, drums, tambourines and pipes. Poetry and singing were taught in schools. Hymns were sung and played for the gods in the temples and the kings in their palaces.

Religious festivals were also important. One of the main festivals in each city was held at the beginning of the year to ensure good harvests for the year ahead. The king climbed to the top of the city's temple to take part in a ceremony of marriage to a priestess representing the fertility goddess Inanna.

SOURCE 2 An artist's impression of a Sumerian ziggurat. The temples were places of worship but were also charged with taking care of the families of men who had died.



Sumerian gods

Sumer had hundreds of gods and goddesses. Sumerian people believed that these gods had been created out of clay. There were Sumerian stories in which gods and goddesses behaved just like humans. They ate, drank, loved and fought just as people did.

SOURCE 3 From a hymn to Nanshe, a goddess of the Sumerian city of Lagash. In this hymn, Nanshe is seen as supporting the poor against the rich.

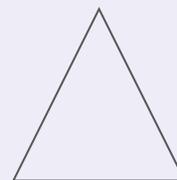
[Nanshe] knows the orphan ... knows the widow,
Knows the oppression of man over man ...
...
To set up a place of destruction for the mighty,
To turn over the mighty to the weak ...
Nanshe searches the heart of the people.

4.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. A social pyramid is a diagram used to show the power structure of a society (who was at the top, in the middle and at the bottom). It is drawn as shown on the right. For Sumerian society, the Ensi would be at the top. Slaves would be at the bottom. Complete the social pyramid to show where the other social classes would fit.
2. Describe the roles of music and festivals in Sumerian life.
3. What was a ziggurat?



Apply your understanding

4. Read **Source 3**.
 - (a) What does this hymn call upon the goddess Nanshe to do?
 - (b) What does it tell us about inequality in Sumer?
 - (c) What does it appear to tell us about moral ideas of people in Sumer?
5. Using **Source 1** as your evidence, describe the appearance and clothes of Sumerian men and women.
6. Imagine you are a child in ancient Sumer. Using the information in this subtopic, write a short account of the kinds of things that might happen in a typical day and the threats your parents might make if you misbehaved.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Mesopotamia – Sumer**

4.7 Civilisations and empires in North Africa, Western Asia and Europe

4.7.1 The rise and fall of civilisations

The new way of life based on farming faced hazards such as windstorms and locust plagues that could destroy entire crops. The rivers too held dangers. In Sumer, where almost no rain fell, the rivers needed to be fed by regular rainfall in the far-off mountains. Too much rain brought destructive floods; too little caused drought and famine. But the worst danger in ancient times was the frequent threat of war as empires rose and fell.

A Sumer

Sumerian civilisation emerged around **3500 BCE**. Although later overrun by other powers, it had a lasting influence throughout Mesopotamia and beyond.

SOURCE 1 A Sumerian clay tablet from about 3100–3000 BCE recording the allocation of beer.



C Crete and Greece

From around **3000 BCE**, the Minoans built a civilisation on the island of Crete, south of Greece. This peaceful civilisation disappeared when Crete was overtaken by the warlike Mycenaeans from the Greek mainland by about 1375 BCE. From around 750 BCE, Greek city-states set up colonies around the Mediterranean and Black seas. In the late fifth century BCE, the Greeks defeated an invading army of the mighty Persian Empire. Greece was later conquered by Macedonia in 336 BCE and then by Rome in 146 BCE.

SOURCE 2 Ancient Greek pottery from 2800–2300 BCE. It was found in Syros, Greece.



E The Hittite Empire

The Hittites, skilled warriors and charioteers, came from Anatolia (Turkey), where they had a capital called Hattusa. In **1595 BCE** they invaded Mesopotamia and destroyed Babylon. In the thirteenth century BCE the great Egyptian pharaoh Rameses II tried and failed to defeat them. However, around 1000 BCE the Hittites were swallowed up by the Assyrian Empire.

G The Assyrians

The Assyrians were from Assur (north of Mesopotamia). Their highly disciplined infantry had the advantage of iron weapons and they had squads of archers and chariots. They created a powerful empire from around **883 BCE**. The Assyrians killed, tortured or enslaved people who rebelled and moved whole populations to prevent rebellion. They collected taxes from conquered subjects and forced them to work as slaves or to fight in the Assyrian army. However, in 612 BCE, armies of Babylonians, Chaldeans and Medes destroyed the Assyrian Empire.

SOURCE 3 An Assyrian wall panel from the eighth century BCE, showing Assyrian forces attacking a city with a battering ram.



BCE

3500

3100

3000

2400

2000

1595

1000

883

560

272

180

CE

B Egypt

The longest civilisation in North Africa began when Egypt was first united around **3100 BCE**. This great kingdom experienced many periods of war. During the New Kingdom (c. 1550–1069 BCE) Egypt fought to drive out invaders. During the period from around 1069 to 332 BCE Egypt fell under the rule of Libyans, Nubians, Assyrians and Persians.

D Akkadians, Elamites and Babylonians

Around **2400 BCE** Akkad (north of Sumer) conquered the Sumerian cities. When the Akkadian Empire fell about 200 years later, the Sumerian city of Ur dominated Sumer. Around **2000 BCE** the Elamites (from Iran) conquered Sumer. Other peoples moved into Mesopotamia, occupying Akkad and other cities. Around 1800 BCE, King Hammurabi defeated these groups and founded a Mesopotamian empire based on the city of Babylon.

F The Phoenicians

The Phoenicians were great seafarers who lived in what is now Lebanon. They traded with Egypt and Greece, and around **1000 BCE** they founded colonies along the coasts of Africa, Sicily and Spain.

H The Persian Empire

Between **560** and 330 BCE, Persia (modern Iran) created a huge empire that spread from Egypt to India. Babylon had again become a great centre of power under King Nebuchadnezzar (c. 605–560 BCE), but soon after his death the Persians conquered the city.

I The Roman Empire

By **272 BCE**, the city of Rome dominated Italy. By **180 CE**, the Roman Empire had become the greatest empire of ancient times, controlling much of Europe, North Africa and the Middle East. The Roman Empire finally fell to invaders in the fifth century CE.

SOURCE 4

Sculpture from the tomb of a wealthy Roman citizen who died in the first century CE.



4.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why would war have been a great hazard for people in ancient times?
2. Which civilisation lasted longest in North Africa?
3. Which civilisation was overrun by the Mycenaeans in around 1375 BCE?
4. Name two groups of people who invaded Mesopotamia in ancient times.
5. Who were the Hittites?
6. Why would the Assyrians' iron weapons have given them a big advantage over opponents such as Egypt, who still used bronze weapons?
7. How did the Assyrians treat people they conquered?
8. What ancient empire was based in Iran?
9. For around how many centuries did the Roman Empire exist?

Apply your understanding

10. Working in small groups, brainstorm to design and sketch devices that could be used to stop the Assyrian battering rams shown in **Source 3**.
11. Make a list of questions that historians could ask about any three of the sources in this subtopic.

learnON RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.5: Who conquered whom?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ Early urban civilisations
- ◉ Mesopotamia — Babylon
- ◉ Mesopotamia — Assyria
- ◉ Cities of the Near East
- ◉ Persian Empire

4.8 Discoveries and mysteries: Agamemnon and Troy

4.8.1 Agamemnon and Troy

There are many gaps in our evidence of the ancient world. Often it is uncertain whether stories of some event are real or myths. Sometimes archaeologists' discoveries have helped to solve such mysteries. In other cases, discoveries have only raised more questions.

The siege of Troy

In the subtopic 4.7 we encountered the Mycenaean Greeks. These warriors came from small kingdoms such as Mycenae, Athens and other Greek hilltop cities. Their greatest story is the legend of their siege of the city of Troy. The story is so popular that it is still familiar to many people today. It has been told and retold, even by Hollywood in a 2004 movie. Whether any part of the story is true is still very much a mystery. As we will see, some archaeological discoveries have only added to the debate.

Homer's *Iliad*

According to Greek legend, in about 1200 BCE the Mycenaean Greeks captured and destroyed the city of Troy in Anatolia (present-day Turkey). Centuries later, the story of the Trojan War was told in a long

poem called the *Iliad*. The author was most likely Homer, a Greek who lived in the eighth century BCE. However, some scholars think that Homer's poems were the work of several people. The story was probably passed down by storytellers for three centuries before it was recorded in writing.

The legend of the Trojan War

As the *Iliad* tells the story, there are several main characters. Among them are:

- Agamemnon, the king of Mycenae
- Menelaus, the king of Sparta and brother of Agamemnon
- Helen, the wife of Menelaus
- Priam, the king of Troy
- Paris, son of Priam
- Odysseus, a Mycenaean warrior hero.

The *Iliad* recounts the war, which is said to have started because Helen was abducted by Paris and taken to Troy. As Homer tells the story, Agamemnon, the king of Mycenae and brother of Menelaus, gathered a great Greek army, sailed to Troy and conducted a 10-year siege of the city that included huge battles outside the city's walls. The story goes that Troy was finally defeated by Greek trickery. Pretending to have given up the siege, the departing Greeks left a giant wooden horse with their hero Odysseus and about 20 other warriors hidden inside. Seeing the enemy had sailed away, the Trojans thought the Greeks had left the horse as a gift. After the rejoicing Trojans dragged the horse into the city, Odysseus and his companions crept out and opened the city gates for the returning Greeks, who seized and completely destroyed the city.

4.8.2 Fact or fiction?

Until the late nineteenth century CE, the story of the siege of Troy was thought to be simply a myth. Then, in 1870, a German amateur archaeologist, Heinrich Schliemann, basing his researches on the *Iliad*, began digging at what he believed was the site of ancient Troy. He discovered what he believed to be the ruins of a city that could have been Troy. However, later excavations showed that the level Schliemann identified as Troy was hundreds of years too early. If this was indeed the site of Troy, Schliemann had probably destroyed the evidence as he dug through it.

The mask of Agamemnon?

Four years later, Schliemann excavated Mycenae to find the grave of Agamemnon. He found at least five royal graves filled with gold and other treasure. His most exciting finds were several gold masks, including one that became known as the 'mask of Agamemnon'.

Many archaeologists doubt that this really is Agamemnon's death mask for several reasons:

- Schliemann had a record of faking archaeological finds.
- The grave where the mask was found is about 300 years earlier than the supposed date of the Trojan War.
- The 'mask of Agamemnon' looks very different from the masks found covering the remains of other Mycenaean chieftains.
- Schliemann could have had the mask made.

There is still no clear evidence that the Trojan War really happened or that the grave Schliemann unearthed at Mycenae was in fact the grave of King Agamemnon.

SOURCE 1 At Canakkale, about 300 km south-west of Istanbul in Turkey, Schliemann dug up these city ruins. Later excavations have shown that the site contains ruins of nine different settlements, built one on top of another.



SOURCE 2 The gold 'mask of Agamemnon' that Heinrich Schliemann claimed to have found in 1876 when he excavated graves in Mycenae. It is held in the National Archaeological Museum, in Athens.



SOURCE 3 Another Mycenaean gold mask from excavated graves in Mycenae, also held in the National Archaeological Museum, in Athens



4.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who was Agamemnon?
2. According to legend:
 - (a) What caused the Trojan War?
 - (b) Why did the Greeks build the wooden horse?
 - (c) How did the Greeks defeat the Trojans?

Apply your understanding

3. Why is it likely that the walls in **Source 1** are not the walls of ancient Troy?
4. Look at **Sources 2** and **3**.
 - (a) Describe the features of the mask in **Source 2**.
 - (b) Describe the features of the mask in **Source 3**.
 - (c) If both of these masks were really found in the graves at Mycenae, why do you think a decision was made to call **Source 2** rather than **Source 3** the mask of Agamemnon?
5. What other evidence would we need in order to know whether **Source 1** was the site of Troy?
6. What other evidence would we need in order to know whether the mask in **Source 2** was Agamemnon's?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.6: Fact or fiction?

4.9 Civilisations in East and South Asia

4.9.1 Emerging civilisations

Humans spread from Africa through Asia, reaching China around 75 000 years ago. When and where did civilisations emerge there? We will focus on ancient India and China because it is in these regions that eastern civilisation first arose. Elsewhere in South Asia, South-East Asia and Japan, civilisations emerged much later.

SOURCE 1 A map of South and East Asia showing capital cities



Ancient China

A site called Spirit Cave, in Thailand (South-East Asia), provides some evidence of farming in Asia around 9000 BCE. The earliest evidence of farming in China comes from Taiwan and dates to about 6000 BCE. Elsewhere in China, farming settlements have been found dating back to around 4000 BCE. Chinese legend tells of a folk hero called the Yellow Emperor who founded Chinese civilisation. His **dynasty**, called the Xia, is said to have ruled from around 2100 to 1600 BCE. However, we have no real evidence that it actually existed. What we can be certain about is that Chinese civilisation developed around the Huang River (Yellow River) and the Yangtze River. The fertile soils of these river valleys were what made a farming civilisation possible.

Ancient China and the outside world

Throughout this period the Chinese believed the lands beyond their own to be savage places that lacked China's order and learning and were populated by 'barbarians'. China was surrounded by natural barriers that made contact difficult: the sea to the east, deserts to the north and the west, rainforests in the south and the

great Himalayan mountain range in the south-west. The only contact between China and western Asia was opened in the first century BCE. It was made possible by a series of trading routes called the ‘Silk Road’.

SOURCE 2 From the ancient Chinese annals *Hou Hanshu*

In the ninth year of the Yen-Hi period [166 CE] in the reign of Emperor Huan, king An-tun [the Roman emperor Marcus Aurelius Antoninus] of Ta-ch'in [the Roman Empire] sent an embassy. From the frontier of Jih-nan [in part of Vietnam controlled by China at that time] this [embassy] offered ivory, rhinoceros horn and tortoiseshell; from that time began direct trade relations with this country – but their **tribute** contained no jewels whatsoever.

Early Chinese dynasties

The second Chinese dynasty, the Shang, also seemed to be a myth until archaeologists found supporting evidence in 1928. The finds included written inscriptions on bones. The Shang ruled from 1600 to 1046 BCE so we know that writing existed in China from at least that time. Shang rulers also built cities. At one city, Anyang, skeletal remains of victims of human sacrifice were found. The Shang rulers took sacrificial victims with them to the grave.

In 1046 BCE the Shang dynasty fell to a people called the Zhou. Around 500 BCE, under this dynasty, iron replaced bronze as the main metal for making weapons and the tools that would help increase farm productivity. This change was significant because iron was harder and therefore more efficient.

China became a unified nation with the arrival of the Qin (pronounced *chin*) dynasty in the third century BCE. The Qin united China after a destructive period called the Warring States period, when rival rulers fought one another for power. The short-lived Qin dynasty was followed by the Han dynasty. The Han ruled China for most of the period from 206 BCE to 220 CE.

Ancient India

Civilisation arose even earlier on the Indian **subcontinent**. The first Indian civilisation was founded in the Indus River Valley, in what is now Pakistan, around 3000 BCE. Its growth was made possible by the plentiful water and fertile soils of the Indus Valley. Its earliest cities were built around 2500 BCE and there is evidence of trade with Sumer. By 1600 BCE these cities had been abandoned. Remarkably, traces of the Indus Valley civilisation were first dug up only in the 1920s. The oldest examples of Indian writing come from this civilisation.

Around the time that this first civilisation collapsed, nomadic warriors called Aryans invaded India. The country did not become a unified state until the Mauryan Empire was established in 304 BCE. But long before that event two great world religions, Hinduism and Buddhism, arose in India.

SOURCE 3 A scene from *The Mahabharata*, an Indian Hindu epic poem composed in 220 BCE



4.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. For how long have people (*Homo sapiens*) lived in China?
2. According to Chinese legend, who was the first Xia ruler?
3. How do we know that the Shang conducted human sacrifices when they buried their rulers?
4. Why was the introduction of iron a significant change in ancient China?
5. On which river was the oldest Indian civilisation founded?
6. In what decade did archaeologists begin excavating the cities of this civilisation?

Apply your understanding

7. Using **Source 1**, explain the role played by rivers in the development of civilisation in China and the Indian subcontinent.
8. According to **Source 2**, what gifts did the Roman embassy bring the Chinese?
9. The Chinese writer of **Source 2** describes these gifts as tribute. What does this suggest about the way the Chinese rulers regarded their relationship with the Roman Empire?
10. Decide on three questions a historian could ask about **Source 3** to use it as evidence for a study of ancient India.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Early urban civilisations

4.10 Discoveries and mysteries: ancient America and the Nazca Lines

4.10.1 Ancient America

North and South America were the last inhabitable continents to be reached by humans. The accepted theory is that during the last Ice Age people crossed over a land bridge from Asia into North America where the Bering Strait now exists (see **Source 1**).

At that time, sea levels were much lower than they are today. They could therefore have walked across from one continent to the other. Ancient civilisations arose in parts of the Americas from around 1800 BCE, but there are many gaps in our evidence for them. One of the greatest puzzles of ancient America is how to explain the many giant shapes etched into the Nazca Plain in Peru in South America.

Human migration within the Americas

We know that humans had reached the far south of South America by at least 10 500 BCE, because in 1997, near Monte Verde in southern Chile, archaeologists found an ancient campsite. Here was evidence of people having gathered fruit, edible seaweed, potatoes, grasses, mushrooms and shellfish. These people had lived in animal-hide shelters and hunted now extinct animals. The archaeologists even found the human waste of these prehistoric Americans. Radiocarbon testing was used to estimate the age of these materials.

Until 1997 the oldest evidence of humans in the Americas was a stone spear found near Clovis in Mexico. This was dug up in the 1930s, and is believed to date from 9200 BCE. What makes the find at Monte Verde in Chile remarkable is that it is in the far south. Migration from the far north to South America would have taken thousands of years.

SOURCE 1 Probable routes taken by the first humans to America during the last Ice Age. The land bridge between Asia and America is now under the sea.



Source: Map drawn by Spatial Vision.

Hunter-gatherers and farmers

The Monte Verde people were hunter-gatherers and, like all American cultures, used stone weapons and tools. Even the cultures that built cities, used gold and silver to make ornaments, and used writing for communication (from around 300 CE) still used stone weapons and tools. The earliest evidence of farming in the Americas is from a cave in the Tihuacan Valley in Mexico. Samples of domesticated corn found in the cave are similar to ancient wild corn. Scientists have dated the corn samples at 2700 BCE, and this probably marks the beginning of agriculture in America.

Home-grown civilisations, or imports from overseas?

Most archaeologists agree that ancient American civilisations developed on their own and influenced one another but did not get any help from overseas. Some writers (generally *not* archaeologists) have suggested that visitors from elsewhere may have come to ancient America and influenced its cultures. A particularly

extreme theory has claimed that ancient America was visited by aliens from outer space! What all these theories have in common is a lack of evidence.

4.10.2 Early American civilisations

Most American peoples continued to live by hunting and gathering and by small-scale farming, but some developed more complex societies. The earliest civilisation in the Americas, the Olmec, flourished in Mexico between around 1800 and 400 BCE. From around 800 to 200 BCE another civilisation that we call the Chavin flourished in Peru (see topic 2 Investigating an ancient mystery: the Olmec). From around 300 CE a still more advanced civilisation in Central America, the Maya, built cities and used writing and mathematics.

The mysterious Nazca Lines

The Nazca Lines were discovered when aeroplanes started flying over Peru in the 1920s. They are a mix of giant drawings (for example of birds and monkeys), straight lines and geometrical shapes such as triangles and circles.

SOURCE 2 One of the Nazca drawings, named 'The Hummingbird'



SOURCE 3 Another of the Nazca drawings, known simply as 'The Hands'



The strangest thing about the Nazca Lines is that the shapes cannot be seen from ground level. Some scholars believe that they were carved into the sand of the plain by the Nazca people who lived in the area from about 300 BCE to 100 CE. However, lines in stone and sand cannot be scientifically dated.

SOURCE 4 The Nazca Plain in Peru. The Nazca Lines cover an area 59 kilometres by 24 kilometres.



SOURCE 5 The Nazca drawing called 'Astronaut Man'. Discovered in 1982, it is 32 metres long.



Several hypotheses have been developed to explain the lines. They include suggestions that they were:

- drawn to be tracks on the ground for games
- drawn in ancient times under supervision from people in hot-air balloons
- laid out according to an ancient mathematical code
- an ancient calendar
- a map of underground water supplies
- used to mark out the symbols of different clans or tribes
- landing tracks for spaceships used by aliens.

You can use the sources in this subtopic to test such hypotheses and to form your own ideas to help explain this mystery.

SOURCE 6 From Erich von Däniken, *Chariots of the Gods? Unsolved Mysteries of the Past* (1969), a book that claims people in ancient times were visited by aliens from other planets.

Seen from the air, the clear-cut impression that the ... plain of Nazca made on me was that of an airfield!

... What is wrong with the idea that the lines were laid out to say to the 'gods' [visitors from another planet]: Land here! Everything has been prepared as 'you' ordered? The builders of the geometrical figures may have had no idea what they were doing. But perhaps they knew perfectly well what the 'gods' needed in order to land.

SOURCE 7 From Peter White, *The Past is Human*, 1974

Every one of the [Nazca] lines is made simply by moving aside a few stones to expose the ground underneath — strong enough to make an emergency landing by an occasional Cessna [type of small plane] perhaps, but hardly the regular landings of ... spacecraft. Further, what would an airport be doing with pictures of spirals, birds and animals on it?

... When men make designs that are best seen from the sky or take an interest in the stars it does not prove that there are astronauts [from another planet]. It proves that most people believe that gods are 'up there' rather than down below ...

The Maya

In Central America, in what are now the nations of Honduras and Guatemala, the civilisation of the Maya flourished from about 300 to 900 CE. This civilisation was based on farming, which produced a surplus to provide for its rulers and priests. The Maya built cities with huge stone temples and palaces. These buildings were decorated with carvings and pictures. Their priests created a mathematical system that used the number zero and counted in twenties. They studied the stars and created a calendar. It is possible that the collapse of their civilisation came about after Mayan peasants revolted against their rulers. New Mayan cities were built, but around 975 CE they were conquered by a younger American civilisation — the Toltecs of Mexico.

4.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Approximately how long have people lived in the Americas?
2. In what way would their migration have been similar to the way Aboriginal peoples crossed into Australia?
3. Name three ancient American civilisations.

Apply your understanding

4. Look closely at **Source 1**. How long do you think it would have taken people to migrate from the Bering Strait through North America and into South America?
5. Study **Sources 2, 3 and 5**. Describe each of these drawings and suggest what each drawing could represent.

6. Read **Source 6**.
 - (a) What, according to this source, was the purpose of the Nazca Lines?
 - (b) According to von Däniken, who were the beings that the Nazca people thought were gods, and what did the Nazca do for them?
7. How does **Source 7** argue against the theory put forward in **Source 6**?
8. Which hypothesis do you think comes closest to explaining the purpose of the Nazca Lines? Explain your answer.
9. Use the Nazca Lines weblink in the Resources tab to view a photo gallery of the Nazca Lines. List and sketch some of the designs or drawings. Using these and what you have read in this unit, suggest what you think might have made the Nazca people draw these shapes.

learn on RESOURCES — ONLINE ONLY

 Explore more with this weblink: Nazca Lines

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

 [Mayas and Toltecs](#)

4.11 The ancient birth of modern religions and philosophies

4.11.1 Hinduism, Buddhism and Confucianism

In ancient times people held many religious beliefs. Most of those beliefs, such as worshipping the sun, have disappeared over time. Today there are five religious faiths that have had such widespread influence or so many followers that they are considered to be major world religions. They are Hinduism, Buddhism, Judaism, Christianity and Islam. Each was established during or very soon after ancient times. In East Asia their influence has been matched by Confucianism. It too originated in ancient times, but it is a **philosophy** rather than a religion.

Hinduism

Hinduism is the oldest of the major world religions. It appears to have originated in western Asia, reaching India around 1600 BCE. The first Hindu books, called the *Vedas*, come from this time. Today Hinduism is followed by about 80 per cent of the people of modern India; it is the third most popular religion in the world.

Followers of Hinduism are called Hindus. They believe in many gods including a universal spirit, called Brahma. They also believe in **reincarnation**. Hindus believe that a person's current life will determine what form their next life will take. As set out in a series of books called the *Upanishads*, composed from the ninth to the fifth centuries BCE, the Hindu faith holds that a soul exists in each living thing. Cows are particularly sacred, so Hindus do not eat beef.

SOURCE 1 Statues of guardian giants at a Buddhist temple in Bangkok, Thailand. These mythical creatures come from the *Ramayana*, an ancient Hindu epic.



Buddhism

Buddhism was founded by a Hindu prince called Siddhartha Gautama in the sixth century BCE. After observing the human suffering around him, he decided to abandon his privileged life and seek truth. According to legend, he first spent years as a hermit and then set out to teach people what he called the Four Noble Truths. At this time people began calling him the Buddha, which means 'the Enlightened One'. Followers of Buddhism came to be called Buddhists.

The Four Noble Truths are:

- All people suffer pain.
- People suffer because they keep being born and reborn, and pain continues.
- Pain is caused by the desire, or craving, for things.
- To overcome desire, a person must follow the Eightfold Path.

The Eightfold Path includes knowing truth, resisting evil, serving others and **meditation**. The Buddha taught that through this path a person could achieve *nirvana*, a state in which the soul would cease to exist as it comes into harmony with the universe.

Buddhism later lost much of its influence in India but it spread throughout most of Asia, including Sri Lanka, China, Japan, Tibet, Bhutan, Korea and mainland South-East Asia. Today it is the state religion in Thailand and Cambodia.

Confucianism

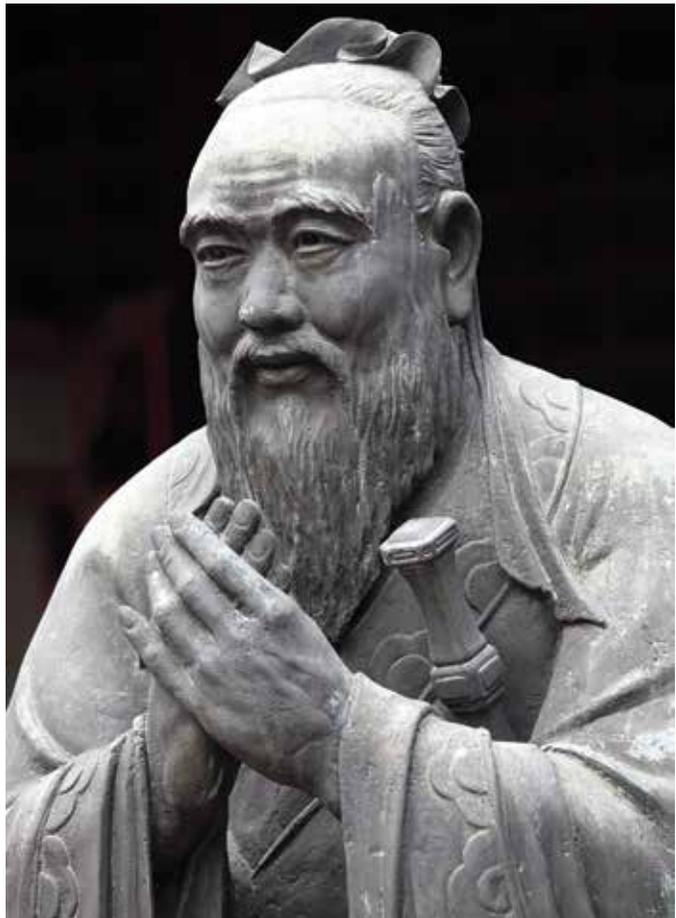
Confucianism has had an enormous influence, particularly in China and Vietnam. Confucius (K'ung Fu-tse) lived in China from 551 to 479 BCE in a period of ongoing destructive wars. He was not concerned with religion, but rather with making a better society. He taught ideas about life and government to solve the problems of his age. During his lifetime Confucius had little success in influencing rulers but he gained disciples who went on to have great influence.

Confucius's sayings were recorded in a book called *Lun-yu (The Analects)*. He taught the ideals of family obligations, that government should exist for the people's welfare and that people would follow the example of a good ruler. Confucius's ideas were to influence Chinese thought right up to modern times.

SOURCE 2 Detail of a gigantic reclining Buddha figure in Thailand. It is covered in gold.



SOURCE 3 A statue of Confucius located at a Confucian temple in Shanghai, China



4.11.2 Judaism, Christianity and Islam

Common features of Judaism, Christianity and Islam

All these three religions believe in one God. They share many beliefs and some of the same sacred texts. Judaism has the Torah. Christianity has the Bible. Islam has the Qur'an. All three religions believe that God must be obeyed. Each religion sets out guidelines for their followers to live good lives. Each holds that God will judge people according to how they live their lives and that there is a 'heaven' where good people live with God in an afterlife.

Judaism

Judaism is the religion of the Jewish people throughout the world. According to stories in the Old Testament of the Bible, the Hebrew (Jewish) people were enslaved in Egypt for about 300 years until a leader called Moses led them to Palestine. On the way he is said to have given them a set of laws called the Ten Commandments, which were dictated to him by their god, Yahweh. These events have long been debated by scholars, but there is some agreement that the Hebrews could have arrived in Palestine around 1100 BCE. Judaism was not a religion that set out to convert other peoples. However, it was to have an enormous influence on two later religions — Christianity and Islam.

Christianity

The Christian religion arose in Palestine (then part of the Roman Empire) in the first century CE. Christianity was based on the teachings of Jesus Christ, a Jew who preached that he was the son of God. Jesus taught his followers that through faith people could receive forgiveness for sins and gain **eternal life**. Because they saw him as a threat to their power, Jewish religious leaders had Jesus arrested, condemned and **crucified** by the Romans.

The followers of Jesus came to be called Christians. They spread his teachings but the Romans saw the new religion as a threat because Christians refused to worship the Roman emperor. Roman persecution of Christians ended in 313 CE when Emperor Constantine made Christianity legal. It became the state religion of the Roman Empire in 391 CE and became the religion of nearly all people in Europe over the following centuries. Today Christianity is the main religion in Europe, North and South America, parts of Africa, Australia and some parts of Asia.

Islam

Islam was founded by the **prophet** Mohammed, who was born about 570 CE in Mecca, in Arabia, where people worshipped many gods and made sacrifices to idols. Mohammed believed that he had received

SOURCE 4 A country church in south-western England



SOURCE 5 Saint Mark's Cathedral in Venice, Italy



revelations from an angel. He called on the people of Mecca to worship the ‘one true God’, known in Arabic as Allah. *Islam* means ‘submission’ to the will of Allah.

Many people in Mecca accepted Mohammed’s teaching and became Muslims (Arabic for those who had ‘surrendered’ to Allah). They suffered persecution until Mohammed left Mecca and fled to Medina in 622. The year of this migration, called the *Hejira* in Arabic, is the date from which the Muslim calendar begins. The Muslims won several battles against their opponents. By 630 Mohammed had returned to Mecca, which became the centre of Islam.

After Mohammed’s death, his revelations were written down as the Qur’an. This sacred text includes teachings on religious, social and political issues. Between 632 and 732 Islam spread across the Middle East and North Africa into Persia, parts of India and southern Spain. In the following centuries it spread through Central Asia and parts of South-East Asia. Islam is now the world’s second most popular religion with more than one and a half billion followers. The country with the largest Islamic population is Indonesia.

SOURCE 6 Minarets reach to the sky in modern Istanbul in Turkey. These slender towers are connected to mosques (Islamic places of worship) and are used to call Muslims to prayer.



4.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a simple timeline to show the order in which each of the major world religions and Confucianism were established.
2. Which ancient religion has many gods?
3. Which ancient religions share a belief in one god?
4. Is Confucianism a religion?
5. Which religion is the main faith in several countries but not in the country where it began?

Apply your understanding

6. How does **Source 1** provide evidence that Hindu ideas have influenced the cultures of Buddhist countries?
7. Look at **Source 2**. What does this image suggest about the way Buddhists regard the Buddha?
8. What symbol identifies the buildings in **Sources 4** and **5** as Christian churches?
9. How many minarets can you count in **Source 6** and what does this suggest about Islam’s importance in modern Turkey?
10. You will learn more about the history of some of the major world beliefs in later topics and in later years. In what ways do you think such knowledge might help the world to become more tolerant and respectful of other people’s beliefs?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 4.7: Which religion?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ Monotheistic belief systems
- ◉ Eastern belief systems

4.12 SkillBuilder: Creating a timeline

4.12.1 What is a timeline?

A timeline is a visual way of showing the order in which events took place. It is a way of placing them in chronological order (the order in which they happened).

Timelines can help us make sense of a number of events in the past. They help us see how one event might relate to others or see at a glance what was happening in different places around the same time.

4.12.2 How to create a timeline

Timelines can cover very short or very long periods of time.

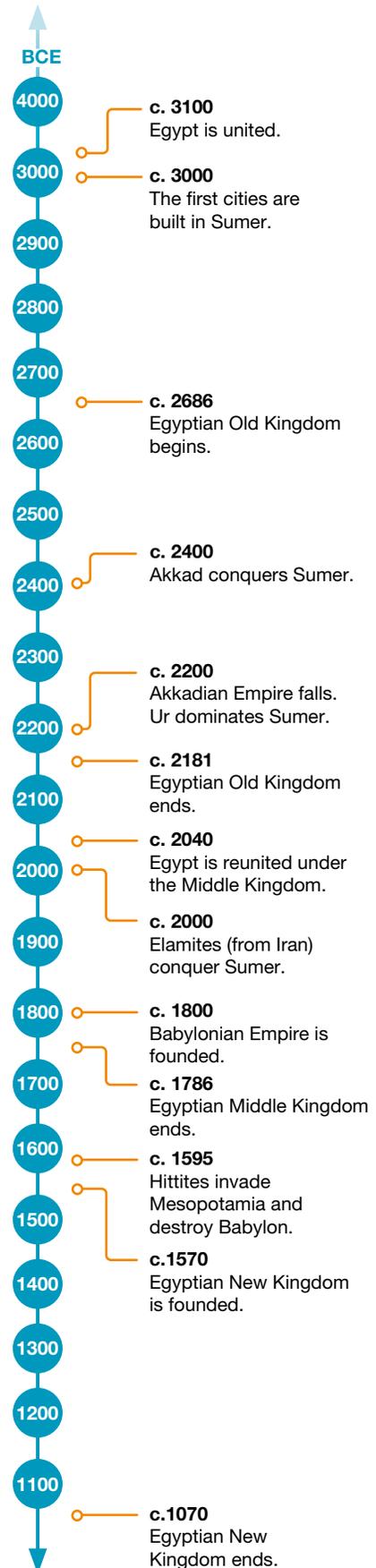
- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years (like the **Source 2** timeline in subtopic 4.1.)
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential but it helps us to see not only the order of events but how close or how far apart they were.
- To make equal blocks of time you need to use a scale — for example, 1 centimetre = 10 years.
- Timelines can be horizontal (across the page) with the earliest dates on the left and later dates to the right.
- Alternatively they can be vertical (down the page), in which case the dates usually run from the earliest at the top to the latest at the bottom.
- Often we have only approximate dates for events in ancient history. In those cases, we put ‘c.’ in front of the date. It stands for the Latin word *circa*, which is Latin for ‘around’ or ‘about’.

Study the following example. Look at the way this timeline has been constructed. In this case:

- we have used a vertical timeline
- it has been divided into centuries
- we have used a scale of 1 centimetre = 1 century.

TABLE 1 Timeline of the rise and fall of kingdoms and empires in Egypt and Mesopotamia between 3000 BCE and 1000 BCE

c. 3100	Egypt is united.
c. 3000	The first cities are built in Sumer.
c. 2686	Egyptian Old Kingdom begins.
c. 2400	Akkad conquers Sumer.
c. 2200	Akkadian Empire falls. Ur dominates Sumer.
c. 2181	Egyptian Old Kingdom ends.
c. 2040	Egypt is reunited under the Middle Kingdom.
c. 2000	Elamites (from Iran) conquer Sumer.
c. 1800	Babylonian Empire is founded.
c. 1786	Egyptian Middle Kingdom ends.
c. 1595	Hittites invade Mesopotamia and destroy Babylon.
c. 1570	Egyptian New Kingdom is founded.
c. 1070	Egyptian New Kingdom ends.



4.12.3 Developing my skills

Construct a timeline of the rise and fall of civilisations in East and South Asia between 2500 BCE and 200 BCE.

- Use a vertical timeline.
- Divide it into centuries.
- Decide on the scale you will use.

Key events for your timeline

c. 2500 BCE	Cities are built by the Indus Valley civilisation.
c. 2100 BCE	According to Chinese legends, the Xia dynasty begins ruling China.
c. 1600 BCE	The Shang dynasty is established in China. The Indus Valley cities are abandoned and India is invaded by Aryans.
c. 1100 BCE	Iron begins to be used in India.
c. 1045 BCE	The Zhou overthrow the Shang and start the Zhou dynasty.
c. 770 BCE	The Eastern Zhou dynasty begins in China.
c. 500 BCE	Iron begins to be used in China.
475 BCE	The Warring States period begins in China, starting centuries of conflict.
327 BCE	India is invaded by Alexander the Great (of Macedonia and Greece).
304 BCE	India is united under the Mauryan Empire.
221 BCE	China is united under the Qin dynasty.
206 BCE	The Qin dynasty is overthrown in a peasant revolt. The Han dynasty begins.

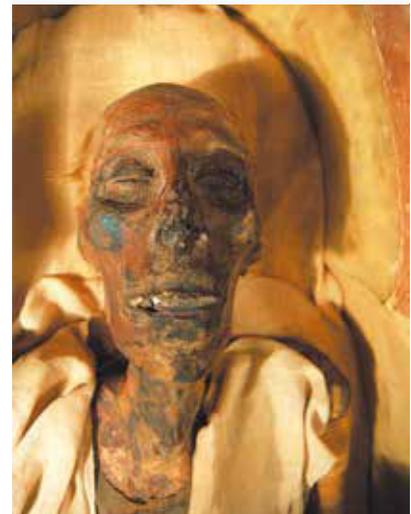
Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as:

- Which of these two cultures was the first to build cities?
- Which was the first to use iron?

SOURCE 1 A chariot and the skeletons of two horses that were sacrificed to serve a Chinese Shang dynasty ruler in the afterlife



SOURCE 2 During the Egyptian Old Kingdom, some royal mummies were buried in pyramids, such as this one at Giza, along with their treasure.



learn on RESOURCES – ONLINE ONLY

 Complete this digital doc: Worksheet 4.8: Timeline exercise

4.13 Review

4.13.1 Review

You now understand that there is much we know but also much we cannot know about prehistoric and ancient times. In this topic we have learned that:

- Mesopotamia, in the ancient Middle East, was among the first places in the world to experience the Neolithic Revolution and to develop civilisation
- civilisations also emerged in North Africa, western Asia, southern Europe, the Indian subcontinent, China and parts of the Americas
- societies based on farming developed writing, systems of counting, towns and cities, systems of government and organised religions
- such societies left much more primary source evidence than Old Stone Age societies.

KEY TERMS

agriculture farming and herding animals

bitumen tar, as used on most modern road surfaces

colonies countries or regions taken over and controlled by another state

crucified killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

cuneiform writing system in which lines were drawn as wedge-shaped marks

dynasty a line of rulers from the same family, and the period during which they ruled

Ensi ruler of any Sumerian city-state

eternal life living forever

Fertile Crescent the area now roughly covered by Israel/Palestine, Lebanon, Jordan, Syria, south-east Turkey and Iraq

marshlands low-lying land that is usually boggy and often flooded

meditation exercising the mind through contemplation

microliths small stone artefacts

Neolithic Revolution the beginning of the New Stone Age

philosophy study of the causes and meanings of things

prophet a revealer or interpreter of God's will

reincarnation the process of being reborn over and over again in another human or animal body

scribe citizen who could read and write and was trained to keep records

subcontinent large section of a continent (e.g. the Indian subcontinent)

tribute riches given by a state to acknowledge submission to another state or ruler

villein a poor farmer who worked the land of a big landowner and had fewer rights

Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. Why were people in some places able to maintain permanent villages by the end of the Ice Age?
2. What was the Neolithic Revolution?
3. Where is the Fertile Crescent?
4. Who were the first people to use writing?
5. When were the first cities built?
6. Is the Trojan War historical fact or legend?
7. Why did people become less equal in 'civilised' societies?
8. Why did ancient civilisations rise and fall?

9. Name two major religions that began in ancient India.
10. Name two major religions that began in the Middle East.

Apply your understanding

11. In groups, research the findings of archaeologists at any one of the following Mesopotamian cities: Ur, Babylon, Nineveh or Nimrud. Write a short, illustrated tourist guide to the site of your chosen city, explaining to visitors the meaning of the remains.
or
12. Use the internet to select and download at least three pictures of artefacts and information on an aspect of life in the ancient Middle East. Show the class what you found and explain the importance of the items you selected.
13. Using the knowledge and skills you have developed from this topic, explain the significance of the scene in **Source 1**.
14. Look at **Source 2**.
 - (a) Describe the weapons and armour of both the Assyrians and the Elamites.
 - (b) Explain what the warriors are doing.
 - (c) Why would Assyrian kings want to decorate their palaces with such scenes?

SOURCE 1 A scene from a wall painting in an ancient Egyptian tomb showing farmers at work



SOURCE 2 Detail from a wall panel in the palace of the Assyrian king Ashurbanipal. This scene depicts Assyrian soldiers defeating Elamites and killing Elam's King Teumman with a mace around 660 BCE.



learn on RESOURCES – ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

-  **Try out these interactivities:** The ancient past since farming timeline (int-2935)
The ancient past since farming crossword (int-6021)
-  **Complete these digital docs:** Worksheet 4.9: Crossword
Worksheet 4.10: Summing up
Worksheet 4.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did farming begin?
2. How did the rise of agriculture change people's lives?
3. Where did civilisations emerge in ancient times?
4. In what ways did civilisation change human societies?
5. What are some of the discoveries and mysteries that indicate what we know and do not know about these times?

TOPIC 5

Ancient Egypt

5.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

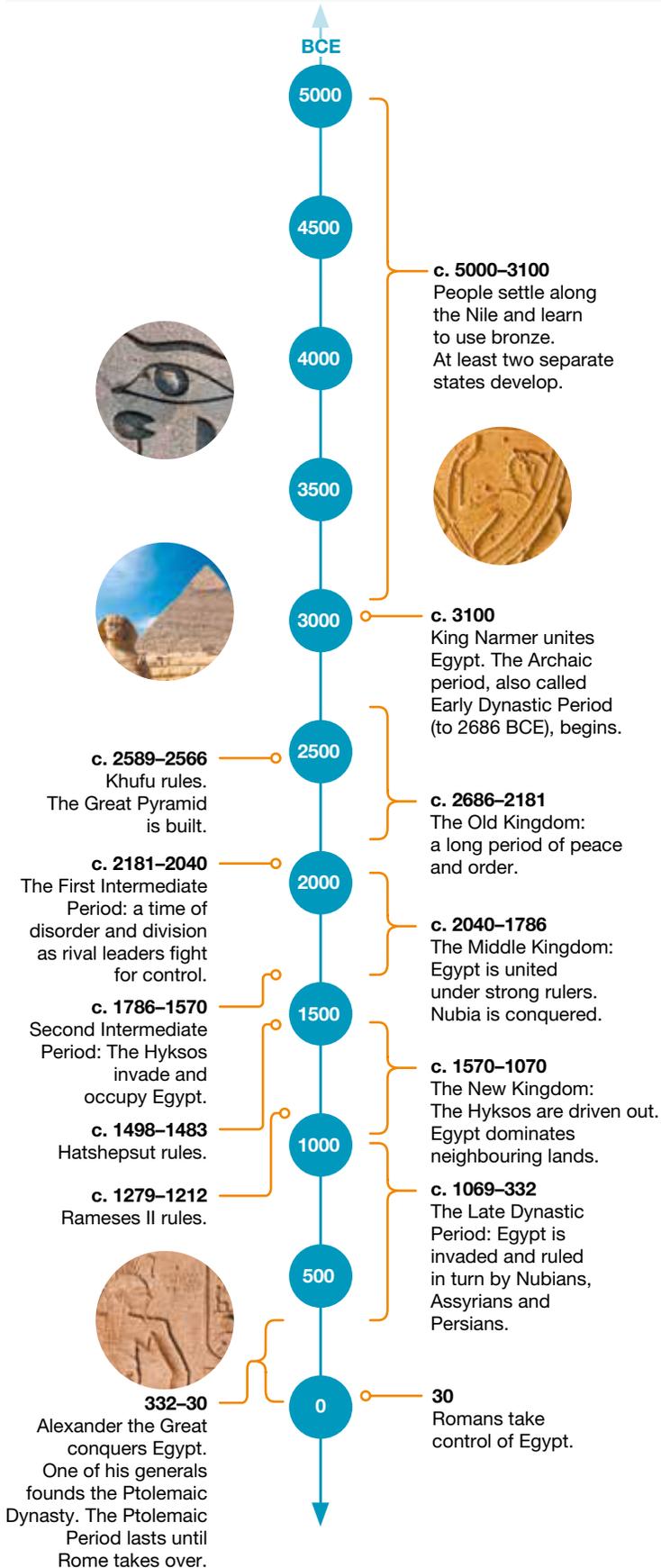
5.1.1 Links with our times

Modern Egypt is one of the world's developing countries. Unlike many other Middle Eastern countries, Egypt lacks oil and other natural resources, and many of its people are poor. Yet every year huge numbers of visitors come to marvel at traces of Egypt's glorious ancient past. They look in awe at the pyramids at Giza and at the royal tombs in the Valley of the Kings. They puzzle over such questions as how the pyramids were built and why the ancient Egyptians had such a fascination with death. Travelling exhibitions of Egyptian artefacts from the world's greatest museums draw massive crowds wherever they go. Meanwhile, archaeologists continue the slow but rewarding work of digging up and analysing more tombs, mummies (preserved bodies) and other clues about the ancient history of this land.

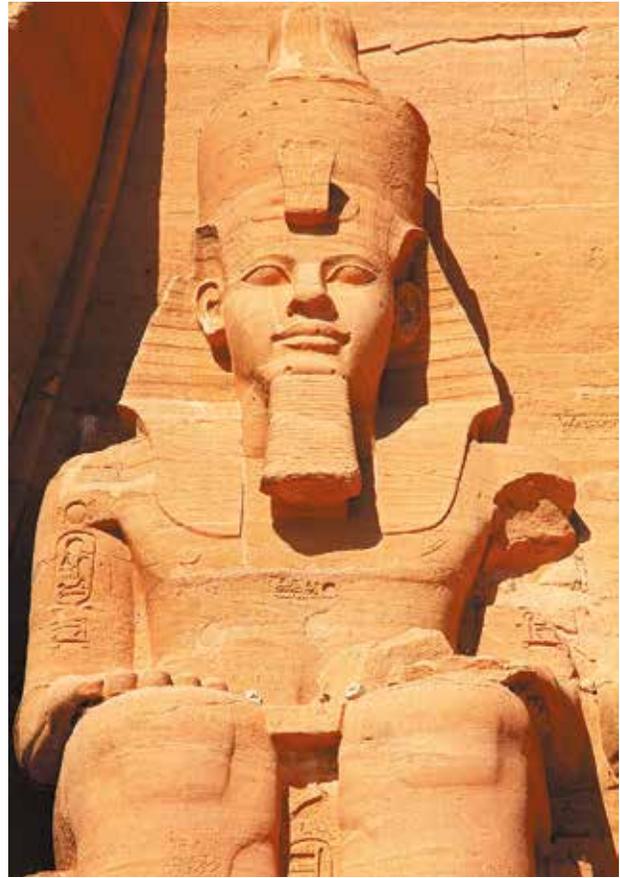
SOURCE 1 An unusual view of the Sphinx and Pyramid of Khafre in Giza, Egypt



SOURCE 2 A timeline of ancient Egypt



SOURCE 3 This gigantic statue of the pharaoh Rameses II is one of several statues that guard the Great Temple at Abu Simbel, Egypt. It is almost twenty metres tall!



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. How did ancient Egypt's natural environment influence its civilisation?
2. How was ancient Egypt organised and ruled?
3. What was the influence in ancient Egypt of religious ideas and beliefs about an afterlife?
4. What can ancient sources tell us about life in ancient Egypt?
5. What are the legacies of ancient Egypt?

Starter questions

1. For how long was Egypt a great ancient civilisation (see **Source 2**)?
2. How do you think the pyramids could have been built?
3. What do you know about **hieroglyphics** (the ancient Egyptian writing system in which pictures and symbols represent words and sounds)?
4. Have you read, heard or seen any stories about Egyptian mummies?

5.2 How do we know about ancient Egypt?

5.2.1 Evidence of ancient Egypt

As you study the pictures in this topic, you will notice many clues about life in ancient Egypt. This is because the ancient Egyptians left a huge amount of primary source evidence behind them. As in Mesopotamia, most Egyptian houses were made of mud bricks so they left few traces, but their pyramids, temples and tombs were made of stone. The pyramids and tombs of Egyptian kings and nobles contained mummies and brilliant artworks, including statues of gods, models and wall paintings. Many of these are very well preserved. There are also colossal stone statues of pharaohs and magnificent painted wall panels.

SOURCE 1 The gold mask that was found covering the face of the mummy of the New Kingdom pharaoh Tutankhamen



SOURCE 2 A painted limestone panel showing the great New Kingdom pharaoh Rameses II striking bound prisoners of war



Unlocking the mystery of hieroglyphs

Egyptians used writing from about 3100 BCE, but from the fourth century to the nineteenth century CE no-one knew how to read ancient Egyptian. Thanks to the discovery in 1798 of the Rosetta Stone and the dedicated work of two nineteenth-century scientists, the code was broken and scholars can now read the many primary source records of ancient Egypt. You will read more about this in subtopic 5.8.

Ancient secondary sources

Some ancient written sources on Egypt are really secondary sources. This is because they were written a very long time after the events they describe. Among them are the writings of the Greek historian Herodotus (484–420 BCE), who travelled to Egypt to gather information. They also include the surviving pages of a history of Egypt written by an Egyptian priest called Manetho around 300 BCE.

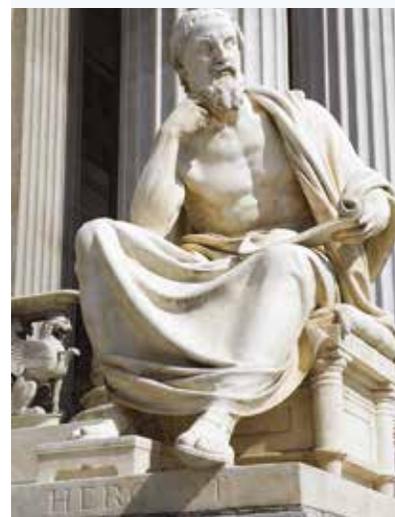
SOURCE 3 A wall painting from the tomb of Nebamun at Thebes (c. 1400 BCE), showing him hunting birds in the marshes with a throwing stick. With him are his wife, daughter and cat.



SOURCE 4 An example of ancient Egyptian hieroglyphs



SOURCE 5 A statue of Greek historian Herodotus



5.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What types of sources survived from ancient Egypt?
2. Why did those sources survive while others left few traces?
3. Which discovery was the key to deciphering ancient Egyptian hieroglyphs?

Apply your understanding

4. Look closely at **Source 1** and explain what it can tell us about:
 - (a) the wealth and power of the rulers of ancient Egypt
 - (b) the skills of ancient Egyptian artists and craftspeople
 - (c) preparations that were made for death in ancient Egypt.
5. Study **Source 2**.
 - (a) Describe the main features of this painted panel.
 - (b) How can you tell that the men on the left are prisoners?
 - (c) Why do you think the pharaoh is depicted as being much bigger than his captured enemies?
 - (d) Why do you think an Egyptian ruler would want to be shown killing his prisoners?
6. Look very closely at **Source 3**.
 - (a) Describe the details of the painting.
 - (b) What are the people standing on?
 - (c) What is Nebamun using to hunt birds?
 - (d) How does this weapon differ from an Indigenous Australian boomerang?
 - (e) What might we learn from this painting about a favourite Egyptian pastime?
7. Write a summary of all you have discovered about ancient Egypt from these three sources.
8. Because Herodotus was an ancient Greek who visited and wrote about ancient Egypt and Manetho was an ancient Egyptian priest who wrote a history of Egypt, we can use their surviving writings as evidence for ancient Egypt. So why don't historians consider their writings to be primary sources for the times they describe?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5.1: Primary or secondary?



Explore more with this weblink: Hieroglyphs

5.3 The gift of the Nile

5.3.1 The gift of the Nile

Like many other ancient civilisations, Egypt developed along a river — the Nile. The waters of the Nile are what made civilisation possible in Egypt’s hot, dry, sun-baked land. The Nile is formed by the joining of two rivers, the White Nile and the Blue Nile, which flow north from the wet highlands of central Africa. The Nile flows through the deserts and finally empties through a long **delta** into the Mediterranean Sea. The people of ancient Egypt lived in ‘the Black Lands’, the river’s floodplain. These parts of the land were covered by water whenever the Nile flooded.

SOURCE 1 Ancient Egypt — its main geographical features and key sites



Source: Map drawn by MAPgraphics

Floods and irrigation

Each year, between June and September, heavy rains in central Africa caused the Nile to flood. The annual flooding provided a layer of fertile soil. Without this flooding, civilisation would not have developed in Egypt. People began to live along the Nile from about 5000 BCE. Its waters, the plants that grew in the soil on its banks, and the birds, fish and mammals that lived around it provided all that they needed. They domesticated cattle, sheep, goats and geese and grew crops in the floodplains.

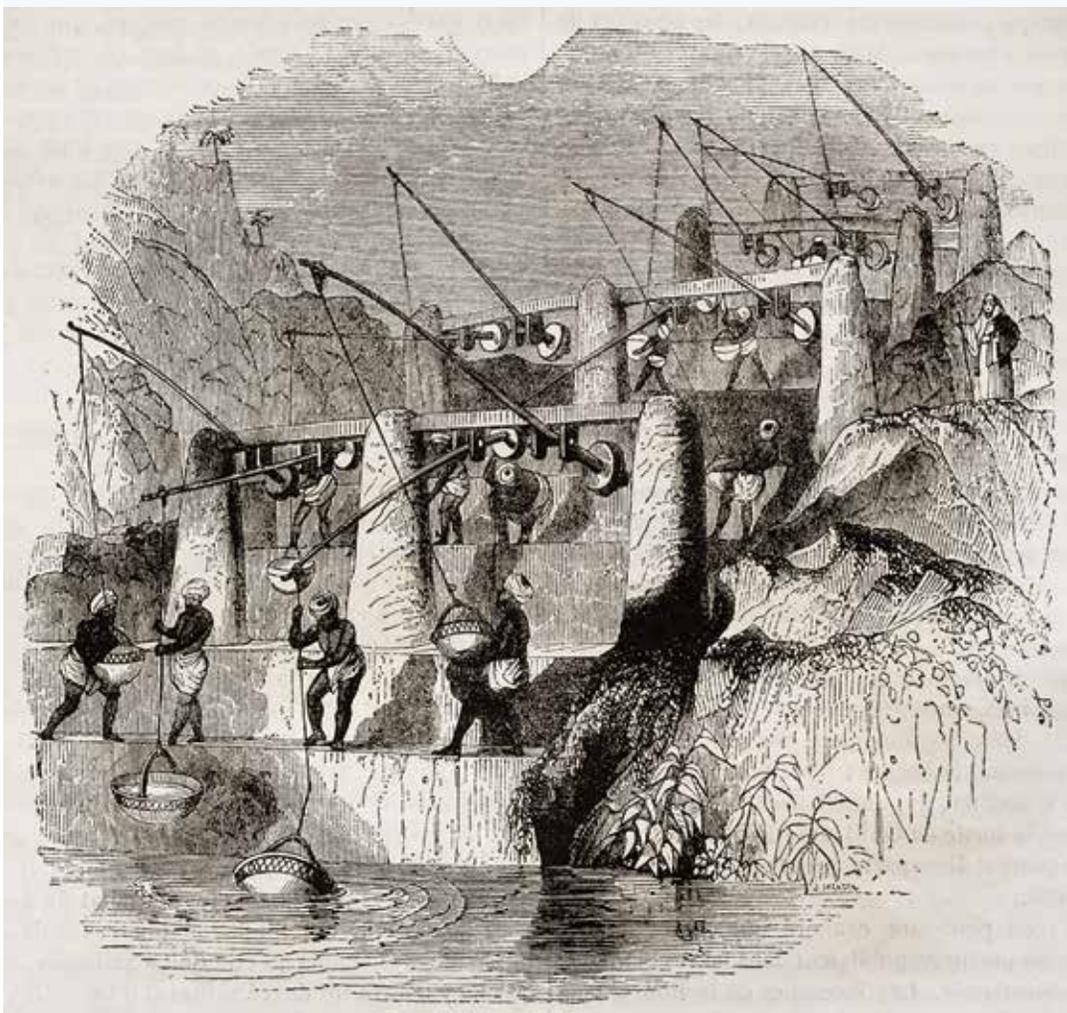
The river provided reeds to make boats, roofs, baskets and **papyrus**, and a transport route for people and goods. The annual flooding also helped set Egypt's calendar. The **Inundation**, the period of flooding, was regarded as the start of each year.

SOURCE 2 From *The Histories*, written by the ancient Greek historian Herodotus, who visited Egypt in 475 BCE

... it is clear to any intelligent observer ... that the Egypt to which we sail nowadays is ... the gift of the Nile ... When the Nile overflows, the whole country is converted into a sea, and the towns, which alone remain above water, look like islands. At these times water transport is used all over the country instead of merely along the course of the river.

To use the Nile's waters more efficiently, the Egyptians invented a way of irrigating their crops by lifting the water from the river and moving it through ditches in their fields. To do this they used a bucket device called a **shadoof**, a method that is still used today. Most importantly, irrigation enabled part of the population to produce enough food for the whole population. This freed others to do more specialised work.

SOURCE 3 An illustration of shadoofs being used to lift water from the river



DID YOU KNOW?

Away from the floodplain of the Nile, 90 per cent of Egypt is desert. The arid deserts provided little to sustain the Egyptians, but deserts were difficult to cross and for centuries they helped Egypt to develop its civilisation without the constant threat of foreign invasion.

5.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Complete the following sentences by choosing the correct words from the alternatives in brackets:
 - (a) The Nile is formed by the joining of two rivers, the (Green/White) Nile and the (Blue/Black) Nile.
 - (b) Ancient Egyptians lived in the (deserts/floodplains).
 - (c) The Inundation was the period of (drought/flooding).
 - (d) Egypt's natural defences were provided by (mountains/deserts).
2. Suggest why the lands along the Nile's floodplain were called 'the Black Lands'.
3. Working in small groups, think of reasons why it would have been impossible for a civilisation like ancient Egypt to have developed in a country like Australia. (*Hint:* Does Australia have rivers that flood each year, and does Australia have native plants and animals that could be domesticated?)

Apply your understanding

4. Read **Source 2**.
 - (a) What do you think Herodotus meant when he called the civilisation of ancient Egypt 'the gift of the Nile'?
 - (b) Make a list of other ways in which the flooding of the Nile affected the lives of the ancient Egyptians.
5. Using **Source 1**, locate the delta of the Nile and describe its shape and the geographical features that would have made it a good place for farming.
6. Use **Source 1** and its key to write a paragraph explaining why Egypt would have been a very unlikely place for civilisation to develop had it not been for the Nile.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- 🕒 Early river civilisations
- 🕒 Early urban civilisations

5.4 The people of Egypt

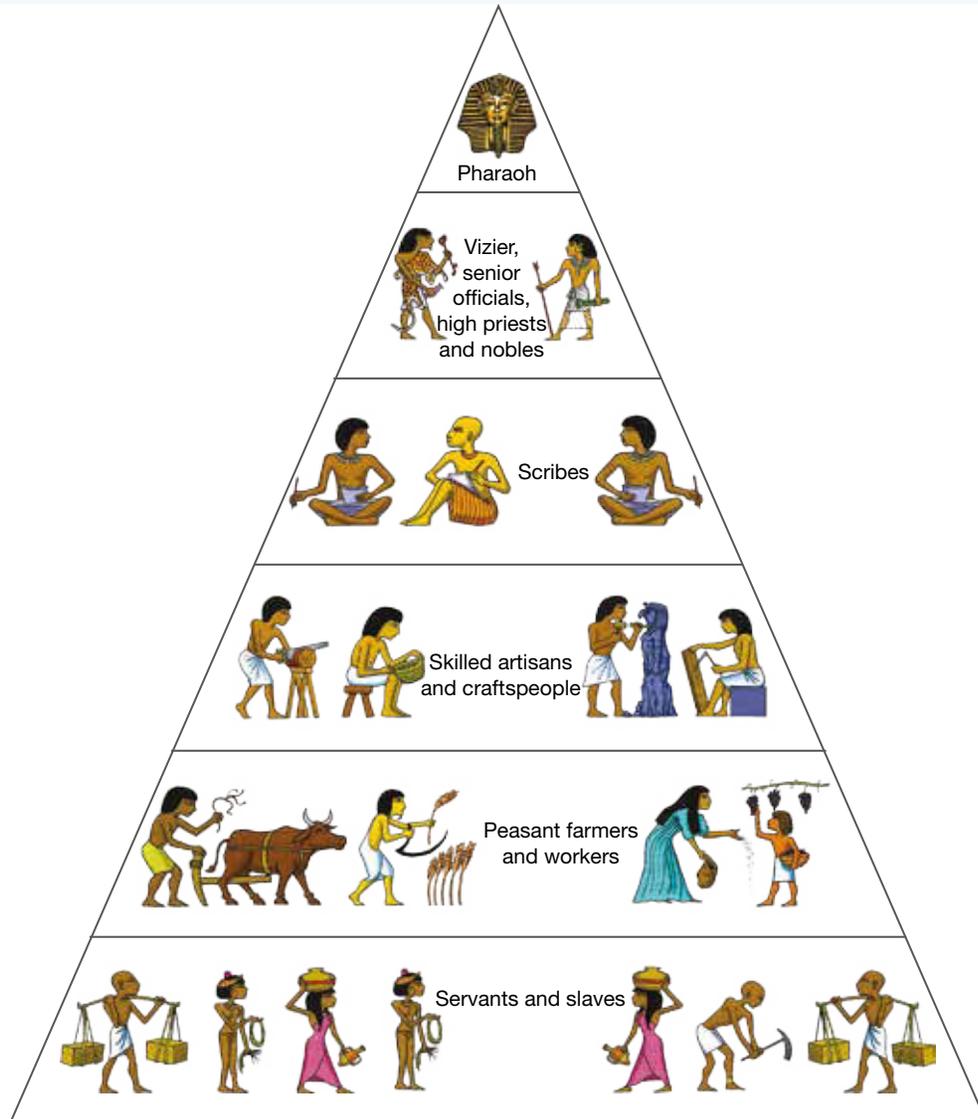
5.4.1 Ancient Egyptian society

Ancient Egyptian society was layered like a pyramid. At the top was the pharaoh, who was considered both a king and a god. Beneath him was the vizier (prime minister) who was in charge of almost everything. Next in importance were the nobles, priests, officials and scribes. Then there were the common people, peasants and slaves.

Nobles, priests, officials and scribes

Nobles formed a wealthy class in ancient Egyptian society. These landowning families lived privileged lives while their large estates were farmed by peasants and labourers. Priests controlled the temples and this role gave them enormous power. The work of administering Egypt and ensuring that the pharaoh's wishes were carried out was done by officials. Most high officials were nobles but some were common people who worked their way up as scribes. Egypt's many scribes ranked below the ruling classes of nobles, priests and officials but above the common people. Because they had been trained to read and write, scribes were employed to keep state records including taxes.

SOURCE 1 Ancient Egyptian society



The ordinary people

Among the common people, **artisans** formed a large group. Young men learned their craft from their fathers. Craftsmen included:

- stonemasons, who made temples, tombs, statues and monuments
- painters, who decorated temples, tombs, coffins and canopic jars (see subtopic 5.7 Mummies unwrapped)
- woodworkers, who carved furniture and other objects
- wigmakers, who made wigs and false beards
- metalworkers
- weavers
- musical instrument makers
- paper makers, who made sheets of papyrus
- jewellers.

Because money was not used in Egypt until the fourth century BCE, craftsmen were paid in food and beer.

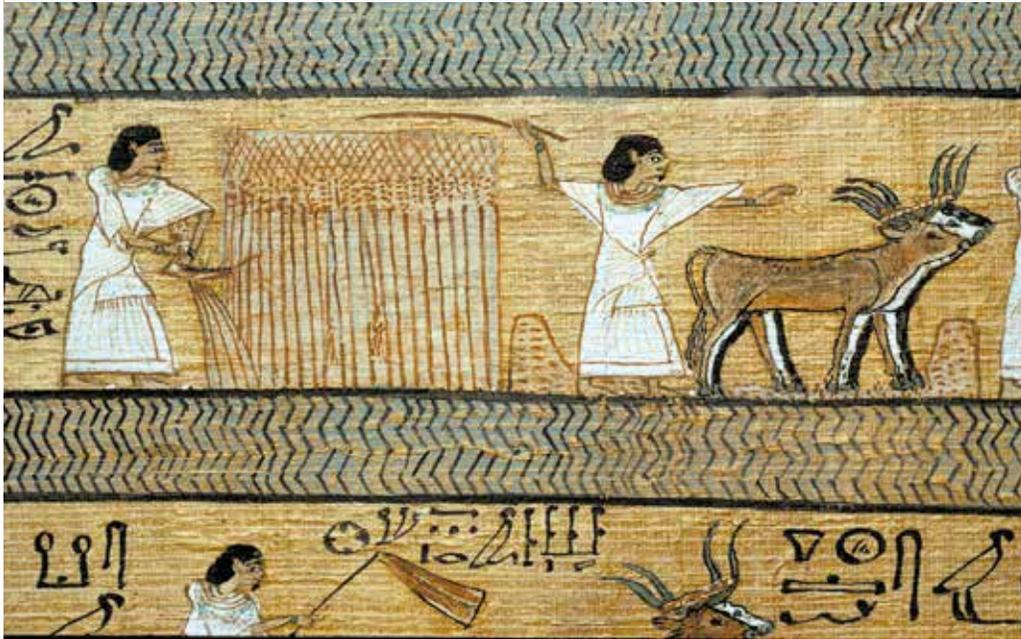
SOURCE 2 A scribe sitting with a papyrus on his lap. It took 12 years of study to become a scribe. This statue depicts Nespekasut, a senior scribe of Karnak, in Upper Egypt.



Among the more prosperous commoners were merchants, who conducted trade. Peasants were by far the largest group. They were mostly tenant farmers who worked the land owned by the pharaoh, priests and nobles. Most of what they produced went to their landlords or was paid to the state in taxes. Usually their lives were an unchanging cycle of ploughing, planting, harvesting and other farm work.

During the flood they were sometimes expected to labour on the construction of pyramids, temples or other building projects of the pharaoh. There were also many labourers, servants and some slaves.

SOURCE 3 An Egyptian papyrus depicting farming work



5.4.2 Daily life

All houses were made of mud bricks, but while nobles lived in great houses, artisans, peasants and labourers lived in simple huts. Their furniture was made of wood and rushes, and they stored food in pottery jars. From the evidence in sculptures and wall paintings we know quite a lot about people's appearance. Men are depicted wearing tunics or kilts. Women are shown wearing straight dresses. The same sources tell us that Egyptians took part in hunting, enjoyed music and dancing, and played several kinds of board games. Children appear to have been valued and loved; they were seen as the main reason for marriage.

Food and drink

Ordinary Egyptians had simple foods. They ate bread, onions and other vegetables, with occasional fish or meat, and drank beer. The ruling classes, however, enjoyed much more. In the tomb of one noblewoman, archaeologists discovered a meal that was meant for the **afterlife**. It consisted of porridge, fish, pigeon, quails, beef, bread, fruits, berries and cheese, with wines and beer to accompany the meal.

DID YOU KNOW?

Ancient Egyptians seasoned their food with salt and sweetened it with honey. Discoveries of children's toys from ancient Egypt include models of animals, dolls with movable legs and arms, leather balls and spinning tops.

Stories, rituals and festivals

Stories played a big part in people's lives. The Egyptians shared myths about their gods, tales of travel and adventure, and stories designed to teach wisdom. Their religion featured many rituals and festivals. In the villages people worshipped their favourite gods at local shrines. At home, families worshipped at household

shrines. In the temples, priests performed rituals. Temples, believed to be the dwellings of gods, were not public places. However, during festivals the ordinary people were permitted to take part in temple rituals. These festivals ranged from local celebrations to national events. Among them was the Festival of Opet, in which sacred barges were towed up the Nile while crowds applauded and danced along the river banks.

5.4.3 Women in ancient Egypt

Women in ancient Egypt did not have the same rights as men. In all lower class families, women were responsible for preparing food, including making bread and beer, and caring for children. In peasant families they also worked in the fields. They were usually not taught to read and write. Apart from work as singers, dancers, musicians, servants, nurses and funeral mourners (people paid to weep and wail at funerals), few careers were open to women. Despite this, they had more freedom than in most other ancient societies, where women were treated as the property of men.

SOURCE 5 From a New Kingdom love poem. The poet had been parted from his love for a week.

She is more to me than the collected writings ...
When I see her, then I am well.
If she opens her eye, my body is young again;
If she speaks, then I am strong again;
When I embrace her, she drives all evil away from me ...
But she has gone forth from me for seven days!

Upper-class women

In Egypt a woman's rank in society depended on her husband's rank, but high status could also be achieved by the mother of a high-ranking son. Wives and daughters of pharaohs and nobles led privileged lives with fine clothes and many servants. By the beginning of the New Kingdom, about 1570 BCE, such women could inherit, own and sell property. They could work as part-time priestesses and decide to marry or divorce. However, marriages between wealthy families were often treated as business arrangements and some wealthy men had several wives. Frequently pharaohs married their own sisters but they had other wives as well.

Some upper class women became high officials. A woman named Nebet became vizier under Pharaoh Pepy I. Another upper class Egyptian woman who had great influence was Nefertiti. She was the main wife of Pharaoh Akhenaten (ruled 1351–1336 BCE). Queens were less important than pharaohs, but images depict Nefertiti as a very beautiful queen who accompanied her husband at ceremonies and on official occasions. Some images even show her in a war chariot.

SOURCE 4 A painted limestone statue of a woman, called Merseankh, and her husband, Raherka, from about 2500–2350 BCE



SOURCE 6 Mourners painted on the tomb of the Vizier Ramoseh



Hatshepsut

Only a few queens ever ruled in their own right. The most famous of those who did was Hatshepsut. If a pharaoh died while the heir to his throne was still very young, the highest ranking royal wife could act as regent (someone who rules on behalf of the heir until he is old enough to take the throne). Hatshepsut became regent because when her husband (and brother) Pharaoh Thutmose II died, Thutmose III, the heir to the throne, was only three years old. A few years later she had herself crowned as pharaoh. She ruled Egypt from about 1479 to 1458 BCE and appears to have led Egypt's armies in at least one war.

DID YOU KNOW?

Upper class women in ancient Egypt possessed a great range of cosmetics and jewellery. Items found include pots for holding kohl (eye shadow), hair curlers, hair tweezers, combs, cosmetics boxes, rings, bead necklaces and collars, amulets, and palettes and stones for grinding cosmetics.

SOURCE 7 A bust of Queen Nefertiti



5.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which were the most and least powerful groups in ancient Egyptian society?
2. How much equality did women have within the upper classes and the lower classes?
3. Draw up two columns comparing women's rights and opportunities in ancient Egypt and modern Australia.
4. Working in groups, design an ancient Egyptian job advertisement to recruit mourners.

Apply your understanding

5. Look at **Source 2** and explain why many ordinary Egyptian families wanted their sons to become scribes.
6. Describe the dress and appearance of typical ancient Egyptians using **Source 4** as your evidence.
7. Explain what **Source 3** can tell us about farming in ancient Egypt.
8. Using **Source 5** as your evidence, form a hypothesis about love in ancient Egypt. Why would you need more evidence to draw conclusions?
9. What are the women doing in **Source 6**? What might this tell us about ancient Egyptian society?
10. Use the internet and your library to prepare a profile of Hatshepsut and to find out more about how she achieved the position of pharaoh.
11. Script and perform a 'celebrity interview' in which you attempt to discover the secrets of Hatshepsut's success.

learnon RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 5.2: The people of Egypt

 Explore more with this weblink: Nebamun's tomb

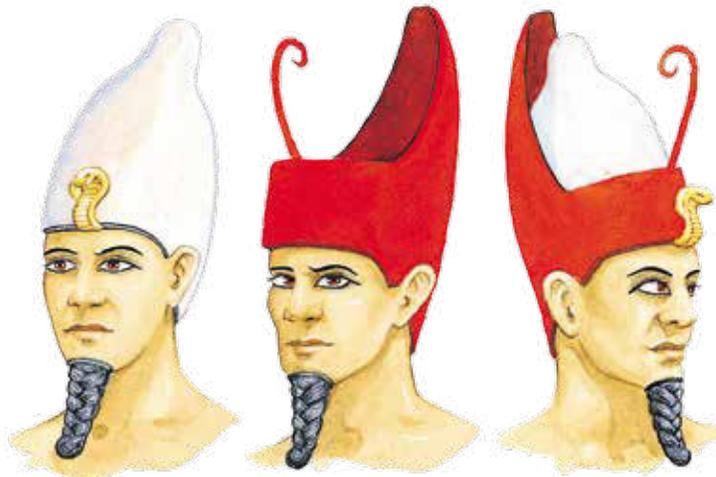
5.5 Pharaoh rules!

5.5.1 Rise of the pharaohs

The wealthiest, most powerful person in ancient Egypt was the pharaoh. He had the support of an army and a host of priests, scribes and officials, but the pharaoh alone decided how Egypt would be ruled. The people saw him as a god.

Ancient Egypt was once divided into two kingdoms — Upper Egypt and Lower Egypt. Each was ruled by a king. The king of Lower Egypt had his capital in Buto, and the king of Upper Egypt, in Hierakonpolis. Around 3100 BCE it is thought that these kingdoms were united under King Narmer. He set up his capital in Memphis.

SOURCE 2 The king of Upper Egypt wore a white crown, and the king of Lower Egypt, a red crown. Narmer's crown was said to be a mix of both, signifying a united Egypt.



During the next 2700 years, Egypt's history was divided into a number of distinct periods. Three of the more important of these — times when Egypt was united and powerful, with a rich culture — are called the Old Kingdom, the Middle Kingdom and the New Kingdom.

During these three kingdoms, Egypt's rulers (eventually called pharaohs) came from some 30 dynasties. When a pharaoh died, his eldest son became the next pharaoh, unless a man from another family seized control and started a new dynasty. Sometimes the pharaoh's wife or eldest daughter ruled for a short time if the eldest son was very young.

5.5.2 Powers and responsibilities

The ancient Egyptians saw their pharaoh as a man with supernatural powers. He was believed to descend from the sun god, Ra, and to have the sky god, Horus, living within him.

SOURCE 1 The power of the pharaoh was evident in his appearance. For example, he often wore a false beard and a bull's tail (both symbols of pharaonic power), and carried a flail (the symbol of Osiris) and a shepherd's crook (the hieroglyphic sign for a crook meant 'king').



Egyptians believed that the laws the pharaoh made applied to the whole universe. They believed he made the Nile River flood and helped the land to produce good harvests. As a mark of respect, they did not call him by his name. Rather, they used the word ‘pharaoh’, which in ancient Egyptian meant ‘great house’.

The people of ancient Egypt expected their pharaoh to protect and feed them, and to maintain a fair justice system and a peaceful society. He drew up the laws of the land and controlled the government and the army. He was also in charge of temple building, tax collection, mines, irrigation, trade, important religious ceremonies, and the appointment of officials and priests. His huge wealth came from the labour and produce that the people provided as their taxes. Thousands of ordinary people worked the huge farms he owned or helped in the running of his palace. There they worked as cooks, cleaners, dancers, stable workers, craftsmen, weavers and wigmakers.

SOURCE 3 A gold emblem showing Pharaoh Tutankhamen returning from war. This was just one of many priceless objects found in his tomb.



DID YOU KNOW?

Relief carvings show that after battles Egyptian soldiers cut a hand off the body of each dead enemy. These were then heaped into piles, counted by scribes and included in the records to glorify the pharaoh's victories.

5.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the significance of the new crown believed to have been introduced by King Narmer.
2. Fill in the gaps in this sentence: In Egypt's long history, the three periods called kingdoms were times when Egypt was _____ and _____ with a _____ culture.
3. During which years did each of the following periods exist: the Old Kingdom; the Middle Kingdom; the New Kingdom? (See **Source 2** A timeline of ancient Egypt subtopic 5.1.)
4. Use the same timeline to explain how the other periods were different from the three periods called kingdoms.
5. Either by hand or using computer software, create a mind map to outline the powers and responsibilities of a pharaoh.
6. Imagine that the position of pharaoh has been revived in the modern world. Create a job advertisement for the position with details of qualities required and a description of responsibilities and rewards.

Apply your understanding

7. Explain what conclusions you can draw from **Sources 1, 2 and 3** about the way that pharaohs wanted to be seen and thought of by their people.
8. Use the internet and your library to find pictures of some of the treasures of the pharaohs. The Egyptian Museum holds most of the treasures from the tomb of Tutankhamen. Copy two pictures and present them to the class as a data-show with an explanation of their importance.

5.6 Gods and the afterlife

5.6.1 Death — beginning of the journey

Death was a very important event for ancient Egyptians. It connected life on Earth with life ever after, so a lot of effort was spent preparing for it. This focus on death has been very valuable for historians, because most of what we know about ancient Egypt comes from what has been found in tombs. Many of the **deities** of ancient Egypt, whether good or bad, played a role in a person's journey to the afterlife.

The ancient Egyptians believed the next world was a fantastic place. However, it was a long way away, and reaching it was not easy. First, the dead person had to cross a wide river. Then he or she had to chant secret spells to get through seven gates guarded by fierce monsters, all the while looking out for traps set by evil gods and attacks by savage crocodiles and venomous snakes. Then the dead person's heart was weighed on scales against a feather to see if it was 'heavy with sin'. Forty-two judges decided the outcome.

SOURCE 1 Scenes from the *Book of the Dead of Hunefer*, which dates from around 1310 BCE. It is painted on papyrus. The Egyptians made books of the dead to protect their owners from the perils of the journey to the afterlife. If a heart was found to be 'as light as a feather', its owner joined the god Osiris in the afterlife. If heavy, it was chewed up by a monster god that was a cross between a lion or cheetah, a hippopotamus and a crocodile.



5.6.2 Preparing for the journey of the soul

The ancient Egyptians believed that a dead person had a number of souls. Two of these were the *ka* and the *ba*. The *ka*, the person's life force, stayed within the tomb, getting strength from the food and drink left there. The *ba*, the person's character, set off on its journey towards the afterlife, returning to the tomb to rest each night. To do these things, the soul needed a body. So dead people's bodies were carefully preserved, or embalmed, so they did not rot. An embalmed body is called a **mummy**.

Mummies were buried with lots of the possessions the person's soul might need in the afterlife. They included food and drink, clothing, perfume, furniture, jewellery and special charms called **amulets**. Sometimes small wooden or stone figures representing servants doing things such as making bread, ploughing a field or sailing a ship were placed in tombs. As well, prayers, hymns and magic spells from the 200 such texts in the *Book of the Dead* were often written on a scroll of papyrus and buried with the mummy or carved in hieroglyphs on the walls of the tomb. These texts were thought to protect the soul from evil and guide it through the afterlife.

SOURCE 2 The figurines were thought to come to life in the tomb and carry out the wishes of the dead person.



After a dead person's body was mummified, a funeral ceremony was held. The body was carried in a boat across the Nile and buried on the western bank, where the sun set. This was the direction in which the next world was believed to lie. Important people such as pharaohs were buried in elaborate underground tombs consisting of many rooms and tunnels. Poorer people were buried in the hot, dry sands to help preserve their bodies.

5.6.3 The gods of the ancient Egyptians

There were many deities in ancient Egypt, each looking after some particular area of people's lives. For example, the god Hopi was responsible for the Nile River. Some gods were portrayed as humans and some as animals. Others were a mixture of both — usually animal heads on human bodies.

SOURCE 3 Some of the gods of ancient Egypt



Name of god	Responsibility	Associated animal or symbol
Anubis	God of embalming; god of tombs and burials	Man having the head of a jackal
Hathor	Goddess of beauty and love; goddess of the sky	Woman with cow horns on her head
Horus	God of the sky; guardian of the pharaoh	Falcon
Isis	Mother goddess; goddess of fertility; wife of Osiris	Woman wearing a throne as a crown
Osiris	God of the dead; god of the afterlife; a judge in the underworld	Pharaoh mummy
Ra	God of creation; god of the sun and king of the gods	The sun
Seth	God of confusion and chaos	Hippopotamus
Thoth	God of the scribes; god of wisdom and knowledge; god of time	Man having the head of an ibis

SOURCE 4 Herodotus observed how important cats were to the ancient Egyptians. They were thought to protect people's homes. It is no wonder they were chosen as one of the animals to be associated with a god.

What happens when a house catches fire is most extraordinary: nobody takes the least trouble to put it out, for it is only the cats that matter; everyone stands in a row, a little distance from his neighbour, trying to protect the cats, who nevertheless slip through the line, or jump over it, and hurl themselves into the flames. This causes the Egyptians deep distress. All the inmates of a house where a cat has died a natural death shave their eyebrows ...



5.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is embalming?
2. Outline the complications of the journey to the afterlife.
3. Which Egyptian deity was linked to each of these animals: jackal; hippopotamus; ibis; falcon; cow?
4. How different were Egyptian ideas from modern ideas about life after death?
5. Using clay or plasticine, design and mould a figurine suitable for a pharaoh's tomb. Display your model and explain its features and purpose to the class.

Apply your understanding

6. Study **Source 1**.
 - (a) Which figure is the monster?
 - (b) Who do you think are the figures along the top of the painting?
 - (c) Will the soul who owned this heart be joining Osiris in the afterlife?
 - (d) Which figures represent Anubis, Thoth and Horus, and what is each of these gods doing?
7. What do you think the figurines in **Source 2** are supposed to be doing?
8. According to **Source 4**, how important were cats in ancient Egypt?
9. In what ways do you think such attitudes to animals are different from or similar to attitudes in our own times?

learnon RESOURCES — ONLINE ONLY

 Explore more with this weblink: Gods and goddesses

5.7 Mummies unwrapped

5.7.1 Dead mummies do tell stories

The art and hieroglyphs found on the tomb walls of ancient Egyptians, and the mummies made of their dead bodies, have told historians a lot about the way of life of the ancient Egyptians.

At first, all ancient Egyptians buried their dead in the hot desert sands. However, in time wealthier Egyptians, especially pharaohs, began to build elaborate tombs. They would also mummify bodies so their souls would always have a 'home' to rest in, and be able to 'eat and drink'.

Mummies allow us to have some idea of what famous pharaohs looked like. Scientists and historians can also find out details such as their age, their body shape, whether they had had children, what diseases and

SOURCE 1 The mummy of a six-year-old Egyptian boy

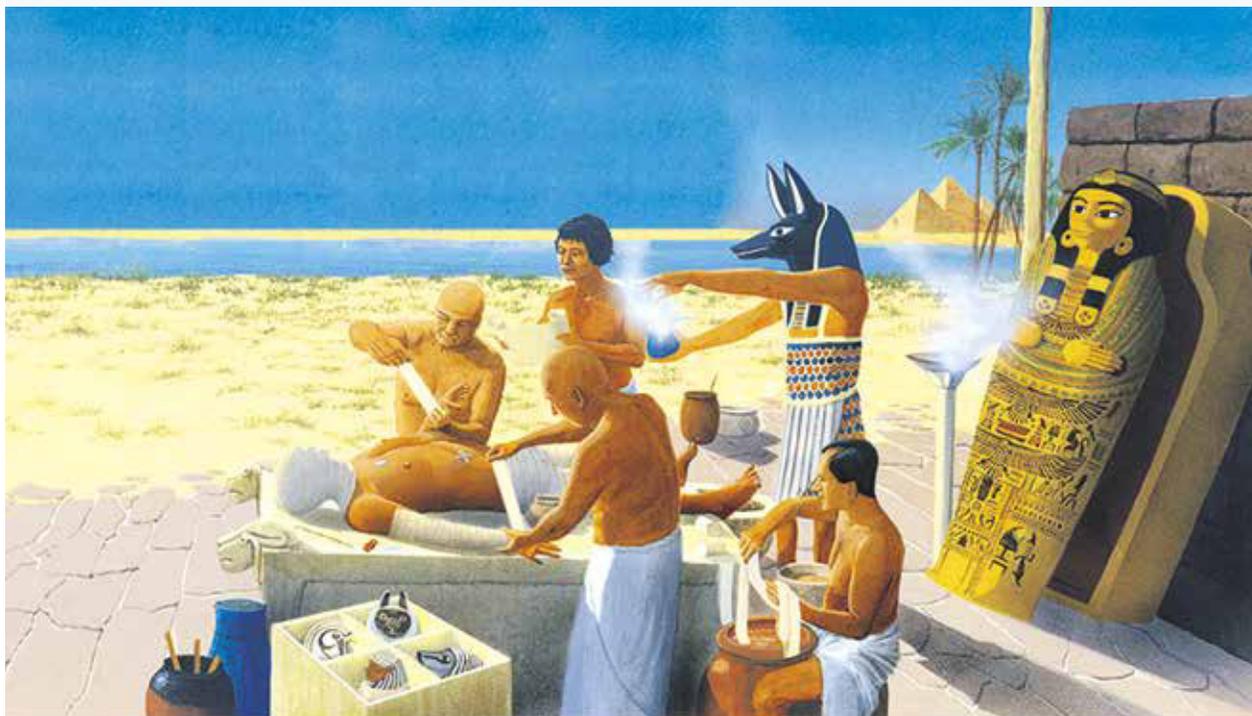


health problems they suffered — even, sometimes, what they died of. Researchers have found, for example, that cancer was probably rare or non-existent in ancient Egypt. On the other hand, broken and worn teeth were very common because of their crunching on sand grit and hard pieces of corn that were mixed up in bread.

5.7.2 The mummification process

The mummification process took many weeks to complete, as part of the ritual involved covering the body in a mineral salt called **natron** and then leaving it to dry out for 40 days. In addition, the deceased person's death mask and decorative coffin needed to be constructed. **Source 2** provides step-by-step instructions for a priest to follow in preparing a mummy for burial.

SOURCE 2 Instructions to a priest for preparing a mummy



- STEP 1** Have your jackal mask ready so you can dress up as the god Anubis. Learn the prayers and magic spells from the *Book of the Dead*. You will need to chant these over the dead body as you work.
- STEP 2** Wash the dead body with water or palm wine.
- STEP 3** Use a long hook to pull out the brains through the left nostril. Throw them away.
- STEP 4** Cut open the left side of the stomach and remove the liver, lungs, intestines and stomach. Don't remove the heart as it contains the personality.
- STEP 5** Cover the internal organs with **natron** to absorb all moisture. Rub the dried organs with oils and resin and wrap them in linen bandages. Then push them into **canopic jars**. Make sure you put each organ in the right jar.
- STEP 6** Cover the body with natron for 40 days to dry it out. Then rub the dried skin with palm oils and ointments. Pack the stomach cavity with perfumed linen and sew up the wound.
- STEP 7** Place a magic charm over the stomach wound and a scarab (beetle-shaped charm) over the heart. Then wrap the body with linen bandages dipped in gum. Wrap every part separately. You will need about 370 square metres of linen. Wrap amulets and magic charms such as ankhs (☥) in with the bandages. The dead person's soul will need these during its journey to the Kingdom of Osiris.
- STEP 8** Place a mask made from linen and glue over the person's head and shoulders. If you have time, paint this or cover it in gold leaf. Also place a panel across the top part of the body, decorated with protective magic symbols and drawings.
- STEP 9** Place the wrapped mummy in a body-shaped coffin that has been decorated with jewels, paintings and inscriptions of spells. Paint the coffin so it looks a bit like the person when he or she was alive. Be flattering!
- STEP 10** Tell the relatives the mummy and the canopic jars are ready for burial. Your chief priest will need to accompany the funeral procession to the tomb so he can conduct the ceremony to open the mummy's mouth. The person's soul needs to talk in the afterlife. Remember, the professional mourners will be noisy!

5.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Match the left and right columns below to complete the sentences.

A mummy is	to assist the journey of the dead person's soul.
Natron is	to store organs that were removed from the body.
Bodies were mummified	a body that has been preserved by drying and wrapping.
Canopic jars were used	so that their souls would have a place to rest in.
Magic charms were wrapped with the body	a mineral salt used to dry out dead bodies.

2. What have historians learned about ancient Egyptians by studying mummies?

Apply your understanding

3. Discuss as a class:
 - (a) why the ancient Egyptians thought it was important to preserve a dead body
 - (b) the similarities and differences between the burial practices of the ancient Egyptians and those used today.
4. The face of the boy shown in **Source 1** was originally painted with gold. What does this tell us about his position in ancient Egyptian society?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5.3: Millions of mummies

5.8 Write like an Egyptian

5.8.1 Hieroglyphs — the first alphabet

People started writing around 3000 BCE. The first were the Sumerians from **Mesopotamia**, followed by the Egyptians. The ancient Greeks called the ‘picture writing’ they inscribed on their many religious statues, tombs and temple walls ‘hieroglyphs’. Translated, this meant ‘sacred writing’. Being able to read this old language has allowed historians to learn much about the society and culture of ancient Egypt.

The hieroglyphic ‘alphabet’ was much larger than ours — it was made up of more than 700 symbols. Some of these were simple drawings, such as a bird, and others were shapes, such as a semicircle. At first, each symbol stood for a word. As the language became more complex, some symbols came also to stand for other language elements besides single words, such as:

- the sound of a consonant (for example, the symbol for an owl also stood for the sound of the letter *m*)
- the sound of a syllable (for example, the symbol for a board game also stood for the sound of the letters *men*)
- ideas or actions (for example, the symbol for a leg shown twice stood for the idea of movement)
- signals to help the reader understand what was meant. A signal might be put at the end of a word so readers knew it had a different meaning from another of the same symbol. (If we used this technique today, we might place a sketch of a bus at the end of the word ‘trip’ to show that it meant ‘a journey’ and not ‘to fall over’.)

5.8.2 Reading, writing and decoding hieroglyphs

At first, hieroglyphic symbols were laid out in columns. People read down each column, from top to bottom. From about 2000 BCE, the symbols were arranged in rows, more like our writing. Sometimes they were read from left to right (as we read) and other times from right to left. So that the reader knew where to start, a symbol of a person, animal or bird was put at the start or end of the line. The direction in which the symbol faced marked the start of a line. So, if a bird faced right, you would read the line from right to left.

Sometimes a symbol was placed above another, rather than to the side of it. In this event, the symbol on top was read first.

The name of a pharaoh was always enclosed in a cartouche — a bullet-shaped oval.

Writing classes in ancient Egypt

Only boys were taught to read and write. At first they scratched messages on broken pieces of limestone and pottery. Once they could write, they used sheets of papyrus as paper and sharpened bits of reeds as pens. Their inks were solid blocks of powdered minerals, in different colours, which they mixed with water.

Hieroglyphs were used mainly for religious purposes and in official documents. Priests and scribes could write and read using the system. This is why they can be found in tombs. But hieroglyphs took a lot of time to produce, so simpler, faster scripts were developed. Two other scripts, called hieratic (Source 2) and demotic, were used by ordinary people. Both these scripts used hieroglyphic symbols but in simpler forms.

SOURCE 1 Translators have been able to link hieroglyphic symbols with most of the letters of our alphabet.

Symbols for single sounds

a		b		c, k		d		e, y	
f		g		h		i		j	
l		m		n		o		p	
q		r		s		t		u	
w		x		z		th		sh	

Symbols for syllables

neb		ankh		mer		mes	
su		sha		ka		men	

SOURCE 2 This papyrus sheet shows an Egyptian high priest presenting an offering to Osiris, the god of the afterlife. It contains both the hieroglyphic script (circled) and the simpler hieratic script (left and centre).



Decoding hieroglyphs

After pagan temples were shut down in 392 CE (when Christianity was declared an official religion of Rome), people lost the ability to read and write hieroglyphs. For 1500 years or so it remained a mystery. Then in 1799 a French soldier discovered a large stone covered in carved writing near the town of Rosetta (now called Rashid) in the Nile delta. It carried a statement by the pharaoh Ptolemy V in three different scripts — hieroglyphs, demotic and ancient Greek. The hieroglyphs puzzled scholars for 20 years. Then a translator named Jean François Champollion used his knowledge of ancient Greek and many other languages to break the code.

SOURCE 3 The Rosetta Stone — interpretation of its hieroglyphs allowed scholars to learn much about ancient Egypt.



5.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What does the Greek word ‘hieroglyph’ mean?
2. Why was the Rosetta Stone such a key find?
3. Use **Source 1** to decode the message shown on the right.



Apply your understanding

4. Study **Source 2** and complete the following tasks.
 - (a) Explain which person in this illustration is Osiris. Justify your decision.
 - (b) Write a paragraph in your notebook describing how Osiris is portrayed.
5. Use **Source 1** to write a short message in hieroglyphs that will clearly reveal who wrote it. Place the messages in a pot. Select one that is not your own and try to identify who wrote it.
6. Work in small teams to make a sheet of ‘papyrus’ (see **Source 4** overleaf). Cut a sheet of thick blotting paper (or similar) into strips. Spray strips with a starch solution until they are wet but not sodden. Then lay them in two crossing layers and beat them together. (Place a sheet of lightly oiled greaseproof paper underneath so the paper can be removed once dry.) Polish the beaten sheet with a stone. Then pin down the corners (to stop curling) and place it in the sun to dry.
7. Use the piece of ‘papyrus’ you have made and the hieroglyphic symbols above to create a message for other members of the class to translate. Put these on the display board.

SOURCE 4 How the ancient Egyptians used the stalk of the papyrus reed to make paper

Papyrus reeds



Step 1

Peel off each reed's outer layer.



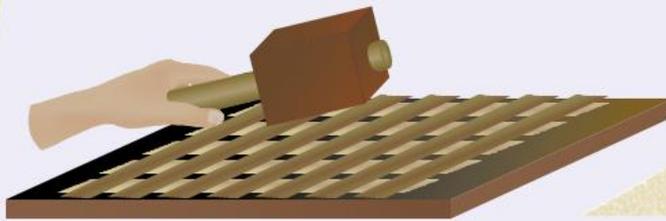
Step 2

Cut peeled reed into slices and soak these in water.



Step 3

Arrange two layers of wet reed slices as shown. (The starch in the reed works like a glue.) Hit them with a heavy mallet until they mash together.



Step 4

Polish the finished sheet with a smooth stone and allow to dry in the sun.



learn on RESOURCES – ONLINE ONLY

 Complete this digital doc: Worksheet 5.4: Flow chart

 Explore more with these weblinks: Cartouche creator
Hieroglyph typewriter

5.9 SkillBuilder: Using ancient Egyptian primary sources

5.9.1 What are our main ancient Egyptian primary sources?

Ancient Egyptian primary sources include pyramids, tombs, temples, mummies, coffins and written records on stone and papyrus. They also include art such as models, statues and the paintings that decorated papyrus, coffins, canopic jars and the walls of tombs and temples.

The importance of analysing ancient Egyptian primary sources

Almost all our knowledge of ancient Egypt comes from primary sources. Works of art, especially, tell us much about the lives of Egypt's rulers. They also tell us about ordinary Egyptians. Some show peasants and labourers working in the fields, artisans busy at their trades and women grinding grain, weaving cloth and brewing beer.

5.9.2 How to analyse ancient Egyptian primary sources

When studying a primary source you need to think carefully about the clues it provides. You should ask questions such as:

1. For whom was it created?
2. How was it made?
3. Why was it made?

4. What does it tell us about the skills of the ancient Egyptians?
5. What does it show?
6. What conclusions can we draw from it about ancient Egyptian society?

These questions have been applied to **Source 1**.

1. *For whom was it created?*

It was painted for an Egyptian official named Sobekhotep.

2. *How was it made?* It was painted on a wall panel.

3. *Why was it made?* It was made to decorate Sobekhotep's tomb.

4. *What does it tell us about the skills of the ancient Egyptians?* Ancient Egyptian craftsmen included talented artists.

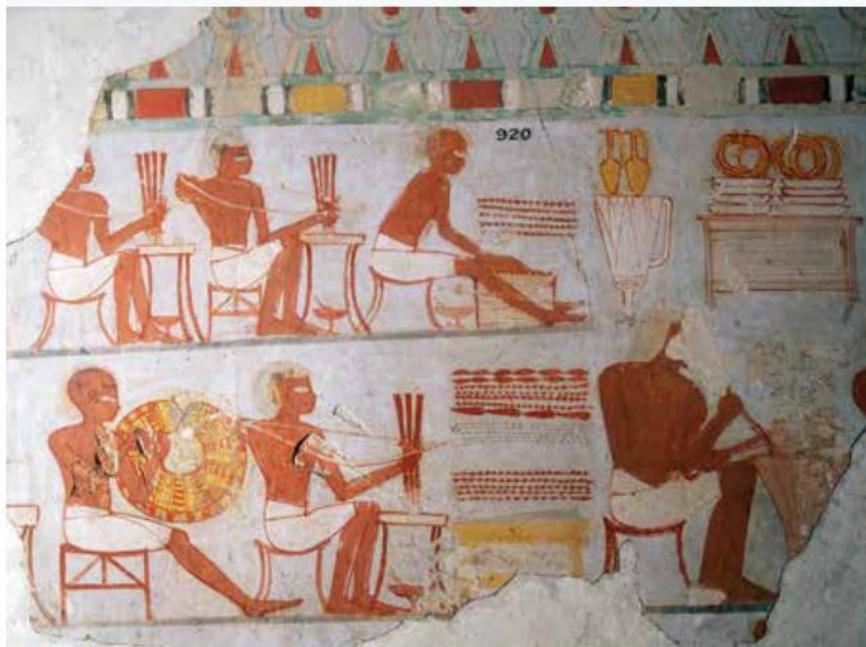
5. *What does it show?* It shows Egyptian craftsmen manufacturing jewellery.

6. *What conclusions can we draw from it about ancient Egyptian society?* Crafts such as jewellery-making were highly organised, with specialised workers in factory-type workshops. This meant that agriculture produced a surplus that freed such workers from the need to produce food. There must also have been a privileged class that demanded the luxury products of the workshops. Probably there was also foreign trade in these products.

5.9.3 Developing my skills

Use the six questions to interpret **Source 2** as evidence of the lives of the people.

SOURCE 1 A fragment of a scene on a wall panel in the tomb of Sobekhotep, a senior Egyptian treasury official in the reign of Thutmose IV (1419–1386 BCE)



SOURCE 2 A fragment of a painting in the tomb of Nebamun. It was made around 1350 BCE and shows a banquet scene divided into two registers (levels).



learn on RESOURCES — ONLINE ONLY

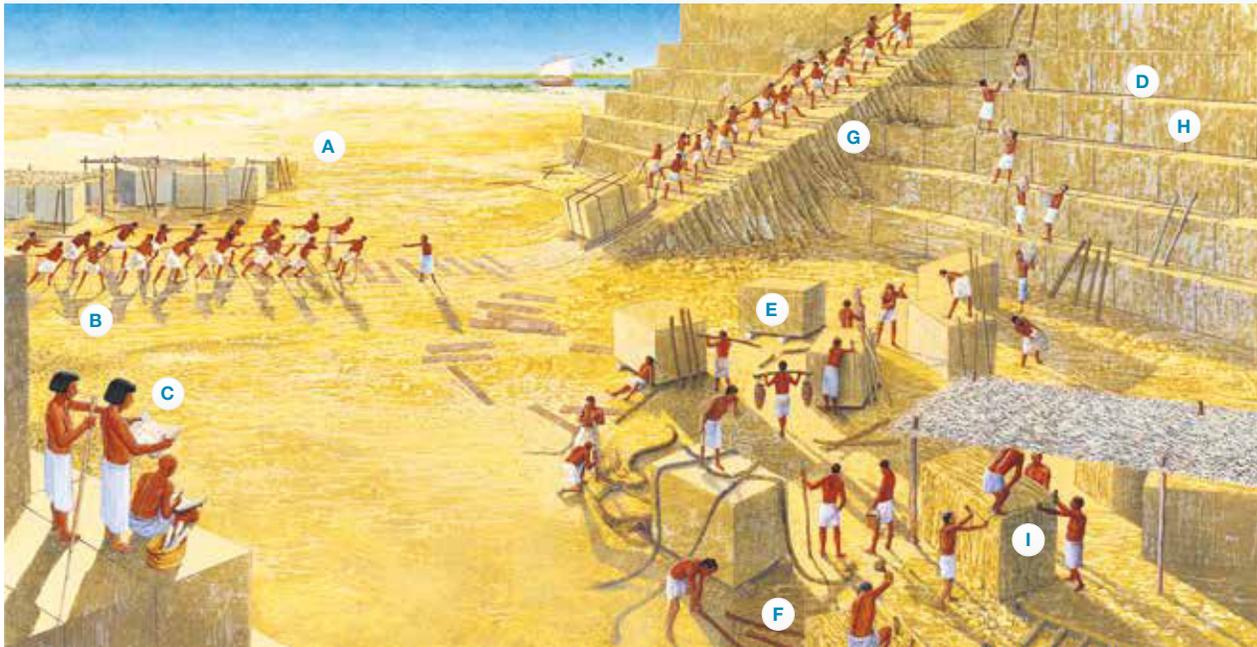
 Complete this digital doc: Worksheet 5.5: The warrior king

5.10 Pyramid builders

5.10.1 The pyramid

Built about 4500 years ago, the 80 or so pyramids in Egypt are the oldest human-made structures in the world. Of these, the famous three at Giza, near Cairo, are the most impressive. Their construction is an amazing feat of technology. Yet no-one knows for sure how they were built. The ancient Egyptians had only simple tools made of stone, wood and bronze. They had no cranes, computers, rock cutters or heavy earth-moving equipment.

SOURCE 1 The pyramids at Giza in Egypt are the only remaining 'wonder' of the Seven Wonders of the Ancient World.



- A** Between 200 and 300 granite blocks would have been set in place every day.
- B** It is thought the workmen might have dragged the blocks over soft sand on top of wooden sleds. On harder surfaces, the blocks may have been moved on top of rolling logs.
- C** Architects and other overseers controlled different aspects of the work, using scribes to document details. Skilled craftsmen included stonemasons and carpenters.
- D** The sides of the pyramids once had an outer layer of polished white limestone. Most of this was later taken down and used to decorate buildings in Cairo.
- E** Some of the granite blocks are thought to have been cut from rock faces in Aswan, and the limestone from quarries to the east. Both are likely to have reached the site via barges on the Nile River.
- F** Historians think that around 100 000 men (never slaves) would have worked full time for about 20 years to build the Great Pyramid.
- G** Huge sand ramps may have been erected to drag blocks up to higher levels.
- H** The blocks were cut so cleanly that a knife blade can barely be pushed in between them. Blocks may have been cut by driving wooden stakes into the stone and wetting them. As the stakes expanded, they would have split the rock.
- I** Workers made sure the edges of blocks were square.

Pyramids and rock tunnels

From about 2500 BCE, the mummies and treasures of important people such as pharaohs were usually entombed in pyramids. This practice lasted only about 500 years, however, because robbers were a major problem. Thereafter, tombs for such people were dug into mounds and cliffs in the **Valley of the Kings**. But even these were not completely safe. Over time, they were all raided, except one — the tomb of the pharaoh Tutankhamen.

The **Great Pyramid** at Giza, built around 2550 BCE, was the tomb of the pharaoh Khufu. The other two were built for his son Khafre and grandson Menkure. The Great Pyramid, the biggest of the three, is close to 150 metres high and contains around 2 300 000 granite blocks, each of which weighs around 2.5 tonnes.

Heavenly sails

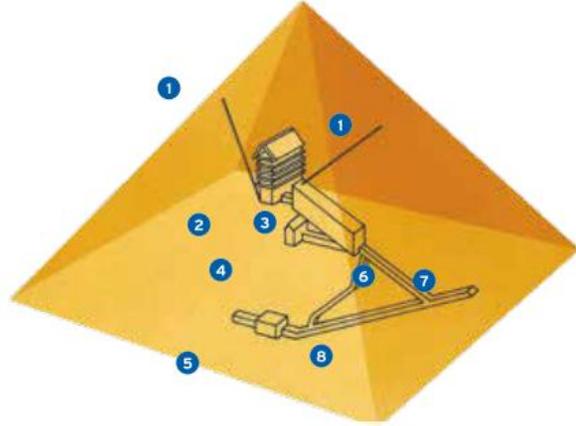
One treasure the robbers missed in the Great Pyramid was a 43-metre-long boat, built to carry Khufu to the afterlife. It was not found until 1954. It had been broken into 1224 pieces before being packed into a rock cavity near the base of the pyramid. The cavity was so tightly sealed that when archaeologists broke into it they could still smell the cedar oil in the wood — after 4500 years!

Pyramid mysteries

Some say the technology of the pyramids is so astonishing that they must have been built by an alien intelligence.

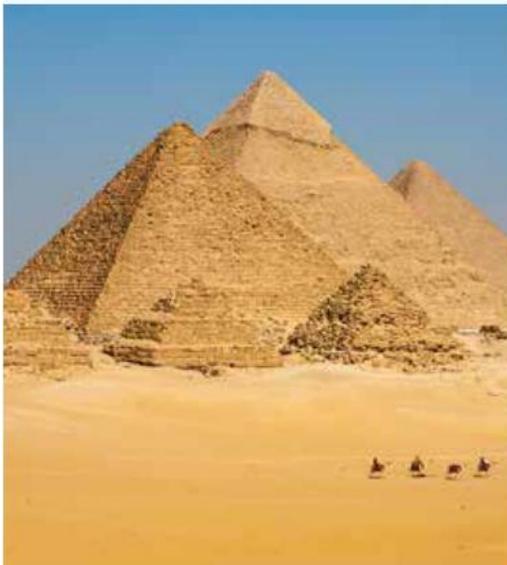
Another view is that those who built the pyramids at Giza, and the **Great Sphinx** that guards them, used knowledge and skills passed down from a very old but highly advanced civilisation that existed long before the Old Kingdom in Egypt.

SOURCE 2 Inside the Great Pyramid



- | | |
|----------------------------|-----------------------|
| 1 Air shafts | 5 False chamber |
| 2 Pharaoh's burial chamber | 6 Ascending corridor |
| 3 Grand gallery | 7 Entrance |
| 4 Queen's chamber | 8 Descending corridor |

SOURCE 3 The pyramids at Giza



SOURCE 4 The Sphinx guarding the pyramids at Giza



5.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why was a dismantled boat buried with the pharaoh Khufu?
2. **Source 1** shows the steps involved in the building of a pyramid. Select three of these steps and explain what tools and equipment would be needed by the workers in order to do their job.

Apply your understanding

3. Imagine you were a worker on the pyramid but you had access to two pieces of modern equipment or machinery. What equipment or machinery would you choose and how would you use it?
4. You have just stolen some gold statues from Khufu's tomb. Write a letter to your friend telling him how to get into the burial chamber. Be clear about what he needs to watch out for!
5. Design two ways to make a pyramid theft proof. You may use only materials that would have been available in ancient Egypt.
6. Work in groups. Select or prepare two surfaces: a flat, hard surface and one covered in soft sand. Using a piece of string, drag a 500-gram weight across each in two ways: on a small flat sheet of wood and on a series of rolling pencils. Think about what happens in each case. Discuss what this suggests about methods the pyramid workers may have used.
7. Use the internet to conduct research on the Giza pyramids. Prepare a short word-processed report on your findings. Include images, scans or appropriate screen dumps.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5.6: Pyramid builders

5.11 Tutankhamen revealed

5.11.1 Tutankhamen's tomb

The discovery of the tomb of Tutankhamen was the key archaeological event of the twentieth century — but not because of the man or the size of his tomb. Tutankhamen was still a teenager when he died, and the tomb had only four chambers. It was important because its contents were untouched. More than 5000 objects were found, some of them priceless. We can only imagine what might have been found in the large tombs of more famous pharaohs if they had not been robbed.

An archaeologist's dream

In 1922 the British archaeologist Howard Carter found the tomb of Tutankhamen. He had looked for it for years in the Valley of the Kings without success. Then he decided to dig up an area around some old workers' huts. To his excitement, a step was uncovered, carved into the rock. More digging revealed the sealed entrance to a passageway that carried the seal of Tutankhamen. Yet more digging to remove the tonnes of rubble in the passageway revealed the stone door to the tomb.

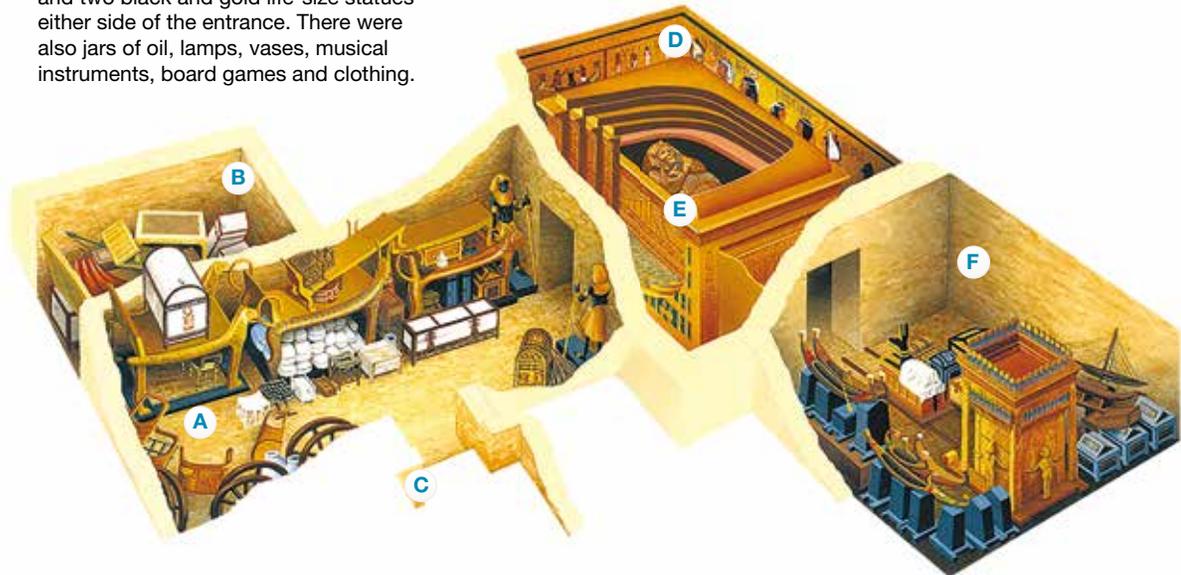
A hole was cut in the door and Carter inserted a lit candle into the darkness behind. He later said: 'At first I could see nothing ... But presently, as my eyes grew accustomed to the light, details of the room emerged slowly from the mist, strange animals, statues and gold — everywhere the glint of gold'.

SOURCE 1 The discovery of Tutankhamen's tomb was described in the *Illustrated London News* of 9 December 1922 as 'the most sensational Egyptological discovery of the century'.

A The antechamber, the first chamber Carter entered, contained about 700 pieces of furniture including stools, beds and gold couches with animal heads, chairs, a chariot (in bits) and two black and gold life-size statues either side of the entrance. There were also jars of oil, lamps, vases, musical instruments, board games and clothing.

B This side chamber contained about 600 items, including pieces of wooden furniture, baskets of food, jars of wine and oil.

C About 200 000 tonnes of rubble had to be removed from this passageway to reach Tutankhamen's tomb.



D Inside the gold-covered burial chamber, some five metres long and 3.5 metres wide, were three other decorated chambers, each inside the other. The inner one was a stone **sarcophagus**, carved with Tutankhamen's name. Inside this were three elaborately decorated body-shaped coffins. The inner one, made of 1100 kilograms of gold, contained Tutankhamen's mummy.

E The face and shoulders of Tutankhamen's mummy were covered with a mask of solid gold. It was decorated with blue glass and semi-precious stones such as turquoise and lapis lazuli.

F The treasury chamber contained the pharaoh's treasures. In it was the gold-lined shrine holding the canopic jars. Inside these jars were the pharaoh's mummified internal organs. The chamber also contained gold statues including one of the god Anubis (who guarded the treasures), as well as boats, weapons, a golden throne and chests of jewellery.

The boy-pharaoh Tutankhamen

Tutankhamen became pharaoh in 1336 BCE, when he was about nine years old. He was soon married to a daughter of the previous pharaoh, Akhenaten. Akhenaten had caused unrest in Egypt by forcing people to worship only one god, the sun disk god Aten. Tutankhamen reversed this decision.

Tutankhamen died in 1352 BCE when he was about 18, leaving no heir.

SOURCE 2 Head of the teenage Pharaoh Tutankhamen



SOURCE 3 Translated inscription Tutankhamen had carved into a stone column, marking a return to the worship of many gods

I found the temples fallen into ruin, with their holy places overthrown and their courts overgrown with weeds. I reconstructed their sanctuaries, I endowed the temples and made them gifts of all precious things. I cast statues of the gods in gold and electrum, decorated with lapis lazuli and all fine stones.

5.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why was Tutankhamen's tomb such a rare find?
2. What was Tutankhamen's main achievement during his short reign, and what were some of the things he did to achieve this see **(Source 3)**?
3. Write a letter that Howard Carter might have written home to his family in England the day after he saw the contents of Tutankhamen's tomb by candlelight.
4. Study **Source 1** carefully and answer the following.
 - (a) List some of the more important objects found in each of the four rooms of the tomb.
 - (b) Why do you think the objects in the antechamber and side chamber were so jumbled up?
 - (c) Who do you think the two statues at the door to the burial chamber are, and what is their purpose?
 - (d) How many different types of objects can you identify? Suggest what might have been packed into boxes, chests and bags.

Apply your understanding

5. Modern technologies enabled researchers in early 2005 to investigate Tutankhamen's mummified body to find out how he might have died. Conduct an internet search to find out what was done and what was discovered.
6. In small groups, discuss the reaction the ancient Egyptian people might have had to the information in **Source 3**. Summarise your findings in a table. Compare your findings with those of other students in your class.

learnon RESOURCES — ONLINE ONLY

 Explore more with these weblinks: Akhet

KingTutOne

5.12 Expansion and fall

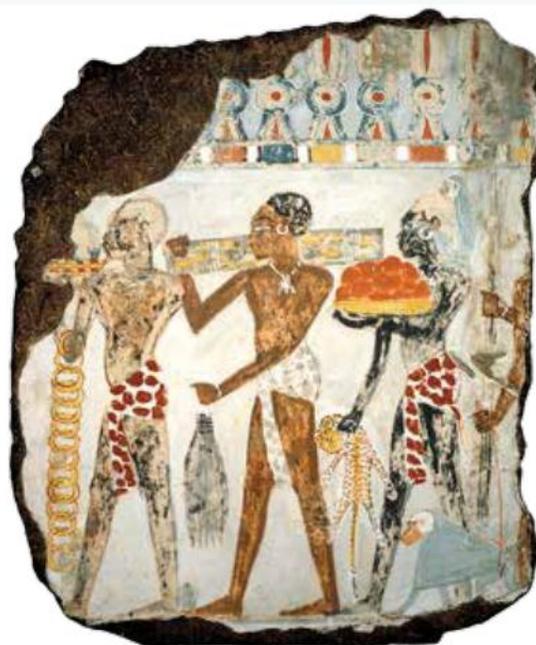
5.12.1 Expansion, contact and conflicts

Throughout history all empires have been created by force and all have eventually fallen. There were periods in Egypt's long history when it suffered from **civil wars** and invasions. There were also times of strong governments that drove invaders out of the land and took control of other countries.

One of the worst times was the First Intermediate Period. The collapse of the Old Kingdom was followed by a century of bloodshed as nobles fought each other for control of the country. This made it easy for foreigners to move into the Nile Delta.

Egypt's relations with other countries involved trade as well as war. Egypt traded with the Phoenicians and others to the north but its most important trade was with Nubia to the south. Egypt traded beer, wine, cheese, oil, linen and tools for Nubian copper, gold,

SOURCE 1 A scene on a wall of the tomb of Sobekhotep. It shows Africans, probably Nubians, carrying ebony logs, leopard skins, gold rings, giraffe tails and a live baboon.



jewels, ebony, ivory, exotic animals and slaves. Yet Egypt was also often in conflict with Nubia. During the Middle Kingdom, it took part of Nubia and built forts to control the routes to its gold mines. Around the same time Egypt attacked the Libyans and other desert tribes to its north.

5.12.2 Wars, decline and fall

Egypt was again weak in the Second Intermediate Period when the Hyksos invaded from the north-east. This time was followed by the New Kingdom, the time of Egypt's greatest power. At the start of this period, the armies of Pharaoh Ahmose defeated the Hyksos who had occupied Egypt. Ahmose also regained control of northern Nubia. In the fifteenth century BCE, Egypt defeated a coalition of **Asiatic** princes at the Battle of Megido. The territory occupied by modern Israel, Lebanon and Syria became part of the Egyptian Empire. Later pharaohs fought against the Hittites to keep control of these lands. In these wars Egypt plundered its defeated enemies and gained more wealth from the tribute (treasure, slaves and livestock) that had to be paid by conquered rulers.

Egypt became weaker after the time of Rameses II. Libyans and 'Peoples of the Sea' invaded the Nile Delta. These invaders were defeated many times, but gradually Egypt lost its unity and its empire. The priests came to control Upper Egypt, while Lower Egypt was ruled by princes. In the Late Dynastic Period the country fell under the control of Nubians. In 663 BCE the Assyrians took most of Egypt into their empire. Bronze Age Egypt had no iron ore and could not match the Assyrians' iron weapons. Later Egypt fell under the rule of the Persians, followed by the Greeks and then the Romans.

SOURCE 2 Wooden models of Egyptian soldiers of the Middle Kingdom in four columns



SOURCE 3 From an inscription in the temple of Pharaoh Rameses III at Thebes describing a victory over the 'Peoples of the Sea', in about 1188 BCE

Year 8 under the majesty of [Rameses III] ... foreign countries made a conspiracy. No land could stand before their arms ... they were coming forward toward Egypt ... I have the river mouths prepared like a strong wall, with warships, galleys and coaster ... The troops consisted of every picked man of Egypt. They were like lions ... The chariotry consisted ... of every good and capable chariot-warrior. Those who reached my frontier ... were dragged in, enclosed on the beach, killed and made into heaps ...

DID YOU KNOW?

Egypt's army was at first made up mostly of peasants called up whenever needed. By New Kingdom times Egypt had a permanent army with chariots, archers and infantry armed with spears, battle axes, swords and daggers. It appears also to have included conscripted prisoners of war and foreign **mercenaries**.

- ◉ Egypt – the Old Kingdom
- ◉ Egypt – the Middle Kingdom
- ◉ Egypt – the New Kingdom

5.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. During which times was Egypt strongest and weakest?
2. List the lands that Egypt controlled during its strongest period.
3. Describe what Egypt gained from wars of conquest.
4. Name two New Kingdom pharaohs whose armies achieved victories for Egypt.
5. What were the main ways in which Egypt came into contact with other peoples?
6. List the names of some of these peoples.
7. Why did Egypt collapse at the end of the New Kingdom?

Apply your understanding

8. What might **Source 1** tell us about Egypt's trade with Nubia?
9. Use **Source 2** as your evidence to write a description of Middle Kingdom Egyptian infantry.
10. Study **Source 3**, looking at the style of its language.
 - (a) Explain why it would have been written in such a style.
 - (b) What would we think if the leader of a modern country boasted that he had 'killed [his enemies] and made [their bodies] into heaps'?
 - (c) What conclusions can you draw from your answer to 3b about differences in modern and ancient attitudes?
 - (d) In the style of **Source 3**, design and write a message of congratulations for Rameses III on his victory.

learnon RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 5.7: Timeline exercise

5.13 Rameses II – Egypt's greatest pharaoh?

5.13.1 Who was Rameses II?

You have already encountered several rulers of ancient Egypt. They include: Narmer, the first pharaoh of both Upper Egypt and Lower Egypt; Khufu, for whom the Great Pyramid was built; Hatshepsut, the most famous of Egypt's queens; and Tutankhamen, who became famous because his tomb was discovered with its contents untouched. However, many historians have regarded Rameses II, who ruled Egypt between c. 1279 and 1212 BCE, as the greatest of all pharaohs.

Rameses II (sometimes spelled *Ramses* and *Ramesses*) was probably born in 1303 BCE. He was a son of King Seti I. Rameses was in his early twenties when he became Egypt's ruler. He held that position for longer than any other pharaoh. Because of his military campaigns and building projects, including temples and cities, he became known as Rameses the Great.

SOURCE 1 The head of the colossal statue of Rameses II at the Temple of Luxor in central Egypt



5.13.2 The warrior king

In about 1278 BCE, Rameses' navy defeated the sea pirates who had been attacking Egyptian trading ships in the Mediterranean Sea. Rameses commanded an army of possibly 100 000 men. He gained fame through many battles in which Egypt fought the Hittite Empire to its north and the Nubians to its south. During these campaigns, Rameses' forces repelled invasions, regained territories Egypt had lost under previous pharaohs and secured Egypt's borders.

Fighting the Hittites

Over twenty years, from about 1277 BCE, Rameses led a series of campaigns against the Hittite Empire. In the first campaign, Rameses defeated several Palestinian princes (see the **Source 2** map in subtopic 4.4) and captured Amurra, a **vassal state** of the Hittite Empire in Syria.

In the following year, Rameses led his armies to attack the Hittite-controlled city of Kadesh. His army had four divisions with Rameses personally leading the Amun division. However, the waiting Hittite army ambushed another Egyptian division as it was crossing a river, causing the soldiers to flee. According to Egyptian records, in the ensuing battle, Rameses found himself isolated from his forces but, almost single-handed, he defeated an overwhelming Hittite force, killing vast numbers as he escaped (see **Source 2**). Although the Battle of Kadesh was a **stalemate** and the Hittites remained in Syria, Rameses declared the battle a great Egyptian victory.

In later campaigns, spread between the seventh and twenty-first years of his reign, Rameses captured Hittite territory. But neither side was able to win a decisive victory and, in about 1258 BCE, the conflict ended with a peace treaty.

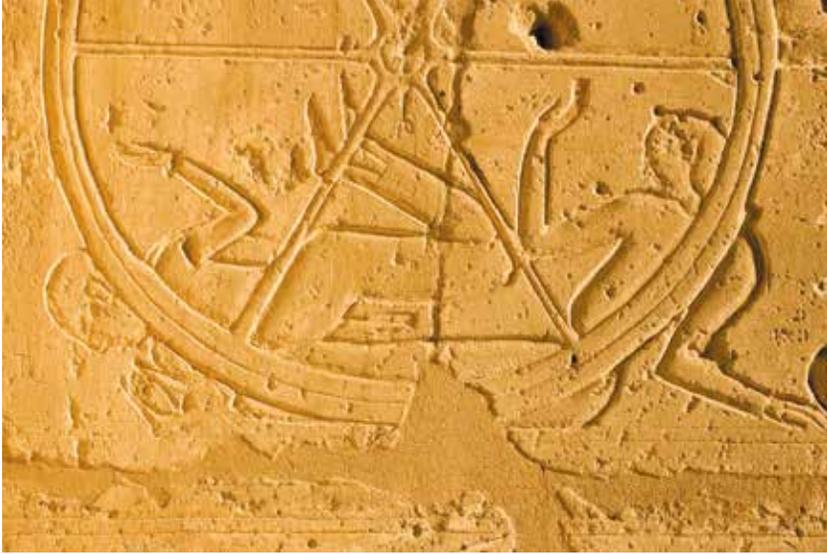
SOURCE 2 From a poem inscribed by order of Rameses II on the walls of five temples to commemorate his victory at Kadesh

In the midst of many peoples, all unknown,
Unnumbered as the sand,
Here I stand,
All alone;
There is no one at my side;
My warriors and chariots afeared [frightened],
Have deserted me ...
... Two thousand and five hundred pairs of horses were around,
And I flew into the middle of their ring,
By my horse-hoofs they were dashed all in pieces to the ground ...

5.13.3 Great ruler or great bragger?

Historians have a vast number of primary sources about Rameses' achievements because, more than any other pharaoh, he was a great builder of monuments that glorified his deeds. Enormous numbers of huge statues were constructed, portraying him as a handsome, smiling and powerful ruler. At his temple at Abu Simbel, each of the four statues of Rameses II carved out of the face of a cliff is almost 20 metres tall. Records of his exploits, including scenes of him crushing the Hittites, were engraved deeply on monuments and temples throughout Egypt. So great was his reputation that nine future pharaohs took his name.

SOURCE 3 This relief sculpture in Luxor shows Hittite soldiers being crushed under the wheels of Rameses II's chariot at the Battle of Kadesh.



SOURCE 4 Rameses II in a detail from sculptures and hieroglyphs on his temple at Abu Simbel



DID YOU KNOW?

During the 1960s, an international operation was conducted to save the temple at Abu Simbel and its statues. The entire site was carefully cut into sections and moved to higher ground. This was done to save it from being submerged beneath the rising water behind Egypt's new Aswan High Dam.

5.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Place the main events of Rameses II's life on a timeline.
2. Calculate the probable length of Rameses II's life and reign. Explain why this would have been most unusual at that time.

Apply your understanding

3. Compare **Source 1** with **Source 3** in subtopic 5.1.
 - (a) What impression of Rameses II is conveyed by these two statues?
 - (b) Why would Rameses II have wanted to be portrayed that way?
4. Read **Source 2**.
 - (a) In this account, how many Hittite chariots ('pairs of horses') were surrounding Rameses II at the Battle of Kadesh?
 - (b) Why were Rameses' soldiers not at his side?
 - (c) How did he manage to escape from this situation?
 - (d) Is this account of the battle believable? Give the reasons for your view.
5. What problems are created by the fact that almost all of the primary sources used for our study of Rameses II were created by his orders?
6. Using evidence from all of the sources in this subtopic, write an extended response of at least one page to the following question: *Which is more likely — that Rameses II was a great leader or that he was a great bragger?*

5.14 Egypt's heritage

5.14.1 Archaeological treasures

The ancient Egyptian civilisation lasted for thousands of years. The Egyptians discovered how to make paper. They created a unique writing system, invented a calendar similar to the one used today and produced a system of mathematics that enabled them to make complicated calculations. Yet very little of ancient Egypt's culture has been handed down. In modern Egypt, nearly all people follow the religions of Islam or Christianity rather than the ancient beliefs of the land, and there is no connection between the arts, society and systems of government of modern and ancient Egypt.

Egypt's greatest legacies to modern times are its archaeological wonders, especially its pyramids, tombs and temples, which have amazed generations. In the past, many of Egypt's archaeological treasures were taken to other lands, where they ended up in museums or private collections. There has been much debate about whether they should rightfully be returned to Egypt. Whatever happens in the future, we can be sure that people will continue to be fascinated by such artefacts, especially the many mummies that are displayed in museums throughout the world.

SOURCE 1 Pyramids at Giza. The Great Pyramid of Khufu towers above the others.



SOURCE 2 The painted wood coffin of Pharaoh Rameses IV (1153–1147 BCE)



SOURCE 3 The mummy of Katebet, a woman of wealth and high status who died around 1300 BCE



Ongoing discoveries

Egypt continues to yield up fascinating discoveries. In 1999 archaeologists discovered a tomb complex thought to contain thousands of mummies from the time when Egypt was ruled by Greeks and Romans. This was seen as proof that these conquerors adopted much of Egypt's culture. In 2008 another group of archaeologists discovered the ruins of a city from the time of Egypt's first New Stone Age farmers. Ancient Egypt has yet to reveal all its secrets.

SOURCE 4 'Ruins of 7000-year-old city found in Egypt oasis', AFP, 2008

A team of US archaeologists has discovered the ruins of a city dating back to the period of the first farmers 7000 years ago in Egypt's Fayyum oasis, the supreme council of antiquities said.

'An electro-magnetic survey revealed the existence in the Karanis region of a network of walls and roads similar to those constructed during the Greco-Roman period,' the council's chief, Zahi Hawwas, said.

The remnants of the city are 'still buried beneath the sand and the details of this discovery will be revealed in due course,' Mr Hawwas said.

'The artefacts consist of the remains of walls and houses in terracotta or dressed limestone as well as a large quantity of pottery and the foundations of ovens and grain stores,' he added.

The remains date back to the Neolithic period between 5200 and 4500 BCE.

The local director of antiquities, Ahmed Abdel Alim, said the site was just seven kilometres from Fayyum lake and would probably have lain at the water's edge at the time it was inhabited.

5.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why do mummies and coffins like those in **Sources 2** and **3** continue to fascinate people?

Apply your understanding

2. On Katebet's mummy, below the image of painted arms, are, from top to bottom, a winged goddess, a scarab, an image of Anubis and a shabti figurine. Use the knowledge you have gained from this subtopic and your library to explain the significance of at least two of these.
3. How would the appearance of the Great Pyramid (as illustrated in **Source 1**) have been different in ancient times from the way it appears today? (*Hint:* Refer back to subtopic 5.10 Pyramid builders.)
4. Read **Source 4**.
 - (a) What did the archaeologists find in Egypt's Fayyum oasis?
 - (b) What would be the difficulties of excavating the site?
 - (c) What do you think is most significant about this site?
 - (d) Do you think there will be more archaeological discoveries in Egypt?
 - (e) How might such discoveries increase our understanding of ancient Egypt?

learnon RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 5.8: Legacy

5.15 Research project: The ancient Egypt exhibit

5.15.1 Scenario and task

As part of the South Australian Museum curators department, your team has been asked to design an interactive quiz for visiting middle school students (years 7–8). The museum is expanding its Ancient Egypt exhibit to include more fantastic artefacts, visuals and games. Your quiz will feature touch-screen technology and will form an integral part of the museum’s display. Questions should be both text-based and image-based. There will be a number of quiz stations scattered through the exhibit.

Your team’s interactive quiz will highlight four key aspects of ancient Egypt. Question categories that could be chosen include:

- the river and the land
- ancient gods
- daily life
- the structure of society
- the pyramids
- famous pharaohs
- history
- trade
- burial rites and mummification
- men versus women
- Hollywood and ancient Egypt.

Your quiz will involve multiple-choice questions. The contestants win points by correctly answering questions of increasing difficulty within each category, with 100 points for the easiest questions and 500 for the most difficult. In other words, for each category you need five questions of increasing difficulty, with 20 questions in total. Access your learnON title to download a PowerPoint template for the game and a sample quiz from the Resources tab. Each member of the team is expected to contribute questions for each of the categories.



Trade	War	Death	Hollywood and Ancient Egypt
			
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

5.15.2 Process

- Access your learnON title to watch the introductory video at the beginning of this subtopic. Then, working in small groups, choose four of the research topics listed in section 5.15.1 to investigate and create quiz questions about. Make notes about interesting facts and ideas that you discover as you go. Each group member should contribute at least three multiple-choice questions for each of the categories chosen — some easy, some moderate, some hard.
- Remember that a good multiple-choice question should have plausible ‘wrong answer’ options.
- Work with your group to narrow down the questions so that, for each category, there is one 100-point question, one 200-point question and so on, for 300, 400 and 500 points.

- Once the questions have been finalised, add them to the PowerPoint quiz template located in the Resources tab. You will also find a selection of images in the Resources tab that you can download and use in your PowerPoint, if you wish.
- As a group, review your final quiz and make any adjustments. Keep the team's quiz consistent: use the same font, the same style of graphics, and so on.
- When you're happy with the final product, submit your quiz to your teacher for assessment and to be played by the rest of the class!

learnon ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

5.16 Review

5.16.1 Review

You now know quite a lot about the great civilisation that developed in Egypt and lasted for thousands of years. You have learned about:

- the importance of Egypt's geography in the rise of its civilisation
- the different classes of people who made up Egyptian society
- the role of the pharaohs
- Egyptian religion and ideas about life after death
- hieroglyphics
- pyramids and tombs, including the discovery of the tomb of Tutankhamen
- why Egypt eventually fell
- the heritage of ancient Egypt.

KEY TERMS

afterlife life after death

amulet charm believed to protect against evil

artisans skilled craftspeople

Asiatic peoples of Asia, in this case western Asia, including the Middle East

canopic jar jar used to store the liver, lungs, intestines and stomach of the person being mummified

civil war a war fought between citizens of one country

demotic script the simplest of the ancient Egyptian scripts, which was almost like handwriting

deities gods or goddesses

delta low, triangular area where a river fans out as it nears the sea

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

hieratic script Egyptian script that was less decorative and complex than hieroglyphs

hieroglyphs pictures and symbols that represent words and sounds, used in the ancient Egyptian writing system

Inundation the seasonal flooding of the Nile

mercenaries people who fight for a foreign country for money or other rewards

Mesopotamia the land where it is believed the first human civilisations were developed; includes parts of modern Iraq, Turkey and Syria

mummy body that has been embalmed

natron a mineral salt used to dry out dead bodies

papyrus paper made from crushing reeds

sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

shadoof irrigation device used to lift water from the river

stalemate a situation in a contest or conflict in which neither side can defeat the other

Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

vassal state a state whose ruler recognises another, more powerful ruler as his overlord

5.16 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz online only

Short answer quiz

1. What do we call the main kingdoms and periods of ancient Egyptian history?
2. What would an ancient Egyptian do with a shadoof?
3. During which period or kingdom did the Egyptians build the pyramids?
4. How did they build the pyramids?
5. What was a 'book of the dead'?
6. How did ancient Egyptians make mummies?
7. What was the job of a scribe?
8. What happened in the Valley of the Kings?
9. According to ancient Egyptian beliefs, what happened after death?
10. Why was Egypt often at war with its neighbours?

Apply your understanding

11. Work in groups to conduct research and prepare a PowerPoint presentation on *one* of the following topics.
 - Egyptian architecture, including the pyramids, fortresses and the Sphinx
 - The treasures of Tutankhamen's tomb
 - The treasures of the Egyptian Museum
 - The importance of the Rosetta Stone
12. Look closely at **Source 1** (the section of the obelisk). During the time of the Roman Empire it was taken from Egypt and placed in a public area in Constantinople (now Istanbul).
 - (a) Referring to the symbols in subtopic 5.8 Write like an Egyptian, see if you can identify some of the hieroglyphs.
 - (b) What does the transporting of this enormous obelisk from Egypt to Constantinople suggest about Roman attitudes to Egyptian culture?
13. Describe what you see in **Source 2**. Refer back to subtopic 5.6 and explain why the Egyptians mummified cats.

SOURCE 1 A section of a huge Egyptian obelisk engraved in neat hieroglyphs



SOURCE 2 Wrappings for the mummies of cats



Go online to access additional end of topic resources such as interactivities and printable worksheets.

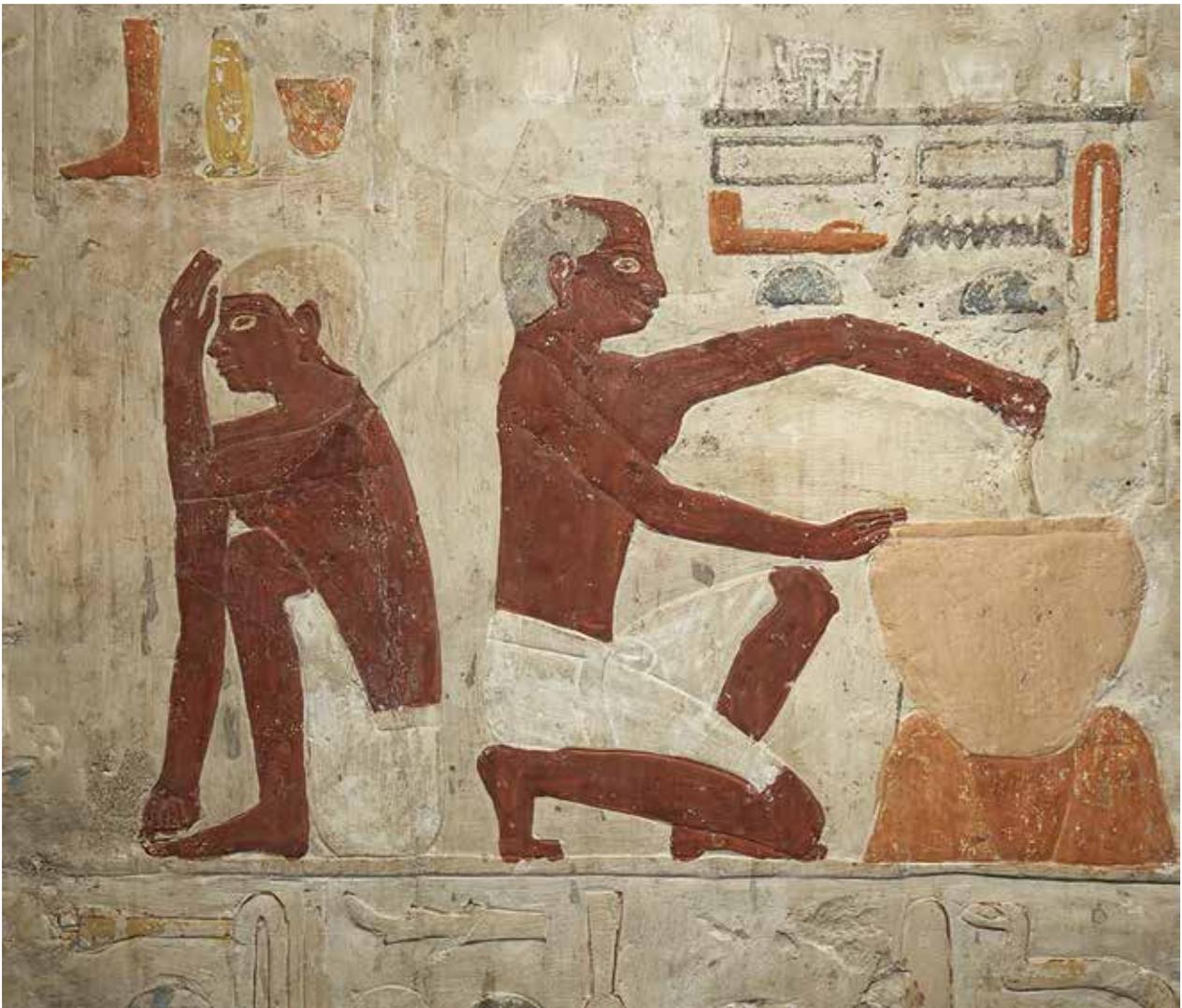
✦ **Try out these interactivities:** Ancient Egypt interactive timeline (int-2936)
Ancient Egypt interactive crossword (int-6022)

📄 **Complete these digital docs:** Worksheet 5.9: Crossword
Worksheet 5.10: Summing up
Worksheet 5.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did ancient Egypt's natural environment influence its civilisation?
2. How was ancient Egypt organised and ruled?
3. What was the influence in ancient Egypt of religious ideas and beliefs about an afterlife?
4. What can ancient sources tell us about life in ancient Egypt?
5. What are the legacies of ancient Egypt?



TOPIC 6

Ancient Greece

6.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

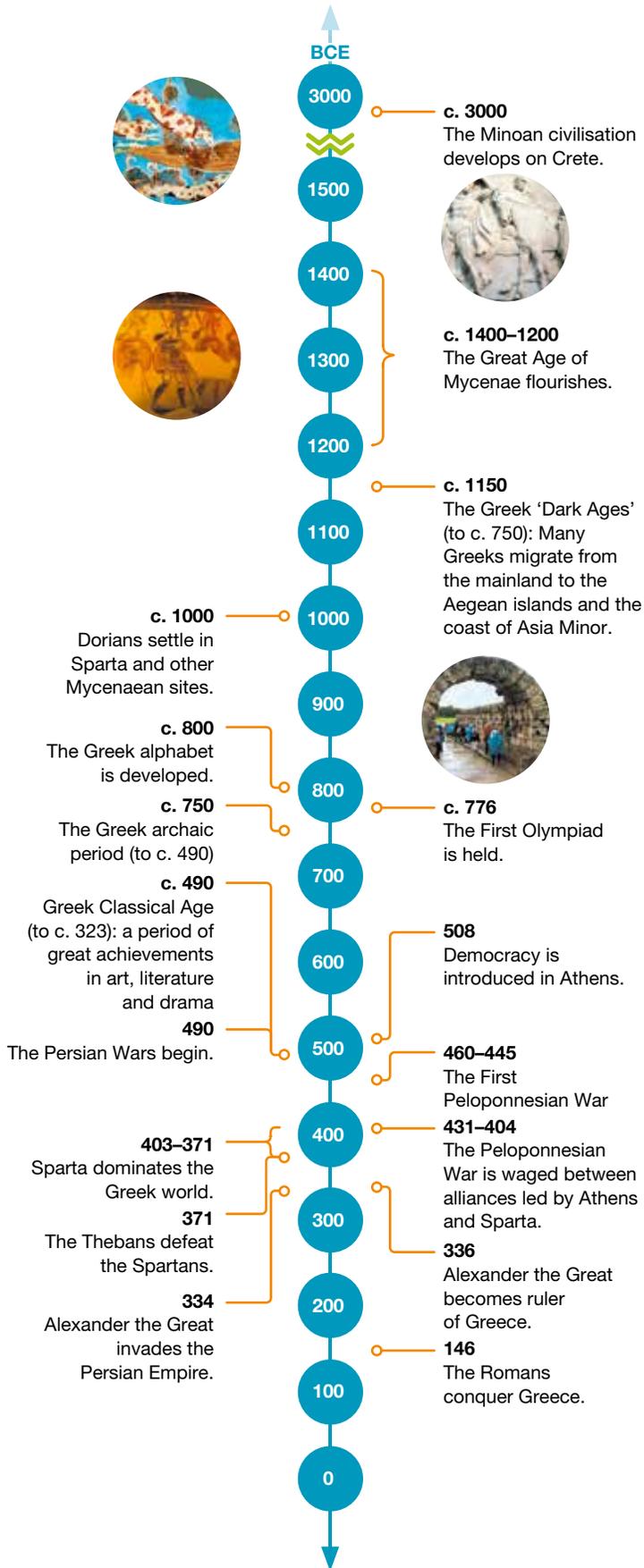
6.1.1 Links with our times

In 2004 the Summer Olympic Games, officially known as the XXVIII Olympiad (28th Olympiad), were held in Athens, the capital of modern Greece. Its motto, *Welcome Home*, was chosen because Greece was the birthplace of the Olympics. According to Greek tradition, the first ancient Greek Olympics were staged in 776 BCE. As we will see in this topic, the Olympics are far from being our only legacy from Greece. Greeks have settled in many places, bringing their culture with them. More people of Greek descent live in Melbourne than in any city except Athens. Much more importantly, many ancient Greek ideas were handed down to the present through other cultures. Ancient Greek influences are all around us. In the twenty-first century our lives are still influenced by ideas that emerged in Greece thousands of years ago. These include political ideas, games, drama, myths, building styles, and even mathematics and science.

SOURCE 1 The Olympic flame burns at the end of the Opening Ceremony of the Athens 2004 Olympic Games



SOURCE 2 A timeline of ancient Greece



SOURCE 3 Olympia in Greece



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. How did the environment of ancient Greece influence its civilisation?
2. How were ancient Greek societies organised and ruled?
3. What were the main beliefs, values and cultural achievements of the ancient Greeks?
4. What conflicts took place within Greece and between Greek city-states and other societies?
5. What can ancient sources tell us about life in ancient Greece?
6. What have been the legacies of ancient Greece?

Starter questions

1. What can you see in **Source 1**, the picture from the Athens 2004 Olympics, that would not have existed in the ancient Greek Olympics?
2. In what ways do you think immigrants from Greece have influenced Australia?
3. The ancient Greeks were very interested in geometry. Can you think of one of their ideas that we still use in geometry?
4. What do you think 'democracy' means?

learn on RESOURCES — ONLINE ONLY

Complete this digital doc: Worksheet 6.1: Timeline exercise

6.2 How do we know about ancient Greece?

6.2.1 Evidence of ancient Greece

Every year millions of people visit Greece to marvel at the many surviving traces of its ancient civilisation. These include the shells of magnificent buildings such as the Parthenon and Erechtheion on the **Acropolis** of Athens, and the National Archaeological Museum, which holds the world's largest collection of ancient Greek artefacts. They also visit the extensive ruins of the original Olympic games at Olympia and other sites such as the god Poseidon's temple at Sounion and the sanctuary at Delphi, which the ancient Greeks called the 'navel of the Earth'. There are also great collections of Greek art in other parts of the world, including the famous Parthenon Marbles, which were taken from the Parthenon by the British diplomat Lord Elgin more than two hundred years ago and are now displayed in the British Museum in London.

SOURCE 1 Some of the many marble sculptures that once adorned the Parthenon in ancient Athens



SOURCE 2 Mycenaean soldiers painted on pottery. Mycenae was the earliest civilisation on the Greek mainland.



SOURCE 3 A theatre mask used in performances of plays in ancient Athens



Written sources

The Greeks also left many written records. Ancient Greek writers are still read today. Among the best known are the works of the epic poet Homer, the historians Herodotus (c. 484–425 BCE) and Thucydides (c. 460–403 BCE), the philosophers Plato (c. 428–348 BCE) and Aristotle (c. 384–332 BCE), and playwrights such as Aeschylus, Sophocles (c. 495–405 BCE). Their works and other written records add much to our understanding of ancient Greece.

SOURCE 4 The excavated remains of an ancient Greek amphitheatre in Aphrodisias on the Turkish coast. It was in open-air theatres like this that ancient Greek actors performed.



6.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is the main reason that millions of people visit Greece each year?
2. List three Greek writers whose works are still read today.
3. Where was the original Olympic Games held?
4. What was the earliest civilisation on the Greek mainland called?
5. Who was Herodotus?

Apply your understanding

6. Look closely at **Source 1**.
 - (a) Describe the details of the scene depicted in this sculpture.
 - (b) What opinion could you form from this source about the artistic skills of ancient Greek sculptors?
 - (c) Use this source to develop a hypothesis about the wealth and values of ancient Athens.
7. What do you think we might learn from **Source 2** about:
 - (a) the skills of Mycenaean potters
 - (b) the arms and armour of Mycenaean soldiers?
8. What kind of character do you think the mask shown in **Source 3** was meant to represent?
9. Design a mask to represent a different kind of character. Use plasticine or other suitable material to make this mask.
10. Write a short summary of what you have discovered about ancient Greece from the four sources in this subtopic.

6.3 The Minoans and Mycenaeans

6.3.1 Minoan civilisation

Civilisation in Greece began before 3000 BCE when people started to grow crops and herd animals on Crete, the largest of the Greek islands. The archaeologist Arthur Evans was the first to excavate their cities. He called these people Minoans after their legendary King Minos.

By about 2500 BCE the Minoans had built towns. They had also learned to make tools, weapons and ornaments from bronze and to create beautiful pottery. The main Minoan city, Knossos, dates from about 1900 BCE. The walls of the buildings in Knossos were decorated with scenes of Minoan life, including athletes leaping and performing acrobatics on the backs of wild bulls (see **Source 1**).

Around the time that Knossos was built the Minoans were building palaces and most Minoans were living in large coastal towns. These were probably centres of their extensive sea trade. There is evidence that the Minoans set up trading bases on several Greek islands and exchanged goods with Egypt, Syria and other civilisations. The Minoans used a written language we call Linear A. It disappeared suddenly about 1450 BCE and it is still not understood. Around 1700 BCE the Minoan cities were destroyed following the eruption of a volcano on the island of Santorini, which triggered a massive tsunami. The cities were rebuilt but were destroyed again by earthquakes in about 1450 BCE.

SOURCE 1 A fresco (wall painting) from Knossos showing young Minoan men and women leaping on the back of a bull



SOURCE 2 Crete, Greece and Egypt at the time of the Minoan and Mycenaean civilisations



6.3.2 The Mycenaean

During the fourteenth century BCE, the Minoans' peaceful civilisation appears to have been overrun by the more warlike Mycenaean of mainland Greece.

Most archaeologists believe that by about 1375 BCE Mycenaean invaders from small kingdoms such as Mycenae, Athens and other hilltop cities on the Greek mainland had conquered the Minoans. Mycenaean civilisation flourished between about 1400 BCE and 1200 BCE. The Mycenaean were great sea-farers and traders and were highly skilled in the use of bronze. They appear to have copied some aspects of Minoan culture. Their warrior ruling class lived in palaces and enjoyed music, dancing and sport.

The Mycenaean spoke an early form of Greek. Their written language, which we call Linear B, has been translated since its code was cracked in 1952. The earliest Mycenaean stories to appear in written sources are Homer's *Iliad* and *Odyssey*. These epic poems had been handed down by word of mouth for centuries before they were written down. The *Iliad* tells the story of how in about 1200 BCE the Mycenaean laid siege to, and finally captured and destroyed, the city of Troy in Anatolia (present-day Turkey).

SOURCE 3 A scene from one of the wall paintings found at Tiryns, a Mycenaean site from the fourteenth to thirteenth centuries BCE



6.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. For approximately how long did Minoan civilisation exist?
2. What was unusual about the way the Minoans decorated their palace walls?
3. What appear to be the reasons for the collapse of Minoan civilisation?
4. Who were the Mycenaeans?
5. What role might they have played in the destruction of Minoan civilisation?

Apply your understanding

6. Study **Source 1**.
 - (a) Describe what appears to be happening in this scene.
 - (b) Do you think the Minoans really did this for sport or could there be some other explanation?
 - (c) Give reasons for your answer to part b.
7. Using the **Source 2** map, explain how the location of Crete would have helped the Minoans to become great traders.
8. Using **Source 3** as your evidence, what might it be possible to say about Mycenaean culture and art?
9. Working in small groups, decide on three historical questions you would ask about **Sources 2** and **3**. (It will help if you refer to subtopic 6.8 SkillBuilder: Using ancient Greek primary sources.)

6.4 The rise of the Greek city-states

6.4.1 The Greek 'Dark Age', c. 1150–750 BCE

From their heavily fortified cities, the Mycenaean kings dominated the south of Greece from around 1600 BCE to 1200 BCE. But soon after 1200 BCE Mycenaean culture suffered a sudden and violent collapse. This was followed by the Greek 'Dark Age', which lasted almost four hundred years. We know very little about ancient Greece between 1150 BCE and the development of the Greek alphabet around 800 BCE.

From about 1150 BCE, Mycenaean palaces were looted and burned and, apart from Athens, nearly all the Mycenaean **citadels** were abandoned. Much of southern Greece was taken over by the **Dorians**, a less civilised people from northern Greece. Yet there is evidence that the Mycenaean kingdoms had collapsed even before the Dorians moved south, possibly as a result of civil wars. We have very little evidence for what happened during the Dark Age that followed, as the skill of writing disappeared. During this time the **Iron Age** reached Greece and many Greeks migrated to the islands of the Aegean and the coast of Asia Minor (modern Turkey), possibly fleeing from violent conflicts.

SOURCE 1 The origins of Greece



Source: Map drawn by Spatial Vision.

6.4.2 The Archaic Period and the rise of the polis

The time between c. 750 and 490 BCE is called the Archaic Period. It describes the time leading up to the Classical Period. Many changes took place in the Greek world. **Pan-Hellenic** institutions such as the Olympic festivals came to express a common Greek culture. Around 750 BCE Greeks set up colonies in southern Italy, Sicily and even as far away as the Black Sea. This was probably because of a growing shortage of farming land on the dry, rocky mainland. By the early seventh century BCE, throughout the Greek mainland, islands and colonies a new kind of state developed. Greeks formed **poleis** — independent, self-governing city-states such as Athens, Sparta, Corinth and Thebes that often fought each other for territory.

SOURCE 2 An archaeological excavation at the site of an ancient Greek settlement in what is now the Black Sea port of Odessa, in Ukraine



SOURCE 3 Athens today as seen from its port, Piraeus. The arid mountains in the background are typical of Greece.



DID YOU KNOW?

Greece is a very mountainous land with only small areas of fertile soil scattered among the slopes. The mountains form barriers between communities, but the country's many bays and inlets mean the sea has probably always played an important role in transport, trade and communications.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Rise of Greece



6.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Suggest reasons why Greece experienced a Dark Age from about 1150 BCE.
2. What happened to the Mycenaean cities and to writing in this period?
3. Who were the Dorians?
4. To which areas did Greeks migrate during and at the end of the Dark Age?
5. What was a polis?
6. Create a timeline of the major movements of people within and out of Greece between about 1200 and 700 BCE.

Apply your understanding

7. Look closely at **Sources 1** and **3**. Note the proportion of Greece that is mountainous and the length of the Greek coastline relative to the size of Greece. Explain how these geographical features could have:
 - (a) reduced the amount of farming land in Greece
 - (b) encouraged people to emigrate from Greece
 - (c) made the Greeks dependent on sea travel
 - (d) contributed to frequent wars and lack of central rule.
8. Imagine you are living in Greece around 750 BCE. Write a speech you would give to convince your family and friends to choose to emigrate.
9. Write down four questions you would ask about **Source 2** if you were using it as evidence for a study of ancient Greek colonies.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 6.2: Getting to know Greece

6.5 Government in Athens and Sparta

6.5.1 Ancient Greek governments

Athens and Sparta were the two most powerful city-states in ancient Greece. They had many things in common with other ancient Greek city-states. For example, they generally worshipped the same gods and used the same language and alphabet. However, city-states had their own laws and traditions and their own ruling systems.

Greek city-states (or poleis) were originally ruled by kings. Later most came under the control of **oligarchies**. From the seventh century BCE many poleis were for a time led by absolute rulers called tyrants, who all the same often carried out reforms to win popular support. In most cases the aristocrats (oligarchs) eventually regained power. Then in 508 BCE Athens introduced a new system of government called **democracy**.

Athens — the roots of democracy

Democracy in Athens was at its height by the fifth century BCE. Athenian citizens decided how their city-state would be run. At meetings of the governing assembly (called the *ecclesia*), they voted on laws and elected officials.

Membership of the Council of 500 and jury courts was rotated. This meant that all citizens could participate, and no-one became too powerful. In fact, someone suspected of trying to grab power could be ostracised. **Ostracism** meant that if 6000 citizens spoke up against a man, he could be exiled from Athens for 10 years. Citizens expressed their concern by scratching the man's name on a piece of broken pottery called an *ostrakon*.

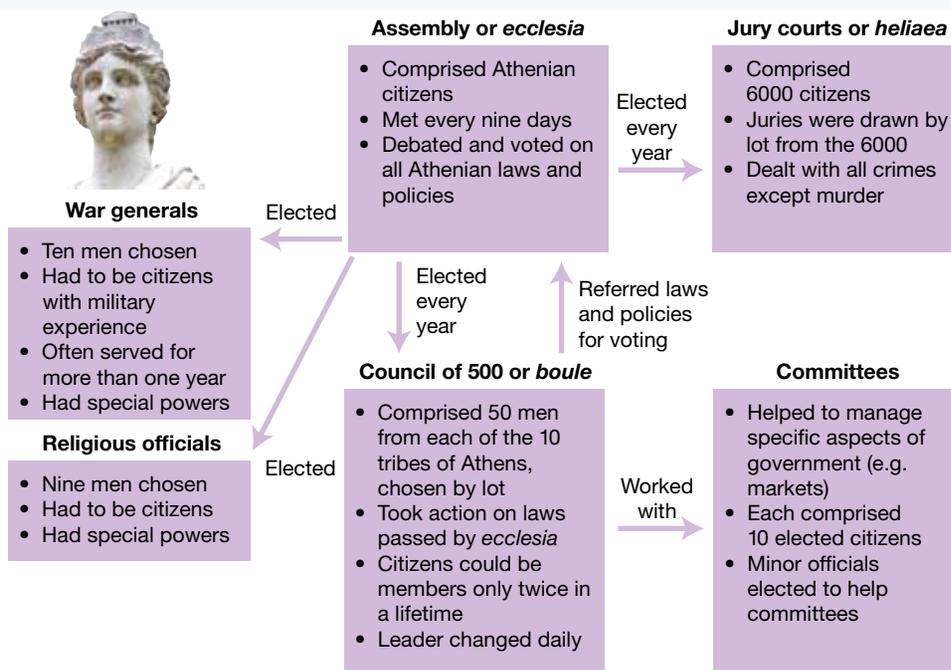
But was it democratic?

In Athens, as in Australia, only adult citizens could vote. In Australia today most people who live here are citizens. However, during the fifth century BCE, only about 45 000 of Athens' population of around 300 000 were citizens. Women and children (who made up nearly half the population), **metics** (who made up about 12 per cent) and slaves (who made up about 25 per cent) could not take part in the democratic process.

SOURCE 1 Painting of Athenian assembly after the death of Pericles in 429 BCE



SOURCE 2 Government in Athens



DID YOU KNOW?

Direct and representative democracy

All citizens were able to participate personally in the government of Athens because the citizen population was fairly small. Each citizen could discuss and vote on Athenian laws. They could also be elected to work as public officials on a fair, rotational basis. This sort of democracy is called direct democracy.

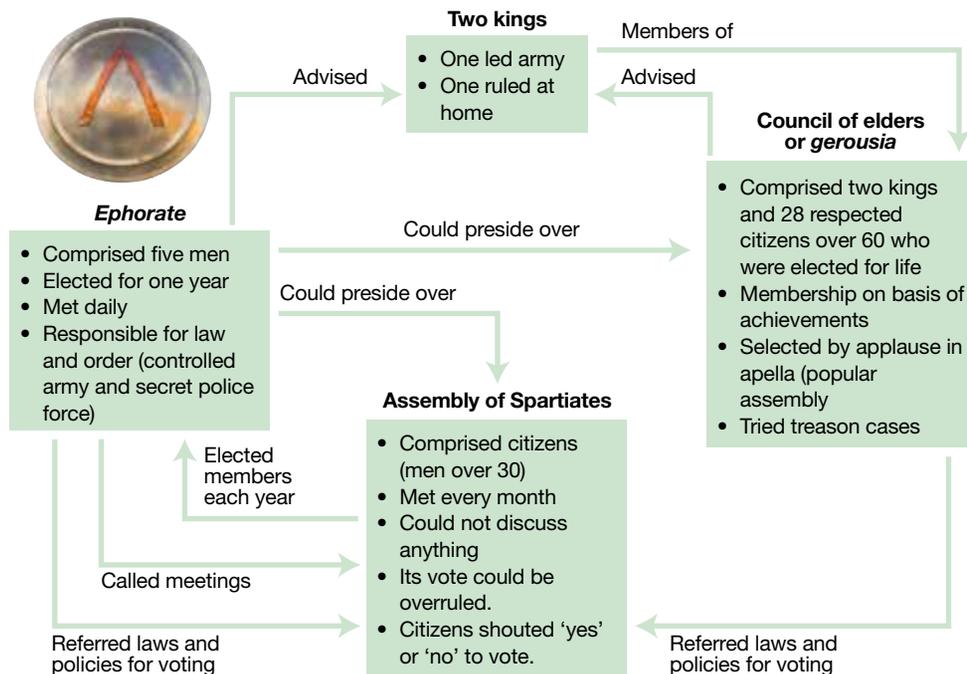
The form of democracy in Australia is called representative democracy. Australian citizens over 18 vote for politicians who they believe will best represent their or the community's interests. Generally, these representatives belong to political parties. The party or coalition winning most of the 150 seats in the federal House of Representatives (the lower of the two houses of Parliament) forms the Federal Government. The main losing party or parties form the Opposition, whose role is to critically review what the government does. The Senate comprises 76 people — 12 from each state of Australia and two from each territory. Its role is to protect state interests.

Spartan rule

Dorians settled at the site of Sparta around 1000 BCE. During the eighth century BCE, Sparta took control of the Laconian plain and conquered neighbouring Messenia. The Spartans made most Laconians and Messenians slaves, called **helots**, whom they controlled brutally.

Initially, Sparta was ruled by two kings who inherited their position. By about the end of the seventh century BCE the government had become an oligarchy. Most power was in the hands of a few families who controlled the **ephorate** and dominated the council of elders (called the *gerousia*). These two bodies decided what laws and policies the Spartan citizens in the assembly of Spartiates would vote on. Citizens could not discuss these matters. They could only shout 'yes' or 'no' to a proposal. Even if they voted 'no', this decision could be overruled.

SOURCE 3 Government in Sparta



6.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Who could be:
 - Athenian citizens
 - Spartan citizens?
- What percentage of the people who lived in Athens were citizens?
- What happened to you if you were ostracised from Athens?
- What is the difference between the direct democracy of Athens and the representative democracy of Australia? Discuss as a class which you think is best described as 'rule by the people'.
- Study **Sources 2** and **3** carefully and answer these questions.
 - How were members of the *boule* chosen?
 - Who prepared the proposed laws and policies in Athens and Sparta?
 - Why could war generals become powerful in Athens?
 - Why were the *ephorate* and *gerousia* so powerful?

Apply your understanding

6. Use **Source 1** to inspire you to write a paragraph describing what it would be like to be part of a public meeting in Athens. What would you see, hear, feel and smell?
7. Use the internet to find archaeological sources from ancient Athens and Sparta. Develop a hypothesis to explain why there are many from Athens but few from Sparta.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 6.3: Acting up in ancient Greece

6.6 The Spartans

6.6.1 A strong city-state

After brutally putting down a slave revolt in about 650 BCE Sparta became a military state, and it remained so for the next 300 years. Culture and art were no longer valued, and luxuries were despised. The main role of a Spartan man was to be a brave warrior, while the main role of a Spartan woman was to bear strong children.

Like many settlements in ancient Greece, Sparta was a city-state. This means it was a fortified centre surrounded by a town community and farmlands. The farmlands provided the produce that people needed to survive. Like all city-states, it had its own laws and form of government. The city-state of Sparta became very powerful because it was the only one with a permanent army.

SOURCE 1 As the Greek writer Plutarch notes, the main aim of boys' education was to teach them to be fierce, disciplined soldiers.

The boys learned to read and write no more than was necessary. Otherwise their whole education was aimed at developing smart obedience, perseverance under stress and victory in battle. So as they grew older they intensified their physical training, and got into the habit of cropping their hair, going barefoot and exercising naked. From the age of twelve they never wore a tunic, and were given only one cloak a year. Their bodies were rough, and knew nothing of baths or oiling.

A tough life

Sparta soon dominated the **Peloponnese peninsula**. But life in Sparta was harsh. Ancient Greek writers claimed that weak or sickly male babies were abandoned on a hillside to die of exposure. However, recent archaeological evidence casts some doubt on this story.

Boys left home at the age of seven to start their military training in barracks. Everything was geared to protecting the state — personal needs did not matter.

Spartan women

Spartan women could not become citizens, vote or hold public office. However, they could own land and represent themselves in court. There is evidence that Spartan women came to own about a third of Sparta's land and wealth because so many Spartan men were killed in battle. Like boys, they were taught to be brave and outspoken.

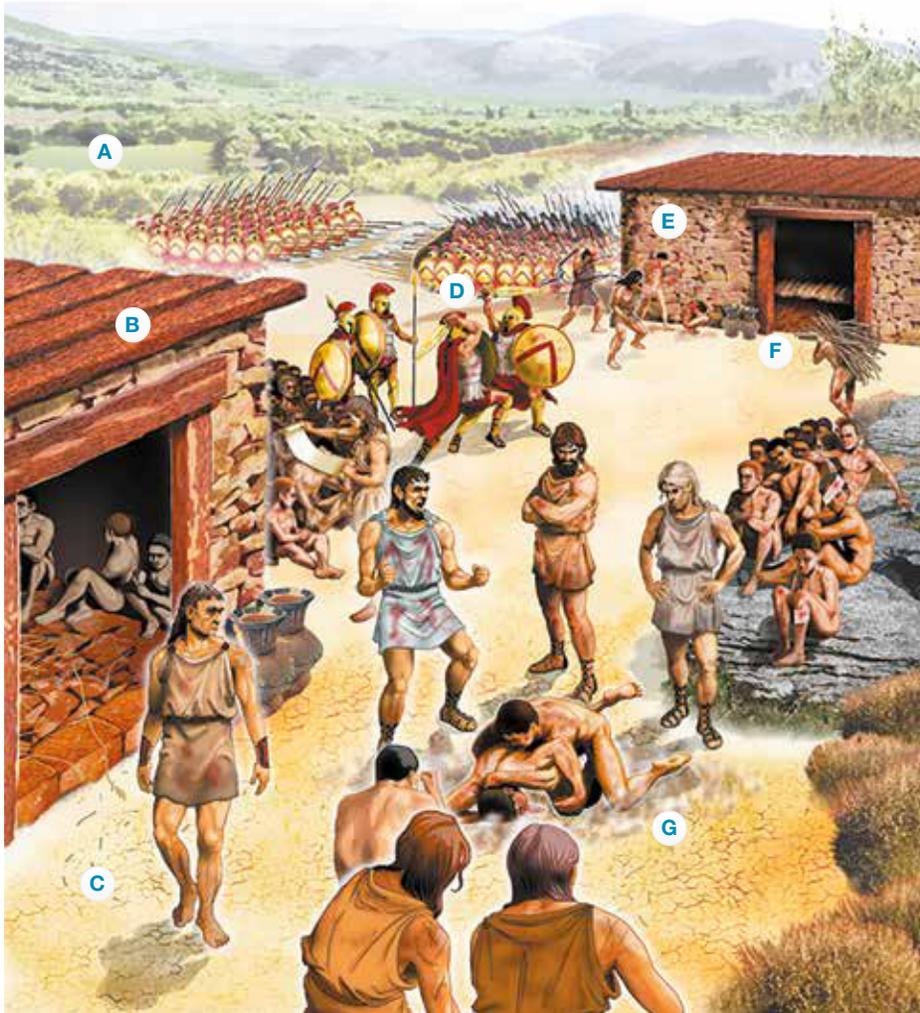
Women wore plain clothing, cut their hair short and did not wear perfume, make-up or jewellery. They trained to keep fit, and exercised and danced naked. Their role was to bear healthy children and to be tough for their men.

SOURCE 2 Spartan males lived a harsh and disciplined life, much of which was spent in military camps

A The army barracks and other Spartan settlements had no walls.

B Even after they married, Spartan men still ate in the army barracks as a member of a mess. To become a citizen, a man had to be a member of an army mess.

C Men lived in military camps until they were 30, when they could become a citizen and marry.



D Spartan soldiers grew their hair long and usually wore little clothing. However, when fighting or training, they wore armour and bright red cloaks. When in their phalanx formation, they stood close together, with shields touching and their spears jutting straight out ahead.

E Boys were often flogged to teach them to put up with pain and develop their courage. Being caught stealing was severely punished — though stealing itself was accepted.

F Beds were a bundle of long reeds, cut from riverbanks, and laid on the floor.

G In the military camps, boys and young men exercised, played war games and learned about Sparta's rules of conduct. The boys enjoyed no 'home comforts' and discipline was very harsh.

The helots and the perioeci

Unlike slaves in other Greek states, the helots were not owned by individuals. They were the property of the Spartan state, which allocated families of helots to farm the land set aside for each Spartan. Because the helots greatly outnumbered them, the Spartans lived in fear of a helot rebellion. It was probably this fear that led the Spartans to cruelly control the helots and to adopt a system that made Sparta such a harsh military state.

The **perioeci** were descended from Dorian tribes who settled in other areas around Sparta. Though perioeci men had to serve in Sparta's army if required, they were otherwise free. They were mainly craftspeople and merchants — occupations forbidden to the elite Spartans.

6.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why did Sparta need to develop such a strong army?
2. Who were the perioeci?

3. Suggest why being caught stealing was so severely punished.
4. Look up the adjective 'spartan' in a dictionary. Explain why the word today has the meaning it does.

Apply your understanding

5. Read **Source 1**. Explain how you think the hardships Spartan boys had to endure would have helped them to develop obedience and perseverance.
6. Look carefully at **Source 2**, and read the labels. Then answer the following questions.
 - (a) What did Spartan boys do to keep fit and increase their mental strength?
 - (b) Would Spartan army camps have been easy targets for an enemy? Explain.
 - (c) Why might the way Spartans lived have reduced the influence of the family? How might this have benefited the state of Sparta?
 - (d) Describe what an approaching phalanx of Spartan soldiers would look like. Why might it frighten their enemies?
7. The Nazis, who ruled Germany from 1933 to 1945, admired the Spartans. Find a short internet encyclopedia article on the Nazis and discuss as a class what they would have liked about the Spartans.

learnon RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 6.4: Analysing a visual source

6.7 Athens – wonder of the ancient world

6.7.1 Athens – a man's world

Athens was the largest of the Greek poleis. It was very different from Sparta. From the fifth century BCE it was one of the richest and most beautiful cities in the ancient world, famous for its temples, fine public buildings and love of the arts. It had theatres where plays were performed and its citizens had a high regard for learning.

The man was the important figure in Athenian life. He decided everything — when and whom his daughters would marry, and even whether or not new babies would live or die. Most girls were married in their early teens to men twice their age.

SOURCE 1 This painting from a small Greek pottery box shows a bride being escorted to the home of her new husband after a wedding feast at her parents' home.



After marrying, a man spent most of his time away from the house. He might carry out government duties, run a workshop, work out in the gymnasium, meet his friends in the **agora** for a chat or attend dinner parties. In contrast, a woman spent virtually the rest of her life in the home. She was expected to produce children, especially sons. With the help of slaves and older daughters, women ran the household.

Marriage feasts were one of the few occasions when women were able to do something other than home duties and to celebrate with their menfolk.

Education

Only boys went to school. Very privileged girls might have a home tutor to teach them to read or perhaps play the lyre. Boys started school — a dawn-to-dusk affair — at around the age of seven. Their teachers read to them from papyrus scrolls, and the boys learned how to write on a wooden-framed slate (a fine-grained stone that easily splits into sheets) coated with wax. They were also taught reading (including poetry), maths, music and physical fitness.

6.7.2 Housing, public life and entertainment

Though most Athenian houses had two storeys, they were fairly small. Wealthy Greeks did not usually build impressive mansions, as most used their spare money to fund athletic and religious events. The home of a wealthy Greek family might have a central courtyard, a bathroom and a stone floor, rather than one made from packed earth. Apart from this, there was little difference between a mansion and the homes of poorer people.

Athenian houses were made of sun-dried bricks. All rooms faced inwards and were usually fairly dark, airless and smoky spaces. This was because windows were small and set high, and open fires were often lit indoors. Furniture was sparse, with household items mostly stored on the floor or hung from nails in the wall.

Men and women had separate living areas. The women's area was as far away as possible from the entrance and public areas of the house. It was forbidden to strangers and was often very dark.

Only men could become citizens. Women generally had no legal or political rights. They could not hold public office or go shopping. They could, however, take part in some religious festivals and rituals.

Men's banquets were an important and common part of daily life. Slaves removed guests' sandals when they arrived and washed their feet. Lying around on low couches, the men enjoyed food such as fish fried in olive oil, boiled vegetables, cheese made from goats' milk, bread, figs, dates and grapes. They ate with their fingers, drinking wine mixed with water.

The fifth century BCE was the peak of the Golden Age of ancient Greece. By this time, Athens was a wealthy city with a stable democracy, strong trade links, a thriving culture and a keen sense of civic pride.

SOURCE 2 One of the few regular trips women could make outside the home was to collect water from public fountains near the agora. They carried the water in an **amphora**.



SOURCE 3 After a meal, men relaxed by telling jokes and riddles and playing musical instruments. Sometimes they might be entertained by singers, dancers, musicians or gymnasts.



6.7.3 Athens — a city of beauty and bustle

Like most other city-states, Athens had a prominent acropolis at the centre of its cluster of houses and a large agora (or marketplace). It was surrounded by a large area of open country.

The Acropolis

During this time, elegant buildings were erected on the Acropolis in Athens — a large, rocky hill about 150 metres high. The largest of these was the **Parthenon**, a temple dedicated to the goddess Athena. She was the city's patroness and protector in time of war.

The Parthenon was decorated with many beautiful sculptures as well as with carved panels of the gods, battles and festivals. During the early nineteenth century, many of these carved panels were removed, cut into pieces and shipped to Britain by Lord Elgin. He was at that time the British Ambassador to the Turkish Empire, of which Greece had been part for over a thousand years. Today more than half of the surviving panels are in the British Museum. The Greek government is trying to get these 'Parthenon marbles' back.

SOURCE 4 Work on the Parthenon started in 447 BCE and took 25 years to complete. Much of the building was destroyed in 1687. It was then being used by the Turks to store gunpowder, which exploded under enemy attack.



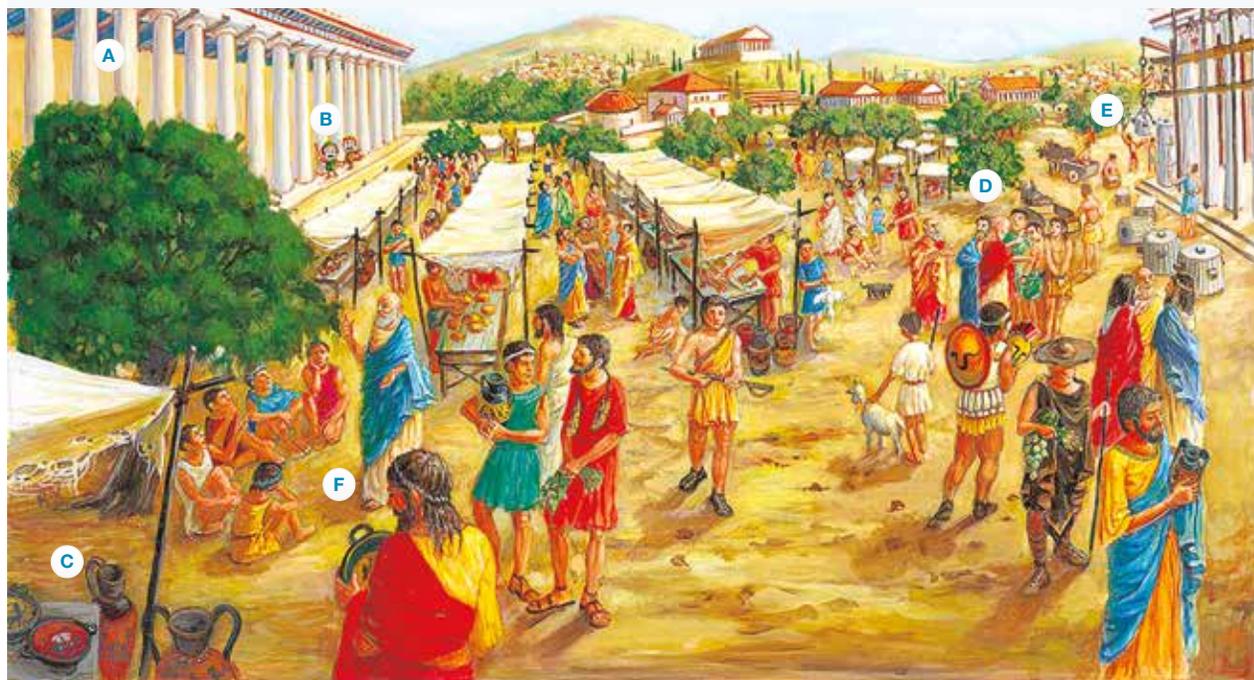
The Agora

Below the Acropolis was the Agora. This large tree-filled square, framed by public buildings, was the place where everything happened. It was the city's centre of government. It was also the place to buy goods such as food, animals, furniture, jewellery, musical instruments and pots. Men went there to shop, learn more about new ideas, watch plays and chat with their friends. Women were rarely seen.

Attica

Most of the population of Athens lived in Attica (the surrounding countryside that was ruled by Athens). Although many were farmers, the generally dry and rocky landscape meant crops such as grain were not always easy to grow. So Athens imported grain from places like Egypt and Sicily. It also imported timber and metals. On the other hand, crops such as olives, figs and grapes grew well. The export of goods such as olive oil and wine made Athens very wealthy.

SOURCE 5 The agora was the political, legal, commercial and social heart of the city in ancient Greece.



A Public buildings surrounding the Agora in Athens included the law courts (*Heliæa*), the mint, the military headquarters (*Strategeion*) and the *Bouleuterion* (meeting place of the Council of 500).

B Plays were first held in the Agora and later in special amphitheatres. They began as religious ceremonies in honour of the Greek god Dionysus. He was the god of wine and merriment.

C Athenian pots were usually decorated with detailed scenes of daily life and with the stories of myths and legends.

D Slaves were bought and sold in the Agora. A highly skilled slave might cost 6000 drachma; a simple wooden couch might cost 20 drachma. A drachma was the main silver coin of the ancient Greeks. Before coins were introduced, goods in ancient Greece were bought and sold by bartering.

E To build columns, ropes and pulleys were used to hoist blocks of stone into position. Metal rods joined each block to the one above and below.

F The mass of men provided an audience for philosophers such as Socrates. Works by philosophers such as Plato (Socrates' star pupil) and Aristotle (a follower of Plato) have been translated into English.

6.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Describe the life of Athenian males.
- Describe the role of women in Athenian society.
- List three things that women in western countries can do now that Athenian women couldn't.
- Explain why Athens in the fifth century BCE was said to be in its 'Golden Age'.
- What are the Parthenon Marbles and why do you think they are so important to the Greek government?

Apply your understanding

- Look at **Source 1**.
 - What similarities and differences do you see between Athenian wedding ceremonies then and weddings today?
 - Which is the groom? How can you tell this?
 - What is the person behind the chariot carrying? Suggest a reason for this.
 - Do you think the couple getting married is rich or poor? Explain your answer.
- Refer to **Source 2**, which shows Athenian women collecting water.
 - How are the amphoras filled with water?
 - How do we know the woman second from the right has yet to fill her amphora?
 - Describe what this illustration tells you about the clothing and hairstyles of Athenian women.
- Write down what you see in **Source 3**. Why do you think only men are shown in this scene?

9. Look carefully at **Source 4** and use clues from **Source 5** to explain how the ancient Greeks built the temple's supporting columns.
10. Study **Source 5**.
 - (a) In two columns make a list of similarities and differences between the activities taking place in the Agora and what you would see in a modern market.
 - (b) Why are there no women in this scene?
11. Imagine that you are a newly married woman. Write a song, poem or letter to your parents, describing what your new home and life are like.
12. Working in a group, using PowerPoint or a word processing program, design either a presentation or a series of posters to show various aspects of Australian life today. Use a minimum of five images. For each image, come up with a heading, such as 'Free education is available to all children'. After the class has viewed your presentation or posters, make a list of similarities or differences between life today and life in ancient Athens.
13. Working in small groups, use your library and the internet to find out what arguments have been put for and against returning the Parthenon Marbles to Greece. After studying these arguments, give a short presentation to the class stating your opinion on this issue.

learn on RESOURCES — ONLINE ONLY

 Explore more with this weblink: British Museum 1

6.8 SkillBuilder: Using ancient Greek sources

6.8.1 What are our main ancient Greek primary sources?

Ancient Greek primary sources include pottery, tombs, temples, fortifications, weapons, tools, coins, theatres and written records. They also include artworks such as statues and other sculptures in stone and bronze and paintings that decorated vases and other types of pottery.

The importance of analysing ancient Greek sources

Almost all our knowledge of ancient Greece comes from primary sources. Works of art tell us much about ancient Greek culture, especially its myths and religious ideas. Buildings and sculptures tell us about technology, skills and values. Written records tell us about Greek ideas about politics, science and a vast range of other subjects.

6.8.2 How to analyse ancient Greek sources

When you study a primary source you need to think carefully about the clues it provides. You need to ask questions such as:

1. Who wrote or created it?
2. Why was it written or created?
3. What does it say or show?
4. What does it tell us about the ancient Greeks?
5. What conclusions can we draw from it about ancient Greek society?

Ancient writers and many later historians have regarded Spartans as tough soldiers who would die fighting rather than surrender or run from battle. **Sources 1** and **2** are relevant to this issue.

The five questions have been applied to **Sources 1** and **2**.

SOURCE 1 A sixth-century BCE Spartan cup showing Spartan soldiers returning from war carrying a slain comrade



Source 1

1. *Who wrote or created it?* We do not know who made it but we know it was created in the sixth century BCE in Sparta.
2. *Why was it written or created?* Although made to be a cup, its main purpose was probably decorative rather than practical.
3. *What does it say or show?* It shows Spartan soldiers carrying the body of a comrade killed in battle.
4. *What does it tell us about the ancient Greeks?* It indicates that Spartans honoured those killed in battle.
5. *What conclusions can we draw from it about ancient Greek society?* The Spartans regarded fighting bravely and dying in battle as great virtues.

Source 2

1. *Who wrote or created it?* Thucydides, a famous Athenian general and historian, wrote it.
2. *Why was it written or created?* Thucydides wrote a history of a conflict that divided the Greeks for many years.
3. *What does it say or show?* It tells of an occasion when a force of Spartan soldiers surrendered to Athenians, rather than fighting to their death.
4. *What does it tell us about the ancient Greeks?* It provides evidence of the Peloponnesian War and an event during that conflict.
5. *What conclusions can we draw from it about ancient Greek society?* We might conclude that Spartans were not always as stubbornly heroic as many liked to think they were.

SOURCE 2 Written by the Athenian general and historian Thucydides (c. 460–403 BCE) in his book *History of the Peloponnesian War*. Thucydides described the surrender of a force of 120 Spartans in the seventh year of this war between Athens and Sparta.

[An announcement] was ... made, to know if they [the Spartans] would surrender themselves and their arms to the Athenian ... [Hearing] this offer, most of them lowered their shields and waved their hands to show that they accepted it. Hostilities now ceased ... after consulting together they surrendered themselves and their arms ...

Nothing that happened in the war surprised the Hellenes [Greeks] so much as this. It was their opinion that no force or famine could make [Spartans] give up their arms, but that they would fight on ... and die with them in their hands: indeed people could scarcely believe that those who had surrendered were of the same stuff as the fallen.

6.8.3 Developing my skills

Ancient writers and many later historians have regarded Spartan women as being as tough as Spartan men. **Sources 3** and **4** are relevant to this issue. Use the five questions to analyse these two sources.

SOURCE 3 From Plutarch, *Moralia, III, Sayings of Spartan Women*, 241. Plutarch lived around 46–120 CE. Although born in Athens, he was an admirer of Sparta, but he was writing many centuries after the events he described.

Another Spartan woman killed her son, who had deserted his post, because he was unworthy of Sparta. She declared: 'He was not my offspring ... for I did not bear one unworthy of Sparta.'

Another, hearing that her son had fallen at his post, said: 'Let the cowards be mourned. I, however, bury you without a tear, my son and Sparta's.'

As a woman was burying her son, a shabby old woman came up to her and said, 'You poor woman, what a misfortune!' 'No, by the two goddesses, what a good fortune,' she replied, 'because I bore him so that he might die for Sparta and that is what happened for me.'

Another woman handed her son his shield, and exhorted him: 'Son, either with this or on this.'*

* To run from battle a soldier would have to throw away his heavy shield. A soldier who was killed in battle would be carried home on his shield.

SOURCE 4 A bronze figure of a running girl (c. 520–500 BCE), believed to have been made in or near Sparta



6.9 Myths, gods and oracles

6.9.1 Greek myths

The ancient Greeks lived in about a hundred separate city-states that often fought each other. But they had many things in common that gave them a sense of shared identity. They all spoke dialects of the Greek language. They also shared the same myths, worshipped the same gods and took part in the same festivals to honour these gods.

In common with people in many societies, the early Greeks had their myths, which were handed down from one generation to the next through epic poems recited by storytellers. From about 800 BCE these stories were written down. Homer's *Odyssey* and *Iliad* are the two best known of these epics. The *Iliad* tells the story of the siege of Troy. The *Odyssey* follows the 10-year homeward journey of Odysseus, hero of Troy, and his encounters with many strange creatures and great dangers. In these mythical stories, the gods behave like people, often taking sides in human conflicts.

6.9.2 The gods of Mount Olympus

The Greeks believed their lives were controlled by the many gods who lived on Mount Olympus in the north of Greece. These gods were **immortals** but they had all too human weaknesses. The chief god was Zeus. The other gods were his brothers, sisters, sons and daughters. Each was responsible for a different aspect of human life.

- Hera, Zeus's wife, was patroness (protector) of marriage and children.
- Ares was the god of war.

SOURCE 1 A relief sculpture from mid-fourth-century BCE Athens depicting two Amazons fighting a Greek warrior. In Greek mythology, the Amazons were a nation of female warriors. They were often depicted in battles with Greeks.



SOURCE 2 A **metope** from the Temple of Zeus at Olympia. The scene tells part of the myth of the 12 labours of Heracles (Hercules). It shows Atlas offering Heracles the apples of the Hesperides while Heracles and Athena hold up the sky and the world.



- Artemis was patroness of hunting and wild animals.
- Dionysus was the god of wine and pleasure.
- Athena was the goddess of wisdom.
- Hephaestus was the god of fire.
- Hermes was the messenger of the gods.
- Apollo was the sun god and god of law.
- Aphrodite was goddess of love and beauty.
- Poseidon was god of the sea.
- Pluto was god of the underworld.

These were the most important gods, but there were others, and there were many mythical heroes who were not immortals but had powers beyond those of ordinary people.

DID YOU KNOW?

In Greek **mythology**, the hero Heracles was not a god, but he was so strong that the gods sometimes depended on his strength. When he was still a baby, he strangled poisonous snakes. As a youth, he killed a ferocious lion. As a man he performed legendary feats that included abducting Cerberus, the three-headed hound that guarded the underworld. For a time he also held up the sky, which was normally supported by Atlas. His death came as a result of a trick played on him. He put on a poisoned robe that caused such pain that he threw himself onto a fire. The gods then took him up to dwell with them on Mount Olympus.

The oracles — messages from the gods

In our own times some people still believe in fortune tellers. Similarly the ancient Greeks believed in oracles. An oracle was a place where people could question the gods about the future. It was also a message from the gods in answer to such a question. The most important oracle was at Delphi (see the map in Section 6.4). According to myths, Delphi was the ‘navel of the world’ so the Greeks built a sanctuary there. Any Greek who went to Delphi to consult the oracle had to pay a fee, sacrifice a goat and look for **omens** in its **entrails**. They would then ask questions of a priestess called the Sybil. The priests of Apollo would translate the Sybil’s answers but they were usually vague enough to have many possible meanings.

SOURCE 3 From *The Persian Wars*, by the ancient Greek historian Herodotus

... the Athenians, anxious to consult the oracle, sent their messengers to Delphi ... [They] went back with it to Athens. When, however, upon their arrival they produced it before the people, and inquiry began to be made into its true meaning, many and various were the interpretations which men put on it.

6.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a list of things that the people of the Greek city-states had in common.
2. How do you think these things would have contributed to a Greek sense of identity?
3. Write a short paragraph explaining why the Greeks consulted oracles.

Apply your understanding

4. Suggest reasons why the scene in **Source 1** was a popular theme in Greek art.
5. Identify the three figures in **Source 2**.
6. Study **Source 3**.
 - (a) What can you tell from this source about the types of answers given to questions put to the oracle at Delphi?
 - (b) Why might these types of answers have been given?
 - (c) What similar kinds of fortune-telling still happen in our time? Give examples.
7. Use your library or the internet to research a Greek myth related to the scene in **Source 1** or **2**. Write a short summary of the myth and tell it to the class.

6.10 The Olympic Games

6.10.1 The Olympic Games

For modern athletes, the most important competition is the Olympic Games, which attracts top competitors from all over the world in a huge range of sports. These sports include running, high jump, swimming, soccer and discus throwing. For any modern athlete, to represent his or her country at the Olympic Games is considered the greatest honour. To win a medal at the Olympic Games is usually the peak of a top athlete's career. The idea for the modern games was taken from ancient Greece, but in many ways the ancient games were very different from those of today.

The ancient Olympics

The ancient Greek city-states had many religious festivals but the most important of them was held every four years at Olympia, in the city-state of Elis, to honour the god Zeus. The Greeks regarded 776 BCE as the year of the first **Olympiad**. By the sixth century BCE the Olympic festival attracted competitors from all over the Greek world. During each Olympiad a truce was declared between any city-states that were in conflict. As the Greeks were scattered over mainland Greece, the islands and colonies, these festivals contributed to a common sense of Greek identity. The Olympic festival continued to be held until 393 CE, when it was abolished by the Christian Roman emperor Theodosius I, who was opposed to all pagan festivals.

SOURCE 1 From *History of the Peloponnesian War*, by the contemporary historian Thucydides

This summer were celebrated the Olympic Games ... The Spartans were refused access to the temple by the Eleians and so prevented from sacrificing and competing in the games. This was because the Spartans had not paid the fine which had been imposed upon them by the Eleians according to the Olympic law. The Eleian case was that the Spartans had made an attack ... and had sent **hoplites** of theirs into Lepreum during the period of the Olympic truce.

The events

The main events in the ancient Olympics were running races. These included the stade (a sprint), the dolichos (a long distance race) and a race in which the competitors ran in leg guards and helmets carrying their shields. Other events included boxing, wrestling and the pankration.

The pentathlon was the highlight of the festival. It included discus throwing, long jump, javelin throwing, running and wrestling. When chariot racing was added to the Olympics it became the most spectacular of all events, with up to forty chariots racing and turning at high speeds. The city-states gave many rewards to their athletic heroes but crowns of olive leaves were the only official Olympic prizes.

SOURCE 2 A fifth-century BCE Athenian vase depicting the pankration, a form of wrestling in which the only banned tactics were biting and eye-gouging



SOURCE 3 The entrance to the ancient stadium at Olympia. The arch was added by the Romans.



DID YOU KNOW?

Games were the main part of the ancient Olympic festival, which began with a religious ceremony and lasted five days. For the amusement of the crowds there were also acrobats, plays and sideshows. As the ancient games expanded, new events were added, including poetry and music competitions. Merchants attended the games to sell souvenirs. Athletes competed naked and only men were allowed to take part in the events. At first, women were not even allowed as spectators, although this changed later.

6.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a list of the differences between the ancient Greek Olympic Games and the modern Olympics. You could organise your notes under the following headings.
 - (a) Locations where the games are held
 - (b) Nationalities of the athletes
 - (c) Events
 - (d) Rewards for winners and place-getters
 - (e) Purpose of the Olympics
 - (f) Period of time from the beginning to the end of one Olympic Games
 - (g) Who could compete

Apply your understanding

2. What does the inclusion of a race in armour, a fight with no rules (see **Source 2**) and a chariot race suggest could be one possible purpose of the ancient Olympics?
3. From **Source 1**, what conclusions can we reach about the reasons why any city-state could be excluded from the ancient Olympics?
4. Think of three historical questions you could ask about **Source 3**.
5. Work in groups to find out why any modern country has been excluded from the Olympics or has chosen not to take part in them. You can find information on this issue on the internet. Present your findings to the class.
6. Are there any similarities in the reasons you found in your answers to activities 3 and 5?
7. Use **Source 2** and your imagination to write and present a sports commentary on the pankration.

 Explore more with these weblinks: The Ancient Olympics
Brian Mac
Der Spiegel

6.11 Greeks, Persians and Alexander the Great

6.11.1 The Persian Wars

The city-states of Greece were often at war with each other, but most of them united when the mighty Persian Empire attacked Greece in 490 BCE and again in 480–479 BCE. In the following century Greece was again invaded, but this time by their northern neighbours the Macedonians, who would soon set out to conquer the known world.

In the Persian Wars, between 499 and 479 BCE, the armies of the Greek city-states defeated the much larger forces of the mighty Persian Empire and saved Greece from being taken over by Persia.

The Persian Wars begin

In ancient times Persia was the land we now call Iran. Under Cyrus the Great (559–529 BCE) and his successor, Cambyses, the Persians won a great empire that included Anatolia (modern Turkey), Palestine, Syria and Egypt. In 499 BCE the Greek cities of Anatolia, with help from Athens, revolted against their Persian overlords. The revolt failed and Persia seized the offshore Greek islands.

The Battle of Marathon

To punish Athens for supporting the rebellion, King Darius I of Persia sent a fleet to invade the Greek mainland in 492 BCE, but the fleet was wrecked in a storm. Still Darius demanded that the Greeks submit to him. When Athens and Eretria refused, Darius sent another fleet carrying a large Persian army. His forces captured Eretria in 490 BCE and then sailed for Attica. They landed on the plain of Marathon, 40 kilometres from Athens. There, 10 000 Athenians and their Plataean allies defeated 50 000 Persians in a surprise attack.

The second invasion, 480–479 BCE

Darius died in 486 BCE but his son, Xerxes, spent several years organising a still greater invasion of Greece. His preparations included building a floating bridge to carry his army across the narrow strait called the Hellespont that separates Europe from Asia. A huge army of spearmen, archers and cavalry from all over the Persian Empire marched into Greece. It was supported by a great fleet sailing down the coast. To meet the threat, 31 Greek states called off their quarrels and agreed to unite against the Persians.

Athens played the leading naval role in the conflict but Sparta led the Greek armies in major land battles. At Thermopylae in 480 BCE the Spartan king, Leonidas, held a narrow mountain pass against the Persian horde with just 300 Spartans and about 7000 other Greek hoplites. They were eventually defeated and killed, but they crucially delayed Xerxes' advance.

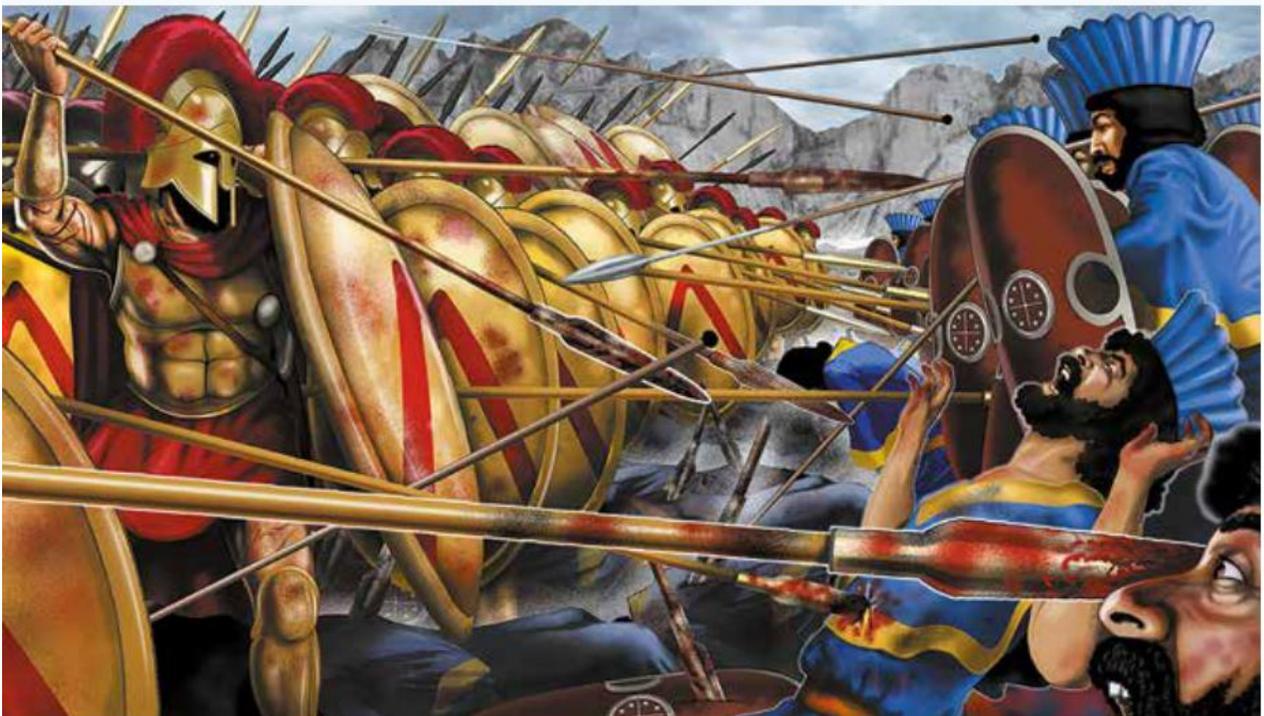
Naval battles

Shortly after the Battle of Thermopylae, at Artemisium, 60 kilometres from Thermopylae, a Greek fleet fought three battles against the much larger Persian fleet. Both sides suffered heavy losses, but the Persians were greatly weakened, having already lost hundreds of ships in two storms.

SOURCE 1 Naval and land campaigns of the Persian Wars



SOURCE 2 A modern artist's impression of Greek and Persian infantry at Thermopylae in 480 BCE



SOURCE 3 From the description of the Battle of Thermopylae in Herodotus, *The Histories*, Book VII, 227

Of all the Spartans and Thespians who fought so valiantly, the most signal proof of courage was given by the Spartan Dieneces. It is said that before the battle he was told by a native of Trachis that, when the Persians shot their arrows, there were so many of them that they hid the sun. Dieneces, however, quite unmoved by the thought of the strength of the Persian army, merely remarked: 'This is pleasant news that the stranger from Trachis brings us: if the Persians hide the sun, we shall have our battle in the shade.'

As the Persian fleet approached Attica, Athens was evacuated and left to be burned by the Persians. Then the Greek navy attacked the Persians at Salamis, where the sea was too narrow for the Great Fleet to be used effectively. This time the Persians were completely defeated.

The final clashes

At Plataea in 479 BCE the Spartans led a Greek army of about 100 000 in destroying a much larger Persian force. Only a fraction of the once mighty invading army survived to return to Persia. The Greek fleet then sailed for the island of Samos off the coast of Anatolia. They landed and defeated the Persian army at Cape Mycale. Although fighting continued for many more years, the Greeks no longer feared Persian invasion.

6.11.2 The Peloponnesian Wars

Cooperation among the Greeks did not last long. During the Peloponnesian Wars (460–445 BCE and 431–404 BCE), Greece was divided into two camps — the states and colonies dominated by Athens and those who allied with Sparta. The second war finally ended when Sparta, with Persian help, forced Athens to surrender. Sparta came to dominate Greece until the Greek city-state of Thebes defeated the Spartans in 371 BCE.

6.11.3 Alexander the Great

After so many years of fighting each other, the Greek city-states were too weak to withstand a new invasion when Philip of Macedon conquered Greece in 338 BCE. Two years later Philip was murdered and his son Alexander (356–323 BCE) became the ruler of Macedon and Greece. When Thebes again revolted, Alexander crushed the city ruthlessly, killing 6000 of its people and enslaving the rest.

In 334 BCE Alexander led an army of Greeks and Macedonians eastward to invade the Persian Empire. They defeated King Darius III in battles at Issus and Gaugamela in 333 and 331 BCE.

In 330 BCE Alexander conquered Persepolis, the Persian capital, and seized control of the empire under the title 'Great King'. But his armies pressed on. By 326 BCE, Alexander had reached India and defeated the Indian king Porus, whose forces included troops on war elephants. In every land he conquered, Alexander had cities built to strengthen his control. Many were named Alexandria.

SOURCE 4 A detail from the Alexander Sarcophagus (stone coffin) showing Alexander on horseback (Sidon, in modern-day Lebanon)



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ Persian Wars
- ◉ Peloponnesian Wars

SOURCE 5 The empire of Alexander the Great was established through an 11-year military campaign during which his army marched nearly 34 000 kilometres.



Source: Map drawn by Spatial Vision.

Alexander died of fever when he was only 32 years old. His huge empire fractured into three main parts: His homeland of Macedon included all of Greece. Egypt was ruled by one of Alexander's generals, Ptolemy Soter, and his descendants for three centuries. In the east, the Seleucid Empire stretched from Syria to Afghanistan.

The age of the Greek city-states ended with Alexander. But although he adopted many of the customs of the peoples he conquered, he was devoted to Greek culture, which he spread throughout much of the east. Alexander's conquests were one important way in which Greek ideas were spread far beyond Greek shores and passed down through time.

SOURCE 6 Two sides of a silver coin of Alexander the Great, probably made around 324 BCE. The figure on horseback is believed to be Alexander. The figure at left is wearing a Macedonian cloak, Greek armour and a Persian head-dress and carrying a thunderbolt. They are believed to be the only surviving images of Alexander from his lifetime.



6.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When did the Persians try to invade Greece?
2. How long did these wars last?
3. Over how many years did the Greeks fight each other in the Peloponnesian Wars?
4. Explain what effects you think these events would have had on the Greek city-states.
5. How did Alexander's conquests contribute to the spread of Greek culture?
6. Organise the main events and battles of the Persian Wars on a timeline.

Apply your understanding

7. Describe Alexander's leadership qualities. Do you think he should have been called 'Alexander the Great'? Justify your opinion. Think of a leader today who has similar qualities.
8. Locate the sites of four battles in the Persian Wars using **Source 1**.
9. What advantages does each side appear to have in **Source 2**?
10. Write a short paragraph explaining why **Source 3** might be unreliable.
11. Study the **Source 5** map showing Alexander's conquests and compare it with a map of the same region in a modern atlas.
 - (a) List the ancient countries conquered by Alexander.
 - (b) Find the modern names of those countries.
12. Study **Sources 4** and **6**.
 - (a) Describe the way Alexander is depicted in these sources.
 - (b) Why do you think Alexander is depicted like this?
13. In small groups, study **Source 6**.
 - (a) Describe what is shown on each side of the coin.
 - (b) Decide on what you think would be the reasons for having Alexander depicted in these ways on the coin. (*Clue:* Normally only a god would be shown holding a thunderbolt.)
 - (c) Each group should report its findings to the class.
14. Using a range of sources, including ICT, investigate the role and importance of Alexander the Great in ancient Greek history. Use your findings to present a report in which you outline Alexander's:
 - (a) career
 - (b) conquests
 - (c) role in spreading Greek culture.

learnon RESOURCES — ONLINE ONLY



Explore more with these weblinks: History of Macedonia

Interesting.com

Livius

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◊ Philip of Macedon
- ◊ Alexander the Great

6.12 The heritage of ancient Greece

6.12.1 Heritage of Greece

Along with the idea of democracy and the Olympic tradition, many ancient Greek ideas have influenced later times, even up to our present age. The heritage of ancient Greece includes developments in science, mathematics, architecture, medicine, philosophy, drama and poetry. Ancient Greek civilisation reached its high point in the fifth century BCE. In the fourth century BCE, Greek culture had spread as far east as India through the conquests of Alexander the Great. After the Romans conquered Greece in 146 BCE, Rome absorbed Greek culture and contributed to the passing down of Greek ideas through the ages.

Medicine

Most ancient Greeks thought that sickness or disability was a punishment from the gods. Hippocrates (c. 460–377 BCE) practised and taught medicine, changing many of its ideas and methods. Among his teachings was the then new idea that sickness was caused by problems in the body, including diet. His set of principles to guide the conduct of medical practitioners, the Hippocratic Oath, is still widely observed today.

Mathematics, science and philosophy

Ancient Greece produced some remarkable thinkers. Anaxagoras, Aristarchus and Eratosthenes developed ideas based on observations in **astronomy**, including the idea that the Earth orbited the sun. Pythagoras (c. 582–500 BCE) arranged pebbles to show the connections between space and numbers; he is remembered today for Pythagoras's Theorem (see **Source 1**).

As well as numbers and geometry, he was also interested in astronomy (he concluded that the Earth was round), musical notes and matter. He believed all things were made up of four elements: earth, air, fire and water. Euclid also developed explanations that are still used in geometry. Thales (624–546 BCE) discovered static electricity. Archimedes, who lived in the third century BCE, discovered important principles in physics.

Another achievement of the Greeks was the development of philosophy by thinkers such as Socrates, Plato and Aristotle. In the fourth century BCE, Aristotle taught that the other planets, the moon and the stars all moved around the Earth. This idea was mistakenly believed throughout Europe for nearly 2000 years after his death.

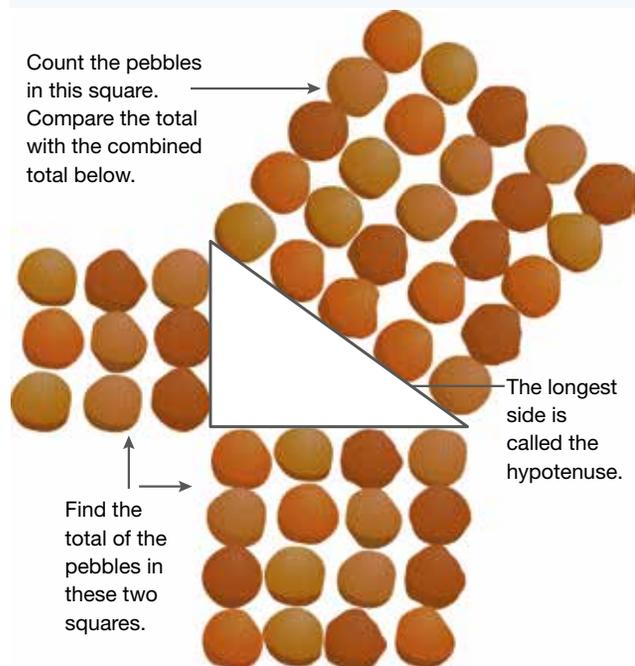
Architecture

The Greeks developed building styles that are still used today. Many great modern buildings are influenced by ancient Greek styles. For example, the Melbourne Shrine of Remembrance, Geelong Town Hall, Ballarat Railway Station and the Art Gallery of New South Wales all have **porticos** like an ancient Greek temple.

Drama and poetry

Theatre was very popular in ancient Greece. One of the most famous Greek playwrights is Aristophanes (c. 448–380 BCE). He wrote brilliant comic plays that are still performed today. Few women had the

SOURCE 1 The philosopher and mathematician Pythagoras found that the square of the length of the hypotenuse (the side opposite the right angle) of a triangle was equal to the sum of the squares of the other two sides.



chance to achieve fame in ancient Greek society, but one who did was Sappho from the island of Lesbos. Born in about 600 BCE, she became the greatest poet of the ancient Greeks. Some of her poems were preserved on Egyptian papyrus (an early form of paper), but only fragments remain. There are also many ancient Greek sayings that are still used because they remain as relevant today as they were when first written. Among them are the words of the writer of fables Aesop, who lived in the sixth century BCE. He wrote, for example, ‘We hang petty thieves and appoint great ones to public office’ and ‘In union there is strength’.

SOURCE 2 The ruins of the Erechtheion, regarded by many as the most beautiful building on the Acropolis of ancient Athens



6.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Draw up two columns. In the left column put the following names: Hippocrates, Pythagoras, Aristotle, Aristophanes, Sappho. In the right column briefly describe their achievements.

Apply your understanding

2. Study **Source 1** and use the pebble method to demonstrate Pythagoras’s Theorem.
3. Study **Source 2**.
 - (a) Describe the surviving features of the Erechtheion.
 - (b) Refer to subtopic 6.7 Athens — wonder of the ancient world to explain how the columns would have been built.
4. To find out more about the contributions of the ancient Greeks to later ages, work in groups to research one of the following questions.
 - (a) What are the words of the Hippocratic Oath?
 - (b) How does the Greek idea about the elements differ from modern understanding of the elements?
 - (c) What is Archimedes’ Principle and is it still used in modern science?
 - (d) Find examples of modern public buildings in the Greek style.
 - (e) Where and how were Greek plays performed in ancient times and today?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 6.7: Legacy



Explore more with this weblink: Hall of Fame

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Hellenistic world



6.13 Research project: Debate in the ecclesia

6.13.1 Scenario and task

You are all highly respected citizens of Athens. A number of proposals are to be debated in the ecclesia and you are each expected to be active in the debate. You will speak either in favour of or in opposition to the proposals of the day. It is possible that other Athenian citizens you know may also be speaking on these topics, either supporting or opposing your point of view.

Each student is required to create and deliver a speech of 400 words, covering two of these proposals, but first you will help each other by forming groups to share research and debate the proposals in your activities panel. The speech you deliver should be historically accurate and appropriate to ancient Greek life. With the opportunity for only 200 words on each proposal, you will need to research your speech carefully and deliver it succinctly.

Your speech may be delivered in class, with all students having the opportunity to debate their side of the proposals.

Alternatively, you could record your speech using Windows voice-recording software or a freeware program such as Audacity or GarageBand.

6.13.2 Process

Watch the introductory video at the beginning of this subtopic. Then, working in small groups, undertake research on each of the proposals of the day, which are listed below. Make notes about interesting facts and ideas that you discover about each of the proposal topics as you go.

- Athenian students should study the ancient Minoan and Mycenaean civilisations
- Girls should be educated
- Greece should combine its city states
- The chariot race should be abandoned as an event at future Olympics
- The erection of a statue to honour Sophocles is a worthy task for our noblest sculptor
- The monument to the defeat of the Persians should be abandoned as a civil project
- We should prepare ourselves for war against Sparta
- Women should be eligible for citizenship
- To discover extra information, find at least three sources. The weblinks in the Resources tab will help you get started.
- When your research is complete, select the two proposals that you are most passionate about. These should be the proposals that you address in your speech.
- Download the speech sample from the Resources tab. It provides an effective structure for your speech.
- Write your first draft in Word.
- Have a peer editor comment on the effectiveness of your speech. Then re-draft your speech, if necessary, based on their feedback.
- Rehearse, remembering that you are trying to persuade the audience to adopt your point of view. Speak more slowly than you would normally and pause for effect at key ideas.
- Record or perform your final speech.
- Hand your final written or recorded speech in to your teacher for assessment.



learnon ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

6.14 Review

6.14.1 Review

In this topic you have learned about the ancient Greeks, their city-states and the things they had in common, including their myths, religion and culture. You have also learned about ideas of the ancient Greeks that still influence our lives today.

KEY TERMS

- acropolis** stronghold on high ground in an ancient Greek city-state
agora large open space in the centre of a Greek city that served as a public meeting area and marketplace
amphora large clay vase used to store and carry liquids such as water, wine and olive oil
astronomy study of the stars and planets
citadels fortresses
democracy a political system according to which citizens choose the way in which they are governed
Dorians tribes from the north of Greece who moved into the south during the Dark Age
entrails internal organs of an animal
ephorate five-man ruling body in Sparta that advised the kings
helots slaves of the Spartan state
hoplites Greek foot soldiers
immortals gods who lived forever
Iron Age period in which people learned to use iron to make tools and weapons
metics free men living in Athens but not born there; could not vote or own property but served in the army and paid taxes
metope part of the pattern of alternating motifs under the pediment (the triangular part crowning the front) of a Greek building
mythology a body of myths
oligarchies governing councils of rich aristocrats
Olympiad a staging of the Olympic Games
omens signs that predict good or evil
ostracism the punishment of being banished from Athens
pan-Hellenic for all the Greeks
Parthenon Athenian temple dedicated to the goddess Athena
Peloponnese peninsula the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth
perioeci peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens
polis (plural **poleis**) ancient Greek city-state
porticos roofs supported by columns, usually attached as a porch to a building

6.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. Where did Minoan civilisation develop?
2. How did Minoan civilisation collapse?
3. What happened to Mycenaean culture around 1200 BCE?
4. When was the Greek 'Dark Age'?
5. What was the difference between Athenian democracy and the rule of oligarchies?
6. Why was Greece never united until Alexander the Great conquered it?
7. How did the position of women differ in Athens and Sparta?
8. Who were the helots and perioeci in Sparta?

9. Suggest one reason why Sparta became a harsh military state.
10. Why was Athens considered one of the ancient world's most beautiful cities?
11. Who were Zeus, Athena and Poseidon?
12. Who could compete in the ancient Olympic Games?
13. Why was Sparta able to dominate Greece from 404 BCE to 371 BCE?
14. Who was Alexander the Great?
15. How did Greek culture spread to the east from 334 BCE?

Apply your understanding

16. Work in small groups to design a web quiz that students in other classes could use to answer questions on things you have discovered in this topic. Use these steps:
 - Hold a brainstorming session to come up with ten questions based on the information in topic 6.
 - Refine each of your questions so they can be answered briefly – for example, with one or two words or a date, place, number or name; by writing 'True', 'False' or 'Uncertain'; or through a multiple-choice answer.
 - Decide on answers to the questions, ensuring that they meet these criteria.
 The following examples show the types of questions that could be constructed.

Question: Who was the famous Greek poet from the island of Lesbos?

Answer: Sappho.

Question: About how many people in Athens in the fifth century BCE were citizens?

Answer: 45 000.

Question: The perioeci were slaves of the Spartans. True or False?

Answer: False.

17. **Sources 1** and **2** depict scenes from ancient Greek myths. Why do you think these stories were so important to the ancient Greeks?
18. **Source 2** shows one of the few marble sculptures not taken from the Parthenon by Lord Elgin in 1801–12 (see subtopic 6.7). For many years the Greek government has been requesting the return of the Parthenon Marbles. Do you think such artworks are an important part of the heritage of Greece?

SOURCE 1 A red-figured stamnos (a type of ancient Greek vase) from about 430–420 BCE. The mythical scene shows Helen being abducted by Theseus.



SOURCE 2 One of the few marble sculptures remaining on the Parthenon. It depicts a mythical fight between a Lapith (the human figure) and a centaur (the horse).



Go online to access additional end of topic resources such as interactivities and printable worksheets.

🔗 **Try out these interactivities:** Ancient Greece interactive timeline (int-6023)
Ancient Greece interactive crossword (int-2937)

📄 **Complete these digital docs:** Worksheet 6.8: Crossword
Worksheet 6.9: Summing up
Worksheet 6.10: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did the environment of ancient Greece influence its civilisation?
2. How were ancient Greek societies organised and ruled?
3. What were the main beliefs, values and cultural achievements of the ancient Greeks?
4. What conflicts took place within Greece and between Greek city-states and other societies?
5. What can ancient sources tell us about life in ancient Greece?
6. What have been the legacies of ancient Greece?



TOPIC 7

Ancient Rome

7.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

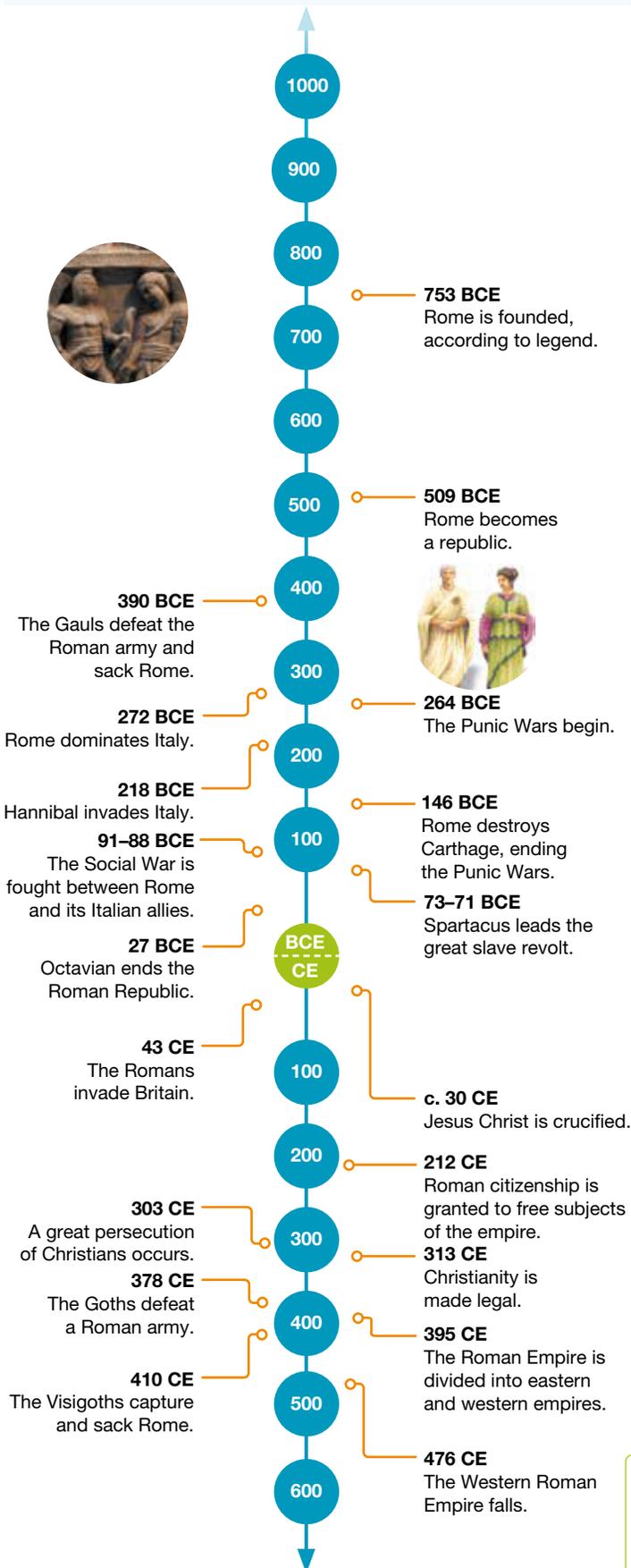
7.1.1 Links with our times

In the early twenty-first century we live in a world in which one superpower, the United States of America, has such enormous military power that it can dominate much of the world. The last time one power was so dominant was the age of the Roman Empire. Between the second century BCE and the second century CE, Rome came to control most of the known world. For some, Roman rule brought peace and prosperity; for others it brought slavery and death. Rome was a violent society that spread its power through wars of conquest and entertained its people with cruel public exhibitions. But it was also a society that saw great achievements in science, engineering, politics, law and literature. In the fifth century CE the Roman Empire collapsed, but many of its achievements lived on. Roman ideas have contributed in many ways to our own society.

SOURCE 1 The Colosseum of ancient Rome. On a typical day in this amphitheatre the entertainments could include public executions, prisoners being torn apart by wild animals and fights to the death between gladiators (slaves trained to fight each other).



SOURCE 2 A timeline of ancient Rome



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What can primary sources tell us about life in ancient Rome?
2. What were the main beliefs, values and cultural achievements of the ancient Romans?
3. What were some of the most significant events in the history of ancient Rome?
4. How were ancient Rome and its empire organised and governed?
5. What were the effects of conflicts within Roman society and between Rome and other societies?
6. What have been the legacies of ancient Rome?

Starter questions

1. What movies have you seen that are set in ancient Rome?
2. How was ancient Rome portrayed in those movies?
3. Who were gladiators and why did they sometimes fight to the death?
4. For many years ancient Rome was a republic. What do you think this means?

learn on RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 7.1: Timeline exercise

7.2 How do we know about ancient Rome?

7.2.1 Evidence of ancient Rome

The Romans left many written records of their times. Among ancient Roman writers who are still read today are the historians Seneca (c. 4–65 CE), Tacitus (c. 55–117 CE) and Suetonius (c. 69–140 CE). The former Roman Empire is also rich in archaeological sources. Among the millions of visitors Italy receives each year are many who travel to see traces of ancient Roman civilisation. These traces include columns and arches erected by the Roman emperors, buildings such as the Colosseum and the remains of the ancient Roman Forum.

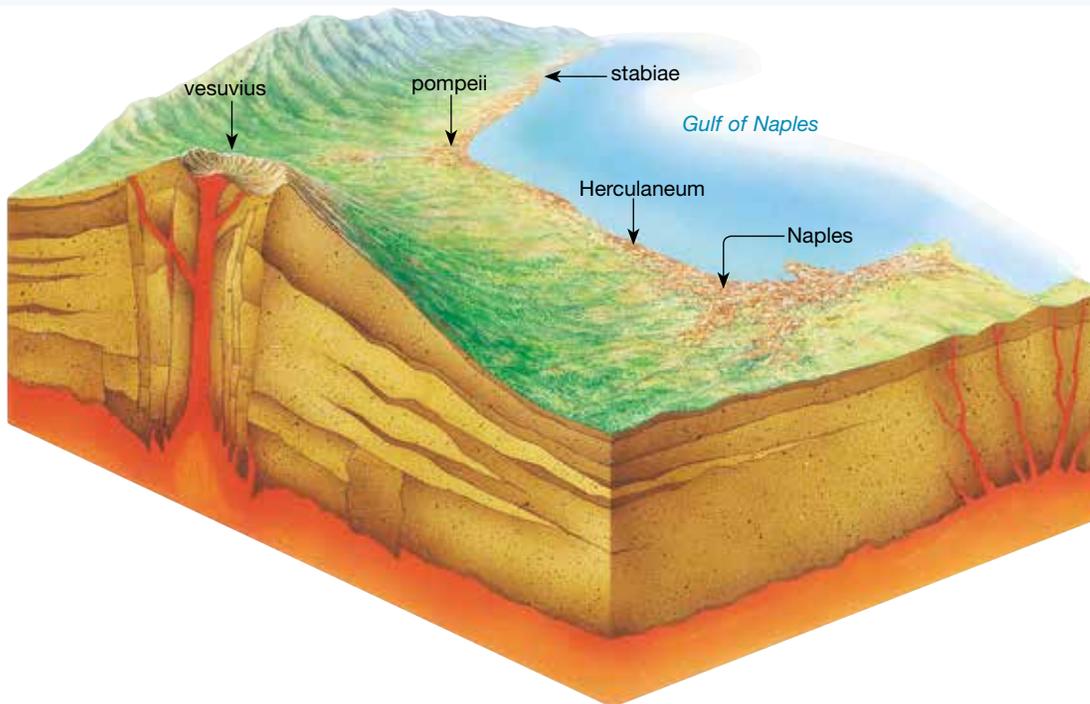
Pompeii

Many also visit the ruins of Pompeii, which reveal a picture of what life was like for ancient Romans. Pompeii is near the Italian city of Naples. Along with the nearby town of Herculaneum, Pompeii was destroyed when Mount Vesuvius erupted on 24 August, 79 CE. The volcano threw pillars of ash and a soft porous rock called **pumice** into the air. Pompeii, its buildings and people were buried in volcanic ash more than three metres deep. Herculaneum was hit by a blast of superheated gas that killed everyone. The town was then covered in boiling ash, pumice and rocks.

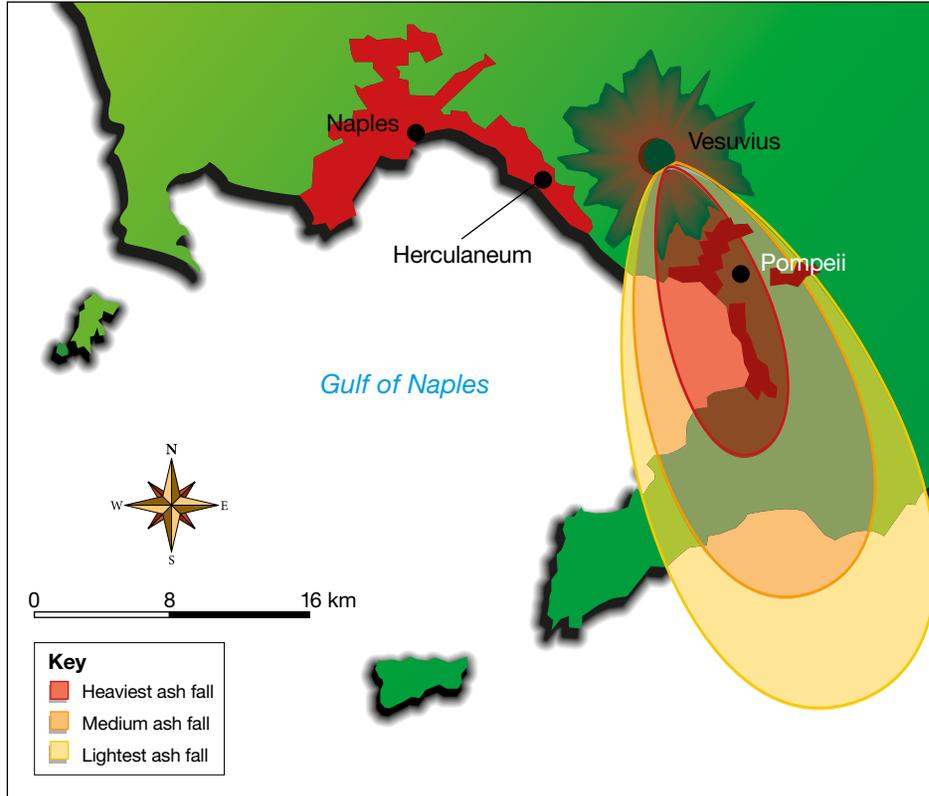
SOURCE 1 From an account by Pliny the Younger, who, as a young man, witnessed the destruction of Pompeii

By now ash, which became hotter and thicker ... was falling on the boats. This was followed by pieces of tufa [porous rock] and stones blackened, burnt and cracked by the fire ... Meanwhile sheets of flame and tall columns of fire were belching forth from several parts of Vesuvius, their flashing and intensity heightened by the darkness of the night ... The buildings were being frequently and violently shaken and seemed as they tottered backwards and forwards to be being moved from their foundations ...

SOURCE 2 Pompeii and Herculaneum were totally destroyed by the eruption of Vesuvius. At first, the volcano spurted a column of ash and pumice high into the air, which fell back like rain. As the energy in the eruption weakened, the column collapsed into a glowing avalanche. Herculaneum, which had escaped the earlier fallout of ash, was covered by about 20 metres of boiling 'mud' — a mixture of hot ash, pumice and rocks.



SOURCE 3 The eruption of Mt Vesuvius. The prevailing winds carried most of the fallout from the explosion south, and Pompeii was soon covered by three to four metres of ash and pumice.



When archaeologists led by Giuseppe Fiorelli excavated Pompeii in the nineteenth century, they unearthed the streets, shops, houses and other structures of the coastal resort town of 15 000 people, along with games, decorations and even graffiti, all of which were as if ‘frozen in time’. They pumped plaster into cavities left by bodies in the hardened ash to create the forms you can see in **Sources 4 and 5**. Pompeii provides us with detailed evidence of Roman town life because:

- the town was destroyed very quickly and few people escaped
- those lucky enough to escape had no time to take their belongings
- the town was preserved undisturbed under metres of ash for more than 1700 years.

SOURCE 4 Plaster casts of victims of the volcanic eruption that destroyed Pompeii



SOURCE 5 Plaster cast of a dog that was killed by the volcanic eruption



7.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What destroyed Pompeii?
2. When did Mount Vesuvius erupt?
3. When was Pompeii excavated?
4. Pompeii was covered by three to four metres of ash and pumice. True or false?
5. What pieces of evidence do the ruins of Pompeii provides us with?

Apply your understanding

6. Look closely at **Source 4**.
 - (a) Using the information in this subtopic, explain how the archaeologists created these forms.
 - (b) Describe the positions of the bodies.
 - (c) Do you think these people died quickly? Give reasons for your answer.
7. Study **Source 5**. How can you tell that this dog suffered a very different death from the people in **Source 4**?
8. **Source 1** is an eyewitness account.
 - (a) What happened to people who tried to escape in boats?
 - (b) How do we know that the eruption of Vesuvius was accompanied by earth tremors?
9. List three questions you would ask about each of these three sources if you were using them as evidence for the destruction of Pompeii.
10. Explain why Pompeii is considered one of our most valuable sources for understanding everyday life in the Roman Empire.

learnON RESOURCES — ONLINE ONLY

 Explore more with these weblinks: Enter the Colosseum
The forgotten city

7.3 The rise of the Romans

7.3.1 Rome's origins

Rome has a very long history — from at least 753 BCE, and possibly earlier, to the collapse of the Roman Empire in 476 CE. Historians call the period 509–27 BCE the Roman Republic and the following period the Roman Empire, because Rome was then ruled by emperors. However, Rome had been building an empire long before it was ruled by emperors.

The ancient Romans explained their origins through myths. In the myth of Romulus and Remus, twin boys were raised by a she-wolf. When they grew up they decided to establish a town on the site where the she-wolf found them. In 753 BCE, after killing his brother Remus during an argument, Romulus became the first ruler of a collection of villages on the site of present-day Rome. Over the following century these villages grew into a city, and the wolf became its symbol.

The Romans and their neighbouring tribes were Latins. They lived on the plain of Latium, which had a mild climate, fertile soils and a reliable water supply in the Tiber River. During the sixth century BCE, Etruscan kings (from Etruria to the north) ruled Rome brutally. In 509 BCE the Romans rebelled. They expelled their last Etruscan king and developed a system of government unlike that of other city-states: Rome became a **republic**. By this time Rome was the most powerful city-state on the plain of Latium.

DID YOU KNOW?

In the early Roman Republic most political power was held by the heads of a few powerful families. The most powerful position was consul. There were two consuls, who commanded the military and dealt with legal disputes. The republic lasted for almost 500 years.

7.3.2 Rome's growing power

Over the next two centuries Rome expanded its power through war. In 493 BCE Rome made a treaty with the other Latin tribes to subdue the Aequi and Volsci, hill tribes that raided the plain of Latium. In 396 BCE Rome captured the powerful Etruscan city of Veii. But a few years later the Gauls from the north defeated the Roman army and destroyed much of Rome. In time the Romans set about rebuilding their power, and by 272 BCE they had inflicted more defeats on the hill tribes and the Etruscans, suppressed revolts by their former Latin allies, crushed the **Samnites** and taken control of the Greek colonies in the south.

Tactics of power

By 272 BCE Rome had almost 150 000 inhabitants and controlled most of Italy. It had become wealthy through plundering and taxing those it defeated. To control such a vast area, the Romans:

- used conquered peoples against one another
- made alliances with former rivals
- sold defeated enemies into slavery
- allowed conquered cities to keep their own local government, but forced them to supply troops for Rome
- colonised strategically important places with Roman citizens.

SOURCE 1 Italy in the sixth century BCE



SOURCE 2 These items were found in a Latin (possibly Roman) tomb of a military commander who was buried about 475 BCE, soon after Rome became a republic. They include his bronze body armour, helmet, axe and spearheads (held in the National Archaeological Museum of Rome).



SOURCE 3 From a description by the ancient Roman historian Livy of a Roman victory over the Volscians in 385 BCE

The large enemy forces, relying only on their numbers ... were bold only in battle cry, throwing of missiles and the first onrush of the battle; sword-fighting, holding ground, an enemy's face flashing in its fury they could not stand up to. Their front lines were driven in and panic spread to the supporting troops ... then the ranks were broken in many places ... After that, as the first lines collapsed and everyone saw his own turn to be killed was coming to him, they turned and ran. The Romans followed hard on their heels, and so long as they kept their weapons and fled in a packed crowd, it was the infantry's task to keep up the pursuit. But when the enemy were seen to be throwing away their weapons and scattering widely over the land, then came the moment for the cavalry squadrons to be let loose ... and by riding across their path hold the column until the infantry could catch up and finish the enemy off with a regular massacre.

7.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. According to legend, why did the wolf become a symbol of Rome?
2. Which group had the most power in the Roman Republic?
3. Why was the plain of Latium a suitable place for a growing city?
4. How did the Romans control the peoples they conquered?

Apply your understanding

5. Use **Source 1** to make a list of the peoples the Romans defeated to gain control of Italy.
6. Read **Source 3**.
 - (a) According to this source, what were the weaknesses of the Volscians?
 - (b) When the Volscians fled, what was the task of the Roman infantry?
 - (c) How was the Roman cavalry used?
 - (d) What hypothesis could you form this source about Roman attitudes to defeated enemies?
 - (e) Titus Livy (born in 59 BCE) spent more than forty years in Rome while writing his *History of Rome*. Do you think he could be biased? Give reasons for your answer.
7. Create a comic strip to demonstrate the Roman tactics described by Livy.
8. Write an account of this battle as it might have been told by a surviving Volscian.
9. There were several Greek colonies in Italy in the fifth century BCE. Look at topic 6 Ancient Greece and suggest which items in **Source 2** indicate that the Romans and other Latins were influenced by the ancient Greeks.

learnon RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 7.2: Competing interests

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Republican Rome**

7.4 The spreading empire

7.4.1 The growing empire

Over the following centuries the Romans continued to expand their empire. By 146 BCE Rome was the strongest power in the area around the Mediterranean Sea. Its empire continued to grow, reaching its greatest extent in the late second century CE.

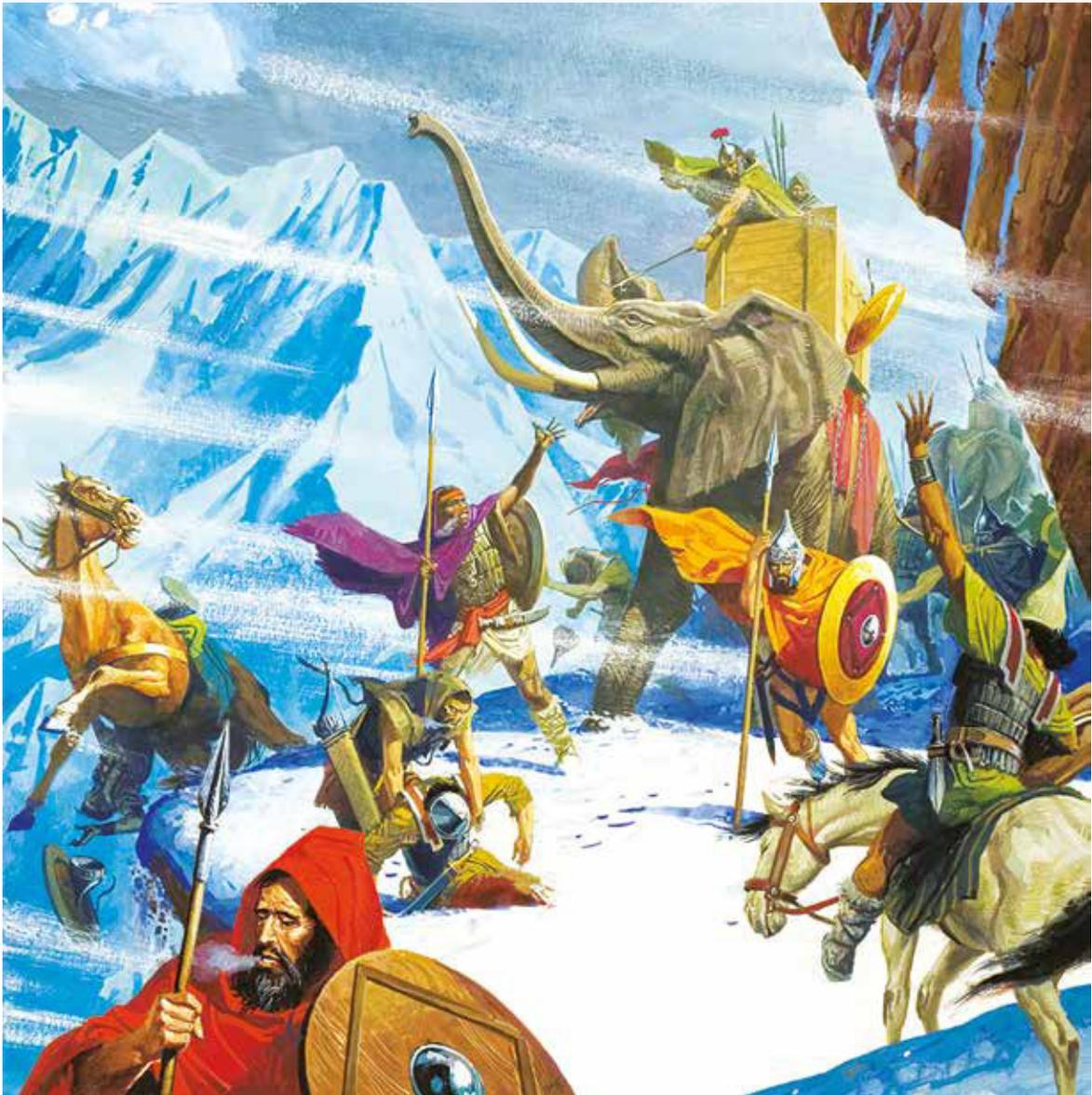
7.4.2 Expansion through conquest

The Punic Wars

In the First Punic War (264–241 BCE), the Romans defeated Carthage, a powerful North African naval and trading city that had colonies around the Mediterranean. Rome's victory gave it control of Sardinia and Sicily and weakened a trading rival.

The Second Punic War (218–202 BCE) began when the Carthaginian general Hannibal led an invading army, including 40 elephants, over the freezing Alps and down into Italy.

SOURCE 1 A modern artist's impression of Hannibal's forces crossing the Alps



In major battles at Trebia, Lake Trasimene and Cannae, Hannibal's force defeated Roman armies and gained allies in Italy. However, the Romans would not give in. On the advice of the general and consul Fabius Maximus, the Romans avoided further formal battles. When Rome launched counterattacks on Carthaginian Spain and North Africa, Hannibal's army had to return to defend their city. The Second Punic War ended with Hannibal's defeat at Zama in 202 BCE.

At the end of the Third Punic War in 146 BCE, following a long siege, the Romans finally captured Carthage. They destroyed the city totally. Every one of its people was killed or sold into slavery.

SOURCE 2 Hannibal's route and major battles in the Second Punic War



The Social War and the growing empire

In 91 BCE Rome's Italian allies united against it. Their main grievance was that Rome would not allow them to become Roman citizens even though they provided most of the empire's soldiers. This conflict is known as the Social War. The Italian allies lost the war but won the right to be Roman citizens.

By about 30 BCE the Roman Empire had grown to include most lands around the Mediterranean. It was extended far to the north when the Romans invaded Britain in 43 CE. They defeated the British tribes but were unable to defeat the tribes of Scotland. By 96 CE the empire extended to the Rhine and Danube rivers in northern Europe, and to Armenia and Mesopotamia in the east (see **Source 6** in section 7.6.3).

Rome's geographical advantages

Rome's geographical position contributed to its growing power.

- The city is located where it is easy to cross the Tiber River and near to salt flats (salt was a very important commodity).
- Rome is in central Italy, making it easy for armies to travel in several directions.
- After the Punic Wars the Romans controlled the whole Mediterranean region, benefiting greatly from the sea trade this opened up.

7.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was Carthaginian power based on?
2. Name the three major battles in which Hannibal defeated the Romans.
3. How did Fabius Maximus outmanoeuvre Hannibal?
4. What was the Social War?
5. How far north did the Roman Empire extend by 43 CE?
6. Draw a mind map to demonstrate Rome's geographical advantages.

Apply your understanding

7. Use **Sources 1** and **2** and an atlas to:
 - (a) list the modern countries through which Hannibal's forces would have reached Italy
 - (b) describe the hazards of Hannibal's route
 - (c) suggest what this strategy might tell us about Hannibal as a military leader.
8. In modern times, how would we describe a power that massacred and enslaved the entire population of a city, as the Romans did the people of Carthage?
9. Hold a class discussion on the following question: Should we judge the actions of people in the ancient past by the moral standards of our own age?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

◊ Punic Wars

7.5 The Roman army

7.5.1 The Roman army

Until the end of the first century BCE, the Roman army was made up of citizens who owned land. They had to provide their own equipment and armour. The fighting season was from late spring until early autumn, after which the soldiers returned to their lives as farmers. Fighting was popular among Romans, as a successful general could earn much glory and become very wealthy.

As the area under Roman control grew, a bigger and better organised fighting force was needed. In 396 BCE soldiers began to be paid, marking the start of Rome's professional army.

7.5.2 Life of a Roman soldier

The Roman army was one of the most disciplined military forces that has ever existed. Men between the ages of 17 and 22 enlisted for around 20 years. They had to be fit.

Soldiers were not supposed to marry, although many did in secret. Also their food and equipment had to be paid for from their wages. Extra soldiers, called **auxiliaries**, were provided by countries Rome had conquered.

When not marching or fighting, the soldiers, called legionaries, built camps, roads, walls and **aqueducts**. Sometimes camps were temporary; at other times, they became permanent forts that often developed into towns. They were always laid out the same way. This meant that soldiers knew how to build them and find their way around them.

Soldiers were often allowed to share the **loot** from a battle. Many were also given land when they retired. Such rewards helped to win support for military leaders who sought political power.

TABLE 1 Organisation of the Roman army

Unit	Composition
Century	About 80–100 men
Cohort	Six centuries
Legion	Ten cohorts

SOURCE 1 Roman soldiers were very well trained and well equipped.



- A** Each legion marched into battle behind a standard — a tall pole with a silver eagle at the top. This symbol of the ‘king of the birds’ represented the legion’s power.
- B** Sandals had to be strong and well ventilated to stand up to long marches. A special pattern of iron studs was hammered into the leather soles to support the weight of the soldier evenly, and help protect the soles.
- C** The dagger had a double-edged blade.
- D** These tall, crested helmets helped soldiers see their leaders in battle.
- E** Roman forts were often protected against attack by palisades — sharp stakes of wood dug into the ground (some with barbs attached).
- F** Soldiers often stood side by side and overlapped their shields to form a protective cover called a testudo. The word ‘testudo’ comes from the Latin word for tortoise.
- G** The head of the heavy javelin was connected to the shaft by a long, thin strip of soft iron. When the point penetrated an enemy’s shield, this strip would bend, making the javelin impossible to remove.
- H** The decorated leather strips on these belts showed the rank of a soldier. They also helped to protect against a groin injury.
- I** The short sword, about 60 cm long, was used to stab rather than slash. It was a very effective killing device at close quarters.
- J** The upper body armour was made up of metal strips held together by leather straps. It was very heavy.

SOURCE 2 The Roman historian Polybius reports that discipline in the army was harsh, with penalties that included death.

A court martial composed of the tribunes is convened at once to try [a soldier for being careless on patrol duty]. If he is found guilty he is punished by the bastinado. This is inflicted as follows: the tribune takes a cudgel [short, heavy stick] and just touches the condemned man with it, after which all in the camp beat or stone him, in most cases dispatching [killing] him in the camp itself.

DID YOU KNOW?

The harshest punishment in the Roman army was decimation. It means ‘removal of a tenth’. If a unit of the army was considered guilty of mutiny or cowardice, its soldiers were divided into groups of ten. Each group drew lots to decide which one would be killed. The remaining nine soldiers then had to kill their unfortunate comrade, usually by clubbing or stoning him.

7.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why did the Roman army originally fight only between spring and autumn?
2. Define the following terms: *legion*, *cohort*, *century*.
3. Why did the Roman army eventually become professional?
4. In what way(s) are the sandals worn by Roman legionaries and modern football boots similar?

Apply your understanding

5. Refer to **Source 1** to answer the following:
 - (a) Explain why the short sword was such an effective weapon.
 - (b) Suggest why an enemy would have been worried if a Roman javelin had pierced his shield.
 - (c) Sketch and label a diagram of a testudo.
 - (d) Can you think of any modern-day armour that is similar to the testudo?
6. Imagine you are a new legionary. Write a letter to your family telling them about life in the army — both its good and its bad points.
7. Use the internet to research and report to the class on one of the following topics:
 - (a) siege machines used by the Roman army
 - (b) auxiliaries and other types of troops in the Roman army
 - (c) Roman army campaigns against the Germanic tribes or the Britons.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 7.3: Big and tough!

7.6 Citizens and rulers

7.6.1 Citizens of the Roman Republic

After the Romans had expelled the last Etruscan king (in about 509 BCE), they introduced a system of government called a republic. In theory, all Roman citizens had a say in how the city was to be run. In practice, power was controlled by the rich upper classes. Over the next 500 years, however, more of the people got a say, although women and slaves still had no voice at all.

Social divisions

To qualify as a Roman citizen you had to be 25 or older, a male and freeborn (not born a slave). Whether or not you were classed as a slave depended on the status of your mother: if she was freeborn, so were you. Citizens could vote on the way Rome was ruled. They were also protected by Roman laws.

Roman citizens were divided into two classes — **patricians** and **plebeians**. Patricians came from the small number of aristocratic families that had founded the Republic and tended to have both wealth and influence. Everyone else was a plebeian. This didn't stop some plebeians becoming very rich, but they rarely won the same influence as patricians.

There were many more plebeians than patricians, though, and in the fourth century the plebeians even went on strike to force the patricians to surrender some of their power!

One thing the plebeians won from this strike was the right to elect 10 men every year as tribunes, or 'protectors of the people'. The tribunes could veto (Latin for 'I forbid') what any other politician was trying to do. In theory, this veto was used to protect the interests of the ordinary people.

7.6.2 Ruling the Roman Republic

Every year, Rome would elect more than 50 men to run the city. These men were known as **magistrates**, but they held office for only one year, and they always had one or more colleague with the same degree of power. Roman politicians competed to get elected as more and more powerful magistrates. Once a man had held office as a magistrate, he became a member of the **Senate**. (The word *Senate* derives from the Latin *senex*, meaning ‘old man’.) In theory, the Senate acted as a council of advisers to the consuls, but in reality they held much direct power. Meetings of the Senate were controlled by the consuls, the most senior magistrates.

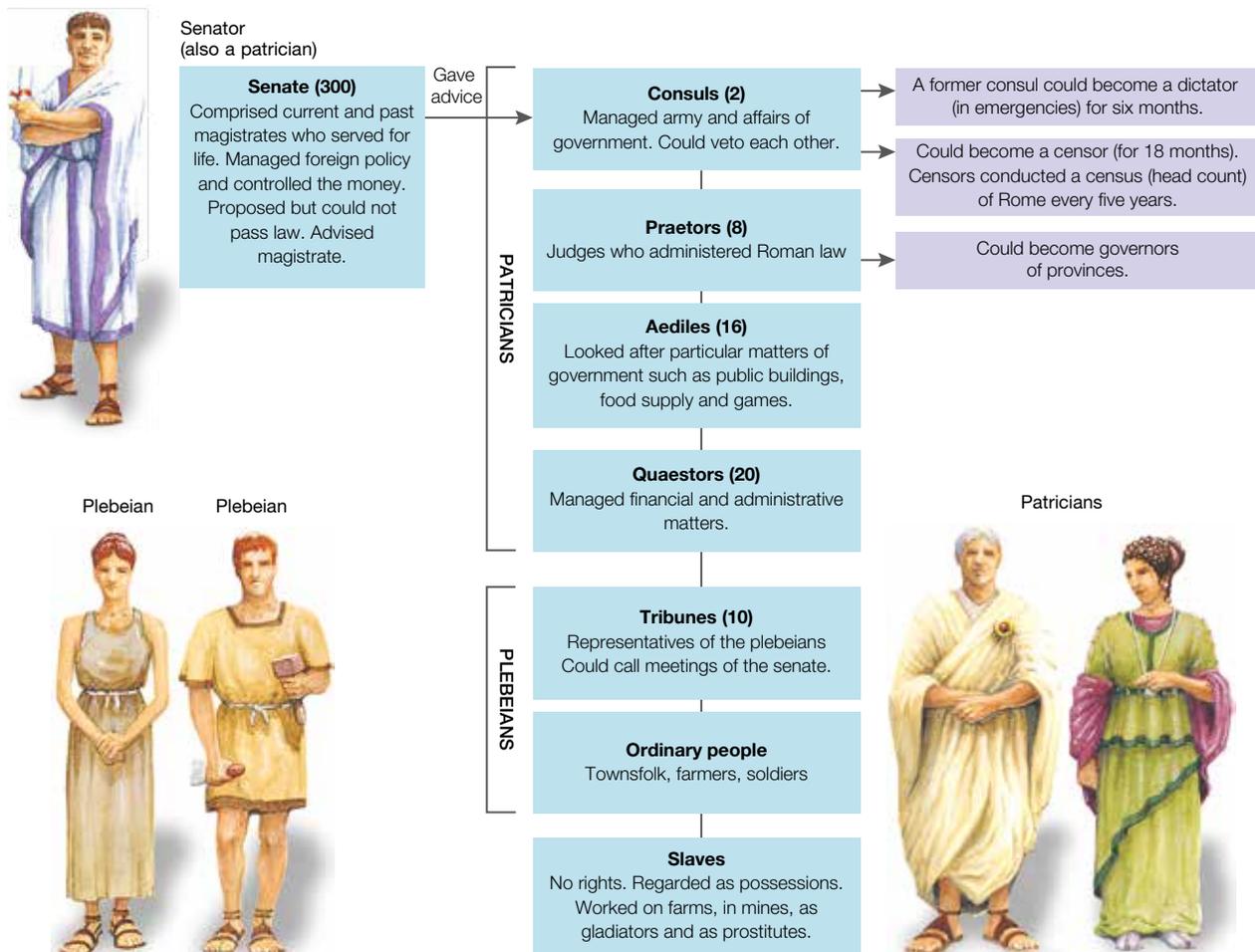
Voting in the Roman Republic

All citizens had the right to express their opinion by voting in one of several assemblies (similar to a modern parliament). These assemblies also elected the magistrates every year. Originally voting was by a show of hands, but eventually this public expression was replaced by a secret ballot. Citizens carved either ‘V’ (disagree) or ‘A’ (agree) on a small piece of wax. The pieces were then put in a container to be counted.

Democracy or not?

Although it might seem that the Roman Republic was a democracy, this was not so. When the republic first started, the plebeians, although citizens, had no real say, as their votes did not count as much as those of the patricians. This made the plebeians angry. In time, they set up their own assembly. The patricians were worried by this, as they knew that the plebeians (who had far greater numbers) could revolt and overrun them. So, eventually, the patricians let them elect tribunes to put forward their views. In 366 BCE a tribune

SOURCE 1 Magistrates would try to move up through the ranks, as this increased their wealth and power.



became a consul for the first time; consul was the highest rank in the Republic. By 287 BCE all decisions of the plebeians' assembly were seen as lawful. Even so, the plebeians only ever had limited power compared with that of the patricians.

DID YOU KNOW?

By contrast, Australia today is a true representative democracy. All its citizens now have the same rights and privileges, no matter what their gender, race or wealth. One of their rights is the right to vote. Australian citizens can have their own opinions and may express them without fear of being punished. Citizens aged over 18 can vote for politicians to represent them in government by marking a ballot paper issued during an election. Elections for Federal Parliament are usually held every three years. Federal Parliament consists of two houses — the House of Representatives and the Senate.

7.6.3 From Republic to empire

With increased wealth and opportunity, competition for power among the patricians also intensified, plunging the city into chaos. In 27 BCE the Republic collapsed. So began the age of the emperors (a single ruler, often chosen by the Senate, but ruling much like a king). Although Julius Caesar (100–44 BCE) was not an emperor, his career marks the turning point from Republic to empire.

Caesar the genius

Julius Caesar outsmarted his political rivals and proved himself to be a brilliant general. His willingness to share the hardships of war, as well as the loot of battle, made him very popular with his soldiers. Using his loyal troops, Caesar seized power in 49 BCE by attacking the most powerful man in Rome, his great rival (and former friend) Pompey. In the ensuing civil war Caesar won control of Rome, and in 44 BCE he had himself appointed Dictator for Life.

Caesar or rex?

Rex is the Latin word for king. Romans had hated kings since before they had thrown out their Etruscan rulers in 509 BCE. After Caesar's defeat of Pompey and seizure of power, some senators accused him of acting like a king. Perhaps this is why he chose not to take the title of *rex*.

Some of the senators who had survived the **civil war** decided they could not permit Caesar's power grab. They arranged for his murder on 15 March, 44 BCE. Among those involved in brutally stabbing him to death were old and trusted friends such as Marcus Brutus.

SOURCE 2 Profile of Gaius Julius Caesar (based on the writings of the Roman historian Suetonius)

Born 100 BCE; died 44 BCE. Class: patrician

Well built, tall, fair hair, balding (combed his hair forward), dark brown eyes

Very fit, but sometimes had epileptic fits

Ambitious, but fair man who judged men on their fighting record

Good at sword fighting, horse riding, public speaking, writing

Often wore a wreath of laurel leaves on his head (as a sign of victory)

Introduced the Julian Calendar, used for more than 1500 years

Introduced a number of land, law, tax and social justice reforms



SOURCE 3 Marcus Brutus



SOURCE 4 Suetonius's description of Caesar's assassination (Suetonius lived about 69–140 CE)

As soon as Caesar took his seat [in the Senate House], the conspirators crowded around him as if to pay their respects. Tillius Cimber ... came up close, pretending to ask a question ... caught hold of [Caesar's] shoulders. 'This is violence!' Caesar cried, and at that moment one of the Casca brothers slipped behind and with a sweep of the dagger stabbed him just below the throat. Caesar grasped Casca's arm and ran it through with his stylus; he was leaping away when another dagger caught him in the breast. Confronted by a ring of drawn daggers, he drew the top of his gown over his face ... Twenty-three dagger thrusts went home as he stood there.

SOURCE 5 In his famous play, written in 1599, Shakespeare depicts Caesar as a leader who was killed because of his ambition. In this extract, Brutus speaks to the people about the murder.

'If there be any in this assembly, any dear friend of Caesar's, to him I say that Brutus' love to Caesar was no less than his. If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but that I loved Rome more. Had you rather Caesar were living, and die all slaves, than that Caesar were dead, to live all free men? As Caesar loved me, I weep for him. As he was fortunate, I rejoice at it. As he was valiant, I honour him. But as he was ambitious, I slew him.'

William Shakespeare, Julius Caesar, Act 3, Scene 2, lines 17–27

The Roman Empire

After Caesar's assassination, his great-nephew Octavian (later called Augustus) took control of Rome. Eventually, following a period spent eliminating his rivals, he declared himself emperor. As Augustus, he founded a dynasty (family of leaders) that ruled the empire until 68 CE.

The Roman Empire endured until 476 CE under a series of emperors who either were given the title by the Senate or simply seized power.

SOURCE 6 The Roman Empire at its peak. The empire consisted of a number of provinces, each ruled by a governor.



DID YOU KNOW?

Every Roman province had to pay taxes to the Roman authorities. In 212 CE Roman citizenship was granted to all free subjects of the empire. The empire's growth meant slavery for many. On the other hand, conquered people often adopted Roman ways, including styles of housing and dress, and many benefited from peace and increased trade. This peace imposed by the conquerors was called the Pax Romana.

7.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who could be a Roman citizen?
2. How was Rome ruled differently after the Etruscan kings had been expelled?
3. What was the name of the group of men who were elected to run Rome?
4. What were the differences between patricians and plebeians?
5. The plebeians were often poor and had little say in how Rome was ruled. Why, then, were the patricians so afraid of them?
6. Why did the Romans fight a number of civil wars?
7. Why was Julius Caesar popular with his troops?
8. Why did some senators accuse Caesar of acting like a king?
9. How did Rome change from being a republic to an empire? Did this process benefit Rome?
10. How do you think Augustus was able to take total control of Rome?
11. Using a range of sources, including ICT, investigate the role and significance of Julius Caesar in ancient Roman history. Use your findings to prepare a report in which you:
 - (a) outline Caesar's early career
 - (b) describe the tactics he used to defeat his rivals
 - (c) explain how he seized power
 - (d) explain why he was assassinated
 - (e) outline his role in changing Rome from a republic to a state ruled by emperors.

Apply your understanding

12. (a) Do you think the strike by the plebeians was a good idea?
(b) What other methods could the plebeians have used to win greater power?
13. Is a poor person living in Australia today better off than a Roman plebeian?
14. You are a speechwriter for Marcus Brutus. Design a presentation for Brutus to explain to Rome's citizens why he helped to kill Caesar.
15. Look at **Source 1**.
 - (a) What colour is the border of the toga worn by the senator?
 - (b) Which magistrates often became governors of Roman provinces after they had served their year as magistrate in Rome? Why do you think they were chosen for this role?
16. (a) What impression of Caesar do you get from **Source 2**?
(b) How reliable do you think **Sources 4** and **5** are?
17. Using an atlas and **Source 6**:
 - (a) List the modern countries that were once part of the Roman Empire.
 - (b) In which country do you think you would find the oldest Roman ruins?
 - (c) Using the scale on the map, work out the approximate straight-line distance between the cities that are, broadly speaking, north (Londinium), south (Alexandria), east (Byzantium) and west (Cadiz) of Rome to gain an impression of the extent of the Roman Empire.



- ◊ Roman Civil Wars
- ◊ Roman Empire

7.7 Slavery and the gladiators' revolt

7.7.1 Slaves and gladiators

As the Roman Empire grew, so did the number of captives who were sold into slavery. Rome's wealth was built on slavery, and slaves usually had the most miserable lives of all people in its empire. Many slaves worked on the estates of rich Romans. Others were servants. For the slightest act of rebellion a slave could be killed by **crucifixion**.

SOURCE 1 A Roman stele (funerary monument) of a freedman (former slave), dressed in a toga, and his freedwoman wife



Those who suffered most were miners, prostitutes and gladiators. Mineworkers rarely lived past the age of 21. Prostitutes often died young from abuse or disease. Few gladiators lived for long, as they were trained to fight to the death for the amusement of Roman crowds. Unlike many slaves, however, gladiators knew how to fight.

DID YOU KNOW?

Slaves had no rights at all until a law of the Emperor Claudius banned the practice of torturing or killing them. In reality, however, this law often failed to protect them. A few educated slaves had fairly comfortable lives and some slaves were granted their freedom or were able to save enough money to buy it, but for most slaves life was harsh.

SOURCE 2 From an account of gladiators in combat by the Roman historian Seneca (4–65 CE)

I arrived at the Colosseum in the middle of the day ... No sooner has a man killed his rival than the crowd shout for him to kill another, or be killed. In the end every fighter dies ... why watch their sufferings?

SOURCE 3 A fragment of a relief sculpture depicting two gladiators named Scholasticus and Damascenus. It is from the third century CE. The sign θ indicates that Damascenus died in the fight. Most gladiators' lives ended this way, although a few very successful fighters were able to buy their freedom.

Spartacus and the revolt of the slaves

At Capua, south of Rome, in 73 BCE an event took place that started a rebellion that shook the Roman Empire. It began when a group of gladiators overpowered their guards and escaped. Their main leader was a **Thracian** gladiator called Spartacus. Their numbers soon grew to thousands as they freed other slaves and taught them how to fight. They defeated each Roman legion that was sent to crush them, and by the following year the rebel force numbered about 10 000 and was growing fast as it raided Roman towns and freed more slaves. Panic spread through Rome.

The rebels were finally defeated. Two of their groups were wiped out by Roman legions. The main rebel force under Spartacus was at last defeated in a pitched battle in which as many as 60 000 rebels may have died fighting. Six thousand were taken prisoner. As an example to others who might consider rebellion, the entire 6000 were crucified along the road from Capua to Rome.



SOURCE 4 From an account of the slave revolt by the Greek historian Plutarch (c. 46–120 CE)

Spartacus ... was a Thracian from the nomadic tribes and not only had a great spirit and great physical strength, but was ... most intelligent and cultured ... Spartacus had grown to be a great and formidable power but ... could not expect to prove superior to the whole power of Rome, and so he began to lead his army towards the Alps ... His men, however, would not listen to him. They were strong in numbers and full of confidence ...
... both consuls were sent out to deal with what was considered a major war and a most difficult one to fight ...

SOURCE 5 From Plutarch's description of the final battles of the revolt

Crassus's troops killed 12 300 men, but he found only two of them who were wounded in the back. All the rest died ... fighting back against the Romans.
... Spartacus ... surrounded by enemies, still stood his ground and died fighting to the last.

7.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which group in Roman society benefited most from slavery?
2. What do you think would have been the worst jobs for slaves?
3. Why were the gladiators able to launch a slave revolt?

Apply your understanding

4. Freedmen and freedwomen were former slaves. The toga was a sign of Roman citizenship. How does **Source 1** provide evidence that some slaves were able to advance in Roman society?
5. Read **Source 2**.
 - (a) How can you tell that not all Romans approved of gladiatorial combats?
 - (b) Do you think many Romans would have shared Seneca's perspective? Why do you think this?
6. Using **Source 3** as your evidence, how long do you think a gladiator's career would be likely to last?
7. Read **Sources 4** and **5**. What do these sources say about:
 - (a) how big a threat the slave revolt posed to the power of Rome
 - (b) why Spartacus was finally defeated
 - (c) the courage of Spartacus and the other rebels?
8. Imagine you are a slave who has joined Spartacus. Write a letter to your fellow slaves telling them your reasons.

7.8 SkillBuilder: Using ancient Roman primary sources

7.8.1 What are our main ancient Roman primary sources?

Ancient Roman primary sources include temples, amphitheatres, fortifications, roads, aqueducts, weapons, tools, coins and written records. They also include artworks such as mosaics, paintings, statues and other sculptures in terracotta, stone and bronze.

The importance of analysing ancient Roman primary sources

These primary sources can tell us much about ancient Roman history. Buildings and sculptures tell us about Roman entertainment, technology, skills and values. Written records tell us about Roman ideas on politics, law and a vast range of other subjects.

7.8.2 How to analyse ancient Roman primary sources

When you study a primary source you need to think carefully about the clues it provides. You need to ask questions such as:

1. Who wrote or created the source?
2. Why was it written or created?
3. To what issues is it relevant?
4. What does it tell us about the ancient Romans?
5. What conclusions can we draw from it about ancient Roman society?

As you now know, cruel public entertainments, including fights to the death between gladiators, played a big role in Roman life. The sources in this section are all relevant to this issue.

The five questions have been applied to **Sources 1** and **2**.

Analysing Source 1

SOURCE 1 Written by Caesar Augustus (Octavian) (see section 7.6.3)

Three times I gave shows of gladiators under my name ... Twenty-six times, under my name or that of my sons and grandsons, I gave the people hunts of African wild beasts in the circus, in the open, or in the amphitheatre; in them about 3500 beasts were killed.

1. *Who wrote or created the source?* The writer was Augustus, who became emperor of Rome soon after the assassination of Julius Caesar.
2. *Why was it written or created?* Augustus founded a dynasty that ruled Rome until 68 CE. He was probably boasting to win popularity.
3. *To what issues is it relevant?* It is relevant to the issues of public entertainment in Roman society, the ways in which Roman politicians and rulers won favour, and Rome's treatment of slaves and animals.
4. *What does it tell us about the ancient Romans?* It provides evidence of gladiatorial combats and animal fights that Augustus provided for the entertainment of Roman citizens.
5. *What conclusions can we draw from it about Roman society?* Cruel public entertainments were frequent and popular in ancient Rome, and they were often provided by political leaders.

Analysing Source 2

1. *Who wrote or created the source?* We do not know who created this figurine. We know only that it was made in the first or second century CE.
2. *Why was it written or created?* As quite a few gladiator figurines have been found, they were probably made to meet a popular demand for decorative souvenirs of the games.
3. *To what issues is it relevant?* It is relevant to the issues of public entertainment in Roman society and Roman attitudes towards gladiators.
4. *What does it tell us about the ancient Romans?* It provides evidence of the different types of gladiators who took part in combats and of their popularity.
5. *What conclusions can we draw from it about Roman society?* Cruel public entertainments were frequent and popular in ancient Rome, but strangely gladiators also appear to have been admired in much the same way as modern football stars.

SOURCE 2 A terracotta figurine of two gladiators. The figurine is from the first or second century CE. By this time there were several different categories of gladiators, including the *hoplomachus* (with a circular shield) and the *thraex* (with a small rectangular shield). Several gladiator figurines have been found.



7.8.3 Developing my skills

Use the five questions to analyse **Sources 3** and **4**.

SOURCE 3 Gladiators fighting a lion — a relief sculpture from Turkey, first century CE



SOURCE 4 A marble relief sculpture of two female gladiators named Amazon and Achilia. It was found in the ancient Roman city of Halikarnassos (in modern Turkey).



learnon RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 7.5: Reliable sources?

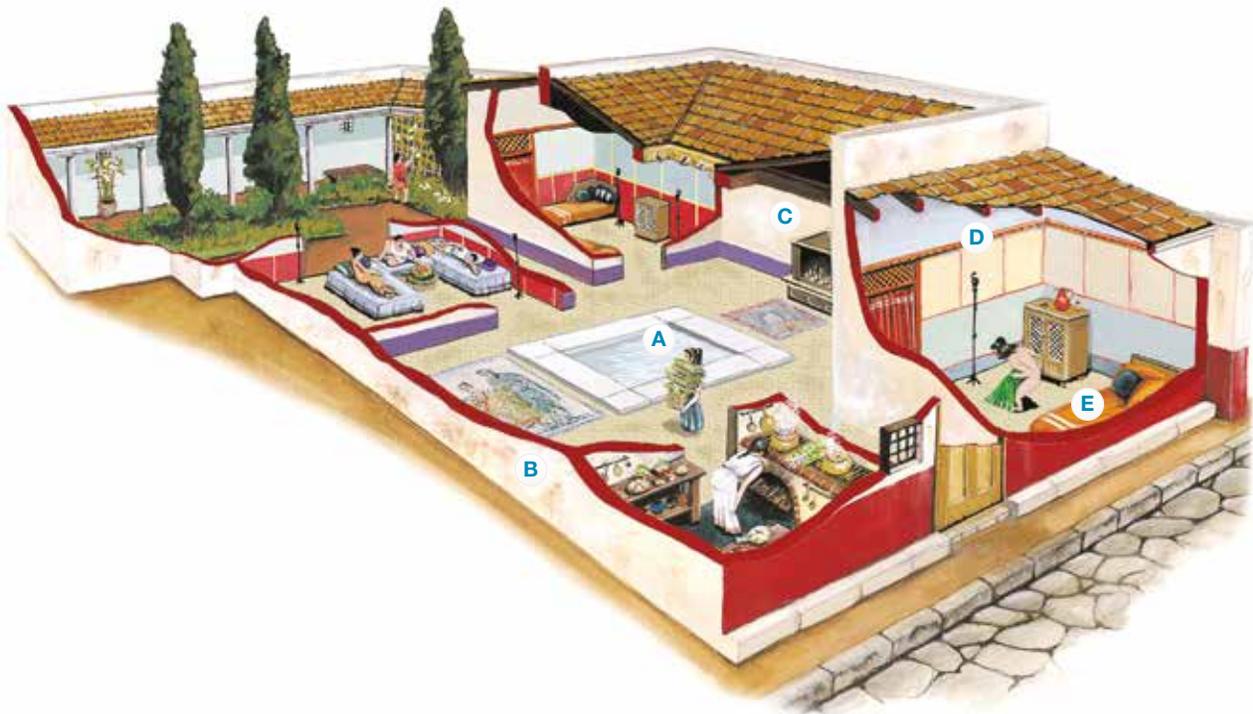
7.9 Living in the Roman Empire

7.9.1 Roman towns and cities

Around 90 per cent of people in the Roman Empire were peasants who lived on farms or in villages. Far fewer lived in towns and cities. Wherever they were, the poor lived very differently from wealthy Romans. Some plebeians became wealthy through trade but most were skilled or unskilled workers, shopkeepers or **tenant farmers**. As more slaves were used, increasing numbers of poor citizens became unemployed. By contrast, wealthy Romans usually did no physical work and lived in luxurious villas with baths and even underfloor heating. As the empire grew, so did the gap between the rich and the vast numbers of the poor.

Large Roman towns were well planned, with government buildings and a **forum** where the citizens could gather. The city of Rome had expensive villas for the rich and fine government buildings. The rich feasted at banquets where they ate lying on their sides on couches while being entertained by dancers and musicians. Some made it a habit to overeat then vomit so they could continue to feast.

SOURCE 1 A typical villa of the type occupied by wealthy Romans



- A** The atrium, or central courtyard, contained a shallow pool. The pool was filled by rain that entered through an opening in the roof (through which light also entered).
- B** The solid high external walls had few or no windows.
- C** The lararium, or household shrine, was also usually erected in the atrium.
- D** Small olive oil lamps made of pottery or bronze provided lighting in the evening
- E** Furniture consisted mainly of beds, couches, low tables and chairs, which sat on a mosaic or tiled floor. The floor was sometimes heated from beneath.

Meanwhile, the poor survived on bread and porridge and lived in rented slums without kitchens, toilets, heating or running water. Their drinking water came from public fountains and they washed in public baths. To keep the poor from rebelling, the ruling classes provided free grain, public baths and toilets and cruel forms of entertainment. They also encouraged the poor to live in colonies in conquered lands.

DID YOU KNOW?

Public entertainments included executions, live animal hunts, fights between tormented animals and contests between gladiators and animals. So many lions were captured for wild animal shows that the species disappeared in the Middle East.

7.9.2 Roman culture

Rome produced a rich culture, but it was probably enjoyed by less than five per cent of the population. These Romans were influenced by the cultures of some of the peoples they conquered, especially the Greeks. From Greece, the Roman armies brought back paintings and statues. Rich Romans used Greek slaves to educate their children and to decorate their homes and public buildings with paintings, sculptures and statues. Many Roman statues of Roman leaders and gods were copies of Greek statues.

The Romans adopted and imitated Greek literature. Homer's *Odyssey* was translated into Latin and plays were performed at festivals. Many of these plays were comedies that ridiculed everyday events. Roman writers produced histories, poetry and books on military tactics, law and medicine. Among the most famous was the poet Virgil. His greatest work was the *Aeneid*, which tells the story of Aeneas, who according to legend fled from the destruction of Troy and founded Rome. Virgil's success showed that some Romans could rise from poor backgrounds. He was the son of a peasant. Horace, another great Roman poet, was the son of an ex-slave. Both were encouraged by Augustus and benefited from the tradition of noble **patronage**.

Virtues

Among the ideas of the ancient Romans, **virtue** was considered very important. Roman writers and philosophers praised such virtues as family values, patriotism and justice. In schools, boys were taught to read, write and use Roman numerals. They also learned **rhetoric** and logical thinking and studied the works of great classical writers.

DID YOU KNOW?

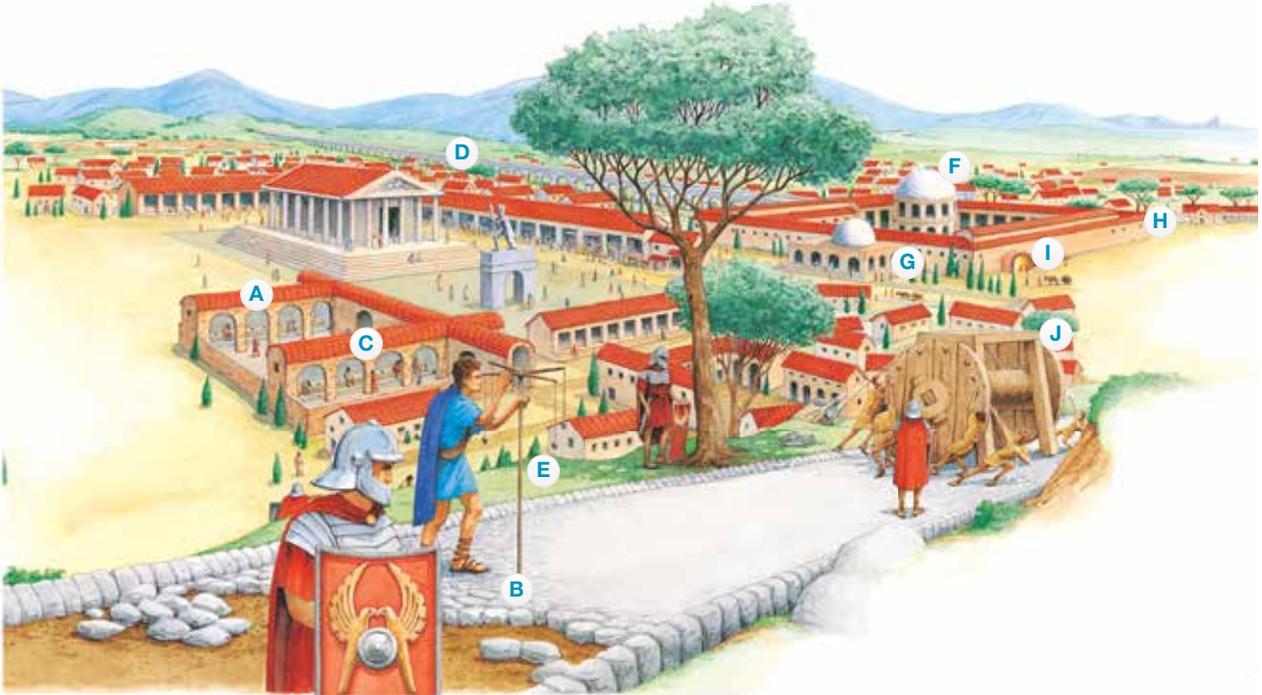
Roman fathers had total power over their families, including the power to kill their children or sell them into slavery. Girls received little schooling other than in household skills. Married women had few rights and could be killed if they committed adultery.

7.9.3 Roman technology

The Romans built some 84 000 kilometres of roads, as well as countless bridges, walls, aqueducts, temples and public buildings, including baths. They had no earthmoving equipment, steel cranes, power tools or computer-aided design, yet the way they built many of these structures was not bettered for nearly 2000 years.

As the Roman Empire expanded, it became important to master the skills needed to build it, protect it and connect and service its various parts. Roads, walls and towns had to be built, and towns needed facilities such as water supply, toilets and **public baths**. Much of the work was done by the army. The Romans became so good at engineering and construction that many of their structures are still used today.

SOURCE 2 The general layout of cities throughout the Roman Empire followed the pattern set for the city of Rome.



- A** Roman public toilets consisted of stone or concrete benches with holes in them. A channel of running water under the holes removed human waste. A sponge on the end of a stick was used for cleaning.
- B** Roman roads were usually straight, and often very long. They were usually laid on a bed of rubble, over which was poured a layer of concrete or gravel. Sometimes stone slabs were placed on top. They were slightly higher in the middle so that water and debris could wash off easily.
- C** The Romans further developed the **Etruscans'** arch to produce, first, the single-tunnel vault (many arches joined together, one behind the other), then the cross-vault (two tunnel vaults crossing at right angles) and then the revolutionary dome.
- D** Aqueducts allowed water to flow down to a settlement by means of gravity. To ensure that the water flow did not stop, they had to be built very precisely.
- E** The Romans were also able to fire bricks, and to use building tools such as rulers, chisels, squares (to measure angles) and a surveying instrument called a groma. By lining up the two weighted strings on the end of each bar of the groma with landmarks, engineers were able to build roads that were straight and level.
- F** Domes were used on many public buildings, including some baths. The most spectacular example is the dome on the Pantheon, a temple built to all the gods in around 120 CE. Spanning 43 metres in diameter, it is still the second biggest in the world.
- G** Building was revolutionised when the Romans found out how to make concrete. It was discovered that when a volcanic dust called pozzolana was mixed with lime and water, it set into a hard material.
- H** People went to the public baths every day to wash and to socialise. The complexes contained hot and cold pools, saunas, reading rooms, hair salons, dressing rooms, exercise yards and shops. Some of them held thousands of people.
- I** The water in the public baths was heated by a **hypocaust**. Slaves kept large fires burning in the basements of buildings or outside them. The hot air was fed under the floors and up through a series of tunnels to heat some of the pools.
- J** Roman cranes were large wooden structures, powered by a big wheel turned by slaves.

DID YOU KNOW?

Roman engineering was so good that many Roman public buildings still stand. They supplied running water and sewerage to the homes of wealthy people who could afford pipes, taps and flushing toilets. Some blocks of flats for the poor, on the other hand, were so badly built that they fell down within a few years. Fires were such a problem in Rome that in 6 CE a fire-fighting force, called the Cohortes Vigilium, was set up.

7.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Describe some of the ways in which Romans were influenced by Greek culture.
2. In what ways did Roman artists and writers benefit from patronage?

3. How was the education of boys different from that of girls?
4. What powers were held by a father within a Roman family?
5. Draw a mind map to compare the lives of the rich and the poor in the Roman Empire.
6. How did aqueducts work?
7. Describe a Roman public toilet.
8. Explain how public baths were heated.
9. How did the Romans make concrete?
10. What was a groma and how was it used?
11. Why do you think the flats rented by the poor were so badly built when the Romans had such good building skills?
12. Draw and label a diagram to explain how Roman roads were built.
13. **Source 3** shows one of the public baths built by the Romans in Bath, England. Draw a labelled sketch of its key features.

SOURCE 3 Roman public baths in Bath, England



Apply your understanding

14. How do you think the ancient Romans, who kept slaves, could regard justice as a virtue?
15. Study **Source 1** and list what you think are the best features of the design of Roman villas.
16. (a) Use the internet and the library to research the construction and features of one famous Roman structure. For example, you could research:
 - the Pantheon
 - the Colosseum
 - the buildings of the Roman Forum
 - the Baths of Diocletian
 - the Pont du Gard, the huge Roman aqueduct in the south of France.
- (b) Present your findings to the class using PowerPoint.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 7.6: Masters of technology



Explore more with this weblink: Ancient Rome in 3D

7.10 Religion and the Romans

7.10.1 Roman state religion

The Romans had hundreds of gods and goddesses. They usually tolerated the religions of people they conquered as long as those people were willing to pay homage to the Roman emperor. Romans believed that religion was closely related to government and that other religions were a danger only if they threatened Rome's authority. Roman religion did not tell people how to live better lives and there was no fixed belief about an afterlife. It was more concerned with performing rituals in return for protection from misfortune.

The Roman authorities built temples to the gods, conducted regular rituals to please them, and organised religious festivals with processions, music and animal sacrifices. Roman homes also had shrines at which families sacrificed to their household gods.

Romans believed that it was important to know the will of the gods before political decisions were taken. They believed that the gods sent signs, or omens; the skill of reading them was called **divination**. Methods of divination included studying the entrails of sacrificed animals, rolling dice, **astrology** and consulting oracles. Some oracles were inscriptions written on tablets. These were shuffled like cards by a child, who then gave one to the person seeking to discover the will of the gods.

Adopted gods

As the empire expanded, Romans adopted more gods from the people they conquered, especially the Greeks. The Greek sea god Poseidon was identified with Neptune, the Roman god of water. The Greek god Zeus was identified with Jupiter, the most important of all Roman gods. Several Egyptian and Persian gods were also adopted. Mithraism, the cult of Mithras, the Persian god of light, held that there was life after death. Mithras was especially popular among Roman soldiers. When the Romans decided to worship Sulis, a goddess of the Celts, they equated her with the Roman goddess Minerva and changed her name to Sulis Minerva.

SOURCE 1 The Pantheon, the largest Roman temple. It was built between 118 and 128 CE.



SOURCE 2 Some Roman gods and goddesses and their Greek equivalents

<p>Jupiter (Greek equivalent: Zeus) King of the gods Symbols: eagle, thunderbolt</p>		<p>Juno (Greek equivalent: Hera) Wife of Jupiter Goddess of women, marriage and childbirth</p>
		<p>Mars (Greek equivalent: Ares) God of war</p>
	<p>Venus (Greek equivalent: Aphrodite) Goddess of love and beauty</p>	
<p>Neptune (Greek equivalent: Poseidon) God of the sea</p>		<p>Mercury (Greek equivalent: Hermes) Jupiter's messenger God of trade and thieves</p>

DID YOU KNOW?

Roman priests and priestesses were state officials who performed rituals to maintain the good will of the gods towards the Roman state. The most important priestesses were the Vestal Virgins, who kept the fire burning on the altar of the goddess Vesta. Vestal Virgins could be executed if they were found to have had sexual relationships.

7.10.2 The spread of Christianity

Christianity arose in Roman Palestine (Judea) in the first century CE. It was based on the teachings of Jesus Christ, a Jew who preached that he was the son of God and that through faith people could receive forgiveness for their sins and gain eternal life. Jewish religious leaders saw Jesus as a threat, so they had him arrested and condemned to death. When Pontius Pilate, the Roman governor, approved the sentence, Jesus was executed by crucifixion.

Jesus' followers continued to spread his teachings, which offered hope especially to slaves and the poor. Christianity did not encourage rebellion, but the Romans saw it as a threat because Christians refused to worship the emperor, recognising only the Christian god. Several emperors ordered persecutions of the Christians, including mass executions. This persecution ended when, in 313 CE, Emperor Constantine legalised Christianity. It became the state religion of the Roman Empire in 391 CE.

SOURCE 3 Account by the Roman historian Tacitus (c. 56–117 CE) of the persecution of Christians by the Emperor Nero

Dressed in wild animals' skins [the Christians] were torn to pieces by dogs, or crucified, or made into torches to be ignited after dark. Nero provided his Gardens for the spectacle, and ... mingled with the crowd ... Despite their guilt as Christians, and the ruthless punishment it deserved, the victims were pitied. For it was felt that they were being sacrificed to one man's brutality rather than to the nation's interest.

SOURCE 4 From the Edict of Milan, in which Emperor Constantine granted religious freedom. An edict is a formal command.

... no one whatsoever should be denied freedom to devote himself either to the cult of the Christians or to such religion as he deems best suited for himself ...

7.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the purposes of Roman religious rituals and festivals?
2. How did Roman religion change as the empire expanded?
3. List the main Roman methods of reading signs from the gods.
4. Why did the Romans usually tolerate other religions?
5. Explain why the Romans were intolerant of Christianity.
6. List six Greek gods and their Roman equivalents.

Apply your understanding

7. The Pantheon is a marvel of engineering. It has the widest **masonry** dome in Europe and was an architectural wonder even in its own time. What does the construction of such a building suggest about the importance of religion to the Romans?

8. Read **Source 3**.

- (a) What sorts of punishments were handed out to the Christians under Nero?
- (b) What did Tacitus think of these punishments?
- (c) How can we tell that Tacitus did not like the beliefs of the Christians?
- (d) Why would the Christians have disagreed with Tacitus?

9. Explain why **Source 4** was a turning point for Christianity and for Rome.

10. Imagine you are a Christian in 313 CE. Explain how you would have felt on hearing about the Edict of Milan.

7.11 Decline and fall

7.11.1 Decline of the empire

The Roman Empire began to weaken from about 180 CE as rival Roman army generals fought each other for power. Trade that had enriched the empire began to decline as transport over long distances became more dangerous and tribes of **barbarians** increased their raids into the empire's lands.

Dividing the empire

In 284 CE Emperor Diocletian, a Roman general who had won power through his soldiers, divided Rome into Eastern and Western empires under two separate emperors. Diocletian believed this would create stronger government, but the problems remained. From 307 to 310 CE civil war raged as six rival emperors competed for power. The victor, Constantine, ordered the building of a new capital, to be called New Rome, on the site of the old Greek city of Byzantium.

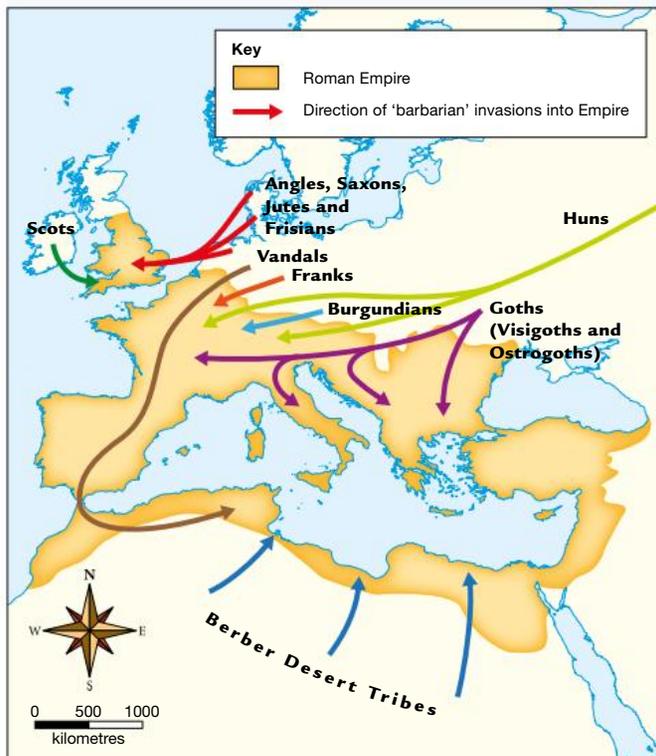
The city was soon renamed Constantinople (Istanbul in modern Turkey).

In 378 CE the Visigoths defeated Rome's armies. Emperor Theodosius (379–395 CE) agreed to allow them to form a separate state within the Roman Empire, while the Visigoths pledged to defend the empire's frontiers. Theodosius was more successful in reuniting the empire in 394 CE after the Western Empire broke away under a rival emperor. However, following the death of Theodosius the split into Eastern and Western empires became permanent.

Peoples on the move

There were vast movements of peoples through Europe in the fifth century CE. Burgundians and other 'barbarian' tribes invaded Gaul, while Angles, Saxons and Jutes from Germany and Denmark attacked Britain and Vandals, another Germanic tribe, invaded Spain. The Roman armies left Britain in 410 to defend the city of Rome, which was sacked by the Visigoths that same year.

SOURCE 1 The fall of the Western Roman Empire. The arrows show the directions from which different barbarian groups invaded the empire.



Source: Map drawn by Spatial Vision.

These invasions were not part of any general plan. Several barbarian groups who swept into the Roman Empire were fleeing other hostile tribes. For example, the Ostrogoths from eastern Europe were retreating before the Huns, who had overrun their homelands. This made it possible for Rome to form alliances with some groups against others. In 451 an alliance of Romans, Visigoths and Burgundians defeated the Huns. However, in 455 Rome was pillaged by the Vandals, and in 476 the last Western Roman emperor, Romulus Augustulus, was deposed by Odoacer, a German chief.

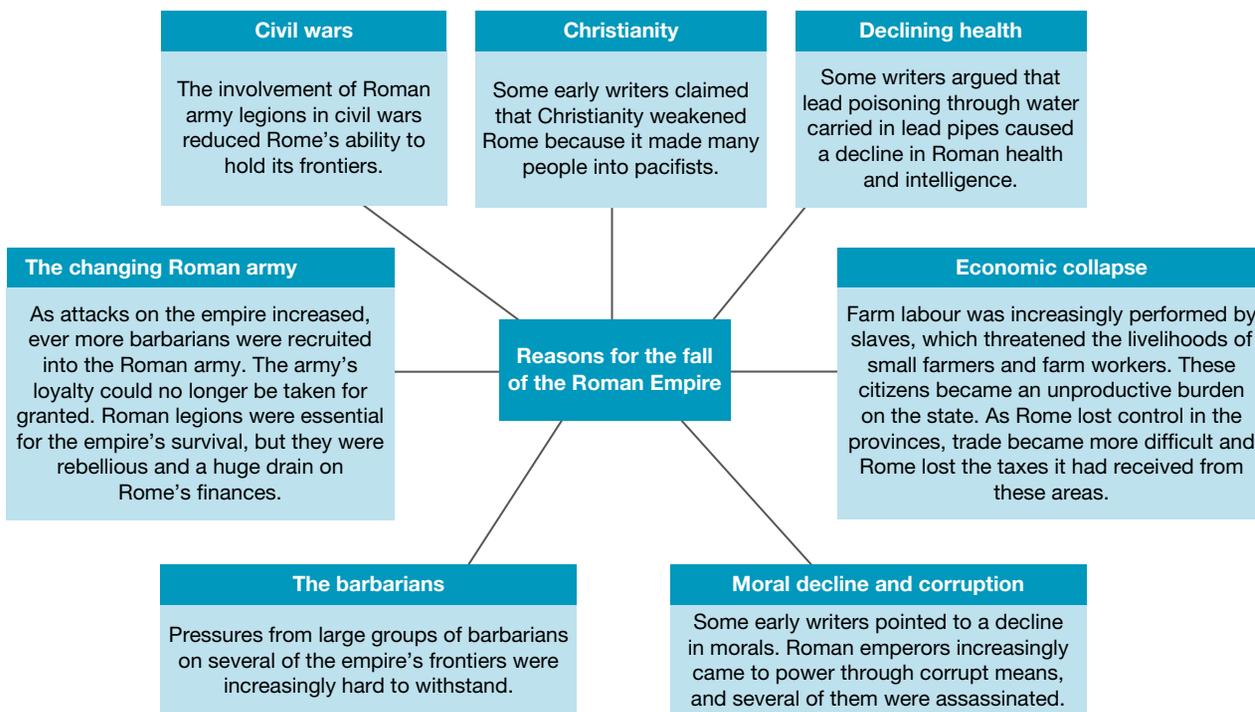
SOURCE 2 Detail from The Big Game Hunt, a mosaic of the third to fourth century CE found at the Villa dei Casale, Piazza Armerina, Sicily



7.11.2 Why Rome fell

Historians past and present have suggested several reasons for the fall of the Roman Empire. The following mind map outlines some of them. War and economic collapse stand out as the key reasons.

SOURCE 3 Reasons for the fall of the Roman Empire



7.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a timeline of developments that led to the fall of the Western Roman Empire. Start your timeline at about 180 CE. Highlight those changes that did most to bring about Rome's collapse.

Apply your understanding

2. Study **Source 1**.
 - (a) Who were the different peoples that threatened the Roman Empire?
 - (b) Explain which part of the empire was threatened by each group.
3. Which of the suggested reasons in **Source 3** do you think would have contributed most to the fall of the Roman Empire? Give reasons for your choice.
4. Conduct research and present a report to the class on one of the barbarian groups that contributed to the fall of the Western Roman Empire (e.g. Goths, Vandals, Saxons, Burgundians or Huns).
5. **Source 2** depicts traders loading ships. Why would declining trade have been both a cause and consequence of the weakening of Rome?

7.12 Heritage of Rome

7.12.1 The Eastern Roman Empire

As the Western Roman Empire collapsed, it broke up into kingdoms ruled by non-Romans, although many people in these states continued to see themselves as Roman. Europe was entering what have been called the Dark Ages. Wars were frequent, population levels fell and cities almost disappeared, along with long-distance trade and literacy. However, the Eastern Roman Empire lived on for almost another thousand years and Roman legacies survived to influence later ages.

When Odoacer deposed Romulus Augustulus, he had no wish to become emperor. Rather, he recognised the authority of the Eastern Roman emperor in Constantinople. The Eastern Roman Empire maintained Roman law along with its heritage of Greek and Roman culture. It kept Latin as the language of its court. In the sixth century the Eastern emperor Justinian tried to restore the Western Empire. He was successful, but only briefly. As the **medieval** Byzantine Empire, the Eastern Roman Empire lasted until 1453 CE, when Constantinople was overrun by the Ottoman Turks.

SOURCE 1 A mosaic in Hagia Sophia, in Istanbul. This church was built on the orders of the great Eastern Roman emperor Justinian I (527–565 CE). The mosaic shows Emperor Constantine presenting the Virgin Mary with the city of Constantinople and Justinian presenting her with the Church.



7.12.2 Roman Christianity

The adoption of Christianity as the Roman state religion changed the Christian Church more than it changed the Roman Empire. The power of Roman Christianity was now supported by the power of Christian Roman emperors. Until the late fourth century, many Romans continued to hold **pagan** beliefs, and there were several different sets of beliefs within the Christian Church. Church leaders used the support of emperors to suppress rival interpretations of the Christian gospels, which were declared to be **heresy**. The continuing power of the Roman Christian Church was secured when Clovis, king of the Germanic Franks, gained control of Gaul and converted to Roman Christianity in the 490s. As the Christian Church outlived the Roman Empire, it helped to conserve Roman culture, which continued to be an important influence on ideas in medieval Europe.

SOURCE 2 From Hugh Trevor-Roper, *The Rise of Christian Europe*, 1966

In ... some respects ... the barbarians preserved rather than destroyed the Empire ... The barbarian Christian kings who rule over Italy, France and Spain in the fifth and sixth centuries still regard themselves as Roman ... they still acknowledge themselves subject to the emperor in the East; they still respect Roman traditions, Roman methods.

DID YOU KNOW?

In the Roman calendar, the year was divided into 12 months, named after gods, emperors and numbers. The names we use for the months are based on theirs. For example, August is named after the emperor Augustus.

SOURCE 3 When the Pantheon was given to the Christians in 608, it was preserved with few changes apart from additions like this Christian altar.



Passing on the culture

The classical books of ancient Roman writers influenced later writers. In the **Middle Ages**, Christian monks toiled at copying these books by hand. Many of these ancient writers are still widely read today. As Greek learning had been adopted by the Romans, the ideas of ancient Greece were also passed on. Latin, the language of the Roman Christian Church, became the language of the Church and of scholars in the Middle Ages. Despite the barriers caused by differing national languages, all educated writers and thinkers could communicate in Latin. Even today some sciences use Latin terms. For example, botany uses them to classify plants.

In the fifteenth century the Renaissance brought a revival of interest in Roman ideas, arts and architecture. Roman influences can be seen in many buildings constructed from that time until the twentieth century. In the eighteenth century, ideas and institutions from the ancient Roman Republic influenced leaders who adopted new republican forms of government.

DID YOU KNOW?

Roman law continued to form the basis of law codes in much of Europe in the Middle Ages and even in modern times. The Roman language, Latin, is the basis of modern Italian, French, Spanish and Portuguese. There are also many Latin words in English.

European unity

The Roman Empire was replaced by many different states. However, the idea of some kind of European unity was a legacy of the Romans. Around 800 CE a powerful king called Charlemagne united much of Europe in a huge empire that he tried to base on the Roman model. This empire fell apart soon after his death but in the twentieth century Europe was again unified through the European Community (EC).

7.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. After the fall of Rome, which empire maintained Roman law and culture and the Latin language?
2. Describe the roles in preserving and handing down the culture of ancient Rome played by:
 - (a) the Christian Church, especially the monks
 - (b) the fifteenth-century Renaissance.

Apply your understanding

3. Look at **Sources 1** and **3**. What role have such artworks played in preserving Rome's heritage?
4. Using **Source 2** and the information in this unit, explain the role of the barbarians in preserving Roman institutions.
5. Working in groups, use the library to prepare a report on one of the following topics.
 - (a) The system of Roman numerals
 - (b) How the planets of our solar system got their names

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 7.7: Legacy

7.13 Research project: Time travel to ancient Rome

7.13.1 Scenario and task

Welcome to the future. Non-disruptive time travel has been invented; this allows you to look, hear and even smell the past but not to affect it. That's right — they don't know you're there ...

Your company, Two Places at Once, wants you to put together a website advertising a time trip to ancient Rome that will let people know just what it was like living in the time of the Caesars (without being eaten by a lion).

Create a website that entices people into a virtual visit to Rome: eat like the Romans, dress like them, take a bath, see a show, visit a Roman home, take a holiday to Pompeii, be a good citizen and listen to the senators. You might also want to let them know what Rome is like in the present — a kind of before and after.



Your employer might want you to work in a web-design team, so be prepared to collaborate and work with others.

7.13.2 Process

- Access your learnON title to watch the introductory video at the beginning of this subtopic. Then, working in small groups, undertake research into the travel guide topics, which you will find listed below.
- Eating and drinking
- Entertainment
- Getting around
- Health and safety
- History
- Sights
- Lodgings

Make notes about interesting facts and ideas that you discover about each of the topics as you go.

- To discover extra information about life in this time and place, find at least three sources. The weblinks in the Resources tab will help you get started.
- Visit the Resources tab and download the website model and website planning template to help you build your website. The Resources tab also includes images, video and audio files to help bring your site to life.
- Use the website planning template to create a design spec for your site. You should have a home page (individual or group) and at least three linked pages per person. You might want to insert features such as ‘Amazing facts’ and ‘Did you know?’ into your interactive website. Remember the three-click rule in web design — you should be able to get anywhere in a website (including back to the home page) in a maximum of three clicks.
- Use website-building software to build your website. Remember that less is more with website design. Your mission is to make people aware of ancient Rome in an entertaining and persuasive way. You want people to take the time travel tour.
- When your group is happy with your completed website, submit it to your teacher for assessment!



learnon ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

7.14 Review

7.14.1 Review

In this topic you have learned about the ancient Romans. You have seen how Rome grew from a collection of villages to become a mighty empire that dominated the known world for centuries, before declining as a result of internal divisions and external pressures.

KEY TERMS

astrology interpreting the influence of the stars on human affairs
aqueducts structures built to carry water long distances
auxillaries soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire
barbarians the Roman term for all peoples who lived beyond the borders of the empire
civil war a war fought between citizens of one country
crucifixion slow, painful execution by being nailed or bound to a cross or pole
divination the skill of reading omens
Etruscans advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE
forum open meeting place of a town or city
heresy an opinion or belief that contradicts orthodox beliefs, especially in religion
hypocaust under-floor and water heating system used in Roman villas and public baths
loot goods or property taken from a defeated enemy after a battle
magistrates men elected by the citizens to run Rome for a year
masonry stonework
medieval of the Middle Ages
Middle Ages between ancient and modern historical periods (generally between the fifth and fifteenth centuries)
pagan name used to refer to people who believed in non-Christian gods
patricians members of the aristocratic families that founded the Republic
patronage supporting and encouraging authors and artists
plebeians all non-patrician citizens of Rome
public baths public building complexes containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens
pumice lava ejected from a volcano that solidifies into a light, porous rock
republic system of government in which the head of state is not a monarch
rhetoric the art of public speaking
Samnites a mountain tribe of central Italy
Senate governing body in ancient Rome, (in theory) an advisory body of ex-magistrates
tenant farmers poor farmers who rented small plots of land
Thracian a native of the Roman province of Thracia (see the map in subtopic 7.6)
virtue moral standard or value

7.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. In the Punic Wars, whom did Rome fight and what did it gain?
2. What were the differences between plebeians and patricians?
3. How and when did Rome cease being a republic?
4. Name five modern countries that were once part of the Roman Empire.
5. What was the Pax Romana?
6. What happened at the Colosseum and similar amphitheatres?
7. Who were Augustus, Spartacus, Constantine?
8. Around how many Roman soldiers made up a legion?
9. Why did the Romans build aqueducts?
10. Name two possible causes of the fall of the Western Roman Empire.

Apply your understanding

11. Working in small groups, use the internet and your library to research and write an illustrated guidebook for someone travelling from the outer reaches of the Roman Empire to Rome in the second century CE. You will also find information in modern travel guides for Rome, because Roman history is one of the main reasons that people visit the city. Your guidebook should include the following.

- *A map of the city centre as it was in ancient times*
- *History*: a one-page outline of Rome's history up to the second century CE
- *What to see*: a short guide to interesting sights — for example the Forum, the baths and the Colosseum
- *Entertainment*: where a visitor might go for an afternoon's spectacle
- *Religion*: what a visitor would need to know to avoid causing offence
- *Currency, language and accommodation*

Remember that your guidebook is for ancient, not modern, visitors to Rome.

12. Study **Source 1**.

- Why would such public baths have been very important to the poor citizens of Rome?
- What did Rome's ruling classes gain by building such public facilities?
- What conclusions about Roman building skills can you draw from the fact that this structure still stands?

SOURCE 1 The Baths of Diocletian, in Rome



learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

-  **Try out these interactivities:** Ancient Rome interactive timeline (int-2938)
Ancient Rome interactive crossword (int-6024)
-  **Complete these digital docs:** Worksheet 7.8: Crossword
Worksheet 7.9: Summing up
Worksheet 7.10: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What can primary sources tell us about life in ancient Rome?
2. What were the main beliefs, values and cultural achievements of the ancient Romans?
3. What were some of the most significant events in the history of ancient Rome?
4. How were ancient Rome and its empire organised and governed?
5. What were the effects of conflicts within Roman society and between Rome and other societies?
6. What have been the legacies of ancient Rome?

TOPIC 8

Ancient China

8.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

8.1.1 Links with our times

China is the world's oldest continuous civilisation. For thousands of years it remained isolated from the western world. During the nineteenth and early twentieth centuries China suffered invasions, revolutions and civil wars in which many millions of people died. Now, in the early twenty-first century, China is emerging as the world's next great superpower.

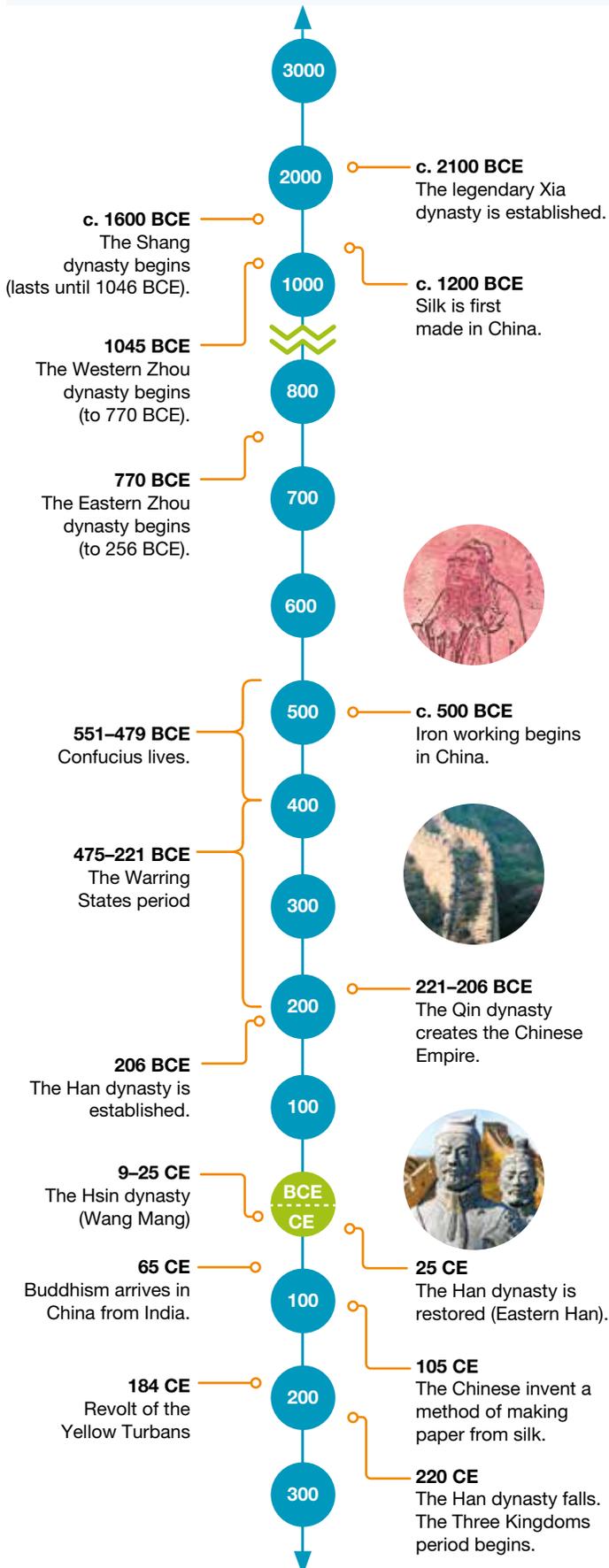
China has the biggest population and the fastest growing economy in the world. Its amazing industrial growth has increased the world's awareness of environmental issues, especially global warming. We know that if each person in China were to cause as much pollution as the average Australian, then our planet would become unlivable.

SOURCE 1 Some of the terracotta warriors that were buried to guard the tomb of ancient China's First Emperor



China has great influence in our part of the world — the Asia–Pacific region. It is extremely important to Australia as a trading partner. During the economic crisis that hit the world in 2008 it was China's need for Australia's exports of minerals and energy that saved Australia from suffering the high levels of unemployment that struck the United States and Europe.

SOURCE 2 A timeline of ancient China



SOURCE 3 A jade burial suit of Princess Dou Wan, who lived before 100 BCE. The suit was made of 2150 pieces of jade held together by gold wire. The ancient Chinese believed that jade would stop the body from decaying and ensure immortality.



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. How did ancient China's natural environment influence its civilisation?
2. How was ancient Chinese society organised and governed?
3. What were the main characteristics of ancient Chinese culture and religion?
4. How do written and archaeological sources help us understand ancient China?
5. Why did ancient Chinese dynasties rise and fall?
6. What is the significance of the heritage of ancient China?

Starter questions

1. What things do you own that were made in China?
2. What does Australia sell to China?
3. Can you think of other ways in which China has influenced life in modern Australia?
4. Do you know which ancient civilisation invented gunpowder and introduced kung fu?

8.2 How do we know about ancient China?

8.2.1 Evidence of ancient China

From huge structures such as the Great Wall of China to the writings of ancient Chinese poets and historians, there are many primary sources that provide evidence of ancient China.

We know that at least 6000 years ago people settled in farming villages along China's Huang River (Yellow River). Shang dynasty inscriptions refer to harvests, rainfall, crops, silk and domesticated animals. Through inscriptions on bronze weapons, armour and vessels, and on tortoiseshell and bones, we know that by Shang times the Chinese had developed writing. Inscriptions show that they believed that China was a place of civilisation surrounded by barbarians. Discoveries of cast-iron implements from Eastern Zhou times show that iron was then being used to make tools and weapons for the expanding armies. Iron gave those armies a great advantage over enemies who still used softer, bronze weapons.

SOURCE 1 Shang dynasty inscriptions on bone. In 1928 nearly 100 000 engraved bones and turtle shells from the Shang dynasty were found near the modern city of Anyang. They were covered in early Chinese writing.



8.2.2 Archaeological finds

Archaeological finds, including artworks and jade burial suits, tell us about the rich cultures that existed during the Qin (pronounced *chin*) and Han dynasties. The most exciting find of all was the discovery in 1974 by local peasants of a huge buried army of life-size terracotta warriors. They stood guard over the tomb of China's First Emperor, Qin Shihuang. Archaeologists estimate that the complex surrounding the tomb contains at least 7000 clay warriors, 600 clay horses and many weapons. Two bronze chariots, each made up of more than 3000 pieces, were also found.

SOURCE 2 Some of the thousands of terracotta warriors that were buried around the tomb of China's First Emperor



SOURCE 3 From Sima Qian's book *Shiji*. Sima Qian was a Chinese historian who lived from about 145 to 86 BCE (during the Han dynasty).

In the ninth moon the First Emperor was buried in Mount Li ... he employed his soldiery, to the number of 700 000, to bore down ... and there a foundation of bronze was laid and the sarcophagus placed thereon. Rare objects and costly jewels were collected ... in vast quantities. **Artificers** were ordered to construct mechanical crossbows, which, if anyone were to enter, would immediately discharge their arrows ... On the roof were delineated the **constellations** of the sky, on the floor the geographical divisions of the earth ...

The Second Emperor said, 'It is not fitting that the **concubines** of my late father who are without children should leave him now'; and accordingly he ordered them to accompany the dead monarch to the next world ... someone suggested that the workmen who had made the machinery and concealed the treasure knew the great value of the latter ... Therefore, so soon as the ceremony was over ... the **mausoleum** was closed, so that not one of the workmen escaped.

8.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Approximately how many years ago did farming begin in China?
2. What clues about ancient China's civilisation have been provided by inscriptions and implements?
3. When had the Chinese developed writing by?
4. Bronze weapons gave armies an advantage over other enemies. True or false?
5. What was found in the complex surrounding the tomb of China's First Emperor?

Apply your understanding

6. Explain how **Source 1** provides evidence of a writing system during the Shang dynasty.
7. Study **Source 2**.
 - (a) Describe the terracotta warriors.
 - (b) How can you tell they were not mass-produced?
 - (c) What can you tell from them about the emperor's army, his wealth and his power?
8. Read **Source 3**. Discuss the following questions in groups and report your findings to the class.
 - (a) Why were crossbows installed in the tomb?
 - (b) Why might the constellations of the sky have been represented on the roof of the tomb?
 - (c) Why were the concubines and workers buried with the emperor?
 - (d) What does the sacrifice of women and workers suggest about the rights of these two groups in ancient China?
 - (e) What do you think the Chinese thought about life after death?

8.3 China's civilisation begins

8.3.1 Ancient China

The ancient Chinese saw their country as the centre of the world. Until about 126 BCE they were unaware of the existence of other civilisations. According to legends in the ancient books of China, there was once a 'golden age' in which the arts of civilisation, morals and good government were established. The legends tell of a dynasty called the Xia (pronounced *shar*). It is possible that this dynasty ruled a state in China from about the twenty-first century BCE to the seventeenth century BCE, when its last king was overthrown. However, we have no primary evidence of its existence.

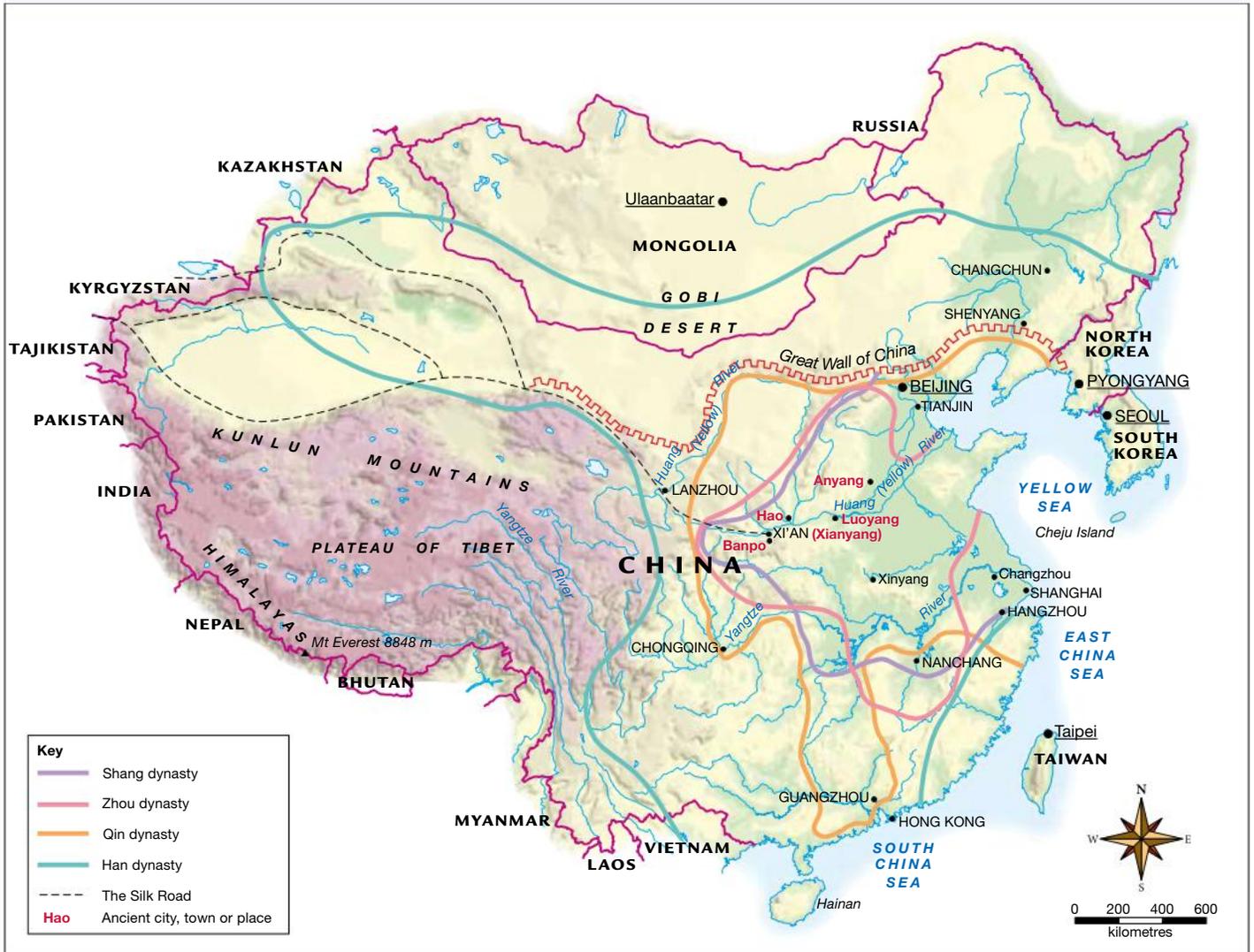
The mandate of heaven

From earliest times, Chinese rulers based their authority on the **mandate of heaven**. This meant they had been chosen by the gods to rule. However, a ruler who failed to protect the people from floods, famine, wars or other disasters was considered to have lost the mandate of heaven and could be overthrown.

China's earliest dynasties

The first dynasty for which we have evidence is the Shang dynasty (c. 1600–1046 BCE). The Shang rulers were often at war with neighbouring groups. Their dynasty fell when the Zhou (pronounced *jo*) defeated them and set up a new dynasty. Historians divide the Zhou dynasty into two periods: the Western Zhou dynasty (1045–771 BCE) and the Eastern Zhou dynasty (770–256 BCE), under which the capital was moved to the east.

SOURCE 1 A map of ancient China



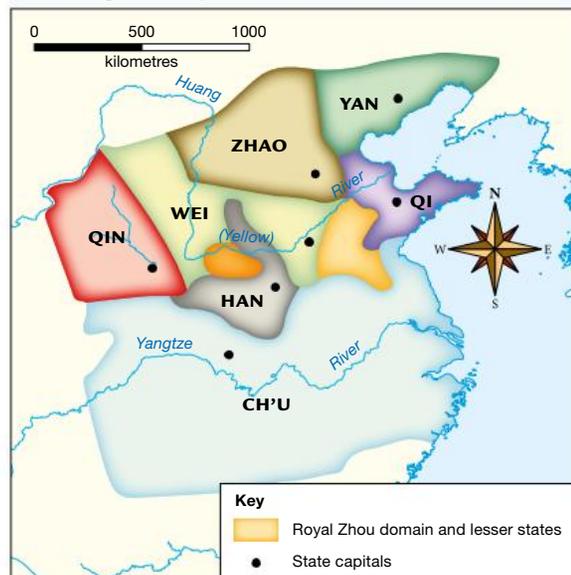
The Warring States period (475–221 BCE)

Under the Eastern Zhou rulers, royal authority was weak. There were many wars between local lords, who controlled their own states within the Zhou kingdom. The stronger states defeated and took over the weaker states. Finally seven states — Qin, Han, Zhao, Wei, Ch’u, Yan and Qi — remained to fight for control of northern China.

DID YOU KNOW?

The name ‘China’ comes from the name of the Chinese state Qin. People in India and Central Asia must have known of Qin’s existence by about 300 BCE because by that time the word ‘China’ appeared in their languages. Modern Chinese call their country *Zhongguo*. In Eastern Zhou times, *Zhongguo* meant the central states of China.

SOURCE 2 Zhou dynasty China during the Warring States period, about 300 BCE



Source: Map drawn by Spatial Vision.

8.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the idea of the mandate of heaven.
2. How could a ruler lose the mandate of heaven?
3. Why do you think the Xia dynasty is often referred to as the 'legendary' Xia dynasty?
4. Why do we know more about the Shang and Zhou dynasties?
5. What was the Warring States period?

Apply your understanding

6. Look closely at **Source 1**.
 - (a) How big was China in Shang and Zhou times compared with modern China?
 - (b) How many major rivers can you find in the area that was part of China under the Shang and Zhou dynasties?
 - (c) Suggest how China's rivers might have helped it to develop a civilisation based on farming.
 - (d) Find three natural features that would have helped to protect China from invaders.
7. Study **Source 2**.
 - (a) During the Warring States period, which states occupied land surrounding river valleys?
 - (b) Which states would appear to have had the most advantages in these wars?

learnON RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 8.2: Going it alone

8.4 The people of ancient China

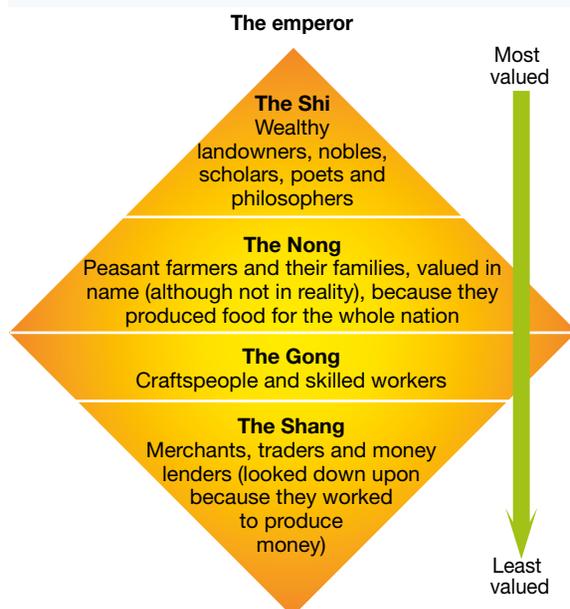
8.4.1 Ancient Chinese society

Chinese society was headed by rulers who were supported by lords, the landowning gentry (whose position was based on inherited status, wealth and education) and **bureaucrats**. These classes had authority over large populations of peasants, landless labourers, artisans and some slaves.

8.4.2 The ruling classes

- Ancient Chinese rulers had great power. This is shown by Shang dynasty tombs containing war chariots and the bodies of thousands of followers. These people must have been sacrificed to serve their rulers in the afterlife.
- Below the supreme ruler were the powerful lords. They governed the states, such as Zhao, Qin and Wei, within the kingdom.

SOURCE 1 Ancient Chinese society



- Next came the landowning gentry. The warrior gentry headed the lords' armies. Bureaucrats were also recruited from the gentry, but they had to be scholars to become government officials.

The lords of ancient China were often at war with neighbouring nomadic tribes to China's north and west. They also made war on each other. Warriors fought at first in chariots and later on horseback. The lords and warrior gentry regarded war almost as a sporting contest. When not fighting they spent much of their time hunting, feasting or attending ceremonies and entertainments at court.

Upper-class women had servants and luxuries. However, as girls they were considered inferior to boys. When they married they were treated as the property of their wealthy husbands, who were allowed to have several wives.

SOURCE 2 A bronze zun (wine vessel) from the Shang dynasty



SOURCE 3 A late Zhou dynasty bronze musical bell



DID YOU KNOW?

In ancient China ornaments and jewellery were worn by women and men as a badge of their social rank. This made it easy to tell at a glance their position in society.

8.4.3 The struggling peasants and lowest classes

Most of the people were powerless peasants whose lives changed little over thousands of years. They reared sheep, pigs, poultry, buffalo and oxen, and grew grains such as wheat, millet and barley. Most peasants were tenants who worked fields owned by the lords or gentry. They had to give their landlords about half of everything they produced, as well as paying taxes to the government. Times could be so hard that they were forced to sell their children into slavery.

Peasants had to cope with natural disasters, such as floods and famine, and with the constant threat of war. Most of the

SOURCE 4 A yue (battle-axe head) with a dragon design, from the late Shang dynasty



infantry in the armies were **conscripted** peasants. In hand-to-hand fighting their main weapons were at first **halberds** with bronze blades. Later they used swords made from bronze or iron. Many foot soldiers died in battle. Those who were captured could expect to be executed or condemned to slavery.

Below the peasants came artisans, merchants and slaves. Artisans were skilled craftsmen such as armourers, metalworkers and carpenters. They were a small class because their products were mostly for the ruling classes. Merchants, who conducted businesses and trade, were an even smaller and lower class. Although some merchants were wealthy, they were not considered to play a useful role and were ranked just above slaves. There were fewer slaves in China than in many other ancient societies. Many slaves had been taken as prisoners of war. Others suffered slavery as punishment for crimes (sometimes committed by their relatives rather than themselves). Still others were peasants who were sold as slaves to pay debts.

SOURCE 5 A bronze mao (spearhead) with a flame design, from the late Shang dynasty



8.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Draw a social pyramid to show the position of different classes in ancient China.
2. Why did peasants suffer in wars no matter which side won?
3. How could people become slaves in ancient China?
4. Why were merchants regarded as belonging to one of the lowest social classes, even though they might be wealthy?

Apply your understanding

5. Which of **Sources 2 to 5** were made for war and which were made for peaceful purposes? How do you know?
6. Which social classes do you think would have purchased each of these four items?
7. In groups, write and perform a role-play of an imaginary discussion between peasants and members of the ruling classes on the topic of war. Try to suggest the feelings each would have about war and why their feelings would differ greatly.

8.5 Ancient China and the natural environment

8.5.1 China's natural environment

In our time China faces enormous environmental problems. Since the late twentieth century China's rapid economic growth has produced thousands of new factories making goods that are exported around the world. This industrial growth has depended on vast numbers of new power stations. Air pollution in many Chinese cities is so bad that when the 2008 Olympics were held in Beijing, many factories had to stop production and thousands of cars had to be taken off the roads. These problems are now huge, but even in ancient times China's population had a serious impact on its environment.

SOURCE 1 A constant haze of air pollution hangs over modern China's cities. This is a view of Shanghai at sunset.



SOURCE 2 This section of the Great Wall of China straddles mountains north of Beijing. The wall extends over some 5000 kilometres through many different landscapes.



China is a vast country with a wide range of climates and landscapes. It has plateaus and mountains in the west, deserts and grasslands in the north, forests in the north-east, hills and low mountains in the south and plains along the coast. China's climate also varies greatly. Beijing has freezing winters while coastal southern China is subtropical.

In ancient times China at first consisted mainly of the area around the fertile valleys of the Huang and Yangtze rivers. It was not until Han dynasty times that the outer areas were brought under Chinese control (see subtopic 8.3 China's civilisation begins). Then, as now, more than 90 per cent of China's people lived in the country's heartland in the east, where the rivers provided water for agriculture. But these rivers often flooded, causing massive damage and loss of life.

8.5.2 A big population

One in every four people in the modern world is Chinese. Researchers have found that even in ancient times China's population was huge but that it could rise and fall rapidly. They estimate:

- in Qin dynasty times (221–206 BCE) China had about 20 million people
- by 1 CE there were about 60 million people
- by 220 CE the population had fallen to about 40 million
- China's population took almost another thousand years to surpass 60 million.

The rapid population growth during the first Han dynasty (206 BCE–9 CE) was made possible by peace, improved farming methods and irrigation. However, these advances involved clearing forests and cultivating grasslands. Farming along the upper reaches of the Huang River caused massive soil erosion, filling the river with the mud that gave it the name 'Yellow River'. The falling population by 220 CE was probably caused mainly by deaths in rebellions and by soil erosion and famines.

Native animal populations fell as humans took ever more of their habitat. In our time China's pandas have barely been saved from extinction. In ancient times, elephants and rhinoceroses roamed across much of China. The rhinoceros was driven to extinction and elephants now survive in only a few protected areas of the south-west.

DID YOU KNOW?

Over many centuries the mud from soil erosion raised the bed of the Huang River so much that the river flowed above the level of the countryside and had to be contained by man-made dykes. When these dykes broke, floods drowned many people. According to Chinese records more than a million people died in the river's worst flood in 1117 CE.

8.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How big is China's population today?
2. Why did most Chinese live around the river valleys of China's east in ancient times?
3. What are the most likely reasons for:
 - (a) China's population growth between around 221 BCE and 1 CE
 - (b) China's population decline by around 220 CE?
4. How did rising populations and land clearance for farming affect China's rivers and wildlife?

Apply your understanding

5. What are the signs of pollution in **Source 1**?
6. Describe the landscape in **Source 2**. Then use your library or the internet to find images of other landscapes along the Great Wall. Explain why few of these regions would have been able to support the levels of population that existed in China's east.

8.6 Confucianism, Daoism and Buddhism

8.6.1 Religions encouraging tolerance

The oldest Chinese religious ideas involved worshipping gods of the sun, rivers and mountains. People worshipped ancestors and believed in good and evil spirits. Ancient China was also influenced by three great and lasting traditions — Daoism, Confucianism and Buddhism. China was tolerant of different beliefs partly because Confucianism, Daoism and Buddhism encouraged tolerance.

8.6.2 Confucianism

Confucius (551–479 BCE)

Amid the ongoing wars of the second half of the Zhou dynasty, **philosophers** taught ideas to solve the problems of their age. Confucius (K'ung Fu-tse) is regarded as the greatest of these thinkers. Born into a minor noble family, his education qualified him to become a high official. Instead he became a philosopher who taught about life and government. Some of his disciples gained high positions during the Warring States period, but Confucius himself never held anything more than a low post.

SOURCE 1 An ancient drawing of Confucius made many centuries after his death



The philosophy of Confucius

What we know of Confucius comes from a book called *Lun-yu (The Analects)*. It is a collection of his sayings recorded by his followers. Confucius was not concerned with religion, but rather with how personal and governmental good conduct could ensure a just and harmonious society. He taught the ideals of family duty and believed that superior people behaved humanely. He taught that government should exist for the people's welfare and that people would follow a good ruler who led by example. He tried without success to convince the rulers of each of the states to restore good government.

SOURCE 2 From *The Analects*

The princes of today are greedy in their search after material goods. They indulge themselves in pleasure and neglect their duties and carry themselves with a proud air. They take all they can from the people and invade the territory of good rulers against the will of the people, and they go out to get what they want without regard for what is right. That is the way of the modern rulers ...

SOURCE 3 From *The Analects*

When the ruler himself does what is right, he will have influence over people without giving commands, and when the ruler does not do what is right, all his commands will be of no avail.

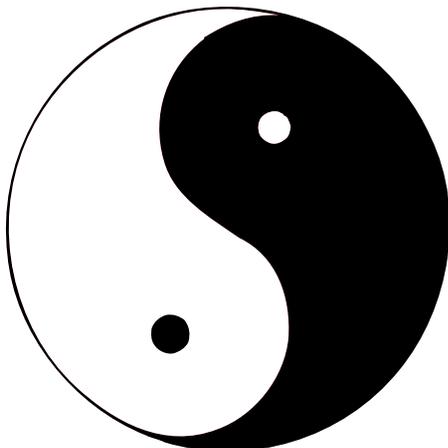
By the time of his death Confucius had many followers. The best known of them was Mencius (372–289 BCE), who did succeed in influencing the rulers of his age. Confucius's ideas were to survive and influence Chinese thought right up to modern times, as his ideal of the official as a scholar–gentleman replaced the earlier ideal of the warrior noble.

8.6.3 Daoism and Buddhism

Daoism

According to legend, **Daoist** ideas were first taught by a man called Laozi, who lived around the same time as Confucius. However, there is no evidence that Laozi existed. The main teaching in ancient Daoist texts is the need to retire from worldly concerns and follow the Dao ('the way'). Daoism holds that nature works in harmony and that people should see themselves as parts of nature in order to find happiness and health. Another Daoist belief was that it was possible to become immortal. Daoists developed the martial art of kung fu and the idea of the yin and yang, complementary opposing forces that together produce harmony and balance.

SOURCE 4 The Daoist symbol for yin and yang



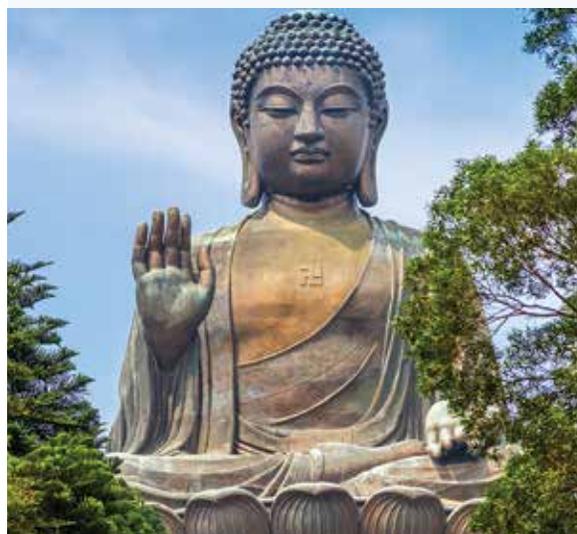
SOURCE 5 Kung fu is a Daoist martial art that has been practised for thousands of years.



Buddhism

Founded in India in the sixth century BCE, Buddhism expresses the teachings of the Buddha (born Siddhartha Gautama in about 563 BCE), who gave up worldly pleasures and devoted his life to the search for enlightenment. Central ideas of Buddhism are that suffering is caused by desire and that people have many lives. In each of these lives, people should try to live better until they reach nirvana. Then it is unnecessary to be reborn, as nirvana is a state of bliss free from the cares of the world. Buddhism came into China via the Silk Road (see subtopic 8.9 The rise and fall of the Han) and became an important influence by the late first century CE.

SOURCE 6 A giant statue of Buddha, located in Tien Tan, Hong Kong



8.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When did Confucius live?
2. When did the ideas of Confucius begin to influence Chinese thought?
3. Describe the main ideas of Daoism.
4. What were the basic ideas of Buddhism?

Apply your understanding

5. Read **Sources 2** and **3** and explain:
 - (a) why Confucius was critical of the rulers of his time
 - (b) what he regarded as the qualities of a good ruler.
6. Conduct a 'press conference' with Confucius. One member of the class should play the part of Confucius. Others should play the roles of reporters. Questions should aim to reveal his ideas and his attempts to convince rulers to adopt them.
7. Look at **Sources 4** and **5** and use the internet to find out what influence Daoist ideas have today.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 8.3: Beliefs and religion



Explore more with this weblink: Daoism

8.7 The First Emperor

8.7.1 First Emperor of the Qin

Ying Zheng, the ruler of Qin, ended the Warring States period by completing his conquest of the other states of China. He founded the Qin dynasty (221–206 BCE) and gave himself the title Shihuangdi. In modern Chinese he is called Qin Shihuang (pronounced *chin shir hwang*), which means 'First Emperor of the Qin'. The Qin dynasty was the shortest in Chinese history but it was also one of the most important. It was China's first centralised empire and its legacies include the Great Wall.

Qin rule

From 221 BCE the harsh laws of the state of Qin were imposed throughout China. Qin Shihuang sent armies south, conquering much of what is now southern China. To remove threats to his power, the emperor confiscated all weapons held by his people. He banished many nobles of the conquered states and forced others to live in his capital, where they could be watched. In 213 BCE, to stamp out rebellious ideas, he ordered a public burning of books, including those of Confucian scholars. He had scholars who kept their books executed by being buried alive.

Previously in China the nobles had held huge areas of the land in return for services to the king. Beneath them, millions of peasants toiled for the nobles in return for the right to use land. This is what we call a feudal system. The emperor changed this by dividing the country into local government areas administered by officials. He also allowed farming land to be bought and sold freely.

Reforms of the Qin

To strengthen central rule and make China more efficient, Qin Shihuang introduced many reforms.

- Separate states were replaced with central rule and one set of laws.
- The calendar and people's dress were made the same throughout the empire.
- A single form of writing, a single system of weights and measures and a single currency (money) were to be used throughout the empire. This made trade and taxation more efficient.
- His new capital was Xianyang. Highways were built from it to unite the country, and new trading cities were founded.
- He ordered that all carts were to have the same axle width. This made it possible for carts to move more easily along the dirt roads as the wheels of all carts could travel in the same wheel ruts.

SOURCE 1 A Chinese painting illustrating Qin Shihuang's burning of the books and the execution of scholars



SOURCE 2 An extract from the laws of the state of Qin before 221 BCE. Under the Qin emperors such laws operated throughout China.

When five men jointly rob something worth one cash or more, they should have their left foot amputated, be tattooed, and be made convict labourers. If fewer than five men were involved but what they robbed was worth more than 660 cash, they should be tattooed, their noses cut off, and made convict labourers ...

Suppose the holder of a low rank stole a sheep. Before the case was judged, he falsely accused someone else of stealing a pig ... He should be left intact and made a convict labourer.

Anyone who kills a child without authorisation is to be made a convict labourer. This does not apply to killing a deformed or abnormal newborn.

Suppose A ran away from her husband and married B ... After they are caught, what should the sentence be? They should be tattooed and made convict labourers ... Convict labourers ... are to be manacled and fettered.

DID YOU KNOW?

In ancient China dragons were sometimes depicted with their mouths open, roaring as if to frighten away evil spirits. The dragon is a symbol of wisdom, strength and goodness. It was under Qin Shihuang that the dragon was first used as a symbol for Chinese emperors.

DID YOU KNOW?

About 5800 kilometres of roads were built in China by the fall of the Qin dynasty — more than the Romans had built almost four centuries later.

8.7.2 Building the Great Wall

From as early as the seventh century BCE, the Chinese states had built walls to protect themselves from invasion by the northern nomadic **Xiongnu** tribes. During the Warring States period, states had also built walls between themselves and neighbouring states. To unify China, Qin Shihuang ordered the destruction of the walls between former states. To prevent invasion he ordered his people to link the walls that defended China from the Xiongnu. About half of the present length of the Great Wall was first linked into one continuous barrier under the Qin.

SOURCE 3 The Great Wall of China is the world's biggest single construction project. It is more than 5000 kilometres long and has 20000 watchtowers and 10000 beacon towers. The present wall is much longer and stronger than that completed under the Qin. It took many more centuries to complete, and over time its construction may have cost a million lives.



- A** The height and width of the Great Wall vary along its length. On average, the wall is 7 metres high and 5 metres wide.
- B** Qin Shihuang began linking existing short walls built by earlier rulers into one continuous wall to protect his empire from attacks from the north.
- C** Throughout successive dynasties, the wall was extended and repaired. Most of the present wall was built between the fourteenth and sixteenth centuries.
- D** The wall was topped by a road wide enough in parts to accommodate marching soldiers, horsemen and chariots.
- E** Soldiers on the watchtowers would signal an attack by lighting a fire.
- F** Watchtowers were protected by battlements. Soldiers would fire arrows down on the enemy as they tried to scale the wall.

8.7.3 The fall of the Qin

Qin Shihuang wanted to live forever. He sent hundreds of men and women to sea on rafts in search of the secret of everlasting life, but none ever returned. He surrounded himself with fortune-tellers and others who promised to find him immortality. Despite these efforts he died at the age of 49 in 210 BCE, while on a journey. His chief minister, Li Si (pronounced *lee shir*), and others pretended for a while that the emperor

was still alive. This gave them time to forge a decree that would place their choice of successor on the throne. It was summer, however, and the body of the emperor soon began to smell, so Li Si ordered a cart filled with rotting fish to follow the imperial carriage to disguise the smell. Only later did they announce the emperor's death, which was possibly due to poisoning by mercury, commonly used in 'immortality' drugs.

His successor, the Second Emperor, lasted only a few years. Higher taxes and forced labour had made the lives of the peasants unbearable. Hundreds of thousands of peasants had been conscripted to build palaces, roads and the emperor's tomb and to link the Great Wall and serve in the army. A peasant rebellion from 209 to 206 BCE destroyed the Qin dynasty. Liu Bang, a leader of the rebellion, became the new emperor and founded the Han Dynasty. Qin Shihuang thought he had founded a dynasty that would last for thousands of emperors. He failed in this. He had, however, turned a group of rival states into an empire and created a central system of government that lasted until the twentieth century.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Unification of China**

8.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did the king of Qin become the ruler of China's first centralised empire?
2. Describe the measures taken by Qin Shihuang to remove any threats to his power.
3. What is a feudal system?
4. Explain how the First Emperor changed this system in China.
5. How would standard weights and measures, standardised money and a standard system of writing make trade, taxation and government more efficient?
6. How might the emperor's attempts to live forever have contributed to his early death?
7. Why are Qin Shihuang's achievements considered to be significant?
8. Why did the Qin dynasty fall?

Apply your understanding

9. Study **Source 3**.
 - (a) Why was the Great Wall created out of the walls that had been built in earlier times?
 - (b) If enemies attacked the wall at a particular point, how could the Chinese soldiers respond?
 - (c) Do you think this would have been an effective barrier to invasion?
10. Read the **Source 3** caption and suggest reasons why so many people could have died building the Great Wall.
11. Look closely at **Source 1** then work in groups to write what you think a follower of Confucius would have said about what is happening in this painting.
12. Do you think Chinese historians would regard Qin Shihuang as a hero or a villain? Give the reasons for your answer.
13. According to **Source 2**, a robber should have his left foot cut off and be made a convict labourer. How difficult would such a life be with only one foot?
14. In **Source 2** 'left intact' means not mutilated. Using this source as your evidence, explain which crimes were considered most serious and punished most harshly in the state of Qin.
15. What conclusions can you draw from **Source 2** about the status of women and children under the Qin?

learnon RESOURCES — ONLINE ONLY



Complete these digital docs: Worksheet 8.4: A great wall
Worksheet 8.5: Acrostic poem for an emperor

8.8 SkillBuilder: Recognising different perspectives

8.8.1 What are different perspectives and interpretations?

There will always be different interpretations in any study of history because different conclusions can often be drawn from the same primary source evidence. Primary sources often give different perspectives, because not everyone will have seen an event or problem from the same point of view.

Some primary sources are biased (one-sided or prejudiced) or were created as propaganda (attempts to persuade people to accept a biased view).

The importance of recognising different perspectives

To find the truth on any matter, we have to be aware that what someone says or writes about it may be one-sided and an attempt to persuade and possibly to deceive. This is as important when trying to make up our minds on current issues as it is in trying to understand the past. For example, when buying a product you do not necessarily trust what advertisements say about it.

8.8.2 How to recognise different perspectives in primary sources

When you read an interpretation of a historical event or development you need to ask:

1. What is the subject or main idea of the source?
2. Who created the source?
3. Why was it written?
4. Does it try to persuade and if so how does it do this?
5. Is the source supported or contradicted by the evidence of other sources?

The example of Qin Shihuang's achievements

Qin Shihuang wanted to be seen as a great and powerful ruler who brought peace and happiness to his people. **Source 1** is an example of his propaganda. **Sources 2** and **3** provide other evidence.

SOURCE 1 From an inscription ordered by Qin Shihuang. It was carved in 219 BCE.

...Great are the Emperor's achievements ...
All people under heaven
Work with a common purpose.
Tools and measures are the same ...
The written script is made the same ...
He defines the laws, leaving no one in doubt,
Making known what is forbidden ...
No evil is tolerated,
So all strive to be excellent people ...
None dare to be lazy ...
The ordinary people know peace ...
People help each other,
There are no robbers or thieves:
People delight in his rule ...
Wherever life is found,
All acknowledge his supreme rule ...

SOURCE 2 From a Qin imperial edict. When the First Emperor decided to standardise weights and measures, his order was published on bronze plates. Attached to the plates were wooden measures.

In the twenty-sixth year of his reign [221 BCE], the Emperor unified all the lands under heaven, brought peace to the people, and mounted the throne as Emperor. [He] ordered the prime minister to reform the measures and weights. For those who do not know the new system, this [object] is a standard model for making more copies.

SOURCE 3 Hsun-tzu, a Confucian scholar of the third century BCE, commenting on the methods of the rulers of the state of Qin in the last years of the Warring States period. These same methods were used throughout China under the Qin dynasty.

The Qin rulers employ their people harshly, terrorise them with authority, embitter them with hardship, bribe them with rewards, and destroy them with punishments.

The five questions have been applied to **Source 1**

1. *What is the subject or main idea of the source?* The main idea is that the First Emperor's reforms have unified China, given its people certainty about the laws, protected them from wrongdoers and made them hardworking, responsible, happy and grateful to their ruler.
2. *Who created the source?* Qin Shihuang ordered it to be written.
3. *Why was the source written?* It was written to tell people that the emperor acted for their benefit.
4. *Does it try to persuade and if so how does it do this?* It tries to persuade by giving a distorted account of what was happening. It makes no mention of forced labour, high taxes and the cruelty of the emperor's punishments.
5. *Is the source supported or contradicted by the evidence of other sources?* **Source 2** supports the statement about measures and weights. **Source 3** contradicts most of the source by accusing the Qin rulers of causing misery and suffering rather than happiness.

8.8.3 Developing my skills

In 213 BCE, Qin Shihuang ordered the burning of many books. He followed this up by executing hundreds of scholars who kept their books. **Source 4** gives the official reasons for these harsh measures. Now use the five questions to see if you can recognize the bias in this source. **Source 6** provides other evidence.

SOURCE 4 Advice given by Prime Minister Li Si to Qin Shihuang

Your Majesty rules a unified Empire in which the difference between right and wrong is as clear as your own total authority. Yet there are people who unofficially spread teachings that are against official orders ... they openly criticise your commands ... The people are thus encouraged to be disrespectful. If this lying is not stopped the imperial authority will be weak ... all people owning books ... should destroy them.

SOURCE 6 From Sima Qian's book *Shiji*

But the First Emperor was greedy and short-sighted, confident in his own wisdom, never trusting his meritorious officials, never getting to know his people ... outlawing books and writings, making the laws and penalties much harsher, putting deceit and force foremost and humanity and righteousness last, leading the whole world in violence and cruelty.

SOURCE 5 Qin Shihuang



learn on RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 8.6: The First Emperor

8.9 The rise and fall of the Han

8.9.1 Han dynasty

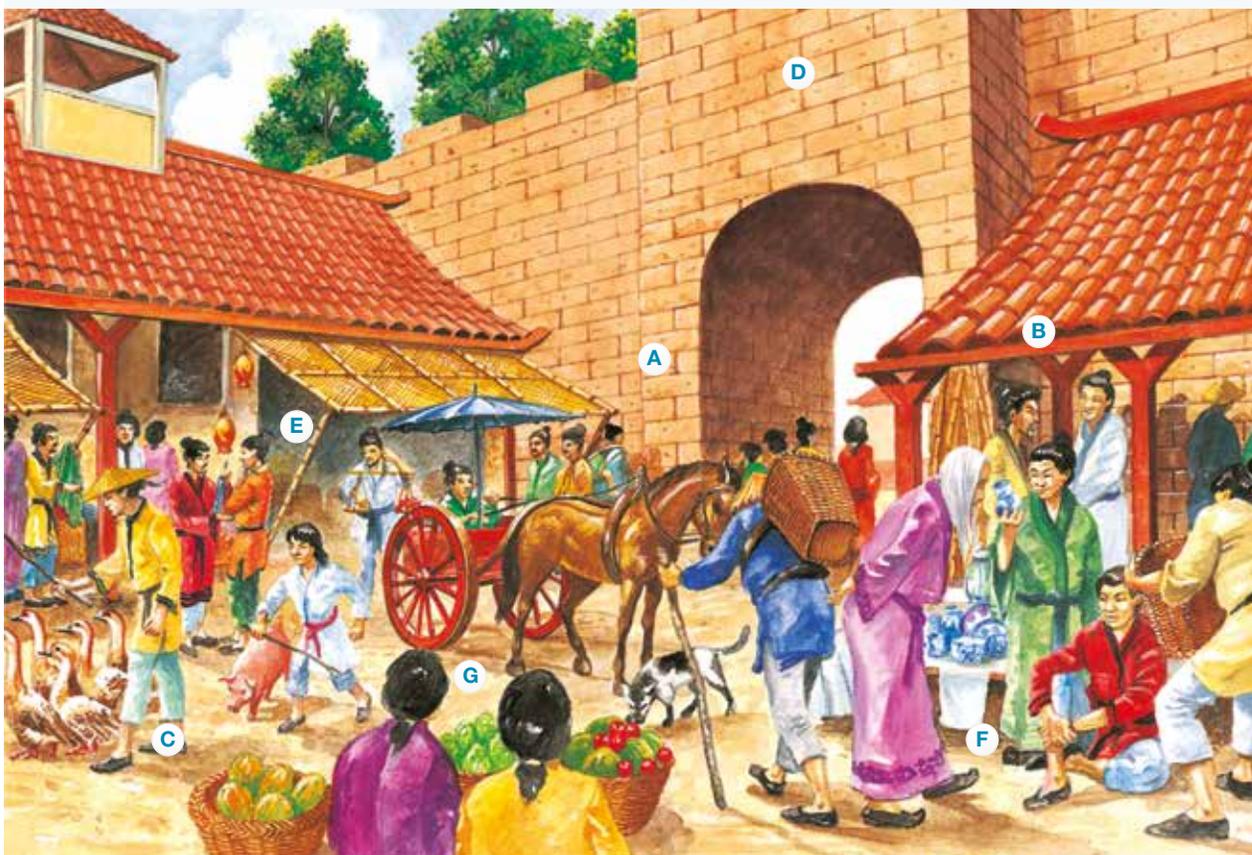
The fall of the Qin dynasty was followed by four years of bloody civil war before Liu Bang defeated his rivals and became the first ruler of the Han dynasty. This dynasty lasted, except for a brief interruption, for four centuries and made important achievements in education, science and trade. The Han dynasty had such influence on later dynasties that Chinese people in our time call themselves 'Han' people.

Han reforms

Liu Bang did not want to share the same fate as the Qin dynasty so he took steps to restore prosperity. The size of the army was reduced. He also reduced taxes on the peasants and encouraged farming to ensure plentiful supplies of food. As a result, China's population reached 60 million by the end of the first century BCE. However, landlords continued to exploit the peasants.

A system of state education was founded. It included a Great Academy, in which boys studied the classic books of Confucianism. No girls were enrolled. The boys were expected to memorise what they studied and were not allowed to criticise or challenge ideas. Through examinations they were selected for positions as bureaucrats in the civil service.

SOURCE 1 Chinese life under the Han



A The marketplace

As in Xianyang, large and lively marketplaces were usually just inside the city gates. This allowed access by travelling merchants. Merchants were looked down on by society even if they were rich. They were not seen as contributing in the way farmers did. Goods from all over China and the known world were sold and traded in the market.

B People you might see

In the noisy markets, people bought and sold food and animals. There were musicians, acrobats, jugglers, letter writers, dentists and craftworkers.

C Livestock available

Owl, panther, deer, dog, pig, ant eggs, snails and turtles were mostly bought by the rich.

D City walls

Ancient Chinese cities were circled by two walls. City walls were built to protect the people. If you visit China today, you will still be able to see the remains of these walls in many cities. The inner wall was called *cheng* and the outer wall was called *guo*. Often moats, called *chi*, surrounded these walls. The inner city was called *geng*, and together they were known as *cheng chi*.

E Family values

Rich and poor people lived in extended family groups. Their belief in Confucian values strengthened family ties. Ancestor worship and respect for elders were important values.

F Crafts and goods

Murals, jade jewellery and carvings, glazed pottery, silk goods, and objects made from cast iron such as ploughs were bought and sold.

G Women

According to Confucian principles, women were subordinate to men, and life was difficult for females living in a male-dominated society. A daughter was given no education and worked under the direction of her mother. Her father decided whom she would marry. Once married, a girl would live with her husband's family and obey her mother-in-law. A female had no status until she gave birth to a male child.

8.9.2 China expands

China expanded under the Han. In 138 BCE Emperor Wudi (140–87 BCE) sent Zhang Qian and 99 others on a mission to establish relations with people in the remote west. After twice being captured and enslaved by the Xiongnu and twice escaping, Zhang returned in 125 BCE with stories of civilisations that China had never heard of before. Zhang Qian was sent on two further missions to find a trade route to Central Asia and India. In the following years, Chinese rule was extended into the north of Korea in 109 BCE, and from Korea the influence of Chinese culture spread to Japan. Much of what is now south-eastern China and western China was brought under Han control by about 102 BCE.

DID YOU KNOW?

The Han dynasty is usually regarded as more tolerant than the Qin dynasty. However, when the great historian Sima Qian dared to speak in defence of an officer who was unfairly blamed for a Chinese defeat by the Xiongnu, Emperor Wudi had Sima Qian **castrated** and thrown into prison.

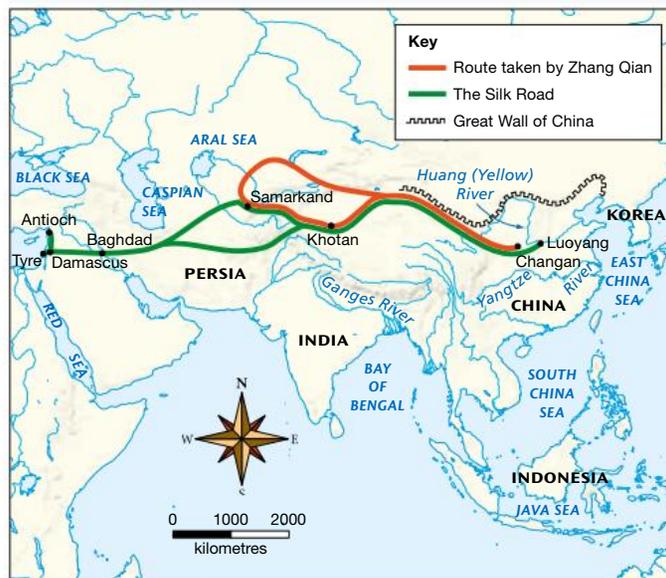
The Silk Road

By the early first century BCE further Chinese missions led to the founding of the famous Silk Road. From this time onward, camel trains loaded with valuable silk were able to make the hazardous journey from China through the deserts and mountains of Central Asia to India, Persia and the Roman Empire. Traders from other lands used the Silk Road to bring products including jade, silver and Roman glassware to China.

The rich get richer and the poor get poorer

To control newly conquered territories, the Han rulers **deported** many local people and settled their lands with Chinese. The ruling classes and merchants benefited from this growth of the empire, but the ordinary people of China paid a terrible price. The Han rulers paid for wars of conquest through increased taxes on the peasants. Many peasants had to sell their land to pay taxes. Others were so desperate that they were forced to sell their children or themselves into slavery.

SOURCE 2 The Silk Road, the world's longest trade route in continuous use



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 **Silk Roads**

SOURCE 3 Terracotta figures representing Han dynasty cavalry. Cavalry became a major part of the Han army because of the mobility it gave Chinese armies fighting mounted nomads.



SOURCE 4 From a Chinese scholar of the early second century BCE, in the *Han-shu Han History*

These days a family of five peasants will have at least two persons who are liable for labour-services and conscription. What with their ploughing in the spring and hoeing in the summer, harvesting in the autumn and storing in the winter, with felling firewood, repairing government offices and rendering labour-service ... in none of the four seasons will they have a day of rest. And, in spite of all this painful toil, they will still have to endure such natural disasters as flood and drought and also the cruelty of an impatient government which imposes taxes ... those who own something sell it off at half its price; and those who own nothing borrow at doubled rates of interest. It is for this reason that some dispose of their lands and houses, and sell their children and grandchildren to redeem their debts.

8.9.3 Wang Mang and the Hsin dynasty

The peasants became more desperate while powerful landlords became richer. Even among the privileged there were people who saw this as unjust.

Wang Mang was an official who had support from many Confucian scholars. In 9 CE he seized control of China from the infant Han emperor and set up the Hsin dynasty. In his first year as ruler, Wang Mang proclaimed many reforms.

- All land was to become the property of the emperor so that the estates of big landlords could be given to the peasants.
- The slave trade was to be banned.
- Government loans were to be given to peasants at low interest rates. This would have helped peasants who had to borrow from moneylenders at high interest to pay taxes but lost everything when their debts became too big to repay.

SOURCE 5 From the statement of a Han dynasty official in 81 BCE

Those who live in ... spreading mansions ... know nothing of the discomforts of one-room huts and narrow hovels, of roofs that leak and floors that sweat.

Those with a hundred teams of horses ... and wealth heaped in their storehouses ... do not know the anxiety of facing days that have a beginning but no end ...

The fall of the Hsin dynasty

The privileged classes forced Wang Mang to abandon these reforms and so peasant revolts began in 14 CE. Four years later, led by a secret society called the Red Eyebrows, the rebels attacked towns, killing officials and landlords. When powerful members of the old ruling family joined the fight against Wang Mang, his armies were defeated. Wang Mang was killed and beheaded in 23 CE. This was the end of the Hsin dynasty. The armies of the old ruling family crushed the Red Eyebrows and in 25 CE a new Han emperor took the throne.

8.9.4 The Eastern Han dynasty

The second period of Han rule is called the Eastern Han dynasty because the capital was moved to the east. So many people had died in the rebellion that there was now enough land for the peasants. Large areas of state land were given to them and taxes were reduced. But the big landowners benefited most from these reforms. They paid the lower taxes but continued to take at least half the harvest of their tenant farmers. Increasingly, the great landowning families were becoming more powerful than the Han government.

The Yellow Turbans and the fall of the Eastern Han

By the middle of the second century CE more local peasant uprisings had broken out. These were crushed, but in 184 CE a secret society called the Yellow Turbans led a countrywide revolt. As the central government collapsed, **warlords** became the absolute rulers of their own local areas. Their armies massacred many peasants during the years that it took to smash the revolt. When they finally defeated the Yellow Turbans, the warlords fought each other for the throne of China. By 220 CE the Han dynasty was finished and China began centuries of civil war, division and suffering.

8.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain how the first Han dynasty came to power.
2. What reforms did it carry out?
3. How was China able to expand under the Han?
4. Outline the reasons for:
 - (a) the rise and fall of the Hsin dynasty
 - (b) the rise and fall of the Eastern Han dynasty.
5. What is similar about the causes of these events?

Apply your understanding

6. Look at **Source 1**.
 - (a) Why do you think cities were enclosed by walls?
 - (b) What does this illustration tell you about clothing, hairstyles and activities in an ancient Chinese market?
 - (c) How were women treated?
7. Study **Source 2**.
 - (a) Use the scale to work out approximately how far Zhang Qian travelled.
 - (b) Suggest how the Silk Road would have benefited China.
8. Study **Source 3**. How would peasants be able to fight against trained cavalry?
9. Describe the perspectives of the writers of **Sources 4** and **5**.
10. Imagine you are a leader of either the Red Eyebrows or the Yellow Turbans. Design a poster to encourage people to join your rebellion.
11. Working in small groups, discuss why you think peasant rebellions were able to overthrow dynasties but unable to change the system that caused their problems.

8.10 The heritage of China

8.10.1 Legacies of ancient China

There are many legacies of ancient China. One of the most significant was the system of rule by emperors, which persisted until 1911. Even in modern times, Chinese leaders have continued to exercise powers that are not very different from those of the emperors. China's heritage also includes traces of the ancient past such as the Great Wall and the amazing discoveries from Qin and Han tombs. Perhaps the most remarkable part of China's heritage is the scale of discoveries and inventions that originated in ancient China, in many cases long before similar developments occurred in the western world.

Many things we take for granted today were invented by the people of ancient China. Here is a list of some of the more important ones:

- paper
- printing
- rocket
- compass
- decimal system
- wheelbarrow
- seismograph
- matches
- gunpowder
- parachute
- kung fu/wushu
- cast iron
- ink
- helicopter rotor and propeller
- horse collar
- silk
- kite
- umbrella
- printed book
- fan
- abacus
- origami
- cannon
- bomb
- acupuncture
- spinning wheel
- iron plowshare
- paper money
- chopsticks.

8.10.2 The four great inventions

Four great inventions of ancient China were the compass, paper, printing and gunpowder. These inventions encouraged human advances in education and exploration.

Compass

The Chinese invented the magnetic compass. Compasses were first used to ensure houses were built facing a direction that was in harmony with nature.

SOURCE 1 An ancient compass



Paper and printing

The inventions of paper and printing were to have an enormous impact on people's lives. The earliest paper was made by mixing rags, rope, bark and even fishing nets in a watery solution and crushing the material down to a wet pulp. The disintegrating fibres were used to create sheets of paper, which were used for many things including umbrellas, clothing, toilet paper, curtains, money and wallpaper. Paper revolutionised communication. Traditionally silk had been used for writing, but it was expensive. Paper was cheaper, so more people could afford to use it for writing.

Following the invention of block printing in 750 CE, every Chinese scholar and public servant bought copies of the most important books for their shelves. With paper, records could be kept and instructions sent more easily and more often. Today we still rely heavily on paper for communication.

SOURCE 2 Paper-making in ancient China



SOURCE 3 Printing in ancient China



Gunpowder

From very early times the Chinese searched for a drug that would give the emperor eternal life. By accident they discovered gunpowder. At first, gunpowder was used in fireworks for entertainment and in religious ceremonies. Later it was used in making simple bombs. Lengths of heavy bamboo were loaded with gunpowder and a fuse set in the side. When cast iron was developed, pipes were loaded to create the first cannons. The Chinese then developed cannons that fired arrows with individual rockets attached — the first multi-stage rocket. Flame-throwers, mines and hand grenades were also used by Chinese armies.

SOURCE 4 Gunpowder was first used in fireworks.



8.10.3 Other advancements and inventions

Medicine

Acupuncture appears to have been used in China since the third century BCE. Needles were understood to block or stimulate the flow of yin and yang to certain areas of the body. The ancient Chinese were also the first to understand blood circulation and by 200 CE were using an **anaesthetic** based on hemp. Possibly the first human **dissection** was carried out on the body of a criminal in 16 CE by a doctor and a skilled butcher. Human dissection was soon banned, though, as it conflicted with the Confucian belief in the purity of the body.

Seismographs

Zhang Heng invented the world's first seismograph — an instrument for detecting earthquakes — in 132 BCE. An earth tremor caused a ball to be released from a dragon's mouth and fall into a toad's mouth farthest away from the earthquake epicentre. This showed the emperor the direction of the disaster.

Kites

Kites were first made out of bamboo and silk, and later paper. They were used mostly during festivals, but they were also used in battle to frighten enemies (by creating unusual sounds through the strings) and to send signals to the troops. Kites were even used for fishing and for scaring birds away from crops.

SOURCE 5 Zhang Heng's seismograph



SOURCE 6 Kites like this could also be seen in ancient China.



8.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why were kites useful in ancient China?
2. Write a letter to the emperor from Zhang Heng, explaining the value of the seismograph he has just invented. First, conduct some research.
3. Gunpowder is an example of an invention that can have both positive and negative effects. Working with a partner, draw up two columns and list both the harmful and the beneficial uses of gunpowder.

Apply your understanding

4. Making homemade paper is great fun and a good way to recycle waste paper. Search for 'making paper' on the internet and you'll find dozens of sites that give you the details of how to make your own paper. Try making some.
5. Choose one of the inventions from the list opposite and research it on the internet. Then prepare PowerPoint slides that ask and answer the following questions:
 - (a) When was it first discovered?
 - (b) Describe how it was made and how it worked.
 - (c) What problem did the invention solve?
 - (d) What was the effect on the lives of ordinary people?
 - (e) Has this invention lost its use today? Explain.

8.11 Research project: A virtual tour of ancient China

8.11.1 Scenario and task

The Chinese government wants to attract more visitors to share the country's fabulous history. As part of the marketing strategy, you have been asked to create a possible visitor itinerary for a historical tour of China.

Use Google Maps to create an interactive map of China, which provides the location and details of possible venues to visit. These should be ancient sites that people could visit now in modern China. Your interactive map will help people learn more about China's past and should entice them to visit. Your potential visitors will want to know the following:

- What will I see?
- Why is it important?
- When did this happen or which Chinese dynasty does it represent?
- Who made or created it?



8.11.2 Process

- Access your learnOn title to watch the introductory video at the beginning of this subtopic. Then, working in small groups, undertake research that will help you create an interactive Google Map of China.
- Devise a list of historically significant tourist sites that you would like to include in your map. (*Hint: A visit to a travel agent might help you identify some great places to visit in China.*)
- Visit the Resources tab and view the selection of images from ancient Chinese sites that have been provided for you to use in your Google Map.
- Now start your research. Make notes about interesting facts and ideas that you discover about each of the sites as you go. You might want to insert features such as 'Amazing facts' and 'Did you know?' into your Google Map. Try to use at least three sources of information about each site. Be sure to enter the source for any information you find online. Google Maps lets you build in hyperlinks to other sites.
- Use the 'Creating a Google Map' guide in the Resource tab to help you create your Google Map of ancient Chinese sites.
- On your map, use pins to add images and approximately 100 words about each of your must-visit sites. Try to use persuasive language that makes your site sound interesting; for example, 'the remarkably life-like and individual terracotta warriors' sounds better than 'the terracotta warriors'.
- Be sure to give your interactive map a test run before you submit it. Do all the pins work? Is it informative and entertaining? You might like to compare your map with another group's map.
- When you are happy with your completed map, submit it via email to your teacher for assessment!

8.12 Review

8.12.1 Review

In this topic you have learned about ancient China from the times of the Shang dynasty (1600–1046 BCE) to the fall of the Eastern Han dynasty in 220 CE. This period covers much of the time of the Egyptian New Kingdom, the Greek city-states and the Roman Empire. You studied some of ancient China's rulers, its people, and its ideas and achievements. You have also learned about:

- ways in which China's physical features influenced the development of its civilisation
- significant ancient Chinese beliefs such as Confucianism, Daoism and Buddhism
- the importance of China's contacts with other societies
- peasant rebellions and other conflicts within ancient Chinese society.

KEY TERMS

acupuncture a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness

anaesthetic drug to deaden pain

bureaucrats government officials

castrated having the testicles cut off

concubines women who lived with the emperor in a sexual relationship but were not married to him

conscripted forced to become a soldier

constellations groups of stars

Daoist a follower of Daoism

deported forced to leave the country

dissection systematic cutting up of body for medical study

halberds daggers mounted on axe handles

infantry foot soldiers

mandate of heaven Chinese expression meaning that a ruler had been chosen by the gods

mausoleum large tomb structure

philosopher one who studies the fundamental principles and causes of things

warlords generals from powerful landowning families

Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

8.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. How long were the periods of the Shang and Zhou dynasties?
2. What happened in China during the Warring States period?
3. What kind of person did Confucius regard as an ideal ruler?
4. How did Daoists believe happiness could be found?
5. Where does the name 'China' come from?
6. Who was Qin Shihuang?

7. What was Qin Shihuang's most significant achievement?
8. Why did peasants rebel against the Qin, Han and Tang dynasties?
9. Who were the Red Eyebrows and the Yellow Turbans?
10. How did trade bring China into contact with other civilisations?
11. When did the Chinese invent block printing?
12. What were the Chinese searching for when they discovered how to make gunpowder?

Apply your understanding

13. Working in small groups, use the internet and your library to complete one of the following projects:
 - (a) Imagine you have been asked by a travel agency to prepare a guide to a Chinese historical site for Australians visiting China. Write a pamphlet in the form of a tourist guide on one site — for example, the Great Wall of China or the terracotta warriors at Xian.
 - or
 - (b) Prepare a report on the Silk Road. Your report could be given as a slideshow presentation. You should cover:
 - the importance of the Silk Road
 - why Han emperors built garrison towns along the Silk Road
 - how the Silk Road enabled Buddhism to spread to China
 - how the route brought China into contact with the Roman Empire.
14. Using ICT and other sources, investigate and assess the role and importance of Confucius or Qin Shihuang in ancient Chinese history.
15. Examine **Source 1** (on the next page).
 - (a) What does this source reveal about the examination system in Han dynasty China?
 - (b) Work in groups to draft an example of the type of question the students might have been expected to answer.

learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** Ancient China interactive timeline (int-2939)
 Ancient China interactive word search (int-6025)

 **Complete these digital docs:** Worksheet 8.8: Find-a-word
 Worksheet 8.9: Summing up
 Worksheet 8.10: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did ancient China's natural environment influence its civilisation?
2. How was ancient Chinese society organised and governed?
3. What were the main characteristics of ancient Chinese culture and religion?
4. How do written and archaeological sources help us understand ancient China?
5. Why did ancient Chinese dynasties rise and fall?
6. What is the significance of the heritage of ancient China?

SOURCE 1 This painting depicts a Chinese emperor assessing the performance of students in exams for the civil service.



TOPIC 9

Ancient India

9.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

9.1.1 Links with our times

Modern India is a land of contrasts. It has booming modern metropolises and some of the world's oldest cities. Its film industry, called Bollywood, is the world's largest. It is the birthplace of the Hindu and Buddhist religions. Around 80 per cent of India's people are Hindus but the country also has the world's second largest Muslim population. With more than a billion people, India has the world's second largest population. India's economy is growing rapidly and will soon become the world's third largest. Yet while some Indians have become wealthy, there is still terrible poverty. Around half of Indian children do not have enough to eat.

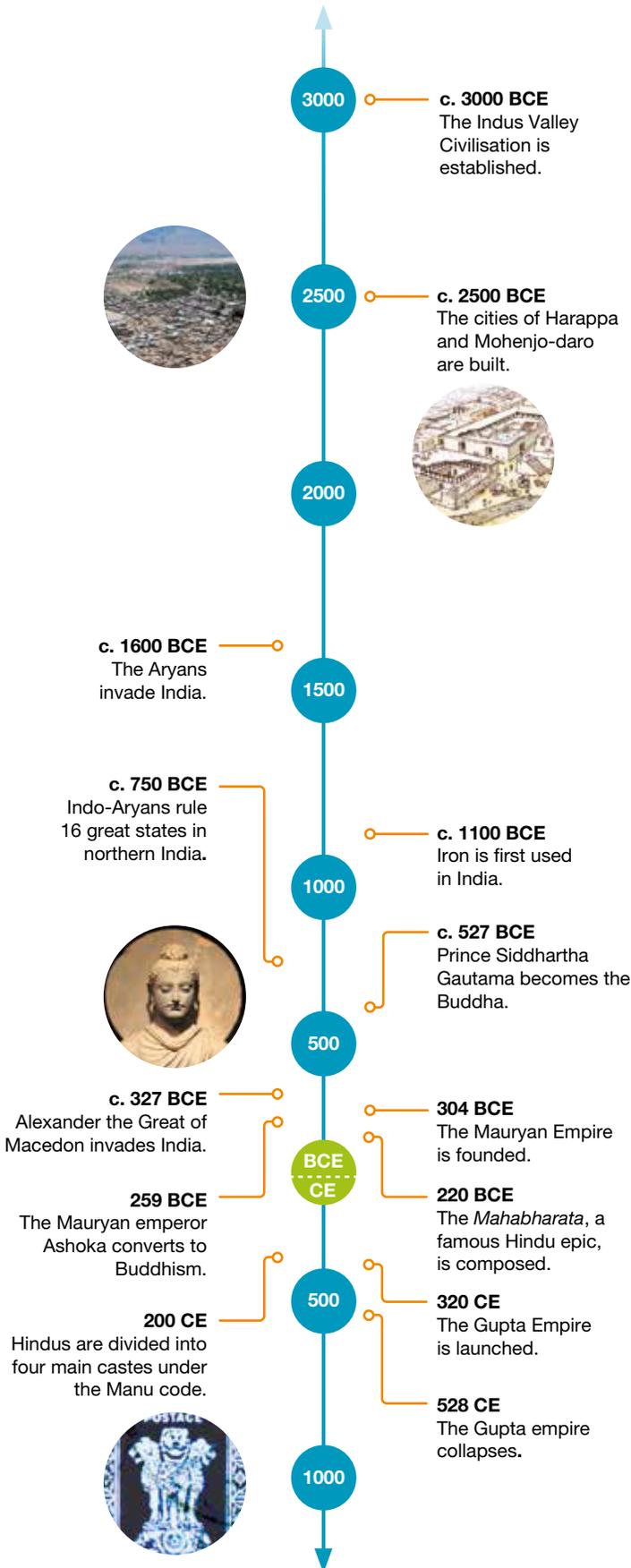
India has also become an important trading partner for Australia. Large numbers of Indians have migrated to Australia, and many Indian students study at Australian colleges and universities.

When we speak of ancient India, we refer to the Indian subcontinent. Along with modern India, the subcontinent includes Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan. In ancient times these modern states did not exist. Great civilisations emerged on the Indian subcontinent, and some of their customs have survived to the present day.

SOURCE 1 This pillar was erected by Ashoka the Great, who ruled India during the third century BCE. The four lions are now the emblem of the modern Indian republic.



SOURCE 2 A timeline of ancient India



Big questions

As you work through this topic, look for information that will help you to answer these questions.

1. Who were some of the most significant people in ancient India?
2. How did the geography of ancient India influence its civilisations?
3. How were ancient Indian societies organised and governed?
4. What were the main characteristics of Indian culture and religion?
5. How do written and archaeological sources help us understand ancient India?
6. Why did ancient Indian civilisations rise and fall?
7. What is the significance of the heritage of ancient India?

Starter questions

1. Can you think of any popular Indian food dishes?
2. What other things is India famous for?
3. How does India compare in size with Australia?
4. Do you think all parts of India are the same?
5. What are the main features of a Bollywood movie?

learn on RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 9.1: Timeline exercise

9.2 How do we know about ancient India?

9.2.1 Evidence of ancient India

Ancient India has a rich history, with several quite different civilisations spread over three and a half thousand years. The earliest arose in what is now Pakistan. It is called the Indus Valley Civilisation, and we know much less about it than about India's later civilisations.

Some ancient cultures have left written records and great monuments such as the pyramids of Egypt and the temples of Greece. Sometimes civilisations come to light only when archaeologists uncover long-buried ruins. The Indus Valley Civilisation became known when archaeologists began to unearth two of its cities in 1921. Before this time no-one knew that these were the ruins of a very ancient civilisation. Some later ancient Indian cultures did leave great monuments, such as the **Buddhist** Sanchi **Stupa** shown in **Source 1**. Even older religious customs continue to be practised in modern India. **Hinduism** has existed in India since ancient times.

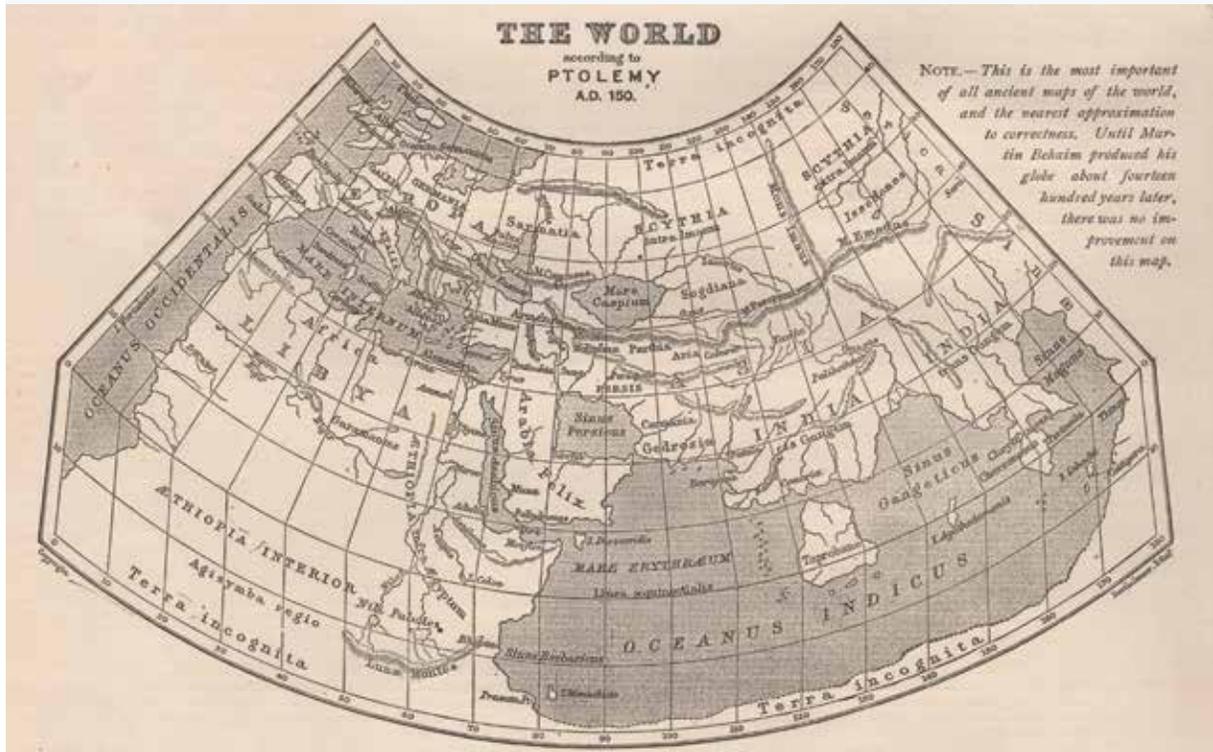
SOURCE 1 The Great Stupa of Sanchi, a Buddhist **shrine** in Madhya Pradesh, India, built about 250 BCE. Buddhism originated in India in the sixth century BCE.



9.2.2 Evidence from other civilisations

We also have evidence of connections between ancient India and other civilisations. From the late sixth century BCE the Persians included part of India in their empire. Indians were among the many peoples represented in the Persian army that invaded Greece in the fifth century BCE. So west Asians and Europeans had contact with India in ancient times. However, their knowledge of India often mixed fact with fantasy. After Alexander the Great had conquered the Persian Empire in 334 BCE he set his sights on India. Greek conquests in India were short-lived, but Buddhist art in north India came to be influenced by Greek art. The Greeks, and later the Romans, saw India as vast and splendid, bigger and more densely populated than anywhere else on Earth.

SOURCE 2 A version of the Greek mathematician Ptolemy's map of the world, which he drew about 150 CE



SOURCE 3 From *The Histories* by the Greek historian Herodotus, written about 440 BCE

[The Indians of the north-west] go out to fetch gold — for in this region there is a sandy desert ... the sand has a rich content of gold ... There is found in this desert a kind of ant of great size — bigger than a fox, but not so big as a dog ... [These] Indians plan their timetable so as to actually get their hands on the gold during the hottest part of the day, when the heat will have driven the ants underground ... When the Indians [on their camels] reach the place where the gold is, they fill the bags they have brought with them with sand, and start for home again as fast as they can go; for the ants (if we may believe the Persians' story) smell them and at once give chase; nothing in the world can touch these ants for speed, so not one of the Indians would get home alive if they did not make sure of a good start while the ants were mustering their forces.

9.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Look at **Sources 2** and **3** and place them on the **Source 2** timeline in subtopic 9.1. For each of these sources, estimate what sort of civilisation or religion was likely to dominate in India at the time. Check the sources against one or two events that precede them.

Apply your understanding

2. Explain what **Source 1** might tell us about India's role in the founding of Buddhism.
3. Using a modern atlas or world map, show Italy, Egypt and Greece on the ancient map in **Source 2**.
4. Can you find India and Sri Lanka in **Source 2**? The map was produced by someone living in the Mediterranean, so why do you think India and Sri Lanka are rendered so inaccurately compared with Italy, Egypt and Greece?
5. According to the Greek historian Herodotus in **Source 3**, how did people in ancient India find gold?
6. How do we know that Herodotus's account is exaggerated? How do you think he got it so wrong?
7. Make a brief summary of what a historian could conclude about ancient India from just these three sources.

9.3 The geography of India

9.3.1 The geography of India

The modern nation of India is the seventh largest country in the world. This in itself is impressive. However, if you add other modern nations which were once a part of greater India — Pakistan, Bangladesh and the island state of Sri Lanka — then the Indian land mass is bigger still. It is so big that the region is often called the Indian subcontinent. A subcontinent is a very large land mass attached to a **continent**. In the case of the Indian subcontinent, the land mass is attached to Asia.

SOURCE 1 A map of the Indian subcontinent



Source: Spatial Vision

Regions

The Indian subcontinent is made up of three geographical regions — the Himalayan north, the Indo-Gangetic Plain and the Deccan Plateau.

The Himalayan north is part of the Himalayan mountain range. These mountains are the highest in the world and provide the snow that feeds into three of the subcontinent's major rivers — the Ganges, the Brahmaputra and the Indus. As it reaches the Bay of Bengal, the Ganges forms a delta that is 350 kilometres wide.

The Indo-Gangetic Plain is a flat, well-watered area. It is the most fertile and densely populated region of the subcontinent. Its western section is drier, merging into the Thar Desert.

The Deccan Plateau in the south is rocky and barren. Farmers here use the rivers to water their crops. Unlike the rivers of northern India, these southern rivers depend on **monsoon** rains to fill their banks.

Climate

Given its vast size and varied terrain, the Indian subcontinent has a wide range of weather patterns. The seasonal monsoons also influence its climate. There are six seasons each year — summer, autumn, winter, spring, summer monsoon and winter monsoon. In the Himalayan north, winters may be freezing and, in some

areas, summers are cool. In the central and southern areas of the subcontinent, the tropical climate produces temperatures ranging from warm to hot, with some inland areas reaching as much as 50°C in summer.

The coming of civilisation

India's geographical features had a strong influence on the location of its ancient civilisations. They developed mainly along river valleys that provided reliable water supplies, fertile soils for growing crops and access to the sea for trading. Such conditions were necessary for the rise of some of the great early civilisations. For example, ancient Iraq and Egypt also developed along fertile river valleys.

9.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Check your understanding

1. What is a subcontinent?
2. What are the nations which make up the Indian subcontinent?
3. Name the three regions of the Indian subcontinent.
4. Name the three main rivers of the Indian subcontinent.
5. Which region tends to be cool to cold, and which regions tend to be warm to hot?
6. Suggest how the rivers of the Indian subcontinent might have helped to develop a civilisation based on farming.

Apply your understanding

7. (a) Look closely at **Source 1**. Calculate the distance of the Indian subcontinent from east to west and from north to south.
(b) Given the size of the Indian subcontinent and the variety in terrain and climate, do you think it possible that its population could share the same language and culture? Explain.
8. Unlike Australia, the Indian subcontinent today is made up of several different countries. How do you think geographical features such as mountain ranges, plains, distance and climate might have led to the formation of not just India but other nations as well?

9.4 Lost cities of the Indus Valley

9.4.1 The Indus Valley Civilisation

People have lived in the Indian subcontinent since the Old Stone Age. Some rock paintings found there date as far back as 50000 BCE. The Neolithic Revolution, when people began to settle in farming communities, began about 7000 BCE. The first towns and cities in the subcontinent arose around 3000 BCE. They flourished for around 1400 years before their mysterious decline. For thousands of years all that was known was that people had once lived in the cities, but only the brick ruins remained. What sort of buildings they

SOURCE 1 The main archaeological sites of the Indus Valley Civilisation



had been, who built them and what became of them — all of this was unknown.

As in Egypt and Mesopotamia, the first Indian cities were built in a fertile river valley, with good soils and a reliable water supply for growing crops. This was the valley of the Indus River and its tributaries. So this first civilisation, arising at much the same time as those in Egypt and Sumer (in Mesopotamia), has become known as the Indus Valley Civilisation. It is also sometimes called the Harappan Civilisation because Harappa was the first of its cities to be excavated.

The cities of the Indus Valley thrived. Farmers worked the fields surrounding the cities, and officials organised the sale and distribution of agricultural produce. They had governments and used writing. Artisans created ornaments and tools, while traders plied their boats up and down the river and its tributaries and even across the sea to Mesopotamia. Artefacts from Mesopotamia have been found in the Indus Valley. This means there were probably trade links between these civilisations.

SOURCE 2 A Sumerian seal excavated at Lothal in the Indus Valley. Seals were designed to leave an impression when pressed into wet clay. The imprint would be fixed to bundles of merchandise as merchants' marks.



SOURCE 3 The Indus Valley Civilisation and Mesopotamia



Source: Spatial Vision

9.4.2 The end of the Indus Valley Civilisation

By around 1600 BCE, after years of apparent economic decline, the cities were deserted. The buildings were left to the elements — and to anyone wishing to pilfer bricks. The people who had inhabited the cities of the Indus Valley were forgotten. The origin of any Indus Valley artefacts found in Mesopotamia would

have been uncertain. Only much later, when sites in the Indus Valley were excavated, would it be possible to prove that items such as the seal in **Source 4** had come from the Indus Valley.

For more than two thousand years no collective memory of this civilisation remained. Even the myths and legends of the Indian people, whether their simple folk tales or the great Hindu epics such as the *Rig-Veda* and *The Mahabharata*, appear to make no reference to the Indus Valley Civilisation. So the ghostly ruins of the Indus Valley spoke of lost cities.

SOURCE 4 An Indus Valley seal and its impression, found at the Mesopotamian city of Ur, showing a bull, a common feature in Indus Valley seals and writing. Similar seals have been found at other sites in that region including the port city of Lothal.



DID YOU KNOW?

Sumerian written records tell of a 'place where the sun rises' that was prosperous and had many 'great dwellings'. Some records also tell of ivory and other riches and products such as cotton being imported from this land. Some historians believe this place, which the Sumerians called Dilmun, may have been the Indus Valley Civilisation.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:
◉ Indus Valley Civilisation

learnon RESOURCES — ONLINE ONLY

🔗 Explore more with this weblink: Mohenjo-daro

9.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. About how long ago did cities first emerge in the Indus Valley?
2. What geographical feature did the Indus Valley Civilisation share with ancient Egypt and Sumer (in Mesopotamia)?
3. When were the Indus Valley cities finally deserted?

Apply your understanding

4. Look at **Source 1**.
 - (a) Why do you think the cities and other settlements (shown by dots) are mostly located along the Indus River and its tributaries?
 - (b) Why would Lothal be a suitable place for a port to serve these cities?

5. Compare **Sources 2** and **4**.
 - (a) Describe the similarities and differences between these two seals.
 - (b) Give two reasons for including both animals and writing on the seals.
 - (c) What conclusions can you draw about contacts between the civilisations of Mesopotamia and the Indus Valley?
6. Using the scale in **Source 3**, calculate how far people would have had to travel by sea and river to trade goods between the Indus Valley and Sumer.

9.5 Living in the lost cities

9.5.1 Lost cities of brick

What was it like to live in the cities of the Indus Valley? The natural resources of the valley shaped the civilisation. The most important of these resources were plentiful fresh water and fertile soil for farming, along with clay to make bricks and wood to fire the **kilns** that baked the bricks. These cities were remarkable for their level of planning and organisation.

Many buildings were made of kiln-fired bricks similar, even in size, to the kinds of bricks used in many modern houses. Historians assume they used kiln-fired bricks because the Indus Valley had a wetter climate in those times. Such bricks were harder to make than mud bricks, dried only by the sun, but they lasted better in a wet environment. There is evidence that mud bricks were also used, but only the kiln-fired bricks have survived.

Most of the people of the Indus Valley would have been farmers. Cities could grow only where agriculture could produce a surplus to feed people who were not engaged in farming. So we know the farmers must have produced such a surplus. Excavations have given us some ideas about other kinds of work. Finds include seals, gold jewellery, combs, bronze statues and pottery. Such items would have been made by artisans in the cities and transported and traded by merchants.

The largest Indus Valley sites that have been excavated are the cities of Harappa and Mohenjo-daro. They are about 400 kilometres apart. Harappa had similar features to Mohenjo-daro. Their populations were similar too: Harappa's is estimated at 35 000 people and Mohenjo-daro's at 30 000. There is no evidence that a central government ruled the whole valley and used one of the cities as its capital. The streets in both cities were based on a **grid system**, much like many modern cities. Each city was divided into 12 main blocks and had strong outer walls.

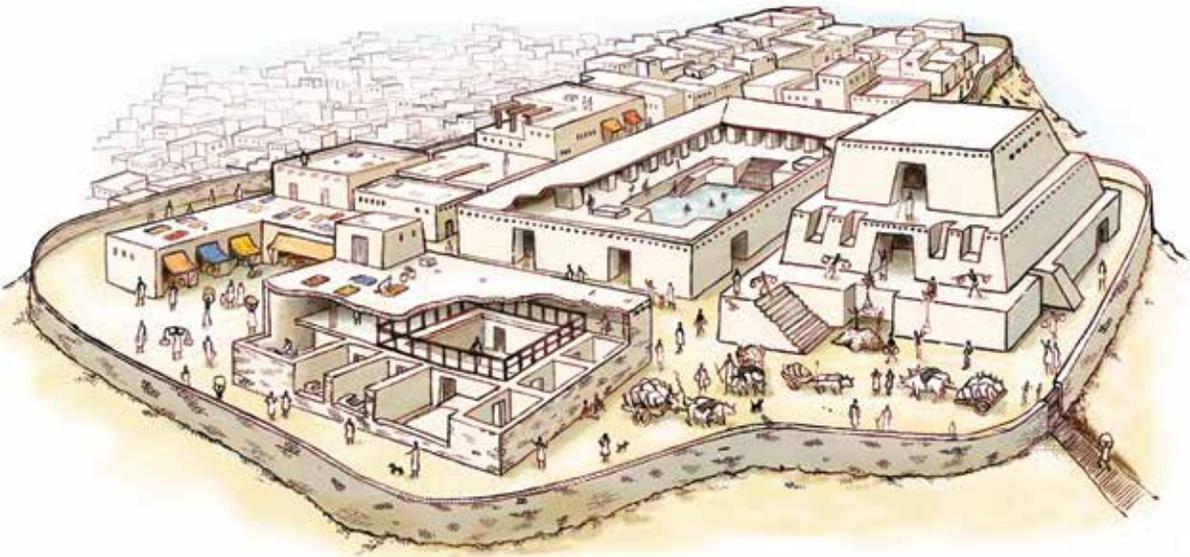
9.5.2 Features of Mohenjo-daro

The grid system is clearly visible in the modern artist's impression of Mohenjo-daro shown in **Source 1**. There are two levels to the city. The first level is called the Higher Town or the 'citadel'. Although it looks like a citadel, or fortress, the Higher Town is actually a mound topped by a huge **granary** and communal baths.

The granary

The granary was positioned high above the floodplain and was immense. The inhabitants of Mohenjo-daro obviously depended on this building and its vast stores of grain such as wheat and barley. The granary needed to be on high ground, beyond the reach of floodwaters. It had a tall platform with recesses. Ox-carts laden with produce would have been stationed in the recesses as workers raised produce to the platforms above. The surviving walls reveal a row of ventilation ducts. These allowed air to circulate inside to prevent the produce from going mouldy. The roof of the granary was probably constructed of timber, long since rotted away.

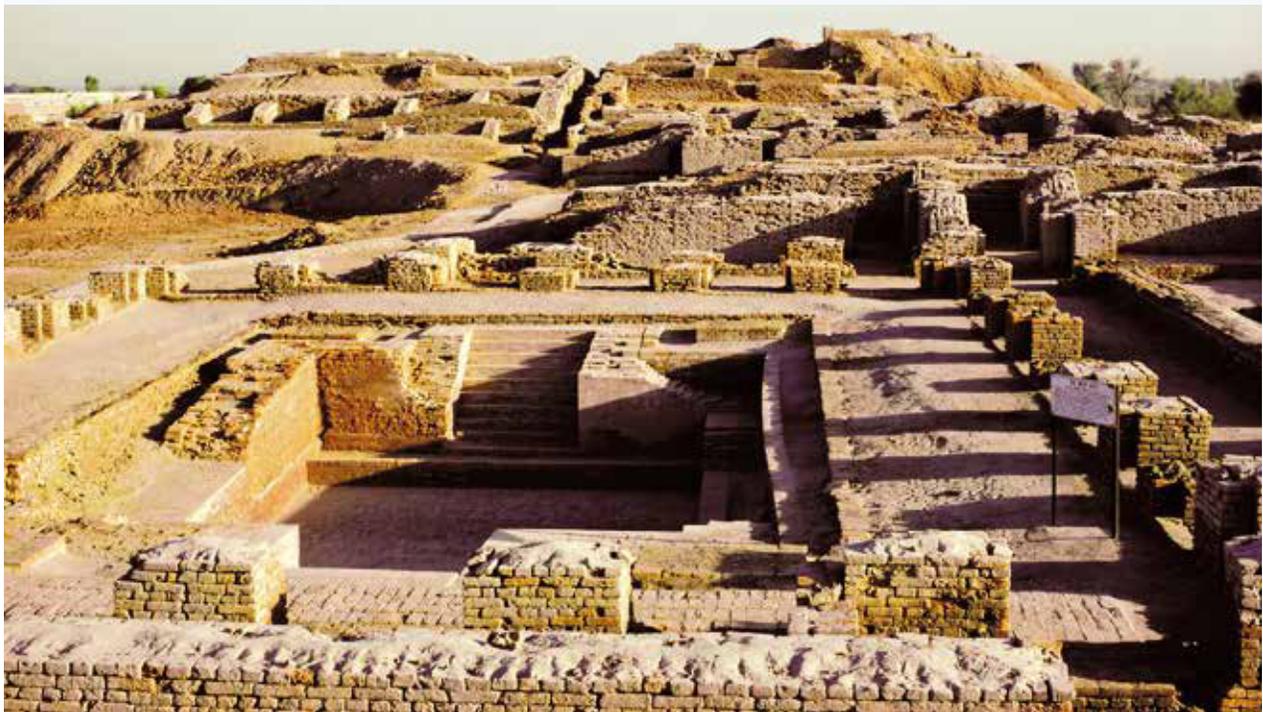
SOURCE 1 A modern artist's impression of Mohenjo-daro. In the centre is the Great Bath and granary in the Higher Town.



The Great Bath

A brick-lined, sunken structure was evidently once an enormous bath. It was 12 metres long, 7 metres wide and 2.4 metres deep. Traces of bitumen have been found in it. This would have helped to seal the bath, preventing the water from leaking out. That it was used by people to bathe is clear from the stairs and ledges along its walls. Historians have suggested that people bathed there as part of some religious ritual. This theory stems from the fact that ritual bathing is a traditional part of the Hindu faith in India, but we cannot be certain that this was the bath's purpose.

SOURCE 2 The Great Bath of Mohenjo-daro



The Lower Town

The second level of Mohenjo-daro is the Lower Town. Here were the houses of the citizens. Like the buildings of the Higher Town, they are made of kiln-fired bricks. Larger houses often had courtyards. The windows faced inward and were high above ground level, ensuring privacy. A broad street, up to 10 metres wide, runs through the Lower Town, with narrower streets running off it.

Water supply

There were many wells in Mohenjo-daro. These provided the population with fresh water for drinking and washing. They were constructed of special wedge-shaped bricks. Some bricks had a groove in them to make it easier to send down a bucket on a rope: the groove prevented the rope from slipping sideways and spilling the water. Mud brick often covered the walls of the wells. Most wells were built inside dwellings. However, wells have also been found adjoining the city streets.

SOURCE 3 A well at Mohenjo-daro



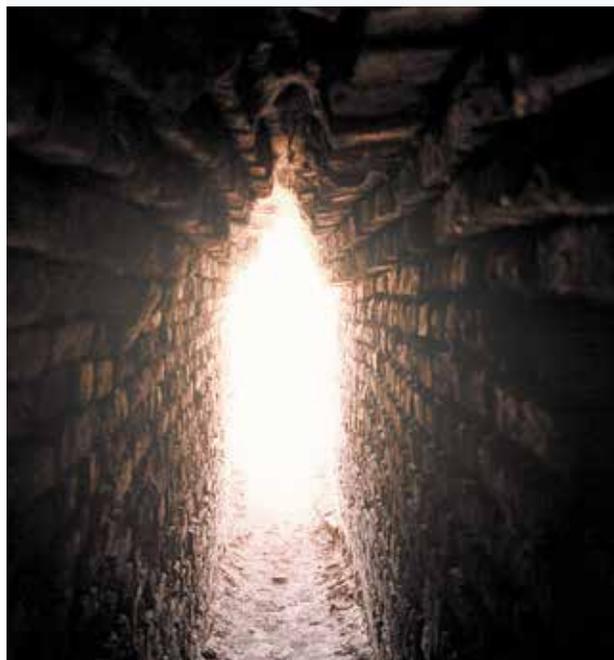
Baths, toilets and drains

For one of the world's first cities, Mohenjo-daro was remarkably **hygienic**. Many of the houses unearthed in the city had baths. Structures resembling toilets have also been unearthed. Many houses had drainage outlets onto the street, where gutters carried away waste water. Sometimes terracotta pipes were used. Chute systems were also used to expel water. Often a notched brick was placed at the end of the chute so solid waste could be trapped, preventing rubbish from accumulating in the street. Drains below the city streets were enclosed channels big enough for a person to walk through. This made it possible for workers to unblock the drainage system if the need arose.

SOURCE 4 Structure believed to be a toilet at Mohenjo-daro



SOURCE 5 Large covered drain at Mohenjo-daro — tall enough for a person to walk through



9.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Give one practical reason why kiln-fired bricks were commonly used at Harappa and Mohenjo-daro.
2. What two structures dominate the Higher Town at Mohenjo-daro?
3. Explain the purposes of the platform and recesses in the granary at Mohenjo-daro.
4. What substance was used to prevent water leaking out of the Great Bath?
5. What sort of buildings were in the Lower Town of Mohenjo-daro?
6. Explain why the drains under the city streets were so big.
7. What was the purpose of wells at Mohenjo-daro?

Apply your understanding

8. Look at **Source 1**.
 - (a) In a short paragraph, describe the layout of Mohenjo-daro as seen in this source.
 - (b) Why do you think the people of Mohenjo-daro would have needed such a huge granary for their produce?
 - (c) What does such a large single granary tell us about the way society would have been organised at Mohenjo-daro?
 - (d) From where would they have brought the produce to store in the granary?
9. Why do some historians suggest that the Great Bath shown in **Source 2** was intended for bathing as part of some religious ritual?
10. Describe the features of the structures shown in **Sources 3, 4** and **5** that could have led archaeologists to conclude that these are toilets, drains and wells.
11. Use the sources, the library and the internet to draw up a table comparing baths and toilets in Mohenjo-daro with those used today.

learnON RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 9.2: You be the archaeologist



Explore more with this weblink: Explore the Indus Valley

9.6 Who ruled the Indus Valley?

9.6.1 Rulers of the Indus Valley

The question of who ruled the Indus Valley Civilisation is a mystery yet to be unravelled. This was a highly organised economy with well-planned cities, so there must have been a system of government. However, there is no evidence that enables us to say what kind of government it was.

Evidence from writing

Can we learn anything from the written records of the Indus Valley Civilisation? The only evidence of writing we have from this civilisation is the inscriptions on seals such as those shown in subtopic 9.4. The oldest examples are from 2600 BCE. The use of a small number of symbols suggests their writing was either fairly well advanced or copied from somewhere else. However, no-one has yet broken the code. As yet we cannot read their writing, so it cannot reveal to us who their rulers were and what they did.

SOURCE 1 'The Priest-King', an 18 cm high statuette from Mohenjo-daro



Even before the code of Egyptian hieroglyphs was cracked, we had some ideas about the pharaohs from what others had written about them and from the monuments they had left behind. However, there is no evidence that anyone else in ancient times wrote about the rulers of the Indus Valley.

Lack of archaeological evidence

The Indus Valley Civilisation is remarkable in lacking any evidence of displays of power from its rulers. There are no great statues, no temples dedicated to their gods (at least none we can recognise) and no impressive stone monuments. None of the buildings of Harappa and Mohenjo-daro have been identified as palaces. The grandest building in Mohenjo-daro is neither a palace nor a temple. It is the granary that served to store the city's agricultural produce.

Harappa and Mohenjo-daro have offered up very little in the way of ornaments either. In many other ancient societies, kings were keen to show off their power. The fact that there is no evidence of kings in the Indus Valley has led some to suggest that the cities were ruled by priests, and that a priestly class controlled the means of distribution and exchange of produce through the granary. Some have suggested that the **statuette** in **Source 1**, nicknamed 'The Priest-King', shows a ruler. Yet no other artefacts like this have been discovered, so all we can say is that he has an air of importance about him. In other words, he looks like someone you would expect would rule a place like Mohenjo-daro. Still, this does not prove that this little statuette *is* of a ruler.

It is likely that such a well-planned city as Mohenjo-daro was governed by some sort of ruling class. Such a group would have had authority over the peasant population around the city who delivered their produce to the granary. Whether such a government ruled across the whole Indus Valley is another mystery. It is possible that the Indus Valley Civilisation was not one nation-state at all, but rather groups of city-states that shared a common culture.

SOURCE 2 'Chief's house', a large residence in Mohenjo-daro, has been given this name because it is assumed that someone of wealth or importance lived here.



9.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at **www.jacplus.com.au**. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why can't we check written records to find out who ruled the cities of the Indus Valley Civilisation?
2. How old are the earliest examples of writing from the Indus Valley?
3. What is the only evidence we have showing the image of what may have been a ruler in Mohenjo-daro?
4. Why has it been suggested that a government run by priests, rather than a powerful king, ruled Mohenjo-daro?

Apply your understanding

5. Look at **Source 1**. What features of this statuette do you think have led some historians to suggest it may be a portrait of a ruler? (*Clue:* Think about not only what he wears, but such things as facial expression.)
6. Using **Sources 1 and 2** and your own knowledge based on what you have read so far in this topic, list arguments in support of the idea that some sort of government must have existed in Mohenjo-daro. For example, you might include something like: *Only a central government could organise the labour to establish a drainage system throughout the city.*

9.7 The end of a civilisation

9.7.1 How did the Indus Valley Civilisation meet its end?

The end of the Indus Valley Civilisation is another mystery. However, historians and archaeologists have at least formed some solid hypotheses about the last days of Harappa and Mohenjo-daro.

Originally it was thought that the Aryan invasion (see subtopic 9.9) led to the fall of the Indus Valley Civilisation. Few scholars now accept this theory. Firstly, the Indus cities had already been abandoned by the time of the Aryan invasion. Secondly, there is no evidence of warfare in or around the cities. There are none of the weapons, chariots, armour or remains of men and horses that would have been scattered across battlefields. Some skeletons found in Harappa that show signs of violent death were once thought to be the victims of Aryan invaders. The problems with this theory are that these victims do not occupy strata levels that coincide with the last days of the city itself, and that there are very few of them. We would need to find many more such bodies to support the idea of violent invasion.

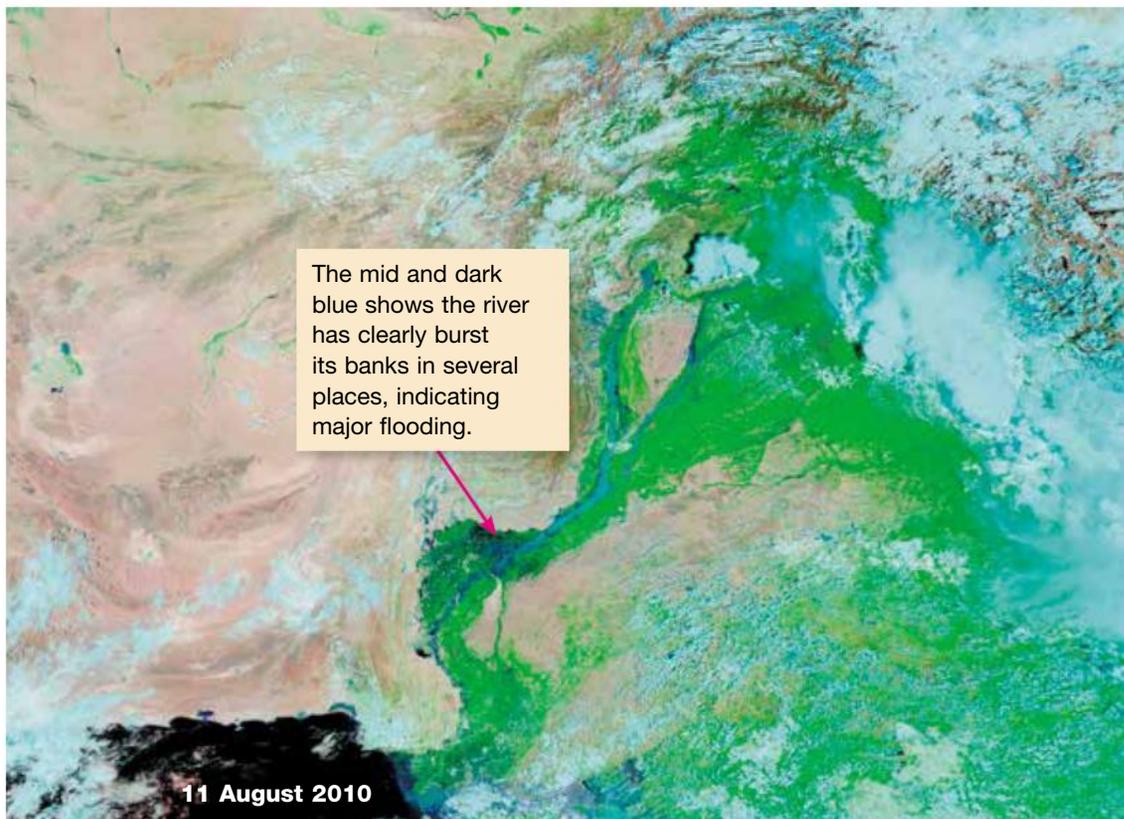
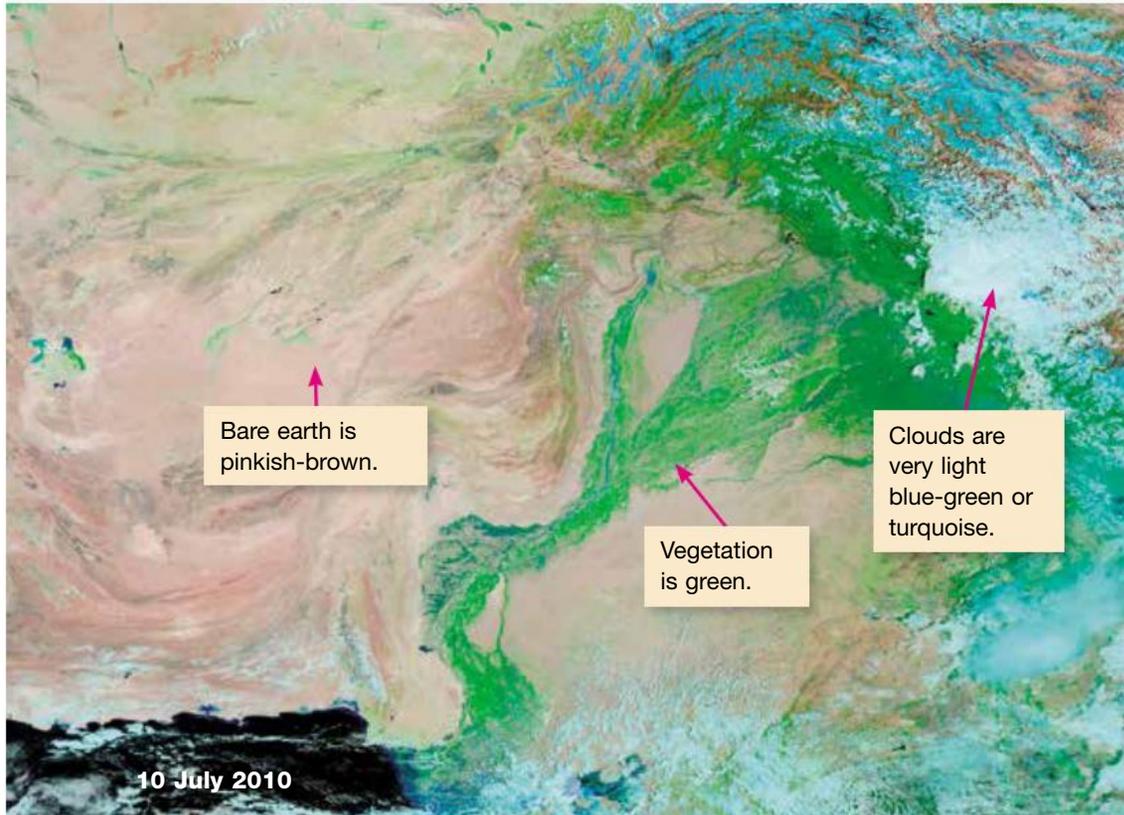
DID YOU KNOW?

Few weapons have been found at Indus Valley sites. No armour has been found. Nor are there any images in Indus Valley art with military themes, such as warriors. Weapons that have been found are not regarded as effective compared with those of other cultures at the time. It appears that warfare played a minor role, at most, in the Indus Valley.

Earthquakes and floods

Archaeologists have discovered that in their final years Harappa and Mohenjo-daro became poorer. The Indus River flows through an earthquake-prone region. It has changed its course many times. Excavations reveal that in the last years of Mohenjo-daro there was a series of floods and that repairs were carried out in their wake. On top of this there had been earthquakes. One earthquake blocked the Indus River downstream from Mohenjo-daro, resulting in the creation of a huge lake. This increased the flooding problems for the city. There is evidence that Mohenjo-daro was rebuilt at least seven times as a result of heavy flooding in the Indus River basin. Most recently, the disastrous floods of 2010 (see **Source 1**) threatened the site, although fortunately the floodwaters did not reach it. (These floods affected 20 million people; at one point as much as one-fifth of the modern country of Pakistan was underwater.)

SOURCE 1 NASA images from space showing the flooding of the Indus River in 2010. The top image shows the Indus River Valley on 10 July, just before the floods. The bottom image shows the valley on 11 August, at the height of the floods. These images combine infra-red and visible light to give us a clearer picture of the difference between water and dry land.



SOURCE 2 From Robert R. Raikes, 'The End of the Ancient Cities of the Indus', *American Anthropologist*, 1964

Uplift, almost certainly accompanied by more or less violent earthquake shocks, would not only have caused destruction of cities and settlements but would have disrupted the system of river and coastwise communications on which the commercial life of the culture must have largely depended. Damage to the cities and settlements in the Indus Valley would have been due rather to flooding than to the shocks ... a point would have been reached when it would no longer have been considered worth the trouble and expense of rebuilding ...'

A gradual end?

Perhaps it is more likely that the cities of the Indus Valley were abandoned gradually as people returned to a village style of living or migrated to other parts of India. They may not have taken their brick-making skills with them, but they must have taken other parts of their culture.

Most historians now believe that the cities *were* gradually abandoned when it ceased to be practical to live in them, but that their culture lived on. Even today there are pottery styles in the Indus Valley similar to those of the ancient Indus Valley Civilisation. The ox-carts still in use, and the mud brick platforms around houses, would have been familiar to anyone from those ancient communities. So the Indus Valley Civilisation may not have come to an end after all. Perhaps its culture simply blended into, and became a part of, the rich array of cultures that now span the Indian subcontinent.

SOURCE 3 From Chris J. D. Kostman, 'The **Demise** of **Utopia**', *Journal of the Association of Graduates in Near Eastern Studies*, 1995

A careful review of the literature suggests that although the Harappans did experience great natural disasters and a dramatic [shift] in their urban process, they never declined or fell at all: the Harappan **legacy** continues to this day.

9.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Look at the 'Did you know?' box in this subtopic. It mentions a theory that some historians have about the Indus Valley Civilisation. What is a theory in history? What is the theory mentioned in the box? Why is it a theory rather than a fact?
2. List two reasons why it is unlikely that the Aryans destroyed the Indus Valley Civilisation.
3. What two natural disasters affected the cities of the Indus Valley Civilisation?
4. What may have finally led to the cities being abandoned?
5. Where might the people have gone after abandoning their cities?
6. Outline the evidence that suggests the Indus Valley Civilisation was not warlike.

Apply your understanding

7. How does the evidence of **Source 1** support the idea that the Indus River can cause problems with flooding?
8. Why does the author of **Source 2** say 'it would no longer have been considered worth the trouble and expense of rebuilding'?
9. The author in **Source 3** mentions 'Harappans'. Who were the Harappans? (You will find out by revisiting earlier parts of the topic.)
10. According to **Source 3**, what became of the Harappans?
11. **Source 3** comes from an article about the Indus Valley Civilisation called 'The Demise of Utopia'. Using the definition in the key terms list, why do you think the author would have described this civilisation as a 'utopia'?

9.8 SkillBuilder: Recognising different perspectives

9.8.1 What are different perspectives and interpretations?

There will be varying interpretations in any study of history, because different conclusions can be drawn from the same primary source evidence. Sources give different perspectives because not everyone sees an event or problem from the same point of view. Some sources are biased (one-sided or prejudiced) or are based on insufficient understanding or information to be reliable.

The importance of recognising different perspectives

To uncover the truth on any issue we have to be aware that what someone says or writes about it may be one-sided or incorrect. It may even be an attempt to deceive.

9.8.2 How to recognise different perspectives in primary and secondary sources

When you read an interpretation of a historical event or development, you need to ask:

1. What is the subject or main idea of the source?
2. Who created the source?
3. Why was it written?
4. Is the source based on reliable information?
5. Is the source supported or contradicted by the evidence of other sources?

An example of an ancient Greek account of the Indus Valley Civilisation

The five questions have been applied to **Source 1**.

SOURCE 1 From *Geography*, a book by the Greek historian and geographer Strabo (c. 63 BCE–24 CE). Strabo's book was an encyclopedia of geographical knowledge of his time. Here he was recounting observations made by an earlier historian, Aristobulus, who accompanied Alexander the Great to India around 327 BCE. Aristobulus's book has been lost.

[Aristobulus] says that when he was sent upon a certain mission he saw a country of more than a thousand cities, together with villages, that had been deserted because the Indus had abandoned its proper bed, and had turned aside into the other bed on the left that was much deeper, and flowed with precipitous descent like a **cataract**, so that the Indus no longer watered by its overflows the abandoned country on the right, since that country was now above the level, not only of the new stream, but also of its overflows.

1. *What is the subject or main idea of the source?* The subject is the abandoned cities of the Indus River Valley. According to the writer, the cities were abandoned because the river changed its course so that it no longer provided water at a level suitable for use by the people of those cities.
2. *Who created the source?* Strabo is using information he obtained by reading Aristobulus, who was in India around 327 BC.
3. *Why was the source written?* Aristobulus wrote an account of what he observed during his journey to India. Strabo used Aristobulus as a source for his own book.
4. *Is the source based on reliable information?* We know that Aristobulus could not have seen 'more than a thousand cities' because there is archaeological evidence of only a few cities. If he exaggerated this, he may be wrong about other things.
5. *Is the source supported or contradicted by the evidence of other sources?* Aristobulus's statements about the river changing course are supported by archaeological evidence (see subtopic 9.7 The end of a civilisation). This change had a different effect in Mohenjo-daro from what Aristobulus described, but his description could be accurate for other Indus Valley towns and cities.

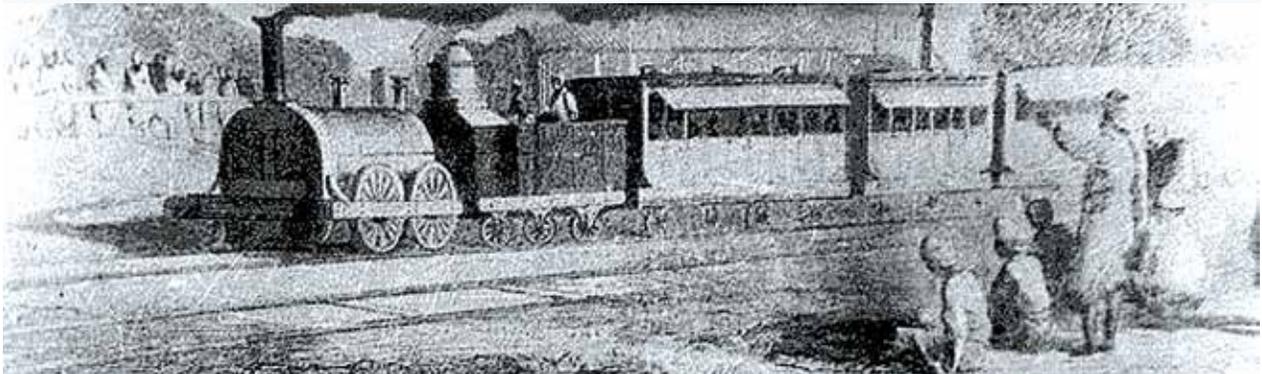
9.8.3 Developing my skills

Sources 2 and **3** will help you understand some of the difficulties people faced in interpreting the ruins of Indus Valley cities. Now use the five questions to see if you can recognise the different perspectives in **Sources 4** and **5**.

SOURCE 2 A Buddhist stupa on top of the Higher Town of the city of Mohenjo-daro. The stupa and the nearby **monastery** were constructed around 200 CE from bricks taken from the surrounding abandoned buildings. The stupa is itself now a ruin. Anyone who was untrained in archaeology might have had difficulty in recognising that the stupa belonged to a different age from the earlier ruins.



SOURCE 3 The first locomotive on the East India Railway. In the 1850s the British began to use crushed bricks taken from the ruins of Harappa as ballast under the tracks and sleepers for the rail line.



SOURCE 4 From the account of Charles Masson, a British army deserter who in 1826 stumbled on the ruins of what later would be called the Indus River Valley city of Harappa

I found ... in front of the village [of Harappa] a ruinous brick castle. Behind us was a large circular mound ... and to the west was an irregular rocky height, crowned with the remains of buildings, in fragments of walls, with **niches**, after the eastern manner ... The walls and towers of the castle are remarkably high, though, from having been long deserted, they exhibit in some parts the ravages of time and decay. Between it and our camp extended a deep trench ... overgrown with grasses and plants ... Tradition affirms the existence here of a city ... [It] was destroyed by a particular visitation of **Providence**, brought down by the **lust** and crimes of the **sovereign**.

SOURCE 5 Archaeologist John Marshall, recollecting his colleague R. D. Banerji's discovery of Mohenjo-daro in 1922. From John Marshall, *Mohenjo-daro and the Indus River Civilization*, [1931] 2004

... [I]t was not until 1922, when Mr R. D. Banerji started to dig there [in Mohenjo-daro], that the prehistoric character of its remains was revealed. This was not greatly to be wondered at; for the only structures then visible were the Buddhist Stupa and Monastery ... and these were built exclusively of brick taken from the older ruins, so that it was not unnatural to infer that the rest of the site was referable to approximately the same age as the Buddhist monuments [around 200 CE]. Indeed ... Mr Banerji himself ... had no idea of finding anything prehistoric. His primary object was to lay bare the Buddhist remains, and it was while engaged on this task that he came by chance on several seals which he recognized at once as belonging to the same class as the remarkable seals inscribed with legends in an undecipherable script which had long been known to us from the ruin of Harappa ... The few structural remains of that civilization which he had unearthed were built of bricks identical with those used in the Buddhist Stupa and Monastery, and bore so close a resemblance to the latter that even now it is not always easy to discriminate between them. Nevertheless, Mr Banerji **divined**, and rightly divined, that these earlier remains must have **antedated** the Buddhist structures, which were only a foot or two [30–60 cm] above them, by some two or three thousand years. That was no small achievement!

learn on RESOURCES — ONLINE ONLY

 Complete this digital doc: Worksheet 9.3: Alexander in India

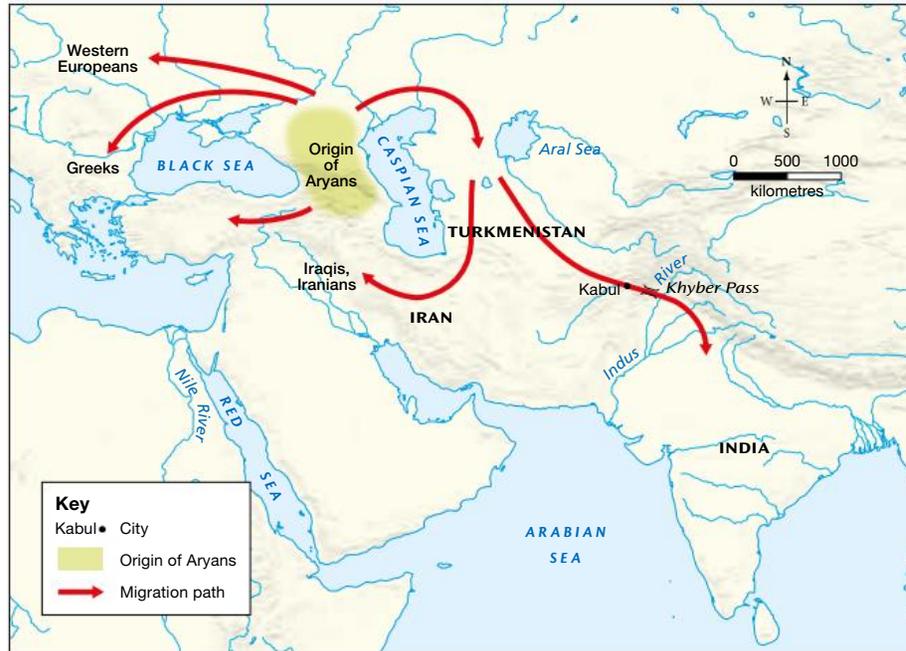
9.9 Vedic Civilisation, the Mauryan Empire and the Guptas

9.9.1 The Vedic Civilisation

The next civilisation to develop in India was named after a collection of sacred writings — mostly hymns, prayers and poems. These writings, called the *Vedas*, form the oldest books of the Hindu religion. They were written in **Sanskrit**, the language of this civilisation. The most important of these books, the *Rig-Veda*, was composed around 1000 BCE. The Vedic (sometimes called Aryan) culture came from western Asia. Some groups of Aryans moved westward into Europe. Others entered the Indian subcontinent around 1600 BCE.

The Aryans were warlike **nomads**. With horses and chariots they stormed across the Indus River Valley and the floodplain of the Ganges River. They had no interest in building cities such as those of the Indus Valley Civilisation before them. They were not united as a nation but rather were made up of numerous tribes, each ruled by a chief or *raja*. Often they fought among themselves. They had no interest in writing, either. The *Vedas* were written down much later, having been passed down over the centuries through an oral tradition (in which stories and texts are recited aloud). It is during this period, however, that Hindu religious culture began to blossom. The Vedic/Aryan culture defined much of what has come to be recognised as Indian.

SOURCE 1 A map showing the Aryan migrations of the first millennium BCE



9.9.2 The Mauryan Empire

The Mauryan Empire is believed to have created the first unified Indian state. In 321 BCE a leader called Chandragupta Maurya set out to create an empire across the subcontinent. It is believed that he was inspired by the exploits of the **Macedonian** conqueror Alexander the Great. Alexander had tried to conquer India only a few years before. When he withdrew from western India Alexander left a **power vacuum** in the region. Chandragupta took advantage of it.

Ashoka and Buddhism

The Mauryan Empire offered India stable government and a **regulated economy**. It was during this time that writing was reintroduced. In 220 BCE the great Hindu epic the *Mahabharata* was composed. The writing introduced in Mauryan times was not the Hindu religious writing normally associated with the Aryans, however. It was Buddhist. How did this happen?

SOURCE 2 Alexander's Macedonian and Greek army encountering an Indian army under the Hindu king Porus at the battle of the Hydaspes River



Chandragupta's grandson, Ashoka, followed in his grandfather's footsteps, extending Mauryan power into the far north and south of India. But in 259 BCE he converted to Buddhism. (The religion and philosophy of Buddhism had been founded by an obscure young prince, Siddhartha Gautama, in north-eastern India in 527 BCE.) Thus Ashoka gave up his violent and warlike ways, embracing peace in accord with his new-found beliefs. He even sent Buddhist missionaries to other regions. So the first known writings since the fall of the Indus Valley Civilisation were Buddhist religious texts. The Mauryan Empire declined after Ashoka, and finally fell apart when its last ruler was **assassinated**.

SOURCE 3 A square coin from the Mauryan Empire



9.9.3 The Guptas

After this assassination India became once more a collection of independent, unconnected kingdoms. It wasn't until 320 CE that another empire emerged, this time in the north. Its first ruler was called Chandragupta I. This dynasty, called the Guptas, ruled northern and eastern India from this time until 550 CE. It was a period of great artistic flowering in architecture, sculpture, poetry, music and painting.

SOURCE 4 Buddhist bas-relief in the Ajanta Caves, created during the Gupta dynasty



9.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Draw a timeline and insert on it the events mentioned and dated in this subtopic.
2. What is another name for the Vedic Civilisation?
3. List ways in which the Vedic Civilisation was different from the Indus Valley Civilisation.
4. Name the leader credited with creating the first united Indian state.
5. What religion was adopted by the Mauryan ruler Ashoka, leading him to embrace peace in place of his formerly warlike behaviour?
6. Who established the dynasty known as the Guptas?

Apply your understanding

7. What might **Source 3** tell us about the economy during the Mauryan Empire?
8. Using the library and the internet, find out about the outcome of the battle shown in **Source 2**. This was the first time the Macedonian and Greek army had encountered elephants in battle. Find out how useful elephants were in situations like this. Also find out whether Alexander's army was impressed enough by the Indians' use of elephants to include them in their own armed forces.
9. Using the library and the internet, research the Ajanta Caves (see **Source 4**). Explain what you have learned about them in your research.
10. In small groups, discuss whether you think it is possible for someone to completely change their ways, as Ashoka is believed to have done, as a result of religious conversion.

learnon RESOURCES – ONLINE ONLY



Complete these digital docs: Worksheet 9.4: Indian battle giants

Worksheet 9.5: Who's who in ancient India



Explore more with these weblinks: Historynet

Sacred Destinations

Shunya

UNESCO

9.10 The Mauryan Empire: India's first unified state

9.10.1 The Mauryan Empire

The Mauryan Empire, sometimes called the Mauryan dynasty, ruled over the Indian subcontinent from about 323 BCE to 185 BCE. The Mauryan emperors conquered a region reaching from Bangladesh in the east to Afghanistan in the west. This was the first state to stretch over most of the Indian subcontinent.

Chandragupta Maurya and Kautilya

The dynasty was founded by Chandragupta Maurya. Little is known of his early life. We do know, however, that he overthrew the last ruler of the preceding dynasty, the Nanda, with the aid of a former Nanda minister, Kautilya. It appears Kautilya helped Chandragupta raise an army against his former leader.

Kautilya is also credited with compiling a set of rules on running a government, called *The Arthashastra*. Some of these rules appear ruthless and cruel. For example, the punishment for murder was not just death

but torture too. If you injured someone in a drunken brawl you would have your hand cut off. However, *The Arthashastra* also laid the basis for responsible administration. For example, Kautilya advised the ruler to meet every petitioner who entered his court, and not leave them to talk only to his officials. This, Kautilya said, would avoid confusion and discontent that might lead to rebellion, and would ensure satisfaction with the ruler's government.

Kautilya's rules laid the basis for a powerful unified government across the subcontinent. The Mauryan Empire was divided into districts run by administrators whose duty it was to report to the emperor. It was their job to ensure law and order, provide troops for the army and collect taxes. The central government kept a network of spies to ensure that these district officers followed directions properly. Thus it was that India became a single state under central rule. The state regulated the economy and introduced a standardised system of weights and measures.

SOURCE 1 Mauryan silver medallion from the second century BCE. It shows riders on an elephant, under a decorative umbrella. It is likely that they are part of a royal procession. Elephants have been used in India for both transport and heavy labour for thousands of years up to the present day. However, Mauryan emperors employed elephants in their armed forces as well. Ashoka is reputed to have had several thousand war elephants. They were used to destroy enemy fortifications and villages, as well as to trample infantry. **Source 2** in subtopic 9.9 shows war elephants in action against Alexander the Great's army.



The growth of the Mauryan Empire

Chandragupta extended the Mauryan Empire across the northern half of the subcontinent, expanding westwards into lands held by the Seleucid Empire. In 324 BCE he pushed Seleucid garrisons out of the Indus Valley. Seleucus Nikator tried to regain this region but was defeated in battle in 305 BCE. After Chandragupta's death his son Bindusara continued to extend Mauryan power. He conquered 16 kingdoms. But the ruler under whom the empire would grow to its furthest extent was the next emperor, Ashoka. His reign was particularly remarkable, as we will learn in the following section.

9.10.2 The observations of Megasthenes

The efficiency of the Mauryan Empire under Chandragupta is described in the only written primary source apart from *The Arthashastra*. This is an account by a Greek ambassador from the Seleucid Empire called Megasthenes. We know that Megasthenes visited the court of Chandragupta as a representative of the first Seleucid emperor, Seleucus Nikator, one of Alexander the Great's generals. The empire founded by Seleucus ruled over much of the old Persian Empire from 313 to 65 BCE. In **Source 2**, Megasthenes describes the wonders of Chandragupta's capital city, Pataliputra. According to Megasthenes, it was a vast and splendid city ringed with a high wooden wall and 570 towers.

The account Megasthenes wrote about India, called *Indika*, has been lost. What have survived are fragmentary references to it in the works of other Greek writers. Added together, these have helped us to build up a picture of India under Chandragupta Maurya.

SOURCE 2 From an ancient Greek account of a report by a Greek ambassador, Megasthenes, who had visited the Mauryan capital, Pataliputra, on a mission from the Seleucid Empire

Megasthenes informs us that this city [Pataliputra] stretched in the inhabited quarters to an extreme length on each side of eighty **stadia**, and that its breadth was fifteen stadia, and that a ditch encompassed it all round, which was six hundred feet in breadth and thirty **cubits** in depth, and that the wall was crowned with 570 towers and had four-and-sixty gates. The same writer tells us further this remarkable fact about India, that all the Indians are free, and not one of them is a slave.

SOURCE 3 Bas-relief from the Great Stupa of Sanchi. It shows what appears to be a festive scene from a Mauryan city. **Source 1** in subtopic 9.2 shows a view of the whole of the Great Stupa.



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 **Mauryan Empire**

9.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did the Mauryan Empire acquire its name?
2. What is the name of the book setting out the rules of government that was written by Chandragupta Maurya's chief adviser, Kautilya?
3. What was the capital city of the Mauryan Empire?
4. Which empire did Chandragupta drive out of the Indus Valley, thus expanding the Mauryan Empire?

Apply your understanding

5. How do we know from **Sources 1** and **3** that during the Mauryan Empire Indians relied heavily on the elephant? How was the elephant helpful to them?
6. Describe what you believe is happening in **Source 3**. How does this source help us understand what life was like in the Mauryan Empire?
7. To what extent does **Source 3** support Megasthenes' description of a Mauryan city in **Source 2**?

9.11 Ashoka the Great

9.11.1 Ashoka the Great

Chandragupta's grandson Ashoka was remarkable not only by the standards of ancient India. The famous and respected English writer H. G. Wells, in his book *A Short History of the World*, claimed that Ashoka was the greatest ruler in world history! He is often referred to as 'Ashoka the Great'. In what ways was Ashoka 'great' and why does he stand out in Indian history?

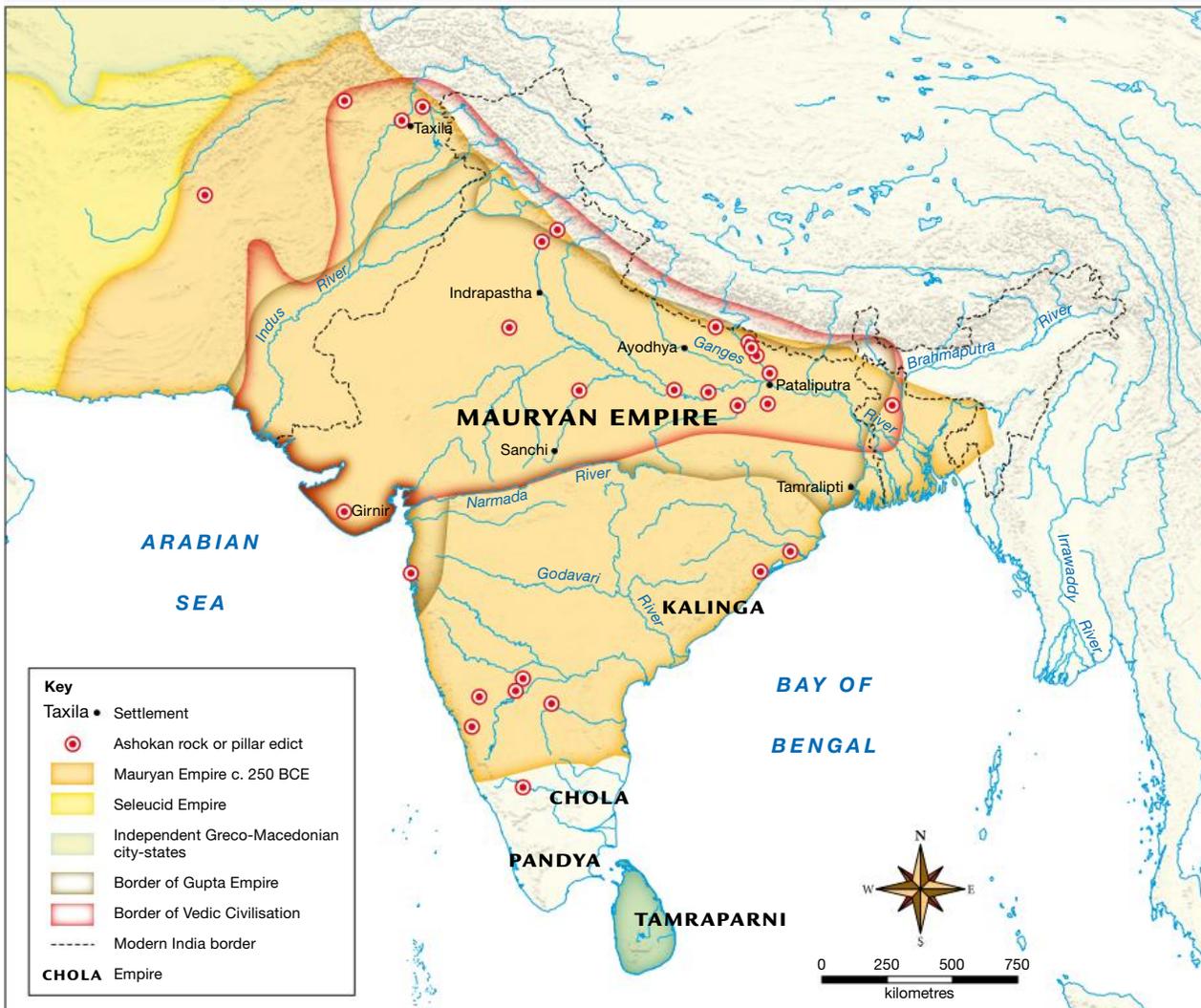
Ashoka the conqueror

Like his predecessors Chandragupta and Bindusara, Ashoka was a warrior king. He was already a successful general under his father, putting down several rebellions. After their father's death Ashoka vied with his brothers for the throne, a struggle that Ashoka eventually won. According to legend, he may have killed his brothers during this conflict.

SOURCE 1 A stamp issued on 15 August 1949, the second anniversary of modern India's independence. It shows lions on top of a pillar erected by Ashoka at Sarnath in northern India.



SOURCE 2 Map of India showing the furthest extent of the Mauryan Empire, as achieved by Ashoka. Also shown are the sites where Ashoka erected his rock or pillar edicts.



Over the next eight years Ashoka conducted wars of conquest that extended the Mauryan Empire to its furthest limits. His final military campaign was in Kalinga, a kingdom on the north-east coast of India. During this bitter campaign tens of thousands were slaughtered and the cities of Kalinga sacked.

Ashoka the Buddhist

Then something truly amazing happened. It is said that when Ashoka visited the battlefields and ruined homes of the Kalingans, the sight of so much death and suffering sickened him, and he vowed never to wage war again. Although he had probably already regarded himself as a Buddhist, he now underwent a complete transformation and devoted his life to Buddhist principles. He vowed to look after his people in the same way that a father looks after his children. To this end, he promised he would extend his empire no further through war. Rather, he would send missionaries to persuade people to live according to the moral principles of the Buddhist faith.

9.11.2 The edicts of Ashoka

How was the Mauryan Empire ruled following Ashoka's transformation? Much of what we know about Ashoka's rule we learn from **edicts** inscribed on pillars and rocks that were erected throughout the empire. The Vedic texts also tell us something about his rule.

According to the edicts, Ashoka provided medical care for people and animals alike, and planted shade and fruit trees to be enjoyed by all. Sacrifices were banned, as was hunting, a sport that Ashoka himself had loved in his youth. Even the burning of forests for agriculture was banned, because this could harm animals that sheltered there. A vegetarian diet was promoted.

Many of the harsh punishments decreed by Chandragupta's chief minister, Kautilya, such as torture and the death penalty, were abolished. Parents, teachers, priests, servants and those practising religions other than Buddhism — all were to be equally respected.

Such were the edicts of Ashoka, who called the Buddhist moral teaching upon which they were based *dhamma*. Essentially, dhamma recognised the individual's duties and obligations both to other people and animals and to nature.

SOURCE 3 Another of Ashoka's pillars, this one with a single lion on top, at Kolhua. To the left of it is a Buddhist stupa.



SOURCE 4 From the pillar edicts of Ashoka

Dhamma is good, but what constitutes Dhamma? [It includes] little evil, much good, kindness, generosity, truthfulness and purity. I have given the gift of sight in various ways. To two-footed and four-footed beings, to birds and aquatic animals, I have given various things including the gift of life. And many other good deeds have been done by me.

People see only their good deeds saying, 'I have done this good deed.' But they do not see their evil deeds saying, 'I have done this evil deed' or 'This is called evil.' But this [tendency] is difficult to see. One should think like this: 'It is these things that lead to evil, to violence, to cruelty, anger, pride and jealousy. Let me not ruin myself with these things.' And further, one should think: 'This leads to happiness in this world and the next.'

Following Ashoka's death in 232 BCE, his son succeeded in bringing Buddhism to Sri Lanka, but such achievements failed to halt the rapid decline of the Mauryan Empire. Nonetheless, the Mauryan Empire had provided India with a model for a unified state and represented a high point in its history.

9.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was Ashoka's relationship to Chandragupta?
2. How did Ashoka change after witnessing the appalling suffering brought about by the war with Kalinga?
3. Where were the edicts of Ashoka inscribed?
4. What is dhamma?

Apply your understanding

5. Look at **Source 1**. Why do you think modern India's government, on the second anniversary after independence, issued a stamp with one of Ashoka's pillars on it?
6. Why do you think Ashoka inscribed his edicts on monuments, as seen in **Sources 1** and **3**?
7. How does **Source 2** support the idea that Ashoka was trying to get his message across to all Indians through his edicts?
8. How do Ashoka's edicts, as shown in **Source 4**, differ from the ideas of Chandragupta's chief minister, Kautilya, described in subtopic 9.10. The Mauryan Empire: India's first unified state? How do you think Ashoka's subjects would have felt about these changes?
9. Do you think Ashoka deserves the title 'Ashoka the Great'? Was he 'great' for his military achievements or for his promotion of Buddhism through dhamma?
10. Now you have read about Ashoka, what do you think inspired H. G. Wells to describe him as 'the greatest ruler in world history'?

9.12 The heritage of ancient India

9.12.1 Hinduism

The most important legacies of ancient India are religious ideas. The four religions with the greatest number of followers in the modern world are Islam, Christianity, Hinduism and Buddhism. Both Hinduism and Buddhism developed in ancient India.

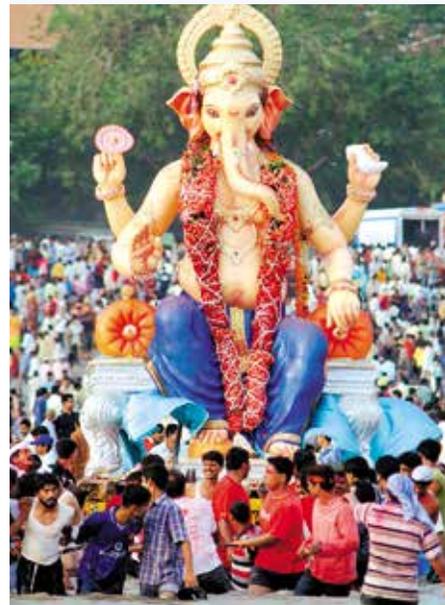
Origins of Hinduism

Hinduism is adopted by about 80 per cent of modern Indians and is the third most popular religion in the world. It has had a huge influence on Indian society, having shaped what most modern Indians believe. The very name India is derived from the word *Hindu*, which comes from the Sanskrit word *sindh*, meaning 'river'. The river it refers to is the Indus. Hindus refer to their religion as *sanatama dharma*, meaning 'eternal truth'. Hinduism is the oldest of the major world religions. It is uncertain how old it is or where it originated. It appears to have come into India with the Aryans from roots somewhere in western Asia. The first Hindu books, the *Vedas*, date from this time, although some historians suggest that artefacts of the Indus Valley Civilisation show the possible beginnings of the Hindu religion.

What is Hinduism?

Hinduism is sometimes defined as a polytheist religion. **Polytheism** is the belief in many gods. Another key Hindu belief is reincarnation, through which a person's spirit or soul is reborn

SOURCE 1 During the Ganesha Festival in August, Hindus place statues of the elephant god, Ganesh, in their homes and in decorated tents to receive his blessing. On the eleventh day, the statues are taken to a river or the sea and immersed in water.



in another body after death. Hindus believe that after many cycles of death and rebirth the individual may achieve joy and freedom through eventual unity with a universal spirit, called Brahman.

Hindus believe that a person's current life will determine what form the next life will take. If you perform religious duties and live a moral life, you may be born to a higher class in the next life. But a sinful life would mean being born into some lower life, perhaps as a poor person, a slave or an animal. Hinduism holds that every living thing contains a part of the universal spirit and is therefore sacred. For this reason, vegetarianism is widely practised. Cows are particularly honoured and protected.

SOURCE 2 Hindus bathing in the Ganges River during a major religious festival in northern India. They believe that the water of the Ganges purifies the soul and washes away sin.



Hinduism over the centuries

Hindu doctrine was set out in a series of books called the *Upanishads*, composed between the ninth and the fifth centuries BCE. But a religion as old as Hinduism has undergone many changes over the centuries. In the early Vedic days, sky gods, such as Indra, god of rain, were worshipped. Animals were sacrificed to them. After 600 BCE, as belief in reincarnation became more widely embraced, animal sacrifices became less popular. By 300 BCE new gods began to be worshipped, such as Vishnu, the supreme god and preserver of the universe, and Shiva, god of destruction and regeneration. Often the gods took on human or animal form, called an **avatar**. Rather than sacrificing animals to these gods, offerings of such things as flowers, incense and food were made to them (as they are today).

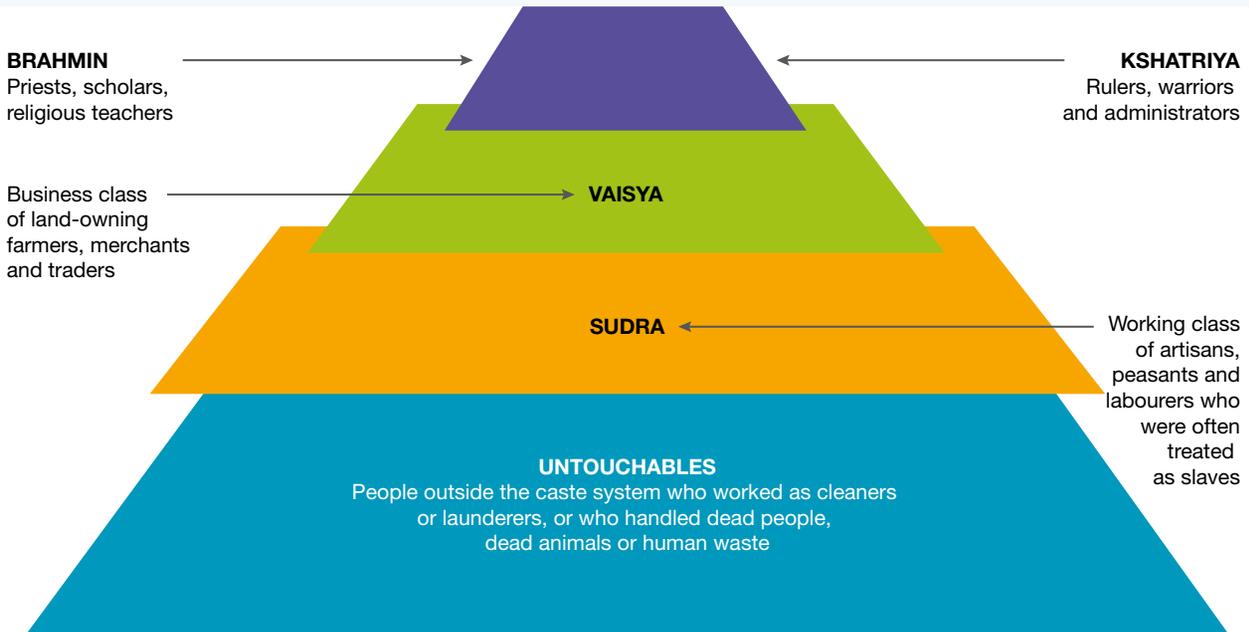
The caste system

As in all ancient societies, civilisation brought increased inequality with privileged classes oppressing less privileged classes. In India, class differences were reinforced by religious ideas as the Indo-Aryan conquerors set about creating oppressed classes out of the peoples they conquered.

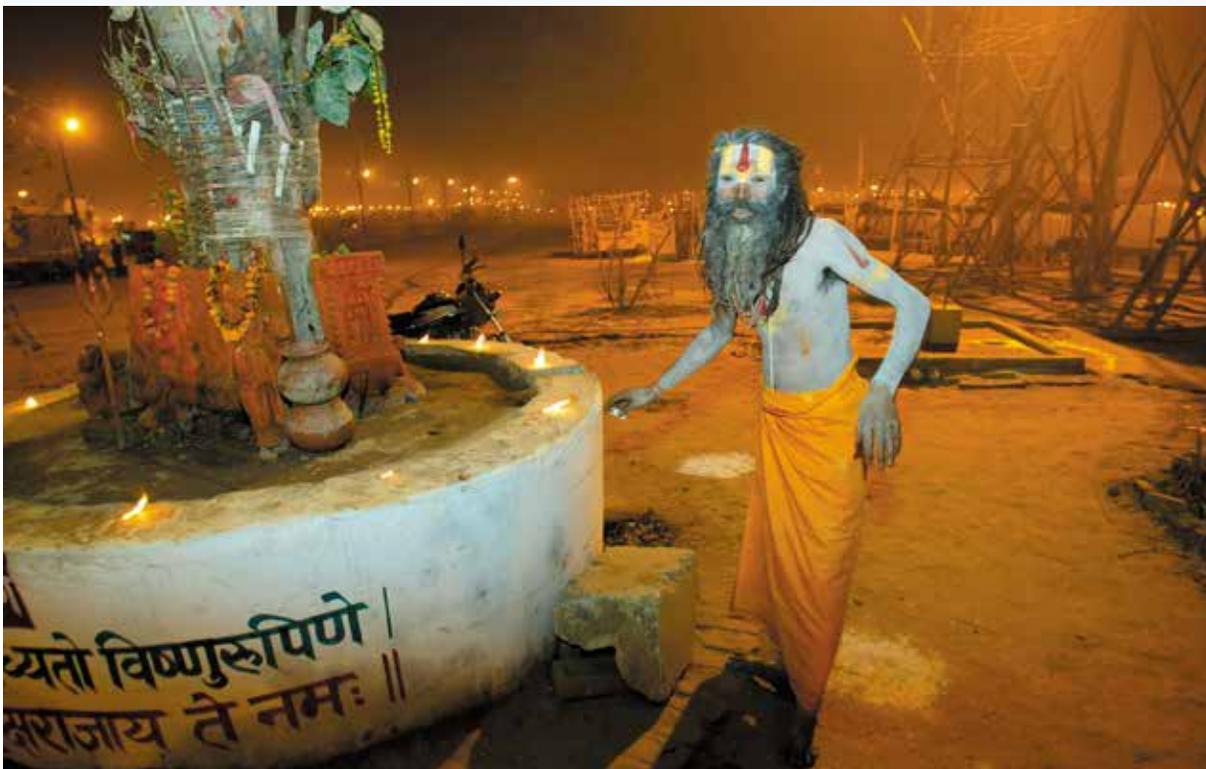
From *Vedic* times, Hinduism divided society into classes called castes. The caste system was a means of social control — of keeping people in the social classes into which they were born. From around 200 CE, four main castes were described under the Manu code. These castes were the Brahman or priestly class, warriors

and landowners, farmers and craftsmen, and Untouchables or outcasts. These main castes developed further into a complex system of hundreds of castes, each with its own rules, occupations and restrictions. In modern times there have been attempts to change this social system.

SOURCE 3 This social pyramid represents the main castes and social classes of ancient India by about the time of the Mauryan Empire. Children were born into a caste. It was almost impossible to move between castes, especially as Sudra and Untouchable children were denied any formal education. Buddhism rejected the caste system.



SOURCE 4 A *sadhu*, or Hindu holy man, at the Ardh Kumbh Mela, the world's largest religious festival. Millions of Hindus attend this festival, held twice a year at the meeting place of the Ganges and two other rivers.



DID YOU KNOW?

The great twentieth-century Indian leader Mahatma Gandhi, himself a Hindu, opposed discrimination against Untouchables. He called them *Harijan* (Children of God). His efforts and those of others led to the Indian Constitution of 1949, which made discrimination against the *Harijan* unlawful. In practice, however, centuries of tradition have made change difficult.

9.12.2 Buddhism

The most important legacies of ancient India are religious ideas. The four religions with the greatest number of followers in the modern world are Islam, Christianity, Hinduism and Buddhism. Both Hinduism and Buddhism developed in ancient India.

Buddhism was founded by a Hindu prince named Siddhartha Gautama in the sixth century BCE. After observing the suffering of people in his kingdom, Siddhartha decided to give up his worldly riches and seek deeper truths about life. It is said he lived as a hermit for seven years, and then set out to teach people what he called the Four Noble Truths. It is at this time that people began calling him the Buddha, which means ‘the Enlightened One’.

The Four Noble truths are:

- All people, regardless of wealth, suffer pain.
- People suffer pain so long as they remain locked in the cycle of the soul’s reincarnation — through birth, death and rebirth.
- Pain is caused by the desire, or craving, for things.
- To overcome desire, a person must follow the Eightfold Path.

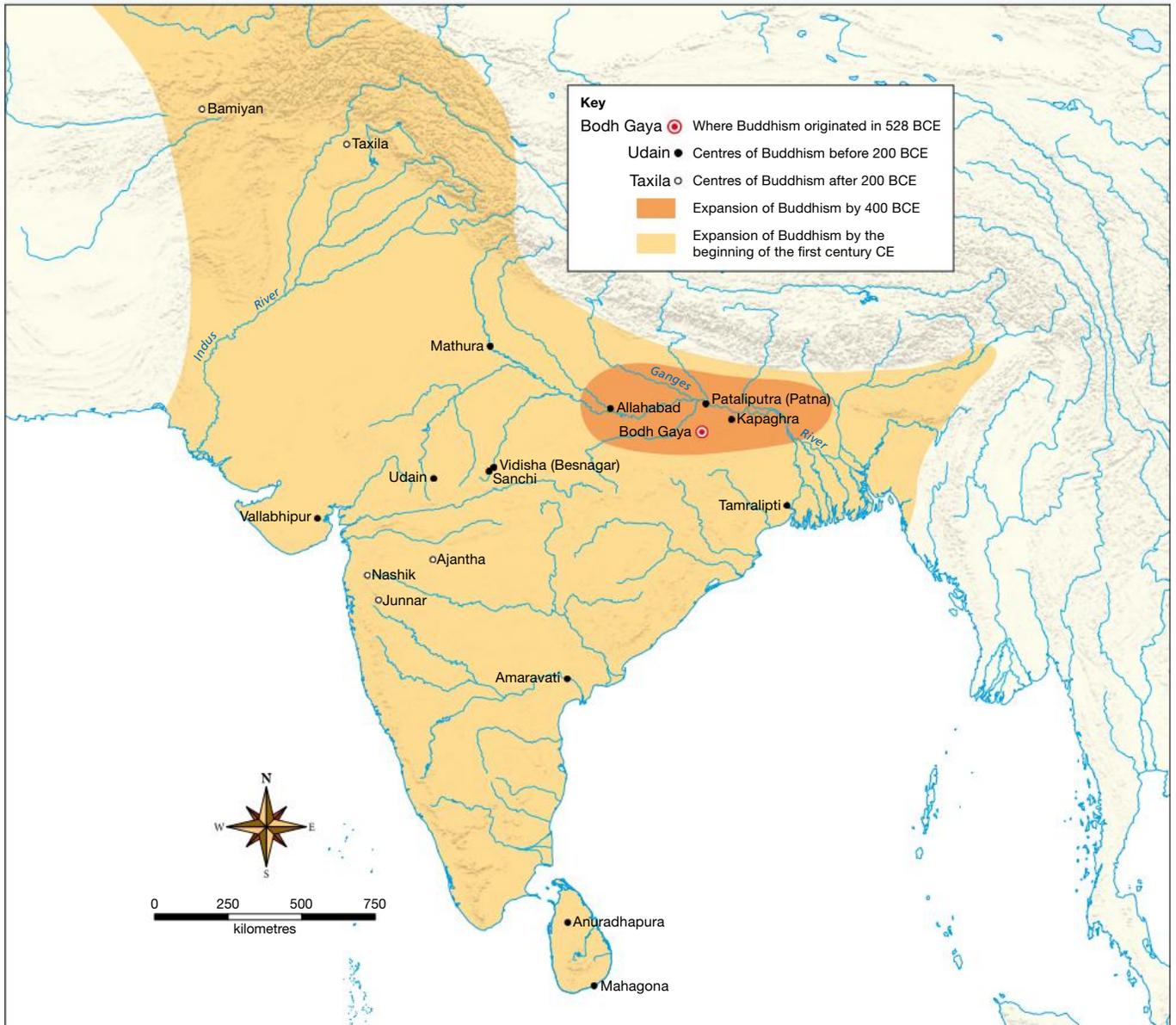
The Eightfold Path is concerned with the seeking of wisdom, resisting and freeing the mind from wrongdoing, serving one’s neighbours, and ‘right concentration’ or meditation. The goal is to rid oneself of desire. By following this path, the Buddha taught, one could achieve *nirvana*, a state of spiritual peace and joy, free from worldly desires and attachments, suffering and individual consciousness. The soul ceases to exist as it comes into harmony with the universe.

Buddhism spread throughout ancient India, but by the twelfth century CE it had lost much of its influence. Today there are about five million Buddhists in India. But Buddhism also spread throughout much of Asia, including China, Japan, Tibet, Korea and South-East Asia. Today its influence is more marked in these countries than in India.

SOURCE 5 Statue of the Buddha from Gandhara region in northern Pakistan, first century CE



SOURCE 6 Map showing the spread of Buddhism within India up to the first century CE



9.12.3 Indian belief systems and the natural world

From their beginnings, both Hinduism and Buddhism placed great importance on harmonious relations with the natural world. Ancient Hindu texts, including the *Vedas* and the *Mahabharata*, saw the gods in everything in the universe and regarded the Earth as a mother — something to be nurtured but never exploited. These texts saw a divine presence in nature, including in rivers, mountains, lakes and forests. They taught that humans should live in harmony with animals and plants.

Buddhism also saw humankind as part of a sacred natural world. Buddhism advocates contentment. The Buddha taught that humans must understand nature in order to satisfy their needs without harming the natural world. Whenever humans became corrupted by unrestricted greed, both humanity and the natural world suffered. An important element of Buddhism has always been the belief that people can be reincarnated as animals. In Buddhist thought, this provided another reason for a gentle relationship with nature, and sympathy and respect for all living creatures.

9.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is the oldest major religion in the world?
2. According to Hindu belief, if you are good in this life, what is your reward likely to be in the next?
3. Which animal, commonly found in Australian farmyards and pastures, is particularly honoured and protected by Hindus.
4. Who are Brahma, Vishnu and Shiva?
5. What did the Indian Constitution of 1949 try to change about the caste system?
6. Who was Siddhartha Gautama?
7. According to Buddhist belief, what happens to the soul when it reaches *nirvana*?
8. Name three countries where Buddhism is an influential religion.

Apply your understanding

9. Why would most people in the modern world regard the caste system as cruel and unjust? Refer to **Source 3** in your answer.
10. Study **Sources 1, 2 and 4**. From what you have learned in this topic, why do you think water plays a key role in these Hindu festivals?
11. According to **Source 6**, in which part of India were most centres of Buddhism by about 200 BCE?
12. Use the library and the internet to list the main Hindu deities, or gods. Include their names and functions, and any other interesting facts about them.
13. Look at **Sources 5 and 6**. Conduct research and create a PowerPoint presentation to show where Buddhism spread after it developed in the Indian subcontinent.

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 9.6: Legacy



Explore more with these weblinks: [Buddhanet](#)

[Hindunet](#)

[Hinduwebsite](#)

[History of Buddhism](#)

[Saigan](#)

9.13 Research project: Unlocking the secrets of the Indus Valley

9.13.1 Scenario and task

You are a director of INTER, an archaeology team devoted to translating ancient languages. One of your field teams has been digging in a small settlement near Harappa. Now, thanks to the momentous discovery of a large clay tablet, you have been able to announce that you have broken the code of the ancient Indus Valley Civilisation's writing. The reason for this breakthrough is that the tablet features two texts — one in the Harappan language, the other in Sanskrit.

Working by yourself or with a partner, present either an image of the tablet in its original form (you will need to invent an alphabet) or, with your teacher's permission, a clay replica of the tablet, and your translation of this amazing document. *An imaginary love poem in Harappan* is provided as an example.

Another idea to help you visualise what this tablet might look like is to research the Rosetta Stone, an archaeological find that helped unlock the secrets of ancient Egyptian texts.

Each student should also write a reflective journal of at least 300 words (a model is provided) explaining the decisions you made in creating your new language and your reasons for making those decisions. It will also record your references.

SOURCE 1 The Rosetta Stone



9.13.2 Process

- Access your learnOn title to watch the introductory video at the beginning of this subtopic.
- Research the Indus Valley Civilisation using the topics listed below.
 - Life in the Indus Valley civilisation
 - Rulers of the Indus Valley civilisation
 - Sources of evidence from the Indus Valley civilisation
 - The decline of the Indus Valley civilisation
- Maybe compare this civilisation with aspects of other ancient civilisations. (Hint: You'll need to think carefully about the tablet's contents: it could be a poem celebrating gods, or a lover's ode, a letter from a son to his mother, a report from a government official to someone higher in authority, or even an inventory of goods sought in trade (essentially a shopping list). Remember that the ability to write might belong only to a certain class or group in society (in ancient Egypt, for example, only priests, scribes and high officials were literate). Research will help you craft a credible document.
- Download the models for your project from the Resources tab. These will help you **craft** the document you want to 'read' — you will need to write this in English (the translation).
- **Invent** an ancient alphabet for Harappa and show the English equivalent letters or phonemes. (*Hint:* Researching other ancient languages such as the hieroglyphic Egyptian, Sumerian, Latin or Sanskrit will give you a feel for what it might look like. Note that one Harappan letter may in fact represent a sound in English; for example, imagine that a symbol such as \pm is actually transcribed as the sound *or*, as in 'for'.)
- **Transcribe** the English document back into the Harappan you have invented.
- **Create** the clay tablet — it could be a real clay tablet or a drawing of one.
- Don't forget to **keep a journal** that outlines the decisions you made and the reasons you made the choices you did. If working with a partner, your journal should also record how you divided up the task — note that both partners should be involved in all parts of the process.
- **A reminder ...**

Because so little is known of this ancient civilisation, much of what you write will be a work of fiction, but this does not mean you should neglect research. Significant details in your poem, report or letter should be credible; research will help you achieve this. Try to create a sense of what life was like for people in the Indus Valley at that time.
- When you have fully checked and are happy with your completed project, submit it to your teacher for assessment.

learnon ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

9.14 Review

9.14.1 Review

In this topic we have focused on the earliest and most mysterious of ancient India's civilisations — the Indus Valley Civilisation. We have also seen how several other civilisations emerged in India in ancient times, and have looked at the way religious traditions that developed in ancient India have had a lasting influence in the world today.

KEY TERMS

- antedate** to come before, to be earlier in time
assassinate murder a prominent figure such as a politician or king
avatar the appearance in bodily form of a Hindu god
bas-relief a carving or relief sculpture that projects from a flat background
Buddhist of Buddhism, a religion founded in India in the sixth century BCE
cataract series of waterfalls
continent one of seven very large, continuous bodies of land; they are Europe, Asia, Africa, Antarctica, Australia, North America and South America
cubit an ancient measure of length, based on an adult's forearm
demise death
divine to guess or predict
edict order issued by a sovereign to his or her subjects
granary place for storing grain
grid system a street network that creates square and rectangular blocks
Hinduism ancient religion practised by a majority of the Indian population
hygienic healthy, sanitary
kilns ovens for making bricks
legacy something handed down from the past
lust sexual desire, strong appetites
Macedonian native of Macedon, an ancient kingdom north of Greece
medallion a coin-shaped, usually metal decorative disk
monastery residence of a community of monks
monsoon rainy season accompanied by south-westerly summer winds in South Asia
niche shallow recess in a wall
nomads tribal groups who wander from place to place, generally in search of food or pasture
polytheism belief in many gods
power vacuum a situation in which there is a lack of political leadership
Providence act of God
regulated economy a system by which wealth distribution is centrally controlled
shrine a religious monument, often containing sacred objects
sanskrit ancient Indian language used in classical Hindu literature
sovereign a king, queen or emperor
stadia the plural form of **stadium**, which is a measure of about 200 metres
statuette small statue or figurine
stupa dome-shaped Buddhist shrine
utopia a perfect social and political system

learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

-  **Try out these interactivities:** Ancient India interactive timeline (int-2940)
Ancient India interactive crossword (int-6026)
-  **Complete these digital docs:** Worksheet 9.7: Crossword
Worksheet 9.8: Summing up
Worksheet 9.9: Reflection
-  **Explore more with this weblink:** Indus

9.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz

Short answer quiz

1. When was the Indus Valley Civilisation?
2. Why don't we know the names of any of the Indus Valley rulers?
3. What do historians believe was the purpose of the Great Bath at Mohenjo-daro?
4. Why were drains under the streets of Mohenjo-daro big enough to walk through?
5. How might the Indus Valley Civilisation have come to an end?
6. What were the *Vedas*?
7. What is the caste system?
8. About what percentage of Indians are Hindus?
9. When did Buddhism begin?
10. What was unusual about Ashoka as a ruler in ancient India?

Apply your understanding

11. Look closely at **Sources 1** and **2** (on the next page). What conclusions can you draw from them about the kind of society that existed in the Indus Valley Civilisation?
12. **Sources 1** and **2** show two completely different types of artefacts found at Mohenjo-daro. Create a table of artefacts from the Indus Valley Civilisation. Some other examples are shown in this topic; use the library and the internet to find further examples. List your items under the headings shown in the **table below**. **Source 1** has been completed as an example.

SOURCE 1 'Dancing girl', a 10.8 cm high bronze statuette from Mohenjo-daro



Artefact	Type	Material	Description	Function
'Dancing girl'	Statuette	Bronze	10.8 cm high figurine of girl. Right arm confidently on hip. Pose suggests preparation for a dance routine. Naked except for a long row of bangles on her left arm	Probably decorative

13. After compiling your table of artefacts, draw a conclusion about what these artefacts might tell us about the people who created them.

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. Who were some of the most significant people in ancient India?
2. How did the geography of ancient India influence its civilisations?
3. How were ancient Indian societies organised and governed?
4. What were the main characteristics of Indian culture and religion?
5. How do written and archaeological sources help us understand ancient India?
6. Why did ancient Indian civilisations rise and fall?
7. What is the significance of the heritage of ancient India?

GLOSSARY

- absolute dating techniques:** methods used to assess the age of something (e.g. radiocarbon dating, tree-ring dating)
- acropolis:** stronghold on high ground in an ancient Greek city-state
- acupuncture:** a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness
- afterlife:** life after death
- agora:** large open space in the centre of a Greek city that served as a public meeting area and marketplace
- agriculture:** farming and herding animals
- amphora:** large clay vase used to store and carry liquids such as water, wine and olive oil
- amulet:** charm believed to protect against evil
- anaesthetic:** drug to deaden pain
- ancient history:** the period from the beginning of civilisation to the fall of the Roman Empire
- anno Domini:** Latin for ‘in the year of our Lord’
- antedate:** to come before, to be earlier in time
- anthropoid:** human-like
- aqueducts:** structures built to carry water long distances
- artefacts:** objects made or changed by humans
- artificer:** craftsperson or inventor
- artisans:** skilled craftspeople
- Asiatic:** peoples of Asia, in this case western Asia, including the Middle East
- assassinate:** murder a prominent figure such as a politician or king
- astrology:** interpreting the influence of the stars on human affairs
- astronomers:** scientists who study the heavens, including the sun, moon and stars
- astronomy:** study of the stars and planets
- autosacrifice:** a Middle American religious ritual, also known as bloodletting, in which a worshipper inflicts wounds on himself to offer blood to his gods
- auxiliaries:** soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire
- avatar:** the appearance in bodily form of a Hindu god
- barbarians:** the Roman term for all peoples who lived beyond the borders of the empire
- bas-relief:** a carving or relief sculpture that projects from a flat background
- basalt:** a dark-coloured volcanic rock
- biased:** one-sided or prejudiced, seeing something from just one point of view
- bitumen:** tar, as used on most modern road surfaces
- bloodletting:** inflicting wounds on oneself or another to offer blood to one’s gods
- Buddhist:** of Buddhism, a religion founded in India in the sixth century BCE
- bureaucrats:** government officials
- cache:** hidden treasure
- cannibalism:** the practice of eating one’s own species
- canopic jar:** jar used to store the liver, lungs, intestines and stomach of the person being mummified
- carnivorous:** meat-eating
- castrated:** having the testicles cut off
- cataract:** series of waterfalls
- citadels:** fortresses
- civilisation:** term used to describe societies that have towns and features such as complex forms of government and religion

civil war: a war fought between citizens of one country

colonies: countries or regions taken over and controlled by another state

concubines: women who lived with the emperor in a sexual relationship but were not married to him

conscripted: forced to become a soldier

conservation: the preservation and protection of artefacts or relics from damage or decay

conservators: specially trained people who clean, care for or repair artefacts for display in a museum or gallery

constellations: groups of stars

continental shelf: area of low sea levels surrounding Australia

continent: one of seven very large, continuous bodies of land; they are Europe, Asia, Africa, Antarctica, Australia, North America and South America

Cro-Magnon: tall, straight-limbed prehistoric European *Homo sapiens* whose remains were first found in a cave in France

crucified: killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

crucifixion: slow, painful execution by being nailed or bound to a cross or pole

cubit: an ancient measure of length, based on an adult's forearm

cults: branches of religious practice

cuneiform: writing system in which lines were drawn as wedge-shaped marks

curators: people who look after a museum collection

Daoist: a follower of Daoism

deities: gods or goddesses

delta: low, triangular area where a river fans out as it nears the sea

demise: death

democracy: a political system according to which citizens choose the way in which they are governed

demotic script: the simplest of the ancient Egyptian scripts, which was almost like handwriting

deported: forced to leave the country

dialects: different forms of a language

dissection: systematic cutting up of body for medical study

divination: the skill of reading omens

divine: to guess or predict

Dorians: tribes from the north of Greece who moved into the south during the Dark Age

dynasty: a line of rulers from the same family, and the period during which they ruled

edict: order issued by a sovereign to his or her subjects

elongated: longer than normal in proportion to width

Ensi: ruler of any Sumerian city-state

entrails: internal organs of an animal

ephorate: five-man ruling body in Sparta that advised the kings

eternal life: living forever

Etruscans: advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE

evolve: to develop and change by natural processes

extinct: died out

fauna: animals

Fertile Crescent: the area now roughly covered by Israel/Palestine, Lebanon, Jordan, Syria, southeast Turkey and Iraq

figurines: very small statues

flint: a very hard stone, useful for tools and for making sparks to start fires

forum: open meeting place of a town or city

fossils: remains of plants or animals found in rocks

genetics: study of heredity

granary: place for storing grain

Great Pyramid: the oldest and largest pyramid in Egypt, one of the Seven Wonders of the Ancient World

Great Sphinx: monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

grid system: a street network that creates square and rectangular blocks

halberds: daggers mounted on axe handles

helots: slaves of the Spartan state

heresy: an opinion or belief that contradicts orthodox beliefs, especially in religion

heritage: everything that has come down to us from the past

hieratic script: Egyptian script that was less decorative and complex than hieroglyphs

hieroglyphs: pictures and symbols that represent words and sounds, used in the ancient Egyptian writing system

Hinduism: ancient religion practised by a majority of the Indian population

Holocene Epoch: the past 10 000 years

hoplites: Greek foot soldiers

hunter-gatherers: people who live by hunting animals and gathering food in the wild

hygienic: healthy, sanitary

hypocaust: under-floor and water heating system used in Roman villas and public baths

hypothesis (plural: **hypotheses**): a theory or possible explanation

Ice Ages: long periods during which glaciers covered much of the northern hemisphere

immortals: gods who lived forever

infantry: foot soldiers

initiation: process during which Indigenous adolescents are introduced to special knowledge and skills and are ceremonially admitted as adult members of the community

Inundation: the seasonal flooding of the Nile

Iron Age: period in which people learned to use iron to make tools and weapons

jade: a precious green stone

jadeite: jade-like stone

kilns: ovens for making bricks

lake villages: villages built over water on platforms or artificial islands

Latin: the language of ancient Rome

leaching: running water through something to wash out unwanted substances

legacy: something handed down from the past

loot: goods or property taken from a defeated enemy after a battle

lust: sexual desire, strong appetites

Macedonian: native of Macedon, an ancient kingdom north of Greece

magistrates: men elected by the citizens to run Rome for a year

maguey: a thorny succulent plant

mammoths: large extinct mammals like the modern elephant but with larger tusks and woolly fur to keep warm

mandate of heaven: Chinese expression meaning that a ruler had been chosen by the gods

marshlands: low-lying land that is usually boggy and often flooded

masonry: stonework

mausoleum: large tomb structure

medallion: a coin-shaped, usually metal decorative disk

medieval: of the Middle Ages

meditation: exercising the mind through contemplation

megafauna: extinct species of large animals (from mega meaning huge or great)

megalithic: made of large stones
megaliths: giant stone monuments
mercenaries: people who fight for a foreign country for money or other rewards
Mesopotamia: the land where it is believed the first human civilisations were developed; includes parts of modern Iraq, Turkey and Syria
metics: free men living in Athens but not born there; could not vote or own property but served in the army and paid taxes
metope: part of the pattern of alternating motifs under the pediment (the triangular part crowning the front) of a Greek building
microliths: small stone artefacts
middens: refuse heaps
Middle Ages: between ancient and modern historical periods (generally between the fifth and fifteenth centuries)
monastery: residence of a community of monks
monsoon: rainy season accompanied by south-westerly summer winds in South Asia
mosaic: a design created by a pattern of coloured stones, tiles or glass
mummy: body that has been embalmed
mythology: a body of myths
natron: a mineral salt used to dry out dead bodies
Neolithic Revolution: the beginning of the New Stone Age
niche: shallow recess in a wall
nomadic: moving about from place to place rather than living in settled communities
nomads: tribal groups who wander from place to place, generally in search of food or pasture
noxious: harmful
oligarchies: governing councils of rich aristocrats
Olympiad: a staging of the Olympic Games
omens: signs that predict good or evil
oral traditions: a people's stories and beliefs handed down through generations by storytellers rather than in writing
ostracism: the punishment of being banished from Athens
pagan: name used to refer to people who believed in non-Christian gods
palaeontologists: scientists who study fossils
Paleolithic: of the Old Stone Age
pan-Hellenic: for all the Greeks
papyrus: paper made from crushing reeds
Parthenon: Athenian temple dedicated to the goddess Athena
patricians: members of the aristocratic families that founded the Republic
patronage: supporting and encouraging authors and artists
Peloponnese peninsula: the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth
perforator: a device for piercing one's body to allow the blood to flow out
perioeci: peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens
perspectives: points of view or attitude
philosopher: one who studies fundamental principles and causes of things
philosophy: study of the causes and meanings of things
plaza: public square or open space, usually in the middle of a town
plebeians: all non-patrician citizens of Rome
Pleistocene Epoch: the glacial period before the Holocene Epoch

polis (plural **poleis**): ancient Greek city-state

polytheism: belief in many gods

porticos: roofs supported by columns, usually attached as a porch to a building

power vacuum: a situation in which there is a lack of political leadership

prehistoric: time before people used writing. This time varied greatly from place to place.

prehistory: the period before writing was invented

prophet: a revealer or interpreter of God's will

Providence: act of God

public baths: public building complexes containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens

pumice: lava ejected from a volcano that solidifies into a light, porous rock

regulated economy: a system by which wealth distribution is centrally controlled

reincarnation: the process of being reborn over and over again in another human or animal body

relative dating techniques: methods used to assess whether something is older than something else (e.g. stratigraphy, fluorine dating)

republic: system of government in which the head of state is not a monarch

rhetoric: the art of public speaking

sacred site: place of great significance to Indigenous people, often related to creation stories

sacrifice: killing of an animal or human as an offering to a god

Samnites: a mountain tribe of central Italy

Sanskrit: ancient Indian language used in classical Hindu literature

sarcophagus: stone or wooden coffin (often inscribed or decorated) in Egypt

sarsens: large sandstone blocks

scribe: citizen who could read and write and was trained to keep records

Senate: governing body in ancient Rome, (in theory) an advisory body of ex-magistrates

serpentine: a type of green or brown stone often used for decorative purposes

shadoof: irrigation device used to lift water from the river

shamans: priests who claim they are in communication with a god

shrine: a religious monument, often containing sacred objects

site: a place where there are traces of past human activity

socialising: process of learning customs, values and traditions of a society

sorcery: magic

sovereign: a king, queen or emperor

species: a group or classification of living things

stadia: the plural form of stadium, which is a measure of about 200 metres

stalemate: a situation in a contest or conflict in which neither side can defeat the other

statuette: small statue or figurine

stela or **stele**: upright stone pillar or slab with carvings on it. These carvings may be written or pictorial.

strata (singular: **stratum**): distinct layers of material beneath the ground, built up over time, that provide information for archaeologists and geologists

stupa: dome-shaped Buddhist shrine

subcontinent: large section of a continent (e.g. the Indian subcontinent)

tenant farmers: poor farmers who rented small plots of land

Thracian: a native of the Roman province of Thracia (see the map in subtopic 7.6 Citizens and rulers)

tribute: riches given by a state to acknowledge submission to another state or ruler

ulama: a team sport, indigenous to Mexico, that uses a rubber ball

utopia: a perfect social and political system

Valley of the Kings: gorge on the Nile in Upper Egypt that contains many royal tombs

vassal state: a state whose ruler recognises another, more powerful ruler as his overlord

villein: a poor farmer who worked the land of a big landowner and had fewer rights

virtue: moral standard or value

warlords: generals from powerful landowning families

were-jaguar: in Olmec art, any figure showing a human with jaguar-like facial features

winnowing: separating grain from chaf

Xiongnu: the ancient Chinese name for the nomadic Turkic tribes of Central Asia

INDEX

A

- Aboriginal art 16
Aboriginal rock art 16, 62
Aboriginal rock carvings 21
absolute dating techniques 14
acropolis 149, 163
Acropolis (Athens) 149, 163, 177
acupuncture 239
Aeneid (Virgil) 203
Aesop 177
afterlife 104, 118, 123, 205, 221
Agamemnon (King of Mycenae) 93–5
ages 5–7
agora 161–2, 163–4
Agora (Athens) 163
agriculture
 beginnings in Americas 99
 changes accompanying rise of 87
 development of 82
 impact of introduction on environment 86
Akkadian Empire 92
Alexander the Great 173–4, 246, 260, 263, 266
Americas *see* ancient America
amphoras 162
amulets 123
anaesthetics 239
The Analects (*Lun-yu*) (Confucius) 103, 226
Anaxagoras 176
ancient America
 development of early civilisations 99–100
 human migration to 99
 human migration within 98
 hunter-gatherers and farmers 99
 Mesoamerican civilisations timeline 31
 Monte Verde people (Chile) 99
 Nazca Lines 100–1
ancient Australia
 age of Aboriginal culture 62
 archaeological evidence 16–17, 61–2
 artefacts 69
 bands and clans 71
 childhood 71–2
 climate zones and environment 65–7
 conserving heritage of 20–2
 creation stories 71, 72–3
 death and ritual 71–2
 economy 68–9
 heritage sites 20–2
 hunter-gathering 68–9
 issues in question 17
 language groups 70
 marriage 71–2
 megafauna 67
 origins and arrival of first humans 59–60, 65
 Papuan and Austronesians 63–4
 sea levels 59, 60, 65
 society and culture 70–3
 Torres Strait Islanders 64–5
 totems and laws 71, 72
 trading routes 69
 use of fire 69
 uses of native plants 69
ancient China
 artificers 218
 artisans 223
 Buddhism 227
 civil wars 216, 233, 236
 Confucianism 103, 225–6
 conscripted infantry 223
 Daoism 226
 early dynasties 96, 219
 Eastern Han dynasty 235–6
 Eastern Zhou dynasty 219, 220
 evidence of 218
 expansion 234–5
 fall of the Qin 229–30
 First Emperor 227–30
 government under Qin 228
 Great Wall of China 218, 229
 Han dynasty 97, 217, 218, 220, 224, 230, 233–6
 heritage 236–9
 Hsin dynasty 235
 inventions 237–8
 jade 217, 218
 kites 239
 Li Si 229–30
 life under the Han 233
 Liu Bang 230, 233
 lowest classes 222–3
 mandate of heaven 219
 medicine 239
 natural environment 223–4
 origin of name ‘China’ 219
 origins of civilisation 96–7, 219
 and the outside world 96–7
 peasant revolts 235, 236
 peasants 222–3
 philosophy 226
 population 224
 primary sources 218
 Qin dynasty 97, 224, 227, 230, 233
 Qin Shihuang 218, 227–30, 231–2
 the Red Eyebrows 235
 reforms under Han 233
 reforms under Qin 228
 religion 225–7
 road building 229
 ruling classes 221–2
 Second Emperor 218, 230
 seismographs 239
 Shang dynasty 97, 107, 218, 219–20, 221–3, 241
 Silk Road 97, 227, 234
 slavery 222, 223, 234
 taxation 234–5
 terracotta warriors 216, 218
 timeline 217
 tomb of Qin Shihuang 218
 trade 97, 234
 Wang Mang 235
 warlords 236
 Warring States period 220, 225, 227, 229
 Western Zhou dynasty 219
 women’s role 222, 229
 writing 97, 218
 Xia dynasty 96, 219
 the Yellow Turbans 236
 Ying Zheng 227
 Zhang Qian 234
 Zhou dynasty 97, 219, 220
ancient Egypt
 afterlife 118, 123–4, 133
 agriculture 108
 civil wars 136
 daily life 118–19
 decline and fall 137
 early writings on 112
 expansion 136–7
 floods and irrigation 115
 food and drink 118
 gods 118–19, 123–4
 greatest of pharaohs 138–40
 heritage 141–2
 hieroglyphs 9, 111, 112, 113, 127–8
 kings 121

- Middle Kingdom 137
 mummies 107, 112, 123–4, 125–7
 Nile River 114–15
 Old Kingdom 121, 133, 136
 pharaohs' powers and responsibilities 121–2
 primary sources 130–1
 pyramids 132–3
 queens 119–20
 rituals and festivals 118–19
 secondary sources 112–13
 social structure 117
 society 116–18
 timeline 106–7, 111
 tomb of Tutankhamen 134–6
 trade 136–7
 wars with Hittites 137, 139–40
 wars of the New Kingdom 137
 women's role 119–20
 writing 80, 112, 127–9
- ancient Greece**
 the Acropolis 149, 163, 177
 actors' masks 3
 agora 161, 163
 Alexander the Great 171–4
 ancient sources 139, 165
 Archaic Period 155
 architecture 176
 Athenian society 161–4
 Battle of Marathon 171
 Classical Period 155
 'Dark Age' 154
 drama 147, 176–7
 education 159, 162
 entertainment 162
 first Olympiad 169
 gods 167–8
 government in Athens and Sparta 156–8
 helots 158, 160
 heritage 176–7
 hoplites 169
 housing 162
 influence on other civilisations 249
 language 167
 mathematics 176
 medicine 176
 metics 157
 metope 167
 myths 168
 oligarchies 156
 Olympic Games 147, 149, 169–70
 oracles 167–7
 ostracism 157
- pan-Hellenic institutions 155
 Parthenon 3, 149, 163, 180
 Peloponnesian Wars 173
 Persian Wars 171–3
 philosophy 176
 poetry 176–7
 poleis/city-states 155
 public life 162
 rise of city-states 154–5
 roots of democracy 156–7
 science 176
 slaves 157, 158, 160–2
 the Spartans 158, 159–60
 timeline 92, 148
 trade 162
 women's role in Athens 161–2
 women's role in Sparta 159
see also Minoans; Mycenaens
- ancient history**
 ages and time 5–7
 defined 28
- ancient India**
 archaeological evidence 256
 archaeological sites 249
The Arthashastra 265–6
 artisans 250, 252–3
 Aryan invasion 97, 257, 262–3
 Ashoka the Great 244, 267–9
 baths, toilets and drains 254
 belief systems and the natural world 274
 Buddhism 103, 227, 246, 263–4, 269, 270, 273–4
 Chandragupta I 264
 Chandragupta Maurya 265–6
 connections with other civilisations 246–7, 249–51
 dhamma 269
 earthquakes 257–8
 economy during Mauryan Empire 263
 edicts of Ashoka 269
 end of Indus Valley Civilisation 250–1
 evidence 246–7
 flooding 257–8
 government during Mauryan Empire 263–4
 government in Indus Valley Civilisation 255–6
 granary 252
 Great Bath of Mohenjo-daro 253
 Great Stupa of Sanchi 246, 267
 grid system in cities 252
 Gupta dynasty 264
 Harappa 252, 256, 257, 261, 262, 275–6
- heritage 270–4
 Hinduism 102, 246, 270–2
 hygiene 254
 Indus River 97, 250, 257–8, 260, 262
 Indus Valley civilisation 246, 249–51
 influence of geography 248–9
 Kalinga 268–9
 Kautilya 265–6, 269
 kiln-fired brick buildings 252
 lost cities of Indus Valley 249–51
 Mauryan Empire 263–4, 265–6, 268, 269
 Mohenjo-daro 252–4, 255, 256, 257, 261, 262
 monuments 246, 256
 Nanda dynasty 265
 origins of civilisation 250–1
 Pataliputra 266, 267
 population 254
 'the Priest-King' 255, 256
 rulers 255–6
 Sanchi Stupa 246
 Sanskrit 262, 270, 275, 276
 Siddhartha Gautama 103, 263, 273
 slavery 267
 timeline 245
 trade 250, 252
Vedas 262
 Vedic Civilisation 262–3
 Vedic/Aryan culture 262
 water supply 254
 writing 97, 255–6
 written records 255–6
- ancient Rome**
 ancient written records 184
 aqueducts 191, 200, 203
 archaeological sources 184
 army 191–2
 Augustus (Emperor) 196, 211
 barbarian invasions 208, 209
 Christianity 207, 209, 210–11
 citizenship 197
 city layout 204
 civil war 195, 208, 209
 collapse of Republic 195
 Colosseum 25, 26, 182
 Constantine (Emperor) 207, 208, 210
 Constantinople 210
 creation of republic 186
 culture 203
 decline and fall of Western Empire 208–9
 Diocletian (Emperor) 208

- ancient Rome (*continued*)
- division of Empire 208
 - domes 204
 - duration of Roman Empire 196
 - early expansion of power 187
 - Eastern Empire 208, 209, 210
 - engineering and
 - construction 203, 204
 - evidence of way of life 184–5
 - expansion of Empire 189–90
 - extent of Empire 189
 - family life 203
 - fire-fighting force 204
 - forums 202
 - geographical advantages 190
 - gladiators 1, 2, 26, 143, 182, 198–9
 - gods 205–6
 - government under republic 193–5
 - Greek influences 203
 - heritage 210–11
 - housing of the wealthy 202–4
 - hypocausts 204
 - influence 182
 - Julius Caesar 195–6
 - the Latins 186
 - magistrates 193
 - Marcus Brutus 195
 - medieval Byzantine Empire 210
 - military discipline and punishment 192
 - Nero 207
 - origin myths of Romans 186
 - Pantheon 204, 206, 211
 - patricians 193
 - patronage 203
 - Pax Romana 197
 - plebeians 193
 - Pompeii and Herculaneum 184–5
 - primary sources 200–1
 - public baths 202, 203, 204, 205
 - public entertainment 203
 - Punic Wars 189–90
 - religion 205–7
 - rich and poor in Roman towns 203
 - rise of the Romans 186–8
 - road building 203, 204
 - Roman army 191–2
 - rule by emperors 195–6
 - rulers of the republic 193–5
 - Senate 193
 - slavery 187, 190, 198–9, 203
 - social divisions 193
 - Social War 190
 - Spartacus and revolt of slaves 199
 - state religion 205–6
 - tactics of power 187
 - technology 203–4
 - tenant farmers 202, 235
 - Theodosius (Emperor) 208
 - timeline 92, 183
 - trade 190, 197, 202, 208
 - trade with China 97
 - transition from republic to empire 195–6
 - virtue 203
 - voting 194
 - Western Empire 208–9
 - written records 184
- ancient world
- Ptolemy's map 247
 - timeline 51
- anno Domini (AD) 5
- antedated 262
- anthropoids 60
- anthropologists 11
- aqueducts 191, 203, 204
- archaeological digs, activities at 12
- archaeological sources 8
- archaeology, evidence from 10–13
- archival research 9
- Aristarchus 176
- Aristobulus 260
- Aristophanes 176
- Aristotle 149, 176
- artefacts 8, 15, 17, 18
- artificers 218
- artisans 35, 117, 118, 221, 223, 250, 252
- Aryans 97, 257, 262
- Ashoka the Great 267–9
- Asiatic peoples 137
- assassination 264
- Assyrian Empire 88, 92
- astrology 206
- astronomers 43
- astronomy 176
- Attica 163
- Augustus (Roman Emperor) 196, 203
- Australasia, composition of 63
- Australia *see* ancient Australia
- Austronesians, arrival in New Guinea 63–4
- autosacrifices 46
- auxiliaries 191
- avatar 271
- Aztec civilisation 46
- B**
- Babylonians 87
- Banerji, R D 262
- barbarians 208
- bas-relief 267
- basalt 32
- bastinado 192
- Battle of Marathon 171
- BCE (Before Common Era) 7
- bias 9, 231
- bitumen 88, 253
- bloodletting 46, 47
- Book of the Dead of Hunefer* 123
- BP (Before the Present) 7
- Buddhism
- ancient China 227
 - ancient India 97, 103, 263–4, 269, 270, 273–4
 - and the natural world 274
 - origin, ideas and influence 97, 227, 244, 273
- bureaucrats 221, 222, 233
- Burrup Peninsula 21
- Byzantine Empire 210
- C**
- caches 46
- calendars
- Christian calendar 7
 - Julian Calendar 195
 - Muslim 105
 - in Olmec civilisation 40
 - Roman 211
 - ways of counting time 5–7
- Cambyses 171
- Canadian Museum of History 23
- cannibalism 65
- Carnarvon Gorge 16
- carnivorous animals 67
- Carter, Howard 134
- Carthage 189, 90
- carvings, prehistoric 9
- Cascajal Block 42–3
- castration 234
- Çatal Hüyük (Anatolia) 87
- cataracts 260
- cave paintings
- Mesolithic Age 82
 - Paleolithic Age 52, 56
- Champollion, Jean François 129
- Chavin civilisation archaeological site 44–5
- Childe, Vere Gordon 12
- China
- environmental problems 223–4
 - importance to Australia 216
 - population 224
 - Zhongguo* 220
 - see also* ancient China
- Christianity
- origin and beliefs 104, 207
 - in Roman Empire 207, 209, 210–11

chronological order 7
citadels 154
civil wars
 ancient China 218, 233, 236
 ancient Egypt 138
 ancient Rome 195, 208
civilisation
 beginnings of 84–6
 changes to society and
 culture 89–91
 meaning 5
 meaning of 84
 oldest continuous
 civilisation 216
climate change, during
 Paleolithic 57, 67
colonies
 of ancient Greece 155
 of Sumer 87
Colosseum (Rome) 25,
 26, 182
Columbus, Christopher 30
compasses, invention of 237
concrete 204
concubines 218
Confucianism 103, 225–6
Confucius 103, 225–6
conscription 223
conservation, of historical
 evidence 18
conservators 18
Constantine (Roman
 Emperor) 207, 208, 210
Constantinople 208, 210
constellations 218
continental shelf 67
continents 248
Crete 92, 151–2
Cro-Magnon 52
crucifixion 104, 198, 199, 207
cryptographers 11
cubits 267
cults 65
cuneiform 87
curators 18
Cyrus the Great 171

D
Daoism 226
Darius I (King of Persia) 171
Darius III (King of Persia) 173
Dark Ages 210
dating techniques 14–15
decimation 192
deities 123
deltas 114, 248
democracy

 ancient Greece 156–7
 direct democracy 157
 and history 4
 representative democracy 157, 195
demotic script 128
dendrochronology 15
deportation 234
dialects 71, 167
dissection 239
divination 206
divining 262
domes 204
Dorians 154, 158
drains 254
dynasties 96, 219

E

early civilisations
 in East and South Asia 96–7
 in North Africa, Western Asia and
 Europe 91–2
early civilised world, timeline 79
edicts 269
Egypt 110–11
 see also ancient Egypt
Elamites 92
Elgin, Lord 149, 163
elongated heads 40
empathy 25
Ensi (Sumerian ruler) 88
entrails 168
ephorate 158
Eratosthenes 176
eternal life 104
Etruscan arch 204
Etruscans 186
Euclid 176
evolution, theory of 55
extinction
 of mammoths 58
 of megafauna 67
 of Neanderthals 56

F

family life, in Sumer 90
farming, impact of introduction 78,
 80–1, 84–6
fauna 60
Fertile Crescent 82, 84
figurines 34–5, 37
Fiorelli, Giuseppe 185
First Punic War 189
fish traps 62
flint 55
fluorine dating 14
forensic pathologists 11
fossils 55, 56

G

games, ulama 41
Gandhi, Mahatma 273
Gariwerd 21
genetics 55
Geography (Strabo) 260
gladiators 1–2, 26, 182,
 198–9
gods
 ancient Egypt 123–4
 ancient Greece 167–8
 ancient Rome 205–7
 Hindu 270–1
granary 252
Great Stupa of Sanchi
 (India) 246, 267
Great Wall of China 218, 229
Greece 147
 see also ancient Greece
grid system 252
gunpowder, invention of 238

H
Hagia Sophia (Istanbul) 4
halberds 223
Hammurabi (King of
 Babylon) 92
Han dynasty 97, 218, 220, 224,
 233, 235–6
Hannibal 189, 190
Harappa Civilisation 250, 252, 256,
 257, 259, 261, 262
Hatshepsut (Queen of Egypt) 120
helots 158, 160
Heracles 167
Herculaneum 184
heresy 210
heritage, definition 3
heritage sites, ancient
 Australia 20–2
Herodotus 112, 115, 124, 149, 168,
 172, 247
hieratic script 128
hieroglyphs 9, 112, 113, 127–8
Hinduism
 ancient India 102, 246, 270–2
 beliefs 270–1
 caste system 271–2
 Mahabharata (Hindu epic)
 251, 263
 and the natural world 274
 origins 270
 Ramayana 102
 Upanishads 102, 271
 Vedas 262, 270, 274
Hippocrates 176
historians, role 2–3

- history
 and democracy 4
 reasons for studying 2–4
 value of 3–4
- Hittite Empire 92
- Hittites 8, 137, 139–40
- Holocene Epoch 58
- Homer 93–4, 149, 152
- Homo erectus* 55, 56
- Homo ergaster* 55
- Homo heidelbergensis* 55
- Homo neanderthalensis* 55
- Homo sapiens* 50, 53, 55, 56
- hoplites 169, 171
- Howick (England) 82–3
- Huang River (Yellow River, China) 96, 224
- human dissection 239
- human evolution
 anthropoids 60
 earliest ancestors 53, 55
 migration out of
 Africa 53–5, 55
 stages 55
- human sacrifice
 among the Olmecs 41
 in ancient China 97, 221
- hunter-gatherers 52, 53, 64
- hygiene 254
- hypocaust 204
- hypotheses
 definition 9
 forming 9–10
- I**
- Ice Ages 57–8, 98
- Iliad* (Homer) 93–4, 152, 167
- Illig, Marion 33
- immortals 167
- India 244
 climate 248–9
 geography 248–9
 map 247
 regions 248
 see also ancient India
- Indigenous Australians
 Gallery of the First
 Australians 19
 see also ancient Australia
- Indus River Valley 97, 258, 259
- Indus Valley Civilisation *see* ancient India
- infantry 223
- initiation 71
- interpretations, recognising
 differences in 25, 231, 260
- inundation 115
- Iron Age 154
- irrigation systems
 in ancient Egypt 115
 in New Guinea highlands 64
- Islam 104–5
- J**
- jade 35, 37, 217
- jadeite 40
- Jericho (Israel) 87
- Judaism 104
- Julian Calendar 195
- Julius Caesar 195–6
- K**
- Kata Tjuta (the Olgas) 73
- kilns 252
- kites 239
- Knossos 151
- Kung fu 226
- L**
- La Venta
 description 34–5
 mosaic platform 36–7
- Lake Mungo 17
- lake villages 23
- Latin (language) 5, 210, 211
- Latins (people) 186
- laws, earliest written 87–8
- leaching 68
- Leonidas (King of Sparta) 171
- loot 191
- Louvre Museum (France) 23
- lust 262
- M**
- Macedonians 263, 268
- maguey 46
- Mahabharata* (Hindu epic) 97, 251, 263
- mammoths 58
- Manetho 112
- marshlands 82
- Mauryan Empire 97, 263–4, 265–6, 269
- mausoleums 218
- Mayan civilisation 101
 Olmec influence 46, 47
- medallion (Mauryan) 266
- medicine, ancient China 239
- medieval Byzantine Empire 210
- medieval Europe 210
- meditation 103, 273
- megafauna 67, 72
- megaliths 9, 23, 24
- Megasthenes 266–7
- Melanesian peoples 64
- mercenaries 137
- Mesoamerican civilisations,
 timeline 31
- Mesolithic Age 82–3
- Mesopotamia 84, 86, 87, 88, 127, 190, 250, 251
- metics 157
- metopes 167
- microliths 82
- middens 61
- Middle Ages 211
- Middle Stone Age 82–3
- Minnesota State University Museum (USA) 24
- Minoans 92, 151–2
- monasteries 261, 262
- monoliths 37, 73
- monsoon 248
- Monte Verde people (Chile) 98–9
- Mount Vesuvius 184
- mummies 107, 123–4
- museums
 function of 18–19
 virtual site studies 23–4
- Muslim calendar 105
- Mycenaeans 92, 93–5, 149, 151, 152–3, 154
- mythology 93, 94, 118, 167, 168, 251
- N**
- National Museum of Australia 18
- Nazca Lines (Peru) 98, 100–1
- Neanderthals 55, 56
- Nebamun 112
- Nebuchadnezzar (King of Babylon) 92
- Neolithic Revolution 84, 249
- New Guinea
 arrival of Papuans and
 Austronesians 63–4
 way of life of first people 64
- New Stone Age 58, 84–6
- nomadic people 52, 262
- noxious substances 68
- O**
- Odyssey* (Homer) 152, 157, 203
- oil 88
- Old Stone Age
 art 56
 climate change 57–8
 evidence 52
 human impact on environment 58
- Ice Ages 57–8
- social organisation 56
- technologies 56

oligarchies 156
 Olmec civilisation
 ball games of death 41
 basalt carvings 32, 35, 38, 43
 bloodletting 46, 47
 Cascajal Block 42–3
 evidence 32–3
 figurines 33, 37
 human sacrifice 40–1
 influence and heritage 46–7
 monoliths 37
 mosaic platform at La Venta 36–7
 numbers and calendars 43
 pottery 46
 religious centres 34
 the ‘rubber people’ 34, 41
 timeline 31
 were-jaguars 34, 38–9, 45, 46
 writing 42–3
 Zazacatla 46
 Olympiad 169
 Olympic Games, ancient
 Greece 147, 169–70
 omens 168, 206
 oracles 168
 oral traditions 17, 67
 ostracism 157

P

pagan beliefs 210
 Paleolithic *see* Old Stone Age
 Palaeontologists 11, 55
 pan-Hellenic institutions 155
 Pantheon (Rome) 204, 206, 211
 paper, invention of 237–8
 Papuans, arrival in New Guinea 63–4
 papyrus 115
 Parthenon (Athens) 3, 149, 163, 180
 Parthenon Marbles 149
 patricians 193–5
 patronage 203
 Pax Romana 197
 Peloponnese peninsula 159
 Peloponnesian Wars 173
 perforators 46
 perioeci 160
 Persian Empire 92, 171, 173
 Persian Wars 171–3
 perspectives, recognising differences
 in 231–2, 260–2
 philosophy
 ancient Greece 176
 Confucianism 103, 225–6

Phoenicians 92
 Plato 149, 176
 plazas 32
 plebeians 193–5
 Pleistocene Epoch 57
 Plutarch 199
 polis (poleis) 155
 polytheism 270
 Pompeii 184–5
 porticos 176
 pottery, as archaeological
 evidence 12–13
 power vacuum 263
 prehistoric, evidence of 52
 prehistory
 defined 5
 time periods 5
 primary sources, nature of 8–9
 printing, invention of 237–8
 propaganda 231
 prophets 104
 Providence 262
 Ptolemy 247
 public baths (Roman) 203
 pumice 184
 Punic Wars 189–90
 Pushkari (Ukraine) 58
 pyramids, ancient Egypt 132–3
 Pythagoras’s Theorem 176

Q

Qin dynasty 97, 218, 220, 224, 227–30
 Qin Shihuang 227–8, 231–2
 Quetzalcoatl 39

R

radiocarbon dating 15
Ramayana (Hindu epic) 102
 Rameses II (Pharaoh) 92, 111, 112, 137, 138–40
 regulated economy 263
 reincarnation 102, 271, 273
 relative dating techniques 14
 relief sculptures, ancient 29
 religions
 origins of 102–5
 see also names of religions,
 e.g. Hinduism
 Renaissance 211
 representative democracy 157
 rhetoric 203
Rig-Veda 251, 262
 ritual bathing 253
 Roman calendar 211
 Roman Empire *see* ancient Rome
 Rome *see* ancient Rome

Rosetta Stone 112, 129, 276
 rulers and laws, rise of 87–8

S

sacred sites 21, 71–3
 Samnites 187
 Sanskrit 262
 Sappho 177
 sarcophagus 135, 173, 218
 sarsens 24
 Schliemann, Heinrich 94, 95
 scribes 89, 116, 117
 sculpture
 in ancient Greece 149, 165, 167
 ancient relief sculptures 29
 bas-relief 267
 Mesoamerican 32, 33, 36–7, 40, 42, 43, 44, 51, 53
 Old Stone Age 56
 sea levels, during last Ice Age 57, 60, 98
 seals 88, 251
 Second Punic War 189–90
 secondary sources 9
 seismographs, invention of 239
 Seleucid Empire 266
 Seleucus Nikator 266
 Senate (ancient Rome) 193–6
 Seneca 184, 199
 serpentine 36, 37
 Seutonius 184
 shadoofs 115
 Shang dynasty 97, 107, 218, 219
 shrines 246
 Shroud of Turin 15
 Silk Road 97, 227, 234
 Sima Qian 218, 232, 234
 sites 17, 20–1
 slavery
 ancient China 222, 223, 234
 ancient Greece 158, 179
 ancient India 271
 ancient Rome 187, 190, 197, 198–9, 202–3
 Sparta 158, 160
 Sumer 90
 Social War (Ancient Rome) 190
 socialising 71
 Socrates 176
 Sophocles 149
 sorcery 71
 sovereigns 262
 Sparta
 government 158
 helots 158, 160
 as a military state 159

- Sparta (*continued*)
 Peloponnesian Wars 173
 perioeci 160
 Persian Wars 171–3
 Spartacus 199
 species 55
 stadia 267
 Standard of Ur 80
 Star Carr (England) 82–3
 statuettes 255, 256
 stela/stele 43
 Stirling, Matthew W. 32–3, 36
 stone tools 56, 61, 62
 Stonehenge 23–4
 Strabo 260
 stratigraphy 14
 stratum 15
 stupas 246
 subcontinent 97, 244, 248–9
 Sumer
The Epic of Gilgamesh 81
 family 90
 first civilisation 84
 free citizens and slaves 90
 gods 91
 influence 87, 92
 inventions 87
 knowledge of India 246
 music 90–1
 officials and nobles 89
 religious practices 90
 rulers and laws 88
 society and culture 89–91
 Standard of Ur 80
- T**
 Tacitus 184
 tenant farmers 202
 terracotta pipes 254
 terracotta warriors 216, 218, 241
 testudo 192
 Thales 176
 Third Punic War 190
 Thracians 199
- Thucydides 149, 166, 169
 time periods 5–7
 timelines
 3000 BC to modern times 6
 ancient China 217
 ancient Egypt 92, 111
 ancient Greece 92, 148
 ancient India 245
 ancient Rome 92, 183
 ancient world 51
 civilisations and empires in North
 Africa, Western Asia and
 Europe 92
 creating 106–7
 early civilised world 79
 Mesoamerican civilisations 31
 purpose of 7, 106
 toilets
 in ancient India 254
 in ancient Rome 204
 Torres Strait Islands
 early cults and cannibalism 65
 first people 64–5
 towns
 earliest 87
 growth following rise of
 agriculture 87
 trade, increase following rise of
 agriculture 87
 tree-ring dating 15
 tributes 97, 137
 Trojan War 93, 94
 Troy (Anatolia) 93–4
 Tutankhamen (Pharaoh) 134–6
- U**
 ulama 41
 Uluru (Ayers Rock) 21–2, 73
 United States 182
Upanishads 102, 271
 utopia 259
- V**
Vedas 102, 262, 270, 274
- Vedic Civilisation 262–3
 villeins 88
 Virgil 203
 virtual site studies 23–4
 virtue 203
 Visigoths 208–9
- W**
 warlords 236
 were-jaguars 34, 38–9, 45, 46
 winnowing 68
 women
 in ancient Athens 161, 176–7
 in ancient China 222, 233
 in ancient Egypt 118, 119–20
 in Sparta 159
 Wooley, Leonard 88
 writing
 ancient China 97, 218
 ancient Egypt 80, 112, 127–9
 ancient India 97, 255–6
 cuneiform 87
 earliest 80, 87, 127
 in Mesoamerican
 civilisations 42–3
 written laws, introduction 87
 written records, ancient
 India 255–6
 written sources 8
- X**
 Xerxes (King of Persia) 171–2
 Xia dynasty 96
 Xiongnu 229, 234
- Y**
 Yangtze River 96
 Ying Zheng 227
- Z**
 Zazacatla 46
 Zhang Qian 234
 Zhou dynasty 97