

NELSON CONNECT WITH HISTORY

त्र शूरा महेष्वासा भीमाज

युयुधानो विराटश्च

महेष्वासा भीमार्जुन

विचित्रविराटश्च द्रुपद

भीमा

महेष्वासा भीमार्जुन

विचित्रविराटश्च

भीमा

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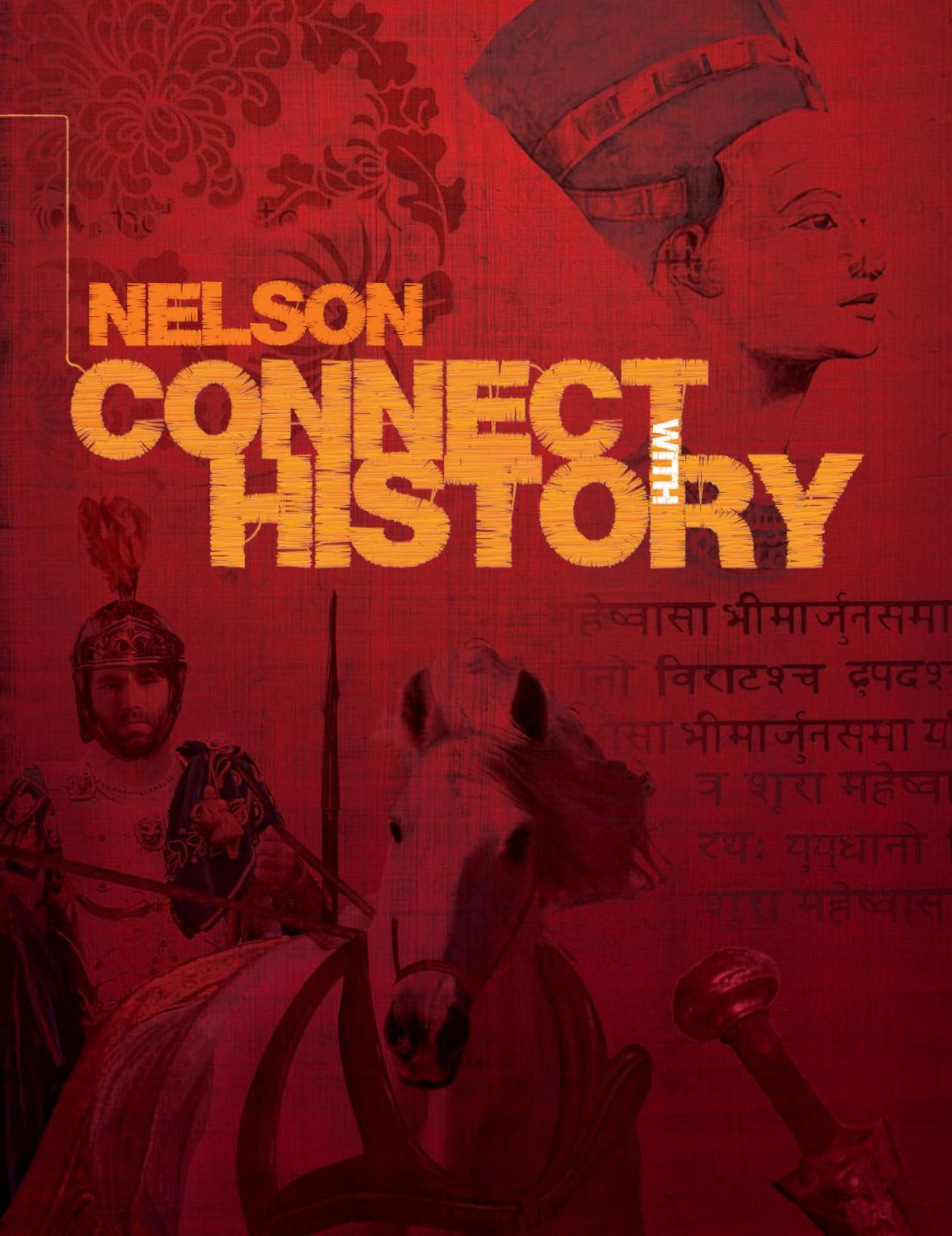
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NELSON CONNECT WITH HISTORY

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सा भीमार्जुनसमा य
त्र शरा महेष्वा
रथः युयुधानो
शरा महेष्वास

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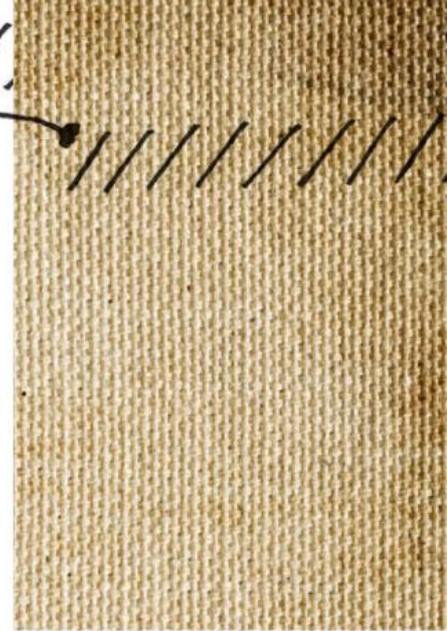
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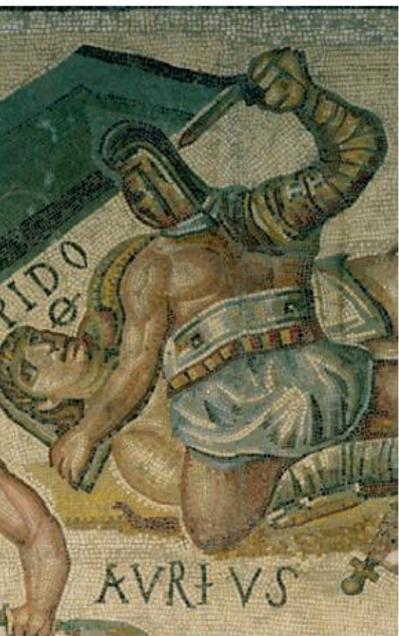
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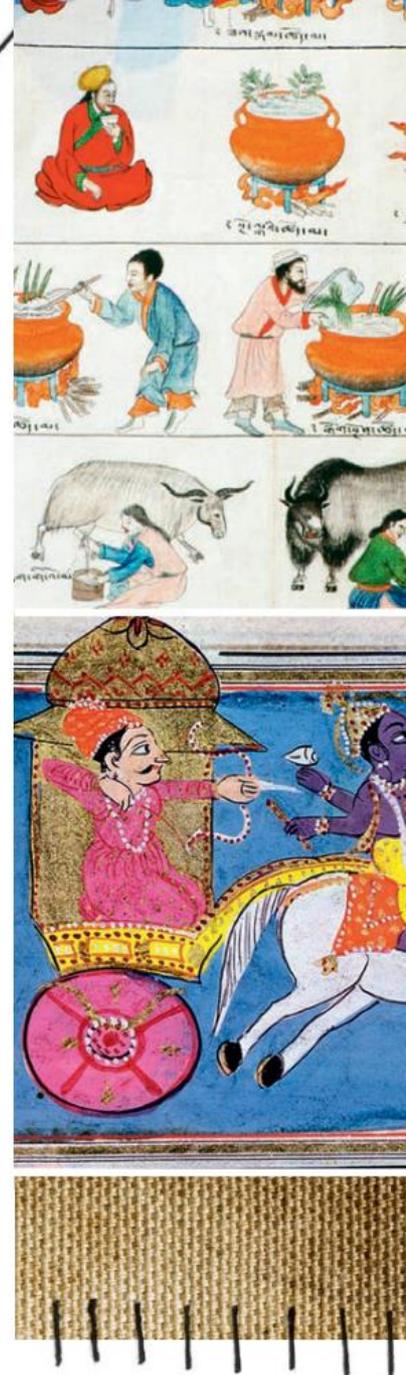
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How to use t His book

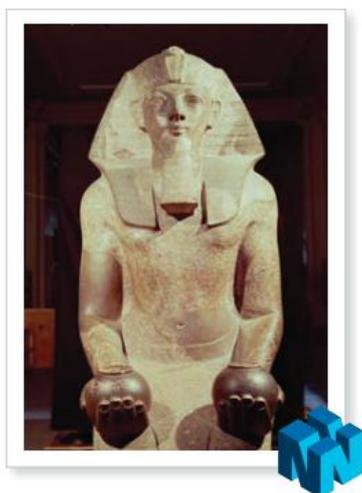
The *Nelson Connect with History* series provides students with the links that connect big-picture world history with the more detailed and specific depth studies of societies from our historical past.

The *Connect with History 7* student book follows the Australian Curriculum exactly and covers all depth study electives. The three depth studies are: The Ancient world; The Mediterranean world; and The Asian world. Each depth study begins with a double page with:

- an overview of the chapters (electives)
- the key inquiry questions for Year 7.

SOURCES

In the *Connect with History* series Nelson has taken a strict approach to what are considered to be 'sources'. There is an excellent guide to primary and secondary sources, and evidence, in Chapter 2, pages 26–30. You will find ample written source extracts, and lots of photos of primary source material throughout the book.



NELSONNET

NelsonNet is the protected website for all digital resources for this series. The access card in the back of your book has four codes on the back, each lasting 26 months. Scratch one off and use the code to access the website material.

The student website for *Connect with History 7* has:

- Live links to websites
- Worksheets
- Skill sheets
- Quizzes
- Puzzle sheets
- Fact sheets
- Additional resources



Worksheets on the website are searchable by key words, and can be filled in online then emailed, or printed out.

QUESTIONS AND ACTIVITIES

These are grouped at the end of each Unit, within a chapter. They are classified according to the main history skill they cover, but most activities will involve several of the five types of history skills:

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication.

Analysis and use of sources

Look closely at the objects shown in sources 7A–G, then:

- 1 Describe the source in detail. Include what you think each source was used for.
- 2 Explain what each source shows you about Chinese technology.

As well, there are one or two **Web 2.0 activities** per chapter.

Reflection questions are found in the margins where appropriate to help you analyse and consolidate the material.

At the end of each chapter is **Making Connections**.

The **Looking deeper** and **Going further** activities involve more work and more thought than the end-of-unit questions.

The **review questions** are a quick recall of the whole chapter, and attached to them is an icon for a short facts quiz on the website.

Making Connections will help you to answer the relevant key inquiry questions from the beginning of the depth study.

Web 2.0

Make a brochure

Skill: Locate, select and use information from a range of sources as evidence.

Task:

- Go online and collect at least 5–10 images of Aboriginal rock and cave paintings.
- Collect the following:
 - a information about the importance of rock art in Aboriginal life and culture
 - b information about how old some of the paintings are
 - c a description of two examples of ancient rock art
 - d information that will help visitors to be respectful of the places they visit.

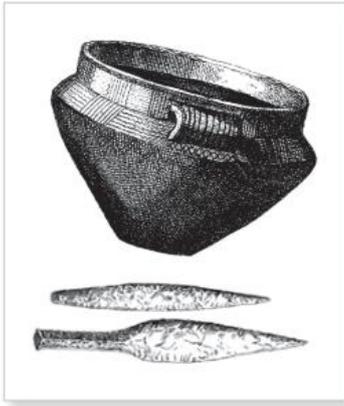
Reflection question

Why did people who lived so far away from each other develop similar ways of life?

OTHER FEATURES

Each depth study chapter begins with a double-page **timeline**, so you can see the order in which things happened, and can refer back to it as you work through the chapter. The timeline gives you a quick overview of your ancient civilisation during the period you are studying. You may wish to add to the timeline, and there are activities to help you do this.

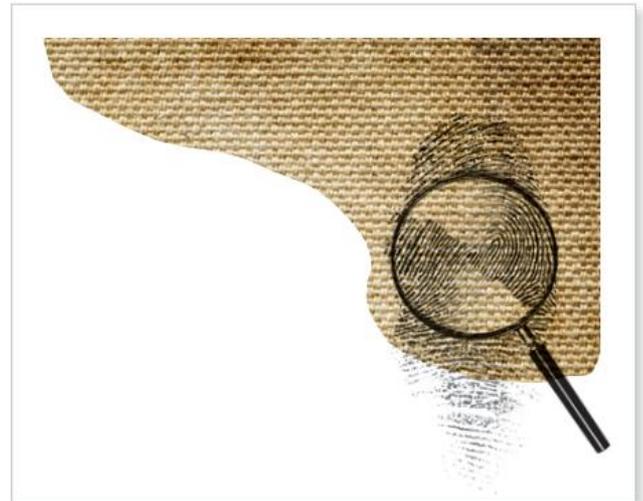




In the inquiry-based **Ancient sites** section, you are asked to evaluate evidence from one particular place, and to form your own opinions. There is also a template on NelsonNet to help you develop your own site study, if you prefer.

The **History mystery** will also develop your skills in interpreting and evaluating information and sources.

Personality boxes contain short summaries of famous people. You are encouraged to find out more yourself.



Confucius

Born around 551 BCE, Confucius came from a noble family that had fallen on hard times. He grew up in the state of Lu during the Warring States era and his father, a mercenary warrior, died when he was quite young. Confucius became a scholar and spent 20 years trying to make a career as an advisor to different kings. Eventually, he came to spend his time as a wandering philosopher and teacher. Such was his wisdom that he attracted many devoted and gifted students who continued his teachings after his death. Confucius is the English translation of the name Kong Fuzi, which means Master Kong.

FAST FACT

Scientists believe that everyone in the world had brown eyes until between 6000 and 10000 years ago. Then, they believe, a **mutation** that caused blue eyes happened in a single person who was born somewhere near modern-day Turkey.

Wet mummies

Otzi is what scientists call a wet mummy. This means that he was preserved by water in the form of ice. It also means that if Otzi dries out, his body will decay. He is stored in a special cold cell in the South Tyrol Museum of Archaeology. The temperature is kept at -6°C and the **humidity** has to be kept at 98 per cent. The mummy is also regularly sprayed with water to keep it from drying out. Next to Otzi's cell is a backup cell with its own electricity supply in case of power failure.

Fact boxes are sprinkled through the text, with short explanations of aspects of the main story.

Fast facts are scraps of interesting stuff; not essential knowledge.

NELSON CONNECT WITH HISTORY NELSONNETBOOK

NelsonNetBook is a web-based ebook for secondary schools, compatible with interactive whiteboards, computers and iPads, with optional Web2 functionality for class groups and individual functionality to add highlights, annotations, audio clips and weblinks. It is available free to students for 14 months if your school has booklisted *Connect with History 7*. Visit the **NelsonNet** portal at www.nelsonnet.com.au to find out more, to register or to log in when your teacher has given you the class code.

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NELSON CONNECT WITH HISTORY TEACHER COMPANION SITE

The teacher will have access to detailed curriculum grids that map in detail the chapters and units to the history curriculum, teaching plans for each chapter, a pdf of the student book and state-by-state assessment material when it becomes available.

Author Acknowledgements

Vicki Greer

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Late 4th-early 3rd BCE. Hellenistic, Corinthian. Terracotta, H. 5 7/16 in. (13.8 cm). Rogers Fund, 1907 (07.286.4), 118 (left), /Terracotta funerary plaque. ca. 520-510 B.C. Terracotta, Overall: 10 1/4 x 14 1/4 x 3/8 in. (26 x 36.2 x 0.9 cm). Greek, Attic. Rogers Fund, 1954 (54.11.5), 121 (top), Marble grave stele of a little girl. Ca. 450-440 BCE. Marble, Parian, H. 31 1/2 in. (80 cm). Fletcher Fund, 1927 (27.45), 121 (bottom); Mary Evans Picture Library, pp: 4 (top left), 191, 193 (top), 199 (left), 209 (bottom left), 209 (top); Museum of Fine Arts, Boston, pp: 71 (Gift of Theodore M. 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OVERVIEW: EARLY HUMAN SOCIETIES AND THE ANCIENT WORLD

neanderthals

An extinct early human species

homo sapiens

An early form of human

prehistoric

The period before written records

In this chapter you are going to step back to the beginning of human history and learn about where we all came from. You will think about how and why the earliest people spread throughout the world and why species such as the **neanderthals** died out but our species, **homo sapiens**, survived. You will explore the earliest societies to see how the development of farming changed the world forever. Then you will discover all of the changes and inventions that ended **prehistoric** times and led to the development of ancient societies.



100 000 BCE

100 000 BCE ▼

Homo sapiens, the earliest human, evolves in Africa



100 000 BCE – 40 000 BCE

Evidence that hominids cross the Sahara to travel to northern Africa

40 000 BCE

Homo sapiens are in western Europe

40 000 BCE

Human settlement in Australia



35 000 BCE

The Neanderthals died out

12 500 BCE

12 500 BCE ▼

Earliest known settlement in North America



11 000 BCE

People living in South America

11 000 BCE

Dogs domesticated in the Middle East

10 500 BCE ▼

Oldest evidence of pottery making in Japan



9000 BCE

9000 BCE

Farming began in the Fertile Crescent

9000 BCE ▼

Copper used in parts of Asia



8500 BCE

Farming established in South America

8000 BCE

Trade began in the Fertile Crescent



7000 BCE

7000 BCE

Farming began in India

7000 BCE

African communities began to make pottery



6800 BCE

Pottery widely used in the Mediterranean

6000 BCE

Metalworking developed in the Middle East and Europe

5000 BCE

5000 BCE ▼
Rice cultivated in China



3500 BCE
The first cities built in Mesopotamia

3100 BCE
Civilisation developed in Egypt

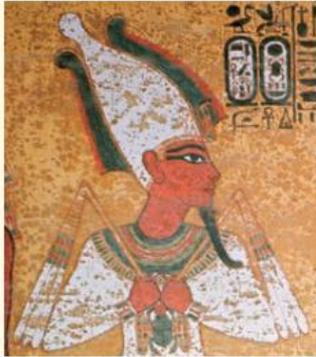
3100 BCE ▼
Writing developed by the Sumerians



3000 BCE

3000 BCE
Bronze making developed in the Middle East and spread through trade

2686 BCE ▼
Egypt is united under one ruler



2500 BCE
Cities were built in the Indus Valley

2100 BCE ▼
Earliest known laws written



2000 BCE
Minoans built palaces in Crete

2000 BCE ▼
Bronze used throughout Asia



1650 BCE
The Shang dynasty began in China

1300 BCE

1300 BCE
Iron making developed in the Middle East

1200 BCE
Olmecs ruled central Mexico



753 BCE ▲
Legendary date for the founding of Rome

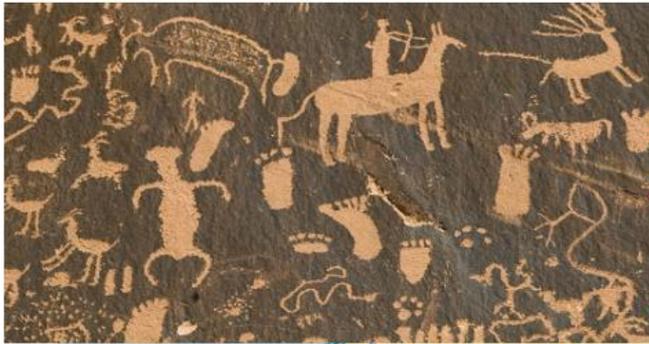
700 BCE
The Greek city states developed



600 BCE ▼
Iron discovered in China



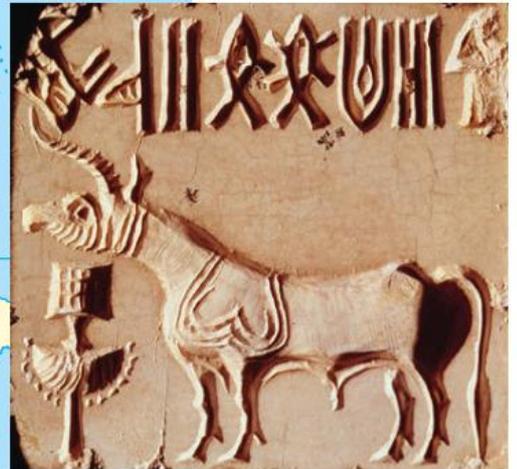
UNIT 1: MAP OF THE ANCIENT WORLD



WORKSHEET

Early history timeline

HIS070VWK00053





UNIT 2: EARLY HUMAN SOCIETIES AND EARLY MIGRATIONS

Where did we come from?

No one knows exactly where we first came from and how humans spread to all the different parts of the world. **Paleoanthropologists** believe that all humans may have come from the same ancestors who lived about 250 000 years ago. Because the oldest evidence of humans has been found in Africa, most researchers agree that the earliest humans developed in Africa and moved from there to other parts of the world. This is known as the 'Out of Africa' theory.

Our earliest ancestors were **hominids**, who are thought to have developed in Africa between 6 and 7 million years ago. The very earliest hominids lived in trees, much like the ancestors of apes and chimpanzees, but there was one very important difference: hominids could walk on two feet when they were on the ground.

The first humans

Palaeontologists believe that we developed from hominids to *Homo sapiens* over millions of years. Some hominid species seem to be more like apes and chimpanzees, but some also have more human features. Based on fossil evidence found so far, palaeontologists believe that there may have been as many as 20 different species of hominid. The oldest fossils of our hominid ancestors, *Homo sapiens*, were found in Ethiopia. They are about 200 000 years old.

Scientists don't know exactly when or how our hominid ancestors developed into modern humans. We do know that about 2.5 million years ago hominids began to make stone tools and their brains became larger. These changes allowed hominids to survive in different environments. Palaeontologists have also found hominid skulls, bones and other skeletal remains that are more like humans.

Early migrations

According to the Out of Africa theory, the earliest group to leave Africa were ***Homo erectus***, who may have left Africa more than 600 000 years ago. There is evidence that they travelled as far as China and perhaps to Europe as well. They may have been the first group to use fire. *Homo erectus* died out about 200 000 years ago but researchers do not know why.

It is believed that a group of *Homo sapiens* travelled across the Red Sea into the **Near East** about 70 000 years ago, probably looking for food. At this time sea levels were much lower than today. There may have been islands that would have made sailing in simple rafts easy. Shell **middens** that are 125 000 years old have been found in Africa. This suggests that early humans collected and ate seafood that could be found on beaches or islands in the Red Sea.

Over time, groups of people spread across the Arabian Peninsula towards India. Another group moved down the coast of Asia and arrived in Australia between 55 000 and 40 000 years ago.

paleoanthropologist

Expert who studies early humans through fossil remains

hominid

Very early human

palaeontologist

Expert who studies prehistoric times through the analysis of fossils

WORKSHEET

Early humans

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Homo erectus

A species related to early humans who moved away from Africa

Near East

The countries of south west Asia and north east Africa

middens

Places where people left their rubbish



WORKSHEET

Plate tectonics

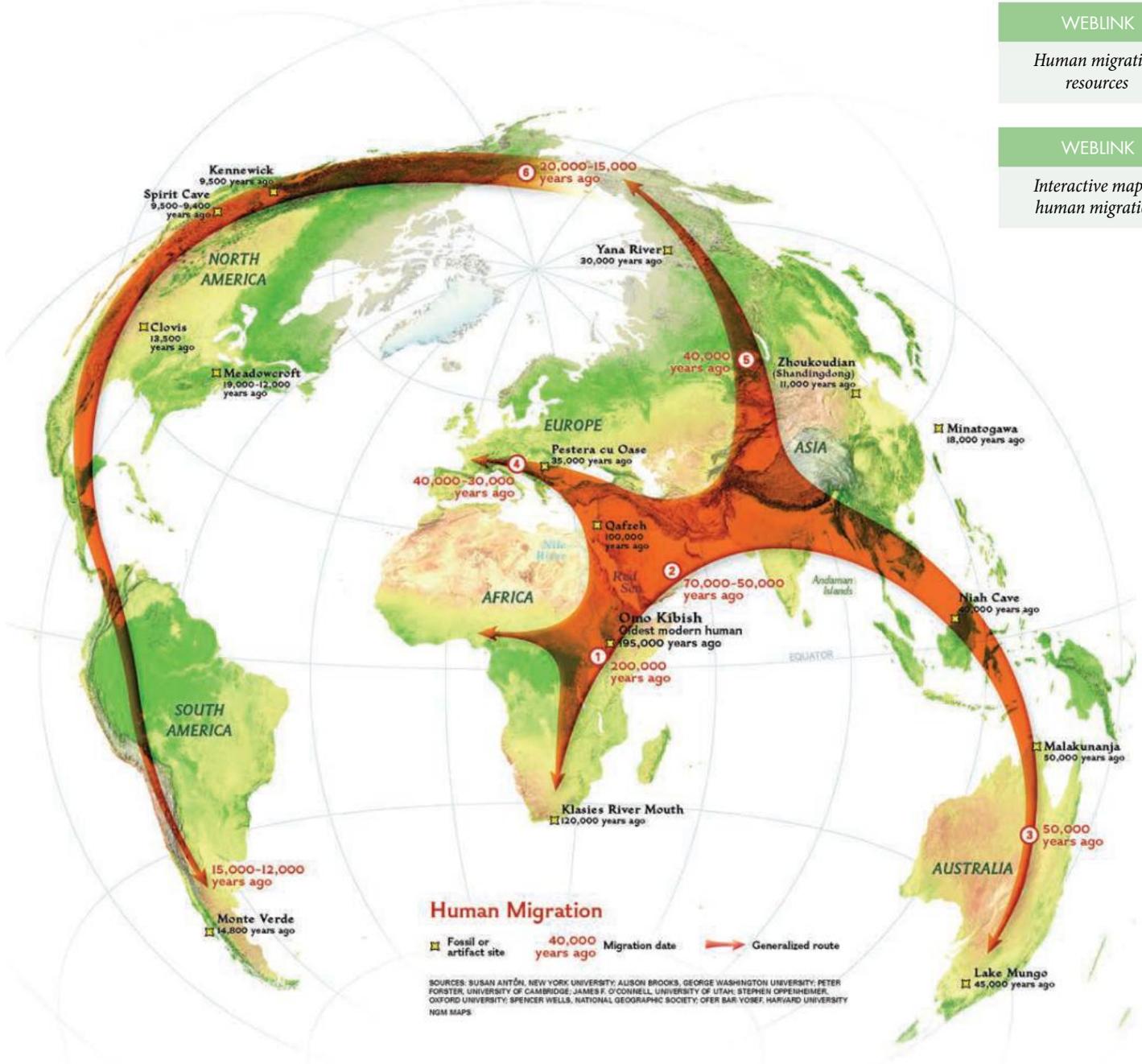
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WEBLINK

Human migration resources

WEBLINK

Interactive map of human migration



Source 2A National Geographic map showing early human migrations



WORKSHEET

Neanderthals

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archaeologist

Expert who studies history through the excavation of sites and analysis of remains

ritual

A set procedure

FAST FACT

Scientists believe that everyone in the world had brown eyes until between 6000 and 10 000 years ago. Then, they believe, a **mutation** that caused blue eyes happened in a single person who was born somewhere near modern-day Turkey.

mutation

A change in genetic material (DNA)

WORKSHEET

Early humans mind mapping

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Neanderthals

Another close relative to modern humans were the Neanderthals, who lived in Europe and the Middle East between about 70 000 and 35 000 years ago. They had large brains and developed tools and some technology. Neanderthal burial sites have been found in France and Iran. Human remains were placed carefully into graves with items such as horns and animal bones arranged around them.

Archaeologists believe that this evidence shows the Neanderthals were the first hominids to have special **rituals** for the dead. Neanderthal skeletons also have bones that had been broken but had healed. This suggests that they may have been the first hominids to care for the sick and injured. Neanderthals died out about 35 000 years ago. No one knows why this happened. They might have died out because of disease or may have been taken over by *Homo sapiens*.

Homo floresiensis – the hobbits

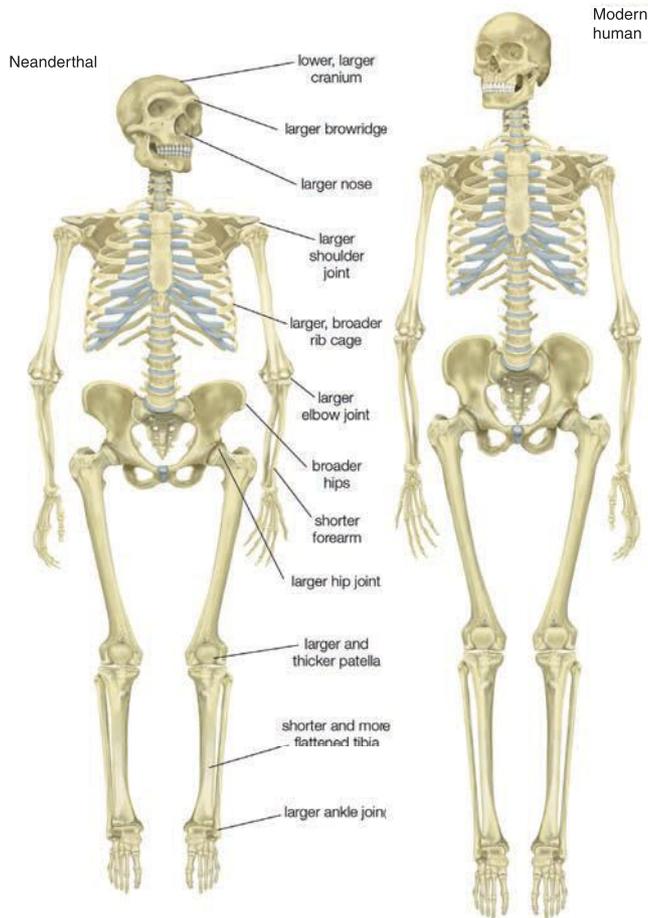
In 2004, Australian researchers found a species of early human on the island of Flores in Indonesia. Known as *Homo floresiensis*, they were about 1 metre tall with very large feet and brains the size of an orange. Nicknamed 'hobbits', this tiny relative of *Homo sapiens* lived as recently as 12 000 years ago. Fossil evidence suggests that they used stone tools to hunt pygmy elephants and Komodo dragons.

What is the evidence?

Prehistoric people left no written records. They lived so many thousands of years ago that there is very little evidence left of them. Usually archaeologists and palaeontologists have only small pieces of bone or parts of tools to work with. Scientific methods are used to find out how old a fossil is, but the older the object is, the less exact the dating can be.



Source 2B Skulls of a modern human (left) and *Homo erectus* (right)



WEBLINK

What does it mean to be human?

Source 2C Comparison of Neanderthal and modern human skeletons

Chronology, terms and concepts

- 1 What do we call a person who studies:
 - a prehistoric times?
 - b fossil remains to find out about early humans?
- 2 Define the following terms:
 - a hominid
 - b Neanderthal
 - c *Homo erectus*
 - d *Homo sapiens*.
- 3 Explain the discoveries that have led scientists to believe that the earliest humans lived in Africa.

Explanation and communication

- 4 Create a visual timeline of the early human migrations, either as a long poster or a digital presentation.
- 5 Describe two things that researchers believe make the Neanderthals unique.

Analysis and use of sources

- 6 Look carefully at sources 2B and 2C. For each source, list the differences between the two species.
- 7 Explain why we don't know how or why species such as *Homo erectus* and the Neanderthals died out.
- 8 List the types of evidence that we would need to solve the mystery of what happened to *Homo erectus* and the Neanderthals.

Historical questions and research

- 9 The Out of Africa theory is one of a number of theories about how human life spread throughout the world. Another is the 'multiregional model'. Find out about this theory. Use the information that you have found to:
 - a Write a report on the multiregional model. Include illustrations.
 - b Create a fact file or scrapbook on the evidence that you have found that makes this theory not as widely accepted as the Out of Africa theory.

UNIT 3: ANCIENT SOCIETIES

When did prehistoric times end and 'ancient' history begin? How did *Homo sapiens*, who travelled the world over thousands of years, become humans who built cities, societies and empires? We don't have all of the answers but most of the things that we know come from the work of archaeologists.

Ancient history begins around 3100 BCE, when people used writing for the first time. The first ancient societies were in Mesopotamia, Egypt, the Indus Valley, China, Crete and Central America.

BCE

Abbreviation of 'before common era', the period of history prior to the birth of Christ

domesticate

To cultivate plants or raise animals to meet human needs

What did ancient societies have in common?

- They developed farming by **domesticating** plants and animals.
- They made pottery and used metals.
- They built 'cities' or 'towns' and they used writing.
- They organised their society into classes.
- They developed laws.
- They had religious beliefs.

From hunters to farmers

Early humans were hunter-gatherers. They gathered whatever food that happened to grow wild around them and hunted the animals that lived nearby. They lived in places where they could find the most food. They were forced to be on the move, constantly searching for food. Although early humans could often find plenty of food, they relied on the weather, good conditions and sometimes luck. They could starve if the weather turned bad or something caused their local food to run out. When farming developed, people's lives changed completely.

The Fertile Crescent

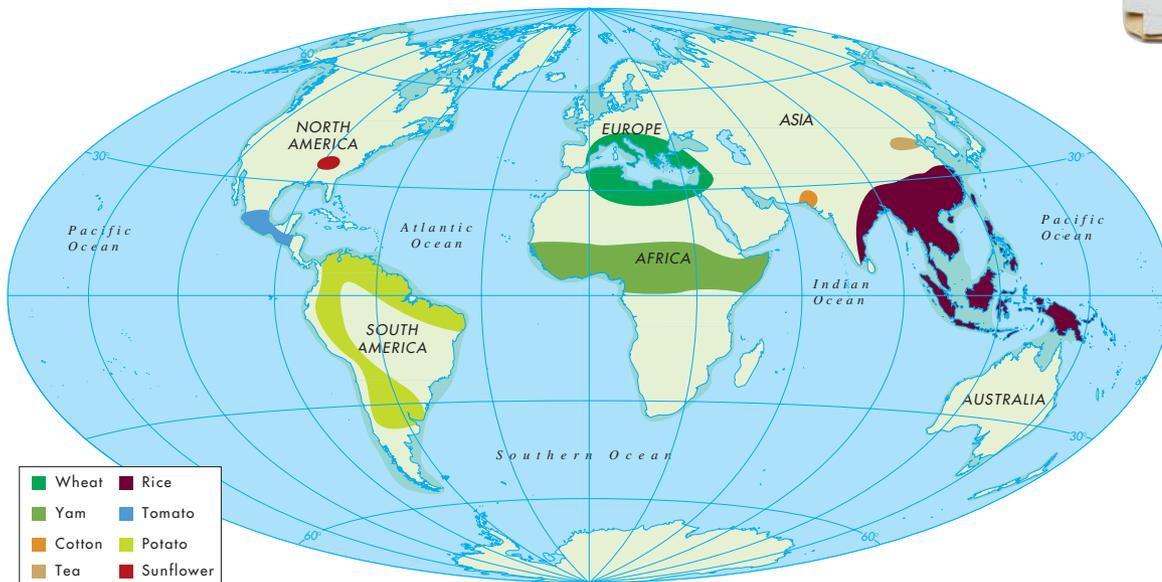
A change began about 1100 years ago in a part of the Middle East known as the 'Fertile Crescent' (see source 3A). This area had very good soil and a high rainfall. Wild grasses, such as wheat and barley, grew easily there. Over thousands of years, the people who lived there learnt which types of wheat grew best and produced the best grains for food. In about 9000 bce people began to collect and plant seeds from the best grasses. They also began to herd the wild sheep and goats for milk, wool and meat. Over time, they also started to keep pigs and cattle.

This change was not quick or easy. Farmers had to choose the best plants to grow. They only took seeds from the best or biggest plants and soon they developed new types of plants. They bred animals in the same way. They chose animals that were easier to handle and gave the best meat or milk.

This was one of the most important developments in human history. For the first time, people could grow more food than they needed to survive. The farmers stored and traded whatever they did not use. In return for grain or meat they could obtain items that they needed, such as tools. For the first time, people did not have to move around to find food. As they became wealthier, farmers and craft people built permanent houses and towns developed. Some people stopped farming and started to work as craft people.

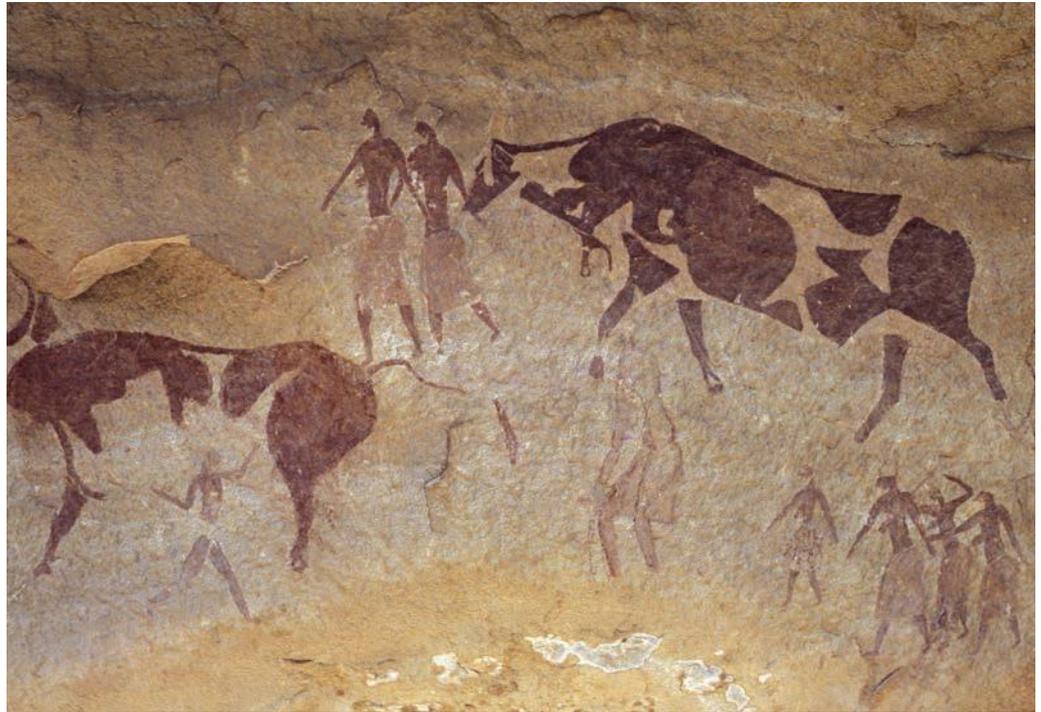
FAST FACT

Catal Hüyük did not have any streets. The houses were built right next to each other with flat roofs and people walked along the top of them. They climbed down into their houses through a hole in the roof, using wooden ladders. When a person died, the body was left outside and vultures took the flesh. The family would then bury the bones in a shrine inside their homes.



Source 3A Map showing the different crops grown by early farmers

Farming spread to Europe and Asia by around 7000 bce. In some parts of Africa farming began by 6000 bce and by 5000 bce, farming had also spread through the Americas. All of these communities seemed to develop in similar ways. Farming spread mainly because farming communities grew very quickly and people had to move to find new land to farm.



Source 3B

Rock paintings found in the Tassili n'Ajjer Mountains in the Sahara Desert, in modern-day Algeria, are estimated to be up to 4000 years old

WEBLINK

Catal Hüyük excavations

alloy

Metal made from mixing other metals together

Reflection question

Why did people who lived so far away from each other develop similar ways of life?



Trade

Some people became rich from farming and they started to trade with people who lived outside their community. Trading towns developed. One of the earliest and most important trading towns was Catal Hüyük, which developed around 7000 bce in modern-day Turkey. Archaeologists believe that the people who lived there traded food grown in the rich farmlands around the town. They also traded materials, such as stone, to make tools.

Technology

Skills such as pottery making developed because containers were needed to store the surplus food. The earliest pots found were made in Japan in 10 500 bce . By 6000 bce , pots were being made in the Middle East, Africa, Europe and China. In Asia, in about 9000 bce , people learnt that they could collect metals such as gold and copper by heating and melting certain types of rocks. These metals could be used to make many things but they were too soft to make tools. In around 3000 bce , probably in the Middle East, people began to mix metals to make hard **alloys**. The most useful was bronze, made from tin and copper. This was used for jewellery, tools and weapons. Archaeologists have found bronze objects that show us that bronze making spread through Europe and China over the next 2000 years.

The biggest changes came in 1300 bce when people discovered iron. Iron is a common metal that is easy to make and is much stronger than bronze. It was used for weapons to fight wars and build empires.



Cities

The Sumerians built the first cities in the Fertile Crescent in Mesopotamia (modern-day Iraq). Farming became more sophisticated and the food supply was good. The Sumerians built bigger and more comfortable houses and made beautiful pottery and jewellery. Mesopotamians traded these goods with people from other places, sending them by water in boats. Their towns became cities as more people moved there. Because people were better fed and lived longer, the numbers of people grew.

WEBLINK

Mesopotamia

Writing

Now people needed to keep records of trade, amounts of goods and who owned what. In about 3100 bce, the Sumerians invented a way of making special marks on clay tablets to record information. These tablets are the first evidence that we have of writing.

Government and law

As more people lived together in communities, rules and laws were made. The earliest evidence of written laws comes from Sumer. The Code of Ur-Nammu was written between about 2100 and 2015 bce. The Code of Hammurabi was a set of laws from Babylon, created in about 1700 bce. Both these sets of laws were carved into stone or clay tablets and copies of the laws have been found.

People also started to organise their communities. Tasks such as building temples needed large numbers of people to work together, so leadership was needed. Social classes and rulers developed. Farming families relied on having many children to work on the land. As a result, women spent most of their time having and raising children. This meant that they had fewer opportunities to work outside the home. Some historians and archaeologists believe that this is why men and women had different roles, and why men became more powerful than women in some societies.



Source 3C

This sculpture of c. 1750 BCE is of the god Shamash dictating his laws to Hammurabi, the king of Babylon. The laws are inscribed on the column beneath the figures of Hammurabi and Shamash. It was found at Susa, Iran.



Chronology, terms and concepts

- 1 Make a poster that shows how farming developed and spread.
- 2 Describe the benefits of the development of farming techniques.

Historical questions and research

- 3 Use the weblink to find out where the following plants were first domesticated:
 - watermelon
 - potatoes
 - cacao beans (chocolate)
 - olives
 - cotton
 - sunflowers
- 4 Why did writing develop?

Perspectives and interpretations

- 5 Which was the most important invention for early societies: farming or writing? Give three reasons or pieces of evidence to support your opinion.

Analysis and use of sources

- 6 List the things that we can learn from source 3B about life in the Tassili n'Ajjer Mountains.
- 7 Look carefully at the map in source 3A.
 - a List the different crops grown in each place.
 - b Explain the reasons why different crops were developed in different places.
- 8 Look carefully at source 3C.

What do you think this sculpture is showing? Use evidence from the source to support your answer.

Explanation and communication

- 9 Choose one of the inventions or new technologies that you have read about in this unit. Find out more about its early development. Use the information that you have found to create a presentation or a storyboard showing how and why this technology was developed and how it spread throughout the world.



WEBLINK

Ancient agriculture



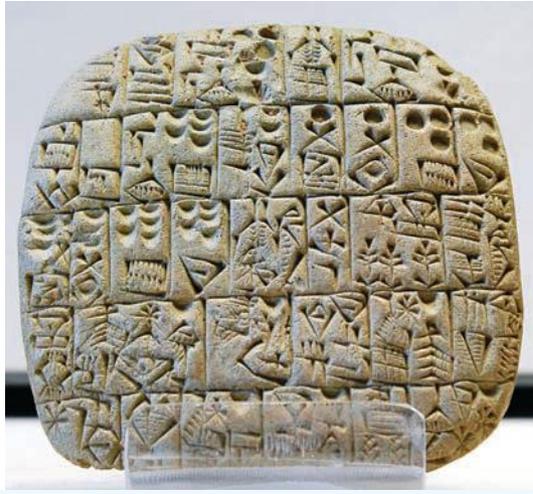


UNIT 4: WHAT EVIDENCE DO WE HAVE ABOUT ANCIENT SOCIETIES?

In this unit, you will find out about the earliest ancient societies and think about the evidence that we can use to learn about them.

Sumer

Sumer is one of the oldest civilisations. It was located between the Tigris and Euphrates Rivers in modern-day Iraq. The Sumerians developed irrigation systems and drained marshes, built canals and developed the earliest government and laws. The Sumerians developed metalwork, made wheeled carts and invented pottery wheels. They also made the first calendar, which followed the changes of the moon. From 3000 bce, they were ruled by kings.



tablet

A slab of stone or wood that carries an inscription or carving.

Source 4A

Sumerian contract for the sale of a field and a house, c. 2600 bce. It is cuneiform writing on a clay tablet.



Source 4B

Detail from the 'war panel' Standard of Ur, c. 2600–2400 bce. Found in the royal graves from the Sumer civilisation, its original function is not known.

Egypt

pharaoh

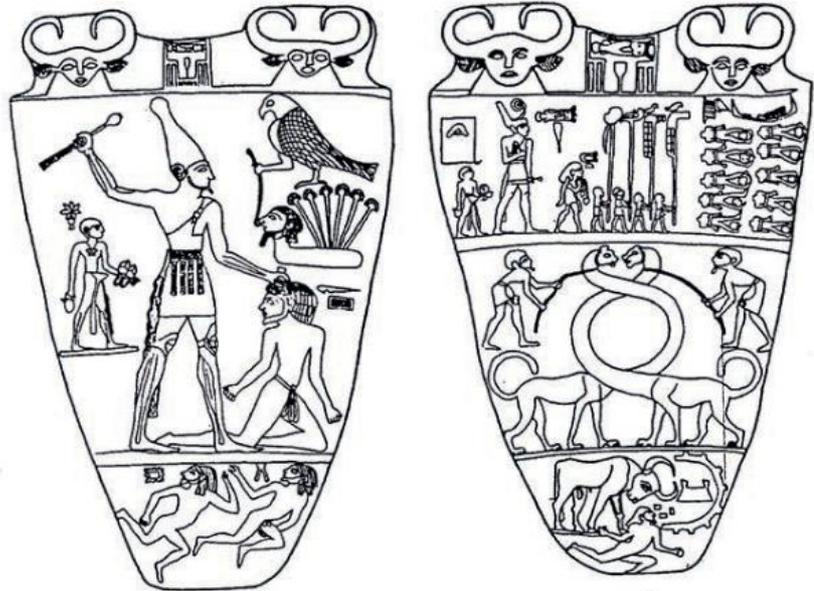
A ruler of ancient Egypt

Farmers had settled in the Nile Valley in Egypt by 5000 BCE. By 3100 BCE the Egyptians used a 365-day calendar, had developed writing and began to build with stone. By 3000 BCE they developed a massive irrigation system with dams and canals. Contact with Sumer through trade brought new ideas. The Egyptians were ruled by kings called **pharaohs** who were buried in huge stone tombs (big enough to store everything they needed for the afterlife), which later developed into the pyramids.



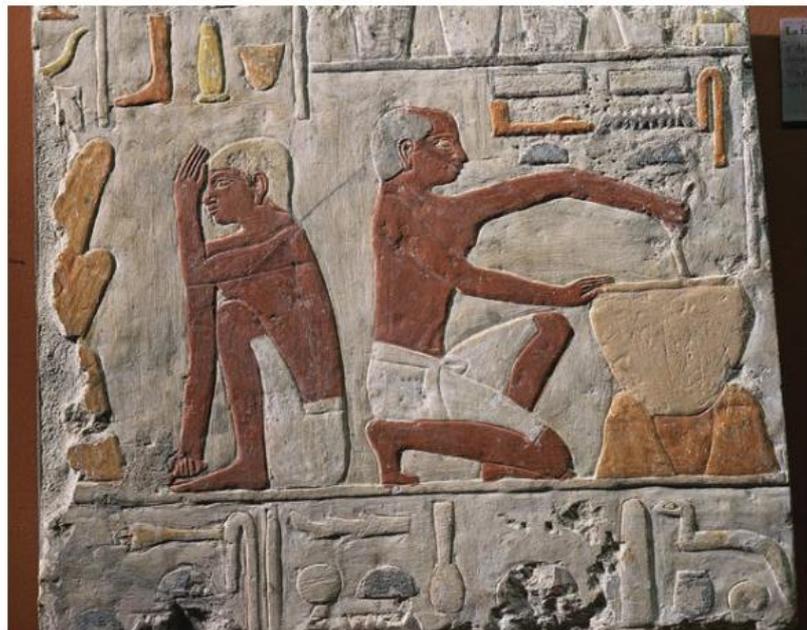
Source 4C

Front view of the Narmer Palette, created in Egypt around 3000 BCE



Source 4D

Detail of the front (left) and back (right) of the Narmer Palette



Source 4D

Ancient Egyptian painted stone relief showing people making and baking bread, created between 2500 and 2350 BCE. The figure on the left is pounding the grain; the person on the right is mixing dough.



The Indus Valley

The Indus civilisation, located in modern-day Pakistan, was not discovered until 1924. It seems that by 4000 bce, the people of the Indus Valley were farmers. By 2000 bce they had built two major cities: Mohenjo Daro and Harappa. Evidence also suggests that Mesopotamian traders sailed from Sumer to the Indus Valley. Early Indians developed irrigation and writing. Not much is known about them but it seems that they built cities that were carefully planned with palaces, public buildings and storehouses.

WEBLINK

The Indus Valley



Source 4E

Sculpture of a priest king from Mohenjo Daro, created around 2500 BCE



Source 4F

Clay seal imprints from Harappa, created between 2500 and 1700 BCE

Crete

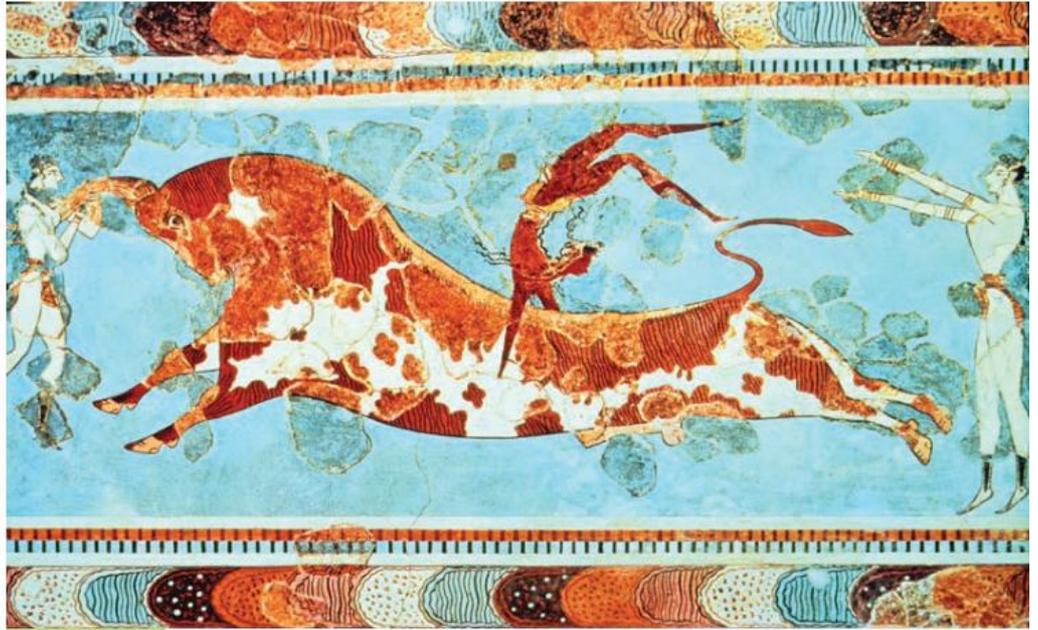
By about 2500 bce, the Minoan civilisation had developed on the island of Crete, in the Aegean Sea near Greece. There is evidence that traders from Egypt reached Crete. By 2000 bce, the Minoans made fine pottery, used picture writing and built grand palaces with colourful wall paintings. Their religion seemed to worship a goddess.



Source 4G

Snake goddess figure, created around 1600 BCE, found at the Minoan palace of Knossos, on Crete.

WEBLINK

[Ancient China videos](#)

Source 4H

Wall painting depicting bull leaping from the Minoan palace of Knossos, created around 1500 BCE

China

The Shang dynasty (1766–1122 bce) is the first era in Chinese history that is recorded. Settlers had farmed along the Yellow River valley in northern China by 3000 bce. By the time of the Shang dynasty, Chinese society had become organised and complex. The Chinese made objects from jade and bronze. They used horse-drawn chariots and had organised armies. By 2000 bce they had developed their own form of writing. Some historians believe that travellers from Mesopotamia reached China and introduced new farming methods to the Chinese.



Source 4I

Oracle bone created between 1300 and 1050 BCE. Chinese nobles would carve important questions for the gods onto the bones of animals.



Source 4J

Bronze dagger and axes made in China between about 1300 and 1000 BCE



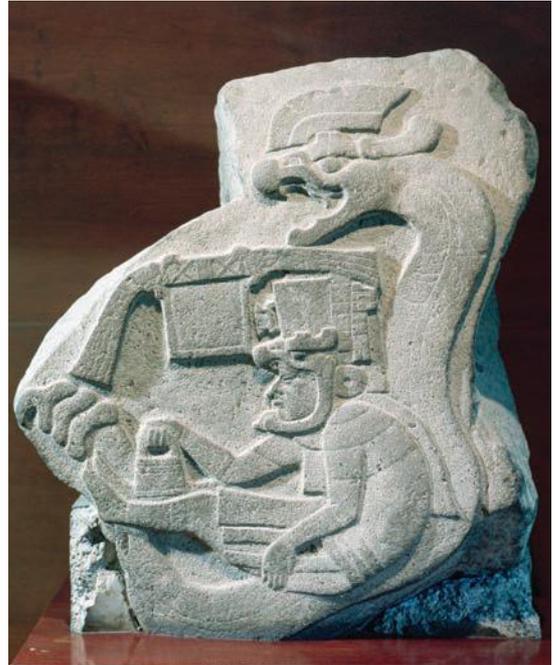
Central America

The Olmecs were the earliest known civilisation in the Americas. They lived in modern Mexico from about 1200 bce. We do not know if they brought farming and technology from other peoples or developed them on their own. Archaeological finds show that the Olmecs had an organised society and were skilled craft people.



Source 4K

Archaeologists study a huge Olmec stone head in La Venta, Tabasco State, Mexico, 1947. The head is thought to have been created around 700 BCE.



Source 4L

Olmec stone relief sculpture of a priest making an offering, dated to c. 1000–600 BCE. The snake figure behind the priest may be a god.

Analysis and use of sources

Make a heading in your workbook for each of the societies described in this unit.

For each society:

- 1 Look carefully at the sources for that society.
- 2 Write down all of the things that both sources tell you about that society. Use the Source Checklist or Artefact Checklist on page 30 to help you.
- 3 List any things that you need to find out to help you to examine the sources. (For example, do you know what an oracle bone was?)
- 4 Share what you have written with a partner. Add to your list anything else that your partner has included.

MAKING

Chronology, terms and concepts

- 1 Explain how and why humans spread from Africa to other parts of the world.
- 2 Describe the changes that occurred with the development of farming.
- 3 Explain why trade between peoples was an important part of the development of ancient societies.
- 4 Discuss the reasons why there are so many things that we do not know about the development of early humans.

Perspectives and interpretations

- 5 What was the most important change that took place during the period covered in this chapter? Give reasons for your response and use evidence to support your answer.

Going further: explanation and communication

- 1 Find out about the Disc of Phaistos. Is it real or is it a hoax? Create a script for a radio program or a podcast on this topic.
- 2 Find out more about the major climate and geographic changes that took place in the past. Create a storyboard for an animation (or create the animation yourself) that shows how and why this took place. Your audience is other Year 7 students.

Going further: historical questions and research

- 3 Find out about other species of hominids. Create an illustrated chart that shows the development of three other species.

CONNECTIONS

Review questions

- 1 What were hominids?
- 2 Which species of hominid do we think human beings have come from?
- 3 Describe the 'Out of Africa' theory.
- 4 When did neanderthals become extinct?
- 5 About when did the earliest humans reach Australia?
- 6 When did the time known as 'ancient history' begin?
- 7 List six things that all ancient societies had in common.
- 8 Define the term 'hunter-gatherer'.
- 9 Where did farming first develop?
- 10 Where did pottery-making first develop, and why?
- 11 Which society has the earliest examples of writing?
- 12 Which society was ruled by pharaohs?
- 13 Where was the Indus Valley civilisation located?
- 14 What is the first era in China's history that was recorded?
- 15 Who were the Olmecs?

MAKE A REVIEW QUIZ

Skill: Use historical terms and concepts.

Skill: Identify a range of questions about the past to inform a historical inquiry.

Task:

- In groups of two to four, write 20 multiple choice questions to review this chapter.
- You should include questions about chronology, terms, concepts and sources.
- Use a quiz generator such as 'Who wants to be a millionaire'

- (free download from Super Teacher Tools: www.superteachertools.com) to create your quiz.
- Host a Chapter Review quiz with your class using your quiz or play another group's quiz questions.

Reflection: How did your questions differ from other groups? Why do you think each group had different questions?

QUIZ

Early human societies review quiz

HIS07OVQZ00058

INTERACTIVE

Early humans crossword

HIS070VIN00089

WEB 2.0

INTERACTIVE

Early humans drag and drop

HIS07OVIN00112

PUZZLE SHEET

Early humans crossword

HIS07OVPS00105



PART A

THE ANCIENT WORLD

Key inquiry questions

- 1 How do we know about the ancient past?
- 2 Why and where did the earliest societies develop?
- 3 What emerged as the defining characteristics of ancient societies?
- 4 What have been the legacies of ancient societies?





INVESTIGATING THE ANCIENT PAST

How do we learn about the past? In this chapter you will discover that our knowledge and understanding of the past comes from the work of archaeologists and historians. You will explore how archaeologists uncover and examine the things that the people of the past have left behind. You will also learn how these things, called sources, are used by historians to learn about the past. When you study sources, you need to remember that things are not always as they seem. When historians and archaeologists investigate the past, they ask questions about the source to make sure that they understand the past as clearly as possible. As you explore this world, you will develop the skills to investigate the past and make your own judgements based on the evidence.





UNIT 1: HOW DO HISTORIANS AND ARCHAEOLOGISTS FIND OUT ABOUT THE PAST?

WORKSHEET

Archaeologist of the future

HIS07APWK00062

WORKSHEET

Completing a site study

HIS07APWK00035

Historians and archaeologists have one thing in common: they all want to find out about the past. They use the clues that people and societies have left behind, but in different ways. Archaeologists search for and study the objects that were made and used in the past. Historians use these objects, along with written sources, to learn more about the past. Our knowledge of the ancient world comes from what we learn from both archaeologists and historians.

Sources

The pieces of information, or evidence, that historians use to investigate the past are called sources. There are two main types of sources for ancient history.

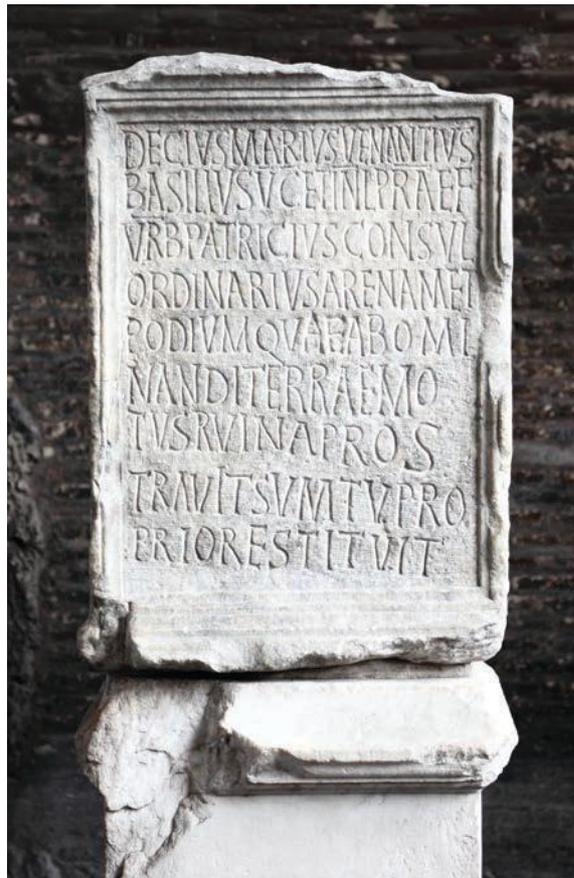
1 Written sources

Written sources are sources that have been written down. There are two types of written sources:

- **Primary sources.** These sources were written at the time of the period that you are studying. Sources 1A and 1B are examples of primary written sources.

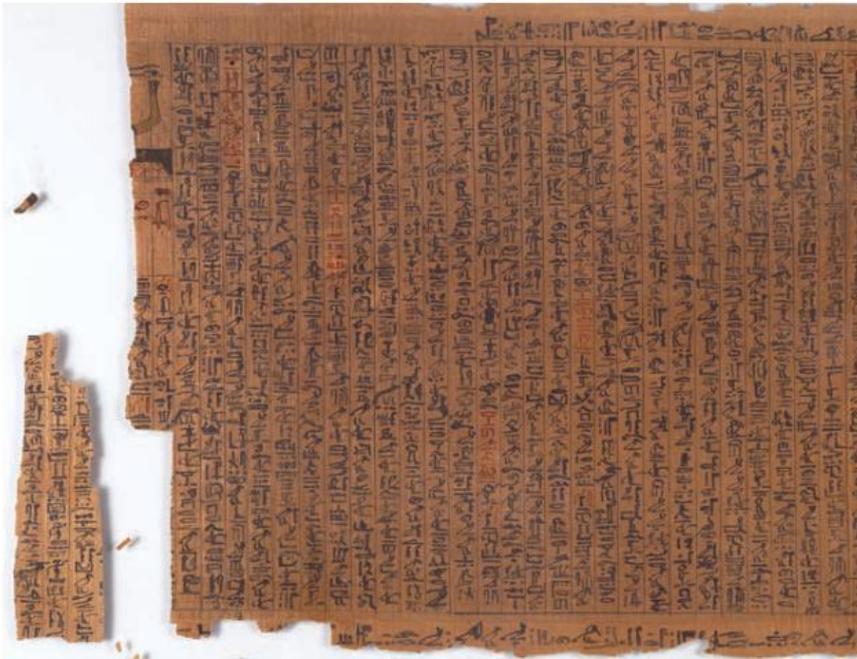
WEBLINK

Primary sources



Source 1A A marble tablet found in the Colosseum in Rome

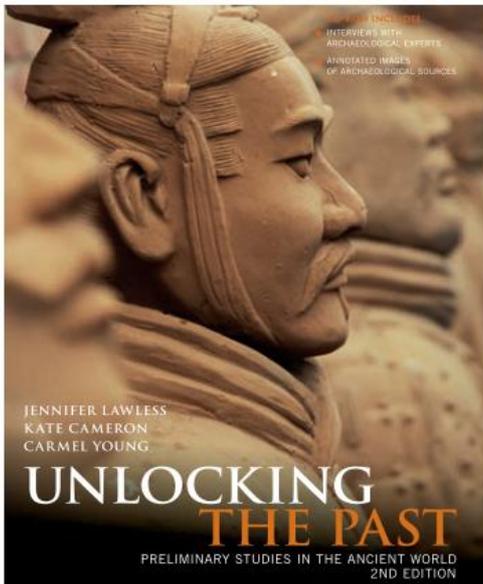




Source 1B

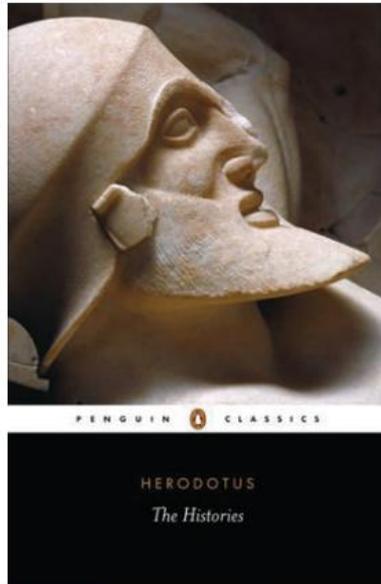
Section of the Book of the Dead of Sobekmose, written on papyrus around 1479–1400 BCE and found in Saqqara, Egypt

- **Secondary sources.** These sources were written after the period that you are studying. Sources 1C and 1D are examples of secondary written sources.



Source 1C

History textbook, written in 2008



Source 1D

Modern edition of *The Histories* by Herodotus, written in 440 BCE

The origins of words

The word 'archaeology' comes from two ancient Greek words: *archaia*, which means ancient things and *logos*, which means knowing. So archaeology is the things we know about the past from ancient things. The word 'history' comes from another ancient Greek word, *historia*, which means tale, story or investigation. You can also see the words 'his' and 'story' within the word 'history'!



2 Archaeological sources

Archaeological sources can be objects made and used by people or they can even be human, animal or plant life. We call these things artefacts. The place where the archaeologists find the artefacts is called a site. Artefacts can be just about anything, including the objects shown in sources 1E–1H.

WEBLINK

Archaeology magazine

WORKSHEET

Historians and archaeologists

HIS07APWK00061



Source 1E

A museum restorer examines a bead from a gold necklace from about the 1st century CE, found in northern Afghanistan in 1978.

CE

'The common era', the time from the birth of Christ until the present day.



Source 1F

Some Anasazi cave inscriptions, such as these found in Moab, Utah, USA, are up to 2000 years old.





Source 1G The terracotta warriors, found near the burial site of Shi Huangdi in China, were created about 2300 years ago



Source 1H The Colosseum in Rome was completed about 1900 years ago





Sources and evidence

Sources do not always tell the truth or tell the whole story. You have to evaluate or think very carefully about what each source tells you to make sure that it is reliable. Use the following checklists to help you to evaluate sources. You can also find them on the NelsonNet website.

WORKSHEET

Source checklist

HIS07APWK00101

Source checklist

- 1 Who made or wrote the source?
- 2 What is the source? (a letter, a textbook, a statue, a photograph, etc.)
- 3 Where does the source come from?
- 4 When was it made?
- 5 Is it a primary or secondary source?
- 6 If it is a secondary source, where did the person who made the source get his or her information?
- 7 What information does the source add to the topic you are investigating?
- 8 Can you locate other sources that confirm what the source is telling you?
- 8a Can you locate other sources that contradict or offer other views of the source?
- 9 Does the source just describe events or does it express an opinion?
- 10 If the source expresses an opinion, what is that opinion?
- 11 Why do you think the person who made the source had that opinion?
- 12 Is there anything about the source, or what you already know about the topic, that helps you to understand this?
- 13 Is there anything that the source doesn't tell you?

WORKSHEET

Artefact checklist

HIS07APWK00102

Artefact checklist

- 1 **What does it look like?**
Describe its colour
Describe its size
Describe its shape
Describe any decorations
Describe what it is made from
- 2 Where was it found?
- 3 What could it have been used for? Give reasons for your answer.
- 4 **How old could it be?**
Describe the condition of the artefact (Is it worn away, broken, damaged, rusted, decayed or fragile?)
- 5 Who might have used it? Give reasons for your answer.
- 6 What do you think the artefact is?
- 7 What does the artefact tell us about the time it was made in or used?





Chronology, terms and concepts

- Write a sentence explaining the meaning of each of the following terms:
 - historian
 - archaeologist
 - artefact
 - source
 - evidence
 - site
 - primary source
 - secondary source.
- For each of the following sources, write down if it is a primary or secondary source. List the things that each source might tell a historian.
 - a letter written by a soldier to his mother before he went to battle
 - a list of the names and ages of slaves sold at an auction in ancient Rome
 - a website about life in ancient Egypt
 - a textbook chapter about sports in ancient Greece
 - an ancient Egyptian mummy.
- What type of sources would you use if you were investigating a group of people who did not use writing?

Analysis and use of sources

- Can you believe everything you read in a written source? Give reasons for your answer.
- Choose two of the sources in this unit. For each source, complete the Source checklist OR the Artefact checklist. You must explain why you have chosen the Artefact or the Source checklist.

UNIT 2: EVIDENCE OF ANCIENT AUSTRALIA

Geologists believe that the continent of Australia formed about 35 million years ago. At first, Tasmania was joined to mainland Australia, which was joined to New Guinea, making the continent much larger than it is today. The first people came to Australia about 45 000 years ago. Many researchers believe that people could have been here as early as 60 000 years ago. They travelled down through South East Asia and used canoes or rafts to cross a stretch of water about 80 kilometres long to reach Australia. By 30 000 years ago, there were people living in all parts of Australia.

geologist

An expert who studies the structure of the earth

Climate change in Australia

It is important to remember that the climate in Australia today is different from that of 40 000 years ago. At that time, the climate was changing. Sea levels dropped and the land became drier. Parts of Australia, which had lake systems supporting people and a wide range of animal life, slowly turned into desert.

WORKSHEET

Ancient Australia site report

HIS07APWK00064





Lake Mungo: the oldest Australians

In 1969, a team of archaeologists found tiny fragments of a human skull at Lake Mungo in New South Wales. The skull was of a woman who died 40 000 years ago. Her skull had been smashed and then burnt. This was the oldest known example of **cremation** ever found.

cremate

To burn a body after death until only ashes remain

ochre

Soil that is red or yellow in colour, used as a pigment

In 1974, archaeologists found the skeleton of a man at the same site. He had been carefully laid out and covered with red **ochre**. He was buried at least 40 000 years ago. These are the oldest human remains found in Australia and one of the oldest examples of a burial ritual. They are also the oldest known human remains found outside Africa.

In 2006, another research team discovered the fossilised footprints of at least a dozen people near Lake Mungo. Using a technique called optically stimulated luminescence (OSL), the researchers discovered that the footprints were 20 000 years old, making them the oldest fossilised footprints in the world.



Source 2A 'Mungo Man', as he was found in 1974



Source 2B Footprints found in 2006 at Lake Mungo



Megafauna at Cuddie Springs

Giant mammals, birds and reptiles known as **megafauna** lived in Australia thousands of years ago. Evidence uncovered by archaeologists at Cuddie Springs in New South Wales suggests that Aboriginal people lived side by side with megafauna for thousands of years. About 36 000 years ago, the Cuddie Springs site was a swampland where large animals could get bogged and drown. Stone artefacts have been found with the animal bones, suggesting that people scavenged the remains of dead animals for food. The world's oldest **grindstone**, dated at 30 000 years old, was also found there.

megafauna

Very large land animals that lived millions of years after the dinosaurs

grindstone

A stone used for sharpening, polishing or grinding



Artist's impression of *Diprotodon*, or Giant Wombat

One type of megafauna was the *Diprotodon* or Giant Wombat. They became extinct about 45 000 years ago. Measuring 3 metres from nose to tail, they weighed about 2 tonnes. *Diprotodon* bones have been found with cutting marks, which may have been made by Aboriginal people. A large flightless bird, the Genyornis, was about 2 metres tall with tiny wings and massive legs. Fossil remains of Genyornis have been found near cave paintings. This suggests that they must have lived near people.

Gathering or farming? Lake Condah

The traditional view of Aboriginal people is that they were hunter-gatherers who moved constantly in search of food. At Lake Condah in Victoria, there is evidence that Aboriginal people carried out eel farming and might have lived in a permanent settlement. Heather Built, from Flinders University, discovered that the Gunditjmarra people built dams, trenches and channels in the natural wetlands. They collected the young eels at sea and channelled and kept them through the system that they built. The system, built about 8000 years ago, covers about 100 square kilometres. The site also has the stone foundations of 146 buildings.



FAST FACT

Australia was home to a unique group of huge birds that could not fly. The biggest and oldest of these was *Dromornis stirtoni*, which lived in a small area in the Northern Territory millions of years ago. They were at least 3 metres tall and weighed up to 500 kilograms, making them perhaps the biggest birds that ever lived.

WEBLINK

[Australia's extinct animals](#)

WEBLINK

[Megafauna in Australia](#)

WORKSHEET

Sites of ancient Australia

HIS07APWK00063



Source 2C

A modern idea of how the land was connected when the sea level was lower. The blue dotted line indicates the area thought to have been covered by land.

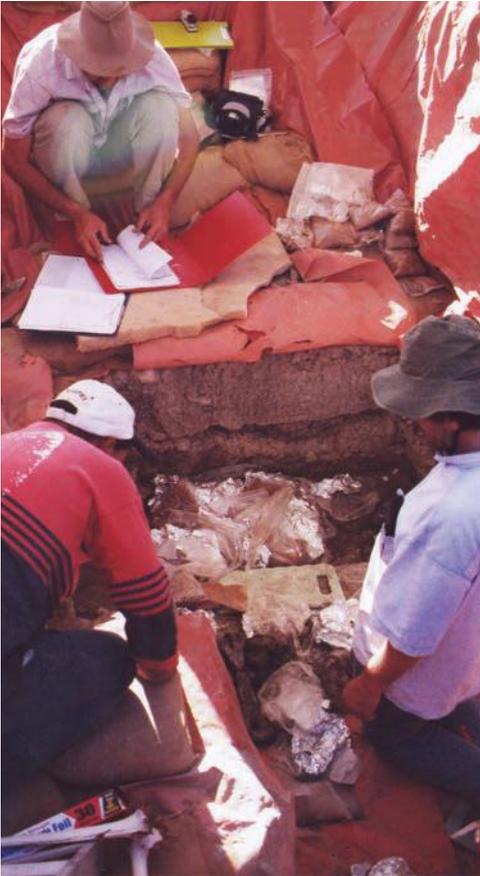
... on the north west arm of Botany bay stands a village which contains more than a dozen houses ...

Source 2D

Extract from *A Narrative of the Expedition to Botany Bay* by Watkin Tench (1789)

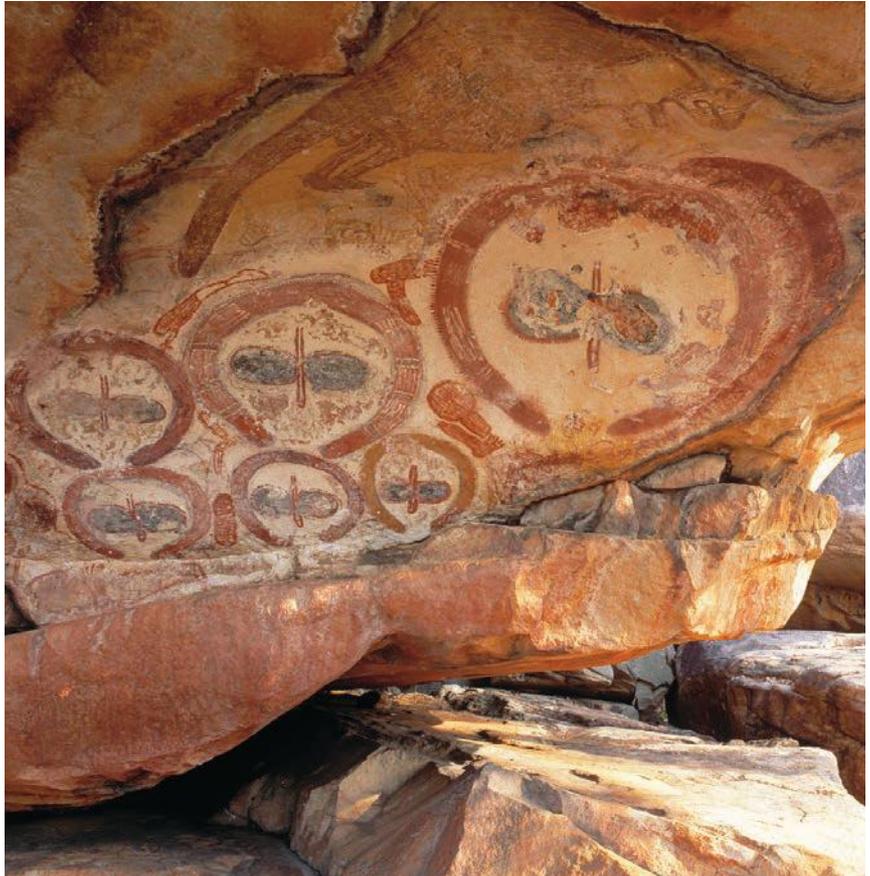
Knowledge and understanding

- 1 Explain how the first peoples were able to travel to Australia.
- 2 How would the changes in climate have affected the lives of Australian Aboriginals and Torres Strait Islanders?
- 3 Describe the evidence of burial rituals used by ancient Australian Aboriginals and Torres Strait Islanders.



Source 2E

Experts from the Australian Museum plastering bones found at Cuddie Springs. Plastering helps to prevent breakage.



Source 2F

Wandjina rock art found at Mitchell Plateau in the Kimberley region of Western Australia

Aborigines may have farmed eels, built huts

Most recently, Professor Peter Kershaw, a Monash University palynologist (expert in ancient pollen) studied the pollen record in the sediments of swamps identified by Builth as being eel-farming areas. He found evidence of a sudden change in vegetation consistent with an artificial ponding system, and initial radiocarbon dating of the soil samples suggest the ponds were created up to 8,000 years ago.

In addition, Dr Barry Sankhauser of the Australian National University in Canberra used mass spectrometry and gas chromatography to find evidence of eel fats in the sediments beneath hollowed-out trees which Builth says were likely to have been used as smokehouses and family cooking hearths.

Source 2G

Extract from an article in *News in Science*, www.abc.net.au (13 March 2003), describing research at Lake Condah, about 350 km west of Melbourne, Victoria

Analysis and use of sources

- 1 Look carefully at source 2A. What would be the difficulties for archaeologists excavating the skeleton?
- 2 Were all Australian Aboriginals and Torres Strait Islanders hunter-gatherers who moved constantly?
 - a What evidence did you use to answer this question?
 - b For each piece of evidence, write sentences explaining how the evidence helps you to prove your answer.

Explanation and communication

- 3 What were the Wandjina? Go online to find out why they are important and why they have been painted. Design and create a picture book for primary school students about their role in Aboriginal society.

Perspectives and interpretations

- 4 Which of the sites described in this unit (Lake Mungo, Cuddie Springs or Lake Condah) do you think is the most important? Make an illustrated poster that shows your audience why the site you chose is the most important.

Web 2.0

Make a brochure

Skill: Locate, select and use information from a range of sources as evidence.

Task:

- Go online and collect at least 5–10 images of Aboriginal rock and cave paintings.
- Collect the following:
 - a information about the importance of rock art in Aboriginal life and culture
 - b information about how old some of the paintings are
 - c a description of two examples of ancient rock art
 - d information that will help visitors to be respectful of the places they visit.
- Combine the images and information to create a brochure about the history of Aboriginal people in Australia through rock art and cave paintings. The brochure may be one to two pages, created with a word processing program such as Word, Publisher or My Brochure Maker (requires email login but free for educational use at mybrochuremaker.com)
- As a class, develop marking criteria of three to five points.
- Mark another group's brochure and provide suggestions for improvement.

Reflection: What were the most interesting things you learnt about the story of Aboriginal Australia? Explain your choice.

Unit 3: History Mystery

WHO KILLED OTZI?

On 19 September 1991, Erika and Helmut Simon were hiking in the Ötztal Alps in northern Italy when they made a gruesome discovery. They found the body of a man lying face down, trapped in the ice. Everyone thought it was someone who had been lost in the snow and the police checked reports of missing persons from recent years. When the body was taken to the Institute of Forensic Medicine to be examined, scientists made an amazing discovery – this was not someone who had been lost in the snow a few years earlier; it was someone who had died thousands of years ago. He was given the name Otzi, after the place where he was found.

Since 1991 scientists have tried to find out who Otzi was and how he died. No one knows for certain what happened to him but there are a number of different theories. In this unit you will examine the evidence and decide how, or why, Otzi died. Did he get lost in the snow? Did he have an accident? Was he sacrificed? Was he murdered?

forensic

The use of scientific methods to investigate aspects of crimes

Wet mummies

Otzi is what scientists call a wet mummy. This means that he was preserved by water in the form of ice. It also means that if Otzi dries out, his body will decay. He is stored in a special cold cell in the South Tyrol Museum of Archaeology. The temperature is kept at -6°C and the humidity has to be kept at 98 per cent. The mummy is also regularly sprayed with water to keep it from drying out. Next to Otzi's cell is a backup cell with its own electricity supply in case of power failure.

humidity

The amount of moisture in the air

WEBLINK

[Otzi the iceman](#)

WEBLINK

[Otzi, iceman of the Alps](#)

WEBLINK

[Otzi's face](#)

WEBLINK

[Otzi's last meal](#)



Source 3A

Otzi shortly after he was found in 1991



Source 3B

Reconstruction of Otzi in the South Tyrol Museum of Archaeology, where his body is kept



Looking for clues: scientific research on Otzi



carbon 14 dating
definition to come

DNA analysis
definition to come

	X-ray examination of bones showed that Otzi was about 46 years old when he died. This was very old for a prehistoric person.
1991	Examining one of his fingernails showed that he had been ill or stressed in his lifetime. Carbon 14 dating carried out on bone fragments, tissues and grass on his coat showed that Otzi lived between 3350 and 3100 BCE.
2002	DNA analysis showed that he ate two meals before his death. The first was wild goat and grain. Pollen in his stomach indicated that he was in a forest about halfway up the mountain. Another type of pollen showed that he moved higher up the mountain. Then he ate some deer meat and more grain.
2003	DNA testing on blood traces found on Otzi's knife, tools, arrows and coat revealed that there was blood from three other people at the scene. Two were on an arrowhead and one was on Otzi's coat.
2009	Researchers went through all of the other studies that had been done on Otzi and examined the body again. They concluded that Otzi had been injured at least twice in the days before he died. He had a deep cut on his hand and a few days later he was shot with an arrow. There were also bruises and cuts on his back and abdomen from this time.

Sources 3C–3J are some of the evidence that will help you to decide what you think happened to Otzi. The news reports on page 42 describe what some researchers think.

The evidence



Source 3C Otzi's axe

▲ This axe was a valuable and unusual item for Otzi to have with him because it was made from almost pure copper. Copper was the first metal that people used and this is one of the oldest examples of a copper item ever found. Copper axes were status symbols at this time.



Source 3D Arrows

▲ Otzi was carrying 14 arrows but most of them were unfinished. Only two of them had points on them and were ready to use.





Source 3E Knife and sheath

Source 3F An unfinished bow

▲ A small knife with a wooden handle and a very sharp stone as the blade was found near Otzi. It was not in its sheath and because Otzi seemed to be holding something about this size when he died, researchers think it might have been his knife.

▲ A long, thin piece of wood was found next to Otzi. It broke when it was taken out of the ice. Scientists now believe it was Otzi's bow. It was not finished – it did not have notches to tie the bowstring. The bow was 20 centimetres longer than Otzi. This was not unusual. This type of bow was used to hunt animals from longer distances.

amulet

An object worn to protect against evil



Source 3G Marble disc with leather strips

Source 3H First-aid kit

Source 3I Retoucheur

▲ No one knows what this object was. Some archaeologists think it was a way of carrying leather strips used to repair things. Others think it might have been an **amulet** or lucky charm.

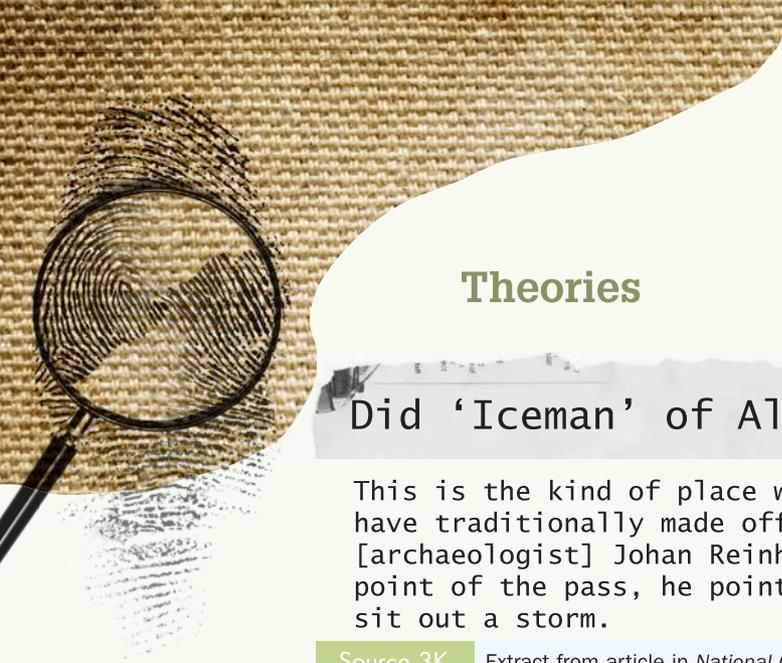
▲ Otzi was carrying two pieces of tree fungus tied to strips of hide. We know that this fungus was used for medicine, to help heal cuts or wounds and for stomach problems.

▲ At first no one knew what this was. Archaeologists worked out that it was a tool used to shape flakes of stone into arrowheads and other tools. It was also used to sharpen stone arrowheads by breaking off tiny flakes, like sharpening a pencil with a blade.



Source 3J Examining Otzi

◀ In 2001, scientists took CT scans of Otzi and discovered a small white mark in his left shoulder. This was the head of an arrow. Otzi would have bled to death only minutes after being hit. Otzi also had a heavy cut to one of his hands, bruises and cuts all over his body and a fracture at the back of his skull.



Theories

Did 'Iceman' of Alps die as human sacrifice?

This is the kind of place where people from mountain cultures have traditionally made offerings to their mountain gods, said [archaeologist] Johan Reinhard. The trench is not deep and is at a high point of the pass, he pointed out. It would have been a poor place to sit out a storm.

Source 3K Extract from article in *National Geographic News*, 15 January 2002

New theory advanced on Iceman's death

The joint study indicated the Iceman, also known as Otzi, was wounded in the hand 'a few days before' he was hunted down and killed in the mountains between Italy and Austria, the Italian news agency ANSA reported Friday.

After Iceman climbed to the spot where his frozen and mummified body was found, the researchers said he sustained a fatal arrow shot in the back before being hit 'with a blunt object, probably a rock or a stick'.

The researchers also re-examined arrows found with the Iceman's body, discovering they weren't properly sharpened, which they said was 'a likely sign that he had to leave his village in a hurry and was unable to defend himself'.

Source 3L Extract from article published by United Press International (www.upi.com), 30 January 2009

Prehistoric 'Iceman' gets ceremonial twist

Otzi originally was placed on a group of stones ... says archaeologist Alessandro Vanzetti ... Snow and ice that held the body partly thawed during warm periods ... the body then gradually rolled downhill ... lodged against a boulder, Otzi's left arm [was] twisted across his body at an odd angle ...

Source 3M Extract from article in *Science News* (sciencenews.org), 25 September 2010



Analysis and use of sources

- 1 Look carefully at source 3A. Explain what might have happened to allow Otzi's body, which had been hidden for so long, to be uncovered.
- 2 List all of the information that scientists have given us about Otzi.
- 3 Look carefully at sources 3C to 3J. For each source, write notes on what clues it could give you in your investigation of how and why Otzi died. Use the Otzi grid on NelsonNet to help you.
- 4 Read source 3K. What evidence does this source give that Otzi did not simply get lost and die?
- 5 Read source 3L.
 - a What theory about the Iceman is described in this source?
 - b What evidence made the researchers believe that this was what happened to Otzi?

Perspectives and interpretations

- 6 Read source 3M.
 - a What is Alessandro Vanzetti's theory about the Iceman?
 - b Do you agree or disagree with him? Use evidence to support your answer.

Explanation and communication

- 7 Using the evidence in this unit, write the story of what you think happened to Otzi. Remember to support your story with evidence from this unit.

WORKSHEET

Otzi grid

HIS07APWK00066

INVESTIGATE THE MYSTERIOUS DEATH OF OTZI

Skill: Identify relevant sources using ICT.

Skill: Draw conclusions about the usefulness of sources.

Task:

- Create a list of six to eight websites that would help you to solve this mystery.
- Use your class blog or a site such as Delicious (free with login at: www.delicious.com) to save all your selected websites. Be sure to include a paragraph explaining how each site will be useful to your investigation.
- Present your bookmarks to your class, explaining how each website would be useful in solving the mystery of Otzi's death.

Reflection: How did your bookmarks differ from those of your classmates? What did you learn about investigating a historical mystery from this task?

WEB 2.0





UNIT 4: PRESERVING THE PAST

WORKSHEET

Techniques in archaeology

HIS07APWK00065

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Guanche mummies

mummy

The preserved body of a human or animal

FAST FACT

When the supply of mummies to make mummy powder ran short, merchants used the bodies of executed criminals or slaves who had died. To make the powder, they buried the bodies in the sand to dry them out. Sometimes they would paint them with **bitumen** and dry them out in the sun.

bitumen

A thick and sticky substance, used for preserving or making a hard surface such as roads

Finding artefacts from the past and trying to decide what they tell us is only one side of the story. Protecting and preserving artefacts and sites so that we do not lose or destroy them is just as important. Artefacts can be lost or sites can be damaged or destroyed for a number of reasons. Natural decay, erosion or weathering are major problems but humans also cause problems.

Early archaeologists were little more than treasure hunters and artefacts were precious objects that were bought and sold. Even today, the trade in artefacts is still a big business and people who want to make money from them have destroyed valuable archaeological sites.

When thousands of people visit an archaeological site each year, they cause wear and tear, leave litter and graffiti and sometimes try to steal things as souvenirs. Many important buildings, sites and objects have also been damaged or destroyed during conflicts or wars. Sometimes when the use of a building has changed over time, parts of it have been removed or changed. Sites have been accidentally damaged by people trying to restore them or trying to rebuild them.

The Guanche mummies

In medieval times, people believed that **mummies** could be used as medicine. Thousands of Egyptian mummies were destroyed by being taken from their tombs and ground up into 'mummy powder'. Selling the powder became big business. By the 1500s, the supply of Egyptian mummies was running out. When the Spanish invaded the Canary Islands near Africa, they found thousands of mummified bodies. The Guanche people who had lived there carried out a very advanced type of mummification and kept the mummies in special caves. According to eyewitnesses, a cave found in 1770 held nearly 1000 mummies. We know that five caves were found, but according to local stories, there were many more. Even though so many mummies were found in the Canary Islands, only a few are left today. The caves were ransacked and the mummies were sold to be turned into mummy powder. The few mummies that remain are preserved in museums but archaeologists do not know what else was destroyed or lost.



Source 4A

A Guanche adult male mummy preserved in the Museum of Natural History in Santa Cruz de Tenerife, Canary Islands, Spain





In the year 1564 a physician called Guy de la Fontaine made an attempt to see the stock of mummies of the chief merchant in mummies at Alexandria [Egypt].

Source 4B Extract from *The Mummy: Chapters on Egyptian Funereal Archaeology* by EA Wallis Budge (1893)

WORKSHEET

Mummification

HIS07APWK00068

The Parthenon

The Parthenon in Athens, the capital city of Greece, is one of the most famous ancient buildings in the world. It was built as a temple to the goddess Athena between 447 and 438 bce. It had sculptures that are fine examples of Greek art. The Parthenon was turned into a Christian church in the 5th century ce. In the 1460s, after the Ottoman Turks had conquered Greece, the Parthenon was turned into a mosque and had a **minaret** built on top of it. During a war against the Venetians in 1687, the building was used as a gunpowder store. The store exploded during a battle and the Parthenon was ruined. The Venetians looted the building, destroying the interior and causing what was left of the roof to collapse. In 1806 an Englishman, Lord Elgin, was given permission by the Ottoman Turks to remove the sculptures that survived. Elgin caused even more damage to what was left of the Parthenon because many of the sculptures were part of the building itself. The sculptures, called the Elgin Marbles, were sold to the British Museum in 1816. In 1983 the government of Greece asked the British Museum to return the marbles to Greece but the request was refused. The Greek government is still trying to have them returned so they can take their place among other Parthenon sculptures in the Acropolis Museum in Athens.

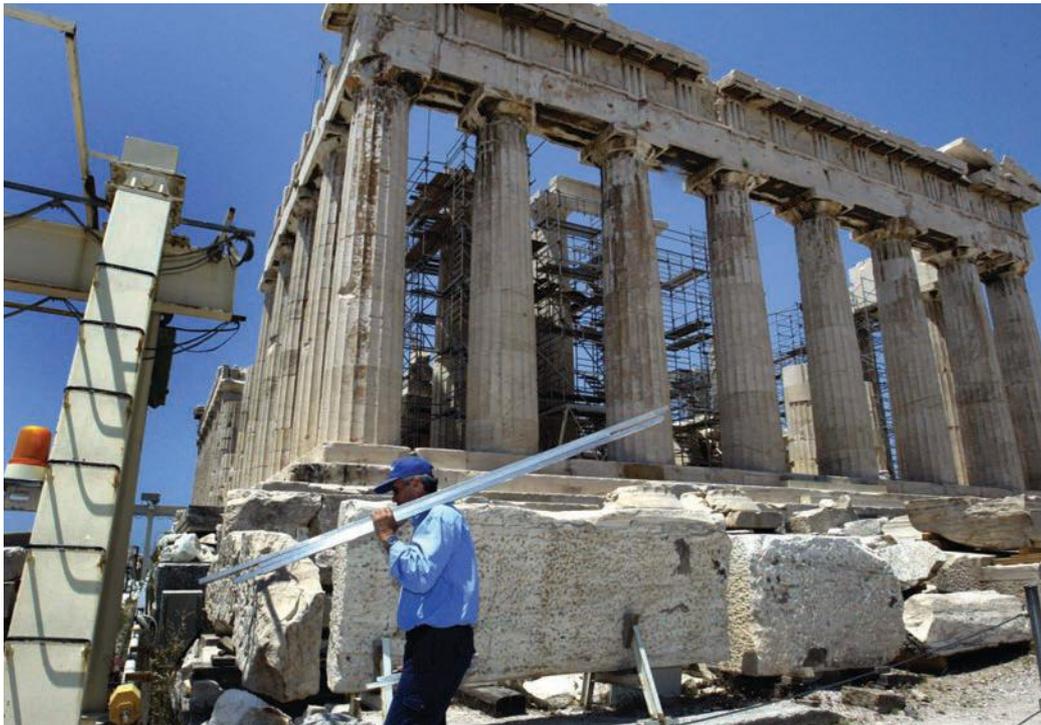
minaret

A tower attached to a Muslim mosque

WORKSHEET

The Elgin Marbles

HIS07APWK00067



Source 4C Restoration work at the Parthenon began in 2003

WEBLINK

Parthenon marbles

temple mound

A man-made mound used as the base for a temple

Slack Farm

Not all historically significant sites are protected or preserved. An important archaeological site for Native American life is at Slack Farm in Kentucky, USA. The site contained a Native American village and a number of gravesites and **temple mounds**. Archaeologists and the family who owned the farm protected the site. When the farm was sold in 1987, the new owners leased the land to people who moved in with bulldozers, tractors and digging equipment to find pottery, jewellery, weapons, pipes, trade goods and other items to sell. By the time locals called the police it was too late. People had looted hundreds of gravesites and destroyed the village. Bones were found crushed and scattered and an important insight into Native American culture was lost. This caused outrage, and laws were passed in Kentucky to make disturbing any burial place a serious crime. There was also a government campaign to try to stop people from selling and buying Native American artefacts. Special reburial ceremonies were held at Slack Farm in 1988 and 1989. In 2007, Native Americans gathered at Slack Farm for purification ceremonies to remember and honour their ancestors at the site.

Type of artefact	Value (US\$)
Pottery item	\$400 000
Basket ware	\$180 000
Carved stone object	\$15 000

Source 4D Estimated values of rare Native American artefacts, 2006

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Slack Farm

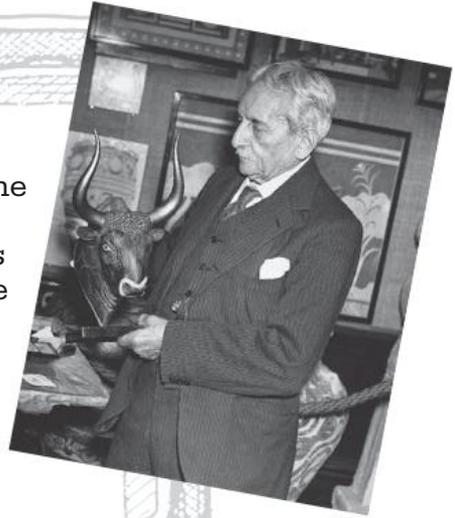
Returning to Slack Farm: Native Americans gathering at site of notorious grave digging for reburial ceremonies

‘People have got to understand’, Mulford said, ‘just because they haven’t got tombstones, these are still people. We’re not just things, artefacts. We’re people.’

Source 4E Extract from article in *Evansville Courier & Press*, 24 May 2007

Arthur Evans

One of the most respected archaeologists of the past was responsible for damaging his finds. Arthur Evans excavated the Palace of Knossos in Crete in 1900. Instead of excavating the site and protecting it, Evans decided to rebuild parts of it and simply made up features that were missing. He also painted over wall paintings that were thousands of years old, using his own ideas of what might have been there to fill in missing areas.



WEBLINK

Arthur Evans at Knossos



Source 4F

A human chain is formed to protect the Egyptian Museum of Antiquities during political unrest in Cairo (January 2011)

Reflection question

Find out more about the Bamiyan statues in source 4G. Why were they destroyed? Is this the first time in history that this kind of destruction has happened?



Source 4G

The Taliban destroyed ancient giant statues of Buddha in Bamiyan, Afghanistan in 2001. You can see a 'before' photo on page 248.

WEBLINK

*Saving antiquities
for everyone*

Chronology, terms and concepts

- 1 List the different ways in which sites and artefacts can be lost or damaged.
- 2 Use the Internet to find out how sites and artefacts in Australia are protected.
- 3 Create a timeline of the events that have caused damage to the Parthenon.

Analysis and use of sources

- 4 What evidence can you find in source 4B that proves there was a trade in mummies?

Perspectives and interpretations

- 5 Write a letter to the British Museum explaining why the statues from the Parthenon should be returned to Greece. Use the links at NelsonNet to find more information.
- 6 Why do you think the British Museum refuses to return the statues to Greece? Write down as many reasons as you can find. Use the links at NelsonNet to find more information.

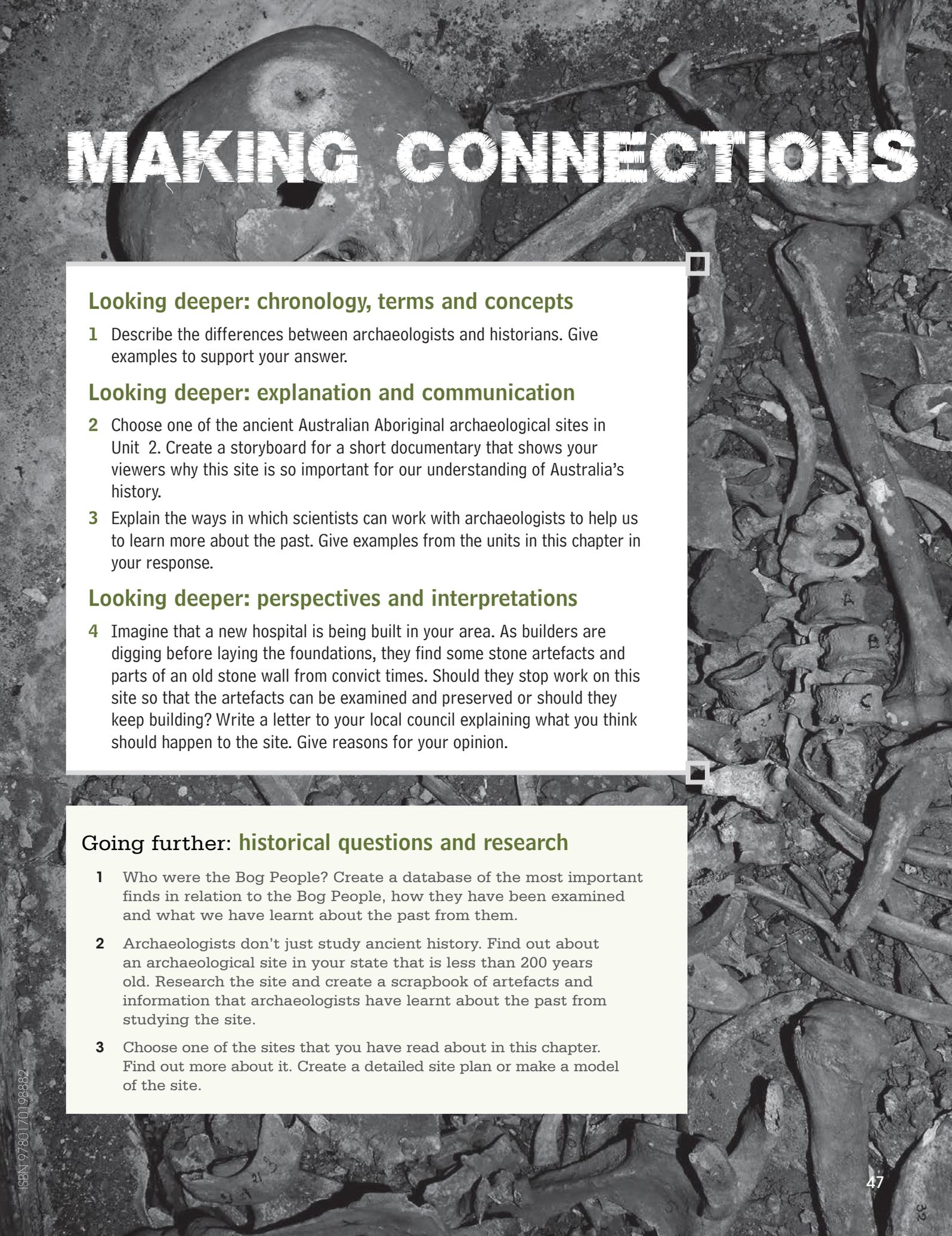
Historical questions and research

- 7 Look carefully at source 4C. What information would the restorers need to find to help them to restore the Parthenon? (Hints: How would they know what it looked like? How would they make sure that the building was safe and would not collapse more?)
- 8 What does source 4D tell you about the reasons why Slack Farm was looted?

Explanation and communication

- 9 Create a storyboard for a TV advertisement aimed at stopping people from buying and selling Native American artefacts. Use source 4E to help you.
- 10 Imagine that you are one of the people in source 4F. Write or role-play an interview between a journalist and that person. The journalist wants to get information on why the museum is important for the citizens and why they are protecting the museum. Before you start you will need to find out what items are in the museum.

MAKING CONNECTIONS



Looking deeper: chronology, terms and concepts

- 1 Describe the differences between archaeologists and historians. Give examples to support your answer.

Looking deeper: explanation and communication

- 2 Choose one of the ancient Australian Aboriginal archaeological sites in Unit 2. Create a storyboard for a short documentary that shows your viewers why this site is so important for our understanding of Australia's history.
- 3 Explain the ways in which scientists can work with archaeologists to help us to learn more about the past. Give examples from the units in this chapter in your response.

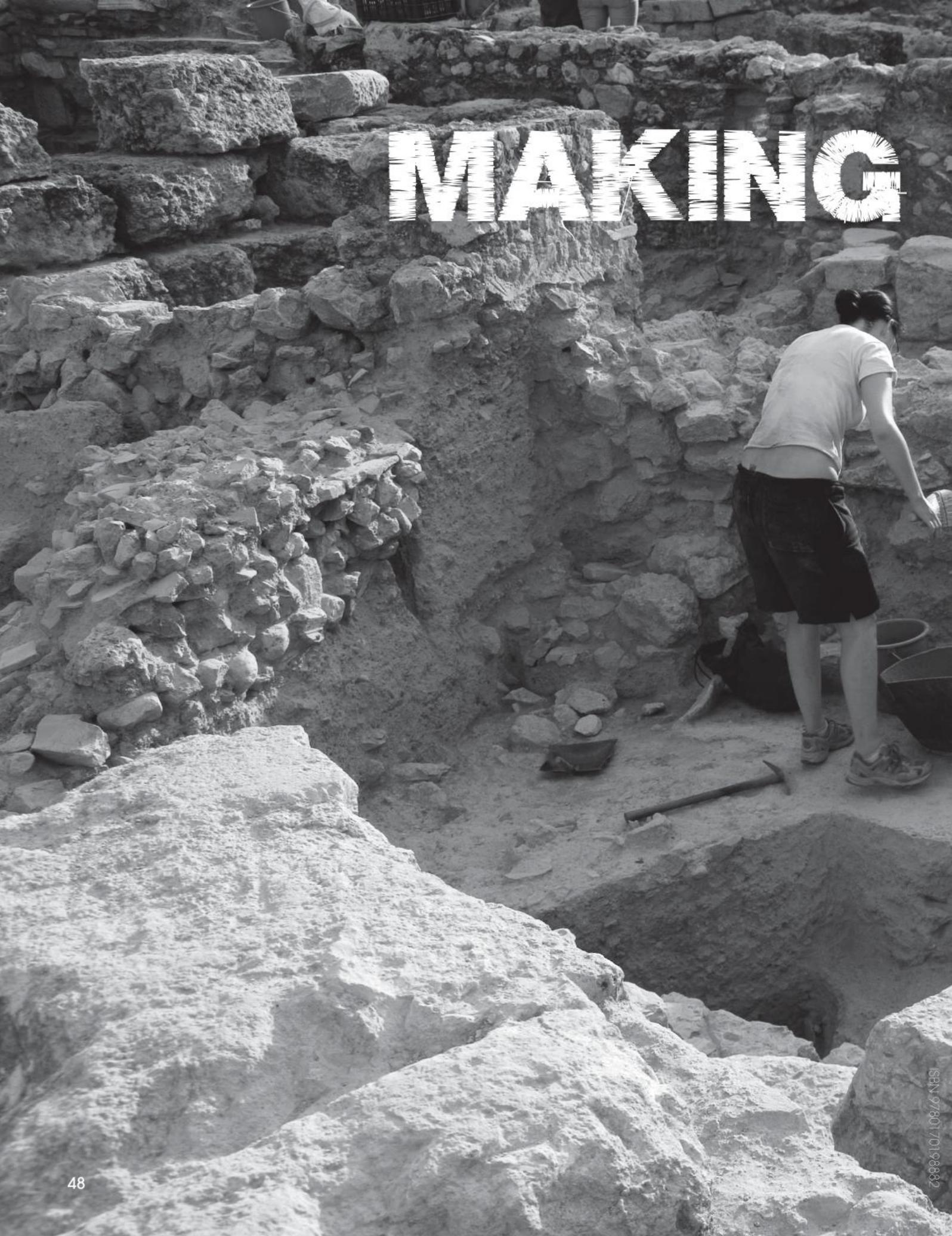
Looking deeper: perspectives and interpretations

- 4 Imagine that a new hospital is being built in your area. As builders are digging before laying the foundations, they find some stone artefacts and parts of an old stone wall from convict times. Should they stop work on this site so that the artefacts can be examined and preserved or should they keep building? Write a letter to your local council explaining what you think should happen to the site. Give reasons for your opinion.

Going further: historical questions and research

- 1 Who were the Bog People? Create a database of the most important finds in relation to the Bog People, how they have been examined and what we have learnt about the past from them.
- 2 Archaeologists don't just study ancient history. Find out about an archaeological site in your state that is less than 200 years old. Research the site and create a scrapbook of artefacts and information that archaeologists have learnt about the past from studying the site.
- 3 Choose one of the sites that you have read about in this chapter. Find out more about it. Create a detailed site plan or make a model of the site.

MAKING



CONNECTIONS

Review questions

- 1 What is a source?
- 2 List the three most important questions you think you should ask when you are examining a source.
- 3 What is an artefact? Give three examples of different types of artefacts.
- 4 What is a primary source? Give one example.
- 5 What is a secondary source? Give one example.
- 6 According to historians, how did the first peoples come to Australia?
- 7 Research and describe how the climate of Australia has changed since the time of Mungo Man. Use maps or tables if you can.
- 8 Were all Aboriginal and Torres Strait Islander people hunter-gatherers who moved constantly? Give one piece of evidence for your answer.
- 9 What is the earliest evidence of cremation ever found?
- 10 What was megafauna? Give one example.
- 11 What evidence shows us that ancient Australian Aboriginals and Torres Strait Islanders lived alongside megafauna?
- 12 Where was Otzi found?
- 13 Why is Otzi an important find? Give reasons for your answer.
- 14 What are some of the problems caused by nature for archaeological sites and artefacts?
- 15 What are some of the problems caused by people for archaeological sites and artefacts?

QUIZ

Ancient past review quiz

HIS07APQZ00069

INTERACTIVE

Ancient past crossword

HIS07APIN00090

INTERACTIVE

Ancient past drag and drop

HIS07APIN00112

PUZZLE SHEET

Ancient past crossword

HIS07APPS00103

PART B

THE MEDITERRANEAN WORLD

EGYPT, GREECE AND ROME

Key inquiry questions

- 1 How do we know about the ancient past?
- 2 Why and where did the earliest societies develop?
- 3 What emerged as the defining characteristics of ancient societies?
- 4 What have been the legacies of ancient societies?

Overview

In this section, you will investigate one of the ancient societies of the Mediterranean: ancient Egypt, ancient Greece or ancient Rome. Each of these societies has left us with legacies that continue to shape the world. You will explore archaeological evidence and think about what it was like to live in the society you are studying. You will also find out about some of the people who influenced, led or changed their society. Egypt, Greece and Rome have left us with amazing reminders of their power. The buildings that stand today and the other evidence that still exists thousands of years later tell us so much. Yet there are still many unanswered questions and mysteries that also remind us there is much to learn.





ANCIENT EGYPT

Stories of ancient Egypt are full of spectacular buildings such as the pyramids, mystical burial practices and the growth of a vibrant civilisation in a country largely made up of desert. The ancient Egyptians left clues about themselves and their lives through buildings, wall carvings, statues and artworks. The e supply details of their festivals, family life, hairstyles, clothing and religious beliefs and practices. In this chapter you will learn about the impact of the Egyptian belief system on all aspects of life, the significance of the Nile River, the development of agriculture, how the pharaohs ruled and the rich scientific and cultural life of the ancient Egyptians.

Dynasties

Modern historians have divided the history of Egypt into **dynasties**. The dynasties are further grouped into the Old, Middle and New Kingdoms and are regarded as times of political stability. The intervals between these kingdoms are the Intermediate periods – they were times when control under a centralised government and a single king broke down.

dynasty

A family whose members rule a country or region for a long period of time

WEBLINK

Discovery Channel

WORKSHEET

Timeline of ancient Egypt

HIS07MWWK00071

WEBLINK

Explore ancient Egypt – British Museum





2686-2160 BCE
Old Kingdom period



1550-1069 BCE
New Kingdom

2055-1650 BCE
Middle Kingdom



3000 - 1000 BCE

3000-2686 BCE
Early dynastic period

2160-2055 BCE
First Intermediate period

1650-1550 BCE
Second Intermediate period





□ **1479–1425 BCE**
 Female pharaoh
 Hatshepsut rules

□ **1069–332 BCE**
 Third Intermediate Period/Late Period

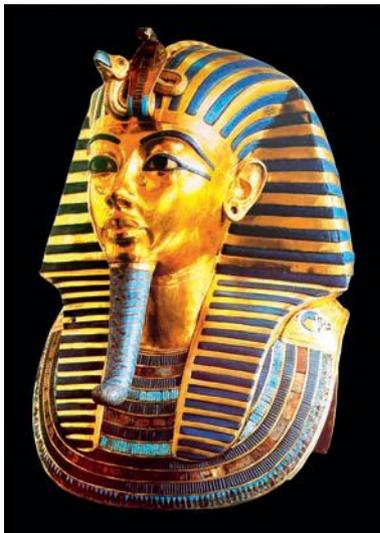
51 BCE □
 Cleopatra rules Egypt



1500 – 30 BCE

• **1336–1327 BCE**
 □ Tutankhamun rules Egypt

30 BCE □
 Death of Cleopatra
 and end of Dynastic
 Age



• **332–30 BCE**
 □ The Greek and Ptolemaic Period



UNIT 1: THE PHYSICAL FEATURES OF ANCIENT EGYPT

delta

The 'mouth' of a river, where it divides into several smaller rivers that flow into the sea

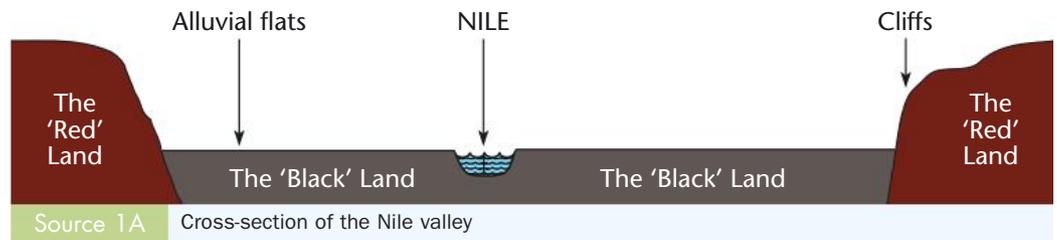
fertile

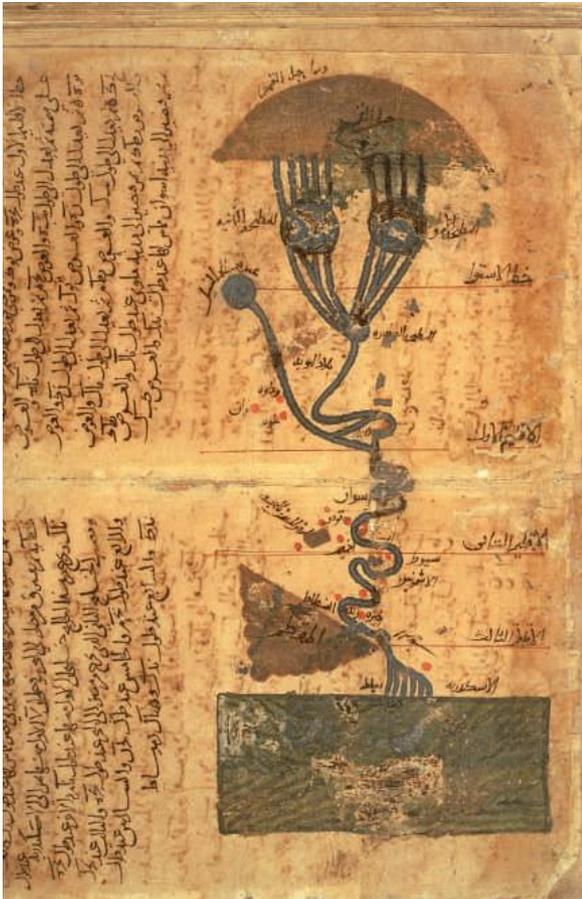
Fertile land is able to produce good crops or plants

arable

Land that is suitable for farming

Egypt is situated in the north-east corner of Africa. Its location at the edge of the Sahara Desert means it is a hot, dry country that has little rainfall. The main geographical feature of Egypt is the Nile River, the longest river in the world. The black soil on the banks of the Nile is so important that in ancient times Egypt was called *kemet*, which means 'black land'. The river flows through the centre of Egypt and then breaks into many streams before it flows into the Mediterranean Sea. This area is called the Nile Delta and is the most fertile part of Egypt. From about 7000 bce onwards the ancient Egyptians lived along the final 1000 kilometres of the Nile because that is where the most arable land could be found. The regular flood waters supplied by the Nile ensured that an abundance of different fruits, vegetables and grain could be grown along its banks.





Source 1C

Map showing course of the Nile River. The map was created in the 9th century CE by Muhammad ibn Musa Al-Khwarizmi, a Persian mathematician, astronomer and geographer.

WEBLINK

Explore ancient Egypt – British Museum

WORKSHEET

Physical features of ancient Egypt

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WEBLINK

About ancient Egypt

Herodotus, the Greek historian, travelled to Egypt in 457 BCE and saw the importance of the Nile (source 1D). (Some historians have criticised Herodotus for writing about things that he did not witness but about which he was told.)

It is clear to any intelligent observers, even if they have no previous information on the subject, that the Egypt to which we sail nowadays, is, as it were, the gift of the Nile.

Source 1D Extract from *The Histories*, Book 2 by Herodotus (c. 440 BCE)

Explanation and communication

- 1 Examine sources 1A to 1D. Explain why Arab travellers might have made maps of Egypt during the Middle Ages. (Hint: why might they have travelled to Egypt? How would a map be useful to them?)

Perspectives and interpretations

- 2 Why might Herodotus have visited Egypt?
- 3 Explain in your own words why Herodotus might have thought that Egypt was the 'gift of the Nile'.
- 4 Why do we need to be careful when using Herodotus as a source of information about ancient Egypt? Does this make Herodotus a poor source of information?



hierarchy

A system for organising people according to their status in a society

patriarchy

A society in which men have all or most of the power and influence

UNIT 2: SOCIETY

A clear **hierarchy** existed in Egyptian society. Each person was expected to contribute to the success and growth of the country and a key focus was ensuring that everyone had enough food. Egyptian society was a **patriarchy** and there was a significant difference between the lifestyles of the wealthy and the poor.

WEBLINK

Egyptian kings and queens

Pharaoh and royal family

- Lived a life of great privilege
- Seen as a god and worshipped as such
- The ruler of all Egypt

High officials and high priests

- Born into their roles
- Educated when young and trained for the role
- Lived a wealthy and comfortable lifestyle
- Able to use workers on their land

Scribes, soldiers of rank, priests, merchants

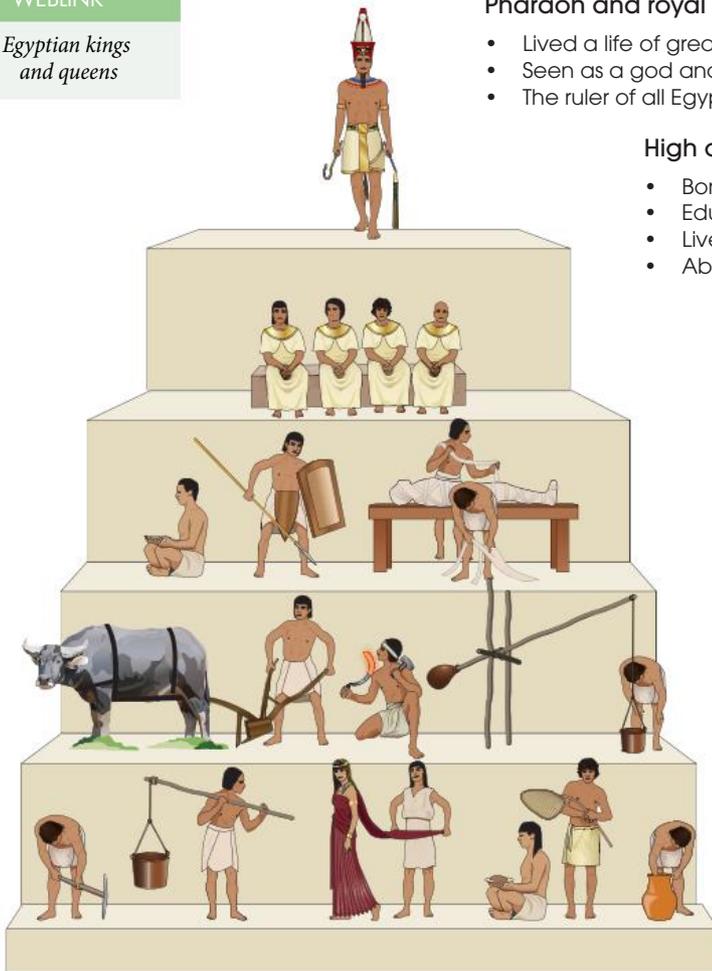
- Merchants valued for their ability to trade and provide Egypt with items not readily available
- Lived comfortable lifestyles with access to servants
- Children received some education; sons generally followed their father's occupation

Farmers, servants, workers and craftsmen

- Held no political power
- Children followed father's occupation
- Apprenticeship-style scheme for boys
- Poor lifestyle with simple houses
- Produce of farmers paid as tax to landowners
- Expected to work for pharaoh when not working in own job
- Craftsmen, such as potters, carpenters, stonemasons, valued for work in the tombs

Slaves and prisoners

- Were the property of their owner and had no rights
- Vital to prosperity of Egypt as supplied manual labour
- Usually captured in war or born into slave families
- House slaves had an easier life than some others



Social hierarchy of ancient Egypt

WORKSHEET

Social hierarchy of ancient Egypt

HIS07MWWK00073

Women in ancient Egypt

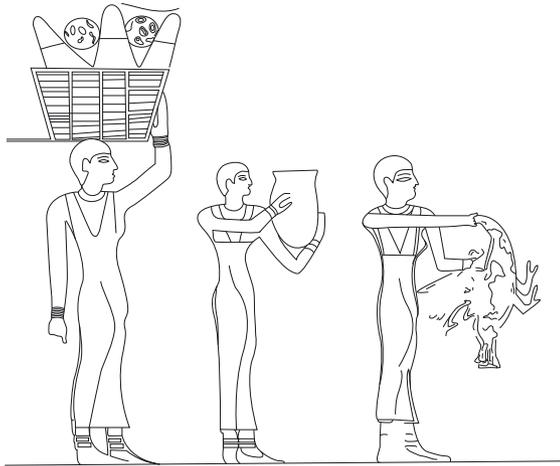
In ancient Egypt the man was the head of the household. Compared to many other civilisations, though, women in Egypt did have some rights. There were some famous female pharaohs and the wives and mothers of the pharaohs were also often very powerful.

Egyptian women were expected to marry, have a family and care for the home. Most marriages were arranged by the parents and Egyptian girls tended to marry around the age of 12. Boys waited until around the age of 20 to marry as this ensured they had learnt useful skills to help them support a family. Wealthy women were able to own and sell property, could work as priestesses and they were not forced to marry against their will. Poor women often worked outside the home as farm labourers, spinners, weavers, dancers, singers, musicians and even professional mourners.

Egyptians themselves in their manners and customs seem to have reversed the ordinary practices of mankind. For instance, women attend market and are employed in trade, while men stay at home and do the weaving. In weaving the normal way is to work the threads of the weft upwards, but the Egyptians work them downwards. Men in Egypt carry loads on their heads, women on their shoulders; women pass water standing up, men sitting down. To ease themselves they go indoors, but eat outside in the streets, on the theory that what is unseemly but necessary should be done in private, and what is not unseemly should be done openly.

Source 2A

Observations on the role of women by Herodotus, recorded in *The Histories*, Book 2 (c. 440 BCE)



Source 2B

Women carrying food and drink as funerary offerings, from the tomb of Ihuy, Old Kingdom

FAST FACT

While many women worked, they were not allowed to handle blades. That excluded them from work such as harvesting crops. They were also not permitted to work on the banks of the Nile because of the danger of crocodiles.

Explanation and communication

- 1 Select one group that interests you from the social pyramid on the opposite page and research that group's role within Egyptian society. Create a digital presentation to share with your class in which you explain:
 - a the tasks performed by your chosen group of Egyptian society
 - b their rights and responsibilities as a group in society at that time
 - c their status (how highly they were regarded) in society.

Analysis and use of sources

- 2 Using source 2B as a basis, explain why Herodotus may have been surprised by what he observed about the roles of women in Egypt.

UNIT 3: RELIGION

What did the ancient Egyptians believe?

The Egyptians believed that many different gods existed and that the gods controlled the universe. They believed they would be judged by the gods upon their death. If a person had led a good life, they would be rewarded with perfect happiness forever. Bad behaviour would ensure they were eaten by cruel monsters in the afterlife. The need to please the gods or ward off evil spirits was part of daily life for the Egyptians. They also believed that the gods appeared in the form of animals, so by worshipping the animals, Egyptians were worshipping the gods.

WEBLINK

*Egyptian kings
and queens*



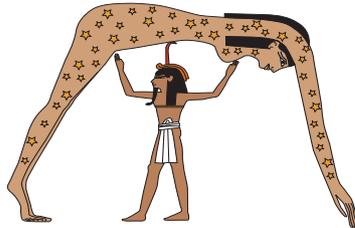
Ra (the sun god)



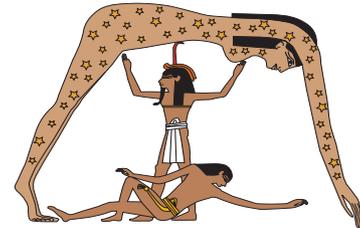
Shu (god of the air)



Tefnut (god of moisture)



Nut (goddess of the sky)



Geb (god of the earth)



Osiris



Isis



Nephthys



Seth

The nine main gods and goddesses of Old Kingdom Egypt



Homage to you ... You are seated on your throne,
 you rise up in the sky ...
 you are seated on your throne as the king of the gods.
 Hail ... ascribe praise to Ra, the lord of heaven,
 the King, life, strength,
 and health, the maker of the gods.
 ... The gods rejoice when they see Ra crowned on his throne,
 and when his beams flood the world with light.
 The majesty of this holy god sets out on his journey,
 and he goes onwards till he reaches the land of Manu;
 the earth becomes light at his birth each day;
 he proceeds till he reaches the place where he was yesterday

Source 3A

Hymn of praise to the god Ra when he rises in the eastern part of heaven. From the Book of the Dead, Papyrus of Ani (c. 1550 BCE). Translated by EA Wallis Budge (1895).

Worshipping in the temples

Huge temples were built to honour the gods. Priests lived in the temples and tended to the gods. Each day they would wake the god with a hymn and bathe and dress a statue of the god. Incense was burnt three times a day while offerings of food were made and singers and dancers provided entertainment.

On very special occasions the statue of a god was taken out of the temple. It was placed on a specially built **barque** and taken for a journey down the Nile.

barque

A type of boat, often ornately decorated

FAST FACT

Temples often featured a carved pair of ears on the exterior walls. These allowed people to pray directly to the god without having to enter the temple.



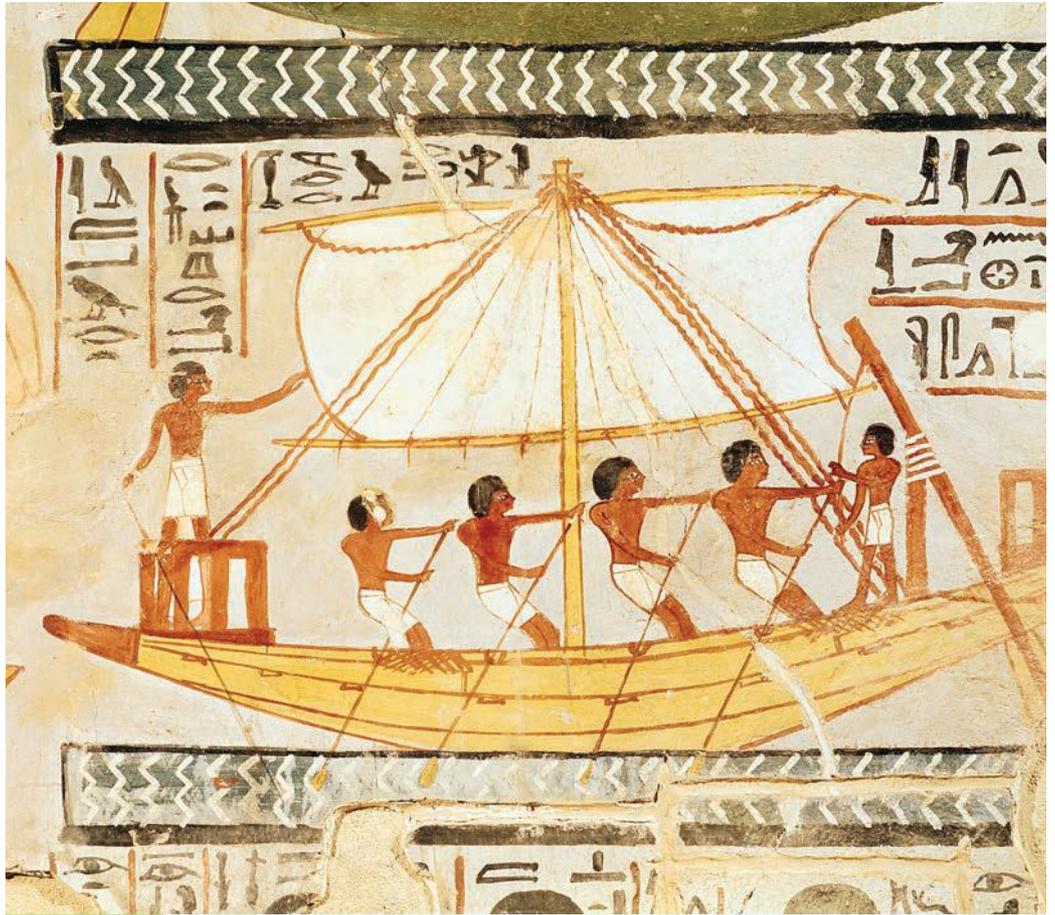
Source 3B

Part of the ruins of the huge temple complex at Karnak, near Luxor, Egypt



WEBLINK

Ancient tombs, temples
and pyramids



Source 3C

Painting of a ceremonial barque on the Nile River, from the Tomb of Sennefer (c. 1550–1292 BCE)

Thou art the Great Cat, the avenger of the gods, and the judge of words, and the president of the sovereign chiefs and the governor of the holy Circle, thou art indeed . . . the Great Cat.

Source 3D

Inscription to the goddess Bastet found on the royal tombs at Thebes

If a cat dies in a private house by a natural death, all the inmates of the house shave their eyebrows; on the death of a dog they shave the head and the whole of the body.

Source 3E

Extract from *The Histories*, Book 2 by Herodotus (c. 440 BCE), describing the mourning of cats and dogs



Analysis and use of sources

Look carefully at the illustration on page 60, then:

- 1 Draw up a table in your workbook in which you identify the name of each of the main gods. Go online to research each god and complete the table. Explain their area of responsibility and provide examples of their associated animal or symbol.
- 2 Using the illustration on page 60 as a guide, which god or goddess would you turn to in the following situations?
 - a To get help at school
 - b To look more attractive
 - c To pray for a loved one who has died
 - d To make sure the sun comes up in the morning and goes down at night
 - e To prepare a body for burial
- 3 Source 3A gives us important information about the god Ra.
 - a What daily event is attributed to Ra?
 - b How do we know this is a hymn in praise of Ra? Use a quote from the source to support your answer.
 - c How does this piece of evidence support our understanding of the role of the gods in the lives of the ancient Egyptians?
- 4 Look closely at the images in sources 3B and 3C.
 - a Use five words to describe the appearance of both the barque and the temple
 - b What do these images tell us about the importance of the gods to the Egyptians?

Explanation and communication

Using sources 3D and 3E and your own research, imagine you are a priest who lives and works in a temple to the cat goddess, Bastet. Prepare a document, in the form of an ancient scroll, to instruct young men training to be priests about why and how the goddess is worshipped in the temple and in the home. Make sure you include images and maybe even your favourite cat picture.

WORKSHEET

Egyptian creation story

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Project tools

WEBLINK

About ancient Egypt



UNIT 4: LAW AND GOVERNMENT

delegate

To give part of your work, duties or responsibilities to someone who is junior to you

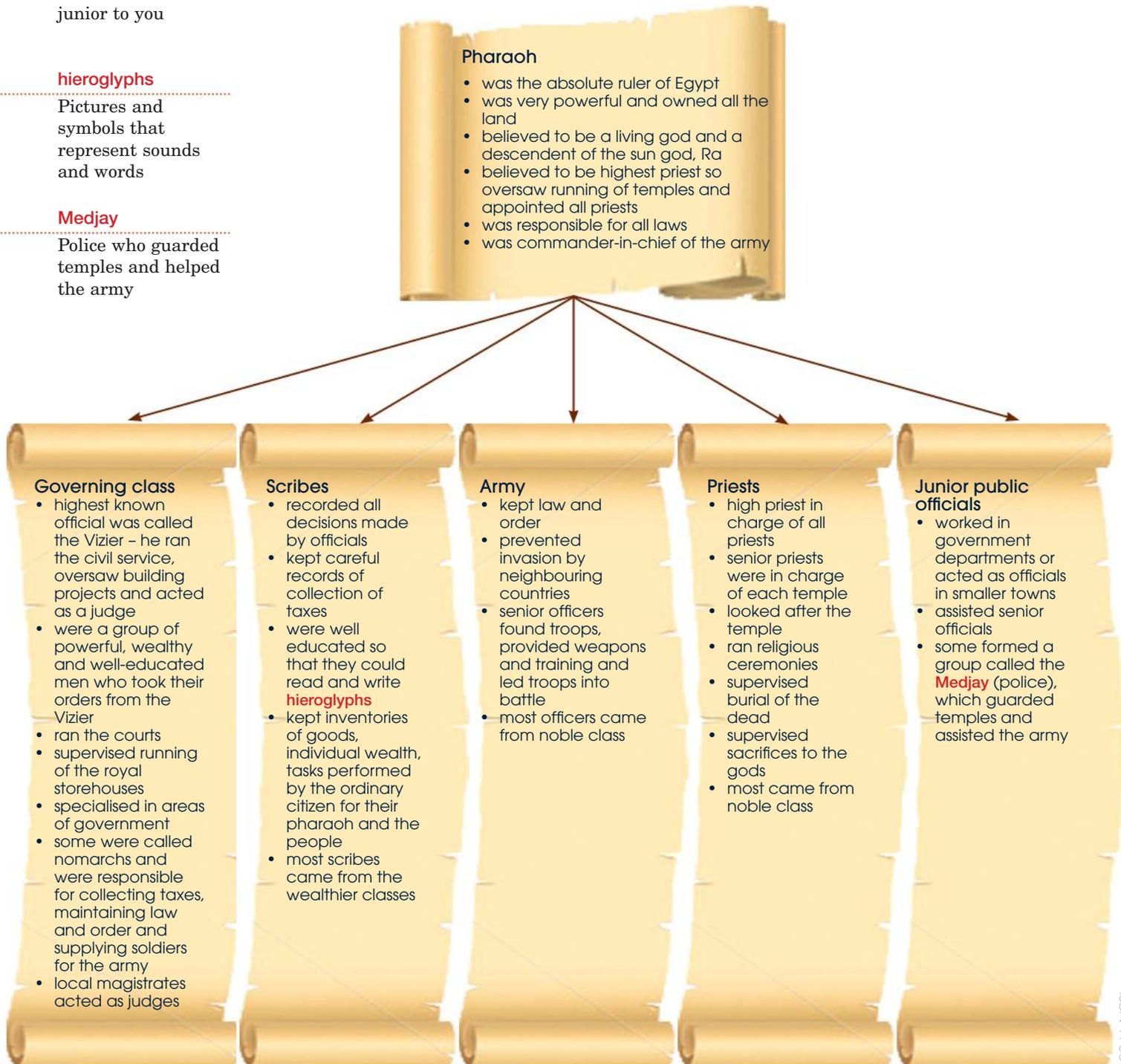
hieroglyphs

Pictures and symbols that represent sounds and words

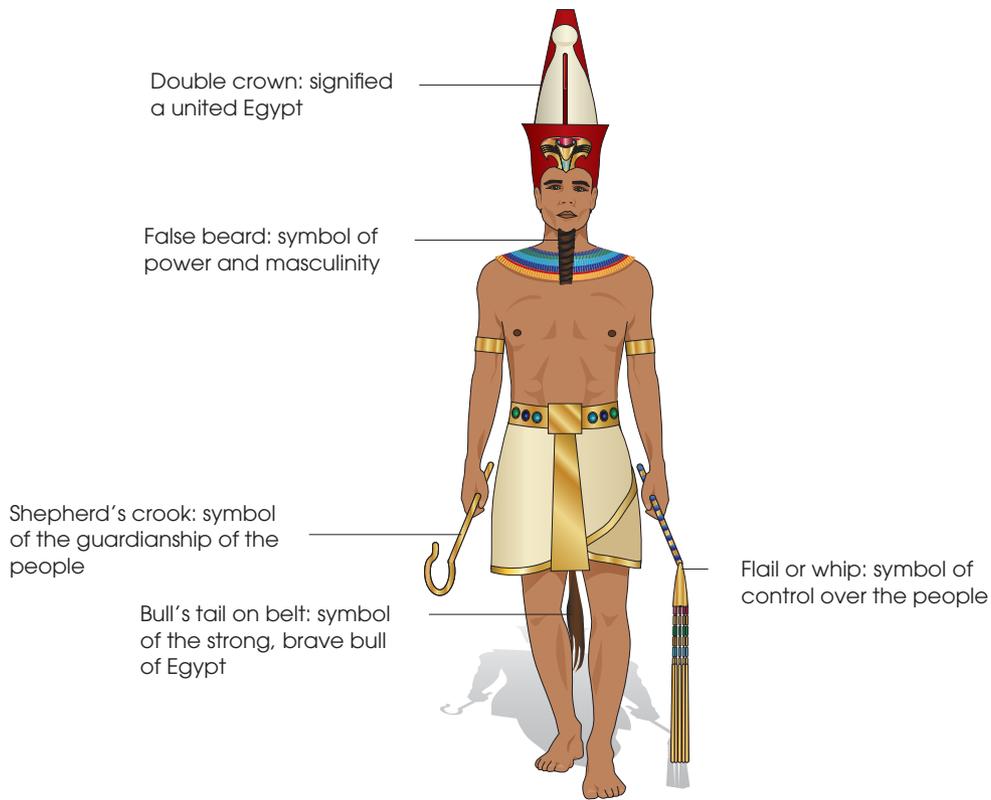
Medjay

Police who guarded temples and helped the army

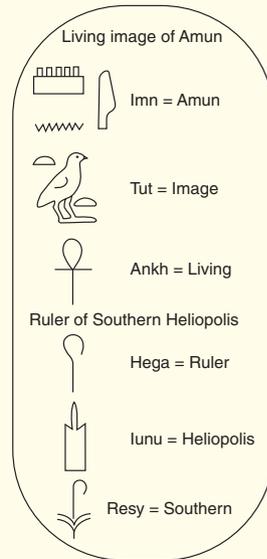
Ancient Egypt is known for its highly organised system of government and law. Initially the pharaohs held all power but as kingdoms and responsibilities grew, so did the need to **delegate** this power. Pharaohs relied heavily on officials to carry out their commands.



Structure of the pharaoh's government



Common symbols of the power of the pharaoh



Source 4A

Cartouche found in King Tutankhamun's tomb has hieroglyphs that spell out some of his titles (left); a key to the symbols is on the right

cartouche

A shape that represents a loop of rope or the sun's path in which the name of a pharaoh, expressed in hieroglyphs, is written.

Be a scribe! It saves you from hard work, and preserves you from every kind of labour.

Source 4B

Text extolling the benefits of working as a scribe, from the Papyrus Lansing, written in the New Kingdom era (1150–1069 BCE).



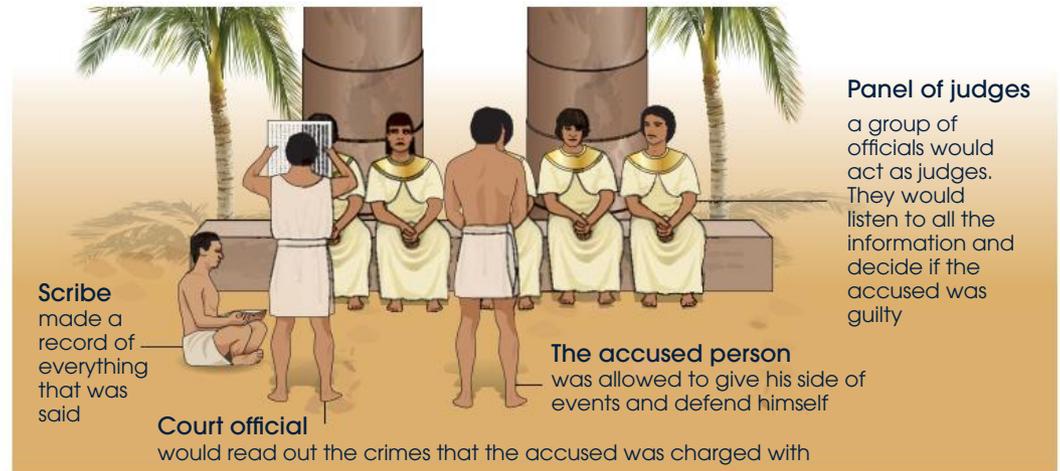
Reflection question

We are told that crime was not a significant problem for the ancient Egyptians. How do you think the punishments for crime contributed to this?

Law and order

During the Old and Middle Kingdoms, law and order was kept by local officials who had their own private police forces. During the New Kingdom a more centralised police force developed. A significant feature of Egyptian law was the protection of the rights of the people and protection from corruption of officials.

The types of punishment handed out for crimes could be harsh. They included cutting off the criminal's hands, tongue, nose or ears, and being sent to labour camps in the desert. If a person was found guilty of a crime, the whole family could be punished. The death penalty was given for murder, tomb robbing or offences against the pharaoh. Drowning, decapitation and burning at the stake were some of the methods used for carrying out the death sentence.



Artist's impression of an ancient Egyptian court hearing

WORKSHEET

Law and government in ancient Egypt

HIS07MWWK00075

Explanation and communication

- 1 Look carefully at the structure of government on page 64 and the illustration of a court hearing above.
 - a Why might parents want their sons to become scribes?
 - b What were the benefits of working as a senior official for the pharaoh?
 - c Look at the court scene above and the labels that identify the role played by each person at the court hearing. In what ways does this court appear to treat everyone fairly?

Analysis and use of sources

- 2 Complete some research and make a list of the titles given to Tutankhamun that are shown in source 4A. Locate five more titles he added later.
- 3 What do the titles and the symbols of power illustrated on page 65 tell us about the importance of the pharaoh to the Egyptians?
- 4 An important festival was known as the Heb Sed or the 'Festival of the Tail', during which the pharaoh had to perform physical activities. Complete some research on the Heb Sed then write a paragraph explaining why this festival was important to the Egyptians. Include reasons why the festival might have been held by a pharaoh who was ill.

WEBLINK

Heb Sed festival

UNIT 5: EVERYDAY LIFE

Farming

Without the Nile River, the ancient Egyptian civilisation would not have existed. The river's annual cycle of inundation (flooding) meant that the farmland was renewed and fertilised every year by the rich black silt that was left behind after the floods. This rich soil allowed farmers to produce three to four crops each year, which was enough to provide food for Egypt and surplus food that was used for trade.

Farmers also made use of an early type of irrigation canal that ran from the river into their fields. Women and children of farming families were expected to help prepare the fields for planting by collecting sticks and stones that were washed down by the annual floods, which they used to make low walls around each field. They also helped by weeding the crops and collecting the harvest and were expected to help with the **gleaning** process.

FAST FACT

Wealthy Egyptians enjoyed hunting and boat racing on the river. They went on fishing expeditions using nets, spears and hunting cats and even hunted hippopotamuses and crocodiles, a practice that was considered very dangerous.

gleaning

Searching for and collecting any grain dropped by accident during harvest

The farming cycle

The water level of the Nile dictated the three farming seasons. The seasons began with the inundation, from June to September. Because workers were not needed in the fields during this season, they were employed in civic works for the pharaoh. The next season, from October to February, was planting time, when the water receded and the soil was still wet. The final season was between March and June when the crops were harvested.

Hail to thee, O Nile!
 who ... comes to give life to Egypt!
 ... Watering the orchards created by Ra to cause
 all the cattle to live,
 thou givest the earth to drink, inexhaustible one!
 ... Thou createst the corn, thou bringest forth the barley,
 ... If he shines, the earth is joyous,
 ... he is the creator of all good things,
 ... He spreads himself over Egypt,
 filling the granaries.
 ... He shines when he issues forth from the darkness,
 to cause his flocks to prosper.

Source 5A

Part of the Hymn to the Nile by the scribe Ennana, author of *The Story of Two Brothers* (c. 2100 BCE)



Source 5B

Wall painting (c. 1350 BCE) from the tomb of Nebamun, Thebes, shows the scribe Nebamun with his family and retriever cat, hunting wild fowl in the marshes from a papyrus boat



Farming implements used by the ancient Egyptians



Explanation and communication

- 1 How might the **shadouf** shown in the illustration opposite have helped the farmer?

Perspectives and interpretations

- 2 Read source 5A carefully. Use a dictionary to look up unfamiliar words or have a class discussion about words you are unsure of.
- How is the Nile River described in this source?
 - According to the source, what does the river provide for the people who live along its banks? Make a list of the claims made by Ennana.
 - Do you think the claims made by Ennana are accurate? Find two examples of language used that could be exaggerations.

Perspectives and interpretations: class discussion

- 3 Look at sources 5A, 5B and the illustration of the farming implements on page 68.
- Brainstorm as a class about what information they provide about the life of a farmer.
 - How useful were these sources in helping you to understand what life was like for farmers in ancient Egypt?

shadouf

A device for raising water by means of a pole set on a pivot, with a bucket at one end and a stone counterweight to balance it

WORKSHEET

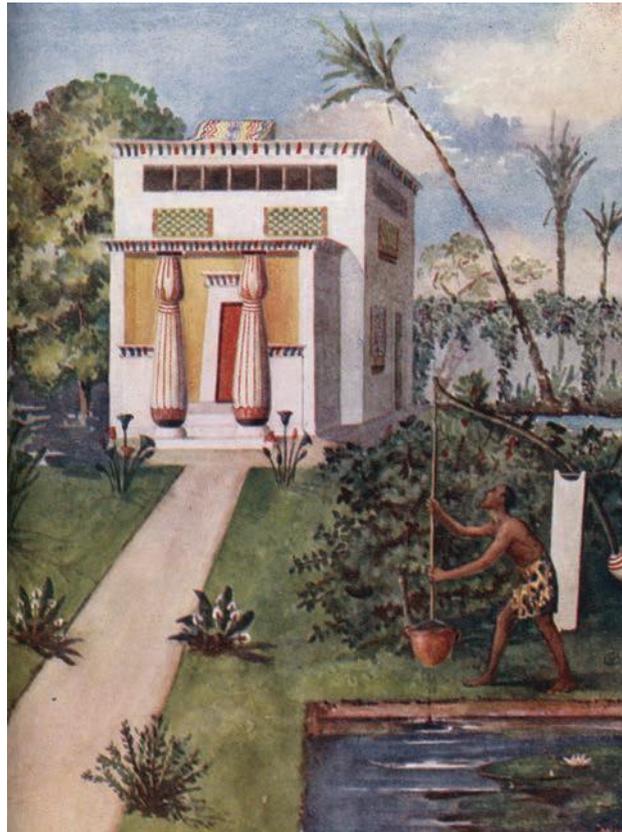
Ancient Egyptian food

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Homes

Homes were built from mud brick. The bricks were made using mud from the banks of the Nile mixed with straw made from **papyrus** reeds. Wealthier people often had a town house and a country villa. Town houses had several storeys, and each floor had a different use.

Workers' houses, which generally opened directly onto narrow streets, were small and simple. They had small, high windows to allow sunlight in but to keep heat out. Air vents in the ceiling helped to circulate fresh air. Flat roofs were used as living spaces and for sleeping.



An imagined country estate of a wealthy Egyptian in an illustration from 1912. Note the servant using a shadouf.

papyrus

A reed that grew along the banks of the Nile, used to make paper and other items

FAST FACT

Because houses had no running water, people washed themselves and their clothes in the Nile. The fields were used as a toilet and wealthier people who had a type of toilet (a bucket with a wooden seat) had the bucket emptied in the fields.

Reflection question

Mud bricks crumbled over time. Historians have some idea of what homes were like in ancient Egypt. What existing evidence could historians use to learn more about their homes?



Source 5D

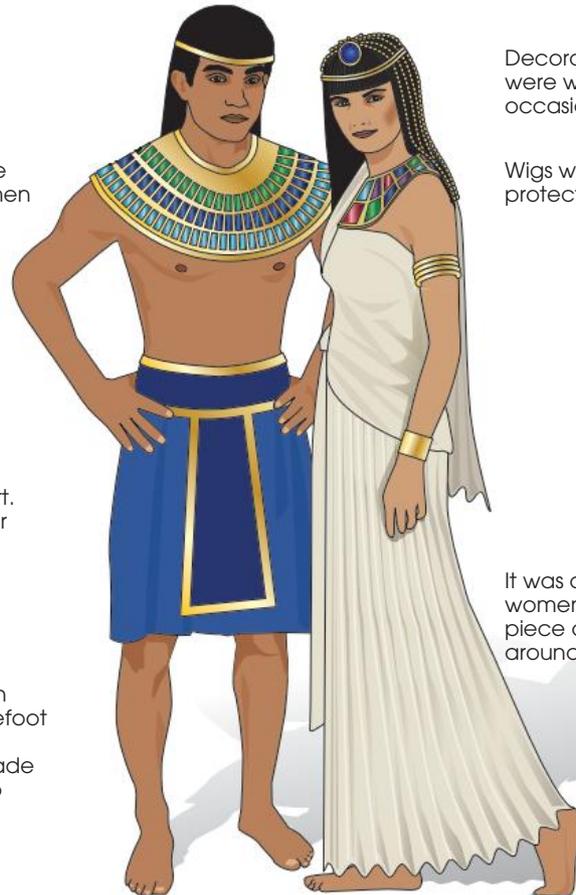
This clay model house from the First Intermediate period (2160–2055 BCE) is an example of the model houses, known as 'soul houses', that were placed in tombs. They represent the mud-brick houses of ordinary Egyptians and contained offerings to the gods.

Clothing

Decorative collars were worn by men and women

Men wore a type of skirt. Wealthy men wore their skirt longer as a status symbol.

It was common for men and women to go barefoot because of the heat. Thongs and sandals made from papyrus were also worn.



Decorative headdresses were worn on special occasions

Wigs were worn to give protection from the sun

It was common for wealthy women to wear a pleated piece of fabric draped around their body

Ancient Egyptian clothing

Egyptian costume changed very little over three thousand years. Basic garments were loosely draped and needed little sewing. The material was simply held in place around the body by knotted belts, sashes and collars ... Most clothing was [made] of linen made from the flax plant. The dyeing of fabric was not common in Egypt so most garments remained the colour of the original fibres.

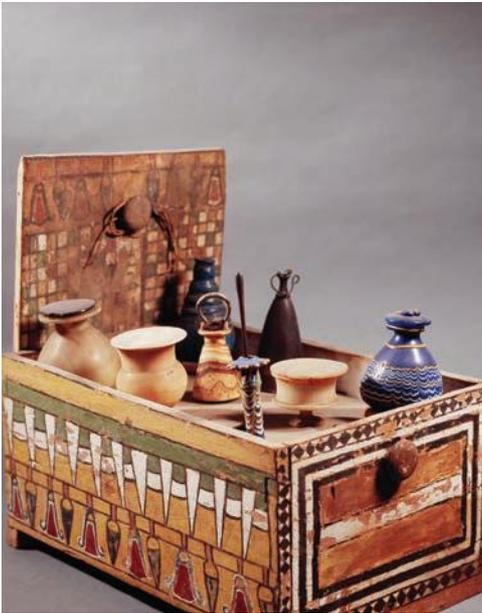
Source 5E Description of Egyptian clothing from *Imagining Egypt* by Mark Milmore (2007)



Source 5F Leather loincloth, made of small rectangles from a gazelle skin sewn together; it was worn wrapped around a man's waist and between his legs, then tied at the front.

Perfumed head cones

Wigs were worn for special occasions or religious ceremonies. Images often show men and women wearing cones on their heads and there are different theories regarding their use. One theory is that they were made of scented oil, which melted and cooled the wearer. Another theory is that they were religious symbols. Some experts even believe that they were not used in real life at all but were a symbol added to drawings to show that wigs and hair were perfumed (See source 5G).



Source 5F

Wooden toiletries box, c. 1500 BCE, from the tomb of the pharaoh's architect, Kha at Deir-el-Medina. Notice the eight small bottles of lotions and perfumes.



Source 5G

Wall painting from the tomb of Nakht, Thebes, c. 1425 BCE, shows Egyptian women wearing perumed head cones at a banquet. The women are holding lotus flowers in their hands and a servant is handing them drinks.

WEBLINK

Fascinating facts

kohl

A powder used to darken the edges of the eyelids

ochre

A brown-yellow colour

henna

A reddish-brown substance made from the leaves of a bush and used for colouring hair or skin

Analysis and use of sources

- 1 Look at the two types of houses on pages 69 and 70.
 - a What do these images tell us about the differences in homes of the wealthy and ordinary citizen?
 - b What did the wealthy consider to be important features to include in their homes?

Perspectives and interpretations

- 2 Look carefully at sources 5F and 5G.
 - a What does the variety of lotions and perfumes used suggest about the ancient Egyptians' level of hygiene?
 - b Archaeologists have found no actual accounts that explain why cones were worn on the head. How might this contribute to the fact that there are different theories between historians about the pictures of cones on the heads of ancient Egyptians?

Historical questions and research

- 3 We know that the ancient Egyptians used makeup for practical reasons as well as to make themselves look attractive. They commonly used **kohl**, **ochre** and **henna**. Research the uses of these items then draw and label a diagram depicting an ancient Egyptian wearing makeup.

Web 2.0

A historic AI inquiry

Skill: identify a range of questions about the past to inform a historical inquiry.

Skill: use a range of communication forms (oral, graphic, written) and digital technologies.

Task:

- Develop a list of five to six questions about one of the topics in this chapter. There should be at least one 'how' and 'why' question in your list.
- Visit websites such as www.discoveringegypt.com and www.ancientegypt.co.uk to find the answers to your research questions.
- Develop a Prezi presentation or a slideshow about your topic using the information you have found. Remember to use at least one photograph/image for every question, as well as a two- to three-sentence answer for each of your questions. In your answer, be sure to include a reference to the image you have used.
- Post the link for your Prezi or slideshow on your central class blog.
- Be the first to visit a classmate's presentation/slideshow. Post a comment outlining the most interesting information presented or make a suggestion for improvement or correction.
- Make changes to your presentation if they are suggested.

Reflection: Post a comment on your class Reflection Page answering the following questions.

- What did you learn about ancient Egypt from your research?
- How did the comments, suggestions or corrections made by your classmates add to your knowledge about ancient Egypt and about the skill of researching?

senet

A popular game using a board and counters



Source 5H

Wall painting from the tomb of Queen Nefertari (c. 1295–1255 BCE), showing the queen playing senet. She was one of Rameses II's eight wives.

Leisure and entertainment

In their spare time the Egyptians liked to play games, to dance and hunt and they enjoyed music. People of all classes enjoyed religious festivals and sports. Tomb paintings show that children kept pets such as dogs, cats, ducks and pigeons. They played with toys such as clay rattles, toys on wheels, wooden dolls, spinning tops and board games called snake and **senet**. They played games such as wrestling, running races and tug of war. Common games included throwing sticks that were used to hunt or throwing and catching a leather ball stuffed with feathers, while sitting on the shoulders of another child.

WEBLINK

Ancient Egyptian children



Source 5I Ancient Egyptian wooden toy mouse with a moveable jaw, New Kingdom (c. 1550–1069 BCE)

Explanation and communication

Use the Internet to locate information on the game of snake or senet.

Using dot points, summarise the rules of the game.

Make your own copy of this game and challenge your classmates.

Family life

From the wall paintings found, it appears that the Egyptians valued marriage and family life. The wife is always placed near her husband and children and couples were often depicted sharing activities. Parents expected children to be obedient and would beat them if they were rude or disobedient. Most children did not go to school as this was for the privileged classes only. Some boys went to schools that were attached to temples – they would learn to read and write by memorising long texts. Well-educated boys generally went on to become **scribes**. Some wealthy girls may have had private tutors in their homes to teach reading and writing. They may also have been taught music and dancing.

scribe

A public clerk or secretary, especially in ancient times

WEBLINK

Explore ancient Egypt – British Museum

vizier

The highest-ranked official in Egypt, usually appointed by the pharaoh

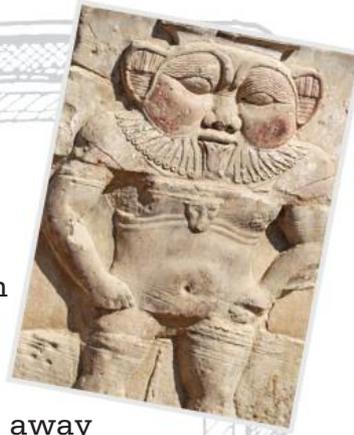
Speak not (too much)! ...
 When you sit with company, shun the food you like ...
 Gluttony is base and one points the finger at it.
 Vile is he whose belly is voracious; ...
 Let your name go forth, while you are silent with your mouth ...
 One knows not what may happen, and what god does when he punishes.

Source 5J

Excerpt from the Instruction of Ptah-hotep (c. 2400 BCE), advising children on good behaviour. Ptah-hotep was a **vizier** to the pharaoh during the Middle Kingdom period.

The god Bes

Bes was thought to have magical powers to protect women and children from danger and disease. Many women wore small amulets of Bes, a bearded dwarf often depicted with his tongue sticking out. He became a god of childbirth and was believed to frighten away any evil spirits that could kill a newborn child. It was common to place a clay statue of Bes near the head of a woman while she was giving birth, and to recite spells asking for his help.



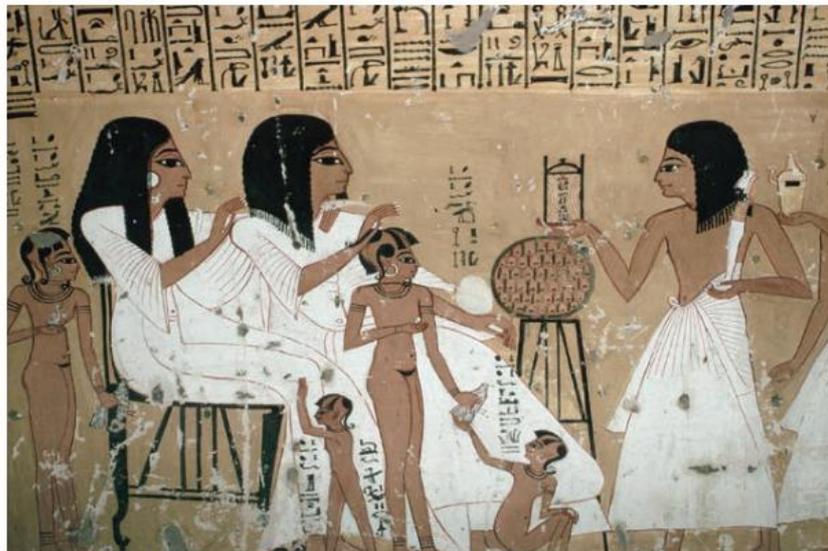
Reflection question

Sources 5J, K, L, and M are all primary sources about ancient Egypt, which means they were painted or written during the time period we are studying. Does this mean they are totally accurate?



Source 5K

Married couples were usually depicted together, as in this tomb painting of Sennefer and his wife Meryt from about 1430 BCE



Source 5L

A painting from the tomb of Inherka in Thebes, dated to about 1200 BCE, depicts Inherka and his wife and grandchildren.

If you take a wife ... she will be attached to you doubly, if her chain is pleasant ... if you are wise, love your wife ... fill her stomach, clothe her back ... be not brutal; tact will influence her better than violence.

I have taken you as a wife. I have given you [sum of money] ... if I repudiate you as wife, be it that I hate you, be it that I want another woman as wife instead of you, I shall give you [a sum of money] ... and I give you one-third of all and everything which will be between you and me from this day onwards.

Source 5M

Excerpts about marriage from the *Instruction of Ptah-hotep* (c. 2400 BCE)

Analysis and use of sources

Read source 5J carefully.

- 1 Use your dictionary to check the meaning of any unfamiliar words.
- 2 Make a list of the suggestions Ptah-hotep makes about what is good behaviour. Do you think the suggestions for the children of ancient Egypt are very different from the behaviour expected of children today or of the behaviour that was expected from your grandparents? Explain your ideas using evidence from the source to support your ideas.

Explanation and communication

- 3 Create a children's picture book that ancient Egyptian parents could use to teach their children about good manners. Include some simple pictures with each piece of advice. Hint: in Egyptian artwork, children were shown as much smaller than adults and their skin was coloured red to portray youth and health.

Chronology, terms and concepts

- 4 List five facts that you have learnt about marriage in ancient Egypt.
- 5 Do you think ancient Egyptian women may have died or been injured during childbirth? Give evidence from this unit to support your answer.

Analysis and use of sources

- 6 Look carefully at source 5M. What advice is offered in this source about how a husband should treat his wife?
- 7 Make a list of the information provided in these sources about family life in ancient Egypt. For each point, explain how our family life is different today, and how it is similar.

UNIT 6: WARFARE

Although the ancient Egyptians were not a war-like people, they fought their enemies if necessary to expand and protect their empire. During the Old Kingdom only a small standing army existed but local rulers would have called upon small bands of men when they were needed. It was common for later pharaohs to lead military campaigns themselves. They called on the gods to protect the army and help defeat the enemy before they went into battle. By the time of the New Kingdom, the army was divided into units of 4000 foot soldiers and 500 chariots, with each unit named for an Egyptian god such as Amun, Ptah and Ra.

Army life

Army life was very tough, with brutal training methods and long absences from home. Soldiers could sustain terrible injuries and many died. However, there were some advantages. Soldiers and officers were rewarded for bravery with jewels, gold and silver objects or medals shaped like flies. They could also receive a share of goods **plundered** from the enemy. During training, recruits, who could be as young as 10, were prepared for the brutality of battle by taking part in long marches and regular wrestling matches.



Fly-shaped medal awarded for bravery

plunder

To rob of goods by force, especially in time of war



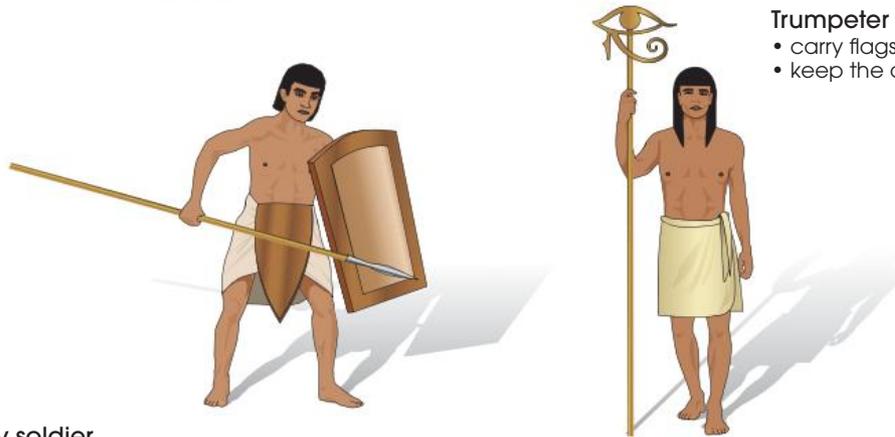
Archer

- rides in the chariot and shoots at the enemy
- must have good balance and be an accurate shot



Chariot driver

- from noble class
- spends many hours training
- skilled at driving over uneven terrain
- must keep pace with other chariots
- uses shield to protect himself as he drives



Infantry soldier

- experienced soldiers fight at the front; newer recruits at the back
- fights in hand-to-hand combat and uses shield to protect himself
- known for bravery and paid in gold, or small parcel of land
- if loyal, receives daily provisions of grain, meat and wine

Trumpeter and standard bearer

- carry flags and sound messages on their trumpets
- keep the army united and informed

FAST FACT

It is believed that Egypt's first full national army was established during the 12th dynasty (Middle Kingdom).

Conscription was used to build a large army.

Illustration of some people in the ancient Egyptian army

Come (let me tell) the woes of the soldier and how many are his superiors; the general, the troop commander, the officer who leads, the standard bearer, the lieutenant, the scribe, the commander of fifty, the garrison captain ... He toils until the Aten sets in his darkness of night. He is hungry, his belly hurts; he is dead while yet alive ... He may not rest. There are no clothes, no sandals.

Source 6A Advice of the royal scribe Nebmare-Nakht for his pupil Wenemdjamun (c. 1350–1200 BCE)

conscription

Compulsory enrolment, especially used to build armies

FAST FACT

After a battle, soldiers cut one hand off each dead enemy soldier so that the scribes could record the total number killed.

Come, I will relate to you the lot of the infantryman, the much tormented one. He is brought as a child and confined to a barrack. A painful blow is dealt to his body, a savage blow to his eye, and a splitting blow to his brow ... his bread and water are carried on his shoulders like a donkey's burden. He drinks foul tasting water and halts to stand guard. If he succeeds in returning to Egypt, he is like a stick that the wormwood has eaten – he is full of sickness.

Source 6B Account of the life of a foot soldier by a New Kingdom scribe

FAST FACT

War chariots were introduced into Egypt around 1650 BCE by Hyksos invaders. They revolutionised the art of war and the charioteers became an elite corps known as the 'Meryannu'. In battles, swiftly moving chariots were used to carry the pharaoh and generals, enabling fast changes in command. Chariots were also used to chase fugitives, who were either killed, captured, or kept as slaves.

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About ancient Egypt

afterlife

A term referring to life after death

FAST FACT

Egyptian babies were given a name as soon as they were born. It was believed that if a baby did not have a name then it would not survive in the world of the dead.

WEBLINK

About ancient Egypt

Perspectives and interpretations

- 1 Read sources 6A and 6B carefully.
 - a Discuss with a partner. Do these sources offer us fact or opinion?
 - b According to the sources, what was life like for a member of the infantry?
 - c The sources indicate that soldiers were the lowest in a long chain of command and suffered harsh training methods. Locate a sentence to support each of these ideas.

Explanation and communication

- 2 Using all the sources in this section and your own research, make a list of the different roles in the army.
Under each heading, using dot points, record as much information as you can about the life, weapons and fighting habits of each man.
- 3 Imagine you were a foot soldier, a charioteer or an officer. Write a short story about your life in the New Kingdom army. Make your story realistic by using information gained in this section of the book and your own research. Try to be as factual as you can about what weapons you would have used, your training, your battle position and what dangers you faced.

UNIT 7: DEATH AND FUNERARY CUSTOMS

Belief in the afterlife

Many Egyptians died young, often before the age of 30. They had a strong belief in the **afterlife** and a very clear idea of what would happen after death. The Egyptians believed that their soul went to the next world after death but first it had to go through a series of rituals or trials. If it passed these then it entered the Judgement Hall of Osiris (the ruler of the dead). On reaching the Judgement Hall, the soul was then required to recite the 'Negative Confession'. Similarly, the heart was also tested in the Hall of Truths.

I have not committed sin ... I have not committed robbery with violence ... I have not stolen ... I have not uttered lies ... I have terrorised none.

Source 7A Excerpt from 'The Negative Confession', Egyptian Book of the Dead, New Kingdom

Do not stand against me as a witness! Do not oppose me in the tribunal! Do not tilt the scales to my disadvantage, in the presence of the Guardian of the Balance.

Source 7B Spell found on a scarab beetle amulet

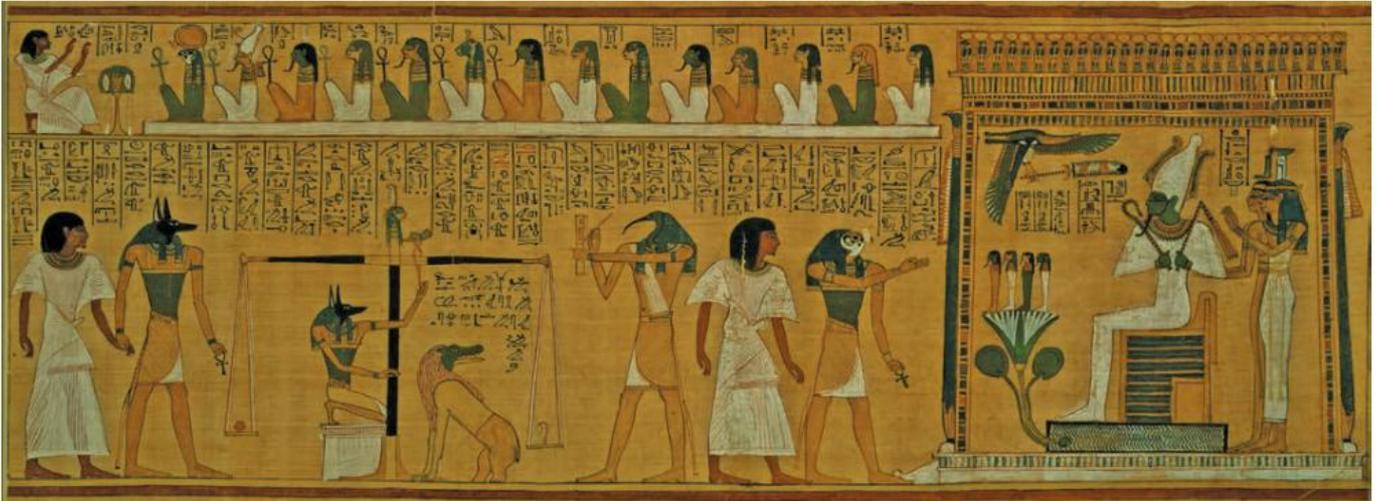
The Book of the Dead

We know much about the beliefs and burial practices of the ancient Egyptians because of a series of scrolls known as the Book of the Dead. Made from papyrus, the document contained more than 200 magic spells and detailed explanations of the afterlife and what happened to the soul of the deceased.

WORKSHEET

Weighing of the Heart

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Source 7C

Illustration on papyrus of the Weighing of the Heart against Maat's Feather of Truth, from the Book of the Dead of the royal scribe Hunefer, New Kingdom period (c. 1275 BCE). The scales are on the left, the jury of gods above. The dead person is on the far left, being led towards the scales by the god Anubis.

The burial process

To ensure that their journey to the afterlife went smoothly and that their life after death was comfortable, the ancient Egyptians tried to preserve the bodies of their dead. The less well-off simply buried the bodies of their relatives in the hot, dry sands of the desert. The wealthy and the powerful used **embalming** methods to

mummify and preserve the dead. In doing this, the Egyptians thought that they could achieve **immortality** for the dead.



Source 7D

Wedjat Eye necklace from the tomb of Tutankhamun. Amulets and charms were worn to protect the living and the dead from harm and were placed in mummy wrappings in great numbers.



Source 7E

Shabti figures such as these were placed in the tomb to carry out work for the deceased in the afterlife. It was believed that a spell would allow the figures to come to life.

embalm

To treat a corpse with preservatives in order to prevent decay

mummify

To make a mummy by embalming and drying a corpse

immortality

To live forever

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Opening of the Mouth ceremony

WORKSHEET

Burial practices in ancient Egypt
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Fascinating facts



Source 7F

Wall painting of the 'Opening of the Mouth' ceremony from the tomb of Tutankhamun (c. 1352 BCE). This was a vital ceremony to ensure that the deceased could see, hear, breathe and eat in the afterlife.

When any important man dies, the women of the family smear their heads and sometimes their faces with mud. Then they walk through the city with their dresses tied up, hitting themselves as they walk along. All their women relations join in.

Source 7G

Description of female mourners from *The Histories* by Herodotus (c. 440 BCE)

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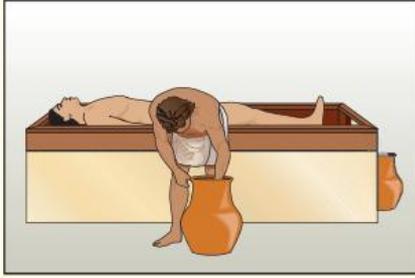
Virtual tour of the pyramids



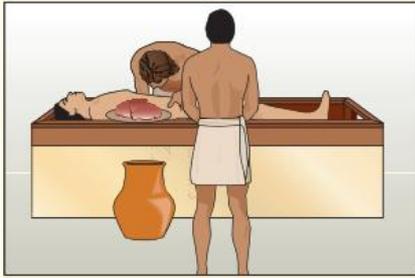
Source 7H

The pyramids at Giza today. From left to right: Pyramid of Khufu, Pyramid of Khafre and Pyramid of Menkaure.

The mummification process



Step 1: The body was thoroughly washed with water or palm wine

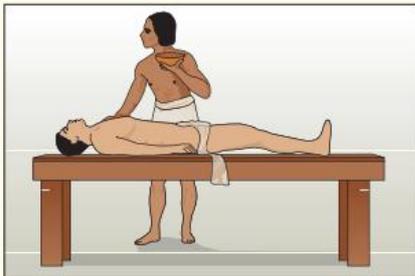


Step 2: A metal rod with a hook was pushed up the nose and the brain was pulled out

Step 3: A cut was made down the side of the body and most of the internal organs (except for the heart) were removed. The body was cleaned and stuffed with linen.



Step 4: The body was covered with a type of salt called natron, which cleaned and dried out the body. This drying process took 40 days.



Step 5: The body was then rubbed with oils and perfumes and restuffed with fresh linen. The cut was stitched up and sealed with a metal plate. The eyes were replaced by false eyes, or sometimes jewels. Hot varnish was painted over the skin to help preserve the features and the body was sprinkled with ochre (red for men and yellow for women).



Step 6: The body was wrapped in many layers of linen bandages. **Amulets** and protective charms were placed between the layers. A **scarab beetle** charm was placed over the heart and prayers were said over the body.

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Mummification

WEBLINK

Mummy maker

FAST FACT

The linen strips that one mummy was wrapped in had a total length of 4.8 kilometres.

amulet

A charm used to protect the body from evil

scarab beetle

A beetle held sacred by the ancient Egyptians. It symbolised creation.

WEBLINK

*The negative confessions***Chronology, terms and concepts**

Look at sources 7D to 7G.

- 1 What was the role of women in the funeral procession?
- 2 Explain the use of spells and amulets during the mummification process

Analysis and use of sources

- 3 Read source 7A. Go online to read the entire 'Negative Confessions'.
 - a According to this document, what behaviours would the Egyptians have seen as wrong or immoral?
 - b Based on the negative confessions, what do you think was being judged in the Judgement Hall? Why was it important to the ancient Egyptians to make such a statement?
- 4 Look carefully at source 7C.
 - a What event is shown?
 - b Why do you think this image was created on the wall of the tomb of the dead person?

Explanation and communication

- 5 Look carefully at the illustration of the mummification process on page 81 and create your own list of items needed for mummification.
- 6 Find a picture of a scarab beetle amulet and use it to draw one of your own. Make sure you inscribe a spell on its back.

UNIT 8: CONFLICTS AND CONTACTS – CONQUESTS AND TRADE

Trade

The Nile River was an important trade route for the Egyptians, not only to transport goods within Egypt, but to travel to distant places. Another trading route was created when the Egyptians cut a canal through to Nubia. During later dynasties the Egyptians became skilled ship-builders, which allowed them to trade with countries around the Mediterranean Sea. Over the years trade relationships were formed with many countries keen to acquire the bountiful food that was grown in Egypt.

Do not move the scales, do not change the weights. He [Ra] loathes him who defrauds.

Source 8A

Extract from a New Kingdom document known as the Instruction of Amen-em-apt. It instructs that traders should be honest – they had to obey strict rules or face the anger of Ra.

Reflection question

Why do you think it would have been important for traders to be honest?



Sold to merchant Hay, by soldier Nebsmen: one bull, equals 120 **deben** in copper. Received: two pots of fat, equals 60 deben; five loincloths made of fine fabric, equals 25 deben; one dress made of Upper Egyptian linen, equals 20 deben; one pelt equals 15 deben.

Source 8B Translation of a receipt from the New Kingdom

deben

A unit of weight. From the time of the New Kingdom, it was equal to about 90 grams

heknu

A type of oil that was used during religious ceremonies in ancient Egypt

300 asses laden with incense, ebony, **heknu**, grain, panthers [skins], ivory, throw-sticks and every good product.

Source 8C

Early evidence of trade and exploration. This inscription on the tomb of Harkhuf – an Egyptian nobleman who lived in about 2300 BCE – describes the items he brought back after a trip to investigate the road to Yam.

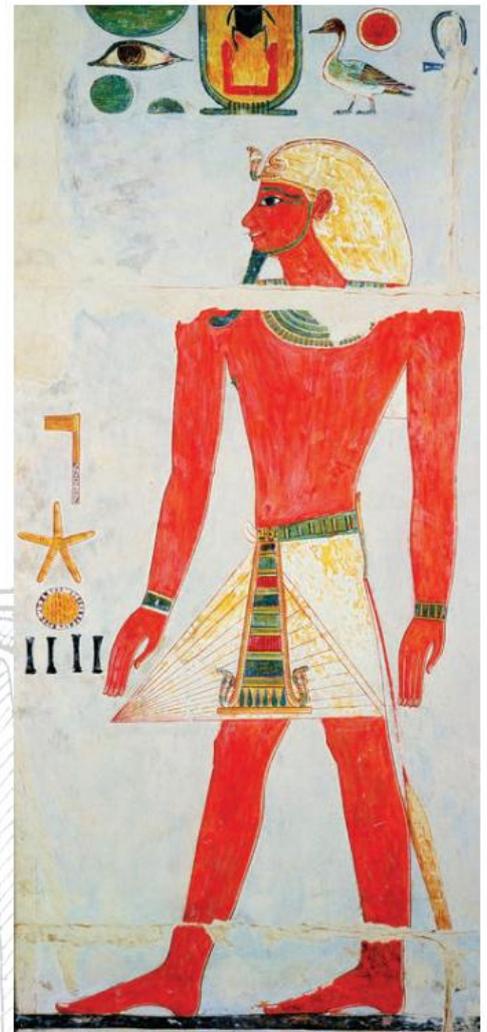
Military conquests

The first armies of ancient Egypt were established to make sure that Egypt did not splinter apart. Later, armies were sent out to acquire land and resources. Egypt benefited from the wealth it accumulated by conquering other nations, and by learning about the battle techniques and weapons of its enemies. For example, the chariot and composite bow were introduced after the Egyptians witnessed their usefulness in battles against the Hyksos.

The New Kingdom is also known as the Age of Conquest because at this time Egypt became a more powerful empire and expanded its territories. Massive armies became common and a powerful navy was created to protect the Nile River. It became common to recruit foreign paid soldiers, known as mercenaries, as they were believed to be more reliable and less open to corruption.

Thutmose I

Thutmose I, who ruled Egypt from about 1506 to 1493 BCE, is remembered for his military achievements and for establishing ancient Egypt's first standing army. He fought two important campaigns in Nubia and Syria and he created what became known as the Egyptian Empire. Thutmose I ordered the canal between Egypt and Syria to be built, which gave direct access to many places and increased trade. He is also believed to be the first pharaoh to build fortresses along rivers during the Syria campaign.



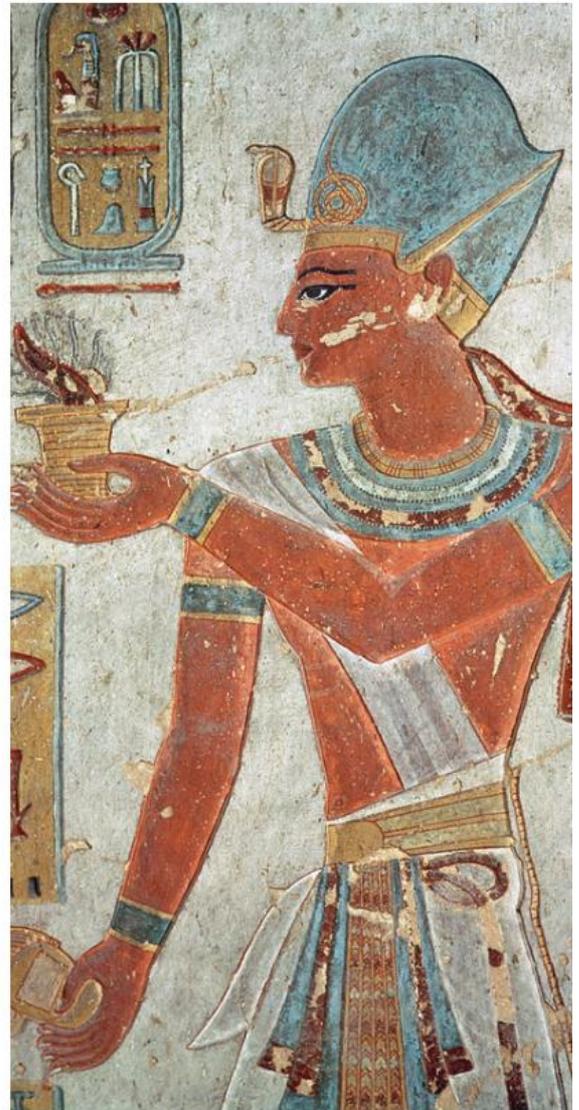
Source 8D

20th-century copy of a wall painting of Thutmose I from the Chapel of Anubis, Great Temple, Deir El-Bahri, Egypt



Source 8E

Map showing the spread of the Egyptian Empire during the New Kingdom (yellow shaded area)



Source 8F

Wall painting of Rameses II dressed for war. The painting is dated to the 19th dynasty (c. 1297–1185 BCE) and was found in the Valley of the Kings, Thebes.

Rameses II

Rameses II became pharaoh in 1279 BCE and led several military campaigns to Nubia, Libya and Syria. His most important campaign was into Syria in 1274 BCE, where he led his troops to fight in the Battle of Kadesh. Under his rule Egypt became more wealthy and powerful. Rameses II is believed to have created the world's first peace treaty between himself and the king of the Hittite Empire. This treaty was signed in 1280 BCE after two years of negotiations and ended years of war between the Egyptians and the Hittites.



The Battle of Kadesh

The battle between the Egyptians and the Hittites at Kadesh (1274 bce) was the largest recorded chariot battle in history. In this battle, Rameses split his army into four corps. Each marched 10 kilometres apart, which meant they could not support one another because of distance.

One group, led by Rameses, captured two men who deceived them by saying that the Hittites had fled the city. The Egyptians then went on towards the city but were ambushed and had to retreat from Kadesh under attack. Rameses sent messengers warning of the trap and his soldiers arrived by boat, fighting furiously and causing the Hittites to flee for the safety of Kadesh.



A modern illustration of Rameses II facing the Hittites at the Battle of Kadesh. Although he is featured driving alone, in reality Rameses would have been driven by a charioteer.

Analysis and use of sources

- 1 Look carefully at sources 8B and 8C.
 - a Using the sources, make a list of the most commonly traded items.
 - b What can we learn from your list about the items needed and valued by the ancient Egyptians?
- 2 Look carefully at the text and sources in this unit.
 - a Make a list of the enemies of the Egyptians mentioned. Why do you think they chose to attack Egypt?
 - b What do these sources tell us about Egyptian methods of control of other countries?
 - c Rameses II was often shown in paintings driving a chariot. What does this tell historians about the Egyptian view of Rameses II?

Perspectives and interpretations

- 3 The Egyptians believed they won the battle of Kadesh and images of it frequently feature in the temples built by Rameses II, but some 21st-century historians disagree.
 - a Research the battle and make a list of the positive and negative decisions/events that occurred during the battle.
 - b Which view of the Battle of Kadesh do you support? Give reasons for your opinion based on the facts you have discovered.

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Battle of Kadesh



UNIT 9: SIGNIFICANT INDIVIDUAL

Hats Hepsut

Hatshepsut was Egypt's first female pharaoh, reigning from 1473 to 1458 bce. She is well known for her accomplishments in building and trade. Mystery surrounds her death: her remains were not found until 2007.

Hatshepsut was the daughter of Thutmose I and Aahmes. When Hatshepsut's father died, her husband (and half-brother), Thutmose II, became pharaoh and she became queen. Hatshepsut and Thutmose II had a daughter, but no son. When her husband died, his illegitimate son, Thutmose III, was proclaimed the heir to the throne. Because Thutmose III was only a child at the time, Hatshepsut became the **regent** and was meant to co-rule Egypt with him. In fact, she took control as pharaoh, renaming herself Maatkare, and ruled Egypt for about 20 years until her death.

regent

A person who rules on behalf of a young, absent or disabled monarch

Pharaohs

The pharaohs of ancient Egypt were considered to be living gods and were worshipped as gods. In nearly all cases, the pharaoh was a male and was the absolute ruler of Egypt.

FAST FACT

When she proclaimed herself pharaoh, Hatshepsut claimed she was the daughter of the god Amun-Ra and that he wanted her to take the throne. She also tried to calm the fears of her people by dressing as a man.



Granite statue of Queen Hatshepsut (1503–1482 BCE), dressed as a male. She holds two vases containing offerings of wine and milk. This statue was found at the mortuary temple of Hatshepsut at Deir el-Bahri, and is dated to the New Kingdom period, c. 1490–70 BCE.

Source 9A

WEBLINK

Hatshepsut

Accomplishments

Apart from her remarkable rise to take the throne of Egypt, Hatshepsut is famous for her great building program. The most important example of this is her mortuary temple at Deir el-Bahri. There are also monuments to Queen Hatshepsut at the temple complex of Karnak, including the world's tallest surviving ancient **obelisk**. Hatshepsut proved her ability to rule by ordering expeditions to the land of Punt.

obelisk

A tall stone pillar with a square base and sides that taper to a point at the top



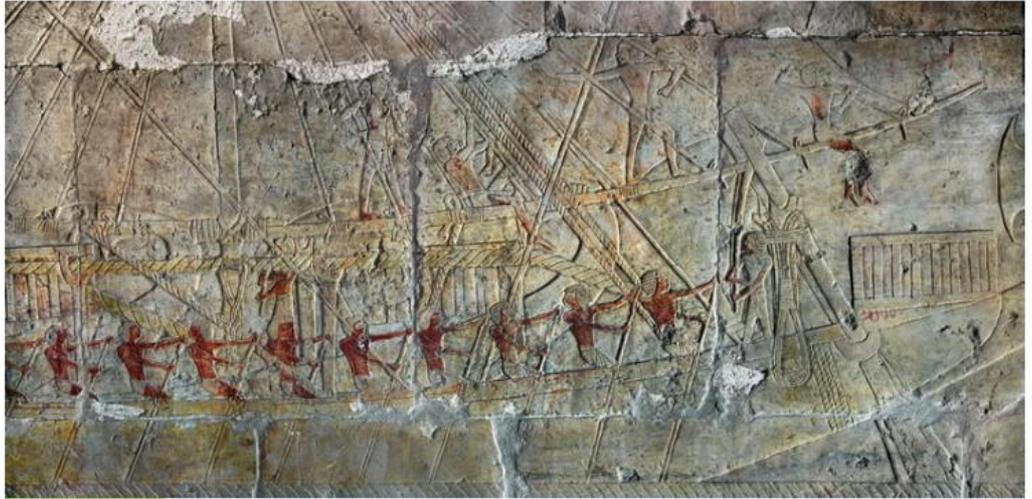
Source 9B Mortuary temple of Hatshepsut at Deir el-Bahri, built c. 1480 BCE

Hatshepsut's missing mummy

Thutmose III resented Hatshepsut for taking his place as pharaoh. It is believed that after her death, Thutmose III tried to erase the name of Queen Hatshepsut from the history of Egypt. He had Hatshepsut's mummy stolen and her tomb destroyed.

It seems that Thutmose also ordered that her name be removed from every monument she had built, including her temple at Deir el-Bahri. Some historians have even suggested that Thutmose ordered Hatshepsut's death.

Thutmose's efforts were so successful that Hatshepsut's existence was unknown to modern scholars until the 1960s. Queen Hatshepsut's remains were not identified until 2007, when a tooth was confirmed as belonging to her. The tooth was found to be the exact match for a gap in the upper jaw of a previously unidentified mummy. The mummy of Queen Hatshepsut is now displayed in the Cairo Museum.



Source 9C

Relief of a boat and crew destined for Punt, found in the temple of Hatshepsut at Deir el-Bahri

Trading expedition to the land of Punt

An inscription in the temple of Hatshepsut at Deir el-Bahri explains the nature of the trading expedition to the land of Punt. Although the inscription was damaged after her death, we can work out that the expedition probably left from Thebes by caravan and crossed about 240 kilometres of desert from the Nile to the Red Sea and may have used a canal connecting the two waterways. They carried trading goods and gifts for Prince Parihu of Punt. On the way home they carried scent, gold rings, panther skins, elephant tusks, apes, a giraffe and myrrh trees in pots!

Hatshepsut—Egypt's Female Pharaoh—Reigns Supreme at New de Young Museum

More than 3000 years after reigning as Egypt's powerful female pharaoh, Hatshepsut still fascinates her 21st century admirers, including Consul General Abderahman Salaheldin. 'Hatshepsut was a symbol of empowerment of women,' the Egyptian diplomat told journalists and photographers.

Source 9D

Extract from the *Washington Report on Middle East Affairs* (1 January 2006)

Perspectives and interpretations

- 1 Look carefully at sources 9A to 9D. Do these sources offer a negative or positive perspective of Hatshepsut? Locate five examples of words or phrases to support your view.

Explanation and communication

- 2 Source 9D is an extract from an online journal article about a Hatshepsut exhibition. After further research, write an article for your school newsletter in which you outline Hatshepsut's life, her achievements and the mystery surrounding her remains. Your article will be published when an exhibition of her artefacts comes to the town or city where you live.

WORKSHEET

Hatshepsut

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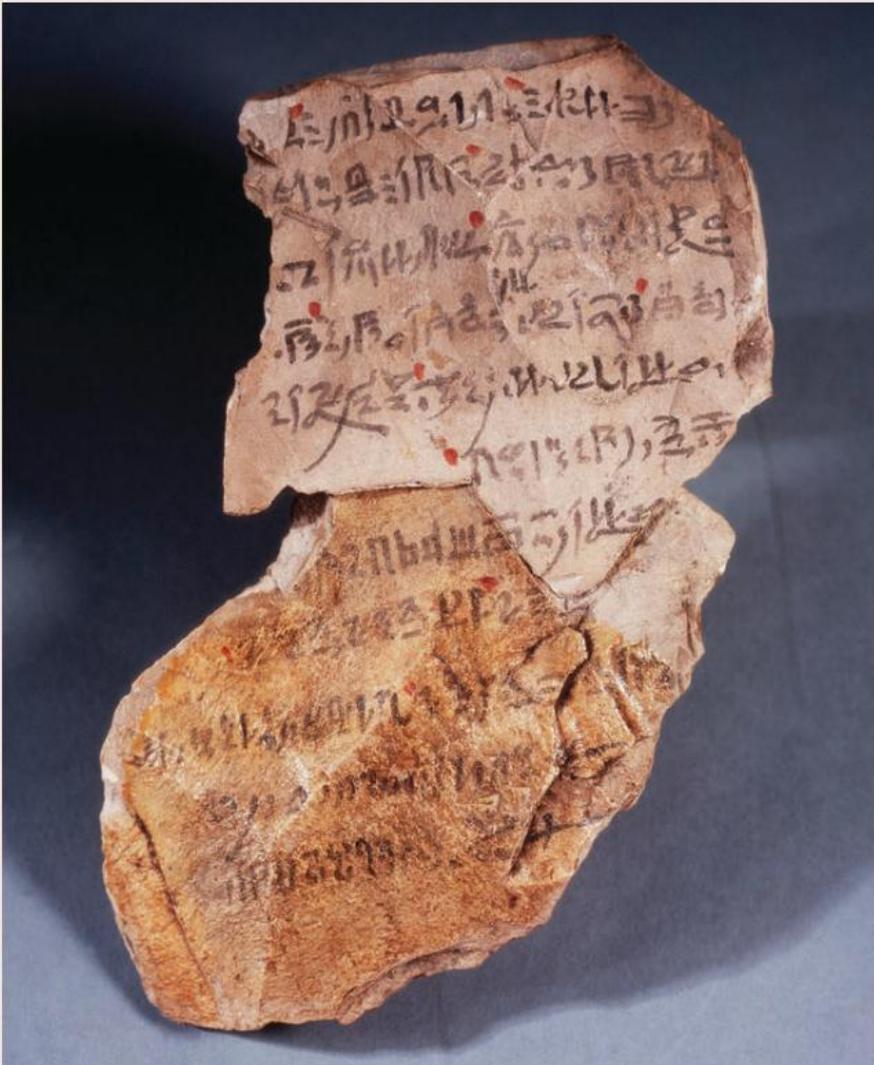
UNIT 10: ANCIENT SITES

Deir el-Me Dina

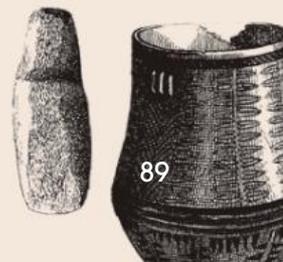
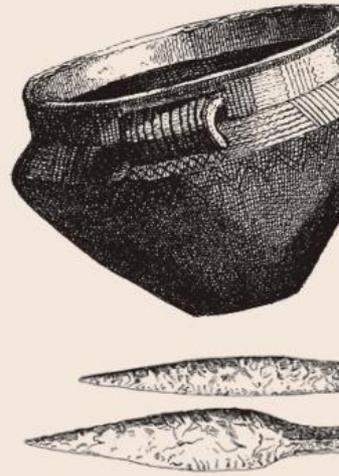
One of the most famous archaeological sites in the world is the Valley of the Kings, which contains the tombs of pharaohs from the New Kingdom. Of equal significance is the site of Deir el-Medina, which was inhabited by the people who designed, built and decorated the great tombs of the pharaohs. The village is located west of modern-day Luxor on the west bank of the Nile and is close to the Valley of the Kings.

Ostraca

Ostraca were the ancient equivalent of pieces of scrap paper. Because papyrus was expensive, people wrote on pieces of broken pottery or smooth flakes of limestone for casual communication. These contain letters, lists and legal contracts and have much to tell the historian about life in the village.

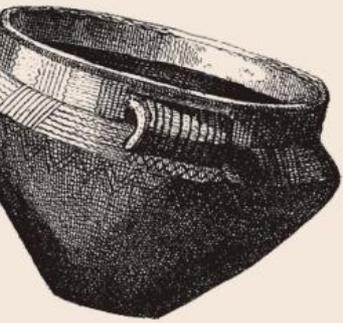


Source 10A Ostraca with ancient writing found at Deir el-Medina, Egypt



Who lived at Deir el-Medina?

The people who lived at Deir el-Medina included the quarrymen or stonecutters who **excavated** the royal tombs and also the sculptors, draughtsmen and painters who decorated the tombs. In addition to the artisans, administrators, such as foremen, and at least one scribe would have lived in the village. The workmen's wives and children lived with them and it is believed that others such as coppersmiths, carpenters, potters, basket makers, and even a part-time physician also lived in the village. The workmen of Deir el-Medina were not slaves but salaried state employees who were paid wages in the form of rations.

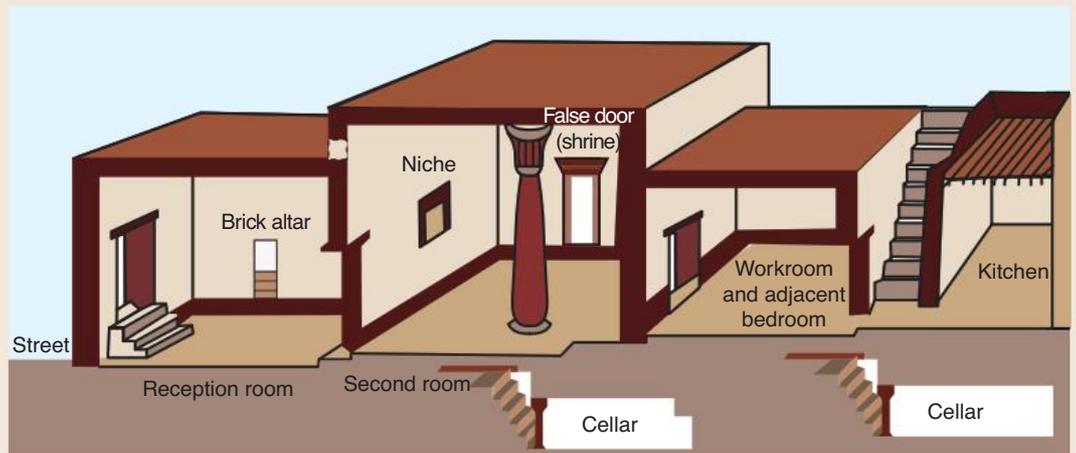


excavate

To remove by digging or scooping out



Source 10B Excavated ruins of Deir el-Medina



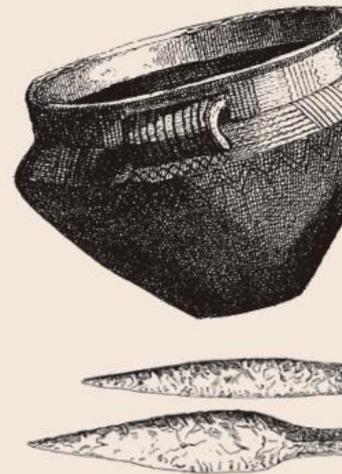
Cross-section of a typical worker's house at Deir el-Medina



Village life

Because Deir el-Medina was very isolated, the villagers were supported by 'servants of the tomb'. These servants lived outside the village but were employed to supply the villagers with their basic needs, such as water, firewood and food.

The workers from the village received a monthly ration of emmer wheat and barley, and regular payments of dates, cakes and, importantly, beer. On special occasions there may have been bonuses of salt and meat. The workers often stayed in a small camp built on the ridge above the royal valley, returning to their homes for two-day 'weekends' and special holidays. Because the workers were absent for long periods of time, the village actually became a community of women. Some women were thought to be able to read and write and some may have assisted in the running of religious ceremonies and festivals.



Chronology, terms and concepts

- 1 The tombs of which pharaohs were built and decorated by the workers of Deir el-Medina? Undertake research to locate the following information:
 - the period in which tombs were built in the Valley of the Kings
 - the pharaohs who ruled during this period
 - the pharaohs whose tombs are known to be in the Valley of the Kings.

Create an informative poster on which you display this information using images of these pharaohs and their tombs. Make sure you label each image.

Analysis and use of sources: make a list

- 2 Look carefully at source 10B and the illustration of the worker's house.
 - a Work in pairs to make a list of the features that show that Deir el-Medina was a planned city.
 - b Why was the village situated in such an isolated site? (Hint: think about its purpose and why the Valley of the Kings was not close to any towns or cities.)

Explanation and communication

- 3 Examine source 10A and undertake some further research on the uses of ostraca and what they looked like. Make a model of your own piece of ostraca that could provide information about the life of your school community. How could it be of value to archaeologists thousands of years from now?

Reflection question

Do you think the workmen had to promise to keep the sites of the tombs they created a secret? Why?

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Puzzles and games

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Explore ancient Egypt

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Unit 11: History mystery

The curse of Tutankhamun

Compared with other pharaohs, Tutankhamun's achievements were not remarkable. However, he is a fascinating figure, largely because of what we know of him after his death and a supposed curse involving his tomb.

Tutankhamun's tomb

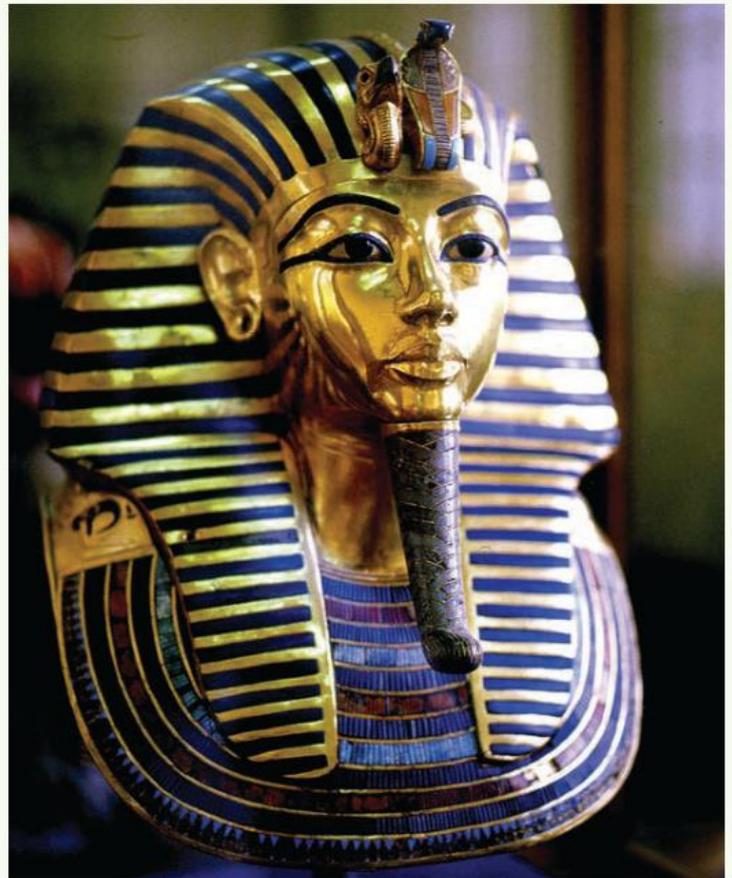
The Egyptian pharaohs were buried with treasures of unimaginable value. Although the tombs were well hidden, thieves eventually managed to rob all the known tombs in the Valley of the Kings, except for the tomb of Tutankhamun.

Howard Carter, an Egyptologist, believed that Tutankhamun was buried in the Valley of the Kings. In 1914, supported by his British benefactor, Lord Carnarvon, Carter began his search, which lasted for seven years. Finally, in November 1922, Carter's Egyptian labourers uncovered steps leading down to a sealed door under some old workers' huts. The steps led down to a hidden door through which Carter cut a hole and looked inside.

At first I could see nothing, ... but ... as my eyes grew accustomed to the light, details of the room within emerged slowly ... everywhere the glint of gold ...
I was struck dumb with amazement ... when Lord Carnarvon ... inquired anxiously, 'Can you see anything?', it was all I could do to get out the words, 'Yes, wonderful things'.

Source 11A

Howard Carter's description of his first glimpse of the inside of the tomb, from *The Tomb of Tutankhamen* (1922)



Source 11B

Tutankhamun's funeral mask, made from gold and inlaid with lapis lazuli. Made in about 1320 BCE, it is kept in the Egyptian Museum in Cairo.

Tutankhamun's treasures

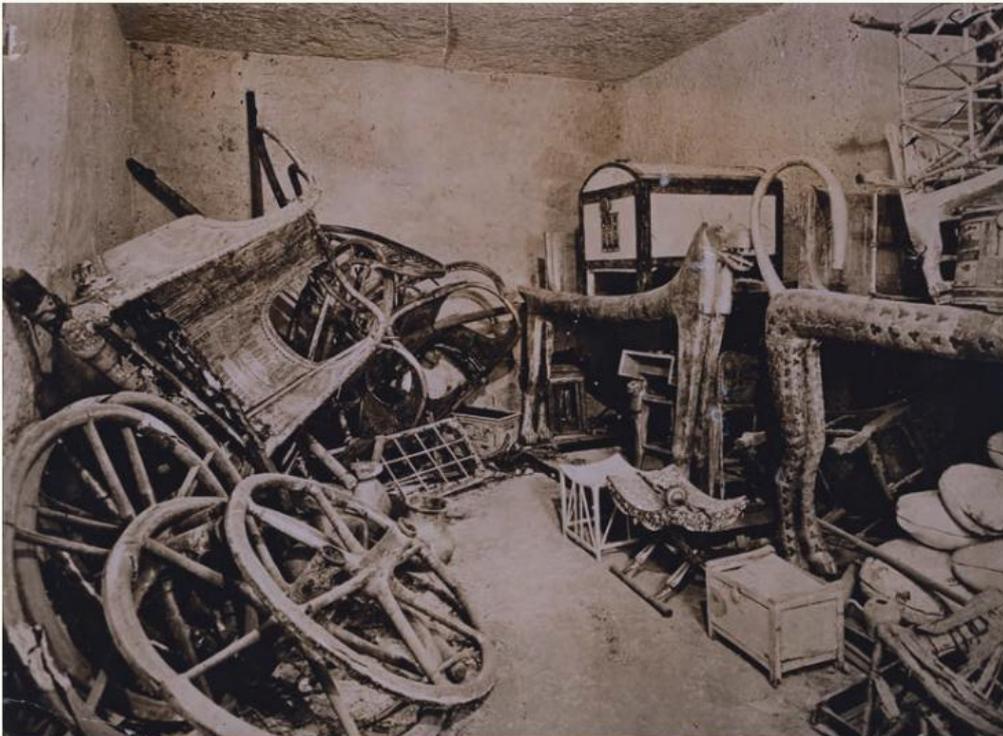
The 'wonderful things' that Carter saw have become the greatest collection of Egyptian **antiquities** ever discovered. It took the archaeological team two and a half months to carefully clear and catalogue the items in the first two rooms alone. Some of the treasures buried with Tutankhamun included statues of gold and ebony, a fleet of miniature ships, his golden throne, toys from his youth, bottles of perfume and precious jewellery. Tutankhamun was also buried with two stillborn daughters and a lock of hair belonging to his grandmother. Carter also found a magnificent **sarcophagus** that held three golden coffins inside each other. The inner coffin contained the mummified body of Tutankhamun.

antiquities

Historical objects from an earlier period

sarcophagus

A stone coffin, usually with inscriptions or sculptures



Source 11C

Photograph taken around 1922 of the dismantled chariots and other artefacts found in Tutankhamun's tomb

How did the curse begin?

Some historians believe that the idea of a mummified body being a terrifying object began a long time before Tutankhamun was found. There are examples of stories featuring dangerous mummies from as early as the 1820s when Jane Loudon Webb, an English author, wrote a fantasy book called *The Mummy*. Famous writer Louisa May Alcott also wrote a short story called *Lost in a Pyramid: the Mummy's Curse* in 1869.

When Howard Carter discovered the tomb of Tutankhamun, newspaper reporters did not always prove their facts and often made up information to make their stories more amazing. Because of the wonderful treasures found in the tomb, the media of the day went into a frenzy in their efforts to tell the story and sell their newspapers.



Seven weeks after the official opening of the tomb, Carter's supporter, Lord Carnarvon, died in what the newspapers reported as a 'mysterious way'. A mosquito bite had become infected, he got blood poisoning and then died from pneumonia. Newspapers reported that the electric lights of Cairo had gone out at the moment of his death and that Carnarvon's dog, Susie, at home in England, died at the same time.

A few weeks earlier, Mari Corelli, a novelist, had predicted that anyone who entered the sealed tomb of King Tutankhamun would suffer. This was perhaps based on the fact that on the day Howard Carter opened the tomb, his pet canary was swallowed by a cobra. According to ancient Egyptian beliefs, cobras were the protectors of the pharaoh.

The media and public enjoyed the story and were ready to believe that Lord Carnarvon had been killed just as Corelli had warned. Even Sir Arthur Conan Doyle, the creator of Sherlock Holmes, announced that Carnarvon's death could have been the result of a 'pharaoh's curse'.

One newspaper printed a curse supposedly from the entrance of the tomb: 'They who enter this sacred tomb shall swift be visited by wings of death'. But no such inscription was ever found on the tomb. Another reporter added his own words to the reported inscription: 'and I will kill all those who cross this threshold into the sacred precincts of the Royal King who lives forever'.

The reporting on the 'curse' was fuelled by stories of the mysterious deaths of others connected with the opening of the tomb. Even as late as the 1970s, a policeman guarding Tutankhamun's gold funerary mask at a museum in San Francisco tried to claim compensation for a mild stroke he blamed on the curse. The judge dismissed the claim.

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Discover ancient Egypt

WORKSHEET

Was there a curse on Tutankhamun's tomb?

HIS07MWWK00080

Explanation and communication

- 1 Source 11A is an account of what Carter saw when he looked inside the sealed door of an outer chamber in Tutankhamun's tomb. Using information in your textbook and your own research, write a diary entry in which you describe what Carter discovered when he entered Tutankhamun's burial chamber.
- 2 Hold a series of class debates on some or all of the following topics:
 - a A curse really existed on Tutankhamun's tomb.
 - b Ancient Egyptian mummies should not be displayed.
 - c The artefacts of the ancient Egyptians belong to mankind and should be removed from their tombs.
 - d Modern-day tourists should not be able to visit the burial sites of the ancient Egyptians.

MAKING CONNECTIONS

Looking deeper

Choose one of the activities below and present to the class.

- 1 Follow the link and learn how to write your name in hieroglyphs. Create a poster to display in your classroom.
- 2 Construct your own crossword puzzle on ancient Egypt. You should use at least 20 clues and answers.
- 3 Research the **Rosetta Stone** and explain its importance in understanding the writing of the ancient Egyptians.
- 4 Conduct a class debate on the topic 'The ancient Egyptians were a sophisticated society'. Use the information contained on the worksheet as a starting point for your research.
- 5 Using some of the sources in this chapter as a guide, create your own Egyptian-style artwork of daily life in ancient Egypt. Explain what is happening.

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Hieroglyphs

Rosetta Stone

A slab of black basalt found in 1799 at Rosetta. A decree of Ptolemy V was written on it in more than one script.

Going further: research an aspect of ancient Egypt

Select and research one of the topics below, or choose another topic that interests you (check with your teacher).

- Why did Egypt flourish?
- What impact did the Egyptian belief system have on daily life?
- What was the impact of the dynastic system on Egyptian government?
- How did the climate of Egypt affect clothing styles and housing?
- What factors influenced the decline of Egypt?

To complete this task you will need to use a range of sources (text books and websites) and therefore you will need to present a bibliography. Before you begin, make a list of questions about your topic that will help you with your research.

WORKSHEET

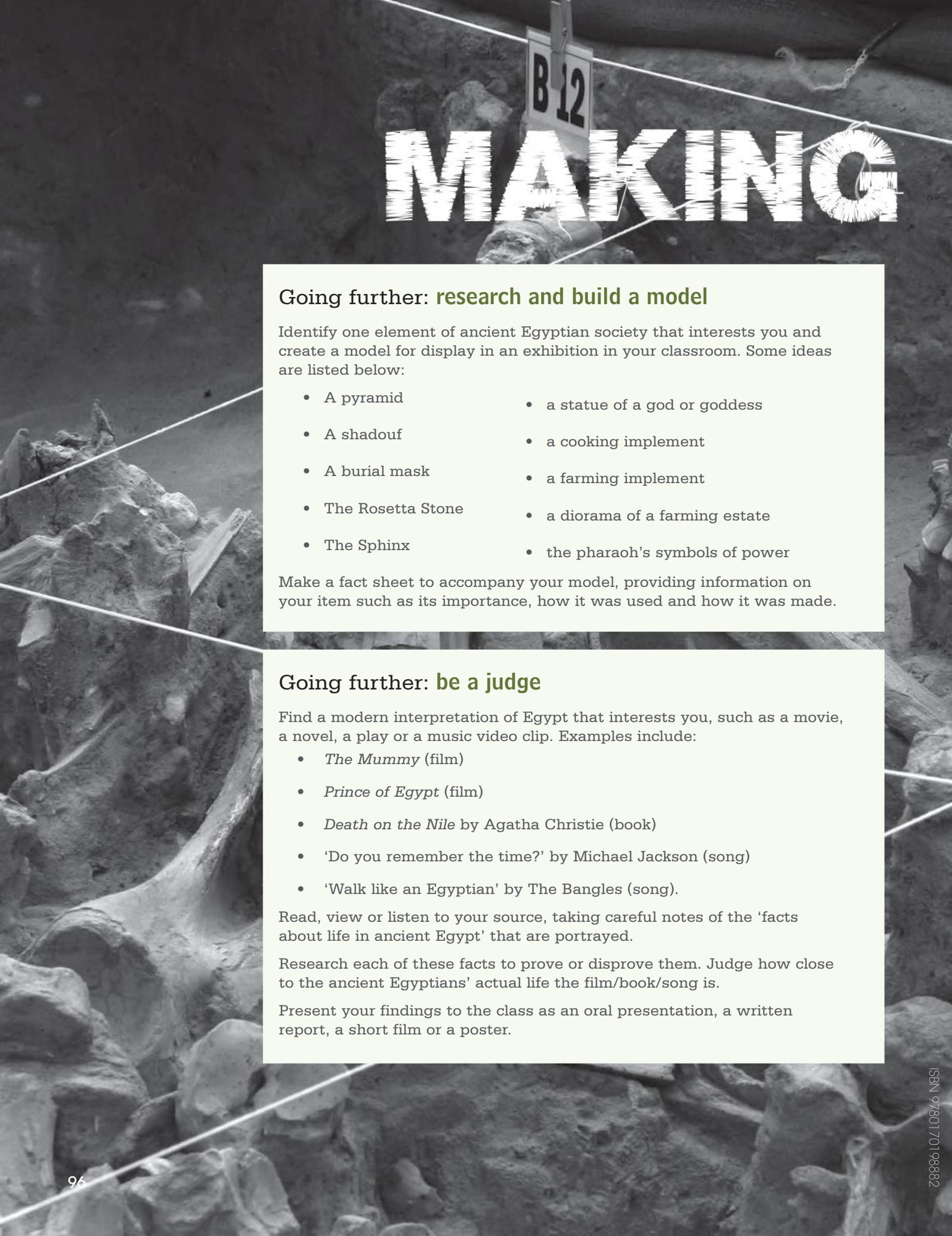
The legacy of ancient Egypt

HIS07MWWK00081

WORKSHEET

Create your own Egyptian artwork

HIS07MWWK00082



MAKING

Going further: **research and build a model**

Identify one element of ancient Egyptian society that interests you and create a model for display in an exhibition in your classroom. Some ideas are listed below:

- A pyramid
- A shadouf
- A burial mask
- The Rosetta Stone
- The Sphinx
- a statue of a god or goddess
- a cooking implement
- a farming implement
- a diorama of a farming estate
- the pharaoh's symbols of power

Make a fact sheet to accompany your model, providing information on your item such as its importance, how it was used and how it was made.

Going further: **be a judge**

Find a modern interpretation of Egypt that interests you, such as a movie, a novel, a play or a music video clip. Examples include:

- *The Mummy* (film)
- *Prince of Egypt* (film)
- *Death on the Nile* by Agatha Christie (book)
- 'Do you remember the time?' by Michael Jackson (song)
- 'Walk like an Egyptian' by The Bangles (song).

Read, view or listen to your source, taking careful notes of the 'facts about life in ancient Egypt' that are portrayed.

Research each of these facts to prove or disprove them. Judge how close to the ancient Egyptians' actual life the film/book/song is.

Present your findings to the class as an oral presentation, a written report, a short film or a poster.

CONNECTIONS

Review questions

- 1 How do we know so much about the ancient Egyptians?
- 2 Why was the Nile so important to the ancient Egyptians?
- 3 Based on your understanding of the Egyptian belief system, why do you think the Egyptians would shave their head or body to mark the death of an animal such as a cat or dog?
- 4 For what practical reasons were cosmetics used by Egyptian men and women?
- 5 Why was it so important for the Egyptians to preserve the bodies of their dead?
- 6 What was the purpose of the rituals the dead had to pass through to reach their promised afterlife?
- 7 For what purpose were the pyramids built?
- 8 How did the Egyptians' highly successful agricultural way of life and skill in ship-building help them to trade with other countries?
- 9 What factors helped Hatshepsut take control of Egypt as its pharaoh? Why would she have depicted herself as a man?
- 10 Why did Thutmose III try to remove all evidence that Hatshepsut ever ruled Egypt? How do we know that he was almost successful in doing so?
- 11 Explain why the workers' village at Deir el-Medina is one of the most thoroughly documented communities of the ancient world.
- 12 Were the people of Deir el-Medina valued for their skills? Support your answer with a list of the facts provided in this chapter.
- 13 Explain how writers helped create a general sense of fear about mummified remains. How would the opinion of Sir Arthur Conan Doyle have contributed significantly to the idea of a curse? Give reasons for your answer.
- 14 How did newspapers and reporters contribute to creating the curse of Tutankhamun?

QUIZ

Ancient Egypt review quiz

HIS07MWQZ00085

INTERACTIVE

Ancient Egypt crossword 1

HIS07MWIN00091

INTERACTIVE

Ancient Egypt crossword 2

HIS07MWIN00092

INTERACTIVE

Ancient Egypt drag and drop

HIS07MWIN00115

PUZZLE SHEET

Ancient Egypt crossword 1

HIS07MWPS00104

PUZZLE SHEET

Ancient Egypt crossword 2

HIS07MWPS00106

ANCIENT GREECE



When athletes from around the world come together every four years for the Olympic Games, or when we vote in an election, we are carrying on traditions that began in ancient Greece. Even though this society ended more than 2000 years ago, many aspects of its culture live on today.

In this chapter, you will learn about the best-known societies of ancient Greece: ancient Athens and ancient Sparta. The cultures of these societies were quite different. The Athenian Empire was the birthplace of democracy and was the home of great thinkers and writers. The Spartans were warriors, whose way of life was devoted to military training and war.





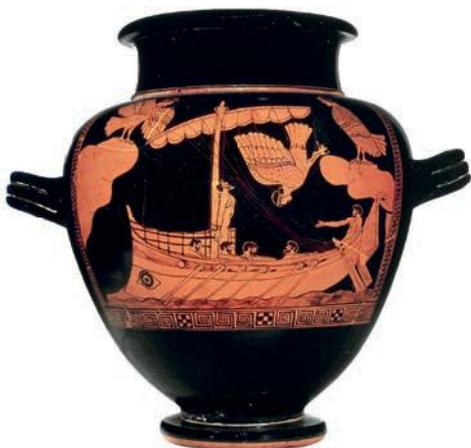
□ **776 BCE**
Traditional date for the first Olympic Games

□ **594 BCE**
Solon changed the laws of Athens

□ **507 BCE**
Cleisthenes took power and introduces democracy

900 — 500 BCE

□ **900–800 BCE**
The Iliad and The Odyssey were written



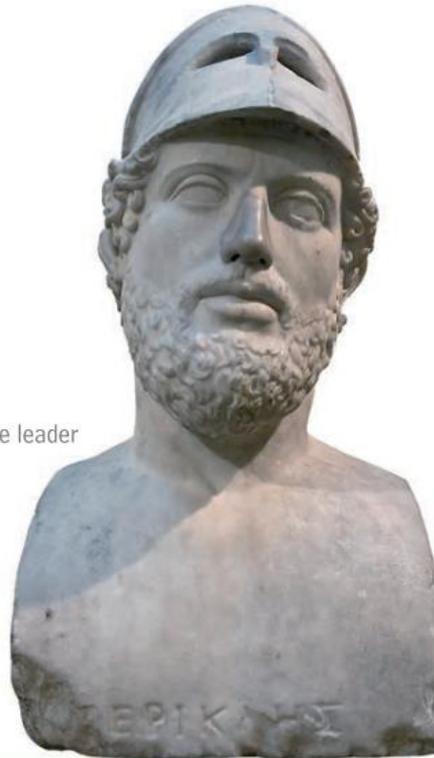
□ **621 BCE**
Draco created the first written laws of Athens

□ **566 BCE**
First Panathenaic Festival





479 BCE
Greece defeated Persia. Athens sets up the Delian League, Sparta sets up rival Peloponnesian League



443 BCE
Pericles became leader of Athens

500 — 400 BCE

449 BCE
Greek historian Herodotus wrote the *History of the Persian War*

431 BCE
The Peloponnesian War began
430 BCE
Plague
429 BCE
Pericles dies from the plague

404 BCE
Athens surrendered, ending the war



UNIT 1: THE PHYSICAL FEATURES OF ANCIENT GREECE

WORKSHEET

Why learn about ancient Greece?

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Greece is on a peninsula, which is land that is almost completely surrounded by water. There are hundreds of islands around the Greek peninsula. The first people to settle in Greece, the Myceneans, came by sea from the island of Crete around 2300 BCE. Greece is a mountainous country, which made travelling over land difficult in the days before roads and modern transport. It was much easier to travel to different parts of Greece by water than by land. The ancient Greeks became skilled sailors and travelled the Mediterranean Sea for trade and to set up colonies. Some early Greeks made their living as pirates. By the 5th century BCE, Athens was a powerful empire with a navy of nearly 80 000 men and 400 ships.



Source 1A Map of ancient Greece with physical features inset



Trade was important for the ancient Greeks because they did not have easy access to important raw materials such as metals and timber. The land between the mountains was fertile but the hot and dry weather of the area meant that it was difficult to grow a variety of foods. Grapes, olives and grain were the main foods that could be grown but many agricultural products had to be imported from other places.

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Ancient Greek society

UNIT 2: SOCIETY

Athenian society

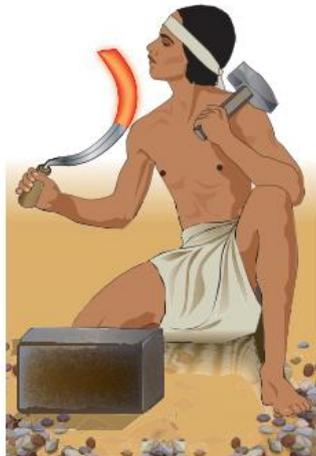
There were three classes of people in Athenian society: citizens, metics and slaves.

Citizens were men whose parents were also citizens. Citizens were over 30 years old and had completed their military training.



Citizen of Athens

Metics were people who lived in Athens but were not born there. They had to do military service and pay taxes, but were not allowed to vote or to own land. Many metics worked in crafts and trade and became very wealthy.



Athenian metic



Slaves were prisoners of war, unwanted children, people who had been sold into slavery to pay off debts or people whose parents were slaves. They could be owned by individuals or by the state.

FAST FACT

In Athens, the police force was made up of slaves. The Athenians believed that it was not right for citizens to be in charge of other citizens, so they used slaves to deal with criminals, make arrests and supervise prisoners. A special group of slaves from Scythia was used to keep order at public meetings.



Athenian slave

... in our private business we are not suspicious of one another ... we do the right thing because we have respect for the authorities and for the laws, especially the laws that protect the weak ... We throw open our city to the world, and never by laws exclude foreigners.

Source 2A

Extract from a speech given by the Athenian general Pericles, from *History of the Peloponnesian War* by Thucydides (c. 431 BCE)

Women in Athens

Athenian women had no political power and were not allowed to own their own property. The role of the wives of citizens and metics was to stay at home to look after the house and raise children. They were not expected to leave their homes, except to take part in religious ceremonies. Slave women did work, but it was usually 'women's work', such as cleaning, cooking and looking after their owner's children.

Girls were controlled by their fathers until they were married at around 14 years of age. Marriages were arranged by the fathers and the marriage contract was between the bride's father and her husband (who was usually in his 20s). A new bride went to live with her husband and his family, but they did not see her as part of the family until she had her first baby. If a woman's husband died, she had to leave her home and return to live with her family.

God made the woman's nature, I think, for the indoors and man's for the outdoors. For he made the man's body and mind better at enduring cold and heat, and journeys and campaigns; and therefore gave him the outdoor tasks.

Source 2B

Extract from 'On Men and Women' in *Oikonomikos*, written by Greek historian Xenophon (c. 370 BCE)

WORKSHEET

Athenians and Spartans

HIS07MWWK00016



Knowledge and understanding

- 1 List the ways in which people in Athens could become slaves.

Chronology, terms and concepts

- 2 Which group in Athenian society were immigrants?
- 3 Could women in Athens become citizens? Copy the phrase or sentence in this unit that helped you to answer this question.

Perspectives and interpretations

- 4 Read source 2A carefully. List the things that, according to Thucydides, were important to the Athenians.
- 5 What is Pericles' opinion of Athenians? Is his description positive, negative or neutral (no opinion)? Use examples from the source to support your answer.

Analysis and use of sources

- 6 Read source 2B carefully. List reasons Xenophon gives for the different roles that men and women played in Athenian society.

Spartan society

There were three classes of people in Spartan society: Spartiates, perioeci and helots.

Spartiates were citizens of Sparta. Members of the Spartiate class owned most of the land and had political power. Spartiates had to:

- prove their descent from one of the conquerors
- devote their lives to the state as a soldier; they were not allowed to do any other work to earn a living
- complete the **agoge**
- own a piece of land (**kleroi**)
- participate in **syssitia**.

agoge

The military training of Spartan boys

kleroi

Land owned by Spartan citizens

syssitia

The custom of men eating the main meal of the day with their social religious group



Spartiate

The perioeci were free settlers who lived in villages around Sparta. Ruled by Sparta, they had no say in Spartan government. They worked in a range of trades, crafts and jobs essential for the survival of the Spartan state.

Perioeci had to:

- serve as foot soldiers (hoplites) in the Spartan army but did not get the same training as the Spartiates
- provide food and make weapons for the army.



Perioeci

Helots were slaves owned by the Spartan state. They had no political or legal rights. Helots had to:

- work for individual Spartiates, mainly as farm labourers
- give half of what they grew or produced to their masters.

According to ancient sources, the helots made up a large proportion of the population.



Helot

Lycurgus banned free citizens from having anything to do with business ... obedience is the most important thing...
An honourable death is preferable to a dishonourable life.

Source 2C Extract from *The Spartan Constitution* by Xenophon (c. 388 BCE)

He insisted on physical training for the female no less than for the male sex; moreover, he instituted races and tests of strength for women competitors as for men, believing that if both parents are strong they produce healthier children ...

Source 2D Extract from *The Spartan Constitution* by Xenophon (c. 388 BCE), quoting the laws of Lycurgus

In other cities each man has the charge of his own children, servants and property, but Lycurgus wished to ensure that, without doing any harm, the citizens might get some benefit from each other, and so have each man authority over other people's children just like his own ... If a boy is beaten by another's father and reports this to his own father, it is disgraceful if he does not give his son a further beating; to such a degree they trust each other ... He also permitted them to use other people's servants as well, should there be need.

Source 2E Extract from *The Spartan Constitution* by Xenophon (c. 388 BCE), quoting the laws of Lycurgus

Women in Sparta

Spartan women had more freedom than women in other parts of ancient Greece. The main role of Spartan women was to have children who would be strong soldiers for the Spartan state. They did not have political power but while Spartan men spent their lives in the military and in public service, their wives were in charge of their properties and estates. Spartan women could also own and inherit property. When they were born, Spartan girls were given the same care and food as their brothers. They were taught to read and write and also took part in hard physical training. When they married at around 18 years of age, women were not expected to do any housework or even look after their children. Helots carried out this work.

Cynisca

Women were not allowed to take part in the Olympic Games and were not even allowed to go into the stadium or watch any events. Despite this, a Spartan Princess, Cynisca, was able to win two Olympic competitions. She was a horse trainer and entered teams into the chariot racing events, winning in the games of 396 and 393 BCE. Because men actually drove the chariots and the trainer, not the rider, was awarded the victory, Cynisca became the first woman in history to win an Olympic competition. A statue was built in her honour in the Temple of Zeus at Olympia, along with the other Olympic champions.

WORKSHEET

*My life is better
than yours*

HIS07MWWK00023



Chronology, terms and concepts

- 1 For each of the terms below, write a sentence that explains what it means:
agoge helot perioeci syssitia kleroi

Historical questions and research

- 2 Go online to find out more about the ancient Olympic Games. Use the information you have found to create an advertising campaign encouraging the people of ancient Greece to go to the Olympics. Your campaign should include a poster, a leaflet advertising the different events and a map of the Olympics site.

Perspectives and interpretations

- 3 Read sources 2C and 2D carefully. List the things that, according to Xenophon, were important to the Spartans.
- 4 What is Xenophon's opinion of the Spartans? Is his description positive, negative or neutral (no opinion)? Use examples from the sources to back up your answer.

Analysis and use of sources

- 5 Read source 2E carefully.
- What 'difference' between Sparta and the other states is Xenophon describing?
 - Why, according to Xenophon, did the Spartans have this difference?

Explanation and communication

- 6 Imagine that you have the ability to travel back in time to live in either Athens or Sparta. When you arrive, you have to choose one social group to belong to.
- Which group would you choose? Write paragraphs giving detailed reasons for your choice. Use the text and sources in this unit as well as your own research to support your response.
 - Name the group you would least like to belong to and give three specific reasons for your choice. Each reason must also have supporting evidence from this unit and perhaps your own research.



Unit 3: RELIGION

The Athenians and Spartans believed that the gods and goddesses who lived on Mount Olympus controlled the world and people's lives. The father of the gods was Zeus and the other gods were his children or his brothers and sisters. The ancient Greeks built special temples to these gods, made sacrifices and held festivals in their honour.

The ancient Greeks believed that different gods controlled various parts of life and nature. For example, Apollo drove his chariot across the sky to give light to the world every day; thunder happened when Zeus was angry; people fell in love when Eros shot them with an arrow; if people made the gods angry, they would be punished. The Spartans believed that a terrible earthquake in 464 bce was sent by Poseidon to punish them for murdering a group of helots in his temple.

WEBLINK

*Religion in
Ancient Greece 1*

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*Religion in
Ancient Greece 2*



Festivals

There were many festivals held in honour of the gods. The Panathenaia, held every four years, was the most important festival in Athens and perhaps the most spectacular in all Greece. Everyone who lived in Athens, except slaves, could take part. In honour of the goddess Athena, the festival included music and sporting contests (similar to the Olympic Games but only people from Athens could compete) as well as chariot races and boat races. At the end of the festival, all the people of Athens joined in a massive procession to the Parthenon.

The Hyakinthia was a major Spartan festival, held over three days in July. It was held to celebrate the death of Hyakinthos, a Spartan prince who was accidentally killed when struck by a discus thrown by the god Apollo. There were two parts to the festival. First, mourning rites were held in honour of Hyakinthos, during which offerings were placed at his tomb. There was a special meal of very plain food, then a day of ritual mourning. Second were the celebrations in honour of Apollo, including sacrifices, special meals, a procession and singing and dancing.



Source 3A

Artwork on a cosmetics container from c. 560 BCE, depicting the birth of Athena. The goddess springs fully armed from the head of Zeus.

Reflection question

How are the beliefs of the ancient Greeks different from the religious beliefs of Australians today? In what ways are they similar?

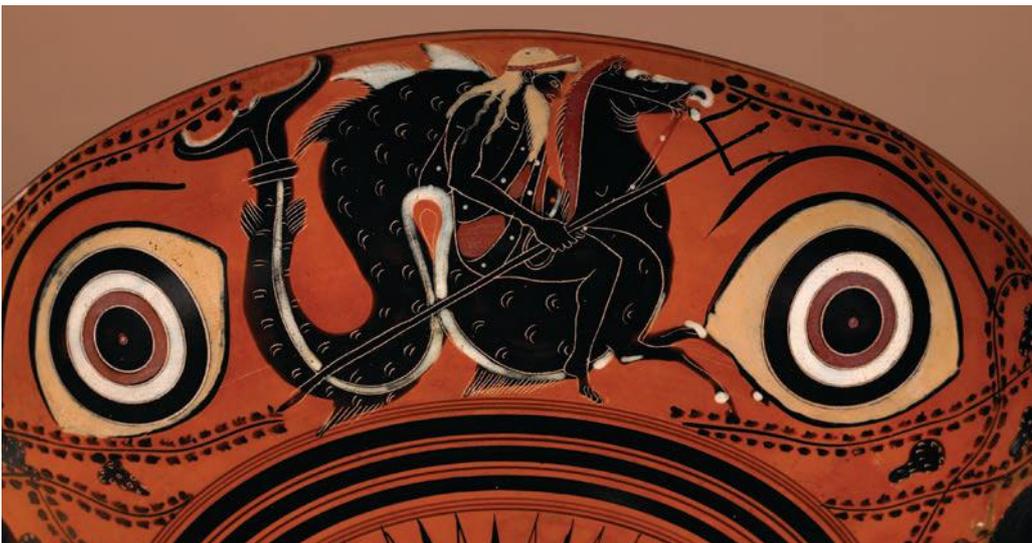
WORKSHEET

Gods and goddesses

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FAST FACT

One of the oddest rituals that took place in ancient Greece was at the Temple of Artemis in Sparta. It involved young men pretending to steal cheese from the temple. Other young men used whips to try to stop them from stealing the cheese.



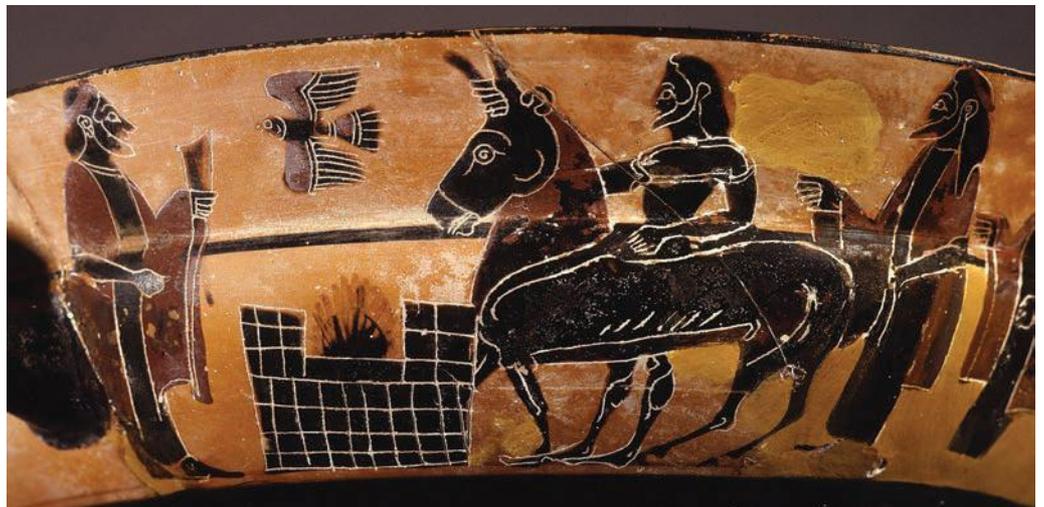
Source 3B

Painting of Poseidon riding a hippocampus, a mythical seahorse, on a drinking cup (called a kylix), c. 550–500 BCE





Source 3C Statue of Athena created c. 1880 by sculptor Leonidis Drossis, situated outside the Academy of Athens



Source 3D Ancient Greek vase painting showing a sacrificial scene. The priest is on the left, next to the fire altar. The eagle symbolises Zeus flying above.

All Athens will march in its glory to the Acropolis... Amid cheers, chants, songs, and incense smoke they ... slowly go to the Acropolis ... Upon the Acropolis ... enough animals have been slaughtered to enable every citizen, however poor, to take away a feast of roasted meat that night.

Source 3E Extract from *A Day in Old Athens* by William Stearns Davis (1914)

The Athenians sent messengers to Sparta to tell off the Spartans for allowing the barbarians to invade their lands and not helping the Athenians to fight them ... The Spartans were at this time celebrating the Hyakinthia, and their chief concern was to give Apollo his due.

Source 3F Extract from *The Histories* by Herodotus (c. 440 BCE)

Chronology, terms and concepts

- 1 Name the god of:
 - a love
 - b earthquakes
 - c the sun.
- 2 Explain what the ancient Greeks thought was the cause of natural disasters such as floods or earthquakes.
- 3 Look carefully at source 3A, which shows the story of how Athena was born. Using information in the source, write the story of her birth in your own words. Use as much detail from the source as you can to help you to write your story.

Analysis and use of sources

- 4 Look carefully at source 3B. We know from many other sources that Poseidon was god of the sea. List all of the things in this source that suggest that this is an image of Poseidon.
- 5 Read source 3F carefully. How does this source help historians to understand how important the Hyakinthia was for the Spartans?

Perspectives and interpretations

- 6 Look carefully at source 3C.
 - a Is Athena wearing the traditional clothes of an Athenian woman?
 - b What is she wearing that is unusual?
 - c Explain possible reasons why Athena was dressed in this way.

Explanation and communication: create a leaflet

- 7 Create a leaflet called 'Welcome to the Panathenaia'. It is a tourist guide for people who have come to Athens to take part in the festival. Your leaflet should have information about events and advice to help them to enjoy the festival as much as possible. Use source 3D, the information in the text and your own research for information to help you to create your leaflet.

UNIT 4: LAW AND GOVERNMENT

Athenian law

The government of Athens, which developed from about 510 BCE, is often called the first democracy.

WEBLINK

Ancient Greek law and government

WORKSHEET

Government in ancient Greece

HIS07MWWK00020

Ekklesia

- All citizens could take part in the ekklesia
- Voting was usually by a show of hands
- The ekklesia passed decrees and made law
- It elected officials
- Some crimes were judged at the ekklesia
- Meetings of the ekklesia had to have at least 5000 people present.

Boule

- A council of 500 citizens over the age of 30
- The boule met every day, except during festivals or if the omens were bad
- The members of the boule looked after the day-to-day government of Athens
- A person could be a member of the boule for one year
- The boule was led by a group of 50 men. This group was changed every month.

Law courts

- Athens had law courts and trial by jury
- Juries were made up of 500 people, sometimes more
- People who were on trial defended themselves
- When people spoke, they had to stick to a time limit
- After listening to the evidence, jurors voted by placing a disk in a jar. There was one jar for guilty and one jar for not guilty.

Levels of Athenian government

Archons

Special officials called archons were chosen to be in charge of religious matters, the courts and other parts of the government. The Athenians named their years after the Eponymous archon, the person who held that position that year.

Our system is called a democracy because power is in the hands not of a minority but of the whole people.

Source 4A

Extract from a speech given by Pericles in 431 BCE

Ostracism is as follows: There is a vote ... they gave their pieces of pottery, keeping face-down what they had written. After they added up the results, whoever received the largest number of votes, and it had to be at least 6000, had to leave the city for ten years.

Source 4B Extract from *Atthis*, a history of Athens written by Philochorus in the 3rd century BCE



Source 4C Small pieces of broken pottery found at the site of the Athenian **agora** in 2004. The pottery on the left has the words 'Kallixenos the traitor' written on it. The piece on the right has 'Out with Themistocles' written on it.

Conversation between a boy and his father, who goes to the courts to serve on a jury each day:

'Boy: But father, if the archon does not form a court today, how will we buy our dinner?'

Source 4D Lines from the play *The Wasps*, written by Greek playwright Aristophanes, c. 422 BCE

FAST FACT

Draco wrote the first laws in ancient Greece around 620 BCE. These laws were written on stone tablets that were put up in public places where everyone could see them. Draco's laws were so harsh that one ancient writer, Demades, said that the 'laws were written in blood, not ink'.

For example, if a person could not pay back a loan, they could be forced into slavery. Death was the punishment for most crimes, even for minor crimes like stealing food or 'laziness'. The word 'Draconian' is still used today to describe laws that are very harsh or cruel.

agora

the main public area of Athens

WEBLINK

Ancient Greek law and government

Chronology, terms and concepts

- 1 Could any person who lived in Athens take part in the government? Give a reason for your answer.
- 2 How many archons were there?

Perspectives and interpretations

- 3 Read source 4A carefully. Do you agree with what Pericles said about Athenian democracy? Give three specific pieces of evidence to support your opinion. Compare it with the modern idea of democracy.

Historical questions and research

- 4 Look carefully at source 4C.
- Think about the information that you have read in this unit and decide what these pieces of pottery were used for.
 - Use at least two pieces of specific evidence from this unit to explain your answer. At least one piece of evidence must come from one of the other sources in this unit.
 - Use your school or local library, or an Internet search, to find out the special name given to these pieces of pottery.

Analysis and use of sources

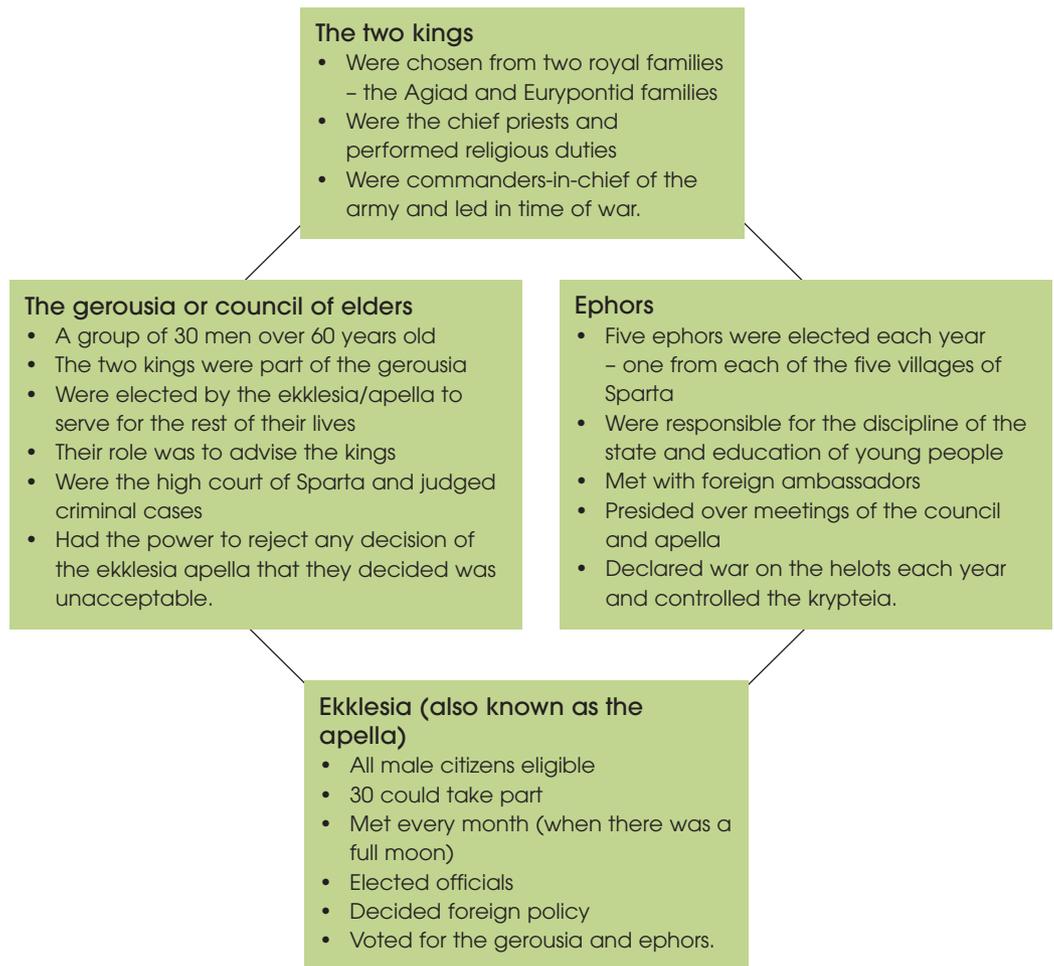
- 5 Source 4D gives evidence for two facts about the law courts in Athens. List these facts.

Spartan government and law

The Spartan system of government was created by Lycurgus. According to legend, the **Oracle** at Delphi (see pages 130) told him how to create his government.

oracle

A place where the Greeks believed that the gods would speak to people



Levels of Spartan government

The Krypteia

There was a secret police force in Sparta known as the **Krypteia**. It was run by the ephors with the purpose of ensuring that the helots would not rebel. Young men were chosen to join the Krypteia for one year and they were sent out to spy on the helots. Every year the ephors declared war on the helots, which meant that the Krypteia could kill helots without breaking any laws.

krypteia

The secret police of Sparta

apella

The Spartan assembly

Most of the people felt poor and unhappy. Arrogance and envy, luxury and crime, resulted from this unequal sharing of property. Lycurgus divided the land equally ...

... He banned gold or silver, and to allow only money made of iron ... it had no value, so imports of luxuries stopped.

Source 4E Extract from *Life of Lycurgus* by Plutarch, written in 75 CE

For though they are free men, they are not entirely free. They accept Law as their master.

Source 4F Herodotus, describing the Spartans in *The Histories* (c. 440 BCE)

Analysis and use of sources

- 1 Read source 4E carefully.
 - a What were the three changes that Lycurgus made to Sparta?
 - b Describe how each change would have affected the level of crime in Sparta.
 - c Explain how this source would help a historian understand crime and punishment in Sparta.
 - d What information about crime does this source not give?

Explanation and communication

- 2 Imagine that you are Herodotus. Use source 4F as the first sentences of a story about the Spartan system of government. Your readers will be people who live in Athens. Use the information in this unit and other units in this chapter for information to help you to write your explanation.

Unit 5: EVERYDAY LIFE

Growing up in Athens

paidagogos

A slave who supervised Athenian boys at school

stylus

A stick used for writing

In Athens, boys started their education when they were seven. Schools in Athens were private and boys learnt reading, writing, mathematics, music and literature. They also did sports and physical training. Boys were taken to school by a male slave called a **paidagogos** who sat behind them during classes. The paidagogos carried a cane, which was used if the boys misbehaved. Students wrote with a sharp stick called a **stylus** on flat pieces of wood covered with soft wax. For maths, they used an abacus (see page xxx) or wooden rods. A lot of time was spent learning poems and stories by heart. Boys from poor families only went to school for a few years. After this, they went to work or learnt a trade. Boys from wealthy families stayed at school until they were about 18 years old.

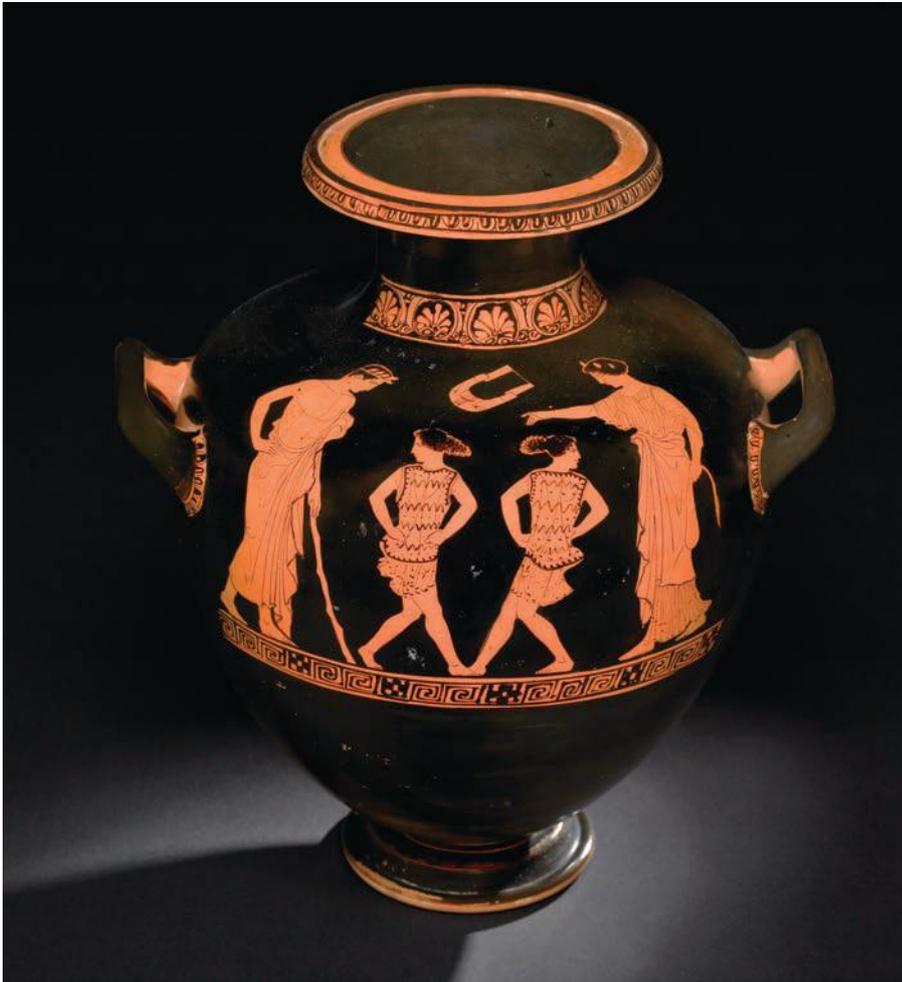
Girls were taught the skills required to run a house by either their mothers or female slaves. They learnt music and dancing but they usually did not learn to read or write. Athenian girls rarely left their homes until they married at around 14 years of age, and then rarely left their husband's home.

WEBLINK

Explore ancient Greece –
British Museum



Source 5A School scene on an ancient Greek drinking cup (c. 490–480 BCE)



Source 5B

Vase from ancient Athens with the figures of two young girls at a dancing lesson. A female instructor and a youth watch the girls (c. 430 BCE).

Growing up in Sparta

Spartan boys began their military training, called the *agoge*, when they were seven. The training was designed to create strong and fearless soldiers who were obedient, loyal and patriotic.

Education was the responsibility of the state and a special government official (*paidonomos*) was in charge. Boys moved to special barracks called *agelai* where they lived with other boys. Here they learnt to read and write and took part in hard and brutal military and physical training. At 10, boys also learnt music and dancing. They also began to compete in special athletic competitions and staged battles. The boys were encouraged to fight among themselves to see who was the strongest in the group. They were not given enough food, to get them used to being hungry during military campaigns. Instead the boys were encouraged to steal food when they were hungry but they were punished severely if they were caught.

Spartan girls were brought up to be fit and healthy so that they could grow up to raise strong and healthy children for Sparta. Girls did harsh physical training and also learnt to read and write. They were taught to protect themselves and took part in athletic competitions and staged battles.

paidonomos

Spartan government official in charge of education

WORKSHEET

My life is worse than your life

HIS07MWWK00018



They were no longer allowed to wear any undergarments, they had one coat to serve them a year ... They slept upon beds made of the rushes which grew by the banks of the river Eurotas, which they were to break off with their hands with a knife ...

Source 5C

Extract from *Life of Lycurgus* by Plutarch (75 CE)

WEBLINK

Everyday life in
ancient Greece

Toys in ancient Greece

We know that children in ancient Greece played with toys such as swings, see-saws, kites, model carts, spinning tops and dolls. Babies had rattles with pebbles inside them. Balls were made from pigs' bladders. Knucklebones was a popular game and there are sources that mention board games as well. Vase paintings show that families also kept pets. Cats were not common but dogs, pigs and tortoises were popular. Wealthier families also kept geese and cranes.



Source 5D

Terracotta figurine of girls playing a game called ephedrimos, which involves throwing balls or pebbles at a stone. Dated to the early 3rd century BCE.



Source 5E

Female doll made of moulded clay, with moveable arms and lower legs pinned to the torso. From c. 400–350 BCE.



Source 5F

Terracotta statuette of a Greek woman preparing food, from the 3rd century BCE



Source 5G

Terracotta statuette of a barber cutting a man's hair, from the 5th century BCE

Knowledge and understanding

- 1 Explain why Spartan boys were punished if they were caught stealing food, even though they were encouraged to steal.

Perspectives and interpretations

- 2 Explain how the education of girls was different in Sparta and Athens.
- 3 Write two sentences explaining how the education of boys was different in Sparta and Athens.

Explanation and communication

- 4 Imagine that you are a Spartan boy. Write a diary entry for a typical day in your life in the agoge. Use the information in the text and source 5A to help you.
- 5 Look carefully at source 5A.
 - a Describe what each person in this picture is doing (include their role or job).
 - b Create a similar drawing or image that shows a typical scene from the education of girls. Use source 5B to get you started.
- 6 How many toys and games that were used in ancient Greece are still used or played today?

Analysis and use of sources

- 7 Look carefully at source 5D. How do you think the game of ephedrimos was played? Research and then write a set of rules for this game.
- 8 Explain what sources 5F and 5G can tell us about everyday life in ancient Greece. Your response should include clothing, roles of men and women, jobs that people did, people's appearance and technology.



Unit 6: DEATH AND FUNERARY CUSTOMS

Styx

The river the Athenians believed that the dead had to cross to get to the underworld

Elysian Fields

The paradise ancient Greeks believed people went to after death

Hades

Another name for hell

WEBLINK

Funerary customs

The ancient Greeks believed that at the moment of death, a person's spirit or soul left their body in a breath. Once the spirit left the body it went on a journey to the underworld. The journey began by crossing the river **Styx** in a boat sailed by Charon, who had to be paid with a silver coin. Next, his guard dog, Cerberus, (who had three heads) needed to be given a special honey cake.

The underworld had two levels. The **Elysian Fields** was a paradise for people who had led a good life. Other people became shadows in the lower level, **Hades**.

Athenian funerary customs and rituals

When a person died in Athens there were three parts to the burial ritual. The first was the prothesis, or laying out of the body. Women usually did this. The body of the dead person was washed and rubbed with special oils, dressed and placed on a special bed inside their house for two days. Coins were placed on the eyelids. Relatives and friends then came to the house to pay their respects and sing special mourning songs or lamentations.

The next part was the ekphora, or funeral procession. Just before dawn on the third day, the body was taken to the place of burial. Men and women walked in separate groups in the procession. Wealthy Athenian families would sometimes hire people to be mourners. It was expected that the mourners would be loud and exaggerated. During the procession, everyone would cry loudly, wail and tear at their hair and clothes, even fall to the ground and roll around in grief.

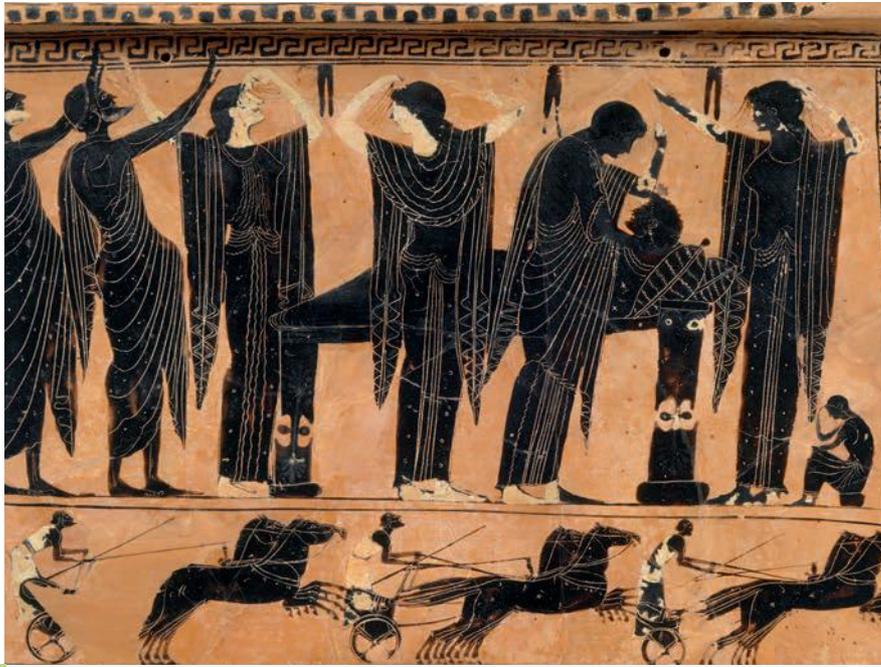
The third part of the ritual was the perideiprion or funeral banquet, which took place after the burial.

Spartan funerary customs and rituals

We do not know much at all about the funerary customs and rituals for ordinary Spartiates, perioeci or helots. Most archaeological and written evidence tells us about the customs and rituals that took place when a king died.

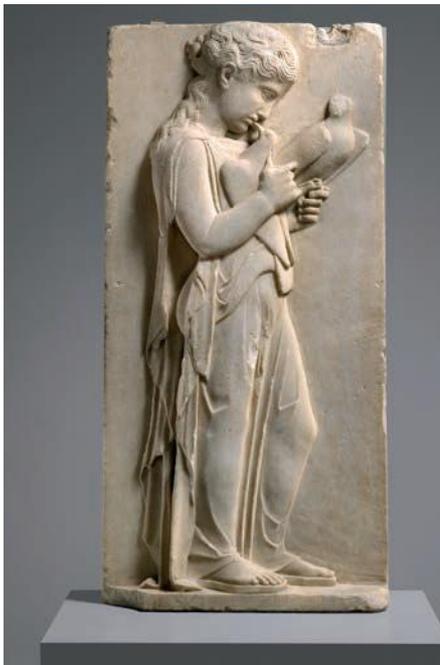
Men on horseback carried news of the king's death to everyone. Women would move around beating on large pots, which was a signal for one man and one woman from every house to put on special mourning clothes. All Spartiates, as well as a certain number of perioeci and helots, were expected to attend the funeral. They would gather and hit their foreheads as a sign of grief. If the king died in battle, a large statue of him would be carried around. The next 10 days were a time of mourning – no official business was carried out during this time.

Ordinary Spartiates seem to have had very simple funerals. Only men who died in battle and women who died in childbirth were given any kind of gravestone or monument. After a mourning period of 10 days, a sacrifice would be made to the goddess Demeter.



Source 6A

Terracotta tomb plaque from Athens c. 520–510 BCE. It shows the laying out of the dead. Mourners stand on either side of the body and pull at their own hair in grief.



Source 6B

Ancient Greek marble grave stele of a young girl from c. 450–440 BCE. The girl is shown saying goodbye to her pet doves.

They buried their dead within the city, and even round about their temples, so that young people would not be afraid to see a dead body, or be scared to touch a corpse or to tread upon a grave.

Source 6C

Extract about Spartan burial customs from *Life of Lycurgus* by Plutarch (75 CE)

FAST FACT

There are Greek myths about Hades, where people were given punishments by the gods. Tantalus was forced to stand forever in a pool of water beneath a fruit tree. When he wanted to eat, the branches would move away from

him. When he was thirsty and bent down to drink, the waters flowed away.

Sisyphus was forced to roll a huge rock up a hill; when the rock reached the top, it would roll down again. He had to repeat this for eternity.

stele

A stone slab, usually with an inscription or sculpture, used as a gravestone

Reflection question

What can we learn about a society from its customs and beliefs about death and burial?



Chronology, terms and concepts

- 1 Create an illustrated glossary that will help other students understand the important terms for ancient Greek burial customs. Your glossary should not include any words (except for the term you are explaining). Use drawings or pictures to show what the terms mean. Include the following terms:

Charon	Elysian Fields	prothesis
Cerberus	Hades	ekphora
- 2 Why did the Athenians place a coin on the eyes of the dead and leave honey cakes at the graves of their loved ones?

Analysis and use of sources

- 3 Burial sites are important places for archaeologists studying life in ancient Athens. Go online and find 10 objects that might be found at a burial site. Give a specific reason why you have included each object in your list.
- 4 Read source 6C carefully.
 - a Write down the clues that this source provides about Spartan burial customs.
 - b Find out why there is not much archaeological evidence about Spartan burial customs and rituals.

Explanation and communication

- 5 Imagine that you are a museum curator. Sources 6A and 6B have been chosen to be part of a museum exhibition on ancient Athenian burial customs. Write a paragraph for each source that will be posted on the exhibition's website to help children to understand what they show us about Greek burial customs.

Perspectives and interpretations

- 6 What did Plutarch think of Sparta's customs? Explain why you think he had this opinion.

Historical questions and research

- 7 The information in this unit describes some funeral customs in the 5th century BCE. Find out more about ancient Greek funeral and burial customs before this time.

Web 2.0

Make a gallery

Skill: Draw conclusions about the usefulness of sources.

Skill: Knowledge and understanding.

Task:

- **Make a gallery:** Using your central class blog and sources 6A and 6B, create a gallery for a museum's website. You will need to give your gallery page an appropriate title relevant to ancient Athenian burial customs. Write a paragraph about each source to help people understand what they show us about burial customs and life in ancient Athens.
- **Make a museum:** In groups of two to four, using your class blog, make a museum of sources from this chapter and online. Give each page a title relevant to the knowledge and understanding it gives us about ancient Greece. For each source,



write a paragraph that can be used by visitors to help them understand what they show about ancient Greece.

- Be the first to visit another group's museum and comment on at least three of their exhibits. Can you

suggest an improvement, fact or correction to this group?

- Edit your museum pages with the suggestions and corrections made by your classmates.

Reflection: what did you learn about ancient Athenian burial customs from this activity? Post on your class Reflection Page or write in your book about how the comments and suggestions made by others added to your understanding about ancient Greece.

UNIT 7: WARFARE

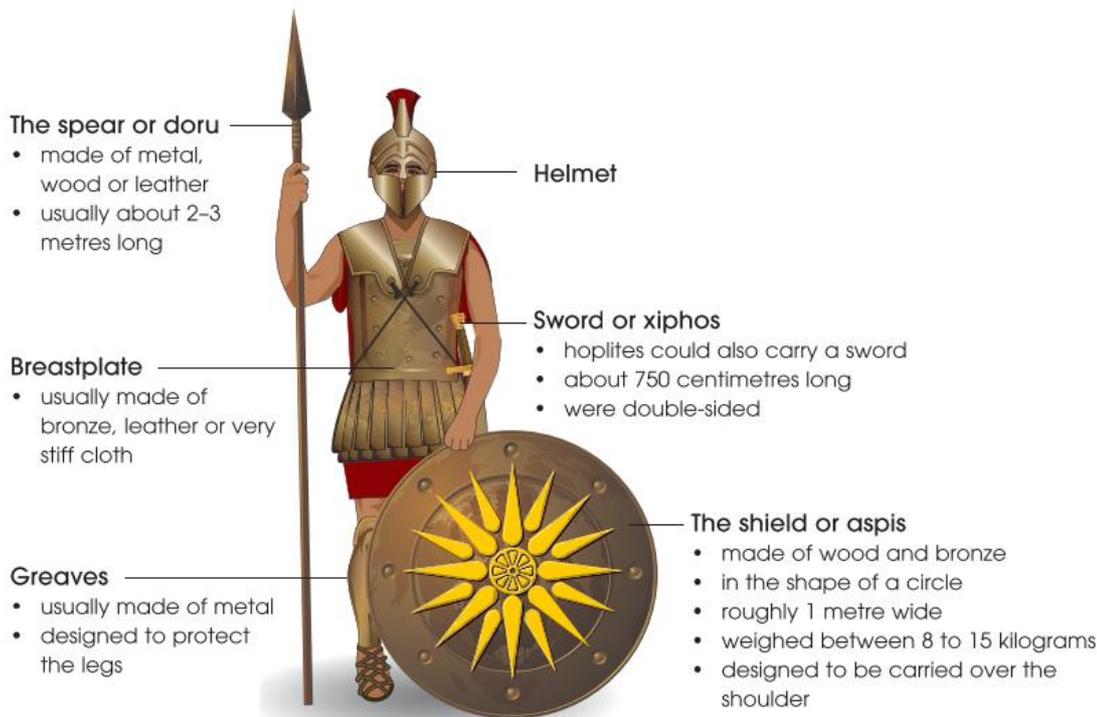
How did the ancient Greeks fight?

Historians think that around 650 BCE, the Spartans developed a new way of fighting. Men would stand together in lines, so close together that their shields joined to protect them. It created a wall of soldiers moving forwards. This wall is called a phalanx.

The soldiers, called **hoplites**, also carried spears. Hoplites were usually citizens of their city-state and were not full-time soldiers. Battles were usually held on open ground in the spring or summer.

This changed during the Peloponnesian Wars, when new ways of trying to defeat the enemy were developed. These included **siege** warfare and using ships for sea battles, and as support for armies on land.

Weapons and armour



WEBLINK

Warfare

hoplite

Greek foot soldier

siege

A type of warfare where one side surrounds an enemy town or city



WEBLINK

Warfare

WORKSHEET

Understanding the phalanx

HIS07MWWK00021

FAST FACT

During wartime, the crews on a trireme slept on land, not on the boats. The boats were dragged onto the beach each night. Naval battles were fought in sight of land, with soldiers cheering their ships on as they fought.

They also stood ready to rescue men if needed and to take men from captured enemy ships.

What happened during a battle?

Battles were short but brutal. Armies marched to the battlefield, a place that may have been agreed on by both sides beforehand. The battlefield was usually flat and open. The hoplites would join their shields together like a wall. Each row of the phalanx had a leader. A special officer called an ouragos controlled the back of the phalanx. The hoplites in the second and third rows pointed their long spears over the front line of shields. Each side would move towards each other, staying in phalanx formation. They would chant special war cries. Sometimes there were also soldiers on horses (cavalry) around them. In later wars, archers and javelin throwers were used.

The two phalanxes would smash against each other, each trying to break the enemy's defence. Sometimes both sides just kept pushing against each other until one side finally broke.

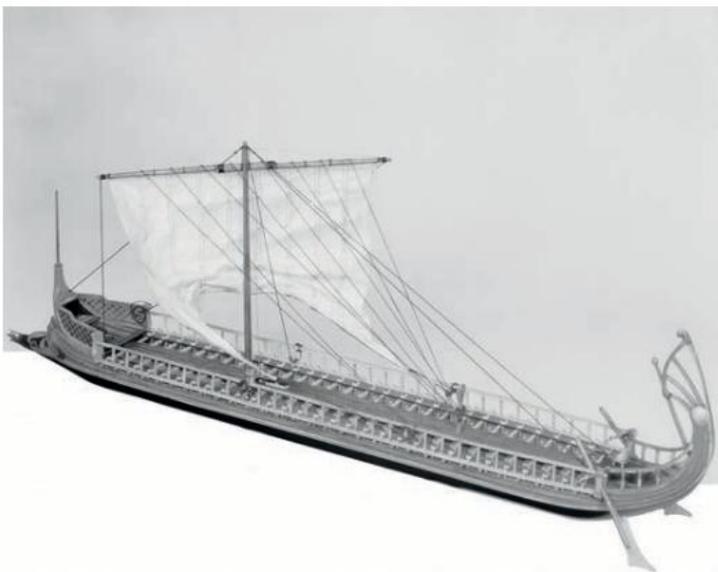
The phalanx

Men in the phalanx were usually placed in rows close to their family members and friends. This was to make sure that there was support to stay strong in the face of the enemy phalanx. It was also meant to stop men from panicking or trying to run away.

Nothing can stand up to the phalanx. The Roman by himself with his sword can neither slash down or break through the ten spears that all at once press against him.

Source 7B

Roman writer Polybius describing a Macedonian phalanx, 2nd century BCE



Source 7C

Model of a Greek trireme from the 4th century BCE

The Athenian navy

The Athenians relied on their large and powerful navy. By the 5th century BCE, Athens had a fleet of more than 200 ships. Their ships, called triremes, were light and fast for their time. They were about 36 metres long and very narrow. During battle, they were powered by 170 rowers who sat in rows of three on each side of the ship. Triremes also had two large sails.

Each trireme had a bronze battering ram at the front to attack and sink enemy ships. They also tried to knock out the long oars on the enemy's ship by pulling up as close as possible with their own oars sticking out.



Historical questions and research

- In pairs, research the following wars and the main tactics used. Create a poster with a map in the centre to explain where the tactics were used.
 - the Trojan wars
 - the Persian wars
 - the Peloponnesian wars

WORKSHEET

The Persian Wars

HIS07MWWK00022

Perspectives and interpretations

- Explain what advantage a phalanx formation made to defence in ancient Greek warfare.
- The majority of hoplites in the phalanx came from wealthier families. Give ONE reason for this.

Delian League

A group of city states led by Athens

Reflection question

Why do countries go to war against each other? Why have there been so many wars in history?

Explanation and communication

- One of the most important battles in ancient Greek history was the Battle of Salamis in 480 BCE. Find out about this battle and use the information that you have gathered to write a newspaper report on the battle. Don't forget to include a catchy headline and an illustration.

Unit 8: CONTACTS AND CONFLICTS – GREECE AT WAR

Athens dominates Greece

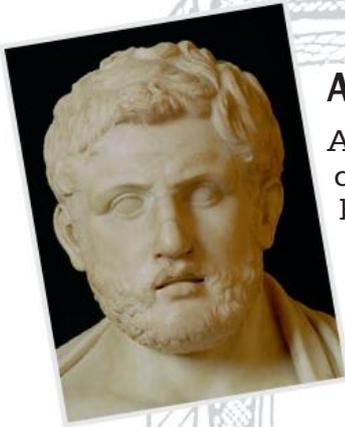
In 477 bce a group of city-states formed the **Delian League**. Athens became the most powerful member of the league and sent its navy against any city-state that rebelled against it. Athens eventually ruled all the other members of the League. Smaller Greek states, fearing Athens' power, turned to Sparta to lead and protect them. Soon Greece was split in two camps – the Delian League controlled by Athens and the Peloponnesian League led by Sparta.



Athens and Sparta at war

War broke out when Thebes, an ally of Sparta, attacked Plataea, an ally of Athens, in 431 bce. This was the beginning of a war that lasted 27 years. Athens used its powerful navy to raid cities around the Peloponnesus, the coastal area near Sparta. The powerful Spartan army then attacked Attica, the area around Athens. Led by the brilliant general Brasidas, the Spartans won major victories against Athens. In 421 bce Athens and Sparta made peace.

This peace only lasted six years. In 415 bce Athens, led by Alcibiades, sent a massive force to attack Sicily and war broke out again. In 414 bce the Athenian force was defeated and destroyed. The Spartans attacked Attica in 413 bce and laid siege to Athens, blocking food supplies to the city. People from the countryside fled to Athens. The overcrowded city was an ideal breeding ground for disease and plague broke out in 430 bce. According to some sources, one in four Athenians died. The Athenian navy was destroyed at the battle of Aegospotami. In 404 bce, with its people facing starvation, Athens surrendered.



Alcibiades

Alcibiades was an important politician and military commander in Athens. When his enemies accused him of breaking religious laws, Alcibiades fled Athens and went to Sparta. He gave the Spartans military advice, helping them to win victories against Athens. However, he made too many enemies in Sparta and was again forced to flee, this time to Greece's old enemy, Persia. He advised the Persians to let Athens and Sparta destroy each other. He was recalled to Athens, and promised to bring Persian money to help the Athenians. He became a general and played a role in many Athenian victories. When Athens began to lose, he was fired. Alcibiades' death in 404 BCE is a mystery. According to Plutarch, the Spartans assassinated him but other sources disagree.

The bodies of dying men lay one upon another, and half-dead creatures wandered about the streets ... The sacred places ... were full of corpses of persons that had died there, just as they were.

Source 8B

Thucydides describing the 430 BCE plague in Athens in *The History of the Peloponnesian Wars* (c. 431 BCE)

I believe the truest reason for the war ... was the growth of Athenian power, which put fear into the Spartans.

Source 8C

Extract from *The History of the Peloponnesian Wars* by Thucydides (c. 431 BCE)

Chronology, terms and concepts

- 1 Create a simple timeline of the battles referred to in the text, which were fought in the 5th century BCE (the 400s).
- 2 Write a sentence each to describe:
 - a the Delian League
 - b the Peloponnesian League

Explanation and communication

- 3 Imagine that you are a leader of one of the smaller Greek states that joined Sparta. Write a speech that will explain the reasons why you have asked Sparta to protect your state against Athens.
- 4 Read source 8B carefully.
Write a short newspaper article on the 430 BCE plague in Athens. Use the information in the source and your own research for information.

Unit 9: SIGNIFICANT INDIVIDUAL

PERICLES

Pericles was an Athenian military leader and politician. Some historians believe he was the most important person from this time and that he shaped the history of the Western world. Under his rule, Athens became a mighty empire. Others think that he was power hungry and used democracy for his own benefit.

Pericles was born in 494 bce. His family, the Alcmaeonids, was one of the wealthiest and most powerful families in Athens. We do not know very much about Pericles' early life or exactly how he rose to power. Historians think that Pericles became involved in politics around 460 bce. During this time, Athens was divided between two groups or parties: the oligarchs and the democrats.

The oligarchs were wealthy Athenians who did not want Athens to make any more democratic changes or expand its power. The democrats wanted to give more power to ordinary citizens and for Athens to expand its power by gaining colonies. In 461 bce, Cimon, the leader of the oligarchs, was ostracised and the ekklesia (see page 112) became the government of Athens. Pericles became leader of the democrats and the ruler of Athens.



Source 9A

Bust of Pericles. The inscription reads 'Pericles, son of Xanthippus, Athenian'.

WEBLINK

Pericles

strategos

Athenian general

Pericles' most important political changes were:

- **461 bce** : introduced payment for jury service
- **458 bce** : allowed citizens from the lowest social class to become archon. Introduced payment for the archon and also for the members of the boule.
- **451 bce** : changed citizenship laws, allowing only those whose father was a citizen, and whose mother was the daughter of a citizen, to become citizens.

Pericles also used money from Athens' growing empire to make it the most beautiful city in the world. Many grand temples and statues to the gods were built during his rule. His greatest achievement was the building of the Parthenon, which still stands today as one of world's best-known buildings.

In 443 bce , Pericles was elected **strategos**, or general. He was elected to this position every year for the next 15 years and led Athens in the Peloponnesian War. When the war turned against Athens and the deadly plague hit, Pericles was put on trial. He lost his position and was forced to pay a large fine. Less than a year later, in 429 bce , he was re-elected as strategos. Later that year he died from the plague.



Source 9B

Engraving, *After the Death of Pericles*, by American artist Alonzo Chappel, 1870

Pericles ... chose the side of the poor people rather than the rich few, even though this meant going against his own beliefs ... before long he had bribed the people with ... fees for jury service and other payments ... and then made use of the people ...

Source 9C

Extract from *Pericles* by Plutarch (c. 75 CE)

'He was always thinking up something to put on in the city - a spectacle ... a feast, a procession ... He sent out 1,000 settlers ... to rid the city of ... lazy troublemakers ... and set up settlements near Athens' allies to make sure they did not rebel.'

Source 9D

Extract from *Pericles* by Plutarch (c. 75 CE)

Pericles ... needed the support of the Athenian people ... he had to be elected each year, have all of his accounts inspected, he could lose his job at any time and be put on public trial. There can be no doubt that (this) ... was a true democracy.

Source 9E

Extract from *Pericles of Athens and the Birth of Democracy* by modern historian Donald Kagan (1991)

... they again elected him general and committed all their affairs to his hand, ... understanding that he was the best man of all ... When the war broke out, here also he seems to have rightly understood the power of his country.

Source 9F

Extract from *The History of the Peloponnesian Wars* by Thucydides (c. 431 BCE)

Chronology, terms and concepts

- 1 Create a timeline of the most important events in Pericles' life, using the text and sources.
- 2 What advantage was there for Pericles to create a payment system for members of juries or the boule?
- 3 How did giving people payment for serving on juries or the boule make Athens more democratic?

Explanation and communication

- 4 Look carefully at source 9A. The writing on the base of the bust is called an inscription. Write what you think would be a good inscription for Pericles. Use no more than six to eight words and praise him.
- 5 Imagine that you are one of Pericles' enemies. You want the ekklesia to ostracise Pericles. Write the speech that you would give to persuade people to vote to ostracise him. Use the text and sources to help you to write your speech.
- 6 Imagine that you are one of Pericles' supporters. Write a speech that you would give to stop people from ostracising Pericles. Use the text and sources to help you to write your speech.

Analysis and use of sources

- 7 Look carefully at source 9B.
 - a Do you think that this is an accurate picture of Pericles' death? Give reasons based on evidence for your answer.
 - b Explain why an artist in 1870 may have chosen to portray Pericles' death in a work of art.

Perspectives and interpretations

- 8 Read sources 9C and 9D carefully.
 - a List the things that Pericles did, according to each source.
 - b Next to each item in your list, write sentences describing why Pericles did this, according to Plutarch.

UNIT 10: ANCIENT SITES

THE ORACLE AT DELPHI

To the ancient Greeks Delphi was the centre of the world. One of the most sacred places in Greece, it was the home of the Temple of Apollo and the mysterious Pythian Oracle.



FAST FACT

The oracle gave answers that were unclear or vague. The person who asked the question had to decide what the answer meant. King Croesus of Lydia went to Delphi in 547 BCE to ask the oracle if he should go to war against Cyrus the Great,

ruler of Persia. The oracle told him that if he carried out the attack, it would destroy a great empire. Expecting victory over the Persians, Croesus attacked but the Persians defeated him and his own empire was the one that was destroyed.



Source 10A Ruins of the Temple of Apollo at Delphi, Greece

What the Greeks believed

According to Greek myth, Zeus wanted to find the centre of the earth. He sent two eagles into the sky, one from the east and the other from the west. When they flew into each other, the spot where they fell to the ground marked the centre of the world. It was on this spot that Zeus created Delphi.

We don't know exactly how the ritual of the oracle was carried out. Historians think that people who wanted to ask the oracle for advice would enter the Temple of Apollo carrying laurel leaves (sacred to Apollo) and present an animal for sacrifice. They would then wait outside the special room where the oracle sat and ask their question through a door. The oracle was a priestess known as the Pythia. She sat in the inner chamber of the Temple of Apollo over a chasm in the earth and gave her answers in a language that could only be understood by the priests of the temple. Some historians believe that the Pythia fell into a trance or saw visions because of an intoxicating gas that seeped up from the chasm. When the oracle spoke, the priests of the temple would interpret what was said and give the answer to the person.



The story of the site

We know that Delphi was a special religious site from the 14th century BCE. The first temple of Apollo was built there around the 8th century BCE. At this time, Delphi became famous for the powers of Pythia and people from all walks of life, from heads of state to common people, travelled there. People stopped at the Castalian Spring, which was believed to have cleansing waters, to wash their hair before entering the temple. Because the oracle only spoke at certain times of the year, huge sums of money and precious goods were paid by the powerful and wealthy to avoid the long lines of people who waited for the oracle.

Treasuries were built by Greek city-states and foreign countries to thank the oracle, celebrate victories and hold the offerings given to Apollo. Because Delphi was protected from attack by a special agreement, the treasuries became a kind of bank that protected the wealth of Greece.

During medieval times, the village of Kastri was settled over the site. By the 1800s the site was almost completely covered. In the 1830s the Greek government decided to allow excavation of the area, but this meant that the entire village had to be moved.

After this Croesus, decided to please the Delphic god ... offered up three thousand of every kind of sacrificial beast, and ... the king melted down a vast quantity of gold ... a statue of a lion was made from the gold and sent to the temple at Delphi.

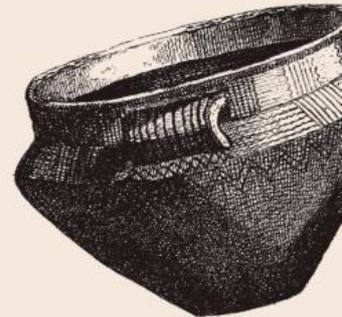
Source 10B Extract from *The Histories* by Herodotus (c. 440 BCE)

You will go you will come back not will you die in battle.

Source 10C A common answer given by the oracle when asked about going to war



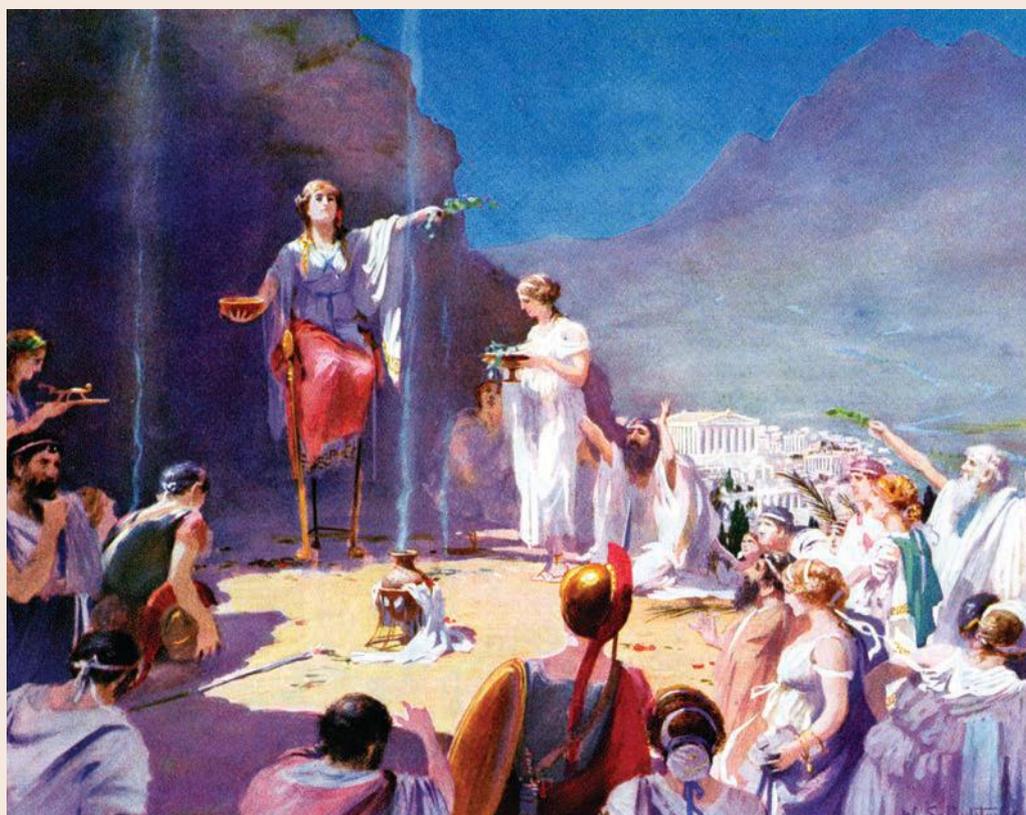
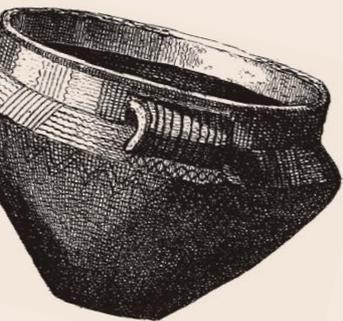
Source 10D The site of the Castalian Spring on Mount Parnassus, near Delphi. This was a pool of water where the ancient Greeks believe Apollo killed Pythos, and was believed to have cleansing powers. It is now dry due to earthquakes.



Reflection Question

As you have just read in this unit, a whole village was moved so that the site of Delphi could be excavated. Do you think that this was right?





Artist's impression of the Pythia sitting in a high chair over the chasm at Delphi

WEBLINK

The oracle at Delphi

Explanation and communication

- 1 Use the sources in this unit to write a description of the site of Delphi in ancient Greek times. Your description must include:
 - a the features of the land around Delphi
 - b the main buildings and parts of the site.
- 2 Would the journey to Delphi have been easy or difficult? Give specific reasons to support your answer.

Chronology, terms and concepts

- 3 Explain why the oracle was called the Pythia.

Analysis and use of sources

- 4 Read source 10B carefully.
 - a What were the buildings called treasuries used for? (Use source 10C to help you to answer this question.)
 - b Was it unusual for people to send or take gifts to Delphi? Give reasons for your answer.
 - c What evidence in this unit helps you to answer this question?
- 5 Look carefully at source 10D.
 - a What do you think the Castalian Spring was used for? Write down as many uses as you can think of.



- b Choose one of the uses. Explain why you gave this answer. Use any evidence from this unit or your knowledge of ancient Greece to support your answer.
 - c Write a list of other objects you would need to find at this site to help you to prove that your answer is correct.
- 6 Read source 10C carefully.
- a Write down two meanings of this sentence.
 - b Why do you think that the Pythia often gave answers that were like riddles?

Perspectives and interpretations

- 7 Look carefully at the illustration on the opposite page. Do you think this source is an accurate picture of the Oracle?

Using the information and sources in the unit:

- a List all of the things that this artwork shows about the Oracle that are correct.
- b List all of the things that this artwork shows that are incorrect.

Explanation and communication

- 8 Use all of the information in this unit, as well as your own research, to design a web page or brochure to encourage tourists to visit Delphi. Your web page or brochure must include:
- a a map of Delphi
 - b a guide to at least two of the buildings on the site
 - c information on why Delphi is an important site
 - d what we can learn about the ancient Greeks from the site.



Amphitheatre at Delphi today





Unit 11: History Mystery

THE LOST CITY OF ATLANTIS

More than 2500 years ago, Greek philosopher Plato wrote about Atlantis, a wealthy and powerful city created by the god Poseidon, which mysteriously and suddenly vanished 9000 years earlier. Did Atlantis, or a city like Atlantis, really exist and disappear so dramatically or was this just a myth? Examine the following sources to decide.

Reflection question

Why are people fascinated by stories of lost civilisations?



For these histories tell of a mighty power which unprovoked made an expedition against the whole of Europe and Asia ... Now in this island of Atlantis there was a great and wonderful empire which had rule over the whole island and several others, and over parts of the continent, and ... as far as Egypt, and of Europe as far as Tyrrhenia. This vast power, gathered into one, tried to invade ... the whole of the region ... and then ... Athens was most excellent in courage and military skill ... defeated and triumphed over the invaders from Atlantis ... But afterwards there occurred violent earthquakes and floods; and in a single day and night of misfortune all your warlike men in a body sank into the earth, and the island of Atlantis in like manner disappeared in the depths of the sea. For which reason the sea in those parts is impassable and unsearchable, because there is a shoal of mud in the way; and this was caused by the subsidence of the island.

Source 11A Extract from *Timaeus* by Plato (360 BCE)

Plato's purpose was not to pass on stories, but to create stories to teach moral lessons.

Source 11B Extract from *The Skeptic's Dictionary* by Robert T Carrol (2003)

We've definitely found Atlantis, researcher says

By John Noble Wilford

Robert Sarmast says a Mediterranean basin was flooded in a deluge about 9000 BCE, submerging a rectangular land mass he believes was Atlantis.

'We have definitely found it,' said Mr Sarmast, who led a team of explorers 80 kilometres off the south-east coast of Cyprus this month.

He says deep water sonar scanning has indicated man-made structures – including a 3-kilometre-long wall, a walled hill summit and deep trenches – on a submerged hill.

Source 11C Article from ABC News Online (15 November 2004)

Ruins may be ancient city swallowed by sea

On a winter night in 373 B.C., the one-two punch of an earthquake followed by a surging tidal wave destroyed the grand old Greek city of Helike, near the Gulf of Corinth. The city was, coincidentally, a venerated center for worship of Poseidon, the god of earthquakes and the sea. The land and the city ruins sank beneath the sea, and all the people were said to have perished ... The Helike catastrophe, some scholars speculate, may have inspired Plato's story of Atlantis ...

Source 11D Extract from an article published in *The New York Times* (17 October, 2000)

Chronology terms and concepts

- 1 Look at the timeline of ancient Greece on pages 100–101.

Plato wrote that Atlantis existed and went to war against Athens around 9000 BCE. Using the timeline, explain why you think this is or is not true.

Analysis and use of sources

- 2 Read source 11A carefully. Create an illustrated or visual timeline of events in the story of Atlantis.
- 3 Read source 11D carefully.

List three clues in this article that support the theory that Plato based the story of Atlantis on the disaster at Helike.

Perspectives and interpretations

- 4 Look carefully at the photos of the coins on the right.
 - a Describe the features of these photos that could make someone believe that this was evidence of Atlantis.
 - b Was this evidence of a lost city? Write a short report on what this image was showing. Use the Internet to answer this question.
- 5 Read source 11C carefully.
 - a What evidence in the article proves that Robert Sarmast did find Atlantis?
 - b Is this enough evidence to solve the mystery? Give specific reasons for your answer.
 - c Write down at least three extra pieces of information that you think this article would need to provide in order to prove that Sarmast did find Atlantis.

Explanation and communication

- 6 Do you think Atlantis actually existed? Use all of the sources in this unit to write an extended response that answers this question. Use the worksheet on NelsonNet to help you to write your response.



Coins found near the site of Helike. The coin at the top shows the head of Poseidon.

WORKSHEET

Did Atlantis exist?

HIS07MWWK00024

MAKING

Looking deeper: explanation and communication

- 1 Which society would you prefer to have lived in – Athens or Sparta? Give detailed reasons and refer to sources in your response.
- 2 Describe the main features of religion in ancient Greece.
- 3 Explain the reasons why Athens and Sparta went to war against each other.
- 4 List the ways in which constantly preparing for war affected life and society in Sparta.
- 5 Describe the different roles of women in Athens and Sparta. In your response, explain why they were different.

Going further: metics

Use your school or local library or the Internet to find out more about metics in Athens. Use the information that you have found to create an advertising poster or a storyboard for a short TV advertisement encouraging people to move to Athens to live as a metic.

Going further: gods and goddesses

Find out more about the gods and goddesses of ancient Greece. Choose your favorite god or goddess and design a storybook or webpage about them. Your story or webpage should be suitable for young children.

Going further: sports in ancient Greece

Find out about sports in ancient Greece. Use your school or local library as well as the Internet for research. Use the information that you have found to create a podcast or storyboard for a sports update in ancient Greece or a sports section in an imaginary ancient newspaper. Watch a TV sports report or read the sports section of a newspaper to help you.

CONNECTIONS

Review questions

- 1 Name the three groups in Athenian society.
- 2 Name the three groups in Spartan society.
- 3 Why was it important for Athens to have a navy?
- 4 How were boys educated in Athens?
- 5 How were boys educated in Sparta?
- 6 Describe the Panathenaia.
- 7 What was ostracism?
- 8 Describe a phalanx and how it worked.
- 9 What was the Delian League?
- 10 Who was Apollo and why was he important to the ancient Greeks?
- 11 Write a step-by-step guide to funerals in ancient Athens.
- 12 Who was Cynisca?
- 13 What event may have killed one in four Athenians?
- 14 What position did Pericles hold in Athens for 15 years?
- 15 Which side eventually won the Peloponnesian Wars?

QUIZ

Ancient Greece review quiz

HIS07MWQZ00025

INTERACTIVE

Ancient Greece drag and drop

HIS07MWIN00119

INTERACTIVE

Ancient Greece crossword 1

HIS07MWIN00093

PUZZLE SHEET

Ancient Greece crossword 2

HIS07MWPS00107



ANCIENT ROME

The Roman civilisation lasted for more than 1000 years. At the centre of its vast and powerful empire was Rome, one of the most impressive cities of the ancient world. Well organised and very efficient, the Roman Empire expanded throughout most of Europe, North Africa and the Middle East. First, the Romans conquered, then they governed and finally they civilised the people under their control. Roman laws, customs, technology and language spread throughout the empire, uniting the people.

Rome is famous for many good things, but it is also well known for its cruel emperors, barbaric entertainment, mass slavery and bloody wars. These are a part of the fascinating history of the Romans, their way of life, their values and beliefs and the reasons for Rome's long-lasting success.

BETTER FOR ALL



WELLA



□ **753–509 BCE**

Rule of the Roman and Etruscan kings

□ **73 BCE**

Spartacus led a slave revolt

□ **266 BCE**

Rome gained control of the Italian peninsula

753 — 73 BCE

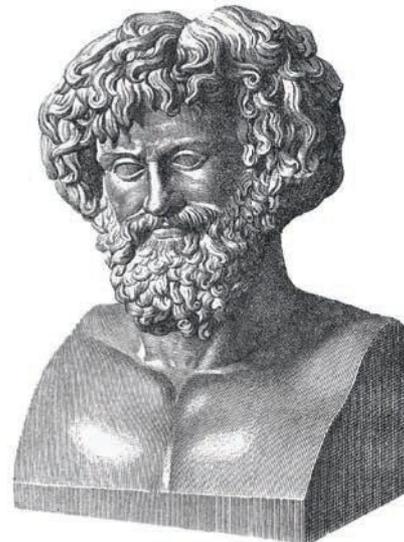
□ **753 BCE**

The mythical founding of Rome by Romulus and Remus



□ **218 BCE**

Hannibal crossed the Alps



□ **509 BCE**

Etruscan kings overthrown, Roman Republic founded



27 BCE
Augustus became the first Roman emperor



33 CE
Jesus crucified by the Romans

117 CE
Roman Empire reached its largest size



286 CE
Emperor Diocletian divided the empire in two

44 BCE — 410 CE

44 BCE
Julius Caesar murdered in the Senate



79 CE
Vesuvius erupted and Pompeii destroyed



212 CE
Citizenship granted to all free people living in the empire

410 CE
Rome destroyed by barbarians

WEBLINK

Roman Empire

WORKSHEET

The legend of Romulus and Remus

HIS07MWWK00043

WEBLINK

Map of ancient Rome

Reflection question

What do you already know about the ancient Romans? Brainstorm as a class and produce a concept map.

**peninsula**

Projecting land that is almost surrounded by water

Reflection question

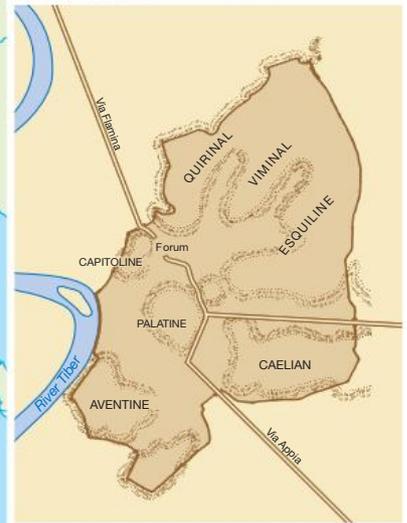
How did physical features such as the River Tiber influence the development of Rome and its civilisation?



UNIT 1: THE PHYSICAL FEATURES OF ANCIENT ROME



Source 1A Maps of the Italian peninsula and Rome's Seven Hills (right)



When Rome began in about 753 bce it was just a small group of villages scattered on seven hills overlooking the river Tiber in what is known today as Italy.

The Italian **peninsula** is a mixture of hills, plains and mountains. It is almost completely surrounded by sea except in the north where a mountain range provides a natural barrier against invaders. Approximately one-fifth of the Italian peninsula is flat plain land and marshes, nearly half is hill country and the rest is mountains. It has dry, hot summers and cool, wet winters, ideal for growing grapes, olives and cereal crops and for grazing animals.

Rome was built on one of the only natural river crossings in the Tiber River valley. This fertile land provided the early Roman people with food, fuel and building materials. Being close to a river crossing, it was an ideal place for trade.





Not without reason did gods and men choose this spot for the site of our city ... the salubrious [health giving], hills, the river to bring us produce from the inland regions and sea-borne commerce from abroad, the sea itself, near enough for convenience yet not so near as to bring danger from foreign fleets, our situation in the very heart of Italy – all these advantages make it of all places in the world the best for a city destined to grow great.

WEBLINK

Map of ancient Rome

WORKSHEET

Mapping the Roman Empire

HIS07MWK00042

Source 1B

Extract from *History of Rome* by Livy. Livy has a reputation as a careless historian who made many factual errors. He was also a very patriotic writer, but often distorted the truth to show Rome as faultless. His *History of Rome* was written c. 26–17 BCE.

Around 575 BCE, a powerful civilisation known as the Etruscans invaded and captured Rome. They brought with them new ideas, such as the building of arches, sewers and temples. In 509 BCE the Roman people finally overthrew the cruel Etruscan kings and went on to conquer the entire Italian peninsula.

The Romans used technology to manage the natural resources of the region. They built **aqueducts**, which channelled water from the mountains and hills to the city, where it flowed through clay and lead pipes into the streets and houses.

aqueduct

Channel built on arches carrying water from a water source to a town or city



Source 1C

Map of ancient Rome by Italian architect Pirro Ligorio, published in 1575 CE. He drew the map based on actual remains of the city, and other sources.



WEBLINK

About ancient Rome

Analysis and use of sources

- 1 Using the maps on page 142, draw your own outline map of Italy and label the important physical features of the area.
- 2 Read source 1B. Explain in your own words why Livy thinks that Rome is perfectly situated.
- 3 Why do we need to be careful when using Livy as a source of information about ancient Rome? Does this make Livy a poor source of information?
- 4 Carefully examine source 1C and compare it with Livy's description in source 1B. What features shown in the map are also mentioned in source 1B?
- 5 Source 1C was produced 1000 years after the fall of the Roman Empire. The artist based it on the actual remains of the city. What other source might he have used?

UNIT 2: SOCIETY

Social structure

To be a **citizen** of Rome, a person had to be born in Rome and have parents who were Roman citizens. Women and slaves were not allowed to be citizens. To register as a citizen, a Roman had to declare his family, slaves, land and wealth in a **census**, which was held every five years. If he failed to do this, his possessions could be taken away from him. Registration was a mark of freedom and gave men the right to wear a toga and join the army. The purpose of the census was to count the number of citizens and assess potential military strength and taxes.

Later, in 212 ce, citizenship was granted to any free person living within the borders of the Roman Empire who was not a slave. The Roman Empire had become so large that it was important to keep the people living within its borders happy and united.

Roman citizens were divided into three social classes: patricians, equestrians and plebeians.

citizen

Free person living in the city of Rome

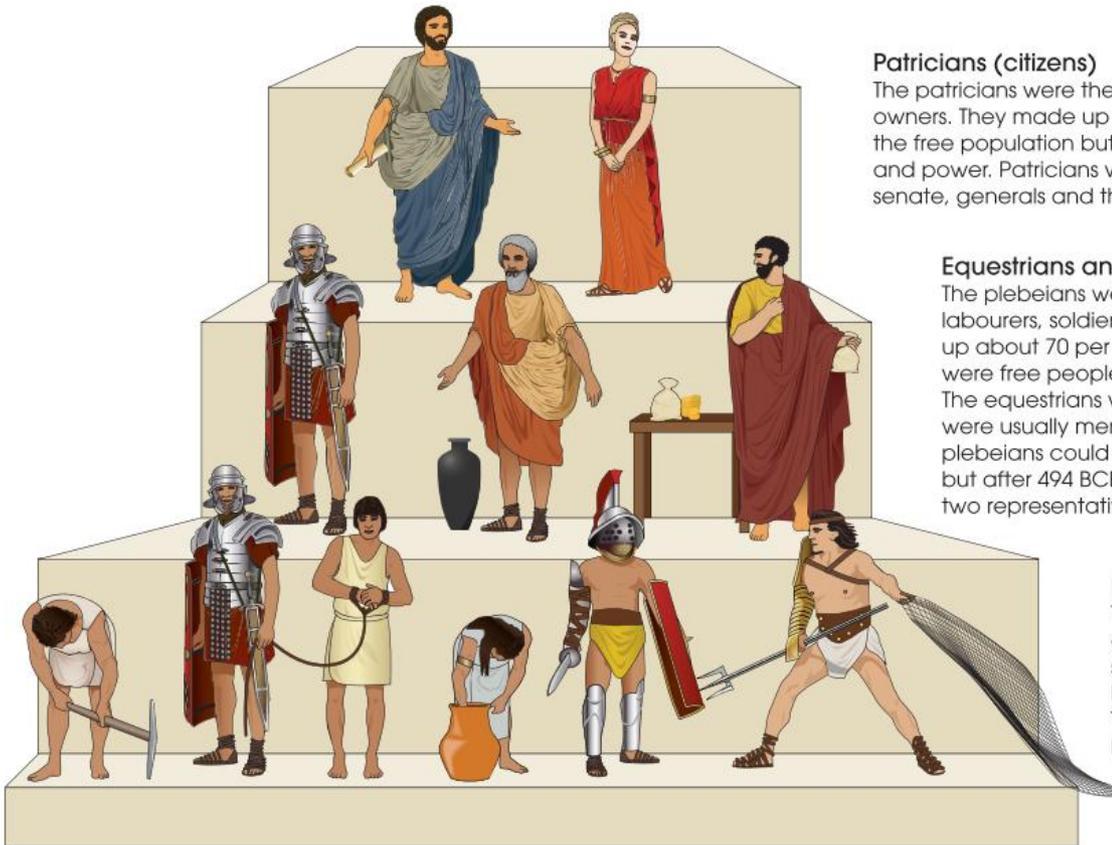
census

Official count of the population

Explanation and communication

- 1 Draw a pie chart or bar graph to show the structure of Roman society. Include the following three social groups in your chart: patricians, plebeians and slaves.
- 2 Draw your own illustrated diagram showing the social hierarchy of ancient Rome. Referring to your diagram, explain the citizenship rights of the following groups in Roman society: patricians, equestrians, plebeians, women, provincials and slaves.
- 3 In 212 ce citizenship was granted to all free people living in the empire.
 - a Why would a ruler decide to make this change?
 - b How would the people at the time have felt about this decision?
 - c What effect might this have had on their lives?

Discuss as a class or in small groups.



Patricians (citizens)

The patricians were the noble land and property owners. They made up only about 5 per cent of the free population but held most of the wealth and power. Patricians were often members of the senate, generals and their families.

Equestrians and Plebeians

The plebeians were merchants, artisans, labourers, soldiers and farmers. They made up about 70 per cent of the population. They were free people but were often very poor. The equestrians were wealthy plebeians, who were usually merchants or bankers. Originally, plebeians could not be elected to the senate but after 494 BCE they were allowed to elect two representatives called tribunes.

Non-citizens

The rest of the population of Rome consisted of slaves and foreigners, who had no rights as citizens. They were servants, labourers and entertainers.

Hierarchy of Roman society

MAKE A DOCUMENTARY

Skill: Locate, select and use information from a range of sources as evidence.

Task:

- In groups of two to four, go online and find out what life was like for each of the social groups of ancient Rome.
- Draw pictures of scenes in the daily life of each of these groups and scan them into your computer.
- Write two to three paragraphs describing the life of each group.
- Record your reading of your research into your computer.
- Use a program such as Photo Story, iMovie (Mac) or Movie Maker (Microsoft) to combine the images and readings to create your own mini-documentary of ancient Roman society.
- Host a film festival in your classroom where you will premiere your documentary to your class.
- As a class, develop a 5–10 point criteria that each documentary will be judged with.
- Score each film as it is screened and discuss the results after all have been presented.

Reflection:

- What did your film score?
- How could you improve your film in order to score better next time?

WEB 2.0

WEBLINK

Daily life in Rome

patriarchy

Male-dominated
society

Women

The ancient Roman world was **patriarchal** and women who were citizens had few rights. They were almost constantly under the supervision of their fathers and husbands and were chaperoned whenever they left the family home. A woman's father had absolute control over her life and could even sell her into slavery or force her to get a divorce.

Despite this, some women, such as Julia Agrippina (see below), greatly influenced Roman history through their roles as wives and mothers.

Roman names

High-class Roman women were not allowed to have personal names. Instead, girls were named with a feminised version of their father's middle name. For instance, the name Julia came from her father's name, Julius.

Julia Agrippina (15–59 CE)

Julia Agrippina was the sister of Emperor Caligula, the mother of Emperor Nero and the wife of Emperor Claudius. She has been described by historians as ruthless, ambitious, violent and domineering.

In 28 CE, at age 13, Julia married her second cousin, Claudius, and had a son, Nero. While Julia's brother, Caligula, was emperor she was believed to be involved in an incestuous relationship with him and was sent into exile. In 41 CE Caligula died and Julia returned from exile. In 49 CE Julia married her

uncle, the emperor Claudius, and persuaded him to adopt her son Nero as his heir. Following Claudius's murder (Roman historians accused Julia of murdering him), 17-year-old Nero came to power. Julia was allowed to listen to senate meetings from behind a curtain and in the first months of her son's reign, she controlled both her son and Rome. Eventually a power struggle between mother and son broke out. Julia's power gradually weakened and she was sent into exile by Nero. Following a botched attempt to kill her, involving a sinking boat, Nero hired assassins to stab his mother to death in 59 CE.

**WEBLINK**

Roman emperors

All women, because of the weakness of their intellect, should be under the power of guardians.

Source 2A Comment by the Roman senator Marcus Tullius Cicero (106–43 BCE)

Once married, an upper-class woman had practically no legal rights over her children or personal property. Despite this, there are many cases of Roman women owning enormous personal fortunes, businesses and property, usually left to them as an inheritance.

Women were often married at age 13, sometimes even younger. This might seem shocking, but in ancient times life expectancy was much shorter. Women were expected to have as many babies as possible because they were never sure how many children would reach maturity.

At birth ... newborns – male and female – were deposited at the feet of the father. He – without explanation or justification – either recognised the child as his by picking it up, or withheld his recognition by leaving it where it was. The recognised child became a member of the [family]; the unrecognised child was abandoned to the river or left to die by starvation.

Source 2B Extract from *Pandora's Daughters* by Eva Cantarella (1987)

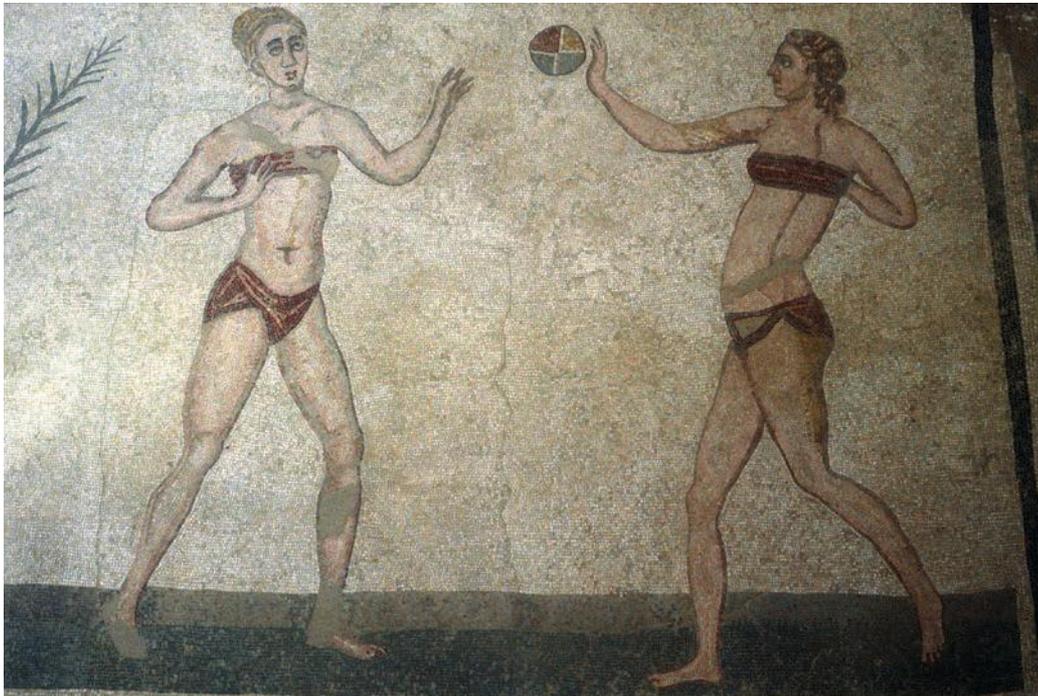
The passage in source 2B describes **exposure**. This practice mostly involved female babies, who were considered to be not as valuable as male babies. Females would not continue the family name, and because they required a **dowry** when they married, they were considered to be a financial burden on their parents.

exposure

To abandon a child in the open to die

dowry

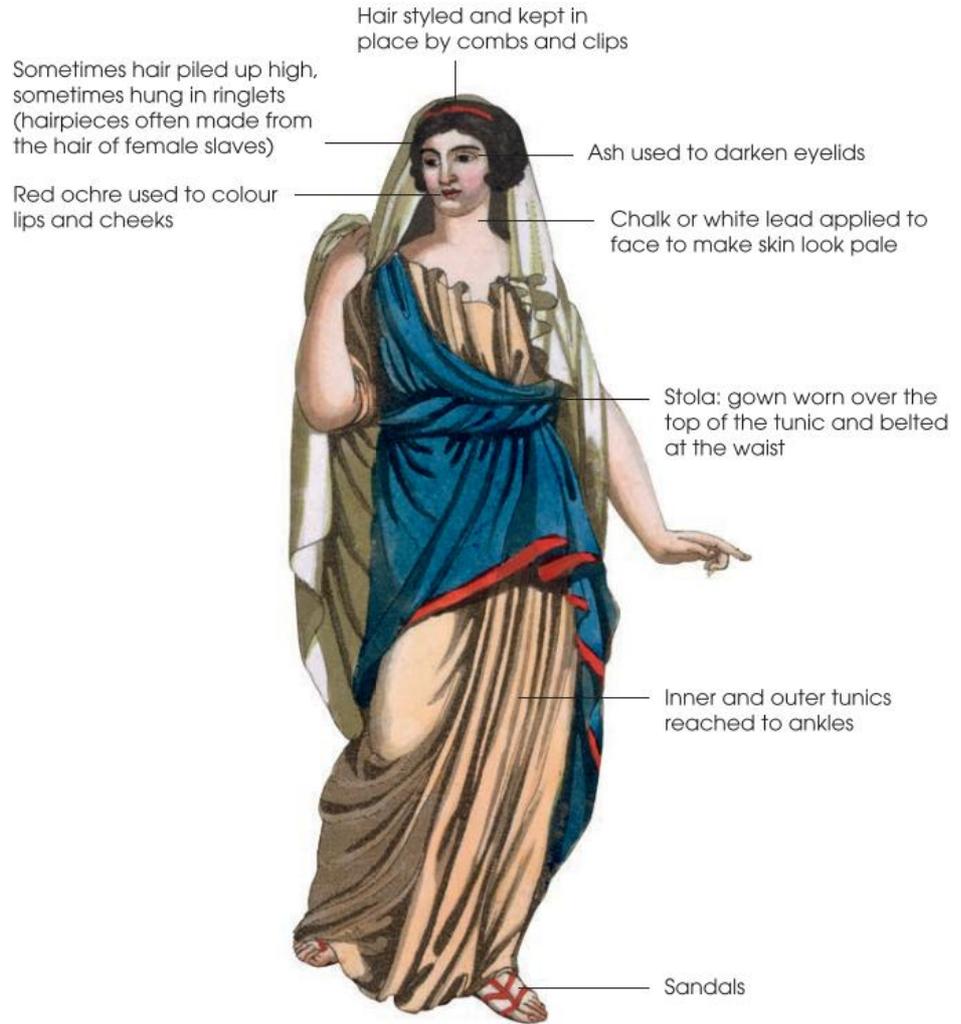
Money or goods given by a bride's family to her husband



Source 2C Mosaic from a Roman villa in Sicily, 4th century CE, depicting female athletes playing ball. Note the bikini-style outfits.

FAST FACT

The Roman poet Horace commented that women wore mud packs of crocodile dung. Other ingredients for Roman facials included eggs, powdered antlers and honey. Rich women who lost their teeth could wear false ones made of ivory, bone or even cement!



A fashionable Roman woman

Chronology, terms and concepts

- 1 The Roman world was a patriarchal culture. In what ways were wealthy Roman women controlled by men?

Perspectives and interpretations

- 2 All the historical sources about women are written by wealthy men who wrote about themselves and their families. What do sources 2A and 2B tell us about Roman attitudes to women? Use text from the sources to support your answer.
- 3 How does source 2C contradict traditional Roman attitudes to women?
- 4 Read the story of Julia Agrippina on page 146. In what two ways did she influence Roman history?

Explanation and communication

- 5 Draw a picture of a modern-day woman and label it in the same way as the drawing above but with modern-day information. What things are the same or are very similar today?

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Everyday life

Children

The average Roman family had two or three children. Boys and girls from wealthy families were educated at home or at school where they were taught reading, writing and mathematics. Their teachers were usually Greek and often slaves. Discipline was harsh and children were frequently beaten. When a boy reached 13 he could continue his education, but girls stayed at home where they were trained to be good mothers and wives. Children from poor families had no education and usually remained unable to read or write all their lives.

Of course, a wealthy Roman child's life was not all work. Children played board games, which were very much like modern backgammon and draughts. Dolls, hoops, spinning tops and toy swords were popular toys, as were dice and knucklebones. Children also played sports. Wrestling was popular with boys and there were games with balls made of leather or wood.



Source 2D Carving from a Roman stone coffin, showing scenes from the life of a child, 2nd century CE

... over and over again, he was forced from his position among the stationary players by the shock of some runner from the middle, and driven into the midfield, where the ball flew past him, or was thrown over his head; and he failed to intercept or parry it. More than once he fell, and had to pick himself up from such collapses as best he could; naturally he was the first to withdraw from the stress of the game ...

Source 2E From the poet Sidonius Apollinaris's *Letters* (5th century CE), in which he describes a game of harpastum. The game was so popular that there were harpastum leagues and touring teams.

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About ancient Rome

Slavery

Slavery was a normal part of life in the ancient world. Slaves were usually born into slavery or captured in war. Sometimes they were abandoned children, criminals or people sold into slavery by their family. Slaves made up 20 to 30 per cent of the population. Most families owned one or more slaves and only the poorest of Roman citizens owned none.

Slaves had no rights. They were bought and sold in the slave market where they were put on display for buyers to inspect them. Healthy, strong slaves were purchased as labourers or **gladiators**. Women and children were used as house servants. Educated slaves were employed to carry out administrative tasks and many teachers, doctors, accountants and entertainers were slaves.

gladiator

A trained fighter used for entertainment

Some slaves were allowed to get married, but any children born were the owner's property. If a slave ran away they were usually beaten or branded as an example to the other slaves. Slaves who served their masters particularly well were sometimes given their freedom and were known as freedmen. Over the centuries, freedmen and their families became a significant social group.



Source 2F

Sculpture of a wealthy Roman woman attended to by her slaves

These poor, undersized slaves. Their skin was black and blue with bruises, their backs covered with cuts from the whip. They were covered with rags, not clothes, and it was hardly enough to make them decent. They had been branded on the forehead and half of their hair was shaved off. On their legs they wore iron chains.

Source 2G

From the novel *The Golden Ass* by Lucius Apuleius (157 CE). Here he describes the condition of slaves working at a flour mill.

Analysis and use of sources

- 1 Source 2D shows four stages of a child's life. Can you work out what these stages are? List them, describing each scene in your answer.

Explanation and communication

- 2 Compare the life of ancient Roman children with your own. List the similarities and differences between your life and that of an ancient Roman boy or girl. Use a Venn diagram to show your answers.
- 3 How is Sidonius Apollinaris's description of harpastum (source 2E) similar to a modern game of rugby or football?
- 4 Write a diary entry for a day in the life of an ancient Roman slave. Refer to the sources in this section of the chapter in your answer.



UNIT 3: RELIGION AND BELIEFS

Roman gods

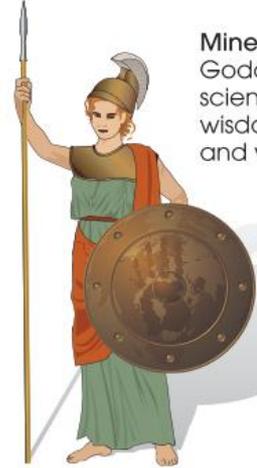
The Romans believed that the gods had great influence over their daily lives. They prayed and made sacrifices and offerings to the gods in order to gain protection, good health and fortune.



Jupiter
King of the gods
and of the skies,
thunder and
lightning



Juno
Queen of the
gods, goddess
of women and
childbirth



Minerva
Goddess of
science and
wisdom, crafts
and war



Venus
Goddess of love
and beauty



Ceres
God of crops and
harvests



Apollo
God of the Sun,
music, healing
and prophecy



Mercury
Jupiter's
messenger and
god of trade and
thieves



Mars
God of war



Neptune
God of the sea



Every home had a shrine. Offerings and prayers were made to the guardian spirits, called lares, who protected the home and brought good fortune to the family.

The most important gods were Jupiter, Juno and Minerva, who were adopted from the Greeks. Jupiter was the Roman name for the Greek god Zeus. Temples to Jupiter, Juno and Minerva were built in every major Roman town throughout the empire.

The Vestal Virgins were a powerful group of priestesses responsible for the worship of the goddess Vesta. Worship of Vesta was important to ensure the well-being of the home and of Rome. The Vestal Virgins were chosen from patrician families when they were aged six to ten years old. They had to take a vow of chastity and remain in service for 30 years. The Vestal Virgins were well respected and had much influence in Roman society.

Sacrifice

The Romans sacrificed animals to the gods in order to keep them happy and ensure such things as a good harvest or victory in battle. Priests led the ceremonies, where usually a pig, sheep or ox was slaughtered. Prayers were said and the onlookers watched in silence while music was played to drown out background noise. After the ceremony, the entrails of the dead animal were spread out and carefully examined to see if the sacrifice had been a success.



Source 3A Roman sculpture of a sacrificial ceremony, 1st century CE

libation

Drink offering to a god or gods

meal

Grains, nuts or seeds that have been ground to a coarse powder

... sacrifice took place in the open air. The animal was brought to the altar and the [head priest] recited a prayer, offering incense and wine on the altar as a **libation**. Wine and a specially prepared **meal** was then poured over the animal's head before it was killed by slaves and its entrails examined for omens. The final stage usually involved burning parts of the animal on the altar and a banquet for the participants.

Source 3B Description of Roman sacrifices from *Religions of the Ancient World* by John North (2004)

Feasts and festivals

There were many feasts and festivals throughout the year, some to celebrate victories, others to honour the emperor or the gods. The most popular festival, which took place in December, was called the saturnalia, and was held to honour the god Saturn. Saturnalia was a time of feasting, celebration, visits to friends and gift giving, particularly of wax candles. It is widely believed that this pagan festival later evolved into what we know today as Christmas.

pagan
Non-religious

Explanation and communication

- 1 What was the role of the guardian spirits called lares?
- 2 Why were the gods Jupiter, Juno and Minerva so important to the Romans?
- 3 Which god would the following pray to?
 - a A young girl who is about to be married
 - b A farmer who is concerned about his crops
 - c A soldier shortly before going into battle
 - d A fisherman during a storm
- 4 Do you think the Roman festival of Saturnalia can be linked to Christmas? Give reasons for your answer.
- 5 Examine sources 3A and 3B. How would a Roman justify the sacrifice of animals in religious ceremonies? Write a conversation.

Analysis and use of sources

- 6 Carefully examine source 3A. Imagine that this is the only primary source that we have about Roman sacrificial ceremonies. What information could a historian learn from studying this source? List your findings.
- 7 What other types of sources might be useful to gain a better understanding of Roman beliefs and rituals?

UNIT 4: DEATH AND FUNERARY CUSTOMS

Death

When a person was dying, relatives would gather close by and kiss them in hope of catching their last breath. Once dead, their name was pronounced loudly and prayers were chanted. The body was then cleaned, dressed and laid out with the feet facing the doorway so that the spirit would know the way out of the room. A coin was placed in the mouth to pay the boatman who it was believed would row the soul across the river of the dead.

pyre

A pile of wood or other material used to burn a corpse

stela

A stone slab or pillar used as a gravestone

FAST FACT

After the body was placed on its funeral pyre, an arm or leg would be cut off and buried in the ground before the rest of the body was cremated.

sarcophagus

Singular form of sarcophagi, a stone coffin

WORKSHEET

Roman tombs

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About ancient Rome

Cremation

The body would remain laid out for several days before it was taken outside the city walls in a procession of family members and friends and cremated on a funeral **pyre**. The ashes were put into a jar, which was placed in a tomb. Sometimes these were massive temple-like tombs, but mostly they were simple monuments called **stela**, which were like a stone box or a seat placed along the roadside leading to the city.



Source 4A Roman relief depicting the deceased surrounded by parents and friends (date unknown)

After the funeral, close family members would then clean themselves and the house. While in mourning the family wore dull woollen clothing, which they were not allowed to change, nor were they allowed to bathe, comb their hair or cut their fingernails.

Burial

Romans also buried their dead. The poor were buried in wooden coffins and the rich in stone **sarcophagi**, which could also contain cremated remains. The sarcophagi were decorated with carvings or art and often contained objects of daily life that were believed to be needed by the dead person in the afterlife, such as bowls, cooking equipment, jewellery or weapons. Children were sometimes buried with a doll or a toy.

Explanation and communication: perform a role play

- 1 In what ways are ancient Roman funerary practices similar to those we use today?
- 2 In groups, perform a role-play in which you act out the death and funerary practices described in this section of the chapter.

Analysis and use of sources

- 3 Describe what is happening in source 4A. Who are the people in the source and what are they doing?
- 4 How useful is source 4A in telling us about Roman burial and funerary practices?

UNIT 5: LAW AND GOVERNMENT

The Republic

After the Etruscan kings were overthrown in 509 BCE, the Roman people developed a system of government that allowed them to govern themselves. Borrowing on the ideas of the Greeks, the Romans established a **republic** and a form of **democracy** with elected representatives who met in the **senate**. Citizens of Rome would gather at an assembly to elect their own officials. The two chief officials were called consuls. They were the leaders of the senate and the army.

Other elected officials included praetors, who dealt with the law; aediles, who were responsible for building, maintenance and public games; and quaestors, who dealt with financial affairs and taxes. The consuls were advised by the senate, all of whom were members of the patrician class.



Source 5A Painting of the Roman senate by Italian painter Cesare Maccari (1889)

Although citizens voted, almost all decisions were in favour of the rich, as the senators would use their wealth and power to influence decision making. In 494 BCE, the plebeians had had enough of the senate and rebelled. The senate agreed to their demands and 10 **tribunes** were elected to represent the plebeians and take care of the poor.

Few people wanted to change a political system that seemed to work so well. Therefore, from 509 to 27 BCE, Rome was governed as a republic.

The fasces

The symbol of the consul's power was the fasces, which was an axe tied to a bundle of rods. The axe symbolised power and authority and the sticks represented strength through unity. Fasces were carried ahead of high-ranking officials. In the 20th century, the Italian dictator Mussolini chose the fasces as the symbol of power for his fascist party.

republic

A form of government where the power is held by the people

democracy

A government in which the people elect their leaders to represent them

senate

Political group in the time of the Republic

tribune

A representative of the people who was elected by the plebeians



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*Roman Empire***dictator**

A ruler who has total power over the government and people

civil war

A war between citizens of the same country

emperor

The supreme ruler of an empire

WORKSHEET

Emperor Octavian Augustus

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WORKSHEET

Decline and fall of the Roman Empire

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FAST FACT

The Romans believed that citizens should put aside their own personal needs in favour of the Republic. In this way, all Roman citizens had a duty to serve Rome in accordance with its laws. This was known as 'republican virtue'. Many hundreds of years later, during the 17th and 18th centuries CE, these

ideas became popular again and brought into question how monarchs ruled over their people.

The Empire

In 49 BCE, Julius Caesar, a powerful Roman general, led his army to Rome and took control, making himself **dictator** of Rome. Caesar was popular with the people but he had many enemies who wanted to keep the republic. In 44 BCE, when making a speech in the senate, Caesar was murdered by some of the senators. Caesar's supporters started a **civil war** against his murderers. The war was long and costly but in the end Caesar's adopted son, Octavian, won. He was named **emperor** Augustus in 27 BCE, bringing an end to the republic and marking the beginning of the Roman Empire.



The Republic

Laws were made by two consuls who were elected to serve just one year

Both consuls had to agree before a law could be introduced

The consuls were advised by the members of the senate, who were elected by Rome's citizens

The senate discussed issues and then voted on them

The two consuls took it in turns to lead the army



The Empire

The consuls were appointed by the emperor to carry out his laws

Sometimes the emperor made himself or a close relative a consul

All of the important decisions were made by the emperor

The emperor led the army or appointed a general to lead the army for him

Differences between the Roman Republic and the Roman Empire





Law and order

In 450 BCE, during the early Roman Republic, the magistrates published civil laws known as the 'Twelve Tables'. Crime, however, was still a feature of daily life. Most people were very poor and many turned to crime in order to survive. In the early years of the republic there was no police force. It was up to the person who was robbed or attacked to chase down the criminal and bring them to justice. In 6 CE Emperor Augustus established Rome's first police force. It consisted of 7000 **vigiles** whose main duty was to fight fires and to patrol the streets at night.

In 529 CE Emperor Justinian reviewed the laws, discarding some and officially published the rest. The Justinian Code, as it became known, is the basis of many legal systems throughout the world today including those of Australia and the United States. The Justinian Code included advanced ideas such as everyone is equal under the law and that all criminals should have a fair trial.

Roman punishments were harsh and brutal. They were designed to deter potential criminals. Punishments included crucifixion, whipping, amputation of limbs and drowning. Prisons were only used for people awaiting trial or execution.

vigiles

Rome's first police force

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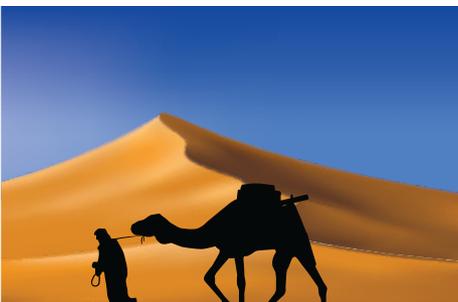
Justinian code



Citizens

Death sentence for murder, arson, robbing temples and stealing animals.

Whipping or loss of a limb for theft, violence or dishonest trading.



Nobles

Could get the death sentence for serious crimes such as murder but were usually banished into exile instead.



Slaves

For serious crimes they would be tortured, followed by death by crucifixion.

For minor crimes they might be whipped. If they had broken the law before, they might be sold off to the mines where they would be worked to death or sent to the arena to be butchered by gladiators.

Roman crimes and punishments





Nor are these your only terrors. When your house is shut, when bar and chain have made fast your shop, and all is silent, you will be robbed by a burglar; or perhaps a cut-throat will do for you quickly with cold steel.

Source 5B

Extract from Roman author Juvenal's *Satires*, Book 3, describing crime in Rome (c. 100 CE)

Explanation and communication

1 Consider the following facts about the Roman Republic:

- Slaves made up a quarter of the population but could not vote
- The patrician class made up only 5 per cent of the population
- The minimum voting age was 25
- Only men were allowed to vote.

How democratic do you think the Roman Republic really was, in our modern sense of democracy? Give three reasons for your answer.

2 Using the diagram on page 156, list three advantages and three disadvantages of each of:

- a the Roman Republic
- b the Roman Empire

3 Draw an illustrated diagram to show the structure of the Roman Republic's government. Label each of the following and include a summary of their role: consuls, praetors, aediles, quaestors, tribunes, senators, plebeians.

Analysis and use of sources

4 Juvenal's description of crime in Rome (source 5B) is very emotional and the opinion of just one person. What other evidence would you need to examine in order to prove the accuracy of Juvenal's statement?

UNIT 6: EVERYDAY LIFE

Most Romans, apart from the wealthiest, would spend their lives working from dawn until sundown. Hunger and illness were always of concern. People did not live long lives, and those born into a poor or slave family had little chance of rising above their social class.

Housing

Ancient Rome would have been crowded, noisy and smelly. Many people lived in rented rooms in accommodation blocks known as *insula*. The ground floor was used for shops, bars and workshops and families lived in the small rooms above. Water was carried from the public fountains and people shared

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Roman Empire

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Everyday life

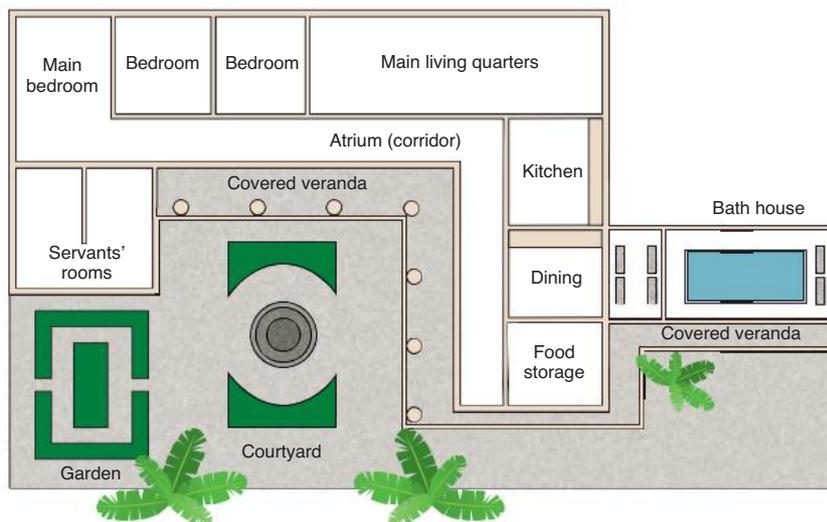


a communal toilet. Insula were poorly built and were notorious for collapsing or catching fire. Lighting was very poor as ordinary people could not afford to burn oil lamps. They therefore went to bed when it got dark and woke up as soon as it was light.



A Roman insula building

A wealthy family owned an elegant townhouse called a **domus**. These were built of stone and cement and had a courtyard garden in which to relax. They were richly decorated with **frescos** and **mosaic** floors. The best townhouses had under-floor heating and had their own toilet and water supply.



Floor plan of a wealthy Roman's villa

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*Virtual tour
of a Roman house*

domus

A townhouse owned by wealthy Romans

fresco

A watercolour painting on a wall or ceiling

mosaic

A picture designed with small tiles of glass or stone

Roman baths

A visit to the public baths was a daily activity enjoyed by men and women of all ages and social class. There were usually separate baths for women and men, but if not, women bathed in the morning and the men in the afternoon. Some bathhouses could hold more than 1000 people. Bathhouses also contained gymnasiums, barbers and libraries. Different rooms in the bathhouse were heated to different temperatures by under-floor heating.

FAST FACT

Bathhouses had large public toilets, often with marble seats over a continuous flow of water. This is often thought to be the first example of flush toilets. A shallow water channel in front of the seats had sponges attached to sticks for people to wipe themselves.



Source 6A These Roman Baths in Bath, England have been restored

The universal acceptance of bathing as a central event in daily life belongs to the Roman world and it is hardly an exaggeration to say that at the height of the empire, the baths embodied the ideal Roman way of urban life. Apart from their normal hygienic functions, they provided facilities for sports and recreation. Their public nature created the proper environment – much like a city club or community centre – for social intercourse varying from neighbourhood gossip to business discussions.

Source 6B Extract from *Baths and bathing in classical antiquity* by historian Fikret Yegul (1992)

Food and drink

The basic Roman meal consisted of bread, olives and olive oil, and a form of gruel or porridge known as 'puls', made from mashed grain. Common fruit and vegetables were apples, grapes, broad beans and cabbages. Meat was served at the banquets of the rich but was rarely eaten by ordinary Romans. People living in the countryside or near the coast generally had a better diet than people who lived in the city.

Roman food

The Romans had no coffee, sugar, potatoes, or even tomatoes. These were not part of the European diet until the discovery of America in the 15th century CE. Instead, the Romans used honey and grape juice to sweeten their foods.

Rome's poor depended on the grain dole, which was handed out by the government. At first the grain was sold to the poor for half price but by 58 bce it was completely free.

Wealthy Romans enjoyed entertaining their guests with unusual and exotic dishes. Meat dishes included mice, frogs, cows' udders, parrot and birds of prey. Diners would lie on couches while they ate their food with their hands and a spoon. They were entertained by slaves who played music and danced. Roman feasts sometimes went on for many hours or even days.

FAST FACT

Dormice, a type of small rodent, were eaten by the Romans as a snack or as part of the first course at a banquet. Famous Roman food writer Apicius described how dormice were first sprinkled with honey and then rolled in poppy seeds and baked.



Source 6C

A Roman Feast, a 20th-century painting by American artist Herbert M Herget depicts Roman diners reclining around a table.

Explanation and communication

- 1 Why was bread such an important item of food for the Romans?
- 2 Why do you think people living in the countryside or near the coast had a better diet than those living in the city?
- 3 Imagine that you are taking someone on a tour of a Roman house. How would you describe the exterior of the house and the rooms within? What decorations and objects would you find inside?
- 4 How were Roman homes similar to modern-day homes?
- 5 According to source 6B, why were Roman baths important? Justify your answer using examples from the text in this unit.

Analysis and use of sources

- 6 Examine the painting in source 6C and answer the following questions:
 - a What does the painting tell us about Roman feasts?
 - b This very detailed painting was made in the 20th century. Where do you think the artist may have got his information from? What sort of information would he have needed to research? What sort of museum artefacts might he have studied?
 - c Do you think this is a good source of information about Roman feasts? Give reasons for your answer.

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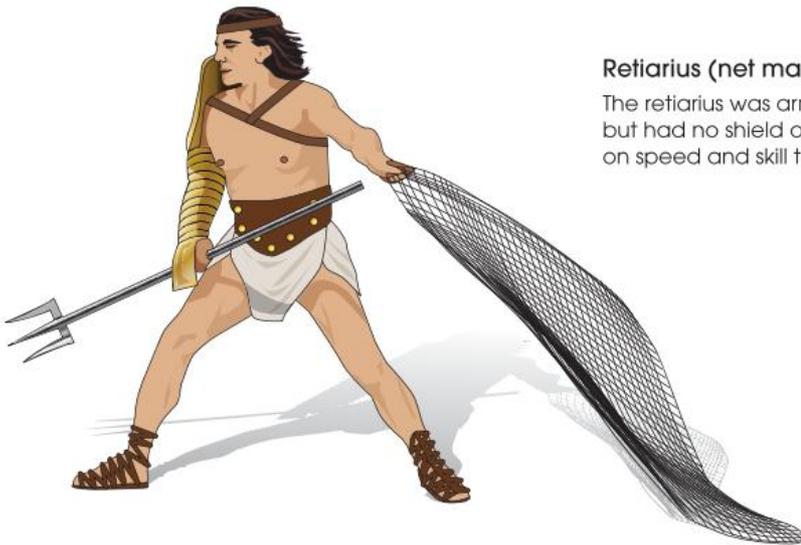
Gladiators

Gladiatorial games

Public entertainment, such as the theatre, gladiatorial contests and chariot races, were popular in ancient Rome and were attended by people of all classes. They were paid for by wealthy Roman families or the emperor and were used as a way to keep the support of the people.

Gladiators were usually slaves or criminals. There were many different types of gladiators, each with distinctive weapons and armour. Gladiators did not always fight other gladiators but were used to kill criminals, slaves or animals for public entertainment. The best gladiators were as famous as modern-day sports personalities.

A gladiator who fought well and won many victories might be lucky enough to win his freedom. Unfortunately their lives were usually cruel and very short, as most did not live long after they became gladiators.



Retiarius (net man)

The retiarius was armed with a net and a trident but had no shield or leg armour. The retiarius relied on speed and skill to defeat their opponent.



Murmillo (fish man)

The murmillo used similar weapons to the provocator but had less armour. The murmillo's distinctive helmet was decorated with a fish symbol.



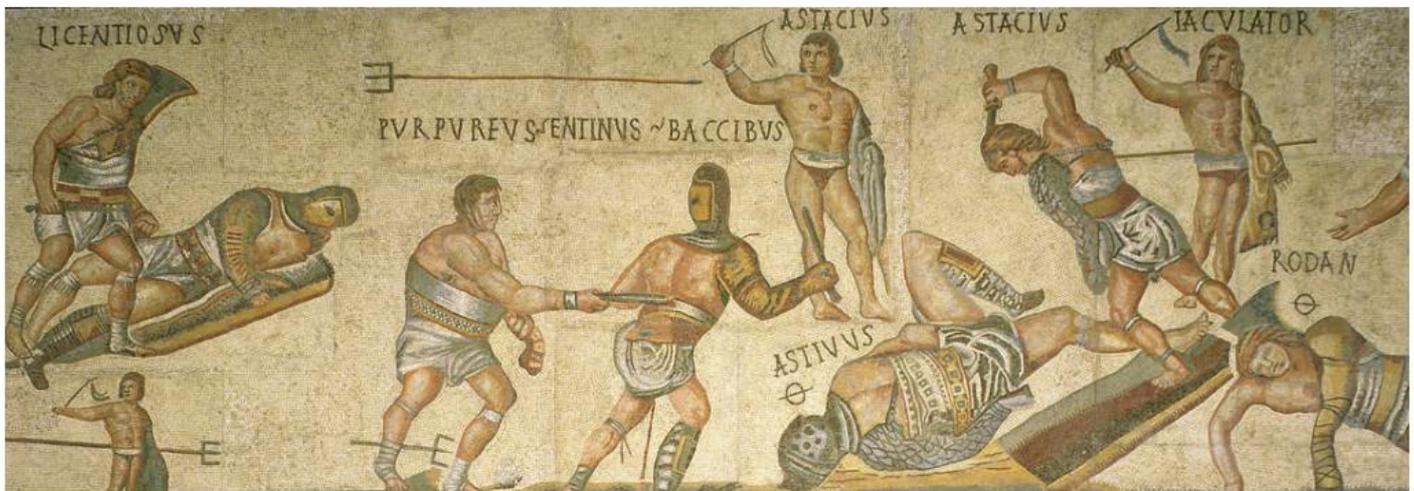
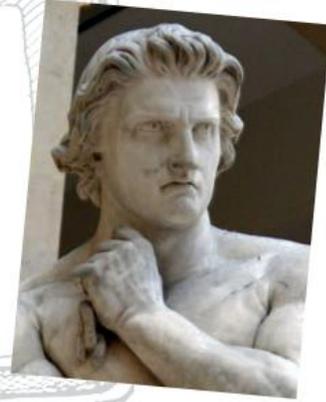
Provocator

The provocator wore a breast plate, leg armour and a helmet. His weapons included a large rectangular shield and a short sword for stabbing.

Three of the most common types of gladiators

Spartacus

Spartacus was perhaps the most famous Roman gladiator. He led an army of 90 000 escaped slaves against the might of the Roman army. His slave army caused chaos throughout Italy, but was eventually defeated in 72 BCE. Spartacus was killed and 6000 of the survivors were crucified. Their bodies were displayed along the Appian Way, the main highway to Rome.



Source 6G Roman mosaic depicting a gladiator battle (320 ce)

Explanation and communication

- 1 Most gladiators were prisoners or slaves but some people volunteered to fight. Why do you think they did this? What sort of people might they have been?
- 2 Why did people enjoy watch gladiators in the arena?
- 3 Imagine that you are a commentator for a gladiatorial contest. Use the sources and the text to make up a commentary. Write down or make a digital recording of what you say. Practise your commentary before recording it.

WORKSHEET

The Colosseum

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About ancient Rome

UNIT 7: WARFARE

Organisation

The purpose of the Roman army was to protect Rome and to conquer new territories. The army was organised into **legions** consisting of heavily armoured soldiers known as legionaries. With its tactics, organisation and technology, the Roman legions were virtually an unstoppable force. By the time of the Roman Empire, it was also the first paid, full-time professional army in the world.

legion

A Roman army unit consisting of approximately 5000 soldiers

At the time of the republic the Roman army consisted of volunteer citizens. The officers and generals came from patrician families. All soldiers had to provide their own weapons and equipment.

Each legion was subdivided into cohorts of 500 men. These were divided further into centuries of 100 legionaries, commanded by a centurion who was promoted from the ranks for his leadership and courage. At the time of the Empire there were between 25 and 35 Roman legions, each consisting of approximately 5120 legionaries.

Legionaries were expected to march about 30 kilometres each day. In addition to weapons and armour, they carried a cooking pot, rations and clothing. They also carried digging tools and two wooden stakes for a palisade. It has been estimated that each man carried anywhere between 25 and 35 kilograms of equipment. Weighed down by so much, it is little wonder that the soldiers were nicknamed 'mules'.

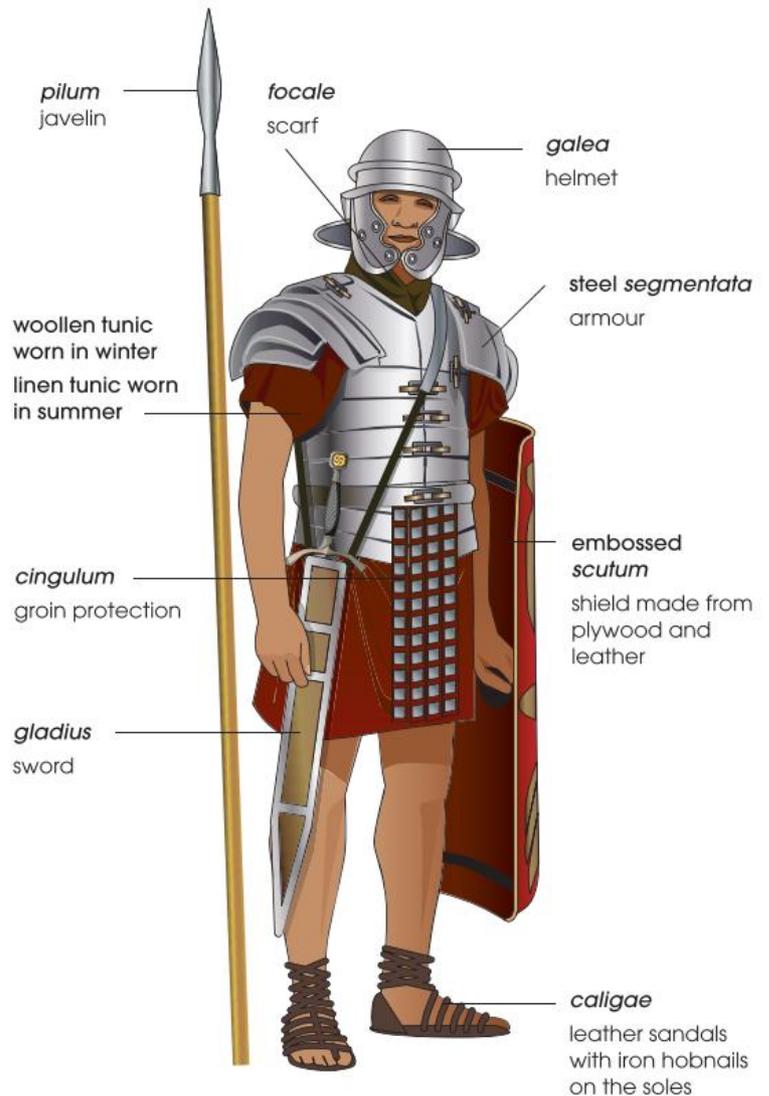
palisade

A wall of wooden stakes, used as a defensive barrier



Source 7A

Detail from Trajan's column in Rome, completed in 113 CE, to commemorate emperor Trajan's war victories



Roman legionary and his equipment

Life as a legionary

Discipline of legionaries was ruthless and punishment for breaking even a minor rule was harsh. If a soldier deserted his post or fell asleep while on duty, his fellow soldiers were ordered to beat him to death. For minor infringements such as laziness, fighting or theft, punishments included fines, extra duties, beatings and imprisonment.

Before 192 CE legionaries were not officially allowed to marry although many of them had families living close to the barracks. A legionary signed on for up to 26 years. If he was lucky, he would be given a plot of land and a small pension when he retired.

Decimation

Decimation was the most feared punishment of all and was usually applied to a large group of soldiers. Every tenth man was drawn by lots for execution by his comrades, who would beat or stone him to death. Not surprisingly it was carried out very rarely.

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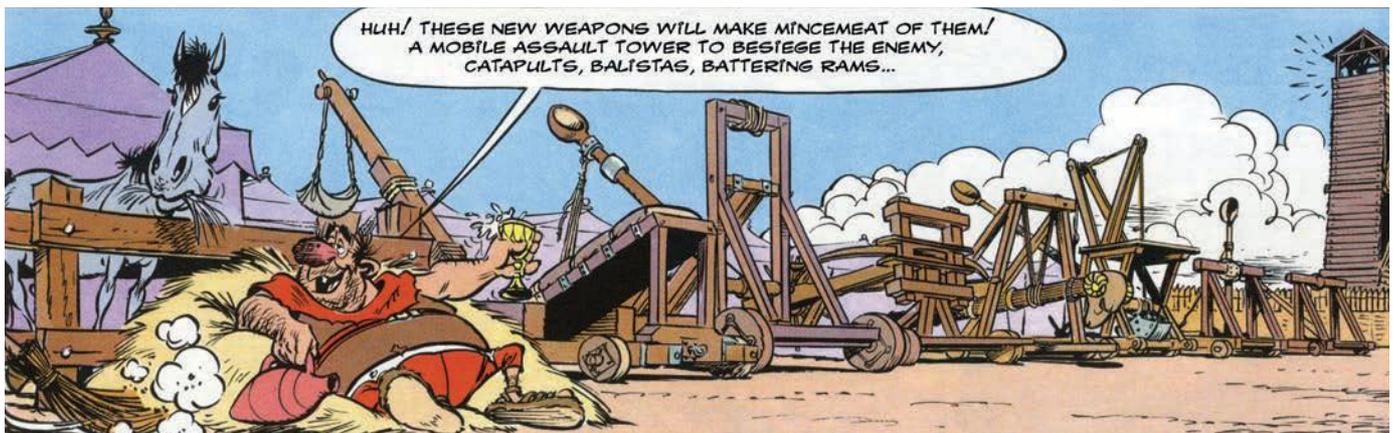
Roman legion

Military technology

The army had engineers and craftsmen who built camps, forts, bridges and **siege** works. If a settlement resisted, the Romans would encircle it with ditches and a wooden palisade fence. This would cut off its food supplies. The Romans would then attack using ballistae (weapons that hurled stones or missiles at the enemy) and huge crossbows. Tall siege towers were used to ascend the walls and battering rams to smash down the enemy gates.

siege

A military blockade of a city or fortress



Cartoon from *Asterix and Caesar's Gift* by René Goscinny and Albert Uderzo (1977)

The Roman army not only constructed thousands of kilometres of roads, but also built walls, aqueducts and canals. An impressive example is Hadrian's Wall, which was built as a barrier between Brittania (England) and Caledonia (Scotland). It took eight years to build and was more than 117 kilometres long.

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Hadrian's wall

auxiliary

A non-citizen soldier recruited from the provinces

Reflection question

Why was the Roman army so effective?



As the empire expanded there were not enough highly trained legionaries to defend the borders. Foreign troops from the provinces were therefore enlisted as **auxiliary** soldiers. Sometimes they fought in battles but mostly they were used to guard settlements and keep law and order on the borders, as they were not always trusted.

Chronology, terms and concepts

- 1 What was the purpose of the Roman army?
- 2 Auxiliary soldiers were not allowed to serve in their home provinces. What problems did this avoid?

Analysis and use of sources

- 3 Examine source 7A. This is a small segment of the massive column built in honour of Emperor Trajan's victory over barbarian tribes in the 2nd century CE.
 - a How can you tell who the Romans are and who the barbarians are?
 - b Whose side of the story are we seeing in source 7A?
 - c What information might be missing from this version of the events, and why?
- 4 The cartoon on page 165 is from the popular comic book series, *Asterix*. Discuss it as a class, then list two advantages and two disadvantages about using this kind of source as evidence. Is a comic book such as *Asterix* a good source of information about the Romans?
- 5 What can be learnt about the Romans from the cartoon?

UNIT 8: CONTACTS AND CONFLICTS – EXPANSION AND EMPIRE

The rise of the Roman Empire

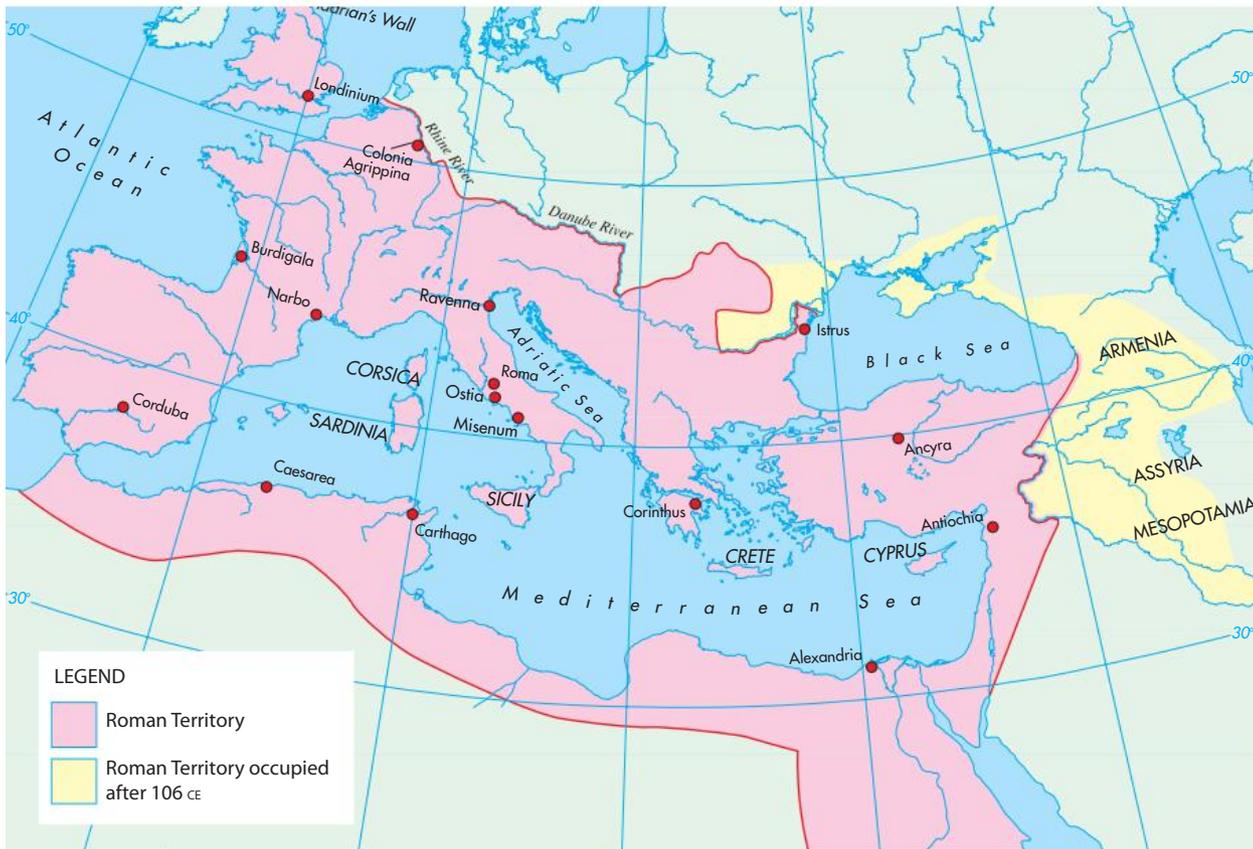
By the end of his reign in 14 CE, Emperor Augustus had greatly expanded the size of Roman territory. The emperors who followed Augustus tried to copy his achievements. Claudius invaded and conquered Britain, while Trajan brought Dacia, Armenia and Assyria under Roman rule. By 117 CE Rome was at its peak, stretching from the cold, windswept moorland of northern Britannia to the baking heat of the desert in modern-day Iraq. In all, from east to west, the empire was approximately 4000 kilometres long and was home to about 80 million people.

WEBLINK

The Roman Empire

WEBLINK

Map of ancient Rome



Source 8A Map of the Roman Empire in the 2nd century CE

Expansion of trade

The Romans built 85 000 kilometres of surfaced roads throughout the empire. This meant that goods could be transported even in winter. Huge quantities of grain, stone and luxury goods were imported to Rome from within the empire and beyond.

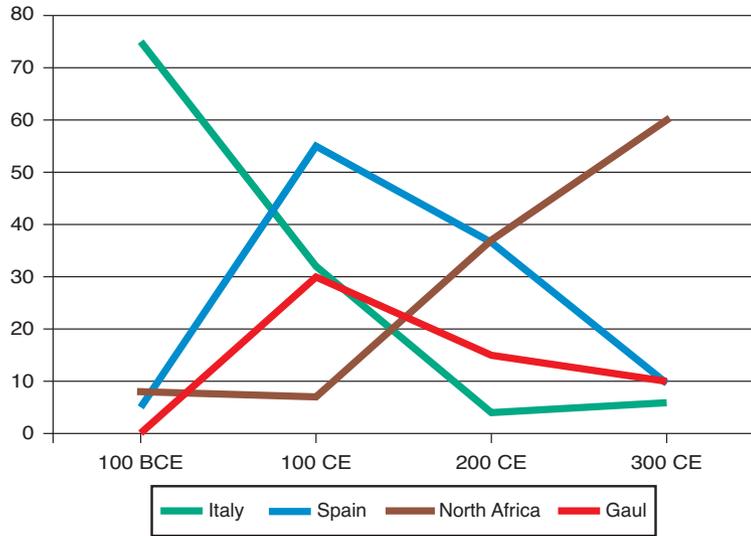
Well-made roads and bridges also meant that troops could move quickly to trouble spots. This was one of the main reasons why the Roman Empire was so successful and lasted such a long time.

The Romans also imported cotton and spices from India and traded for silk with the Chinese via the 'Silk Road', which crossed through Persia and into the eastern part of the empire, connecting Asia with Europe. As the empire expanded so too did the variety of food. Most imported items were very expensive and only bought by the rich. For instance, silk was worth almost as much in weight as gold, and black pepper cost even more!

... the Scythians and the Sarmatians sent ambassadors seeking friendship; the Seres [Chinese] too and the Indians, who live immediately beneath the sun, though they brought elephants amongst their gifts as well as precious stones and pearls, regarded their long journey, in the accomplishment of which they had spent four years, as the greatest tribute which they rendered; and indeed their complexion proved that they came from beneath another sky.

Source 8B

From *Epitome of Roman History* by the Roman historian Florus. Written between 117 CE and 138 CE, the passage describes a visit by Indian and Chinese envoys to Rome in the time of Emperor Augustus, who ruled from 30 BCE to 14 CE



Source 8C

Percentage of wine and olive oil exported to the city of Rome from Italy and overseas between 50 BCE and 350 CE

Amphorae

Wine and olive oil were transported in ships to Rome in large clay jars called amphorae. The amphorae were only used once and then destroyed. Archaeologists excavated a huge mound of broken amphorae at Ostia, the ancient port of Rome. Because each amphora was marked with its place of origin and the date, archaeologists were able to estimate how Rome's imports had changed over the years (see source 8C).

Chronology, terms and concepts

- 1 Look carefully at sources 8A, 8B and 8C.
 - a List three reasons why the Romans built roads and bridges.
 - b Why was the port of Ostia so important to Rome?
 - c Why do you think Rome was described as the 'warehouse of the world'?
 - d What did the Romans import via the 'Silk Road'?

Explanation and communication

- 2 Examine source 8C and use the text from this unit to answer the following questions:
 - a Why do you think that most of the wine and olive oil came from Italy in 50 BCE?
 - b Why do you think the amount of imported wine and oil from Italy fell so dramatically between 50 BCE and 200 CE?

WEBLINK

About ancient Rome

UNIT 9: SIGNIFICANT INDIVIDUAL

JULIUS CAESAR

Julius Caesar (100–44 bce) was born into a patrician family. He quickly worked his way up the political ladder to the position of Praetor and then joined forces with the powerful Crassus and Pompey to form a triumvirate (rule of three). Pompey married Julia, Caesar's daughter and Caesar became one of two consuls in 59 bce. The following year, he was appointed governor of Roman Gaul, a region that includes parts of modern-day France, Switzerland, northern Italy and Germany. In 49 bce, Caesar was instructed by the senate to give up his command. He had won many victories in Gaul and was becoming too popular and powerful.

In Caesar's absence, Pompey had become sole consul of Rome. Pompey's wife had died and the family tie with Caesar was broken. Caesar gathered his army in Gaul and crossed the border into Italy, starting a civil war. Pompey fled and soon Caesar ruled all of Italy. Caesar chased Pompey to Egypt where Pompey was eventually assassinated in 48 bce. Caesar then assumed the title of dictator and fought a series of successful wars in Spain and Africa, famously claiming *Veni, vidi, vici* (I came, I saw, I conquered). In 45 bce, Caesar returned to Rome. On 15 March 44 bce, Caesar entered the senate and was stabbed to death by a group of senators. Caesar's assassination plunged Rome into civil war, bringing an end to the Roman Republic.

WEBLINK

Roman emperors



Source 9A

Painting depicting the death of Julius Caesar, by 20th-century British artist CL Doughty

With rage ... Caesar turned upon (them) like a wild animal, but after receiving the wound from Brutus he despaired and, veiling himself with his robe, he fell ... at the foot of Pompey's statue. They continued their attack ... until he had received twenty-three wounds. Several of them while thrusting with their swords wounded each other.

Source 9B Extract from *The Civil Wars* written by Roman historian Appian in the 2nd century CE

... the leaders of the conspiracy were idealists, men who not only resented ... the imperial arrogance of Caesar, but who recognised that, with Caesar alive, autocracy would take a more and more stifling grip on Rome. They believed ... that republicanism could still be saved.

Source 9C Extract from *Julius Caesar and Roma* by historian Dacre Balsdon (1974)



Source 9D Vercingetorix, king of the Gauls, throws down his arms at the feet of Julius Caesar. Painting by Lionel Royer (1899).

Do you know of any man who ... can speak better than Caesar? Or anyone who makes so many witty remarks? Or whose vocabulary is so varied yet so exact?

Source 9E Quote from Cicero, one of Caesar's sworn enemies, in a letter to a friend

He [Caesar] showed himself ready to serve and flatter everybody, even ordinary people, and shrank from no speech or action in order to get possession of the objects for which he strove.

Source 9F Quote from Dio Cassius, a Roman historian (3rd century CE)

He won the devotion of his army ... [during the civil wars] every centurion in every legion volunteered to equip a cavalryman from his savings, and the private soldiers unanimously offered to serve under him without pay or rations ... Throughout the entire struggle not a single Caesarian deserted.

Source 9G Extract from *The Life of Julius Caesar*, written by the Roman historian Suetonius (c. 110 CE)

Analysis and use of sources

- 1 Create a storyboard of Caesar's life, including the events leading up to his murder.

Perspectives and interpretations

- 2 Examine source 9D. What impression does it give of Julius Caesar?
- 3 Draw a table with two columns and label them positive and negative. Select short quotes, single words or phrases from the sources and write these in the appropriate columns that show a positive or negative attitude to Julius Caesar.
- 4 Why was Julius Caesar such a successful general and ruler?

WORKSHEET

Legacy of ancient Rome

HIS07MWWK00049



UNIT 10: ANCIENT SITES

POMPEII

In one of the most dramatic events of the ancient world, the city of Pompeii, a busy port city on the Bay of Naples, was destroyed by the eruption of the volcano Mount Vesuvius in 79 CE. Pompeii lay buried under a 3-metre layer of volcanic ash and pumice stone for nearly 1700 years. In 1748 archaeologists began to slowly uncover the city and discover its hidden secrets. Most of the city has now been uncovered. Visitors can walk along Pompeii's streets and easily imagine the lives of the people who lived there. Pompeii is one of the most important Roman archaeological sites because the remains are so well preserved. It is particularly useful for gaining an insight into the daily lives of ordinary Romans.

Pompeii had a population of around 20000 people. It had a forum, temples, shops, bars, a theatre and an arena where gladiatorial games were held.

When archaeologists began to excavate Pompeii they discovered the remains of more than 2000 people. Over hundreds of years, their bodies had decayed, leaving hollow spaces in the solidified ash. By filling these spaces with plaster the archaeologists were able to observe what had happened in the last few moments before their death.

WEBLINK

Ancient Rome

WEBLINK

Pompeii

WEBLINK

Discovery Channel



Source 10A Ruins of Pompeii with Mount Vesuvius in the background



Source 10B Archaeologists excavate the bodies of two adults and three children at Pompeii in 1961

WEBLINK

A look around Pompeii

WORKSHEET

Pompeii exhibition

HIS07MWWK00048

Some of the houses were empty; others still sheltered families who crouched, listening, as the roofs above them creaked and groaned with the pressure of the built up pumice, imploring the gods that the worst would soon be over. And then ... With a roar mighty enough to make the thundering jet that had deafened and shaken them for the previous seven hours seem almost endurable, the column of ash surged and thickened, rising a further six kilometres and carrying with it into the heavens an endless mass of darker grey stones that were almost twice the size and weight of those that had fallen until then. Driven in a southerly direction by the wind, they tumbled onto Pompeii in a torrent, quickly obliterating the white drifts into which the previous lapilli had formed.

Source 10C Extract from *Pompeii the Living City* by Alex Butterworth (2006)





Source 10D

Archaeologists have developed methods of making plaster or resin casts of humans and animals from the spaces left in the volcanic ash



Source 10E

Excavated and restored House of Vettii, Pompeii



Source 10F

Thousands of everyday objects have been excavated at Pompeii, providing a major source of information about the Romans. From left: a bowl of olives, silver containers and spoons and ivory dice.



Perspectives and interpretations

- 1 Imagine you are part of the team of archaeologists pictured in source 10B. Describe how you feel about what you are discovering as you dig in the ruins of Pompeii.
- 2 According to source 10C, what caused the final destruction of Pompeii?
- 3 What sort of archaeological evidence would have helped the historian Alex Butterworth write his description in source 10C?

Explanation and communication

- 4 Using sources 10D, 10E and 10F and three other sources from textbooks or the Internet, explain what evidence exists of Pompeii and what it tells us about the Romans.



Unit 11: History mystery

THE LOST LEGIONS OF ROME

The tragic adventure of the legionaries of general Marcus Crassus, defeated by the Parthians at the battle of Carrhae in 53 BCE, has long fascinated historians and the public.

Following the battle of Carrhae, the Parthians took 10 000 Roman soldiers prisoner. Most historians, including the Roman historian Pliny, believe that the Parthians moved the captured Romans to the eastern part of their empire where the captives were used to defend the Parthian border. In 20 BCE, the Roman general Marcus Antonius tried to negotiate the release of the prisoners but was told by the Parthians that there were no prisoners to be returned.

In the 1950s, Oxford University professor Homer Dubs, an expert on Chinese history, suggested that some of the captured Roman soldiers may have escaped, or been sold by the Parthians as mercenary soldiers. His theory was that about 145 of these escaped soldiers made their way east where, 17 years later, they were captured by the Chinese. This could explain Chinese descriptions of soldiers 'with a fish-scale formation', a possible reference to a military tactic used by the Romans. If Professor Dubs's theory can be proved correct, then it means that Romans visited China and established a settlement 1200 years before Marco Polo's arrival in China.

It is a remarkable fact that, in the ... register of Chinese cities and counties for the year AD 5, there should appear a city and county with the most ancient Chinese name for Rome ...

Source 11A Quote by Professor Homer Dubs, from a lecture to the Chinese Society, London (1957)

FAST FACT

Recent genetic testing revealed that more than half of the DNA of some residents from the Liqian area was Caucasian in origin. A local man is nicknamed 'Cai Luoma', which means Cai the Roman because of his green eyes, long nose and white complexion.

He is just one of many local people who are convinced that they are descended from Romans.

Liqian find

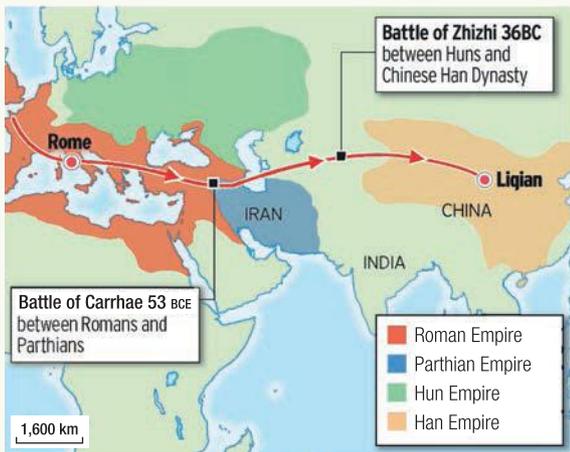
Items unearthed during archaeological excavations in Liqian, China in 1993, included some fortifications and a trunk fixed with stakes, possibly dating back to the time of the arrival of the Roman legionaries. The trunk was a kind of hoist used by the Romans to build fortifications, but was unknown in China. It is now on display in the Lanzhou museum.

Professor Dubs also suggested that the people of Liqian, a village in north west China, might be the descendants of the missing Roman legionaries.



Source 11B

Modern Liqian villager Cai Junnian has green eyes and a European complexion



Source 11C

Map of the suggested journey of the captured Roman soldiers

The story of the lost legion has drawn the attention of many leading newspapers.

Hunt for Roman legion reaches China

The only known contact between the two empires was a visit by Roman diplomats in 166 AD. Chinese archaeologists were therefore surprised in the 1990s to find the remains of an ancient fortification in Liqian, a remote town in Yongchang county on the edge of a desert area, that was strikingly similar to Roman defence structures. They were even more astonished to find Western-looking people with green, deep-set eyes, long hooked noses and blond hair.

Source 11D

Report from the Chinese newspaper *China Daily* (20 November, 2010)

They came, saw and settled

There is a reference to the use of a 'fish-scale formation' by soldiers in Zhizhi's army, which Dubs said described the testudo formation of overlapping shields 'made only by Roman soldiers'. And Zhizhi's town had a double wooden palisade outside its wall – a type of fortification he said was often used by Romans and not by the Huns. Then there is the name of the town, Liqian, which may have been used at the time to refer to the Roman Empire.

Source 11E

Report from *The Economist* (16 December 2004)

Rome and China had many things in common: the organisation of their armed forces, their system of streets, the custom of founding military colonies, their methods for measuring and parcelling lots of land, the concepts of borders and of fortified walls, and even the habit of settling barbarians inside such confines in order to naturalize them and use them to defend the territory against other barbarians.

Source 11F

Extract from *Empire of Dragons* a novel by modern historian Professor Valerio Manfredi (2006)



Reflection question

Do you think it was possible for Roman soldiers to travel to Liqian in western China?



WEBLINK

Roman legion

WORKSHEET

The lost legion

HIS07MWWK00047

WEBLINK

Roman mysteries

WEBLINK

Full site list

... more than 10,000 were taken prisoner. Legend and tradition say that most of these were taken to ... the Kara Kum desert (in north-east Iran) and put to slave labour in the fields. Thence several hundred were said to have escaped and joined the nomadic Hsiung-Nu (who some identify with the Huns) under the chieftain Jzh-Jzh in a campaign against the Chinese in 36 BCE; in the course of this war they taught the nomads the Roman turtle, or testudo, defensive formation.

Source 11G

Extract from *Marcus Aurelius* by modern historian, Frank McLynn (2010) in which he describes what may have happened to the Roman prisoners after the battle of Carrhae



Drawing by Italian artist Fortunino Matania (1881–1963) showing a testudo, the military tactic developed by the Romans. Testudo is the Latin word for tortoise.

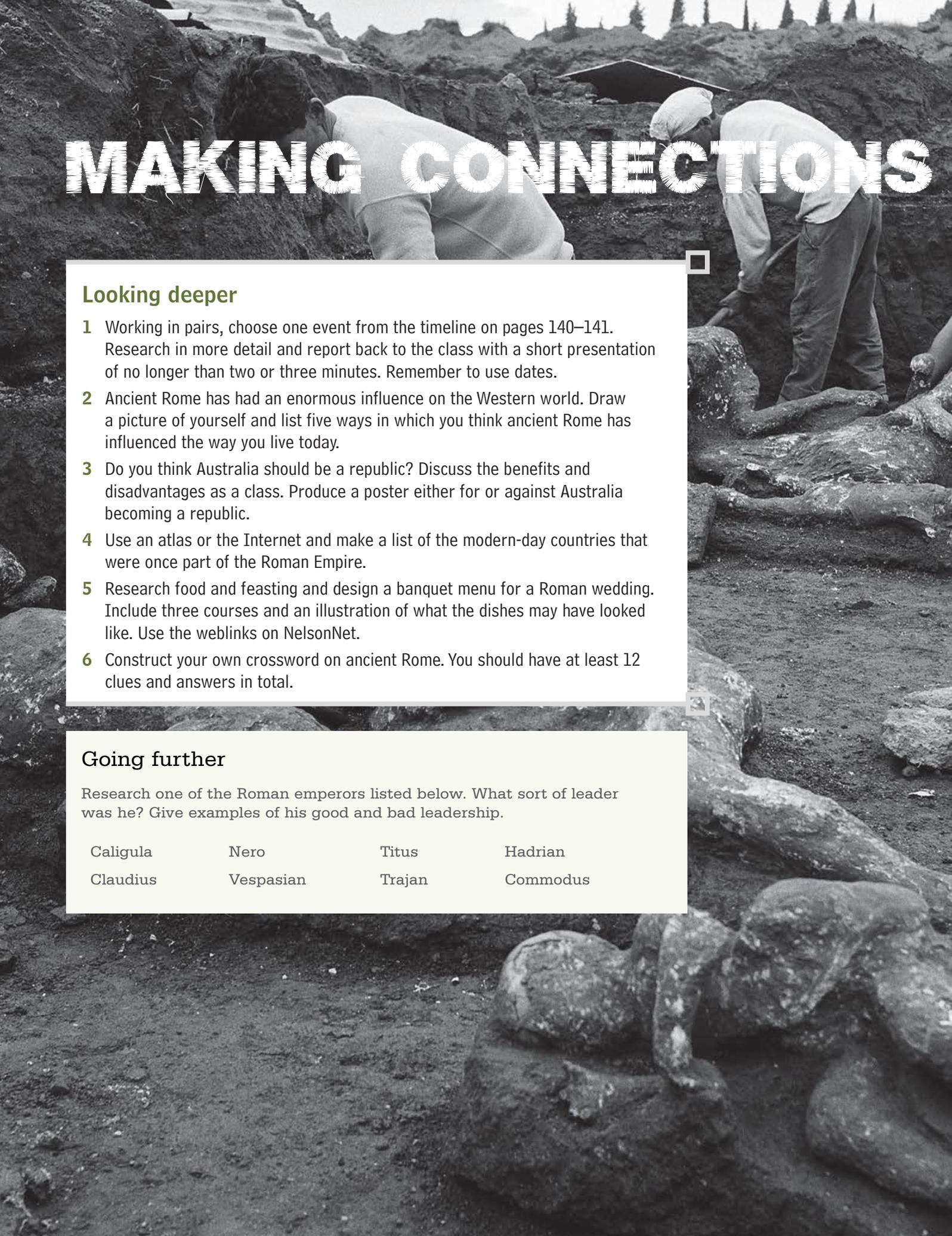
Explanation and communication

- 1 Write a short story from the perspective of a Roman soldier about your defeat at the battle of Carrhae in 53 BCE and your journey to Liqian.

Perspectives and interpretations

- 2 Use the sources and the text in this section to list the evidence for and against Professor Homer Dubs's hypothesis.
- 3 What do you think? Did Roman soldiers settle in China in the first century BCE? Give reasons for your answer based on the evidence in this chapter.





MAKING CONNECTIONS

Looking deeper

- 1 Working in pairs, choose one event from the timeline on pages 140–141. Research in more detail and report back to the class with a short presentation of no longer than two or three minutes. Remember to use dates.
- 2 Ancient Rome has had an enormous influence on the Western world. Draw a picture of yourself and list five ways in which you think ancient Rome has influenced the way you live today.
- 3 Do you think Australia should be a republic? Discuss the benefits and disadvantages as a class. Produce a poster either for or against Australia becoming a republic.
- 4 Use an atlas or the Internet and make a list of the modern-day countries that were once part of the Roman Empire.
- 5 Research food and feasting and design a banquet menu for a Roman wedding. Include three courses and an illustration of what the dishes may have looked like. Use the weblinks on NelsonNet.
- 6 Construct your own crossword on ancient Rome. You should have at least 12 clues and answers in total.

Going further

Research one of the Roman emperors listed below. What sort of leader was he? Give examples of his good and bad leadership.

Caligula	Nero	Titus	Hadrian
Claudius	Vespasian	Trajan	Commodus

MAKING

Going further

- 1 Slavery has been a feature of societies throughout history. With a partner, set yourself three investigation questions about slavery and research them using the Internet. Produce a presentation comparing two other examples of slavery from different times and places with Roman slavery.
- 2 Work with a partner or in a small group. Research, design and deliver a multimedia presentation on one of the questions below. You could include pictures, diagrams, sound and movie clips in your presentation. Think creatively!
 - Why was the Roman army important?
 - What impact did culture and beliefs have on the Roman way of life?
 - Were the Romans civilised?
 - How democratic were the Romans?
 - What were the short- and long-term impacts of ancient Rome?
 - Was life really that bad for Roman women?

Going further: gladiators

Use the links on NelsonNet to research further into the lives of gladiators. Complete one of the following activities:

- Draw pictures of four different kinds of gladiators and their equipment. Rate each gladiator, on a scale of one to five, on how effective they might be at fighting and explain why.
- Write a training manual for a gladiator. Include handy hints on how to survive.
- Design a program of events for a gladiatorial event. Base it on a modern sporting program with profiles of famous gladiators and an order of events. Do not forget the place, time and date of the event, or its sponsors.

CONNECTIONS

Review questions

- 1 Why were the Romans so successful as a civilisation?
- 2 In what way was Rome linked to China?
- 3 How did the Romans show they were in mourning?
- 4 Why did Augustus want to remind people that he was the son of Caesar?
- 5 Why would you not find a potato in ancient Rome?
- 6 Name three household gods.
- 7 Why did the Roman Republic come to an end?
- 8 Match the following Roman terms and definitions:

Terms	Definitions
forum	Chief official of the Roman Republic.
plebeian	An official count of the population
consul	A rich Roman citizen
dictator	An ordinary Roman citizen
tribune	A representative of the people
patrician	A ruler with absolute authority
census	A public meeting place in the centre of the city

- 9 True or false?
 - The arch was invented by the Romans
 - Many modern legal systems are based on Roman law
 - The idea of a republic came from the Romans
 - Julius Caesar was Rome's first emperor
 - All Roman children went to school until they were 13 years old
 - India was part of the Roman Empire
 - Britannia was part of the Roman Empire
 - The capital of the eastern Roman Empire was Constantinople
 - Women and men bathed together in huge communal bathhouses
 - Roman gladiators were all slaves
- 10 Which topic or topics did you most enjoy studying? Why?

QUIZ

Ancient Rome review quiz

HIS07MWQZ00051

INTERACTIVE

Ancient Rome crossword

HIS07MWIN00094

INTERACTIVE

Ancient Rome drag and drop

HIS07MWIN00121

PUZZLE SHEET

Ancient Rome crossword

HIS07MWPS00108

PART C

THE ASIAN WORLD CHINA AND INDIA

Key inquiry questions

- 1 How do we know about the ancient past?
- 2 Why and where did the earliest societies develop?
- 3 What emerged as the defining characteristics of ancient societies?
- 4 What have been the legacies of ancient societies?

Overview

In this section, you will explore one ancient Asian society. In your exploration of either China or India you will learn about a culture that reaches back into the ancient past but also has an impact on our world today. You will discover that these societies developed in many similar ways to the ancient society of the Mediterranean that you have studied – Egypt, Greece or Rome – but they also had unique and fascinating differences. You will investigate their ways of life, their society and government, religious beliefs and rituals as well as the artefacts that they have left behind.





ANCIENT CHINA

The history of China's civilisation stretches across 5000 years and includes the rise and fall of hundreds of **dynasties**. China is the world's oldest continuous civilisation and has the longest recorded history. We have no first-hand experience of ancient Rome or Egypt yet many of the institutions and customs of Imperial (royal) China that emerged many thousands of years ago continue through to the present day. China's last emperor was still on the throne at the beginning of the 20th century (the 1900s). China's scientific knowledge and other achievements were also significantly advanced in comparison to European civilisations of the time. The ancient Chinese believed they were the greatest and most civilised people in the world and that China was the centre of the universe, a land between heaven and earth. They regarded people from afar as merely 'barbarians'. Their name for China was 'Zhongguo', which means **Middle Kingdom**.

Geographically, China was fairly isolated from other civilisations. This remoteness reinforced the mystery of the land but also allowed a distinct culture to develop – one of the most fascinating and complex of all the ancient cultures. In this chapter you will learn about the structure of its society, its geography, how the Chinese emperors governed their realm, China's unique philosophies and fighting systems, and its early ruling dynasties such as the **Qin** and **Han**.

dynasty

A family whose members rule a country or region for a long period of time

Middle Kingdom

The English translation of Zhongguo, the Chinese word for China

Qin

The kingdom and dynasty that first united China

Han

The dynasty that followed the Qin. The majority of living Chinese are from Han ethnic background.





□ 5000-1600 BCE

Xia Dynasty



□ 551 BCE

Birth of Confucius



5000 — 551 BCE



• 5000 BCE

□ Agricultural societies develop in neolithic China



□ 1600-1046 BCE

Shang Dynasty





□ **1046–476 BCE**
Zhou Dynasty

□ **221–206 BCE**
Qin Dynasty

□ **202 BCE–220 CE**
Han dynasty

475 BCE — 220 CE

□ **475–221 BCE**
Warring States period



□ **210 BCE**
Death of Emperor Qin Shi Huangdi

UNIT 1: THE PHYSICAL FEATURES OF CHINA

WORKSHEET

Map of China

HIS07awwk 00002

WEBLINK

web 2 mapping

China is the third-largest country in the world today. In ancient times it was also a huge realm. Bordered by sea, high mountains and deserts, China remained isolated from the rest of the world until relatively recent times. As in Egypt, rivers were significant in determining where China's earliest societies developed and where most people lived. The fertile valleys of the Yellow and Yangzi Rivers, where early settlements emerged, are known in China as 'the cradle of civilisation'. The Yellow River is named after the rich soil deposited along the river banks after flooding.

The geography of China is very diverse; it is a land of contrasts. To the east lies the Pacific Ocean; to the west dry plains and deserts. The north is very cold for much of the year and is made up of vast grasslands and forests; the south is quite humid and features high mountains and dense jungles.



Source 1A Map of China with physical map inset

Explanation and communication

- 1 Using a blank map or sketched outline, label and describe the important aspects of China's geography that influenced the development of civilisation in the region.
- 2 What did the Chinese people call 'China'? What ancient beliefs did this reflect?
- 3 What were the main geographic features of ancient China?

WEBLINK

Explore ancient China:
British museum



UNIT 2: SOCIETY AND EVERYDAY LIFE

Chinese society had a strict hierarchy, which means that some people were considered far more important than others.

The emperor

In Chinese society the **emperor**, also known as the Son of Heaven, was the most important person in the land. The Chinese believed that the emperor had the right to rule because of his **Mandate of Heaven**, a mystical force that granted him authority, as long as he ruled wisely. The emperor enjoyed a life of great luxury. He lived in a grand palace complex, had many wives, ate lavish meals and enjoyed many entertainments. The emperor wore elaborate silk robes and only he was allowed to wear yellow clothes. Seated on the Dragon Throne and known as the 'Lord of 10 000 Years', the emperor was extremely powerful. His word was literally law and was announced through proclamations called edicts. He commanded vast armies and performed ceremonies to ensure plentiful harvests. Visitors in his presence had to bow down and touch their foreheads to the ground three times to show respect.

If an emperor was overthrown it was said that he had lost his Mandate of Heaven. This was how new dynasties came about. Natural disasters were believed to be further signs that a ruler's Mandate of Heaven might be under threat.

Scholars, nobles and priests

The next most influential people, besides the emperor's relatives, were scholars, officials and nobles. Scholars and officials were educated men who had studied the important teachings of China's great philosophers, such as Confucius, and held positions in the government. Under the Han Dynasty (220 bce – 202 ce), special examinations based on the teachings of Confucius were held to determine who would be appointed to official positions. In theory, this meant that any man of talent and intelligence could gain official employment. However, it was more often the wealthy who could afford the necessary education to do well in such tests.

Nobles were people of established wealthy families who owned a large amount of land. Most officials and scholars came from noble families. People from these privileged classes were called **shensi**, which means 'noble official'. They were the elite of Chinese society and were much respected. Nobles lived either in towns and employed supervisors to check over their lands in the countryside, or lived in splendid mansions on their estates. Like the emperor, nobles and officials wore furs and luxurious silk robes – the greater their wealth, the better the quality. There was also a colour system for their clothes to indicate what rank officials held. It was fashionable for scholars and nobles to grow their fingernails quite long to show they did no manual work.

Daoist and Buddhist monks and priests performed important religious ceremonies and were also well respected in Chinese society.

emperor

The supreme ruler of China

Mandate of Heaven

The mystical authority through which the emperor ruled

WORKSHEET

Dragons

HIS07awwk 00003

WORKSHEET

Create your own dragon

HIS07awwk 00086

FAST FACT

According to Chinese custom, the only 'man' who could reside in the emperor's palace at night was the emperor himself. Eunuchs, men who had been castrated (had their testicles removed), therefore served as the emperor's chief servants.

noble

Wealthy land owner

shensi

A government official who holds his position due to success in the Confucian examination



peasant

A common farmer or rural labourer

FAST FACT

The most common fertiliser used by Chinese peasants was human faeces.

Shang Dynasty

The earliest Chinese dynasty of which there is clear archaeological evidence

merchant

Trader or businessman

Peasants

Beneath these ruling classes were the **peasants** or common farmers. Peasants made up around 80 per cent of the population, making China an agricultural society. While often very poor, peasants were valued in Chinese society as they produced food for everyone. Peasants lived hard lives and worked long hours tending their fields. The most common crops were rice, which was mainly grown in the south, and wheat in the north. Able-bodied men also had to work on construction or other projects for the emperor for around four weeks each year. It was the free labour of common people that built the roads, canals and monuments of the Chinese empires. In times of war, a vast number of peasants would also be drafted into armies.

For most of ancient times peasants paid heavy taxes, which were a further burden on their lives. Peasants lived in villages in simple houses, usually made of mud bricks with thatched roofs. They often went barefoot and wore simple trousers and shirts and other items made from natural fibres, such as straw hats.

Workers and tradesmen

Workers and tradesmen in towns, while not well off, were also respected in China. They worked hard and contributed useful skills and crafts to society. Such people made furniture and clothing; built houses; made metal implements such as weapons, cooking utensils and tools; or produced valuables such as porcelain (fine ceramics) and lacquer ware.

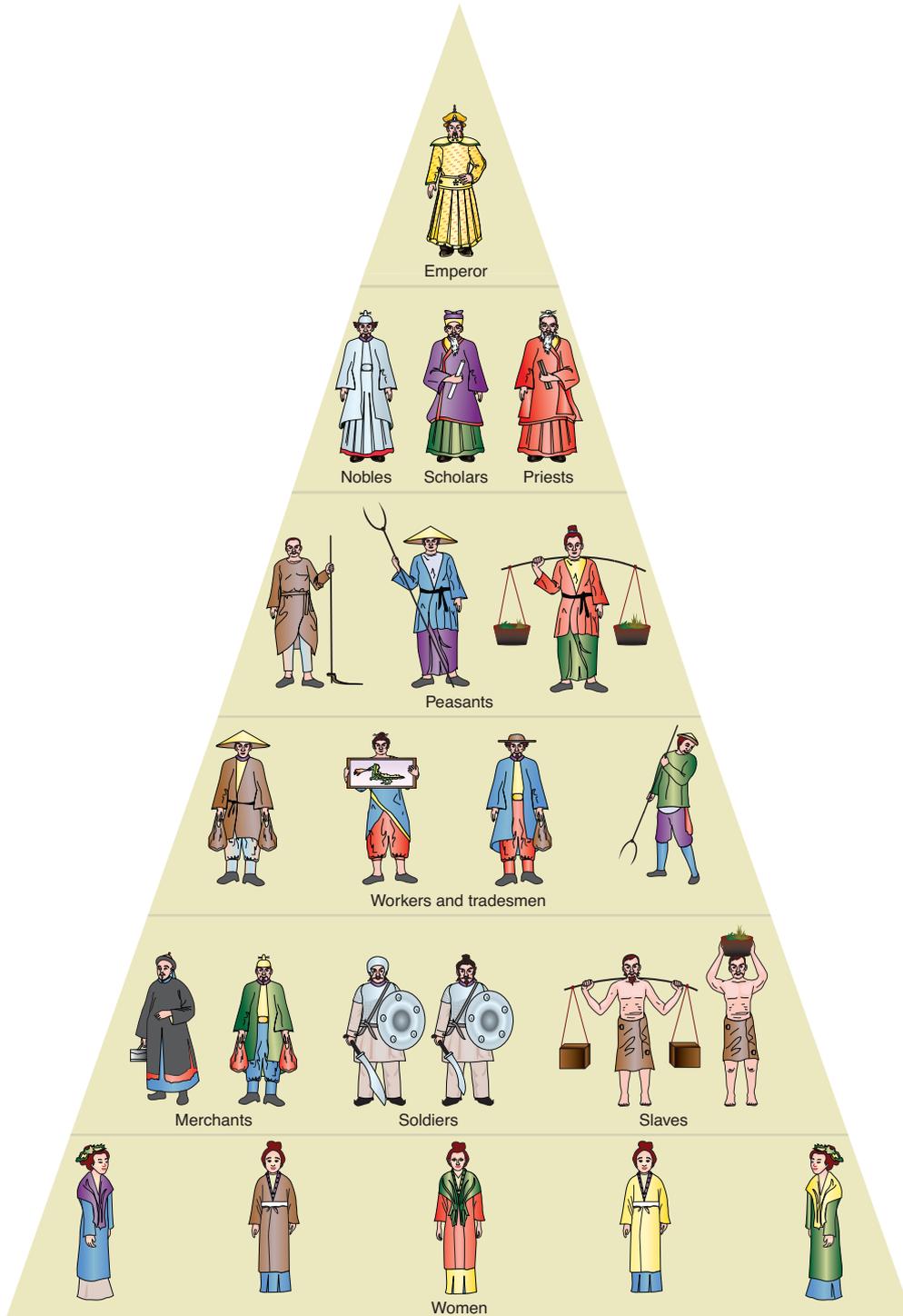
Rammed earth

Towns in ancient China were typically surrounded by high walls for defence against bandits. The walls were made of rammed earth, a building technique still used in parts of rural north China. Rammed earth construction is becoming more popular in many other areas around the world because it is environmentally friendly. Walls are made by filling wooden frames with damp soil, then pounding the earth, layer by layer, with heavy logs. Rammed earth walls dating back to the **Shang Dynasty** are still as hard as concrete today.

Merchants, soldiers and slaves

Merchants and soldiers were the least respected people in ancient Chinese society. Businessmen were seen as shameful because they made money from the work of others but they could nevertheless accumulate great wealth and lead comfortable lifestyles. Soldiers were also not well respected because they killed for a living, an attitude shown by an old Chinese saying: 'Do not use good iron to make nails and do not use good men to make soldiers'.

Some emperors in ancient China employed slaves. People would usually become slaves after being captured in wars and were thereafter used as construction labourers, servants or entertainers. Unlike in other ancient societies, slaves were not common throughout early Chinese history and did not make up a large part of the population.



Social structure of ancient China

WEBLINK
Chinese society

WORKSHEET
Social structure of ancient China
HIS07awwk 00004

Web 2.0

WEBLINK
Voki

Use Voki to write a speech by each person in the diagram above. Post the link to the central class blog. View at least three other students' Vokis and post a question about their character to challenge them. When you get your question, either amend your Voki's speech or post a reply in the comment box.

Reflection: How did your classmates' questions enhance your understanding of the social hierarchy in ancient China? What changes did you make to your Voki? Why? Post your answer on the central class blog.



Reflection question

Women in ancient China

On the whole, did women lack respect and opportunity in ancient China? While they certainly were not given the rights of modern-day women, they did play important roles in Chinese society. Reflect and discuss your views as a class.



concubine

Second wife. Usually only wealthy merchants, nobles and the emperor would have a second wife.

oracle bone

An inscribed bone (such as the tortoise bone shown below) that were used by Shang priests seeking answers to prayers and other questions



Women

Most women had a very hard time in ancient China. They were seen as far inferior to men and were often mistreated. Boys were valued because they would pass on the family name, while girls would eventually marry into a different family. Boys were also seen as more useful, as they could help with the farm work. A girl's marriage cost more because a dowry (money and other gifts) had to be given to her husband's family. Once married, a young woman would be expected to act as the virtual slave of her mother-in-law and her husband. It wasn't until she gave birth to a son that her status would improve. Mothers were respected by their children and held informal authority within their families.

Girls were so looked down upon that sometimes baby girls would be abandoned and left to die, while many women did not even have proper names. They would simply be known as 'first sister', 'second sister' and so on. It was quite acceptable for men to have more than one wife, as long as they could afford it. Second wives were called **concubines**. The emperor would have many concubines.

At times in ancient Chinese history, the women of royal families held much influence. Lady Fu Hao, wife of Shang emperor Wu Ding (c. 1215–1190 bce) is mentioned in many **oracle bone** inscriptions from the time. She presided over important rituals, led military campaigns, had her own extensive estate and after her death was laid to rest with many valuables in her tomb.

The mother of an emperor, given the title empress dowager, could also have considerable power and influence. At various times when an emperor was too young to rule on his own, a strong empress dowager would sometimes act as regent and make decisions on his behalf. Such was the case in 106 ce during the Han Dynasty when Empress Dowager Deng assumed rule for her infant son after the death of his father, Emperor He Di.

Explanation and communication

Make a poster that shows your understanding of ancient China's social hierarchy, including the rights and responsibilities of different people. You might like to include speech bubbles to allow people from different social classes to 'talk' about their lives.

On your poster, list the different social groups in ancient China in order of their social importance.

Family

Family life was the foundation of Chinese society. In China, a person's family is so important that your family name comes before your given name. The teachings of Confucius played a big part in shaping how families interacted. The most important aspect of family life for the Chinese was for younger members to look up to and respect older members of the family. A sense of duty to each other was another important part of family relationships. Husbands were the head of the family; wives obeyed their husbands; children respected their parents; older



18th-century engraving depicting ancient Chinese farmers ploughing a field

WORKSHEET

*Daily life
in ancient China*

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WEBLINK

Life in China

generations of the family, such as grandparents, were cared for by the younger ones. It was common for extended families to live together in the same compound or yard house. The reputation of one's family was extremely important in China. If a man achieved a great success, such as gaining an official position through the Imperial exams, the status of the man's whole family would improve. However, a family member's wrongdoing could result in a 'loss of face' for the entire family.

Chronology, terms and concepts

- 1 What group made up most of China's population? Explain what this tells you about Chinese society.
- 2 Explain why the family was so important to the ancient Chinese. Refer to at least one specific example of how this was shown in the culture of the time.

Analysis and use of sources

- 3 Look carefully at the image at the top of this page.
- 4 Describe the activity and people shown in the image.
List all of the information and ideas that this image shows you about life in ancient China.

Perspectives and interpretations

- 5 Source 2B was produced by a Western artist in about 1745 CE. Explain why this makes it a limited or less useful source for historians investigating ancient China.
- 6 List other sources that would help you to find out more about this topic.



UNIT 3: RELIGION, PHILOSOPHY AND CONFUCIUS

Confucianism

The philosopher Confucius (551–479 bce) was perhaps the most influential thinker of ancient China. His ideas are still popular today. Confucius's teachings were about how to live a morally good life and how members of society could live in harmony. Confucianism emphasises the need for personal virtues as a way of bringing about social harmony. According to Confucius, a good person was one who treated others with respect and did their best to help others, especially those below them in social standing. He taught his followers, 'Do not do unto others what you would not want others to do to you.' Good family relationships were the basis of a good society. Children should show **filial piety** to their parents, just as people should respect those above them in society. Sons should respect fathers; wives should respect husbands; ordinary people should respect officials; all people must respect the emperor. It was the Confucian ideal of a virtuous emperor and respectful, obedient people that strongly influenced how the ancient Chinese imagined an ideal kingdom governed by the Mandate of Heaven. If all relationships in society were respectful and **benevolent**, then society would be stable. The disciples of Confucius, such as Mencius, further developed his ideas and made them popular. The teachings of Confucius were compiled by his followers in a book called the *Analects*.

filial piety

Reverend respect shown to one's social betters such as parents and officials

benevolent

Kind, compassionate and fair

'You cannot open a book without learning something.'

'Respect yourself and others will respect you.'

'Realise that you know what you know and you do not know what you do not know.'

'Before you start on a journey of revenge, dig two graves.'

'A better man will practise what he preaches before preaching about what he practises.'

Source 3A Some of Confucius's famous sayings

Explanation and communication

- 1 What were Confucius's main teachings?
- 2 Using the words of Confucius and your own explanation, write a short paragraph explaining how his ideas influenced Chinese society.

Perspectives and interpretations

- 3 Using the Internet, find a saying by Confucius that you like, you think is interesting or you think is good advice. Explain your chosen Confucian saying.
- 4 As a class, discuss what we can learn about ancient Chinese society from Confucius's sayings.

Confucius

Born around 551 BCE, Confucius came from a noble family that had fallen on hard times. He grew up in the state of Lu and his father, a mercenary warrior, died when he was quite young. Confucius became a scholar and spent 20 years trying to make a career as an advisor to different kings. Eventually, he came to spend his time as a wandering philosopher and teacher. Such was his wisdom that he attracted many devoted and gifted students who continued his teachings after his death. Confucius is the English translation of the name Kong Fuzi, which means Master Kong.



Illustration of Confucius (left), Buddha (centre) and Laozi (right). Confucius is holding his writings, Buddha a lotus flower and Laozi the yin yang symbol.

Daoism

Another important Chinese philosophy, which also had religious aspects, was Daoism. Daoists followed the teachings of Laozi, who was born in 604 bce, around the same time as Confucius. Laozi believed in following the 'Way of the truth'. He taught that letting things take their natural course was the best way to live a happy, fulfilled life. A person should try to be in harmony or balance with the *Dao* ('path') of nature and live simply. According to Daoism, there is a natural balance in the world. This was best explained through the ideals and image of *yin* and *yang*, which represents harmony.

Legalism

Legalism was devised by Han Feizi (280–233 bce), who lived in the later period of the Warring States. Han Feizi's philosophy was very different from that of Confucius. According to Legalism, a state cannot be ruled by benevolence and virtue, as Confucius taught, but instead needed strict laws and punishments. People would act in the right way only if they feared punishment or sought rewards. Laws should be written down, understood by everyone and carried out consistently. Legalism was adopted as the guiding philosophy of the Qin Dynasty (221–220 bce).



Yin and yang symbol

Reflection question

How are the beliefs of Daoism reflected through the yin yang symbol?

Buddhism

Buddhism came to China from India in the first century ce. This was a time of social upheaval and conflict as the Han Dynasty was coming to an end. The teachings of Siddhartha Gautama, who came to be known as Buddha ('enlightened one') were attractive to people in China. According to Buddha, by accepting things that can't be changed and living a virtuous life, a person will be reincarnated as an even better person in the next life. Eventually, a good person will reach the state of nirvana or perfection.

Ancestor worship and spirits

The ancient Chinese believed in spirits and demons, which were said to occasionally interfere with humans, either mischievously or harmfully. Ancestor worship was also very important and both Confucianism and Buddhism supported these rituals. Family was the centre of Chinese life and the Chinese believed that current and past relatives, as well as future generations, were their 'family'. Most Chinese homes had a small altar where offerings were made to the spirits of deceased relatives. The Chinese were largely accepting of different religious and philosophical beliefs. It was acceptable and not uncommon for people to follow a range of different traditions. According to a traditional saying, every Chinese wears a Confucian thinking hat, Buddhist sandals and a Daoist robe.

Reflection question

How does the traditional saying in the text at right show how Chinese culture embraced a number of different beliefs?



Feng shui

A popular Chinese philosophy that continues to have influence today is feng shui. Literally meaning 'wind and water', feng shui is a belief system for determining the most harmonious and auspicious manner for choosing building sites and placing furniture. According to feng shui, wealth, success, health and protection from evil will come if people build their homes and place their household belongings in harmony with the energy of the natural world.

WEBLINK

Confucius

Explanation and communication

Write a short paragraph explaining the main religious and philosophical beliefs of ancient China: Confucianism, Daoism, Legalism, Buddhism and ancestor worship. Alternatively, work in pairs and compose a brief description of each Chinese religious or philosophical belief (without mentioning its name!). Once complete, swap your descriptions with another group and see if you can identify the beliefs described.

UNIT 4: DEATH AND FUNERARY CUSTOMS

Religious and philosophical traditions, as well as social standing, influenced how the ancient Chinese viewed death and funeral customs. All Chinese desired a 'proper' burial, and the more elaborate the better. A satisfactory funeral would ensure that a dead person passed peacefully into the spirit realm and would not roam the world as a tormented ghost. The main features of a fine funeral were a large coffin, a procession, a gravesite selected for its good feng shui, gifts and offerings for the deceased, a set period of mourning and ongoing care for the burial site. The funeral procession was very important as the number of people involved would reflect the respect the deceased held among the community. Mourners wore white, not black, and would wail and kneel before the family shrine at the burial site. Buddhist or Daoist priests would offer chants during the burial. Often great riches were buried in the tombs of the royal families and other nobles.

People of low social standing could afford few luxuries with their funerals and had to make do with the best their family could manage. However, peasant farmers would ensure their deceased family members were buried at the family gravesite and shrine, usually at an auspicious place on a hillside. Tending to the family grave and shrine was, and still is, an important aspect of Chinese culture. Each year, relatives sweep and thoroughly clean their family gravesites during the Qingming festival.

Lady Fu Hao's tomb

The tomb of Lady Fu Hao was excavated in 1976. The tomb, dating from the Shang period, contained hundreds of valued bronze objects, carved jade, stone sculptures and cowrie shells (used for money). Such offerings were to honour the dead and provide for their life in the spirit world.

Historical questions and research

Use the Internet to research an important archaeological site and subsequent evidence recovered from an ancient Chinese tomb. What have historians learnt from this site? Select one piece of evidence and discuss its importance.



Source 4A Liu Sheng's jade suit

WEBLINK

Explore ancient China – British Museum

Web 2.0

Develop a class blog where students post six questions about death and funerary customs. There must be a WHO, WHAT, WHEN, WHERE, WHY and HOW question.

Reflection: Explain how your classmates' questions and answers enhanced your understanding of the death and funerary customs of ancient China. Post your answer on the central class blog.

WEBLINK

Lady Fu Hao's tomb

FAST FACT

Han Dynasty emperor Liu Sheng had a burial suit made of more than 2000 jade plates that covered his entire body! Jade was especially valued as it was thought to protect the body from decay.

UNIT 5: SIGNIFICANT INDIVIDUAL

EMPEROR QIN SHI HUANGDI

Poor and small, the kingdom of Qin (pronounced 'chin') was at first considered the least likely to succeed during the Warring States period. Late in this period, however, King Qin Xiao set about improving his land. He recruited brilliant thinkers to advise him, gave them important positions and the authority to make necessary changes. Prime Minister Shang Yang was the most prominent of such men. Shang reorganised Qin so that all its resources were geared towards successful military campaigns and strict social discipline was enforced. Shang was a keen follower of Legalism. According to Shang, 'In an orderly country, punishments are numerous and rewards rare'. He also advised his king to do 'whatever works' in order to gain victories. Over the next 100 years the Qin kingdom grew increasingly powerful. It is said that the Qin conquered their enemies 'as a silkworm devours a mulberry leaf'.

In 221 bce King Ying Zheng of Qin defeated the last of the rival states. Zheng was a cunning and feared general known by his enemies as 'the Qin Tiger'. To

FAST FACT

Such was Emperor Qin's cruelty that he was the target of a number of assassination attempts. One assassin tried to kill the emperor with a dagger hidden in a rolled up map. The assassin missed when he lunged at the emperor and Qin struck

the man down with his sword. To avoid assassination, Emperor Qin slept in a different bedroom each night ... he had more than 100 to choose from!



A Tang dynasty idea of Emperor Qin Shi Huangdi

commemorate his great victory, King Zheng took the name Qin Shi Huangdi, meaning 'First High Emperor'. Emperor Qin was indeed the first true emperor as he united all China – the name 'China' is said to derive from his name.

Emperor Qin Shi Huangdi aimed to centralise power over the Qin Empire and strictly control his subjects. He moved the capital to Xianyang and commanded all nobles to move there so he could keep them under a watchful eye. Initially, this was an effective way of controlling potentially rebellious rivals. He also ordered the collection and confiscation of all weapons other than those of Qin soldiers. The Qin Empire was divided up into 36 districts and administered by governors loyal to the emperor. Governors had to report regularly to the emperor and follow his instructions without question. Emperor Qin worked long hours and was a diligent administrator – he expected the same dedication from his officials. He was such a hard worker that he read 55 kilograms of reports written on bamboo slips each day.

One of the great achievements of the Qin Dynasty was to make various aspects of life in China much simpler. There were many different dialects of spoken Chinese, but to ease communication, Emperor Qin introduced a standard written script. New roads were built and the axles of carts and chariots were standardised (made the same width) so all could use the roads. Thousands of kilometres of new canals were dug. This greatly improved transport and communication across the empire. A new, standard currency was introduced: a round coin with a square hole. Weights and measurements were also standardised. Over time, the reforms made by Emperor Qin contributed a great deal to the Chinese empire gaining its distinct identity and culture though encouraging greater communication and uniformity.

Qin ruled his empire by the principles of Legalism and the codes first set down by Prime Minister Shang Yang. Qin law was detailed and harsh. Special

He has the nose of a hornet and large all-seeing eyes.

His chest is like that of a bird of prey and
his voice is that of a jackal.

He is merciless, with the heart of a tiger or a wolf.

Source 5A

Description of Emperor Qin Shi Huangdi by Wei Liao, an advisor to the emperor. The description was so harsh that Wei Liao fled, fearing punishment.



Emperor Qin standardised many things, including writing and money

stone pillars were erected throughout the empire on which Qin law and the declarations of the emperor were carved. Anyone who disobeyed the law would be punished severely. Emperor Qin was very intolerant of critics. He particularly hated Confucian scholars who celebrated the so-called golden age of the Zhou Dynasty. He was so brutal that in 213 bce the emperor had 460 scholars buried alive. He ordered Confucian texts be burnt in great numbers, a purge that became known as the 'Burning of the Books'. The only texts allowed were on medicine, Legalism and farming. According to Qin's Prime Minister Li Si, 'No one is to use the past to discredit the future'. Anyone suspected of acting against the Qin or speaking disrespectfully about the emperor could be made a slave and sent to work on the massive construction projects ordered by Qin Shi Huangdi. Heavy taxes were imposed on the peasants to fund the massive Qin armies and new construction projects. Qin rule was unpopular and hard on the common people.

Perspectives and interpretations

- 1 Based on Wei's description in source 5A, draw a portrait of Emperor Qin Shi Huangdi.
- 2 Is Wei's description a fact or an opinion? Explain your answer.
- 3 Write a short paragraph or discuss in small groups any bias (prejudice or one-sided opinion) Wei's description might have.
- 4 Compare Wei's view with the popular visual portrayals of Emperor Qin such as the illustration on page 194. How are they similar or different?

A new age is opened by Qin Shi Huangdi.
 Everything is set in order
 ... And there is harmony between fathers and sons.
 Qin Shi Huangdi in his wisdom, kindness and justice, has made
 all laws clear.
 ... Great are the Emperor's achievements.
 ... All the ordinary people prosper.
 All people under heaven work with a common purpose.
 Tools and measures are the same.
 ... Caring for ordinary people, he works day and night without
 rest:
 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 ...
 ... There are no robbers or thieves:
 People delight in his rule.

Source 5B

Part of an inscription on a memorial built by Qin Shi Huangdi to proclaim his accomplishments. The full inscription was recorded by historian Sima Qian in his *Records of the Grand Historian* (c. 91 BCE)



Analysis and use of sources

- 1 What is the purpose of source 5B?
- 2 How is Emperor Qin described by this source?
- 3 According to source 5B, what changes did Qin Shi Huangdi bring to China?
- 4 How reliable is this source for understanding what life was like under the Qin Empire?
- 5 Choose two quotes from source 5B that you think are either accurate or inaccurate. With reference to other evidence in this chapter, explain why your quotes are supported or challenged by your sources.



Depictions of the 'Burning of the Books'

WORKSHEET

The Burning of the Books

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a nalyse the Qin Dynasty

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WORKSHEET

Qin Dynasty table

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Analysis of visual sources

Answer the following questions in full sentences:

- 1 What are at least three important actions occurring in both the above scenes?
- 2 How is the emperor portrayed?
- 3 What event is shown in these illustrations?
- 4 Do you think these are positive or negative portrayals of Emperor Qin's reign? Justify your answer.
- 5 Who do you think made these paintings and when?



FAST FACT

Those who died building the Great Wall were simply tossed into the foundations of the wall and built over. Songs and ballads recounting the suffering of this time are still sung by Chinese peasants today.

The Great Wall

The largest of the Qin construction projects was the Great Wall. Stretching across north and western China, the Great Wall was constructed to keep out foreign invaders and make the defence of the empire's border easier. While smaller walls had already been in place for some time, Emperor Qin ordered these to be extended and joined together into one, large continuous structure. The Great Wall built by the Qin was made of rammed earth and timber with stone guard houses. It was not until the later Ming Dynasty (1368–1644 ce) that stone bricks were more widely used to build up the Wall and give it the appearance it has today.

Working conditions were terrible, so bad that being sent to work on the Great Wall was considered a death sentence. It is estimated that around 100 000 people died building the Wall.

Contrary to popular belief, the Great Wall cannot be seen from space, but it was nevertheless a great achievement. It stretched over 5700 kilometres and was undoubtedly one of the most impressive and largest structures ever built. The wall also had great practical use as it made it far easier to move troops along the northern border of the empire and it helped protect Chinese soldiers as they defended against invaders. Guard towers, situated periodically along the wall, could be used for shelter and as observation posts. The Great Wall created a barrier along China's only open and vulnerable frontier.

WEBLINK

Looking around the great wall

WEBLINK

More about the great wall

WORKSHEET

Qin Empire

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Watercolour painting of an imagined scene of slaves building the Great Wall of China



Knowledge and understanding

- 1 What things were standardised by Qin Shi Huangdi?
- 2 Why was the Great Wall of China built?
- 3 What challenges were faced by the people building the Great Wall?
- 4 Why was the Great Wall an achievement for the Chinese?

Analysis and use of sources

Answer in full sentences:

- 5 Describe what the painting on the opposite page shows you about how the Great Wall was built.
- 6 How is the man supervising the people building the wall behaving?
- 7 Explain what this source shows you about how ordinary workers were treated during this time.

Explanation and communication

Draw up a three-column table listing the reforms and achievements of Emperor Qin Shi Huangdi. In the second column of your table, provide an explanation of the *impact* or *effect* this might have had at the time. In the third column, write a short explanation of whether this was a *positive* or *negative* change.

The Qin Dynasty after Shi Huangdi

Construction projects such as the Great Wall had placed much strain on the Qin economy by the later part of his reign. In 210 bce Emperor Qin, his younger son Prince Hu Hai, Prime Minister Li Si and chief eunuch Zhao Gao were on an inspection tour of the empire when the emperor died in his sleep. He was only 50 years old. In a plot to make Qin's younger son Hu Hai the emperor, ahead of the more capable older brother Prince Fu Su, Prime Minister Li Si and Zhao Gao pretended that Qin Shi Huangdi was still alive but wanted to be left alone in his carriage. Li Si and Zhao Gao hoped to gain more power as they felt they could easily dominate the weak-willed Prince Hu Hai. They continued to pretend nothing was wrong while they hatched a plot. When Qin Shi Huangdi's body began to decay they ordered cartloads of rotting seafood to be drawn alongside the emperor's chariot to hide the smell! They told the emperor's guards and others on the tour that Qin had a sudden love of shellfish and liked the aroma. In the meantime, Li Si and Zhao Gao forged a letter demanding that Prince Fu Su commit suicide by order of his father. Ever loyal, Prince Fu Su obeyed. This allowed Prince Hu Hai to come to power as Emperor Qin Er Shi.

FACTSHEET

Emperor Qin Er Shi

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UNIT 6: CONTACTS AND CONFLICTS

In 202 bce, Liu Bang founded the Han Dynasty, which lasted for more than 400 years. After the Qin were overthrown, Liu defeated rival military commanders and took the name Emperor Han Gaodi. He established the Han capital at Chang'an, near modern-day Xian.

Under the Han, some of the centralised administration established by the Qin was kept, but the new dynasty ruled more benevolently. Emperor Gaodi decreed that his government would 'relax the common people's burden'. Milder punishments replaced the harsh laws of Qin. Light taxes were introduced which reduced peasants' payments from 50 per cent to seven per cent of their harvest. Emperor Gaodi lived simply and cut back Imperial Court expenses.

Liu Bang

Liu Bang was born a peasant but his life was a rags-to-riches story. As a young man Liu left farming to have a successful career as a minor official in the state of Chu. He was nevertheless an uneducated man and never learnt to read or write. His main duty was the supervision of construction labourers. Later, Liu Bang commanded one of the rebel armies against the Qin. He attracted a great many impoverished peasants to his cause. Liu Bang was a likeable, charismatic man with a keen sense of humour. On becoming emperor, Liu adopted the reign name Gaodi. While he distrusted intellectuals, Emperor Gaodi



Reflection question

What attributes assisted Liu Bang in becoming a successful leader?

FAST FACT

Emperor Gaodi once showed his contempt for a Confucian scholar by urinating on the man's hat.

was a practical person and made sure that his advisors were well educated and wise. He was tolerant of different ideas and allowed critical discussion, although he certainly made it known if he didn't like what somebody had to say. The first Han emperor once decreed, 'If any of the princes or governors discovers a man of talent and virtue under his jurisdiction, he should personally invite him to serve the government'. Gaodi died in 195 BCE during a military campaign after an arrow wound became infected.

The Han Dynasty was a prosperous era for China and a powerful, united empire emerged from this period. Today, the major Chinese ethnic group, which make up 92 per cent of the population of China, call themselves Han Chinese. This shows the importance of the Han Dynasty. Emperor Han Wu Di (156–87 bce) was a particularly ambitious leader who had one of the longest reigns in Imperial history. He mobilised the Chinese population and its vast resources to greatly expand the empire. Wu Di's troops reached lands more than 3000 kilometres from the capital. Rather than rule directly over all his conquests, Wu Di established a **tribute system**. This involved neighbouring states swearing allegiance to the emperor and delivering gifts and payments annually to China's capital. During the reign of Wu Di, Chang'an was the largest and most populous city in the world. Under Emperor Wu Di, the Han also established the formal Confucian examination system. This ensured that learned and wise men were appointed to the civil service (official positions) rather than just people from noble families.

The Silk Road

Trade flourished under the Han Empire, with the Silk Road establishing contacts between Chinese merchants and traders from the Roman and Persian empires. The Silk Road ran from Chang'an in central west China through to the cities of the Middle East and Eastern Europe. Rome desired Chinese silk, lacquer ware, tea and porcelain. In return wool, perfume, raisins, furs, glass and pearls from the West made their way to China. The Chinese were keen to obtain the powerful horses bred in Central Asia, in the area that today is Uzbekistan. The Silk Road also led to the exchange of ideas and inventions.

Over time, the Han government became corrupt and weak. The last few emperors had fallen under the influence of conspiring eunuchs and ambitious officials. The nobles and royal princes also maintained luxurious lifestyles while the common people struggled with their day-to-day lives. Earthquakes, floods, droughts and famine caused much hardship in the later Han period – and also led people to question whether the Han had lost their Mandate of Heaven. This eventually led to popular unrest and revolts. By 220 ce the once-mighty Han Dynasty had come to an end and China fell into a period of disunity and warring states as three separate kingdoms – Wei, Shu and Wu – struggled for power. China was again united in 589 ce by the Sui Dynasty.

tribute system

System of diplomatic allegiance where neighbouring states recognised the superiority of China and annually presented gifts to the emperor as a sign of their respect

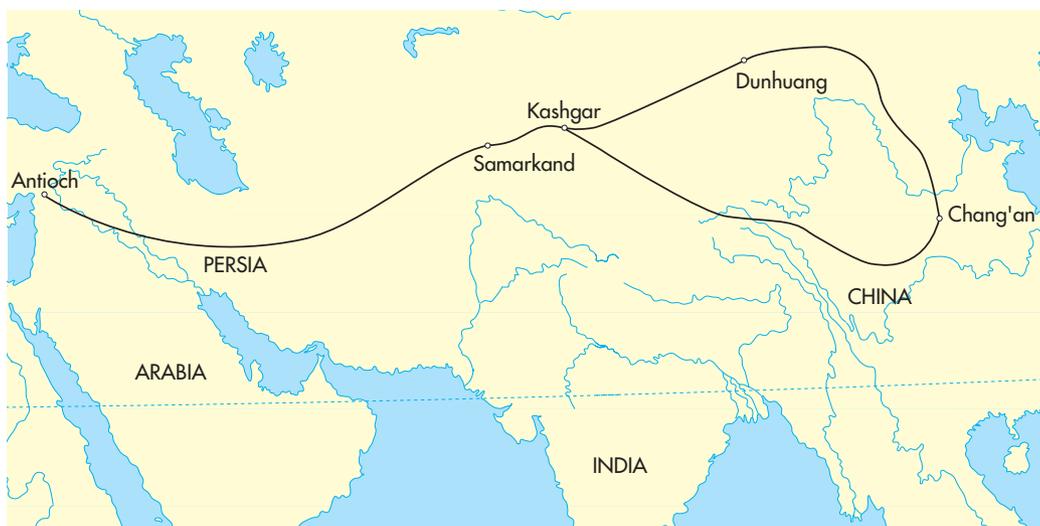
Reflection question

Why do you think the Silk Road was such an important trade route, both for ideas and goods?

FAST FACT

Did you know that one-fifth of the world's population today are Han Chinese?

In 2 BCE, under the Han, the first census of the Chinese people was made. More than 57 million people were counted. This was at a time when the Roman Empire was estimated to have 30 million people.



Source B Map of the Silk Road

UNIT 7: SCIENCE AND TECHNOLOGY

The ancient Chinese were very inventive and achieved a number of impressive technological advancements. Some of these made their way to the West via the Silk Road and have been fundamental in shaping human civilisation.

WEBLINK

Three great inventions

Iron casting and horse stirrups

Iron casting was used by the Chinese as early as the 4th century bce . An unknown official designed a water-powered blow furnace that greatly improved iron production. This led to the manufacture of steel. Stronger metals were developed for superior weapons, tools and other implements used in daily life. One important Chinese invention made from metal was the horse stirrup. Made from bronze or iron, stirrups allowed riders to more accurately control their steeds and ride hands-free – they could now use bows and arrows while on horseback with greater ease and accuracy. Metal stirrups were common in China from the 3rd century ce but did not come into use in Europe for another 300 years.



Replica of an ancient seismograph. In ancient China, seismographs were made from unpainted bronze.

Seismograph

The first seismograph – an instrument for monitoring earthquakes – was invented by Han astrologer Zhang Heng in 130 ce . Zhang’s seismograph, a 2-metre-wide bronze machine, could detect an earthquake and indicate in which direction from the capital the quake occurred. It looked like a large jar with eight dragons attached to the side, each dragon holding a bronze ball in its mouth. Bronze frogs sat beneath the dragons and if an earthquake occurred a bronze ball from the direction of the quake would drop into the open mouth of the frog below. This seismograph seems to have worked quite well. Zheng is also said to have been the first person to apply a grid system to maps.

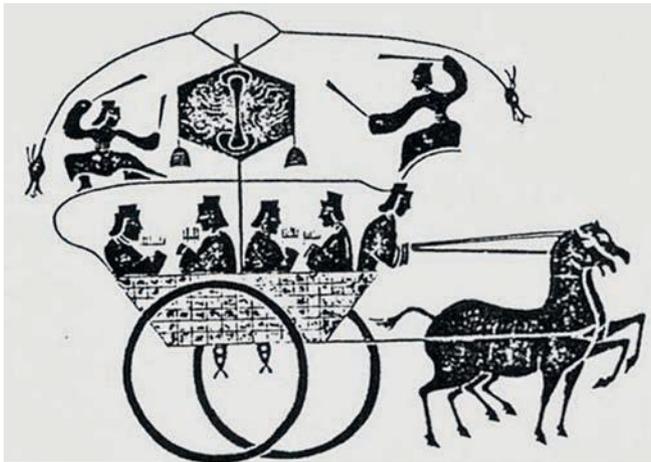


Stern rudder, magnetic compass and the odometer

Between 205 bce and 220 ce Chinese ship builders developed the stern rudder. This allowed for huge ships to be steered accurately. The ancient Chinese, who were skilled navigational astronomers, also invented the magnetic compass. They also invented the odometer, a device for measuring distance travelled. The odometer was used on chariots, where a small mechanical wooden figure would strike a drum once every 500 metres.



Replica of an ancient magnetic compass



Source 7A

Stone rubbing of a Han Dynasty odometer horse cart, from a carving on the Xiao Tang Shan tomb, c. 125 ce. The tomb relief is now located in the Imperial Palace Museum, Beijing.



Abacus

The wheelbarrow

The wheelbarrow was invented by the Chinese between 221 bce and 265 ce. As a wheelbarrow allows a person to move things of great quantity and weight, the Chinese called it a 'wooden ox'.

Calculations

The Chinese used mathematics as far back as the Shang Dynasty. Complex calculations were made for business transactions, taxes, measurements for construction and astronomy. The abacus, a tool using sliding beads, was invented by the Chinese for making calculations.

WEBLINK

Interactive abacus



Chinese medicine and acupuncture

The Warring States period and later reign of the Qin and Han saw the development of Chinese medicine. The Chinese became skilled at the use of herbal treatments, massage and acupuncture to treat illnesses. Acupuncture practitioners place needles at certain points of the body to assist or reduce the flow of life energy, known as *qi*. Medicines and treatments first used in ancient times continue to be used with great success by Chinese traditional medicine practitioners today. The ancient Chinese understood the nature of blood flow and conducted successful operations on patients under anaesthetic. An ancient Chinese medical text described the symptoms of 'fever of the spleen', which modern doctors would probably diagnose as diabetes:

This disease is due to the consumption of large quantities of sweet and fat substances. Fats induce internal fever and sweets bring about a feeling of satiety, with a resultant rise in the vital breath and feelings of thirst.

Source 7B Description of 'fever of the spleen' from an ancient Chinese medical text

FAST FACT

During the Han period, the Chinese observed that natural gas seeped up from the ground in areas where they mined salt. They soon discovered a way to use this gas. Bamboo rods piped the gas to lamps to light the streets of nearby towns.



Source 7C An 11th-century acupuncture chart showing the main needle points in the arm

Paper and printing

The Chinese were the first civilisation to develop paper. At first, around the 2nd and 1st centuries bce, paper was quite rough and thick. It was not used for writing – bamboo strips were provided for this purpose. Instead, it was used for clothing, armour and shoes and to wrap things. In 105 ce a Han palace eunuch, Cai Lun, invented a way of making thinner paper by boiling down plant matter into a pulp and then drying this into thin sheets. From that time, Cai's paper became the more popular material to write on. As in today's world, the ancient Chinese used paper for many different things: tissues, books, toilet paper, money and playing cards. Wood block printing was invented by the Chinese in 750 ce. In this process, characters are carved into wood, which is then coated with ink and pressed onto paper.



Ancient Chinese paper making. Here, a man holds a wooden-framed wire screen, which is used to scoop up plant fibres that have been soaking in the large vat of water. The fibres are pressed into an even layer on the screen and the water is allowed to drain out. When the layer of fibres is still damp, it is carefully removed from the screen and a heavy weight is placed on top. The sheets are then hung or laid out to dry.



Source 7D

Page from the world's oldest dated printed book, block printed in China in 868 ce. The book, a Buddhist holy text called the *Diamond Sutra*, was found in a cave in north west China in 1907. It is printed on grey paper, in the form of a scroll.

Xia Dynasty

The first dynasty of China. Some scholars believe the Xia to be a myth because of limited evidence of its existence

FAST FACT

At one point so much gold was being used by the Roman Empire to pay for Chinese silk that the Roman emperor at the time, Tiberius, banned people from wearing silk in the hope of easing the outflow of currency.

WORKSHEET

The legacy of ancient China

HIS07awwk 00014

Silk

Silk was one of the most valued goods in ancient China and abroad. Silk is produced from the cocoons of silkworms, which feed on mulberry leaves. According to legend, Empress Lei Zu (c. 2600 bce), wife of Emperor Huang Di of the **Xia Dynasty**, discovered the secrets of silk production and weaving. She then taught these skills to Chinese women. Women who knew how to weave silk were traditionally given more status when marriage proposals were considered by their parents.



Detail of a painting of silk weaving on a Ming Dynasty vase (1368–1644 ce)

The secret of silk production was carefully guarded by the Chinese until 550 ce when two monks managed to smuggle silkworms and mulberry seeds out of China. The Romans called China ‘Seres’, which means ‘land of the silk’. Silk was so valuable that Roman traders were willing to pay for it with its weight in gold! By the time of the Han Dynasty, silk could be used as money. Farmers paid taxes in both grain and silk, the emperor commonly gave silk as gifts to visiting dignitaries, and government officials were paid in silk.

Analysis and use of sources

Look closely at the objects shown in sources 7A–G, then:

- 1 Describe the source in detail. Include what you think each source was used for.
- 2 Explain what each source shows you about Chinese technology.



Gunpowder

In the 8th century during the Song Dynasty, Chinese alchemists invented gunpowder while experimenting with potions to provide immortality. The development of gunpowder, which was soon used in guns and cannons, had an enormous impact on weapons and warfare. The Chinese also gave the world fireworks – a more fun and friendly application of gunpowder!



Emperor Wu Wang (Zhou Dynasty), 1046–256 BCE used gunpowder to frighten his enemies

Porcelain

Another much-desired product of China was porcelain. From very early in Chinese history pottery was in common use. By the time of the Han Dynasty the Chinese had mastered the art of fine glazed pottery or porcelain. Top-quality porcelain came to be known in the rest of the world as 'china' and was one of China's most valuable exports.



Source 7E

Ancient Chinese porcelain vase from the Qin period (221–207 BCE)



Source 7F

Ancient Chinese porcelain figurine from the Tang Dynasty (907–618 BCE)



UNIT 8: WARFARE

The importance of armies in ancient China

Armies and combat played a very important role in ancient China. Without an effective army, the emperor was vulnerable to rebellion and unable to extend his empire through conquests. Fierce nomadic tribesmen made periodic raids along China's northern border so many Chinese soldiers were sent north to protect their country. An important reason why the state of Qin defeated its rivals was its superior military forces. The feared black-uniformed armies of Qin were renowned for their discipline, well-drilled fighting techniques and fierceness. Rather than horse-drawn **chariots**, the Qin army preferred **cavalry**, which were far more manoeuvrable. Through the military skill of rebel armies, such as Liu Bang's army, the Qin were weakened and the Han Dynasty came to power.

Under the Qin and Han, it became the tradition that the emperor had a large professional army in addition to a large conscript (unpaid) army. This led to more disciplined training and soldiers became more skilled in their use of weapons. Peasant men often served in the army for two years, while nobles would serve as officers or cavalrymen. In times of emergency as many men as needed could be called up for armed service.

Weapons and armour

Chinese soldiers were generally well protected in battle. They wore bronze and leather armour, high boots and helmets and often carried shields. The most common weapons were spears, swords, bows and arrows. During the Warring States period the Chinese developed the crossbow – a weapon that fires an arrow (also called a bolt) mechanically and allows a relatively untrained soldier to become an effective archer. The crossbow was a common weapon by the time of the Qin and Han Empires.



Replica of a crossbow from the Western Han Dynasty, c. 100 BCE

chariot

A two-wheeled horse-drawn carriage

cavalry

Horse-mounted soldiers



Source 8A

Bronze weapons found in the terracotta army pits, Xi'an, Shaanxi Province, China



Source 8B

Silver and gilt axehead in the form of a dragon fish, Tang Dynasty

Chinese martial arts

In ancient times, warriors rigorously trained to improve their fighting skills. Some masters of fighting skills attracted keen followers and showcased their talents at street and market fairs. This is how martial arts developed. Chinese martial arts imitated the attack and defence behaviours of animals to create unique fighting forms. Chinese fighting arts formally emerged under the Qin and Han but continued to evolve under the subsequent dynasties through to the modern day.

FACT SHEET

wu Shu

HIS07awwk 00013

Explanation and communication

- 1 Why did military force play such an important role in ancient China?
- 2 Using the sources, photographs and text in the unit, describe the equipment used by the military in ancient China.



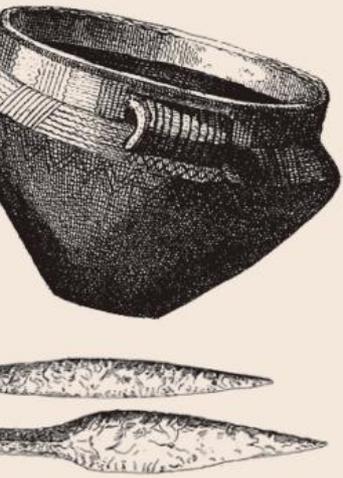
UNIT 9: ANCIENT SITES

TERRACOTTA WARRIORS OF XIAN

Qin Shi Huangdi ordered the construction of a vast army of life-sized terracotta warriors to accompany him in the afterlife. This army was arranged in deep trenches with a wooden and packed earth roof. Shortly after the fall of the Qin Dynasty, parts of Emperor Qin's tomb complex, including his terracotta army, were looted and damaged. The roof covering the soldiers collapsed, probably due to fire, and the terracotta army remained undisturbed for the next 2000 years. In 1974 peasants digging a well came across the first evidence of Qin's terracotta army. Archaeologists were called to examine the site and soon realised this was one of the most exciting finds of ancient China. Eight thousand soldiers have so far been discovered. Because ancient historians make no mention of the terracotta army, the discovery was a great surprise.

The soldiers are arranged in formation, as if preparing for battle. One of the most fascinating things about the soldiers is that each one is an individual. They have different faces and slight variations in clothing and other details. Accompanying the vast array of regular soldiers are clay horses, cavalrymen and bronze chariots. The armour, hair and weapons of the terracotta warriors are finely detailed. Originally, each was painted to give them a more realistic appearance. Archaeologists have found that this paint rapidly fades when exposed to air and are working on techniques to more safely excavate the warriors. Work on this site continues today. The army of soldiers already uncovered and restored can be seen in a vast open museum near Xian.

In 1998 a large burial pit containing stone helmets and armour was discovered. Archaeologists believe these items were special funeral objects for the emperor – a collection of spare armour for use in the afterlife. Further terracotta figures were also uncovered, which are quite different from the others. These figures are clothed in short skirts, are well-muscled and appear in more active positions than the soldiers. It is thought that these figures are acrobats who would entertain the emperor.

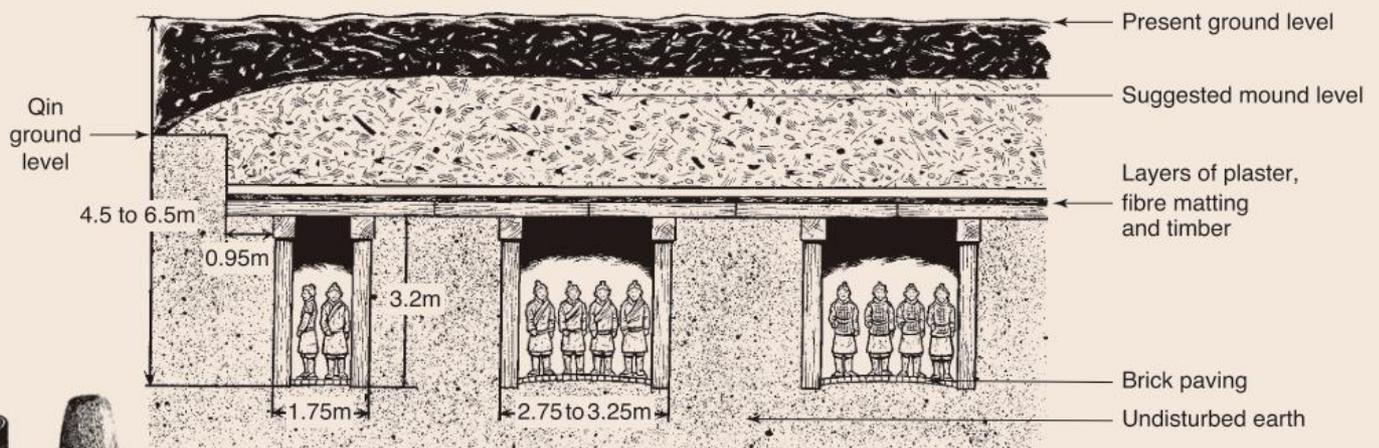


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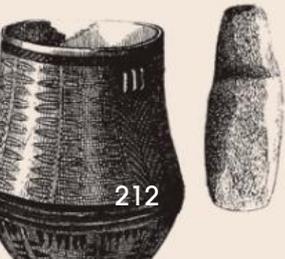
Virtual site tour

FAST FACT

As a measure of quality control and accountability, craftsmen working on Qin's terracotta warriors were ordered to inscribe their name on their work. So far, 80 different names have been noted on the backs of armour, robes and legs of the soldiers.



Source 9A Diagram showing how the terracotta warriors were buried and arranged



In 2000 another pit was discovered containing terracotta figures that carry no weapons and are standing with their hands resting inside the sleeves of their robes. At their waist is a small knife and sharpener. As such tools were used to inscribe bamboo message sticks, it is assumed that these figures are civil servants.

Technically and artistically, Qin Shi Huangdi's terracotta army at Xian was an achievement beyond anything attempted before in China.



Source 9B Terracotta warriors



Source 9C Terracotta archer



Source 9D Each of Emperor Qin's terracotta soldiers is unique



Source 9E Bronze chariot and horses

Analysis and use of sources

Using sources 9A–E and the information you have just read, for each source:

- 1 Describe each source in detail.
- 2 Explain what we can learn about the Qin army from each source.

Historical questions and research

- 3 Using the site study framework on NelsonNet, conduct a more detailed site study of the terracotta warrior site.





Unit 10: History mystery

EMPEROR QIN'S TOMB

Emperor Qin Shi Huangdi was not only obsessed with avoiding potential assassination, but also sought to delay his death from old age or sickness. Late in life, no official was allowed to say the word 'death' in his presence as it reminded him of his own mortality. Emperor Qin spent vast sums on supposed magic potions that, according to their makers, would grant him a long life.

From the beginning of his reign he also began the planning and construction of the greatest mausoleum (burial complex) ever made in China. Emperor Qin's tomb was built by 700 000 labourers over the period of his entire reign. A site on the northern foot of Mount Li, 30 kilometres east of the modern city of Xian, was chosen for its auspicious feng shui. The mausoleum included many chambers around a central tomb, which is estimated to be as tall as a 25-storey-high building, buried under an earthen mound. There are no plans to excavate Emperor Qin's tomb in the near future as archaeologists believe there are more than enough artefacts and sites around the burial complex to keep them busy for decades. The exact layout and contents of Qin's tomb remain a mystery. However, some clues can be found in the writings of ancient Chinese historian Sima Qian (145–90 bce) and other sources.

And the First Emperor was buried at Mount Li. From the time he first came to the throne, Shihuang had begun the excavation and building at Mount Li, and when he had gathered into his hands the whole empire, more than 700 000 workers were sent to the site to toil.

Through three underground springs they dug, and they poured molten bronze to make the outer coffin and to make the models of the palaces, pavilions and government offices with which the tomb was filled.

And there were marvelous tools and precious jewels and rare objects brought from afar. Artisans were ordered to fashion crossbows as traps so that any grave-robbers would meet sudden death.

Using quicksilver, they made the hundred rivers of the land, the Yellow and Yangzi, and the wide sea, and machines kept the waters in motion. The constellations of the heavens were reproduced above and the regions of the earth below.

Torches were made of whale oil to burn for a long time. Concubines without sons were ordered to follow the emperor in death and of the artisans and workers, not one was allowed to emerge alive.

Vegetation was planted so that it appeared to be a mountain.

Source 10A Sima Qian's description of Emperor Qin's tomb, from his *Records of the Grand Historian*, written between 109–91 BCE

It's very hard to predict what we will find next because he has been good at doing something that is beyond people's imagination. But one thing is for sure, that the next discovery will be fascinating.

Source 10B Quote by Professor Yuan Zhongyi, Honorary Curator of the Terracotta Warriors and Horses Museum

FAST FACT

The elixirs and potions of immortality taken by Qin Shi Huangdi may well have contributed to his death. Common ingredients were arsenic and mercury, which are poisonous.

WEBLINK

Explore Qin's tomb

WORKSHEET

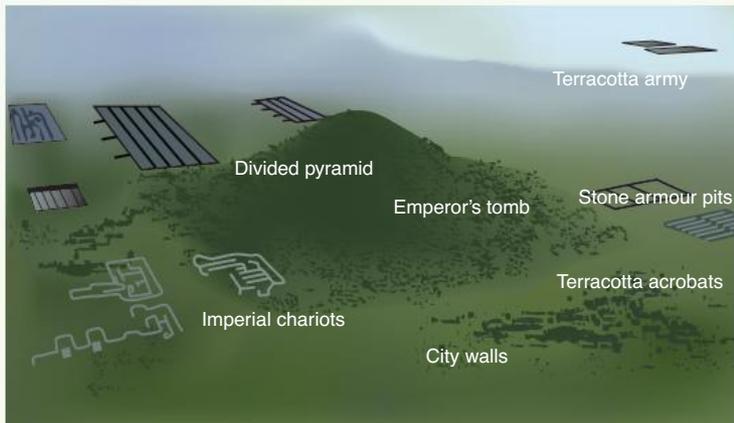
Sima Qian

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That wonderful description [Sima Qian's] of what lies beneath this mountain [Qin's hill-like burial mound, source 10D] was written nearly 100 years after the death of the emperor. It described rivers of deadly quicksilver or mercury. Intriguingly, high levels of mercury have been found in the soil of the burial mound. So perhaps we really can believe the legend of the emperor's lavish final resting place.

Source 10C

Quote by Edmund Capon, Director of the Art Gallery of NSW and curator of the exhibition 'The First Emperor: China's Entombed Warriors'



Plan of site around Emperor Qin's tomb and where artefacts have been found

Analysis and use of sources

- 1 Look at the site plan above. What impression was Emperor Qin trying to make through the design and construction of his tomb?
- 2 What do you think Qin's mausoleum was meant to resemble?
- 3 Read and look carefully at source 10A and the site plan. Compare and contrast Sima Qian's account with the illustration of the site of Qin's tomb. Do you think the plan gives much indication of the size and importance of Qin's burial place? Explain your reasons either for or against.

Perspectives and interpretation

- 4 Do you think Sima Qian's description in source 10A is accurate? Might there be any problems or issues with his description? Discuss as a class.
- 5 With reference to source 10C, explain why there might be some credibility to Sima Qian's description of Qin's tomb.

Explanation and communication

- 6 Write a letter to Professor Yuan explaining why you agree with him when he says in source 10B that future finds around and within Qin's tomb will be 'fascinating'. Use all of the information and sources in this unit to support your response.

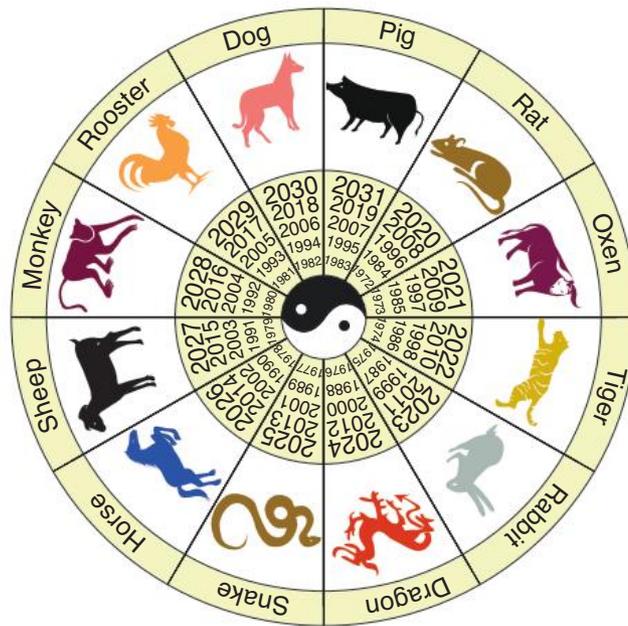
MAKING

Looking deeper: group discussions

- 1 In small groups or as a class, discuss and brainstorm all the symbols, ideas, people, monuments and things that you think symbolise ancient China. If you had to choose just one, which of these do you think is the most appropriate? Write a short paragraph explaining and justifying your answer.
- 2 In small groups or as a class, discuss why you think the Chinese emperors liked to be associated with dragons. What other symbols, structures (buildings) or rituals were used to reflect an emperor's power? Write or draw a suggestion for new symbols that could be submitted to an emperor for consideration.

Looking deeper: Chinese horoscope

The Chinese have their own horoscope, which is based on the year a person is born and is symbolised by 12 different animals. The years are recorded in a 12-year cycle and each animal is said to have characteristics that are reflected in people's personalities. From the chart below determine what animal you are according to the Chinese horoscope then research further to see whether your personality matches these characteristics.



Chinese horoscope

FAST FACT

It is estimated that there are more Chinese people learning English today than there are native English speakers.

CONNECTIONS

Looking deeper: create a postcard

Imagine you could have the opportunity to journey to and spend time in ancient China. Create a half-A4-size postcard that reflects the things and experiences you encountered. Like a real postcard, this should have a written description of what you saw on one side and a photo or drawing on the other side.

Looking deeper: creative role play

Select a key event, person or social group from ancient China. Working in groups of two or three, compose a short role play and perform it to the class. You need to show why the aspect you chose was important. Afterwards, class mates can ask three questions about the topic of your role play and you must try to answer these from the perspective of the character you played.

Going further: planning an inquiry

Choose one of the following important people from ancient China:

- Confucius
- Lao Zi
- Sun Zi
- Lady Fu Hao
- Emperor Qin Shi Huangdi
- Prime Minister Shang Yang
- Emperor Qin Er Shi
- Emperor Han Gaodi (Liu Bang)
- Emperor Han Wu Di
- Sima Qian
- Li Si
- Zhao Gao
- Empress Dowager Deng
- Ban Zhao (a leading female Confucian scholar of the Han Dynasty)
- Someone of your own choice.

Using at least two books and two websites, research the important events in their lives and why he or she is remembered as an important person in Chinese history. Present your findings either as a written report, poster, PowerPoint or Prezi presentation. You should have 'big question' subheadings in your report ('inquiry' questions that you should negotiate with your teacher) and a bibliography detailing your sources.

MAKING

Going further: **build a model**

Select an aspect of ancient China that interests you: an archaeological site, clothing, weapons, an important person, an invention or an everyday item or artwork. Research and find out more about your chosen topic then create a model that could be shown in a class display on ancient China. Also write a short 'museum guide' that explains the importance and significance of your topic.

Going further: **research and present a research project**

Select one of the scientific or technological developments achieved by the ancient Chinese.

- 1 Write a report that explains the importance and contribution of your topic to Chinese society. Include at least two annotated visual sources and a bibliography.
- 2 Prepare a short oral presentation for your class that explains your research. To make your presentation more interesting, pretend to be the ancient Chinese person who first made the discovery or innovation you have researched and present your findings as a 'sales pitch' or 'marketing event'. Props and a slideshow would be excellent further material that would assist you.

Web 2.0

Use Google forms to design a quiz on this chapter. Post the link on the central class blog. Challenge yourself by completing another student's quiz. Offer two or three items of feedback in the form of corrections or amendments. Make at least one change suggested to you.

Reflection: What changes did you make to your quiz? Why? Post your answer on the central class blog.

CONNECTIONS

Review questions

- 1 'The geography of China is very diverse; very much a land of contrasts.' Provide examples to support this statement.
- 2 Why did China's early societies develop in the area between the Yellow and Yangzi Rivers?
- 3 Why did the ancient Chinese refer to their emperor as 'the Son of Heaven'?
- 4 Ancient Chinese society had a strict hierarchy. What does this mean?
- 5 Why were merchants and soldiers not respected in ancient Chinese society?
- 6 Explain the importance of Confucius in ancient Chinese society.
- 7 'Over time, the reforms made by Emperor Qin contributed a great deal to the Chinese empire gaining its distinct identity and culture though encouraging greater communication and uniformity.' What reforms brought about by Emperor Qin led to this?
- 8 What has Sima Qian contributed to our understanding of ancient China?
- 9 Why do archaeologists consider the terracotta warriors an extremely important source for studying ancient China?
- 10 Using dot-points, list the reasons why the Qin Dynasty was short-lived.
- 11 What changes were brought to China under the Han Dynasty?
- 12 Explain the importance of the Silk Road to both China and the Western world during ancient times.
- 13 List the main technological and scientific achievements of ancient China. Choose and order what you think are the 'top three' achievements. Discuss, compare and justify your list in small groups or as a class.
- 14 Write a short paragraph explaining why military skills and armies were or were not important in ancient China.
- 15 Write a paragraph explaining your views on why ancient China is an important topic for people to study today.

QUIZ

*ancient China
review quiz*

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INTERACTIVE

ancient China crossword

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INTERACTIVE

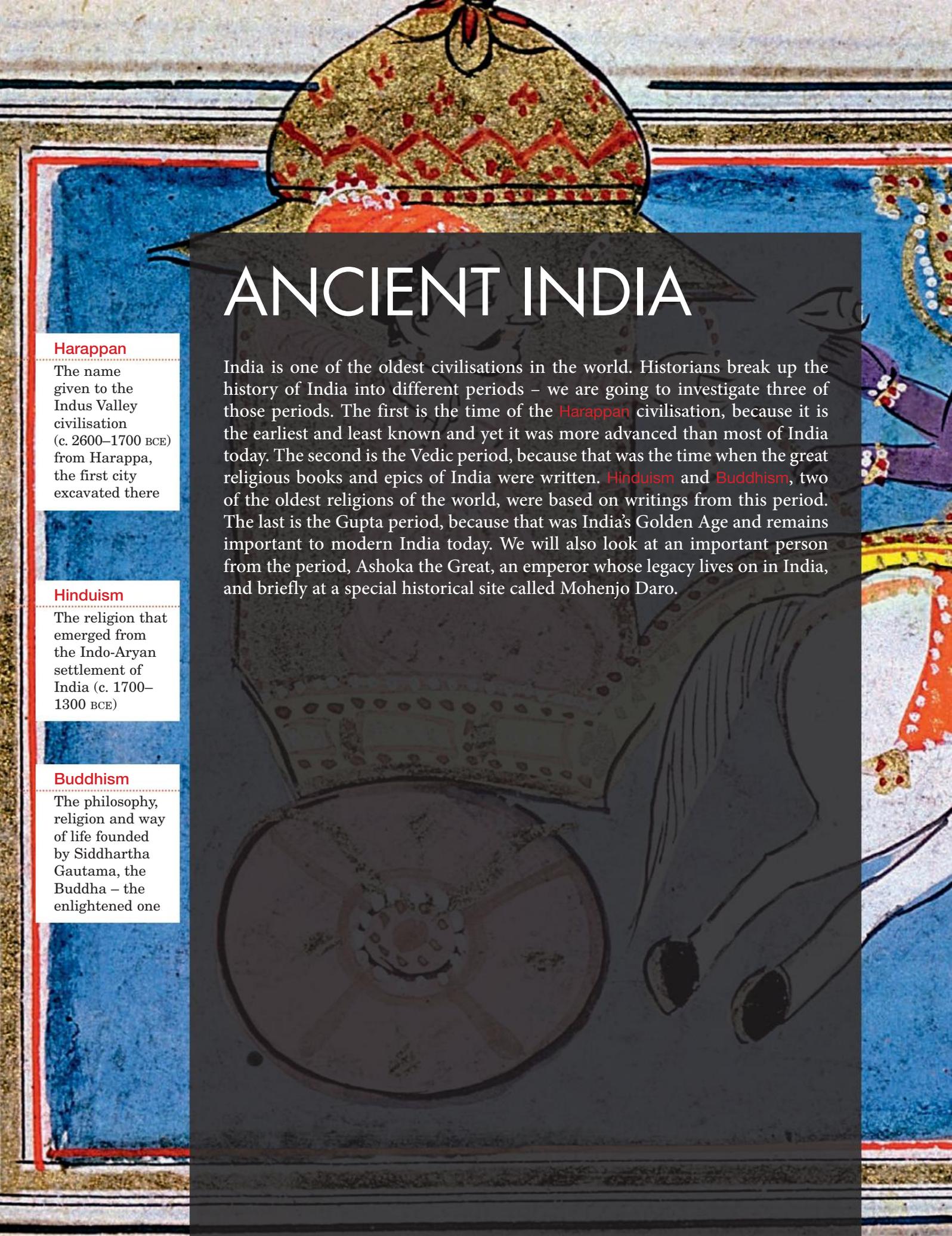
ancient China drag and drop

HIS07AWIN00123

PUZZLE SHEET

ancient China crossword

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ANCIENT INDIA

Harappan

The name given to the Indus Valley civilisation (c. 2600–1700 BCE) from Harappa, the first city excavated there

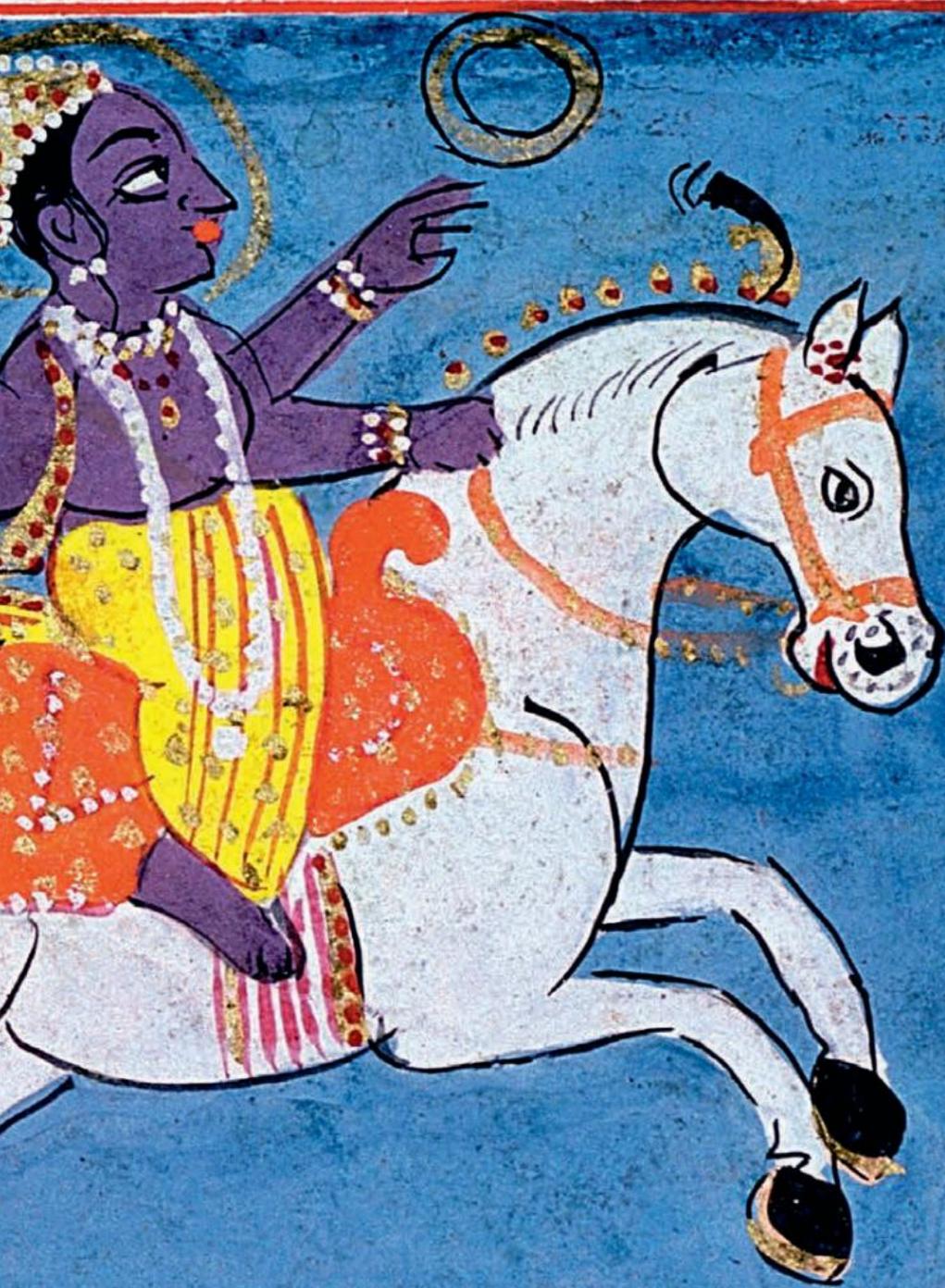
Hinduism

The religion that emerged from the Indo-Aryan settlement of India (c. 1700–1300 BCE)

Buddhism

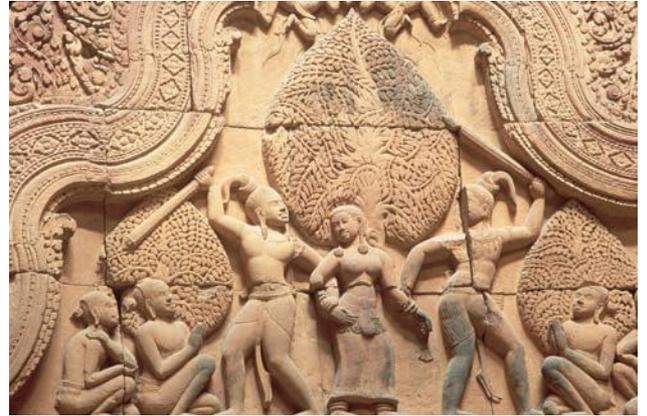
The philosophy, religion and way of life founded by Siddhartha Gautama, the Buddha – the enlightened one

India is one of the oldest civilisations in the world. Historians break up the history of India into different periods – we are going to investigate three of those periods. The first is the time of the **Harappan** civilisation, because it is the earliest and least known and yet it was more advanced than most of India today. The second is the Vedic period, because that was the time when the great religious books and epics of India were written. **Hinduism** and **Buddhism**, two of the oldest religions of the world, were based on writings from this period. The last is the Gupta period, because that was India's Golden Age and remains important to modern India today. We will also look at an important person from the period, Ashoka the Great, an emperor whose legacy lives on in India, and briefly at a special historical site called Mohenjo Daro.





- **Bronze age**
- **2600–1700 BCE**
- Indus Valley civilisation
- Mature Harappan period
-
-
-



- **Iron age**
- **900 BCE**
- Mahabharata was first created as a memory text
-
-
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-

- **1700–1300 BCE**
- Indo-Aryan migrations
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-

7000 BCE — 900 BCE

-
-
-

- **Neolithic age**
- **7000 BCE**
- First settlement in the Indus Valley



-
-
-
-
- **1700 BCE**
- Northern Indus Valley settled

-
-
-

- **1500–500 BCE**
- **Vedic period**





□ **563 – 483 BCE**
Siddhartha Gautama
(Buddha)

□ **322 BCE**
Mauryan Empire founded

□ **100 CE**
Caste divisions began
under the Laws of Manu

□ **495 CE**
Western part of
the Gupta Empire
overrun by people
from the north

560 BCE — 550 CE

□ **327 BCE**
Alexander the Great invaded
north west India

□ **269 BCE**
Ashoka the Great
conquered north India

□ **320 CE**
Gupta Empire
founded

□ **550 CE**
Gupta Empire
collapsed and
was replaced by
minor kingdoms



Visual timeline of ancient India



WEBLINK

Learn about
ancient India

WEBLINK

Explore ancient India –
British Museum

WEBLINK

Timeline of ancient India

Reflection
question

What is meant by
the 'Golden Age'
of a society?

WORKSHEET

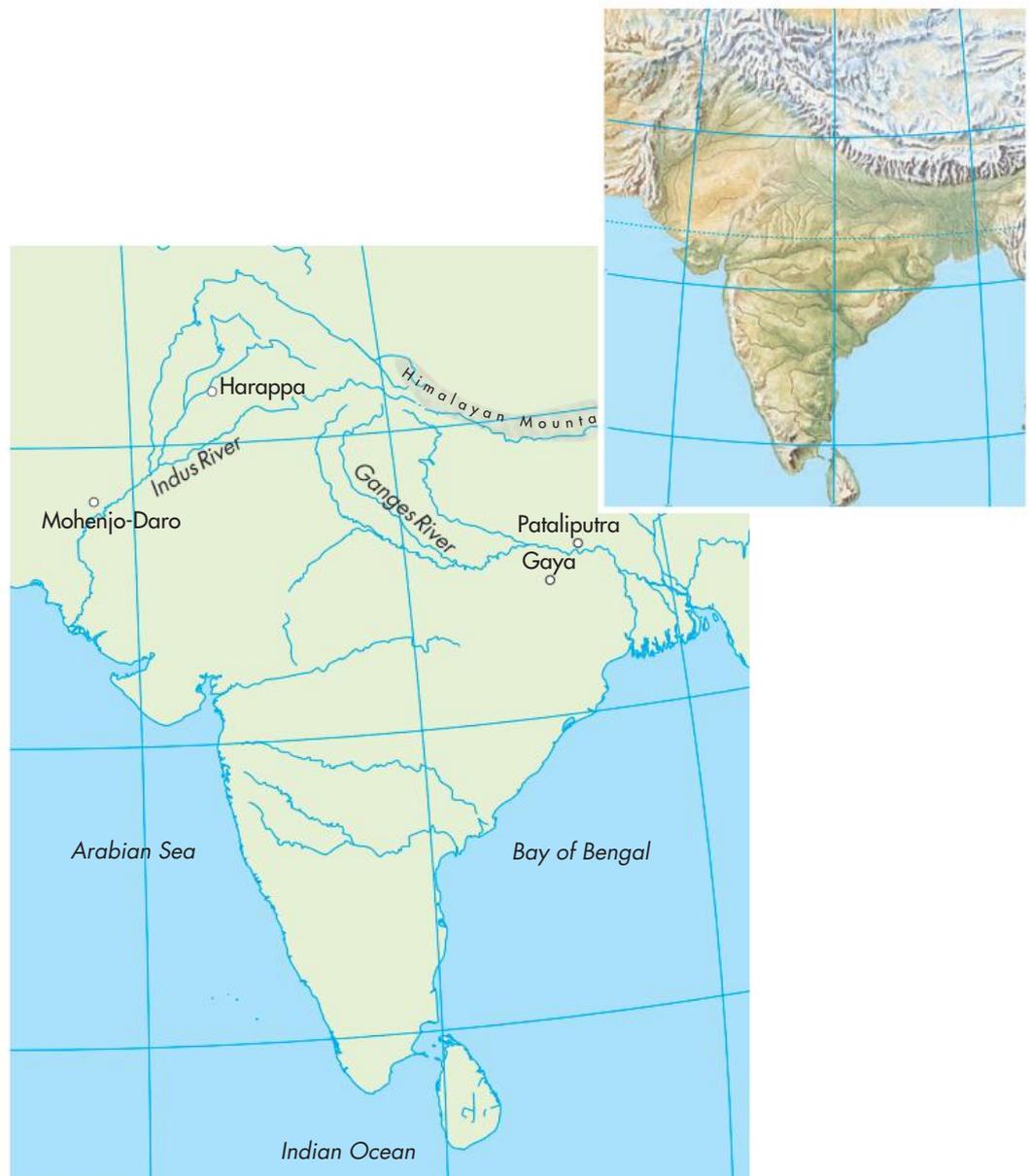
Mapping the 16 kingdoms

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Analysis and use of sources

- 1 How does the timeline support the statement that India is one of the oldest and longest surviving civilisations?
- 2 What specific entries in the timeline tell historians about literacy in this period of Indian history?

UNIT 1: THE PHYSICAL FEATURES OF INDIA



Source 1A Maps of the Indian subcontinent

Pronunciation of Indian words

In this language, every syllable is pronounced, so that Hinduism is pronounced hin-du-ism (with the 'i' as in tin) and Harappan is pronounced ha-rap-pan with the first 'a' as in car. Vedic has the 'ed' of shed and 'ic' of kick. However, Veda is pronounced vay-dah.

Two major river valleys made the growth of the ancient Indus River Valley civilisation possible. People moved from Baluchistan (modern-day Pakistan) and the **Fertile Crescent** and settled in the Indus Valley because the Indus and Ghaggar-Hakra Rivers and their tributaries provided the necessary food and water. Surrounding forests provided timber for building and cooking and wildlife to tame or eat. By 2600 bce these settlements had become partly **urbanised**, with some cities as large as 35 000 people. However, by the Vedic period, most of the Harappan cities had been abandoned and the people had moved on to richer agricultural land in the north and the east towards the Ganges River. It is now believed that the activities of the Harappan people contributed to their collapse. By removing all the forests and using the timber for buildings and fires, they changed the valley into a drier and cooler climate which, in turn, affected their ability to grow crops. Changes in the water courses, probably due to flooding but also earthquakes, caused some settlements to be abandoned.



Source 1B The Indus River valley today



Source 1C Map of the Fertile Crescent

WEBLINK

Maps of India

Fertile Crescent

The region between the Tigris and Euphrates Rivers in ancient Mesopotamia and the Middle East

urbanise

To become a city

The Cradle of Civilisation

The Fertile Crescent was based around the Tigris and Euphrates Rivers and was bordered to the west by the Mediterranean Sea. It is often called the **Cradle of Civilisation** as the early settlements were responsible for the first organised farming, the taming of the donkey and the domestication of pigs, sheep, goats and cows. All these skills were brought to the Indus River Valley.

Cradle of Civilisation

Any place where modern civilisation first emerged

steppes

Treeless, grassy plains

FAST FACT

The Ganges River is the largest river on the Indian sub-continent. It flows for more than 2510 kilometres from the Himalayas to the Ganges Delta and empties into the Bay of Bengal and the Indian Ocean. More than a billion people live in the Gangetic Plain. The Ganges is seen

by Hindus as the holy river. People try to bathe in the Ganges at least once in their lifetime and want their ashes thrown in the river when they are cremated after death.

WORKSHEET

Literacy skills

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WEBLINK

Explore ancient India – British Museum

During the Vedic period (c. 1500–500 bce), the existence of a reliable river influenced where settlement would occur. At this time, nomadic Indo-Aryans from the **steppes** of European Asia overran the Harappans and developed an agricultural society. The focus of this society was on the Ganges River valley, which runs across the northern part of modern India and Pakistan and south into Bangladesh. The later Mauryan and Gupta Empires were based on the Vedic civilisation.



Source 1D People bathing and praying in the Ganges River today

Analysis and use of sources

- 1 What do the maps tell us about the importance of a good water supply for the establishment of a civilisation?
- 2 What do the maps tell us about continuity and change in this area of the world? In your answer write about what has remained the same and what has changed over this period of India's history.
- 3 Source 1A is a modern map showing ancient places. What problems might this cause for historians wishing to use it as evidence of where these places were?

Explanation and communication

- 4 Using information from this unit and on NelsonNet, explain in about 500 words (two pages) how the physical features of the Indus Valley and the Gangetic Valley and Plain influenced the civilisations that developed there.

In your answer refer specifically to the different river valleys and the different civilisations and include specific reference to and quotes from the maps, illustrations and the text.

UNIT 2: INDIAN SOCIETY

Harappan society

Very little is known about Harappan society. It is thought, though, that it was probably an **egalitarian** society. Everyone who lived in the Harappan cities had access to the same resources and those who lived out in the countryside had the same lifestyle. There was some form of organisation as there were communal buildings shared by the people in the cities, the streets were a standard width and there were organised water supplies. The drains, shown in source 2A, enabled rubbish and waste to be removed.



Source 2A Harappan drain uncovered during archaeological works

Indo-Aryan society

The Indo-Aryans brought a new way of organising society to northern India. Being warlike, they initially kept their **nomadic** structure with individual war leaders in charge of family groups. These groups were divided into the smallest family unit – a *grama* – which, together with other grama made up a *vish*. When a vish was combined with another vish it became a *jana* or *krishti*. The leader of a grama was a *gramani* and the leader of a vish was a *vishpati*. The *rashtra* (citizens) chose a *rajan*, or leader, who was usually a member of a special group of people called the *rajanya* or warrior class. The rajan's main purpose was to protect the tribe and administer the law. This structure is shown in the diagram on the following page.

egalitarianism

The belief that all people have equal rights

Reflection question

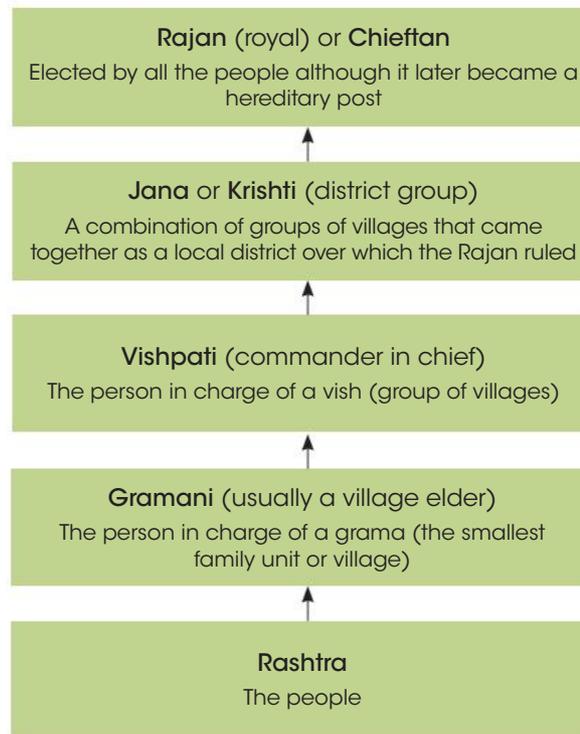
What is the significance of the Harappan civilisation in relation to today's society in India?

WEBLINK

The Harappan disappearance

nomadic

Moving from place to place



Structure of Indo-Aryan society

WORKSHEET

Indo-Aryan source study

HIS07AWWK00031

Explanation and communication

Write a description of the social structure of the Indo-Aryan society. Use the text in this section and the information in the diagram above and include the correct terms provided in the text and the diagram.

Ancient Indian justice

The gramani organised the village through an assembly of the people and divided the responsibilities of the people into three divisions: government, the law and the military. This structure can be seen as an early form of **democracy**. Law and justice in the Vedic period were harsh. The most common crimes were cattle theft, burglary, highway robbery and cheating at gambling games. Thieves and gamblers were often publicly humiliated and then made to work off their debt. Murderers had to pay a large fine to the victim's family.

democracy

Government by the people and for the people, with free elections

The class and caste structure

All members of Indo-Aryan society belonged to one of the four main *varna*, or 'colour' groups, which were designed to separate the brahmanas from all the rest. Varna was linked to the roles of people. Caste was another form of division, which was linked to a person's *jati* or lineage group. Outside these divisions was a group called *dasas*, or untouchables, who were despised because of their lineage and their dark skin and who, being the lowest group, handled other people's rubbish.



Level	Group	Roles
First	Brahmins	Teachers, scholars and priests
Second	Kshatriyas	Kings and warriors
Third	Vaishyas	Farmers, merchants and artisans
Fourth	Shudras	Labourers and peasants
Fifth	Dasas	'Untouchables', who did unwanted jobs such as removing excrement, handling rubbish, tanning animal skins and handling dead people and animals.
Source 2B	Class structure of Indian society from the early Vedic period through to the Gupta Empire	

FAST FACT

During the Gupta period, both men and women of the very lowest caste had to leave their upper bodies unclothed and go barefoot when around people of the very highest caste. While this was not a law, it was certainly an expectation.



Source 2C Untouchables working on a rubbish dump in modern-day India

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Daily life

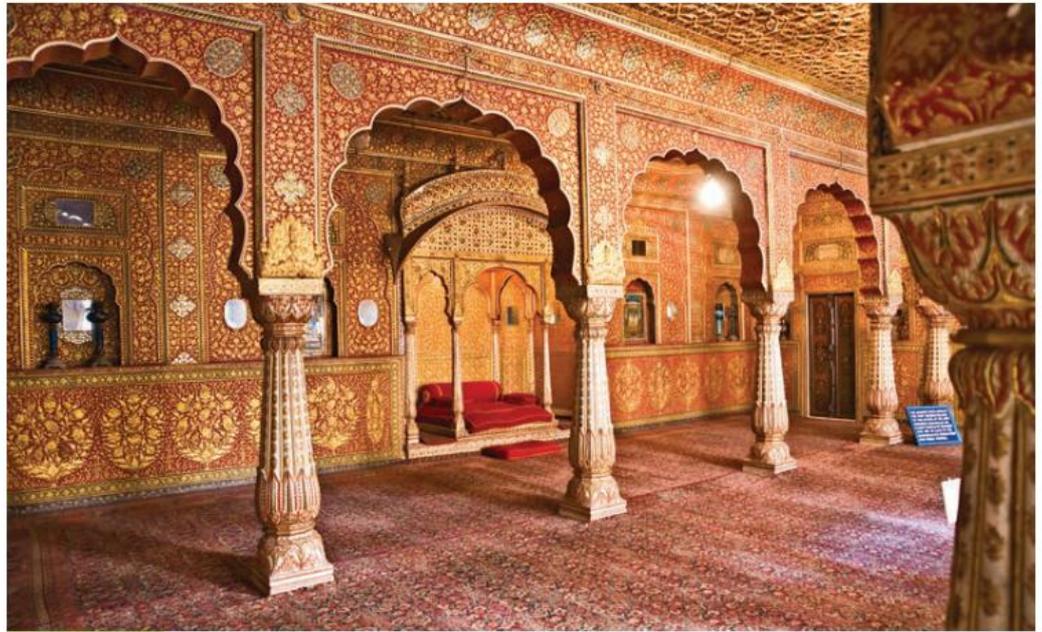
Explanation and communication

To many people living in Western society the whole idea of a caste system seems strange, yet it obviously had a purpose. In pairs, and using the information from the text and source 2B, discuss what purpose the caste system had in India and contribute your ideas to a general class discussion. As a class think about and discuss where you and your families would fit in such a system.

Early kingdoms

Between 1000 and 500 bce, the organisation of the Indo-Aryans changed to a series of 16 kingdoms and republics. These kingdoms and city states were reduced to only four major kingdoms within a century. The 16 kingdoms, called the Mahajanapadas, were based on the ruling family's home city and geographical area. In this structure, *where* people lived became more important than *who* their family group was. This allowed the Kshatriyas to become more powerful, and even wealthier, by using their wealth to support the king and to control trade. This structure continued into the Gupta period (c. 320 ce). The caste system ensured that people understood their place in society and that the brahmins remained at the top.





Source 2E A restored room inside a Maharajah's palace of the late Gupta period

WORKSHEET

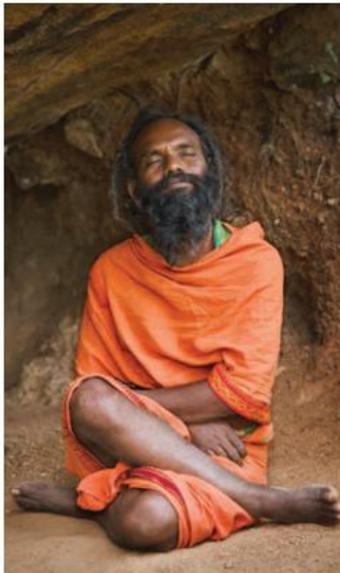
Vedic and Gupta societies

HIS07AWWK00032

Gupta society

During the Gupta Empire, India was divided into 26 provinces which were, in turn, divided into smaller administrative areas called *vishaya*.

The caste system remained essentially the same through the Gupta period. It became so firmly established that it helped keep order in society and remains in place today. Some castes were divided into sub-castes. Religious rites, economic structures, work responsibilities and government were all connected to specific aspects of the caste system. However, people were not prevented from moving from one caste level to another and there were many instances during the Vedic and Gupta periods when rulers emerged from among the lower castes and new castes were established.



Wandering ascetic

The four stages of life

The Hindu concept of the 'four stages of life' was established by the time of the Gupta period. Every man was expected to go through the four stages of student, householder, hermit and wanderer. During the student stage, Hindu boys were expected to learn about spiritual life from a guru. The householder stage began when the man married and had a family, accrued wealth and enjoyed life. In the third stage, as a man's skin wrinkled and his hair turned white, he could leave home and retire to a quiet life in the forest to seek enlightenment. In the fourth stage, he could truly free himself and abandon all possessions and responsibilities and become a wanderer or guru, dependent on others for food and shelter. Most men chose to remain householders rather than adopt the ascetic life.

Chronology terms and concepts: find the meanings

Use the Internet to find out what each of the following terms means in relation to India's early history. Use each term in a separate sentence to write about different aspects of India's early history.

assembly	hereditary	city state	kingdom
communal	republic	representative council	tribal structure

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About ancient India

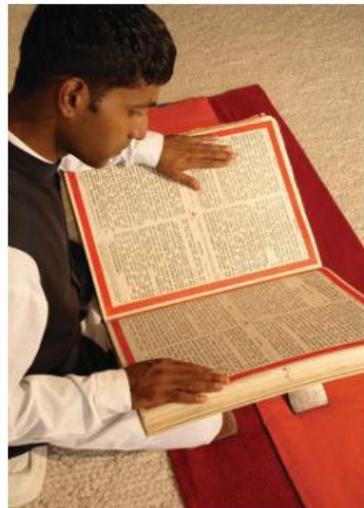
UNIT 3: THE EMERGENCE OF RELIGION IN INDIA

Indian religion and philosophy developed in response to the way people lived in the Indus and Ganges Valleys. The Harappan civilisation worshipped a mother goddess who represented fertility. This reflected the importance of farming and the production of food. The few clay seals still existing from Harappan society show early elements of Hinduism, Buddhism and Jainism. The seals were possibly used by merchants as a way of branding their goods. They may also represent a 'buffalo king' or god with a role in the fertility of the soil or even water supplies.



Source 3A

Imprint from a seal from Harappa showing a bull, which was a very valuable animal (c. 3000–1500 BCE)



Pages from the Vedas

Hinduism emerged from the Indo-Aryan **oral traditions**. In the 1st century bce, many of these were written down and were called the **Vedas**. The oldest are four Vedas that contain mantras (chants) used in prayer. From the earliest text to the latest, they are the Rig Veda, the Yajur Veda, the Sama Veda and the Atharva Veda. Other writings include the Brahmanas, which are prose texts that explain the rituals associated with their religious practices; the Aranyakas, which set out religious practices including ritual sacrifice; and the Upanishads, which contain the main teachings of Hinduism.

oral traditions

Stories passed down through generations by word of mouth

Vedas

The four most sacred books of the ancient Indians and the Hindu religion. They are the Rig Veda, Sama Veda, Yajur Veda and the Atharva Veda.



A painting depicting Brahma holding a page of the Vedas

Perspectives and interpretations

- 1 What does source 3B, an image from the Rig Veda, tell historians about the Vedic society? How?
- 2 Is source 3B a primary or a secondary source? Why?

Explanation and communication

- 3 Go online and research the Vedas. Work in pairs to create a poster for your classroom about these sacred books. The Vedas are an important aspect of the Hindu religion so make sure that you show respect for their contents. Remember to reference any images or text you use from the Internet.

Perspectives and interpretations

- 4 Research an aspect of the Vedas, the Aranyakas or the Upanishads and create a storyboard for a Bollywood movie about one of the stories. Cast the movie from your favourite actors.

Web 2.0

Veda online research task.

Skill: Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources.

Task: In groups of two to four, download at least 10 images that add to your knowledge of the Vedas (try www.flickr.com or Google images).

- Use www.sumopaint.com to turn these images into a poster.
- Create a gallery to display on your central class blog or print and display posters in your classroom. In two or three paragraphs, write a reflection statement highlighting the images you feel are the most significant and explain why.
- Visit another group's poster gallery. Be the first to post a question on that group's page about the images they have used in their poster. Be sure to respond to any questions made on your group's gallery and amend your information accordingly!

Reflection: what did you learn about the Vedas from this activity? How did the questions and comments on your group's poster gallery page help you refine your knowledge and understanding?

Religious ceremonies and responsibilities

In the early Vedic period, the most-worshipped god was Indra. The people believed that Indra had helped them conquer their land and protected them when they fought. They also believed Indra ate, drank and lived in the same way as humans. He was usually shown as young, fit and healthy. Later, other important gods were Varuna, who kept order in the universe and Yama, the god of death. Yama made it possible for good people to enter paradise when they died. In paradise, everything they could want was theirs forever. There were also many personal gods and people could worship them in their own way.

WEBLINK

Explore ancient India –
British Museum

WORKSHEET

Hindu gods and goddesses

HIS07AWWK00033



Source 3D 18th-century illustrations of Indra (left), Yama (centre) and Varuna (right), the main gods of the Vedic period

As Hinduism developed, other gods emerged that became more important than Indra. Brahma, Vishnu and Shiva came to represent shared ideas. The Hindu ceremonies also developed into more complex rituals in the later Vedic period and *shrauta* (priests) and *purohitas* (professionally trained priests) took over the ceremonies. The people became onlookers and sponsored these events. Hindu gods were associated with the elements, such as fire and water, or were heroes in the pantheon of gods. People prayed for rain, healthy children to help in the fields, and healthy cattle and plenty of calves, which were the main source of wealth and income. They also prayed for a long and healthy life but, when it was time to die, they asked to be **reincarnated** into a better life. Reincarnation depended on their behaviour in their life. Good behaviour built up good **karma**, which meant a better reincarnation. Bad karma led to people becoming *dasas*.

reincarnation

The rebirth of the soul

karma

The outcome of one's deeds or acts, both good and bad



BRAHMA

VISHNU

SHIVA

An engraving of the three main gods of the Hindu religion: Brahma, Vishnu and Shiva

Know your avatars

The two major Hindu epics, the *Ramayana* and the *Mahabharata*, are stories of the gods coming to earth in human or animal form. Many Bollywood movies are based on these stories. The Sanskrit word for the human incarnations of the gods is 'avatar'; this same word was used as the title of a recent Hollywood movie.



Scene from the *Mahabharata*



Perspectives and interpretations: write a movie script

- 1 Use the Internet to research more about the *Ramayana* and the *Mahabharata*. Take one of the stories, write a script for it and, as a group, create a 10-minute Bollywood film of your own.

Perspectives and interpretations

- 2 What benefit would there have been to the early Vedic people to believe in personal gods, such as Indra, Varuna or Yama?
- 3 How would the development of communal gods, such as Brahma, Vishnu and Shiva, helped to consolidate the kingdoms and empires that were beginning to emerge?
- 4 Explain the impact of the changes from having only a few gods to many gods. Use the text and the sources to support your answer.
- 5 Describe the impact that the change from personal to 'professional' involvement (e.g. priests) in religious ceremonies had on:
 - a the ordinary people
 - b the professional people (the priests).

In your answer write about **a** and **b** separately, but also conclude with a statement linking your ideas.

Buddhism

Buddhism and Jainism emerged from Hinduism. Both developed as protests by members of the Kshatriya caste against the rituals imposed by the Brahmanic priests to maintain their control of society.



Modern statue of Buddha



Buddhism teaches that placing too much emphasis on worldly goods brings suffering. The 'Four Noble Truths' at the core of Buddhism are that:

- 1 instability is part of life
- 2 instability is caused by craving
- 3 instability can be stopped
- 4 instability can end by following the 'Noble Eightfold Path'

The Noble Eightfold Path, which leads to the end of suffering, includes:

- right understanding
- right thought
- right speech
- right action
- right livelihood
- right effort
- right care of others
- right concentration.

Jainism

Jainism traces its origins to before the Vedic period. It requires its followers to be very strict on themselves, to behave properly at all times and accept that only through their own behaviour can they achieve freedom from the troubles of this world and become divine. It expects its devotees to practise non-violence towards all living things.



Source 3H A Jain monk

dharmā

A person's righteous duty, but it can also mean the law

ahimsa

To do no harm; to avoid violence to any living creature

Religion and law

Hinduism is known as *Sanātana Dharma*, which means the eternal law. The rules for the practice of Hinduism came from the Vedas, and covered aspects such as marriage, contracts, debt, the ownership of property, ritual purification ceremonies and the way different castes were allowed to dress.

Because these were not written laws, decisions on the outcome of disagreements depended entirely upon who was affected by the action. The application of the law, or **dharmā**, was further reinforced by the religious concepts of reincarnation and karma. The only way to achieve good karma was to follow the correct way of behaving, called **ahimsa**.

Dharma

In Hinduism, the Dharma is a system of laws relating to the ideal moral behaviour of people within each class in society. It is often based on local customs and it is a personal choice whether or not to follow the dharma. However, if the purpose of the current life is to have a better life in the next reincarnation, then there is every incentive to follow the dharma.

WEBLINK

About ancient India



Source 3I Symbols of (a) Hinduism (the om), (b) Buddhism (the wheel of law) and (c) Jainism (the hand)

Analysis and use of sources

- 1 Write out a modern version of each of the Noble Eightfold Paths to show how these ideas continue in today's society. Your classroom or school rules might give you some clues.
- 2 Which of the Noble Eightfold Paths would you find the hardest to keep to and why?
- 3 Find the meaning of the symbols in source 3I and explain how they would apply today.

UNIT 4: EVERYDAY LIFE

During the Vedic and Gupta periods, most of Indian society was based on small, farm-based settlements of a single family or a group of related families. Most people lived in single-storey houses made out of mud brick. Farmers kept animals such as pigs, sheep, goats and cows. Domesticated water buffalos were used to pull ploughs and carts, a practice that continues today. Farmers grew an early form of wheat called emmer and developed a wild barley to become a more productive and reliable crop. Peas, sesame, dates and cotton were also grown. Complex irrigation systems, using canals and ditches, helped the farmers in dry times and assisted in the control of floods.

Large cities and towns were built up around the kings' palaces in the later Gupta period. They also grew around the great temple complexes built by the kings as memorials or as ways to obtain good karma after a period of war.

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Everyday life in India



Water buffalos are still used in rice farming in India today

FAST FACT

A Hindu man placed a spot of his blood on the forehead of his new wife as a sign that she now belonged to him. This spot, called a *bindi* or *kumkum*, has now become a fashionable symbol used for beauty or as a focus for meditation.

The importance of cattle

Cattle were the most important animals in Indian society. They provided the five essential things needed for life: milk, curds, butter, urine (used in medicine) and dung (used as a fuel and also in building the mud brick houses). Bulls were identified with the god Shiva and were revered and protected.

Women in Indian society

In the early Vedic period, women were allowed to own property and have access to grazing rights. However, over time, society became very patriarchal. The father was in charge and, if he was a member of the Kshatriyas or Brahmin castes, he could have several wives. The wives who produced sons were more favoured than those who produced only daughters. While wealthy boys were educated and taught mathematics and astronomy, wealthy girls learnt how to run a house.

Poorer women worked in the fields, shopped, cooked and looked after the home. Women and girls had to keep to a much stricter moral code than the men in the family but were usually allowed to have a say in whom they married, although some marriages were arranged. This pattern continued into the Gupta period and, to some extent, remains so today.



Source 4A

Modern Indian women at a market

Clothing

In his book, *The Histories*, the ancient Greek historian Herodotus wrote about the extraordinary quality of and the rich embroidery on Indian cotton cloth of the Vedic period. Both men and women wore colourful cotton clothing and decorated it with fine jewellery, including necklaces and bangles made out of crafted shells, carved ivory, lapis lazuli, carnelian, agate and gold. He also wrote about the importance of makeup and hair colouring and the use of special hair combs. He reported that clothing showed social status and was different in the various parts of northern India. Some women wore a skirt-type garment called a *dhoti*, which they combined with a *choli* (blouse) and a scarf. Other women wore a *sari*, which is a long piece of cotton fabric wound around the body with the loose end thrown over the shoulder. Men, too, wore a *dhoti*, but by pulling the end up between the legs and tucking it into the waistband, turned it into pants.

Celebrations

Most Indian celebrations that began in the Vedic period are still practised today, especially the communal sacrifices. These Hindu-related festivals include Dussehra, a 14-day festival in October that commemorates Rama's victory over Ravana, the demon king of Lanka, and Divali, the festival held in October–November that celebrates Rama and Sita's return home to their kingdom of Ayodhya. Harvest festivals are particularly important because so much of India depends on successful farming.



Source 4B

Modern northern Indian woman in traditional clothing

Rare gems of India

Lapis lazuli, a gemstone with a brilliant blue colour, was a very rare stone in the Vedic period, generally found only in Badakhshan province in modern-day Afghanistan. Carnelian is a reddish-brown stone, found quite commonly across the Mediterranean and Middle East. Agate is found all over the world, wherever there has been volcanic action, and comes in a variety of colours. They are all hard stones but can be carved.



Source 4C People celebrating a harvest festival at Haridwar, on the banks of the Ganges River

Explanation and communication

- 1 Why was cotton the preferred fabric for clothing?
- 2 Why would a society force people in lower castes to be partially uncovered and without footwear in front of people from higher castes?
- 3 During the Vedic period, lapis lazuli was only found in Badakhshan. What does its use as a common gemstone tell historians about the extent of trade between Northern India and Badakhshan?

Analysis and use of sources

Consider the following facts:

- a You have read throughout this chapter that many aspects of modern-day India reflect ideas that began in the Vedic period.
- b Herodotus wrote his *Histories* during the time of the later Vedic period.
- c Sources 4A and 4B are modern images of Indian women.

Explain in a page of writing how Herodotus and sources 4A and 4B support each other and help historians to develop an understanding about continuity and change in Indian society since the Vedic period.

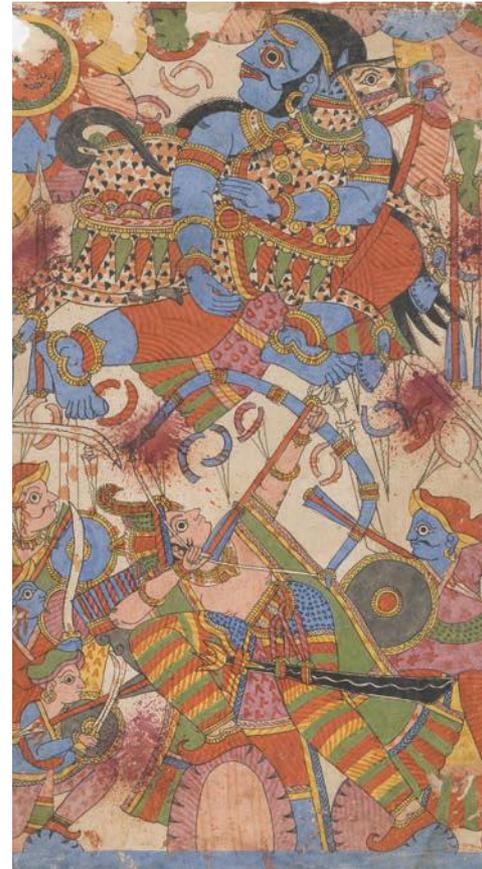
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The story of India video

UNIT 5: WARFARE



Source 5A Chariot fight from the *Mahabharata*



Source 5B Battle scene from the *Mahabharata*

The Indo-Aryans of the Vedic and later Gupta periods were already a war-like people when they migrated into the Indus and Ganges Valleys. In the *Mahabharata* and the *Ramayana*, there are many references to warfare, particularly the use of war elephants, chariots or *ratha*, cavalry, and infantry units of foot soldiers called *patties*, as well as specific weapons such as the bow and arrow, axe, mace and lance. Images such as those in sources 5A and 5B appear on almost every page of these texts.

The texts also mention special military tactics called **padmavyuha** or **chakravyuha**, which officers had to learn. The *Mahabharata* and *Ramayana* also contained the rules for fighting two styles of warfare. One was the *dharmayuddha* or the just and righteous war; the other was the *kutayuddha* or the secret and hidden war.

Gupta warfare had essentially the same approach but during this time, the most common weapon was the bamboo bow. An expensive metal bow and arrow was used against armoured elephants. Foot soldiers used shields and lances, and swords for close fighting. The later Guptas used siege engines and had a navy.

padmavyuha/chakravyuha

A form of organising an army in a defensive unit used in early India



Indian war elephant

WORKSHEET

Ancient Indian warfare

HIS07AWWK00034

FAST FACT

Despite his extraordinary successes, Alexander the Great (see Unit 7) and his soldiers were so fearful of meeting the Indian elephants in battle that they decided to retreat rather than try to cross the Ganges River to confront them.

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Armoured Indian elephant 2

The dharmayuddha rules of war

Dharmayuddha battles were fought according to rules that made the fighting fair. Some of these rules were:

- fighting could only take place between dawn and dusk
- one-on-one fighting was allowed but warriors had to be equally armed
- a warrior who had surrendered could not be further injured but became a prisoner of war and was protected
- a warrior whose back was turned or was unarmed or unconscious could not be attacked
- women and any other person or animal not directly involved in the fighting could not be attacked
- each weapon used had its own rules and they could not be broken.

The four elements of classical Indian warfare were chariots, elephants, horsemen and infantry. The Sanskrit word used for this four-part army was *caturanga*, which is also the name for the oldest form of chess. The game pieces included an elephant with a mantle (the king), an elephant without a mantle (the queen), two lions, two peacocks, two horses and eight monkeys.

Chronology, terms and concepts

- 1 Look carefully at sources 5A and 5B then
 - a list all the weapons used by the Indo-Aryans according to these images
 - b list all the other items that tell us about the Vedic period, such as the chariots in source 5A.
- 2 Write a paragraph that explains the importance of the military in ancient India.

Explanation and communication

- 3 As a class, discuss the reasons why it might have been necessary for the people of northern India to draw up the dharmayuddha rules of war. Look at each rule separately. Explain to what extent these rules apply today.
- 4 Research the special methods of fighting and write, in your own words, how they worked.

UNIT 6: DEATH AND FUNERARY CUSTOMS

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About ancient India

In Indian society, death opened up the possibility of a better life after reincarnation, depending on a person's dharma. Because the only people allowed to handle bodies were the dasas, or untouchable class, death was also seen as something unclean.

The main funeral ceremonies were usually the responsibility of the oldest male relative, beginning with the eldest son. If there was no son, then the father, uncle or other nearest male relative was responsible. Women never organised funerals. The purpose of the ceremonies was to guide the dead as quickly as possible on his or her last journey to the eternal world so that they did not get caught between the living world and their final destiny. Cremation was expected for all Hindus and Buddhists except for the dasas, who were buried. It was thought that dasas would make the holy air dirty if they were cremated so their bodies were returned to the ground.



Source 6A A body being washed before cremation at Varanasi on the Ganges River

The cremation was carried out at a special place called a *ghat*. In India most ghats were situated alongside a river because all rivers were considered holy. Devout Hindus and Buddhists tried to end their days near a river. Many people moved to a holy city on the Ganges to be near the holiest river when they died. After the cremation rituals were completed and the ashes consigned to the river, the people involved ceremonially washed themselves then went home to a period of mourning, called *teravih*, which lasted between 11 and 13 days.

WEBLINK

Daily life

Hindu beliefs

Hindus believe that an evil person is reborn as a lowly creature, such as a worm or an insect, and that it takes many reincarnations to move up through the levels of animals until he or she is born into the untouchable caste. The person then continues their journey through to the highest castes in each reincarnation until eventually, and depending upon their behaviour and merit, they are possibly made king of all men. The ultimate goal is to achieve *brahmaloka*, which is the highest possible level of immortality in the heavens of the gods.

Jain beliefs

Although the Jains also believe in cremation, their approach is different. There is no special place like the ghat for the ceremony. Instead, a place that shows no evidence of any previous cremation is chosen. It is cleared of any insects and animals and then the fire is lit. After most of the body has disappeared, milk is sprinkled on the site, the remains are collected, and the whole site is cleaned and left as though the cremation had never taken place. The bag of remains is then buried in the earth after sprinkling it with salt so that it returns more quickly to the earth. Jains believe that throwing the ashes into the holy rivers simply pollutes them.

Explanation and communication

Make a digital presentation explaining the main differences between the funeral and burial practices of the Hindus and the Jains. In your task include answers to the following questions:

- 1 Why were the dasas the only people who handled the dead for Hindus?
- 2 Who was responsible for the organisation of a funeral for a Hindu and for a Jain?
- 3 What other reasons might there have been for the body to be burnt as quickly as possible? (Hint: think of the weather in India.)
- 4 Where was the best place for a Hindu to die? Where was the best place for a Jain to die?
- 5 What is *brahmaloka*?
- 6 Explain the most significant difference between the cremation practices of the Hindus and the Jains.

UNIT 7: CONTACTS AND CONFLICTS – EXPANSION AND EMPIRE

Since the beginning of settlement in the Indus Valley, there has been much contact and conflict as newcomers arrived in the hope of establishing new kingdoms. The occupiers were forced to either settle in less desirable areas or to fight for the best land.

By approximately 550 bce the kingdom of Magadha had become the most important of the 16 kingdoms in northern India. Under King Bimbisara of the Haryanka dynasty, who ruled from 543 to 491 bce, the kingdom expanded further into the north-eastern territories of India, taking over considerable land from weaker kingdoms. However, this expanded kingdom did not last long. Bimbisara's son, Ajatashatru, angry because of the influence of Buddhism on his father and his waste of money on a Buddhist monastery, killed his father and went on to win and lose a series of wars with his neighbours over the next 30 years.



Source 7A

Statue of a war elephant lifting a warrior, from the Sun Temple at Konark, India. Built in 1278 CE, the ruins of the temple were excavated in the late 19th century

Alexander the Great's defeat

The Magadha army that assembled on the banks of the Ganges River had, according to the ancient Greek historian Plutarch, 80 000 horsemen, 200 000 footmen, 8000 chariots and 6000 war elephants. Against this, Alexander had fewer than 50 000 men, some of whom he did not trust. More than 2000 years later during the Second World War, Hitler's defeat at Stalingrad in Russia was likened to Alexander's defeat in India. Both had been defeated by a lesser enemy, with profound outcomes.

Explanation and communication

- 1 What caused most of the fighting in northern India in the early stages of development?
- 2 What was significant about the kingdom of Magadha by 500 BCE?
- 3 What was significant about Alexander's retreat from the Magadha army?

FAST FACT

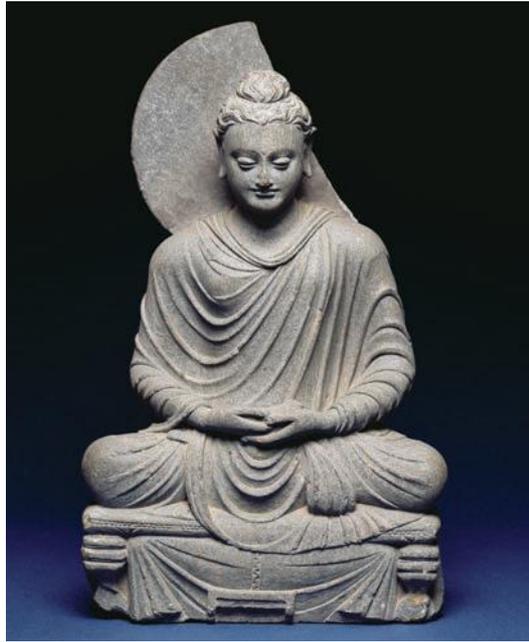
Alexander the Great established many cities in his conquered territories – about 20 of them were called Alexandria. He always left members of his army to settle in the conquered cities. The existence of these Greek colonies helped to establish the Silk Road, a trading route

that connected the Mediterranean world, the present-day Middle East, and ancient India to China. The Greek colonists were referred to by the Indians as *yavana* and by the Chinese as the *dayuan*, a word that literally translates to 'Great Ionians'. Ionians is the name the ancient Greeks called themselves.

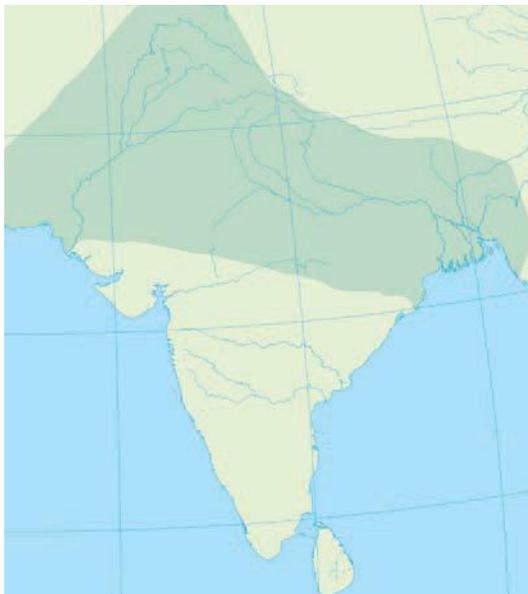
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*Archaeological treasures
of ancient India*

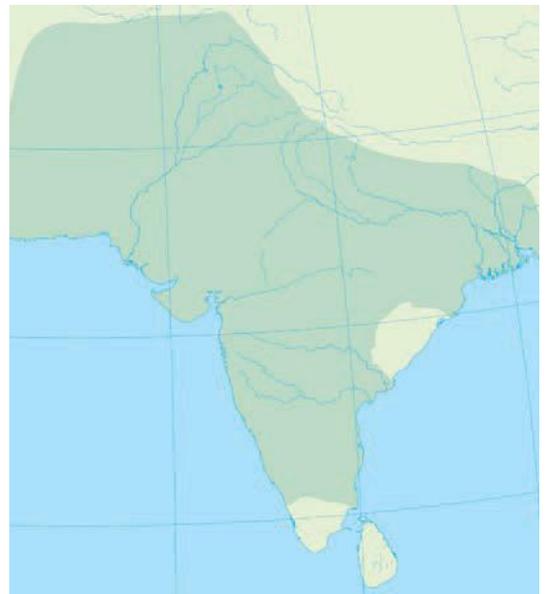
Some important events occurred during the Haryanka dynasty period. Darius of Persia took the opportunity to expand the Persian Empire beyond the Indus River into the Punjab and the Sind in 521 bce . This brought the kingdom into direct contact with the Persians and through them, with Greek culture and society. This success by Darius was followed by a relatively long and quiet period of Greek consolidation along the borders of the Indian kingdoms until 327 bce when Alexander of Macedonia (later known as Alexander the Great) tried to invade the northern Gangetic Valley. He was defeated after his army mutinied when faced with the overwhelming amount of Indian war elephants employed by the Indian kings. He turned back towards Macedonia, unable to fight but he left a direct legacy of Greek society and culture on India's doorstep.



Source 7B Seated Buddha statue in the Greek style (1st–3rd century CE) from the Kingdom of Gandhara



Source 7C Map showing the extent of the Mauryan Empire (dark green shading) c. 320 BCE



Source 7D Map showing the extent of the Mauryan Empire c. 280 BCE, only 40 years later.

These invasions had an important affect on India. Recognising the strength of the Greeks, the Mauryan Empire adopted the Greek system of administration, which remained essentially the same until the end of the Gupta period. The soldiers left in Gandhara by Alexander established Greek culture there; it expanded into India through the Greeks' adoption of Buddhism. The Indians accepted many aspects of Greek culture, including the use of stone for buildings and the creation of sculptures of people and events as permanent memorials.

After Alexander died, his great empire began to fall apart. In 304 bce the Magadha king, Chandragupta Maurya, purchased the Indus Valley for 500 war elephants and re-established himself in Pataliputra (modern-day Patna). This city remained as the capital of successive dynasties up to and including the Guptas. Chandragupta continued to expand his kingdom until he controlled almost all the northern part of the Indian subcontinent. He is often referred to as the first emperor of India.

Chandragupta's grandson, Ashoka the Great, took up the throne in about 269 bce and ruled for more than 30 years. He continued to expand the empire to all the coasts of India then converted to Buddhism and became a follower of nonviolence (*ahimsa*) and a vegetarian (see Unit 8 of this chapter).

FAST FACT

Chandragupta converted to Jainism, abandoned his throne and retreated to a cave where he died of ritual starvation in 298 BCE at just 42 years of age. There is debate about whether he deliberately starved to death. Some evidence suggests that he was starved to death by his son.

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Mauryan elephant army video

WEBLINK

Maps of India



Source 7E

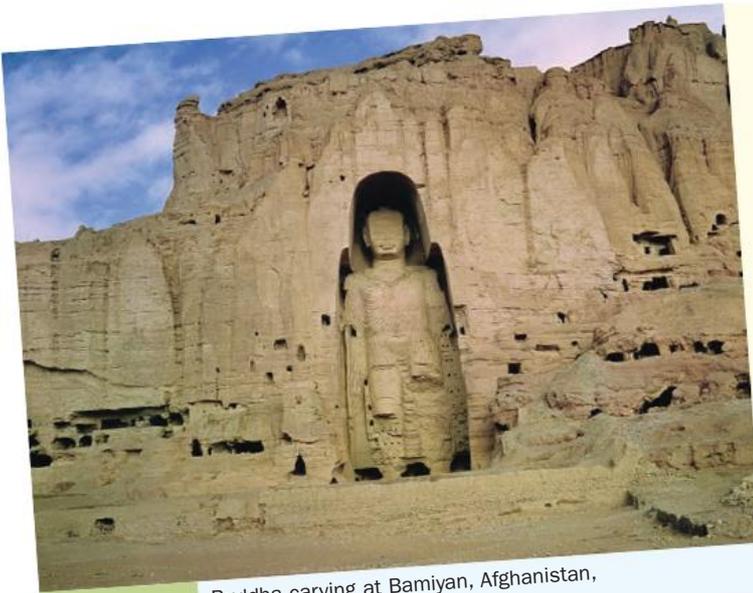
Close-up of carvings of Buddha at the Buddhist temple near Gongyi, China, showing the influence of Greek earrings and clothing



Source 7F

The oldest Buddhist temple in China, built near Gongyi in northern China during the Chinese Han period (the Kushan period in India) in approximately 140 CE

The Mauryan dynasty finally collapsed in 184 bce and it was broken up into many small kingdoms. By 100 bce India had once again been invaded from the north west, this time by the Kushans from Bactria. In 233 ce the Kushans were conquered by the Persian Sassanid Empire. This brought India into close contact with Greco-Roman and Persian culture and led to the rise of the Gupta Empire, beginning in 318 ce, which eventually became the Golden Age of ancient India. The Kushan remained a force in some parts of their empire, in particular, their homeland in the Kandahar valley.



Source 7G

Buddha carving at Bamiyan, Afghanistan, before its destruction

Buddhas of Bamiyan

Two large statues of a standing Buddha were carved into a cliff at Bamiyan in present-day Kandahar Province, Afghanistan, during the Kushan Empire, one in 507 CE and the other in 554 CE. They were intentionally destroyed by the Taliban in March 2001. Since their destruction, another reclining Buddha, dating to around the same period, has been found in the ground nearby.

Analysis and use of sources

- 1 As a class, read the text, examine the maps and look at the photos provided.
 - a Discuss what is suggested by the existence of figures of Buddha in the Greek style in such widely distributed places from Afghanistan to China.
 - b In your discussions think about the influence of the Greeks, Buddhist priests and Indian governments, particularly in north India and China.
 - c As your discussion develops, create a mind map of your discussions.

Explanation and communication

- 2 As an extension task, write an answer to the following question: what do the existence of a Buddhist temple in northern China and the Bamiyan carvings in Afghanistan tell historians about the expansion of Buddhism from India?

UNIT 8: SIGNIFICANT INDIVIDUAL

ASHOKA THE GREAT

Ashoka the Great was one of the most important Indian emperors. He ruled from 269 to 232 bce, gaining his throne through the murder of his brothers. Through military conquest, he controlled almost the whole of modern-day India, Pakistan and Afghanistan and parts of Bangladesh. At 40 years old, after seeing thousands of deaths in battle, he became a Buddhist and spent the remaining 32 years of his life advocating the importance of love, truth, tolerance, a vegetarian diet and non-violence in one's personal life. After his conversion he made Buddhism the state religion, protected special sites related to the Gautama Buddha and maintained contact with the Greeks, Egyptians and the Lankans, mainly through trade but also through embassies promoting Buddhism. He continued to use violence as a means of control.

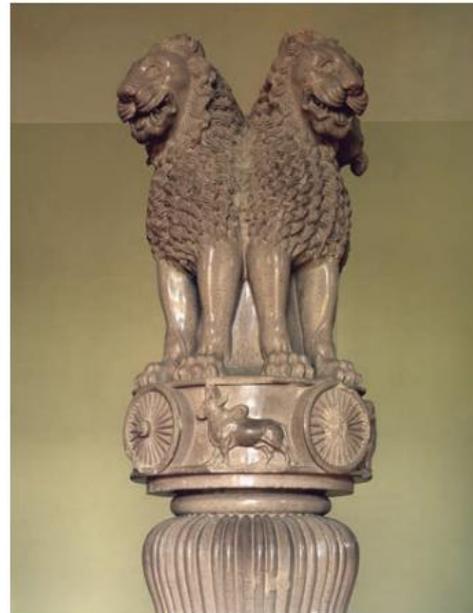
Ashoka had a series of pillars built on which his laws were carved for everybody to read. Some were written in Sanskrit, others in the ancient Persian script called Achaemenid and others in Greek. It is estimated that there were at least 150 of these 'Ashokan pillars' and they were placed near border cities and along trade routes for all to see. He also used rocks and caves for the same purpose.



Source 8A Ashoka the Great



Source 8B Ashokan pillar with lion capital, 3rd century BCE, at Vaisali, Bihar, India



Source 8C Close-up of lion capital of an Ashokan pillar, c. 273–236 BCE

Each pillar had three parts: the base, which created the foundation; the column, which was extremely well polished; and the capital, which was usually a carved lion or elephant, plus the *dharmachakra* or 24-spoke wheel of life. On top was a lotus flower, usually upside down. The pillars show the influence of the Greeks and elements of their architecture can be seen in the buildings of the time. The

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About ancient India

dharmachakra, in the shape of a chariot wheel, is a symbol of modern India, used on its national flag. The circle represents the perfection of Buddhist teaching, the hub of the wheel stands for the central core discipline of meditation and the rim of the wheel holds everything together and reminds people of their need to think about others. Ashoka also encouraged the building of thousands of Buddhist stupas (places of worship) across modern-day Afghanistan and India. Most of these have not survived.



Source 8D

The 'Great Stupa', commissioned by Emperor Ashoka in the 3rd century BCE at Sanchi, Madhya Pradesh, India

There are many different views about Ashoka. The following are just some.

A hundred years after my death there will be an emperor named Ashoka in Pataliputra. He will rule one of the four continents and adorn **Jambudipa** with my relics, building 84000 stupas for the welfare of people. He will have them honoured by gods and men. His fame will be widespread.

Source 8E

Prediction from the Buddha, written around 200 CE

The vast majority of his subjects, especially the Brahman class, resented the personal views of the emperor now made a standard for all the country.

Source 8F

Extract from *World History: Ancient and medieval times to A.D. 1500* by historian Charles A Frazee (1997)

A large number of international scholars agree that Emperor Asoka of India in the third century BCE was one of the greatest conquerors who later achieved the most difficult conquest of all – the conquest of himself – through self-conviction and his perception of human suffering.

Source 8G

View of Ashoka by Sri Lankan academic Anuradha Seneviratna, from *King Asoka and Buddhism Historical & Literary Studies* (1994)

Jambudipa

An ancient name for India

WEBLINK

Ashoka video

Perspectives and interpretations

Each of the sources presents a view or perception of Ashoka. Each also raises unique problems for historians. In pairs, read through the sources. Create a table in which you:

- 1 Identify the view contained in each source.
- 2 Assess whether it is a positive or negative view of Ashoka.
- 3 Decide what influences may have affected the creator (writer or artist) of each source.
- 4 Suggest other possible sources that may be useful in supporting or denying the comments contained in each of these sources.

UNIT 9: ANCIENT SITES

BARABAR CAVES

The Barabar caves, in Bihar state, close to Nepal, are the oldest man-made caves in India. They were cut out around the time of Ashoka the Great. The caves were carved out of the rock to provide a place for *ajivikas*, members of a Jain sect devoted to an **ascetic** way of life, to retreat to for personal contemplation.

There are two separate cave sites. The major site is Barabar Hill, which has four caves, most of which have two chambers each. The second site is in a nearby hill called Nagarjuni, which has three separate caves.

Each cave is distinctive and contains within it inscriptions of dedication from the donor. The caves also have other carvings, including elephants and crocodilian animals worshipping a sacred place or *caitya*, and swastikas and daggers.

The shape of the caves at Barabar reflects the wooden buildings used for worship at the time. They have a rectangular courtyard and a further chamber in the shape of a circular hut with a domed ceiling. This second chamber may have held a sacred object of worship.



ascetic

A way of life in which a person reduces their life to the minimum required for survival



Source 9A

Watercolour of the cave temples in the Barabar Hills. Dated January 1914, artist unknown.





WEBLINK

Barabar caves video

WEBLINK

Ancient site of Barabar



Source 9B

Entrance to Lomas Rishi caves at Barabar with Mauryan-style archway and modern gate

The Vahiyaka cave has been given by Dasalatha, dear to the gods, to the venerable Ajivikas, immediately on his accession, to be a place of abode during the rainy season as long as moon and sun [shall endure].

Source 9C

Inscription inside one of the Nagarjuni hill caves, recorded in *History and Doctrines of The Ajivikas* by historian AL Basham (2003)

Historical questions and research

Identify and locate relevant sources about the Barabar Caves using ICT and other methods.

- a Use the information from the sources to explain the history of the site.
- b Present your findings to your class mates.



Unit 10: History mystery

MOHENJO DARO



Source 10A Map of the Indus Valley, showing the site of Mohenjo Daro

Indus Valley civilisation

It is estimated that, at its greatest, the Indus Valley civilisation had a population of more than 5 million people. More than 400 ancient cities have been found, together with almost 600 smaller sites.

Mohenjo Daro is one of the most important historical sites of the Indus Valley civilisation because it helps in our understanding of our shared heritage. Located in modern-day Pakistan, it was constructed on the west bank of the Indus River around the same time as the Palace of Knossos in Crete and the Great Pyramid of Giza in Egypt – around 2600 bce. By 1500 bce, just over 1000 years later, it had been completely abandoned and was never lived in again. Over time the ruins were covered by dirt and sand.

Mohenjo Daro relied on the Indus River for its survival. The river ensured plenty of water and fertile soil for crops such as rice and cotton, which are still grown there today. The annual snow melt from the lower Himalayan or Pamir Mountains provided fresh water for the city. Because the farming was so rich, the city could rely on a constant food supply. This allowed people living in the city to become specialists in trades such as jewellery and pottery making rather than having to be farmers. However, when the Indus River eventually shifted its course and no longer flowed beside Mohenjo Daro, the settlement could not continue.

Although most local people knew of the ruins, they were not well-known to the outside world until a historian from the Archaeological Survey of India office in Calcutta was taken there in 1922. This opened the way for an international team of



Source 10B View of the ruins of Mohenjo Daro

citadel

Fortified centre of an ancient site; usually the highest point

archaeologists to investigate the extraordinary site, beginning in the 1930s. Since then, several major investigations have taken place. Following damage done to the ruins, by both humans and the weather, further large-scale excavation was banned in 1965. The site was added to the World Heritage List in 1980. Now only small excavations continue, using new technologies that do not harm the ruins.

The archaeologists discovered the remains of a large, well-planned city, built on a grid of wide roads running north to south with smaller roads leading off into side streets and back lanes. The city had, at its height, an estimated population of more



Source 10C Town drains at Mohenjo Daro

than 35 000. It was protected by the river on one side, observation towers on another side and a baked mud brick wall on a third side. On the **citadel** archaeologists found a residential area where at least 5 000 people could have lived, a public bath house and some large buildings including what are believed to have been assembly halls.

Each house had a flush toilet, a sewer system and drainage, and water for drinking, cooking and washing. Many of the houses looked inwards to a courtyard that provided protection from the noise and dust of the street as well as being a central living space for the residents. Both single- and two-storeyed houses had stairs leading up to a flat roof that could be used for sleeping in summer and for





Source 10D Public bath at Mohenjo Daro

storage of food. All the buildings were made of the same type of fired brick.

Outside the main citadel, archaeologists discovered a huge public bath, lined with a layer of natural bitumen for waterproofing. It was surrounded by a roofed courtyard supported by a series of columns. The pool was 12 metres long by 7 metres wide and up to 2.4 metres deep in the middle. No one knows what it was used for. It could have been related to religious ceremonies or it might simply have been a public bath and meeting place.

There are other large buildings on the Mohenjo Daro site. One was possibly a marketplace as it had a large well in the centre and other buildings around it. There is evidence that, in addition to ships, wooden carts with animals such as camels, oxen and elephants were used to move materials between Harappan towns and cities. The presence of wharves suggests that some structures may be commercial buildings serving as depots for the ships.

Explanation and communication

In 2010 and again in 2011, devastating floods in Pakistan inundated the plain and revealed more of the ruins of the Indus Valley civilisation. There is now an inquiry underway to decide whether local people will be permitted to use the bricks and stones now uncovered to rebuild their homes and buildings lost in the floods.

In groups of four and using a range of materials, create a presentation to convince the local authorities in the Indus Valley to preserve what remains of Mohenjo Daro. In your presentation make sure that you emphasise its location and the importance of the site for India, Pakistan and the rest of the world. You should include specific details about when the site was created, how long it was occupied, why it failed, what it reveals about early Indian society and what historians in the future hope to find. You should also consider its significance on the World Heritage List and its value as a tourist destination for the local community.

FAST FACT

The largest single building on the site was named the 'Granary' by the first group of archaeologists to dig the site. They believed that this is where grain was stored after harvest and used by people in the city over the following year. Now, because there is no real evidence of the building being used to

store grain, it is called the 'Great Hall' by more modern archaeologists. Perhaps neither group of archaeologists is correct. They just do not know.

WEBLINK

Tour of Mohenjo Daro

WORKSHEET

Mohenjo Daro project

HIS07AWWK00037

WEBLINK

Explore ancient India – British Museum

WEBLINK

The Harappan disappearance

MAKING

WORKSHEET

Sanskrit today

HIS07AWWK00036

SKILLSHEET

Literacy skills

HIS07AWSS00038

WORKSHEET

Writing outlines

HIS07AWSS00039

SKILLSHEET

Indian historical figures

HIS07AWWK00041

Looking deeper: literacy

- 1 Using a dictionary and the Internet, find 10 words that you use regularly that have come from the Hindi dialect or Sanskrit. Make a three-column table and put the everyday word in the first column, write out the word in Sanskrit letters in the second column and in the third column write out the original definition of the word from the Sanskrit.

Looking deeper: the caste system

- 2 Investigate the caste system in India today and demonstrate how the basic system has changed into the complex system that exists now. Explain the reasons why this changed.

Going further

Research the life of either Siddhartha Gautama or Ashoka the Great and make a digital presentation of at least 12 slides explaining his role in the history of his times.

Going further

Develop a website on either the Indus Valley civilisation, the Indo-Aryans or the Gupta period. Use the material in the textbook and go online to find out more. Put your website onto the school's shared drive. Create five worksheets for your classmates to complete from the website.

Web 2.0

Timeline of ancient India

Skill: Locate, select and use information from a range of sources as evidence.

Skill: Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources.

Task: In groups of two to four, research the period between Ashoka and the beginning of the Gupta period. Be sure to note important dates and describe the events in two or three sentences, also explaining why you think these events may not have been included in the timeline in this chapter.

- Use www.timetoast.com to create an illustrated timeline of the Gupta Empire

(320–550 CE). Post your timeline (or a link) to your class blog, or print and display in your classroom. Be the first to comment on another group's timeline.

- Find one date/event not included in your timeline and comment on how this date/event adds to your understanding of ancient Indian history.

Reflection: From this task, what did you learn about the period of ancient Indian history during the Gupta period? How did the comments on your group's timeline page add to your knowledge and understanding of this period?

CONNECTIONS

Review questions

- 1 Which came first: the Gupta period, the Harappans or the Vedic period?
- 2 In which modern-day countries would we find evidence of the Harappans?
- 3 When were the caste laws written down and why?
- 4 What was the Fertile Crescent? What effect did it have on the Indus Valley civilisation?
- 5 According to archaeologists and historians, what factors probably brought a slow end to the Harappan civilisation?
- 6 What does the word *varna* mean in Sanskrit?
- 7 What was the most significant impact of the arrival of the Indo-Aryan culture?
- 8 What is meant by the term 'caste'? How does it differ from class in the Vedic period?
- 9 What is meant by a patriarchal society?
- 10 How important were cattle to the Indo-Aryans?
- 11 What were common crimes in the Vedic period and how were they punished?
- 12 What are the origins of the modern game of chess?
- 13 What is the most common source of knowledge for archaeologists of the Indus Valley civilisation?
- 14 In contrast to question 13, what is the most common source of knowledge for archaeologists investigating the Vedic period?
- 15 What is the purpose of the Noble Eightfold Path in the lives of Buddhists?
- 16 Who opened up the site of Mohenjo Daro to exploration?
- 17 When was Mohenjo Daro put onto the World Heritage list?
- 18 What significant technological advance, used at Mohenjo Daro, was lost for thousands of years in Asia?

QUIZ

Ancient India
review quiz

HIS07AWQZ00040

INTERACTIVE

Ancient India crossword

HIS07AWIN00096

PUZZLESHEET

Ancient India crossword

HIS07AWPS00110

INTERACTIVE

Ancient India drag and drop

HIS07AWIN00125



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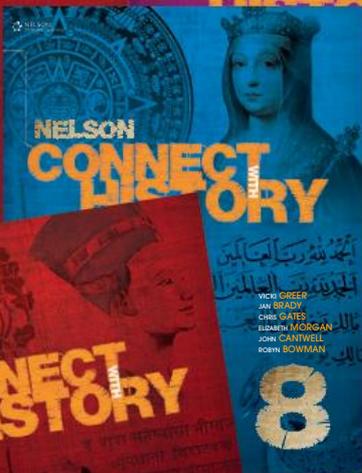
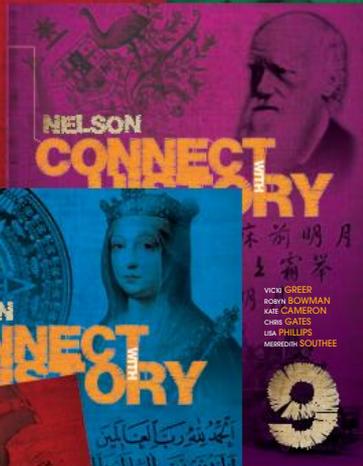
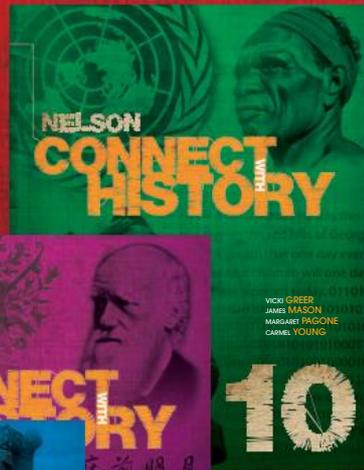
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