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JACARANDA HISTORY ALIVE 7

AUSTRALIAN CURRICULUM | THIRD EDITION

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JACARANDA
HISTORY ALIVE
AUSTRALIAN CURRICULUM | THIRD EDITION

7

JACARANDA
HISTORY ALIVE 7
AUSTRALIAN CURRICULUM | THIRD EDITION

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This suite of resources may include references to (including names, images, footage or voices of) people of Aboriginal and/or Torres Strait Islander heritage who are deceased. These images and references have been included to help Australian students from all cultural backgrounds develop a better understanding of Aboriginal and Torres Strait Islander Peoples' history, culture and lived experience.

It is strongly recommended that teachers examine resources on topics related to Aboriginal and/or Torres Strait Islander Cultures and Peoples to assess their suitability for their own specific class and school context. It is also recommended that teachers know and follow the guidelines laid down by the relevant educational authorities and local Elders or community advisors regarding content about all First Nations Peoples.

All activities in this resource have been written with the safety of both teacher and student in mind. Some, however, involve physical activity or the use of equipment or tools. **All due care should be taken when performing such activities.** To the maximum extent permitted by law, the author and publisher disclaim all responsibility and liability for any injury or loss that may be sustained when completing activities described in this resource.

The Publisher acknowledges ongoing discussions related to gender-based population data. At the time of publishing, there was insufficient data available to allow for the meaningful analysis of trends and patterns to broaden our discussion of demographics beyond male and female gender identification.

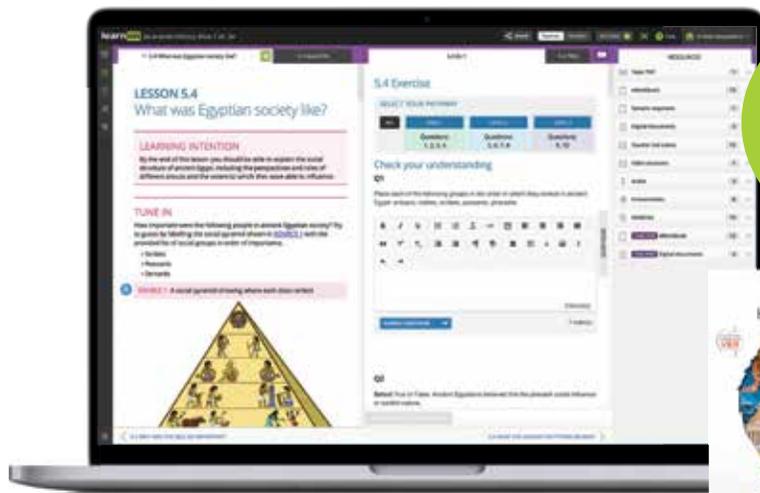
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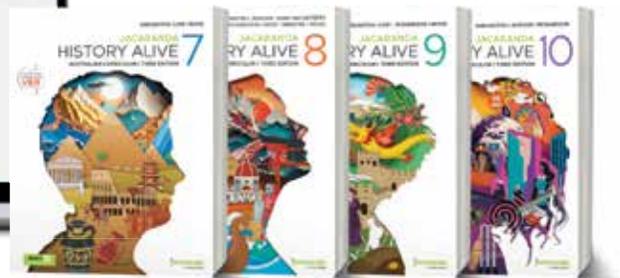
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About this resource



NEW FOR

AUSTRALIAN CURRICULUM V9.0



JACARANDA

HISTORY ALIVE 7 AUSTRALIAN CURRICULUM THIRD EDITION

Developed by teachers for students

Tried, tested and trusted. Every lesson in the new *Jacaranda History Alive* series has been carefully designed to support teachers and help students evoke curiosity through inquiry-based learning while developing key skills.

Because both *what* and *how* students learn matter



Learning is personal

Whether students need a challenge or a helping hand, you'll find what you need to create engaging lessons.

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Learn online with Australia's most

Everything you need for each of your lessons in one simple view

- Trusted, curriculum-aligned content
- Engaging, rich multimedia
- All the teaching-support resources you need
- Deep insights into progress
- Immediate feedback for students
- Create custom assignments in just a few clicks.

Practical teaching advice and ideas for each lesson provided in teachON

Teaching videos explain key ideas and analyse sources

Reading content and rich media including embedded videos, interactivities and audio files.

The screenshot shows the learnON interface for Lesson 5.4. The top navigation bar includes the 'learnON' logo, the course title 'Jacaranda History Alive 7 AC 3e', and the lesson title '5.4 What was Egyptian society like?'. Below the navigation bar, the lesson title 'LESSON 5.4 What was Egyptian society like?' is displayed. The 'LEARNING INTENTION' section states: 'By the end of this lesson you should be able to explain the social structure of ancient Egypt, including the perspectives and roles of different groups and the extent to which they were able to influence.' The 'TUNE IN' section asks: 'How important were the following people in ancient Egyptian society? Try to guess by labelling the social pyramid shown in SOURCE 1 with the provided list of social groups in order of importance.' The list includes: Scribes, Peasants, and Servants. Below this is 'SOURCE 1 A social pyramid showing where each class ranked', which is a pyramid diagram with five levels. The top level shows a pharaoh, the second level shows scribes, the third level shows peasants, the fourth level shows servants, and the bottom level shows a family. The interface also shows a sidebar with '5.4 Exercises' and 'Check your' sections.

powerful learning tool, learnON

The image shows a screenshot of the learnON software interface on a laptop. The interface is divided into several sections. At the top, there is a navigation bar with 'SHARE', 'Teacher', 'Student', 'No Class', 'Help', and a user profile 'Lindsay Abeyasekera'. Below this, there are tabs for '5.4 Ex 1' and '5.4 TBQ'. The main content area is titled 'PATHWAY' and has three levels: 'LEVEL 1' (Questions: 1, 2, 3, 4), 'LEVEL 2' (Questions: 5, 6, 7, 8), and 'LEVEL 3' (Questions: 9, 10). The current level is 'LEVEL 2'. Below the levels, there is a section titled 'Understanding' with a paragraph of text: 'Following groups in the order in which they ranked in ancient Egypt: pharaohs, scribes, peasants, pharaohs'. There is a rich text editor below the text with various icons for text formatting. At the bottom, there is a question: 'Ancient Egyptians believed that the pharaoh could influence...'. On the right side, there is a 'RESOURCES' sidebar with a list of resources and their counts: Topic PDF (1), eWorkbook (15), Sample responses (1), Digital documents (5), Teacher-led videos (10), Video eLessons (1), Audio (3), Interactivities (6), Weblinks (10), TEACHER eWorkbook (12), and TEACHER Digital documents (4). Callout boxes with green lines point to various features: 'Differentiated question sets' points to the '5.4 TBQ' tab; 'Teacher and student views' points to the 'Teacher' button; 'Textbook questions' points to the '5.4 Ex 1' tab; 'eWorkbook' points to the 'eWorkbook' resource; 'Answers and sample responses' points to the 'Sample responses' resource; 'Digital documents' points to the 'Digital documents' resource; 'Video eLessons' points to the 'Video eLessons' resource; 'Interactivities' points to the 'Interactivities' resource; 'Extra teaching-support resources' points to the 'TEACHER eWorkbook' and 'TEACHER Digital documents' resources; and 'Interactive questions with immediate feedback' points to the question area at the bottom.

Differentiated question sets

Teacher and student views

Textbook questions

eWorkbook

Answers and sample responses

Digital documents

Video eLessons

Interactivities

Extra teaching-support resources

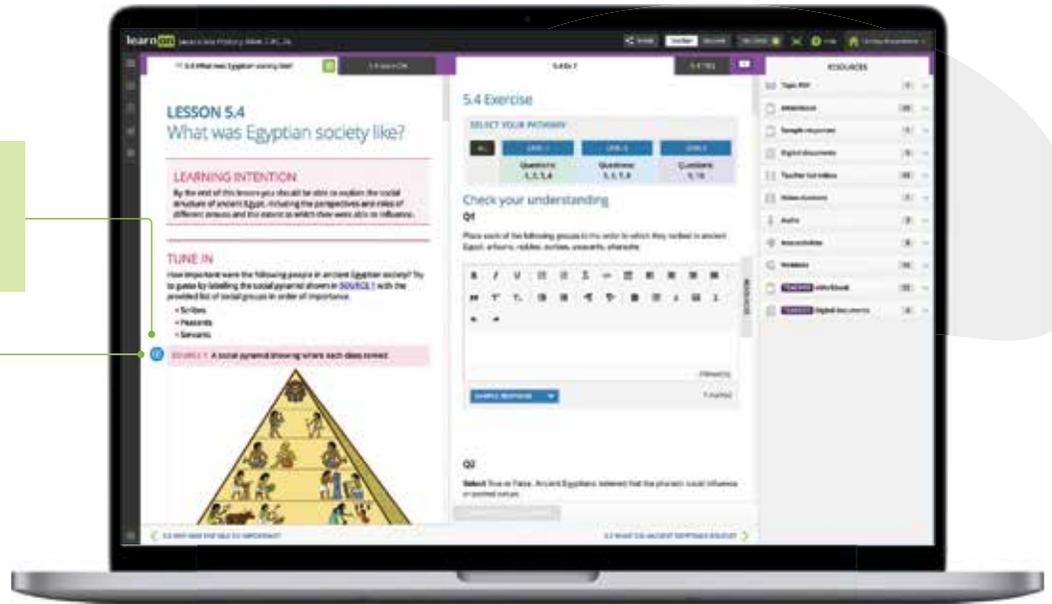
Interactive questions with immediate feedback

Get the most from your online resources

Online, these new editions are the complete package

Trusted Jacaranda theory, plus tools to support teaching and make learning more engaging, personalised and visible.

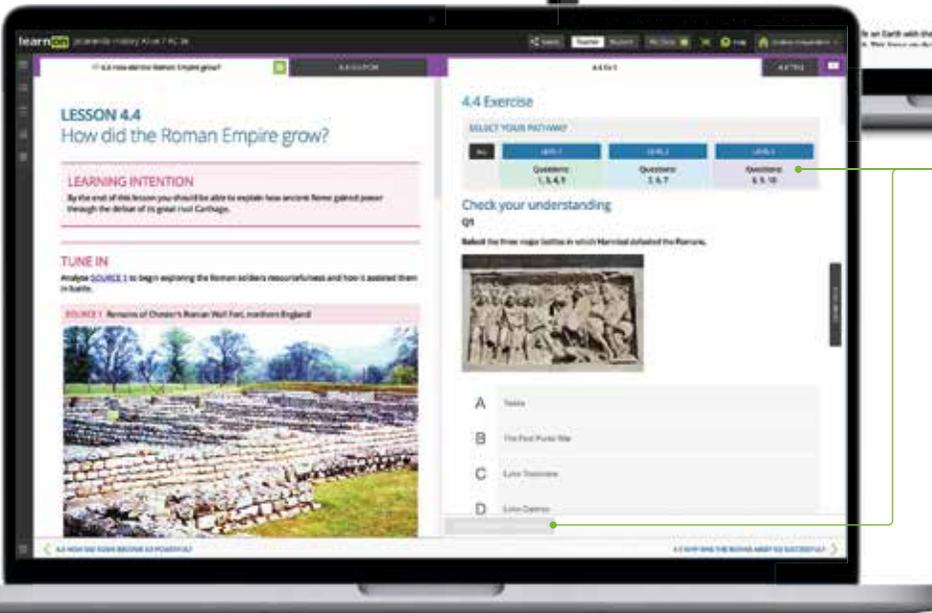
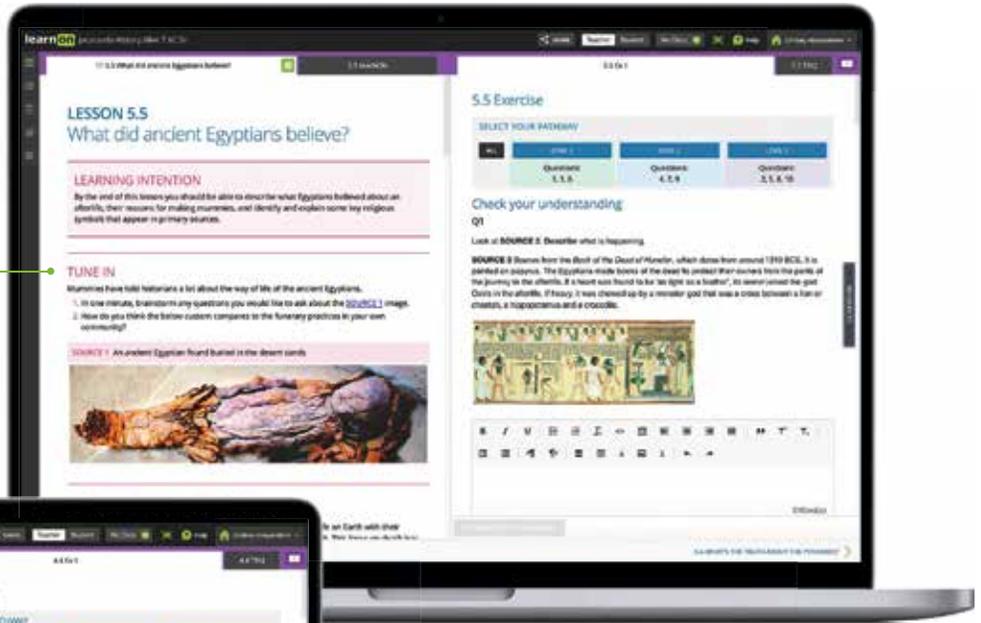
Embedded interactivities and videos enable students to explore concepts and learn deeply by 'doing'.



New teaching videos are designed to help students learn concepts by having a 'teacher at home', and are flexible enough to be used for pre-and post-learning, flipped classrooms, class discussions, remediation and more.

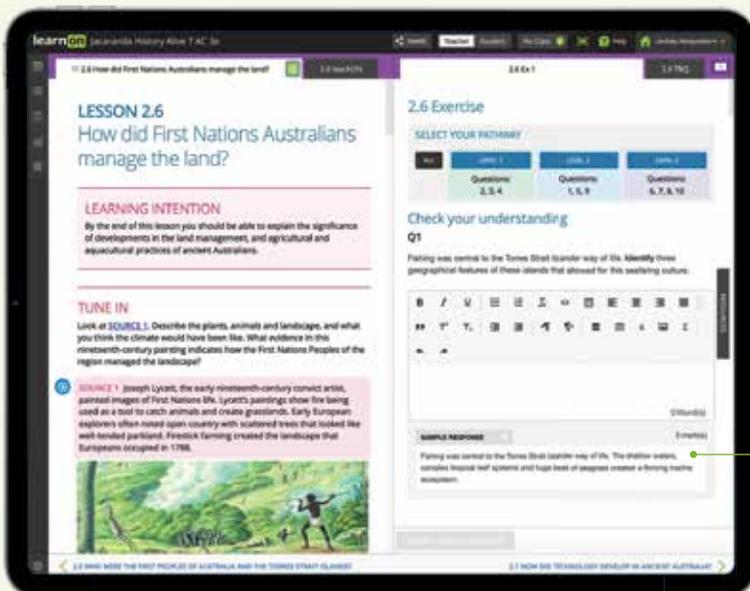
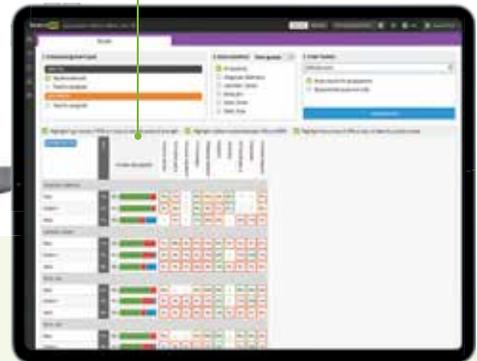
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Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis



Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

Instant reports give students visibility into progress and performance.



Every question has immediate, feedback to help students overcome misconceptions as they occur and get unstuck as they study independently – in class and at home.

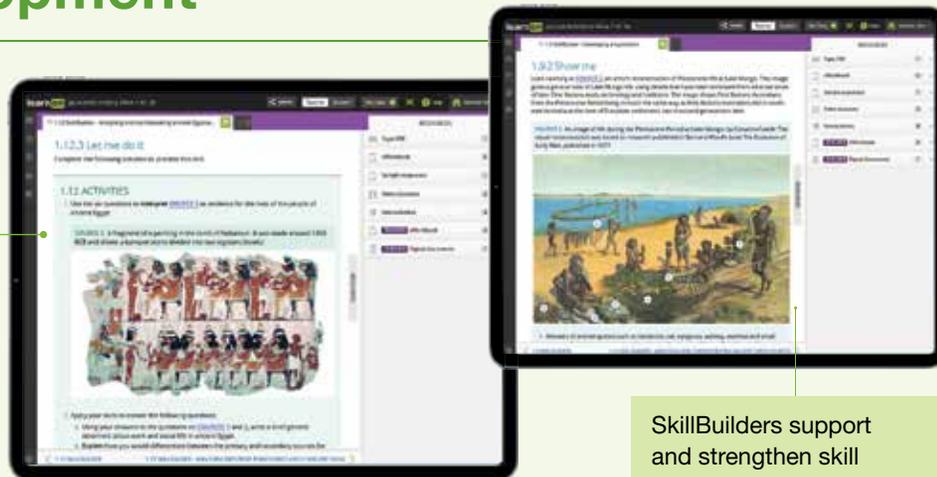
TUNE IN lesson starters

New Tune In activities spark interest and kick off every lesson with discussion and source analysis.



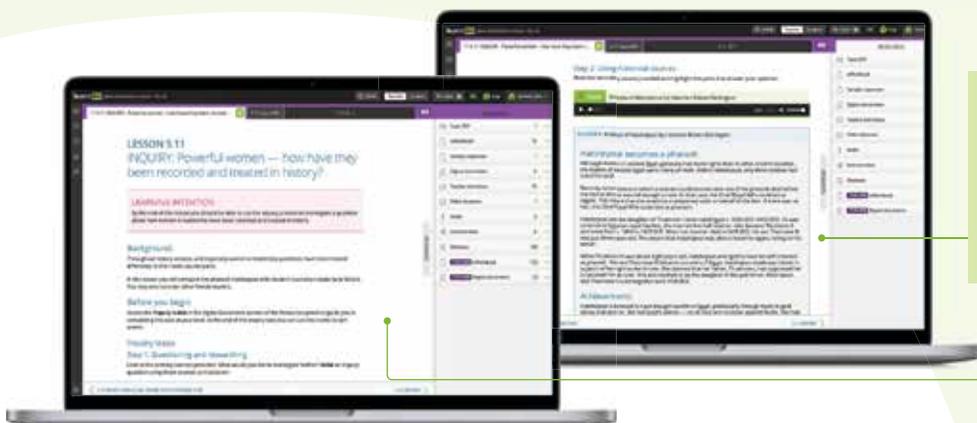
Skill development

New skill activities provide opportunities to develop and build crucial History skills using research, collaboration and analysis.



SkillBuilders support and strengthen skill development using our Tell me, Show me, Let me do it approach.

Inquiry projects



New Inquiry lessons use project-based learning and a clear skill structure for a deep dive into every topic while practising the curriculum-specific skills.

A wealth of teacher resources

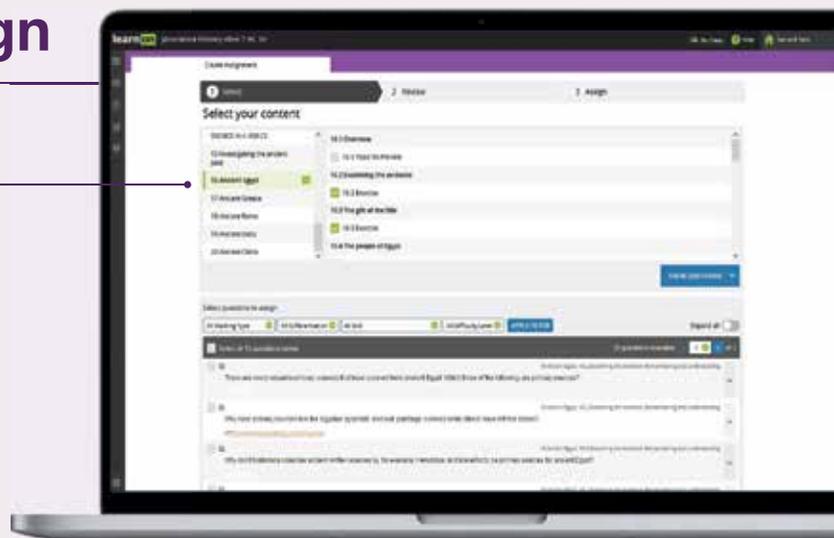


Enhanced teaching-support resources for every lesson, including:

- work programs and curriculum grids
- practical teaching advice
- three levels of differentiated teaching programs
- quarantined topic tests (with solutions)

Customise and assign

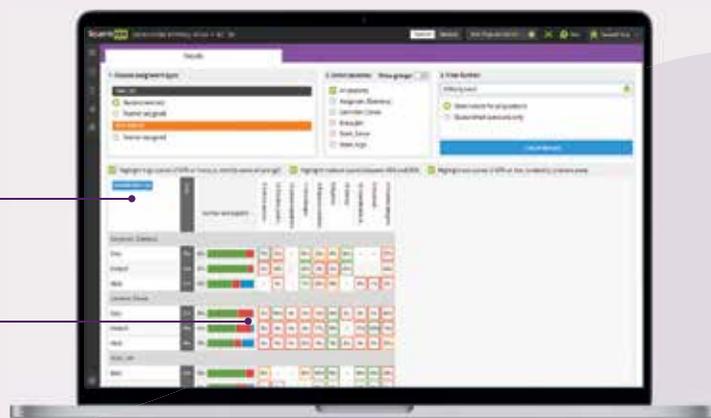
An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.



Reports and results

Data analytics and instant reports provide data-driven insights into progress and performance within each lesson and across the entire course.

Show students (and their parents or carers) their own assessment data in fine detail. You can filter their results to identify areas of strength and weakness.



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Understanding cognitive verbs

Cognitive verbs in the Australian Curriculum

The Australian Curriculum aims to develop students' disciplinary knowledge, skills, understanding and general capabilities across the curriculum. Students are also expected to progressively develop their thinking skills.

In the Australian Curriculum, cognitive verbs are used as signposts for this depth of thinking. Cognitive verbs signify different types of thinking and are already used in the classroom by many teachers and students.

Questions within Jacaranda resources use these cognitive verbs to support students in cognitive verb 'thinking'. The following list describes the cognitive verbs that are frequently used in Years 7 and 8.

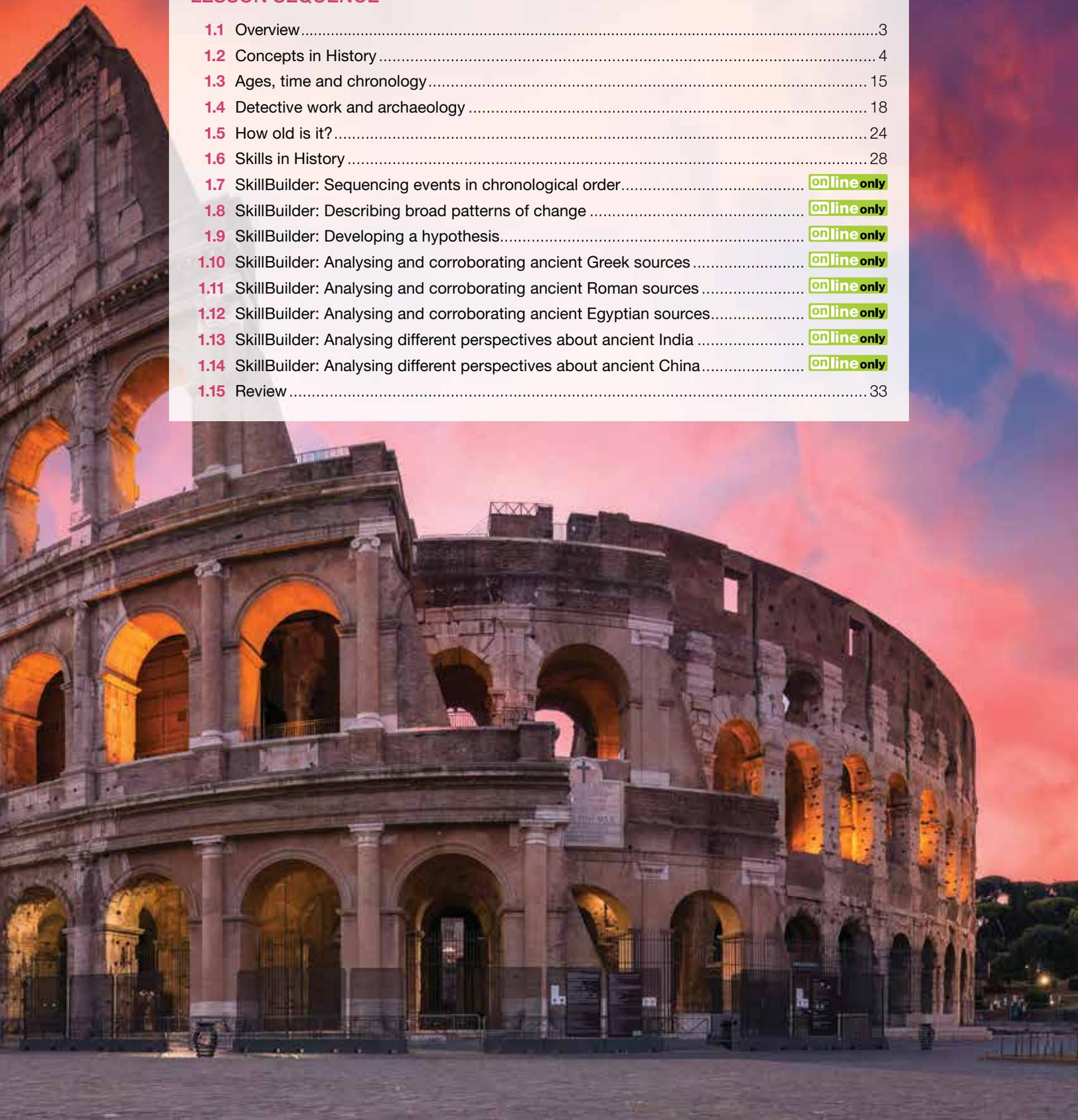
Cognitive verb	Description
analyse	considering something in detail, finding meaning or relationships and identifying patterns. In an analysis you may reorganise ideas and find similarities and differences.
apply	using knowledge and understanding in order to solve a problem or complete an activity. This may involve applying a familiar concept to an unfamiliar situation.
compare	recognising how things are similar and dissimilar. Concepts or items are generally grouped before a comparison is made.
decide	selecting from available options. This may involve considering criteria on which to base your selection.
describe	giving an account of a situation, event, pattern or process. A description may require a sequence or order.
develop	bringing something to a more advanced state. Processing and understanding are required in order to develop an idea or opinion.
evaluate	making a judgement using a set of criteria. This may include considering strengths and limitations of something in order to make a judgement on a preferred option.
examine	considering the information given and recognising key features. This sometimes requires making a decision.
explain	making an idea, concept or relationship between two things clear by giving in-depth information. Explanations may include details of who, what, when, where, why and how.
identify	recognising and showing a particular part or feature of something. This might also include showing what or who something or someone is.
interpret	gaining meaning from text, graphs, data or other visuals. An interpretation includes stating what something might mean.
select	choosing the most suitable option from a number of alternatives. This might require some consideration of context.

Source: Adapted from the QCAA Cognitive Verbs.

1 History concepts and skills

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LESSON

1.1 Overview

Hey students! Bring these pages to life online



Watch videos



Engage with interactivities



Answer questions and check results

Find all this and MORE in jacPLUS



1.1.1 Introduction

Although the ancient civilisations disappeared a long time ago, much evidence of the ancient past has been left behind. In many cases, our modern society can trace aspects of its origins back to people or civilisations who existed thousands of years ago.

We can thank the ancient Egyptians for some aspects of modern architecture and the art of writing; the ancient Greeks for developments in medicine, mathematics, science and philosophy; the ancient Romans for their influence on art and architecture and our modern political and legal system; and the ancient Chinese for many technologies, including the compass, paper and printing, and gunpowder.

In many ways, how our societies operate now is very similar to those that existed thousands of years ago. We, as historians, can study the evidence that these societies have left behind to examine similarities such as art and religion, using currency, laws and regulations, trade routes, writing and language.

It's hard to believe that we, in modern society, could have things in common with warriors who fought to the death in arenas packed with thousands of people. However, when you look closely, you can likely start to see more similarities than what you first thought.

SOURCE 1 This ancient Egyptian papyrus is a source of information about the people and society in ancient Egypt and is useful for historians.



Resources



eWorkbook

Customisable worksheets for this topic (ewbk-10466)



Video eLessons

Investigating the past (eles-6006)

History concepts and skills (eles-6007)

LESSON

1.2 Concepts in History

LEARNING INTENTION

By the end of this lesson you should be able to identify the six historical concepts and explain why they are important.

1.2.1 Why we study history

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

What is a historian?

Our own times have many links with the past. For example, many people in modern societies attend performances of plays. This art form originated in some city-states of ancient Greece, where it was an important aspect of their culture. Historians research past civilisations, cultures and societies. They try to build a picture of how people in earlier times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians enquire into the past by examining sources. Historians also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world.

In this topic, we will look at the following concepts:

- **Evidence** — sources are any written or non-written materials that can be used to investigate and give us information about the past; evidence is the information we get from sources that is useful to our investigations.
- **Perspective** — this involves considering a person's point of view, and how they see and understand what is going on around them.
- **Interpretations and contestability** — this looks at the debate over how we interpret the past; for example, because of a lack of evidence or different views.
- **Continuity and change** — where we consider the parts of life or society that have stayed the same and those that have changed over a period of time.
- **Cause and effect** — where we look at the relationship between historical events or actions; for example, when one event or action happens because of the other.
- **Significance** — where the importance given to events of the past is considered.

SOURCE 1 Terracotta models of actors' masks used in plays performed in ancient Greece around 2200 years ago. The actual masks have not survived because they were made of materials such as wood, linen and leather.



evidence information that indicates whether something is true or really happened

DID YOU KNOW?

The ancient Greeks invented the dramatic genres of tragedy and comedy. The remains of their theatres can be seen today at several places, including Delphi, Athens and Epidaurus.

1.2.2 The value of history

Some people question the need to understand the past. But many very good reasons can be found for studying history. Knowledge of history helps us to understand our **heritage**. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own. Conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of archaeologists.

SOURCE 2 Conservation work on the Parthenon in Athens, a temple built in ancient Greece in the fifth century BCE (Before Common Era)



History, the present and the future

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

History, work and leisure

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

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

heritage everything that has come down to us from the past

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

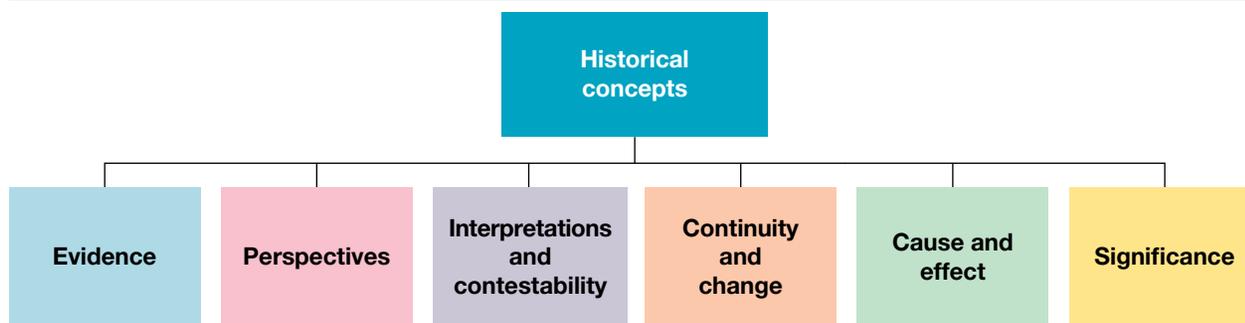
History and democracy

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

1.2.3 What are history concepts?

You will learn six historical concepts throughout your History unit, as shown in **SOURCE 3**. You will become familiar with these concepts by investigating how we have found out about the ancient past, both here in Australia and in other countries across the world. You will also investigate where the earliest societies developed and why they developed in the ways that they did. You will become more proficient with these concepts as you learn other History units in subsequent years.

SOURCE 3 The six historical concepts



1.2.4 Evidence

Evidence refers to the available facts that indicate whether something is true or really happened. Evidence can come from primary sources and from secondary sources. Evidence is what historians use to discover when events have happened, how they happened and why they happened. Sources provide historians with the evidence they need to prove or disprove events from the past.

Sources

Historians gather information from sources. Sources are any written or non-written materials that can be used to investigate and provide information about the past. It is important to make use of sources from the time we are studying to judge how reliable they are and explore the different points of view, or perspectives, of people from the past. This also involves questioning later sources that are interpretations of that time.

Primary and secondary sources

Historians can use two types of sources to investigate events from the past. **Primary sources** were created or written in the period of time that the historian is investigating. **Secondary sources** are reconstructions of the past written or created by people living at a time after the period that the historian is studying.

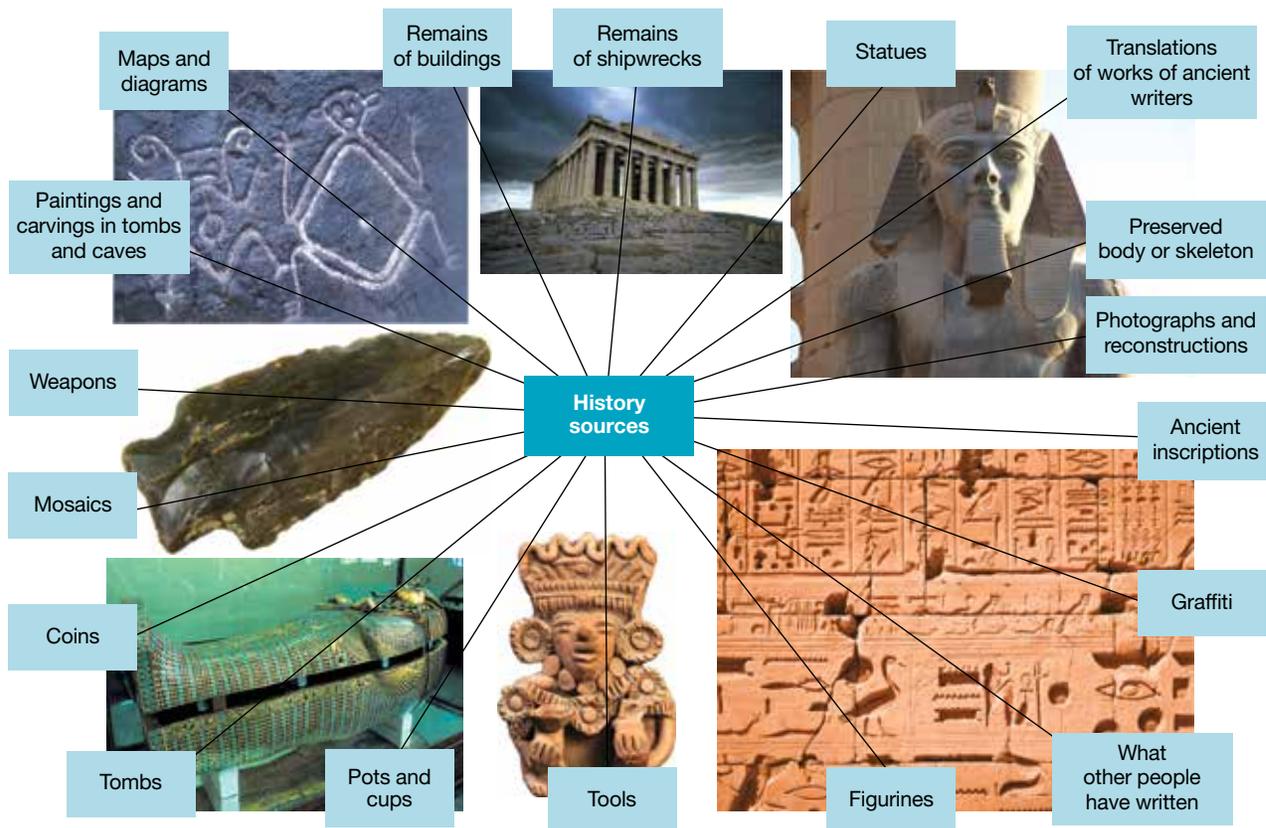
primary sources objects and documents that were created or written in the period of time that the historian is investigating
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

Depending on the event and place, primary sources might include bones, stone tools, letters, newspapers, art, photographs or many other traces. For most periods in history, we can divide primary sources into written and archaeological sources. Written primary sources can include such things as poems, songs, letters, myths and legends. They might have been written on paper, painted on stone walls or inscribed in stone, metal or clay in ancient languages. Archaeological sources are objects that were made in the past. They include many kinds of **artefacts** such as tools, weapons, pottery, coins, games, toys and jewellery. Some artefacts have written sources inscribed on them. Archaeological sources also include works of art such as sculptures and paintings, and constructions such as tombs, temples and, sometimes, entire cities.

Secondary sources can include books, articles, websites, models, timelines, computer software and documentary films. To create secondary sources, historians often:

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

SOURCE 4 Some types of primary sources



Analysing evidence

Historical sources are valuable but they do not explain themselves. When using historical sources as evidence, historians need to ask questions of each source, such as where did the source come from (origin) and why was it created (purpose)? A source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different

artefact an object made or changed by humans
biased one-sided or prejudiced; seeing something from just one point of view

conclusions, we have contradictory evidence. When we use sources to try to find out about the past, we have to ask some questions. For example:

- What type of source is this?
- Who wrote or created this source and when was it written or created?
- Why was this source written or created?
- What evidence does the source provide?
- What was happening at the time the source was written or created?
- Can I trust the source?

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

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

1.2.5 Perspectives

Historians often come across many different versions of the same event. This is because of **perspectives**, which is the different points of view that people may have of an event. Imagine you and some of your friends were asked to describe what happened at lunchtime. You would probably all have a different version of the events, depending on what things you saw and what you consider to be important. People in the past may have had different points of view about an event, depending on their age, gender, social position and their beliefs and values. We try to understand the perspectives of people in the past by exploring their points of view, attitudes and values. Historians also have perspectives, and this can influence their interpretation of the past. Often, we can get a sense of the way people thought and felt through primary sources, such as diaries, or through visiting museums and historical sites.

Empathy

It is important for historians to empathise with the people they study. This means trying to understand how people thought and felt at different times in the past. Using empathy, we work with all the evidence we have in order to imagine what the past was like for people who were there at the time. We need to consider such questions as:

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

To show empathy means that the historian can understand the past from the point of view of a particular individual or group, taking into account the unique circumstances of that person or group. Understanding the motivations, values and attitudes that are causes of their actions is also important.

At different points throughout this book you will be asked to put yourself in the situation of someone in the past. This is not a creative writing task where you can let your imagination run wild. Rather, you will be using historical imagination. This requires using your imagination but basing your ideas on evidence.

hypothesis (plural: hypotheses)
a theory or possible explanation

perspectives point of view or attitude

How should we judge people in the past?

When we learn about some of the things people did in the past, we naturally make moral judgements. For example, we now see slavery and torture as cruel. What we should try to avoid is judging people in the past by beliefs or standards that did not exist in their time. It would be wrong, for example, to judge a Roman army officer as being particularly cruel because he allowed his prisoners of war to be sold as slaves. At that time, he would have been upholding the laws and attitudes of his society. However, some ancient Romans were cruel even by the standards of their own time. We should also remember that in the future, people may think that many kinds of behaviour we consider normal are, by their standards, wrong.

SOURCE 5 The ruins of the Colosseum in Rome



DISCUSS

What might a gladiator decide to do if other gladiators suggested that, instead of continuing to kill each other for the amusement of Romans, they band together, overpower their guards and make a bid for freedom?

Consider in your discussion how his decision might be influenced if this gladiator was:

- a. expecting to be killed in his next fight
- b. confident of winning his next fight and expecting to be given his freedom in the near future
- c. from a cultural group that was hostile towards other groups represented among these gladiators
- d. disgusted with having to kill his fellow gladiators for the entertainment of Romans.

1.2.6 Interpretations and contestability

Wherever historians find sources and whatever methods they use to test their hypotheses and interpret the past, there will always be differing interpretations that are debated and contested. The issue of **contestability** is an important concept in the study of history.

Historical debates are ongoing. They occur when, for example, evidence is lacking or when different perspectives (points of view) lead to different conclusions. In some cases, little evidence may remain of an event and the historian has to use what evidence is available to fill in the gaps with what could have reasonably happened. This means that their interpretation of the event could be contested or debated. In other cases, several different perspectives of the same event may be available to historians, and all the perspectives could have

contestability when particular interpretations of the past are open to debate

some evidence to support them. In these cases, the historian needs to examine the evidence available and make a reasonable judgement as to what events occurred and how they occurred, but this could still be contested. Debates are ongoing in many areas, including the causes of particular wars and the roles of particular individuals, groups and ideas in bringing about significant changes.

1.2.7 Continuity and change

When studying different societies, historians can see that some aspects of life have remained the same over time, while other aspects of life have changed dramatically. Historians study the changes and the things that have remained the same because it is important to be able to identify when a change has occurred and when things have continued unchanged. As a history student, you will need to be aware of continuity and change, cause and effect, and long-term causes and short-term triggers. This concept is known as identifying **continuity and change**.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time and, in this case, it may be difficult to detect the precise moment of change. Change can also occur dramatically or suddenly. Such changes are often associated with single events and are referred to as turning points in history. Continuity refers to the things that endure, relatively unchanged, over time. You will find that many things remain the same across long periods in history. Sometimes these continuities have lasted into modern times.

We can make comparisons between and among historical events occurring at the same time, between and among historical periods and between present time and the past.

SOURCE 6 The ruins of an ancient house at Sardis, located in present day Türkiye (formally Turkey).



SOURCE 7 A modern suburban house in Western Australia



Sequencing, chronology and timelines

Historians often use sequencing of events and create timelines to study the changes that have happened over time. We can make comparisons between and among historical events occurring at the same time, between and among historical periods and between the present time and the past. The causes of change, or reasons change has been resisted, can also be investigated.

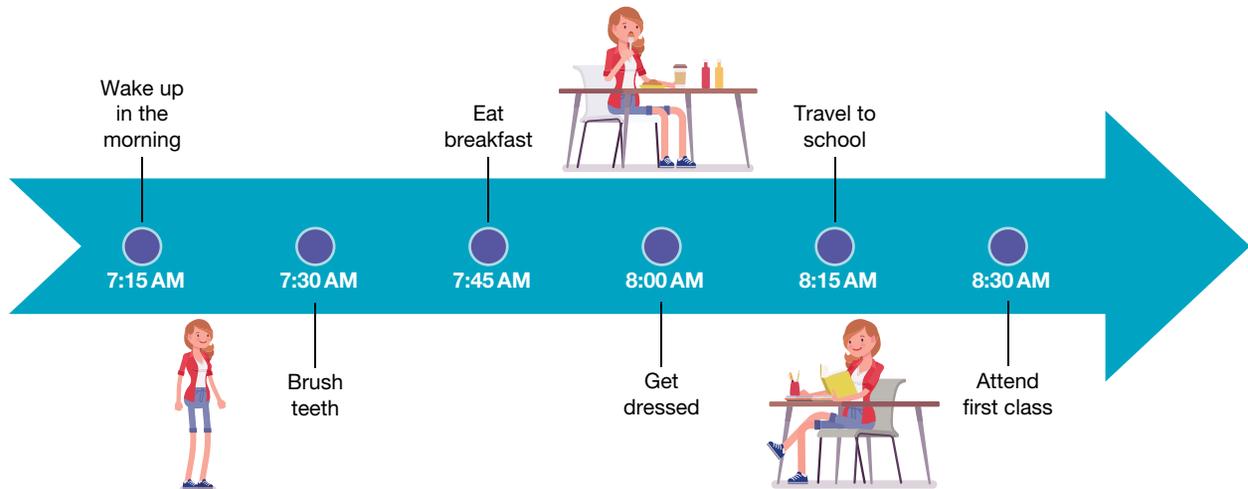
Chronology involves recording events in order of time. It is an important skill because historians need to know the order in which events occurred so they can get a sense of what happened. A story will make more sense if we start at the beginning and work towards the end. For example, your morning routine is likely to consist of waking up, getting dressed, eating breakfast, and then brushing your teeth. After this you might travel to school and then attend your first class for the day. This is an example of chronology; it is the sequence of events that occurs during your morning.

continuity and change the concept that while many changes occur over time, some things remain constant

chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out

A historian will use a **timeline** to see how one event might have contributed to another. A timeline representing the sequence of events in your morning can be seen in **SOURCE 8**.

SOURCE 8 A simple timeline representing the sequence of events during a typical morning



1.2.8 Cause and effect

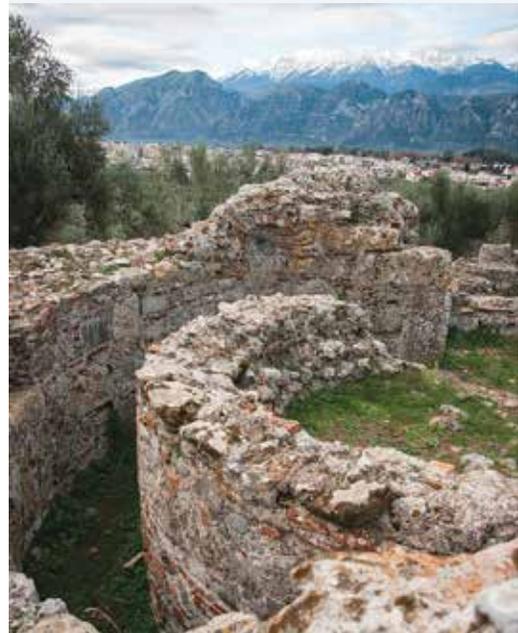
History involves much more than putting events in order and understanding the sequence and flow of events. Historians use sequencing and timelines to examine and investigate how one event could be connected to another. Once the events have been placed into chronological order, investigating how one event has caused another event and how events are connected becomes easier. We can also look at the developments that have happened in both the short term and over a longer period of time.

In history, events do not simply occur without reason. Every event will have a cause, and is likely to be the cause of subsequent effects or consequences. Being able to identify patterns of **cause and effect** is an essential skill for historians that allows them to explain how and why things happened in the past. This skill can also make it possible to predict what may take place in the future.

Causes may include people, societies, politics, beliefs, economics or any other historical factor. Likewise, effects can include impacts on people, societies, politics, beliefs, economics or any other historical factor. It is important to understand that not all causes leading to a specific event are equally significant — some causes may have more influence than others.

The ability to analyse cause and effect requires a good understanding of sequencing chronology. We can identify series of historical events and developments over time, both in the short term and in the long term. Some causes occur immediately before an event began, while others may have existed for several years, decades or centuries before the event. Some effects occur immediately after an event or action, while others may occur years, decades or centuries following the event or action.

SOURCE 9 Ancient Spartan ruins at the archaeological site outside the modern Greek town of Sparta



timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

For example, ancient Greece was made up of a number of city-states (or poleis), which were independent settlements with their own governments. Greek city-states shared a common language and religion. Two powerful and well-known city-states were Athens and Sparta. People living in ancient Greece did not consider themselves to be Greek but, rather, citizens of their city-state; for example, Athenians or Spartans.

The development of Greek city-states was caused by a number of factors. One major cause was the geography of Greece. The country's mountainous landscape, isolated valleys, numerous islands and largely unnavigable rivers meant that settlements were isolated from each other. Fertile farmland was rare and overland travel was difficult. This meant that Greek settlements turned to the sea for contacts and trade between each other.

The development of Greek city-states also resulted in a number of effects. One positive effect was the rise of democracy in Athens. Athens introduced democracy in 508 BCE, which was a system of government by which citizens decided how their city-state would be run. City-states also resulted in the arts and sciences flourishing in ancient Greece. One negative consequence of the city-states of Greece was the frequent wars that occurred between the various city-states.

1.2.9 Significance

Historical **significance** relates to the importance that is assigned to particular aspects of the past. These aspects may include events, individuals or groups, developments in the past, ideas or movements, and historical sites. There is far too much history to study or learn all of it. We need to make judgements about what is important and what is less important. For this reason, this is an essential, yet challenging, historical skill.

When we try to establish the significance of an aspect of the past, we have to consider a number of questions. For example:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

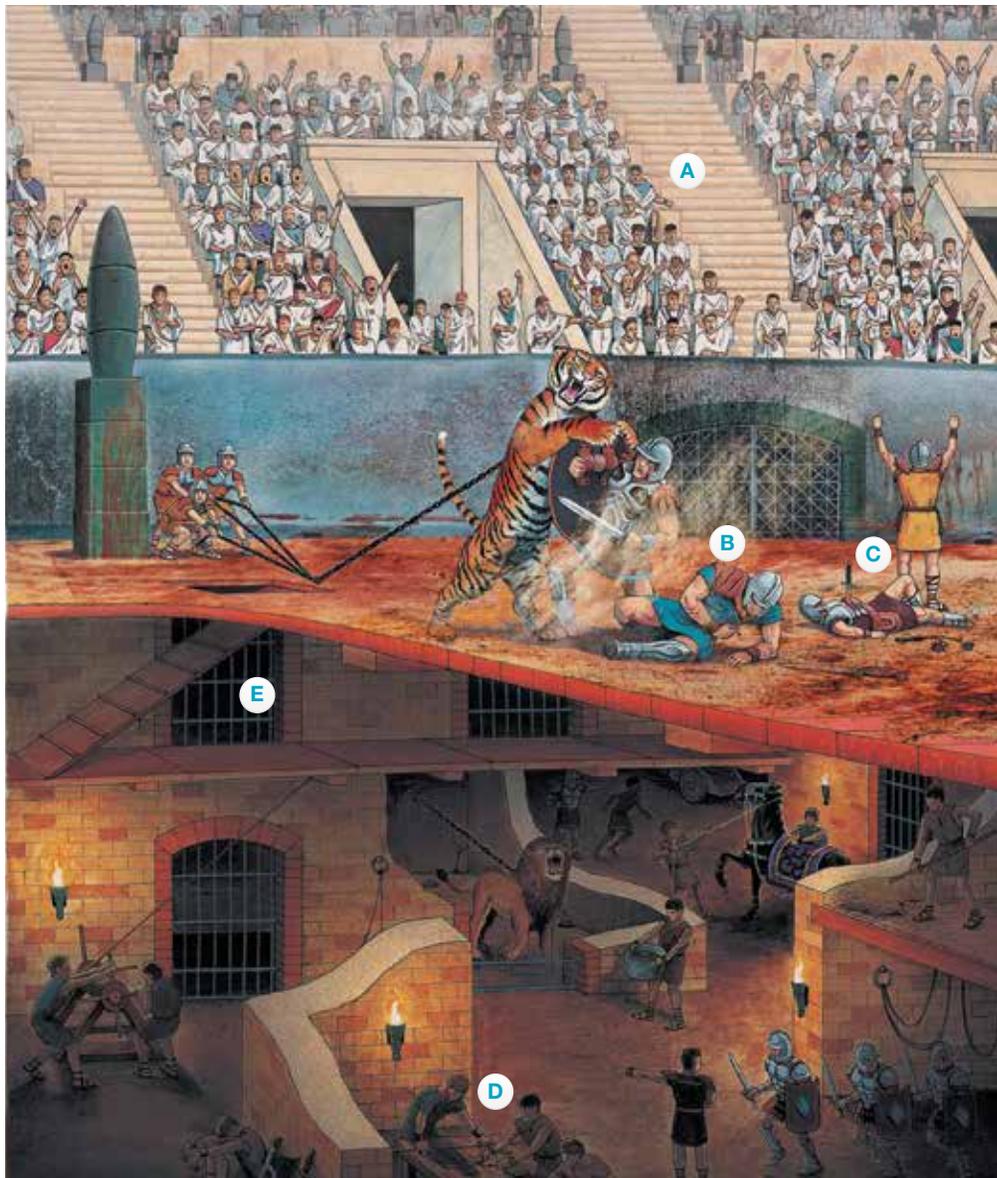
Once we know the answers to some of these questions, we can then, as historians, put ourselves in the shoes of those we are studying and try to understand why or why not an aspect may be significant. Don't forget that aspects that happen quickly or that do not last a long time can still be significant.

SOURCE 10 The Temple of Hephaestus located at the north-west side of the Agora of Athens, Greece



significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

SOURCE 11 The Colosseum was a vast amphitheatre in ancient Rome. To entertain Roman crowds, slaves trained to be gladiators were forced to fight, often to the death, against other gladiators or against wild animals that had been tormented to make them ferocious. Most gladiators were men but at least a few were young women. This artwork shows what happened below the arena as well as what happened above ground.



- A** The Colosseum was a vast amphitheatre in ancient Rome. This enormous elliptical stadium was 189 metres long, 156 metres wide and 48 metres tall. It had four levels of seating and a capacity of up to 80 000 spectators. The 80 entrances, 76 of which could be used by ordinary spectators, allowed crowds to enter and leave quickly.
- B** To entertain Roman crowds, slaves trained to be gladiators were forced to fight, often to the death, against other gladiators or against wild animals that had been tormented to make them ferocious.
- C** Most gladiators were men but at least a few were young women. They wore elaborate armour, partly for protection and partly for show.
- D** The floor of the fighting area was made of wood and covered in sand. Trapdoors with a lift and pulley system were used to provide spectators with an element of surprise, or to dispose of the dead bodies and carcasses.
- E** Below the Colosseum was a maze of tunnels, cells and dungeons. The cells and dungeons were used to contain the criminals, gladiators and animals, while the network of tunnels was used to transport the entertainment in and the remains out.

DISCUSS

What aspects of your life as a student do you consider to be significant? Some things to consider could be access to technology, the physical state of the space you use, the resources you can access or the subjects that you are studying.

Do you think that the things you consider to be significant were important 10, 50 or 100 years ago? Do you think they will be significant 50 years from now?

1.2 SKILL ACTIVITY: Communicating

1. Imagine you are a spectator at the Colosseum in Rome. Choose one of the perspectives listed and then use the information from **SOURCES 5** and **11** as evidence to write a short paragraph about what you can see from where you are sitting. Share your article with your classmates and discuss the different perspectives that you can identify.
Choose one of the following perspectives: noble, referee or animal handler.
2. In small groups, come up with a list of ten events, places or people that you consider to be the most significant in world history. Rank them in order of historical significance and then share your responses with your classmates.
3. After you have shared your responses, discuss some of the reasons each of the lists is unique and what would cause the lists to be similar or different.

1.2 Exercise

learnon

1.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 7, 9

■ LEVEL 2

4, 5, 6, 10

■ LEVEL 3

8, 11, 12

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Check your understanding

1. What is heritage?
 - A. A record of past events in order of time
 - B. Information that has been passed from one person to another
 - C. Everything that has come down to us from the past
 - D. Information that indicates whether something is true or really happened
2. **Describe** the difference between primary sources and secondary sources.
3. Complete the following sentences by choosing words from the box.

Contestability

theory

debate

contradict

evidence

- a. A hypothesis is a _____ or possible explanation that has to be tested by looking for _____ that might support it and other evidence that might _____ it.
 - b. _____ is the situation when particular interpretations of the past are open to _____.
4. **Describe** a way to test primary sources for reliability.
 5. **Explain** what the term 'bias' means and why we might not be able to trust a primary source.
 6.
 - a. What does it mean to empathise with the people you study?
 - b. Identify the questions you might consider when trying to understand the perspectives of people in the past.

Apply your understanding

Using historical sources

7. The masks in **SOURCE 1** are held in the National Archaeological Museum in Athens, Greece. Each year the museum attracts millions of visitors from around the world. What might you be able to understand about ancient Greece just by using this source as evidence?
8. Each year, many countries donate money for conservation work to preserve the remains of this ancient Greek temple in **SOURCE 2**. Why do you think so much effort goes into conserving traces of the past?
9. Look at the mind map in **SOURCE 4** and describe each of the types of sources pictured around the mind map.
10. Suggest what we might learn about the past from old graffiti or one of the other types of primary sources listed in the **SOURCE 4** mind map.
11. **Explain** why it might be wrong to think that primary sources are more reliable than secondary sources.

Historical perspectives and interpretations

12. Today we live in a world where people are sometimes killed over differences in religion. How might a knowledge of history help bring understanding between different religions?

LESSON

1.3 Ages, time and chronology

LEARNING INTENTION

By the end of this lesson you should be able to sequence historical events and define key terms relevant to ages, time and chronology.

1.3.1 Dividing the past

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

To make sense of the past, we divide it into ages or periods that have something in common. Prehistory is the prehistoric period (the time before people invented writing as a means of recording activities and events). It ended at different times in different parts of the world. For example, in China it ended thousands of years ago, while in Australia it ended a little over 200 years ago. We also use the terms Stone Age, Bronze Age and Iron Age. These refer to materials people had learned to shape into tools and weapons in prehistoric and ancient times. Ancient history covers the time from the earliest **civilisations** around 3000 BCE to around 650 CE.

Counting time

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

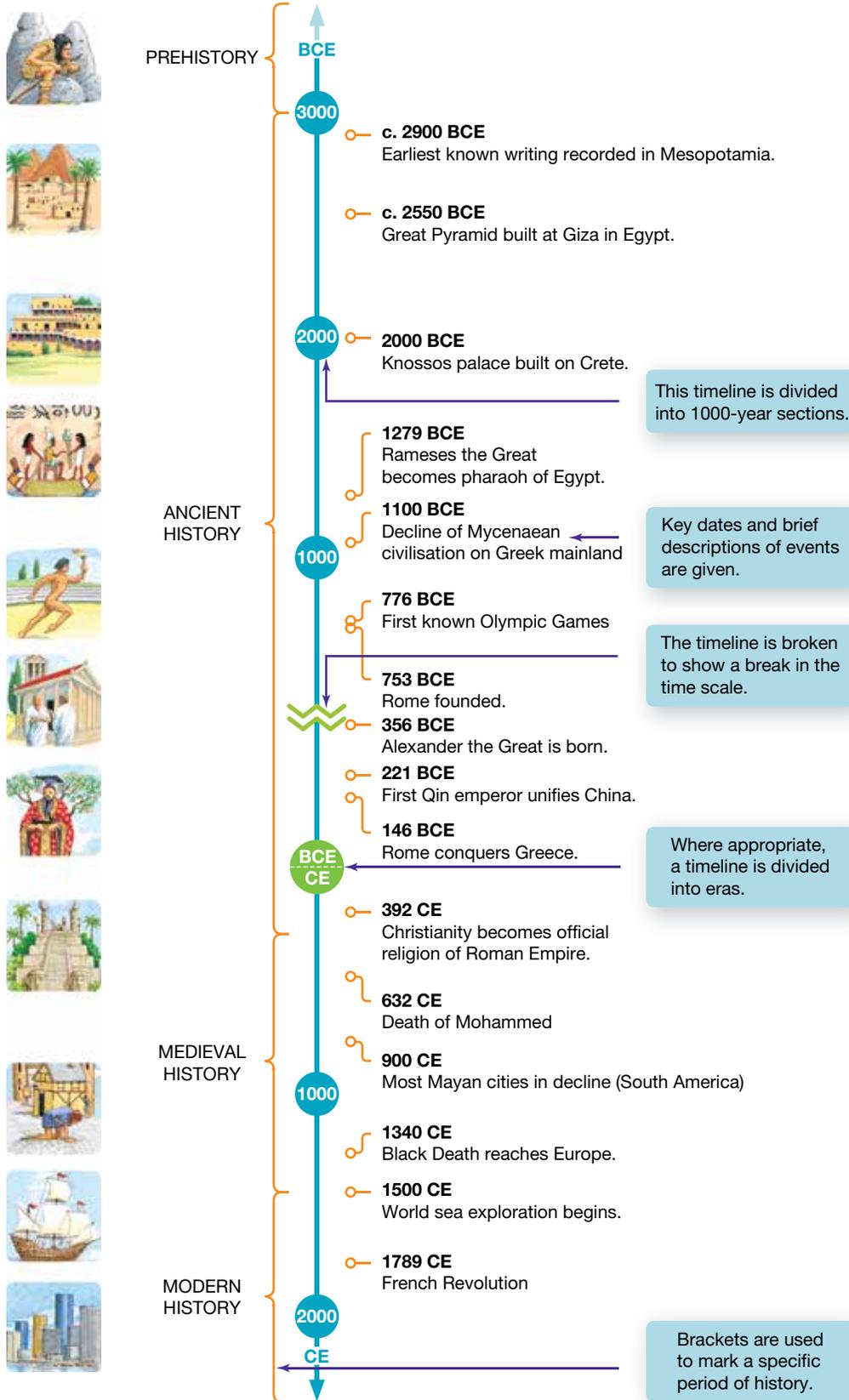
BC means ‘before Christ’, and for these years we count backwards. So 500 BC would be 300 years earlier than 200 BC. Historians now commonly use the term BCE (Before Common Era) in place of BC.

prehistory the period before writing was invented
ancient history the period from the beginning of civilisation to the fall of the Roman Empire
civilisations societies that have towns and features such as complex forms of government and religion
anno Domini Latin for ‘in the year of our Lord’
Latin the language of ancient Rome and its empire



int-4289

SOURCE 1 A timeline showing some events from 3000 BCE to modern times



Why use a Christian calendar?

Even though we use BCE and CE, the dates still count forward from Jesus Christ's birth. Up until recently, history and records were kept by the church. Rather than redesign the system entirely, we adapted it to maintain continuity. We call this calendar the Julian calendar, because it was first used widely under the rule of Julius Caesar in Rome.

The passage of time can be represented in other ways — BP means 'before the present' (which means before 1950) and is sometimes used to talk about pre-history. The Vikram Samvat calendar is used in India and Nepal and starts in 527 BCE, while the Lunar Hijri is used by believers of the Islamic faith and begins in 632 BCE.

When we're unsure about an exact date, we put 'c.' before it. This stands for *circa* (Latin for 'around').

DID YOU KNOW?

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

1.3 SKILL ACTIVITY: Historical perspectives and interpretations

1. Using **SOURCE 1** as a model, **create** a timeline of your life up to the present. Include the important events of your life. Use the terms CE, century and decade.
2. **Explain** how your timeline helps you to present an overall picture of your life so far.

1.3 Exercise

learnon

1.3 Exercise

Learning pathways

■ LEVEL 1

1, 4, 6, 7

■ LEVEL 2

2, 5, 8

■ LEVEL 3

3, 9, 10, 11

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Check your understanding

1. What is prehistory?
2. **Explain** how the prehistoric period differs from ancient times.
3. In Islamic countries, what event marks the beginning of time?
 - A. The founding of Mecca
 - B. The flight of the prophet Mohammed from Mecca
 - C. The death of the prophet Mohammed
 - D. The birth of the prophet Mohammed
4. What is the difference between AD and BC?
 - A. AD means 'before Christ', BC means 'since the birth of Christ'
 - B. AD means 'since the birth of Christ', BC means 'before Christ'
 - C. AD means 'after death', BC means 'before Christianity'
 - D. AD means 'before the common era', BC means 'before Christ'
5. **Identify** the terms that historians commonly use in place of the following.
 - a. AD
 - b. BC

Apply your understanding

Communicating

6. The year 2019 is in the twenty-first century CE. Work out in which century each of the following years occurs: 705 CE, 1890 CE, 315 BCE.
7. **Calculate** the number of years between 195 BCE and 755 CE.
8. **Write** the meaning of the following terms: millennia, centuries, decades, ages, BC, AD, BCE, CE and BP.

Using historical sources

9. Look closely at **SOURCE 1**, the timeline. Use it to find dates for the earliest known writing and the first known Olympic Games.

Communicating

10. Why do you think the date for the building of the Great Pyramid has 'c.' (for 'circa') before it?
11. We use the terms Stone Age, Bronze Age and Iron Age to refer to periods of time in which people used those materials as their most advanced materials. **Propose** an appropriate name (based on materials) for the age in which we now live.

LESSON

1.4 Detective work and archaeology

LEARNING INTENTION

By the end of this lesson you should be able to describe the different methods used by archaeologists to investigate the past.

1.4.1 Written sources and archaeological sources

As you know, our evidence for the past comes from primary sources — sources that were created in the time we are investigating. Depending on the event and place, primary sources might include bones, tools, weapons, letters, newspapers, works of art or photographs. For prehistory, we have no written primary sources, but for most periods of history we can divide primary sources into written sources (including poems, songs, letters, myths and legends) and archaeological sources (including tools, pottery, coins, toys, paintings, jewellery, tombs and entire cities).

As a historian tests a hypothesis, he or she will compare sources with other sources to assess reliability and to ensure that the theory is supported by evidence. Historians often draw on the work of other experts for their sources.

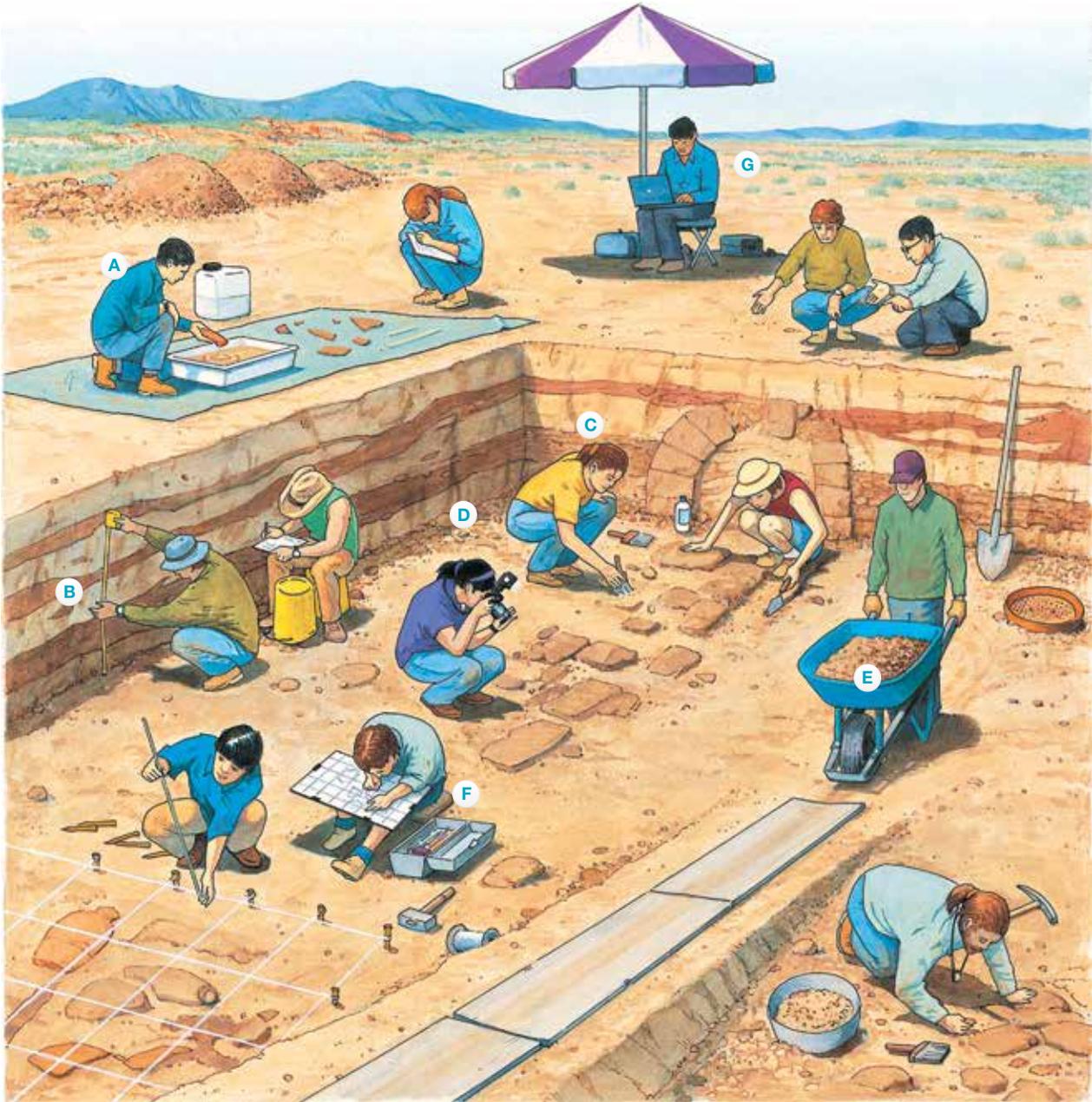
1.4.2 Archival research

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

1.4.3 Digging up the past

Historians also draw on the work of archaeologists. These experts examine the physical remains of the past; they collect, record and interpret them. Sometimes we already know where to find such archaeological sources. Examples include sites such as the pyramids in Egypt and the Great Wall of China. Very often, however, archaeologists have to dig to find evidence of the past. Generally, the older the site, the deeper the dig has to be.

SOURCE 1 Activities at an archaeological dig



- A** Finds are carefully washed and labelled to record the trench and layers in which they were found.
- B** Strata revealed by the trench help archaeologists to date the various layers of the dig.
- C** Brushes and trowels are used to carefully uncover objects.
- D** Objects and sections of the site are photographed.
- E** After the site has been searched for objects, earth is removed from the trench.
- F** Positions of objects are recorded using drawing frames divided into squares.
- G** An ongoing record of progress at the dig is kept.

Deciding where to dig

The first decision archaeologists have to make is where to dig for remains of past times. Many remains become buried over time by wind-blown sands, sediments from floods or volcanic ash. Some remains are hidden but clues to their whereabouts may be found in sources such as old documents. Caves are likely places in which to look and so are mounds of earth or other features that suggest that humans have changed the landscape (see **SOURCE 2**). Sometimes ancient remains are found purely by accident.

DID YOU KNOW?

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

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

SOURCE 2 Mounds called barrows were made in England in prehistoric times. They were usually the burial place of a chief or king.



SOURCE 3 Remains of a ditch called a moat that was dug around a castle at Old Sarum in England in the eleventh century CE



Excavating remains

Once the site for an excavation, or dig, has been decided on, several steps need to be followed. Archaeologists have to obtain permission to dig from the government of the country in which the site is located. They then survey the site, marking it out in squares with pegs and strings. When digging commences, the archaeologists must be careful not to damage remains. The remains might be close to the surface. But in sites that have been occupied for a long time, several layers of remains may be found. These layers are called strata and the oldest remains will normally be in the deepest strata. As they remove earth, the archaeological team searches carefully for remains. They label each find to record the square and level in which it was found.

Help from other scientists

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

1.4.4 Survival by chance

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

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

DID YOU KNOW?

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

1.4.5 Clues from pottery

One of the most common and important sources of archaeological evidence is pottery. Pottery is made by shaping wet clay and then baking the clay so that it hardens and keeps the shape the potter has given it. Pottery has been made for about 10 000 years in East Asia, the Middle East and the Mediterranean region.

It was used in much the same way that we use glass and plastic bottles and jars today — mainly for holding and storing food and drinks. A lot of evidence remains from pottery because people threw away their broken pots. The broken pieces are called sherds, and even small pieces can help in building up a picture of the past. Archaeologists have named some prehistoric people after the style of pottery they made.

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

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



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



1.4 SKILL ACTIVITY: Using historical sources

Working in small groups, **list** reasons why there would usually be more archaeological evidence from ancient times than from prehistoric times.

1.4 Exercise

learnon

1.4 Exercise

Learning pathways

■ LEVEL 1
1, 2, 4, 5, 6

■ LEVEL 2
3, 7, 8

■ LEVEL 3
9, 10

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Check your understanding

1. Complete the following sentences.
 - a. Primary sources include _____ sources (including poems, letters and legends) and _____ sources (including tools, pottery, paintings, jewellery and entire cities).
 - b. Archives are organised _____ of _____ sources.
2. What three tasks describe the main work of archaeologists?
 - A. Collecting and recording evidence
 - B. Finding archaeological evidence
 - C. Modifying archaeological evidence
 - D. Interpreting evidence

3. **State** the kinds of clues that help archaeologists to decide where to dig.
4. **Identify** two causes of destruction of archaeological traces.
5. **Identify** what kinds of archaeological traces would be most likely to be lost through theft.
6. In ancient times, people re-used broken pottery. True or false?

Apply your understanding

Historical perspectives and interpretations

7. **Describe** four of the activities that people are performing in **SOURCE 1**.

Using historical sources

8. Examine **SOURCES 2** and **3**.
 - a. **Describe** what you see in each photograph.
 - b. **Explain** why it is obvious that humans did something to change the landscape shown in each photograph.
 - c. **Suggest** what an archaeologist might expect to find on a dig at either of these sites.
9. Look closely at the details in **SOURCES 4** and **5**. Use these details and information in the captions to **hypothesise** about each of the civilisations that made these items.

Historical perspectives and interpretations

10. **Explain** why pottery is such an important source of evidence for archaeologists

LESSON

1.5 How old is it?

LEARNING INTENTION

By the end of this lesson you should be able to outline methods of working out the age of objects, including relative dating techniques and absolute dating techniques.

1.5.1 Dating techniques

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

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

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

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

What's its age?

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

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

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

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

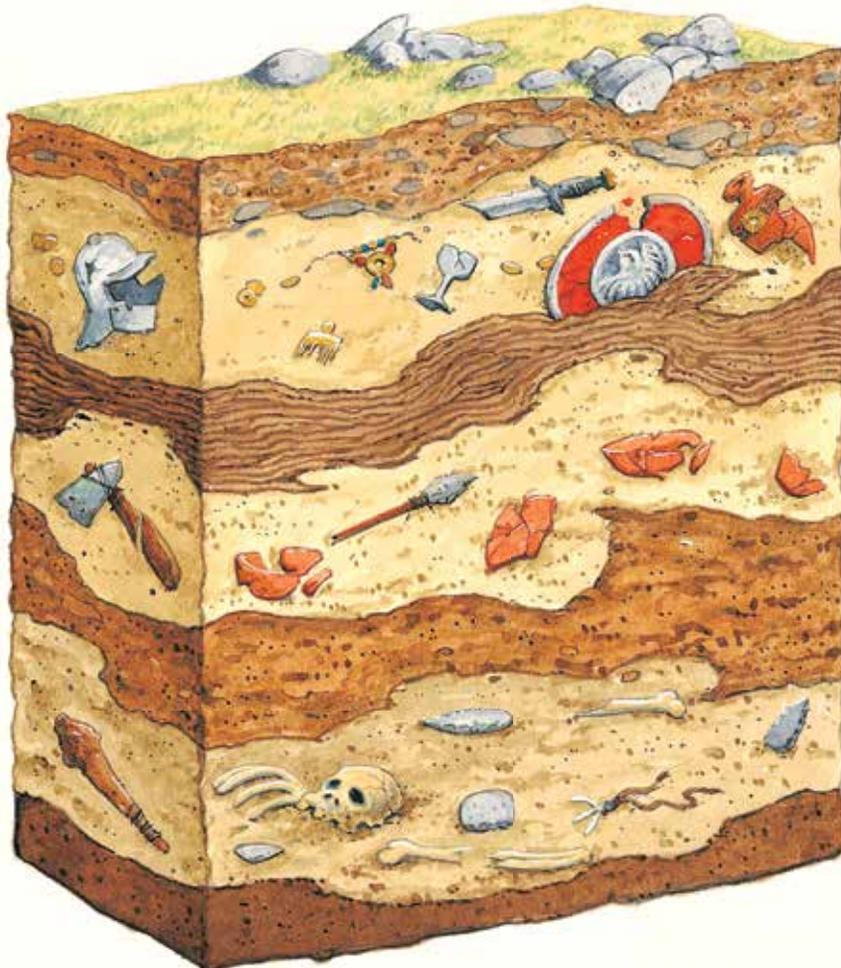
if absolute dating techniques prove that an object is 1000 years old, and the object was found in a particular stratum (or layer), then archaeologists can generally assume that any objects found in strata below this will be more than 1000 years old. Many different absolute dating techniques are possible.

Radiocarbon dating

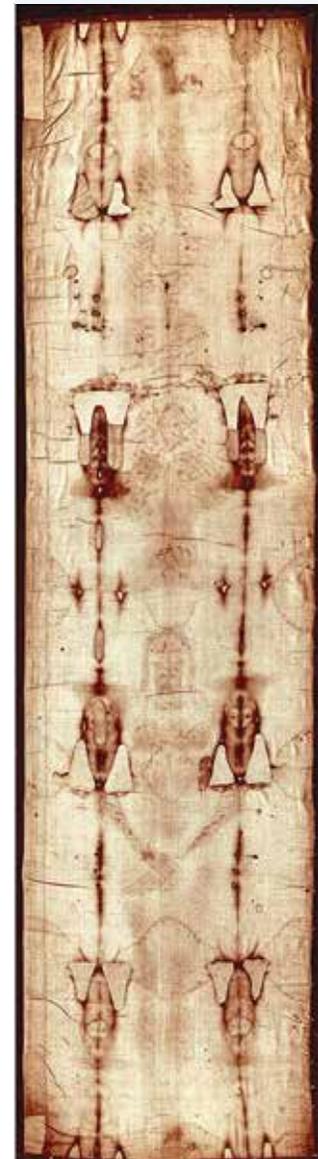
All living things absorb C14, which is a radioactive form of carbon. This chemical process stops when the human, plant or animal dies. Then C14 in the once-living tissue starts to decay. Scientists know the rate at which C14 breaks down. By working out how much still remains, they can work backwards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

SOURCE 1 Limitations of radiocarbon dating

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



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



1.5.2 Tree rings tell stories about the past

What might seem like one of the strangest of all dating methods involves using tree rings — and so we call it tree-ring dating. The scientific name for this method is dendrochronology.

All trees have tree rings and they can help with dating old objects. But the technique only works if the objects were made of wood. The age of a tree is worked out by counting the number of rings in the wood. A new ring is formed every year in a tree's life. The width and shape of each ring depend on environmental conditions such as rainfall and soil type.

All trees of the same type growing in the same area will have the same environmental conditions, so the pattern of their growth rings will be very similar.

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

SOURCE 3 Tree growth rings



DID YOU KNOW?

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

1.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. Circle the correct options to complete the sentence
Strata are the different **layers** / **earth** / **slices** that are revealed when **layers** / **earth** / **a slice** is cut through the **layers** / **earth** / **slice**.
2. Objects found in a lower stratum are newer than those found in a higher stratum. True or false?
3. **Define** radiocarbon dating, and **explain** how knowing the rate at which C14 breaks down can help in finding out the likely age of once-living remains.
4. What is another name for dendrochronology?
 - A. Carbon dating
 - B. Radiocarbon dating
 - C. Tree-ring dating
 - D. DNA dating
5. **Explain** how dendrochronology might help in finding out the age of wooden objects.

Apply your understanding

Historical perspectives and interpretations

6. Look at the artefacts illustrated in **SOURCE 1**. **Describe** the kinds of changes that must have happened in ways people lived at this site over many ages.
7. Examine **SOURCE 2** and **outline** why you think the Shroud of Turin might be regarded by many people as something of great historical significance.

Using historical sources

8. Look at the evidence in **SOURCE 3**. **Suggest** how old (approximately) the tree was using the tree growth rings.

Communicating

9. **Design** a mind map, like the one in section 1.3.2, **SOURCE 1** to represent the technologies that help archaeologists to date the sources of evidence that they discover.
10. **Imagine** you are an archaeologist investigating a recently discovered medieval site. You have found pottery, books, wooden furniture and bones. Identify and describe the dating techniques you could use to work out the age of each item in order to identify what changed over the centuries during which the site was occupied.

LESSON

1.6 Skills in History

1.6.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in History. The following summaries are to remind you of these four key skills.

1. **Questioning and researching** involves asking questions about history, locating relevant and detailed information and/or data from a range of appropriate sources. In Year 7 History this includes primary and secondary sources related to the ancient world, such as artefacts, written sources and archaeology.
2. **Using historical sources** involves identifying and using primary and secondary sources. It also includes looking at the sources to identify their usefulness and accuracy. In Year 7 History this includes looking for patterns of change over time, such as asking questions about sources such as ‘Who wrote/produced this?’, ‘When?’, ‘Why?’ and ‘What does it show about the past?’.
3. **Historical perspectives and interpretations** means using historical thinking. It involves sequencing historical events and describing and identifying historical concepts such as cause and effect, continuity and change and significance to help you understand the past. In Year 7 History this includes looking for patterns of change over time, such as looking at how ancient societies developed over time. You will also build your ability to identify the causes and effects of historical events. It also means drawing conclusions about the impact of significant individuals and the ways life was diverse for different groups in society.
4. **Communicating** your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. It also means using historical sources to describe, explain and argue points of view about the past. In Year 7 History this might include writing from the perspective of different people living in ancient societies, role-playing the life of a hunter-gatherer, sketching ancient weapons, or creating a timeline of key events and people.

1.6.2 SkillBuilders in the topic

In addition to these broad Humanities skills, you will learn a range of essential practical skills as you study History. The SkillBuilder lessons in this topic will tell you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the topics covered in this subject.

The SkillBuilders you will use in Year 7 are as follows:

- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Describing broad patterns of change
- SkillBuilder: Developing a hypothesis
- SkillBuilder: Analysing and corroborating ancient Greek sources
- SkillBuilder: Analysing and corroborating ancient Roman sources
- SkillBuilder: Analysing and corroborating ancient Egyptian sources
- SkillBuilder: Analysing different perspectives about ancient India
- SkillBuilder: Analysing different perspectives about ancient China

LESSON

1.7 SkillBuilder: Sequencing events in chronological order

online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in chronological order (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding to the skill.



LESSON

1.8 SkillBuilder: Describing broad patterns of change

online only

What are broad patterns of change?

During any period of history, some changes happen quickly and others occur slowly. Some changes affect only limited numbers of people, while others are widespread. Broad patterns of change are not the kind of changes that might have affected one community; rather, they are patterns of change that are extensive and widespread.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.9 SkillBuilder: Developing a hypothesis

online only

How can we interpret evidence of life in ancient Australia?

In their work of studying the ancient past, archaeologists are dealing with evidence that is in tiny pieces. They must rely on the physical landscape and archaeological evidence to tell the story. Very little material from ancient Australia has survived the thousands of years between their time and ours. Shell, bone and teeth will endure; animal hides, plant fibres, feathers and hair will not.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.10 SkillBuilder: Analysing and corroborating ancient Greek sources

online only

Why is it important to analyse and corroborate ancient Greek sources?

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

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.11 SkillBuilder: Analysing and corroborating ancient Roman sources

online only

Why is it important to analyse and corroborate ancient Roman sources?

Almost all our knowledge of ancient Rome comes from primary sources. Works of art and writings tell us much about ancient Roman culture. Buildings and sculptures tell us about entertainment, technology, skills, religious ideas and values. Written records tell us about Roman ideas about politics, history, law and a vast range of other subjects.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.12 SkillBuilder: Analysing and corroborating ancient Egyptian sources

online only

What are the main ancient Egyptian primary sources?

Ancient Egyptian primary sources include pyramids, tombs, temples, mummies, coffins, art, and written records on stone and papyrus.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.13 SkillBuilder: Analysing different perspectives about ancient India

online only

How do we analyse the different perspectives of people in ancient India?

Primary sources often give different perspectives because not everyone will have seen an event or problem from the same point of view. It is important to analyse different perspectives, especially for bias and propaganda, when trying to determine what happened in the past.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.14 SkillBuilder: Analysing different perspectives about ancient China

online only

How do we analyse the different perspectives of people in ancient China?

Primary sources often give different perspectives because not everyone will have seen an event or problem from the same point of view. It is important to analyse different perspectives, especially for bias and propaganda, when trying to determine what happened in the past.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.15 Review

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1.15.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

1.2 Concepts in History

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- You will learn six historical concepts throughout your History course.

Evidence

- Sources are any written or non-written materials that can be used to investigate and provide information about the past.
- The two types of sources are primary sources, which come directly from the time of the event, and secondary sources, where are written or created after the event has already happened.
- Using historical sources as evidence relates to analysing sources to judge how reliable they are, and exploring the different points of view, or perspectives, of the people from the past.
- Using evidence from sources, historians can form a hypothesis (a possible theory to explain what happened).

Perspectives

- Perspective is the different points of view that people may have of an event.
- We try to understand the different perspectives of people in the past by exploring their points of view, attitudes and values.
- Historians also have their own perspectives, which can influence the way they see the past.
- Historians try to discover how people thought and felt in the past.
- We should avoid judging people from the past by the standards of our own age.
- Using historical imagination requires using your imagination, but basing your ideas on evidence.

Interpretations and contestability

- When attempting to interpret the past, differing interpretations will always exist, and these can be debated and contested.
- Sometimes evidence is available that supports different versions of events and, in these cases, historians must make a judgement, based on the evidence, as to what most likely happened.

Continuity and change

- Identifying continuity and change is being able to recognise that while many changes occur over time, some things remain constant.
- Historians often use sequencing of events and create timelines in order to study the changes that have happened over time.
- Historians divide the past into ages and periods.

Cause and effect

- Using chronological order and timelines helps us to recognise cause and effect.
- Analysing cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.

Significance

- Determining historical significance is being able to make judgements about the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites.
- Historians will often have differing opinions about how significant certain things are.

1.3 Ages, time and chronology

- Historians divide the past into ages and periods.
- In Australia, we count time using a system that was developed in Christian countries, but other systems are also possible.
- Using chronological order and timelines helps us to recognise cause and effect.

1.4 Detective work and archaeology

- Archaeologists use several techniques to find remains of the past.
- The skills of other scientists contribute to discoveries in archaeology.
- Pottery is an important source of archaeological evidence.
- Some archaeological remains survive while others are destroyed.

1.5 How old is it?

- Relative dating techniques help us to know if a source is older or newer than another source.
- We can find the age of many sources using absolute dating techniques.

1.6 Skills in History

- Using historical sources means identifying the context and features of a source and analysing its intent. It also involves looking at sources to work out how reliable they are.
- Historical perspectives and interpretations involves considering cause and effect and patterns of continuity and changes. It includes looking at different perspectives in sources and analysing different interpretations.
- Communicating is about creating historical explanations and arguments which use historical terms, conventions and sources.

1.15.2 Key terms

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

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

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

artefact an object made or changed by humans

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

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out

civilisations societies that have towns and features such as complex forms of government and religion

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

evidence information that indicates whether something is true or really happened

heritage everything that has come down to us from the past

hypothesis (plural: hypotheses) a theory or possible explanation

Latin the language of ancient Rome and its empire

perspectives point of view or attitude

prehistory the period before writing was invented

primary sources objects and documents that were created or written in the period of time that the historian is investigating

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

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

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

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

Resources



eWorkbooks Customisable worksheets for this topic (ewbk-10466)
Reflection (ewbk-10471)



Interactivity Historical skills and concepts crossword (int-7690)

1.15 Review exercise

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Multiple choice

1. We study history in an effort to learn about what?
 - A. Our past
 - B. Our heritage
 - C. Our future
 - D. Our grandparents
2. What are historical sources?
 - A. Written materials that provide information about the past
 - B. Non-written materials that provide information about the past
 - C. Stories from people who lived during the time of the event we are studying
 - D. All of the above
3. How can we, as historians, test the reliability of evidence from sources?
 - A. Compare them with other sources that are available
 - B. Ask a teacher
 - C. Ask Google
 - D. Check for bias
4. Why do historians make use of chronology, sequencing and timelines?
 - A. To investigate how events have happened from start to finish
 - B. To investigate the relationship between different events
 - C. To investigate what has changed about society and what has stayed the same
 - D. All of the above
5. What must historians be able to do to identify cause and effect?
 - A. Place events in chronological order
 - B. Create timelines
 - C. Identify patterns of cause and effect
 - D. Explain the relationship between two events
6. Why do different perspectives of events occur?
 - A. Differing values and attitudes
 - B. Differing age and gender
 - C. Differing social status
 - D. All of the above
7. What does demonstrating empathy when investigating ancient history mean?
 - A. Understanding that soldiers and war were considered necessary to the empire
 - B. Acknowledging that skilled craftsmen built complicated structures
 - C. Collecting evidence that many women worked only in the home
 - D. Understanding the social hierarchy that existed at the time
8. What does determining historical significance mean an historian can do?
 - A. Explain all the important events that have taken place in history
 - B. Make judgements about what is more important and what is less important
 - C. Decide what is important and what is not
 - D. Argue that one event is more significant than another

9. When do historical debates occur?
- A. Many sources of evidence are available about the same event.
 - B. Some sources of evidence contradict other sources.
 - C. Evidence is missing about an event an historian is investigating.
 - D. All of the above
10. Why is gaining confidence and expertise with history skills important?
- A. Learning about our past can help us to predict what may happen in the future.
 - B. Critical thinking and effective communication skills are important to employers.
 - C. Knowledge of our own history is important to our everyday lives.
 - D. All of the above

Short answer

Communicating

11. **Explain** what a historian is doing when identifying continuity and change.
12. **Outline** the difference between short-term causes and effects and long-term causes and effects.
13. Think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age? Give reasons for your answer.
14. **List** three features of a well-constructed timeline.
15. In your own words, **define** the term 'contestability'.

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LESSON

1.7 SkillBuilder: Sequencing events in chronological order

LEARNING INTENTION

By the end of this SkillBuilder you should be able to sequence events in chronological order.

1.7.1 Tell me

What is a timeline?

A timeline is a diagrammatic tool for placing events in chronological order (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life.

Why are timelines useful?

Timelines are useful because they can help us make sense of events in the past. Timelines are particularly useful in the study of history. Creating a history timeline will help to:

- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess whether one event might have led to another event (cause and effect).

Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may span thousands of years (see **SOURCE 2**) or cover a very short period (see **SOURCE 3**). In print, timelines may be as simple as a horizontal or vertical line, or highly

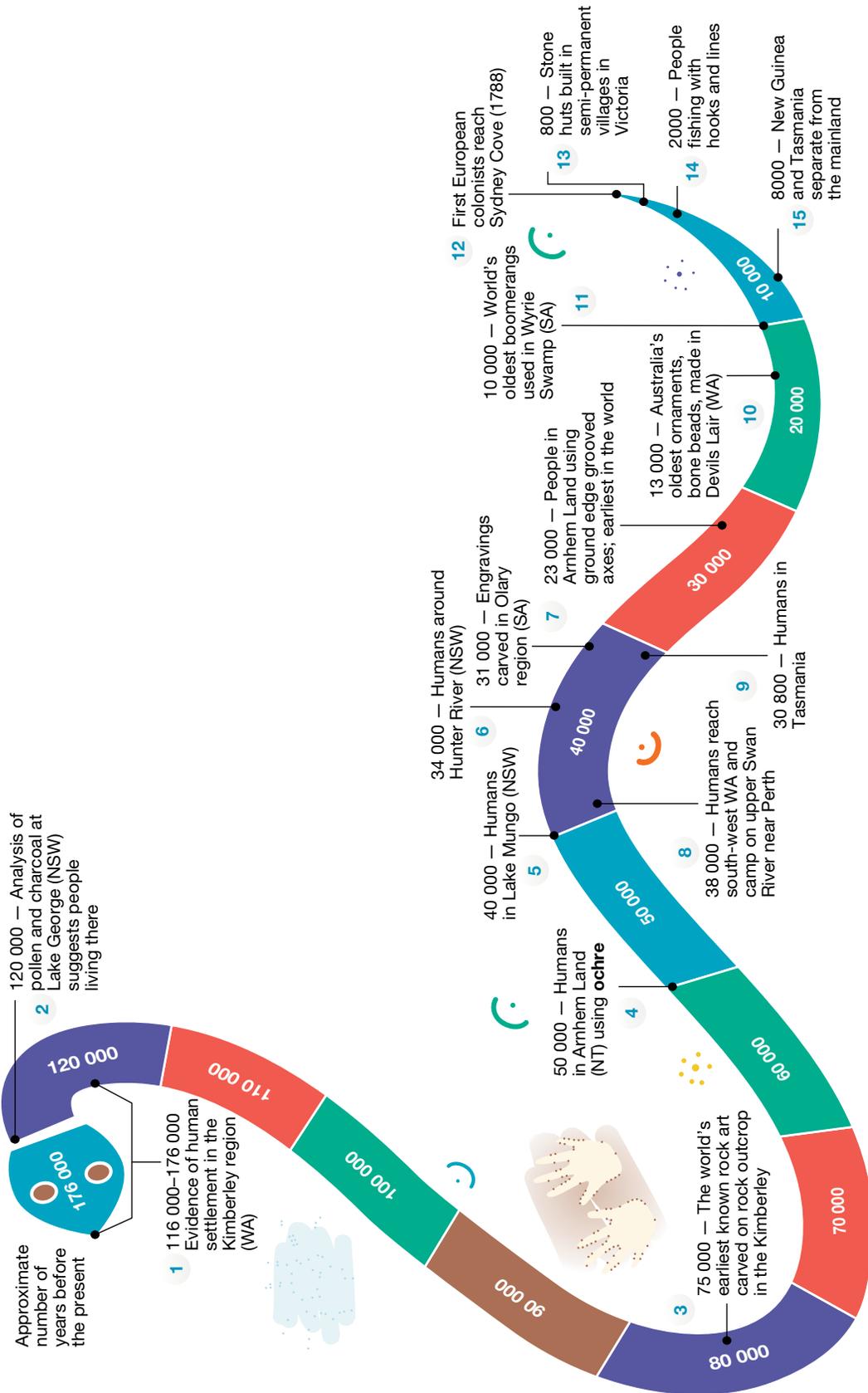
visual with use of colour and images. Using digital technology, online timelines can be interactive, where users click on a date to see a descriptive label, an image or even hear an audio narrative or sound effects.

SOURCES 2, 3, 4, 5 and **6** show some examples of highly visual timelines that could be presented in printed history text books.

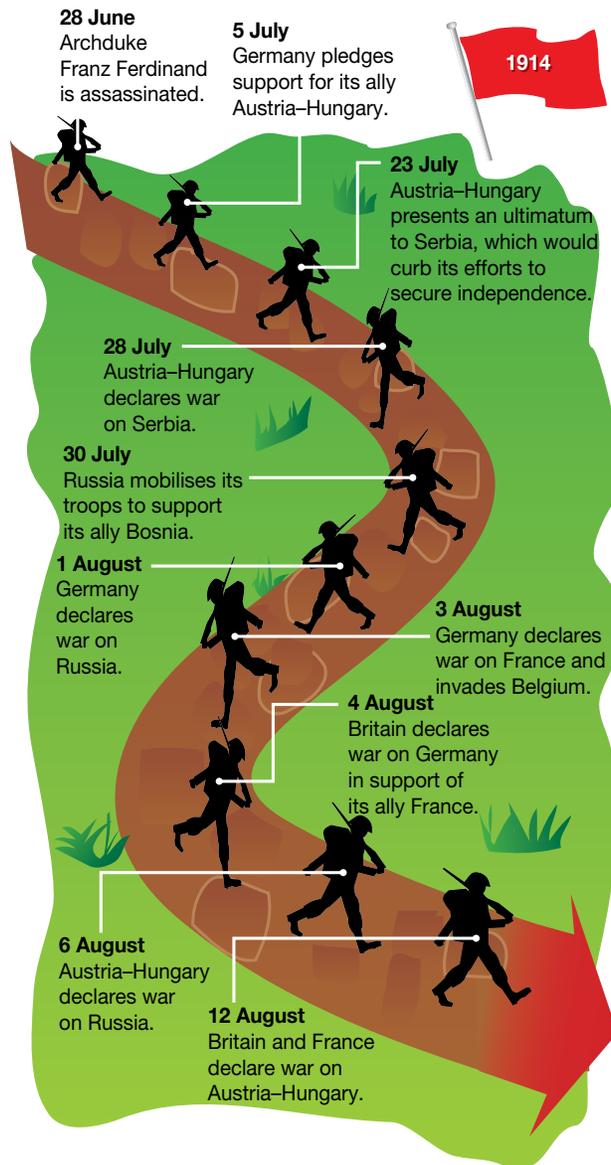
SOURCE 1 A simple chronology

DIARY AND WORK RECORD	
8 0800	
9 0900	Tennis lessons
10 1000	
11 1100	Haircut
12 1200	
1 1300	Lunch with Luke
2 1400	
3 1500	
4 1600	Homework - Geography assignment
5 1700	
6 1800	

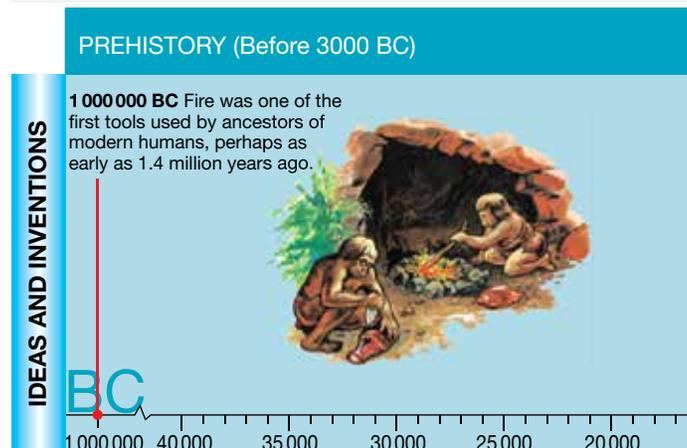
SOURCE 2 An example of a timeline that covers a long span of time



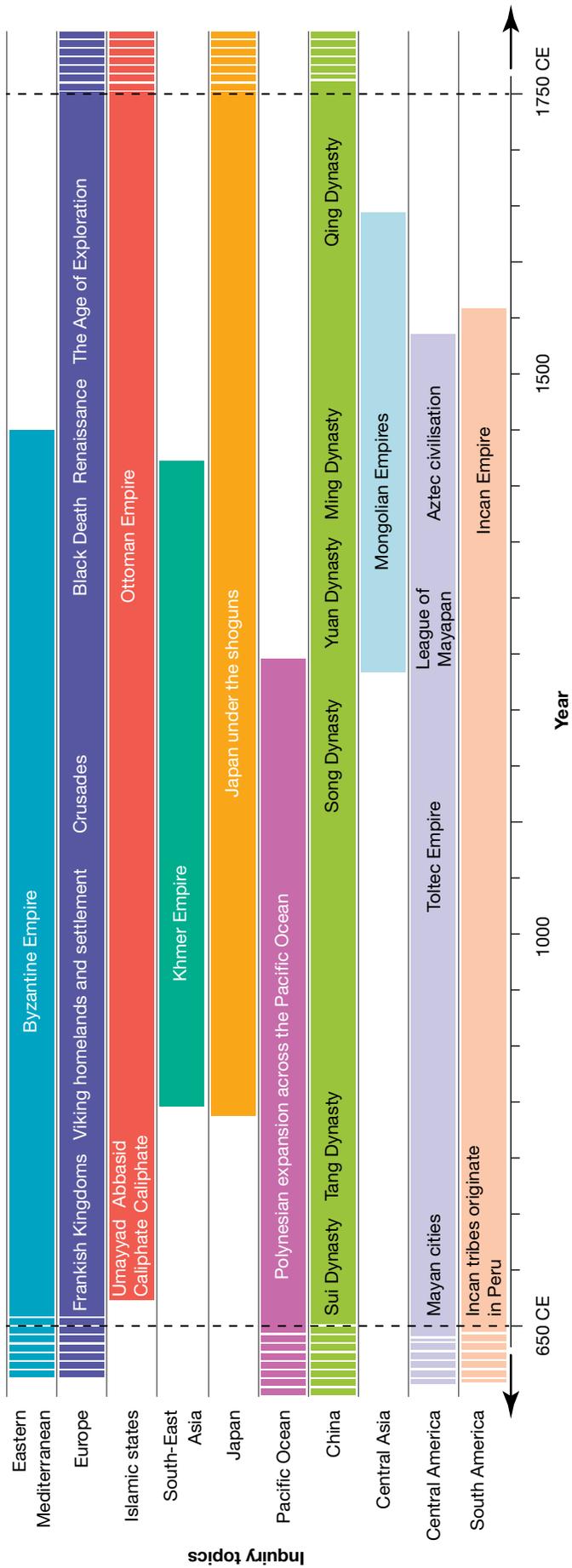
SOURCE 3 An example of a timeline that covers a short span of time



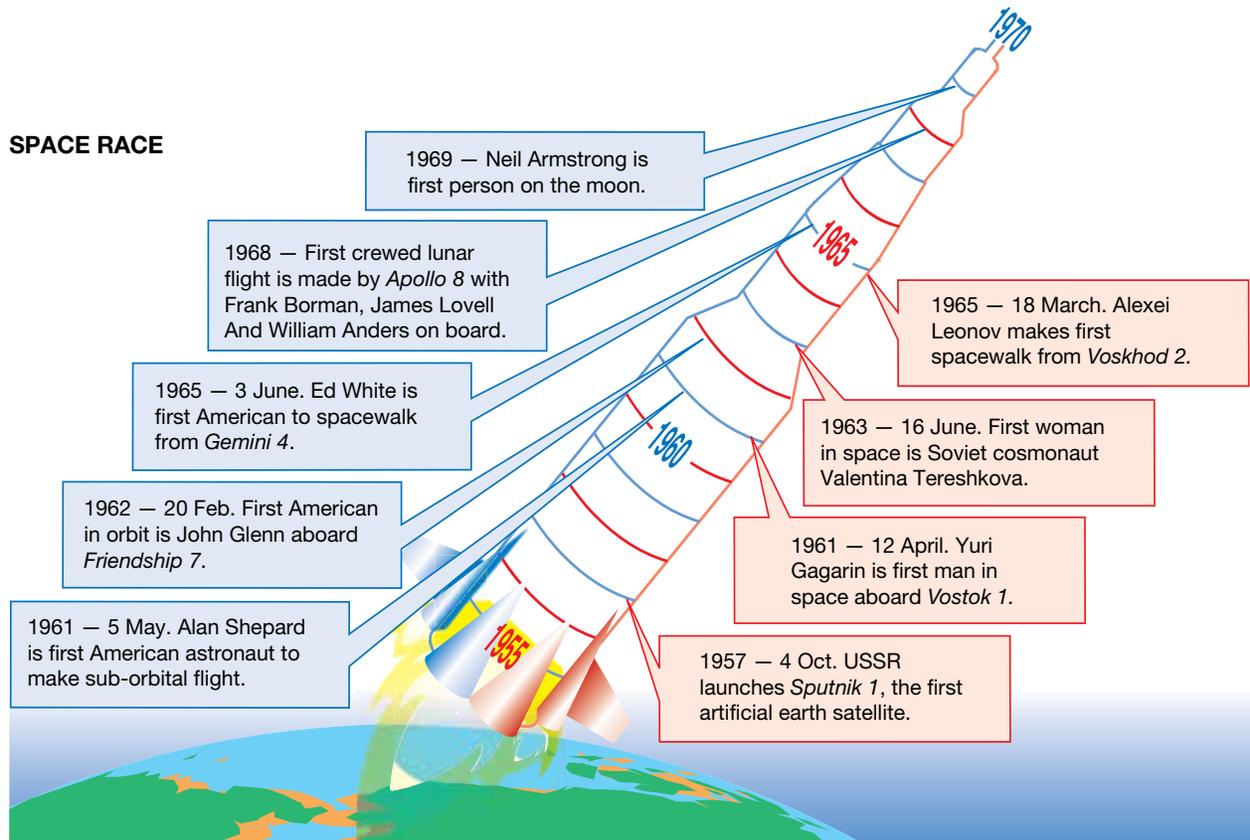
SOURCE 4 An extract from a timeline that provides some illustrative material to accompany descriptive text labels



SOURCE 5 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time



SOURCE 6 An example of a timeline that uses a drawing of an object related to the timeline's subject or theme



1.7.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time. They have the following features and requirements:

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

Step 1

Study the timeline shown in **SOURCE 7**. Look at the way this timeline has been constructed.

- It is a vertical timeline.
- It has been divided into centuries.
- A scale of 1 centimetre = 1 century has been used.

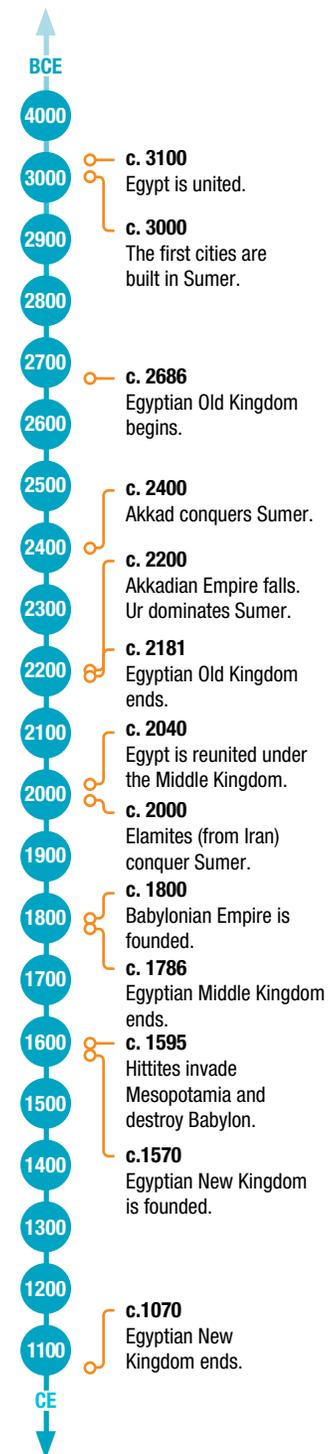
Step 2

A completed timeline has a clear title.

The title should state:

- the time period covered
- the subject or theme
- the beginning and end dates.

SOURCE 7 Timeline of the rise and fall of kingdoms and empires in Egypt and Mesopotamia between 3000 BCE and 1000 BCE



1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 ACTIVITIES

1. **Construct** a timeline of the rise and fall of civilisations in east and south Asia between 2500 BCE and 200 BCE.

- Use a vertical timeline.
- Divide it into centuries.
- Decide on the scale you will use.

Key events for your timeline

c. 2500 BCE	Cities are built by the Indus Valley civilisation.
c. 2100 BCE	According to Chinese legends, the Xia dynasty begins ruling China.
c. 1600 BCE	The Shang dynasty is established in China. The Indus Valley cities are abandoned and India is invaded by Aryans.
c. 1100 BCE	Iron begins to be used in India.
c. 1045 BCE	The Zhou overthrow the Shang and start the Zhou dynasty.
c. 770 BCE	The Eastern Zhou dynasty begins in China.
c. 500 BCE	Iron begins to be used in China.
475 BCE	The Warring States period begins in China, starting centuries of conflict.
327 BCE	India is invaded by Alexander the Great (of Macedonia and Greece).
304 BCE	India is united under the Mauryan Empire.
221 BCE	China is united under the Qin dynasty.
206 BCE	The Qin dynasty is overthrown in a peasant revolt. The Han dynasty begins.

Your timeline will help you to **analyse** and **compare** events. For example, you could use it to answer questions, such as:

- Which of these two cultures was the first to build cities?
 - Which was the first to use iron?
2. Answer the following questions based on the timeline you have drawn:
- a. What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
 - b. Which Chinese dynasty shown on your timeline was the earliest?
 - c. How many years elapsed between the establishment of the Shang and Qin dynasties?
 - d. Did the Indian or Chinese civilisation use iron first? What period of time separated the introduction of the use of iron in the two civilisations?
 - e. **Identify** three significant events during the period of time illustrated on the timeline for:
 - i. China
 - ii. India.
 - f. What statement could you make about the length of Chinese dynasties over the period shown on your timeline?
 - g. What event of significance for ancient Indian civilisation occurred during the period of the Shang dynasty in China?
 - h. What might have been a consequence for Indian civilisation of the invasion of Alexander the Great? (*Hint: Look for an event that happened relatively shortly after his invasion.*)

LESSON

1.8 SkillBuilder: Describing broad patterns of change

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse and describe broad patterns of widespread change over time.

1.8.1 Tell me

What are broad patterns of change?

During any period of history, some changes happen quickly and others occur slowly. Some changes affect only limited numbers of people while others are widespread. In this topic we have studied developments in human societies from early communities (around 60 000 BCE) to later ancient times (up to around 650 CE). Over such a long period we would expect significant changes. Broad patterns of change are not the kinds of changes that might have affected one community, such as a change of rulers. Rather, they are patterns of change that are extensive or widespread.

Broad patterns of change have taken place in the modern world in just a generation. For example, when your parents were your age there was no internet, and Facebook or Twitter could hardly have been imagined. Such technological changes have revolutionised the ways we communicate. In the ancient world, patterns of change occurred much more slowly but, just as much as the recent technological revolution, these changes transformed human societies.

Why is it important to describe broad patterns of change?

In a period as long as that of the ancient world, there are many examples of broad changes in technologies, religious beliefs and the ways in which societies were organised and governed. Identifying such broad patterns of change will help you to:

- recognise the nature of a change that occurred
- recognise the speed of any change
- recognise the extent or significance of any change
- assess the role of changes in contributing to other changes.

1.8.2 Show me

How can broad patterns of change be described?

From your work in this topic, you will already understand that there were enormous changes from the Old Stone Age through the New Stone Age and into later ancient times. You will be able to recognise such changes when comparing primary sources from different ages within the times of the ancient world. You can recognise evidence of broad patterns of change by asking questions, such as:

For what broad patterns of change do these sources provide evidence?

To answer such a question, you need to break the question down into more specific questions, such as:

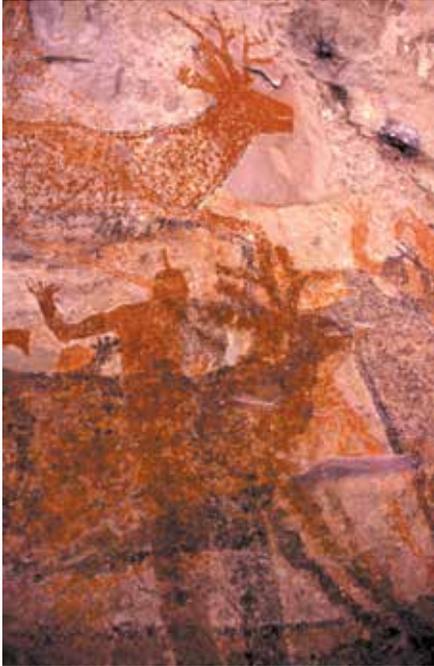
1. What kind of development was this? For example, was it a change in the ways in which people provided for basic needs, such as food and shelter, or a change in beliefs, transport, technology, trade or entertainment?
2. What was the situation before the change?
3. How did the change occur?
4. What was different after the change?

In the following example, these types of questions have been applied to **SOURCES 1, 2 and 3**.

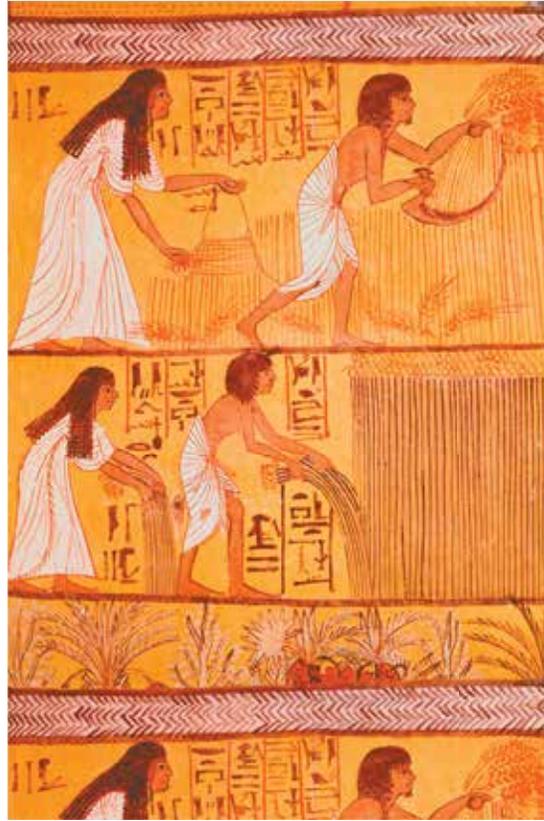
Returning to the question we posed earlier:

For what broad patterns of change do **SOURCES 1, 2 and 3** provide evidence?

SOURCE 1 This Old Stone Age painting on rock shows a man hunting deer. It is from Mexico. Old Stone Age rock paintings, cave paintings and engravings showing similar scenes have been found in many places, including Australia and France. Some are believed to be as much as 30 000 years old.



SOURCE 2 This ancient Egyptian wall painting of people harvesting crops is from the tomb of a successful Egyptian artisan named Sennedjem, c. 1306–1290 BCE.



SOURCE 3 This relief sculpture depicts ancient Assyrians hunting lions. It is from around 883 BCE to 612 BCE when Assyria was a powerful empire in the Middle East.



We can break the question down to more specific questions and answer these:

1. *What kind of development was this?* **SOURCES 1** and **2** provide evidence for a change from hunter-gatherer societies to societies based on farming.
2. *What was the situation before the change?* Before the New Stone Age, which saw the development of farming, all peoples provided for their needs by hunting and gathering, like the hunter depicted in **SOURCE 1**.
3. *How did the change occur?* The change first came about around 9000 BCE, when people in the Fertile Crescent began growing crops and herding sheep and goats. As others saw advantages in adopting these new ways, the development spread to other societies, such as the ancient Egyptians, shown in **SOURCE 2**.
4. *What was different after the change?* People were able to produce food in smaller areas than were needed by hunter-gatherers so they could settle in permanent dwellings. They could also produce a surplus so that some people could specialise in work other than food production. Large settled societies saw the need for laws and powerful rulers. The surpluses the people produced could support a ruling class, who saw hunting as a form of sport or recreation, as depicted in **SOURCE 3**, rather than as a necessity, as in **SOURCE 1**.

1.8.3 Let me do it

Complete the following activities to practise this skill.

1.8 ACTIVITIES

1. **Apply** the following questions to **SOURCES 4** and **5** to identify broad patterns of change in another aspect of life in ancient times.

General question: For what broad patterns of change do **SOURCES 4** and **5** provide evidence?

More specific questions:

- a. What kind of development was this?
- b. What was the situation, as shown in **SOURCE 4**, before the change?
- c. How did the change occur?
- d. What was different, as shown in **SOURCE 5**, after the change?

SOURCE 4 Creevykeel Megalithic Tomb was constructed in Ireland around 3000 BCE by New Stone Age people. This was around the same time that structures, such as Stonehenge and other stone circles, temples and tombs were built in England. Because everything else built by these peoples was made of wood and other vegetable matter, such giant stone monuments, called megaliths, are the only built traces they left behind.



SOURCE 5 Part of the remains of the ancient Roman town of Pompeii, which was buried in volcanic ash when Mount Vesuvius erupted in 79 CE



LESSON

1.9 SkillBuilder: Developing a hypothesis

1.9.1 Tell me

Interpreting the evidence of life in ancient Australia: Lake Mungo

In their work of studying the ancient past, archaeologists are dealing with evidence that is in tiny pieces. They must rely on the physical landscape and archaeological evidence to tell the story. Very little material from ancient Australia has survived the thousands of years between their time and ours. Shell, bone and teeth will endure; animal hides, plant fibres, feathers and hair will not.

Archaeologists are involved in the work of detectives as they:

- search for evidence
- analyse the evidence, separating relevant from irrelevant information
- draw conclusions based on the evidence
- combine the evidence with background knowledge to develop a hypothesis.

SOURCE 1 Lake Mungo has been dry for thousands of years. This has allowed archaeologists to search for historical evidence.



Lake Mungo is a site of enormous archaeological importance because it provides some understanding of life as it may have been over 40 000 years ago. Our image of life at Lake Mungo is built from the limited archaeological evidence and from our modern understanding of traditional life as it existed in First Nations Australian communities in more recent times. It is easy for us to imagine that the lives of First Nations communities remained unchanged for generations. We have built a picture of the first Australians as nomadic hunters, stalking kangaroos or dugongs and living in small independent tribal communities; beliefs, such as the Dreaming, reach back into the distant past and give us a sense of the connection between the past and the present. But we also have a great deal of evidence pointing to the diversity, or mixture of cultural traditions, of ancient First Nations communities.

What is a hypothesis?

A hypothesis is an explanation, made on the basis of limited evidence, and is a place to begin a more detailed study or investigation. Anyone who develops a hypothesis is making a guess, based on the evidence they have. When a hypothesis is well supported with solid evidence we call it a *theory*.

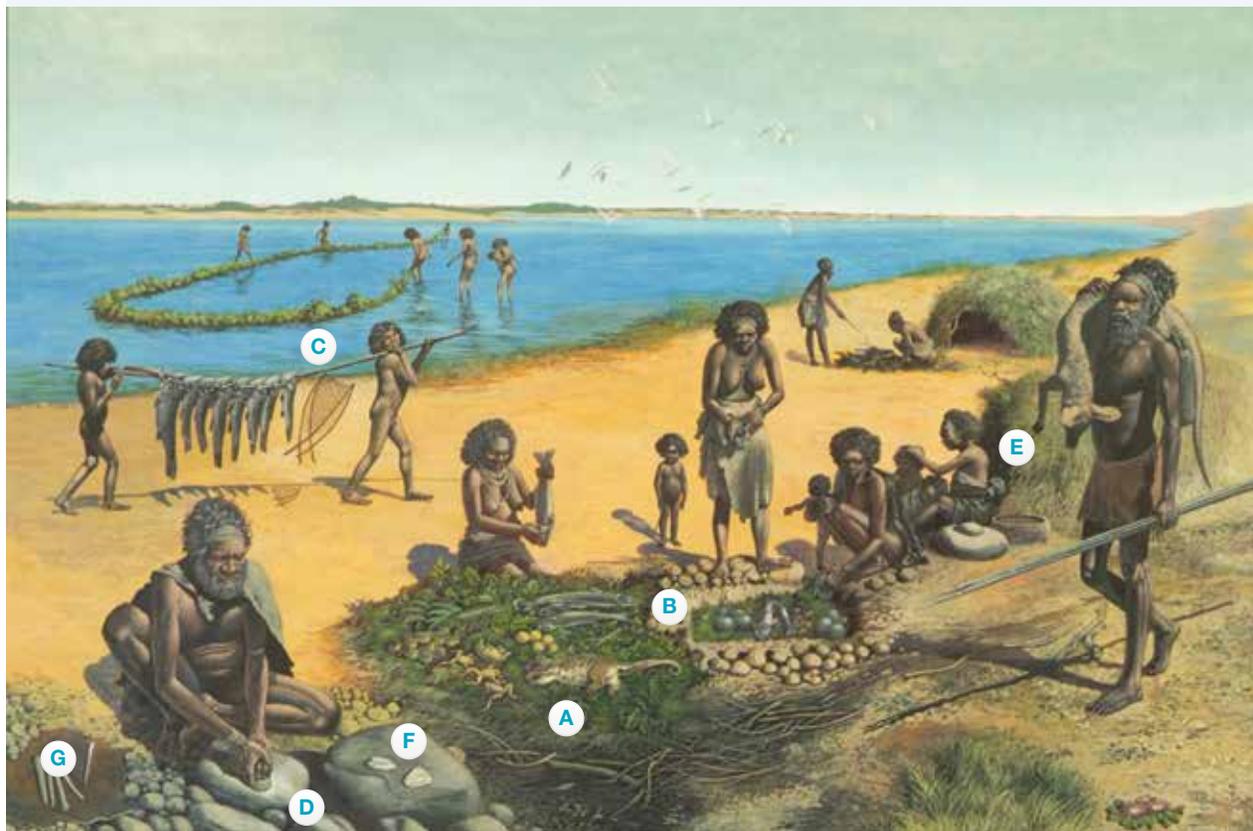
The difference between theories and hypotheses is known as the *contestability* of history. It reminds us that history is about interpreting the evidence. How the past is understood and interpreted is influenced by the point of view of the historian. If we look at people and events from our own modern Australian point of view we can sometimes misunderstand what has happened. We all have a cultural background that influences us. Our understanding of the world is shaped by many things such as our nationality, values, beliefs, personal experiences and interests.

Archaeologists study the evidence that has survived to explain and understand ancient life at Lake Mungo. Because the archaeological evidence of Lake Mungo is limited, archaeologists have developed more than one hypothesis to explain the nature of Lake Mungo life long ago.

1.9.2 Show me

Look carefully at **SOURCE 2**, an artist's reconstruction of Pleistocene life at Lake Mungo. This image gives a general view of Lake Mungo life, using details that have been borrowed from what we know of later First Nations tools, technology and traditions. The image shows First Nations Australians from the Pleistocene Period living in much the same way as First Nations Australians did in south-east Australia at the time of European settlement, two thousand generations later.

SOURCE 2 An image of life during the Pleistocene Period at Lake Mungo, by Giovanni Caselli. The visual reconstruction was based on research published in Bernard Wood's book *The Evolution of Early Man*, published in 1977.



- A** Remains of animal species such as bandicoot, rat, kangaroo, wallaby, wombat and small marsupials such as bettong were found in the fireplaces at Mungo. Fireplace evidence suggests that hunters returned to the community site for cooking and eating. Remains of birds, emu eggs and frogs were also found at the site.
- B** Remains of shellfish and golden perch have been found, as have the shallow fireplace ovens. Perch were probably caught in deeper lake water as indicated in the image of people fishing in the background.
- C** Fish traps and fish netting were also probably used. The fish trap shown was not found at the Lake Mungo site and is based on artefacts found in south-east Australia dating from a much later period.
- D** The stone tools shown do not closely correspond with the style of tools found at the Pleistocene Period Lake Mungo site. Grinding stones, as shown, were not found at Lake Mungo, with no evidence of the collection of seeds for grinding before 15 000 BP. Grinding stones found in south-east Australia from much later periods were flat, unlike the rounded stone in the image.
- E** The clothing and physical appearance of the people are based on images of First Nations Australians from more recent times. Cloaks, body decoration and headbands have not been found. Necklaces made from animal teeth and bones have been found. The baskets and spears are based on artefacts found in the region from much later time periods.
- F** Axe heads have not been found at the Pleistocene site.
- G** Bone artefacts similar to those shown have been found in excavation. Archaeologists think these may have been used for sewing or fishing, but definitive evidence has never been found.

SOURCE 3 Excerpt from Bernard Wood's *The Evolution of Early Man*, describing ancient life at Lake Mungo

Recent research in Australia has shown that thriving communities were established there nearly 30 000 years ago. These people lived on narrow strips of land between land, lakes and the huge sand dunes that stretched out into the desert. Fish bones, shell remains and animal bones are evidence that they learned to exploit the lakes as well as the land. Hearths where they cooled their food have been excavated, and it is the carbon from charred bones that has provided the dating evidence.

The following steps will help you analyse the evidence and establish your own hypothesis and investigate the various Lake Mungo hypotheses that archaeologists have put forward:

1. *Begin with a question.* For example, 'What is the key feature of the Lake Mungo lifestyle during the Pleistocene Period?'
2. *Based on your question, write a central statement that becomes your hypothesis.* For example, 'The people of the Pleistocene Period lived in small hunting and foraging family units'. Your central statement, or hypothesis, should be arguable.
3. *Investigate your thesis.* Consider the other possibilities to explain the nature of Pleistocene life at Lake Mungo; for example, 'The people of the Pleistocene Period lived in large communities supported by hunting and foraging a wide area of land'.
4. *Conduct some research into theories developed by archaeologists.* Peter Hiscock, for example, investigated the Lake Mungo site to develop his own visions and theories about life during this period. Hiscock's study of the evidence challenges the Lake Mungo theory expressed in the sources.

The annotations in **SOURCE 2** provide you with questions to consider when assessing the usefulness of the source as evidence of the Pleistocene lifestyle.

1.9.3 Let me do it

Complete the following activities to practise this skill.

1.9 ACTIVITIES

1. Form a hypothesis about life at Lake Mungo and use the steps outlined to write a paragraph explaining why your hypothesis is correct, based on your preliminary research. Refer to the information in **SOURCES 2** and **3** to help develop your hypothesis. Present your Lake Mungo hypothesis to your class in a creative way. **SOURCE 2** is a visual representation of a hypothesis. You could present your hypothesis as a poster, short speech or story.
2. What evidence do archaeologists need to study in the process of developing their understanding of life in ancient Australia?
3. What is the correct meaning of the term 'hypothesis'?
4. Why have archaeologists developed more than one hypothesis to explain and understand ancient life at Lake Mungo?
5. What is the difference between theories and hypotheses known as?

LESSON

1.10 SkillBuilder: Analysing and corroborating ancient Greek sources

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse and corroborate sources.

1.10.1 Tell me

What are the main ancient Greek sources?

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

Why is it important to analyse and corroborate ancient Greek sources?

Almost all of our knowledge of ancient Greece comes from such sources. Works of art, in particular, tell us much about ancient Greek culture, especially myths and religious ideas. Buildings and sculptures tell us about technology, skills and values. Written records tell us about Greek ideas about politics, myths, history, science and a vast range of other subjects. Not all ancient Greek sources are really primary sources as some were written long after the events they describe.

SOURCE 1 A sixth century BCE Spartan cup showing Spartan soldiers returning from war carrying a slain comrade



1.10.2 Show me

How do we analyse and corroborate ancient Greek sources?

When you study an ancient source, you need to think carefully about the clues it provides and ask questions about its accuracy, usefulness and reliability. You need to ask questions such as:

1. What is it?
2. Who created it and when was it created?

3. Who or what was it created for?
4. For what aspect of ancient Greek history does it provide useful evidence?
5. Is the evidence it provides accurate and reliable and how can we tell this?
6. What conclusions can we draw from the source about ancient Greek society?

These questions have been applied to **SOURCES 1** and **2**.

Ancient writers and many later historians have regarded Spartans as tough soldiers who would die fighting rather than surrender or run from battle. **SOURCES 1** and **2** are relevant to this issue.

1. *What is it?* It is a cup with a design showing Spartan soldiers carrying the body of a comrade killed in battle.
2. *Who created it and when was it created?* We do not know who made it but we know that it was created in Sparta in the sixth century BCE.
3. *Who or what was it created for?* We cannot know whom it was created for. It was made to be a cup but more likely as a decoration than for practical uses.
4. *For what aspect of ancient Greek history does it provide useful evidence?* It indicates that Spartans honoured their men who died in battle by carrying their bodies from the battlefield.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* Without other evidence, we cannot tell whether this source is accurate and reliable. However, several ancient Greek sources support this view of the Spartans.
6. *What conclusions can we draw from the source about ancient Greek society?* The Spartans regarded fighting bravely and dying in battle as great virtues.

SOURCE 2 Written by the Athenian general and historian Thucydides (c. 460–403) in his book, *History of the Peloponnesian War*, this extract describes the surrender of a force of 120 Spartans in the seventh year of this war between Athens and Sparta

was ... made, to know if they [the Spartans] would surrender themselves and their arms to the Athenians... [Hearing] this offer, most of them lowered their shields and waved their hands to show that they accepted it. Hostilities now ceased ... after consulting together they surrendered themselves and their arms...

Nothing that happened in the war surprised the Hellenes [Greeks] so much as this. It was the opinion that no force or famine could make [Spartans] give up their arms, but that they would fight on ... and die with them in their hands: indeed, people could scarcely believe that those who had surrendered were of the same stuff as the fallen.

1. *What is it?* It is an account of the surrender of a force of Spartans during the Peloponnesian War.
2. *Who created it and when was it created?* It was written by Thucydides, an Athenian general and historian, in the fifth century BCE, soon after the events it describes.
3. *Who or what was it created for?* Thucydides wrote a history of the Peloponnesian War, a conflict that divided the Greeks for many years. The extract was part of that history. Its original readers would most likely have been other Athenians.
4. *For what aspect of ancient Greek history does it provide useful evidence?* It tells of an occasion when a Spartan army surrendered to Athenians rather than fighting to the death.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* In judging its accuracy and reliability, we should take into account that the writer was an Athenian general and, therefore, someone who had fought against the Spartans. Without other evidence, we cannot tell whether this source is accurate and reliable. However, as many other Greeks would have witnessed this event it is unlikely that Thucydides would have distorted the facts.
6. *What conclusions can we draw from the source about ancient Greek society?* We can conclude that, although the Spartans regarded fighting bravely and dying in battle as great virtues, they did not always carry out this ideal. If the source is reliable, we might conclude that Spartans were not always as heroic as many liked to think they were.

1.10.3 Let me do it

Complete the following activities to practise this skill.

1.10 ACTIVITIES

1. Ancient writers and many later historians have regarded Spartan women as being as tough as Spartan men. **SOURCES 3** and **4** are relevant to this issue. Use the following questions to analyse **SOURCES 3** and **4**.
 - a. What is it?
 - b. Who created it and when was it created?
 - c. Who or what was it created for?
 - d. For what aspect of ancient Greek history does it provide useful evidence?
 - e. Is the evidence it provides accurate and reliable and how can we tell this?
 - f. What conclusions can we draw from the source about ancient Greek society?

SOURCE 3 From Plutarch, *Moralia, III, Sayings of Spartan Women*, 241. Plutarch lived c. 46–120 CE. He was born in Athens but was an admirer of Sparta and was writing many centuries after the events he described.

Another Spartan woman killed her son, who had deserted his post because he was unworthy of Sparta. She declared: 'He was not my offspring... for I did not bear one unworthy of Sparta'.

Another, hearing that her son had fallen at his post, said: 'Let the cowards be mourned, I, however, bury you without a tear, my son and Sparta's'.

As a woman was burying her son, a shabby old woman came up to her and said, 'You poor woman, what a misfortune!' 'No, by the two goddesses, what a good fortune,' she replied, 'because I bore him so that he might die for Sparta and that is what happened for me'.

Another woman handed her son his shield, and exhorted him: 'Son, either with this or on this'.*

* In order to run from battle a soldier would have to throw away his heavy shield. A soldier who was killed in battle would be carried home on his shield.

2. **Apply** your skills to answer the following questions.
 - a. **Explain** how you would differentiate between ancient Greek primary sources and secondary sources about ancient Greece.
 - b. Why should **SOURCE 3**, the extract from Plutarch, be classified as secondary source?
 - c. In this SkillBuilder, you have worked with a Spartan cup and a bronze figure (artefacts) and written accounts by two ancient Greek historians. **Identify** three other types of primary sources that a historian could use for a study of ancient Greece.
 - d. **Explain** why it is sometimes difficult to judge the reliability of ancient Greek primary sources.

SOURCE 4 A bronze gure of a running girl, 520–500 BCE, believed to have been made in or near Sparta



LESSON

1.11 SkillBuilder: Analysing and corroborating ancient Roman sources

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse and corroborate sources.

1.11.1 Tell me

What are the main ancient Roman sources?

Ancient Roman sources include temples, amphitheatres, houses, fortifications, roads, aqueducts, weapons, tools, coins and many written records. They also include artworks such as mosaics, paintings, statues and other sculptures in terracotta, stone and bronze.

Why is it important to analyse and corroborate ancient Roman sources?

Almost all our knowledge of ancient Rome comes from such sources. Works of art and writings tell us much about ancient Roman culture. Buildings and sculptures tell us about entertainment, technology, skills, religious ideas and values. Written records tell us about Roman ideas about politics, history, law and a vast range of other subjects. Not all ancient Roman sources are really primary sources as some were written long after the events they describe.

1.11.2 Show me

How do we analyse and corroborate ancient Roman sources?

When you study an ancient source, you need to think carefully about the clues it provides and ask questions about its accuracy, usefulness and reliability. You need to ask questions, such as:

- What is it?
- Who created it and when was it created?
- Who or what was it created for?
- For what aspect of ancient Roman history does it provide useful evidence?
- Is the evidence it provides accurate and reliable and how can we tell this?
- What conclusions can we draw from the source about ancient Roman society?

As you know, cruel public entertainments, including fights between gladiators, played a very big role in Roman life. **SOURCES 1** and **2** are both relevant to this issue.

SOURCE 1 Written by the Roman Emperor Augustus (Octavian), who ruled from 27 BCE to 14 CE

Three times I gave shows of gladiators under my name . . . Twenty-six times, under my name or that of my sons and grandsons, I gave the people hunts of African wild beasts in the circus, in the open, or in the amphitheatre; in them about 3500 beasts were killed.

These six questions have been applied to **SOURCE 1**.

1. *What is it?* It is a written account of the number of gladiatorial combats and staged animal hunts paid for by Augustus.
2. *Who created it and when was it created?* The writer was Augustus, who became emperor of Rome in 27 BCE.
3. *Who or what was it created for?* As Augustus founded a dynasty, he was probably boasting to win popularity with other influential Romans.

4. *For what aspect of ancient Roman history does it provide useful evidence?* It provides evidence about public entertainment in Roman society, ways in which Roman politicians and rulers won favour and Rome's treatment of animals and slaves.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* Other sources would be required to verify such details as the number of combats paid for by Augustus. Many other sources confirm that such entertainments were frequent.
6. *What conclusions can we draw from the source about ancient Roman society?* Cruel public entertainments were frequent and popular in ancient Rome, and they were often provided by political leaders to win popular support.

In the next example, the questions have been applied to **SOURCE 2**.

1. *What is it?* It is a terracotta figurine of two gladiators.
2. *Who created it and when was it created?* We do not know who created this figurine. We only know that it was made in the first or second century CE.
3. *Who or what was it created for?* As quite a few gladiator figurines have been found they must have been made to meet a popular demand for decorative souvenirs of the games.
4. *For what aspect of ancient Roman history does it provide useful evidence?* It provides evidence about issues of public entertainment in Roman society and Roman attitudes towards gladiators. It also provides evidence of the different types of gladiators who took part in combats and of their popularity.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* The accuracy and reliability of the source can be verified using similar sources (such as **SOURCES 3** and **4**).
6. *What conclusions can we draw from the source about ancient Roman society?* Cruel public entertainments were frequent and popular in ancient Rome but, in a strange way, gladiators also appear to have been admired in much the same way as modern football stars.

SOURCE 2 A terracotta figurine of two gladiators. The figurine is from the first or second century CE. By this time there were several different categories of gladiators, including the *hoplomach* (with a circular shield) and the *thraex* (with a small rectangular shield). Several gladiator figurines have been found.



1.11.3 Let me do it

Complete the following activities to practise this skill.

1.11 ACTIVITIES

1. Use the following six questions to **analyse** **SOURCE 3** and **4**.

- What is it?
- Who created it and when was it created?
- Who or what was it created for?
- For what aspect of ancient Roman history does it provide useful evidence?
- Is the evidence it provides accurate and reliable and how can we tell this?
- What conclusions can we draw from the source about ancient Roman society?

SOURCE 3 A relief sculpture from Turkey, first century CE, depicting three gladiators fighting



2. **Apply** your skills to answer the following questions.

- Explain** how you would differentiate between ancient Roman primary sources and secondary sources.
- Why is it sometimes difficult to judge the reliability of ancient Roman primary sources?
- Why would **SOURCE 1**, the extract from the Roman Emperor Augustus (Octavian), need to be questioned very thoroughly to assess its reliability?
- In this SkillBuilder you have worked with a written account by a Roman emperor, a figurine and two relief sculptures. **Identify** four other types of primary sources that a historian could use for a study of ancient Rome.

SOURCE 4 A marble relief sculpture of two female gladiators named Amazon and Achilia. It was found in the ancient Roman city of Halikarnassos (in modern-day Turkey).



LESSON

1.12 SkillBuilder: Analysing and corroborating ancient Egyptian sources

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse and corroborate sources.

1.12.1 Tell me

What are the main ancient Egyptian primary sources?

Primary sources from ancient Egypt include pyramids, tombs, temples, mummies, coffins and written records on stone and papyrus. They also include art such as models, statues and the paintings that decorated papyrus, coffins, canopic jars and the walls of tombs and temples.

Why is it important to analyse and corroborate ancient Egyptian primary sources?

It is important to analyse and corroborate ancient Egyptian primary sources because almost all of our knowledge about ancient Egypt comes from primary sources. Works of art, in particular, tell us much about the lives of Egypt's rulers. Some also provide evidence about ordinary Egyptians. Some show peasants and labourers working in the fields, artisans busy at their trades and women grinding grain, weaving cloth and brewing beer.

1.12.2 Show me

How do we analyse and corroborate ancient Egyptian primary sources?

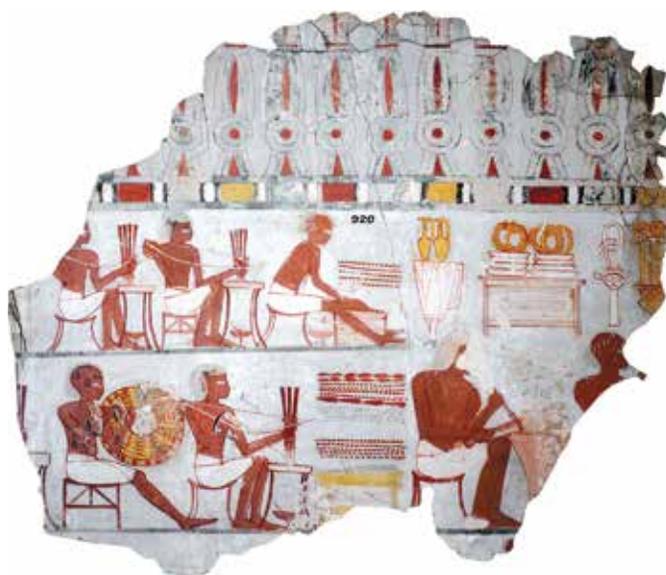
When you study a primary source, you need to think carefully about the clues it provides and ask questions about its accuracy, usefulness and reliability. You need to ask questions, such as:

- What is it?
- Who created it and when was it created?
- Who or what was it created for?
- For what aspect of ancient Egyptian history does it provide useful evidence?
- Is the evidence it provides accurate and reliable and how can we tell this?
- What conclusions can we draw from the source about ancient Egyptian society?

These questions have been applied to **SOURCE 1**.

- *What is it?* It is a scene from a wall panel in a tomb.
- *Who created it and when was it created?* We cannot know the name of the artist/s who created it but we do know that it was created around 1419 to 1386 BCE.
- *Who or what was it created for?* It was painted to decorate the tomb of an Egyptian official named Sobekhotep.

SOURCE 1 A fragment of a scene on a wall panel in the tomb of Sobekhotep, a senior Egyptian treasury official during the reign of Thutmose IV (c. 1419–1386 BCE)



- *For what aspect of ancient Egyptian history does it provide useful evidence?* It provides evidence that ancient Egyptian craftspeople included talented artists, such as those who created this scene. It shows Egyptian craftsmen manufacturing jewellery, so it provides useful evidence for such work. Therefore, it would be useful for any study of the skills and methods of Egyptian craftsmen.
- *Is the evidence it provides accurate and reliable and how can we tell this?* We might assume that the artists who depicted such scenes based them on what they saw in Egypt. However, to test the accuracy and reliability of this source, we would need to compare it with other artworks and written manuscripts that describe the same kinds of work.
- *What conclusions can we draw from SOURCE 1 about ancient Egyptian society?* We could conclude that crafts, such as manufacturing jewellery, were highly organised with specialised workers in factory-type workshops. This meant that agriculture produced a surplus that freed such workers from the need to produce food. There must also have been a privileged class that consumed the luxury products produced in the workshops. There was probably also foreign trade in these products.

1.12.3 Let me do it

Complete the following activities to practise this skill.

1.12 ACTIVITIES

1. Use the six questions to **interpret SOURCE 2** as evidence for the lives of the people of ancient Egypt.

SOURCE 2 A fragment of a painting in the tomb of Nebamun. It was made around 1350 BCE and shows a banquet scene divided into two registers (levels).



2. Apply your skills to answer the following questions.
 - a. Using your answers to the questions on **SOURCES 1** and **2**, write a brief general statement about work and social life in ancient Egypt.
 - b. **Explain** how you would differentiate between the primary and secondary sources for ancient Egypt.
 - c. In this SkillBuilder you have worked with paintings from wall panels in tombs. **Identify** five other types of primary sources that a historian could use for a study of ancient Egypt.
 - d. **Explain** why it is sometimes difficult to identify the origin and purpose of ancient Egyptian primary sources.

LESSON

1.13 SkillBuilder: Analysing different perspectives about ancient India

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse different perspectives.

1.13.1 Tell me

What are different perspectives and why do they occur?

A perspective is a point of view, which is formed from someone's values, beliefs, attitudes and experiences. When studying a period of history, perspectives on the period or an event can be gathered from primary sources, especially eyewitness accounts, such as those found in a diary, as well as official sources, such as records produced by those in power. Sources give different perspectives because not everyone sees an event or problem from the same point of view. Some sources are biased (one-sided or prejudiced) or are based on insufficient understanding or information to be reliable. Each source will reflect the perspective of its creator and their target audience and purpose.

To uncover the truth on any issue we have to be aware that what someone says or writes about it may be one-sided or incorrect. It may even be an attempt to deceive. This is as important when trying to make up our mind on current issues as it is when trying to understand the past. For example, when buying a product, you don't necessarily believe what advertisements say about it. An advertiser will wish to show a product in its best light; that is, present only positive aspects of it so that a consumer will buy it. In the same way, a ruler may only want positive records of their rule to be made or displayed to make sure there is no dissent from those they rule or that their legacy is protected.

Sometimes, the perspectives of those not part of the ruling group may be silenced — their absence from the public record also tells a historian something about that period. Historians must often research extensively to find perspectives of a range of people about events from the past in order to build up a balanced picture of the event or time period. Since secondary sources rely on interpretations of primary sources, these are based on the perspectives or bias of the creator of the secondary source. This may add another layer of perspective on top of the perspective of the creator of the primary source.

1.13.2 Show me

How can different perspectives in primary and secondary sources be analysed?

When you read an interpretation of a historical event or development, you need to ask:

- What is the subject or main idea of the source?
- When was the source created?
- Who created the source?
- Why was it written?
- Is the source based on reliable information?
- Is the source supported or contradicted by the evidence of other sources?

The six questions have been applied to **SOURCE 1**, an ancient Greek account of the Indus Valley Civilisation.

SOURCE 1 From *Geography*, a book by the Greek historian and geographer Strabo (c. 63 BCE–24 CE). Strabo's book was an encyclopaedia of geographical knowledge of his time. Here he was recounting observations made by an earlier historian, Aristobulus, who accompanied Alexander the Great to India around 327 BCE. Aristobulus's book has been lost.

[Aristobulus] says that when he was sent upon a certain mission he saw a country of more than a thousand cities, together with villages, that had been deserted because the Indus had abandoned its proper bed, and had turned aside into the other bed on the left that was much deeper, and flowed with precipitous descent like a **cataract**, so that the Indus no longer watered by its overflows the abandoned country on the right, since that country was now above the level, not only of the new stream, but also of its overflows.

- *What is the subject or main idea of the source?* The subject is the abandoned cities of the Indus River Valley. According to the writer, the cities were abandoned because the river changed its course so that it no longer provided water at a level suitable for use by the people of those cities.
- *When was the source created?* The source was created between c. 63 BCE and 24 BCE.
- *Who created the source?* Strabo is using information he obtained by reading Aristobulus, who was in India around 327 BC.
- *Why was the source written?* Aristobulus wrote an account of what he observed during his journey to India. Strabo used Aristobulus as a source for his own book.
- *Is the source based on reliable information?* We know that Aristobulus could not have seen 'more than a thousand cities' because there is archaeological evidence of only a few cities. If he exaggerated this, he may be wrong about other things.
- *Is the source supported or contradicted by the evidence of other sources?* Aristobulus's statements about the river changing course are supported by archaeological evidence (see 19.4.3 The end of a civilisation). This change had a different effect in Mohenjo-daro from that described by Aristobulus, but his description could be accurate for other Indus Valley towns and cities.

1.13.3 Let me do it

Complete the following activities to practise this skill.

cataract series of waterfalls
monastery residence of a community of monks

1.13 ACTIVITIES

1. **SOURCES 2** and **3** will help you understand some of the difficulties people faced in interpreting the ruins of Indus Valley cities.

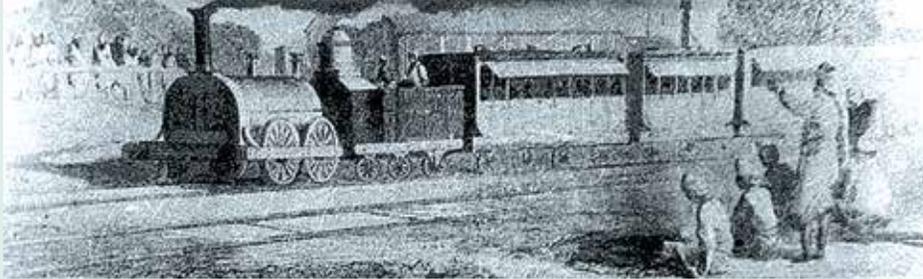
As shown in **SOURCE 2** The stupa and the nearby **monastery** were constructed around 200 CE from bricks taken from the surrounding abandoned buildings. The stupa is itself now a ruin. Anyone who was untrained in archaeology might have had difficulty in recognising that the stupa belonged to a different age from the earlier ruins.

Now use the six questions to see if you can recognise and **analyse** the different perspectives in **SOURCES 4** and **5**.

SOURCE 2 A Buddhist stupa on top of the Higher Town of the city of Mohenjo-daro.



SOURCE 3 The first locomotive on the East India Railway. In the 1850s the British began to use crushed bricks taken from the ruins of Harappa as ballast under the tracks and sleepers for the rail line.



SOURCE 4 From the account of Charles Masson, a British army deserter who in 1826 stumbled on the ruins of what later would be called the Indus River Valley city of Harappa

I found... in front of the village [of Harappa] a ruinous brick castle. Behind us was a large circular mound... and to the west was an irregular rocky height, crowned with the remains of buildings, in fragments of walls, with **niches**, after the eastern manner... The walls and towers of the castle are remarkably high, though, from having been long deserted, they exhibit in some parts the ravages of time and decay. Between it and our camp extended a deep trench... overgrown with grasses and plants... Tradition affirms the existence here of a city... [It] was destroyed by a particular visitation of **Providence**, brought down by the **lust** and crimes of the **sovereign**.

SOURCE 5 Archaeologist John Marshall, recollecting his colleague R. D. Banerji's discovery of Mohenjo-daro in 1922, from John Marshall, *Mohenjo-daro and the Indus River Civilization*, [1931] 2004

... [It] was not until 1922, when Mr R. D. Banerji started to dig there [in Mohenjo-daro], that the prehistoric character of its remains was revealed. This was not greatly to be wondered at; for the only structures then visible were the Buddhist Stupa and Monastery... and these were built exclusively of brick taken from the older ruins, so that it was not unnatural to infer that the rest of the site was referable to approximately the same age as the Buddhist monuments [around 200 CE]. Indeed... Mr Banerji himself... had no idea of finding anything prehistoric. His primary object was to lay bare the Buddhist remains, and it was while engaged on this task that he came by chance on several seals which he recognized at once as belonging to the same class as the remarkable seals inscribed with legends in an undecipherable script which had long been known to us from the ruin of Harappa... The few structural remains of that civilization which he had unearthed were built of bricks identical with those used in the Buddhist Stupa and Monastery, and bore so close a resemblance to the latter that even now it is not always easy to discriminate between them. Nevertheless, Mr Banerji **divined**, and rightly divined, that these earlier remains must have **antedated** the Buddhist structures, which were only a foot or two [30–60 cm] above them, by some two or three thousand years. That was no small achievement!

2. Apply your skills to answer the following questions.

- Explain** why primary source evidence from ancient India often provides different perspectives.
- Why would **SOURCE 4**, the extract from the account of Charles Masson, need to be questioned very thoroughly?
- Explain** how multiple primary sources can be used to increase the accuracy of a historical investigation.
- How do historians decide which is the most reliable source of evidence when choosing between two very different perspectives?
- Suggest** which kind of primary sources from the Indus Valley Civilisation provide the most information about ancient culture and traditions.

niche a shallow recess, especially in a wall, to display a statue or other ornament
providence act of God
lust sexual desire, strong appetites
sovereign a king, queen or emperor
divine to guess or predict
antedate to come before, to be earlier in time

LESSON

1.14 SkillBuilder: Analysing different perspectives about ancient China

LEARNING INTENTION

By the end of this SkillBuilder you should be able to analyse different perspectives.

1.14.1 Tell me

What are different perspectives and why do they occur?

A perspective is a point of view, which is formed from someone's values and beliefs, attitudes and experiences. In a study of a period of history, perspectives on an event or a period can be gathered from primary sources, especially eyewitness accounts as might be found in a source such as a diary, as well as official sources such as records produced by those in power. Primary sources often give different perspectives because not everyone will have seen an event or problem from the same point of view. Some primary sources are biased (one-sided or prejudiced) or were created as propaganda (attempts to persuade people to accept a biased view). Each source will reflect the perspective of its creator and their target audience and purpose.

Why is it important to analyse different perspectives, especially bias and propaganda?

To find the truth on any matter, we have to be aware that what someone says or writes about it may be one-sided and an attempt to persuade and possibly to deceive. This is as important when trying to make up our minds on current issues as it is when trying to understand the past. For example, when buying a product you do not necessarily trust what advertisements say about it. An advertiser will wish to show a product in its best light — that is, present only positive aspects of it so that a consumer will buy it. In the same way, a ruler may only want positive records of their rule to be made or displayed to make sure no dissent from those they rule or that their legacy is protected. Sometimes, the perspectives of those not part of the ruling group may be silenced — their absence from the public record also tells a historian something about that period. Historians must often research extensively to find the perspectives of a range of people about events from the past in order to build up a balanced picture of the event or time period.

1.14.2 Show me

How can different perspectives in primary sources be analysed?

When you read an interpretation of a historical event or development you need to ask:

1. What is the subject or main idea of the source?
2. When was the source created?
3. Who created the source?
4. Why was it written?
5. Does it try to persuade and if so how does it do this?
6. Is the source supported or contradicted by the evidence of other sources?

An example: Qin Shihuang's achievements

Qin Shihuang wanted to be seen as a great and powerful ruler who brought peace and happiness to his people. **SOURCE 1** is an example of his propaganda. **SOURCES 2** and **3** provide other evidence. The six questions have been applied to **SOURCE 1**.

SOURCE 1 From an inscription ordered by Qin Shihuang (shown in image). It was carved in 219 BCE.

...Great are the Emperor's achievements...

All people under heaven

Work with a common purpose.

Tools and measures are the same...

The written script is made the same...

He defines the laws, leaving no one in doubt,

Making known what is forbidden...

No evil is tolerated,

So all strive to be excellent people...

None dare to be lazy...

The ordinary people know peace...

People help each other,

There are no robbers or thieves:

People delight in his rule...

Wherever life is found,

All acknowledge his supreme rule...



SOURCE 2 From a Qin imperial edict. When the First Emperor decided to standardise weights and measures, his order was published on bronze plates. Attached to the plates were wooden measures.

In the twenty-sixth year of his reign [221 BCE], the Emperor unified all the lands under heaven, brought peace to the people, and mounted the throne as Emperor. [He] ordered the prime minister to reform the measures and weights. For those who do not know the new system, this [object] is a standard model for making more copies.

SOURCE 3 Hsun-tzu, a Confucian scholar of the third century BCE, commenting on the methods of the rulers of the state of Qin in the last years of the Warring States period. These same methods were used throughout China under the Qin dynasty.

The Qin rulers employ their people harshly, terrorise them with authority, embitter them with hardship, bribe them with rewards, and destroy them with punishments.

1. *What is the subject or main idea of the source?* The main idea is that the First Emperor's reforms have unified China, given its people certainty about the laws, protected them from wrongdoers and made them hardworking, responsible, happy and grateful to their ruler.
2. *When was this source created?* It was written in 219 BCE.
3. *Who created the source?* Qin Shihuang ordered it to be written.
4. *Why was the source written?* It was written to tell people that the emperor acted for their benefit.
5. *Does it try to persuade and if so how does it do this?* It tries to persuade by giving a distorted account of what was happening. It makes no mention of forced labour, high taxes and the cruelty of the emperor's punishments.
6. *Is the source supported or contradicted by the evidence of other sources?* **SOURCE 2** supports the statement about measures. **SOURCE 3** contradicts most of the source by accusing the Qin rulers of causing misery and suffering rather than happiness.

1.14.3 Let me do it

Complete the following activities to practise this skill.

1.14 ACTIVITIES

1. In 213 BCE, Qin Shihuang ordered the burning of many books. He then executed hundreds of scholars who kept their books. **SOURCE 4** gives the official reasons for these harsh measures. Now use the six questions to see if you can recognise the bias in this source and **analyse** it. **SOURCE 5** provides other evidence.

SOURCE 4 Advice given by Prime Minister Li Si to Qin Shihuang

Your Majesty rules a unified Empire in which the difference between right and wrong is as clear as your own total authority. Yet there are people who unofficially spread teachings that are against official orders... they openly criticise your commands... The people are thus encouraged to be disrespectful. If this lying is not stopped the imperial authority will be weak... all people owning books... should destroy them.

SOURCE 5 From Sima Qian's book *Shiji*, 91 BCE

But the First Emperor was greedy and short-sighted, confident in his own wisdom, never trusting his meritorious officials, never getting to know his people... outlawing books and writings, making the laws and penalties much harsher, putting deceit and force foremost and humanity and righteousness last, leading the whole world in violence and cruelty.

2. Sima Qian was Grand Historian of China during the Han dynasty. He did not live in the period when Qin Shihuang ruled. How does this fact affect your assessment of the usefulness of **SOURCE 5**?
3. **Suggest** sources or people from the time that might present other perspectives on Qin Shihuang's book-burning edict.
4. **Explain** why primary source evidence from ancient China often provides different perspectives.
5. **Explain** why, despite differing perspectives, primary source evidence from ancient China rarely gives the perspectives of the lower classes.
6. Why would **SOURCES 1** and **2** need to be questioned very thoroughly?
7. **Explain** why differing perspectives can sometimes make it difficult to judge the reliability of ancient Chinese primary sources.

Key terms

antedate to come before, to be earlier in time

cataract series of waterfalls

divine to guess or predict

lust sexual desire, strong appetites

monastery residence of a community of monks

niche a shallow recess, especially in a wall, to display a statue or other ornament

providence act of God

sovereign a king, queen or emperor

2 Deep time history of Australia

LESSON SEQUENCE

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LESSON

2.1 Overview

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How do First Nations Australians, as the world's oldest continuing cultures, display evidence of both continuity and change over deep time?

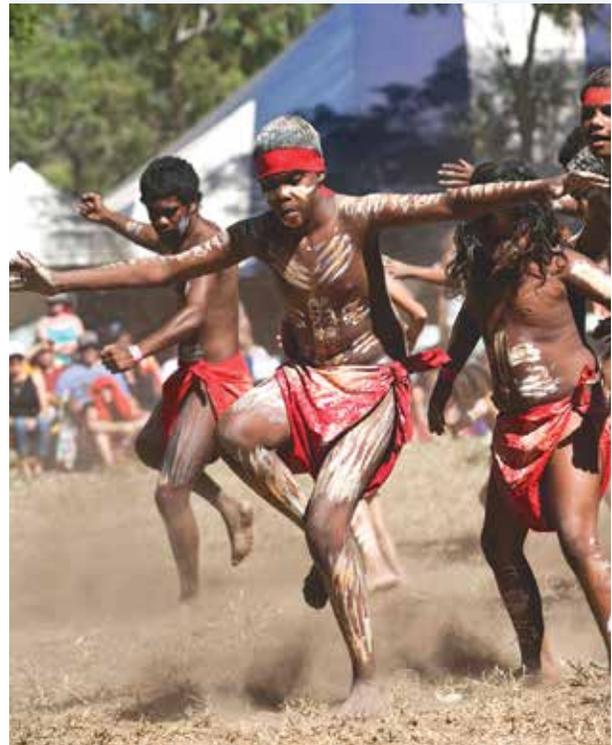
2.1.1 Introduction

The histories, cultures, beliefs and rituals of First Nations Australians stretch back into Australia's deep time. Scientists estimate that the story of First Nations Australia began between 60 000 and 120 000 years ago. It is a story that stretches far beyond our usual understanding of the ancient history of civilisations such as ancient Rome or Egypt. *This is the story of the world's longest continuous culture.*

The epic history of First Nations Australians lies carved into the rock faces and beneath the soils of this ancient land. The remains of tens of thousands of years of human occupation provide modern Australia with a connection to the past. At culturally important archaeological sites, such as those at Lake Mungo in New South Wales and Badu Island in the Torres Strait, evidence is revealed of the life and culture of ancient communities. Archaeologists have discovered sites of human occupation on the Australian continent from at least 60 000 years ago and evidence of human activity in the Torres Strait dating from 4000 years ago.

Through the ages, the relationship between First Nations Peoples and their land survived, and it continues today in stories, songs, dancing, ceremony and art. Yuwaalaraay/Gamilaraay woman Frances Peters-Little explained the importance of understanding Australia's deep time history: 'All things will outlast us, the land will change, and survive. Yes, the land will be different. But new things will come of it.'

SOURCE 1 The relationship between First Nations Australians and their land continues today in dancing and art.



on Resources



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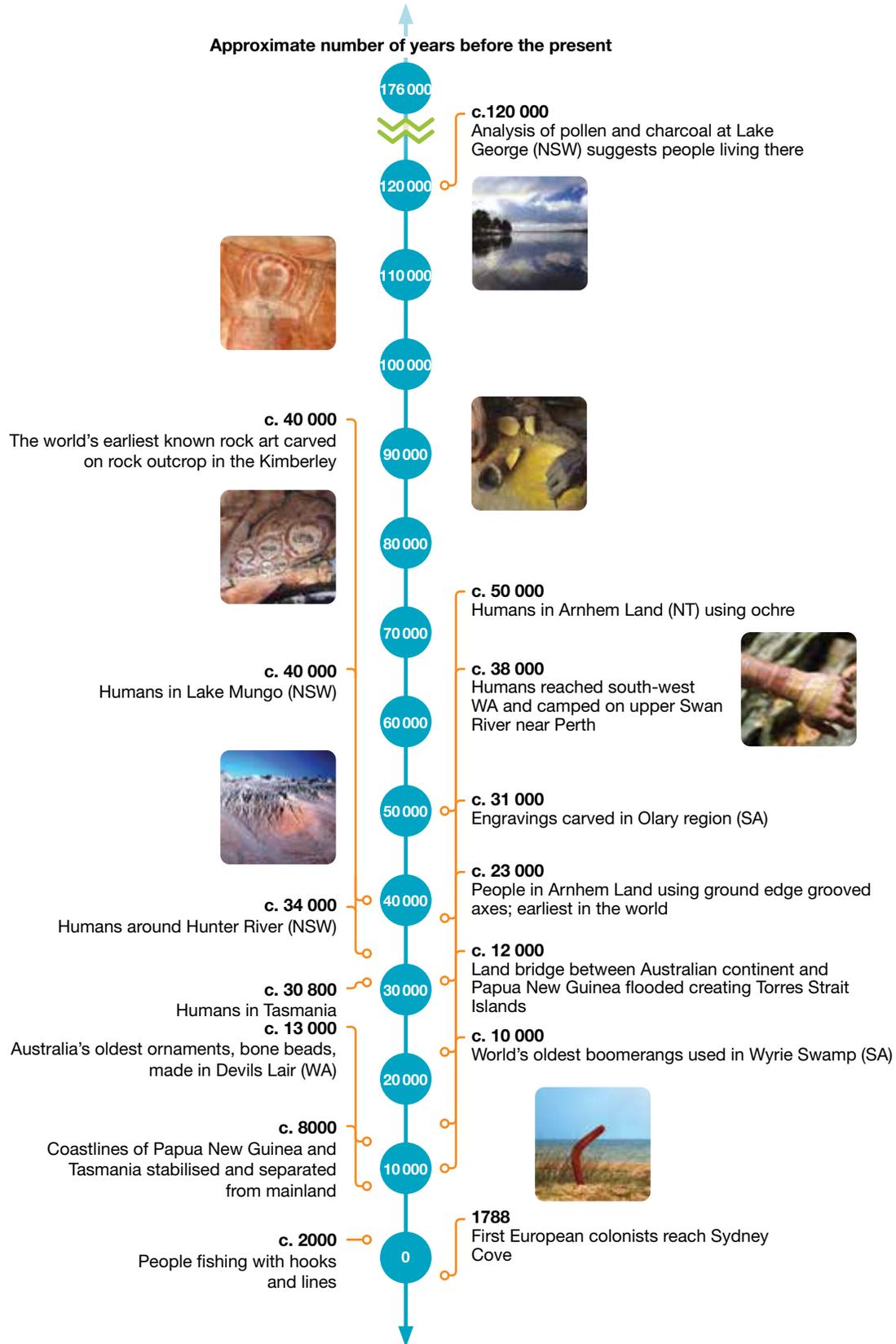
Customisable worksheets for this topic (ewbk-10468)



Video eLesson

Deep time history of Australia (eles-6008)

SOURCE 2 A timeline of deep time Australia



LESSON

2.2 How do we know about the deep time history of Australia?

LEARNING INTENTION

By the end of this lesson you should be able to locate and identify written, oral and archaeological primary sources as evidence of the deep time history of Australia.

TUNE IN

While reading and looking at all the sources in this topic, think about how our everyday objects provide an understanding of the world that we live in.

1. Think about a personal possession that is of real significance to you. Tell your partner what the object is, how it came to be yours, and why it is special.
Now think about how primary archaeological sources can help us to understand the lives of people from Australia's deep history.
2. Read **SOURCE 1**. Discuss how the author believes we add meaning to objects.
3. As the custodians of the rich cultural heritage of all the peoples who lived and walked before us, we look at the material remains and stories handed down through the generations to understand the world they lived in. Look carefully at the beautiful item shown in **SOURCE 2**. What do you see? What do you think of when you look at this item? Imagine you are an archaeologist — what more would you like to find out about it?

SOURCE 1 Denise Lovett of the Gunditjmara Peoples (western Victoria) explaining the importance of connecting artefacts, such as the emu-feather skirt made by her ancestors, with the object's cultural background

I look at the feathers that the women would have collected, made and danced with. I wonder what song they were singing while they danced. Rightfully, this should have been handed down to someone's daughter and the story handed down too. It's sad that we don't have the whole meaning of them, that they are just objects.

2.2.1 How do we know about the deep time history of Australia?

The history and beliefs of ancient Australia were not written onto clay tablets or scrolls of papyrus. Rock art, including petroglyphs (or engravings), is important in storytelling and passing on knowledge. Modern archaeologists often begin their study of the life and culture of First Australian communities by talking and consulting with Elders and traditional owners of the land.

Oral tradition and archaeology

Our ancient past was remembered through the spoken word. This oral history was passed down through the generations. First Nations histories and the record of **lore** was entrusted to kinship members who had the responsibility of passing knowledge on. The evidence was found in the land, in the sky country, in the waterways and in the engravings and the paintings held on rock faces.

The archaeological record of our ancient past is incomplete. Archaeologists gather their evidence from ancient occupation sites such as camps, **quarries**, **shell middens** and fish traps, burial areas, and ceremonial and sacred sites. Archaeologists interpret layers of **sediment**, charcoal, clay and sand.

lore the customs and stories that came from The Dreaming and continue to govern all aspects of First Nations Australians' life

quarry an excavation or pit from which stone or building material is cut

shell midden a mound of shells and other waste material marking the site of an ancient community

sediment the material that settles at the bottom of a liquid

SOURCE 2 An emu-feather dance skirt, made and worn by Wendy Berick of the Dja Dja Wurrung Peoples (Melbourne, Victoria)



Sites, such as Lake Mungo in the Willandra Lakes region of western New South Wales, are studied and interpreted not only by archaeologists, but also **geologists**, **palaeontologists** and **anthropologists**.

Lore and museums

‘Caring for Country’ is a very important responsibility taken on by many First Nations Australian communities. To them, ‘Country’ refers to the traditional land to which a person belongs, or the land of their **Dreaming**. ‘Country’ encompasses the land, sky, waters, flora and fauna. In caring for their Country, the traditional custodians of the land share knowledge and pass on the lore.

Non-Indigenous people and government institutions, such as museums, also have an important role to play in protecting and conserving the heritage, culture and artefacts of ancient Australia. Museums are the places where the stories of many people, places and times can be told. The National Museum of Australia preserves and displays collections of **artefacts** that represent our history from deep time to modern times.

Artefacts become wonderful sources of information when they are given a background. The art and objects of First Nations Australians come to life when they are interpreted by First Nations Peoples who have traditional knowledge and understanding. Connecting the oral traditions with the museum objects helps us to see the images and hear the voices of ancient Australia.

geologist someone who studies the sediments and landforms associated with ancient campsites

palaeontologist a scientist who studies fossils

anthropologist someone who researches the appearance and features of the life of prehistoric people and the connections they had with other human populations

The Dreaming in First Nations spirituality, the beginning of earth and the cycles of life and nature, explaining creation and the nature of the world, the place that every person has in that world and the importance of ritual and tradition; Dreaming stories pass on important knowledge, laws and beliefs; also known as The Dreamtime

artefact an object made or changed by humans



aud-0403

SOURCE 3 Newspaper article, 'Australian dig finds evidence of Aboriginal habitation up to 80 000 years ago'

A groundbreaking archaeological discovery in Australia's north has extended the known length of time Aboriginal people have inhabited the continent to at least 65 000 years.

The findings on about 11 000 artefacts from Kakadu National Park prove Indigenous people have been in Australia for far longer than the much-contested estimates of between 47 000 and 60 000 years, the researchers said. Some of the artefacts were potentially as old as 80 000 years.



The new research upends decades-old estimates about the human colonisation of the continent, their interaction with megafauna, and the dispersal of modern humans from Africa and across south Asia.

'People got here much earlier than we thought, which means of course they must also have left Africa much earlier to have travelled on their long journey through Asia and south-east Asia to Australia,' said the lead author, Associate Prof Chris Clarkson, from the University of Queensland.

'It also means the time of overlap with the megafauna, for instance, is much longer than originally thought — maybe as much as 20 000 or 25 000 years. It puts to rest the idea that Aboriginal people wiped out the megafauna very quickly.'

The significant trove of thousands of artefacts was buried in 2.6 metres of sand and sediment on the western edge of the Arnhem Land plateau. The site at Madjedbebe is on the traditional lands of the Mirarr people.

Source: Helen Davidson and Calla Wahlquist, 'Australian dig finds evidence of Aboriginal habitation up to 80,000 years ago', *The Guardian*, 20 July 2017.

DID YOU KNOW?

Stone tools are the longest lasting objects that archaeologists find because organic substances such as plants and animals perish after only a few hundred years. Nature sometimes preserves objects, such as the wooden boomerangs that survived in the water-logged peat bog of South Australia's Wylie Swamp for over 10 000 years and the 20 000-year-old bone tools at Devil's Lair in Western Australia.

2.2 SKILL ACTIVITY: Using historical sources

You are the archaeologist engaged in the study of **SOURCE 3**. You now want to learn a lot more about Australia's deep time history through the study of material remains.

1. Refer to the 2.1 Overview lesson and select one period from the **SOURCE 2** timeline of ancient Australia to examine in more detail.
 - **Research** your selected time. What period in deep history does it belong to — for example, Pleistocene or Holocene? **Identify** some of the features of life on Earth during this time.
 - Refer to the timeline to **identify** what and where you would look to find evidence of the people who lived during your chosen time. Locate one artefact to use as your clue in gaining some understanding of the world as it was for these people.
 - Read **SOURCE 3** as an example of how archaeologists use artefacts as clues of how people lived in these distant times.

- Analyse** your artefact by asking the same questions you applied to the **SOURCE 2** emu-feather dance skirt. What do you see? What do you think of when you look at this artefact? What more would you like to find out about it?
- Communicate** your understanding of the significance of your artefact. Write a short guide for museum visitors coming to view your exhibit. Your guide should outline the time and the region in Australia your artefact came from, the traditional custodians of the region, some of the geographical features of the region and some knowledge of what life would have been like for the people of the time. Your aim is to develop cultural awareness of a time that is very different from our own.

(Note: artefacts similar to those being archaeologically studied are still in use by First Nations communities in some regions of Australia today.)

2.2 Exercise

learnon

2.2 Exercise

Learning pathways

LEVEL 1

1, 4, 5, 8

LEVEL 2

2, 3, 6, 7, 9, 10

LEVEL 3

11, 12

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Check your understanding

- What is an artefact?
 - A natural object
 - Anything from the past
 - Any object that gives historical clues
 - An object made by human beings
- Explain** why modern archaeologists talk to today's traditional custodians and Elders of the land.
- Identify** how the histories and beliefs of ancient Australia have been passed down through generations.
- Estimates of the deep time history of the First Nations Peoples of the Kakadu National Park region have been extended by possibly 20 000 years. True or false?
- _____ tools are a rare archaeological find.
- Archaeologists gather their evidence from many places. **Identify** the layers that archaeologists investigate.

Apply your understanding

Using historical sources

- Propose** two reasons archaeological sources may not give a complete picture of life in ancient Australia.
- Why is the evidence found at Kakadu a 'ground-breaking archaeological discovery'?
- Identify** where the trove of around 11 000 artefacts was located.
- From an examination of **SOURCE 2**, what assumptions could you make about the resources people used in ancient Australia?

Historical perspectives and interpretations

- 'Artefacts from ancient Australia can only reveal their true meaning if their cultural background is also considered.' **Explain** what you understand by this statement. **SOURCES 2** and **3** may help you to do this.
- Consider** the ways we can learn about ancient Australia as presented in this lesson. **Rank** them from most useful to least useful as a way of learning about ancient Australia's past. **Justify** your ranking.

LESSON

2.3 What is deep time?

LEARNING INTENTION

By the end of this lesson you should be able to explain the meaning of deep time and recognise the importance of First Nations Peoples of Australia as the knowledge holders of Australia's own deep time.

TUNE IN

Rock art is an important part of the culture of First Nations Australians, and has been used by archaeologists to prove the length of time that Australia has been inhabited by First Nations Peoples.

Rock art has been found that has been dated to 43 000 years ago.

1. What figures can you identify in the picture shown in **SOURCE 1**?
2. What might this artwork tell us about First Nations Peoples of Australia who painted it?
3. Discuss whether it is important to conserve ancient Australian sites such as these. Explain your answer.

SOURCE 1 Walinynga (Cave Hill) archaeological site in the Olary region of South Australia



2.3.1 Understanding deep time

Deep time can simply be understood as Earth time. The concept requires us to look far back into Earth's history, as well as looking into its future. First Nations Australians have lived on this continent for at least 60 000 years. The western concept of ancient history — covering, for example, ancient Rome or the Egyptians — only goes back approximately 6000 years ago. Australia's deep time history, therefore, relates to all of the time that First Nations Australians lived and all the things that they achieved before the arrival of the Europeans in the eighteenth century.

These early histories of First Nations Australians were not necessarily written down. Instead, they were painted, carved, built and passed down orally through stories. Often, the land itself tells the story, with First Nations Australians' cultural knowledge providing the ability to understand those stories.

2.3.2 Dating deep time history

The Pleistocene period began approximately 2.5 million years ago and is more commonly known as the last ‘great ice age’. This is when large portions of the Earth’s oceans are frozen in ice caps, allowing for land bridges normally covered by oceans or seas to be used by humans to reach areas previously uninhabited. First Nations Australians used these land bridges to first come to Australia. The Holocene period is believed to have begun approximately 12000 years ago. The Holocene period is when the majority of the ice thawed and the sea levels rose again, covering the land bridges and creating the continents that we know today.

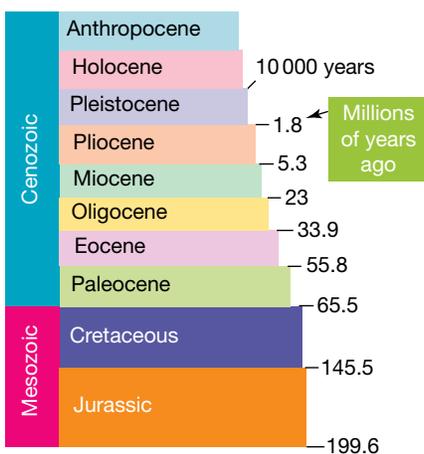
These periods are separate to European concepts such as the Stone Age, Iron Age or Bronze Age, and are instead characterised by environmental characteristics such as climate and sea levels. First Nations Australians lived on this continent for at least 50000 years of the Pleistocene period and ancient stories, such as Dreaming stories, can be seen as a representation of this time on Earth. **SOURCE 5** is an example of one such story.

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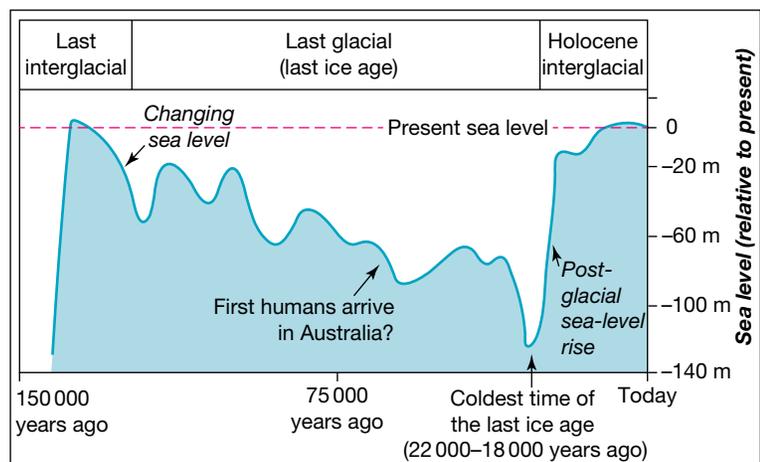
SOURCE 2 The Baiame’s Ngunnhu, or the Brewarrina Fish Traps, are used by the Ngemba Wayilwan Peoples of far-western New South Wales, have been dated to be approximately 40000 years old. They are evidence of the sophisticated knowledge First Nations Australians had of the land and its natural resources for thousands of years.



SOURCE 3 Part of the geological time scale



SOURCE 4 Sea-level change over the past 150 000 years



Source: https://aiatsis.gov.au/sites/default/files/research_pub/deep_time_in_noongar_country.pdf



aud-0404

SOURCE 5 A Ngadjon story that explains the origin of the three volcanic crater lakes Yidyam (Lake Eacham), Barany (Lake Barrine) and Ngimun (Lake Euramo)*

It is said that two newly initiated men broke a taboo and angered the rainbow serpent, major spirit of the area. As a result, 'the camping-place began to change, the earth under the camp roaring like thunder. The wind started to blow down, as if a cyclone were coming. The camping-place began to twist and crack. While this was happening, there was in the sky a red cloud, of a hue never seen before. The people tried to run from side to side but were swallowed by a crack which opened in the ground . . .'

The formation of the three volcanic lakes took place at least 10 000 years ago. A strong case can be made for the story of the volcanic eruptions, and of the spread of rain forest, having been handed down from generation to generation for something like 10 000 years.

* *Yidyam and Ngimun are Yidinyji place names. Lake Eacham is Wiingina in Ngadjon and Lake Euramo is Nuta.*

2.3.3 The Pleistocene and Holocene periods

To First Nations Australians, the concept of the actual age of something is of low importance. However, as archaeological evidence constantly evolves, ways to determine approximate dates for important cultural sites have become available. Certain techniques have been used by archaeologists to date First Nations Australian sites. For example, radiocarbon dating was used to date artefacts found at Lake Mungo in central Australia to around 40 000 years before present day. Often, archaeologists will use stratigraphy to show how old something is. Other techniques can also be used, including DNA evidence. Unfortunately, some substances, such as ochre (a natural clay substance), are more difficult to date because they are made from an inorganic pigment that does not contain carbon. However, technological advancements are allowing scientists to date ochre paintings by dating the micro-organisms (such as bacteria or algae) found within the paint itself. This technology has placed some heritage sites as much older than was first thought.

2.3 SKILL ACTIVITY: Questioning and researching

- 1. Research** another Dreaming story that has archaeological significance.
- 2. Explain** how it could be a representation of the Pleistocene or Holocene period.
- 3. Analyse** the story you researched in question 1.
 - What archaeological evidence might it provide?
 - What are the significant moments?
 - What information is learnt from those moments?
 - Do you have further questions relating to this story?

2.3 Exercise

learnon

2.3 Exercise

Learning pathways

■ LEVEL 1

1, 4, 5

■ LEVEL 2

2, 3, 6, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

- 1. Recall** whether deep time relates to 'Earth time' or 'human time'.
- 2. Identify** what we can use First Nations Australian stories, such as Dreaming stories, to learn about.
- 3. Complete** the following statement.
The Brewarrina Fish Traps, as shown in **SOURCE 2**, are an example of _____. Traditionally known as _____ the traps are of great importance to the _____ people of far-western New South Wales.

- The Holocene period came before the Pleistocene period. True or false?
- Which of these methods have been used by archaeologists to date historical sites from ancient Australia?
 - Radiocarbon dating
 - DNA evidence
 - Stratigraphy
 - All of the above

Apply your understanding

Historical perspectives and interpretations

- First Nations Peoples of Australia are often described as having an oral history or oral tradition. **Explain** what this tells you about their stories.

Using historical sources

- Would the Dreaming story in **SOURCE 5** be considered a primary or secondary source? **Explain**.
- 'First Nations Australians lived on this continent for at least 50 000 years of the Pleistocene period and ancient stories, such as Dreaming stories, can be seen as a representation of this time on Earth.' **Identify** how the story in **SOURCE 5** proves this statement.

Communicating

- First Nations Australians' culture, traditions and lore has been passed down orally for thousands of years. Archaeologists are now beginning to understand that these Dreaming stories are able to be further corroborated by analysing artefacts such as rock art and carvings. **Explain** the significance of this for First Nations Peoples of Australia.
- Communicate** your understanding of deep time and how it relates to First Nations Australians in a short paragraph.

LESSON

2.4 Where and what was the land of Sahul?

LEARNING INTENTION

By the end of this lesson you should be able to describe the changes to environment and geography that occurred in Australia throughout the Pleistocene Period, and identify how First Nations Peoples' knowledge of Country and deep time history was recorded and passed on.

TUNE IN

Samples of hair from First Nations Peoples from across Australia were collected through the twentieth century, from 1928 to the 1970s. Modern DNA technology has now enabled analysis of the samples to determine maternal ancestry of First Nations Australians. Researchers concluded that First Nations Australians are descended from one single founding population arriving in Pleistocene Australia, at least 50 000 years ago. At this time, the ancestors of modern Asian and European peoples had not migrated beyond Africa or the Middle East.

SOURCE 1 is a quote from a First Nations Elder who donated to the hair sample study.

SOURCE 1 Aboriginal hair shows 50 000 year connection to Australia

Kaurna Elder Mr Lewis O'Brien was one of the original donors in the hair sample study and was on the advisory group for the study. He says, 'Aboriginal people have always known that we have been on our land since the start of time. But it is important to have science show that to the rest of the world.'

Source: University of Adelaide, 'Aboriginal hair shows 50 000 year connection to Australia', 8 March 2017.

- Read Mr Lewis's quote carefully. Why do you think he might have been willing to take part in the study? Use evidence from his quote in your explanation.
- Discuss whether you think a study like this is important and the reasons why.

2.4.1 The great continent of Sahul

The ancient continent of Sahul was composed of what is now Australia, New Guinea, Tasmania and the Aru Islands of eastern Indonesia. Sahul existed at a time when geographic conditions were very different from today.

During the long Pleistocene period, the climate alternated between periods of ice formation and warmth. The glacial ice periods exposed land bridges between the Sunda shelf of Asia, and the Sahul shelf of Australia. The movement of peoples from Africa, across Asia and then into Australia were nevertheless remarkable journeys across land and sea. We do not know the location where these ancient travellers found land and entered Sahul, because it would have vanished under the rising sea levels accompanying the end of the last Ice Age.

The seas finally separated New Guinea from the Australian mainland approximately 8000 years ago, and Tasmania approximately 6000 years ago. Human settlement of the Australian continent probably took another 4000 years from the time of arrival.

2.4.2 The drowning of the Dampier Archipelago

The Dampier **Archipelago**, known by the traditional custodians as *Marntakamani*, is located off the Pilbara coastline of Western Australia and is composed of 42 islands and **islets**. Murujuga, meaning ‘hip bone sticking out’, is the largest of the islands.

During the last Ice Age, sea levels were 130 metres lower than today. The islands of Marntakamani would have been a flat plain featuring a series of low rocky hills and ridges. The ocean lay a distant 100 kilometres away.

Over thousands of years, the last Ice Age came to an end and the polar ice caps gradually melted until the shoreline stabilised approximately 6000 years ago. Sand gathered in the sheltered bays left behind, creating beaches and rock platforms and a richness of animals and plants.

The Yaburara Peoples lived on Murujuga, which encompassed the nearby Burrup Peninsula. The evidence of the lives of the Yaburara of Murujuga can be found in the shell middens and scatters, stone quarries, stone tools, grinding stones and stone arrangements. The most remarkable archaeological evidence is found in the rock art of petroglyphs, made over a period of 30 000 years.

Rock paintings are called *pictographs*. *Petroglyphs* are images carved into the rock using a stone chisel and a hammerstone to reveal the lighter layers of rock beneath the surface. Marntakamani holds the largest single collection of petroglyphs in the world, featuring a great variety of images — from plants and animal tracks to abstract designs and human figures. Over one million petroglyphs provide a record of life before the last Ice Age. Among the petroglyphs are images of megafauna, such as the giant kangaroo.

SOURCE 2 An aerial view of the Dampier Archipelago, on the northwestern coast of Australia



archipelago islands scattered over an expanse of water
islet a very small island

2.4.3 Megafauna: The giants of Sahul

Sahul was home to at least 50 species of unique animals, known as *megafauna*, that evolved very differently from other species around the world. The megafauna mammals of Sahul were primarily marsupials — animals that carried their babies in pouches and mammals that laid eggs. Some hopped, some were scavengers or burrowers, some were predators, and some were browsers.

During the late Pleistocene period, the marsupials were much bigger than their modern equivalents. *Genyornis* was a huge emu and *Sthenurus* an enormous kangaroo. The ancient wombat, *Phascolonus*, grew up to eight times the size of a modern wombat and dug a burrow large enough for humans to enter. Another wombat-like marsupial, *Diprotodon*, was the size of a hippopotamus, with a head that measured over one metre in length and ended with a koala like nose pad.

Giant crocodiles, snakes and lizards, such as *Megalania prisca*, populated the land. *Megalania* was a colossal carnivore measuring up to 7 metres in length. It concealed its bulky body and short powerful tail in the high grass of the tropical **savannah**. *Megalania* had curved teeth, serrated like a carving knife on one side. The top marsupial predator was the lion-like *Thylacoleo*. This was similar in size to a leopard, with claws that were adapted to climbing and ripping and teeth designed to pierce and stab. Palaeontologists believe *Thylacoleo* lived mainly in the trees and hunted from above.

Scientists have long debated the reasons for the extinction of Australia's megafauna, such as the giant kangaroo and the giant wombat-like *Diprotodon*. Some scientists suggest that as human settlement spread across Australia, the megafauna were hunted into extinction. Many archaeologists disagree with this theory of extinction, because little evidence exists of megafauna bones near ancient campsites, or megafauna skeletal remains marked by spears or showing any evidence of human intervention.

Another hypothesis is that extinction of the megafauna was due to climate change.

SOURCE 3 (a) A model of a *Diprotodon* in the Jurassic Forest, Daintree Discovery Centre, Queensland, and (b) an articulated skeleton of a *Diprotodon* in an exhibit at the Melbourne Museum showing the sheer size of the mammal



2.4.4 Creatures of The Dreaming

Archaeological evidence suggests that humans and megafauna lived together in Australia for between 15 000 and 20 000 years. Stone artefacts and the bones of *Genyornis*, *Diprotodon* and *Sthenurus* have been found at the Pleistocene site at Cuddie Springs, amid the northwest New South Wales Country of the Muruwari, Ngemba, Weilwan and Yualwarri Peoples. Much evidence for the existence of megafauna also comes from the thousands of rock art sites scattered across Australia. The realistic manner and anatomical detail of the engravings and paintings indicate the artist had a direct contact with these animals, which are now long extinct. In the Yolngu Country of Arnhem land, the rock paintings of a four-legged powerful

savannah area of land that is a grassy plain with few trees in tropical and subtropical regions

animal, with a very large jaw and thick snout, have a striking resemblance to the fossilised remains of the *Thylacoleo*. A clear representation of the massive legs and rounded toes of the flightless *Genyornis* is also located under a shallow rock shelter in Yolngu Country. The age of some of these paintings is now believed to be between 40 000 and 50 000 BP.

The Aranda story of the giant *Kadimakara* is set in a time when the now arid regions of Willandra Lakes and Lake Eyre were covered in thick vegetation and towering gum trees, and when people hunted and fished the surrounding waters. The frightening *Kadimakara* lived in the treetops, until the land dried up and *Kadimakara* fell to the ground — where the bones remained on the shrinking shores of the dying lake. In these regions, palaeontologists have found the bones of *Thylacoleo* and other megafauna of Australia's Palaeolithic past.



aud-0405

SOURCE 4 Debunking the myth that Aboriginal stories are just myths: the Yamuti and the megafauna *Diprotodon*



tlvd-10488

Jacinta Koolmatrjie is an Adnyamathanha and Ngarrindjeri person who works in the South Australian museum sector.

Since the beginning of time my ancestors have been telling stories. These stories derived from the land, waters and skies. We express our stories using our voice and through our actions. They are told at night, when the fire crackles and the stars are bright. They are told through the marking of the walls using sacred pigments the land has provided for us. They are the foundations of our songs and dances. Our language itself would not exist without these stories.

When our lands were invaded, the ways our stories were told changed. Those who were not part of our communities — those who were privileged to hear them — documented every detail that they could understand. These people were fascinated with our stories. They kept close and learnt our languages in order to understand them fully. When it came to sharing our stories, they lessened their importance. They said our stories were 'myths' and in doing so, they turned them into myths.

The reality is that we could never see them as myths because they have always had real world implications. As kids, we were always told stories that were there solely to protect us. Some of them seemed incredibly far-fetched, although as kids they had never been more real.

As a young Adnyamathanha kid, I was told the story about the Yamuti. The Yamuti was a very large and scary animal that specifically looked to steal little kids. This story was not told in a way that placed it in the past; the Yamuti existed in real time. We were always told that if we ever saw the Yamuti we had to run to the nearest tree and climb high, because the Yamuti had one flaw, the Yamuti could not look up. Despite us little kids having this one advantage, the thought of being taken by the Yamuti was scary enough to make us never want to leave our mother's side, especially if we were outside in the dark. But even when we were inside a house, the story instilled that much fear in us that it would make us lock all the doors, shut the windows and go to bed. The Yamuti was not something we were interested in seeing ourselves.

One of the striking descriptions of the Yamuti was that he is very big. Bigger than us kids especially. But this isn't a unique description; many of the animals in our stories are big. Thousands of years ago megafauna were abundant on this land. One animal in particular was the *Diprotodon*, the largest marsupial to have existed. The *Diprotodon* was incredibly large and thought to have been a browser, eating plants like shrubs. However, it's mostly believed to have been a harmless animal.

Thinking more about the *Diprotodon*'s physical description, it is oddly similar to that of the Yamuti. Interestingly, I was even told that our understanding that a Yamuti could not look up did show some potential of being present on a *Diprotodon*'s skeleton.

Whether or not you believe the *Diprotodon* is the Yamuti, our stories are derived from the truth. Something happened over 40 000 years ago that made my ancestors tell a story to protect their children. This relates to all of our stories. They simply weren't told to pass the time; these stories were created to help us live on this land. The most amazing thing about all of this is that despite animals becoming extinct, lands changing, and our stories being reframed as myths, they have prospered right through to today.

SOURCE 5 The Peoples of the Pilbara region sharing the same language and culture are known as The Ngaluma. They believe that the pictographs and petroglyphs were created by the *margas*, who were the ancestral beings who formed the landscape at the time of creation.



2.4 SKILL ACTIVITY: Questioning and researching, Communicating

SOURCE 4 relates the story of the Yamuti and the megafauna *Diprotodon*. Like the Aranda story of the giant Kadimakara, the Yamuti was remembered through the generations as a story told to children. The Yidindji Peoples of the Cairns area tell stories of a time when the ancestors lived on land of broad floodplains and undulating hills, where today the Great Barrier Reef is located.

The Peoples of the Nukunu (Spencer Gulf) Country also have stories of a time when the Gulf did not lie 50 metres below sea level. The Narrangga Peoples' stories describe a long ago time when the Gulf was marshy country dotted with freshwater lagoons, and home to a great number of birds and animals.

Children learnt of The Dreaming and all the natural features of Country through the wisdom of stories passed down from the Elders.

- 1. Research** another story that you feel explains the changes to Australia's landscape and climate, the impact of rising sea levels, or the existence of Australia's megafauna. Relate your story to the deep time history of the First Nations Peoples of Australia.
- 2. Communicate** your research as an illustrated storybook for children. Your story should provide an understanding of the key features of Country and climate, or the place that your giants of the Palaeolithic world had in it.

2.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 6

■ LEVEL 3

7, 8, 9, 10

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Check your understanding

1. **Match** the name of the megafauna animal with the description provided.

Name	Description
<i>Genyornis</i>	a. Leopard-like animal living mainly in the trees
<i>Thylacoleo</i>	b. Wombat-like animal with a head over a metre in length
<i>Diprotodon</i>	c. Large kangaroo-like animal with a short flat face
<i>Meglania prisca</i>	d. Large emu-like flightless bird
<i>Sthenurus</i>	e. Huge lizard with bulky body and powerful short tail

2. **Decide** whether each of the following statements is true or false.
- The ancient continent of Sahul was composed of the continent of Australia, New Guinea, Tasmania and the Aru Islands
 - The largest collections of petroglyphs in the world are located in the region of Marntakamani.
 - During the Pleistocene period, no animals or people inhabited Sahul.
 - The Aranda story of the giant *Kadimakara* is set in a time after the end of the last Ice Age.
3. The end of the Ice Age changed the geographical features of Australia. **Identify** three regions in Australia where the environment was greatly changed by the warming of the earth.
4. The glacial ice periods exposed land bridges between the _____ shelf of Asia and the _____ shelf of Australia.

Using historical sources

5. Select the statement which best **explains** how the glacial periods assisted the movement of peoples out of Africa and eventually into the continent of Sahul.
- The hotter climate made it easier for people to sail out of Africa.
 - The colder climate flooded land bridges and made it easier for people to sail out of Africa.
 - The glacial ice periods exposed land bridges enabling people to walk across exposed areas of land and undertake shorter sea voyages.
 - The glacial ice period covered land bridges, enabling people to sail across shallow, safer waters.

Apply your understanding

6. Write an extended caption to accompany **SOURCE 3** describing the *Diprotodon* and the similarities you can see with wombats or any other animals.
7. Refer to **SOURCE 4** to **summarise** the purpose of stories in the education of First Nations Australian children.
8. **SOURCE 4** relates the story of the Yamuti. **Name** the megafauna that the Yamuti bears a resemblance to, and then **reflect** on how stories have been used to record deep time history. Write a caption to accompany **SOURCE 4** connecting the megafauna and the stories handed down through generations of First Nations Australians.

Communicating

9. **Develop** your own hypothesis to explain why the megafauna vanished and were ultimately replaced by their much smaller Australian relatives.
10. Some of the most important features of the Dampier Archipelago are the pictographs and petroglyphs. Using **SOURCE 5** as your evidence, **propose** reasons images such as these are of such enormous archaeological significance to our deep time history.

LESSON

2.5 Who were the First Peoples of Australia and the Torres Strait Islands?

LEARNING INTENTION

By the end of this lesson you should be able to sequence events in chronological order to investigate when and how the early First Peoples settled into and throughout Australia.

TUNE IN

You are alive during the final stage of the Pleistocene epoch. It is the last Ice Age, and you are living on the large continent called Sahul. People are living in the lands lying to the north of Sahul. They live on sheets of ice about a kilometre thick and with massive glaciers covering huge areas of land. They share this land with the giants of the ice, such as the woolly mammoth, sabre-toothed cats and massive ground sloths.

1. What challenges would people face living in such a harsh environment?
2. How would Australia change if our own sea levels rose 150 metres due to climate change?

SOURCE 1 Life in the Ice Age



2.5.1 The peopling of an ancient continent

For the last 2 million years, the Earth's climate has gone through periods of change. Australia's deep time history is divided into two main eras: the Pleistocene (2.5 million years ago until approximately 12 000 BP — **Before the Present**) and the Holocene (the era from the end of the last major Ice Age). During the **Ice Ages**, the level of the ocean dropped up to 150 metres below the present level. From 80 000 to 10 000 years ago, the sea levels remained so low that Papua New Guinea, the Torres Strait Islands and Tasmania were linked to the Australian mainland.

Scientists generally believe that the first Australians made the journey from South-East Asia sometime during a long Ice Age period. It would have been possible to walk much of the way and, when crossing water, still stay in sight of land. The ocean levels are thought to have been at their lowest approximately 55 000 years ago. Later, as the climate became wetter and warmer, the sea levels rose and the land bridge between mainland Australia and Papua New Guinea flooded and formed the Torres Strait.

First Nations Australians archaeologists do not agree on the length of time people have lived on the Australian continent. However, the beginning of human occupation of Australia is generally agreed to date back to the Pleistocene period. During this period, great changes occurred in climate and sea levels. The natural environment and landscape were constantly being reshaped.

Before the Present a term used by archaeologists instead of BCE (before the common era) for when time periods are vast

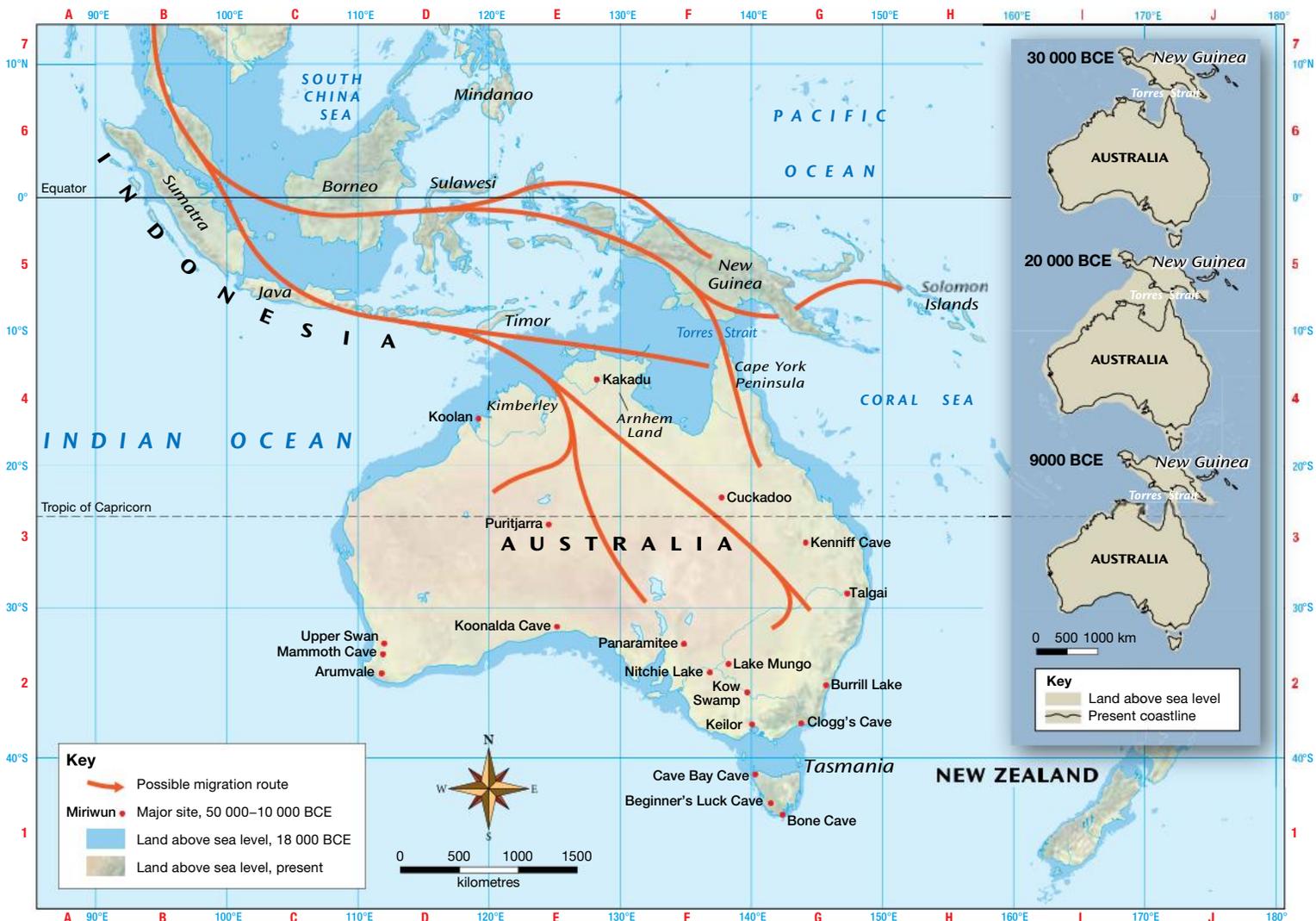
Ice Ages long periods during which glaciers covered much of the northern hemisphere

In the early 1960s, experts commonly believed that First Nations Peoples had inhabited Australia for only 9000 years. By 1980, **radiocarbon dating** had pushed the dates for settlement of the continent back a further 30 000 years. Scientists and archaeologists continue to debate the topic as new evidence and research technology develops. The remains of tools found in Victoria, for example, support a date of inhabitation in that region as far back as 70000 years ago.

radiocarbon dating a way of dating objects of plant or animal origin according to the amount of carbon left within them

int-8975

SOURCE 2 Possible migration routes of the forebears of First Nations Australians. The lowest sea levels in the last 120 000 years occurred about 20 000, 70 000 and 90 000 BP (Before the Present). Sea levels were lower then because large amounts of water were locked up as ice at the Earth's poles.



Source: Spatial Vision.

DID YOU KNOW?

Experts believe that First Nations Australians crossed the land bridge that connected Tasmania to the mainland more than 30 000 years ago. When sea levels rose and covered the land bridge to form Bass Strait, these early First Nations communities remained isolated in Tasmania.

First Nations settlement of Australia possibly occurred over many generations, and the first Australians likely travelled along different routes. Three main theories currently explain human settlement of our continent:

1. Joseph Birdsell, an American anthropologist, suggested that small groups of people settled the inland areas of Australia first and then spread rapidly across the continent as their population increased. Birdsell's 'fast-track model' estimated that within 3000 years the settlement would have extended all the way to the eastern and southern coasts.
2. Sandra Bowdler, an Australian archaeologist, believes the first Australians were a seafaring people who selected coastal areas for their first settlement communities. Bowdler's theory has the spread of the population moving gradually from the coast and along the river systems to avoid the harsh deserts. Central Australia would have been the last place of inhabitation.
3. David Horton, an Australian biologist and archaeologist, points to the adaptable and varied nature of traditional First Nations communities to suggest that a wide variety of coastal, river and woodland environments would have been the starting place for groups of early people who progressively spread across the continent.

DISCUSS

Does it matter that experts cannot agree on when early humans arrived in Australia? Discuss as a class.

Torres Strait Islander Peoples

tlvd-0281

The rising sea levels at the end of the last Ice Age created Australia's modern coastline and the 247 islands of the Torres Strait. The Torres Strait Islands are located to the north of the Australian mainland where the Coral and Arafura Seas meet. The islands of the Torres Strait vary greatly in landscape and were mainly formed from the remains of:

- the isolated tops of a range of **plateau** land extending from Cape York, the northern tip of the Australian continent, to the low hills of the southern coast of Papua New Guinea. These are the rocky islands because they are the remains of the former land bridge and are an extension of Australia's Great Dividing Range.
- the extinct volcanoes of Mer, Erub and Ugar, located on the eastern side of the Torres Strait and the northern end of the Great Barrier Reef. These islands supported large gardens because of the rich volcanic soil.
- coral reefs in the central area. These are mostly **cays** with poor quality sandy soil and little water.
- **mangrove** mud flats in the top-west. These were formed by **silt** deposits from the large rivers of Papua New Guinea and are rich in wildlife.

Land bridges would have been a migration route and possible place of settlement for early peoples during the Ice Age. The earliest archaeological evidence of permanent settlement of the Torres Strait Islands dates to 4000 years ago. Earlier evidence has been destroyed by powerful tides created by rising sea levels. However, by 2500 years ago, a robust seafaring culture was well established on many of the islands.

SOURCE 3 The Murray Islands are the vents of volcanoes flooded by rising sea levels 8000 to 10000 years ago. The foreground shows Waier Island, with Murray Island in the background.



plateau a high, flat-topped landform

cay a small island found on coral reefs

mangrove area in a tropical or subtropical climate where vegetation grows in salty or brackish water

silt fine sand or earth particles carried and deposited by running water

The people of the Torres Strait Islands are the second group of Indigenous Australians, and are not First Nations people who live on the islands of the Strait.

2.5.2 Explaining creation — The Dreaming

tlvd-10489

As human occupation of the Australian continent proceeded, hundreds of different spiritual beliefs and cultural traditions, as well as hundreds of different languages, developed. However, despite these regional differences, First Nations communities did share a common belief in *The Dreaming*. The Dreaming explains creation and the nature of the world, the place that every person has in that world, and the importance of ritual and tradition. The Dreaming also teaches people about their country and where water, food and shelter would be found.

Teachings from The Dreaming are handed from one generation to the next through stories, music, dance, ceremony, art, significant cultural and sacred sites.

It tells of the time when the **ancestral beings** moved across the continent, creating and moulding the land and its rivers, lakes, mountains and living creatures. As the ancestral beings travelled across the landscape, they left a trail that could be understood as mountains, waterholes, plant formations and other features of the geography. The Ancestral Beings told people how they came to be on the land.

SOURCE 4 Wandjina rock art painted on the wall at Bachsten Creek in West Kimberley. The Wandjina are ancestral beings of the Kimberley region and the bringers of rain, who made and controlled the weather and fertility.



SOURCE 5 From Regina McKenzie, *Towards a New Dreaming*

Dreaming gives us our history, our origin, where we started from. They are not made up stories, they are factual events from long ago. Our people have made them into stories so that they are easier for children to understand.

The Dreaming established the laws and the nature of the relationships between different groups of First Nations Peoples. The links between people were built on their connections to the land and to The Dreaming. First Nations tradition taught people that the place of their birth and kinship system, and their **clan** established the country they belonged to.

The belief in The Dreaming cannot be accurately translated into English because no equivalent set of beliefs exists in non-Indigenous society. Many First Nations words describe the idea of The Dreaming, according to the language group a person belongs to:

- *Ungud* — the Ngarinyin Peoples of the Kimberley region in Western Australia
- *Wongar* — the Yolngu Peoples of northeast Arnhem Land.

Many First Nations Australians believe that the origin of their ancient ancestors in Australia happened at a time when humans formed with the landscape. Their Dreaming beliefs provide stories of a First Nations presence on the continent since the beginning of time. This Dreaming belief explains the origin of all life in Australia and denies theories of the arrival of people from South-East Asia to Australia during a previous Ice Age. The Dreaming and the modern science of

ancestral beings gods or deities who taught people how to live and the rules of society; regarded as the direct ancestors of First Nations Peoples living today
clan a group of people of common descent or ancestry

DNA do not always present different theories explaining the origin of First Nations Peoples. The study of archaeological remains and the science of genetics do support The Dreaming connections between the First Australians and their Country. Science shows that at least 45 000 years ago human settlement was widespread across the continent. These deep time Australians were the descendants of one small group who had truly been the first Australians. It can be argued that before arriving in Sahul, there were no ancient Australians. It was the land itself who made the people.



aud-0406

SOURCE 6 Torres Strait Islander Peoples also have their Dreaming stories. Tagai, a warrior and fisherman, was the creator being who shaped their world. To seafaring people, the stars gave them their navigation for journeys across the ocean. In a range of stories, Tagai is responsible for creating the star patterns in the night sky.

Tagai was a great fisherman. One day he and his crew of 12 were fishing from their outrigger canoe. They were unable to catch any fish, so Tagai left the canoe and went onto the nearby reef to look for fish there.

As the day grew hotter and hotter, the waiting crew of Zugubals (beings who took on human form when they visited Earth) grew impatient and frustrated, Their thirst grew, but the only drinking water in the canoe belonged to Tagai. Their patience ran out and they drank Tagai's water.

When Tagai returned, he was furious that the Zugubals had consumed all of his water for the voyage. In his rage he killed all 12 of his crew. He returned them to the sky and placed them in two groups: six men in Usal (the Pleiades star cluster) and the other six Utimal (Orion). He told his crew to stay in the northern sky and to keep away from him.

Tagai can be seen in the southern skies, standing in a canoe in the Milky Way. His left hand is the Southern Cross holding a spear. His right hand is a group of stars in the constellation Corvus holding a fruit called Eugina. He is standing on his canoe, formed by the stars of Scorpius.

DID YOU KNOW?

The first sea voyages to Sahul, the combined continent of Australia and New Guinea, would have been the longest and most treacherous sea voyages that had ever been made. This journey would have been the first time that human beings had ventured beyond the massive single land mass that covered modern Africa, Asia, Europe, western Indonesia and the Americas. The coastline these first seafarers landed on would eventually be drowned by the rising sea levels of the Holocene era.

on Resources

 **Interactivity** An image of life during the Pleistocene Period (int-8926)

2.5 SKILL ACTIVITY: Communicating

For many First Nations Australians, the scientific study of origins, and the timing of human settlement, is not important.

1. Read **SOURCES 5** and **6** to gain an introduction into the meaning of The Dreaming. Make notes on anything you find interesting.
2. Working in groups, **write** a simple explanation of what you think The Dreaming helps people to understand. (Your understanding of the concept will develop as you work through this topic.)
3. Using **SOURCE 4** as the visual centrepiece for a poster promoting a museum exhibition of Australia's deep time history, **write** a short explanation of the place of the Wandjina in expressing Dreaming beliefs.

2.5 Exercise

2.5 Exercise

Learning pathways

■ LEVEL 1

1, 5, 8

■ LEVEL 2

2, 3, 4, 6

■ LEVEL 3

7, 9, 10, 11, 12

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Check your understanding

- Determine** whether each of the following statements is true or false.
 - Archaeologists agree on the exact time Australia was occupied by humans.
 - Scientists believe that the Torres Strait was formed when sea levels rose and the land bridge between mainland Australia and Papua New Guinea was flooded.
 - Evidence for human occupation of Victoria can be dated back to over 90 000 years ago.
 - Archaeologist Sandra Bowdler believes central Australia would have been the last area of the continent to be inhabited by First Nations Australians.
 - Australia was once connected to Papua New Guinea by a land bridge.
- Briefly **describe** the various landscapes of the Torres Strait Islands.
- Fill in the blank spaces.

The _____ is a _____ system that is shared by First Nations Peoples. It describes a time when _____ beings moved across the continent creating the features of the _____ and all living _____.
- Explain** how The Dreaming is handed down to successive generations of First Nations Australians.
- Why are the stars so important to Torres Strait Islander Peoples?
 - Stars provided the Torres Strait Islander Peoples with an understanding of the universe.
 - Stars provided the Torres Strait Islander Peoples with a scientific understanding of ocean currents.
 - Stars provided the Torres Strait Islander Peoples with navigation guidance, enabling them to find their way across the ocean.
 - Stars provided the Torres Strait Islander Peoples with clues about changing weather conditions.

Apply your understanding

Historical perspectives and interpretations

- Using the map in **SOURCE 2** and the information in the text, **describe** how the Ice Age changed Australia and from where archaeologists believe the migration of ancient people to Australia came.
- Explain** how you think the location and geography of the Torres Strait Islands would have influenced occupation of this area by early humans.

Using historical sources

- Read **SOURCE 5**.
 - Why was The Dreaming made into stories?
 - Explain** how The Dreaming connects people with the land or Country.
- SOURCE 4** shows a representation of an ancestral being for many First Nations Australian communities. **Describe** how the ancient artist portrayed this ancestral being and why it would have been important for ancient peoples to express their stories through their art.
- Identify** what evidence scientists examine in developing their theories on the human settlement of Australia.

Historical perspectives and interpretations

- Propose** reasons archaeologists have developed different theories explaining how First Nations Australians occupied the continent.
- Think back over the events mentioned in this lesson.
 - List all the dates and events in chronological order from earliest to latest and **create** a timeline.
 - Can you **identify** any events that led i) directly and ii) indirectly to another? Why is this task difficult?

LESSON

2.6 How did First Nations Australians manage the land?

LEARNING INTENTION

By the end of this lesson you should be able to explain the significance of developments in the land management, and agricultural and aquacultural practices of ancient Australians.

TUNE IN

Think about a natural environment you are familiar with. Describe the plants, animals, landscape and the climate. Identify the challenges you would face if you were living in, and from, this location. How would your daily life change, and what landscape changes would you have to make for survival in this location?

Look at **SOURCE 1**. Describe the plants, animals and landscape, and what you think the climate would have been like. What evidence in this nineteenth-century painting indicates how the First Nations Peoples of the region managed the landscape? Suggest why they would have needed to manage this land.

tivd-10490

SOURCE 1 Joseph Lycett, the early nineteenth-century convict artist, painted images of First Nations life. Lycett's paintings show fire being used as a tool to catch animals and create grasslands. Early European explorers often noted open country with scattered trees that looked like well-tended parkland. Firestick farming created the landscape that Europeans occupied in 1788.



2.6.1 The influence of the environment on ancient Australian communities

The landscape and climate of ancient Australia was constantly changing. First Nations Australian communities had to develop many methods of hunting, gathering and managing their sometimes challenging Country. First Nations Australian communities are widely recognised as having an enormous practical knowledge of land and resource management. In traditional communities, food was farmed very efficiently, leaving time for the

development of cultural activities. First Nations Peoples did have permanent housing structures; however, as the climate changed, camps were moved according to community understanding of patterns of climate, marine and insect life, plant growth and the habits of native animals. The gathering and hunting of food from the natural landscape was performed in a sustainable way, ensuring resources would remain for future generations. The practice of moving according to the seasonal cycle was determined by the availability of food and resources. First Nations Australians took only what was needed from the land, ensuring as little harm to the environment as possible. They avoided killing young animals, left seeds to grow in the following season and, when collecting eggs, left some to hatch for the next generation. First Nations Peoples ate a wide variety of food, ranging from the gathered fruits, berries, plant roots and grubs, to the possums, kangaroos and other animals local to the area in which they lived. Accessing a wide variety of resources was sustainable because nothing was exploited.

Firestick farming

Fire is an important aspect of managing the land in First Nations life and eventually shaped much of the Australian landscape. Fire was a powerful tool that was a part of nearly every daily activity. **SOURCE 2** shows the uses of fire.

Carrying a firestick appears to have been an ancient custom. Setting fire to the bush and the grasslands is a practice known as firestick farming. First Nations Peoples would often carry firesticks or bundles of smouldering banksia branches to set fire to the dry leaves and grass and to burn ground vegetation. These small-scale fires were lit during the cooler seasons when the weather conditions ensured the fires did not burn out of control. Firebreaks were also put in place to contain fire.

int-8928

SOURCE 2 Uses of fire in First Nations Australian culture

1. Cooking food and catching animals by flushing them from burrows and driving them into traps

2. Repelling insects and removing snakes from long grass surrounding campsite

3. Manufacturing tools such as spears and stripping bark from trees in the process of making canoes

4. Sending messages by smoke over long distances and clearing the ground through recognised travel pathways



5. Cleaning wounds and scarring the skin for initiation and ritual

6. Scaring off evil spirits and burning the bodies of the dead in regions where this was the funeral tradition

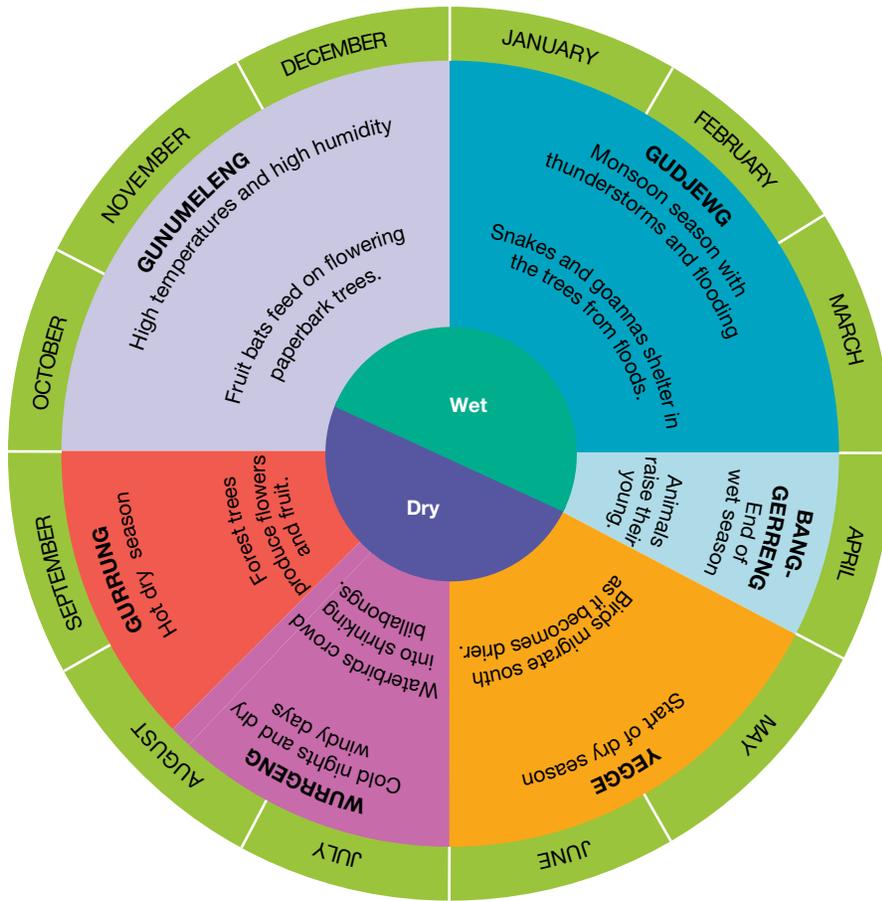
7. Lighting the night for community gatherings and providing warmth for sleeping

8. Regularly burning the forest undergrowth to prevent large-scale bush fires

First Nations Australians knew they could use fire to manage their land and produce the foods they wanted. Fire assisted in changing patterns of plant growth and animal life across the many different landscapes of the continent. The grasslands were burnt to promote regrowth of lush plant life. Fire management was carefully planned by those within the clan who were responsible for firestick farming, backburning and cool burns. Thousands of years of burning increased the size of the open grasslands. This encouraged the populations of a variety of the grass-eating animals, such as the kangaroo. Fire increased the availability of food for people who hunted and **foraged**. Bush potatoes and other edible seeds and ground plants flourished in the more open environment left by small-scale fires. Scientists believe that small animals, such as the bilby, were threatened with extinction when First Nations firestick farming was no longer being regularly practised.

forage to search for provisions or food

SOURCE 3 First Nations communities in the Kakadu area of today's Northern Territory identified six seasons based on the changes in plants, animals and the environment. These are shown below in a modern-day representation.



SOURCE 4 A nineteenth-century painting of village life at Erub (Darnley) Island in the Torres Strait. Erub Island is located within the eastern region of the Torres Strait. Its rich volcanic soil supported the farming of taro, bananas and a range of vegetables. At the time of painting, the island supported approximately seven villages and 400 permanent residents.



2.6.2 Managing the land in the Torres Strait Islands

Farming practices

Farming was practised in the Torres Strait Islands during ancient times. Crops and farming knowledge spread from the southern coast of Papua New Guinea to the people of the Torres Strait. Early Torres Strait communities cultivated a wide variety of crops, according to the particular geographic conditions of the island.

- People on the islands to the north-west, located close to the coast of Papua New Guinea, relied most heavily on agriculture for their food supplies. The people grew the **taro** plant as their main crop; they also established gardens growing bananas away from the tidal swamps on the surrounding uninhabited islands.
- People on the islands to the north-east, where the volcanic soil was moist and fertile, grew coconuts, taro, bananas and a variety of smaller fruits and vegetables.
- People on the islands on the west and closest to the Australian mainland, such as Muralag Island, only farmed on a small scale. Taro was grown as an addition to food supplies that were mainly drawn from the sea. The soils and climate of the rockier islands were not as well suited to agriculture, and so people continued to depend on a hunting and foraging lifestyle.

Fishing practices

While the different island groups of the Torres Strait had different landscapes and ocean conditions, they all developed a seafaring culture. Even those who depended on farming took to the sea for food and resources. Fishing was central to the Torres Strait way of life. The shallow waters, complex tropical reef systems and huge beds of **seagrass** created a thriving marine **ecosystem**.

taro a plant with broad edible leaves and root vegetable, grown in the tropical regions, especially the Pacific Islands

seagrass a grass-like plant living in or close to the sea

ecosystem a community of organisms, plants or animals and the environment they exist in

dugong a sea animal, sometimes called a sea cow, found mainly on the coasts bordering the Indian Ocean

SOURCE 5 Fishing practices such as those described would have been practised by early Torres Strait Islander Peoples, from *Reports of the Cambridge Anthropological Expedition to Torres Straits* by A. C. Haddon, W. H. R. Rivers, 1912.

At low tide men, women, and children may be seen searching the reef for shellfish and fish which have become imprisoned in rock-pools, but as a rule this simple collecting is done more by the women and children. Although serious fishing is more particularly men's work the women also take a part, but definite fishing expeditions and the quest of dugong and turtle are confined to the men. Practically the fishing of the women is limited to that which they can undertake on the fringing reef of their home island.

Torres Strait Islander Peoples constructed a wide range of tools for fishing, such as harpoons and spears, hooks and lines, fish scoops and nets. They built stone-walled fish traps and harvested over 450 different species of marine life. They developed techniques of drying and preserving turtle and **dugong** flesh so that it could be kept for later eating and trading. Dugong and turtle were very important to the diet of Torres Strait Islander Peoples and are central to creation stories of the Torres Strait.

DID YOU KNOW

First Nations Australians on the mainland also fished, although it is believed that Tasmanian First Nations Peoples stopped fishing about 3500 years ago in favour of collecting abundant supplies of shellfish. While harpoons were favoured by Torres Strait Islander Peoples, spears were more common on the mainland. Some of the spears were made using human hair and some with a barb from a stingray.

2.6 SKILL ACTIVITY: Questioning and researching

First Nation Australians were practising aquaculture (the farming of organisms that live in water) from ancient times. The massive Darling River Fish Traps are claimed by some archaeologists to be the first human-made structures on Earth. Weirs, clay dykes over one metre high, irrigation systems, water evaporation reduction systems, fish haul nets with floats and weights, whale fishing boats and tools are all evidence of aquaculture and the sustainable fishing practices of ancient First Nations Australians.

You have read about the agriculture and aquaculture practised across Australia from ancient times. Now consider the Country of the Gunditjmarra Peoples, of Lake Condah and the Western District in Victoria. Nineteenth-century Europeans, such as the escaped convict William Buckley, saw the extensive fish traps that had been constructed in Victoria before the great pyramids were built in Egypt. You want to learn more. Refer to **SOURCE 6** as your starting point



aud-0407

SOURCE 6 Brewarrina fish traps

The fish-trap system is so old that the local Aboriginal people, the Ngemba, attribute its construction to the creator spirit Baiame. It is hard to get much information on this incredible construction but at an Aboriginal Languages meeting in Sydney in 2012 I met Brad Steadman, an Elder from Brewarrina, who, upon hearing of my interest in the traps, told me one of the traditional stories:

Bunggula, the Sooty Grunter (bream), grunts when taken out of the water. The spines on its back are the spears flung by the old man, Baiame, who hunted him in the waterhole. The fish escaped, and as he flashed his tail he made a channel which filled with water to make the river. But the country dried out, the kangaroos went away, the plants died, and there was a big drought. The old man came back with his dogs and his sons, and said the drought was because the people didn't know the law or the names of the rivers. He told them the songs to sing and the dances to dance so the rain would fall again and things would be as they are today.

Source: Bruce Pascoe, *Dark Emu: Aboriginal Australia and the birth of agriculture*, Magabala Books, 2014.

1. Work in groups to **discuss** what information **SOURCE 6** provides about First Nations Australian aquaculture.
2. Refer to primary and secondary source material to continue your own **research** into how the Gunditjmarra Peoples, whose Country and culture was tied to the rivers and lakes, developed an industry around the abundance of this natural resource.
3. Other members of your group could research further examples of ancient Australian aquaculture — for example, the mollusc industries of the Kombumerri Peoples, the Brewarrina fishing systems of north-west New South Wales, the Barragup fishing weir on the Serpentine River of Western Australia or the stone walled fish traps of the Torres Strait.
4. The aquaculture, sustainable harvesting and water management practices of ancient Australia are not well understood. Discuss and **evaluate** your group research findings to write one statement expressing the importance of aquaculture and fishing in developing our knowledge of deep time Australia.

2.6 Exercise

learn on

2.6 Exercise

Learning pathways

LEVEL 1

2, 3, 4

LEVEL 2

1, 5, 9

LEVEL 3

6, 7, 8, 10

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Check your understanding

1. Fishing was central to the Torres Strait Islander way of life. **Identify** three geographical features of these islands that allowed for this seafaring culture.

2. Number the following sentences (1–6) in the correct order so that they provide a short explanation of the importance of farming and hunting to ancient Australian First Nations Peoples.

	The particular geographic conditions of each group of islands influenced how and what people farmed.
	Torres Strait Islander Peoples cultivated a wide range of crops, such as taro, bananas and coconuts.
	Torres Strait beliefs provide further evidence of the importance of the sea.
	Farming knowledge spread from Papua New Guinea to the islands of the Torres Strait.
	Despite the different landscapes, all the Islanders took to the sea for food and resources.
	Evidence of this can be seen in the wide range of tools for fishing, such as harpoons and spears, hooks and lines, fish scoops and nets.

3. **Identify** three ways fire increased food supplies for First Nations Australian communities.
- Promoted new growth
 - Attracted grass-eating animals
 - Scared off animals competing with people for food supplies
 - Changed patterns of plant growth
 - Killed the weeds
4. Why did First Nations Peoples of Australia have to develop so many methods of hunting and managing the land?
- Methods changed as resources were depleted.
 - Methods were diverse because people lived in such a wide range of environments.
 - Methods changed because people were constantly developing new technologies.
 - Methods changed because people were given new advice.

Apply your understanding

Using historical sources

5. Use the information from the text and **SOURCE 1** to answer the following questions.
- How important was firestick farming to the First Nations way of life?
 - What was the impact on the environment of firestick farming?
 - What do you think were the consequences for the environment when firestick farming stopped?
6. **Explain** how reliable **SOURCE 1** is in providing historians with evidence of ancient First Nations land-management practices. Give reasons for your answer.
7. **Explain** how the sources in this lesson support the view that First Nations Peoples of Australia lived in harmony with the land.

Communicating

8. Imagine that you have accompanied one of the early nineteenth-century explorers on their voyages across the continent and through the islands of the Torres Strait. Refer to the sources and the text, and **create** a series of diary entries detailing some of the land-management practices you have witnessed.
9. Management of land and natural resources was important to all First Nations Australian Peoples. **Explain** how significant the natural environment was in shaping the beliefs and daily life of First Nations Australians.

Using historical sources

10. **SOURCE 4** was painted by the English artist Harden Melville. He was appointed the artist on board the HMS *Fly* and travelled extensively throughout the broader Pacific Island communities during the nineteenth century. **Analyse** the painting for the clues it gives you to life on the Torres Strait Islands. **Describe** the impression of lifestyle and the importance of the sea communicated by the artist in the painting.

LESSON

2.7 How did technology develop in ancient Australia?

LEARNING INTENTION

By the end of this lesson you should be able to research and analyse sources to identify the development of First Nations Australian technologies, and how they contributed to daily life.

TUNE IN

In 1788, two very different cultures came into contact when Captain Arthur Phillip led a fleet of 11 ships into the waters of Botany Bay. Despite the conflict and violence that was to follow this event, early colonial art does provide a record of the first European impressions of First Nations Australian societies, cultures and technologies.

Look at **SOURCE 1**. Watercraft of various shapes and sizes were a very important fishing and transportation tool for First Nations Peoples of Australia. Discuss how this source would be useful to an archaeologist gathering evidence of the technology of First Nations Australians.

SOURCE 1 A 1789 engraving of the *Natives of Botany Bay*, by Thomas Medland, showing First Nations men fishing and hunting



2.7.1 First Nations Australian languages

As modern Australians, we are a multicultural people — as were the Peoples of ancient Australia. The exact number of First Nations languages spoken when the Europeans colonised Australia is unknown, but experts estimate that approximately 250 separate language groups existed, along with hundreds of additional **dialects** of the main language groups. The spread of human settlement across Australia took generations, and through the passage of time, completely new languages had the opportunity to evolve. Ancient Australian communities developed varied cultural features, new and varied technologies and different languages because of the vastly different natural environments people lived in and the distances between them.

Despite differences existing in languages across the country, many neighbouring First Nations groups used similar words, and this was useful when trading items such as ochre, tools and weapons. For example, the word or variation of *marra* (hand) is used by many First Nations Peoples along the east coast of Australia.

During the tens of thousands of years First Nations Peoples lived in Australia, the climate and conditions changed dramatically. Changes in climate would have affected water supply and where food could be hunted, gathered and stored. The rising Ice Age seas would have inundated many ancient communities and forced the first Australians to adapt to the challenges of this shifting landscape. First Nations Australians did not just react to a changing environment; they also shaped it. In a process we call **intensification**, ancient communities set about increasing the productivity of the land they farmed. Fire was

dialects different forms of a language
intensification activities undertaken with the intention of enhancing the productivity of land

used in ancient times to manage the land and encourage food production. Food sources that were controlled and sustainable were developed using traditional burning and sowing, and storing of grains such as native millet, macadamia nuts, fruit and berries. The material remains of stone picks used to plough the soil and ground edge axes made from hard stone such as basalt are the remains of ancient land management tools. Finely crafted hafted stone axes (axes with handles attached, giving the tool greater force) have been found in Australia dating back 50 000 years. The very hard stone needed for the axes was quarried from as few as six sites in Victoria, and from there the axe heads were traded across south-eastern Australia.

Stone was widely used in the construction of tools and weaponry:

- Millstones are the largest stone implements and were usually made from slabs of sandstone quarried from locations such as western New South Wales. Millstones were used to grind the seeds collected from grasses, wattle and kurrajong trees. Men used the back and side of the millstones to sharpen axes and chisels.
- Whetstones were smaller versions of millstones. They were portable and often had a grinding side on both stone faces.
- Percussion stones are also known as hammer stones. The hammer stones were used for trimming and breaking other stones, shredding bark, and pounding bones, seeds and shells.
- Anvil stones could be flat or egg shaped, with a chiselled and roughened centre, and were designed to hold an object that was being shaped with a hammer stone.
- Chisels were a type of long axe head affixed by gum to a handle. Their function was similar to axes in that they were designed to split bark from trees and split timber.
- Blades were highly crafted stone implements used as spear heads, and for carving and cutting hide.

Wood was very important and used to construct a wide range of objects, such as canoes, weapons, message sticks and domestic utensils. Bark was used for the construction of canoes, huts, sleeping mats, clothing and sandals. Shell, bone, gum, grass, skins and hair were among the wide variety of natural resources used on a daily basis.

tlvd-10493

SOURCE 2 A collection of First Nations Australian artefacts, tools and weapons, including boomerangs and hand axes



2.7.2 Weapons of war

As the climate shifted and the seas expanded, the Pleistocene era moved into the Holocene. Inland lakes dried up, deserts and dunes expanded, the continental shelves flooded and the coastline moved inland. Competition for land and resources increased. To the existing stone Pleistocene tool technology, new techniques for flaking stone developed to produce very sharp blades and scrapers in a wide variety of sizes, shapes and designs. The 'small tool tradition' spread, resulting in spears and weapons with greater penetrating power. Tools suited for defence were now more commonly produced.

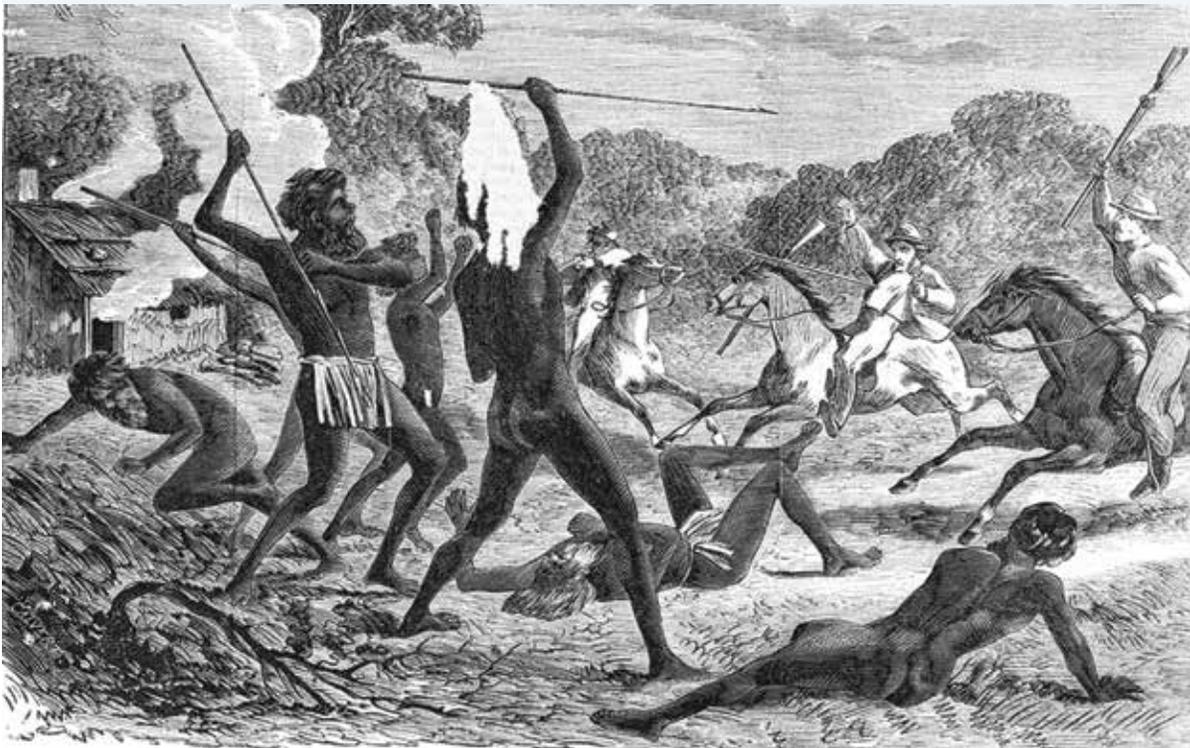
The proudly independent language and clan groups of ancient Australia were sometimes rivals, fighting with each other over territory and resources. Men traditionally carried spears for hunting and defence when they moved away from their campsites. Museum collections of First Nations Australian artefacts include hundreds of different designs of weapons of war such as spears, clubs and shields. Artefacts reflect the different geography and climate of the makers' country. Coastal peoples, for example, used fishbone on the tips of their spears while desert peoples used stone. First Nations Australian tools and weapons are noted for their flexibility and adaptability, being objects that could be used for a variety of purposes.

- Clubs were used for throwing, stabbing, slashing and smashing. The wood of clubs was hardened through firing and then treated with ochre and oils to prevent weathering. Clubs came in a variety of shapes and sizes. Club heads varied in shape, from being cylindrical or cone-shaped to bulbous or hooked. Long straight clubs were used as fighting sticks and as defence against an opponent's blows. In the north-eastern rainforests, a two-edged club was used like a sword. It was carried with a large softwood shield. Large clubs, called *nulla nulla*, were used in north-east South Australia for organised combat. At approximately 2 metres in length, they were too big to be thrown. *Nulla nulla* were usually owned by male Elders and were objects showing a person's importance in the clan. They were also used as valuable trade items. In some communities, the murrawirri clubs were considered to have special magical powers. Clubs were also used for ceremonial purposes, particularly in dances.



tivd-10494

SOURCE 3 A warrior advancing for combat, from a drawing by nineteenth-century British artist H Calvert



- Boomerangs had a variety of purposes, such as fighting, fishing, hunting and ceremonies. Boomerangs were throwing sticks that were accurate at high speeds. They were made from a very hard wood, making them a deadly blade when travelling with force through the air. The form and use of boomerangs changed according to where and how the boomerang was made. The returning boomerangs were mainly used in south-east Australia. Boomerangs made in the Kimberley and in central Australia were large and broad and generally used in combat. These boomerangs did not return when thrown but moved in a powerful swerving line.
- Spears and spear throwers known as *woomera* were also used for hunting, fighting, fishing and ceremonial occasions. Fighting spears were designed to inflict serious wounds — they had heads with up to 40 barbed tips attached and tiny stone or shell fragments set into the spearhead. The barbed spears could not be pulled out without tearing at the wound (these are also known as death spears). The small shell pieces remained lodged in the flesh of the victim. In the Cape York region, a large number of stingray barbs were set into the head of spears that were then regarded as having special magical properties. Every region had its own style of spear and spearhead. The *woomera* was the name commonly given to the barbed death spear. The *woomera* was not thrown with the spear, but remained in the man's hand, acting as a lever to project the spear with greater force.
- Shields provided defence from spears and clubs. Shields were often decorated with totemic designs and were objects of great beauty. In the region of Victoria, a narrow hardwood shield was used as defence against clubs while a broad bark shield was used in spear fights. The bark was harvested when still green and so was able to absorb the impact of the spears.

Island warriors

First Nations Peoples of Australia used similar weaponry, with the exception of the bows and arrows that were commonly used in Melanesian communities. Bow and arrows and spears were the main weapons of the Torres Strait Islands. Clubs were constructed with star- or disc-shaped stone heads and stout wooden handles. The razor-sharp bamboo knives were particularly effective weapons. Some Torres Strait Islander communities had the fearsome reputation for practising headhunting. The bamboo knives were used for ritualistic decapitation, with the heads then being hung on loops of cane passed through the mouth and out of the neck. The people of the central region of the Torres Strait lived on flat islands with little natural defences. Raiders came regularly from the east and the west to plunder their gardens. The image of these violent warriors travelling the sea is the stuff of Torres Strait belief. According to Island legend the Mabuiag warrior chief, Kwoiam, organised an army of sea pirates who led raids across the Straits and as far north as Papua New Guinea's Fly River.

SOURCE 4 Images of the weaponry used by Torres Strait Islander Peoples



2.7 SKILL ACTIVITY: Using historical sources

The Holocene era was not just an era of climate change; it was also a time of great changes in technology. Along the newly formed coastlines, the people who had once hunted on land developed the tools for fishing. Tools became more sophisticated, efficient and versatile.

You are now a member of a team of archaeologists presented with a range of tools, including stone drills and serrated saws, spears made of stone blades and barbs, and needles and fishing hooks made from bone or shell. The tools have been collected over a long period of time from a range of sites.

Your first impression is that the tools belong to the Holocene era.

1. **Research** the features of the Holocene technology so that you can explain how these artefacts are different from those of the Pleistocene era.

Your next task is to date the tools you have in front of you using a range of methods.

2. **Research** three main dating methods to determine which is the best for dating your collection; consider radiocarbon dating, electron spin resonance dating and luminescence dating.

Your final team task is to design a museum display of a variety of your tools.

3. Refer to the text and **SOURCES 2** and **4** to select a category of tools for further research. Locate images as examples, and identify the materials your tools have been manufactured from and the probable uses of the tools. If possible, also **demonstrate** how the tools worked. (For example, how was a boomerang thrown? How was a woomera held?) **Identify** examples of nation groups who used such tools.
4. **Design** the visual layout of your tools exhibit, grouping like tools together and writing annotations detailing the key features of each tool group.
5. **Communicate** your knowledge of the technology of First Nations Australia by putting your group research together into a pamphlet to be used as the museum guide for your collection of Australian tools and weapons. The guide should be aimed at a museum audience that has no knowledge of the archaeology, geography, culture or deep time history of Australia. Choose a striking image for the front of the pamphlet to grab the interest of museum patrons.

2.7 Exercise

learnon

2.7 Exercise

Learning pathways

■ LEVEL 1

1, 4, 5, 8

■ LEVEL 2

2, 3, 6, 7

■ LEVEL 3

9, 10

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Check your understanding

1. **Determine** whether each of the following statements is true or false.
 - a. At least 250 First Nations languages were spoken in Australia at the time of European invasion.
 - b. During the innumerable years of First Nations occupation of Australia, little change occurred in the climate.
 - c. Fire was used to manage land and increase food production.
 - d. The Holocene period came before the Pleistocene period.
 - e. First Nations Australian weapons and tools were noted for their adaptability and flexibility.

2. **Match** the tools with descriptions by placing the corresponding letter in the middle column.

Tool		Description
Clubs		a. Called <i>nulla nulla</i> in north-east South Australia
Large combat clubs		b. Used for fighting, fishing, hunting and ceremony
Boomerangs		c. Used as a lever to help propel a spear with force
Fighting spears		d. Often decorated with totemic designs
Woomera		e. Constructed with barbed tips
Shields		f. Used for throwing, stabbing, slashing and smashing

3. **Define** the process we call 'intensification'.
4. **Identify** one reason the First Nations Peoples of Australia developed a wide variety of cultural traditions and languages.
- People migrated from many different parts of the world.
 - People lived in vastly different natural environments and were often separated by long distances.
 - People had no contact with each other.
 - People fought with each other constantly.
5. Finely crafted hafted stone axes (axes with handles attached, giving the tool greater force) have been found in Australia dating back _____ years.

Apply your understanding

Communicating

6. Briefly **explain** how fighting practices differed between First Nations Australian communities.
7. First Nations Peoples of Australia used natural resources with great skill to create efficient tools and weapons. **Propose** reasons why the archaeological record of these artefacts is limited.
8. **Match** the tools with each purpose to create a brief summary of a variety of stone tools.

Tools		Purpose
Millstones		a. Designed to hold an object that was being shaped with a hammer stone
Percussion stones		b. Designed to split bark from trees and split timber, and for foraging in the ground
Anvil stones		c. Used to grind the seeds collected from grasses, wattle and kurrajong trees
Chisels		d. Used for trimming and breaking other stones, shredding bark, and pounding bones, seeds and shells

9. After hunting and foraging, food was often cooked in huge earth ovens constructed from long trenches partially filled with stones, pieces of anthill and clay. These permanent structures have been of great archaeological value because some have survived for centuries. Nearby middens — heaped mounds of discarded stone artefacts, shells, and mammal and fish bones — provide further archaeological evidence. **Identify** the archaeological evidence of life in ancient Australia that could be uncovered at a midden or an ancient oven site.
10. First Nations Peoples of Australia were highly skilled at using the natural resources of their environment to meet all their physical needs. Write one paragraph **explaining** some of the items that would have been found in a First Nation hunter's tool kit, and the variety of materials used in daily life.

LESSON

2.8 What was the First Nations Australian economy?

LEARNING INTENTION

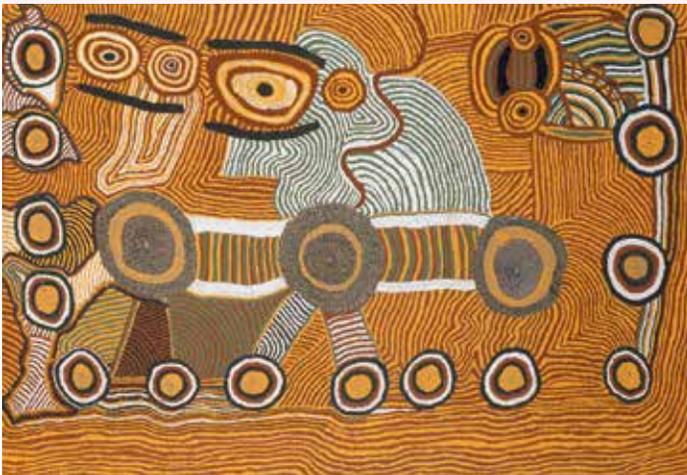
By the end of this this lesson you should be able to investigate everyday life through the ancient trade and Country connections that crossed ancient Australia, and how this developed over time.

TUNE IN

SOURCE 1 shows the landforms of the region around Kiwirrkura, approximately 400 kilometres west of Alice Springs. First Nations artists used symbolism as a way of creating a map of Country and the sacred sites. These artworks are maps of The Dreaming places created by the ancestral beings, in the same way that the songlines formed a map, sung in short verses, of the ancestral being's creative journeys.

tlvd-10495

SOURCE 1 Donkeyman Lee Tjupurrula Kukatja's artwork *Tingarri Dreaming at Walawala*



Symbols commonly used in First Nations art



Man



Two men sitting



Footprints



Rainbow, cloud, cliff or sandhill



Water, rainbow, snake, lightning, string, cliff or honey store



Waterholes connected by running water



Camp site, stone, waterhole, rock hole, breast, fire, hole or fruit

Look at **SOURCE 1** and discuss what the artwork communicates, and how the information about the Walawala landscape is expressed.

2.8.1 Trade tracks and songlines

First Nations Peoples of Australia carefully managed their land and resources to ensure their food supplies were protected. Language and clan groups remained largely self-sufficient. While food was not commonly exchanged, a complex trade network was established over thousands of years. The network extended over hundreds of kilometres, linking many clans and language groups together. The countless pathways of daily travel and trade crossed the continent and are known as The Dreaming tracks, or songlines. The Dreaming tracks began with the stories told in ancient times of the journeys taken by The Dreaming ancestors. The pathways they took were marked out by the features of the landscape, such as water holes, hills and riverbeds. The people remembered these tracks as the 'songlines'.

The songlines

As the ancestral beings travelled across Australia giving life, they created landmarks and named the geographical features of the land. For example, the great Rainbow Serpent, commonly called Jarapiri in northern and central Australia, laid eggs that became the huge round boulders of Karlu Karlu (the Devil's

Marbles). The Serpent's slithering and twisting created the rivers and waterholes. As the ancestral beings formed the land, they also established the laws and 'sang' the Country into life. When they completed their work, the ancestral beings returned to the sky, sea or land. The songs were the record of what they had done, and the means by which their story could be handed on to future generations of First Nations Australians.

The sequence of songs, or songlines, recorded the route the ancestral beings took on their journeys of creation. These routes, or Dreaming tracks, were the maps that gave First Nations Peoples a detailed mental picture of their land and all the living creatures on it.

2.8.2 Trade networks

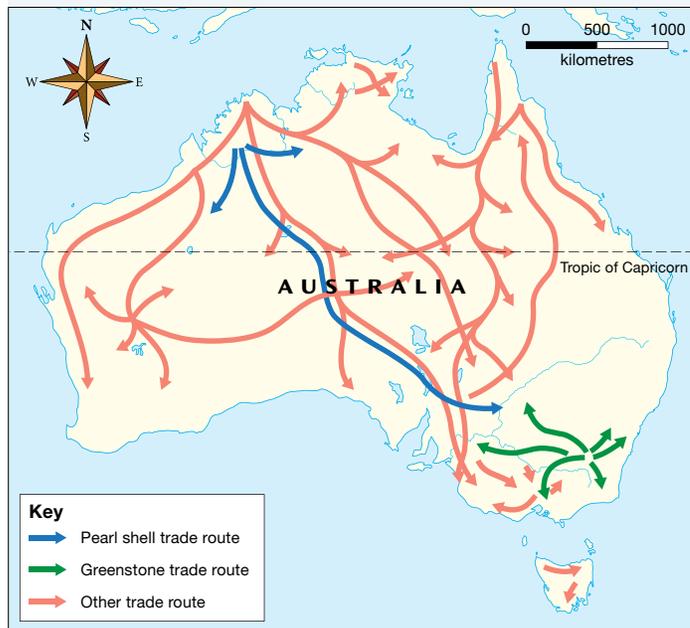


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Archaeological sites across Australia have revealed evidence of the extensive trade networks that criss-crossed Australia (and still do today). Trade took place between neighbours and regional groups, but also between those who were vast distances away, serving both practical and cultural purposes. Many different items were traded:

- Stone was the heaviest trade item and was often carried in parcels of paper bark tied with string. Evidence of the harvesting and grinding of grass seeds to make flour has been found dating from 3000 BP. The flat-surface grinding stones were a major trade item. Suitable slabs of sandstone were carried by a relay of traders from north-west Queensland, across a distance of 500 kilometres, to reach the plains of Diamantina. The volcanic stone prized for axe heads came from a quarry on Mount William, north of Melbourne. The Wurundjeri mined it and traded it to the north where it was used to cut the bark for canoes that floated along the Murray River.
- **Ochre** from Pukardu in the Flinders Ranges was mined and traded 500 kilometres north along a network stretching across South Australia, New South Wales and Queensland. *Message sticks* were sent ahead of the trade parties to the custodians of the mines suggesting goods suitable for ochre exchange. The Pukardu ochre was highly sought after because it was believed to have particular spiritual value and was used for body decoration on important ceremonial occasions. Ochre exchange gifts from the people of the north included black manganese paint, boomerangs and spears, nets and bags of grass seeds.
- A small shrub grown in central Australia called pitjuri was traded from markets held on the banks of the Cooper, Diamantina and Georgina rivers. Pitjuri is a nicotine-like drug used to relieve hunger, tiredness and pain. People from the north exchanged their spears, glue made from spinifex, stone knives and pearl shell for the pitjuri. From the east came wooden shields and spear shafts made from reeds, and from the west came ochre and light wooden spears. The people from the south exchanged weapons, stone axe heads and possum skins for the pitjuri plant.

SOURCE 2 The major trade routes of First Nations Australia



Sources: Museum of Australia, Cited in Barlow, Alex, *Aboriginal Technology*, 1994.

ochre a natural pigment found in soil, ranging in colour from pale yellow to orange and red

The pearl-shell trade

Of all the goods traded across ancient Australia, the pearl shell probably travelled the furthest. The journey of the pearl shell began when the Ngarluma Peoples collected the shell from their beaches and from the Country of the Kariyarra and Ngarla Peoples who lived to their north. People also set off on rafts made from mangrove wood to collect the shells from offshore reefs. The Ngarluma traded the shell with the Yindjibarndi, Nyamal and Njangamarda-Iparuka Peoples in exchange for spears made from mulga and witjuti wood. The shells were carefully wrapped in soft bark to protect them as they passed through many hands on their journey across the continent. When they reached the Fitzroy River they were at the crossroads of several trade routes that were under the control of the Gooniyandi Peoples. This opened up trade with the western desert peoples. The prized pearl shells, flaked stone blades and spear points from the Kimberley were traded for boomerangs and beautifully carved spears.

The pearl shell became more valued the further it travelled from the Kimberley coastline. Evidence of the distance of the ancient pearl-shell trade has been found across a vast area of Australia; from the tropics in the far north to the **mallee** scrub between Adelaide and the coastline of Victoria.

2.8.3 Trade practices

First Nations communities lived in small self-contained communities for most of the year. The seasons determined the availability of food and resources, and the paths people took through Country. An important part of the yearly cycle was the annual gathering of the clans. These great gatherings always took place during times of plenty, when prized food was in good supply. The opportunity to feast on the large freshwater eels of Western Victoria or the Bogong moths in the high country of the Snowy Mountains provided the opportunity to conduct ceremonies, organise marriages, decide matters of law and exchange goods at the market place.

Clan gatherings

The clan gatherings always began with a formal invitation through an exchange of message sticks across nation groups. The western district of Victoria was one of the most densely populated areas of the continent. The people of this region shared their resources and engaged in trade when the land was able to provide for a sudden increase in population. An abundance of eels, kangaroo, mushrooms and a variety of root vegetables meant the land could cater for visitors, without bringing food shortages and hardship on the traditional custodians. With eel feasting came markets at Mount Noorat, where exchanges took place of valuable items such as spear points, possum cloaks, acacia resin, seashells and net bags. The leftover eels became a takeaway product that was dried and wrapped in kangaroo skin for transporting.

SOURCE 3 Message sticks belonging to the Yirandali language Dalleburra Peoples, Queensland. The messages are written in symbols, not script. Message sticks protected people as they moved through the Country of another clan or language group. Smoke signals were sent, followed by the presentation of a message stick to the Elders and a verbal explanation of the purpose of the visit.



mallee a low-growing bushy Australian eucalypt plant

In the high country of the Snowy Mountains, a wide range of food was available with the melting of the snow. Emu, possum, snake meat and Bogong moths provided a rich diet. Every year the Ngarigo and Walgalu Peoples would send out their message stick invitations to the neighbouring clans. Many clans would gather at Jindabyne and on Tumut River and Wollondibby Creek for the purposes of trade and ceremony. Groups of men travelled into the high country where the Bogong moths were smoked out of their resting places in the rock crevices. The moths were caught in nets and then cooked into rissoles that were transported down the mountain for all to enjoy during the ceremonial feasting.

DID YOU KNOW?

Dr Builth, an archaeologist who studied the eel-farming practices of the Gunditjmarra Peoples in Victoria's Lake Condah wetlands, has estimated that these farms could have fed up to 10 000 people.

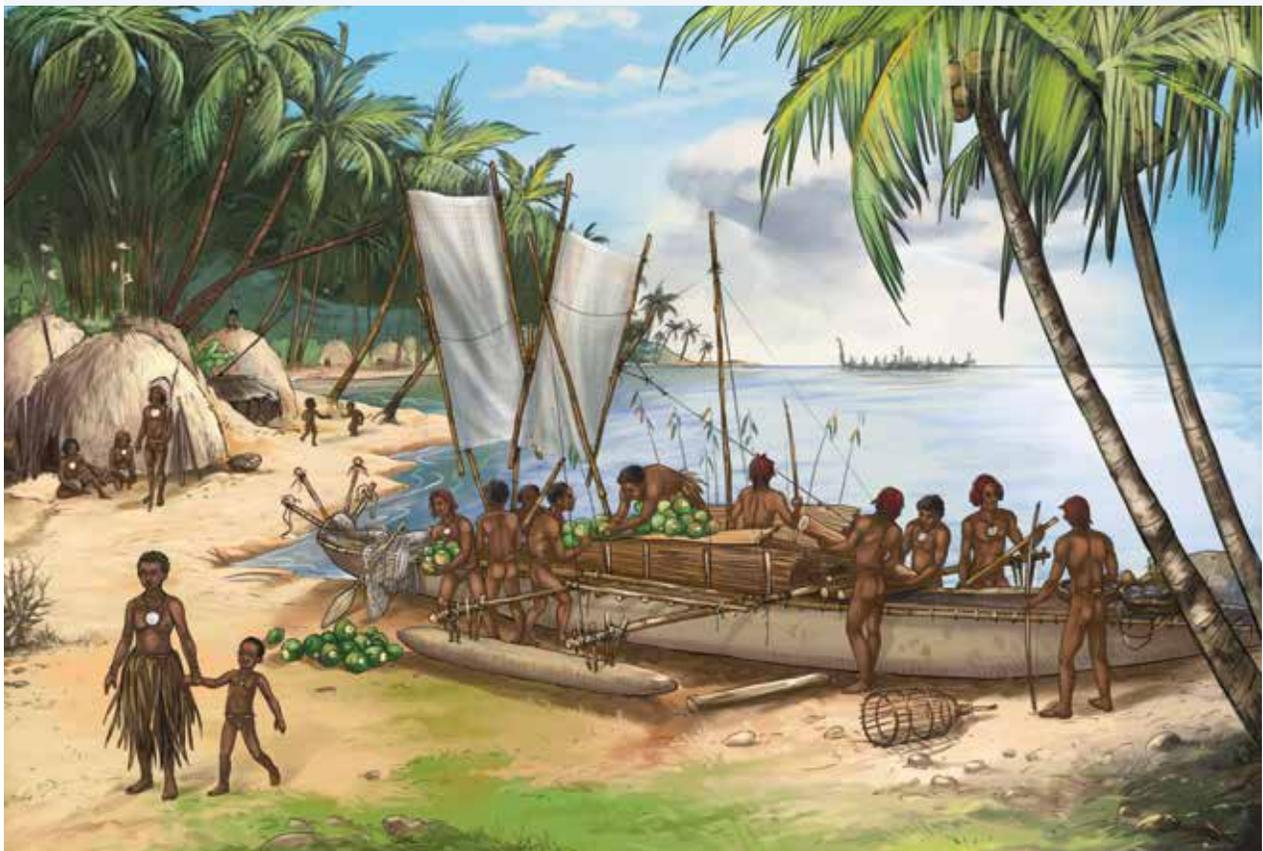
Bogong moths are native to Australia and get their name from the Bogong High Plains region in the Victorian Alps. When roasted and eaten, they are said to have a 'nutty taste'. They are highly nutritious.

2.8.4 Torres Strait trade

The farmers and fishers of the Torres Strait Islands had more food than they needed at certain times of the year. Turtle and dugong could be dried, stored and traded with the neighbouring clans around Cape York and the coastal peoples of Papua New Guinea. A range of root vegetables were also well suited to trade because they did not deteriorate quickly in the tropical heat.

tivd-10496

SOURCE 4 Dugout canoes swept along by two or three sails provided the transport for people and their trade goods between the Torres Strait Islands and the coasts of Papua New Guinea and the Australian mainland.



Trade was critical for survival on the Torres Strait Islands. The canoes Torres Strait Islander Peoples relied on for fishing and transport were obtained through a complicated trade link with the Saibai Peoples living in the estuary region of Papua New Guinea's Fly River. Trees large enough for the construction of a canoe hull do not grow on the Torres Strait Islands.

The Saibai traded with highly skilled canoe builders living in the heavily wooded forests further up river. The Saibai then adapted the single outrigger canoes that were only suitable for lagoon and Fly River journeys. They turned them into double outrigger canoes and then added masts and woven nipa-palm sails ready for the rough conditions of the open seas of the Strait. Torres Strait Islander Peoples exchanged shellfish and dried fish, turtle and dugong for their new double outrigger canoes, drums, **sago**, bows and arrows, **cassowary** and bird of paradise feathers.

sago a starch food obtained from palm used to produce a flour
cassowary a large flightless bird related to the emu with a bare head and neck

DID YOU KNOW?

Torres Strait Islander Peoples of each language group traded with their immediate neighbours. The Kaurareg Peoples were the only Torres Strait Islander group trading directly with the Cape York communities. The trade between the two groups took place on tiny Muralug Island, which lay very close to the Cape York coastline.

The Kaurareg acted as traders, exchanging goods on behalf of all the other Islanders. The Kaurareg exchanged goods such as finely crafted Muralug Island dugong harpoons and small bamboo items for the spears and ochres from Cape York's Gudang Peoples.

2.8 SKILLS ACTIVITY: Using historical sources, Historical perspectives and interpretations

Look at **SOURCES 2** and **3** to think about what ancient Australians traded and how they traded. You have learnt that trade was both a part of daily life, and of great ceremonial importance. As ancient Australia changed, so did the trade networks. The items traded across Australia have left an archaeological record of the extent of this ancient trade network.

1. Working in small groups, **organise** the information from the text and sources into a mind map identifying the goods traded, the origin of the trade items and their destination.
2. Refer to a map of Australia to **identify** the location of one of the trade regions identified in this lesson. Research the following.
 - The geographic features and landforms of the area (for example, rivers)
 - The climate (for example, subtropical)
 - The natural resources available (for example, seafood through being close to the sea)
3. **Discuss** the challenges of surviving in this location (for example, unreliable fresh water supply, cold in winter), and the natural resources in your location that could be swapped with another group.
4. Make a list of your location's three most valuable trade resources. Negotiate with other groups to trade, or barter, to obtain three additional resources you need.
5. Go back to your map to establish where the additional trade goods would have come from and the difficulties in moving resources from one location to another. **Present** the list of six resources to the rest of the class, explaining your choices and the challenges of negotiating the trade.

2.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 5, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Fill in the gaps.
The pathways of daily travel and trade across the continent are known as _____. Travel pathways are marked out by features of the landscape and remembered by First Nations Peoples as the _____. The songlines recorded the journey taken by the _____ as they travelled across the land.
- Briefly **explain** the importance of the following trade items to First Nations Australian communities.
 - Pearl shell
 - Ochre
 - Grinding stones
- Determine** whether each of the following statements is true or false.
 - Message sticks were sent before the exchange of goods took place.
 - Trade often happened alongside ceremonial events.
 - Clans gathered when seasons were bad to exchange scarce food resources.
 - First Nations groups understood how to preserve food.
 - Clans generally shared food rather than traded it.
- The Peoples of the Torres Strait Islands traded with the First Nations Peoples of _____ and the coastal people of _____. Animal goods that could be dried such as turtle and _____ were exchanged.
- Explain** why trade was critical for survival on the Torres Strait Islands.

Apply your understanding

Using historical sources

- Is **SOURCE 1** a primary or secondary source? **Explain**.
 - Explain** how you could compare the symbols used in First Nations Australian art with, for example, Egyptian hieroglyphs or Sumerian cuneiform.
- Greenstone was used for thousands of years by First Nations Australian communities to manufacture ground edge axes. **Explain** what the study of greenstone could tell archaeologists about First Nations Peoples' trade, travel and technology.
- What do the messages on the message sticks in **SOURCE 3** tell you about what was important to First Nations Australians?

Communicating

- Torres Strait Islander Peoples and some coastal mainland Australian communities indicated direction by referring to the name given to the wind that came from that direction. The wind and the sea were central to the life in the Torres Strait. Referring to **SOURCE 4**, write two sentences **evaluating** the importance of the dugout canoes to the life and culture of Torres Strait Islander Peoples.
- Write a paragraph **comparing** and **contrasting** the trade practices of ancient Australian communities with those of Torres Strait Islander communities. Ensure you mention any similarities and any differences in your answer.

LESSON

2.9 How did custom and kinship shape First Nations Australian society?

LEARNING INTENTION

By the end of this lesson you should be able to examine images and symbols to develop your understanding of the complex kinship systems and totems guiding the ceremonial and daily life of ancient Australians.

TUNE IN

Look closely at the **SOURCE 1** image of *totems*. The story depicted represents the Manarrngu mourning rites. The singing of this ceremony tells of the death of Gurrumarringu, the mighty hunter of the Manarrngu. The kangaroo and goanna represent animals he hunted. He died due to a snakebite.

Totems represent the natural objects, animals and plants that each individual and nation group has a responsibility to look after.

Totems express special qualities and strengths. They also give people a very effective way of protecting their natural environment, because people have special responsibilities to their totems and must protect them to ensure their survival.

1. What qualities or strengths do you think are represented by the **SOURCE 1** totems?
2. Discuss what totem you would feel very privileged to have if it could be granted to you. Why would you choose this totem, and what qualities do you believe it expresses?

SOURCE 1 A bark painting entitled *Totems of the Manarrngu, Mortuary Rites* by David Malangi, 1966. The painting shows a file snake on the left with a water goanna superimposed on a kangaroo in the centre and a tree on the right.



2.9.1 Kinship

Kinship continues to play a much more important role in First Nations of Australia communities than in Western society. The kinship system is a social system that establishes a person's relationship, roles, responsibilities and obligations to others and to Country. Kinship relationships are more complex than the Western notion of family and involve strict rules and obligations. Kinship links are tied to spiritual belief because The Dreaming ancestors are considered to have **genealogical** links with living people and their land, and so are important in deciding each person's kinship connections.

Three levels of kinship exist: moiety, totem and skin names.

- People with a shared moiety are regarded as siblings, cannot marry each other, and have a duty to support one another. All things, from plants and animals to clan groups, belong to a moiety. Moieties divide people of one clan into two groups, often according to their mother or father's bloodline. The two moieties balance each other in ceremonies and in daily life.

genealogical an account of the descent or ancestry of a person or group

- Totems are split between moieties to create a balance. A totem also expresses a person's identity, community roles and duties. Each person can have multiple totems, depending on their nation group, representing their nation, clan, family group and personal identity. Totems are spiritual emblems given to a person at birth to connect them to their Country and kin. Children learn that their relationships are not just with people, but also with their Country — the plants, the sky, the water and spirits that live within it.
- Skin names identify a person's bloodline, as it has been passed down through the generations. Skin names inform people of the connections between different generations, and the nature of the relationships people can have with each other. Husbands and wives do not share the same skin names, and parents do not share the same skin name as their children. Each nation has its own skin names, with a prefix or suffix to indicate a person's gender. *Note:* not all First Nations groups have skin names.

The kinship networks were strengthened through ceremonial exchange of goods. Younger men, for example, may be expected to give the gift of a spear to an older man from another clan who was connected through a kinship arrangement. The ties would be cemented by the older man's involvement in the younger man's initiation ceremonies. Because trade took place over long distances, possibly requiring movement through Country belonging to different language groups, the kinship agreements were complex. Trade goods were carefully given out to ensure all kin connections were recognised. Different traditions and ceremonies had to be learned and respected to make sure that alliances were protected and the exchange of goods could continue. The act of giving was part of ceremonial life and was very important in honouring kinship.

SOURCE 2 Excerpt from a speech given by Bryon Powell, representing the Kulin National Heritage Organisation, explaining the clan links of the Kulin Peoples, May 2000

The Kulin nation was made up of five Aboriginal tribes, which took up a fair swag of land in Central Victoria, centring on Melbourne itself . . . They were made up of clans, family groups. And what happened with the five tribes, they had commonalities in language, custom, traditions, burial rights, and very strong trade links. And I knew the Woiwurrund and Boon Wurrung, they were exceptionally close, they actually inter-married to strengthen those ties, they traded between themselves . . .



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SOURCE 3 When outsiders were invited onto Wurundjeri lands a ceremony called *Tanderrum* was held. The ceremony granted safe passage through Wurundjeri country with a ritual exchange of gifts. This nineteenth-century Charles Troedel painting shows Wurundjeri clan members fishing and camping at Merri Creek near Melbourne.



The kinship system was also an important feature of life in the Torres Strait Islands, where conflict over scarce resources was more common. Trade was essential for people living in tiny island communities. Trade expeditions and negotiations were often very anxious occasions between communities where property and kinship rights were in dispute. Visiting trading parties kept their canoes near the shoreline to enable a hasty retreat if the kinship system failed to keep harmony among the different clans and language groups.

2.9.2 Totems

The many language groups of First Nations Australia reflected the great variety of cultural beliefs. The spiritual connection with the land was nevertheless shared by all. The spiritual beliefs of First Nations Peoples of Australia shaped First Nations lore across the land.

All life comes from the land, and so First Nations traditions and ceremonies centre on fulfilling one's obligations to the land. Because the land provides everything for the people, caring for the health of Country is a great responsibility. Spirituality and the land are not separate. The Elders pass on their knowledge of the land and the lore through ceremony and The Dreaming.

At the start of The Dreaming, the ancestral beings created totems for the people. The totems identified the different clans and language groups of Australia. They also gave each individual a sense of place and cultural belonging.

The sacred places of Country were protected by keeping The Dreaming beliefs and rituals alive. The Dreaming gave people rules about where they could live, whom they could marry and the animals they could hunt. The continued supply of natural resources depended on people respecting the rules put in place by the spirit ancestors. Areas of animal refuge, where hunting was prohibited, were set aside. This helped ensure conservation of animal species of great importance to human survival in harsh landscapes. Totems guided First Nations Peoples of Australia in managing their resources. The Dreaming gave people the totems they would honour for life.

2.9 SKILL ACTIVITY: Questioning and researching

The languages, spiritual beliefs and social organisation of First Nations Peoples varied widely across Australia. The many First Nations are separate Peoples in origin, history and traditions. Each nation has its own understanding of concepts such as moiety. The Yolngu Peoples of Arnhem Land are either Dhuwa or Yirritja moiety. The Yolngu believe that the ancestral beings assigned everything to either the black cockatoo, Dhuwa, or the white cockatoo, Yirritja.

Despite the differences, kinship connected many of the different language and cultural groups across ancient Australia. People who shared totems may have lived in areas that were geographically separated, but they would still gather for trade, marriage and ceremonies

1. Imagine the difficulties nineteenth-century European settlers would have encountered when trying to understand the culture and kinship of First Nations Australians. **Research** one First Nations group of Australia, such as the Kulin Peoples of Victoria. Through your research identify the following.
 - The region that is the Country of your people, and the geographic features of the land
 - How the land and climate may have changed over the long period of deep time
 - The languages and dialect/s spoken
 - Stories related to The Dreaming, when the spirit ancestors travelled the land creating all the physical features such as mountains and rivers
 - Archaeological evidence of the deep time human occupation of the region
2. Write an **explanation** of the cultural and spiritual beliefs of your chosen First Nations Peoples of Australia that could be understood by a nineteenth-century European settler. Your explanation should emphasise the importance of Country, kinship, trade and ceremony.

2.9 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. Briefly **explain** what the kinship system is and why it is of such significance to First Nations Australian communities.
2. How were kinship and trade connected?
 - A. Kinship ties and agreements changed according to the objects being traded.
 - B. Kinship ties and agreements were complex and determined who traded.
 - C. People only traded within their kinship group.
 - D. All of the above
3. Visiting trading parties in the Torres Strait Islands kept their canoes close to the shore because all trade negotiation was conducted on the shoreline. True or false?
4. Decide whether each of the following statements is true or false.
 - a. Two First Nations people could not have the same totem.
 - b. Totems were chosen by the individual.
 - c. Totems helped First Nations Peoples to manage their resources.
 - d. A totem was given at the time of a person's birth.
 - e. Totems were used for trade among First Nations Peoples.
5. **Explain** what totems are and why they vary from one community to another.

Apply your understanding

Using historical sources

6. **SOURCE 2** is a modern explanation of what kinship means to First Nations Australians. Identify the key beliefs and values expressed in the source that have continued to be of significance.
7. **Infer** what the artist of **SOURCE 3** suggests about the nature of First Nations Australian society. How does this contribute to our understanding of the role of the kinship and ceremony in daily life?
8. Refer to **SOURCE 1** for an understanding of the significance of the totem. **Describe** how the totems shown in the artwork reflect the natural environment.

Communicating

9. In ancient Australian communities you would have called more people 'brother' or 'sister'. **Explain** why this was and the effect this would have had on other aspects of First Nations Australian life and culture.

Questioning and researching

10. **Develop** a subset of questions you could ask if you were enquiring into this overall question: How important were kinship systems and totems to First Nations Peoples?

LESSON

2.10 How was life and death recognised in ancient Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify the limited sources of evidence to develop your general understanding of the cultural practices and rituals of First Nations Australians.

TUNE IN

Think about a ceremony, such as a wedding, that you have attended. Consider why the ceremony was important to your family or community.

Read **SOURCE 1**. Discuss why you think ceremonies would have been a very important part of the daily life and culture of First Nations Peoples in Australia.



aud-0408

SOURCE 1 An Elder from the Ngarinyin Peoples, of the north-west Kimberley region of Western Australia, explains the significance of the traditional Welcome to Country

Before whitafellas came, it was the tradition of Aboriginals that when strangers came into their particular country to hunt or to gather, or to just pass through on their way to other places, that the host Aboriginals would go out to welcome them.

When they met, there would be the formalities of greeting. Part of the ceremony of welcome would be the men sitting around and talking men's business whilst the host women would take the visiting women and children to a women's site to talk women's business.

When this was completed, the two groups would join again and the men would hunt for kangaroo, goannas or bush turkey — and the women would prepare an area for eating and would gather firewood and berries, fruit, nuts and lily roots for a meal.

Then the ceremonies — the corroborees or jumbas would commence, and the dancing, the singing around the fire could well go on, not only all night, but sometimes for many nights in a row. Each jumba with a message — each with its own story — men, women and children taking part. Whilst during the day, the visiting tribe would be taken and shown the sites of significance and be told the stories of the spirit of the land they would be passing.

In this way, the hosts believed that by the end of formalities, when the strangers were ready to move on — they would not be considered strangers but friends who now had the spirit of the Country in their hearts — they carried the Wunggud with them — just like the people who lived there.

They believed that once the spirit of the land was in their hearts, then those people would never damage the land — they would love it and care for it like those whose home Country it was . . .

2.10.1 Dreaming lore

The Dreaming explained how the world came to be, identified the relationships between people and the land, and how people should behave. The Dreaming also shaped the traditions, ceremonies and rituals that represented the beliefs of First Nations Peoples of Australia. Chanting, singing, dancing, distinguishing decorative body painting and sometimes headdresses made from brightly coloured feathers were all part of the cycle of ritual and ceremony at the core of the traditions of First Nations Australian life. The ceremonies maintained the life of the land and the people, the time for hunting and the time for initiation, and the way funerals and marriages should be conducted. The men and women who were the Elders made all the important decisions, gave advice, judged crimes and determined punishments, arranged marriages and presided over ceremonies. The Elders are the guardians of The Dreaming lore.

Ceremonies demonstrate respect and understanding. Welcome to Country is an ancient ceremony that recognises the boundaries of clan land, which were clearly identified and understood by all clan members and their neighbours. While the details of the ceremony varied according to the traditions of each clan, the ceremony was conducted when members of one clan sought permission to enter another clan's territory. The visitor was required to ask permission to enter Country. This permission recognised that the custodians were agreeing to some sharing of the resources of their land, ocean, lakes or rivers.

SOURCE 2 Aunty Joy Murphy, Senior Wurundjeri elder of the Kulin Nation, performs a Welcome to Country before a cricket match in Melbourne



SOURCE 3 First Nations leader Professor Mick Dodson explains the meaning of Country.

When we talk about traditional Country . . . we mean something beyond the dictionary definition of the word. For Aboriginal Australians . . . we might mean homeland, or tribal or clan area and we might mean more than just a place on the map. For us, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features. It describes the entirety of our ancestral domains.

DISCUSS

Discuss the ways in which First Nations Australian communities use ceremonies as a way of recognising rights and obligations. Write a short paragraph explaining why the acknowledgment of these ceremonies continues to be important in modern Australia.

2.10.2 Initiation ceremonies

Archaeologists have learned a great deal about life in ancient Australia by studying ceremonial places, called *bora grounds*. Bora grounds were built with mounds of earth in the shape of two rings. The inner ring was a space reserved for initiation rites.

A boy could not become a man or a girl could not be accepted as a woman until passing through initiation ceremonies. Enduring tests and trials of physical and mental strength took the young from the carefree days of childhood to the responsibilities of the adult world. A general English translation of First Nations Australian initiation ceremonies is to be *put through the law*; meaning that initiation passed on the knowledge of the Elders, the sacred lore of The Dreaming and the right to participate in the ritual and ceremonies of Country. Initiation taught young people codes of conduct, customs and responsibilities. A person gained status with initiation.

Initiation connected people to The Dreaming by challenging them in ways that the great spirits had been tested. The ceremonies differed according to the particular beliefs of Country.

Initiation scars and practices, such as knocking out a front tooth (known as evulsion) or removing part of a finger, sometimes identified a person's clan group or kinship relationships. The role each person played in the process of initiation was determined by their kinship obligations. The Elders were responsible for instructing the young through the stages of the initiation, which could have involved a number of ceremonies carried out over a period of years. Initiates had to be taught the lore, the totem history and the ceremonial rites. Strong **taboos** often had to be observed about aspects of daily life, such as the food eaten and the people spoken to. Obedience to the Elders' instructions was the key to initiation. Once the ceremony was planned, invitations were sent out to the members of kinship and clan groups to be witnesses to the ancient **rites of passage**.

taboo something strictly forbidden

rite of passage a ceremony or event marking an important stage in someone's life

2.10.3 Death and funerary customs

First Nations Australians believe that with death a person's spirit would return to The Dreaming ancestors or to their spirit pool. Funeral and mourning ceremonies differed according to clan and Country, but they were all elaborate rituals that could last for many months. The ceremonies were a time to recognise the deceased and The Dreaming ancestors.

Mounds of earth, such as those built in the bora grounds, piles of stones and carved trees often marked the location of burial sites in the south-east of Australia. Funeral traditions and practices varied across Australia and included:

- simple burial in graves with bodies either stretched out or placed in a crouching position. Grave goods were sometimes placed with the body.
- cremation. Sometimes the charred skeletal remains were collected and later buried or placed in the hollow of a tree.
- drying out or smoking the body in a process called *desiccation*. The dried remains may have then been kept for a period of time before being buried.
- leaving the body on tree platforms to decay. The bones were later collected and often finally buried.

Ritual always accompanied funerals, such as facing the body in a particular direction or burying personal items as grave goods. Sometimes bodies were painted with totemic images or covered in ochre. The Kulin Peoples of Victoria tied the body in a crouching position and buried important members of the community with their possum cloaks, stone tools and woven bags. Mourners painted their faces white, women cut their hair and sent the spirit of the dead on their way with singing and dancing.

DID YOU KNOW?

At Roonka Flat, in the Murray River Valley of South Australia, the excavation of an occupation site has found burial sites of different types. Some graves were shallow and oval shaped with the dead lying horizontally, while others were deep shafts where bodies were placed in an upright position. One man's skeleton was found with the remains of a baby placed in his chest cavity.

Tiwi and tutini

The Tiwi Peoples live on Bathurst and Melville Islands, located 80 kilometres off the coast of Darwin. For thousands of years the Tiwi had only limited contact with the mainland First Nations communities because they believed that was where the spirits of the dead made their homes. A beautiful and distinctive art form developed from the Tiwi ceremonies associated with death, known as the *pukumani* ceremonies. Performance of *pukumani* funerary ceremonies went through stages that took a number of months to complete.

- The first funeral ceremony occurred at the time of death, called the *iliana* by modern Tiwi Islander Peoples. The body was painted with totem symbols and decorated with hair ornaments. Mourners painted their own bodies white.
- Elaborate burial poles or grave posts called *tutini* were carved as expressions of the person's life and as gifts to the spirit of the dead. The large poles were carved from the trunk of the ironwood tree and then erected around the grave site. The poles symbolised the importance of the dead person.
- The final *pukumani* ceremony took place approximately six months after burial at the *tutini* site. Performance of the ceremony enabled the dead to enter the spirit world. The mourners were painted in rich ochre designs and wore decorative head and armbands, called *pamajini*, as protection against a spirit that could still be angry. Dances and songs were performed during all parts of the ceremony that were drawn from the stories of the great Dreaming ancestor, Purukapali. After the death of his child, Purukapali had ordered the people to make grave posts and to sing and dance.
- With the ending of the ceremony the mourners departed from the grave, leaving the beautiful *tutini* to rot away.



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SOURCE 4 The distinctive burial poles of the Tiwi Peoples of northern Australia. Tree trunks are carved into poles with windows and reduced sections. These examples are painted in the Tiwi art style of geometric and abstract patterns. To form the paint, ochre was mixed with wax, honey or egg yolks. Brushes were made from soft bark, sticks and human hair.



2.10 SKILL ACTIVITY: Communicating

Ceremonies have been part of the cultures of Australia's First Nation Peoples since deep time history. Important events in the life of the community were marked by gatherings, and ceremonies that could last for weeks and involve hundreds of people. Some ceremonies were held on a regular basis in selected locations; others were held when the occasion demanded it.

The Kulin Peoples of modern Victoria were an alliance of five nations, speaking five related languages. The archaeological record of Kulin occupation of this land goes back over 40 000 years. When one Kulin community passed through the lands of another, the tanderrum ceremony was performed as a show of diplomacy and respect.

1. Select a ceremony practised by one of the First Nations Peoples of Australia to conduct your own **research** on — for example, marriage, rain-making, smoking ceremony or Welcome to Country.
2. **Identify** the following.
 - Why the ceremony would be conducted
 - Where the ceremony would take place
 - Who would be involved, and how invitations would be communicated (for example, using message sticks)
 - What the preparations would be for the ceremony (for example, construction of earth mounds or rock arrangements)
 - What ceremonial objects or rituals would be part of the ceremony (for example, the Tjurunga used by the Arrernte Peoples of Central Australia, or bullroarers, ceremonial poles, sacred chants, headdresses or body painting)
3. **Communicate** your understanding, and the significance, of the ceremony you have chosen via a visual representation, a booklet, a brochure or a website.

2.10 Exercise

learn**on**

2.10 Exercise

Learning pathways

■ LEVEL 1
1, 3, 4

■ LEVEL 2
5

■ LEVEL 3
2, 6, 7, 8

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Check your understanding

1. Initiation ceremonies were the tests that _____ had to go through before they could gain the status, responsibility and position of _____. The tests were trials of physical and _____ strength. During these ceremonies, knowledge and _____ of behaviour were passed down generations.
2. Briefly **explain** how burial practices differed between First Nation Australian communities.
3. Tutini poles are made from the trunk of an _____ tree.
4. Approximately how long after burial did the final pukumani ceremony take place?
 - A. Six years
 - B. Six months
 - C. Six weeks
 - D. Six days
5. **Create** a short guide (one or two paragraphs) to the Tiwi funeral rituals for someone who is visiting the islands and keen to become familiar with the traditions.

Apply your understanding

Communicating

6. Ceremonies marking a period of change in a person's life are known as *rites of passage*. The ceremonies expressing rites of passage will often give the person a significant change in their position or status within their community. Section 2.10.2 provides an insight into ceremonies marking a rite of passage.
 - a. Briefly **describe** the ceremonies discussed, and then identify a rite of passage ceremony practised in your own community.
 - b. **Write** a paragraph explaining why ceremonies marking rites of passage are important in all communities and cultures.
7. Using the sources presented in this lesson, write a paragraph about the social customs of First Nations Peoples. Remember to include a topic sentence, supporting evidence and a concluding sentence in your response.

Using historical sources

8. **Explain** what evidence of a society archaeologists can find through the study of death and burial practices.

LESSON

2.11 How have the world's oldest continuing cultures changed over time?

LEARNING INTENTION

By the end of this lesson you should be able to recognise how Australia's First Nations Peoples continued to adapt to environmental change and thrive on the Australian continent for thousands of years.

TUNE IN

Some of the best evidence of Australia's deep time history was found buried within the sand dunes bordering the dried shorelines of Lake Mungo National Park, in western New South Wales.

The layers of the now arid land created a time capsule of everyday life, dating back to the distant Pleistocene period. Massive environmental changes dried the Pleistocene Lakes that had once been brimming with water and resources, and changed the patterns of life for the First Nations Peoples living in this region.

As Lake Mungo dried the sea levels rose and flooded Australia's coastal plains, creating the Great Barrier Reef off the continental shelf of the northeast.

1. Consider how environmental change would have shaped new ways of living for the Peoples of Lake Mungo, and the coastal margins where the Great Barrier Reef now stands.
2. What do you think would have been the challenges, and what opportunities would have been created for these peoples?

SOURCE 1 Lake Mungo, a dry lakebed in Australia marked by sand drifts, is the location of one of the most significant cultural sites and archaeological finds from ancient Australia.



2.11.1 Environmental change and settlement patterns

By 1788, First Nations Peoples of Australia had populated and occupied every corner of the Australian continent. They had adapted to a range of climates, including dry and arid deserts in the centre as well as more tropical rainforests in the north.

Between the Pleistocene and Holocene periods, the impact of a changing climate was immense for the First Australians. At the beginning of the Holocene period, frozen sea-ice, formed during the Pleistocene era, began to melt and sea levels rose, resulting in a changing coastline (see **SOURCE 2** in lesson 2.5). These rising sea levels also meant that land bridges once traversable between New Guinea and Australia, and between Australia and Tasmania were covered by the rising sea, creating the islands that we know today. This meant that First Nations Australians who had once been able to travel freely between the mainland and the islands slowly become isolated.

This isolation meant that the ancient Australians in Tasmania and the Torres Strait Islands needed to adapt to their new island life, becoming reliant on salt-water fish and other marine creatures.

Similarly, the ancient Australians who had settled around Lake Mungo in western New South Wales had lived there for thousands of years when the lake began to dry up approximately 20 000 years ago. Archaeological evidence suggests that these people migrated south, and spread out along the Murray–Darling River, where access to fresh water was more readily available.

2.11.2 Changing Country and culture

Approximately one seventh of the land mass of the Australian continent drowned under the rising oceans, signalling the end of the last Ice Age. Detailed accounts of the impact of the rising waters was remembered in the Dreaming beliefs recalling events that had taken place thousands of years before.

Approximately fifty per cent of Australia's continental coastline was transformed into sandy beaches, 30 per cent into tidal flats and 20 per cent into cliffs and estuaries. Many coastal peoples became islanders, or were forced to retreat from the coast as their territory was inundated. Over the following centuries new languages and technologies emerged in the isolated island communities.

The Peoples of The Keppel Islands were now 13 kilometres from the mainland. They travelled between their island homes on distinctive one-piece bark canoes, and replaced the technology of boomerangs, shields and ground edge axes with stone drills for manufacturing fish hooks made of turtle shell.

First Nations Peoples have been linked to the area that is now the Great Barrier reef for thousands of years. Before the reef was formed over 7000 years ago, the people lived on what is now the ocean floor. The waters of the new Great Barrier Reef moved the coastline over 30 kilometres inland.

Deep time Dreaming beliefs tell of a time when the islands of the reef were attached to the mainland, and when the people walked across floodplains and hills hunting kangaroo and emu, rather than sailing over the reef to fish. The peoples and their communities adapted and changed with their new geographic and aquatic environments.

With the stabilising of the coastline new sand protected lagoons formed at the mouths of rivers, food-rich bays and inlets developed, estuaries and tidal reefs extended and rock platforms now offered easy access to shellfish and landing places for fishing canoes. Archaeological evidence suggests that the Holocene population increased with the improved access to a much wider range of resources.



aud-0409

SOURCE 2 From Naaman Zhou's 'Earliest evidence of Aboriginal occupation of Australian coast discovered', *The Guardian*, 2017.

Australia's earliest known site of human occupation of the Australian coast has been discovered in a remote cave in Western Australia, pushing back the start date of Indigenous occupation to more than 50 000 years ago.

Archaeologists led by the University of Western Australia found evidence of inhabitation on Barrow Island in the country's north west, discovering charcoal, animal remains and ancient artefacts that confirmed hunter-gatherer occupation.

Located 60 kilometres off the Pilbara coast, the Boodie Cave on Barrow Island was cut off from the mainland roughly 7000 years ago due to rising sea levels.

But researchers found the cave had been used as a hunting shelter from as early as 50 000 years ago, before becoming a residential base for groups of families from 10 000 years ago.

Archaeologists found Barrow Island provided rich records of ancient artefacts.

'This pushes back the age of occupation from the previous and more conservative limit of 47 000 years ago', said lead archaeologist Peter Veth. 'Even older dates are entirely plausible.'

The researchers said the site contained the longest record of dietary fauna in Australia. 'Barrow Island provided rich records of ancient artefacts, gathering and hunting of marine and arid animals, and environmental signatures which show the use of a now-drowned coastal desert landscape', said Veth.

2.11 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

The book *My place* by Nadia Wheatley and Donna Rawlins traces the history of one location in Sydney from 1788 to 1988. The story is told through the eyes of the different children who lived there over the course of 200 years. The Sydney that each child belongs to changes over time.

The story of the traditional custodians of the land, the identification of place, and the connection to land are central to *My Place*.

Beginning with the First Nations view of Australia during the Pleistocene period, your task is to **create** a children's storybook titled *Our Place: Australia*.

1. Select five different Australian places and times as the focus of the story. Research, **describe** and **illustrate**:
 - a. The physical environment, including the flora and fauna of the chosen place.
 - b. The key features of life for the First Nations Peoples for whom this place is Country.
 - c. The Dreaming stories explaining how the land and its people came into being.

In bringing your storybook into the present, you should acknowledge the adaptability and survival of First Nations cultures despite the enormous environmental and social changes occurring from deep time to now.

2.11 Exercise

learnon

2.11 Exercise

Learning pathways

■ LEVEL 1

1, 5

■ LEVEL 2

2, 3

■ LEVEL 3

4, 6, 7, 8

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS

Check your understanding

1. Prior to European colonisation, First Nations Peoples had colonised all of the Australian continent. True or false?
2. Complete the following passage.
At the end of the _____ period, changing climate resulted in _____ melting. This meant that the coastline of Australia changed. _____ were flooded by rising sea levels, isolating First Nations communities in _____ and the _____.
3. Lake Mungo was once an inland freshwater lake. Approximately how many years ago did it dry up?
 - A. 10 000
 - B. 20 000
 - C. 30 000
 - D. 40 000
4. **Identify** how First Nations Peoples documented the deep time changes to their Country.

Apply your understanding

Using historical sources

5. Refer to **SOURCE 2. Identify** Australia's earliest known site of coastal human occupation.
6. **SOURCE 2** details the finds in Boodie Cave, Barrow island, located off the coast of Western Australia. **Evaluate** the significance of the finds at Boodie Cave.

Communicating

7. **Explain** why the Great Barrier Reef is of importance to the deep time human history of Australia.
8. When Boodie Cave was first occupied, Barrow Island was part of the mainland. What evidence is there to suggest that the people did not abandon the site with the end of the ice age and the rising sea levels?

LESSON

2.12 How do we conserve our deep time history?

LEARNING INTENTION

By the end of this lesson you should be able to explain the different ways that archaeologists have studied the ancient past, and the cultural sensitivities of heritage sites, ancestral remains and material remains.

TUNE IN

The ability to identify with a person and their times is known as empathy. When we empathise we seek to understand, through imagination and knowledge, how others acted and thought. We show empathy when we read a novel, watch a movie, study a painting or listen to others.

A child living 20 000 years ago left some of the footprints shown in **SOURCE 1**; they are evidence of someone's life from long ago. These footprints provide only a glimpse of that child's life but are nevertheless historically very significant.



tivd-10499

SOURCE 1 The Pleistocene footprints from the clay at Lake Mungo left an ancient human record of life in Australia.



Write the inscription for a plaque erected near these footprints, explaining to visitors what they are looking at when they see these simple impressions. Convey a sense of the significance of the footprints and support this with your knowledge of the key features of the life and culture of First Nations Peoples during Australia's deep time history.

2.12.1 Investigating Australia's ancient past

With all the fascinating information that archaeological and scientific study of ancient burial sites can give us, it is easy to forget that these sites are also places of great spiritual significance and that ancient Australia is not just a story of the past.

SOURCE 2 Extract from Harvey Johnstone and Michael Westaway, archaeologists

Some of the footprints and stride lengths [belong to a child and] show how the child walked, paused, turned and ran away from the groups they were with, before walking briskly back towards them. Perhaps the child was called back by an adult or older sibling. So seldom in open-site archaeology do we see such a personal and familiar signature.

The First Nations owners and custodians of the land continue to care for Country and all the generations who belong to it. Australian governments now recognise the rights that First Nations communities have over human remains, artefacts and heritage sites. Debate over the control and correct treatment of human remains and heritage continues to be an important issue in Australia.

The role of the archaeologist

Careful investigation of archaeological sites is where the collection of evidence begins. The sites are the source of information and the basis for our archaeological understanding of how people lived in ancient Australia. Most sites have been found through careful survey of the landscape. Pits and trenches are then dug so that excavation can reveal the layers of history found in places such as middens and campsites.

The Kulin nation

The Kulin nation is made up of five First Nations clans or groups of Victoria. The Kulin Peoples left a variety of archaeological sites and a range of artefacts, and these are the record of life that archaeologists and scientists can observe and analyse.

- *Quarries*: the Kulin Peoples used many types of stone for a wide range of tools and weapons. Fine grained stone, such as quartz, was obtained easily and was used for making sharp tools. Axe heads needed a very hard rock so the Kulin used greenstone (diorite), which was found at only a few sites such as Mt William in Central Victoria. Axe heads from this site were traded as far away as Queensland, where axes were exchanged for highly valued objects such as possum skin rugs.
- *Scarred trees*: throughout the Victorian grasslands, old trees have been found showing symmetrical scars that are the result of the removal of bark. The Kulin cut the bark for a wide range of purposes, such as building shelters, lining graves, and making water containers, shields and canoes.
- *Stone scatters*: Kulin families once camped close to water sources, such as rivers and lakes. Stone pieces have been found at these sites that were the remains of broken tools or the waste that came from the making of new tools.
- *Rock art*: rock art sites are found across Australia as patterns, images and designs on rock surfaces. The art can be painted on, using materials such as ochre and charcoal, engraved or carved with a sharp stone, or rubbed into the rock with a ground stone. An engraving or carving into the rock is called a *petroglyph*. Rock art is difficult to date and requires a range of techniques. Radiocarbon dating can be used on paint, while luminescence dating can be used on some sand and rock sites. Victoria's Grampians National Park contains approximately 60 rock art sites of the Kulin Peoples, making it the most important rock art site in the state. The rock art sites feature images of people, human hands, animal tracks, birds and Dreaming spirits such as Bunjil.
- *Ceremonial circles*: five Kulin earth circles have been found at Sunbury, west of Melbourne. The circles are approximately 20 metres in diameter and can be seen as a lower level in the ground, indicating the earth has been scraped away.

- *Ceremonial rocks*: special rocks associated with the Kulin Dreaming beliefs are located in the foothills of the Dandenong Ranges. Archaeologists believe the rocks indicated sacred ground where activities such as hunting were not permitted.
- *Caves*: Cape Schank, located in Bunurong Country, on the south coast of the Mornington Peninsula, was of particular spiritual significance to the Kulin Peoples. Dreaming beliefs and stories are connected to locations such as this. Ancestral being Bunjil was believed to have told the rocks to create the cave there so that he could have shelter from a mighty storm.
- *Rock wells and springs*: cavities that were dug into the rock provided reliable water supplies in regions lacking rivers and permanent creeks. These wells were used by generations of First Nations communities as they travelled through Country.
- *Fish traps*: along the coastal areas, First Nations Peoples constructed tidal fish traps. At Toolondo in Victoria, the evidence of approximately four kilometres of shallow drains and ditches remains as part of an First Nations system of eel and fish trapping. At Lake Condah, another large system of First Nations fish traps was constructed consisting of stone weirs and channels. The Lake Condah trap has been dated to 3000 BP.
- *Burials*: along the banks of Australia's longest river, the Murray, numerous burial grounds have been located. The burial sites are sometimes connected to important resources, such as stone quarries or fish traps. The number of Murray River burial sites also indicates large First Nations populations lived in this region over long periods of time. The Kulin sometimes buried their dead in caves or placed them on platforms in trees.
- *Mounds and middens*: in areas where a small area of ground appears to have been raised above the surrounding land, archaeologists have found campsites. The mounds are due to the accumulation of rubbish and earth that has been blackened by the ashes of fires. In the nineteenth century, the Melbourne floodplain areas surrounding the Plenty and Maribyrnong rivers and Darebin and Merri creeks were reported as being the site of many cooking mounds. Ovens excavated there were large and probably used to cook for approximately 20 people at a time. Food waste, such as the remains of shellfish, built up at the sites because shell can survive buried in the ground. Middens have also been found on the banks of rivers, lakes and beaches, containing shellfish remains mixed with charcoal, bones and tools. This material collects in layers that archaeologists then use for establishing dates of site occupation.

SOURCE 3 A shellfish midden at King River, Northern Territory



DID YOU KNOW?

Bones and teeth leave a record of health and disease. At Roonka Flat in South Australia, people suffered from arthritis of the jaw and tooth loss. Archaeologists have connected this condition to chewing very stringy food and the use of the mouth as a tool. Chewing tough bulrush roots was part of the process of making the string necessary for the large hunting and fishing nets of the region.

2.12.2 Lake Mungo site study

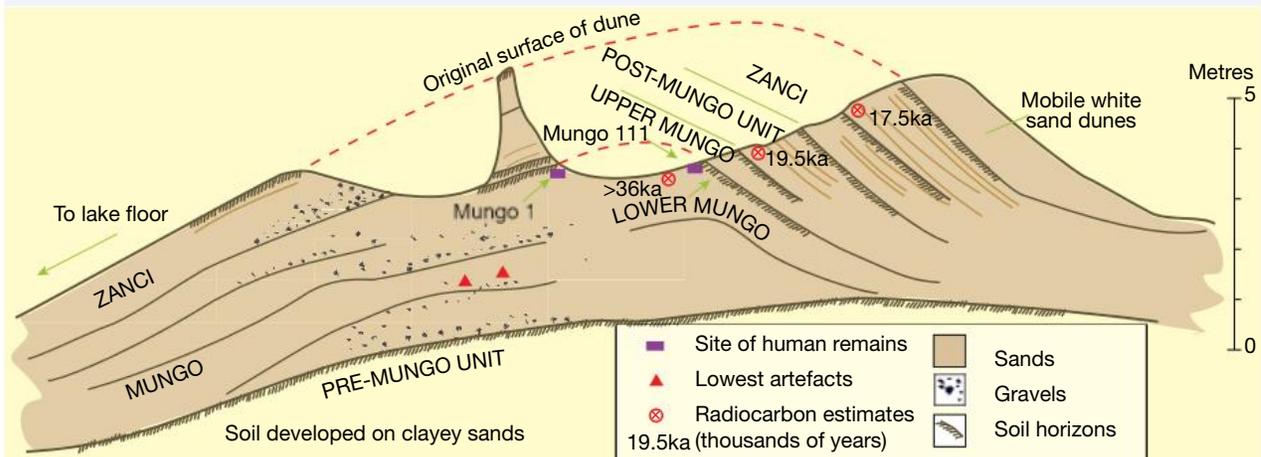
The evidence of the lives of the ancient people who lived on the shores of the now dry beds of Lake Mungo, in the Willandra Lakes region of western New South Wales, has been exposed by erosion. Lake Mungo lies in the lands of the Paakantji, Ngyiampaa and Mutthi Mutthi Peoples. In 1968, wind erosion uncovered the charred remains of a young woman in the sand dunes near Lake Mungo. This skeleton, known as 'Mungo I', had been cremated and then the bones had been crushed before burial. The first archaeologists to study her remains estimate the burial had taken place 25 000 years ago, making it the oldest known cremation in the world. More recent studies have concluded that Mungo I is closer to 42 000 years old.

Many other human remains and hundreds of artefacts have since been found in the eroded dunes of the vast Lakes region. Possibly the oldest human remains are the skeleton of a person, probably a tall man, who died between 38 000 and 42 000 years ago. Archaeologists have named him 'Mungo III'. (He is also known as Mungo Man.) The body had been carefully laid out, with hands clasped together and knees slightly bent. Archaeologists believe that so much ochre had been spread over the body during burial that traces of it turned the surrounding soil pink. A sense of the dignity, ritual and respect for the dead were preserved for thousands of years in the remains of Mungo I and III.

Lake Mungo is one of the 17 lakes in the Willandra region, a series of fossil lakes that is a World Heritage Site because of its natural and cultural importance. The remains of fireplaces, shell middens and human burials provide evidence of a time when Lake Mungo was full of water and supported an abundance of life. In 2003, another remarkable archaeological discovery was made when the 20 000-year-old footprints of the Willandra Peoples were found.

Archaeologists working with Elders of the Paakantji, Ngyiampaa and Mutthi Mutthi Peoples were visiting Country when Mary Pappin Junior, a Mutthi Mutthi woman, showed the footprints to archaeologists. Hundreds of the Pleistocene footprints had formed in soft muddy clay, dried and then became fossilised.

SOURCE 4 Diagram showing a cross-section of the excavations at the Lake Mungo archaeological site



int-8930

First Nations Elders have interpreted the footprints as the record of a small group of adults and children walking on top of a thick layer of clay. Within a couple of days, a band of hunters ran through the same area. The prints show that one Willandra man ran extremely fast while another was one-legged. Elders from the Paakantji, Ngiampaa and Mutthi Mutthi Peoples continue to work with the government in the ongoing care of the Lake Mungo archaeological site.

Appreciating our heritage

Many sites in Australia today are of historical, cultural and archaeological significance. In addition to this, the Australian government has established over 70 Indigenous Protected Areas. These areas are managed by the traditional custodians, who look after the plants, animals and any special sites. First Nations rangers manage the impact of visitors, particularly tourists, who come to the area. In this way, First Nations Australians keep their culture strong.

The Heritage Council of Victoria, for example, agreed in 2010 to principles of the Burra Charter, an agreement that is a guide for the conservation of Australia's heritage sites. The principles are of particular importance to Australia's fragile First Nations art and settlement sites.

The Burra Charter principles express the belief that:

- Heritage sites enrich all our lives because they help us to understand the past and the cultural richness of the world that we live in today.
- The cultural significance of a heritage site is in its location, the objects within it, its use and the meaning that it has to people today.
- Consideration of cultural significance, combined with careful analysis and study, must take place before any decisions are made that affect a heritage site.
- Careful records must be kept to ensure the care, management and understanding of heritage sites into the future.

SkillBuilders to support skill development

- 1.8 Developing a hypothesis

SOURCE 5 The remains of Mungo III, a man placed on his side with hands clasped and then buried in a shallow grave



SOURCE 6 A map of Australia showing some First Nations Australian art sites and locations of ceremonial and cultural significance in south-east Australia



Source: Spatial Vision

2.12 SKILLS ACTIVITY: Using historical sources, Communicating

Establish the location of an Australian First Nations site of cultural significance that you can visit.

1. In small groups, **plan** your excursion and **design** a range of archaeological fieldwork activities. Remember that traditional custodians should be consulted when planning site visits. Extend an invitation to a member of your local First Nations community to accompany your class on the excursion to help explain the significance of the site and the artefacts you are studying.
2. It is important that the site be treated with the same respect you would give a church, mosque or war memorial. Think about how your group will need to move around to ensure you do not damage the site.

In the planning process you will also need to:

- Check with local park and wildlife services for the rules of the site in their care.
- Ensure that all visitors to your chosen site are aware of the rules of site management and that the only records taken of your visit are what you write, what you photograph and what you draw.
- Familiarise yourself with the key features of the site location: if it is near water, if it is exposed or protected from the weather, how accessible it is, what the vegetation surrounding the site is, and so on.
- **Research** The Dreaming stories and beliefs of the peoples who created and maintained the site.

2.12 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

7, 8

■ LEVEL 3

4, 6, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. **Match** the Kulin archaeological site with its location by placing the corresponding letter in the middle column.

Burial sites		a. Sunbury, west of Melbourne
Rock art		b. Cape Schank
Fish and eel traps		c. Plenty and Maribyrnong rivers and Darebin and Merri creeks
Ceremonial circles		d. Mt William in Central Victoria
Mounds and middens		e. Lake Condah
Quarries		f. Grampians National Park
Ceremonial rocks		g. Banks of the Murray River
Caves		h. Foothills of the Dandenong Ranges

2. **Identify** the artefacts and evidence of life found at Lake Mungo.
3. Hundreds of Pleistocene footprints were preserved at Lake Mungo because the people walked across a layer of thick _____ that later dried and hardened.
4. **State** what the principles of the Burra Charter are designed to achieve.
5. The charred remains of a young woman found in the sand dunes near Lake Mungo, known as Mungo I, are close to 20 000 years old. True or false?

Apply your understanding

Using historical sources

6. The map in **SOURCE 6** shows artefacts and sites around Australia of archaeological significance. **Identify** all the challenges for the protection and conservation of these sites.
7. Examine **SOURCE 4** and read the relevant text.
- What role did erosion play in discovering the evidence of early First Nations occupation of Lake Mungo?
 - How deep was the Upper Mungo level?
 - Would you expect Mungo I or Mungo III to be closer to the boundary between Upper and Lower Mungo?
 - What does 'ka' stand for? What difference in time is there between the first date in the Zanci layer and the third date in the Lower Mungo layer?
8. Look at the photograph in **SOURCE 5**. What evidence of First Nations spiritual and funerary practices could an archaeologist gain from studying this source?

Communicating

9. **Discuss** the concept of a 'shared heritage' and decide what that should mean in modern Australia.
10. **Explain** the main points of the 2010 Burra Charter and then **identify** why you believe it is of significance to the care of Australia's deep history sites.

LESSON

2.13 INQUIRY: Communicating deep time culture and history

LEARNING INTENTION

By the end of this lesson you should be able to able to research and represent information celebrating the culture and deep time history of one of Australia's First Nation Peoples.

Background

The Peoples of the Kulin nation of the modern state of Victoria belonged to the land extending from Port Phillip and Western Port, up into the Great Dividing Range and the Loddon and Goulburn River Valleys. The Kulin lived well from the land — fishing the abundant waters of Port Phillip, and hunting and foraging the surrounding grasslands. The Gunditjmara Peoples of southwestern Victoria built huts from wood and bluestone and wore cloaks of possum skin. They were lake people who constructed sophisticated systems of aquaculture. They constructed stone dams to create the ponds and wetlands where short-finned eels could be harvested. The Gunditjmara built channels and weirs linking their wetlands, and wove large baskets to cull the mature eels. Radiocarbon dating indicates the Gunditjmara aquaculture ponds were constructed 8000 years ago.

You are a documentary producer working with Imparja, a television station that tells the stories of First Nations communities, communicating between First Nations Peoples and the wider Australian community. Your task is to develop an outline of the format, and the content of a documentary being produced as a record of the culture, custom, language and deep time history of one group of First Nations Peoples. You are working with Elders representing this group. The guidance of the Elders is of great importance to your documentary, because they hold the knowledge of language, and the cultural traditions and beliefs of Country.

Consider what you already know about the deep time history and culture of First Nations Australia. Think about what you understand about The Dreaming and ceremony, social structure and organisation, trade networks, land management and technology, and the great significance of Country in shaping culture.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Working in small groups, complete the following steps.

Step 1: Questioning and researching

Discuss and **decide** on the history and culture of the group of First Nations Peoples you want to explore further, and the subjects that are the focus of your investigation. Use the lesson question headings in this topic to help you get started.

Allocate topics for individual group research.

Step 2: Using historical sources

Discuss how you would communicate the knowledge of First Nations history and culture to a wider audience. As a film maker, you would have a variety of ways of recording knowledge. The Elders could assist you in making a record of art, music, dance, stories or the poetry of songlines. Decide on the most appropriate way to represent the subjects of your inquiry.

Step 3: Communicating

In the role of the film maker, each member of the group will present your classmates with their chosen subject of investigation using the most appropriate way of representing their research.

Step 4: Historical perspectives and interpretations

Remember that you are presenting your understanding of the longest continuing culture in world history. Celebrate the achievements of a civilisation that adapted and survived because its people understood the importance of environmental sustainability in the face of thousands of years of change to climate and geography.

Complete your self-assessment using the **Inquiry rubric**, or access the 2.13 exercise set to complete it online.

SOURCE 1 First Nations Australians have a rich cultural history.



on Resources

 **Digital document** Inquiry rubric (doc-39367)

LESSON

2.14 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

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2.14.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

2.2 How do we know about the deep time history of Australia?

- Scientists and archaeologists study the record of Australia's ancient past in sites such as Lake Mungo and Barrow Island.
- The oral history of Australian First Nations Peoples has also left a record of the ancient world in the form of stories passed down through the generations.
- Museums work with First Nations Peoples to give meaning to the artefacts they have in their collections.

2.3 What is deep time?

- Deep time relates to Earth time, or geological time, and covers thousands of years into the past, encompassing all time that First Nations Peoples have spent in Australia.
- First Nations Australians have lived here for at least 60 000 years, during both the Pleistocene and Holocene periods.
- Dreaming stories can be used to explain geological phenomenon, such as volcanic eruptions and changing sea levels. These stories can be used alongside archaeological evidence in order to date First Nations Australian heritage sites and artefacts.

2.4 Where and what was the land of Sahul?

- During the Pleistocene period the huge continent of Sahul was composed of Australia, New Guinea, Tasmania and the Aru Islands of Indonesia. The seas finally separated the continent of Australia from the greater Sahul land mass at the end of the last Ice Age, between 8000 and 6000 years ago.
- Records of Pleistocene life in the region of the Dampier Archipelago of Western Australia have been left in the pictographs, petroglyphs, stone tools and the stories of First Nations Peoples.
- The stories of First Nations Australians and archaeological evidence suggests that humans and megafauna co-existed in Australia for approximately 15 000 to 20 000 years.
- Modern DNA technology concludes that First Nations Australians are descended from one founding population who were present on the land mass of Sahul at least 50 000 years ago.

2.5 Who were the First Peoples of Australia and the Torres Strait Islands?

- Scientists believe that the low sea levels of the last Ice Age made the settlement of Australia possible, because First Nations Peoples were able to walk much of the way from their place of origin in South-East Asia to the islands of the Torres Strait and on to the Australian mainland.
- As human settlement spread across Australia, hundreds of different languages and beliefs developed to explain the nature of the land and the links between people. A belief in a creation time known as the Dreaming was shared by Australia's First Nations Peoples.

2.6 How did First Nations Australians manage the land?

- First Nations communities used their detailed knowledge of climate, animal and plant life to manage their resources and survive in challenging natural environments.
- Fire was used as a tool to care for the land, hunt and promote the growth of new vegetation.
- Farming and fishing were central to life for people living in the islands of the Torres Strait.

2.7 How did technology develop in ancient Australia?

- At the time of first European colonisation, Australia was a multicultural society with at least 250 separate First Nations languages spoken and hundreds more dialects.
- First Nations Peoples did not just react to a changing environment; they also shaped it. In the process called 'intensification', ancient Australian communities set about increasing the productivity of the land they farmed.
- Sustainable and controlled food sources were developed as the climate changed, and tools adapted to meet the changing environment.

2.8 What was the First Nations Australian economy?

- Dreaming tracks were well-established trade networks extending for hundreds of kilometres across the land to provide links between many clan and language groups.
- Sequences of songs provided a record of creation beliefs and helped people to create mental maps of their Country, enabling them to travel long distances in safety.
- Large gatherings of many clan groups occurred annually to coincide with increased food supplies and to provide an opportunity for trade, feasting, ceremonial celebrations, marriage and business negotiations.

2.9 How did custom and kinship shape First Nations Australian society?

- Relationships between clan groups and within families are complex in First Nations communities and are known as kinship networks.
- The levels of kinship are moiety, totem and skin names (when given).
- The spiritual connections between people and Country are represented by totems, which are the sacred plants, insects, birds and animals of the natural world.

2.10 How was life and death recognised in ancient Australia?

- Bora grounds were ceremonial places where initiation rites were often carried out. These gave young people the status and responsibility that came with adulthood.
- The death and funerary customs of the First Nations Peoples connected the deceased with The Dreaming ancestors.
- The ancient pukumani ceremony of the Tiwi Islands has survived into modern times as a beautiful art form showing the importance to First Nations communities of funeral ceremony and ritual.

2.11 How have the world's oldest continuing cultures changed over time?

- First Nations Australians had inhabited the entirety of the Australian continent prior to the arrival of European settlement in the eighteenth century. This included the harsh arid landscapes of central Australia.
- Climate change during the Holocene period dramatically changed the environment for First Nations Peoples. Plentiful lakes dried up and coastlines shifted, meaning change was necessary to grow and survive.
- Remains from ancient Australian sites have been dated at over 50 000 years old. First Nations Peoples are part of the world's oldest continuing cultures.

2.12 How do we conserve our deep time history?

- The ancient river bed of Lake Mungo in New South Wales has provided evidence of the oldest known funeral practices anywhere in the world.
- First Nations communities play an important role in the conservation and cultural appreciation of archaeological sites such as Lake Mungo.
- The Burra Charter is an agreement made by the Australian government to ensure the conservation and protection of our heritage sites.

2.13 INQUIRY: Communicating deep time culture and history

- Elders hold the knowledge of language, The Dreaming, the lore, cultural traditions and beliefs of Country.
- The civilisation of First Nations Australians adapted and survived thousands of years of change to climate and geography because its peoples understood the land, and the importance of environmental sustainability.

2.14.2 Key terms

ancestral beings gods or deities who taught people how to live and the rules of society; regarded as the direct ancestors of First Nations Peoples living today

anthropologist someone who researches the appearance and features of the life of prehistoric people and the connections they had with other human populations

archipelago islands scattered over an expanse of water

artefact an object made or changed by humans

Before the Present a term used by archaeologists instead of BCE (before the common era) for when time periods are vast

cassowary a large flightless bird related to the emu with a bare head and neck

cay a small island found on coral reefs

clan a group of people of common descent or ancestry

dialects different forms of a language

The Dreaming in First Nations spirituality, the beginning of earth and the cycles of life and nature, explaining creation and the nature of the world, the place that every person has in that world and the importance of ritual and tradition; Dreaming stories pass on important knowledge, laws and beliefs; also known as The Dreamtime

dugong a sea animal, sometimes called a sea cow, found mainly on the coasts bordering the Indian Ocean

ecosystem a community of organisms, plants or animals and the environment they exist in

forage to search for provisions or food

genealogical an account of the descent or ancestry of a person or group

geologist someone who studies the sediments and landforms associated with ancient campsites

Ice Ages long periods during which glaciers covered much of the northern hemisphere

intensification activities undertaken with the intention of enhancing the productivity of land

islet a very small island

lore the customs and stories that came from The Dreaming and continue to govern all aspects of First Nations Australians' life

mallee a low-growing bushy Australian eucalypt plant

mangrove area in a tropical or subtropical climate where vegetation grows in salty or brackish water

ochre a natural pigment found in soil, ranging in colour from pale yellow to orange and red

palaeontologist a scientist who studies fossils

plateau a high, flat-topped landform

quarry an excavation or pit from which stone or building material is cut

radiocarbon dating a way of dating objects of plant or animal origin according to the amount of carbon left within them

rite of passage a ceremony or event marking an important stage in someone's life

sago a starch food obtained from palm used to produce a flour

savannah area of land that is a grassy plain with few trees in tropical and subtropical regions

seagrass a grass-like plant living in or close to the sea

sediment the material that settles at the bottom of a liquid

shell midden a mound of shells and other waste material marking the site of an ancient community

silt fine sand or earth particles carried and deposited by running water

taboo something strictly forbidden

taro a plant with broad edible leaves and root vegetable, grown in the tropical regions, especially the Pacific Islands

2.14.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do First Nation Australians, as the world's oldest continuing cultures, display evidence of both continuity and change over deep time?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources



eWorksheets

Customisable worksheets for this topic (ewbk-10468)

Reflection (ewbk-10684)

Crossword (ewbk-10685)



Interactivity

Deep time history of Australia crossword (int-8931)

2.14 Review exercise

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Multiple choice

1. Why was pitjuri a valuable trade item?
 - A. It was valued for its great beauty.
 - B. It was a strong timber used to make spears.
 - C. It was used for decoration.
 - D. It was a drug that could relieve pain, tiredness and hunger.
2. Why are kinship relationships very complex in First Nations Australian communities?
 - A. People lived in small village communities.
 - B. People were living in harsh environments.
 - C. Family links were tied to spiritual beliefs.
 - D. Families were very large.
3. A totem is a special plant or animal that is which of the following?
 - A. People were permitted to hunt it or gather it for food.
 - B. It was only known of through Dreaming beliefs.
 - C. It was chosen during an initiation ceremony to protect a young person.
 - D. It was painted and carved onto rock walls.
4. What were the tutini?
 - A. A set of Tiwi Island beliefs
 - B. Elaborately carved grave posts used in the pukumani ceremony
 - C. A weapon used by Torres Strait Islanders
 - D. A totem
5. What is Lake Mungo the site of?
 - A. The largest ceremonial grounds found
 - B. The most remote First Nations communities
 - C. The oldest known cremation site in the world
 - D. The most complex rock art in Australia
6. Why are the Elders the ceremonial leaders in First Nations communities?
 - A. Their old age has given them wisdom.
 - B. They are respected community members with a deep knowledge of tradition.
 - C. They are born into a hereditary position of power.
 - D. They are the great warriors.

7. How did First Nations Australians use fire to manage the land?
Select three correct responses.
- A. They started bushfires to scare away enemies.
 - B. Burning grasslands promoted lush new growth.
 - C. Fire flushed animals from their burrows so they could be killed.
 - D. They burnt areas to let others know where they had been.
 - E. They burnt the undergrowth to reduce the risk of large bushfires.
8. What is the estimated number of First Nations language groups that existed when Europeans first arrived in Australia?
- A. 50
 - B. 100
 - C. 150
 - D. 250
9. As the ancestral beings travelled across Australia giving life, they created landmarks and named the geographical features of the land. The countless pathways of daily travel and trade crossed the continent and are known as The Dreaming tracks.
What do First Nations Australians also remember these tracks as?
- A. Songlines
 - B. Sacredlines
 - C. Dreamlines
 - D. Pathlines
10. What is the word for how First Nations Australians explain creation, the nature of the world and the importance of ritual and tradition?
- A. The Storytelling
 - B. The Dreaming
 - C. The Sagas
 - D. The Folklore

Short answer

Historical perspectives and interpretations

11. **Summarise** the changes that took place in Australia between the Pleistocene and the Holocene periods.

Communicating

12. **Communicate** your understanding of deep time history and then identify the ways in which the deep time history of Australia has been recorded.
13. **Identify** the ways in which First Nations Australian Peoples managed the land and cared for Country.
14. **Explain** how the songlines were formed, and were then used to create trade networks.
15. **Compare** the concept of *kinship* in Western societies, and the kinship system as it continues to be defined in First Nations Australian communities. **Identify** the similarities and differences in a one paragraph explanation of kinship.

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3 Ancient Greece

LESSON SEQUENCE

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LESSON

3.1 Overview

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How do we know about ancient Greece, and what were its defining features, achievements and legacies?

3.1.1 Introduction

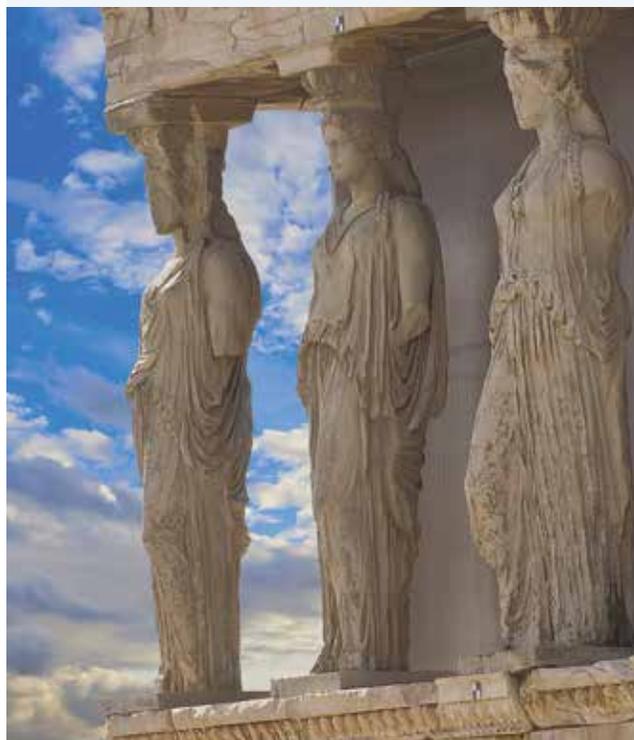
In 2004, the Summer Olympic Games, officially known as the XXVIII Olympiad (28th Olympiad), were held in Athens, the capital of modern Greece.

Its motto, 'Welcome Home', was chosen because Greece was the birthplace of the Olympics. According to Greek tradition, the first ancient Greek Olympics were staged in 776 BCE.

As we will see in this topic, the Olympics are far from being our only legacy from Greece. Greeks have settled in many places, bringing their culture with them. More people of Greek descent live in Melbourne than in any city except Athens.

Much more importantly, many ancient Greek ideas were handed down to the present through other cultures. Ancient Greek influences are all around us.

SOURCE 1 Statues called caryatids on the Acropolis in Athens, Greece



Resources



eWorkbook

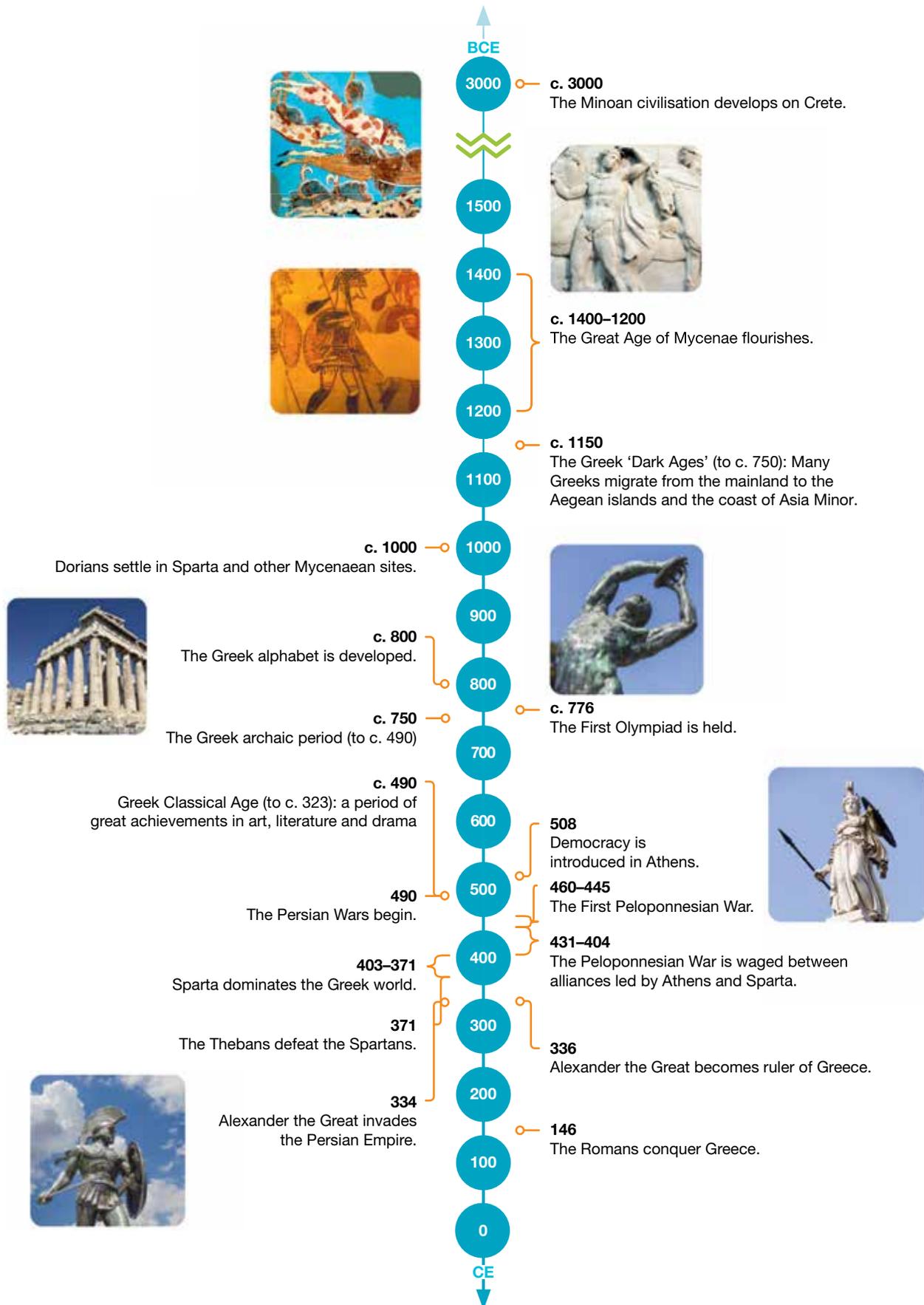
Customisable worksheets for this topic (ewbk-10470)



Video eLesson

Ancient Greece (eles-1836)

SOURCE 2 A timeline of ancient Greece



LESSON

3.2 How do we know about ancient Greece?

LEARNING INTENTION

By the end of this lesson you should be able to describe the archaeological and written sources for ancient Greece and explain the gaps in our knowledge.



tivd-10500

TUNE IN

Archaeological sources such as sculptures can tell us about the past.

1. Discuss how sculptors around 2500 years ago could produce art such as that shown in **SOURCE 1**.
2. Brainstorm what you think these sculptures could have been about.

SOURCE 1 Some of the many marble sculptures that once adorned the Parthenon (temple) in ancient Athens



3.2.1 How do we know about ancient Greece?

Every year millions of people visit Greece to marvel at the many surviving traces of its ancient civilisation. These include the shells of magnificent buildings such as the Parthenon and Erechtheion on the **Acropolis** of Athens, and the National Archaeological Museum, which holds the world's largest collection of ancient Greek artefacts. They also visit the extensive ruins of the original Olympic Games at Olympia and other sites, such as the god Poseidon's temple at Sounion and the sanctuary at Delphi, which the ancient Greeks called the 'navel of the Earth'. Great collections of Greek art are also held in other parts of the world, including the famous Parthenon Marbles, which were taken from the Parthenon by the British diplomat Lord Elgin more than 200 years ago and are now displayed in the British Museum in London.

Written sources

The Greeks also left many written records. Ancient Greek writers are still read today. Among the best known are the works of the epic poet Homer, the historians Herodotus (c. 484–425 BCE) and Thucydides (c. 460–403 BCE), the philosophers Plato (c. 428–348 BCE) and Aristotle (c. 384–322 BCE), and playwrights such as Sophocles (c. 495–405 BCE). Their works and other written records add much to our understanding of ancient Greece.

acropolis a city, citadel or complex that sits on a high hill

SOURCE 2 Mycenaean soldiers painted on pottery. Mycenae was the earliest civilisation on the Greek mainland.



SOURCE 3 A theatre mask used in performances of plays in ancient Athens. Beside the mask you can see the excavated remains of an ancient Greek amphitheatre in Aphrodisias on the Turkish coast. It was in open-air theatres like this that ancient Greek actors performed wearing such masks.



3.2 SKILL ACTIVITY: Using historical sources

The Parthenon is the building on top of the Acropolis.

1. **Conduct research** online to find images and information about the Parthenon.
2. **Identify** the features of the Parthenon that have influenced the design of many modern-day public buildings. Share the features you have identified with your class.

3.2 Exercise

learnon

3.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. **Identify** the main reason that millions of people visit Greece each year.
2. **Identify** the ancient Greek writer whose works are still read today.
 - A. Homer
 - B. Thucydides
 - C. Aristotle
 - D. All of the above
3. The original Olympic Games were held at Olympia. True or false?
4. **Recall** what the earliest civilisation on the Greek mainland was called.
 - A. Mycenae
 - B. Dorian
 - C. Aeolian
 - D. Ionian
5. Who was Herodotus?

Apply your understanding

Using historical sources

6. **Explain** how **SOURCE 1** provides evidence of the artistic skills of ancient Greek sculptors.
7. Use **SOURCE 1** to **develop** a hypothesis about the wealth and values of ancient Athens.
8. **Discuss** what you think we might learn from **SOURCE 2** about the skills of Mycenaean potters.
9. **Explain** what kind of character you think the mask in **SOURCE 3** was meant to represent. How can you tell?
10. Write a short **summary** of what you have discovered about ancient Greece from **SOURCES 1 to 3**.

LESSON

3.3 Who were the Minoans and Mycenaeans?

LEARNING INTENTION

By the end of this lesson you should be able to describe the first ancient Greek civilisation, the Minoans, and the Mycenaeans, who conquered them around 1375 BCE.

TUNE IN

The sculptures shown in **SOURCE 1** have been dated to the time of the first ancient Greek civilisation, the Minoans.

SOURCE 1 Ancient Minoan sculptures of bulls



1. Why do you think they would have sculpted the heads of bulls?
2. Consider what significance bulls might have had for them.

3.3.1 Minoan civilisation

Civilisation in Greece began before 3000 BCE when people started to grow crops and herd animals on Crete, the largest of the Greek islands. The archaeologist Arthur Evans was the first to excavate their cities. He called these people Minoans after their legendary King Minos. During the fourteenth century BCE, their peaceful civilisation appears to have been overrun by the more warlike Mycenaeans of mainland Greece.

By about 2500 BCE the Minoans had built towns. They had also learned to make tools, weapons and ornaments from bronze and to create beautiful pottery. The main Minoan city, Knossos, dates from about 1900 BCE. The walls of the buildings in Knossos were decorated with scenes of Minoan life, including athletes leaping and performing acrobatics on the backs of wild bulls (see **SOURCE 2**).

Around the time that Knossos was built, the Minoans were building palaces, and most Minoans were living in large coastal towns. These were probably centres of their extensive sea trade. Evidence suggests the Minoans set up trading bases on several Greek islands and exchanged goods with Egypt, Syria and other civilisations. The Minoans used a written language we call Linear A. It disappeared suddenly about 1450 BCE and it is still

SOURCE 2 A fresco (wall painting) from Knossos showing young Minoan men and women leaping on the back of a bull



not understood. Around 1700 BCE the Minoan cities were destroyed following the eruption of a volcano on the island of Santorini, which triggered a massive tsunami. The cities were rebuilt but were destroyed again by earthquakes in about 1450 BCE.

3.3.2 The Mycenaeans

Most archaeologists believe that by about 1375 BCE, Mycenaean invaders from small kingdoms such as Mycenae, Athens and other hilltop cities on the Greek mainland had conquered the Minoans. Mycenaean civilisation flourished between about 1400 BCE and 1200 BCE. The Mycenaeans were great seafarers and traders and were highly skilled in the use of bronze. They appear to have copied some aspects of Minoan culture. The warrior ruling class lived in palaces and enjoyed music, dancing and sport.

The Mycenaean spoke an early form of Greek. Their written language, which we call Linear B, has been translated since its code was cracked in 1952. The earliest Mycenaean stories to appear in written sources are Homer's *Iliad* and *Odyssey*. The *Iliad* tells the story of how in about 1200 BCE the Mycenaeans laid siege to, and finally captured and destroyed, the city of Troy in Anatolia (present-day Turkey).



SOURCE 3 Crete, Greece and Egypt at the time of the Minoan and Mycenaean civilisations



Source: Map drawn by Spatial Vision.

Homer's *Iliad* and the Trojan War

The story told in the *Iliad* is so popular that it has been told and retold, even by Hollywood in a twenty-first century movie. Whether any part of the story is true is still a mystery. Some archaeological discoveries have only added to the debate. The story was probably passed down by storytellers for three centuries before it was recorded in writing by Homer. Homer is believed to be a Greek who lived in the eighth century BC. However, some scholars think that his poems were the work of several people.

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

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

According to the *Iliad*, the war started because Paris abducted Helen and took her to Troy. As Homer tells the story, Agamemnon gathered a great Greek navy and led a ten-year siege of Troy that included huge battles outside the city's walls. Troy was finally defeated by Mycenaean trickery. Pretending to have given up the siege, the Greeks left a giant wooden horse with their hero Odysseus and about 20 other warriors hidden inside. Seeing that the Greeks had sailed away, the Trojans thought that the Greeks had left the horse as a gift. After the rejoicing Trojans dragged the horse into the city, Odysseus and his companions crept out and opened the city gates for the returning Greeks, who seized and destroyed Troy.

SOURCE 4 A scene from one of the wall paintings found at Tiryns, a Mycenaean site from the fourteenth to thirteenth centuries BCE



Fact or fiction?

Even in ancient times the truth of the *Iliad* was doubted (see **SOURCE 5**). Until the late nineteenth century CE, the story was thought to be simply a myth. Then, in 1870, a German amateur archaeologist, Heinrich Schliemann, began digging on what he believed was the site of ancient Troy. He used the *Iliad* to help find its location and he discovered the ruins of a city that could have been Troy (see **SOURCE 6**). However, later excavations showed that the level Schliemann identified as Troy was hundreds of years too early.

SOURCE 5 From *The Histories*, written by the ancient Greek historian Herodotus (c. 484–425 BCE)

. . . had Helen really been in Troy, she would have been handed over to the Greeks with or without Paris' consent; for I cannot believe that either Priam or any other kinsman of his was mad enough to be willing to risk his own and his children's lives and the safety of the city, simply to let Paris continue to live with Helen.

SOURCE 6 At Canakkale, about 300 km south-west of Istanbul in Turkey, Schliemann dug up these city ruins. Later excavations showed the site contains ruins of nine different settlements, built one on top of the other.



The Mask of Agamemnon?

Four years later, Schliemann excavated Mycenae to find the grave of Agamemnon. He found at least five royal graves filled with gold and other treasure. His most exciting finds were several gold masks, including one pictured in **SOURCE 7** that became known as the 'Mask of Agamemnon'. Many archaeologists doubt that this really is Agamemnon's death mask for several reasons:

- Schliemann had a record of faking archaeological finds and he could have had the mask made.
- The grave where the mask was found is about 300 years earlier than the supposed date of the Trojan War.
- The 'Mask of Agamemnon' looks very different from the masks, including **SOURCE 8**, found covering the remains of other Mycenaean chieftains.

Clear evidence is still yet to be found that the Trojan War really happened or that the grave Schliemann unearthed at Mycenae was, in fact, the grave of King Agamemnon.

3.3 SKILL ACTIVITY: Questioning and researching

1. Compare SOURCES 7 and 8.
 - a. Describe the features of the masks in SOURCES 7 and 8
 - b. If both of these masks were really found in the graves at Mycenae, explain why you think a decision was made to call SOURCE 7 rather than SOURCE 8 the mask of Agamemnon.
2. Choose one other primary source in this lesson. Propose three questions you could ask about it to try to assess its reliability and usefulness for a study of Minoan or Mycenaean history.

SOURCE 7 The gold 'Mask of Agamemnon'. Heinrich Schliemann claimed to have found it in 1876 when he excavated graves in Mycenae. It is held in the National Archaeological Museum, in Athens.

SOURCE 8 Another Mycenaean gold mask from excavated graves in Mycenae, now held in the National Archaeological Museum, in Athens



3.3 Exercise

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3.3 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4, 9

■ LEVEL 2

1, 6, 7, 8

■ LEVEL 3

5, 10

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Check your understanding

1. Describe the achievements of Minoan civilisation by about 1700 BCE.
2. Identify what caused the collapse of Minoan civilisation.
 - A. The Persian Wars
 - B. An earthquake
 - C. An invasion
 - D. The Romans
3. Explain what role the Mycenaeans might have played in the destruction of Minoan Crete.
4. According to legend, identify how the Mycenaeans won the Trojan War.
 - A. They killed Priam, the king of Troy.
 - B. They left a wooden horse filled with Mycenaean Greek warriors outside the city walls and then pretended to sail for home.
 - C. They defeated the Trojans during battle.
 - D. They did not win the Trojan war.
5. Describe the supposed causes and effects of the Trojan War.

Apply your understanding

Using historical sources

- Look closely at **SOURCE 2**.
 - Describe** what is depicted in this Minoan wall painting.
 - Do you think the Minoans did this for sport or could there be another explanation for the scene? **Justify** your answer.
- Study **SOURCE 3**. **Explain** how the location of Crete would have enabled the Minoans to trade with other civilisations and how the Minoans would have benefited from trade.
- Analyse **SOURCE 4** and **explain** what you might be able to suggest about Mycenaean art and everyday life from this source.
- In **SOURCE 5**, **identify** what Herodotus doubts about the account of the Trojan War in the *Illiad*.
 - That the Mycenaeans used a wooden horse to enter and take the city
 - That Troy was defeated
 - That Helen ever existed
 - That the Trojan king would have risked defeat, death and destruction just so Paris could have kept Helen
- Explain** why it is likely that the walls in **SOURCE 6** are not the walls of ancient Troy.

LESSON

3.4 What was the Greek 'Dark Age'?

LEARNING INTENTION

By the end of this lesson you should be able to identify the geographical features of Greece and explain how they influenced the development of Greek civilisation from about 1150 BCE to 490 BCE.

TUNE IN

Pottery and other works of art can be powerful sources to help us better understand history. Examine **SOURCE 1**.

- Is this piece of pottery considered a primary or secondary source? Why?
- Discuss the elements of this source that suggest what hoplites were.
- Consider how accurate you think these images are.
- Share your thoughts with your class.

SOURCE 1 Mycenaean pottery showing hoplites



3.4.1 The influence of geography

From their heavily fortified cities, the Mycenaean kings dominated the south of Greece from around 1600 BCE to 1200 BCE. But soon after 1200 BCE, Mycenaean culture suffered a sudden and violent collapse. This was followed by the Greek 'Dark Age', which lasted almost 400 years. We know very little about ancient Greece between 1150 BCE and the development of the Greek alphabet around 800 BCE.

What we do know is that the landscape, climate and natural resources of Greece had a huge influence on its civilisations in this period and later. As you can see in **SOURCE 2**, 75 per cent of the Greek mainland is mountainous. This meant that settlements were isolated from each other, overland travel was difficult and only about 20 per cent of the land was useful for farming. This caused the Greek settlements to turn to the sea for contacts and trade.

Ancient Greece had long, hot summers and short, cool and wet winters. Rainfall was unreliable and long droughts could cause hunger, but floods could also destroy food crops. However, soils in many of the valleys were suitable for growing barley, oats and some wheat, while the uplands provided slopes for grazing sheep and goats and growing grapes and olives. Most ancient Greeks were small farmers who lived in small villages. They provided the staples of the Greek diet, such as bread, wine and olive oil, as well as products from the herds, including wool, skins, cheese and occasionally meat.

int-7757

SOURCE 2 The origins of Greece



Source: Map drawn by Spatial Vision.

Trade

Although sudden storms made sea travel in ancient times very dangerous, the Greeks also relied on the sea for trade in bronze, timber and other materials they lacked. Some wheat also had to be imported because from around 600 BCE, the Greek population increased and wheat did not grow well in the steep terrain and limestone soils. The Greeks imported it and other foods from Egypt, southern Italy and around the Black Sea. They exported olive oil, wine and pottery.

3.4.2 The development of the Greek city-states

The Greek 'Dark Age', c. 1150–750 BCE

The period from about 1150 to 750 BCE is called the Greek 'Dark Age' partly because very little is known of it. Mycenaean palaces were looted and burned and nearly all the Mycenaean fortresses except Athens were abandoned. We do not know who the attackers were. Until the late twentieth century, historians mostly agreed that they were **Dorians** from northern Greece. Among these Dorians were people who settled in villages at the site of Sparta around 1000 BCE. However, archaeological evidence suggests that the Mycenaean kingdoms had collapsed before the Dorians moved south.

During the Dark Age, the art of writing was lost, trade collapsed and central government disappeared. A consequence was a lack of evidence for this period. Another important Dark Age development was the migration from around 1050 BCE of mainland Greeks to the Aegean islands and the coast of Asia Minor (modern-day Turkey). According to Greek legends, these migrants included people fleeing from the Dorians. Around the same time, the **Iron Age** reached Greece, which meant the beginning of tool and weapon manufacturing using iron.

SOURCE 3 An archaeological excavation at the site of an ancient Greek settlement in what is now the Black Sea port of Odessa, in Ukraine



SOURCE 4 Athens today as seen from its port, Piraeus. The arid mountains in the background are typical of Greece.



The Archaic Period and the rise of the polis

The time between c. 750 and 490 BCE is called the Archaic Period. It describes the time leading up to the Classical Period. Many changes took place in the Greek world. **Pan-Hellenic** institutions, such as the Olympic festivals, came to express a common Greek culture. Around 750 BCE, Greeks set up colonies in southern Italy, Sicily and even as far away as the Black Sea. This was probably because of a growing shortage of farming land on the dry, rocky mainland. By the early seventh century BCE, throughout the Greek mainland, islands and colonies, a new kind of state developed. Greeks formed **polis** — independent, self-governing city-states such as Athens, Sparta, Corinth and Thebes that often fought each other for territory.

Dorians tribes from the north of Greece who moved into the south during the Dark Age

Iron Age period in which people learned to use iron to make tools and weapons

pan-Hellenic for all the Greeks
polis (plural **poleis**) ancient Greek city-state

3.4 SKILL ACTIVITY: Questioning and researching, Communicating

1. **Create** a timeline of events and developments in this lesson, noting approximate dates or ranges of dates from between around 1600 BCE and 490 BCE.
Note on your timeline any developments that could be considered to be turning points.
2. **Describe** the broad changes that occurred in Greece over this period.

3.4 Exercise

learnon

3.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 6

■ LEVEL 2

3, 4, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. Complete the following paragraph by **selecting** the correct words from the list: sea, fifth, unreliable, mountainous, isolated, hot.
The type of civilisation that developed in ancient Greece was influenced by the _____ landscape, _____ summers and _____ rainfall. Only a _____ of the land was good for farming. Because Greek settlements were _____ from each other, the Greeks used the _____, despite the risk of dangerous storms.
2. The Greek 'Dark Age' refers to what period of time?
 - A. When Troy was defeated by the Mycenaens
 - B. When Mycenaean civilisation collapsed
 - C. When Minoan cities were destroyed following the eruption of a volcano on the island of Santorini
 - D. All of the above
3. **Describe** what became of the Mycenaean cities and writing in this period.
4. **Explain** why many Greeks migrated during this period.
5. **Identify** three locations where many Greeks set up colonies during the Archaic Period.
 - A. Sicily
 - B. Bulgaria
 - C. Southern Italy
 - D. The Black Sea
 - E. Northern Greece

Apply your understanding

Using historical sources

6. **Examine SOURCE 2. Describe** how much of Greece is mountainous and how that would have affected farming and travel.
7. Referring to **SOURCE 2, explain** why the Greek coastline is very long relative to the size of the country.
8. Look closely at **SOURCE 3** and **propose** three questions you would ask about its usefulness and reliability as evidence for the establishment of ancient Greek colonies.

Historical perspectives and interpretations

9. Using **SOURCE 4, describe** the landscape surrounding Athens.
10. Using all the sources in this lesson as evidence, **summarise** why Greece became a country of independent, self-governing city-states that often fought each other.

LESSON

3.5 How were Athens and Sparta governed?

LEARNING INTENTION

By the end of this lesson you should be able to explain the different systems of government that developed in Athens and Sparta.

TUNE IN

A bust is a sculpture of a person's head, shoulders and chest. The bust shown in **SOURCE 1** was made by a sculptor in Rome in the second century CE. The original Greek bust is lost.

1. Discuss who you think Pericles was.
2. Brainstorm possible reasons Pericles was so significant that Romans would have wanted a bust of him made seven centuries after his death.

SOURCE 1 A Roman copy of the original Greek bust of Pericles



3.5.1 Athens — the roots of democracy

Athens and Sparta were the two most powerful city-states in ancient Greece. They had many things in common with other ancient Greek city-states. For example, they generally worshipped the same gods and used the same language and alphabet. However, city-states had their own laws and traditions and their own ruling systems.

Greek city-states (or poleis) were originally ruled by kings. Later, most came under the control of **oligarchies**. From the seventh century BCE, many poleis were for a time led by absolute rulers called tyrants who, all the same, often carried out reforms to win popular support. In most cases the aristocrats (oligarchs) eventually regained power. Then in 508 BCE, Athens introduced a new system of government called **democracy**.

Democracy in Athens was well-established by the fifth century BCE. Athenian citizens decided how their city-state would be run. At meetings of the governing assembly (called the *Ecclesia*), they voted on laws and elected officials. Membership of the Council of 500 and jury courts was rotated. This meant that all citizens could participate, and no-one became too powerful. In fact, someone suspected of trying to grab power could be ostracised. **Ostracism** meant that if 6000 citizens spoke up against a man, he could be exiled from Athens for 10 years. Citizens expressed their concern by scratching the man's name on a piece of broken pottery called an *ostrak on*.

oligarchy governing council of rich aristocrats

democracy a political system according to which citizens choose the way in which they are governed

ostracism the punishment of being banished from Athens

But was it a fair democracy?

In Athens, as in Australia, only adult citizens could vote. In Australia today, most people who live here are citizens. However, during the fifth century BCE, only about 45 000 of Athens' population of around 300 000 were citizens. Women and children (who made up nearly half the population), **metics** (who made up about 12 per cent) and slaves (who made up about 25 per cent) could not take part in the democratic process.

Considering only certain people could vote and people in Greek society had specific responsibilities (for example, women couldn't vote and primarily looked after their household, while most men had an obligation to complete military service) were any Greek citizens actually 'free'?

metic free man living in Athens but not born there; could not vote or own property but served in the army and paid taxes

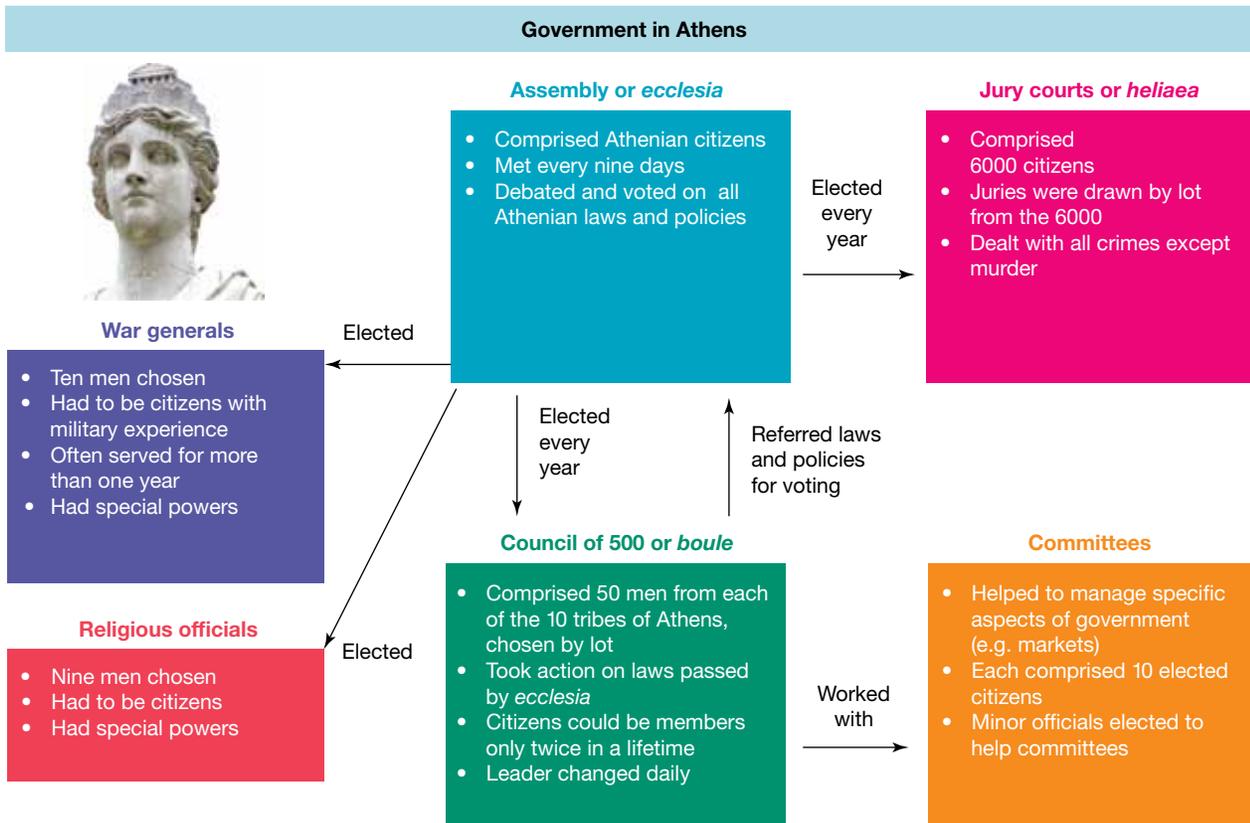
DID YOU KNOW?

All citizens were able to participate personally in the government of Athens because the citizen population was fairly small. Each citizen could discuss and vote on Athenian laws. They could also be elected to work as public officials on a fair, rotational basis. This sort of democracy is called direct democracy.

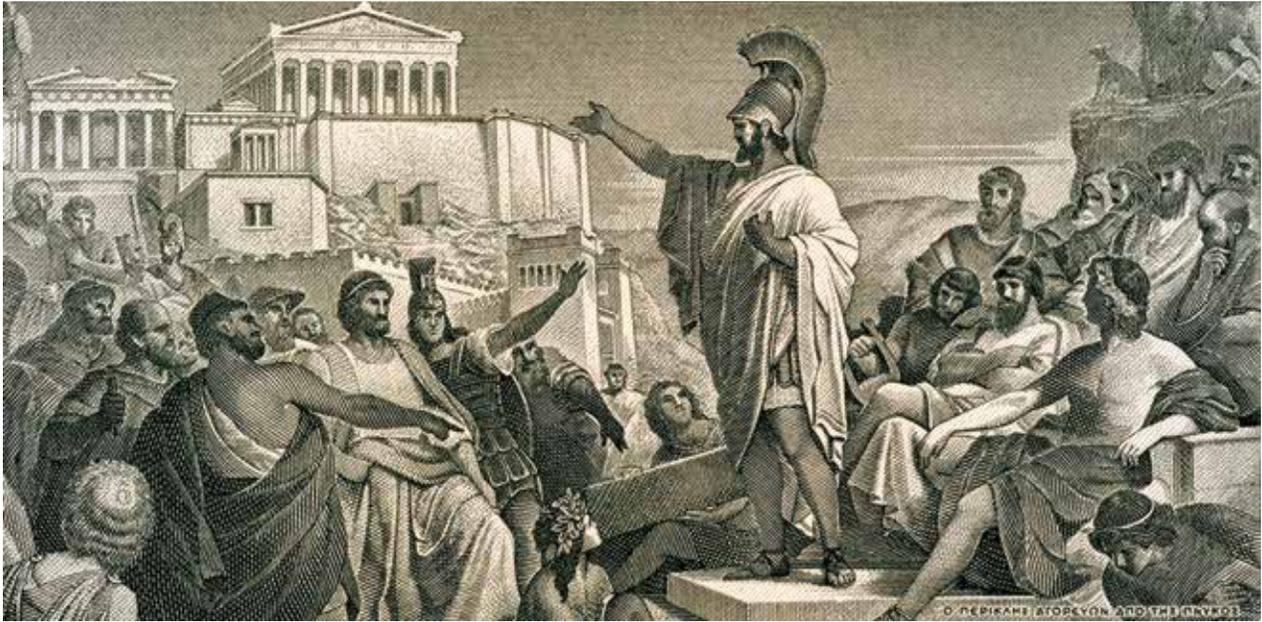
The form of democracy in Australia is called representative democracy. Australian citizens aged over 18 vote for politicians who they believe will best represent their or the community's interests. Generally, these representatives belong to political parties. The party or coalition winning most of the 151 seats in the federal House of Representatives forms the federal government. The main losing party or parties form the Opposition, whose role is to critically review what the government does. The Senate comprises 76 people — 12 from each state of Australia and two from each territory. Its role is to protect state interests.

tld-10501

SOURCE 2 Government in Athens



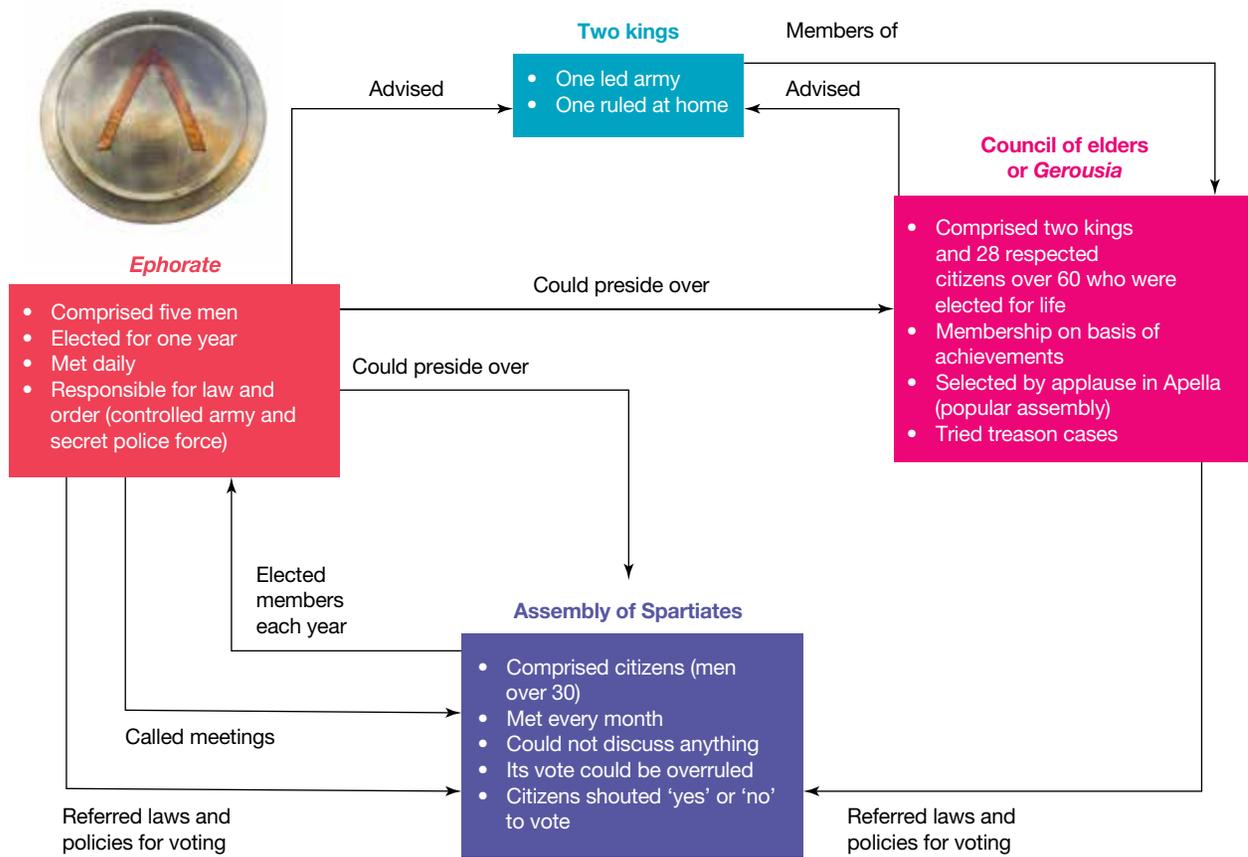
SOURCE 3 Painting of Athenian Assembly after the death of Pericles in 429 BCE



▶
t1vd-10502

SOURCE 4 Government in Sparta

Government in Sparta



3.5.2 Spartan rule

Dorians settled at the site of Sparta around 1000 BCE. During the eighth century BCE, Sparta took control of the Laconian plain and conquered neighbouring Messenia. The Spartans made most Laconians and Messenians slaves, called **helots**, whom they controlled brutally.

Initially, Sparta was ruled by two kings who inherited their position. By about the end of the seventh century BCE, the government had become an oligarchy. Most power was in the hands of a few families who controlled the **Ephorate** and dominated the council of elders. These two bodies decided what laws and policies the Spartan citizens in the Assembly of Spartiates would vote on. Citizens could not discuss these matters. They could only shout 'yes' or 'no' to a proposal. Even if they voted 'no', this decision could be overruled.

helot slave of the Spartan state
Ephorate five-man ruling body in Sparta that advised the kings

3.5 SKILL ACTIVITY: Questioning and researching, Using historical sources

1. In chronological order, **state** the three forms of government that existed in many Greek states before Athens introduced democracy. **Identify** the main differences between these forms of government.
2. **Conduct** research to find out how modern democracy is different from ancient Greek democracy.

3.5 Exercise

learn**on**

3.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 8

■ LEVEL 2

5, 6, 9

■ LEVEL 3

4, 7, 10

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Check your understanding

1. What did the ancient Greek city-states have in common? Select all that apply.
A. Language and alphabet **B.** Ruling systems **C.** Gods
D. Laws and traditions **E.** Festivals and myths
2. In _____ BCE, Athens introduced a new system of government called democracy.
3. **Select** the correct words to complete the passage.
Someone suspected of trying to grab **wealth** / **power** / **children** in Athens could be ostracised. Ostracism meant that if **600** / **6000** / **60000** citizens spoke up against a man, he could be exiled from Athens for **5** / **10** / **25** years.
4. **Identify** what effect the Spartan conquest had on the Messenians.
5. Around what time did Sparta become an oligarchy? **Explain** what this meant.

Apply your understanding

Using historical sources

6. Using **SOURCE 2**, **explain** the difference between the Athenian Assembly and the Council of 500.
7. **Describe** the scene in **SOURCE 3** and suggest what impression it gives of the character of the Athenian Assembly meetings.

Communicating

8. **Examine SOURCE 4** and **explain** who could be Spartan citizens.

Historical perspectives and interpretations

9. **Describe** powers held in Sparta by each of these institutions: the Ephorate, the Gerousia and the Assembly.
10. Using the sources in this lesson, **decide** if ordinary citizens had more power in Athens or in Sparta.

LESSON

3.6 What was it like to live in Sparta?

LEARNING INTENTION

By the end of this lesson you should be able to identify how Sparta became a military state, and describe how Spartan men and women lived.

TUNE IN

In our own time, the word 'Spartan' usually means 'tough and disciplined'. But what does that mean? A story that influenced this idea was passed down through the ages from ancient Greek times to very recent times, and was generally believed.

Spartan boys began their training as warriors from the age of seven. They were often starved and expected to steal food to survive. The theft was deemed acceptable if they were successful, but not if they were caught in the act. Historian and biographer Plutarch (c. 46–120 CE) was probably the first writer to record the famous story of the Spartan boy who died rather than be found out. The story was largely believed, even though Plutarch was writing centuries after the time in which these events were supposed to have happened.

SOURCE 1 From Plutarch, *Life of Lycurgus*

[One of the Spartan boys] who was carrying concealed under his cloak, a young fox, suffered the animal to tear out his bowels with its teeth and claws, and died rather than have his theft detected.

1. Clarify what you think this story is saying. What happened?
2. What kind of message do you think it was sending?

3.6.1 A strong city-state

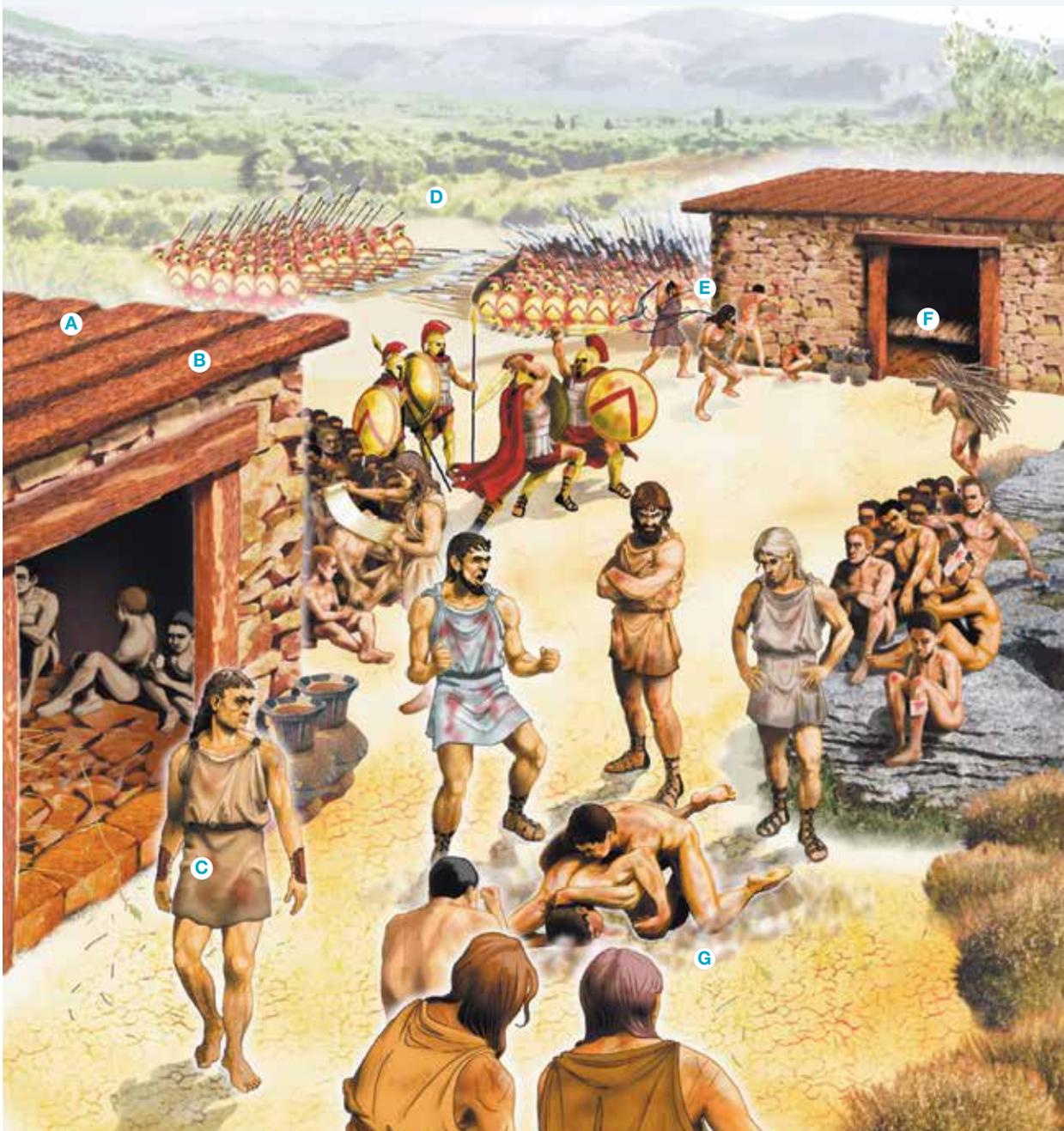
After brutally putting down a slave revolt in about 650 BCE, Sparta became a military state, and it remained so for the next 300 years. Culture and art were no longer valued, and luxuries were despised. The main role of a Spartan man was to be a brave warrior, while the main role of a Spartan woman was to bear strong children.

SOURCE 2 As the Greek writer Plutarch notes, the main aim of boys' education was to teach them to be fierce, disciplined soldiers.

The boys learned to read and write no more than was necessary. Otherwise their whole education was aimed at developing smart obedience, perseverance under stress and victory in battle. So as they grew older they intensified their physical training, and got into the habit of cropping their hair, going barefoot and exercising naked. From the age of twelve they never wore a tunic, and were given only one cloak a year. Their bodies were rough, and knew nothing of baths or oiling.

Like many settlements in ancient Greece, Sparta was a city-state. This means it was a fortified centre surrounded by a town community and farmlands. The farmlands provided the produce that people needed to survive. Like all city-states, it had its own laws and form of government. The city-state of Sparta became very powerful because it was the only one with a permanent army.

SOURCE 3 Spartan males lived a harsh and disciplined life, much of which was spent in military camps.



- A** The army barracks and other Spartan settlements had no walls.
- B** Even after they married, Spartan men still ate in the army barracks as a member of a mess. To become a citizen, a man had to be a member of an army mess.
- C** Men lived in military camps until they were 30, when they could become a citizen and marry.
- D** Spartan soldiers grew their hair long and usually wore little clothing. However, when fighting or training, they wore armour and bright red cloaks. When in their phalanx formation, they stood close together, with shields touching and their spears jutting straight out ahead.
- E** Boys were often flogged to teach them to put up with pain and develop their courage. Being caught stealing was severely punished — though stealing itself was accepted.
- F** Beds were a bundle of long reeds, cut from the riverbanks, and laid on the floor.
- G** In the military camps, boys and young men exercised, played war games and learned about Sparta's rules of conduct. The boys enjoyed no 'home comforts' and discipline was very harsh.

A tough life

Sparta soon dominated the **Peloponnese peninsula**. But life in Sparta was harsh. Ancient Greek writers claimed that weak or sickly male babies were abandoned on a hillside to die of exposure. However, recent archaeological evidence casts some doubt on this story.

Boys left home at the age of seven to start their military training in barracks. Everything was geared to protecting the state — personal needs did not matter.

Spartan women

Spartan women could not become citizens, vote or hold public office. However, they could own land and represent themselves in court. Evidence suggests that Spartan women came to own about a third of Sparta's land and wealth because so many Spartan men were killed in battle. Like boys, they were taught to be brave and outspoken.

Women wore plain clothing, cut their hair short and did not wear perfume, make-up or jewellery. They trained to keep fit, and exercised and danced naked. Their role was to bear healthy children and be tough for their men.

Such great importance was placed on producing Spartan children that it influenced the way Spartans viewed death and funerary customs. The most honourable death for a Spartan man was to die in battle. Along with men who died in battle, women who died in childbirth were the only Spartans who were permitted to have their names on tombstones.

Peloponnese peninsula the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth

DISCUSS

In history, we use arguments to interpret and explain the past, including how events caused changes. But we have to be careful to ensure that our reasoning is sound.

Is the reasoning sound in the following statements? Why or why not?

Statement 1: Spartan women had more rights than most other women in ancient times.

Statement 2: The modern women's rights movement, called feminism, emerged in the second half of the twentieth century.

Conclusion: Feminism came from ancient Sparta.

3.6.2 The helots and the perioeci

Unlike slaves in other Greek states, the helots were not owned by individuals. They were the property of the Spartan state, which allocated families of helots to farm the land set aside for each Spartan. Because the helots greatly outnumbered them, the Spartans lived in fear of a helot rebellion. It was probably this fear that led the Spartans to cruelly control the helots and to adopt a system that made Sparta such a harsh military state.

The **perioeci** were descended from Dorian tribes who settled in other areas around Sparta. Though perioeci men had to serve in Sparta's army if required, they were otherwise free. They were mainly craftspeople and merchants — occupations forbidden to the elite Spartans.

How did the helots react to enslavement?

When the Spartans conquered the Messenians, reducing them to the status of slaves, it was this slavery that made the Spartan way of life possible. Spartans could only be full-time soldiers because their state provided each Spartan family with sufficient helots to work their land and to provide those families with the produce they needed.

perioeci peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens

Evidence suggests the Messenian helots never lost the will to regain their freedom. They rebelled against Sparta around 650 BCE and again in 464–459 BCE. It is likely that the methods used by the Spartans to suppress the helots made the helots even more rebellious. The Spartan Ephorate ran a secret police force called the Krypteia. It recruited young Spartans and sent them out for a year to spy on the helots. They were authorised to kill helots, especially those who appeared to have the kinds of qualities that might fit them to lead a helot rebellion (see **SOURCES 4** and **5**).


aud-0410

SOURCE 4 A description of the treatment of helots, by the ancient Greek writer Plutarch (c. 46–120 CE)

The magistrates dispatched privately some of the ablest of the young men into the country, from time to time, armed only with their daggers . . . they . . . killed all the Helots they could light upon; sometimes they set upon them by day, as they were at work in the fields, and murdered them . . .

Aristotle, in particular, adds, that the ephori [ephors], so soon as they were entered into their office, used to declare war against them [the helots], so that they might be massacred without a breach of religion.


aud-0411

SOURCE 5 A description of the treatment of helots who had fought for Sparta against Athens in 424 BCE, by the ancient Greek writer Thucydides (c. 460–403 BCE)

The Helots were invited by a proclamation to pick out those of their number who claimed to have most distinguished themselves against the enemy, in order that they might receive their freedom; the object being to test them, as it was thought that the first to claim their freedom would be the most high-spirited and the most apt to rebel. As many as two thousand were selected accordingly, who crowned themselves and went around the temples, rejoicing in their new freedom. The Spartans, however, soon afterwards did away with them, and no-one ever knew exactly how each one of them perished.

How have historians explained Sparta's treatment of the helots?

Our only ancient sources for Sparta are a few archaeological traces and the writings of several ancient Greeks, including Herodotus and Thucydides. Almost none of our ancient written primary sources were created by Spartans and none by helots. Yet an enormous number of books and articles have been written about ancient Sparta by historians using the little evidence that exists. **SOURCES 6** and **7** are two examples.


aud-0412

SOURCE 6 An account of Spartan motives for suppressing the helots, from Sarah B Pomeroy, et al., *Ancient Greece: A Political, Social and Cultural History*, 1999

The Second Messenian War [of c. 650 BC] had been a terrifying revelation of the potential risks of the helot system, and the possibility of a repetition haunted the imaginations of Spartans and their enemies. One certain way of avoiding such a catastrophe, abandoning Messenia, was unthinkable . . . the Spartans realized that if all potential hoplites could be mobilized and trained to the highest degree of skill possible, Sparta would enjoy an overwhelming military advantage over its helots and other enemies . . . In effect they waged a perpetual war against the helots and were consequently always prepared to engage in other acts of aggression when necessary.


aud-0413

SOURCE 7 An account of Sparta recruiting helots as soldiers, from Antony Andrewes, *Greek Society*, 1991

The other main source [of recruits] was the helots. The 700 whom Brasidas took with him to the north [in 425 BC] were still formally slaves; they were only liberated on their return home . . . About the same time . . . Sparta created a whole new class . . . These were helots who were already liberated at the time when they were enrolled. For the next fifty years, they were a very important part in Sparta's military effort . . . The training-up of such numbers from a notoriously oppressed and ill-treated class looks like an appalling risk, though no doubt, in case of trouble, the Spartans could count on the *perioikoi* [perioeci] to support them.

3.6 SKILL ACTIVITY: Using historical sources

1. **Compare** and contrast **SOURCES 6** and **7** and make notes on the differences and similarities between each.
2. **Describe** the conclusions each of these secondary sources present on Spartan attitudes towards the helots.
3. **Discuss** how **SOURCE 6** and **SOURCE 7** differ in their interpretations of Sparta's treatment of the helots.

3.6 Exercise

learn**on**

3.6 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4, 8

■ LEVEL 2

1, 6

■ LEVEL 3

5, 7, 9, 10

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Check your understanding

1. **Identify** why Sparta needed to develop a strong army.
2. **Select** the correct words to complete the passage.
Spartan women had **less** / **more** freedom and **better** / **worse** lives than Athenian women. Spartan women **could** / **could not** own land and represent themselves in court. They were expected to **stay meek and helpless** / **keep physically fit**, bear **smart** / **strong** children and to be **obedient** / **tough**.
3. **Select** the correct words to complete the passage.
The **Dorian** / **perioeci** / **helots** were descended from **Dorian** / **perioeci** / **helots** tribes who had settled in other areas around Sparta. They were mainly craftspeople and merchants but they could not be Spartan citizens. The **Dorian** / **perioeci** / **helots** were slaves.
4. **Identify** why the position of the helots different from that of slaves in other parts of Greece.
 - A. They were owned by individuals.
 - B. They were owned by the Spartan state.
 - C. They had rights and freedoms.
 - D. They were treated with respect by the Spartans.
5. **Explain** how the slavery of the helots made the Spartan way of life possible.

Apply your understanding

Using historical sources

6. Read **SOURCE 2**. **Explain** how the hardships Spartan boys had to endure would have helped them to develop obedience and perseverance.
7. Look carefully at **SOURCE 3** and **examine** the labels. Then answer the following questions.
 - a. **Recall** what Spartan boys did to keep fit and increase their mental strength.
 - b. Would Spartan army camps have been easy targets for an enemy? **Explain**.
 - c. **Discuss** why the way Spartans lived might have reduced the influence of the family and benefited the Spartan state.
 - d. **Describe** what an approaching phalanx of Spartan soldiers would look like. Why might it frighten their enemies?
8. Read **SOURCES 4** and **5** and **analyse** them by answering the following questions.
 - a. What information about Spartan treatment of helots does each source provide?
 - b. Who wrote each source and around when would they have been written?
 - c. How useful is each source as evidence for this topic?
 - d. What more would you need to know about each of the authors to judge the reliability of these two sources?
9. Do **SOURCES 4** and **5** provide complementary evidence or conflicting evidence for the Spartans' treatment of the helots? **Justify** your answer.

Historical perspectives and interpretations

10. Using the sources and other information in this lesson, **explain** how Sparta's enslavement of the helots changed everyday life in Spartan society after 650 BCE.

LESSON

3.7 What was life like in Athens?

LEARNING INTENTION

By the end of this lesson you should be able to identify the main characteristics of Athenian society and describe the differences between the lives of men and women when Athens was at the peak of its power.

TUNE IN

SOURCE 1 shows a bride being escorted to the home of her new husband after a wedding feast at her parents' home.

SOURCE 1 A painting from a small Greek pottery box



1. Consider why the bride shown in **SOURCE 1** would be escorted by so many people.
2. Based on what you've learned so far, do you think she would have had any choice about the marriage?
3. Do you think she might want to flee, knowing what life was like for Athenian women? How would you feel in that situation?

3.7.1 The very different lives of Athenian men and women

Athens was the largest of the Greek poleis. It was very different from Sparta. From the fifth century BCE, it was one of the richest and most beautiful cities in the ancient world, famous for its temples, fine public buildings and love of the arts. Plays were often performed in theatres, and its citizens had a high regard for learning.

The man was the important figure in Athenian life. He decided everything — when and whom his daughters would marry, and even whether or not new babies would live or die. Most girls were married in their early teens to men twice their age (see **SOURCE 1**).

After marrying, a man spent most of his time away from the house. He might carry out government duties, run a workshop, work out in the gymnasium, meet his friends in the **agora** for a chat or attend dinner parties. In contrast, a woman spent virtually the rest of her life in the home. She was expected to produce children, especially sons. With the help of slaves and older daughters, women ran the household. Marriage feasts were one of the few occasions when women were able to do something other than home duties and celebrate with their menfolk.

agora large open space in the centre of a Greek city that served as a public meeting area and marketplace

Education

Only boys went to school. Very privileged girls might have a home tutor to teach them to read or perhaps play the lyre. Boys started school — a dawn-to-dusk affair — at around the age of seven. Their teachers read to them from papyrus scrolls, and the boys learned how to write on a wooden-framed slate (a fine-grained stone that easily splits into sheets) coated with wax. They were also taught reading (including poetry), maths, music and physical fitness.

Housing

Though most Athenian houses had two storeys, they were fairly small. Wealthy Greeks did not usually build impressive mansions, because most used their spare money to fund athletic and religious events. The home of a wealthy Greek family might have a central courtyard, a bathroom and a stone floor, rather than one made from packed earth. Apart from this, little difference existed between a mansion and the homes of poorer people.

Athenian houses were made of sun-dried bricks. All rooms faced inwards and were usually fairly dark, airless and smoky spaces. This was because windows were small and set high, and open fires were often lit indoors. Furniture was sparse, with household items mostly stored on the floor or hung from nails in the wall.

Men and women had separate living areas. The women's area was as far away as possible from the entrance and public areas of the house. It was forbidden to strangers and was often very dark.

3.7.2 Public life, death and burial

Only men could become citizens. Women generally had no legal or political rights. They could not hold public office or go shopping. They could, however, take part in some religious festivals and rituals.

Men's banquets were an important and common part of daily life, as you can see in **SOURCE 3**. Slaves removed guests' sandals when they arrived and washed their feet. Lying around on low couches, the men enjoyed foods such as fish fried in olive oil, boiled vegetables, cheese made from goats' milk, bread, figs, dates and grapes. They ate with their fingers, drinking wine mixed with water.

The fifth century BCE was the peak of the Golden Age of ancient Greece. By this time, Athens was a wealthy city with a stable democracy, strong trade links, a thriving culture and a keen sense of civic pride.

SOURCE 2 One of the few regular trips women could make outside the home was to collect water from public fountains near the agora. They carried the water in an amphora.



SOURCE 3 After a meal, men relaxed by telling jokes and riddles and playing musical instruments. Sometimes they might be entertained by singers, dancers, musicians or gymnasts.



Death and burial practices

Athenians, like most other Greeks, believed in an underworld, where Hades, the brother of Zeus, reigned over the dead. They believed that a person's *psyche* (spirit) left the body at the very moment of death. To make sure that the *psyche* would find its way to the afterlife, the dead person's mouth and eyes were closed. The body was anointed with oil, wrapped and displayed for two days while women stood by wailing, and friends and relatives visited to mourn. On the following day, the body was taken in a procession to the cemetery, which was outside the city gates of Athens, and placed in a tomb.

In the seventh and sixth centuries BCE, aristocratic families erected earth mounds, upright slabs or pillars, statues and some very elaborate monuments at grave sites. But by the end of the fifth century, Athenians were burying their dead in simpler stone coffins. In both eras, the aim was to ensure that the dead were remembered. They appear to have believed that such remembrance was needed to ensure life after death.

3.7.3 A city of beauty and bustle

Like most other city-states, Athens had a prominent acropolis at the centre of its cluster of houses and a large agora (or marketplace). It was surrounded by a large area of open country.

The Acropolis

During this time, elegant buildings were erected on the Acropolis in Athens — a large, rocky hill about 150 metres high. The largest of these was the **Parthenon**, which is pictured in **SOURCE 4**. It was a temple dedicated to the goddess Athena. She was the city's patroness and protector in time of war.

Parthenon Athenian temple dedicated to the goddess Athena

SOURCE 4 Work on the Parthenon started in 447 BCE and took 25 years to complete. Much of the building was destroyed in 1687 when it was being used by the Turks to store gunpowder, which exploded under enemy attack.



The Parthenon was decorated with many beautiful sculptures as well as with carved panels of the gods, battles and festivals. During the early nineteenth century, many of these carved panels were removed, cut into pieces and shipped to Britain by Lord Elgin. He was at that time the British Ambassador to the Turkish Empire, of which Greece had been part for over a thousand years.

Today more than half of the surviving panels, known as the Parthenon Marbles, are in the British Museum. The Greek government is trying to get the Parthenon Marbles back.

The agora

Below the Acropolis was the agora (see **SOURCE 5**). This large tree-filled square, framed by public buildings, was the place where everything happened. It was the city's centre of government. It was also the place to buy goods such as food, animals, furniture, jewellery, musical instruments and pots. Men went there to shop, learn more about new ideas, watch plays and chat with their friends. Women were rarely seen.

Attica

Most of the population of Athens lived in Attica (the surrounding countryside that was ruled by Athens). Although many were farmers, the generally dry and rocky landscape meant crops such as grain were not always easy to grow. So Athens imported grain from places such as Egypt and Sicily. It also imported timber and metals.

On the other hand, crops such as olives, figs and grapes grew well. The export of goods such as olive oil and wine made Athens very wealthy.

3.7 SKILL ACTIVITY: Communicating

Your task is to work in small groups to **design** a poster or a museum display for an exhibition on everyday life in ancient Athens.

1. Select four of the following headings to focus on.
 - Eating and drinking
 - Clothing, hairstyles, make-up and jewellery
 - Worshipping
 - Entertainment
 - Marriage
 - Children
 - Occupations
2. For each of your four chosen areas, **conduct research** to collect sources and other information from this lesson along with images and information from websites, including museum websites.
3. Select one suitable image from your research for each area and **write** a paragraph about it.
4. **Create** your display in an engaging and informative way.

SOURCE 5 The agora was the political, legal, commercial and social heart of the city in ancient Greece.





- A** Public buildings surrounding the agora in Athens included the law courts (Heliæa), the mint, the military headquarters (Strategeion) and the Bouleuterion (meeting place of the Council of 500).
- B** Plays were first held in the agora and later in special amphitheatres. They began as religious ceremonies in honour of the Greek god Dionysus. He was the god of wine and merriment.
- C** Athenian pots were usually decorated with detailed scenes of daily life and with the stories of myths and legends.
- D** Slaves were bought and sold in the agora. A highly skilled slave might cost 6000 drachma; a simple wooden couch might cost 20 drachma. A drachma was the main silver coin of the ancient Greeks. Before coins were introduced, goods in ancient Greece were bought and sold by bartering.
- E** To build columns, ropes and pulleys were used to hoist blocks of stone into position. Metal rods joined each block to the one above and below.
- F** The mass of men provided an audience for philosophers such as Socrates. Works by philosophers such as Plato (Socrates' star pupil) and Aristotle (a follower of Plato) have been translated into English.

3.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

4, 6, 7, 9

■ LEVEL 3

3, 8, 10

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Check your understanding

- Which of the following is correct in relation to Athenian males?
 - They received an education.
 - They held all the power within Athenian families.
 - They decided when and whom their daughters would marry.
 - All of the above
- State** if the following are true or false.
 - Girls generally received no education.
 - Girls were able to choose any male of a similar age to marry.
 - Women spent almost all of their lives confined to their homes, doing housework and raising children.
- Explain** what Athenian funeral rituals tell us about their beliefs.
- Recall** what the Acropolis and Parthenon were.
- Identify** how the Parthenon Marbles were lost to Greece.
 - They were destroyed by the Turks.
 - They were stolen by Athenian citizens.
 - They were removed and shipped to Britain.
 - They were destroyed in an explosion.

Apply your understanding

Using historical sources

- Examine **SOURCE 1**.
 - Describe** the scene and **identify** the bride and groom.
 - Explain** what evidence this source provides for the wealth and social class of the family.
- Explain** what evidence **SOURCE 2** provides for the clothing and hairstyles of Athenian women and their position in Athenian society.
- Describe** the scene in **SOURCE 3** and **discuss** what Athenian women might have thought about men's banquets.
- Examine SOURCE 4** and **use** clues from **SOURCE 5** to **explain** how the Parthenon's supporting columns were built.
- Study **SOURCE 5**. **Compare** the activities at the agora and what would be seen in a modern marketplace by making a list of similarities and differences between the two.

LESSON

3.8 What do we know about Greek laws, myths, gods and oracles?

LEARNING INTENTION

By the end of this lesson you should be able to describe the main beliefs and values of the ancient Greeks, as expressed in their laws, their many myths and their religious ideas.

TUNE IN

The statue shown in **SOURCE 1** probably represents either Poseiden, the god of the sea (and of storms, earthquakes and horses) or Zeus, the king of the gods (and of thunder).

1. Judging by the statue, discuss whether you think the Greeks believed that the gods were more like humans than, for example, the gods of Egypt and those of many other ancient societies.
2. Suggest why you think the artist used this pose for the statue.
3. Can you think of any modern examples of statues that have been created and the reasons for them?

SOURCE 1 A large bronze statue of a Greek god, from c. 460 BCE.



3.8.1 Laws, myths and gods

The ancient Greeks lived in about a hundred separate city-states that often fought each other. However, they shared many aspects of their culture, which gave them a sense of shared identity. They all spoke dialects of the Greek language. They also shared the same myths, worshipped the same gods and took part in the same festivals to honour these gods.

Greek laws

Evidence suggests that each Greek city-state had its own laws, although no systematic collection of ancient Greek laws has survived. In some matters, such as inheritance, the laws of the city-states seem similar. But, even so, differences existed between Athens and Sparta. By the seventh century BCE, many Greek poleis chose men called ‘law-givers’ to make written records of their existing laws or set down new laws.

Athens is the city-state for which we have the most evidence. Athens appointed Draco as its first law-giver around 620 BCE. Around 594 BCE, he was followed by Solon, who created several new laws. Under Solon’s laws, murderers were to be banished, but most crimes were punished only by fines. His laws also dealt with such matters as trade and the location and spacing of houses in Athens.

Solon’s laws also corrected at last one injustice that had threatened to cause civil war in Athens. In the seventh century BCE, creditors (people who were owed money) had the power to enslave those who could not repay their debts. Solon abolished this practice, freed debt-slaves and cancelled their existing debts.

Law courts were established in Athens to try cases and decide on punishments but there were no official judges or lawyers. For most court cases, decisions were made by Athenian citizens, who were chosen by lot.

Sparta’s laws were not written down. However, according to ancient Greek historians, Lycurgus was the legendary law-giver who brought Sparta the ‘Great Rhetra’, the set of laws dictating the entire Spartan system. Most evidence suggests that these laws were probably introduced after 650 BCE. However, Lycurgus actually existing is doubtful, and his story is much more likely to be a myth.



aud-0414

SOURCE 2 Herodotus, *The Histories*, Book I, 66.

How the change to good government came about I will now relate. Lycurgus, a distinguished Spartan, visited the Delphic oracle, and no sooner had he entered the shrine than he was greeted with these words:

Hither to my rich temple have you come, Lycurgus,

Dear to Zeus and to all gods that dwell in Olympus.

I know not whether to declare you human or divine –

Yet I incline to believe, Lycurgus, that you are a god.

. . . [Lycurgus] made fundamental changes in the laws, and took good care that the new ones should not be broken. Later he reorganized the army, introducing the system of messes and the new tactical divisions of squadrons and companies . . . By these changes Spartan government was put upon a sound basis, and when Lycurgus died a temple was built in his honour.

Greek myths

In common with people in many societies, the early Greeks had their myths (see **SOURCE 3**), which were handed down from one generation to the next through epic poems recited by storytellers. From about 800 BCE these stories were written down. Homer’s *Odyssey* and *Iliad* are the two best known of these epics. The *Iliad* tells the story of the siege of Troy. The *Odyssey* follows the ten-year homeward journey of Odysseus, hero of Troy, and his encounters with many strange creatures and great dangers. In these mythical stories, the gods behave like people, often taking sides in human conflicts.

The gods of Mount Olympus

The Greeks believed their lives were controlled by the many gods who lived on Mount Olympus in the north of Greece. These gods were **immortals** but they had all too human weaknesses. The chief god was Zeus. The other gods were his brothers, sisters, sons and daughters. Each was responsible for a different aspect of human life.

- Hera, Zeus's wife, was patroness (protector) of marriage and children.
- Ares was the god of war.
- Artemis was patroness of hunting and wild animals.
- Dionysus was the god of wine and pleasure.
- Athena was the goddess of wisdom.
- Hephaestus was the god of fire.
- Hermes was the messenger of the gods.
- Apollo was the sun god and god of law.
- Aphrodite was goddess of love and beauty.
- Poseidon was god of the sea.
- Pluto was god of the underworld.

These were the most important gods, but there were others, along with many mythical heroes who were not immortals but had powers beyond those of ordinary people.

immortals gods who lived forever
mythology a body of myths

DID YOU KNOW?

In Greek **mythology**, the hero Heracles was not a god, but he was so strong that the gods sometimes depended on his strength. When he was still a baby, he strangled poisonous snakes. As a youth, he killed a ferocious lion. As a man, he performed legendary feats that included abducting Cerberus, the three-headed hound that guarded the underworld. For a time he also held up the sky, which was normally supported by Atlas. His death came as a result of a trick played on him. He put on a poisoned robe that caused such pain that he threw himself onto a fire. The gods then took him up to dwell with them on Mount Olympus.

SOURCE 3 A relief sculpture from mid-fourth-century BCE Athens depicting two Amazons fighting a Greek warrior. In Greek mythology, the Amazons were a nation of female warriors. They were often depicted in battles with Greeks.



SOURCE 4 A **metope** from the Temple of Zeus at Olympia. The scene tells part of the myth of the 12 labours of Heracles (Hercules). It shows Atlas offering Heracles the apples of the Hesperides while Heracles and Athena hold up the sky and the world.



3.8.2 The oracles – messages from the gods

In our own times, some people still believe in fortune tellers. Similarly, the ancient Greeks believed in oracles. An oracle was a place where people could question the gods about the future. It was also a message from the gods in answer to such a question. The most important oracle was at Delphi (see the map in lesson 3.4). According to myths, Delphi was the ‘navel of the world’ so the Greeks built a sanctuary there. Any Greek who went to Delphi to consult the oracle had to pay a fee, sacrifice a goat and look for **omens** in its **entrails**. They would then ask questions of a priestess called the Sybil. The priests of Apollo would translate the Sybil’s answers but they were usually vague enough to have many possible meanings.

metope rectangular space above an architrave of a Greek building that often had paintings or sculptures on it

omen sign that predicts good or evil

entrails internal organs of an animal

SOURCE 5 From *The Persian Wars*, by the ancient Greek historian Herodotus

... the Athenians, anxious to consult the oracle, sent their messengers to Delphi . . . [They] went back with it to Athens. When, however, upon their arrival they produced it before the people, and inquiry began to be made into its true meaning, many and various were the interpretations which men put on it.

3.8 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

1. Use your library or the internet to **research** a Greek myth. It could be related to the scenes in **SOURCE 3** or **SOURCE 4**.
2. Briefly **summarise** the myth and tell it to the class.
3. In small groups, **discuss** similarities and differences between the roles and importance of myths, religion and predictions of the future in ancient Greece and in modern times. You could, for example, **compare** the role of oracles in ancient Greece with astrologers who write the horoscope columns today.

3.8 Exercise

learn**on**

3.8 Exercise

Learning pathways

■ LEVEL 1

1, 3, 5

■ LEVEL 2

2, 4, 8

■ LEVEL 3

6, 7, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. **Recall** how most crimes were punished under Solon's laws.
 - A. Death
 - B. Fines
 - C. Imprisonment
 - D. Banishment
2. **Identify** which of Solon's laws would have been popular with poor citizens in Athens.
3. What were the two meanings of the term 'oracle'?
 - A. A message from the gods
 - B. A Greek myth
 - C. A place where messages from the gods were requested and received
 - D. A war
 - E. A law
4. **Explain** why the ancient Greeks consulted oracles.
5. In Greek mythology, the Amazons were the gods who lived on Mount Olympus. True or false?

Apply your understanding

Using historical sources

6. **Identify** reasons most historians would doubt the story in **SOURCE 2**.
7. **Consider** why the scene in **SOURCE 3** was a popular theme in ancient Greek art.
8. **Identify** the three figures in **SOURCE 4**.
9. Read **SOURCE 5**.
 - a. **Explain** why the message from the oracle at Delphi could have many different meanings.
 - b. What can you **infer** about the kind of answers given to questions that were put to the oracle?
 - c. **Determine** why such answers might have been given.

Communicating

10. Using the information and sources in this lesson, **evaluate** the role of shared myths and shared gods in contributing to a sense of Greek identity.

LESSON

3.9 What were the Olympic Games?

LEARNING INTENTION

By the end of this lesson you should be able to describe the ancient Greek Olympics and explain their connection with Greek religion and their contribution to a sense of Greek identity.

TUNE IN

SOURCE 1 shows the entrance to the ancient stadium at Olympia in Greece. The arch was added by the Romans.

As a class, discuss the following:

- when the modern Olympics were first held
- where the Olympic Games originated in ancient times
- how different the modern Olympic Games are from the ancient Olympic Games
- whether anyone has watched any modern Olympic events live or on TV.

SOURCE 1 The entrance to the ancient stadium at Olympia



3.9.1 The ancient Olympics

For modern athletes, the most important competition is the Olympic Games, which attracts top competitors from all over the world in a huge range of sports. These sports include running, high jump, swimming, soccer and discus throwing. For any modern athlete, to represent his or her country at the Olympic Games is considered the greatest honour. To win a medal at the Olympic Games is usually the peak of a top athlete's career. The idea for the modern games was taken from ancient Greece, but in many ways the ancient games were very different from those of today.

The ancient Greek city-states had many religious festivals but the most important of them was held every four years at Olympia, in the city-state of Elis, to honour the god Zeus. The Greeks regarded 776 BCE as the year of the first **Olympiad**. By the sixth century BCE, the Olympic festival was attracting competitors from all over the Greek world. During each Olympiad, a truce was declared between any city-states that were in conflict. As the Greeks were scattered over mainland Greece, the islands and colonies, these festivals contributed to a common sense of Greek identity. The Olympic festival continued to be held until 393 CE, when it was abolished by the Christian Roman emperor Theodosius I, who was opposed to all pagan festivals.

Olympiad a staging of the Olympic Games

SOURCE 2 From *History of the Peloponnesian War*, by the contemporary historian Thucydides

This summer were celebrated the Olympic Games . . . The Spartans were refused access to the temple by the Eleians and so prevented from sacrificing and competing in the games. This was because the Spartans had not paid the fine which had been imposed upon them by the Eleians according to the Olympic law. The Eleian case was that the Spartans had made an attack . . . and had sent **hoplites** of theirs into Lepreum during the period of the Olympic truce.

hoplites Greek foot soldiers

3.9.2 The events

The main events in the ancient Olympics were running races. These included the *stade* (a sprint), the *dolichos* (a long-distance race) and a race in which the competitors ran in leg guards and helmets carrying their shields. Other events included boxing, wrestling and the *pankration* (see **SOURCE 3**). The pentathlon was the highlight of the festival. It included discus throwing, long jump, javelin throwing, running and wrestling. When chariot racing was added to the Olympics, it became the most spectacular of all events, with up to 40 chariots racing and turning at high speeds. The city-states gave many rewards to their athletic heroes but crowns of olive leaves were the only official Olympic prizes.

SOURCE 3 A fifth-century BCE Athenian vase depicting the *pankration*, a form of wrestling in which the only banned tactics were biting and eye-gouging



DID YOU KNOW?

Games were the main part of the ancient Olympic festival, which began with a religious ceremony and lasted five days. For the amusement of the crowds, there were also acrobats, plays and sideshows.

As the ancient games expanded, new events were added, including poetry and music competitions. Merchants attended the games to sell souvenirs. Athletes competed naked and only men were allowed to take part in the events. At first, women were not even allowed as spectators, although this changed later.

3.9 SKILL ACTIVITY: Historical perspectives and interpretations

Work in groups to find out why any modern country has been excluded from the Olympic Games or has chosen not to take part in them.

1. **Conduct research** on the internet and make notes on your findings.
2. **Evaluate** the information you find to answer the following questions:
 - How significant was it to people who lived at that time?
 - Who/what was affected by it?
 - How long-lasting were the consequences?
 - Do you think it has any effect on the Olympics today?
3. **Summarise** your evaluation and present it to the class.

3.9 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4, 9

■ LEVEL 2

1, 5, 6

■ LEVEL 3

7, 8, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. Where did the idea for the modern Olympic Games come from?
2. **Identify** which date is given to the first Olympiad.
 - A. 393 CE
 - B. 776 BCE
 - C. 550 BCE
 - D. 290 CE
3. The god _____ was honoured at the ancient Olympic festival.
4. **Identify** three events from the ancient Olympics that are not in the modern Olympics.
 - A. Chariot racing
 - B. Boxing
 - C. A race in armour
 - D. The pankration
 - E. Wrestling
5. **Explain** why some events from the ancient Olympics would not be held in any modern Olympics.

Apply your understanding

Using historical sources

6. According to Thucydides in **SOURCE 2**:
 - a. Which Greek city-state was refused permission to attend the Olympic Games?
 - b. What evidence does this source give for reasons a city-state could be excluded from the ancient Olympics?
7. Study the depiction of the pankration in **SOURCE 3**. **Describe** what it and the other events not included in the modern Olympics might reveal about one purpose of the ancient Olympics.
8. **Evaluate** what **SOURCE 1** suggests about how the Romans came to regard the Olympics when they conquered Greece.

Communicating

9. **Compare** the ancient Greek Olympic Games and the modern Olympics by making a list of any differences that you know of between them. If you don't know much about the modern Olympics, have a guess at what you think the answers might be. You could organise your notes under the following headings:
 - Locations where the games are held
 - Nationalities and gender of the athletes
 - Events
 - Rewards for winners and place-getters
 - Purpose of the Olympics
 - Periods of time from the beginning to the end of one Olympic Games
10. Based on your work in this lesson, how would you **evaluate** the historical significance of the ancient Olympics?

LESSON

3.10 How was Greece changed by wars?

LEARNING INTENTION

By the end of this lesson you should be able to identify the events that briefly united the ancient Greeks, that tore them apart and that changed ancient Greece forever.

TUNE IN

The ancient leader in **SOURCE 1** is shown on a Roman mosaic (created with different shaped and coloured tiles) and was found in the Roman city of Pompeii. However, he is not actually Roman.

1. Discuss who you think this leader could be.
2. Explain why you've chosen the leader you have, and consider why the Romans might have depicted him.

SOURCE 1 An ancient leader depicted fighting against forces of the Persian Empire in 333 BCE



3.10.1 The first Persian invasion, 492–490 BCE

The city-states of Greece were often at war with each other, but most of them united when the mighty Persian Empire attacked Greece in 490 BCE and again in 480–479 BCE. Together they saved Greece from being swallowed up by the Persian Empire. In the following century, Greece was again invaded, but this time by their northern neighbours the Macedonians, who would soon set out to conquer the known world.

In ancient times, Persia was the land we now call Iran. Under Cyrus the Great (559–529 BCE) and his successor, Cambyses, the Persians won a great empire that included Anatolia (modern Turkey), Palestine, Syria and Egypt. In 499 BCE, the Greek cities of Anatolia, with help from Athens, revolted against their Persian overlords. The revolt failed and Persia seized the offshore Greek islands.

The Battle of Marathon

To punish Athens for supporting the rebellion, King Darius I of Persia sent a fleet to invade the Greek mainland in 492 BCE, but the fleet was wrecked in a storm. Still Darius demanded that the Greeks submit to him. When Athens and Eretria refused, Darius sent another fleet carrying a large Persian army. His forces captured Eretria in 490 BCE and then sailed for Attica. They landed on the plain of Marathon, 40 kilometres from Athens (see **SOURCE 2**). There, 10 000 Athenians and their Plataean allies defeated 50 000 Persians in a surprise attack.

SOURCE 2 Naval and land campaigns of the Persian Wars



Source: Map drawn by Spatial Vision.

3.10.2 The second invasion, 480–479 BCE

Darius died in 486 BCE but his son, Xerxes, spent several years organising a still greater invasion of Greece. His preparations included building a floating bridge to carry his army across the narrow strait called the Hellespont that separates Europe from Asia. A huge army of spearmen, archers and cavalry from all over the Persian Empire marched into Greece. It was supported by a great fleet sailing down the coast (see SOURCE 2). To meet the threat, 31 Greek states called off their quarrels and agreed to unite against the Persians.

Athens played the leading naval role in the conflict but Sparta led the Greek armies in major land battles. At Thermopylae in 480 BCE the Spartan king, Leonidas, held a narrow mountain pass against the Persian horde with just 300 Spartans and about 7000 other Greek hoplites. They were eventually defeated and killed, but they crucially delayed Xerxes' advance.

Naval battles

Shortly after the Battle of Thermopylae, at Artemisium, 60 kilometres from Thermopylae, a Greek fleet fought three battles against the much larger Persian fleet. Both sides suffered heavy losses, but the Persians were greatly weakened, having already lost hundreds of ships in two storms.

As the Persian fleet approached Attica, Athens was evacuated and left to be burned by the Persians. Then the Greek navy attacked the Persians at Salamis, where the sea was too narrow for the Great Fleet to be used effectively. This time the Persians were completely defeated.

SOURCE 3 A modern artist's impression of Greek and Persian infantry at Thermopylae in 480 BCE



The final clashes

At Plataea in 479 BCE, the Spartans led a Greek army of about 100,000 in destroying a much larger Persian force. Only a fraction of the once-mighty invading army survived to return to Persia. The Greek fleet then sailed for the island of Samos off the coast of Anatolia. They landed and defeated the Persian army at Cape Mycale. Although fighting continued for many more years, the Greeks no longer feared Persian invasion.

SOURCE 4 From the description of the Battle of Thermopylae in Herodotus, *The Histories*, Book VII, 227

Of all the Spartans and Thespians who fought so valiantly, the most signal proof of courage was given by the Spartan Dieneces. It is said that before the battle he was told by a native of Trachis that, when the Persians shot their arrows, there were so many of them that they hid the sun. Dieneces, however, quite unmoved by the thought of the strength of the Persian army, merely remarked: 'This is pleasant news that the stranger from Trachis brings us: if the Persians hide the sun, we shall have our battle in the shade.'

3.10.3 Alexander the Great

The Peloponnesian Wars

Cooperation among the Greeks did not last long. During the Peloponnesian Wars (460–445 BCE and 431–404 BCE), Greece was divided into two camps — the states and colonies dominated by Athens and those who allied with Sparta.

The second war finally ended when Sparta, with Persian help, forced Athens to surrender. Sparta came to dominate Greece until the Greek city-state of Thebes defeated the Spartans in 371 BCE.

Macedon conquers Greece

After so many years of fighting each other, the Greek city-states were too weak to withstand a new invasion when Philip of Macedon conquered Greece in 338 BCE. Two years later Philip was murdered and his son Alexander (356–323 BCE) became the ruler of Macedon and Greece. When Thebes again revolted, Alexander crushed the city ruthlessly, killing 6000 of its people and enslaving the rest.

Alexander creates an empire

In 334 BCE, Alexander led an army of Greeks and Macedonians eastward to invade the Persian Empire. They defeated King Darius III in battles at Issus and Gaugamela in 333 and 331 BCE (see **SOURCE 5**).

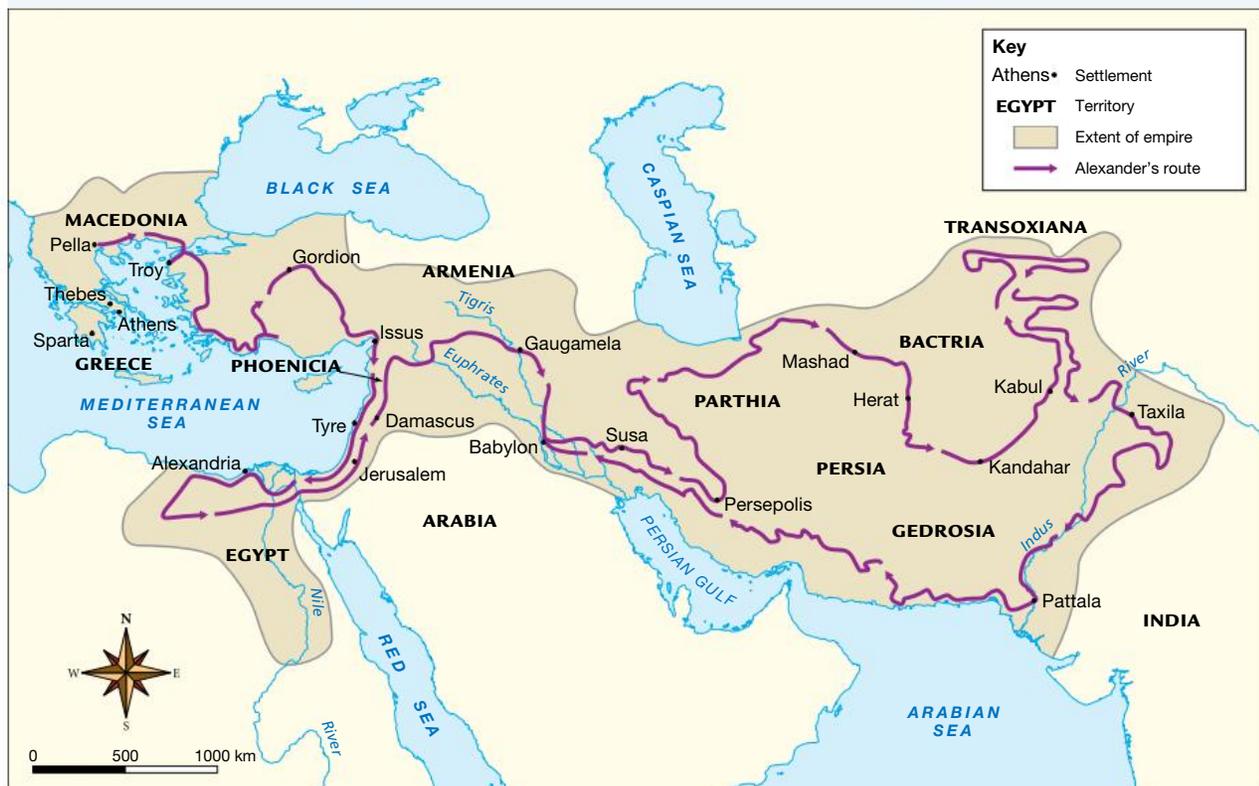
In 330 BCE, Alexander conquered Persepolis, the Persian capital, and seized control of the empire under the title 'Great King'. But his armies pressed on. By 326 BCE, Alexander had reached India and defeated the Indian king Porus, whose forces included troops on war elephants. In every land he conquered, Alexander had cities built to strengthen his control. Many were named Alexandria.

Alexander died of fever when he was only 32 years old. His huge empire fractured into three main parts: his homeland of Macedon included all of Greece; Egypt was ruled by one of Alexander's generals, Ptolemy Soter, and his descendants for three centuries; in the east, the Seleucid Empire stretched from Syria to Afghanistan.

The age of the Greek city-states ended with Alexander. But although he adopted many of the customs of the peoples he conquered, he was devoted to Greek culture, which he spread throughout much of the east. Alexander's conquests were one important way in which Greek ideas were spread far beyond Greek shores and passed down through time.

int-5986

SOURCE 5 The empire of Alexander the Great was established through an 11-year military campaign during which his army marched nearly 34 000 kilometres.



Source: Map drawn by Spatial Vision.

SOURCE 6 Two sides of a silver coin of Alexander the Great, probably made around 324 BCE. The figure on horseback is believed to be Alexander. The figure on the left is wearing a Macedonian cloak, Greek armour and a Persian headdress and carrying a thunderbolt. They are believed to be the only surviving images of Alexander from his lifetime.



SkillBuilders to support skill development

- 1.10 Analysing and corroborating ancient Greek sources

3.10 SKILL ACTIVITY: Questioning and researching, Communicating

Your task is to **identify** each significant event or change in this lesson and **explain** whether it was caused by an earlier event.

Remember that just because one event followed another that does not necessarily make the first event the cause of the second. For example, the Greek victory over the Persians did not cause the Peloponnesian Wars.

You could use a table similar to the following. The first entry has been provided as an example.

Event or change	Cause or causes	Effect or effects
Greek cities of Anatolia revolt against Persia.	Athens provided help to these Greeks who saw the chance to break away from the Persian Empire.	The revolt failed and Persia took the offshore Greek islands.

3.10 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 6, 8

■ LEVEL 3

7, 9, 10

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- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. **Name** the modern countries that were part of the Persian Empire under Cambyses.
2. To prepare for the second Persian invasion of Greece, Xerxes built a floating _____ across the Hellespont, raised a huge _____ and readied a great _____ along the coast.
3. **Identify** why the Persian invasions of Greece failed.
 - A. The Greek army was larger.
 - B. The Persian fleet was wrecked in a storm.
 - C. Their army wasn't strong enough.
 - D. The Persian fleet was wrecked in an explosion.
4. Select the correct option to complete the statement.
The Peloponnesian Wars lasted for a total of **33 / 42 / 47 / 52** years.
5. **Describe** how Alexander the Great treated Greek City-states that revolted against him.

Apply your understanding

Using historical sources

6. **Examine** the map in **SOURCE 2** and answer the following.
 - a. How close did Persian forces get to Athens in 490 BCE?
 - b. **Identify** who defeated the Persians at Marathon, ending the first Persian invasion attempt.
7. Read **SOURCE 4**. **Analyse** and **evaluate** it using the following questions:
 - a. Who wrote this source and why might it have been written?
 - b. As the Spartans were all killed in the battle, how could the writer have obtained this story?
 - c. How could we know that the story is reliable?
8. **Identify** what clue **SOURCE 3** provides about reasons the Spartans and other Greeks were able to delay the Persian army at Thermopylae.
9. Study **SOURCES 1** and **6**.
 - a. **Describe** the way that Alexander is depicted in these sources.
 - b. **Discuss** why you think he is depicted like that. (*Clue*: normally only a god would be shown holding a thunderbolt.)
10. Study the map in **SOURCE 5** and **compare** it with a modern map. **Identify** the modern countries that now occupy the places conquered by Alexander the Great.

LESSON

3.11 What is the heritage of ancient Greece?

LEARNING INTENTION

By the end of this lesson you should be able to describe the legacies left by ancient Greece for the modern world, in the fields of medicine, mathematics, science, philosophy, drama, poetry and architecture.

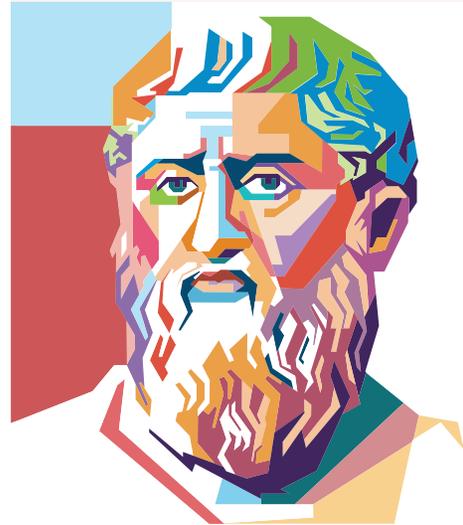
TUNE IN

Plato was a Greek philosopher born in Athens during the Classical period in Ancient Greece. Historians have suggested that Plato invented the first alarm clock. Of course, it wouldn't be like the alarm clocks we know today but rather a device used to wake someone. This invention is called a water clock.

As a class or in small groups, brainstorm how you think this invention might have worked, keeping in mind that there was no electricity back then!

You may want to create basic sketches of how you think the invention might have looked.

SOURCE 1 A modern artwork of Plato



3.11.1 Medicine, mathematics, science and philosophy

Along with the idea of democracy and the Olympic tradition, many ancient Greek ideas have influenced later times, even up to our present age. The heritage of ancient Greece includes developments in science, mathematics, architecture, medicine, philosophy, drama and poetry. Ancient Greek civilisation reached its high point in the fifth century BCE. By the fourth century BCE, Greek culture had spread as far east as India through the conquests of Alexander the Great. After the Romans conquered Greece in 146 BCE, Rome absorbed Greek culture and contributed to the passing down of Greek ideas through the ages.

Medicine

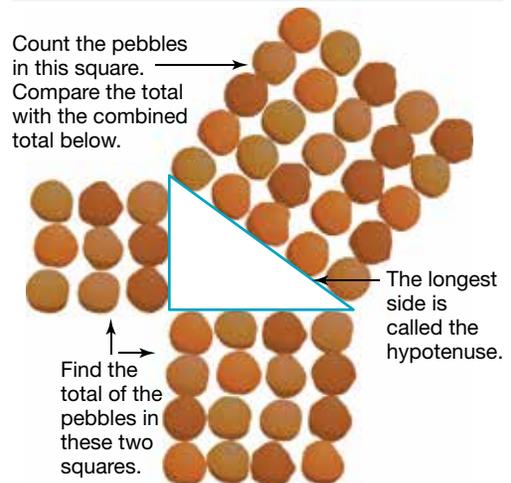
Most ancient Greeks thought that sickness or disability was a punishment from the gods. Hippocrates (c. 460–377 BCE) practised and taught medicine, changing many of its ideas and methods. Among his teachings was the then new idea that sickness was caused by problems in the body, including diet. His set of principles to guide the conduct of medical practitioners, the Hippocratic Oath, is still widely observed today.

Mathematics, science and philosophy

Ancient Greece produced some remarkable thinkers. Anaxagoras, Aristarchus and Eratosthenes developed ideas based on observations in **astronomy**, including the idea that the Earth orbited the sun. Pythagoras (c. 582–500 BCE) arranged pebbles to show the connections between space and numbers; he is remembered today for Pythagoras's theorem (see **SOURCE 2**). As well as numbers and geometry, he was also interested in astronomy (he concluded that the Earth was round), musical notes and matter. He believed all things were made up of four elements: earth, air, fire and water. Euclid also developed explanations that are still used in geometry. Thales (c. 624–546 BCE) discovered static electricity. Archimedes, who lived in the third century BCE, discovered important principles in physics.

Another achievement of the Greeks was the development of philosophy by thinkers such as Socrates, Plato and Aristotle. In the fourth century BCE, Aristotle taught that the other planets, the moon and the stars all moved around the Earth. This idea was mistakenly believed throughout Europe for nearly 2000 years after his death.

SOURCE 2 The philosopher and mathematician Pythagoras found that the square of the length of the hypotenuse (the side opposite the right angle) of a triangle was equal to the sum of the squares of the other two sides.



3.11.2 Architecture, drama and poetry

The Greeks developed building styles that are still used today. Many great modern buildings are influenced by ancient Greek styles; for example, St George's Hall in Perth has a **portico** like an ancient Greek temple.

astronomy study of the stars and planets

portico a roof supported by columns, usually attached as a porch to a building

SOURCE 3 The ruins of the Erechtheion, regarded by many as the most beautiful building on the Acropolis of ancient Athens



Theatre was very popular in ancient Greece. One of the most famous Greek playwrights is Aristophanes (c. 448–380 BCE). He wrote brilliant comic plays that are still performed today. Many ancient Greek sayings are also still used because they remain as relevant today as they were when first written. Among them are the words of the fable writer Aesop, who lived in the sixth century BCE. He wrote, for example, ‘We hang petty thieves and appoint great ones to public office’ and ‘In union there is strength’.

3.11.3 Sappho of Lesbos: the most famous woman of ancient Greece

Ancient Greek women had few rights and were barred from any roles in public life, which meant that hardly any had the chance to achieve fame in ancient Greek society, or have their discoveries or creations considered part of the heritage of ancient Greece.

One who did was Sappho from the island of Lesbos. Sappho was part of an aristocratic family and that gave her opportunities denied to most other Greek women. She was born around 620 BCE and grew up on the island of Lesbos. She appears to have had a daughter called Cleis. In ancient times, Sappho was called ‘the poetess’, honored with statues and on coins and admired by the philosopher Plato (c. 428–348 BCE).

However, she was ridiculed by some ancient Greeks for supposedly being lesbian and was later attacked by several Christian writers for the same reason. Pope Gregory VII (in office 1073 to 1085 CE) ordered the burning of her writings. But in the nineteenth century CE, she was admired and translated by several great English poets, including Percy Shelley and Lord Byron.

Some of Sappho’s poems were preserved on Egyptian papyrus (an early form of paper), but due to loss and decay only fragments remain. Many of her poems focus on intense emotions, individual experience, the power of sexual love and the heartbreak caused by loss of love. Over the past 70 years, her work and ideas have received much attention and praise in publications by scholars.

SOURCE 4 A Roman bronze replica of the head of Sappho



SOURCE 5 Some fragments of Sappho’s poetry

And lovely laughing — oh it puts the heart in my chest on wings,
for me when I look at you, even a moment, no speaking
is left in me
no: tongue breaks and thin
fire is racing under skin
and in eyes no sight and drumming
. . . fills ears
and cold sweat holds me and shaking
grips me all . . .

SOURCE 6 From Judith Schalansky, ‘What we know about Sappho’, *The Paris Review*, 2020

In total, all the poems and fragments that have reached us, as brief, mutilated, and devoid of context as they are, add up to no more than six hundred lines. It has been calculated that [only] around 7 per cent of Sappho’s work has survived.

SOURCE 7 From ‘Sappho’, Poetry Foundation website, 2022

Her celebration of love has echoed through the centuries not only in the work of translators and direct imitators, but also in all those other voices that have dared to declare their love to be radically important . . . Finally, she is widely recognized as one of the great poets of world literature . . .

3.11 SKILL ACTIVITY: Historical perspectives and interpretations

Complete the following.

1. Read **SOURCE 5** and **describe** the emotions expressed and their physical effects.
2. **Consider** what **SOURCE 6** tells us about why we will probably never have a more complete understanding of Sappho's talent and the reasons for her fame.
3. Read **SOURCE 7** and **explain** why the writer believes that Sappho's work deserves to be regarded as part of the heritage of ancient Greece and why she is one of the world's great poets.
4. Referring to **SOURCES 4, 5, 6 and 7**, discuss whether you think Sappho's achievements should be regarded as being of historical significance. **Justify** your answer.

3.11 Exercise

learnon

3.11 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. **Identify** what most ancient Greeks believed to be the cause of sickness.
 - A. Bacteria
 - B. Punishments from the gods
 - C. Pollution
 - D. An evil spirit
2. Match each person in the following table with their achievement or mistake.

Person		Achievement or mistake
Hippocrates		a. Geometry
Pythagoras		b. Static electricity
Aristotle		c. Medicine
Thales		d. Physics
Archimedes		e. Philosophy

3. **Explain** how the ancient Greek idea about the elements differed from our modern understanding of the elements.
4. **Name** a building that has been influenced by ancient Greek styles.
5. Select the correct option to complete the sentence.
Aristophanes was an ancient Greek **god** / **ruler** / **playwright** / **philosopher**.

Apply your understanding

Using historical sources

6. Study **SOURCE 3**.
 - a. **Describe** the surviving features of the Erechtheion.
 - b. **Explain** why you think it is regarded as an outstanding example of ancient Greek architecture.
7. Using **SOURCE 3**, **explain** what evidence the remains of the Erechtheion provide for the quality of ancient Greek building techniques.

Historical perspectives and interpretations

8. Is the observance of the Hippocratic Oath in modern times an example of continuity or change? **Justify** your answer.
9. **Identify** where and how ancient Greek plays are still performed today.

Communicating

10. **Explain** why only fragments of the poetry of Sappho of Lesbos survived into later times.

LESSON

3.12 INQUIRY: Contested histories — did the Spartans really kill their weak babies?

LEARNING INTENTION

By the end of this lesson you should be able to corroborate primary and secondary sources and ask questions to evaluate the accuracy of a proposed historical fact.

Background

To many people, the image in **SOURCE 1** represents what Spartan warriors were really like. As part of this myth, it is widely believed that the killing of weak or unhealthy children was carried out to ensure that Sparta could produce such warriors. At the same time, most people have regarded these killings as the most shocking fact about ancient Spartan society.

But does any reliable evidence exist that this really happened? Two versions of the story persisted until quite recently. One was that weak babies were thrown from a cliff of Mt Taygetus. The other is that they were abandoned in the wild to die from exposure to the elements.

We have a surprising lack of primary source evidence for this story. According to Plutarch and later writers, Lycurgus created the laws of Sparta, including the practice of killing weak babies. But these laws were supposed to have been created in the eighth century BCE. Plutarch lived between 46 CE and 120 CE.

Reading the following sources will enable you to compare and consider some different judgements that have been made. You can also use the internet and/or your library to find other relevant secondary sources.

SOURCE 1 A common image of a strong, fearless Spartan warrior attacking in battle dress



SOURCE 2 From Plutarch, *Life of Lycurgus*

[I]f they found it [a child] stout and well-made, they gave orders for its rearing . . . but if they found it puny and ill-shaped, ordered it to be taken to what was called the Apothetae, a sort of chasm under Taygetus; as thinking it neither good for the infant itself, nor for the public interest, that it should be brought up . . .

SOURCE 3 From Evan Andrews, '8 reasons it wasn't easy being spartan', History Channel website, 2018

All Spartan infants were brought before a council of inspectors and examined for physical defects, and those who weren't up to standard were left to die . . . If a Spartan baby was judged to be unfit for its future duty as a soldier, it was most likely abandoned on a nearby hillside. Left alone, the child would either die of exposure or be rescued and adopted by strangers.

SOURCE 4 From Trikkaliotis, D and others, 'The fate of sickly and disabled new-born babies in ancient Greece (Sparta and Athens)', *PANR Journal*, 2020

Our ancient and only testimony [about the practice of killing weak babies] is the biographer Plutarch who lived seven centuries later from the period that the alleged cruel custom [of killing weak babies] took place . . . Plutarch does not mention his sources, even though he very often does it in other cases . . . Ancient Greek authors who wrote on Sparta, its constitution and education of young boys and girls seem to ignore this brutal and merciless practice . . . No bones have been found related to babies. It is evident that Plutarch's statement regarding the exposure of sickly infants is difficult and hard to accept.

For each of these sources, does the writer accept or challenge the claim that Spartans killed their weak or sickly children?

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

1. **Write** your inquiry question. It could be based on the following issues:
 - a. Can we trust a source that was written centuries after the practices it describes and does not cite any earlier sources to support its claims?
 - b. What is the difference between these three sources in relation to the way the children were killed and whether they were killed?
 - c. Would such killings be consistent or inconsistent with everything you have learned about Sparta?
 - d. What other views on this issue have been expressed by historians and archeologists?
2. **Conduct research** to find other sources besides the three provided in this lesson that can help you to answer your inquiry question.

Step 2: Using historical sources

3. **Analyse** the three sources provided and the others that you find. Make notes on them, pointing out anything you notice that helps to answer your question.

Step 3: Historical perspectives and interpretations

4. **Evaluate** the arguments in the sources. Do they accept or challenge the claim that Spartans killed their weak or sickly children?

Step 4: Communicating

5. What is your answer to your inquiry question? **Present** your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 3.12 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39368)

LESSON

3.13 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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3.13.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

3.2 How do we know about ancient Greece?

- An abundance of archaeological evidence from ancient Greek civilisation has survived, including the remains of entire buildings, amphitheatres, statues, relief sculptures and vases.
- The ancient Greeks left many written sources, including histories, poetry and drama.

3.3 Who were the Minoans and Mycenaeans?

- Minoan civilisation developed on Crete from around 3000 BCE and was destroyed around 1575 BCE.
- Mycenaean civilisation flourished between 1400 and 1200 BCE.
- The Mycenaeans were legendary conquerors of Troy, as told in the *Iliad*.

3.4 What was the Greek 'Dark Age'?

- Geographical features shaped the kind of civilisation that developed in Greece and its patterns of trade.
- Most Mycenaean citadels were abandoned in this period and the art of writing was lost.
- Dorians occupied much of southern Greece.
- Many Greeks migrated from the Greek mainland.

3.5 How were Athens and Sparta governed?

- The city-states of Athens and Sparta developed very different forms of government.
- Under the Spartan system, power was concentrated in the hands of a few families.
- Athens adopted democracy from 508 BCE.

3.6 What was it like to live in Sparta?

- From around 650 BCE, Sparta became a harsh military state.
- Spartan enslavement of the Messenians made the Spartan way of life both possible and necessary.
- Spartan women had more power than Athenian women.

3.7 What was life like in Athens?

- From the fifth century BCE, Athens was a rich and beautiful city with a flourishing culture.
- Men ruled Athenian society. Women were denied education and had very few rights.
- Athenian burial customs reflected those of most of the ancient Greek world.

3.8 What do we know about Greek laws, myths, gods and oracles?

- Each Greek city-state appears to have had its own laws.
- The myths and gods of ancient Greece were common to all Greek city-states.
- The ancient Greeks believed in oracles, the most important of which was at Delphi.

3.9 What were the Olympic Games?

- The ancient Greek Olympic festival was held every four years to honour the god Zeus.
- The festival contributed to a common sense of Greek identity.
- The festival was very different from the modern Olympic Games.

3.10 How was Greece changed by wars?

- When the Persian Empire invaded Greece, many of the Greek city-states united and were able to inflict crushing defeats on the Persians.
- The Greek city-states were weakened by the Peloponnesian Wars and were conquered by King Philip of Macedon.
- Philip's son, Alexander the Great, became ruler of Macedon and Greece.
- Alexander invaded the Persian Empire and created a vast empire.

3.11 What is the heritage of ancient Greece?

- The heritage of ancient Greece includes the idea of democracy and the Olympic Games.
- Other legacies of ancient Greek culture were developments in science and the arts.
- Rome absorbed Greek culture and contributed to passing down Greek ideas through the ages.

3.12 INQUIRY: Contested histories — did the Spartans really kill their weak babies?

- Two different traditional accounts exist of Spartans killing their weak or sickly babies.
- No reliable evidence exists to support either of these accounts.

3.13.2 Key terms

acropolis a city, citadel or complex that sits on a high hill

agora large open space in the centre of a Greek city that served as a public meeting area and marketplace

astronomy study of the stars and planets

democracy a political system according to which citizens choose the way in which they are governed

Dorians tribes from the north of Greece who moved into the south during the Dark Age

entrails internal organs of an animal

Ephorate five-man ruling body in Sparta that advised the kings

helot slave of the Spartan state

hoplites Greek foot soldiers

immortals gods who lived forever

Iron Age period in which people learned to use iron to make tools and weapons

metic free man living in Athens but not born there; could not vote or own property but served in the army and paid taxes

metope rectangular space above an architrave of a Greek building that often had paintings or sculptures on it

mythology a body of myths

oligarchy governing council of rich aristocrats

Olympiad a staging of the Olympic Games

omen sign that predicts good or evil

ostracism the punishment of being banished from Athens

pan-Hellenic for all the Greeks

Parthenon Athenian temple dedicated to the goddess Athena

Peloponnese peninsula the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth

perioeci peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens

polis (plural **poleis**) ancient Greek city-state

portico a roof supported by columns, usually attached as a porch to a building

3.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do we know about ancient Greece, and what were its defining features, achievements and legacies?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-10470)
Reflection (ewbk-10474)
Ancient Greece crossword 1 (ewbk-10472)
Ancient Greece crossword 2 (ewbk-10473)

 **Interactivity** Ancient Greece crossword (int-7694)



3.13 Review exercise

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Access additional questions



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Multiple choice

- Which of the following causes probably contributed to the collapse of the Minoan civilisation?
 - Lack of trade
 - A tsunami and earthquakes
 - Plagues
 - Floods
- The earliest Mycenaean stories to appear in written sources are which of these?
 - The *Iliad* and *Odyssey*
 - The *Bible*
 - The *Koran*
 - The *Upanishads*
- Many Greek city-states were isolated from each other due to which of these geographical features?
 - Rivers
 - Deserts
 - Mountains
 - Seas
- In ancient Athens, ostracism meant which of the following fates?
 - Imprisonment
 - Torture
 - Enslavement
 - Exile
- Which of the following people in Athens were excluded from the rights of citizens?
 - Farmers and soldiers
 - Poor people
 - Women, metics and slaves
 - Rich people
- Which of the following resources did the ancient Greeks import?
 - Olive oil and grapes
 - Bronze and timber
 - Wine and beer
 - Pottery
- Although Spartan women could not be citizens, what could they do?
 - Vote
 - Hold public office
 - Fight in wars
 - Own land

8. Helots were which of the following?
 - A. Messenians enslaved by the Spartans
 - B. Allies of the Athenians
 - C. Followers of Alexander the Great
 - D. Peoples of the Persian Empire
9. In Athens, what was the large temple dedicated to the goddess Athena called?
 - A. The Agora
 - B. Attica
 - C. The Parthenon
 - D. The Erechtheion
10. What event was part of the ancient Greek Olympic festival but not part of the modern Olympic Games?
 - A. Long distance running
 - B. The high jump
 - C. Discus throwing
 - D. The pankration

Short answer

Using historical sources

11. **Write** an analysis of **SOURCE 1** based on the following questions.
 - a. What are the main details of the painting on the vase?
 - b. What types of skilled craft workers or artists would have created the vase?
 - c. Why would it have been created?
 - d. What evidence does it provide of ancient Greek artistic skills?
 - e. What evidence does it provide of ancient Greek beliefs and values?

Communicating

12. Alexander the Great is considered to be one of the most significant individuals not just in ancient Greek history but in ancient history generally. **Write** a half- to one-page assessment of Alexander's significance using the following points as a guide:
 - how Alexander maintained his power in Greece
 - Alexander's invasion and defeat of the Persian Empire
 - the extent of his conquests by the time of his death
 - the effect of his rule on the Greek city-states
 - the significance of his role in spreading Greek culture.

SOURCE 1 A red-figured stamnos (a type of ancient Greek vase) from about 430–420 BCE. The mythical scene shows Helen being abducted by Theseus.



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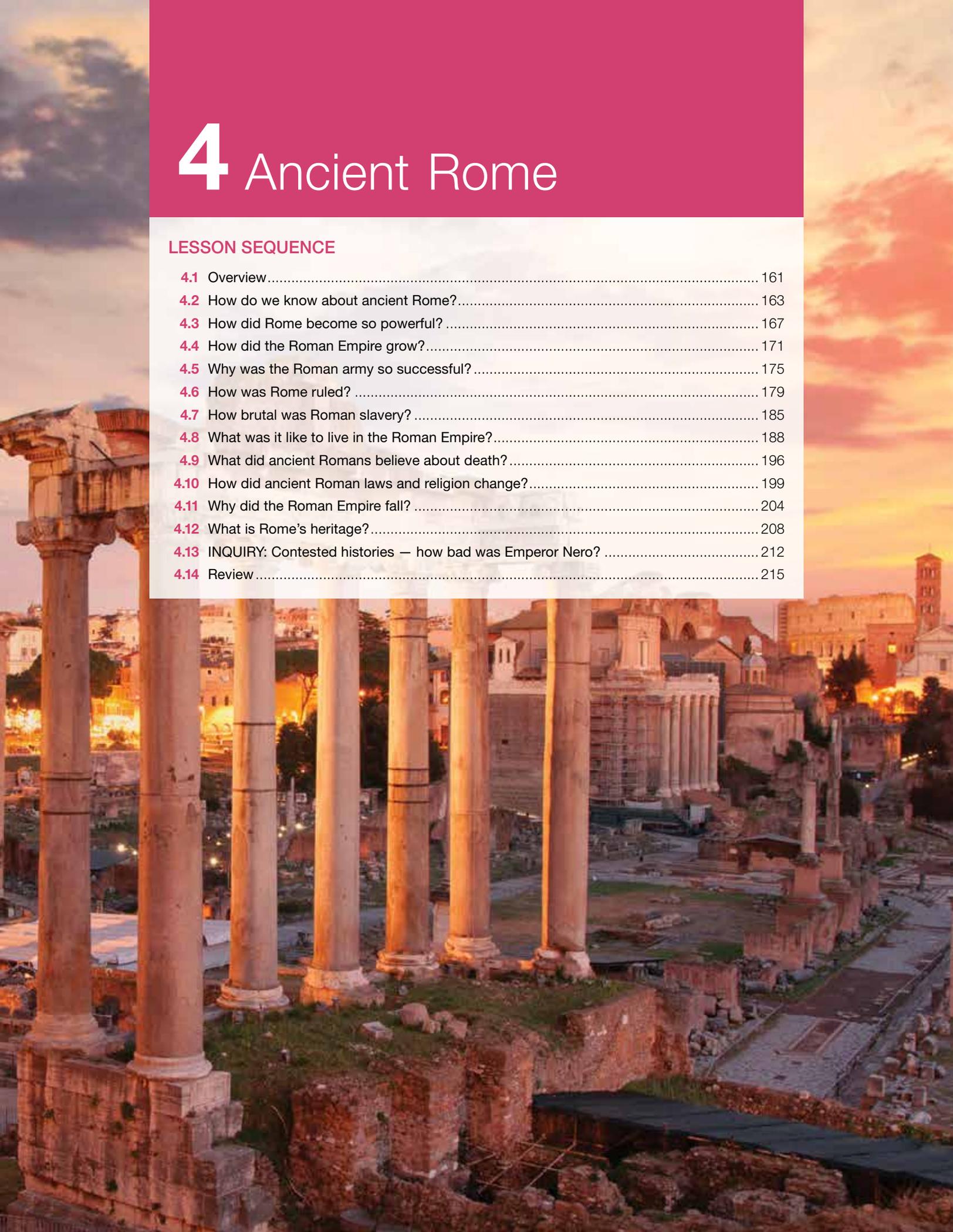
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4 Ancient Rome

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LESSON

4.1 Overview

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Answer questions and check results

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When, where and why did ancient Rome develop, and what were its defining features, achievements and legacies?

4.1.1 Introduction

In the twenty-first century, we live in a world in which one superpower, the United States of America, has such enormous military power that it can dominate much of the world. The last time one power was so dominant was the age of the Roman Empire. Between the second century BCE and the second century CE, Rome came to control most of the known world. For some, Roman rule brought peace and prosperity; for others, it brought slavery and death. Rome was a violent society that spread its power through wars of conquest and entertained its people with cruel public exhibitions. But it was also a society that saw great achievements in science, engineering, politics, law and literature. In the fifth century CE, the Roman Empire collapsed, but many of its achievements lived on. Roman ideas have contributed in many ways to our own society. Today, largely because of the remaining traces of its ancient greatness, Rome continues to attract more visitors than almost any city in the modern world.

SOURCE 1 The Colosseum, where gladiators fought to the death in ancient Rome, continues to attract tourists today.



Resources



eWorkbook

Customisable worksheets for this topic (ewbk-10482)



Video eLesson

Ancient Rome (eles-1837)

LESSON

4.2 How do we know about ancient Rome?

LEARNING INTENTION

By the end of this lesson you should be able to identify and analyse a range of source material about ancient Roman history.

TUNE IN

In addition to the many written records, the Romans also left many archaeological remains.

SOURCE 1 Some of the many columns and sculptures that were created in ancient Rome



1. Describe what you can see in **SOURCE 1**.
2. How do you think columns and sculptures created around 2000 years ago are still in such good condition?
3. What does their condition tell us about the skills of ancient Romans?

4.2.1 How do we know about ancient Rome?

The Romans left many written records of their times. Among ancient Roman writers who are still read today are the historians Seneca (c. 4–65 CE), Tacitus (c. 55–117 CE) and Suetonius (c. 69–140 CE). The former Roman Empire is also rich in archaeological sources. Among the millions of visitors Italy receives each year, many travel to see traces of ancient Roman civilisation. These traces include columns and arches erected by the Roman emperors, buildings such as the Colosseum and the remains of the ancient Roman Forum.

Pompeii

Many also visit the ruins of Pompeii, which reveal a picture of what life was like for ancient Romans. Pompeii is near the Italian city of Naples. Along with the nearby town of Herculaneum, Pompeii was destroyed when Mount Vesuvius erupted on 24 August, 79 CE. The volcano threw pillars of ash and a soft porous rock called **pumice** into the air. Pompeii, its buildings and people were buried in volcanic ash more than three metres deep. Herculaneum was hit by a blast of superheated gas that killed everyone. The town was then covered in boiling ash, pumice and rocks.

When archaeologists led by Giuseppe Fiorelli excavated Pompeii in the nineteenth century, they unearthed the streets, shops, houses and other structures of the coastal resort town of 15 000 people, along with games, decorations and even graffiti, all of which were as if ‘frozen in time’. They pumped plaster into cavities left by bodies in the hardened ash to create the forms you can see in **SOURCES 2** and **3**. Pompeii provides us with detailed evidence of Roman town life because:

- the town was destroyed very quickly and few people escaped
- those lucky enough to escape had no time to take their belongings
- the town was preserved undisturbed under metres of ash for more than 1700 years.

pumice lava ejected from a volcano that solidifies into a light, porous rock



tlvd-10503

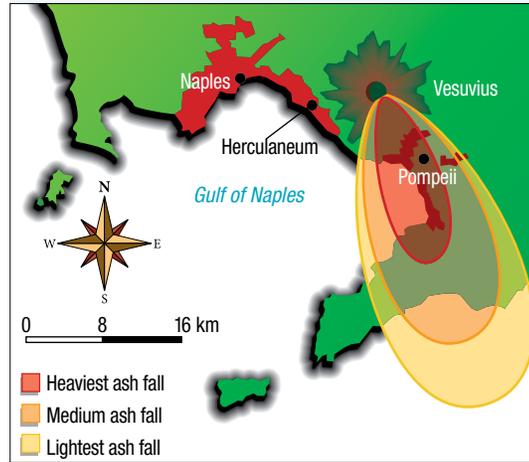
SOURCE 2 Plaster casts of victims of the volcanic eruption that destroyed Pompeii



SOURCE 3 Plaster cast of a dog that was killed by the volcanic eruption



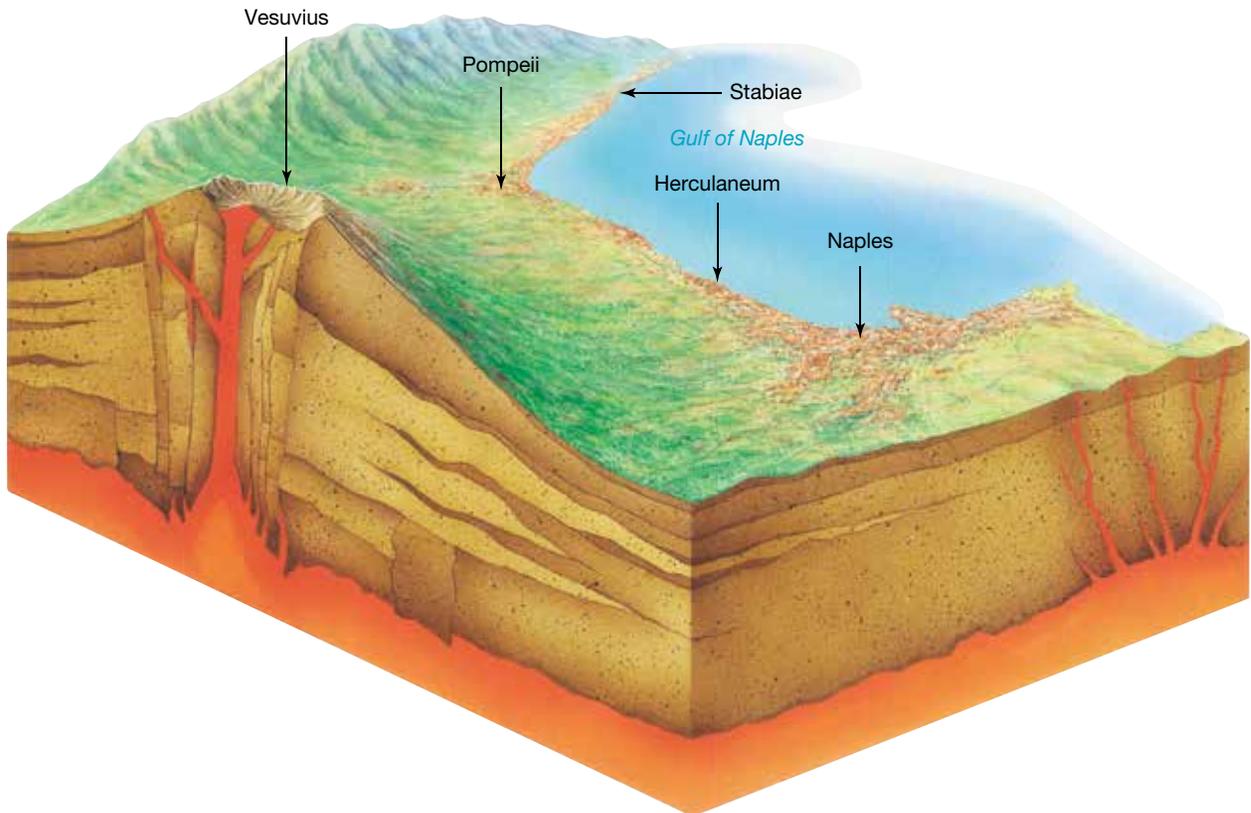
SOURCE 4 The eruption of Mt Vesuvius. The prevailing winds carried most of the fallout from the explosion south, and Pompeii was soon covered by three to four metres of ash and pumice.



Source: © Wiley composition services

int-5982

SOURCE 5 Pompeii and Herculaneum were totally destroyed by the eruption of Vesuvius. At first, the volcano spurted a column of ash and pumice high into the air, which fell back like rain. As the energy in the eruption weakened, the column collapsed into a glowing avalanche. Herculaneum, which had escaped the earlier fallout of ash, was covered by about 20 metres of boiling ‘mud’ — a mixture of hot ash, pumice and rocks.



4.2 SKILL ACTIVITY: Questioning and researching

SOURCE 6 is an account by someone who witnessed the eruption of Vesuvius and the devastation that followed.

1. Carefully read **SOURCE 6** to answer the following questions.
 - a. According to Pliny the Younger's description, what was falling on the people trying to flee in boats?
 - b. How do we know that the eruption of Vesuvius was followed by earth tremors?
 - c. How does Pliny convey the sheer horror of the destruction of Pompeii?
 - d. What kinds of evidence could be used to support Pliny's eye-witness account?

SOURCE 6 From an account by Pliny the Younger, who, as a young man, witnessed the destruction of Pompeii

By now ash, which became hotter and thicker... was falling on the boats. This was followed by pieces of tufa [porous rock] and stones blackened, burnt and cracked by the fire... Meanwhile sheets of flame and tall columns of fire were belching forth from several parts of Vesuvius, their flashing and intensity heightened by the darkness of the night... The buildings were being frequently and violently shaken and seemed as they tottered backwards and forwards to being moved from their foundations...

4.2 Exercise

learnon

4.2 Exercise

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. **Recall** what destroyed Pompeii.
 - A. Fire
 - B. War
 - C. Eruption of Mount Vesuvius
 - D. Tidal waves
2. **State** the year that the eruption of Vesuvius took place.
3. **Identify** when Pompeii was excavated.
 - A. Seventeenth century
 - B. Eighteenth century
 - C. Nineteenth century
 - D. Twentieth century
 - E. Twenty-first century
4. **State** the approximate number of metres of ash and pumice that covered Pompeii.
5. Which three pieces of evidence do the ruins of Pompeii provide for us?
 - A. Few people escaped.
 - B. Survivors provided details of daily life.
 - C. There was no time to remove belongings.
 - D. The town was preserved undisturbed for more than 1700 years.

Apply your understanding

Using historical sources

6. **Describe** the position of the bodies in **SOURCE 2**. Do you think they died quickly or slowly? Give reasons for your answer.
7. **Describe** how the archaeologists created the forms we see in **SOURCES 2** and **3**.
8. **Analyse** **SOURCES 4** and **5**. How was the destruction of Herculaneum different from that of Pompeii?
9. **List** three questions you would ask about each of **SOURCES 2, 3, 4** and **5** if you were using them as evidence for the destruction of Pompeii.

Communicating

10. **Explain** why Pompeii is considered to be one of our most valuable sources of evidence for everyday life in the Roman Empire.

LESSON

4.3 How did Rome become so powerful?

LEARNING INTENTION

By the end of this lesson you should be able to explain why Rome became the great power of the ancient Mediterranean world and describe the tactics they used to attain dominance.

TUNE IN

Power is something that some modern nations have. It can take different forms. Australia is considered to be a middle-ranking power, similar to quite a few other countries. The United States and China are regarded as big powers. Many modern countries are not regarded as powers at all.

Discuss the following:

What gives a country power? Is it population size? Is it economic strength? Is it to do with its education system? Is it more to do with military strength?

SOURCE 1 What makes some countries more powerful than others?



4.3.1 Rome's origins

Ancient Rome has a very long history — from at least 753 BCE, and possibly earlier, to the collapse of the Roman Empire in 476 CE. Historians call the period 509 BCE to 27 BCE the Roman Republic and the following period the Roman Empire, because Rome was then ruled by emperors. However, Rome had been building an empire long before it was ruled by emperors.

The ancient Romans explained their origins through myths. In the myth of Romulus and Remus, twin boys were raised by a she-wolf. When they grew up, they decided to establish a town on the site where the she-wolf found them. In 753 BCE, after killing his brother Remus during an argument, Romulus became the first ruler of a collection of villages on the site of present-day Rome. Over the following century, these villages grew into a city, and the wolf became its symbol.

The Romans and their neighbouring tribes were Latins. They lived on the plain of Latium, which had a mild climate, fertile soils and a reliable water supply from the Tiber River. The city is located where the Tiber is easy to cross and close to salt flats (salt was a very important commodity in ancient times). Rome's central location in Italy would make it easy for Roman armies to travel in several directions to combat enemies. During the sixth century BCE, Etruscan kings (from Etruria to the north) ruled Rome brutally. In 509 BCE the Romans rebelled. They expelled their last Etruscan king and developed a system of government unlike that of other city-states: Rome became a **republic**. By this time, Rome was the most powerful city-state on the plain of Latium.

4.3.2 Rome's growing power

Over the next two centuries, Rome expanded its power through war. In 493 BCE, Rome made a treaty with the other Latin tribes to subdue the Aequi and Volsci, hill tribes that raided the plain of Latium. In 396 BCE, Rome captured the powerful Etruscan city of Veii. But a few years later, the Gauls from the north defeated the Roman army and destroyed much of Rome. In time the Romans set about rebuilding their power, and by 272 BCE they had inflicted more defeats on the hill tribes and the **Etruscans**, suppressed revolts by their former Latin allies, crushed the **Samnites** and taken control of the Greek colonies in the south.

Tactics of power

By 272 BCE, Rome had almost 150 000 inhabitants and controlled most of Italy. It had become wealthy through plundering and taxing those it defeated. To control such a vast area, the Romans:

- used conquered peoples against one another
- made alliances with former rivals
- sold defeated enemies into slavery
- allowed conquered cities to keep their own local government, but forced them to supply troops for Rome
- colonised strategically important places with Roman citizens.

SOURCE 2 These items were found in a Latin (possibly Roman) tomb of a military commander who was buried about 475 BCE, soon after Rome became a republic. They include his bronze body armour, helmet, axe and spearheads (held in the National Archaeological Museum of Rome).



republic system of government in which the head of state is not a monarch

Etruscans advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE

Samnites a mountain tribe of central Italy

DID YOU KNOW?

In the early Roman Republic, most political power was held by the heads of a few powerful families. The most powerful position was consul. There were two consuls, who commanded the military and dealt with legal disputes. The republic lasted for almost 500 years.

SOURCE 3 Italy in the sixth century BCE



Source: Map drawn by Spatial Vision.

4.3 SKILL ACTIVITY: Using historical sources

SOURCE 4 From a description by the ancient Roman historian Livy of a Roman victory over the Volscians in 385 BCE

The large enemy forces, relying only on their numbers... were bold only in battle cry, throwing of missiles and the first onrush of the battle; sword-fighting, holding ground, an enemy's face flashing in its fury they could not stand up to. Their front lines were driven in and panic spread to the supporting troops... then the ranks were broken in many places... After that, as the first lines collapsed and everyone saw his own turn to be killed was coming to him, they turned and ran. The Romans followed hard on their heels, and so long as they kept their weapons and fled in a packed crowd, it was the infantry's task to keep up the pursuit. But when the enemy were seen to be throwing away their weapons and scattering widely over the land, then came the moment for the cavalry squadrons to be let loose... and by riding across their path hold the column until the infantry could catch up and finish the enemy off with a regular massacre.

1. How does Livy describe the actions of the Volscians (hill tribes) in his first three sentences?
2. What attitude to the Volscians do these three sentences convey?
3. How would you **describe** the tactics used by the Romans once the Volscians were running?
4. Is it likely that Livy was an eye-witness to this battle? If not, from whom would he have got this information?
5. Titus Livy (born 59 BCE) spent more than 40 years in Rome while writing his history of Rome. What do you think would have been his purpose in writing this account?
6. Could Livy have been biased? Give the reasons for your answer.

4.3 Exercise

learn **on**

4.3 Exercise

Learning pathways

■ LEVEL 1

2, 3, 6

■ LEVEL 2

1, 5

■ LEVEL 3

4, 7

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

1. According to legend, **explain** why the wolf became a symbol of Rome.
2. Which of the following was *not* one of Rome's geographical advantages?
 - A. A mild climate
 - B. A mountainous location made it difficult to attack
 - C. A reliable water supply
 - D. Fertile soil
3. Why was Rome involved in several wars between 493 BCE and 272 BCE?
 - A. Desire for expansion and power
 - B. To improve the skills of their armies
 - C. To uphold honour
 - D. Continuous attacks by enemies
4. **Explain** the effects of war on Rome's power.

Apply your understanding

Using historical sources

5. **Compare** SOURCE 2 with images of Greek soldiers in topic 3. **Identify** items in SOURCE 2 that indicate that the Latins, including Romans, were influenced by ancient Greeks.
6. Use SOURCE 3 to **list** the peoples the Romans defeated to gain control of Italy.

Historical perspectives and interpretations

7. Using the sources and other information in this lesson, **identify** ways in which Rome changed between 509 and 272 BCE and **explain** how they achieved these changes.

LESSON

4.4 How did the Roman Empire grow?

LEARNING INTENTION

By the end of this lesson you should be able to explain how ancient Rome gained power through the defeat of its great rival Carthage.

TUNE IN

Analyse **SOURCE 1** to begin exploring the Roman soldiers' resourcefulness and how it assisted them in battle.

SOURCE 1 Remains of Chester's Roman Wall Fort, northern England



1. What can you see in **SOURCE 1** that suggests to you that Roman soldiers were capable builders?
2. The Romans built a long wall with forts like this one to keep Scottish warriors out of England after they found they could not defeat the Scottish tribes. Why do you think they could not defeat the Scottish tribes?

4.4.1 Building the empire through war

Over the following centuries, the Romans continued to expand their empire. By 146 BCE, Rome was the strongest power in the area around the Mediterranean Sea. Its empire continued to grow, reaching its greatest extent in the late second century CE.

The Punic Wars

In the First Punic War (264–241 BCE), the Romans defeated Carthage, a powerful North African naval and trading city that had colonies around the Mediterranean. Rome's victory gave it control of Sardinia and Sicily, and weakened a trading rival.

The Second Punic War (218–202 BCE) began when the Carthaginian general Hannibal led an invading army, including 40 elephants, over the freezing Alps and down into Italy (see **SOURCE 2**). In major battles at Trebia, Lake Trasimene and Cannae, Hannibal's forces defeated Roman armies and gained allies in Italy. However, the Romans would not give in. On the advice of the general and consul Fabius Maximus, the Romans avoided further formal battles. When Rome launched counterattacks on Carthaginian Spain and North Africa, Hannibal's army had to return to defend Carthage. The Second Punic War ended with Hannibal's defeat at Zama in 202 BCE.

At the end of the Third Punic War in 146 BCE, following a long siege, the Romans finally captured Carthage. They destroyed the city totally. Every one of its people was killed or sold into slavery.

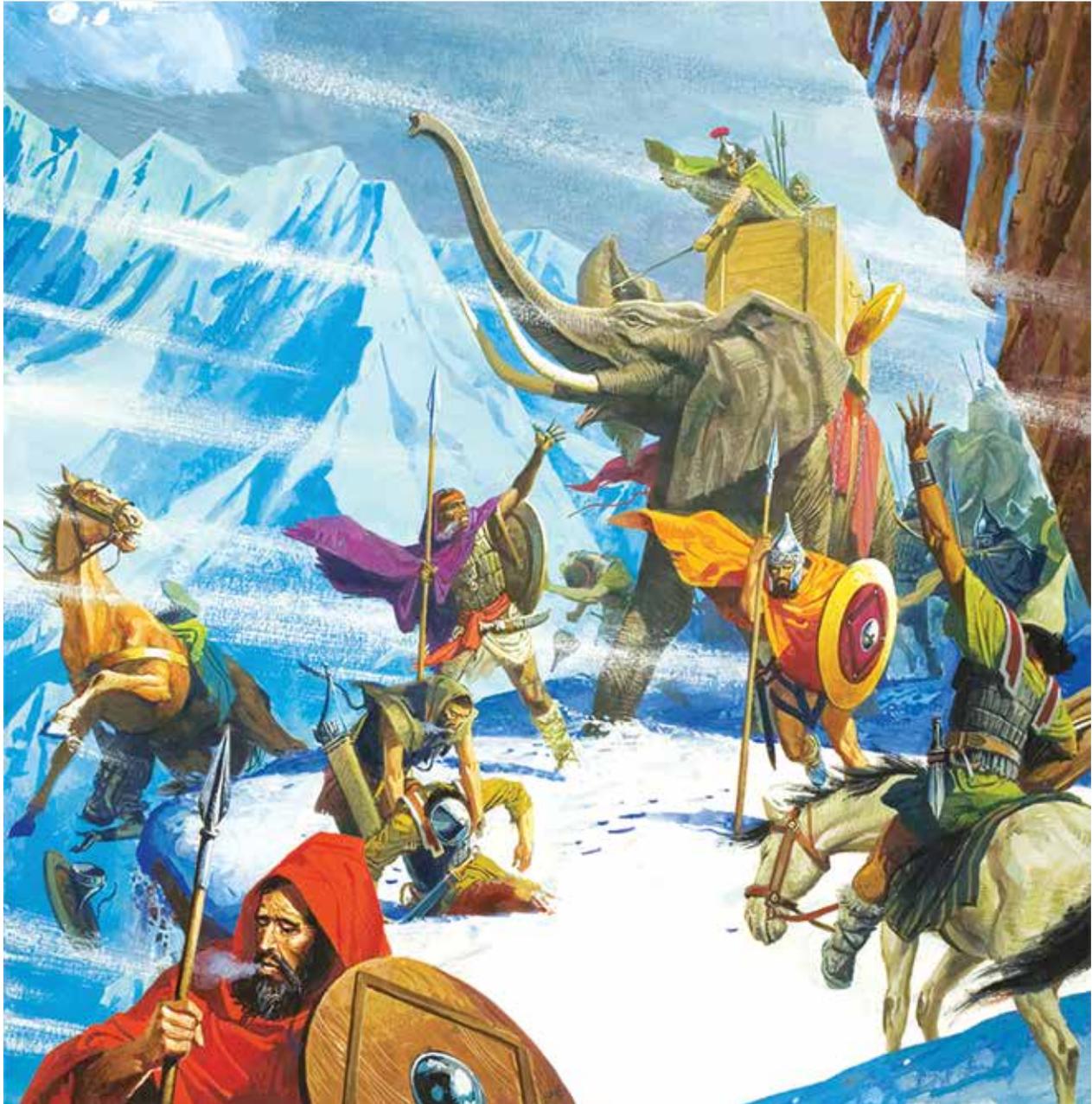


The Social War and the growing empire

In 91 BCE, Rome's Italian allies united against it. Their main grievance was that Rome would not allow them to become Roman citizens even though they provided most of the empire's soldiers. This conflict is known as the Social War. While the Italian allies lost the war, they won the right to be Roman citizens.

By about 30 BCE, the Roman Empire had grown to include most lands around the Mediterranean. It was extended far to the north when the Romans invaded Britain in 43 CE. They defeated the British tribes but were unable to defeat the tribes of Scotland. By 96 CE, the empire extended to the Rhine and Danube rivers in northern Europe, and to Armenia and Mesopotamia in the east (see the map in lesson 4.6).

SOURCE 3 A modern artist's impression of Hannibal's forces crossing the Alps



4.4 SKILL ACTIVITY: Using historical sources

1. **Create** a timeline of events and developments in this lesson, noting approximate dates or ranges of dates from around 146 BCE to 96 CE.
2. Note on your timeline any developments that could be considered turning points.
3. **Describe** the broad changes that occurred in the Roman Empire over this period.

4.4 Exercise

learn**on**

4.4 Exercise

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7

■ LEVEL 3

8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS

Check your understanding

1. **Select** the three major battles in which Hannibal defeated the Romans.
 - A. Trebia
 - B. The First Punic War
 - C. Lake Trasimene
 - D. Lake Cannae
 - E. Zama
2. **Explain** how Fabius Maximus outmaneuvered Hannibal.
3. The Social War was caused by Roman citizens rebelling against social injustice. True or false?
4. **State** how far north the Roman Empire extended by 43 CE.
5. When did the Roman Empire reach its greatest extent?
 - A. Late first century CE
 - B. Early second century CE
 - C. Late second century CE
 - D. Early third century CE

Apply your understanding

Using historical sources

6. Use **SOURCE 2** and an atlas to **list** the modern countries through which Hannibal's forces would have reached Italy.
7. Use **SOURCE 3** to **describe** the hazards of Hannibal's journey across the Alps.
8. **Infer** what **SOURCES 2** and **3** might tell us about Hannibal's significance as a military leader.

Historical perspectives and interpretations

9. In modern times, **describe** how we would view a power that massacred or enslaved the entire population of a defeated city, as the Romans did to Carthage.

Communicating

10. **Suggest** the trading advantages, especially in sea trade, that Rome would have gained by destroying Carthage.

LESSON

4.5 Why was the Roman army so successful?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key features of the Roman army and describe its role in expanding and maintaining the power of the Roman state.

TUNE IN

You are probably wondering what made Roman soldiers so intimidating in battle. Was it just that they were highly trained or was it also that they were very brave?

The reality is that they were subject to such brutal discipline that they were probably more frightened of what their own officers could order to be done to them than they were of their enemies.

The harshest punishment in the Roman army was decimation. It means 'removal of a tenth'. If a unit of the army was considered guilty of cowardice or mutiny, its soldiers were divided into groups of ten. Each group drew lots to decide which one would be killed. The remaining nine soldiers then had to kill their unfortunate comrade, usually by clubbing or stoning him.

1. How would you feel having to kill somebody who had fought alongside you?
2. Why would anyone want to join the Roman army?

SOURCE 1 Roman soldiers were subject to harsh discipline.



4.5.1 Roman army weapons and tactics

Until the end of the first century BCE, the Roman army was made up of citizens who owned land. They had to provide their own equipment and armour. The fighting season was from late spring until early autumn, after which the soldiers returned to their lives as farmers. Fighting was popular among Romans, because a successful general could earn much glory and become very wealthy.

As the area under Roman control grew, a bigger and better organised fighting force was needed. In 396 BCE, soldiers began to be paid, marking the start of Rome's professional army.

The Roman army was one of the most disciplined military forces that has ever existed. Men between the ages of 17 and 22 enlisted for around 20 years. They had to be fit.



int-5989

SOURCE 2 Roman soldiers were well trained and well equipped.



- A** Each legion marched into battle behind a standard — a tall pole with a silver eagle at the top. This symbol of the ‘king of the birds’ represented the legion’s power.
- B** Sandals had to be strong and well ventilated to stand up to long marches. A special pattern of iron studs was hammered into the leather soles to support the weight of the soldier evenly, and help protect the soles.
- C** The dagger had a double-edged blade.
- D** These tall, crested helmets helped soldiers see their leaders in battle.
- E** Roman forts were often protected against attack by palisades — sharp stakes of wood dug into the ground (some with barbs attached).



- F** Soldiers often stood side by side and overlapped their shields to form a protective cover called a testudo. The word 'testudo' comes from the Latin word for tortoise.
- G** The head of the heavy javelin was connected to the shaft by a long, thin strip of soft iron. When the point penetrated an enemy's shield, this strip would bend, making the javelin impossible to remove.
- H** The decorated leather strips on these belts showed the rank of a soldier. They also helped to protect against a groin injury.
- I** The short sword, about 60 cm long, was used to stab rather than slash. It was a very effective killing device at close quarters.
- J** The upper body armour was made up of metal strips held together by leather straps. It was very heavy.

4.5.2 A Roman soldier's harsh life

Roman soldiers were not supposed to marry, although many did in secret. As well, their food and equipment had to be paid for from their wages. Extra soldiers, called **auxiliaries**, were provided by the countries Rome had conquered.

When not marching or fighting, the soldiers, called legionaries, built camps, roads, walls and **aqueducts**. Sometimes camps were temporary; at other times, they became permanent forts that often developed into towns. They were always laid out the same way. This meant that soldiers knew how to build them and find their way around them.

Soldiers were often allowed to share the **loot** from a battle. Many were also given land when they retired. Such rewards helped to win support for military leaders who sought political power.

Organisation of the Roman army	
Unit	Composition
Century	About 80–100 men
Cohort	Six centuries
Legion	Ten cohorts

auxiliaries soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire

aqueduct structure built to carry water long distances

loot goods or property taken from a defeated enemy after a battle

4.5 SKILL ACTIVITY: Questioning and researching, Using historical sources

Read **SOURCE 3**. What questions can we ask of Polybius to unpack what he's trying to say about the discipline in the army? Write four questions you could use to **analyse SOURCE 3**. For example, why was being careless on patrol so bad that it would lead to such a brutal and public death?

SOURCE 3 The Roman historian Polybius reports that discipline in the army was harsh, with penalties that included death.

A court martial composed of the tribunes is convened at once to try [a soldier for being careless on patrol duty]. If he is found guilty he is punished by the bastinado. This is inflicted as follows: the tribune takes a cudgel [short, heavy stick] and just touches the condemned man with it, after which all in the camp beat or stone him, in most cases dispatching [killing] him in the camp itself.

4.5 Exercise

learn on

4.5 Exercise

Learning pathways

■ **LEVEL 1**
1, 3, 4, 5

■ **LEVEL 2**
2, 6, 7, 8

■ **LEVEL 3**
9, 10

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- Access sample responses
- Track results and progress



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Check your understanding

1. The Roman army originally fought only between spring and autumn because this was the best weather to fight in. True or false?
2. **Explain** what began to change in the Roman army from 396 BCE and why.

3. What did Roman soldiers have to pay for out of their own wages?
 - A. Time to farm their land
 - B. Soldiers did not get wages.
 - C. Their own equipment and armour
 - D. Nothing
4. How were Roman soldiers employed when not fighting? Select all that apply.
 - A. As teachers and scholars
 - B. Building camps and roads
 - C. As merchants and traders
 - D. Building walls and aqueducts
5. **Define** the following terms: 'auxiliaries', 'aqueduct', 'loot'.

Apply your understanding

Communicating

6. Use **SOURCE 2** to **sketch** and label a diagram of a testudo.

Using historical sources

7. Using **SOURCE 2**, **explain** what was meant to happen when a Roman javelin pierced an enemy's shield.
8. **Explain** why the tactics shown in **SOURCE 2** made the Romans powerful enemies.
9. **State** what benefits Roman soldiers could receive from their leaders.
10. Rome's military leaders gained popular support by granting loot from battles to soldiers. **Identify** what dangers this practice could have presented to Rome.

LESSON

4.6 How was Rome ruled?

LEARNING INTENTION

By the end of this lesson you should be able to describe Rome's changing system of government from republic to empire, and explain the significance of the class groups that the people of Rome were divided into.

TUNE IN

The government in ancient Rome was responsible for governing the people and bringing prosperity. However, not everyone was represented equally.

1. How is the patrician in **SOURCE 1** dressed?
2. Would it have been possible for anyone dressed that way to perform any kind of manual work?
3. What conclusions can you draw from his attire about the social status of patricians?
4. How might patricians have risen to this level in society?

SOURCE 1 A statue of a Roman patrician



4.6.1 Social divisions

After the Romans had expelled the last Etruscan king (c. 509 BCE), they introduced a system of government called a republic. In theory, all Roman citizens had a say in how the city was to be run. In practice, power was controlled by the rich upper classes. Over the next 500 years, however, more of the people got a say, although women and slaves still had no voice at all.

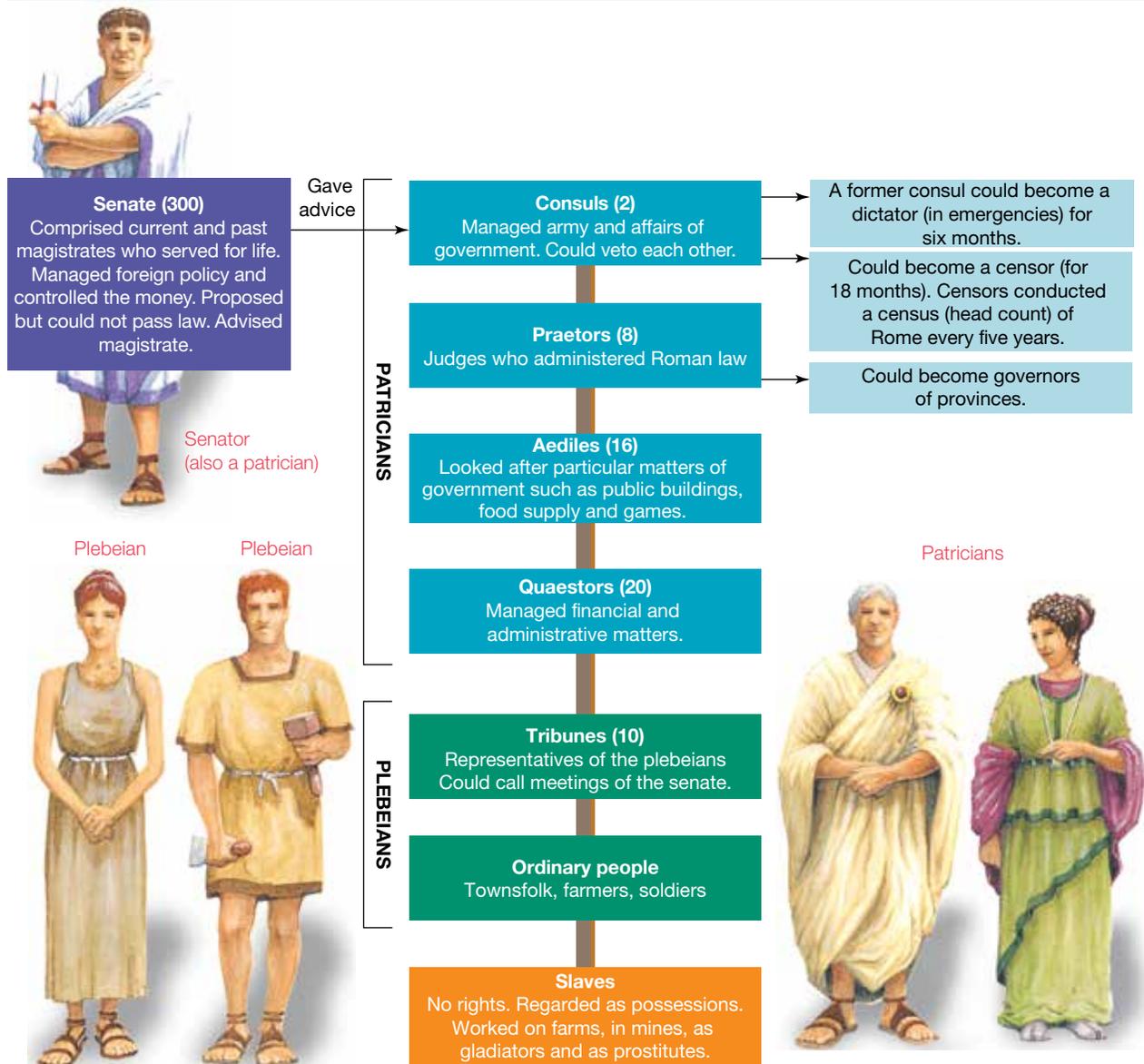
To qualify as a Roman citizen you had to be 25 or older, a male and freeborn (not born a slave). Whether or not you were classed as a slave depended on the status of your mother: if she was freeborn, so were you. Citizens could vote on the way Rome was ruled. They were also protected by Roman laws.

Roman citizens were divided into two classes — **patricians** and **plebeians** (see **SOURCE 2**). Patricians came from the small number of aristocratic families who had founded the Republic, and tended to have both wealth and influence. Everyone else was a plebeian. This didn't stop some plebeians becoming very rich, but they rarely won the same influence as patricians.

patricians members of the aristocratic families who founded the Roman Republic
plebeians all non-patrician citizens of Rome

int-7760

SOURCE 2 The structure of the Roman class system



There were many more plebeians than patricians, though, and in the fourth century the plebeians even went on strike to force the patricians to surrender some of their power!

One thing the plebeians won from this strike was the right to elect ten men every year as tribunes, or ‘protectors of the people’. The tribunes could *veto* (Latin for ‘I forbid’) what any other politician was trying to do. In theory, this veto was used to protect the interests of the ordinary people.

4.6.2 Ruling the Roman Republic

Every year, Rome would elect more than 50 men to run the city. These men were known as **magistrates**, but they held office for only one year and they always had one or more colleague with the same degree of power. Roman politicians competed to get elected as more and more powerful magistrates. Once a man had held office as a magistrate, he became a member of the **Senate**. (The word *Senate* derives from the Latin *senex*, meaning ‘old man’.) In theory, the Senate acted as a council of advisers to the consuls, but in reality they held much direct power. Meetings of the Senate were controlled by the consuls, the most senior magistrates.

Voting in the Roman Republic

All citizens had the right to express their opinion by voting in one of several assemblies. These assemblies also elected the magistrates every year. Originally voting was by a show of hands, but eventually this public expression was replaced by a secret ballot. Citizens carved either ‘V’ (disagree) or ‘A’ (agree) on a small piece of wax. The pieces were then put in a container to be counted.

Democracy or not?

Although it might seem that the Roman Republic was a democracy, in reality it was not. When the republic first started, the plebeians, although citizens, had no real say, because their votes did not count as much as those of the patricians. This made the plebeians angry. In time, they set up their own assembly. The patricians were worried by this, because they knew that the plebeians (who had far greater numbers) could revolt and overrun them. So, eventually, the patricians let them elect tribunes to put forward their views. In 366 BCE, a tribune became a consul for the first time; consul was the highest rank in the republic. By 287 BCE, all decisions of the plebeians’ assembly were seen as lawful. Even so, the plebeians only ever had limited power compared with that of the patricians.

SOURCE 3 Romans from the first century CE, depicted on an altar held in the National Museum of Rome



magistrates men elected by the citizens to run Rome for a year
Senate governing body in ancient Rome; (in theory) an advisory body of ex-magistrates

DID YOU KNOW?

Every Roman province had to pay taxes to the Roman authorities. In 212 CE, Roman citizenship was granted to all free subjects of the empire. The empire’s growth meant slavery for many. On the other hand, conquered people often adopted Roman ways, including styles of housing and dress, and many benefited from peace and increased trade. This peace imposed by the conquerors was called the *Pax Romana*.

4.6.3 From republic to empire

With increased wealth and opportunity, competition for power among the patricians intensified, plunging the city into chaos. In 27 BCE, the Roman Republic collapsed. So began the age of the emperors (a single ruler, often chosen by the Senate, but ruling much like a king). Although Julius Caesar (100–44 BCE) was not an emperor, his career marks the turning point from republic to empire (see **SOURCE 4**).

Julius Caesar

Julius Caesar outsmarted his political rivals and proved himself to be a brilliant general. His willingness to share the hardships of war, as well as the loot of battle, made him very popular with his soldiers. Using his loyal troops, Caesar seized power in 49 BCE by attacking the most powerful man in Rome, his great rival (and former friend) Pompey. In the ensuing **civil war** Caesar won control of Rome, and in 44 BCE he had himself appointed Dictator for Life.

Caesar or rex?

After Caesar's defeat of Pompey and seizure of power, some senators accused him of acting like a king. Perhaps this is why he chose not to take the title of *rex*. (*Rex* is the Latin word for king.) Some of the senators who had survived the civil war decided they could not permit Caesar's power grab. They arranged for his murder on 15 March, 44 BCE. Among those involved in stabbing him to death were old and trusted friends such as Marcus Brutus.

civil war war between rival factions within one state or country

SOURCE 4 Profile of Gaius Julius Caesar (based on the writings of the Roman historian Suetonius)

Born 100 BCE; died 44 BCE. Class: patrician

Well built, tall, fair hair, balding (combed his hair forward), dark brown eyes

Very fit, but sometimes had epileptic fits

Ambitious, but fair man who judged men on their fighting record

Good at sword fighting, horse riding, public speaking, writing

Often wore a wreath of laurel leaves on his head (as a sign of victory)

Introduced the Julian Calendar, used for more than 1500 years

Introduced a number of land, law, tax and social justice reforms



SOURCE 5 Suetonius's description of Caesar's assassination (Suetonius lived about 69–140 CE)

As soon as Caesar took his seat [in the Senate House], the conspirators crowded around him as if to pay their respects. Tillius Cimber... came up close, pretending to ask a question... caught hold of [Caesar's] shoulders. 'This is violence!' Caesar cried, and at that moment one of the Casca brothers slipped behind and with a sweep of the dagger stabbed him just below the throat. Caesar grasped Casca's arm and ran it through with his stylus; he was leaping away when another dagger caught him in the breast. Confronted by a ring of drawn daggers, he drew the top of his gown over his face... Twenty-three dagger thrusts went home as he stood there.

The Roman Empire

After Caesar's assassination, his great-nephew Octavian (later called Augustus) took control of Rome. Eventually, following a period spent eliminating his rivals, he declared himself emperor. As Augustus, he founded a dynasty (family of leaders) that ruled the empire until 68 CE.

The Roman Empire endured until 476 CE under a series of emperors who either were given the title by the Senate or simply seized power.

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SOURCE 6 The Roman Empire at its peak. The empire consisted of a number of provinces, each ruled by a governor.



Source: Map drawn by Spatial Vision.

4.6 SKILL ACTIVITY: Questioning and researching

Australia and many other modern nations are representative democracies. That means that all citizens have the right to vote regardless of their gender, race or income.

They can also have their own opinions and express them freely. In elections, citizens aged 18 and over must vote for politicians to represent them. Elections for the federal parliament are usually held every three years. Voting is in a secret ballot so nobody knows who an individual citizen voted for unless that citizen tells them.

Your task is to use information in this lesson, including **SOURCE 2**, to **compare** democratic rights in modern Australia with rights in the Roman Republic by copying and completing the following table.

Comparisons	Modern Australia	Roman Republic
Who could vote?		
Did all citizens have the same voting rights?		
What was the highest position in government?		
How were people chosen for the highest position in government?		
Could an elected politician legally become a dictator?		

4.6 Exercise

learn **on**

4.6 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 4, 5

■ **LEVEL 2**

3, 6, 7, 8

■ **LEVEL 3**

9, 10

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- Track results and progress



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Check your understanding

1. What were the requirements to qualify as a Roman citizen? **Select** all that apply.
 - A. Any gender
 - B. Male
 - C. 18 or older
 - D. 25 or older
 - E. Freeborn
2. In practice, which social class had the most power?
 - A. Citizens
 - B. Patricians
 - C. Plebeians
 - D. Magistrates
 - E. Males
3. **Explain** how the plebeians gained some power.
4. **Identify** what powers the Senate had in the Roman Republic.
5. The Roman Republic collapsed in 27 CE. True or false?

Apply your understanding

Using historical sources

6. Look carefully at **SOURCE 3**. **Suggest** which social class these Romans would have belonged to.
7. Look at **SOURCE 4**. **Identify** characteristics that may have helped Julius Caesar become Dictator for Life.
8. **Analyse SOURCE 5**. According to Suetonius, how many Romans must have taken part in Caesar's assassination?
9. **Explain** how you could test the reliability of **SOURCE 5**.

Historical perspectives and interpretations

10. Using the sources and other information in this lesson, **identify** what features of Rome's society, political system and the growth of its empire would have made it difficult for it to remain a republic.

LESSON

4.7 How brutal was Roman slavery?

LEARNING INTENTION

By the end of this lesson you should be able to describe the extent and suffering of slaves in the Roman Empire, and the causes and consequences of the great slave uprising.

TUNE IN

Slavery existed in most ancient societies but was more extensive in Roman society and throughout the Roman Empire. Generally, Roman slavery was more brutal than in many other ancient societies.

SOURCE 1 A Roman stele (funerary monument) of a freedman (former slave), dressed in a toga, and his freedwoman wife



1. Why do you think the Roman Empire had so many slaves?
2. How do you think they were treated?
3. Is slavery completely gone from the modern world?

4.7.1 Slavery in ancient Rome

As the Roman Empire grew, so did the number of captives who were sold into slavery. Rome's wealth was built on slavery, and slaves usually had the most miserable lives of all people in its empire. Many slaves worked on the estates of rich Romans. Others were servants. For the slightest act of rebellion, a slave could be put to death by being **crucified**.

Those who suffered most were miners, prostitutes and gladiators. Mineworkers rarely lived past the age of 21. Prostitutes often died young from abuse or disease. Few gladiators lived for long, because they were trained to fight to the death for the amusement of Roman crowds (see **SOURCES 2** and **3**). Unlike many slaves, however, gladiators knew how to fight.

crucified killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

SOURCE 2 From an account of gladiators in combat by the Roman historian Seneca (4–65 CE)

I arrived at the Colosseum in the middle of the day... No sooner has a man killed his rival than the crowd shout for him to kill another, or be killed. In the end every fighter dies... why watch their sufferings?

4.7.2 The great slave rebellion

In 73 BCE, at Capua, south of Rome, an event took place that started a rebellion that shook the Roman Empire. It began when a group of gladiators overpowered their guards and escaped. Their main leader was a **Thracian** gladiator called Spartacus.

Thracian a native of the Roman province of Thracia

Their numbers soon grew to thousands as they freed other slaves and taught them how to fight. They defeated each Roman legion that was sent to crush them, and by the following year the rebel force numbered about 10 000 and was growing fast as it raided Roman towns and freed more slaves. Panic spread throughout Rome.

The rebels were eventually defeated. Two of their groups were wiped out by Roman legions. The main rebel force under Spartacus was at last defeated in a pitched battle in which as many as 60 000 rebels may have died fighting (see **SOURCES 4** and **5**). Over 6000 were taken prisoner. To serve as an example to others who might consider rebellion, the entire 6000 were crucified along the road from Capua to Rome.

SOURCE 3 A relief sculpture depicting two gladiators named Scholasticus and Damascenus from the third century CE. The sign indicates that Damascenus died in the fight. Most gladiators' lives ended this way, although a few very successful fighters were able to buy their freedom.



SOURCE 4 From an account of the slave revolt by the Greek historian Plutarch (c. 46–120 CE)

Spartacus... was a Thracian from the nomadic tribes and not only had a great spirit and great physical strength, but was... most intelligent and cultured... Spartacus had grown to be a great and formidable power but... could not expect to prove superior to the whole power of Rome, and so he began to lead his army towards the Alps... His men, however, would not listen to him. They were strong in numbers and full of confidence...

... both consuls were sent out to deal with what was considered a major war and a most difficult one to fight...

SOURCE 5 From Plutarch's description of the final battles of the revolt

Crassus's troops killed 12 300 men, but he found only two of them who were wounded in the back. All the rest died... fighting back against the Romans.

... Spartacus... surrounded by enemies, still stood his ground and died fighting to the last.

DID YOU KNOW?

Slaves had no rights at all until a law enacted by Emperor Claudius banned the practice of torturing or killing them. In reality, however, this law often failed to protect them. A few educated slaves led fairly comfortable lives and some slaves were granted their freedom or were able to save enough money to buy it, but for most slaves life was harsh.

4.7 SKILL ACTIVITY: Historical perspectives and interpretations

Spartacus was a leader of the great slave revolt that began in 73 BCE and had such successes against Roman legions that Rome's rulers were sent into panic. The uprising, which the Romans called the Third Servile War, was eventually crushed with great brutality by eight Roman legions in 71 BCE. But Spartacus became a legend who inspired many political thinkers. In the twentieth century, the story became the subject of the novel *Spartacus* by American author Howard Fast (and a 1960 Hollywood movie *Spartacus* starring Kirk Douglas, based closely on the novel), as well as a Russian opera and part of the Netflix TV series *The Roman Empire*.

State your view on whether Spartacus should be regarded as having historical significance. **Consider** the following.

1. How significant was the rebellion he led to people at the time?
2. How many people were affected?
3. To what extent were people's lives changed?
4. How long-lasting were the consequences?

4.7 Exercise

learnon

4.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10

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- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. Which group in Roman society benefited the most from slavery?
 - A. Magistrates
 - B. Slaves
 - C. Wealthy, free citizens
 - D. Women
2. **Identify** what you think would have been the worst jobs for slaves.
3. Which of the following is *not* a reason gladiators were able to launch a slave uprising?
 - A. They were experienced in combat and had fighting skills.
 - B. They had a strong leader in Spartacus.
 - C. It was easy for them to escape from their masters.
 - D. There was widespread anger about how they were treated.
4. The 6000 captured rebels were executed by crucifixion. True or false?
5. **Identify** what reforms to slavery were made by Emperor Claudius and **explain** how effective they were.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1.** Freedmen and freedwomen were former slaves. The toga was a sign of Roman citizenship. How does **SOURCE 1** provide evidence that some former slaves were able to advance in Roman society?
7. Read **SOURCE 2.**
 - a. **Explain** how you can tell that not all Romans approved of gladiatorial combats.
 - b. Do you think that many Romans would have shared Seneca's perspective? **Justify** your response.
8. Using **SOURCE 3** as your evidence, **suggest** how long you think a gladiator's career was likely to last.
9. **Analyse SOURCE 4.** According to Plutarch, how big a threat to their power did Rome's rulers consider the slave revolt to be?
10. In **SOURCES 4** and **5**, **explain** what Plutarch says about the following.
 - a. Why Spartacus was eventually defeated
 - b. The courage of Spartacus and the other rebels

LESSON

4.8 What was it like to live in the Roman Empire?

LEARNING INTENTION

By the end of this lesson you should be able to describe daily life for Roman citizens, both rich and poor, and identify the social and cultural changes that came as the Roman Empire expanded.

TUNE IN

An old saying is that in unequal societies, the rich and powerful keep the poor from rebelling by giving them 'bread and circuses'.

SOURCE 1 Circus Maximus in Rome



1. Do you think this saying might refer to the Roman ruling class keeping poorer plebeians contented?
2. Bread was provided to keep the poor from becoming rebellious due to hunger. But what do you think 'circuses' refers to? Based on what you've learned so far, what do you think a 'circus' was in ancient Rome?

4.8.1 Changing Roman society

Around 90 per cent of people in the Roman Empire were peasants who lived on farms or in villages. Far fewer lived in towns and cities. Wherever they were, the poor lived very differently from wealthy Romans. Some plebeians became wealthy through trade but most were skilled or unskilled workers, shopkeepers or **tenant farmers**. As more slaves were used as workers, increasing numbers of poor citizens became unemployed.

By contrast, wealthy Romans usually did no physical work and lived in luxurious villas with baths and even underfloor heating. As the empire grew, so did the gap between the rich and the vast numbers of the poor.

tenant farmers poor farmers who rented small plots of land

Large Roman towns were well planned, with government buildings and a **forum** where the citizens could gather. Within the city of Rome were expensive villas for the rich and fine government buildings. The rich feasted at banquets where they ate lying on their sides on couches while being entertained by dancers and musicians. Some made it a habit to overeat and then vomit so they could continue to feast.

Meanwhile, the poor survived on bread and porridge and lived in rented slums without kitchens, toilets, heating or running water (see **SOURCE 2**). Their drinking water came from public fountains and they washed in public baths. To keep the poor from rebelling, the ruling classes provided free grain, public baths and toilets, and cruel forms of entertainment, such as brutal gladiator fights. They also encouraged the poor to live in colonies in conquered lands.

forum open meeting place of a town or city

SOURCE 2 From a description of housing conditions of the poor by the Roman writer Juvenal, first century CE.

We live in a city shored up with slender props... for that is how the landlords stop the houses from falling down.

The impact of slavery on social change

The main reason for the existence of large numbers of poor citizens in Roman towns was the vast number of conquered peoples who became slaves. The increased use of slave labour changed Rome from a society based mainly on small farmers to one based more on large agricultural estates owned by the very rich and worked by slaves. Many of the city-dwelling poor were displaced Roman citizens who moved from the countryside to towns and survived on casual work or on the dole.

DID YOU KNOW?

Public entertainments included executions, live animal hunts, fights between tormented animals and contests between gladiators and animals.

So many lions were captured for wild animal shows that the species disappeared in the Middle East.

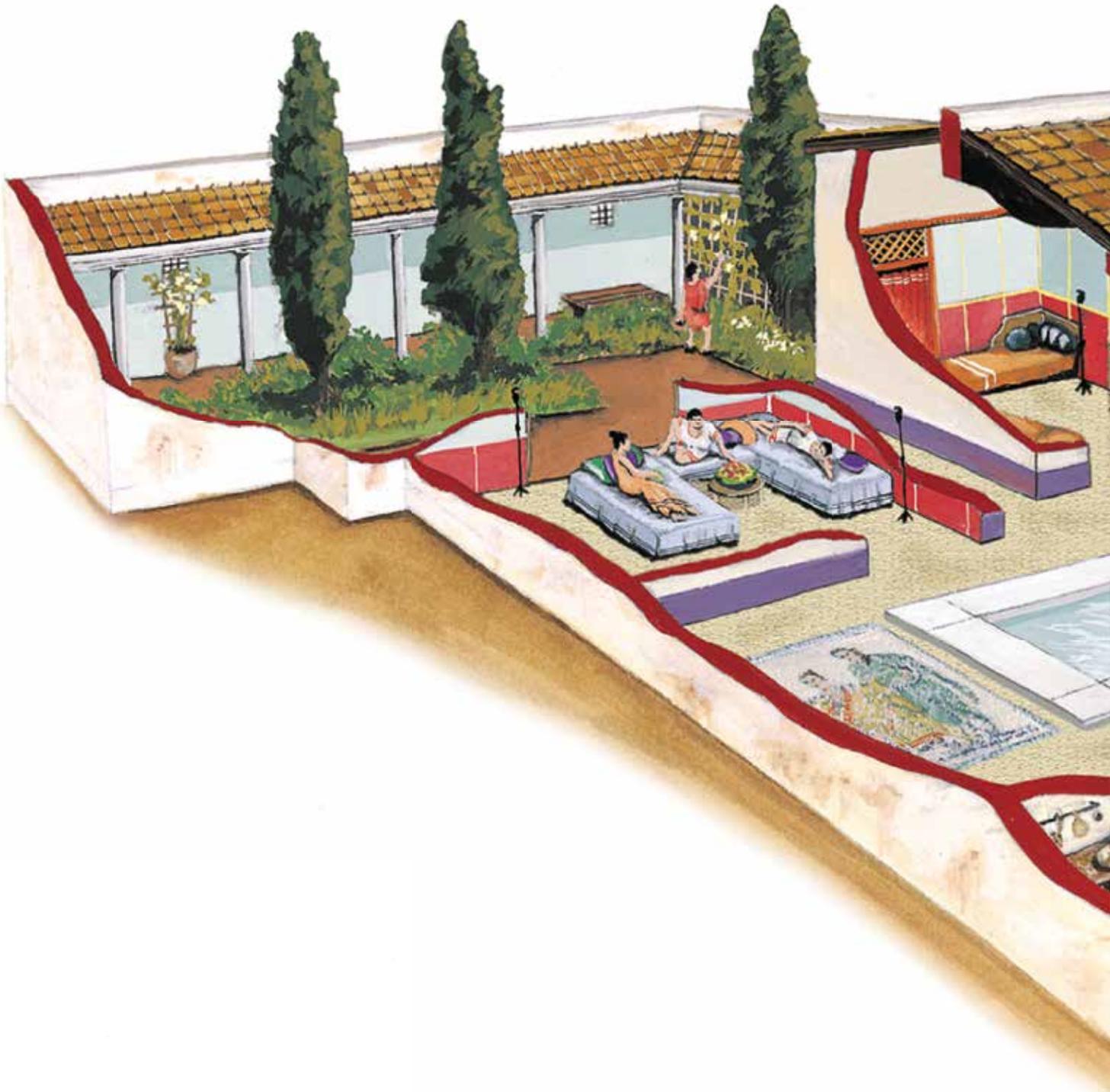
SOURCE 3 Public entertainments included fights between gladiators, and between gladiators and animals.





int-5991

SOURCE 4 A typical villa of the type occupied by wealthy Romans



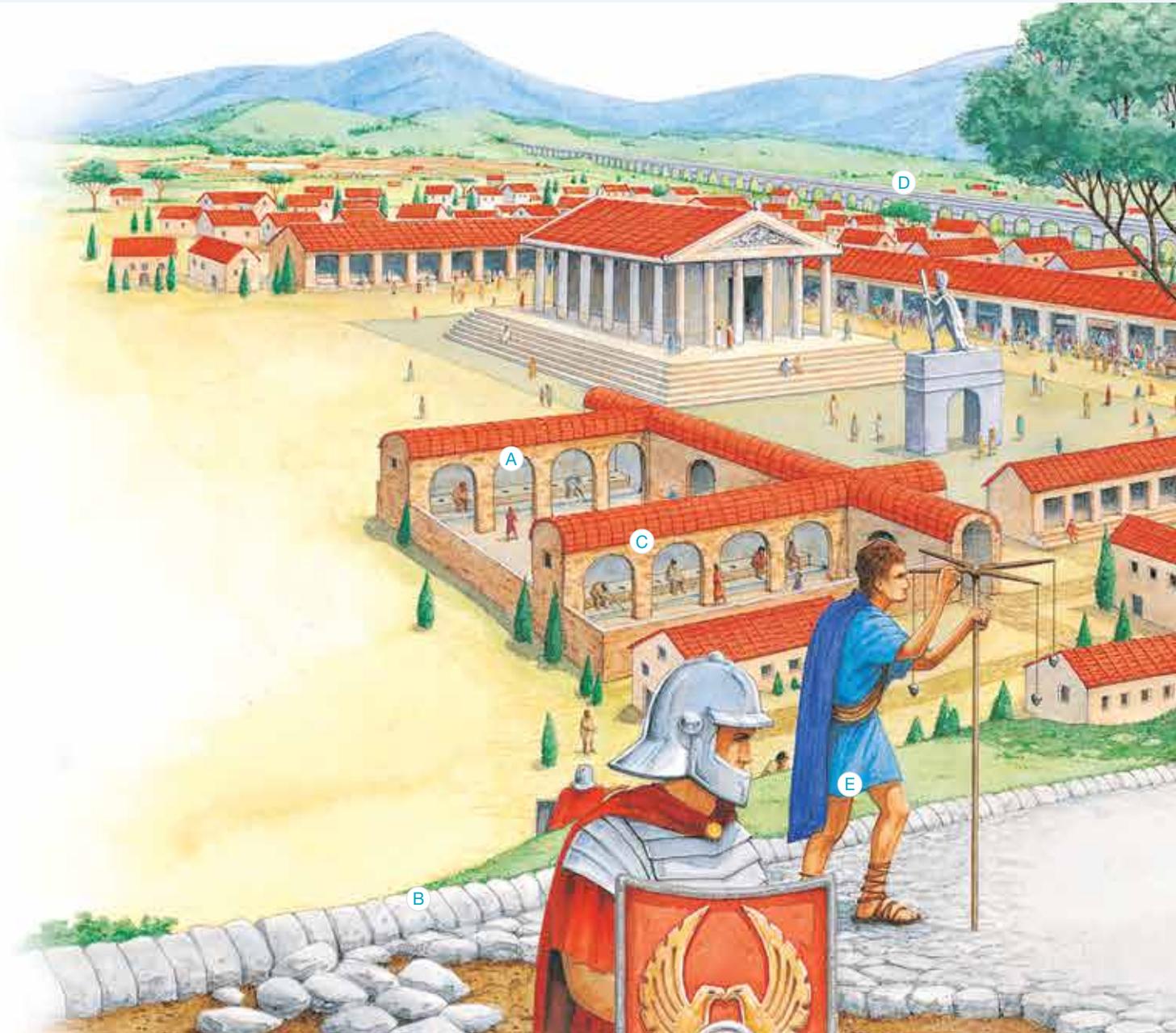
- A** The atrium, or central courtyard, contained a shallow pool. The pool was filled by rain that entered through an opening in the roof (through which light also entered).
- B** The solid high external walls had few or no windows.
- C** The lararium, or household shrine, was also usually erected in the atrium.
- D** Small olive oil lamps made of pottery or bronze provided lighting in the evening.
- E** Furniture consisted mainly of beds, couches, low tables and chairs, which sat on a mosaic or tiled floor. The floor was sometimes heated from beneath.



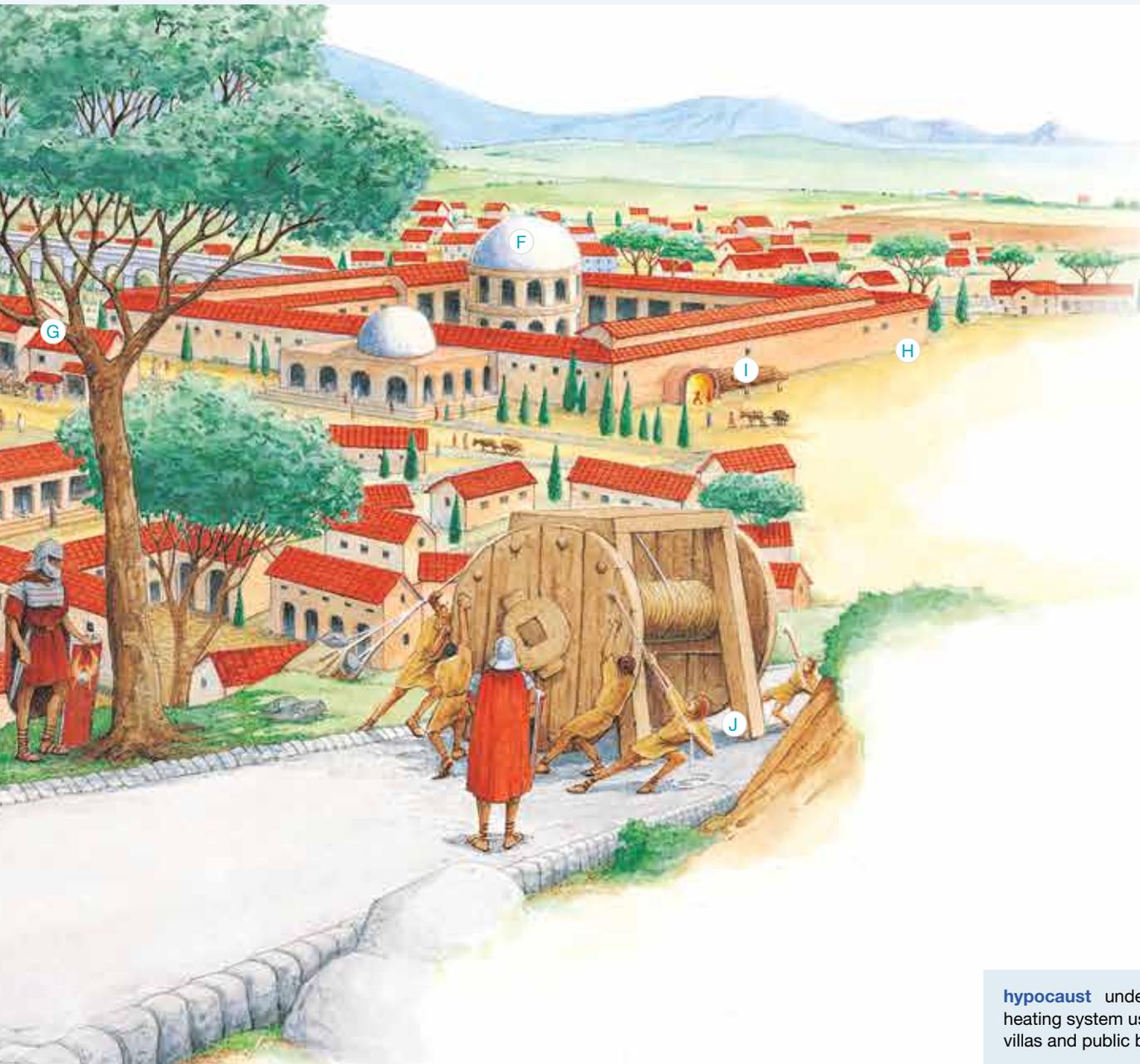


int-5992

SOURCE 5 The general layout of cities throughout the Roman Empire followed the pattern set for the city of Rome.



- A** Roman public toilets consisted of stone or concrete benches with holes in them. A channel of running water under the holes removed human waste. A sponge on the end of a stick was used for cleaning.
- B** Roman roads were usually straight, and often very long. They were usually laid on a bed of rubble, over which was poured a layer of concrete or gravel. Sometimes stone slabs were placed on top. They were slightly higher in the middle so that water and debris could wash off easily.
- C** The Romans further developed the Etruscans' arch to produce, first, the single-tunnel vault (many arches joined together, one behind the other), then the cross-vault (two tunnel vaults crossing at right angles) and then the revolutionary dome.
- D** Aqueducts allowed water to flow down to a settlement by means of gravity. To ensure that the water flow did not stop, they had to be built very precisely.
- E** The Romans were also able to fire bricks, and to use building tools such as rulers, chisels, squares (to measure angles) and a surveying instrument called a groma. By lining up the two weighted strings on the end of each bar of the groma with landmarks, engineers were able to build roads that were straight and level.



hypocaust underfloor and water heating system used in Roman villas and public baths

- F** Domes were used on many public buildings, including some baths. The most spectacular example is the dome on the Pantheon, a temple built to all the gods in around 120 CE. Spanning 43 metres in diameter, it is still the second biggest in the world.
- G** Building was revolutionised when the Romans found out how to make concrete. It was discovered that when a volcanic dust called pozzolana was mixed with lime and water, it set into a hard material.
- H** People went to the public baths every day to wash and to socialise. The complexes contained hot and cold pools, saunas, reading rooms, hair salons, dressing rooms, exercise yards and shops. Some of them held thousands of people.
- I** The water in the public baths was heated by a **hypocaust**. Slaves kept large fires burning in the basements of buildings or outside them. The hot air was fed under the floors and up through a series of tunnels to heat some of the pools.
- J** Roman cranes were large wooden structures, powered by a big wheel turned by slaves.

4.8.2 Roman culture

Ancient Rome produced a rich culture, but it was probably enjoyed by fewer than five per cent of the population. These Romans were influenced by the cultures of some of the peoples they conquered, especially the Greeks. From Greece, the Roman armies brought back paintings and statues. Rich Romans used Greek slaves to educate their children and to decorate their homes and public buildings with paintings, sculptures and statues. Many Roman statues of Roman leaders and gods were copies of Greek statues.

The Romans adopted and imitated Greek literature. Homer's *Odyssey* was translated into Latin and plays were performed at festivals. Many of these plays were comedies that ridiculed everyday events. Roman writers produced histories, poetry and books on military tactics, law and medicine. Among the most famous was the poet Virgil. His greatest work was the *Aeneid*, which tells the story of Aeneas, who, according to legend, fled from the destruction of Troy and founded Rome. Virgil's success showed that some Romans could rise from poor backgrounds. He was the son of a peasant. Horace, another great Roman poet, was the son of an ex-slave. Both were encouraged by Augustus and benefited from the tradition of noble **patronage**.

Virtues

Among the ideas of the ancient Romans, **virtue** was considered very important. Roman writers and philosophers praised such virtues as family values, patriotism and justice. In schools, boys were taught to read, write and use Roman numerals. They also learned **rhetoric** and logical thinking and studied the works of great classical writers.

DID YOU KNOW?

Roman fathers had total power over their families, including the power to kill their children or sell them into slavery. Girls received little schooling other than in household skills. Married women had few rights and could be killed if they committed adultery.

4.8.3 Roman technology

The Romans built some 84 000 kilometres of roads, as well as countless bridges, walls, aqueducts, temples and public buildings, including baths. They had no earthmoving equipment, steel cranes, power tools or computer-aided design, yet the way they built many of these structures was not bettered for nearly 2000 years.

As the Roman Empire expanded, it became important to master the skills needed to build it, protect it and connect and service its various parts. Roads, walls and towns had to be built, and towns needed facilities such as water supply, toilets and **public baths**. Much of the work was done by the army. The Romans became so good at engineering and construction that many of their structures are still used today.

patronage supporting and encouraging authors and artists
virtue moral standard or value
rhetoric the art of public speaking
public bath a public building complex containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens

DID YOU KNOW?

Roman engineering was so good that many Roman public buildings still stand. They supplied running water and sewerage to the homes of wealthy people who could afford pipes, taps and flushing toilets. Some blocks of flats for the poor, on the other hand, were so badly built that they fell down within a few years. Fires were such a problem in Rome that in the year 6 CE a fire-fighting force, called the Cohortes Vigilium, was set up.

4.8 SKILL ACTIVITY: Communicating

Clearly, ancient Roman society had many achievements such as in town planning, construction, infrastructure, literature and other arts. Yet it was also extremely cruel — not only in its treatment of slaves, and in the punishments it used and in its public entertainments, but also in what its laws allowed regarding the treatment of women and children.

1. **Create** a mind map of the positive and negative aspects of ancient Roman society.
2. Based on your mind map, write a short **explanation** of how you think Roman society was capable of such contradictions.

4.8 Exercise

learnon

4.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. **State** the occupations that most plebeians were employed in.
2. Why did large numbers of plebeians become unemployed?
 - A. They no longer needed wages due to the success of farming.
 - B. Their skill level was not high enough for advancing technologies.
 - C. The workload decreased due to the introduction of machinery.
 - D. They were replaced by the unpaid labour of slaves.
3. **Describe** ways in which privileged Romans were influenced by Greek culture.
4. What virtues were praised by Roman writers and philosophers? **Select** all that apply.
 - A. Courage
 - B. Family values
 - C. Modesty
 - D. Patriotism
 - E. Justice
5. The education of boys was the same as that of girls. True or false?
6. **Describe** the facilities that were needed in Roman towns.

Apply your understanding

Using historical sources

7. **Identify** what evidence **SOURCE 2** provides about the housing of the poor.
8. Imagine you are a member of the wealthy Roman family who own the villa depicted in **SOURCE 4**. **Describe** how you would decorate and furnish it.
9. Examine **SOURCE 5**.
 - a. **Describe** a Roman public toilet.
 - b. **Explain** how aqueducts worked.
 - c. **Explain** how public baths were heated.
 - d. **Draw** and label a diagram to show how Roman roads were built.

Historical perspectives and interpretations

10. Referring to the sources and other information in this lesson, **explain** how the growth of the Roman Empire changed Roman society.

LESSON

4.9 What did ancient Romans believe about death?

LEARNING INTENTION

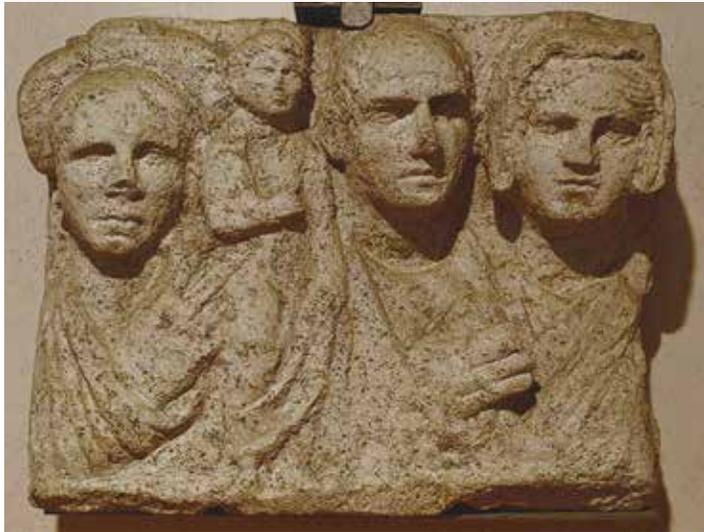
By the end of this lesson you should be able to describe death and burial practices in ancient Rome, and identify the significance of commemorations of the dead as an expression of family identity and status.

TUNE IN

Losing someone can have a big impact on those left behind, and many people choose to remember or celebrate that person in different ways. Think about what might have happened in ancient Rome after the loss of someone close.

1. What do you think most people in modern times believe about what happens after death?
2. Do religious people have different beliefs about life after death to the beliefs of people who do not follow a religion?
3. Do you think different religions have different beliefs about death?
4. Do you think the ancient Romans would have cremated or buried the dead?
5. Do you think they would have had anything like modern funerals?

SOURCE 1 This stele (upright stone slab) served as the grave marker of a Roman family group of former slaves with a male child.



4.9.1 Beliefs and funeral customs

Death and the customs associated with funerals provide an enormous amount of primary source evidence for ancient Roman society and its values and beliefs. Roman cemeteries were located outside the boundaries of cities. The inscriptions and sculptures on tombs and altars, along with writings about death, reveal a lot of what Romans believed about honouring the dead and about souls and an afterlife.

On Roman ideas about life after death, we have the writings of just a few highly educated Romans, and they expressed various beliefs. However, at least some and possibly many Romans appear to have believed that souls went on living after the death of a body and that they might be judged in an afterlife. Sometimes a coin was placed in or over the dead person's mouth. This custom appears to have been adopted from the Greeks, who believed a coin was needed to pay the ferryman who transported souls of the newly dead across a river that separated the underworld from the world of the living.

Regardless of beliefs about an afterlife, Romans thought that they had a duty to care for their dead ancestors. When a family member died, their closest relative would close the eyes of the deceased and all family members would mourn, calling out the dead person's name. After the deceased person's body was washed and anointed, it would be dressed in clothes that reflected their position in Roman society; for example, a deceased male citizen would be dressed in a toga.

Funeral processions took place between the deceased's home and the cemetery. Ceremonies were held at both places. They included chanting and a eulogy, which was a formal speech honouring the deceased. Families who could afford it would also sacrifice an animal in the presence of the dead body.

4.9.2 Tombs and commemorations

Throughout most of the period of the Roman Empire, dead bodies were usually cremated and the ashes were kept in urns. But this was later mostly replaced by burial. If they could afford it, people would have the body of a dead family member placed in a sarcophagus (a stone coffin). Wealthy Romans often owned very grand tombs that had several chambers for family visits.

Poorer Romans had small, simple tombs. In the city of Rome, those who could not afford tombs used the catacombs. These were large networks of tunnels cut into soft rock below the city.

Following funerals, the dead continued to be commemorated in several ways. An epitaph would be inscribed on the tomb, often recording the deceased's span of life and information about their family relationships, occupations and any public offices they held. Each year, the dead were honoured during the nine-day festival called the Parentalia. In addition, portrait busts of a dead family member were often made of bronze or stone to be displayed in homes of wealthy families.

SOURCE 2 An inscription on this sarcophagus reveals that it was donated by two Roman citizens to their friend. The figures on the sarcophagus are a cobbler (shoemaker) and a spinner (a maker of thread for cloth). It is probable that one of these occupations was that of the deceased and the other was that of the donors.



SkillBuilders to support skill development

- 1.11 Analysing and corroborating ancient Roman sources

4.9 SKILL ACTIVITY: Using historical sources, Communicating

At least 40 networks of ancient catacombs lie under the city of Rome, often decorated with wall paintings.

1. **Conduct research** on these catacombs, making notes on anything that refers to their importance to the study of Roman history.
2. **Produce** a short explanation of why the catacombs are important to historians and archaeologists. Many websites provide useful information. You could include some illustrations in your report.

4.9 Exercise

learnon

4.9 Exercise

Learning pathways

■ LEVEL 1

3, 4, 5, 6

■ LEVEL 2

1, 2, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. **Describe** what Roman family members did at home and at the cemetery following a family member's death.
2. **Explain** what the custom of placing a coin on or in a dead person's mouth reveals about the following.
 - a. The influence of Greek myths on Roman ideas
 - b. The belief, held by at least some Romans, in a life after death
3. Where did funeral ceremonies take place? **Select** all that apply.
 - A. In the town centre
 - B. At the deceased's home
 - C. Funeral ceremonies did not occur
 - D. At the cemetery
4. What was a sarcophagus?
 - A. A traditional dress
 - B. An animal
 - C. A coffin
 - D. A funeral rite
5. The tombs and burial places of the rich and poor were similar. True or false?

Apply your understanding

Using historical sources

6. The child in **SOURCE 1** is wearing a toga. **Explain** what this tells you about Roman society.
7. Form a **hypothesis** that might explain the gift of the sarcophagus in **SOURCE 2**.

Communicating

8. In a style that would appeal to their families, **write** a eulogy for any one of the figures in **SOURCE 1** or **SOURCE 2**.

Historical perspectives and interpretations

9. Use the sources and other information in this lesson to **explain** what we could discover about Roman society from evidence of funeral customs. Use the following headings: attitudes to the dead; beliefs about an afterlife; occupations; social classes; movement between social classes.
10. Why would the change from cremations to burials have provided more evidence of Roman inequality?

LESSON

4.10 How did ancient Roman laws and religion change?

LEARNING INTENTION

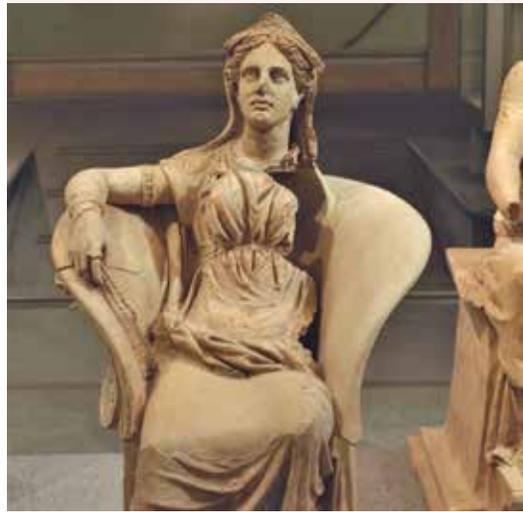
By the end of this lesson you should be able to explain the significance of Roman religion and laws to Roman government, daily life and values.

TUNE IN

Demeter was the ancient Greek goddess of agriculture, grain and bread. In Roman times, worship of Demeter was merged with worship of Ceres, the Roman goddess of agriculture.

1. As you already know, women had almost no rights in Roman society. How do you think it came about that ancient Rome had many goddesses as well as gods?
2. Are you aware of any other ancient Roman goddesses?
3. How do you think ancient Roman gods and goddesses featured in daily life?

SOURCE 1 An ancient clay statue of the goddess Demeter



4.10.1 Roman law

During the period of over 1200 years between Rome's foundation in 753 BCE and the fall of the Western Roman Empire in 476 CE, many changes affected Roman society. None were more important than the changes in law and religion.

When Rome was ruled by Etruscan kings, no laws probably existed other than a king's decisions. However, the system of government in the Roman Republic created the need for written laws to prevent the patrician class from always dominating matters of law and magistrates from interpreting the law unfairly.

According to ancient Roman historians, in 451 BCE, ten Roman citizens were given the job of recording the laws that were in practice. These laws were approved and adopted in 450 BCE as the Twelve Tables (see **SOURCE 2**). These dealt mostly with the rights of citizens, because women, children and slaves came under the authority of the male head of the family.

SOURCE 2 Three laws from the Twelve Tables

Table IV, law 2: If a father sell his son three times, the son shall be free from his father.

Table V, law 1: Females shall remain in guardianship [under the control of their fathers] even when they have attained their majority [became adults].

Table XI, law 1: Marriages should not take place between plebeians and patricians.

As Rome's society and economy became more complicated, new laws were added as the need arose. Roman law came to cover a huge range of matters that affected everyday life. These included crime and punishment, property, trade, industries, sex, slavery and politics. Although all Roman citizens were supposed to have the same rights under the law, the rich could often use bribery to get an advantage (see **SOURCE 3**).

SOURCE 3 From the Roman writer Petronius, who lived in the first century CE

What use are laws when money calls the tunes and people without a gentleman's income have no real rights at all?

Changing laws

Over the many centuries of the Roman Empire, Roman law changed by many means. These included magistrates' decisions, decrees of the Senate, votes in the assembly, decisions of the jurists (a small group who were responsible for giving expert legal opinions) and edicts (orders) of emperors. Emperors increasingly assumed powers to create completely new laws. For example, in 212 CE, Emperor Caracalla issued an edict giving Roman citizenship to all free people within the Roman Empire. During the age of the emperors, Roman law became less harsh. New laws gave some protection to women, children and the poor.

4.10.2 Roman religion

The Romans believed in hundreds of gods and goddesses. They usually tolerated the religions of people they conquered as long as those people were willing to pay homage to the Roman emperor. Romans believed that religion was closely related to government and that other religions were a danger only if they threatened Rome's authority. Roman religion did not tell people how to live better lives and provided no fixed belief about an afterlife. It was more concerned with performing rituals in return for protection from misfortune.

Roman state religion

The ancient Roman authorities built temples to the gods, conducted regular rituals to please them, and organised religious festivals with processions, music and animal sacrifices. Roman homes also had shrines at which families sacrificed to their household gods.

Romans believed that it was important to know the will of the gods before political decisions were made.

They believed that the gods sent signs, or omens; the skill of reading them was called **divination**. Methods of divination included studying the entrails of sacrificed animals, rolling dice, **astrology** and consulting oracles. Some oracles were inscriptions written on tablets. These were shuffled like cards by a child, who then gave one to the person seeking to discover the will of the gods.

Adopted gods

As the empire expanded, Romans adopted more gods from the people they conquered, especially the Greeks. The Greek sea god Poseidon was identified with Neptune, the Roman god of water. The Greek god Zeus was identified with Jupiter, the most important of all Roman gods. Several Egyptian and Persian gods were also adopted.

Mithraism, the cult of Mithras, the Persian god of light, held that there was life after death. Mithras was especially popular among Roman soldiers. When the Romans decided to worship Sulis, a goddess of the Celts, they equated her with the Roman goddess Minerva and changed her name to Sulis Minerva.

divination the skill of reading omens

astrology interpreting the influence of the stars on human affairs

SOURCE 4 Some Roman gods and goddesses and their Greek equivalents

Jupiter
(Greek equivalent: Zeus)
King of the gods
Symbols: eagle,
thunderbolt



Juno
(Greek equivalent: Hera)
Wife of Jupiter
Goddess of women,
marriage and
childbirth



Vesta
(Greek equivalent: Hestia)
Goddess of the hearth or fireplace

Mars
(Greek equivalent: Ares)
God of war



Neptune
(Greek equivalent:
Poseidon)
God of the sea

Venus
(Greek equivalent: Aphrodite)
Goddess of love and beauty



Mercury
(Greek equivalent: Hermes)
Jupiter's messenger
God of trade and thieves

DID YOU KNOW?

Roman priests and priestesses were state officials who performed rituals to maintain the goodwill of the gods towards the Roman state. The most important priestesses were the Vestal Virgins, who kept the fire burning on the altar of the goddess Vesta. Vestal Virgins could be executed if they were found to have had sexual relationships.

SOURCE 5 The Pantheon, the largest Roman temple. It was built between 118 and 128 CE.



4.10.3 The spread of Christianity

Christianity arose in Roman Palestine (Judea) in the first century CE. It was based on the teachings of Jesus of Nazareth (Jesus Christ), a Jewish man who preached that he was the son of God and that through faith people could receive forgiveness of their sins and gain eternal life. His main message to his followers was compassion for others. However, some thought what he said was **blasphemous** and Jesus was arrested. He was handed to the Roman governor of Judea, Pontius Pilate, who had him executed by crucifixion.

Jesus' followers continued to spread his teachings, which offered hope especially to slaves and the poor. Christianity did not encourage rebellion, but the Romans saw it as a threat because Christians refused to worship the emperor, recognising only the Christian god. Several emperors ordered persecutions of the Christians, including mass executions. This persecution ended when, in 313 CE, Emperor Constantine legalised Christianity. It became the state religion of the Roman Empire in 391 CE.

blasphemous great disrespect shown to God or to something holy, or something said or done that shows this kind of disrespect

SOURCE 6 Account by the Roman historian Tacitus (c. 55–117 CE) of the persecution of Christians by the Emperor Nero

Dressed in wild animals' skins [the Christians] were torn to pieces by dogs, or crucified, or made into torches to be ignited after dark. Nero provided his Gardens for the spectacle, and...mingled with the crowd... Despite their guilt as Christians, and the ruthless punishment it deserved, the victims were pitied. For it was felt that they were being sacrificed to one man's brutality rather than to the nation's interest.

SOURCE 7 From the Edict of Milan, in which Emperor Constantine granted religious freedom. An edict is a formal command.

...no one whatsoever should be denied freedom to devote himself either to the cult of the Christians or to such religion as he deems best suited for himself...

4.10 SKILL ACTIVITY: Historical perspectives and interpretations

Billions of people worldwide who identify as Christians believe that Jesus of Nazareth was the most significant person in world history. Many who follow other religions or no religion at all do not believe that he is the son of God. However, many of them would see him as significant.

State your view on whether Jesus should be regarded as having great historical significance.

Consider the following:

1. How significant was his teaching to people at the time?
2. Were large numbers of people influenced by him in later times?
3. To what extent were people's lives changed by his teachings and influence?
4. How long-lasting has his influence been?

4.10 Exercise

learn**on**

4.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 7

■ LEVEL 2

3, 4, 8

■ LEVEL 3

6, 9, 10

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Check your understanding

1. Answer the following.
 - a. Why did the Roman Republic need written laws? **Select** all that apply.
 - A. To prevent magistrates from interpreting the laws unfairly
 - B. To prevent slaves from ever reaching freedom
 - C. To prevent patricians from dominating matters of law
 - D. To prevent emperors from creating new laws
 - b. **Explain** how law-making changed under the emperors.
2. The purposes of Roman religious rituals and festivals were for the entertainment of the people. True or false?
3. **Explain** how Roman religion changed as the empire expanded.
4. **Identify** why Christianity had a special appeal for slaves and the poor.
5. The Romans were tolerant of other religions. So why did they persecute Christians?
 - A. They were at war with Christians.
 - B. The Christians were starting uprisings.
 - C. They did not believe in the Christian god.
 - D. The Christians refused to worship the Roman emperor.

Apply your understanding

Using historical sources

6. Read **SOURCES 2** and **3**, and **identify** what these extracts reveal about the powers of fathers, the rich and patricians.
7. Using **SOURCE 4**, **list** three Greek gods and/or goddesses and their Roman equivalents.
8. The Pantheon (**SOURCE 5**) is considered an architectural wonder. **Explain** what the construction of such a building suggests about the importance of religion to the Romans.
9. **Analyse SOURCE 6**. **Identify** what kinds of punishments were suffered by Christians.

Historical perspectives and interpretations

10. Read **SOURCE 7** and **explain** why the Edict of Milan was a turning point in Roman history.

LESSON

4.11 Why did the Roman Empire fall?

LEARNING INTENTION

By the end of this lesson you should be able to describe the power struggles within Rome that gradually destroyed its unity, economy and ability to defend itself from invasion.

TUNE IN

The arch shown in **SOURCE 1** was commissioned by the Roman Senate and was erected in Rome to honour Emperor Constantine's victory over his rival Maxentius in 312 CE.

In 315 CE when the arch was completed, the Roman Empire appeared to be strong, but it was already showing signs of weakness. Discuss what you think could bring it down.

SOURCE 1 Some of the details on the Arch of Constantine



4.11.1 A weakening empire

The Roman Empire began to weaken from about 180 CE as rival Roman army generals fought each other for power. Trade that had enriched the empire began to decline as transport over long distances became more dangerous and tribes of **barbarians** increased their raids into the empire's lands.

In 284 CE, Emperor Diocletian, a Roman general who had won power through his soldiers, divided Rome into Eastern and Western empires under two separate emperors. Diocletian believed this would create stronger government, but the problems remained.

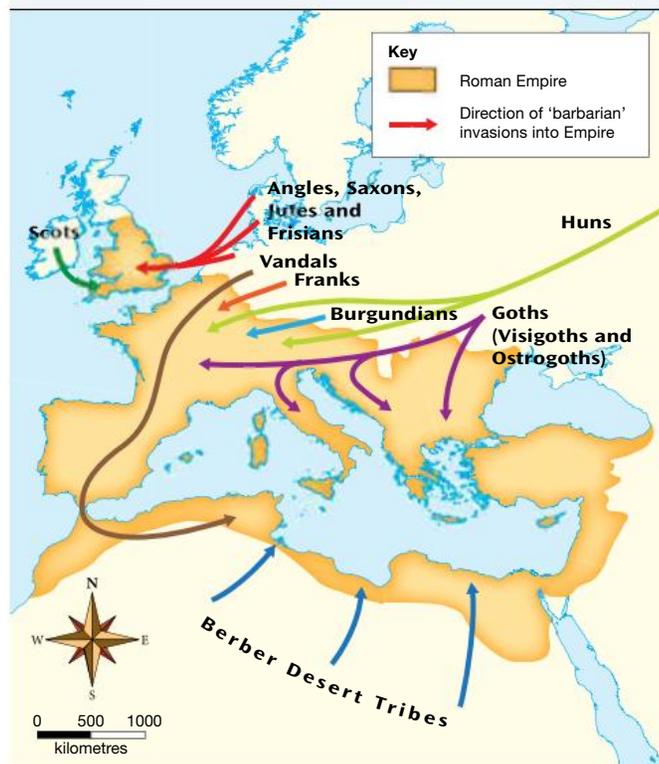
From 307 to 310 CE civil war raged as six rival emperors competed for power. The victor, Constantine, ordered the building of a new capital, to be called New Rome, on the site of the old Greek city of Byzantium. The city was soon renamed Constantinople (Istanbul in modern Türkiye).

In 378 CE, the Visigoths defeated Rome's armies. Emperor Theodosius (379–395 CE) agreed to allow them to form a separate state within the Roman Empire, while the Visigoths pledged to defend the empire's frontiers. Theodosius was more successful in reuniting the empire in 394 CE after the Western Empire broke away under a rival emperor. However, following the death of Theodosius the split into Eastern and Western empires became permanent.

barbarians the Roman term for all peoples who lived beyond the borders of the empire

int-8933

SOURCE 2 The weakening of the Western Roman Empire. The arrows show the directions from which different barbarian groups invaded the empire.



Source: Map drawn by Spatial Vision.

4.11.2 The empire falls

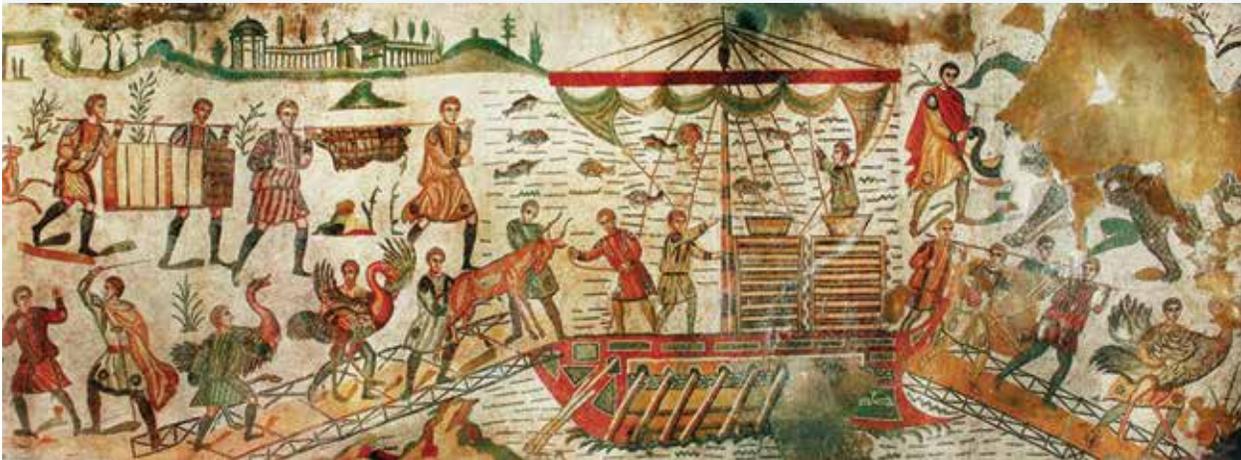
Vast movements of peoples occurred through Europe in the fifth century CE. Burgundians and other ‘barbarian’ tribes invaded Gaul, while Angles, Saxons and Jutes from Germany and Denmark attacked Britain, and Vandals, another Germanic tribe, invaded Spain. The Roman armies left Britain in 410 to defend the city of Rome, which was sacked by the Visigoths that same year.

These invasions were not part of any general plan. Several barbarian groups who swept into the Roman Empire were fleeing other hostile tribes. For example, the Ostrogoths from eastern Europe were retreating before the Huns, who had overrun their homelands. This made it possible for Rome to form alliances with some groups against others. In 451, an alliance of Romans, Visigoths and Burgundians defeated the Huns. However, in 455 Rome was pillaged by the Vandals, and in 476 the last Western Roman emperor, Romulus Augustulus, was deposed by Odoacer, a German chief.

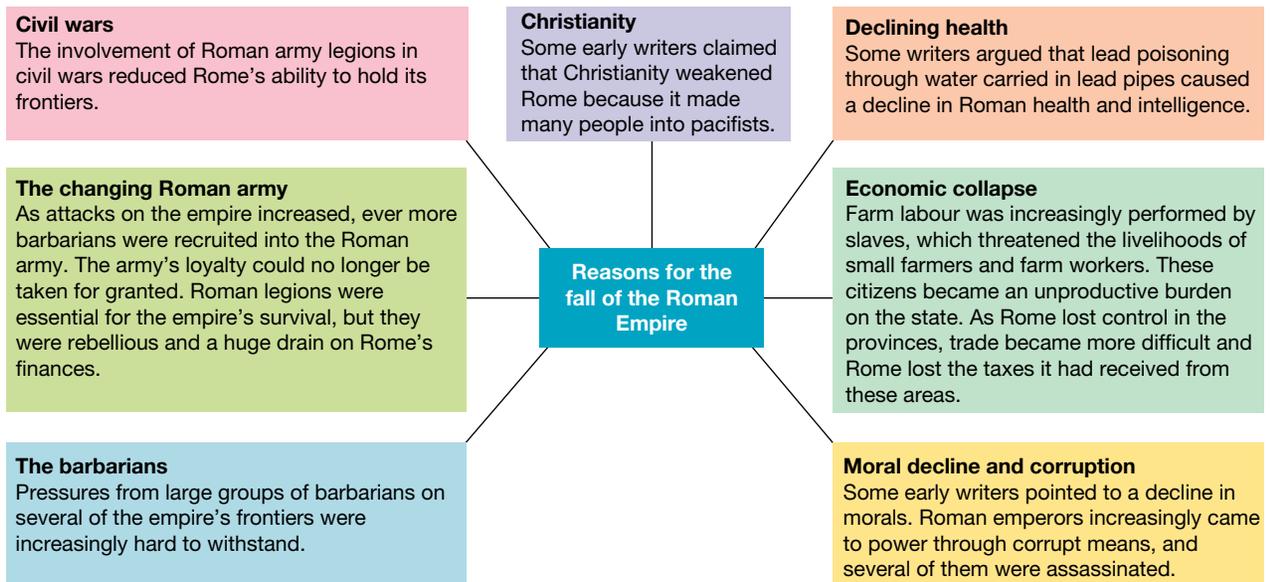
Historians past and present have suggested several reasons for the fall of the Roman Empire. The mind map shown in **SOURCE 4** outlines some of them. War and economic collapse stand out as the key reasons.

tlvd-10504

SOURCE 3 Detail from The Big Game Hunt, a mosaic of the third to fourth century CE found at the Villa dei Casale, Piazza Armerina, Sicily



SOURCE 4 Reasons for the fall of the Roman Empire



4.11 SKILL ACTIVITY: Questioning and researching, Communicating

Several barbarian groups contributed to the fall of the Roman Empire.

1. **Choose** one of these groups to focus on.
2. **Conduct research** on your chosen group, making notes on any points that explain how they contributed to the fall of the Roman Empire. Many websites provide useful information in this area.
3. **Select** at least three sources that help to provide evidence for your explanation. Make sure you keep a list of all sites or sources you use for your bibliography.
4. **Create** a report to present to the class. You could include some illustrations in your report or support it with a PowerPoint presentation.

4.11 Exercise

learn**on**

4.11 Exercise

Learning pathways

■ LEVEL 1
1, 3, 4, 5

■ LEVEL 2
2, 6, 7, 8

■ LEVEL 3
9, 10

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Check your understanding

1. **State** around what year the Roman Empire began to weaken.
2. **Explain** why Diocletian divided the Roman Empire.
3. What event in 378 CE showed Rome's weakness?
 - A. Raids by barbarians into the empire's lands
 - B. The division of Rome into Eastern and Western empires
 - C. Defeat of Roman armies by the Visigoths
 - D. The death of Theodosius
4. The Romans abandoned Britain in 410 CE to defend Rome. True or false?
5. **Select** the correct definition of the term 'barbarians'.
 - A. Soldiers in the Roman army
 - B. All peoples who lived beyond the borders of the Roman Empire
 - C. Advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE
 - D. Members of the aristocratic families that founded the Roman Republic
 - E. A mountain tribe of central Italy

Apply your understanding

Using historical sources

6. Study **SOURCE 2** and **identify** the various groups of barbarians who threatened the Roman Empire.
7. With reference to **SOURCE 2**, **explain** why the different directions of these separate attacks would have made it difficult to defend against them.
8. **SOURCE 3** depicts traders loading boats.
 - a. **Describe** the scene.
 - b. **Explain** why declining trade would have been both a cause and an effect of the weakening of the Roman Empire.

Communicating

9. **Create** a timeline of events leading to the fall of the Western Roman Empire.

Using historical sources

10. **Identify** reasons in **SOURCE 4** that you think would have contributed the most to the empire's fall.

LESSON

4.12 What is Rome's heritage?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the spread of Christianity and the survival of Roman power in the Eastern Empire helped to preserve Roman culture, despite its decline in western Europe, and evaluate the reasons for Rome's fall and its legacy.

TUNE IN

We all know that visitors flock to Rome and other parts of Italy to see traces of ancient Roman civilisation — such as the Colosseum and remains of the Roman Forum — and that other remains can be seen throughout parts of Europe and the Middle East. These are all part of ancient Rome's heritage.

Discuss what else you think could be part of Rome's heritage.

SOURCE 1 The Colosseum is a popular piece of ancient Roman heritage.



4.12.1 The Eastern Roman Empire and Christianity

As the Western Roman Empire collapsed, it broke up into kingdoms ruled by non-Romans, although many people in these states continued to see themselves as Roman. Europe was entering what have been called the Dark Ages. Wars were frequent, population levels fell and cities almost disappeared, along with long-distance trade and literacy. However, the Eastern Roman Empire lived on for almost 1000 years, and Roman legacies survived to influence later ages.

When Odoacer deposed Romulus Augustulus, he had no wish to become emperor. Rather, he recognised the authority of the Eastern Roman emperor in Constantinople. The Eastern Roman Empire maintained Roman law along with its heritage of Greek and Roman culture. It kept Latin as the language of its court. In the sixth century, the Eastern emperor Justinian tried to restore the Western Empire. He was successful, but only briefly. As the **medieval** Byzantine Empire, the Eastern Roman Empire lasted until 1453 CE, when Constantinople was overrun by the Ottoman Turks.

medieval of the Middle Ages

Roman Christianity

The adoption of Christianity as the Roman state religion changed the Christian Church more than it changed the Roman Empire. The power of Roman Christianity was now supported by the power of Christian Roman emperors. Until the late fourth century, many Romans continued to hold **pagan** beliefs, and several different sets of beliefs existed within the Christian Church. Church leaders used the support of emperors to suppress rival interpretations of the Christian gospels, which were declared to be **heresy**. The continuing power of the Roman Christian Church was secured when Clovis, king of the Germanic Franks, gained control of Gaul and converted to Roman Christianity in the 490s. Because the Christian Church outlived the Roman Empire, it helped to conserve Roman culture, which continued to be an important influence on ideas in medieval Europe.

SOURCE 2 From Hugh Trevor-Roper, *The Rise of Christian Europe*, 1966

In...some respects...the barbarians preserved rather than destroyed the Empire...The barbarian Christian kings who rule over Italy, France and Spain in the fifth and sixth centuries still regard themselves as Roman...they still acknowledge themselves subject to the emperor in the East; they still respect Roman traditions, Roman methods.

SOURCE 3 A mosaic in the Hagia Sophia, in Istanbul. This church was built on the orders of the great Eastern Roman emperor Justinian I (527–565 CE). The mosaic shows Emperor Constantine presenting the Virgin Mary with the city of Constantinople and Justinian presenting her with the Church.



DID YOU KNOW?

Roman law continued to form the basis of law codes in much of Europe in the Middle Ages and even in modern times. The Roman language, Latin, is the basis of modern Italian, French, Spanish and Portuguese. Many Latin words are also used in English.

pagan name used to refer to people who believed in non-Christian gods

heresy an opinion or belief that contradicts orthodox beliefs, especially in religion

Middle Ages between ancient and modern historical periods (generally between the fifth and fifteenth centuries)

4.12.2 Passing on the culture

The classical books of ancient Roman writers influenced later writers. In the **Middle Ages**, Christian monks toiled at copying these books by hand. Many of these ancient writers are still widely read today. As Greek learning had been adopted by the Romans, the ideas of ancient Greece were also passed on. Latin, the language of the Roman Christian Church, became the language of the Church and of scholars in the Middle Ages.

Despite the barriers caused by differing national languages, all educated writers and thinkers could communicate in Latin. Even today some sciences use Latin terms. For example, in botany they are used to classify plants.

In the fifteenth century, the Renaissance brought a revival of interest in Roman ideas, arts and architecture. Roman influences can be seen in many buildings constructed from that time until the twentieth century. In the eighteenth century, ideas and institutions from the ancient Roman Republic influenced leaders who adopted new republican forms of government.

European unity

The Roman Empire was replaced by many different states. However, the idea of some kind of European unity was a legacy of the Romans. Around 800 CE, a powerful king called Charlemagne united much of Europe in a huge empire that he tried to base on the Roman model. This empire fell apart soon after his death, but in the twentieth century Europe was again unified through the European Union.

SOURCE 4 When the Pantheon was given to the Christians in 608, it was preserved with few changes apart from additions such as this Christian altar.



DID YOU KNOW?

In the Roman calendar, the year was divided into 12 months, named after gods, emperors and numbers. The names we use for the months are based on theirs. For example, August is named after the emperor Augustus.

4.12 SKILL ACTIVITY: Communicating

In history, we use arguments to interpret and explain the past, including how events caused changes. But we have to be careful to ensure that our reasoning is sound.

An **argument** is a group of sentences arranged so that the sentence called the conclusion is said to follow from the other sentences that are called the premises.

A **logical argument** is one in which the conclusion does follow from the premises.

A **fallacy** is a misleading argument, or an argument based on reasoning errors.

One of the most common reasoning errors is assuming that because one event or change came before another event or change, the first event must be a cause of the second event. We call this a cause and effect fallacy.

An example could be the following argument:

Premise 1: In 284 CE, the Roman Emperor Diocletian divided Rome into Eastern and Western empires under two separate emperors.

Premise 2: The Western Roman Empire declined and fell during the following two centuries.

Conclusion: Dividing the Roman Empire caused the Western Roman Empire to collapse.

This argument might seem reasonable until you consider what you get if you use the same kind of reasoning for a different argument. For example:

Premise 1: The team ate big servings of oranges during half-time in the game.

Premise 2: The team scored its winning goals in the second half of the game.

Conclusion: Eating oranges caused the team to win.

The reasoning error with both arguments is assuming that the first event must be the cause of the second event without demonstrating any causal link between the two events.

Develop a logical argument with at least two premises and a conclusion to show how ancient Greek culture was passed on to the modern world through Roman culture.

4.12 Exercise

learnon

4.12 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

1. As the Western Roman Empire collapsed, Europe was entering what have been called the **Medieval / Dark / Middle** Ages.
2. How did the Eastern Roman Empire maintain Roman civilisation after the fall of the Western Roman Empire? **Select** all that apply.
 - A. Removed Roman Christianity
 - B. Maintained Roman law
 - C. Maintained Roman culture
 - D. Altered Roman law
 - E. Maintained Roman Christianity
3. **Explain** how the power of the Roman Christian Church was maintained.
4. **Describe** the roles in preserving Rome's cultural heritage played by the following.
 - a. Christian monks and scholars in the Middle Ages
 - b. The fifteenth century Renaissance
5. What political idea from ancient Rome influenced thinkers in the eighteenth century?

Apply your understanding

Using historical sources

6. The Emperor Justinian used religion to create political unity. **Describe** the scene in **SOURCE 3** and explain the message it gave to early Christians.
7. **Describe** ways in which **SOURCE 2** provides evidence of the continuation of Roman culture after the fall of Rome.
8. Look closely at **SOURCE 4** and **explain** how it provides an example of ways in which Rome's heritage has been preserved.

Communicating

9. Using the sources and information in this lesson, **create** a mind map to show what Roman influences continued after the fall of Rome.

Historical perspectives and interpretations

10. The European Union (EU) has removed economic barriers between member states and encouraged free trade across its borders. **Suggest** how this could be seen as a legacy of the ancient Roman Empire.

LESSON

4.13 INQUIRY: Contested histories — how bad was Emperor Nero?

LEARNING INTENTION

By the end of this lesson you should be able to corroborate primary and secondary sources and ask questions to evaluate the accuracy of different interpretations.

Background

In this inquiry, you will use skills in corroborating primary and secondary sources and asking questions about their accuracy and usefulness to draw conclusions and use as evidence.

SOURCE 1 The site of Rome's Circus Maximus, where, according to Suetonius, Nero drove a chariot in a race



SOURCE 2 An account of Nero's lifestyle by the ancient Roman writer Suetonius (c. 69–140 CE)

He gave an immense variety of entertainments... parties, chariot races in the Circus, stage plays, a gladiatorial show... and actually raced four-camel chariots! At the Great Festival, as he called the series of plays devoted to the eternity of the Empire... all kinds of gifts were scattered to the people...

Nero practiced every kind of obscenity, and... finally invented a novel game: he was released from a cage dressed in the skins of wild animals, and attacked the private parts of men and women who stood bound to stakes.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Conflicting interpretations in secondary sources

Nero Claudius Caesar Germanicus was the adopted son of Emperor Claudius and was just 17 when he became emperor in 54 CE after his mother had Claudius poisoned. Within five years as emperor, Nero had murdered his step-brother and his mother and divorced his wife and step-sister, whom he later murdered. According to ancient writers, he had high-ranking senators tortured and killed for treason so that he could confiscate their property to fund his wasteful lifestyle. But he won popularity by spending money on parties and public spectacles. By 68 CE, the provinces rebelled against him. Fearing execution, he committed suicide.

In our times, many people regard Nero as an exceptionally cruel Roman emperor. That popular image can be traced back to a Hollywood movie *Quo Vadis* released in 1951. The movie was based on a novel of that name published in 1895. The novel and film portrayed Nero as the first and main persecutor of Christians. They drew on much earlier ideas about Nero's responsibility for those events. Many people also still believe that Nero burned down the city of Rome.

Read the following secondary sources.

SOURCE 3 From Robert Draper, 'Rethinking Nero', *National Geographic*, 2014

The case against Nero... would appear to be open and shut. And yet... his death was followed by outpourings of public grief... mourners long continued to bring flowers to his tomb... The dead do not write their own history. Nero's first two biographers, Suetonius and Tacitus, had ties to the Senate and would memorialise his reign with lavish contempt...

SOURCE 4 From Alexander Canduci, *Triumph and Tragedy*, 2010

His creative and artistic side sat uneasily next to his bloodthirsty [side] and... disregard for others... in the aftermath of the fire rumours spread that Nero was the culprit who had started it. In order to throw suspicion off himself... Nero began a campaign against the Christians... feeding them to the beasts at the Great Games, crucifying them and setting them alight.

 aud-0420

SOURCE 5 From Shushma Malik and Caillan Davenport, 'Mythbusting Ancient Rome: Throwing Christians to the lions', *The Conversation*, 2019

The myth of constant persecution [of Christians] largely stems from two works written in the early fourth century A.D., *On the Deaths of the Persecutors* by Lactantius, a Christian professor of Latin, and the *Church History* of Eusebius, Bishop of Caesarea... Those authors were living in the reign of Constantine, the first Christian emperor... In both their works, the torture and execution of Christians in preceding centuries is associated with the emperors under whom they occurred. But the reality is that the punishment of Christians in the first three centuries A.D. was not directed by imperial policy. The emperor Nero is referred to as the first persecutor of the Christians by Lactantius... However, the initiative to punish Christians did not come from the emperors at all, but from below.

 aud-0421

SOURCE 6 From Caillan Davenport and Shushma Malik, 'Mythbusting Ancient Rome: The emperor Nero', *The Conversation*, September 2016; on the allegation that Nero was responsible for the Great Fire of Rome (64 CE)

But are any of these stories... of the emperor Nero actually true?... These tales can be found in our ancient historical sources (all of which were written at least a generation after Nero's death) but should not be taken at face value. This is because they are reported by sources as rumours, rather than facts... While most scholars now agree that Nero was not responsible for the fire, the modern-day rumour mill (as represented by the internet) is loath to exonerate the emperor. There are two reasons usually given for why Nero set fire to Rome. The first is that he was a mad megalomaniac who burned down the city simply because he could. The second... is that Nero wanted to rebuild Rome according to his own plans, which included a sumptuous new residence for himself, the 'Golden House'... There is a modern myth that the new palace was built solely for parties and orgies.

If we examine our historical accounts closely, the only evidence for Nero the arsonist comes from rumour and hearsay. This is freely admitted by the historian Tacitus: even though Nero was out of Rome when the fire started... Our ancient sources are clear about the fact that they are reporting rumours... Rumours, even if ultimately untrue, helped to define the expectations of a good emperor in the minds of the readers.

Consider the following questions.

1. Read **SOURCE 2**. What did Suetonius think of Nero?
2. Read **SOURCE 3** and **describe** Robert Draper's view.
3. In **SOURCE 4**, what judgement of Nero does Alexander Canduci make?
4. Read **SOURCES 5** and **6**. **Explain** how these sources account for the popular belief that Nero was responsible for Roman persecution of Christians and who the authors regard as really responsible. What point are the authors making about the role of rumours in creating Nero's terrible reputation?
5. For each of these sources, does the writer accept or challenge the view that Nero was a monster?

Reading these sources will enable you to compare different judgements that have been made. You can also use the internet and/or your library to find other relevant secondary sources.

Inquiry steps

Step 1: Questioning and researching

Write your **inquiry question**. It could be based on something like the following issues.

- a. Can we trust a source that does not cite earlier sources to support its claims?
- b. What is the difference between these sources in relation to the way they judge Nero?
- c. Would Nero's behaviour have been worse than other Roman rulers?
- d. What other views on this issue have been expressed by historians?

Research your question.

Step 2: Using historical sources

Analyse the sources provided and others that you find.

Step 3: Historical perspectives and interpretations

Evaluate the arguments in the sources.

Step 4: Communicating

What is your answer to your inquiry question? **Present** your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 4.13 exercise set to complete it online.

SOURCE 7 Emperor Nero



on Resources

 **Digital document** Inquiry rubric (doc-39369)

LESSON

4.14 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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4.14.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

4.2 How do we know about ancient Rome?

- Ancient Romans left vast amounts of written evidence.
- Rome is also rich in archaeological evidence, ranging from artworks to entire cities.

4.3 How did Rome become so powerful?

- According to legend, Rome was founded in 753 BCE.
- In 509 BCE, the Romans rebelled against their Etruscan kings and founded a republic.
- Over the next two centuries, Rome expanded its power through alliances, wars, exploiting those it defeated and colonising strategically important places.

4.4 How did the Roman Empire grow?

- Through the Punic Wars, between 264 and 146 BCE, Rome eliminated a major rival and became the strongest power in the Mediterranean region.
- By 96 CE, Rome had extended its empire into northern Europe and to the Black Sea.

4.5 Why was the Roman army so successful?

- From 396 BCE, the Roman army became a professional fighting force.
- Roman army discipline was harsh.
- Rewards given to legionaries helped to win support for military leaders who sought political power.

4.6 How was Rome ruled?

- Roman citizens were divided into patricians and plebeians.
- Julius Caesar used his loyal troops to seize power in 49 BCE, but he was assassinated by a group of Roman senators.
- Caesar's great-nephew, Octavian, took control of Rome, ending the republic in 27 BCE.

4.7 How brutal was Roman slavery?

- Spartacus, a gladiator, led a slave revolt in 73 BCE. The rebels defeated several Roman legions before they were defeated in a huge battle.
- Slaves could be treated with great brutality.

4.8 What was it like to live in the Roman Empire?

- Widespread use of slave labour changed Roman society.
- Vast differences existed between the lives of rich and poor Romans.
- Greek culture influenced the lives of the more privileged Romans.
- Roman technology created many impressive structures that are still standing today.

4.9 What did the ancient Romans believe about death?

- Customs associated with funerals provide a huge amount of evidence for ancient Roman beliefs and values.
- Care for dead ancestors was considered a duty and the dead were honoured in many ways.

4.10 How did Roman laws and religion change?

- Roman law dealt mainly with the rights of men as citizens.
- Women, children and slaves were considered to be under the authority of the male head of a family.
- After the republic ended, laws were increasingly made through decrees of emperors.
- Romans worshipped hundreds of gods and goddesses.
- Christianity went from being a persecuted religion to the state religion of the empire in 391 CE.

4.11 Why did the Roman Empire fall?

- From around 180 CE, the empire began to weaken.
- Civil wars and barbarian invasions eventually led to the collapse of the Western Roman Empire.
- Historians have suggested many different reasons for Rome's fall.

4.12 What is Rome's heritage?

- The Eastern Roman Empire lived on for almost another 1000 years.
- The Roman Christian Church helped to preserve Roman culture.
- The idea of European unity is one of many legacies of ancient Rome.

4.13 INQUIRY: Contested histories – how bad was Emperor Nero?

- Historians have made very different judgements about Emperor Nero.
- Some have seen Nero as a monster.
- Some have argued that the worst judgements of Nero have been based on rumours.

4.14.2 Key terms

aqueduct	structure built to carry water long distances
astrology	interpreting the influence of the stars on human affairs
auxiliaries	soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire
barbarians	the Roman term for all peoples who lived beyond the borders of the empire
blasphemous	great disrespect shown to God or to something holy, or something said or done that shows this kind of disrespect
civil war	war between rival factions within one state or country
crucified	killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony
divination	the skill of reading omens
Etruscans	advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE
forum	open meeting place of a town or city
heresy	an opinion or belief that contradicts orthodox beliefs, especially in religion
hypocaust	underfloor and water heating system used in Roman villas and public baths
loot	goods or property taken from a defeated enemy after a battle
magistrates	men elected by the citizens to run Rome for a year
medieval	of the Middle Ages
Middle Ages	between ancient and modern historical periods (generally between the fifth and fifteenth centuries)
pagan	name used to refer to people who believed in non-Christian gods
patricians	members of the aristocratic families who founded the Roman Republic
patronage	supporting and encouraging authors and artists
plebeians	all non-patrician citizens of Rome
public bath	a public building complex containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens
pumice	lava ejected from a volcano that solidifies into a light, porous rock

republic system of government in which the head of state is not a monarch
rhetoric the art of public speaking
Samnites a mountain tribe of central Italy
Senate governing body in ancient Rome; (in theory) an advisory body of ex-magistrates
tenant farmers poor farmers who rented small plots of land
Thracian a native of the Roman province of Thracia
virtue moral standard or value

4.14.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

When, where and why did Rome develop, and what were its defining features, achievements and legacies?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10482)
Reflection (ewbk-10491)
Ancient Rome crossword (ewbk-10490)
-  **Interactivity** Ancient Rome crossword (int-7695)

4.14 Review exercise

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Multiple choice

- Who were Rome's enemies in the Punic Wars?
 - Etruscans
 - Gauls
 - Visigoths
 - Carthaginians
- How was Pompeii destroyed in 79 CE?
 - Invasion
 - Volcanic eruption
 - Tsunami
 - Disease
- What tactics were employed by the Romans to control their empire?
 - Allowing conquered peoples to run the empire
 - Giving gifts to those they conquered
 - Using conquered peoples against one another
 - Killing everyone they defeated
- In Roman society, what group of people were patricians?
 - Rich people
 - The poor
 - Slaves
 - Aristocrats
- What was the period from 509 BCE to 27 BCE known as?
 - Roman Republic
 - Roman Kingdom
 - Roman Empire
 - People's Republic of Rome
- The Roman invasion of Britain took place in which of these years?
 - 390 BCE
 - 146 BCE
 - 43 CE
 - 378 CE
- People in Roman towns were supplied with which of these?
 - Water, public toilets and public baths
 - Free housing
 - Banquets
 - Transport

8. Who was Spartacus?
 - A. A former Roman general
 - B. A gladiator
 - C. A Christian
 - D. A Visigoth
9. What was the main reason the Romans persecuted Christians?
 - A. Christians refused to worship the Roman emperors.
 - B. Romans were intolerant of other religions.
 - C. Romans already had too many gods.
 - D. Christians stirred up rebellions.
10. Christianity was made legal under which of these Roman emperors?
 - A. Augustus
 - B. Nero
 - C. Diocletian
 - D. Constantine

Short answer

Using historical sources

11.
 - a. **Describe** the features of the building in **SOURCE 1**.
 - b. Why would such public facilities have been very important to the poor citizens of Rome?
 - c. What would have motivated Roman politicians and rulers to build such facilities?
 - d. **Explain** how this building is a useful source of evidence for Roman society.

Communicating

12. **Form** a hypothesis about Roman building skills based on the fact that the building in **SOURCE 1** is still standing in Rome.

SOURCE 1 The Baths of Diocletian, in Rome



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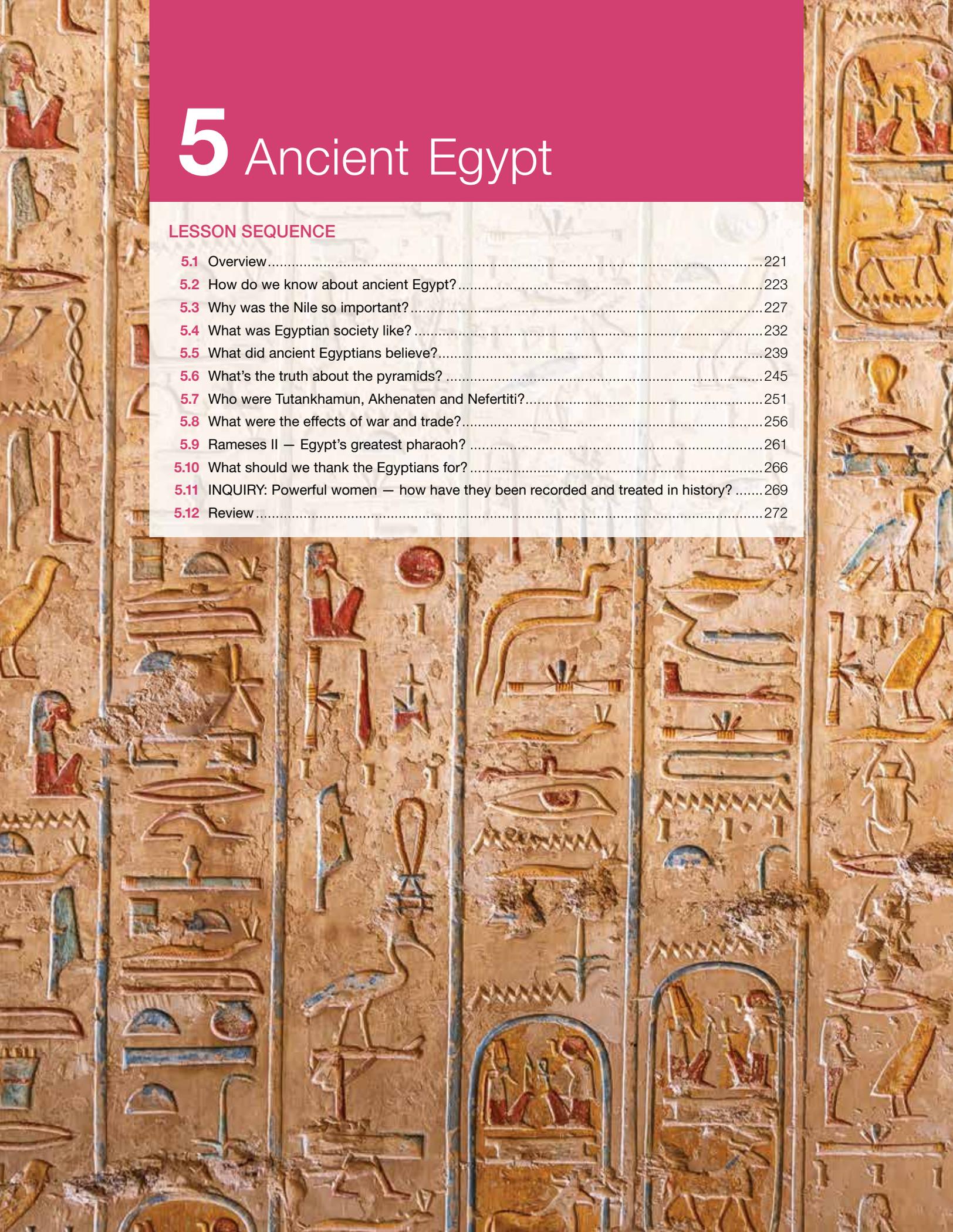
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5 Ancient Egypt

LESSON SEQUENCE

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LESSON

5.1 Overview

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Answer questions and check results

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How do we know about ancient Egypt, and what were its defining features, achievements and legacies?

5.1.1 Introduction

Modern Egypt is one of the world's poorer countries. Unlike several other neighbouring nations, it lacks oil and other natural resources. Despite such disadvantages, until recently, vast numbers of visitors flocked to Egypt to marvel at traces of its glorious ancient past. They looked in awe at the pyramids at Giza and the royal tombs in the Valley of the Kings; they puzzled over questions such as why the ancient Egyptians were so fascinated by death and how the mighty pyramids were built without any modern construction devices.

When Egypt erupted in political conflict in early 2011, visitor numbers fell dramatically. Egypt is now considered a very volatile place. There have been many oppressive acts by its authorities, violent clashes between protestors and police and soldiers, and several terrorist attacks. However, thanks to improvements in security, Egypt's tourism economy is showing signs of recovery, with visitor numbers increasing since 2017. And, despite great dangers, archaeologists have continued the exciting work of discovering Egypt's tombs, mummies and other clues about the fascinating ancient history of this land.

SOURCE 1 The Sphinx depicts a creature with the head of a human, body of a lion and wings of a falcon.



Resources



eWorkbook

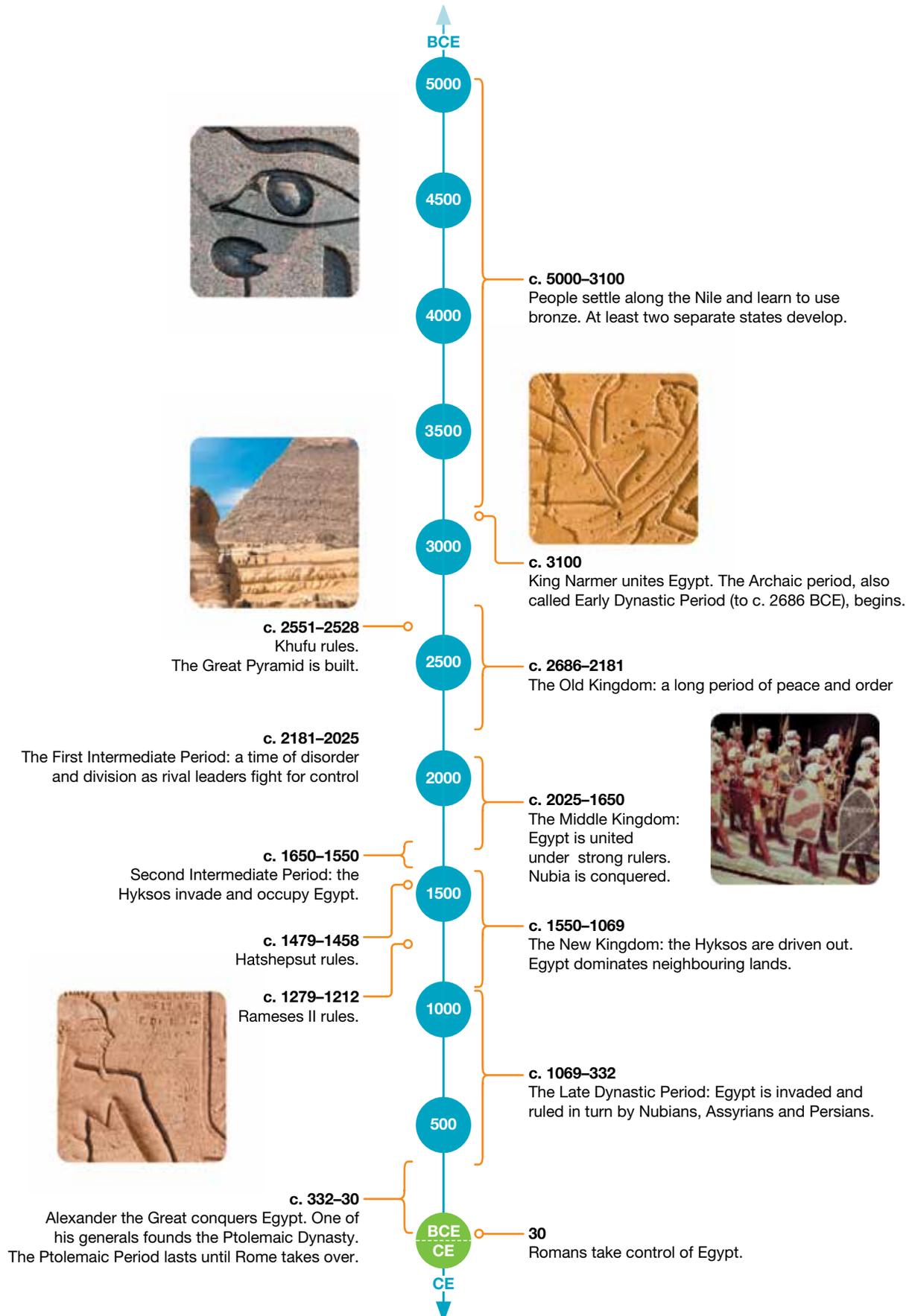
Customisable worksheets for this topic (ewbk-10493)



Video eLesson

Ancient Egypt (eles-1835)

SOURCE 2 A timeline of ancient Egypt



LESSON

5.2 How do we know about ancient Egypt?

LEARNING INTENTION

By the end of this lesson you should be able to describe how historians have utilised hieroglyphics and other sources to understand ancient Egyptian history and analyse the usefulness of important discoveries.

TUNE IN



tlvd-10505

SOURCE 1 shows the Rosetta Stone which was discovered in Egypt around 1799. It has been located at the British Museum since 1802.

The stone is black granite inscribed with three versions of a decree issued in Memphis, Egypt, in 196 BCE.

The top band has hieroglyphics, the middle band has demotic text (a simplified form of hieroglyphics), and the bottom band has ancient Greek.

Before this stone was discovered, no-one knew how to read ancient Egyptian texts.

1. In small groups, discuss how you think this stone allowed historians to crack the code.
2. Consider the kinds of things we wouldn't know today if the stone hadn't been found and deciphered.

SOURCE 1 The Rosetta Stone.



5.2.1 How do we know about ancient Egypt?

The ancient Egyptians left large amounts of primary source evidence. As in Mesopotamia, most Egyptian houses were made of mud bricks so they left few traces, but their temples were made of stone as were pyramids and tombs, which contained mummies and artworks. Colossal stone statues and amazing painted wall panels were also produced.

5.2.2 How can we read ancient Egyptian writing?

The Egyptians used writing over 5000 years ago, possibly as early as 3100 BCE. At first, they used simple drawings and symbols to represent each word. They wrote on stone, pottery and paper, which they made from papyrus reeds. When the Greeks came to Egypt in the fourth century BCE and saw this writing on temple walls, they called the symbols hieroglyphs, which meant 'sacred writing'.

Around the fourth century CE, the secret of reading hieroglyphs was lost, and it remained lost for centuries. But in 1799, a French soldier discovered a large black stone at the Egyptian town of Rosetta (now called Rashid). The stone had a written message carved in three different scripts. The scripts were ancient Egyptian hieroglyphs, a later simplified form of hieroglyphs known as demotic, and, very importantly, ancient Greek, which could still be read and understood. So the ‘Rosetta Stone’, as it became known, made it possible to unlock the mystery of hieroglyphs. Thanks to many years spent by Thomas Young, an English scientist, and a Frenchman named Jean François Champollion, the code was broken.

Scholars could now read the many records that the ancient Egyptians had written. These included the king lists, which were kept by priests and listed the pharaohs and how long they had reigned, as well as myths, legends, hymns, medical and legal documents, and even graffiti.

5.2.3 Writing and reading in ancient Egypt

The hieroglyphic ‘alphabet’ was much larger than ours — it was made up of more than 700 symbols. Some of these were simple drawings, such as a bird, and others were shapes, such as a semicircle.

At first, each symbol stood for a word. As the written language became more complex, some symbols came also to stand for other language elements besides single words, such as:

- the sound of a consonant (for example, the symbol for an owl also stood for the sound of the letter *m*)
- ideas or actions (for example, the symbol for a leg shown twice stood for the idea of movement).

SOURCE 2 Translators have been able to link hieroglyphic symbols with most of the letters of our alphabet.

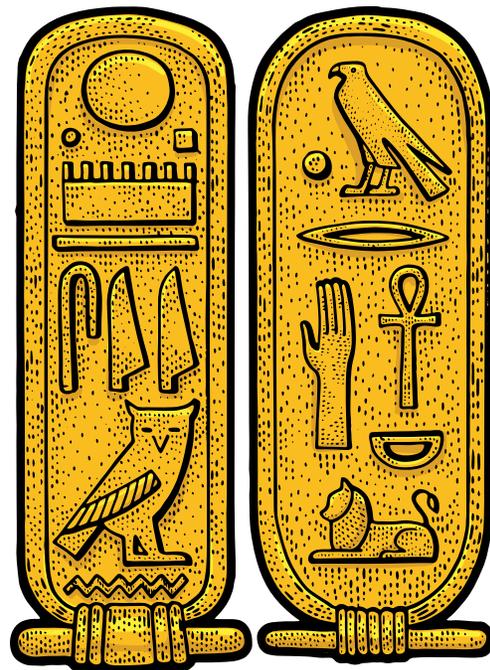
Symbols for single sounds

a		b		c, k		d		e, y	
f		g		h		i		j	
l		m		n		o		p	
q		r		s		t		u	
w		x		z		th		sh	

Symbols for syllables

neb		ankh		mer		mes	
su		sha		ka		men	

SOURCE 3 A cartouche is an oval frame that surrounds the name of an Egyptian god in hieroglyphs



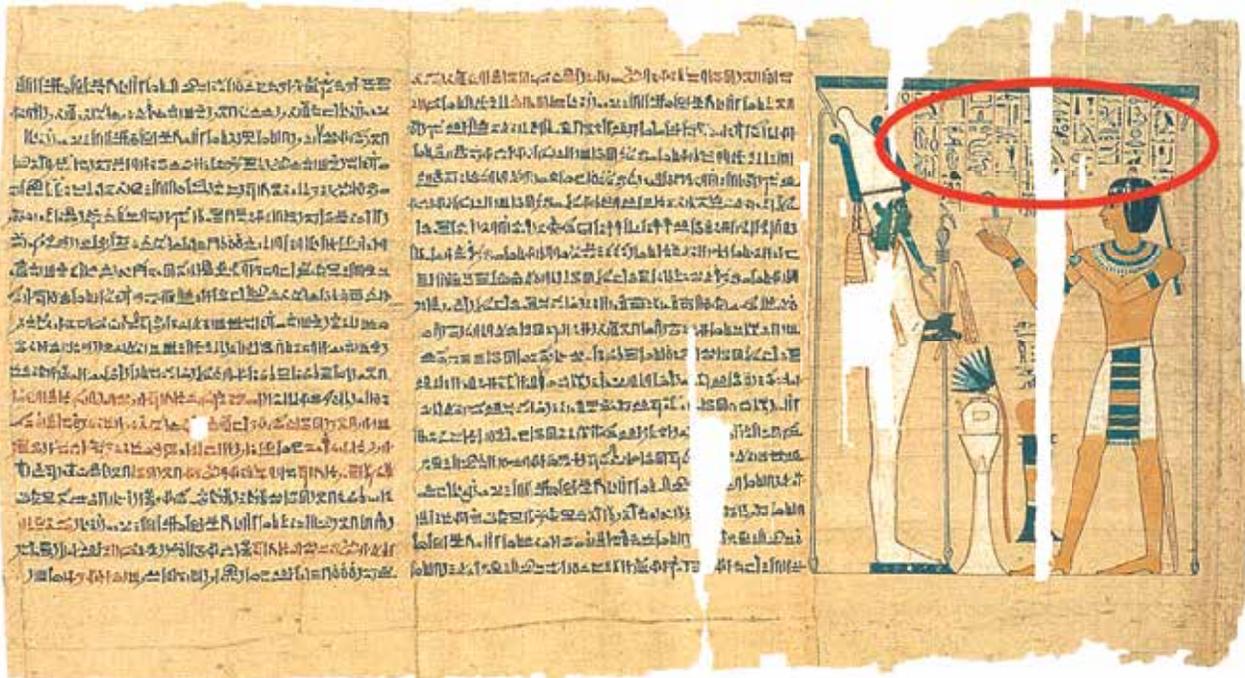
Reading hieroglyphs

At first, hieroglyphic symbols were laid out in columns. People read down each column, from top to bottom. From about 2000 BCE, the symbols were arranged in rows, more like our writing. Sometimes they were read from left to right (as we read) and other times from right to left. The name of a pharaoh was always enclosed in a cartouche — a bullet-shaped oval (see **SOURCE 3**).

Hieroglyphs were used mainly for religious purposes and in official documents. Priests and scribes could write and read using the system. This is why they can be found in tombs. But hieroglyphs took a lot of time to produce, so simpler, faster scripts were developed. Two other scripts — **hieratic script** (SOURCE 4) and **demotic script** — were used by ordinary people. Both these scripts used hieroglyphic symbols but in simpler forms.

hieratic script Egyptian script that was less decorative and complex than hieroglyphs
demotic script the simplest of the ancient Egyptian scripts; almost like handwriting

SOURCE 4 This papyrus sheet shows an Egyptian high priest presenting an offering to Osiris, the god of the afterlife. It contains both the hieroglyphic script (circled) and the simpler hieratic script (left and centre).



5.2 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

1. Use the **5 Important Egyptian Archaeological Discoveries** weblink in your online Resources to speed **research** each discovery listed and complete the first two columns in the provided table in note form together as you read.
2. Work together to **rank** the five discoveries in order of significance. You must **justify** each of your choices. Copy the provided table into your workbook or download a Word version from the Resources tab.

	What did we learn from this discovery?	What impact did this discovery have?	How significant is it? (Rank 1 to 5)
The Rosetta Stone			
The Oxyrhynchus Papyri			
Tutankhamun's tomb			
Meteoric Jewellery			
The excavation of Luxor and the 'Plague of Cyprian'			

on Resources

-  **Weblink** 5 Important Egyptian Archaeological Discoveries
-  **Digital document** 5 Important Egyptian archaeological discoveries templates (doc-39370)

SkillBuilders to support skill development

- 1.12 Analysing and corroborating ancient Egyptian sources

5.2 Exercise

learnon

5.2 Exercise

Learning pathways

■ LEVEL 1

2, 4, 5

■ LEVEL 2

1, 3, 6, 7, 9

■ LEVEL 3

8, 10

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Check your understanding

1. Look at **SOURCE 1**. **Describe** the feature of the Rosetta Stone that made it possible to unlock the mystery of hieroglyphs.
2. What kinds of information have we learnt now that historians can read ancient Egyptian languages?
3. The ancient Egyptians built many of their important buildings from stone. **Explain** why this is significant for historians.
4. The Egyptians used writing over _____ years ago
5. **Identify** the meaning of the Greek word 'hieroglyph'?
 - A. Sacred symbols
 - B. Language
 - C. Sacred writing
 - D. Pictographs

Apply your understanding

Using historical sources

6. Use **SOURCE 2** to decode this message.



7. **Explain** why hieroglyphs can be found in tombs.

Historical perspectives and interpretations

8. **Compare** the discovery of Tutankhamen's tomb with the Rosetta Stone. Which discovery was more significant and why?
9. **Explain** why ancient Egyptians would have needed to have gradually developed scripts that were more like modern writing than the earlier hieroglyphs.
10. In 2022, archaeologists unearthed over 18000 pottery shards used as writing materials in ancient Egypt at a location that could be an ancient school. On some of these shards were lines of repeated words and sentences. **Propose** a theory for what you think these lines might be.

LESSON

5.3 Why was the Nile so important?

LEARNING INTENTION

By the end of this lesson you should be able to describe how the river Nile influenced the development of Egypt in terms of farming, transportation, defence and religion, and compare how the Nile is used today.

TUNE IN

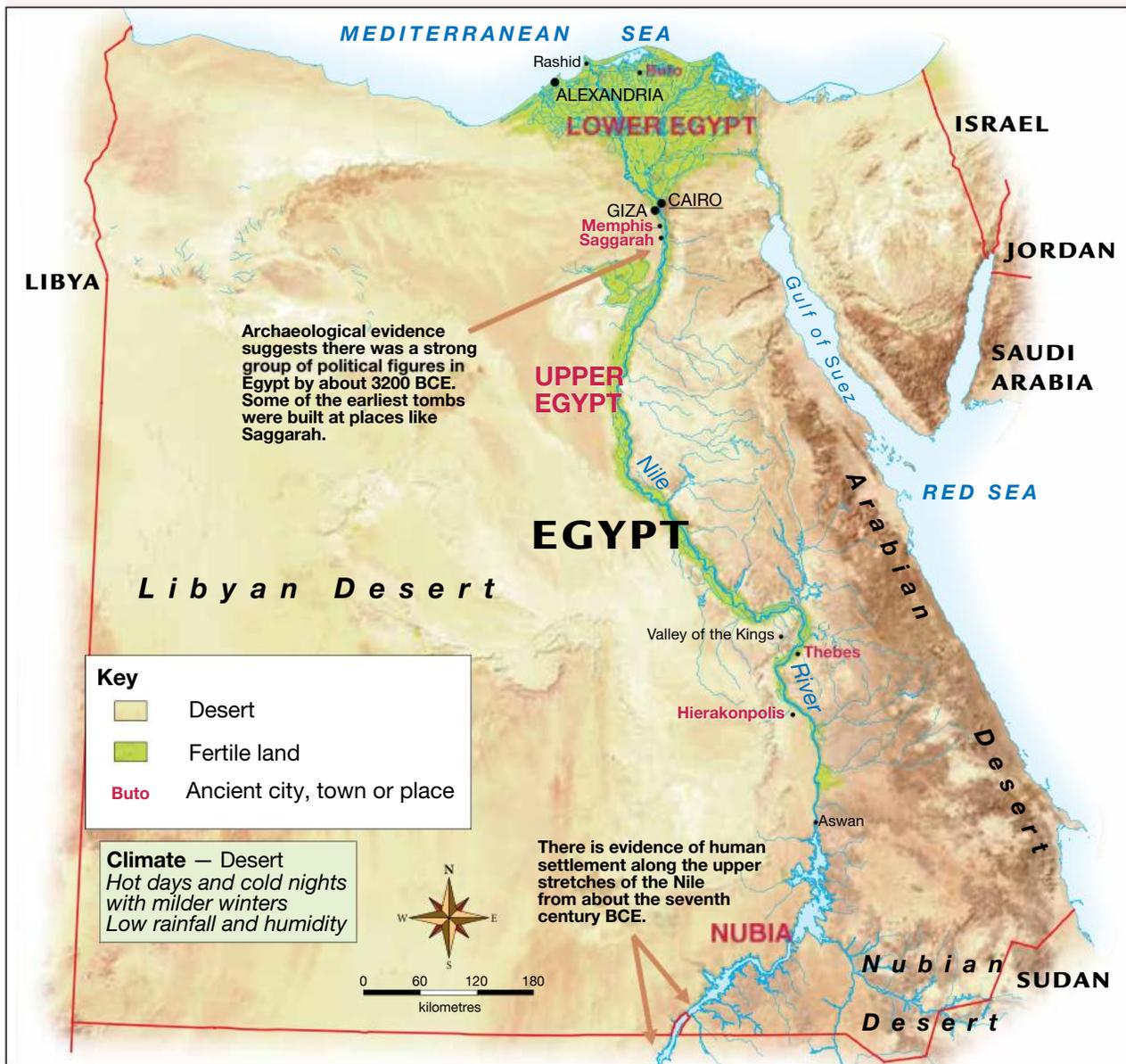
SOURCE 1 shows the main geographical features and key sites of ancient Egypt.

1. Locate the main ancient cities on the map. What pattern can you see?
2. Why do you think the River Nile would have been so important? Think of two uses.



tlvd-10506

SOURCE 1 Ancient Egypt — How would you describe the environment of Egypt?



Source: Map drawn by MAPgraphics

5.3.1 Farming and the Nile

Like many other ancient civilisations, Egypt developed along a river — the Nile. The waters of the Nile are what made civilisation possible in Egypt's hot, dry, sun-baked land. The Nile is formed by the joining of two rivers, the White Nile and the Blue Nile, which flow north from the wet highlands of central Africa.

The Nile flows through the deserts and finally empties through a long **delta** into the Mediterranean Sea. The people of ancient Egypt lived in 'the Black Lands', the river's floodplain. These parts of the land were covered by water whenever the Nile flooded.

Each year, between June and September, heavy rains in central Africa caused the Nile to flood. The annual flooding provided a layer of fertile soil. Without this flooding, civilisation would not have developed in Egypt.

People began to live along the Nile from about 5000 BCE. Its waters, the plants that grew in the soil on its banks, and the birds, fish and mammals that lived around it provided all that they needed (see **SOURCE 2**).

People domesticated cattle, sheep, goats and geese, and grew crops in the floodplains. The river provided reeds to make boats, roofs, baskets and **papyrus**. The fertile soils allowed Egyptians to cultivate crops for food and beer, and grow flax that was used to weave linen for cloth.

The annual flooding also helped set Egypt's calendar. The **Inundation**, the period of flooding, was regarded as the start of each year.

To use the Nile's waters more efficiently, the Egyptians invented a way of irrigating their crops by lifting the water from the river and moving it through ditches in their fields. To do this, they used a bucket device called a **shadoof**, in a method that is still used today. Most importantly, irrigation enabled a smaller part of the population to produce enough food for the whole population. This freed others to do more specialised work, taking up new jobs such as scribes, and becoming artisans such as jewellers. Better food production also allowed for more time for leisure activities such as hunting, games and music.

SOURCE 2 A wall painting from the tomb of Nebamun at Thebes (c. 1400 BCE), showing him hunting birds in the marshes with a throwing stick. With him are his wife, daughter and cat.



delta low, triangular area where a river fans out as it nears the sea

papyrus paper made from crushing reeds

Inundation the seasonal flooding of the Nile

shadoof irrigation device used to lift water from the river

DID YOU KNOW?

Away from the floodplain of the Nile, 90 per cent of Egypt is desert. The arid deserts provided little to sustain the Egyptians, but deserts were difficult to cross and, for centuries, they allowed Egypt to thrive because they protected the civilisation from being invaded.

5.3.2 Transport and the Nile

The Nile provided a transport and trade route. It was like a long highway. Travel by land was on rough paths across desert. Because it was slow and difficult, boats became the main means of transport for people and goods. Winds helped boats to sail south. The current helped boats to be rowed north.

SOURCE 3 From *The Histories*, written by the ancient Greek historian Herodotus, who visited Egypt in 475 BCE

. . . it is clear to any intelligent observer . . . that the Egypt to which we sail nowadays is . . . the gift of the Nile . . . When the Nile overflows, the whole country is converted into a sea, and the towns, which alone remain above water, look like islands. At these times water transport is used all over the country instead of merely along the course of the river.

5.3.3 Defence and the Nile

Egypt was protected by fortifications (large defensive walls) built at the Nile **cataracts** (rapids) to prevent invasion from Nubia (see **SOURCE 1**). A large network of such fortifications was built through much of ancient Egypt's history. The Mediterranean Sea, where the Nile emptied, also formed a natural barrier to invasion.

5.3.4 Religion and the Nile

Ancient Egyptians had many gods and goddesses, and three in particular were associated with the Nile.

- Hapi was the god of the Inundation, which brought fresh silt each year replenishing the soil for farming. He was celebrated as the lord of the fish and birds of the marshes. Hapi's priests carried out rituals to ensure the best levels of the annual flood.
- Khnum was a god of fertility. He was associated with water and was believed to have created humans out of clay.
- Satet was a warrior goddess who protected Egypt's southern borders as guardian of the Nile cataracts. Satet was also believed to cause the Inundation.

cataracts rapids, where the river's surface is broken by rocks

aud-0422

SOURCE 4 This *Hymn to the Nile*, probably from the nineteenth and twentieth dynasties in the New Kingdom, expresses the gratitude Egyptians felt for the Nile.

Hymn to the Nile

Hail to you, O Nile, that issues from the earth and comes to keep Egypt alive! He that waters the meadows which Re created, in order to keep every kid alive. He that makes to drink the desert and the place distant from water: that is his dew coming down from heaven. The lord of fishes, he who makes the marsh-birds to go upstream. He who makes barley and brings emmer [wheat] into being, that he may make the temples festive. If he is sluggish, then nostrils are stopped up, and everybody is poor. When he rises, then the land is in jubilation, then every belly is in joy, every backbone takes on laughter, and every tooth is exposed. The bringer of good, rich in provisions, creator of all good, lord of majesty, sweet of fragrance. He who makes every beloved tree to grow, without lack of them.

5.3 SKILL ACTIVITY: Questioning and researching, Communicating

Consider these two questions:

- Is the Nile still as important today as it was in ancient times?
- What has changed and what has stayed the same?

Use the **National Geographic** weblink in the Resources panel, your own research and what you have learnt in this lesson to complete the following two tasks.

SOURCE 5 The Nile today



1. **Compare** the role of the Nile in the past to its present role by completing the following table with notes from your research.

	The Nile during ancient Egypt	The Nile in contemporary Egypt	Similar or different?
Where most people live			
Food and water			
Transportation			
Trade route			
Defence			
Religion			
Energy			
Annual flooding			

2. **Discuss**, using your research, how and why the Nile is changing. Do the benefits outweigh the drawbacks? Are rivers as significant today as they were in the past? **Explain** your answers.

on Resources

 **Weblink** National Geographic

5.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Using a scale of 1 to 5, **evaluate** how significant the Nile was for the development of ancient Egypt.
 - Explain** your answer.
- Flooding was disastrous for Ancient Egyptians. True or false?
- Match the words to the definition provided by writing the correct definition number in the answer column.

Answer number	Term	Definition
	a. The Nile	1. A shallow stretch of turbulent waters formed where flowing waters break over rocky outcrops.
	b. Delta	2. An Egyptian warrior goddess who was the guardian of the Nile cataracts.
	c. Papyrus	3. The river that originates in central Africa and flows through Egypt to the Mediterranean Sea.
	d. The Nile Inundation	4. The Egyptian god with a ram's head who made sure that the Inundation deposited enough silt onto the river banks to make them fertile.
	e. Shadoof	5. A wetland that forms as a river empties its water and sediment into another body of water, such as an ocean, a lake or another river.
	f. Cataracts	6. An irrigation tool comprising of a pole with a bucket and counterpoise used in Egypt for raising water.
	g. Hapi	7. The Egyptian god who brought fertility to the land. This god symbolises the annual inundation of the Nile.
	h. Khnum	8. An early form of paper made from the reeds that often grow along a river.
	i. Satet	9. An annual flood of the Nile that deposited a fertile layer of silt on the surrounding lands, allowing crops to grow.

- Explain** how the invention of Egypt's irrigation system helped its civilisation develop.
- Explain** how Egypt's geography played a key role in its defences.

Apply your understanding

Using historical sources

- Read **SOURCE 3**. Explain why Herodotus called Egypt 'the gift of the Nile'.
- Interpret** what **SOURCE 2** can tell us about all the ways the Nile provided for the needs of ancient Egyptians
- Identify** an example from the text to show how ancient Egyptians saw a direct link between nature and their religion.
- Look at **SOURCE 4**. **Identify** four ways mentioned in this hymn that tell us that the Nile was seen as useful and significant to ancient Egyptians. You can directly quote or paraphrase from the hymn.
- Look at **SOURCE 4**, especially the line, 'Hail to you, O Nile'. What can you **infer** about how ancient Egyptians felt about the Nile from the opening line of the hymn? Look up the meaning of 'O hail' if you are unsure.

LESSON

5.4 What was Egyptian society like?

LEARNING INTENTION

By the end of this lesson you should be able to explain the social structure of ancient Egypt, including the perspectives and roles of different groups and the extent to which they were able to influence society.

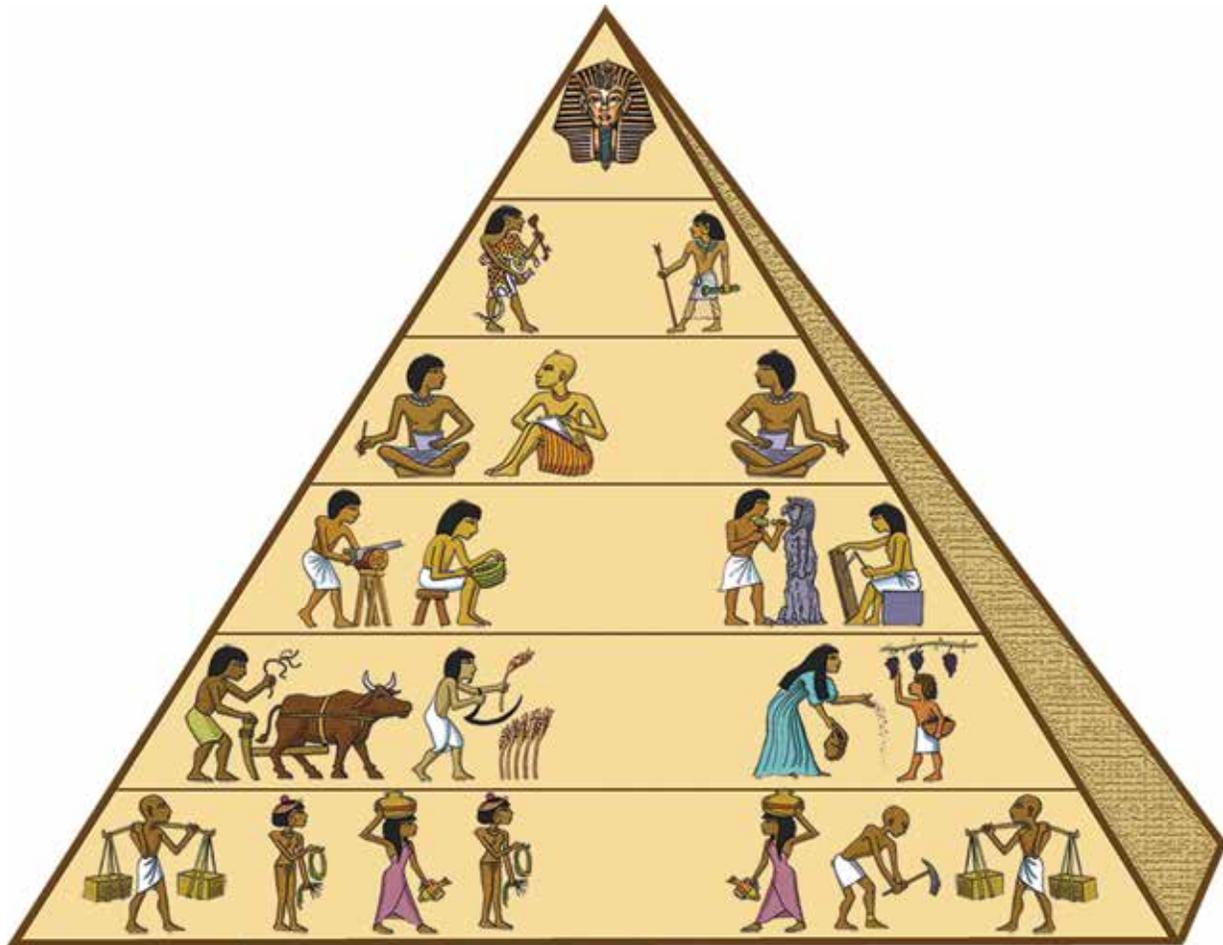
TUNE IN

How important were the following people in ancient Egyptian society? Try to guess by labelling the social pyramid shown in **SOURCE 1** with the provided list of social groups in order of importance.

- Scribes
- Peasants
- Servants
- The vizier (prime minister)
- Slaves
- Labourers
- Nobles
- Generals
- The pharaoh (king/god)
- Artisans such as stonemasons
- Priests
- Merchants
- Nomarchs (governors, officials)

tlvd-10507

SOURCE 1 A social pyramid showing where each class ranked in ancient Egypt



5.4.1 The pharaoh

tlvd-10508

The wealthiest, most powerful person in ancient Egypt was the pharaoh. He had the support of an army and a host of priests, scribes and officials, but the pharaoh alone decided how Egypt would be ruled. The people saw him as a god.

Power and responsibility

Heavenly powers

The ancient Egyptians saw their pharaoh as a man with supernatural powers. He was believed to descend from the sun god, Amun-Ra, and to have the sky god, Horus, living within him.

Egyptians believed that the laws the pharaoh made applied to the whole universe. They believed he made the Nile River flood and helped the land to produce good harvests. As a mark of respect, they did not call him by his name. Rather, they used the word 'pharaoh', which in ancient Egyptian meant 'great house'.

Earthly responsibilities

The people of ancient Egypt expected their pharaoh to protect and feed them, and to maintain a fair justice system and a peaceful society. He drew up the laws of the land and controlled the government and the army. In artworks, he was often portrayed as a military hero (see **SOURCE 2**). Exactly what laws the pharaohs made for their people is something for which we have very little evidence. No written code of laws has survived from ancient Egypt. Nor has any evidence survived of a system of law courts. Rather, law cases appear to have been judged by officials who had many other responsibilities.

SOURCE 2 The pharaoh's power was evident in his appearance. He wore a false beard and a bull's tail (symbols of pharaonic power), and carried a flail (symbol of Osiris) and shepherd's crook (the hieroglyphic sign for a crook meant 'king').



SOURCE 3 A gold emblem showing Pharaoh Tutankhamen returning from war. This was one of many priceless objects found in his tomb.



The pharaoh was also in charge of temple building, tax collection, mines, irrigation, trade, important religious ceremonies and the appointment of officials and priests. His huge wealth came from the labour and produce that the people provided as their taxes. Thousands of ordinary people worked the huge farms he owned or helped in the running of his palace. There they worked as cooks, cleaners, dancers, stable workers, craftsmen, weavers and wigmakers.

DID YOU KNOW?

Relief carvings show that after battles Egyptian soldiers cut a hand off the body of each dead enemy. These were then heaped into piles, counted by scribes and included in the records to glorify the pharaoh's victories.

5.4.2 Nobles, priests, officials and scribes

Nobles formed a wealthy class in ancient Egyptian society. These landowning families lived privileged lives while their large estates were farmed by peasants and labourers. Priests controlled the temples and this role gave them enormous power. The work of administering Egypt and ensuring that the pharaoh's wishes were carried out was done by officials.

Most high officials were nobles but some were common people who worked their way up as scribes. Egypt's many scribes, like the man in **SOURCE 4**, ranked below the ruling classes of nobles, priests and officials but above the common people. Because they had been trained to read and write, scribes were employed to keep state records including records of taxes.

SOURCE 4 A scribe sitting with a papyrus on his lap. It took 12 years of study to become a scribe. This statue depicts Nespekasut, a senior scribe of Karnak, in Upper Egypt.



5.4.3 The ordinary people

Artisans and merchants

Among the common people, **artisans** formed a large group. Young men learned their craft from their fathers. Craftsmen included:

- stonemasons, who made temples, tombs, statues and monuments
- painters, who decorated temples, tombs, coffins and canopic jars
- woodworkers, who carved furniture and other objects
- wigmakers, who made wigs and false beards
- metalworkers
- weavers
- musical instrument makers
- paper makers, who made sheets of papyrus
- jewellers.

Because money was not used in Egypt until the fourth century BCE, craftsmen were paid in food and beer.

Among the more prosperous commoners were merchants, who conducted trade.

artisans skilled craftspeople

Peasants

Peasants were by far the largest group in ancient Egypt. They were mostly tenant farmers who worked the land owned by the pharaoh, priests and nobles. Most of what they produced went to their landlords or was paid to the state in taxes. Usually their lives were an unchanging cycle of ploughing, planting, harvesting and other farm work.

During the flood, they were sometimes expected to labour on the construction of pyramids, temples or the pharaoh's other building projects. There were also many labourers, servants and some slaves.

Ordinary Egyptians were expected to know their place in society. Egyptians believed this created social harmony, or *ma'at* as they called it, which ensured that the world functioned according to the will of the gods.

SOURCE 5 An Egyptian papyrus depicting farming work



5.4.4 Women

Ordinary women

Women in ancient Egypt did not have the same rights as men. In all lower-class families, women were responsible for preparing food, including making bread and beer, and caring for children. In peasant families, they also worked in the fields. They were usually not taught to read and write. Apart from work as singers, dancers, musicians, servants, nurses and funeral mourners (people paid to weep and wail at funerals), few careers were open to women. Despite this, they had more freedom than in most other ancient societies, where women were treated as the property of men.

SOURCE 6 Mourners painted on the tomb of the vizier Ramoseh



Upper-class women

In ancient Egypt, a woman's rank in society depended on her husband's rank, but high status could also be achieved by being the mother of a high-ranking man. Wives and daughters of pharaohs and nobles led privileged lives with fine clothes and many servants. By the beginning of the New Kingdom, about 1550 BCE, such women could inherit, own and sell property. They could work as part-time priestesses and decide whether to marry or divorce.

However, marriages between wealthy families were often treated as business arrangements, and some wealthy men had several wives. Frequently, pharaohs married their own sisters but they had other wives as well.

Some upper-class women became high officials. A woman named Nebet became vizier under Pharaoh Pepy I. Another upper-class Egyptian woman who had great influence was Nefertiti. She was the main wife of Pharaoh Akhenaten (ruled c. 1351–1336 BCE). Queens were less important than pharaohs, but images depict Nefertiti as a very beautiful queen who accompanied her husband at ceremonies and on official occasions. Some images even show her in a war chariot.

SOURCE 7 A painted limestone statue of a woman, called Merseankh, and her husband, Raherka, from about 2500–2350 BCE



SOURCE 8 From a New Kingdom love poem in which the poet expresses his feelings for a woman he has been parted from for a week

She is more to me than the collected writings . . .
When I see her, then I am well.
If she opens her eye, my body is young again;
If she speaks, then I am strong again;
When I embrace her, she drives all evil away from me . . .
But she has gone forth from me for seven days!

DID YOU KNOW?

Upper-class women in ancient Egypt possessed a great range of cosmetics and jewellery. Items found include pots for holding kohl (eye liner), hair curlers, hair tweezers, combs, cosmetics boxes, rings, bead necklaces and collars, amulets, and palettes and stones for grinding cosmetics.

SOURCE 9 Bottles like these held eyeliner.



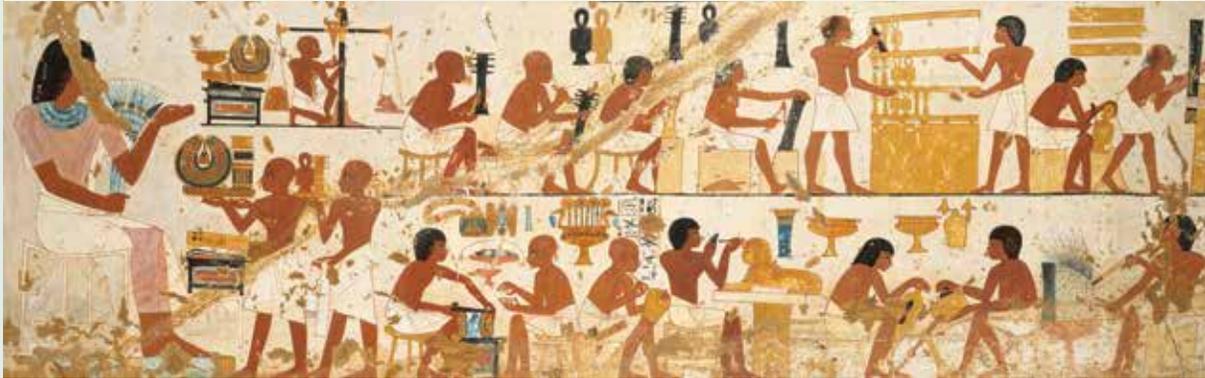
5.4 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Inscriptions and paintings in tombs of pharaohs and officials depict a harmonious society in which ordinary Egyptians worked contentedly in the fields or at their skilled crafts under the rule of the pharaoh. They depict an image of a stable society in which everyone accepted their place and never questioned those above them. But how realistic was this?

1. What impression of workers' lives does **SOURCE 10** suggest? For what purpose was it made?
2. What does **SOURCE 11** suggest about the lives of workers?
3. **Explain** why you think the two sources tell two different stories.

4. Experts estimate that at least 95 per cent of ancient Egyptians were illiterate; probably all those below the rank of scribe. **Discuss** what problems this would pose for historians trying to discover the thoughts and feelings of ordinary Egyptians.

SOURCE 10 Tomb of Nebamun and Ipuky, *circa* 1390–1349 BCE



SOURCE 11 An ancient scribe's record of the strike of workers employed to construct and decorate the tomb of Rameses III

[The] gang walked out [of the tomb] because they were hungry; there is no wood, no vegetables, no fish. So they went to consult the magistrate... who declared, '[the people of the Tomb]' are in the right'.

on Resources

 **Weblink** Ancient Egyptians strike!

5.4 Exercise

learnon

5.4 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 3, 4

■ **LEVEL 2**

5, 6, 7, 8

■ **LEVEL 3**

9, 10

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Check your understanding

1. Place each of the following groups in the order in which they ranked in ancient Egypt: artisans, nobles, scribes, peasants, pharaohs.
2. Ancient Egyptians believed that the pharaoh could influence or control nature. True or false?
3. The pharaoh did nothing for his people. True or false?
4. **Identify** an example that shows it was sometimes possible for a person to improve their position in society.

5. Match the person with the description provided by writing the correct definition number in the Answer column.

Answer	Person	Description
	a. Pharaoh	1. Common people who had a craft
	b. Noble	2. Looked on as a god; The ruler of the kingdom
	c. Priest	3. Trained to read and write, so kept state records including tax records
	d. Official	4. Farmed the land owned by the pharaoh, priests and nobles
	e. Scribe	5. Wealthy commoners who traded goods
	f. Artisan	6. The administrators; carried out the pharaoh's wishes and judged law cases
	g. Merchant	7. Controlled the temples so had a lot of power
	h. Peasant	8. The wealthy class; owned land

Apply your understanding

Using historical sources

6. **Interpret** SOURCES 2 and 3 to **describe** how pharaohs wanted to be seen by their people.
7. **Examine** SOURCE 4 and **explain** what it suggests about the status of scribes.
8. **Identify** the features of SOURCE 5 that tell us about the work of peasants.
9. Use evidence from SOURCES 7 and 10 to **compare** the lives of ordinary women and upper-class women in ancient Egypt.
10. Using SOURCES 7, 8 and 9 for evidence, **form** a hypothesis about relationships between women and men in ancient Egypt. **Describe** the kinds of evidence you would need to test your hypothesis.

LESSON

5.5 What did ancient Egyptians believe?

LEARNING INTENTION

By the end of this lesson you should be able to describe what Egyptians believed about an afterlife, their reasons for making mummies, and identify and explain some key religious symbols that appear in primary sources.

TUNE IN

Mummies have told historians a lot about the way of life of the ancient Egyptians.

1. In one minute, brainstorm any questions you would like to ask about the SOURCE 1 image.
2. How do you think the below custom compares to the funerary practices in your own community?

SOURCE 1 An ancient Egyptian found buried in the desert sands



5.5.1 The journey to the afterlife

Death was a very important event for ancient Egyptians. It connected life on Earth with their understanding of eternal life, so a lot of effort was spent preparing for it. This focus on death has been valuable to historians, because most of what we know about ancient Egypt comes from what has been found in tombs. Many of the **deities** of ancient Egypt, whether good or bad, played a role in a person's journey to the afterlife.

The ancient Egyptians believed the next world was a fantastic place. However, it was a long way away, and reaching it was not easy. First, the dead person had to cross a wide river. Then he or she had to chant secret spells to get through seven gates guarded by fierce monsters, all the while looking out for traps set by evil gods and attacks by savage crocodiles and venomous snakes. Then the dead person's heart was weighed on scales against a feather to see if it was 'heavy with sin'. The outcome was decided by 42 judges.

Preparing for the journey of the soul

The ancient Egyptians believed that a dead person had a number of souls. Two of these were the *ka* and the *ba*. The *ka*, the person's life force, stayed within the tomb, getting strength from the food and drink left there. The *ba*, the person's character, set off on its journey towards the afterlife, returning to the tomb to rest each night. To do these things, the soul needed a body. So dead people's bodies were carefully preserved, or embalmed, so they did not rot. An embalmed body is called a **mummy**.

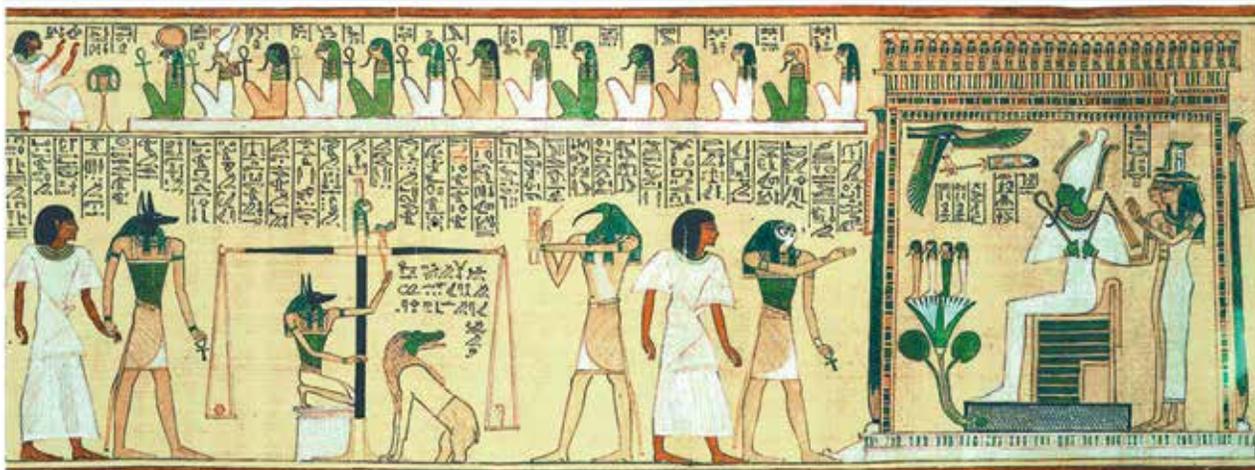
Mummies were buried with lots of the possessions the person's soul might need in the afterlife. They included food and drink, clothing, perfume, furniture, jewellery and special charms called **amulets**. Sometimes small wooden or stone figures representing servants doing activities such as making bread, ploughing a field or sailing a ship were placed in tombs. As well, prayers, hymns and magic spells from the 200 such texts in the *Book of the Dead* were often written on a scroll of papyrus and buried with the mummy or carved in hieroglyphs on the walls of the tomb. These texts were thought to protect the soul from evil and guide it through the afterlife.

After a dead person's body was mummified, a funeral ceremony was held. The body was carried in a boat across the Nile and buried on the western bank, where the sun set. This was the direction in which the next world was believed to lie. Important people, such as pharaohs, were buried in elaborate underground tombs consisting of many rooms and tunnels. Poorer people were buried in the hot, dry sands to help preserve their bodies.

deity god or goddess
mummy body that has been embalmed
amulet charm believed to protect against evil

▶
tlvd-10509

SOURCE 2 Scenes from the *Book of the Dead of Hunefer*, which dates from around 1310 BCE. It is painted on papyrus. The Egyptians made books of the dead to protect their owners from the perils of the journey to the afterlife. If a heart was found to be 'as light as a feather', its owner joined the god Osiris in the afterlife. If heavy, it was chewed up by a monster god that was a cross between a lion or cheetah, a hippopotamus and a crocodile.



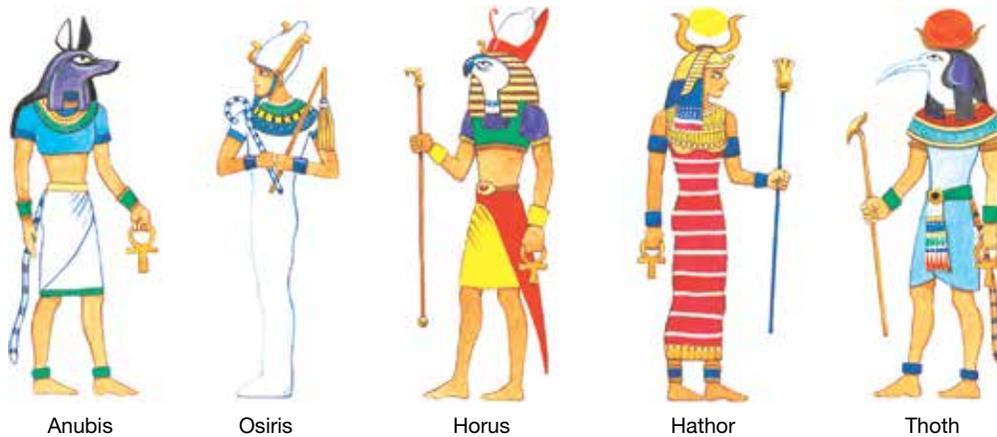
5.5.2 The gods of the ancient Egyptians

Ancient Egypt had hundreds of deities, each looking after some particular area of people's lives. For example, the god Hapi was responsible for the Nile River. Some gods were portrayed as humans and some as animals. Others were a mixture of both — usually animal heads on human bodies. The gods and goddesses were at first peculiar to each settlement. But, as contacts grew between settlements, deities came to be worshipped in more places.

SOURCE 3 Figurines were thought to come to life in the tomb and carry out the wishes of the dead person.



SOURCE 4 Some ancient Egyptian gods



Name of god	Responsibility	Associated animal or symbol
Amun-Ra	God of creation; god of the sun and king of the gods	The sun
Osiris	God of the dead; god of the afterlife; a judge in the underworld	Pharaoh mummy
Seth	God of confusion and chaos	Hippopotamus
Isis	Mother goddess; goddess of fertility; wife of Osiris	Woman wearing a throne as a crown
Horus	God of the sky; guardian of the pharaoh	Falcon
Hathor	Goddess of beauty and love; goddess of the sky, fertility, music, dance and alcohol	Woman with cow horns on her head
Thoth	God of the scribes; god of wisdom and knowledge; god of time	Man with the head of an ibis
Anubis	God of embalming; god of tombs and burials	Man with the head of a jackal

SOURCE 5 Ancient Greek historian Herodotus observed how important cats were to the ancient Egyptians. They were thought to protect people's homes. It is no wonder they were chosen as one of the animals to be associated with a god.

What happens when a house catches fire is most extraordinary: nobody takes the least trouble to put it out, for it is only the cats that matter; everyone stands in a row, a little distance from his neighbour, trying to protect the cats, who nevertheless slip through the line, or jump over it, and hurl themselves into the flames. This causes the Egyptians deep distress. All the inmates of a house where a cat has died a natural death shave their eyebrows . . .



5.5.3 Dead mummies do tell tales!

The art and hieroglyphs found on the tomb walls of ancient Egyptians, and the mummies made of their dead bodies, have told historians a lot about the way of life of the ancient Egyptians.

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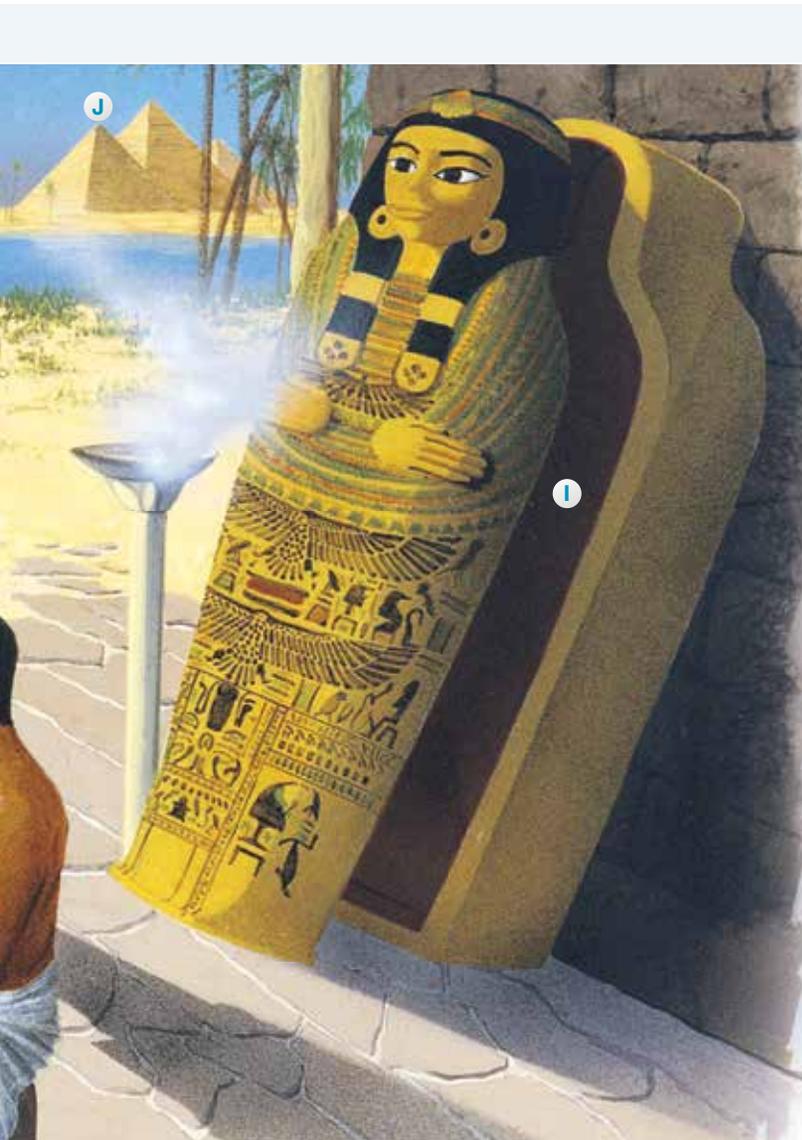
SOURCE 6 Instructions to a priest for preparing a mummy



- A** Have your jackal mask ready so you can dress up as the god Anubis. Learn the prayers and magic spells from the *Book of the Dead*. You will need to chant these over the dead body as you work.
- B** Wash the dead body with water or palm wine.
- C** Use a long hook to pull out the brains through the left nostril. Throw them away.
- D** Cut open the left side of the stomach and remove the liver, lungs, intestines and stomach. Don't remove the heart as it contains the personality.
- E** Cover the internal organs with **natron** to absorb all moisture. Rub the dried organs with oils and resin and wrap them in linen bandages. Then push them into **canopic jars**. Make sure you put each organ in the right jar.
- F** Cover the body with natron for 40 days to dry it out. Then rub the dried skin with palm oils and ointments. Pack the stomach cavity with perfumed linen and sew up the wound.

natron a mineral salt used to dry out dead bodies

canopic jars used to store the liver, lungs, intestines and stomach of the person being mummified



SOURCE 7 The mummy of Katebet, a woman of wealth and high status who died around 1300 BCE



- G** Place a magic charm over the stomach wound and a scarab (beetle-shaped charm) over the heart. Then wrap the body with linen bandages dipped in gum. Wrap every part separately. You will need about 370 square metres of linen. Wrap amulets and magic charms such as ankhs (♀) in with the bandages. The dead person's soul will need these during its journey to the Kingdom of Osiris.
- H** Place a mask made from linen and glue over the person's head and shoulders. If you have time, paint this or cover it in gold leaf. Also place a panel across the top part of the body, decorated with protective magic symbols and drawings.
- I** Place the wrapped mummy in a body-shaped coffin that has been decorated with jewels, paintings and inscriptions of spells. Paint the coffin so it looks a bit like the person when he or she was alive. Be flattering!
- J** Tell the relatives the mummy and the canopic jars are ready for burial. Your chief priest will need to accompany the funeral procession to the tomb so he can conduct the ceremony to open the mummy's mouth. The person's soul needs to talk in the afterlife. Remember, the professional mourners will be noisy!

At first, all ancient Egyptians buried their dead in the hot desert sands. However, in time wealthier Egyptians, especially pharaohs, began to build elaborate tombs. They would also mummify bodies so their souls would always have a ‘home’ to rest in, and be able to ‘eat and drink’.

Mummies allow us to have some idea of what famous pharaohs looked like. Scientists and historians can also find out details such as their age, their body shape, whether they had had children, what diseases and health problems they suffered — even, sometimes, what caused their deaths. Researchers have found, for example, that cancer was probably rare or non-existent in ancient Egypt. On the other hand, broken and worn teeth were very common because of their crunching on sand grit and hard pieces of corn that were mixed up in bread.

5.5 SKILL ACTIVITY: Questioning and researching, Using historical sources

Research online to complete the following tasks.

1. Locate the four symbols in the provided table on the mummy in **SOURCE 7**.
2. Using a table like the below, **explain** why each symbol would be on a mummy.

Symbol	Reason it is placed on a mummy
Isis	
Scarab	
Anubis	
Shabti figurine	

5.5 Exercise

learn on

5.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 7

■ LEVEL 2

5, 8, 10

■ LEVEL 3

3, 6, 9, 11

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Check your understanding

1. Look at **SOURCE 1**. **Explain** how this body was preserved.
2. Look at **SOURCE 2**. **Describe** what is happening.
3. **Explain** why Egyptians were buried with possessions such as those shown in **SOURCE 3**.
4. Which two gods mentioned in this lesson were associated with death?
5. **Describe** what historians have learned about ancient Egyptians by studying mummies.
6. Study **SOURCE 6** and complete the sentences by matching the left and right columns.

A mummy is	to assist the journey of the dead person’s soul.
Natron is	to store organs that were removed from the body.
Bodies were mummified	a body that has been preserved by drying and wrapping.
Canopic jars were used	so that their souls would have a place to rest in.
Magic charms were wrapped in with the bandages	a mineral salt used to dry out dead bodies.

Apply your understanding

Using historical sources

7. Look at **SOURCE 5**. How do we know that Egyptians viewed cats as important?
8. Study **SOURCE 1**.
 - a. The body of this boy is thousands of years old. What do you think would remain of it had it not been mummified?
 - b. Which dating technique could be used to tell us how old it is?
 - c. What might you conclude about the social rank of the boy's family from the fact that his face is painted with gold?

Historical perspectives and interpretations

9. Use the sources and other information in this lesson, to complete the following.
 - a. **Explain** why preserving bodies was so important to ancient Egyptians.
 - b. In a brief paragraph, **discuss** the similarities and differences between burial practices and ideas about death in ancient Egypt and the modern world.
10. **Explain** how beliefs about the gods and the afterlife could have contributed to making ordinary Egyptians content with their position in society.
11. **Propose** a reason many ancient Egyptian gods had animal heads.

LESSON

5.6 What's the truth about the pyramids?

LEARNING INTENTION

By the end of this lesson you should be able to explain why, during the Old Kingdom, ancient Egyptians built their most famous legacy, the pyramids, and evaluate different theories as to how they probably did this.

TUNE IN

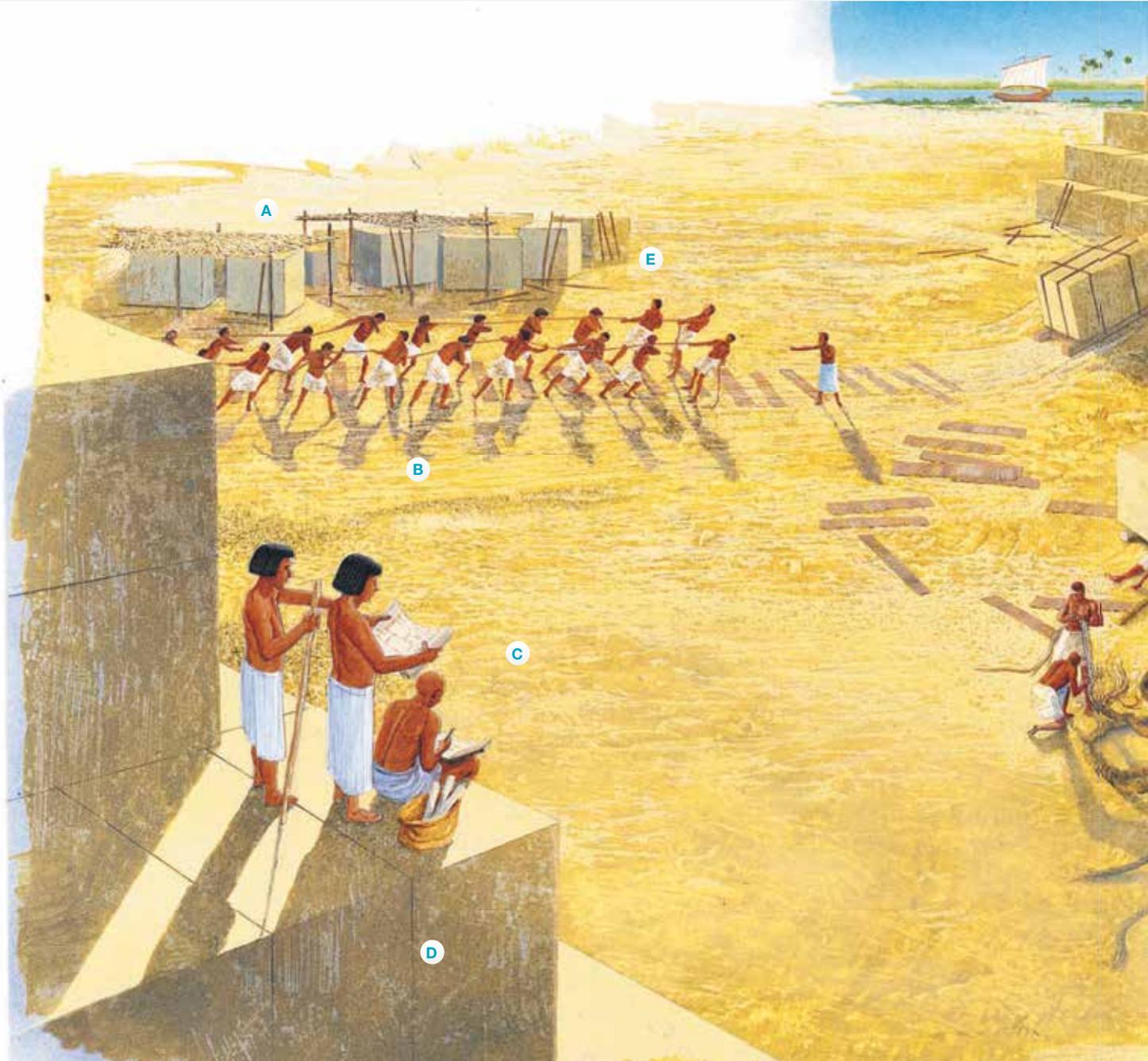
The most famous legacy of ancient Egypt is the Great Pyramid of Khufu, which stands 150 metres high. Approximately 2.3 million blocks of stone were used in the Great Pyramid, and the average weight of each is 2.5 tonnes — that's heavier than an adult rhinoceros!

SOURCE 1 The Great Pyramid of Khufu with the Sphinx in the foreground

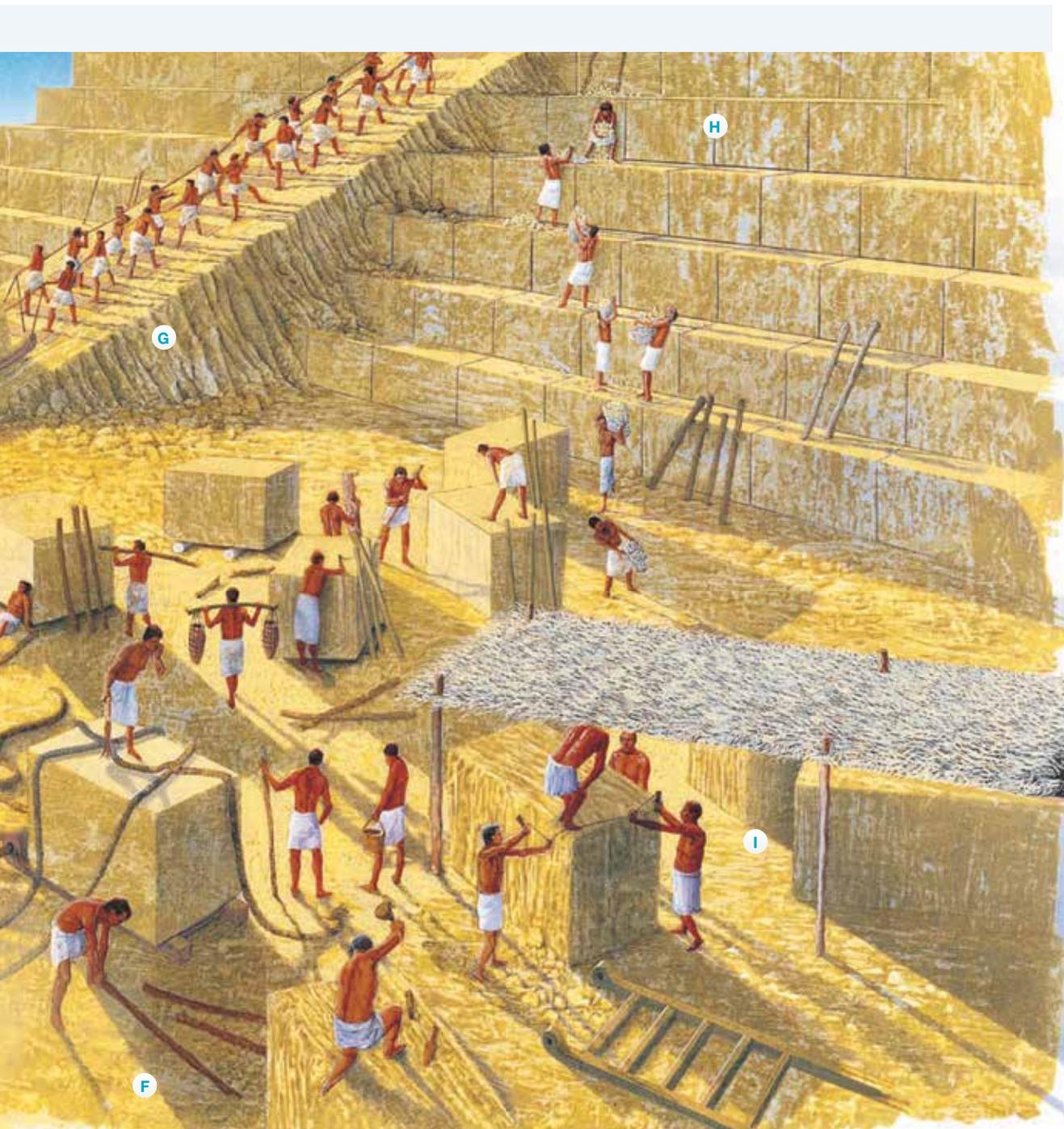


1. What questions do you have about the pyramids?
2. In groups, devise an hypothesis as to how the Great Pyramid was built and share it with the class. Challenge each hypothesis with more questions. No Googling!

SOURCE 2 The pyramids at Giza in Egypt are the only remaining 'wonder' of the Seven Wonders of the Ancient World.



- A** Between 200 and 300 granite blocks would have been set in place every day.
- B** It is thought the workmen might have dragged the blocks over soft sand on top of wooden sleds. On harder surfaces, the blocks may have been moved on top of rolling logs.
- C** Architects and other overseers controlled different aspects of the work, using scribes to document details. Skilled craftsmen included stonemasons and carpenters.
- D** The sides of the pyramids once had an outer layer of polished white limestone. Most of this was later taken down and used to decorate buildings in Cairo.



- E** Some of the granite blocks are thought to have been cut from rock faces in Aswan, and the limestone cut from quarries to the east. Both are likely to have reached the site via barges on the Nile River.
- F** Historians think that around 100,000 men (never slaves) would have worked full time for about 20 years to build the Great Pyramid.
- G** Huge sand ramps may have been erected to drag blocks up to higher levels.
- H** The blocks were cut so cleanly that a knife blade can barely be pushed in between them. Blocks may have been cut by driving wooden stakes into the stone and wetting them. As the stakes expanded, they would have split the rock.
- I** Workers made sure the edges of blocks were square.

5.6.1 Pyramids and hidden tombs

Built about 4500 years ago, the 80 or so pyramids in Egypt are the oldest human-made structures in the world. Of these, the famous three at Giza, near Cairo, are the most impressive. Their construction is an amazing feat of technology. Yet no-one knows for sure how they were built. The ancient Egyptians had only simple tools made of stone, wood and bronze. They had no cranes, computers, rock cutters or heavy earth-moving equipment.

From about 2500 BCE, the mummies and treasures of important people, such as pharaohs, were usually entombed in pyramids. This practice lasted only about 500 years, however, because robbers were a major problem. Thereafter, tombs for such people were dug into mounds and cliffs in the **Valley of the Kings**. But even these were not completely safe. Over time, they were all raided except one — the tomb of the pharaoh Tutankhamen.

The **Great Pyramid** at Giza, built around 2550 BCE, was the tomb of the pharaoh Khufu. The other two were built for his son Khafre and grandson Menkure. The Great Pyramid, the biggest of the three, is close to 150 metres high and contains around 2 300 000 granite blocks, each of which weighs around 2.5 tonnes.

Pyramid mysteries

Some say the technology of the pyramids is so astonishing that they must have been built by an alien intelligence.

Another view is that those who built the pyramids at Giza, and the **Great Sphinx** that guards them, used knowledge and skills passed down from an old but highly advanced civilisation that existed long before the Old Kingdom in Egypt. But archaeologists and historians prefer more scientific explanations.

Heavenly sails

One treasure the robbers missed in the Great Pyramid was a 43-metre-long boat, built to carry Khufu to the afterlife. It was not found until 1954. It had been broken into 1224 pieces before being packed into a rock cavity near the base of the pyramid. The cavity was so tightly sealed that when archaeologists broke into it they could still smell the cedar oil in the wood — after 4500 years!

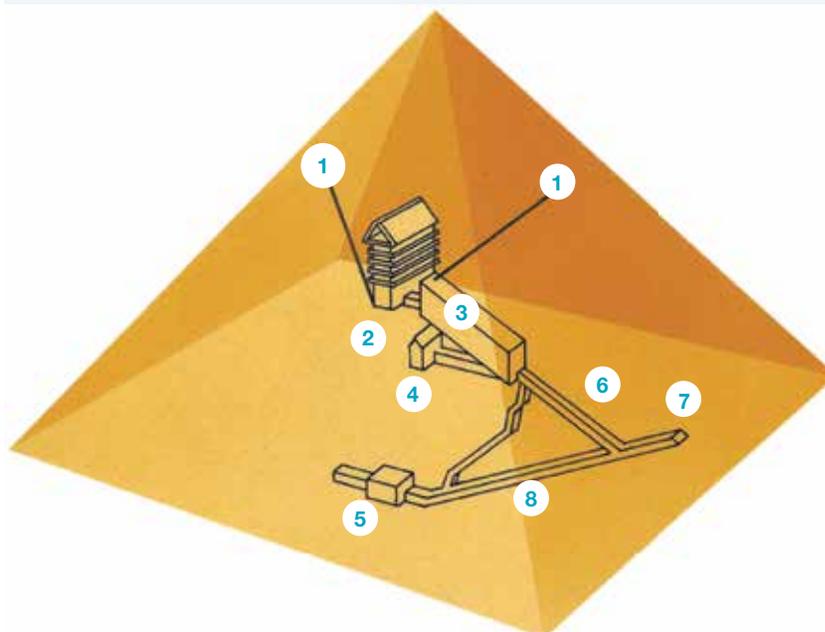
Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid



SOURCE 3 Inside the Great Pyramid



- 1 Air shafts
- 2 Pharaoh's burial chamber
- 3 Grand gallery
- 4 Queen's chamber
- 5 False chamber
- 6 Ascending corridor
- 7 Entrance
- 8 Descending corridor

5.6.2 Why did the age of pyramids end?

The end of the Old Kingdom marked the end of the age of pyramid building. Several different dates are given for the collapse of the Old Kingdom, the most common being 2181 BCE. But did it collapse?

Many historians of the 20th century assumed that the collapse of the age of pyramids was due to failure of the regular flooding of the Nile. That flooding was essential for Egypt's prosperity because it provided fresh topsoil for farming. It was also assumed that the long age of peace and stability was replaced by a time of chaos after the death of pharaoh Pepi II.

What made historians believe this? One source of evidence were ancient texts that suggest that during this time Egypt experienced foreign invasions, disease, civil war and famines — even cannibalism. These texts were used to support the Biblical account of Moses, the Jewish slaves and the plague of Egypt.

However, the ancient Egyptian sources on which this view is based were written 800 years after the events were supposed to have occurred. So are they reliable sources? Does other evidence contradict those sources?

Most historians today now believe that these ancient texts might have, in fact, been fiction, even ancient propaganda! They argue that texts such as these were created to uphold the power of later pharaohs who wanted to frighten the people with stories of what would happen without one powerful pharaoh in control. This view is supported by a recent study of skeletons from during this period, which do not show signs of famine or an increase in violent deaths.

SOURCE 4 Relief from Unas' causeway at Saqqara. Are these figures starving Egyptians during a time of terrible famine? Perhaps. Or maybe they are nomadic Bedouins who did not have enough to eat because they lived outside the pharaoh's care and attention.



SOURCE 5 Extract from *The Admonitions of Ipuwer* (dated to late Middle Kingdom era)

Everywhere barley has perished and men are stripped of clothes, spice, and oil. Everyone says: 'There is none.' The storehouse is empty and its keeper is stretched on the ground.

5.6 SKILL ACTIVITY: Using historical sources

Work together to investigate different theories for the building of the ancient Egyptian pyramids. Use the **Mysteries of the pyramids** weblink in the resources tab to help you.

1. **Create** a table like the example below to record your findings. Add the list of theories provided to your table.
2. **Rate** the theories with a five star system according to how believable they are judging from the evidence.
3. **Explain** which theory you think is the most believable and which is the least believable? ▶

Theory	Evidence?	Believability rating
<p>a. Aliens built the pyramids.</p> <p>b. Slaves built the pyramids.</p> <p>c. The knowledge for building the pyramids was passed down by a highly evolved lost ancient civilisation.</p> <p>d. Egyptian workers used specially built canals, ropes and tracks to transport the stone blocks to the pyramid site.</p> <p>e. Ramps were used to lift the blocks into place.</p> <p>f. The ancient Greek historian Herodotus wrote that the pyramid was built by 100 000 workers.</p> <p>g. The stones were dragged on wet sand, which made it much easier to move them.</p> <p>h. The stones were rolled to the construction site.</p> <p>i. The blocks were made from limestone concrete and were poured into moulds at the site.</p>		

on Resources

 **Weblink** Mysteries of the pyramids

5.6 Exercise

learn **on**

5.6 Exercise

Learning pathways

■ **LEVEL 1**
2, 3, 4

■ **LEVEL 2**
1, 5, 6, 8

■ **LEVEL 3**
7, 9, 10

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Check your understanding

1. **Describe** the tools and equipment used by ancient Egyptian pyramid builders.
2. **Select** the correct answer. There are **2 / 3 / 4 / 5** famous pyramids at Giza.
3. The Great Pyramid of Giza was built as the tomb of which ruler?
 - A. Khafre
 - B. Menkure
 - C. Sphinx
 - D. Khufu
4. The main purpose of the pyramids was to serve as the homes of royalty. True or false?
5. **Explain** why the pharaohs stopped building pyramids after 500 years and switched to tombs dug into cliffs and mounds in the Valley of the Kings.

Apply your understanding

Communicating

6. **SOURCE 2** shows the steps involved in the building of a pyramid. Select three of these steps and **explain** what tools and equipment would be needed by the workers in order to do their job.
7. Study **SOURCE 3**. Imagine that you are an ancient Egyptian who is planning to rob Khufu's tomb. **Write** a note to your accomplice explaining how to get into the pharaoh's burial chamber and what to look out for.
8. Imagine that you are a worker on the pyramid who had access to two pieces of modern equipment. **Explain** what modern equipment you would use and how that would change your task.
9. Many old Hollywood movies incorrectly gave the impression that the pyramids were built by slaves. **Describe** how the scene in **SOURCE 2** would have been different if they were correct.
10. **Explain** why different interpretations exist of **SOURCES 4** and **5**.

LESSON

5.7 Who were Tutankhamun, Akhenaten and Nefertiti?

LEARNING INTENTION

By the end of this lesson you should be able to explain why the discovery of Tutankhamun's tomb was a key archaeological event, describe the religious changes made by Akhenaten and Nefertiti, and evaluate the significance of these individuals.

TUNE IN

'Can you see anything?' Lord Carnarvon asked.
'Yes, wonderful things!' answered Carter.

These were the words uttered by British archaeologist Howard Carter when he found the tomb of Tutankhamun.

1. What do you imagine lay behind the door in **SOURCE 1**?
2. Lord Carnarvon died a year after this door was opened. Did he die of the mummy's curse?

SOURCE 1 The unbroken seal of Tutankhamun's tomb



5.7.1 An archaeologist's dream

The discovery of the tomb of Tutankhamun was the key archaeological event of the twentieth century — but not because of the man or the size of his tomb. Tutankhamun was still a teenager when he died and the tomb had only four chambers. It was important because its contents were untouched. More than 5000 objects were found, some of them priceless. We can only imagine what might have been found in the large tombs of more famous pharaohs if they had not been robbed.

In 1922, the British archaeologist Howard Carter found the tomb of Tutankhamun. He had looked for it for years in the Valley of the Kings without success. Then he decided to dig up an area around some old workers' huts. To his excitement, a step was uncovered, carved into the rock. More digging revealed the sealed entrance to a passageway that carried the seal of Tutankhamun. Yet more digging to remove the tonnes of rubble in the passageway revealed the stone door to the tomb.

A hole was cut in the door and Carter inserted a lit candle into the darkness behind. He later said, 'At first I could see nothing . . . But presently, as my eyes grew accustomed to the light, details of the room emerged slowly from the mist, strange animals, statues and gold — everywhere the glint of gold'.

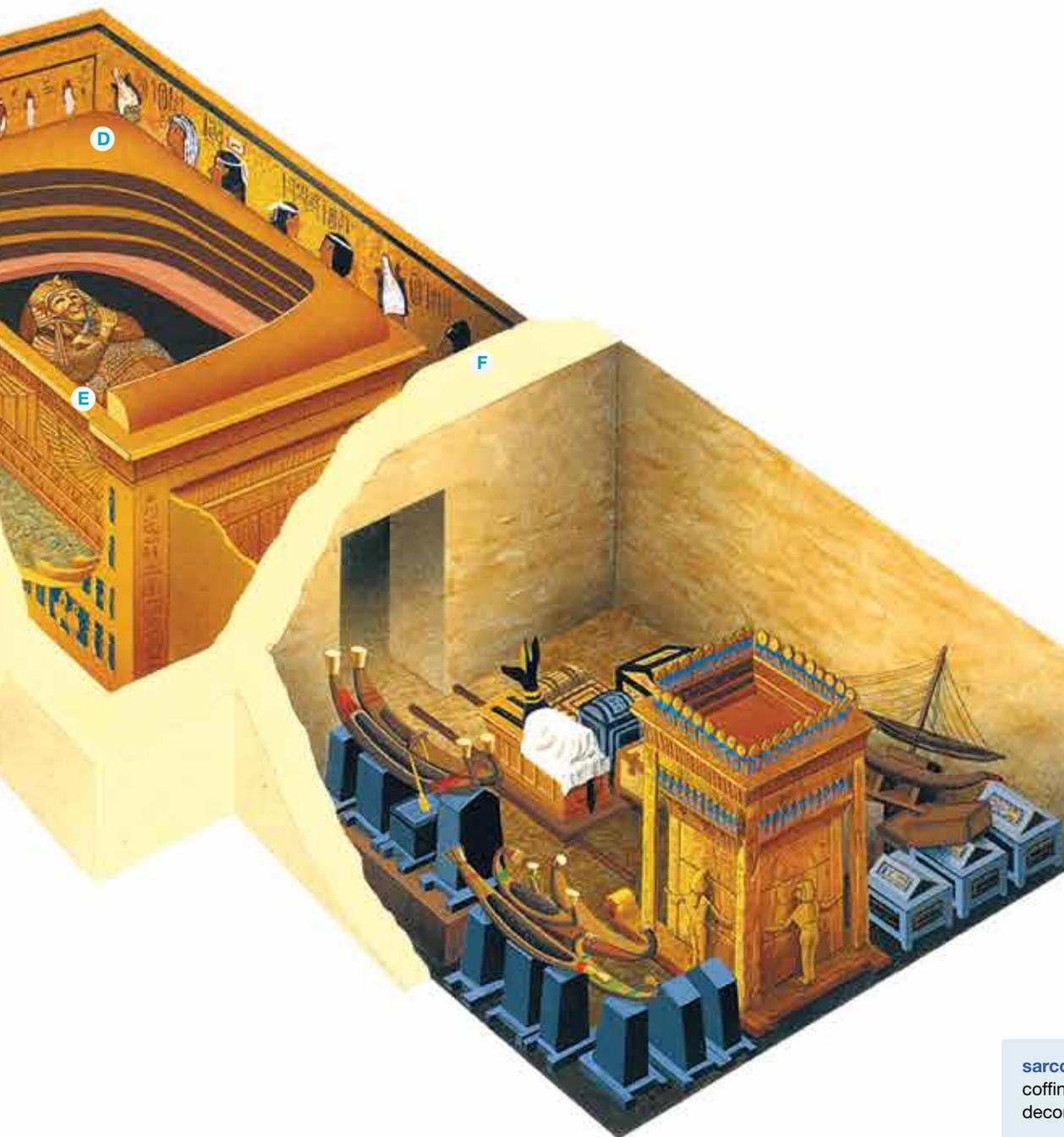
SOURCE 2 Head of the 19-year-old pharaoh Tutankhamun



SOURCE 3 The discovery of Tutankhamun's tomb was described in the *Illustrated London News* of 9 December 1922 as 'the most sensational Egyptological discovery of the century'.



- A** The antechamber, the first chamber Carter entered, contained about 700 pieces of furniture, including stools, beds and gold couches with animal heads, chairs, a chariot (in bits) and two black and gold life-size statues either side of the entrance. There were also jars of oil, lamps, vases, musical instruments, board games and clothing.
- B** This side chamber contained about 600 items, including pieces of wooden furniture, baskets of food, jars of wine and oil.
- C** About 200 000 tonnes of rubble had to be removed from this passageway to reach Tutankhamen's tomb.



sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

- D Inside the gold-covered burial chamber, some five metres long and 3.5 metres wide, were three other decorated chambers, each inside the other. The inner one was a stone **sarcophagus**, carved with Tutankhamen's name. Inside this were three elaborately decorated body-shaped coffins. The inner one, made of 1100 kilograms of gold, contained Tutankhamen's mummy.
- E The face and shoulders of Tutankhamen's mummy were covered with a mask of solid gold. It was decorated with blue glass and semi-precious stones such as turquoise and lapis lazuli.
- F The treasury chamber contained the pharaoh's treasures. In it was the gold-lined shrine holding the canopic jars. Inside these jars were the pharaoh's mummified internal organs. The chamber also contained gold statues, including one of the god Anubis (who guarded the treasures), as well as boats, weapons, a golden throne and chests of jewellery.

SOURCE 4 Translated inscription Tutankhamun had carved into a stone column, marking a return to the worship of many gods

I found the temples fallen into ruin, with their holy places overthrown and their courts overgrown with weeds. I reconstructed their sanctuaries, I endowed the temples and made them gifts of all precious things. I cast statues of the gods in gold and electrum, decorated with lapis lazuli and all fine stones.

5.7.2 A new mystery?

The last significant pharaoh before Tutankhamen was Akhenaten, who became pharaoh in about 1353 BCE, under the name Amenhotep IV. In the fifth year of his reign, he appears to have initiated a religious revolution in Egypt. He erected a new temple to the sun god Aten, changed his name to Akhenaten, meaning ‘he who serves Aten’ and decreed that in place of the many ancient gods of Egypt the people must worship only Aten. Images of Akhenaten and many traces of the new religion were deliberately destroyed after his death.

Akhenaten’s first wife was Nefertiti. She was depicted as a very elegant and beautiful woman in a limestone bust dated c. 1340 BCE (see **SOURCE 5**) and in many images worshipping Aten with her husband.

Tutankhamun was married to the third daughter of Akhenaten and Nefertiti, and was only about nine years old when he became pharaoh in about 1336 BCE. Under Tutankhamun, Egypt made a complete return to the traditional gods. In inscriptions he was referred to as the good ruler who restored ‘what was ruined’. He died aged just 19, leaving no heir to the throne. The head of his mummy is shown in **SOURCE 2**. As revealed in **SOURCE 6**, it now appears that Tutankhamen might not have been alone in his tomb.

SOURCE 5 This limestone bust of Nefertiti is held in the Egyptian Museum Berlin.



SOURCE 6 ‘Egypt’s Queen Nefertiti may lie concealed in Tutankhamun’s tomb, say archaeologists’, ABC News, 5 October 2015

A British archaeologist, Dr Nicholas Reeves, from the University of Arizona, has used high-resolution scans, including radar and thermal imaging, to peer into hidden chambers in King Tutankhamun’s underground tomb. Using these scans, he believes that Queen Nefertiti is buried there also.

...

His theory is that Nefertiti has lain undisturbed behind what he believes is a partition wall for more than 3000 years. The archaeologist believes the boy king, who died unexpectedly at 19, was buried in a rush in an underground burial chamber that was probably not intended for him.

5.7 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

One of the key skills we learn in history is how to **identify** patterns over time.

Recognising when changes occur, why they occurred and the impact they had is important.

Also important is **identifying** periods of continuity — when things didn’t change much - why that was the case, and to examine when changes might have restored how things were. Sometimes we can see patterns of continuity right up to our present time which link us to the past.

Copy and **complete** the following table together. Use the information from this lesson and the **Nefertiti and Akhenaten** and **Tutankhamun** weblinks in the Resources tab to help you.

Person	What did they do?	Why?	What impact did their action have?	Example of change or continuity?
Nefertiti				
Akhenaten				
Tutankhamun				

on Resources

 **Weblinks** Nefertiti and Akhenaten
Tutankhamun

5.7 Exercise

learnon

5.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Why was Tutankhamun's tomb such a rare and significant discovery?
 - Tutankhamun is the most popular pharaoh.
 - It was untouched.
 - It contained more gold than any other.
 - It was the first to be discovered.
- State** if the following are true or false.
 - Howard Carter was never actually looking for Tutankhamun's tomb.
 - Carter found the tomb by digging around old worker's huts.
 - Though the tomb was filled with many treasures, gold was not found.
- Explain** the meaning of the following concepts and terms: burial chamber, treasury chamber, sarcophagus.
- Who were Akhenaten and Nefertiti?
- Under Tutankhamun, Egypt made a complete return to the traditional _____.

Apply your understanding

Using historical sources

- Using **SOURCE 3**, **identify** and **select** one of the types of items that were found in each of the following: the antechamber, the side chamber, the burial chamber, the treasury chamber. Explain what archaeologists and historians might discover about life in ancient Egypt from each of your four chosen items.
- Read Tutankhamun's inscription in **SOURCE 4**.
 - Who caused Egyptian religion to change before Tutankhamun's reign?
 - How would you account for the temples having 'fallen into ruin'?
 - Describe the effect of Tutankhamun's reign on Egyptian religion and explain why Tutankhamun might have found it necessary to undertake the works referred to here.

8. Look again at **SOURCE 3** and read **SOURCE 6**.
 - a. What was Dr Reeves's hypothesis about Nefertiti and Tutankhamun's tomb?
 - b. Where in **SOURCE 3** do you think the partition wall and hidden chambers could possibly be?
 - c. What evidence did Reeves offer to support his hypothesis?

Historical perspectives and interpretations

9. Reeves's theory was immediately criticised by other archaeologists. **Explain** what this tells you about contestability in history.
10. Think about all you have learned about the ancient Egyptians in this lesson.
 - a. Explore and **discuss** the way the ancient Egyptian people might have felt about Akhenaten's religious changes.
 - b. **Explain** why we have no real evidence of what ordinary Egyptians thought about these changes.

LESSON

5.8 What were the effects of war and trade?

LEARNING INTENTION

By the end of this lesson you should be able to describe ancient Egypt's relations with other countries through trade and war, and identify the reasons for Egypt's rise and eventual decline and fall.

TUNE IN

Among the societies with which Egypt had conflicts over its long history were Nubia to its south, Libya to the north, the Hyksos from the north-east, the Hittites, and 'Peoples of the Sea'. However, none were as terrifying as the Assyrians. They had the great advantage of iron weapons, highly disciplined infantry, archers and cavalry, and a reputation for killing, torturing and enslaving people who resisted them.

SOURCE 1 A wall panel depicting Assyrian soldiers attacking a fort



1. Study **SOURCE 1** and identify three Assyrian military tactics that are shown in this relief sculpture.
2. Why would an ancient society want to go to war?
3. What impacts would wars have for the winners and the losers?

5.8.1 From the Old Kingdom to the New Kingdom

Throughout history, all empires have been created by force and all have eventually fallen. In Egypt's long history, during certain periods it suffered from **civil wars** and invasions. There were also times of strong governments that drove invaders out of the land and took control of other countries (see the timeline in lesson 5.1).

Ancient Egypt was at first two separate kingdoms — Upper Egypt and Lower Egypt. Around 3100 BCE, the two kingdoms are thought to have been united under King Narmer, who set up his capital in Memphis (see the map in lesson 5.3). During the next 2700 years, Egypt's history was divided into several distinct periods. Three of the more important of these — at times when Egypt was united and generally powerful — are called the Old Kingdom, the Middle Kingdom and the New Kingdom.

The Old Kingdom: peace and stability

The Old Kingdom (2686–2181 BCE) was the time when the pyramids were built. It was a long period of peace and order, and a time when the skills of building and art were developed. Pyramid building became the most important state activity during this time. The Great Sphinx was also made during this time of almost continuous prosperity and stability.

The Old Kingdom was prosperous and stable due to the regularity of Nile floods and due to irrigation and trade, particularly with Nubia. The people appear to have been grateful to the strong central government for ensuring stability and the fertility of the land. The regularity of the Inundation contributed greatly to stability, as did Egypt's isolation due to barriers to invasion provided by the sea, deserts and the Nile cataracts, which protected Egypt.

civil war war between rival factions within one state or country

mercenary person who fights for a foreign country for money or other rewards

The First Intermediate Period: instability

The collapse of the Old Kingdom was followed by a century of bloodshed as nobles fought each other for control of the country. This made it easier for foreigners to move into the Nile Delta.

During the 6th Dynasty, Pharaoh Pepi I sent military expeditions to Nubia to the south and Canaan to the north. Also, Egypt suffered long droughts and that weakened royal power.

As the nomarchs (regional governors) took advantage of diminishing royal authority, and competed for power, the pharaohs were further weakened and the stability of the Old Kingdom was replaced by the instability of what we call the First Intermediate Period.

Egypt's army was at first made up mostly of peasants called up whenever needed. By New Kingdom times, Egypt had a permanent army with chariots, archers and infantry armed with spears, battle axes, swords and daggers. It appears also to have included conscripted prisoners of war and foreign **mercenaries**.

SOURCE 2 Wooden models of Egyptian soldiers of the Middle Kingdom in four columns



Trade

Egypt's relations with other countries involved trade as well as war. Egyptian trade began around 6000 BCE, long before the first pharaohs, and continued through the period of Roman rule (30 BCE–646 CE). Since the start of the Old Kingdom, Egypt was trading with Nubia, Mesopotamia, Syria, Libya and the Phoenicians in Lebanon. Egypt continued to depend on trade throughout its long history, especially for essential goods and luxuries.

Nubia was very important to Egypt for its gold mines, ivory and wood. Egypt had plenty of grain to exchange for such items. It also traded beer, wine, cheese, oil, linen and tools for Nubian copper, gold, jewels, ebony, ivory, exotic animals and slaves (see **SOURCE 3**). Trade helped to fund the Old Kingdom pyramids. During the New Kingdom, trade helped to fund the building of temples and monuments.

Throughout much of this time, trade was conducted on a barter system, in which agreements had to be reached about values of goods exchanged. Money was only introduced after the Persian invasion in 525 BCE.

Although Egypt depended on trade with Nubia, they were also often in conflict. During the Middle Kingdom, Egypt took part of Nubia and built forts to control the routes to its gold mines. Around the same time, Egypt attacked the Libyans and other desert tribes to its north.



t1vd-10510

SOURCE 3 A scene on a wall of the tomb of Sobekhotep. It shows Africans, probably Nubians, carrying ebony logs, leopard skins, gold rings, giraffe tails and a live baboon.



The Second Intermediate Period and the New Kingdom: expansion

Egypt was again weak in the Second Intermediate Period when the Hyksos invaded from the north-east.

However, this time was followed by the New Kingdom, the time of Egypt's greatest power. At the start of this period, the armies of Pharaoh Ahmose defeated the Hyksos who had occupied Egypt. Ahmose also regained control of northern Nubia.

In the fifteenth century BCE, Egypt defeated a coalition of **Asiatic** princes at the Battle of Megido. The territory occupied by modern Israel, Lebanon and Syria became part of the Egyptian Empire. Later pharaohs fought against the Hittites to keep control of these lands. In these wars Egypt plundered its defeated enemies and gained more wealth from the tribute (treasure, slaves and livestock) that had to be paid by conquered rulers.

Asiatic peoples of Asia, including the Middle East

5.8.2 Decline and fall

Egypt became weaker after the time of Rameses II. Libyans and 'Peoples of the Sea' invaded the Nile Delta. These invaders were defeated many times but gradually Egypt lost its unity and its empire. The priests came to control Upper Egypt, while Lower Egypt was ruled by princes. In the Late Dynastic Period, the country fell under the control of Nubians. In about 663 BCE, the Assyrians took most of Egypt into their empire. Bronze Age Egypt had no iron ore and could not match the Assyrians' iron weapons. Later, Egypt fell under the rule of the Persians, followed by the Greeks and then the Romans.

SOURCE 4 From an inscription in the temple of Pharaoh Rameses III at Thebes describing a victory over the 'Peoples of the Sea', in about 1188 BCE

Year 8 under the majesty of [Rameses III] . . . foreign countries made a conspiracy. No land could stand before their arms . . . they were coming forward toward Egypt . . . I have the river mouths prepared like a strong wall, with warships, galleys and coaster . . . The troops consisted of every picked man of Egypt. They were like lions . . . The chariotry consisted . . . of every good and capable chariot-warrior. Those who reached my frontier . . . were dragged in, enclosed on the beach, killed and made into heaps . . .

5.8 SKILL ACTIVITY: Cause and effect

1. Work with a partner to **identify** the effects of each of the causes listed in the table.

Cause	Effect
a. Regularity of the Nile flooding and a strong, central government	
b. Peace and stability during the Old Kingdom	
c. Drought	
d. Trade with Nubia	
e. Invasion by the Hyksos	
f. Wars of the New Kingdom	
g. Invasion by various groups over time, such as the Libyans and Nubians	
h. Having no iron ore in Egypt	

2. **Draw conclusions** based on your completed table using the following questions as a guide.
 - a. What seems to cause war and conflict?
 - b. What seems to help create stability and peace?
 - c. How does a civilisation become prosperous?
 - d. What seems to cause a civilisation to decline?

 **Weblinks** How powerful is Egypt today?
Winning with cats!

5.8 Exercise

learn**on**

5.8 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3, 4, 5

■ **LEVEL 2**
6, 7, 9

■ **LEVEL 3**
8, 10

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Check your understanding

- Identify** the three main historical periods used to describe ancient Egyptian history.
 - The New Kingdom
 - The Ancient Kingdom
 - The Old Kingdom
 - The First Intermediate Kingdom
 - The Upper Kingdom
 - The Lower Kingdom
 - The Middle Kingdom
- Why were foreigners able to invade Egypt's Nile Delta during the First Intermediate Period?
 - They were allowed access as a trap.
 - Egypt had no strong leader.
 - Egyptian nobles were fighting amongst themselves.
 - The Egyptians were peaceful and unprepared for war.
- During which times was Egypt strongest and weakest?
- List** the lands that Egypt controlled during its strongest period. Locate them on a map.
- Identify** the groups that invaded Egypt after the time of the New Kingdom Pharaoh Rameses II.
 - Hyksos
 - Nubians
 - Chinese
 - Assyrians
 - Romans
 - Libyans

Apply your understanding

Using historical sources

- Analyse SOURCE 3.**
 - Describe** the details in the source.
 - Outline** what **SOURCE 3** can probably tell us about Egypt's trade with Nubia.
- Analyse** the inscription of Rameses III in **SOURCE 4.**
 - Describe** its style.
 - Propose** why it would be written in such a style.

Communicating

- Infer** why Egypt's relationship with Nubia went from peaceful trading partners to war.

Historical perspectives and interpretations

- Create** a visual timeline of the main periods and events covered in this lesson.
- In one paragraph, **summarise** the causes and effects of the rise and fall of Egypt in your own words.

LESSON

5.9 Rameses II — Egypt's greatest pharaoh?

LEARNING INTENTION

By the end of this lesson you should be able to describe the ruler whom many consider to have been ancient Egypt's greatest pharaoh, and question the reliability of sources that portray him as such a great leader.

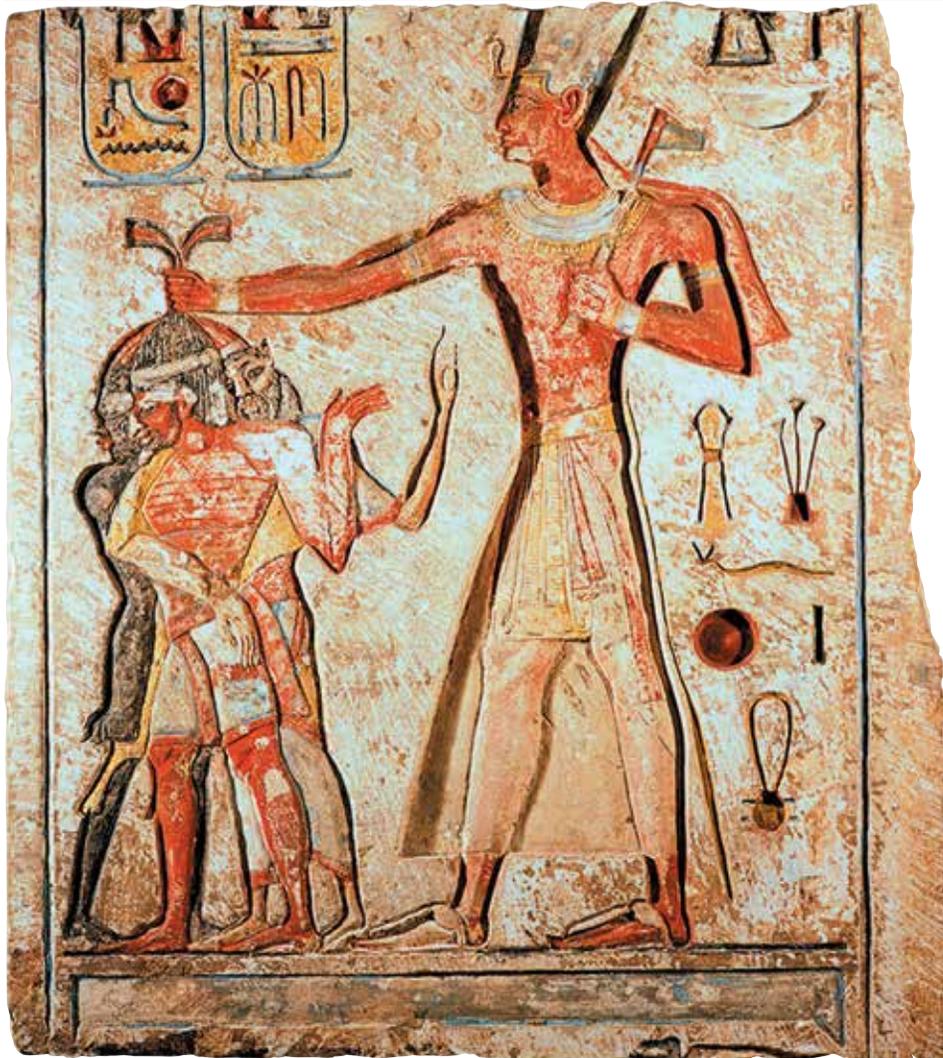
TUNE IN



tld-10511

Rameses II is often regarded as the greatest of all pharaohs. However, does the evidence support this stance?

SOURCE 1 A painted limestone panel showing the great New Kingdom pharaoh Rameses II striking bound prisoners of war



1. Describe what Rameses II is doing in the painted limestone panel shown in **SOURCE 1**.
2. How would such actions by a political leader be regarded today?
3. How do you think they would have been regarded in ancient Egypt?

5.9.1 Who was Rameses II?

You have already encountered several rulers of ancient Egypt in this topic. They include Narmer, the first pharaoh of both Upper Egypt and Lower Egypt; Khufu, for whom the Great Pyramid was built; and Tutankhamun, who became famous because his tomb was discovered with its contents untouched. However, many historians have regarded Rameses II, who ruled Egypt between c. 1279 and 1212 BCE, as the greatest of all pharaohs.

Rameses II (sometimes spelled *Ramses* and *Ramesses*) was probably born about 1303 BCE. He was a son of King Seti I. Rameses was in his early twenties when he became Egypt's ruler. He held that position for longer than any other pharaoh. Because of his military campaigns and building projects, including temples and cities, he became known as Rameses the Great.

SOURCE 2 The head of the colossal statue of Rameses II at the Temple of Luxor in central Egypt



The warrior king

In about 1278 BCE, Rameses' navy defeated the sea pirates who had been attacking Egyptian trading ships in the Mediterranean Sea. Rameses commanded an army of possibly 100 000 men. He gained fame through many battles in which Egypt fought the Hittite Empire to its north and the Nubians to its south. During these campaigns, Rameses' forces repelled invasions, regained territories Egypt had lost under previous pharaohs and secured Egypt's borders.

vassal state a state whose ruler recognises another, more powerful ruler as overlord
stalemate a situation in a contest or conflict in which neither side can defeat the other

5.9.2 Fighting the Hittites

 Over 20 years, from about 1277 BCE, Rameses led a series of campaigns against the Hittite Empire. In the first campaign, Rameses defeated several Palestinian princes and captured Amurra, a **vassal state** of the Hittite Empire in Syria.

tlvd-10512

In the following year, Rameses led his armies to attack the Hittite-controlled city of Kadesh. His army consisted of four divisions, with Rameses personally leading the Amun division. However, the waiting Hittite army ambushed another Egyptian division as it was crossing a river, causing the soldiers to flee. According to Egyptian records, in the ensuing battle, Rameses found himself isolated from his forces but, almost single-handed, he defeated an overwhelming Hittite force, killing vast numbers as he escaped (see **SOURCE 4**). Although the Battle of Kadesh was a **stalemate** and the Hittites remained in Syria, Rameses declared the battle a great Egyptian victory.

SOURCE 3 This relief sculpture in Luxor shows Hittite soldiers being crushed under the wheels of Rameses II's chariot at the Battle of Kadesh.



In later campaigns, spread between the seventh and twenty-first years of his reign, Rameses captured Hittite territory. But neither side was able to win a decisive victory and, in about 1258 BCE, the conflict ended with a peace treaty.

Great ruler or great bragger?

 aud-0423 Historians have a vast number of primary sources about Rameses' achievements because, more than any other pharaoh, he was a great builder of monuments that glorified his deeds. Enormous numbers of huge statues were constructed, portraying him as a handsome, smiling and powerful ruler. At his temple at Abu Simbel, each of the four statues of Rameses II carved out of the face of a cliff is almost 20 metres tall. Records of his exploits, including scenes of him crushing the Hittites, were engraved deeply on monuments and temples throughout Egypt. So great was his reputation that nine future pharaohs took his name.

SOURCE 4 From a poem inscribed by order of Rameses II on the walls of five temples to commemorate his victory at Kadesh

In the midst of many peoples, all unknown,
Unnumbered as the sand,
Here I stand,
All alone;
There is no-one at my side;
My warriors and chariots afeared [frightened],
Have deserted me . . .
. . . Two thousand and five hundred pairs of horses were around,
And I flew into the middle of their ring,
By my horse-hoofs they were dashed all in pieces to the ground . . .

 tlvcl-10513

SOURCE 5 Rameses II in a detail from sculptures and hieroglyphs on his temple at Abu Simbel



DID YOU KNOW?

During the 1960s, an international operation was conducted to save the temple at Abu Simbel and its statues. The entire site was carefully cut into sections and moved to higher ground. This was done to save it from being submerged beneath the rising water behind Egypt's new Aswan High Dam.

5.9 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

One of the important skills we develop as historians is how to determine significance and *who* decides. To decide how significant individual people were, we use criteria. We can develop questions around these criteria such as:

- What role did they play in society? Was it an important role?
- What were their achievements?
- What impact did these achievements have? For example, did they change society or the course of history?
- What influences made them who they were?
- How do we know about these people and how *trustworthy* is this information?
 - How were they perceived by others at the time? Did different people see them differently? Why?
 - How did they represent themselves?
 - Have different historians from different cultures interpreted their significance differently over time? Why?
- How do we perceive these people today through the lens of our own time and place?

Some writers have been unquestioning in accepting Rameses' propaganda as fact. The extract shown in **SOURCE 6** from online website Military History Matters is an example of this. Other writers are more sceptical, as shown in the extract in **SOURCE 7**.

SOURCE 6 From 'Ramesses II — the greatest leader of all time?' on Military History Matters website

Ramesses had walked blindly into a Hittite trap. With little warning, a huge detachment of 2500 Hittite chariots descended on the division of Ra as it marched toward the camp . . . Egyptian survivors of the initial assault fled in disarray as the Hittites poured into the Egyptian camp. Yet it was at this point, as the pharaoh stood alone and defeat seemed certain, that Ramesses proved his worth. He leapt into his war chariot and personally drove back the Hittite advance from the camp. As the Hittites faltered, they were hit by a second setback. Egyptian reinforcements had been sent by sea and fortuitously in time to help Ramesses repel the Hittites.

SOURCE 7 From 'Rameses II' entry in the online *World History Encyclopedia*

The reign of Rameses II has become somewhat controversial in the last century, with some scholars claiming he was more of a showman and a propagandist than an effective king, and others arguing the opposite. The records of his reign, however — both the written and the physical evidence of the temples and monuments — argue for a very stable and prosperous reign.

TASK

Analyse the information about Rameses provided in this lesson and **SOURCES 6** and **7** by filling in the table. You only need to provide a sentence for each.

	By himself	By the Military History Matters website	By the <i>World History Encyclopedia</i>
How was Rameses II represented?			
Why was he represented that way?			

	By himself	By the Military History Matters website	By the <i>World History Encyclopedia</i>
Was the representation from a reliable or unreliable source?			

5.9 Exercise

learn**on**

5.9 Exercise

Learning pathways

■ LEVEL 1

1, 3, 5, 6

■ LEVEL 2

2, 4, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

1. **Identify** the enemy group that was not defeated under Rameses II.
 - A. Nubians
 - B. Assyrians
 - C. Hittites
 - D. Mediterranean pirates
2. **Explain** why he came to be known as Rameses the Great.
3. Rameses II's forces fought the Nubians at the Battle of Kadesh. True or false?
4. **Discuss** whether the Battle of Kadesh was really an Egyptian victory. **Justify** your response.
5. In 1258 BCE the conflict with the Hittites ended with a _____.

Apply your understanding

Using historical sources

6. Study **SOURCE 2**. **Describe** the impression of Rameses II that is conveyed by this colossal head and **explain** why he would have wanted to be portrayed this way.
7. Look at **SOURCE 3** and read **SOURCE 4**.
 - a. According to **SOURCE 3**, what happened to Hittite soldiers at the Battle of Kadesh?
 - b. According to **SOURCE 4**, why were Rameses II's soldiers not at his side, how many enemies did he face and how did he defeat them?
 - c. Do **SOURCE 3** and **SOURCE 4** give conflicting or supporting evidence?
 - d. Are these sources reliable or unreliable? Give reasons for your answer.
 - e. How might the soldiers who fought for Rameses II have felt about what was inscribed in **SOURCE 4**?
8. All four sources in this lesson and most other primary sources about Rameses II were produced on his orders. **Propose** any problems this may create for historians.
9. **Place** the main events of Rameses II's life on a timeline.
10. Using **SOURCES 4** and **5**, **describe** how Rameses II wished to be remembered.

LESSON

5.10 What should we thank the Egyptians for?

LEARNING INTENTION

By the end of this lesson you should be able to describe some ancient Egyptian inventions that we still use today.

TUNE IN

Shown in **SOURCE 1** is an Ancient Egyptian invention we still use every day.

SOURCE 1 What is shown here?



1. What do you think **SOURCE 1** might be?
2. How do you think the circle shapes might connect to its function?

5.10.1 Paper

The Egyptians made the first ink and discovered how to make paper from papyrus, which grew along the banks of the Nile.

SOURCE 2 Papyrus from the *Book of the Dead* (c. 1310 BCE)



5.10.2 Make-up

The Egyptians invented cosmetics and hygiene products such as the toothbrush and breath mints. Ancient Egyptians invented eye make-up around 4000 BCE. They mixed together soot and a mineral called galena to make black eyeliner, which was even used as an insect repellent. Green eye shadow was made by powdering a mineral called malachite. Both noble men and women wore make-up.

5.10.3 The calendar

The Egyptians invented a 365-day calendar, separated into 12 months just like ours today. Each month was 30 days, with five extra days added to the end of the year. The calendar was used to help the ancient Egyptians predict when the Nile would flood, which was essential to their agriculture. (A calendar is what is shown in **SOURCE 1**).

5.10.4 Mathematics

While some say that the ancient Egyptians invented mathematics, that is not entirely true. Many other ancient cultures also invented some form of mathematics, including ancient Africans from the Congo, the Sumerians, Chinese, Indians and Mayans. This knowledge was likely shared between some of these cultures when they came into contact and passed down over time. The ancient Egyptians certainly put their mathematical skills to work on their incredible engineering feats — such as the pyramids, which could not have been built without mathematics. As the only one of the seven ‘Ancient Wonders of the World’ that still remains, the Great Pyramid is probably Egypt’s greatest legacy, drawing thousands of tourists to the country each year.

SOURCE 3 Pyramids at Giza. The Great Pyramid of Khufu towers above the others.



SOURCE 4 Princess Nefertibet eating (2589–2566 BC). You can see Egyptian numbers on the right panel.



5.10 SKILL ACTIVITY: Communicating

When we look back to how people lived thousands of years ago, it might seem like no connection exists between them and us. However, if we look a little more closely, we might also see that, in some ways, we are very similar. Next time you brush your teeth, thank the ancient Egyptians!

TASK

Work in small groups and **choose** one ancient Egyptian invention that we still use today.

1. **Conduct research** and make notes on the development of this invention over the ages.
2. **Create** a visual timeline to show how this invention has changed over time, and display it in your classroom.
3. Could you live without this invention? **Explain** your answer.

5.10 Exercise

learnon

5.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8

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Check your understanding

1. **List** four ancient Egyptian inventions.
2. The ancient Egyptians made paper out of _____.

3. **State** if the following are true or false.
 - a. Only noble women wore make up.
 - b. Egyptians were the first to invent mathematics.
 - c. The Egyptian calendar is exactly the same as our calendar today.
4. The calendar was used to help the ancient Egyptians predict when the Nile would **dry out** / **flood** / **calm**, which was essential to their **worship** / **washing** / **agriculture**.
5. 'The pyramids could not have been built without mathematics'. **Explain** what you think this means.

Apply your understanding

Questioning and researching

6. **Create** a list of five questions you would like to ask about any of the sources shown in this lesson.

Using historical sources

7. Look at **SOURCE 2**. **Propose** how you think the ancient Egyptians created the colours you can see if they didn't have access to art supplies.

Communicating

8. In your opinion, what is the most significant Egyptian invention or legacy of ancient Egypt? **Explain** your answer in a short paragraph.

LESSON

5.11 INQUIRY: Powerful women — how have they been recorded and treated in history?

LEARNING INTENTION

By the end of this lesson you should be able to use the inquiry process to investigate a question about how women in leadership have been recorded and treated in history.

Background

Throughout history women, and especially women in leadership positions, have been treated differently to their male counterparts.

In this lesson you will compare the pharaoh Hatshepsut with modern Australian leader Julia Gillard. You may also consider other female leaders.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Look at the primary sources provided. What would you like to investigate further? **Write** an inquiry question using these sources as inspiration.

SOURCE 1 An inscription in the pharaoh Hatshepsut's mortuary

Then his majesty said to them: this daughter of mine . . . I have appointed as my successor upon my throne . . . she shall direct the people . . . it is she indeed who shall lead you. Obey her words.

SOURCE 2 As in this statue, Hatshepsut was usually represented in drawings, paintings and sculpture as a man, with a false beard.



SOURCE 3 Defaced relief of Hatshepsut in the temple of Amun



SOURCE 4 Australia's first female prime minister, Julia Gillard



SOURCE 5 Protest outside Parliament House against Gillard and Labor Party policy, 2011



Step 2: Using historical sources

Read the secondary source provided and highlight the parts that answer your question.



aud-0424

SOURCE 6 Analysis of Hatshepsut by historian Robert Darlington

Hatshepsut becomes a pharaoh

Although women in ancient Egypt generally had more rights than in other ancient societies, the leaders of ancient Egypt were nearly all male. Before Hatshepsut, only three women had ruled the land.

The only circumstance in which a woman could become ruler was if the pharaoh died before the heir to throne was old enough to rule. In that case, the Chief Royal Wife could act as regent. This meant that she would be a temporary ruler on behalf of the heir. If there was no heir, the Chief Royal Wife could rule as pharaoh.

Hatshepsut was the daughter of Thutmose I (who ruled Egypt c. 1506 BCE–1493 BCE). As was common in Egyptian royal families, she married her half-brother, who became Thutmose II and ruled from c. 1493 to 1479 BCE. When her brother died in 1479 BCE, his son Thutmose III was just three years old. This meant that Hatshepsut was able to become regent, ruling on his behalf.

When Thutmose III was about eight years old, Hatshepsut arranged to have herself crowned as pharaoh. She and Thutmose III became co-rulers of Egypt. Hatshepsut made two claims in support of her right to the throne. She claimed that her father, Thutmose I, had appointed her to succeed him as ruler. She also claimed to be the daughter of the god Amun. Hatshepsut and Thutmose II ruled together until 1458 BCE.

Achievements

Hatshepsut is believed to have brought wealth to Egypt, particularly through trade in gold, ebony and incense. She led Egypt's armies — on at least one occasion against Nubia. She had grand structures built that still stand, including her mortuary temple at Deir El Bahri. However, after her death in 1458 BCE, her images were chiselled off some walls, many of her statues were smashed and an attempt was made to remove her from the records of pharaohs.

If your question wasn't answered in **SOURCE 6**, **research** your question online. Also use the **Hatshepsut** and **Hatshepsut — The pharaoh that wouldn't be forgotten** weblinks in the Resources tab to get you started.

Step 3: Historical perspectives and interpretations

Explain what these sources tell you about the difficulties faced by a female leader in ancient Egypt and a female leader in 21st century Australia. Are things changing?

Step 4: Communicating

What is the answer to your inquiry question? Support your answer with examples from your research. **Present** your findings to your class in a format of your choice.

Complete your self-assessment using the **Inquiry rubric** or access the 5.12 exercise set to complete it online.

on Resources

 **Digital document** Inquiry rubric (doc-39371)

 **Weblinks** Hatshepsut
Hatshepsut — The pharaoh that wouldn't be forgotten Ted Ed

LESSON

5.12 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

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5.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

5.2 How do we know about ancient Egypt?

- Scholars have been able to read ancient Egyptian written primary sources since the code for hieroglyphs was broken in the nineteenth century.

5.3 Why was the Nile so important?

- Civilisation could never have developed in Egypt without the Nile.
- The annual flooding of the Nile provided fertile soil for farming.
- The Nile also provided a transport route, defence and was linked to gods

5.4 What was Egyptian society like?

- Egyptian society was layered like a pyramid.
- Pharaohs had enormous powers but also enormous responsibilities.
- Most ordinary people were peasants but others were engaged in a variety of skilled occupations.
- Women had fewer rights than men but more rights than women in most other ancient societies.

5.5 What did ancient Egyptians believe?

- Ancient Egyptians had many different gods.
- They believed in an afterlife and buried possessions they might need in that afterlife.
- Mummification was a complex process that was carried out with great care wherever possible.
- Burial customs have provided most of our evidence for ancient Egypt.

5.6 What's the truth about the pyramids?

- During the Old Kingdom, pyramids were built to house the mummies of pharaohs.
- The Egyptians built them with tools made of stone, wood and bronze.
- Because the contents of the pyramids were robbed, later pharaohs were entombed in the Valley of the Kings.

5.7 Who were Tutankhamun, Akhenaten and Nefertiti?

- Tutankhamun's tomb is highly significant because, unlike tombs of greater pharaohs, its contents had not been robbed.
- Before Tutankhamun's reign, Akhenaten carried out a religious revolution, decreeing that Egyptians must worship Aten above all other gods.
- Nefertiti was Akhenaten's first wife and a woman of great influence in ancient Egypt.

5.8 What were the effects of war and trade?

- Egypt's relations with other countries involved trade and war.
- During times of strength, Egypt drove out invaders and dominated other lands.
- During times of weakness and division, Egypt suffered invasions.

5.9 Rameses II — Egypt's greatest pharaoh?

- Rameses II has been regarded as Egypt's greatest pharaoh because of his military achievements and the monuments glorifying him.
- His greatness is contestable mainly because the evidence of it was constructed on his orders.

5.10 What should we thank the Egyptians for?

- The ancient Egyptians invented many things we still use today, such as paper, make-up, a 365-day calendar and mathematics.

5.11 INQUIRY: Powerful women — how have they been recorded and treated in history?

- Hatshepsut was one of very few Egyptian women to achieve the rank of pharaoh.
- After her death in 1458 BCE, however, her images were chiselled off some walls, many of her statues were smashed and an attempt was made to remove her from the records of pharaohs.

5.12.2 Key terms

amulet charm believed to protect against evil

artisans skilled craftspeople

Asiatic peoples of Asia, including the Middle East

canopic jars used to store the liver, lungs, intestines and stomach of the person being mummified

cataracts rapids, where the river's surface is broken by rocks

civil war war between rival factions within one state or country

deity god or goddess

delta low, triangular area where a river fans out as it nears the sea

demotic script the simplest of the ancient Egyptian scripts; almost like handwriting

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

hieratic script Egyptian script that was less decorative and complex than hieroglyphs

Inundation the seasonal flooding of the Nile

mercenary person who fights for a foreign country for money or other rewards

mummy body that has been embalmed

natron a mineral salt used to dry out dead bodies

papyrus paper made from crushing reeds

sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

shadoof irrigation device used to lift water from the river

stalemate a situation in a contest or conflict in which neither side can defeat the other

Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

vassal state a state whose ruler recognises another, more powerful ruler as overlord

5.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview.

How do we know about ancient Egypt, and what were its defining features, achievements and legacies?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10493)
 - Reflection (ewbk-10497)
 - Ancient Egypt crossword 1 (ewbk-10495)
 - Ancient Egypt crossword 2 (ewbk-10496)
-  **Interactivity** Ancient Egypt crossword (int-7693)

5.12 Review exercise

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Multiple choice

- In Egypt the Inundation was which of the following?
 - A temple
 - An annual period of flooding
 - A bucket used for irrigation
 - A writing tool
- The Nile is formed by the joining of which two rivers?
 - The Murray and Darling
 - Green Nile and Yellow Nile
 - Red Nile and Black Nile
 - White Nile and Blue Nile
- After the pharaoh, who was the next most powerful official?
 - The president
 - The prime minister
 - The vizier
 - The lord high executioner
- Who were included as skilled artisans in ancient Egypt?
 - Peasants and slaves
 - Stone masons and paper makers
 - Scribes
 - Nobles and priests
- Which of the following women ruled Egypt as pharaoh from 1479 to 1458 BCE?
 - Nefertiti
 - Cleopatra
 - Hatshepsut
 - Neber
- The Great Pyramid was built during which of these periods of ancient Egyptian history?
 - The Old Kingdom
 - The First Intermediate Period
 - The Middle Kingdom
 - The Second Intermediate Period

7. In ancient Egypt, a woman's social rank depended on the rank of which of these?
 - A. Her mother and father
 - B. Her brother or sister
 - C. Her cousins
 - D. Her husband or son
8. Which of the following gods were associated with death, tombs and the afterlife?
 - A. Seth and Horus
 - B. Osiris and Anubis
 - C. Isis and Hathor
 - D. Amun-Ra and Thoth
9. When a body was mummified, where were most internal organs stored?
 - A. Refrigerators
 - B. Cupboards
 - C. Cellars
 - D. Canopic jars
10. Why was the tomb of Tutankhamun a significant archaeological find?
 - A. Tutankhamun was a powerful pharaoh.
 - B. The tomb was enormous.
 - C. It was the only royal tomb that had not been robbed.
 - D. There was a curse on the tomb.

Short answer

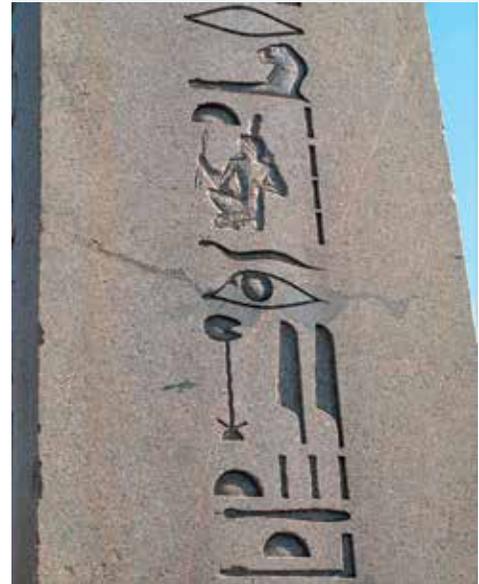
Using historical sources

11. Look closely at **SOURCE 1**. During the time of the Roman Empire, this obelisk was taken from Egypt and placed in a public area in Constantinople (now Istanbul).
 - a. Referring to the symbols in lesson 5.2, see if you can identify some of the hieroglyphs.
 - b. What does the transporting of this enormous obelisk from Egypt to Constantinople suggest about Roman attitudes to Egyptian culture?

Communicating

12. Thinking back to the sources in this topic, briefly **summarise** one type of evidence we have of ancient Egyptian life and **explain** what it tells us.
13. **Describe** the ancient Egyptian approach to death and the afterlife.
14. **Explain** why there are differing opinions on the greatness of Rameses II.
15. In a paragraph, **discuss** the value of the Nile to ancient Egyptians.

SOURCE 1 A section of a huge Egyptian obelisk engraved in neat hieroglyphs



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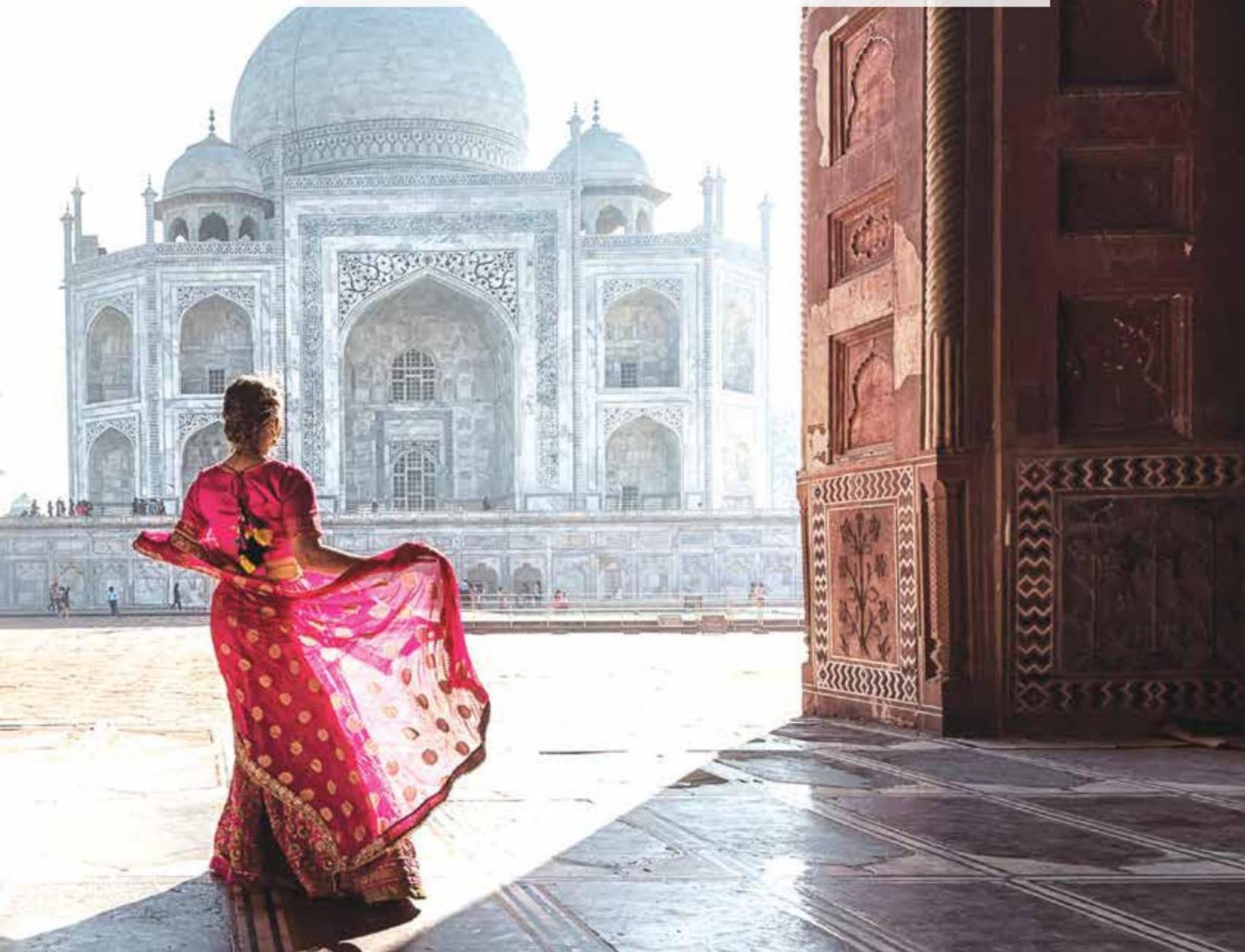
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6 Ancient India

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LESSON

6.1 Overview

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How did society change during the Indus Valley Civilisation?

6.1.1 Introduction

With more than 1.3 billion people, India has the world's second largest population. India's economy is growing rapidly and in 2020 was ranked by the International Monetary Fund as the world's sixth largest. Yet, while some Indians have become wealthy, terrible poverty still exists. Approximately 15 per cent of all Indians are undernourished. This may not seem like a significant percentage, but when you consider that 15 per cent of 1.3 billion is 195 million people, you can see how serious the problem of hunger is in India.

India has also become an important trading partner for Australia. Large numbers of Indians have migrated to Australia, and many Indian students study at Australian colleges and universities.

When we speak of ancient India, we refer to the Indian subcontinent. Along with modern India, the subcontinent includes modern-day Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan. In ancient times, these modern states did not exist. Great civilisations emerged on the Indian subcontinent, and some of their customs have survived to the present day.

SOURCE 1 Men on camels in traditional dress, taken at the Desert Festival in 2013 at Jaisalmer, India



Resources



eWorkbook

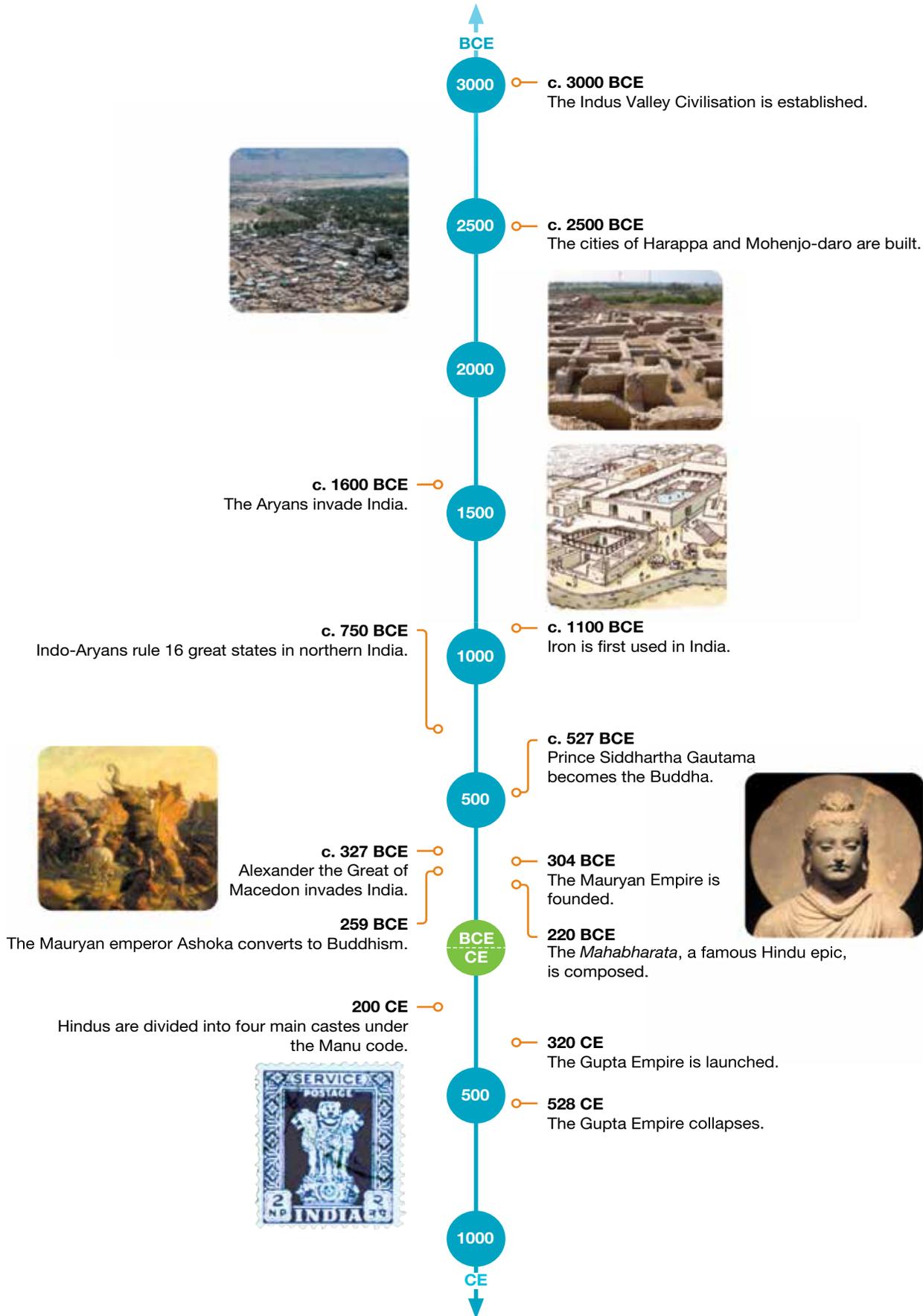
Customisable worksheets for this topic (ewbk-10518)



Video eLesson

Ancient India (eles-1839)

SOURCE 2 A timeline of ancient India



LESSON

6.2 How do we know about ancient India?

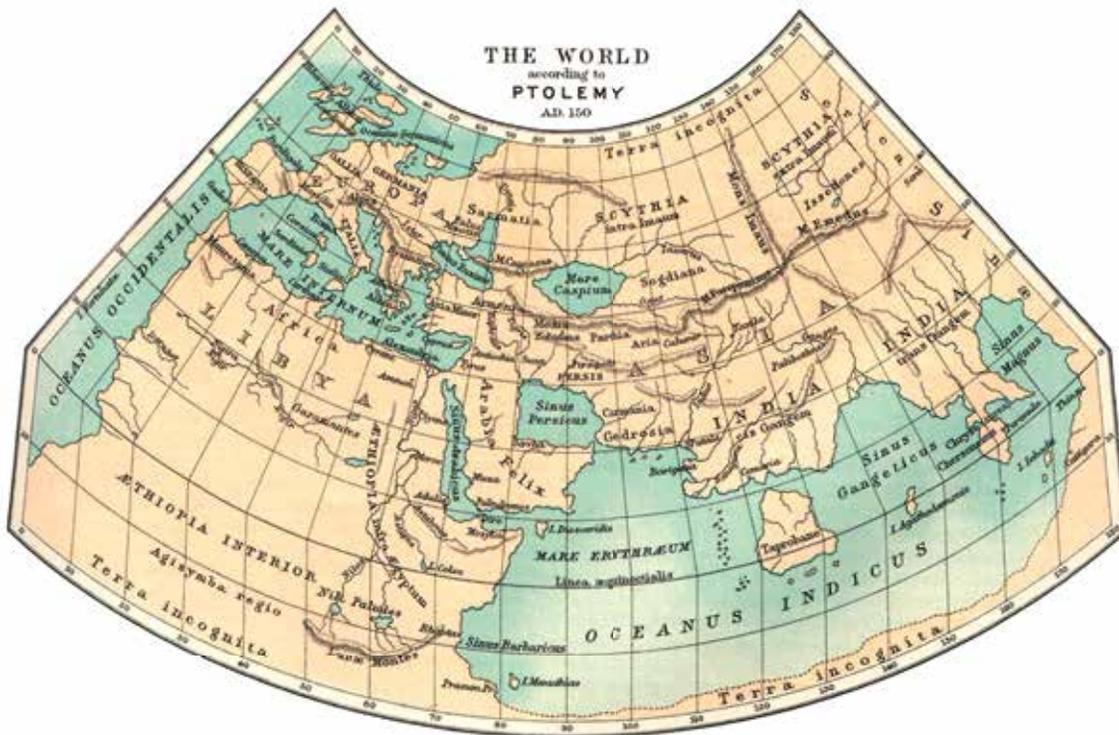
LEARNING INTENTION

By the end of this lesson you should be able to describe the types of historical sources that inform us about ancient India.

TUNE IN

Think about everything you already know about ancient India.

SOURCE 1 A reconstruction of the Greek mathematician Ptolemy's map of the world, which he drew about 150 CE



1. Brainstorm and write a list of all the things you already know, including aspects such as customs, food and traditions. Don't worry if you can't remember all the names, events or people — just write as many points down as you can. You may like to do this activity with a classmate.
2. Discuss your lists as a class. Do you notice any similarities?

6.2.1 How do we know about ancient India?

Ancient India has a rich history spread over more than 3500 years. Over this time, many different civilisations have cast their influence over the subcontinent. The oldest of these, the Indus Valley Civilisation, originated in what is now known as Pakistan. Archaeologists know far more about later ancient Indian civilisations than they do about the Indus Valley. This is largely because the first Indus Valley ruins were only discovered by archaeologists in 1921. Until this time, the remnants of this incredible culture lay hidden for thousands of years.

Finding artefacts, records and information about many ancient civilisations is extremely difficult. The main forms of information about ancient civilisations come from pottery, engraved stone artefacts and the walls of ancient structures. Some civilisations, such as those from Rome, Greece, Egypt and China, have left behind a considerable legacy of large-scale artefacts. The records we have from other civilisations, such as the Indus Valley, have been more difficult to find. We first became aware of the Indus Valley when archaeologists began to unearth two of its cities in 1921. Before this time, no-one knew that these were the ruins of a very ancient civilisation. Most of what we now know about the Indus Valley Civilisation has come from the excavation of three important sites: Harappa, Mohenjo-daro and Lothal. These ancient cities are examined later in this topic.

Evidence from other civilisations

We also have evidence of connections between ancient India and other civilisations. King Darius I of Persia is believed to have sent Greek explorer Scylax of Caryanda on a voyage to the East. On this voyage, Scylax travelled down the Ganges until it emptied into the Indian Ocean. Later, Alexander the Great conquered the Persian Empire in 334 BCE and then set his sights on India. Although his conquests were short-lived, they were significant enough to influence Buddhist art in northern India. Before Greek exploration, the Buddha was never depicted in human form. It is thought that the Greek focus on natural and realistic art influenced Indian artists to create **anthropomorphic** depictions of Buddha (see **SOURCE 3**).

anthropomorphic describing or representing something as having human traits, despite its original lack of these characteristics

SOURCE 2 From *The Histories* by the Greek historian Herodotus, written about 440 BCE

[The Indians of the north-west] go out to fetch gold — for in this region there is a sandy desert . . . the sand has a rich content of gold . . . There is found in this desert a kind of ant of great size — bigger than a fox, but not so big as a dog . . . [These] Indians plan their timetable so as to actually get their hands on the gold during the hottest part of the day, when the heat will have driven the ants underground . . . When the Indians [on their camels] reach the place where the gold is, they fill the bags they have brought with them with sand, and start for home again as fast as they can go; for the ants (if we may believe the Persians' story) smell them and at once give chase; nothing in the world can touch these ants for speed, so not one of the Indians would get home alive if they did not make sure of a good start while the ants were mustering their forces.

SOURCE 3 Humanesque depiction of Buddha from Gandhara



SkillBuilders to support skill development

- 1.12 SkillBuilder: Analysing different perspectives about ancient India

6.2 SKILL ACTIVITY: Using historical sources

1. **Compare** the map in **SOURCE 1** to a modern map of the same area.
2. **Create** and complete a table (similar to the one provided) that lists the similarities and differences you can identify.

	The world according to Ptolemy (AD 150)	Modern map
Similarities		
Differences		

6.2 Exercise

learnon

6.2 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 6, 7

LEVEL 2

4, 5, 8

LEVEL 3

9, 10

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Check your understanding

1. The Indus Valley Civilisation originated in which modern-day country?
 - A. India
 - B. Afghanistan
 - C. Pakistan
 - D. Nepal
2. Archaeologists first discovered the Indus Valley ruins in the year _____.
3. **Identify** where the main forms of information about ancient civilisations come from. Select all that apply.
 - A. Paintings
 - B. Pottery
 - C. Songs and poems
 - D. Engraved stone artefacts
 - E. Walls of ancient structures
4. **State** one reason not a lot of records remain of the Indus Valley Civilisation.
5. **Recall** what influenced the creation of anthropomorphic depictions of Buddha.

Apply your understanding

Using historical sources

6. Engravings from religious buildings provide much of the archaeological evidence we have from ancient India. **Name** three strengths and three weaknesses of this form of evidence
7. Read **SOURCE 2**.
 - a. **Recall** the observations Herodotus makes about India and its culture.
 - b. **Evaluate** the accuracy of these observations.
8. Describe the depiction of the Buddha as shown in **SOURCE 3**. Explain how this depiction differs from those seen in India before contact with the Greeks.
9. a. **Compare SOURCE 1** to a modern map of India. **Identify** and **describe** the key differences.
b. **Identify** one reason for the differences between Ptolemy's map and a modern map.
10. **Name** three key cities of the Indus Valley Civilisation. **Propose** reasons these cities are no longer as important to India as they once were.

LESSON

6.3 What is the geography of India?

LEARNING INTENTION

By the end of this lesson you should be able to describe India's unique geographic characteristics and explain the impact they had on early Indian civilisations.

TUNE IN

The places where people choose to live are anything but random. When deciding where your family would live, your parents probably considered a number of factors including schools, proximity to family and friends, proximity to public transport and general safety.

The factors that people in ancient times would have thought about were *very* different.

1. Brainstorm the geographic characteristics that would have been favourable in ancient times that would have enabled the development of permanent civilisations.
2. Discuss your own town. Do you think it was built in a good place?

SOURCE 1 What features make a place desirable?



6.3.1 Region and climate

The modern nation of India is the seventh largest country in the world. This in itself is impressive. However, if you add the other modern nations that were once part of greater India — including Pakistan, Bangladesh and the island state of Sri Lanka — the Indian land mass is bigger still. It is so big that the region is often called the Indian subcontinent. A subcontinent is a large land mass attached to a **continent**. In the case of the Indian subcontinent, the land mass is attached to the continent of Asia.

The Indian subcontinent is made up of three geographical regions: the Indian Himalayan Region, the Indo-Gangetic Plain and the Deccan Plateau.

The Indian Himalayan Region is part of the Himalayan mountain range. These mountains are the highest in the world and their snow-capped peaks feed into three of the subcontinent's major rivers — the Ganges, the Brahmaputra and the Indus. As it reaches the Bay of Bengal, the Ganges forms a 350 kilometre wide delta.

The Indo-Gangetic Plain is a flat, well-watered area. It is the most fertile and densely populated region of the subcontinent. Its western section is drier, merging into the Thar Desert.

continent one of seven very large, continuous bodies of land; they are Europe, Asia, Africa, Antarctica, Australia, North America and South America

SOURCE 2 A map of the Indian subcontinent



Source: Spatial Vision

The Deccan Plateau in the south is rocky and barren. Farmers here use the rivers to water their crops. Unlike the rivers of northern India, these southern rivers depend on **monsoon** rains to fill their banks.

Given its vast size and varied terrain, the Indian subcontinent has a wide range of weather patterns. The seasonal monsoons also influence its climate. Each year has six seasons: summer, autumn, winter, spring, summer monsoon and winter monsoon. In the Himalayan north, winters may be freezing and, in some areas, summers are cool. In the central and southern areas of the subcontinent, the tropical climate produces temperatures ranging from warm to hot, with some inland areas reaching as high as 50 °C in summer.

India's geographical features had a strong influence on the location of its ancient civilisations. They developed mainly along river valleys that provided reliable water supplies, fertile soils for growing crops and access to the sea for trading. Such conditions were also seen in some of the world's great early civilisations, including ancient Iraq and Egypt.

monsoon rainy season accompanied by south-westerly summer winds in the Indian subcontinent and South-East Asia

6.3 SKILL ACTIVITY: Communicating

Your task is to inform others about the geography of India in a clear and interesting way. Using your atlas, **create** a blank outline map of India.

Conduct **research** to label the following:

- major geographical features (rivers, mountain ranges, plateaus, deserts)
- main areas of food production
- major cities
- two areas of high population density and two areas of low population density.

Use clear, coloured labels to ensure your audience understands what features you are pointing out. You may also like to use icons or images in your map to add interest.

Present your map to the class and **explain** the features you've added.

6.3 Exercise

learn **on**

6.3 Exercise

Learning pathways

■ LEVEL 1

1, 3, 6

■ LEVEL 2

2, 4, 5, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- What is a subcontinent?
 - A small part of a continent
 - A continent
 - A country in a continent
 - A very large land mass attached to a continent
- Name** the nations that make up the Indian subcontinent.
- Identify** the three regions of the Indian subcontinent.
 - Asian Pacific Region
 - Indian Himalayan Region
 - Indo-Gangetic Plain
 - Nepalese Himalayan Region
 - Deccan Plateau
- Name** the three main rivers of the Indian subcontinent.
- The _____ Region tends to be cool to cold, while the Indo-Gangetic Plain and the _____ are warm to hot.

Apply your understanding

Using historical sources

- Look closely at **SOURCE 2**. Calculate the distance of the Indian subcontinent from east to west and from north to south.
- Given the size of the Indian subcontinent and the variety in terrain and climate, do you think it possible that its population could share the same language and culture? **Explain**.

Historical perspectives and interpretations

- Describe** the role that rivers played in India's early history.
- Explain** what other geographic features, besides rivers, influenced the development of ancient Indian civilisations.
- Explain** how the rivers of the Indian subcontinent might have helped to develop a civilisation based on farming.

LESSON

6.4 What are the lost cities of the Indus Valley?

LEARNING INTENTION

By the end of this lesson you should be able to describe the cities of Harappa and Mohenjo-daro and the people who lived there, and explain how the Indus Valley Civilisation ended.

TUNE IN

The mysteries of the Keezhadi Civilisation

In 2013, archaeologists made some surprising discoveries near the town of Keezhadi in Southern India. Included in these discoveries were pottery, wells and an incredibly well preserved iron dagger with a wooden handle. The finds at Keezhadi were linked to the Keezhadi Civilisation, which is thought to have existed around the same time as the Indus Valley Civilisation. When archaeologists discover artefacts, they often need to make educated assumptions as to the probable use of these artefacts.

The photograph shown in **SOURCE 1** was taken from the Keezhadi excavation site. Brainstorm what you think the purpose was of these square holes. Provide reasons for your assumptions. You will find the answer to this question at the end of the lesson.

SOURCE 1 Square holes at the Keezhadi excavation site



6.4.1 The Indus Valley Civilisation

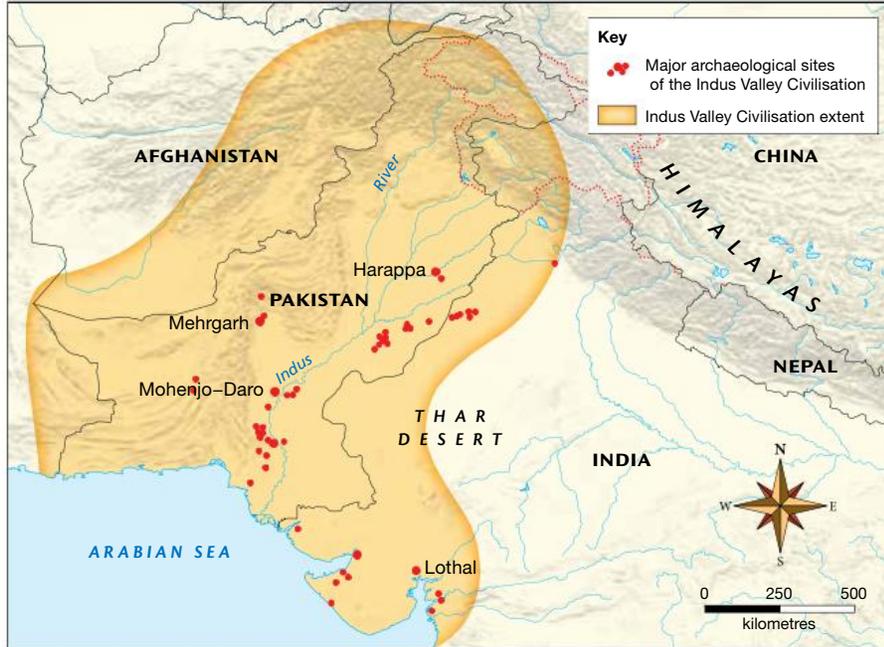
People have lived in the Indian subcontinent since the Old Stone Age. Some rock paintings found there date as far back as 50000 BCE. The Neolithic Revolution, when people began to settle in farming communities, began about 7000 BCE. The first towns and cities in the subcontinent arose around 3000 BCE. They flourished for around 1400 years before their mysterious decline. For thousands of years all that was known was that people had once lived in the cities, but only the brick ruins remained. What sort of buildings they had been, who built them and what became of them — all of this was unknown.

As in Egypt and Mesopotamia, the first Indian cities were built in a fertile river valley, with good soils and a reliable water supply for growing crops. This was the valley of the Indus River and its tributaries. So this first civilisation, arising at much the same time as those in Egypt and Sumer (in Mesopotamia), has become known as the Indus Valley Civilisation. It is also sometimes called the Harappan Civilisation because Harappa was the first of its cities to be excavated.

SOURCE 2 Mohenjo Daro is an ancient Indus Valley Civilisation city that was abandoned in the 19th century.



SOURCE 3 The main archaeological sites of the Indus Valley Civilisation



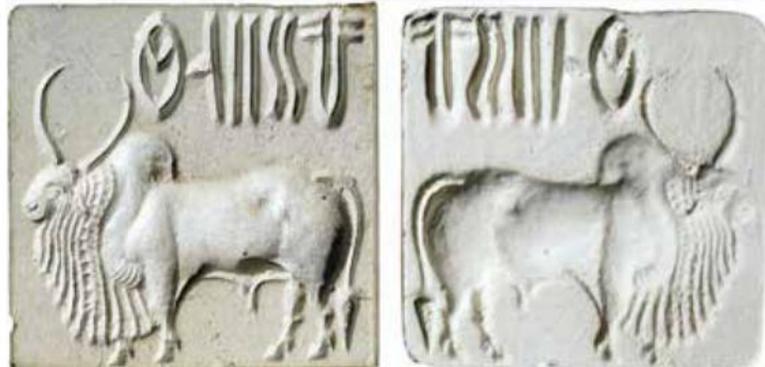
Source: Spatial Vision

The cities of the Indus Valley thrived. Farmers worked the fields surrounding the cities and officials organised the sale and distribution of agricultural produce. They had governments and used writing. Artisans created ornaments and tools, while traders plied their goods in boats up and down the river and its tributaries, and even across the sea to Mesopotamia. Artefacts from Mesopotamia have been found in the Indus Valley. This means trade links probably existed between these civilisations.

SOURCE 4 An Indus Valley stamp-seal, excavated at Mohenjo-daro.



SOURCE 5 An Indus Valley seal and its impression. Such seals have been found at the Mesopotamian city of Ur and other sites in that region. Similarly, seals from Mesopotamian cities have been found at Indus Valley locations such as the port city of Lothal. Animals on the seals include rhinoceros, elephants, unicorns and bulls.



DID YOU KNOW?

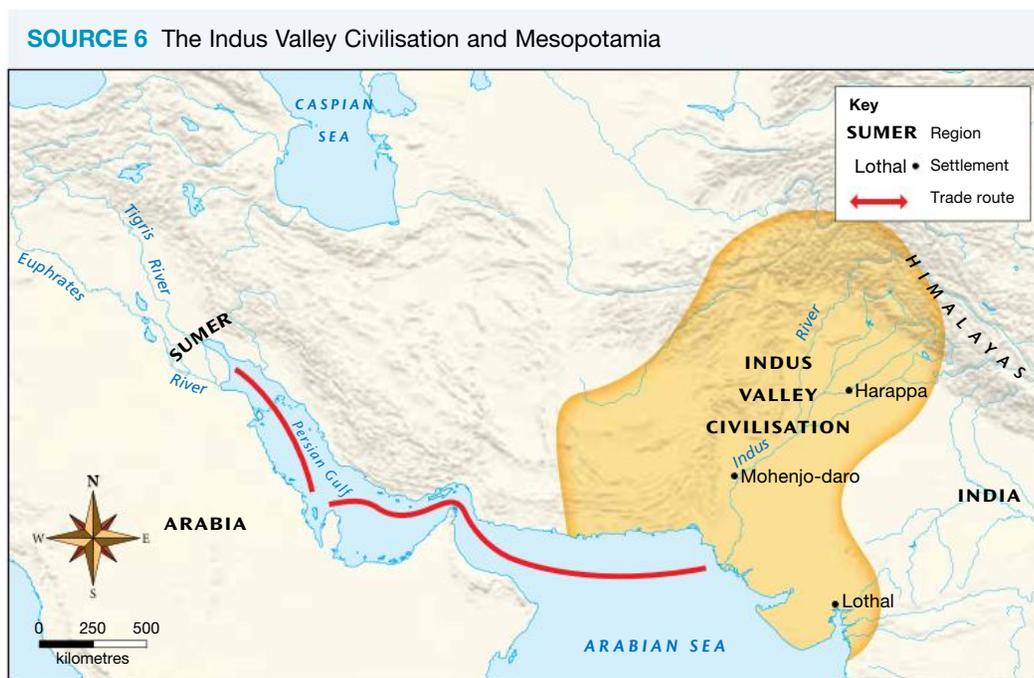
Stamp-seals were designed to leave an impression when pressed into wet clay. The imprint would be fixed to bundles of merchandise as merchants' marks.

6.4.2 Living in the lost cities

Our knowledge of the structure and function of cities during the Indus Valley Civilisation comes from several important archaeological sites. These cities have been well preserved and contain the remains of buildings and other pieces of important infrastructure. The largest Indus Valley sites that have been excavated are the cities of Harappa and Mohenjo-daro. Around 400 kilometres apart, both cities were based on a **grid system**, much like many modern cities. Each city was divided into 12 main blocks and had strong outer walls.

Many buildings were made of kiln-fired bricks similar, even in size, to the kinds of bricks used in many modern houses. Historians assume they used kiln-fired bricks because the Indus Valley had a wetter climate in those times. Such bricks were harder to make than mud bricks, dried only by the sun, but they were more durable in a wet environment. Evidence suggests that mud bricks were also used, but only the kiln-fired bricks have survived.

Most of the people of the Indus Valley would have been farmers. Cities could grow only where agriculture could produce a surplus to feed people who were not engaged in farming. So we know the farmers must have produced such a surplus. Excavations have given us some ideas about other kinds of work. Finds include seals, gold jewellery, combs, bronze statues and pottery. Such items would have been made by artisans in the cities and transported and traded by merchants.



Source: Spatial Vision

Features of Mohenjo-daro

The grid system is clearly visible in the modern artist's impression of Mohenjo-daro shown in **SOURCE 6**. This city has two levels. The first level is called the Higher Town or the 'citadel'. Although with its surrounding walls it looks like a citadel, or fortress, the Higher Town is actually a mound topped by a huge **granary** and communal baths.

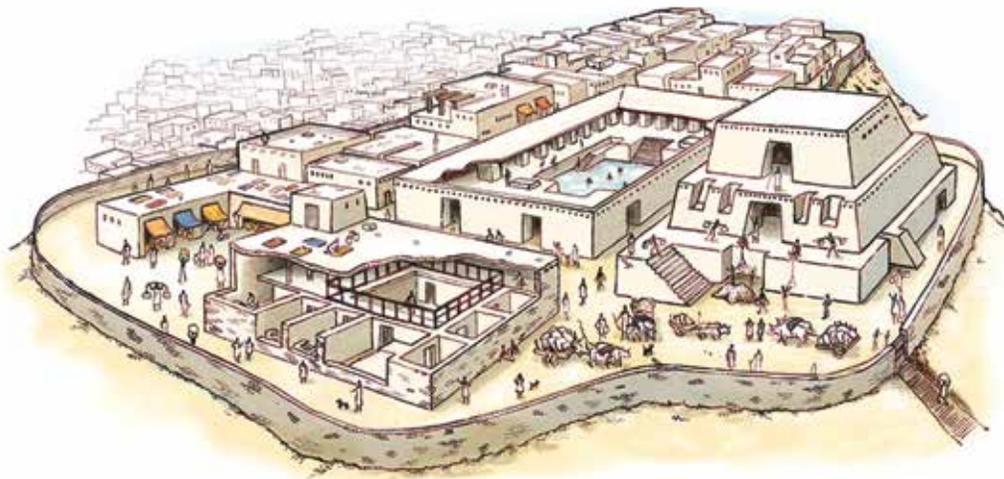
The granary was positioned high above the floodplain and was immense. The inhabitants of Mohenjo-daro depended on this building and its vast stores of grain, such as wheat and barley. The granary needed to be on high ground, beyond the reach of floodwaters. Ox-carts laden with produce would have been stationed in the recesses as workers raised produce to the platforms above.

grid system a street network that creates square and rectangular blocks
granary place for storing grain

The surviving walls of the granary reveal a row of ventilation ducts. These allowed air to circulate inside to prevent the produce from going mouldy. The roof of the granary was probably constructed of timber and has long since rotted away.

A brick-lined, sunken structure in the Higher Town is thought to have been an enormous bath. Traces of bitumen have been found in the bath, suggesting that it was sealed to prevent leakage. While we cannot know the purpose of the bath for certain, we can use contemporary knowledge of Indian customs to make an informed assumption. Ritual bathing is a common aspect of several Indian religions. We can also infer that, as the bath has stairs and ledges, the Great Bath was used for similar purposes.

SOURCE 7 A modern artist's impression of Mohenjo-daro. In the centre is the Great Bath and granary in the Higher Town.



The second level of Mohenjo-daro is the Lower Town. Here were the houses of the citizens. Like the buildings of the Higher Town, they are made of kiln-fired bricks. Larger houses often had courtyards. The windows faced inward and were high above ground level, ensuring privacy. A broad street, up to 10 metres wide, runs through the Lower Town, with narrower streets running off it.

SOURCE 8 The Great Bath of Mohenjo-daro



SOURCE 9 Structure believed to be a toilet at Mohenjo-daro



SOURCE 10 Large covered drain at Mohenjo-daro — tall enough for a person to walk through



Many wells were built in Mohenjo-daro. These provided the population with fresh water for drinking and washing. They were constructed of special wedge-shaped bricks. Some bricks had a groove in them to make it easier to send down a bucket on a rope: the groove prevented the rope from slipping sideways and spilling the water. Mud brick often covered the walls of the wells. Most wells were built inside dwellings. However, wells have also been found adjoining the city streets.

SOURCE 11 A well at Mohenjo-daro



For one of the world's first cities, Mohenjo-daro was remarkably **hygienic**. Many of the houses unearthed in the city had baths. Structures resembling toilets have also been unearthed. Many houses had drainage outlets onto the street, where gutters carried away waste water. Sometimes terracotta pipes were used. Chute systems were also used to expel water. Often a notched brick was placed at the end of the chute so solid waste could be trapped, preventing rubbish from accumulating in the street. Drains below the city streets were enclosed channels big enough for a person to walk through. This made it possible for workers to unblock the drainage system if the need arose.

Harappa had similar features to Mohenjo-daro. Their populations were also similar: Harappa's is estimated at 35 000 people and Mohenjo-daro's at 30 000. No evidence exists that a central government ruled the whole valley and used one of the cities as its capital.

hygienic healthy, sanitary

6.4.3 The end of a civilisation

The end of the Indus Valley Civilisation is another mystery. However, historians and archaeologists have at least formed some solid hypotheses about the last days of Harappa and Mohenjo-daro.

Originally it was thought that the Aryan invasion (see lesson 6.5) led to the fall of the Indus Valley Civilisation. Few scholars now accept this theory. Firstly, the Indus cities had already been abandoned by the time of the Aryan invasion. Secondly, no evidence has been found of warfare in or around the cities. There are none of the weapons, chariots, armour or remains of men and horses that would have been scattered across battlefields. Some skeletons found in Harappa do show signs of violent death and were once thought to be the victims of Aryan invaders. The problem with this theory is that these victims do not occupy strata levels that coincide with the last days of the city itself.

SOURCE 12 The Indus River

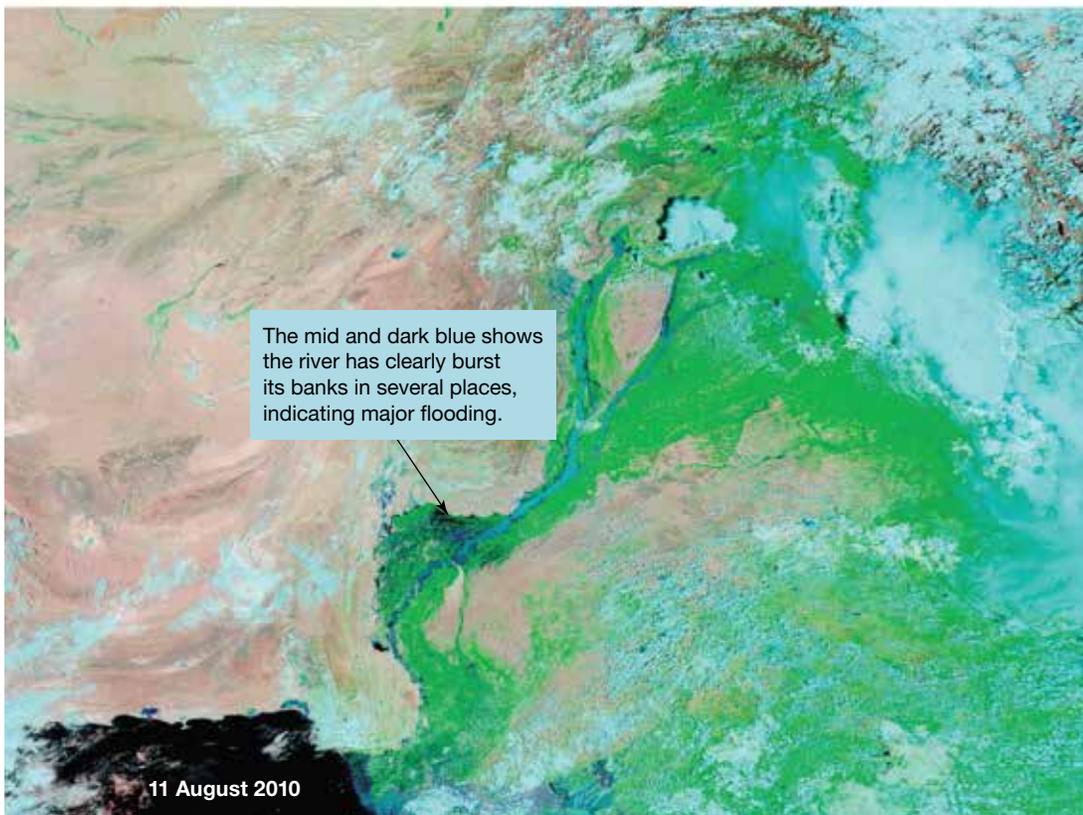
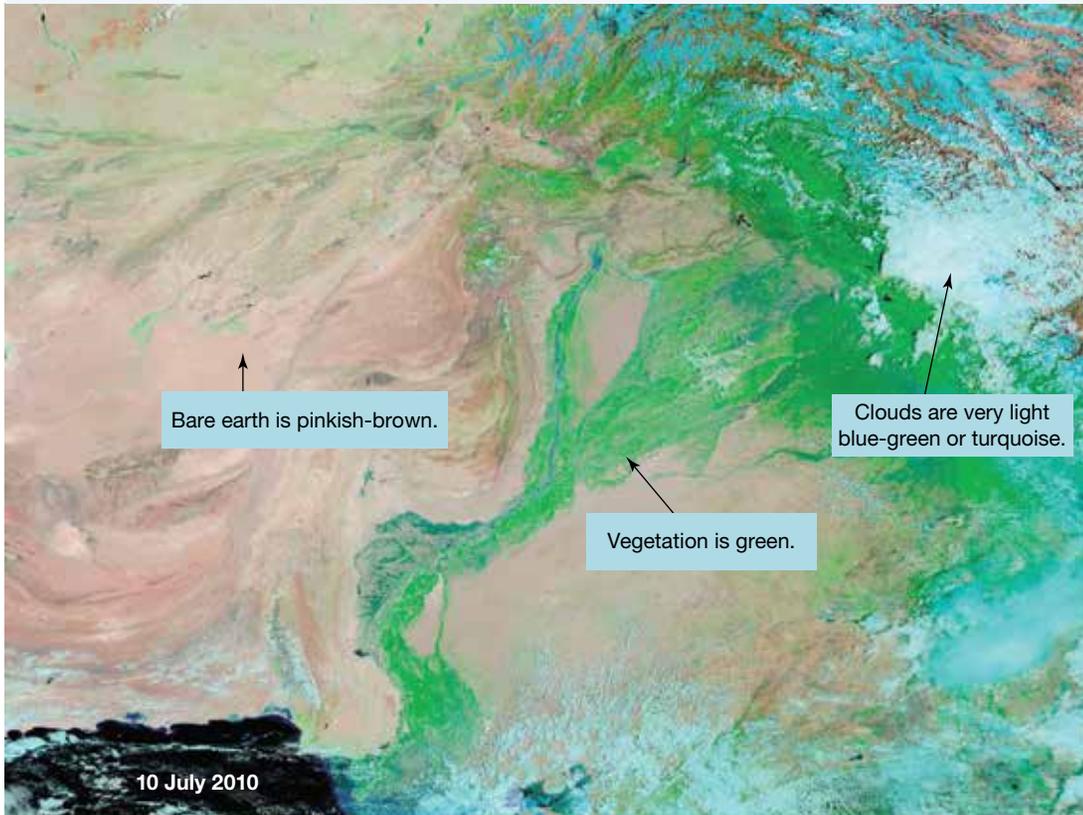


The Indus River flows through an earthquake-prone region and has changed its course many times. Excavations reveal that in the last years of Mohenjo-daro a series of floods occurred and repairs were carried out in their wake. One earthquake blocked the Indus River downstream from Mohenjo-daro, resulting in the creation of a huge lake. This increased the flooding problems for the city. Evidence also suggests that Mohenjo-daro was rebuilt at least seven times as a result of heavy flooding in the Indus River basin. Most recently, the disastrous floods of 2010 (see **SOURCE 13**) threatened the site, although fortunately the floodwaters did not reach it. (These floods affected 20 million people; at one point as much as one-fifth of the modern country of Pakistan was underwater.) Increased urban development, increased numbers of tourist visitors and climate change are all real threats to the survival of Harappa, Mohenjo-daro, Lothal and other key archaeological sites.

A gradual end?

Most historians now believe that the cities were gradually abandoned when it ceased to be practical to live in them, but that their culture lived on. Even today some pottery styles in the Indus Valley are similar to those of the ancient Indus Valley Civilisation. The ox-carts are still in use, and the mud brick platforms around houses would have been familiar to anyone from those ancient communities. So the Indus Valley Civilisation may not have come to an end after all. Perhaps its culture simply blended into, and became a part of, the rich array of cultures that now span the Indian subcontinent.

SOURCE 13 NASA images from space showing the flooding of the Indus River in 2010. The top image shows the Indus River Valley on 10 July, just before the floods. The bottom image shows the valley on 11 August, at the height of the floods. These images combine infra-red and visible light to give us a clearer picture of the difference between water and dry land.



SOURCE 14 From Robert R Raikes, 'The End of the Ancient Cities of the Indus', *American Anthropologist*, 1964

Uplift, almost certainly accompanied by more or less violent earthquake shocks, would not only have caused destruction of cities and settlements but would have disrupted the system of river and coastwise communications on which the commercial life of the culture must have largely depended. Damage to the cities and settlements in the Indus Valley would have been due rather to flooding than to the shocks . . . a point would have been reached when it would no longer have been considered worth the trouble and expense of rebuilding . . .

SOURCE 15 From Chris JD Kostman, 'The **Demise of Utopia**', *Journal of the Association of Graduates in Near Eastern Studies*, 1995

A careful review of the literature suggests that although the Harappans did experience great natural disasters and a dramatic [shift] in their urban process, they never declined or fell at all: the Harappan **legacy** continues to this day.

demise death
utopia a perfect social and political system
legacy something handed down from the past

6.4 SKILL ACTIVITY: Using historical sources

Consider **SOURCES 4** and **5** in this lesson.

1. **Describe** the similarities and differences between these two seals.
2. **Research** more information about these types of seals and refer to the Did you know? box in section 6.4.1.
Propose two reasons for including both animals and writing.
3. **Summarise** the conclusions you have drawn about contacts between the civilisations of Mesopotamia and the Indus Valley based on these sources.

6.4 Exercise

learnon

6.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 9, 10

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

7, 11, 12

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Check your understanding

1. Cities first emerged in the Indus Valley in _____ BCE.
2. What two structures dominate the Higher Town at Mohenjo-daro?
 - A. The aqueduct
 - B. The granary
 - C. The communal baths
 - D. The city centre
3. The drains under the city streets were so big because they were sometimes used to evacuate the city during attacks. True or false.
4. **State** two reasons it is unlikely that the Aryans destroyed the Indus Valley Civilisation.
5. **Propose** what may have finally led to the cities being abandoned.

Apply your understanding

Using historical sources

6. Look at **SOURCE 3**.
 - a. **Explain** why you think the cities and other settlements (shown by dots) are mostly located along the Indus River and its tributaries.
 - b. **Justify** why Lothal would be a suitable place for a port to serve these cities.

7. Look at **SOURCE 7**.
 - a. In a short paragraph, **describe** the layout of Mohenjo-daro as seen in this source.
 - b. **Explain** why you think the people of Mohenjo-daro would have needed such a huge granary for their produce.
 - c. **Evaluate** what such a large single granary tells us about the way society would have been organised at Mohenjo-daro.
 - d. From where would they have brought the produce to store in the granary?
8. **Describe** the features of the structures shown in **SOURCES 9, 10** and **11** that could have led archaeologists to conclude that these are toilets, drains and wells.
9. **Compare** the photo of the excavated Great Bath at Mohenjo-daro in **SOURCE 8** with the artist's impression of the same location in **SOURCE 6**. Compile a list of the similarities and differences.
10. **Compare** the satellite images in **SOURCE 13** with the map in **SOURCE 3**.
 - a. **Identify** which ancient Indian city was threatened with flooding in August 2010.
 - b. **Propose** what modern Indian governments could do to protect this and other important archaeological sites from the dangers of flooding.
11. **Explain** how the cities of Harappa, Mohenjo-daro and Lothal were so well preserved.
12. Compile a table that **summarises** the factors that contributed to the end of the Indus Valley Civilisation.

LESSON

6.5 What contacts and conflicts did ancient India experience?

LEARNING INTENTION

By the end of this lesson you should be able to identify ancient India as an active participant in local and international trade. You should also be able to identify who the Aryans were and the impact they had on ancient India and explain the impacts of the Mauryan Empire on ancient India.

TUNE IN

The image shown in **SOURCE 1** depicts the army of Alexander the Great in battle with the Hindu King Porus at the Battle of Hydaspes. This image is a secondary source because it is a painting that was created *after* the events it depicts actually occurred.

1. Identify the ways that secondary sources are useful to historians.
2. Some secondary sources may not be entirely accurate. Does this mean that they are not useful? Discuss.

SOURCE 1 Alexander's Macedonian and Greek army encountering an Indian army under the Hindu King Porus at the Battle of Hydaspes

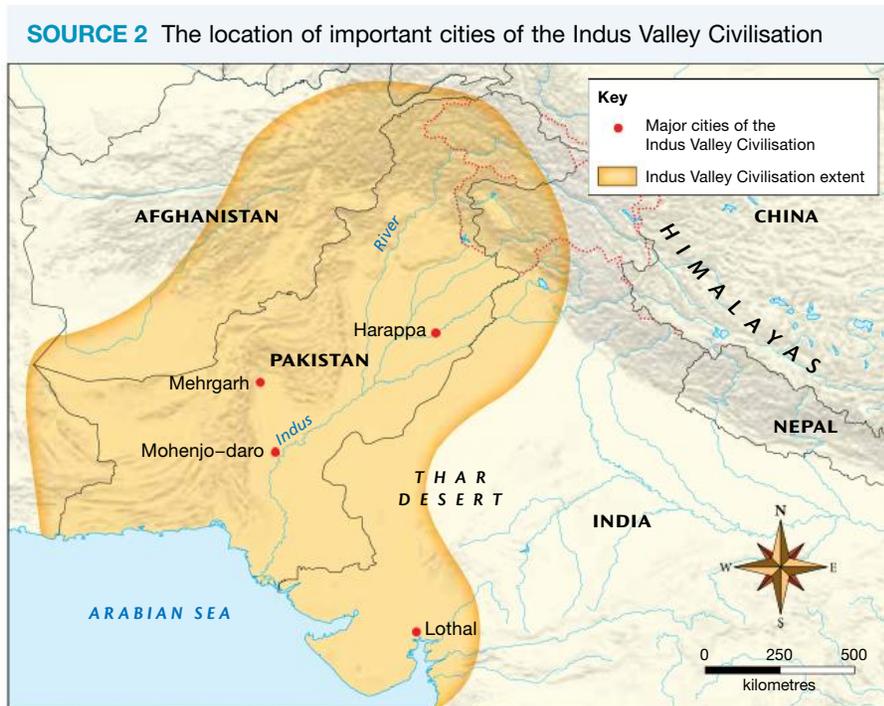


6.5.1 Trade during the Indus Valley Civilisation

From as early as 3000 BCE, members of the Indus Valley Civilisation had begun trading with the outside world. Home to unique and exotic items, such as precious stones, hardwoods and spices, international trade developed quickly in the Indus Valley. Once word of India's riches had spread, the region soon attracted explorers and traders from around the ancient world. However, India's abundant resources also caught the attention of individuals with less peaceful intentions, such as Alexander the Great. Evidence of this contact and conflict has been uncovered in several locations around Europe and Asia. In ancient Mesopotamia, **Indus seals** have been discovered; the city of Lothal was one of the world's earliest ports; and India features prominently in early Roman maps. In this lesson, we will learn about ancient Indian civilisations and their contact and conflict with the outside world.

The lost cities of Harappa and Mohenjo-daro have provided us with incredible insight into the Indus Valley Civilisation. As we have seen previously, the archaeological remains of these sites reveal much about the social, religious and political features of the Indus Valley. Countless examples of Indus Valley Civilisation jewellery, pottery, everyday items and seals have been discovered at Harappa and Mohenjo-daro. These highly sought-after goods would have been traded with other civilisations across Asia and Europe. This raises the question of how this trade actually occurred. The answer can be found in the ancient port city of Lothal (see **SOURCES 2 and 3**).

int-7764



Source: Spatial Vision

Excavated from 1955 to 1960, Lothal is one of the oldest docks in the world. Goods from Harappa and other Indus cities were transported to the port at Lothal. Small compared to modern examples, the port was large enough to house boats capable of international journeys. Exiting the ancient port via the Sabarmati River, these boats then made their way down the Gulf of Khambhat and across the Arabian Sea. The Indus Valley traders may have then met with their Mesopotamian counterparts in what we now call Iran. The strongest evidence of this activity comes in the form of seals. A small block engraved with pictures and writing, seals were used to stamp pottery and other items. The fact that Harappan seals (see **SOURCE 4**) have been found in places previously occupied by the Mesopotamians strongly suggests that trade occurred between these two civilisations. It is also interesting to note that activity at Lothal continued many years after the decline of Harappa and Mohenjo-daro.

Indus seals imprints of stamps found on pottery made during the Indus Valley Civilisation

SOURCE 3 A photograph of the ancient dock at Lothal



SOURCE 4 Harappan pottery stamp-seal (left) and modern impression (right): unicorn and incense burner



6.5.2 The Vedic Civilisation

The next civilisation to develop in India was named after a collection of sacred writings — mostly hymns, prayers and poems. These writings, called the *Vedas*, form the oldest books of the Hindu religion. They were written in **Sanskrit**, the language of this civilisation. The most important of these books, the *Rig-Veda*, was composed around 1000 BCE. The Vedic (sometimes called Aryan) culture came from western Asia. Some groups of Aryans moved westward into Europe. Others entered the Indian subcontinent around 1600 BCE.

Sanskrit ancient Indian language used in classical Hindu literature

The Aryans were warlike **nomads**. With horses and chariots, they stormed across the Indus River Valley and the floodplain of the Ganges River. They had no interest in building cities, such as those of the Indus Valley Civilisation. They were not united as a nation, but rather were made up of numerous tribes, each ruled by a chief or *raja*. Often, they fought among themselves.

With civil conflict common, the Aryans eventually divided their territory into 16 *mahajanapadas* or 'city-states'. Soon after this, a series of Persian leaders, including Cyrus the Great and Darius I, invaded Northern India and the Indus Valley. With its strong and well-organised armies, the Persian occupation of India continued until that empire was defeated by the famed **Macedonian** ruler, Alexander the Great. Believing the Greek theory that the known world ended in India, Alexander invaded northern India and then swept through the subcontinent towards the Middle East. Although Alexander's Indian campaign was swift and ultimately successful, it also included one of his most costly battles: the Battle of Hydaspes.

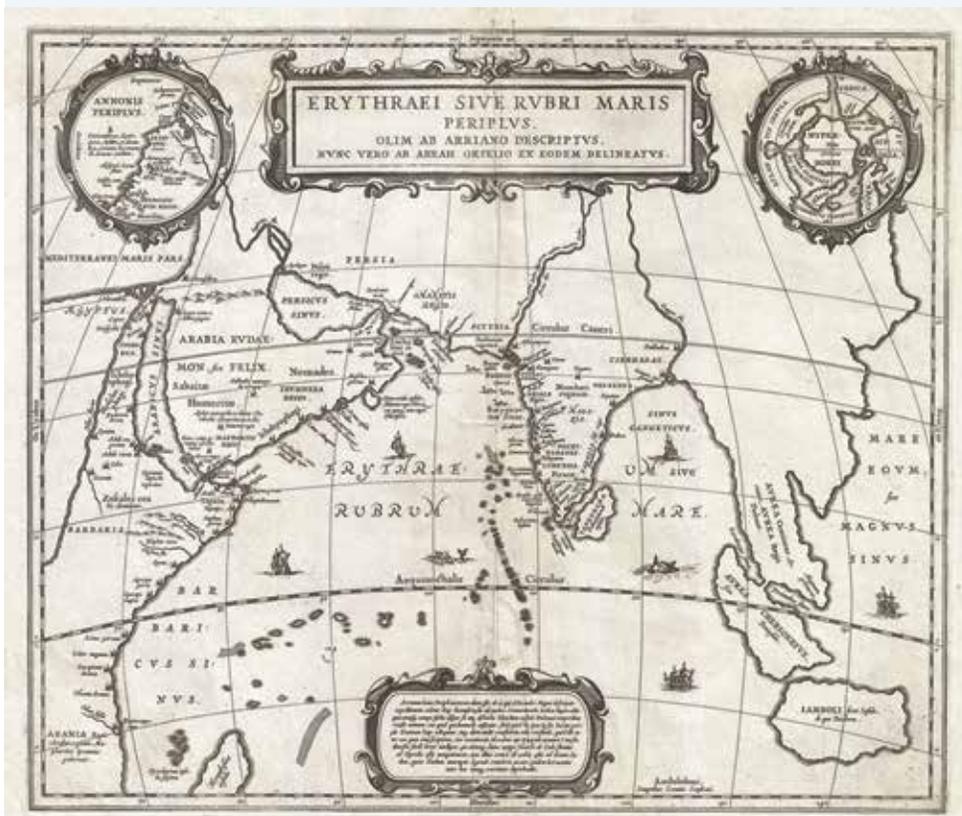
6.5.3 The Mauryan Empire

The Mauryan Empire is believed to have created the first unified Indian state. In 321 BCE, a leader called Chandragupta Maurya set out to create an empire across the subcontinent. It is believed that he was inspired by the exploits of the conqueror Alexander the Great. Alexander had tried to conquer India only a few years before. When he withdrew from western India, Alexander left a **power vacuum** in the region. Chandragupta took advantage of it.

Ashoka and Buddhism

The Mauryan Empire offered India stable government and a regulated economy. It was also during the time of the Mauryans that a system of writing was reintroduced. However, the texts that were popular in Mauryan times were not the traditional Hindu religious writings normally associated with this group. Instead, they were Buddhist. It was the ambitious and highly successful ruler Ashoka who was responsible for this change.

SOURCE 5 Seventeenth century representation of the *Periplus of the Erythraean Sea*



nomads tribal groups who wander from place to place, generally in search of food or pasture

Macedonian native of Macedon, an ancient kingdom north of Greece

power vacuum a situation with a lack of political leadership

Ashoka was the grandson of the founder of the Mauryan Empire, Chandragupta Maurya, and he ruled when the empire was at its peak. With a reputation as a fierce warrior, Ashoka expanded his family's empire until it covered most of the Indian subcontinent, including modern-day Afghanistan and Bangladesh.

However, the years of bloodshed took their toll on Ashoka and, as a result, he began to see the world differently. In 259 BCE, Ashoka converted to Buddhism, which was a relatively unknown religion at the time. He gave up his violent and warlike ways, embracing peace in accord with his new-found beliefs. He even sent Buddhist missionaries to other regions and assisted the spread of Buddhism in Asia. Therefore, the first known writings since the fall of the Indus Valley Civilisation were Buddhist religious texts.

The Mauryan Empire declined after Ashoka, and finally fell apart when its last ruler was assassinated. A turbulent period directly followed the fall of the Mauryan Empire. The ancient Greek and then Roman empires attempted to assert their control over the subcontinent.

First, it was the Indo-Greek rulers who invaded India. In nearly 200 years of rule, over 30 kings struggled to keep control over the region. Despite the tumultuous political events, Greek culture had significant effects on Indian life. In fact, as previously mentioned, it was Greek art that influenced the first representation of Buddha in human form.

The Roman Empire also had a strong connection to ancient India, particularly in the last stages of its rule. Trade between Rome and India was frequent, and strong evidence of this relationship exists today. The Greco-Roman document the *Periplus of the Erythraean Sea* is a record of trade routes and partnerships that existed between Rome, North Africa and the Indian subcontinent (see **SOURCE 5**).

Archaeological evidence also exists at the southern Indian site of Arikamedu. Excavations at this site have revealed many Roman artefacts, including unique Roman pottery, coinage, wine jugs, glass and stone beads, and other pieces of jewellery. Evidence suggests these important relationships continued well into the reign of the Guptas — the so-called Golden Age of India.

SOURCE 6 An Indian silver coin (c. first century BCE) depicting the local ruler wearing a Roman-type helmet with bristles



SOURCE 7 Buddhist bas-relief in the Ajanta Caves, created during the Gupta dynasty



6.5 SKILL ACTIVITY: Communicating

List the major events of ancient India civilisation mentioned in this lesson and place them in chronological order from least to most recent.

1. **Create** a timeline using the events you have listed.

When creating a timeline, you need to carefully consider the scale of time. **Identify** when the first and last events on your timeline will be. This will help you **determine** the right scale to use on your timeline.

2. **Compare** your timeline to those of other students.

6.5 Exercise

learnon

6.5 Exercise

Learning pathways

LEVEL 1

1, 2, 3

LEVEL 2

4, 5, 6, 8

LEVEL 3

7, 9, 10

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Check your understanding

1. Place the following options into the correct spaces to complete the sentence.

Gulf of Khambhat Arabian Sea Sabarmati River

When traders were leaving Lothal, they would exit the ancient port via the _____ and make their way down the _____ and across the _____.

2. Seals can be found on artefacts from many different civilisations across the ancient world. The purpose of this practice was to identify where items were being sent. True or false?
3. **Identify** the foreign forces that attempted to control India after the fall of the Mauryan Empire.
 - A. Chinese Empire
 - B. Ancient Greek Empire
 - C. Ottoman Empire
 - D. Roman Empire
 - E. Mongol Empire
4. **Explain** why Ashoka adopted the Buddhist faith.
5. **State** at least three ways in which the Vedic Civilisation was different from the Indus Valley Civilisation.

Apply your understanding

Using historical sources

6. **Identify** evidence that suggests that trade occurred between the Indus Valley Civilisation and Mesopotamia.
7. Look closely at the location of Lothal on the map in **SOURCE 2**.
 - a. Considering that it was a port town, what is strange about its location?
 - b. Given the nature of the location of Lothal, **consider** why this may not have been a problem during the time the port was in operation.

Historical perspectives and interpretations

8. **Explain** what **SOURCES 5** and **6** suggest about Indian contact with the Roman Empire.
9.
 - a. **Create** a table that **summarises** the accomplishments of the Vedic Civilisation and the Mauryan Empire.
 - b. Using the table, **evaluate** the accomplishments of the Vedic Civilisation and the Mauryan Empire. Which of the two do you believe had the most significant impact on the development of Indian culture and beliefs? Provide historical evidence to support your arguments.
10. **Explain** the relationship (cause and effect) between the following events, people and/or beliefs.
 - a. The writing of the *Vedas*
 - b. The defeat of Alexander the Great
 - c. Ashoka's brutal experiences of war
 - d. The assassination of the last Mauryan ruler

LESSON

6.6 What was significant about the Mauryan Empire?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Chandragupta Maurya introduced the first system of government to ancient India.

TUNE IN

The Mauryan medallion in **SOURCE 1** shows riders on an elephant under a decorative umbrella. They are likely part of a royal procession.

1. In small groups, carefully examine the medallion.
2. List all of your observations about this source. Note down all of the details that you notice.
3. Discuss what you can infer about the Mauryan Empire based on your observations.

SOURCE 1 Mauryan silver medallion from the second century BCE



6.6.1 Chandragupta Maurya and Kautilya

The Mauryan Empire, sometimes called the Mauryan dynasty, ruled the Indian subcontinent from about 323 BCE to 185 BCE. The Mauryan emperors conquered a region reaching from Bangladesh in the east to Afghanistan in the west. This was the first state to stretch over most of the Indian subcontinent.

The dynasty was founded by Chandragupta Maurya. Little is known of his early life. However, we do know that he overthrew the last ruler of the preceding dynasty, the Nanda, with the aid of a former Nanda minister, Kautilya. It appears Kautilya helped Chandragupta raise an army against his former leader.

Kautilya is also credited with compiling a set of rules on running a government, called *The Arthashastra*. Some of these rules appear ruthless and cruel. For example, the punishment for murder was not just death but torture too. If you injured someone in a drunken brawl, you would have your hand cut off. However, *The Arthashastra* also laid the basis for responsible administration. For example, Kautilya advised the ruler to meet every petitioner who entered his court and not leave them to talk only to his officials. This, Kautilya said, would avoid confusion and discontent that might lead to rebellion, and would ensure satisfaction with the ruler's government.

Kautilya's rules laid the basis for a powerful unified government across the subcontinent. The Mauryan Empire was divided into districts run by administrators who reported to the emperor, ensured law and order, provided troops for the army and collected taxes. The central government kept a network of spies to ensure that these district officers followed directions properly. In this way, India became a single state under central rule. The state regulated the economy and introduced a standardised system of weights and measures.

medallion a coin-shaped, usually metallic, decorative disk

DID YOU KNOW?

Elephants have been used in India for both transport and heavy labour for thousands of years up to the present day. However, Mauryan emperors employed elephants in their armed forces as well. Ashoka the Great (see lesson 6.7) is reputed to have had several thousand war elephants. They were used to destroy enemy fortifications and villages, as well as to trample infantry.

The observations of Megasthenes

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The efficiency of the Mauryan Empire under Chandragupta is described in the only known written primary source apart from *The Arthashastra*. This is an account by a Greek ambassador, Megasthenes, from the Seleucid Empire. We know that Megasthenes visited the court of Chandragupta as a representative of the first Seleucid emperor, Seleucus Nikator, one of Alexander the Great's generals. The empire founded by Seleucus ruled over much of the old Persian Empire from 313 to 65 BCE. In **SOURCE 3**, Megasthenes describes the wonders of Chandragupta's capital city, Pataliputra. According to Megasthenes, it was a vast and splendid city ringed with a high wooden wall and 570 towers.

The account Megasthenes wrote about India, called *Indika*, has been lost. What have survived are small infrequent references to it in the works of other Greek writers. Added together, these have helped us to build up a picture of India under Chandragupta Maurya.

Chandragupta extended the Mauryan Empire across the northern half of the subcontinent, expanding westwards into lands held by the Seleucid Empire. In 324 BCE, he pushed Seleucid garrisons out of the Indus Valley. Seleucus Nikator tried to regain this region but was defeated in battle in 305 BCE. After Chandragupta's death, his son Bindusara continued to extend Mauryan power. He conquered 16 kingdoms. But the ruler under whom the empire would grow to its furthest extent was the next emperor, Ashoka.

SOURCE 2 Bas-relief from the Great Stupa of Sanchi, showing what appears to be a festive scene from a Mauryan city



SOURCE 3 From an ancient Greek account of a report by a Greek ambassador, Megasthenes, who had visited the Mauryan capital, Pataliputra, on a mission from the Seleucid Empire

Megasthenes informs us that this city [Pataliputra] stretched in the inhabited quarters to an extreme length on each side of eighty **stadia**, and that its breadth was fifteen stadia, and that a ditch encompassed it all round, which was six hundred feet in breadth and thirty **cubits** in depth, and that the wall was crowned with 570 towers and had four-and-sixty gates. The same writer tells us further this remarkable fact about India, that all the Indians are free, and not one of them is a slave.

stadia the plural form of stadium, which is a measure of about 200 metres

cubit an ancient measure of length, based on an adult's forearm

6.6 SKILL ACTIVITY: Using historical sources

In order to use historical sources as evidence, you need to be able to **analyse** the source. This is often seen as a two-step process. In this activity, you will use **SOURCE 2** in this lesson as an example.

1. First, you simply need to **describe** what you can see in the source. Are there people, animals, tools? What is happening in the scene — does it depict a battle, a festival or just a scene from everyday life?
2. Next, you need to **interpret** any metaphorical meaning that may be contained within the visual source. Perhaps the king is depicted as taller than all other people in the source, denoting his importance and power. This metaphorical meaning can often provide a deeper understanding of the purpose or intent of the source. Be careful, though — sometimes metaphorical meaning does not actually exist and a visual source may simply be a depiction of an actual historical event.
3. Using the information gathered from steps 1 and 2, write an **analysis** of **SOURCE 2**, the bas-relief from the Great Stupa.

6.6 Exercise

learn on

6.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 8

■ LEVEL 3

4, 9, 10

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Check your understanding

1. The Mauryan emperors conquered a region reaching from _____ in the east to _____ in the west.
2. Only one written primary source is known from the time of the Mauryan Empire. True or false?
3. **Identify** the leader credited with creating the first unified Indian state.
 - A. Kautilya
 - B. Megasthenes
 - C. Ashoka
 - D. Chandragupta Maurya
4. Arrange the following events in chronological order: beginning of the Mauryan dynasty; beginning of the Seleucid Empire; end of the Mauryan dynasty; Chandragupta defeats the Seleucids and drives them out of the region.
5. **State** which empire Chandragupta drove out of the Indus Valley, thus expanding the Mauryan Empire.

Apply your understanding

Using historical sources

6. **Describe** what you believe is happening in **SOURCE 2**. How does this source help us understand what life was like in the Mauryan Empire?
7. **Explain** how **SOURCE 2** supports Megasthenes' description of a Mauryan city in **SOURCE 3**.
8. **Explain** how we know from **SOURCES 1** and **2** that during the Mauryan Empire Indians relied heavily on the elephant. How was the elephant helpful to them?

Communicating

9. **Identify** and **explain** the administrative changes Kautilya undertook.
10. 'It was Kautilya not Chandragupta who was responsible for the success of the early Mauryan Empire.' Do you agree or disagree with this statement? **Justify** your response.

LESSON

6.7 Who was Ashoka the Great?

LEARNING INTENTION

By the end of this lesson you should be able to describe Ashoka and explain the impact his leadership had on Indian culture.

TUNE IN

What makes a great leader?

Ashoka the Great, Alexander the Great, Catherine the Great — throughout history, approximately 105 monarchs have used this imposing title. But what actually makes a great leader?

1. Think about all of the different leaders you have had in your life and write them down in a list. Consider leaders in all aspects of your life including family, school and any extracurricular activities in which you participate.
2. What characteristics do you believe make someone a great leader?
3. What leadership characteristics do you think you have?

SOURCE 1 An artist's impression of Ashoka the Great



6.7.1 The greatest ruler in world history?

Chandragupta's grandson Ashoka was remarkable not only by the standards of ancient India. The famous, respected English writer HG Wells, in his book *A Short History of the World*, claimed that Ashoka was 'the greatest ruler in world history'! Often referred to as 'Ashoka the Great', in this lesson we will see exactly why this ruler was so 'great' and why he was seen as such an important individual.

Like his predecessors Chandragupta and Bindusara, Ashoka was a warrior king. He was already a successful general under his father, putting down several rebellions. After his father's death, Ashoka vied with his brothers for the throne — a struggle that Ashoka eventually won. Legend claims that Ashoka may have even killed his brothers during this conflict.

Over the next eight years, Ashoka conducted wars of conquest that extended the Mauryan Empire to its furthest limits. His final military campaign was in Kalinga, a kingdom on the north-east coast of India. During this bitter campaign, tens of thousands were slaughtered and the cities of Kalinga sacked.

Then something truly amazing and profound happened to Ashoka. It is said that when Ashoka visited the battlefields and ruined homes of the Kalingans, the sight of so much death and suffering sickened him, and he vowed never to wage war again. Although he probably already regarded himself as a Buddhist, he underwent a complete transformation and devoted his life to Buddhist principles. Ashoka vowed to look after his people in the same way that a father looks after his children. To this end, he promised he would extend his empire no further through war. Instead, Ashoka sent missionaries to persuade people to live according to the moral principles of the Buddhist faith.

The edicts of Ashoka

Much of what we know about Ashoka's rule we have learned from **edicts** inscribed on pillars and rocks that were erected throughout the empire. According to the edicts, Ashoka provided medical care for people and animals alike, and planted shade and fruit trees to be enjoyed by all. Sacrifices were banned, as was hunting, a sport that Ashoka himself had loved in his youth. The burning of forests for agriculture was banned, because this could harm animals that sheltered there. Ashoka also promoted a vegetarian diet to reflect his care and regard for the animal world. Many of the harsh punishments decreed by Chandragupta's chief minister, Kautilya, such as torture and the death penalty, were abolished. Parents, teachers, priests, servants and those practising religions other than Buddhism were all to be equally respected.

The edicts of Ashoka can be seen as demonstrations of *dharma* (or *dhamma*) — the moral teachings upon which Buddhism is based. Essentially, dharma recognised the individual's duties and obligations both to other people and animals, and to nature.

Following Ashoka's death in 232 BCE, his son succeeded in bringing Buddhism to Sri Lanka, but such achievements failed to halt the rapid decline of the Mauryan Empire. Nonetheless, the Mauryan Empire had provided India with a model for a unified state and represented a high point in its history.

SOURCE 2 A stamp issued on 15 August 1949, the second anniversary of modern India's independence. It shows lions on top of a pillar erected by Ashoka at Sarnath in northern India.



edict order issued by a sovereign to his or her subjects

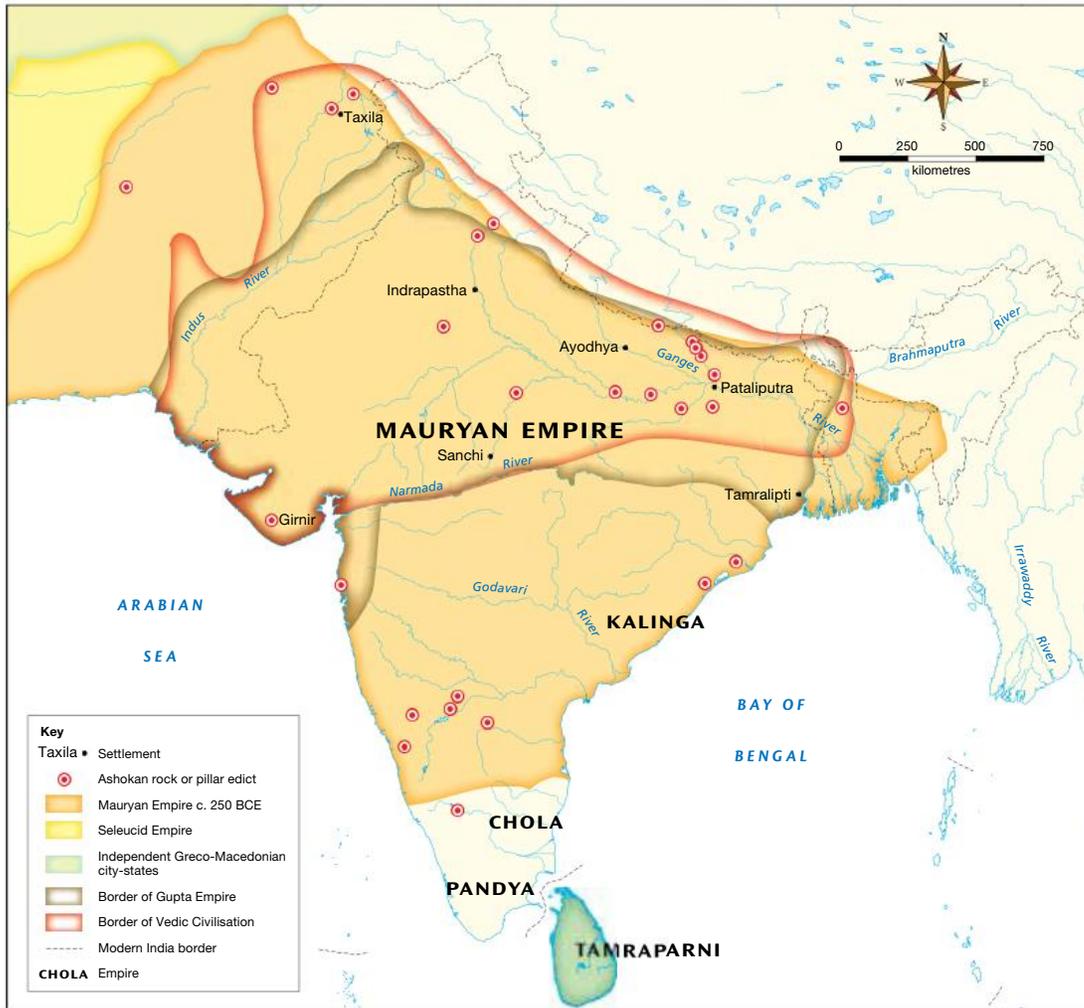
DISCUSS

Now that you have read about Ashoka, what do you think inspired HG Wells to describe him as 'the greatest ruler in world history'?

SOURCE 3 Another of Ashoka's pillars, this one with a single lion on top, at Kolhua. Behind it is a Buddhist stupa.



SOURCE 4 The furthest extent of the Mauryan Empire, as achieved by Ashoka. Also shown are the sites where Ashoka erected his rock or pillar edicts.



Source: Spatial Vision

SOURCE 5 From the pillar edicts of Ashoka

Dhamma is good, but what constitutes Dhamma? [It includes] little evil, much good, kindness, generosity, truthfulness and purity. I have given the gift of sight in various ways. To two-footed and four-footed beings, to birds and aquatic animals, I have given various things including the gift of life. And many other good deeds have been done by me. People see only their good deeds saying, 'I have done this good deed.' But they do not see their evil deeds saying, 'I have done this evil deed' or 'This is called evil.' But this [tendency] is difficult to see. One should think like this: 'It is these things that lead to evil, to violence, to cruelty, to anger, pride and jealousy. Let me not ruin myself with these things.' And further, one should think: 'This leads to happiness in this world and the next.'

6.7 SKILL ACTIVITY: Communicating

The aim of this activity is to teach you how to analyse information and then use that information to make informed judgements. To practise this skill, we're going to use two different sources — Ashoka's edicts and the political strategies of Kautilya (which were described in lesson 6.6). Ashoka's edicts are primary sources whereas Kautilya's strategies are described in a secondary source — this Humanities resource.

Step 1: Read the source and information provided. While it may seem silly to mention this as a first step, proper reading of a source is a step that sometimes gets overlooked. Try not to scan or skim-read, but instead read carefully and **identify** key information.

Step 2: Re-read the source and information. This time, write notes as you go, making sure that your notes are accurate and descriptive.

Step 3: Use your notes to make your informed **judgement**. Answer the following question using both the information you have collected and the opinions you have formed by completing this process.

Discuss how Ashoka's edicts, as shown in **SOURCE 5**, differ from the ideas of Chandragupta's chief minister, Kautilya, described in lesson 6.6. How do you think Ashoka's subjects would have felt about these changes?

6.7 Exercise

learn**on**

6.7 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 3, 6

■ **LEVEL 2**

7, 8, 10

■ **LEVEL 3**

4, 5, 9

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Check your understanding

1. Ashoka was Chandragupta's
 - A. brother.
 - B. son.
 - C. grandson.
 - D. father.
2. **Identify** the correct definition of dharma.
 - A. A Buddhist moral teaching
 - B. A religion
 - C. A ruler
 - D. A family tradition
3. The edicts of Ashoka were recorded on ancient scrolls. True or false?
4. How did Ashoka change after witnessing the appalling suffering brought about by war with Kalinga?
5. **Describe** how the Mauryan Empire grew under Ashoka's rule.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2.** Propose why you think modern India's government, on the second anniversary after independence, issued a stamp with one of Ashoka's pillars on it.
7. **Consider** why you think Ashoka inscribed his edicts on monuments, as seen in **SOURCES 2** and **3**.
8. **Explain** how **SOURCE 4** supports the idea that Ashoka was trying to get his message across to all Indians through his edicts?
9. **Describe** the effects a life of battle had on Ashoka.
10. **Discuss** how Ashoka's reign influenced religious observance in ancient India.

LESSON

6.8 What was the social structure of ancient India?

LEARNING INTENTION

By the end of this lesson you should be able to identify the beliefs and traditions of Indian religions, and explain the structure and cultural implications of the caste system. You should also be able to describe ceremonies and customs that signify important moments in the lives of Indian people, and explain the role of women in ancient Indian society.

TUNE IN

The status and rights of women vary in different cultures and different time periods.

1. Consider the rights that women have in most Western contemporary societies.
2. Discuss what rights and opportunities you think women have now that they didn't have in ancient India.
3. Revisit your discussion at the end of this lesson and evaluate the accuracy of your answer.

SOURCE 1 What has changed for women in India over time?



6.8.1 Hinduism and the natural world

As we learned earlier in this topic, India's unique geographic characteristics enabled the expansion of human civilisations in the area. The plentiful waters of the Ganges, Brahmaputra and Indus rivers became the lifeblood of the Indian people. Enriching the surrounding lands, these rivers allowed people to farm and cities to grow. The importance of the natural world can be seen in the evolution of Indian religions, with environmental themes particularly apparent in Hinduism, Buddhism and Jainism. In the following sections, we will investigate some of India's oldest religions and discover the ways in which they represent, symbolise and seek to protect the natural world.

The oldest of the world's major religions, Hinduism is followed by almost 80 per cent of modern Indians. Hinduism is full of symbols, references and customs that relate to the natural world. In fact, the very name India is derived from the word Hindu, which comes from the Sanskrit word *sindh*, meaning 'river'. Ancient Hindu texts, including the *Vedas* and the *Mahabharata*, frequently mention the divine presence in nature. They describe how Hindu gods such as Krishna often took the form of features in the natural world. As such, animals and the environments in which they lived had to be worshipped and protected. These texts also taught that humans had a duty to live in harmony with the natural world. This duty is often referred to as *dharma*. A word used across many different Indian religions, *dharma* can be described as a person's responsibility to follow religious and cultural teachings and laws.

SOURCE 2 An excerpt from the Sanskrit verse *Srimad Bhagavata Mahapurna (2.2.41)*

Ether, air, fire, water, earth, planets, all creatures, directions, trees and plants, rivers and seas — they all are organs of God's body. Remembering this, a devotee respects all species.

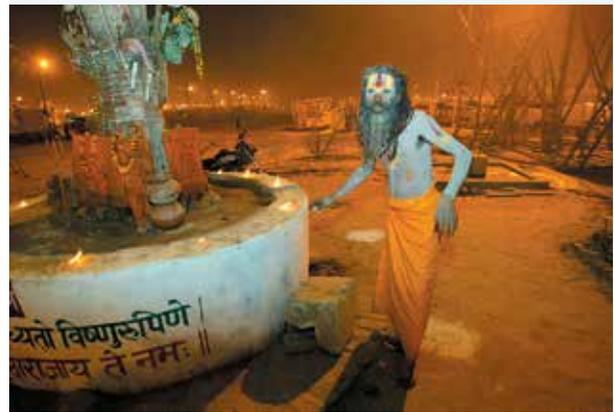
Hinduism explained

Hinduism is both a pantheistic and polytheistic religion. The first term describes religions that see the entire universe as being divine. Pantheists do not believe in a single god-like being, but rather see god in all aspects of the natural world. This means that Hindus are also polytheists because they worship the natural world through a variety of divine beings.

SOURCE 3 Hindus bathing in the Ganges River during a major religious festival in northern India. They believe that the water of the Ganges purifies the soul and washes away sin.



SOURCE 4 A sadhu, or Hindu holy man, at the Ardh Kumbh Mela, the world's largest religious festival. Millions of Hindus attend this festival, held twice a year at the meeting place of the Ganges and two other rivers.



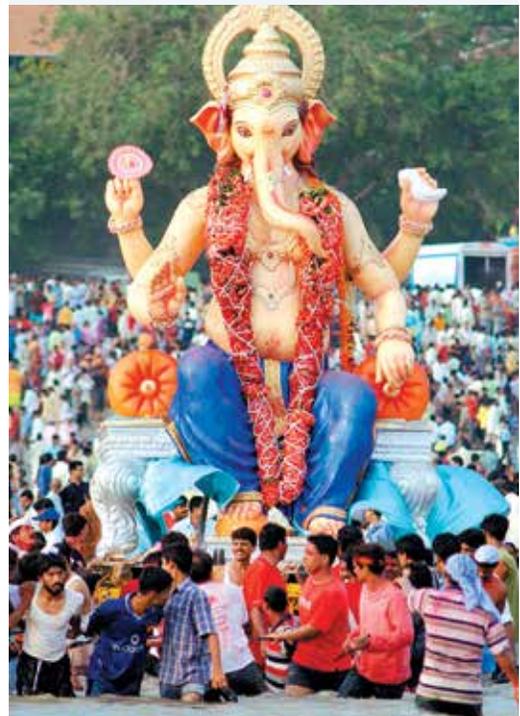
DID YOU KNOW?

During the Ganesha Festival in August, Hindus place statues of the elephant god, Ganesha, in their homes and in decorated tents to receive his blessing. On the eleventh day, the statues are taken to a river or the sea and immersed in water.

Another key Hindu belief is reincarnation, through which a person's spirit or soul is reborn in another body after death. Hindus believe that after many cycles of death and rebirth, the individual may achieve joy and freedom through eventual unity with a universal spirit, called Brahman.

Hindus also believe that a person's current life will determine what form the next life will take. If you perform religious duties and live a moral life, you may be born to a higher class in the next life. But a sinful life would mean being born into some lower life, perhaps as a poor person, a slave or an animal. Hinduism holds that every living thing contains a part of the universal spirit and is, therefore, sacred. For this reason, vegetarianism is widely practised. Cows are particularly honoured and protected.

SOURCE 5 The Ganesha Festival, held in August



6.8.2 The caste system

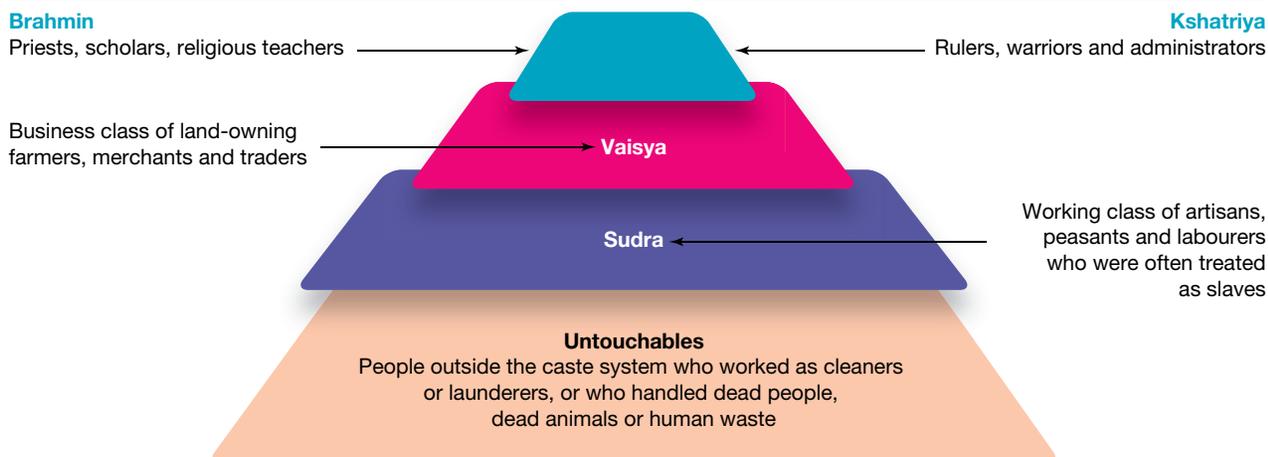
As in all ancient societies, civilisation brought increased inequality, with privileged classes oppressing less privileged classes. In India, class differences were reinforced by religious ideas as the Indo-Aryan conquerors set about creating oppressed classes out of the peoples they conquered.

From Vedic times, Hinduism divided society into classes called *castes*. The caste system (see **SOURCE 6**) was a means of social control — of keeping people in the social classes into which they were born. From around 200 CE, four main castes were described under the Manu code. These castes were the Brahmin or priestly class, warriors and landowners, farmers and craftsmen, and Untouchables or outcasts. These main castes developed further into a complex system of hundreds of castes, each with its own rules, occupations and restrictions. A contested verse of the *Purusha Sukta* states that the castes originated from different parts of giant deity, Purusha. It claims that the Brahmin came from its mouth, the kshatriya from its arms, the vaisya from its thighs and sudra from its feet. The dalit or Untouchables were not mentioned in the verse. However, in recent years, historians and commentators have doubted whether the verse was actually written during the Vedic period. In modern times, changes to this social system have been attempted.



int-6001

SOURCE 6 This social pyramid represents the main castes and social classes of ancient India by about the time of the Mauryan Empire. Children were born into a caste, and it was almost impossible to move between castes, especially as Sudra and Untouchable children were denied any formal education. Buddhism rejected the caste system.



DISCUSS

Most people in the modern world regard the caste system as cruel and unjust.

6.8.3 The status of women in ancient India

The status of women changes dramatically throughout the various dynasties of ancient India. During the Vedic (Aryan) period (1500 BCE to 1000 BCE), women were highly respected and treated as equals in all aspects of society. Women had access to education, held positions within government, were able to participate in battle and were also able to choose their own husbands. The several revered female philosophers include Maitreyi. Although conflicting stories exist regarding who Maitreyi actually was, she is regarded as one of the most important women from the ancient Indian period. Maitreyi's teachings centred on the concept of *Atman* (the soul), especially in reference to its immortality. The legacy of Maitreyi is seen in modern India with a college in New Delhi named in her honour.

The status of women gradually deteriorated during the Gupta and Mauryan empires. Although some women in the upper castes still had access to education and some personal freedom, those women in lower castes were

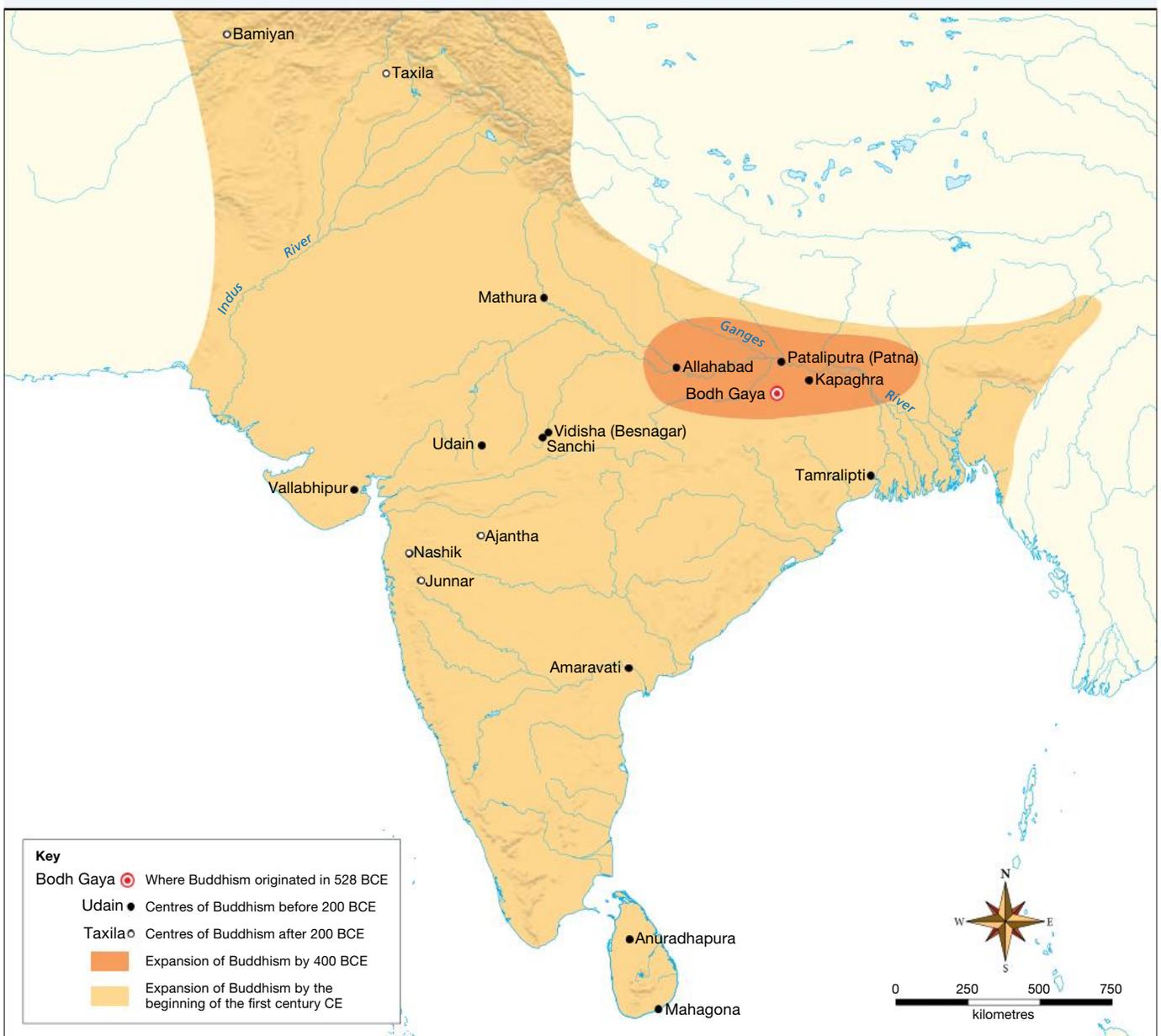
not as fortunate. Discrimination against women became common and they were banned from participating in many religious and cultural practices. Historian Dr Radhika Kapur writes that the status of women became so bad during this period that even the birth of a girl was seen as a misfortune for the family. So while women in early ancient India were seen as equal and enjoyed life without discrimination, the status of women gradually deteriorated throughout subsequent dynasties.

6.8.4 Buddhism and the natural world

A deeply spiritual religion, Buddhism originated in India and then spread throughout Asia and beyond (see **SOURCE 7**). Like Hinduism, Buddhism also sees humankind as part of a sacred natural world. Buddhism advocates contentment. The Buddha taught that humans must understand nature in order to satisfy their needs without harming the natural world. Whenever humans became corrupted by unrestricted greed, both humanity and the natural world suffered. Buddhists see the natural world as being filled with interconnections. Buddhism

int-6002

SOURCE 7 The spread of Buddhism within India up to the first century CE



Source: Spatial Vision

also teaches that humans must achieve a balance between themselves and the environments in which they live. An important element of Buddhism has always been the belief that people can be reincarnated as animals. In Buddhist thought, this provided another reason for a gentle relationship with nature, and sympathy and respect for all living creatures.

Buddhism explained

Buddhism was founded by a Hindu prince named Siddhartha Gautama in the sixth century BCE. After observing the suffering of people in his kingdom, Siddhartha decided to give up his worldly riches and seek deeper truths about life. It is said he lived as a hermit for seven years, and then set out to teach people what he called the Four Noble Truths. It is at this time that people began calling him the Buddha, which means ‘the Enlightened One’.

The Four Noble Truths are:

- All people, regardless of wealth, suffer pain.
- People suffer pain so long as they remain locked in the cycle of the soul’s reincarnation — through birth, death and rebirth.
- Pain is caused by the desire, or craving, for things.
- To overcome desire, a person must follow the Eightfold Path.

The Eightfold Path is concerned with the seeking of wisdom, resisting and freeing the mind from wrongdoing, serving one’s neighbours, and ‘right concentration’ or meditation. The goal is to rid oneself of desire. By following this path, the Buddha taught, one could achieve *nirvana*, a state of spiritual peace and joy, free from worldly desires and attachments, suffering and individual consciousness. The soul ceases to exist as it comes into harmony with the universe.

Buddhism spread throughout ancient India, but by the twelfth century CE it had lost much of its influence. Today, India has about 10 million Buddhists. But Buddhism also spread throughout much of Asia, including China, Japan, Tibet, Korea and South-East Asia. Today, its influence is more marked in these countries than in India.

6.8.5 Jainism and the natural world

Another of ancient India’s three religions, Jainism is often mistakenly seen as a branch of Hinduism and Buddhism. Although the three religions do share common values and ideas, Jainism should be viewed as a separate belief system. One of the most important principles in Jainism is *ahimsa*, or non-violence. Jains believe that violence against any living thing is wrong and must be avoided at all costs. They believe that living a non-violent life will bring you closer to holiness. For this reason, Jains commonly practice vegetarianism and adopt lifestyles that reduce their environmental impact. Strict Jains will even sweep the ground in front of them to avoid killing insects. This custom demonstrates just how important the natural world is in Jainism.

Jainism explained

Ahimsa is not the only important aspect of Jainism. In fact, it is only one of the five major vows that all Jains must take. By fulfilling these vows, Jains believe that all people have the opportunity to become gods.

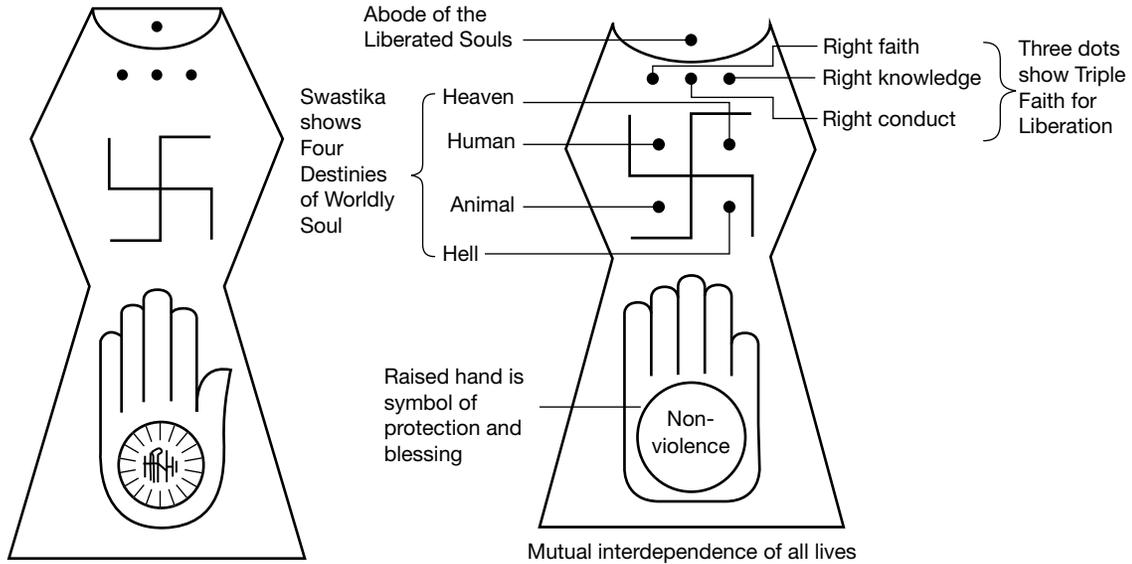
The Five Vows of Jainism are:

- *ahimsa* — non-violence
- *satya* — truthfulness
- *asteya* — non-stealing
- *brahmacharya* — celibacy/chastity
- *aparigraha* — non-attachment.

SOURCE 8 Statue of the Buddha from the Gandhara region in northern Pakistan, first century CE



SOURCE 9 An explanation of Jainism symbols



By living their lives according to these vows, Jains attempt to seek liberation from the cycle of reincarnation in which they also believe. Once a person attains liberation, their soul becomes immortal and stays in an ever-lasting state of bliss. In modern times, Jainism remains a relatively minor religion in India. It was popularised in the western world by the famous Indian political leader Mahatma Gandhi. Though not a Jain by birth, Gandhi’s non-violent methods of protest closely follow the teachings of Jainism.

6.8.6 Rites of passage in ancient India

Life-cycle events are a large part of many religions. In Catholicism, a newborn baby’s baptism is a significant religious event, as is a *bar-* or *bat-mitzvah* to a young Jewish boy or girl. In ancient India, life-cycle events were known as *samskara*. A term with different meanings, in this instance *samskara* refers to the moment in the lives of Hindus, Buddhists and Jains. **SOURCE 10** outlines the most important *samskara* in Hinduism.

SOURCE 10 The most important *samskara* in Hinduism

Samskara	Description
Garbhadhana	A ritual that signified the intent to conceive a child
Pumsavana	A ritual to increase the chances of conception
Simanatonayana	‘Parting of the hair’ ceremony; completed to ensure the safe delivery of a baby
Jatakarman	A ritual to celebrate the birth of a baby
Namakarana	A baby-naming ceremony usually performed on the 10th to 12th day after its birth
Nishkramana	A ritual during which a baby is formally introduced to the world for the first time; the timing usually corresponds to sunrise or sunset
Annaprashana	A ritual during which a baby will eat solid food for the first time
Chudakarana	The ritual of a child’s first haircut (usually involves shaving the head, especially for boys)
Karnavedha	An ear-piercing ceremony that in modern times is more common for girls than boys
Vidyarambha	A ritual to celebrate the beginning of a child’s education
Upanayana	A rite of passage during which a child receives a sacred thread, usually from a teacher
Praishartha	A ritual that marks the beginning of the study of sacred texts, including the Hindu <i>Vedas</i>

(Continued)

(Continued)

Samskara	Description
Keshanta and Ritusuddhi	Rituals that mark a young man's first shave (the former) and a young woman's first menstruation cycle (the latter)
Samavartana	A ritual to celebrate graduation from the education system
Vivaha	The range of rituals in a marriage ceremony
Antyeshti	Funeral rites, often including cremation

Ancient Indians took part in these rituals, and continue to do so today, for many reasons. The most simple of these reasons is that the various samskara allowed people to demonstrate their commitment to what they believe. Take the ritual of *Upanayana*, for example. Conducted between a *guru* (teacher) and a student, this ritual is conducted by only the upper three castes of Indian society. The ceremony marks the beginning of a student's educational journey. Yet, more importantly, it also signifies a young person's acceptance as a full member of their community. During the ceremony, a sacred thread is tied across the student's chest. While it may need to be replaced over the years, this thread is worn for the remainder of the bearer's life — a constant reminder of their connection to their beliefs.

SOURCE 11 A modern example of the Upanayana ritual



6.8.7 Death and funerary customs

The concept of death in ancient Indian belief systems is extremely interesting. With the belief in incarnation strong in many Indian religions, death is seen as a transition from one life into another. For Hindus, the funerary ceremony, or *antyeshti*, signifies the separation of the soul from the body. For this reason, adults are usually cremated, with their ashes scattered either in a sacred river such as the Ganges or a place of importance to the deceased. The funeral occurs in the days that follow the death and is usually presided over by the oldest son of the grieving family. An interesting, but rare, custom in Indian funerals is the use of professional mourners. People referred to as *rudaali* are employed by the grieving family to attend the funeral. Rudaali are

SOURCE 12 The Great Stupa at Sanchi and a small personal stupa



only employed by members of the upper castes who, because of their status, are not allowed to publicly show their emotions. Due to this social restriction, the role of the rudaali is to mourn on their behalf.

Cremation was also practised by Buddhists in ancient India. Buddhist monks would chant with the grieving family while the body was set alight. Their prayers were thought to help the soul of the deceased leave the body and transition into its next incarnation. Another Buddhist funerary custom was the construction of *stupas*.

Found at monasteries and religious centres, stupas usually took the form of a hemispherical structure. The shape of the stupa represents the original burial mounds of the Buddha. While the central mound was usually left plain and undecorated, the surrounding walls and arches were covered with elaborate engravings. On early Indian stupas, the Buddha himself was never depicted in human form. Instead, the Buddha was represented through symbols such as the footprints shown in **SOURCE 13**.

The relics of great Buddhist scholars and monks were stored within the structure. Small ceramic, stone or metal stupas were also used to house the ashes of the deceased. It was (and still is) common for these smaller stupas to become the focus of family shrines.

SOURCE 13 Engraved stupa walls at the Great Stupa of Sanchi, showing footprints of the Buddha with a wheel — the Ashoka Chakra — embedded in them



6.8 SKILL ACTIVITY: Using historical sources

Historical sources can provide information about past civilisations and what was important to them.

1. **Examine SOURCE 13.**
2. **Identify** what is located within the Buddha's footprints.
3. **Conduct research** to find out more about this object and answer the following questions:
 - What does the object symbolise?
 - Why has the object been added to this engraving of Buddha's footprints?
 - Is this object displayed in modern India? Provide an example.
4. **Summarise** the significance of this object to the people of India.

6.8 Exercise

learnon

6.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6, 8

■ LEVEL 2

5, 7

■ LEVEL 3

4, 9, 10

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Check your understanding

1. Select the correct words to complete the passage.
Siddhartha Gautama was an Indian **priest** / **prince** / **worker** who founded Buddhism in the **fifth** / **sixth** / **eighth** century BCE. He gave up his worldly riches to seek the deeper truths about life, including the **Two** / **Four** / **Six** Noble Truths. People began to call him Buddha, or the Enlightened One.
2. Reincarnation is the process through which a deceased person's spirit or soul moves to the afterlife. True or false?
3. **a.** From _____ times, Hinduism divided society into classes called castes.
b. The caste system was a means of _____ control.
c. Identify the two groups that occupied the top caste of the system.
d. Recall why the lowest ranked group was known as the Untouchables.
4. **Explain** dharma and how it relates to the natural world.
5. **Explain** why people participate in the various rituals explained in this lesson.

Apply your understanding

Using historical sources

6. **Consider** the sources included in this lesson. From what you have learned in this topic, **explain** why you think water plays a key role in these Hindu festivals.
7. **Propose** why someone would have written the *Purusha Sukta* after the Vedic period. What purpose might the author have had?
8. Using **SOURCE 7**, **identify** in which part of India the most centres of Buddhism were located by about 200 BCE.
9. **Describe** what you notice about the representation of the Buddha shown in **SOURCE 8**.
10. The major religions of India are closely linked through shared beliefs and customs. **Evaluate** the accuracy of this statement with examples.

LESSON

6.9 INQUIRY: What was behind Ashoka the Great's sudden change in leadership style?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons behind Ashoka the Great's sudden change in leadership style and military approach.

Background

In this inquiry, you will take a closer look at the remarkable personal change made by Ashoka the Great. You may like to revisit lesson 6.7 to refresh your knowledge about the famous warrior-turned-philosopher.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Find a range of primary and secondary sources to support the observations you make about Ashoka and his leadership styles. You can use this text as a starting point, but try to find additional sources using your school's library and the internet.

Step 2: Using historical sources

Analyse your research in the context of your guiding questions. In other words, once you have obtained more historical information, try to categorise this information in relation to your questions. A table like the one provided is just one way to organise and analyse your research.

Source	Primary or Secondary	Summary of source	Relevant inquiry question

Step 3: Historical perspectives and interpretations

Evaluate your information by making a judgement on the key research question — which of Ashoka's leadership and military styles were the most effective in building an empire? To assist your evaluation, you may want to revisit the table you just completed.

Step 4: Communicating

What is the answer to your research question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 6.9 exercise set to complete it online.

SOURCE 1 An artist's impression of Ashoka the Great



on Resources

 **Digital document** Inquiry rubric (doc-39372)

LESSON

6.10 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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6.10.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

6.2 How do we know about ancient India?

- Indian history stretches back over 3500 years.
- Compared to other ancient civilisation, the Indus Valley Civilisation has fewer historical sources and artefacts remaining today.
- Harappa and Mohenjo-daro are two of the most important archaeology sites in the Indus Valley region.
- Evidence exists of contact between the Indus Valley Civilisation and other ancient cultures.

6.3 What is the geography of India?

- The unique physical factors found within the Indus Valley were crucial to the development of early Indian civilisations.
- The great Himalayan rivers of the Ganges, Brahmaputra and Indus provided the area with a reliable supply of fresh water.
- The rivers also left the surrounding soil rich with sediment eroded from the mountain ranges that lay to India's north.
- The supply of fresh water from the rivers and the rich sediment allowed early Indian farmers to establish permanent settlements in the Indus Valley. From these settlements, the Indus Valley Civilisation arose.

6.4 What are the lost cities of the Indus Valley?

- Archaeological excavations and important sites have revealed much about India's past. In particular, the sites of Harappa, Mohenjo-daro and Lothal have yielded pottery, jewellery, engraved walls and religious structures, ports and even entire street plans.
- Given the importance of early Indian archaeological sites, it is crucial that the relevant authorities strive to conserve and protect them.
- Increased urban development, increased numbers of tourist visitors and climate change are all real threats to the survival of Harappa, Mohenjo-daro, Lothal and other key archaeological sites.

6.5 What contacts and conflicts did ancient India experience?

- Early Indian society was significantly influenced by its frequent battles against invaders from a range of other peoples.
- Trade between Europe and the East became more common, and knowledge of the unique goods and resources India had been blessed with became more widely known.
- Increased knowledge of India's unique resources made the area a target for the powerful armies of Greece, Persia and Macedonia.
- Contact and conflicts with Greece, Persia and Macedonia left cultural and religious impacts on ancient Indian society.

6.6 What was significant about the Mauryan Empire?

- Before the Mauryan Empire, ancient India was ruled by separate tribal families and civil conflict was common and fierce.
- The Mauryan Empire was the first dynastic power in India and brought relative peace to the area through its unified government.
- This period of history witnessed significant developments in law-making and other government regulations.

6.7 Who was Ashoka the Great?

- Through a series of military campaigns, Ashoka expanded the Mauryan Empire to its furthest limits.
- Once a warrior himself, Ashoka saw the brutality of his ways and devoted his life to the principles of Buddhism. Ashoka is credited with popularising Buddhism in ancient India.

6.8 What was the social structure of ancient India?

- Indian society became highly controlled and regulated with the introduction of the caste system, a rigid social hierarchy where moving between castes was virtually impossible. This system is still in place in modern India to some extent.
- Women were initially highly respected in ancient India and experienced a high level of gender equality. However, the status and rights of women deteriorated through later dynasties.
- Introduced by Hindus, the caste system was rejected by followers of Buddhism.
- Indian society was and still is steeped in religion and tradition, and several key belief systems developed in ancient India.
- Each of these belief systems participated in similar, yet varied, daily customs and rituals. In particular, funerary customs were of importance to all Indian religions. With belief in reincarnation and an afterlife common in Indian religions, it was crucial that death be handled in the right way.

6.9 INQUIRY: What was behind Ashoka the Great's sudden change in leadership style?

- Ashoka the Great underwent a complete transformation in his leadership and military style, and devoted his life to Buddhist principles.
- A range of primary and secondary sources can provide further insight into Ashoka and his leadership styles.

6.10.2 Key terms

anthropomorphic	describing or representing something as having human traits, despite its original lack of these characteristics
continent	one of seven very large, continuous bodies of land; they are Europe, Asia, Africa, Antarctica, Australia, North America and South America
cubit	an ancient measure of length, based on an adult's forearm
demise	death
edict	order issued by a sovereign to his or her subjects
granary	place for storing grain
grid system	a street network that creates square and rectangular blocks
hygienic	healthy, sanitary
Indus seals	imprints of stamps found on pottery made during the Indus Valley Civilisation
legacy	something handed down from the past
Macedonian	native of Macedon, an ancient kingdom north of Greece
medallion	a coin-shaped, usually metallic, decorative disk
monsoon	rainy season accompanied by south-westerly summer winds in the Indian subcontinent and South-East Asia
nomads	tribal groups who wander from place to place, generally in search of food or pasture
power vacuum	a situation with a lack of political leadership
Sanskrit	ancient Indian language used in classical Hindu literature
stadia	the plural form of stadium, which is a measure of about 200 metres
utopia	a perfect social and political system

6.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did society change during the Indus Valley Civilisation?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10518)
Reflection (ewbk-10526)
Ancient India crossword (ewbk-10525)
-  **Interactivity** Ancient India crossword (int-7697)

6.11 Review exercise

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Multiple choice

1. When did the first permanent settlements of the Indus Valley Civilisation arise?
 - A. About 4000 BCE
 - B. About 3000 BCE
 - C. About 2000 BCE
 - D. About 1000 BCE
2. What natural resource was crucial to the development of the Indus Valley Civilisation?
 - A. Gold
 - B. Silver
 - C. Water
 - D. Trees
3. Why don't we know the names of any of the Indus Valley rulers?
 - A. Because written language was not used at the time.
 - B. Because there were too many different leaders.
 - C. Because there were no leaders of the Indus Valley Civilisation.
 - D. Because we do not have enough archaeological evidence of these leaders.
4. Which ancient Indian city housed a port that enabled international trade?
 - A. Harappa
 - B. Mohenjo-daro
 - C. Lothal
 - D. Sanchi

5. What is the greatest threat to the archaeological sites from ancient India?
 - A. Rapid urbanisation
 - B. Increased tourist numbers
 - C. Increased flooding events
 - D. All of the above
6. What was unique about the rule of Ashoka the Great?
 - A. He abandoned his reign at the peak of its powers.
 - B. He converted India from Hinduism to Buddhism.
 - C. He united the warring states of India.
 - D. He was assassinated by his own brother.
7. What were the *Vedas*?
 - A. A group of religious texts
 - B. A group of foreign invaders
 - C. A group of Hindu rituals
 - D. A group of young Buddhist scholars
8. Which group is at the bottom of the caste system?
 - A. Brahmin
 - B. Vaishya
 - C. Sudra
 - D. Dalit (Untouchables)
9. One method Jains take to achieve liberation is which of the following?
 - A. The Eightfold Path
 - B. Enlightenment
 - C. Nirvana
 - D. The Five Vows
10. The ancient Indian language used in classical Hindu literature is called:
 - A. Suscrit
 - B. Sanskrit
 - C. Sanswrit
 - D. Suskrit

Short answer

Communicating

11. Using the sources shown throughout this topic, **create** a map that shows the establishment and expansion of ancient Indian civilisations. Include the invasions launched by other countries.
12. **Explain** the ways in which religion influenced early Indian civilisations.
13. How did trade with the outside world affect the development of early Indian civilisations?
14. Why is it difficult to make conclusive statements about much of ancient Indian history?
15. Throughout ancient Indian history, civilisations were rigid and resisted outside influences. **Evaluate** this statement, using specific examples to support your view.

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7 Ancient China

LESSON SEQUENCE

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LESSON

7.1 Overview

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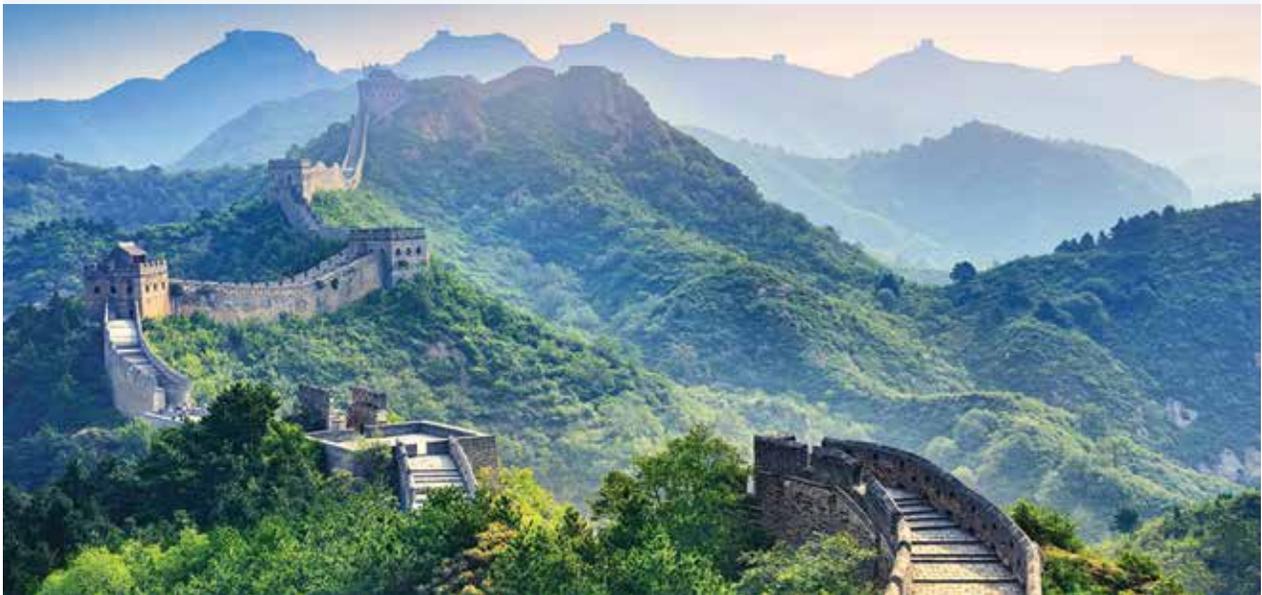
Why and where did ancient China's civilisation emerge, and what were its defining features, achievements and legacies?

7.1.1 Introduction

China is the world's oldest continuous civilisation. For thousands of years, it remained isolated from the western world. During the nineteenth and early twentieth centuries, China suffered invasions, revolutions and civil wars in which many millions of people died. Now, in the twenty-first century, China is emerging as the world's next great superpower.

China has the biggest population and one of the fastest growing economies in the world. In recent years, it has experienced a massive building boom, with skyscrapers pushing ever upwards into the already polluted skies over vast cities such as Shanghai. Its amazing industrial growth has increased the world's awareness of environmental issues, especially global warming. We know that if each person in China were to cause as much pollution as the average Australian, our planet would become uninhabitable.

SOURCE 1 The Great Wall of China



Resources



eWorkbook

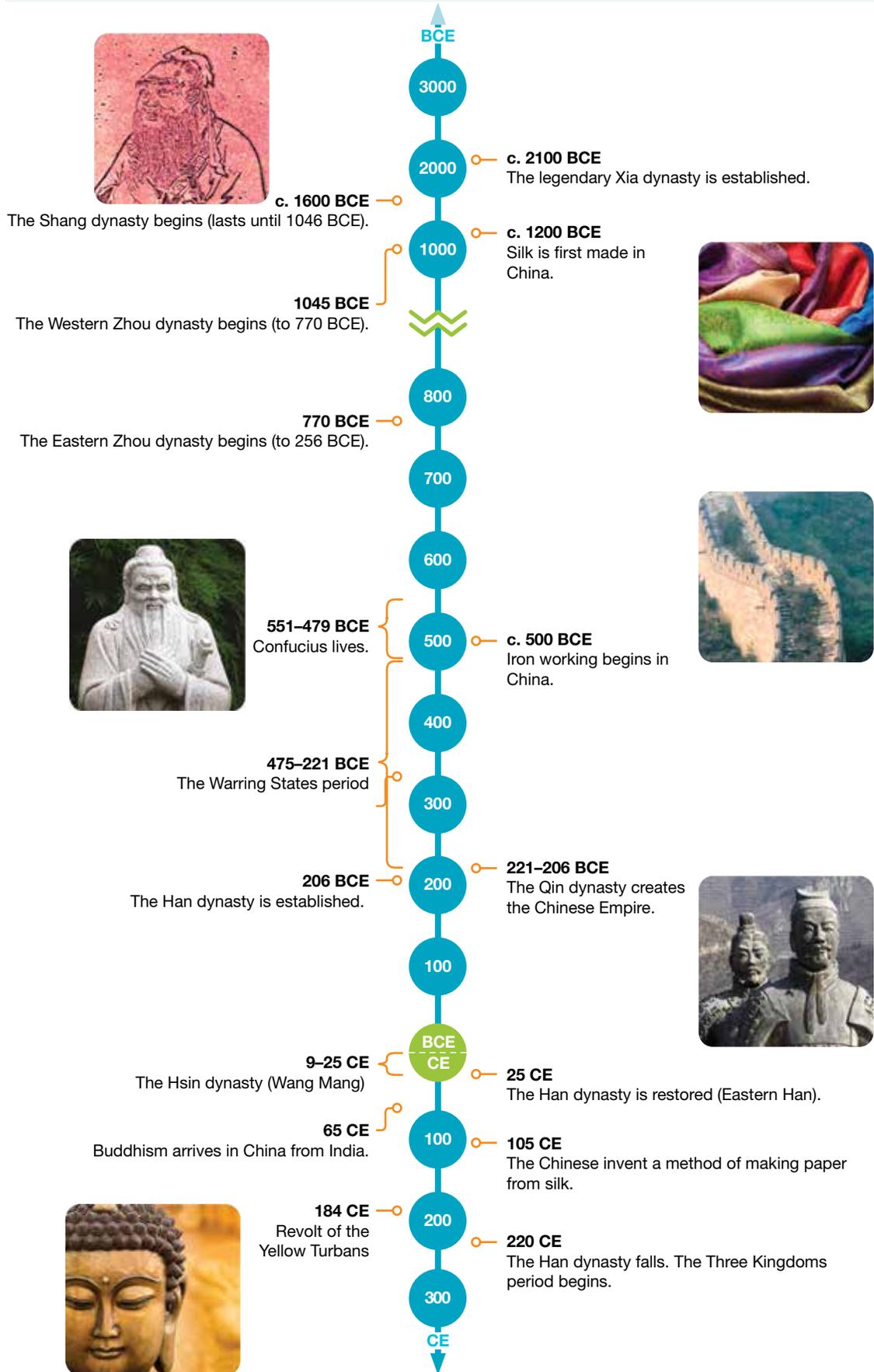
Customisable worksheets for this topic (ewbk-10528)



Video eLesson

Ancient China (eles-1838)

SOURCE 2 A timeline of ancient China



LESSON

7.2 How do we know about ancient China?

LEARNING INTENTION

By the end of this lesson you should be able to explain how we know about ancient China, and begin to develop the skills of identifying, analysing and using source material.

TUNE IN

In 1928, nearly 100 000 engraved bones and turtle shells from the Shang dynasty were found near the modern city of Anyang. They were covered in early Chinese writing.

SOURCE 1 Shang dynasty inscriptions on bone



Discuss the following with reference to **SOURCE 1**:

1. This bone was found covered in the earliest known Chinese writing. Brainstorm why you think people would have written on bone.
2. What do you think the writing could have been about?

7.2.1 Examining the evidence about ancient China

From huge structures, such as the Great Wall of China, to the writings of ancient Chinese poets and historians, many primary sources provide extensive evidence of ancient China.

We know that at least 6000 years ago people settled in farming villages along China's Huang River (Yellow River). Shang dynasty inscriptions refer to harvests, rainfall, crops, silk and domesticated animals. Through inscriptions on bronze weapons, armour and vessels, and on tortoiseshell and bones, we know that by Shang times the Chinese had developed writing (refer to **SOURCE 1**). Inscriptions show that they believed that China was a place of civilisation surrounded by barbarians. Discoveries of cast-iron implements from Eastern Zhou times show that iron was then being used to make tools and weapons for the expanding armies. Iron gave those armies a great advantage over enemies who still used softer, bronze weapons.

Archaeological finds, including artworks and jade burial suits, tell us about the rich cultures that existed during the Qin (pronounced *chin*) and Han dynasties. The most exciting find of all was the discovery in 1974 by local peasants of a huge buried army of life-size terracotta warriors (see **SOURCE 2**). They stood guard over the tomb of China's first emperor, Qin Shihuang. Archaeologists estimate that the complex surrounding the tomb contains at least 7000 clay warriors, 600 clay horses and many weapons. Two bronze chariots, each made up of more than 3000 pieces, were also found.

SOURCE 2 Some of the thousands of terracotta warriors that were buried around the tomb of China's first emperor



aud-0425

7.2 SKILL ACTIVITY: Using historical sources

SOURCE 3 From Sima Qian's book *Shiji*. Sima Qian was a Chinese historian who lived from about 145 to 86 BCE (during the Han dynasty).

In the ninth moon the First Emperor was buried in Mount Li... he employed his soldiery, to the number of 700 000, to bore down... and there a foundation of bronze was laid and the sarcophagus placed thereon. Rare objects and costly jewels were collected... in vast quantities. **Artificers** were ordered to construct mechanical crossbows, which, if anyone were to enter, would immediately discharge their arrows... On the roof were delineated the **constellations** of the sky, on the floor the geographical divisions of the earth...

The Second Emperor said, 'It is not fitting that the **concubines** of my late father who are without children should leave him now'; and accordingly he ordered them to accompany the dead monarch to the next world... someone suggested that the workmen who had made the machinery and concealed the treasure knew the great value of the latter... Therefore, so soon as the ceremony was over... the **mausoleum** was closed, so that not one of the workmen escaped.

artificer craftsman or inventor
constellations groups of stars
concubines women who lived with the emperor in a sexual relationship but were not married to him
mausoleum large tomb structure

Examine **SOURCE 3**.

1. In this extract from *Shiji*, Sima Qian is describing the construction of the tomb of Qin Shihuang, China's first emperor. **Propose** what you think would have been the purpose of the mechanical crossbows.
2. **Identify** what was pictured on the roof. **Discuss** why this might have been done.
3. **Identify** what was done to the concubines and the workmen and **infer** what this tells you about the emperor's power and attitudes to human life.

7.2 Exercise

learnon

7.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. **Identify** when farming began in ancient China.
 - A. Around 6000 years ago
 - B. Around 1000 years ago
 - C. Around 600 000 years ago
 - D. Around 100 000 years ago
2. **Examine SOURCE 1**. **Identify** the clues about ancient China's civilisation that have been provided by inscriptions and implements.
 - A. They had developed writing
 - B. Iron was being used to make weapons and tools
 - C. They kept records of harvests and rainfall
 - D. All of the above
3. **Recall** and select the correct answer to complete the following sentence.
The Chinese had developed writing by **Xia / Shang / Han** times.
4. **Discuss** the advantage that armies using iron weapons had over enemies using bronze weapons.
5. **Describe** what was discovered in the complex surrounding the tomb of Emperor Qin Shihuang.

Apply your understanding

Communicating

6. **Explain** how **SOURCE 1** provides evidence of a writing system during the Shang dynasty.

Using historical sources

7. Study **SOURCE 2**.
 - a. **Describe** the terracotta warriors.
 - b. How can you know that they were not mass-produced?
 - c. What do they tell you about the emperor's army, wealth and power?
8. Using **SOURCES 2** and **3** as your evidence, write a one-paragraph **explanation** of the position of the emperor and the burial practices that were carried out after his death.
9. Qin Shihuang is often described as a ruthless, harsh ruler. Refer to **SOURCES 2** and **3** to either support or refute this view.
10. Sima Qian wrote during the Han dynasty, which replaced the first emperor's Qin dynasty. **Discuss** why this should make us cautious about accepting that **SOURCE 3** is accurate.

LESSON

7.3 How did China's civilisation begin?

LEARNING INTENTION

By the end of this lesson you should be able to describe China's physical features and explain how they shaped China's emerging civilisation.

TUNE IN

The city of Shanghai is on the Yangtze River, one of the first places where farming and civilisation developed in China.

SOURCE 1 River traffic in Shanghai



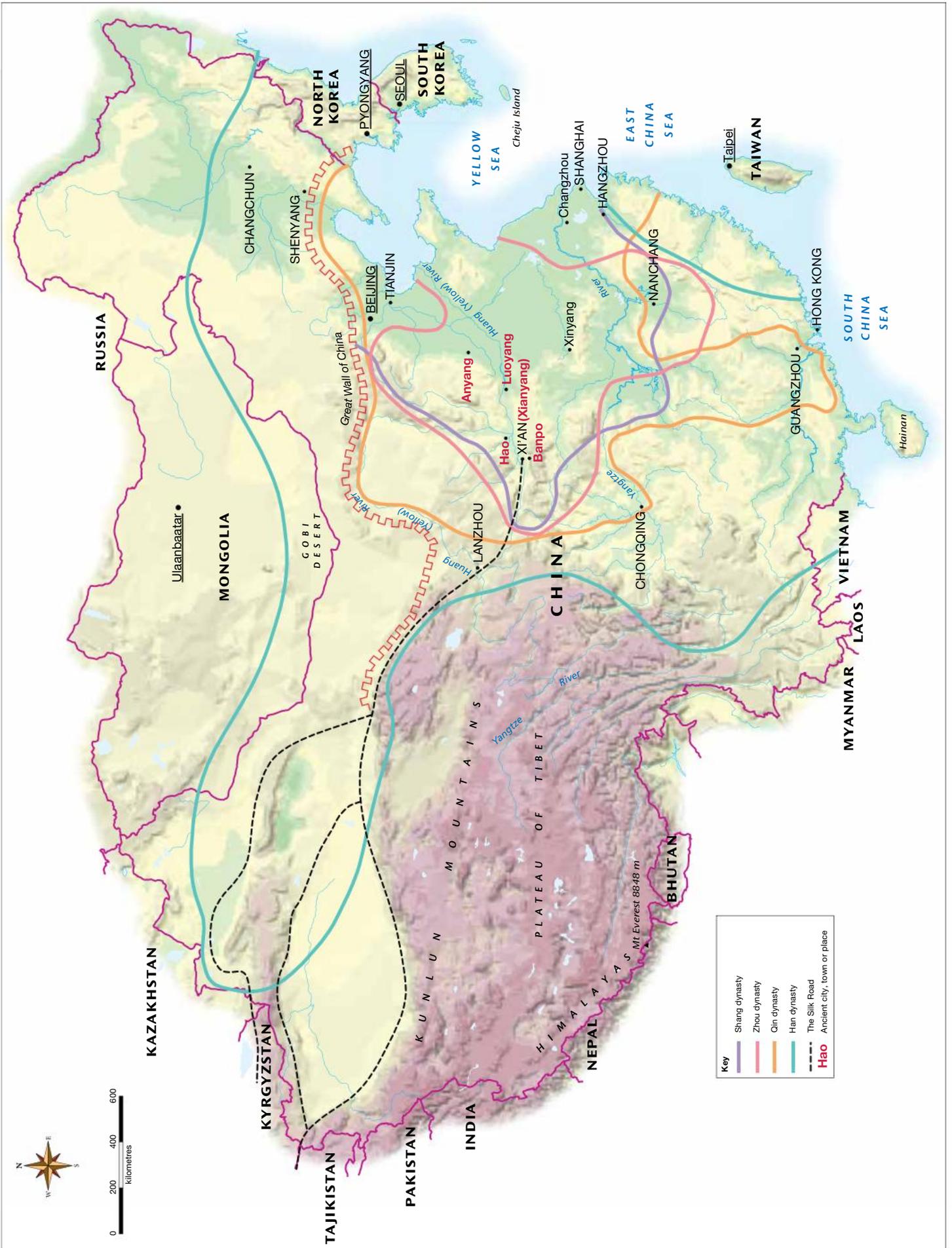
Discuss the following:

1. What advantages do you think the river provides for Shanghai today?
2. What advantages do you think river valleys provided for early civilisations?

7.3.1 China's physical features and the beginning of civilisation

The ancient Chinese saw their country as the centre of the world. Until about 126 BCE, they were unaware of the existence of other civilisations. According to legends in the ancient books of China, there was once a 'golden age' in which the arts of civilisation, morals and good government were established. The legends tell of a dynasty called the Xia (pronounced *shar*). This dynasty possibly ruled a state in China from about the twenty-first century BCE to the seventeenth century BCE, when its last king was overthrown. However, we have no primary evidence of its existence.

SOURCE 2 A map of ancient China



Source: Map drawn by Spatial Vision.

What we do know with certainty is that civilisation could not have developed where it did in China without its river valleys. They provided fertile land for farming. But farming along such river valleys could also be hazardous, because the same floods that provided rich soil for crops could also devastate farms and villages. People looked to gods and rulers to protect them.

From earliest times, Chinese rulers based their authority on the **mandate of heaven**. This meant they had been chosen by the gods to rule. However, a ruler who failed to protect the people from floods, famine, wars or other disasters was considered to have lost the mandate of heaven and could be overthrown.

DID YOU KNOW?

The name 'China' comes from the name of the Chinese state Qin. People in India and Central Asia must have known of Qin's existence by about 300 BCE because by that time the word 'China' had appeared in their languages. Modern Chinese call their country *Zhongguo*. In Eastern Zhou times, *Zhongguo* meant the central states of China.

China's earliest dynasties

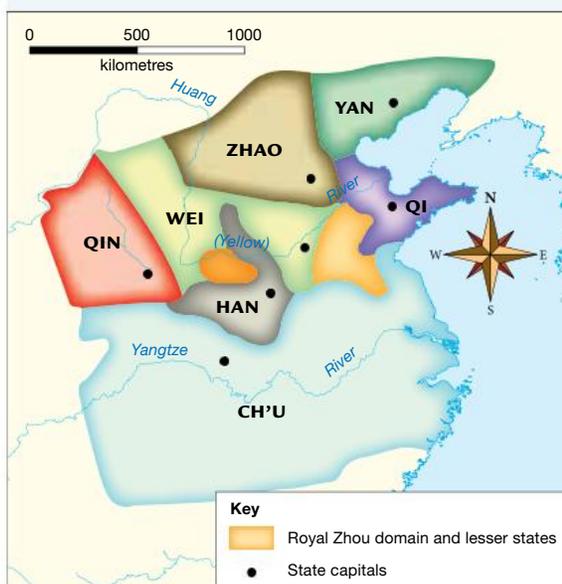
The first dynasty for which we have evidence is the Shang dynasty (c. 1600–1046 BCE). The Shang rulers were often at war with neighbouring groups. Their dynasty fell when the Zhou (pronounced *jo*) defeated them and set up a new dynasty. Historians divide the Zhou dynasty into two periods: the Western Zhou dynasty (1045–771 BCE) and the Eastern Zhou dynasty (770–256 BCE), under which the capital was moved to the east.

The Warring States period (475–221 BCE)

Royal authority was weak under the Eastern Zhou rulers. Many wars broke out between local lords, who controlled their own states within the Zhou kingdom. The stronger states defeated and took over the weaker states. Finally, seven states — Qin, Han, Zhao, Wei, Ch'u, Yan and Qi — remained to fight for control of northern China.

mandate of heaven Chinese expression meaning that a ruler had been chosen by the gods

SOURCE 3 Zhou dynasty China during the Warring States period, about 300 BCE



Source: Map drawn by Spatial Vision.

7.3 SKILL ACTIVITY: Communicating

Create a timeline, putting the following events in the order in which they took place: the Eastern Zhou dynasty, the Western Zhou dynasty, the legendary Xia dynasty, the Warring States period, the Shang dynasty.

Identify and **describe** any continuous pattern your timeline shows.

7.3 Exercise

learn**on**

7.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. **Identify** the idea of the mandate of heaven.
 - A. The rulers were gods.
 - B. The rulers were perceived as gods by the people.
 - C. Power and authority was given to a ruler by the gods.
 - D. The gods made laws that could not be broken.
2. The mandate could be withdrawn if a ruler failed to protect the people from floods, famine, war and other disasters. True or false?
3. Why is the Xia dynasty often referred to as the 'legendary' Xia dynasty?
 - A. The Xia dynasty achieved great advancements.
 - B. The people of the Xia dynasty were legendary warriors.
 - C. The ruler of the Xia dynasty was a god.
 - D. No primary evidence has been found to prove its existence.
4. **Explain** why we know more about the Shang and Zhou dynasties than some other dynasties of ancient China.
5. What was the Warring States period?

Apply your understanding

Using historical sources

6. **Examine SOURCE 2.**
 - a. How big was China in Shang and Zhou times compared with modern China?
 - b. Which major rivers can you find in the area that was part of China under the Shang and Zhou dynasties?
7. **Examine SOURCE 3.**
 - a. During the Warring States period, which states occupied land around river valleys?
 - b. What advantages would they have gained from that?
8. Using the sources and information in this lesson, **summarise** a list of ways in which the adoption of farming must have changed Chinese society.
9. Referring to **SOURCE 2**, **propose** how the natural features of China's varied geography would have helped to protect it against invasion.

Communicating

10. **Propose** how China's rivers would have contributed to the development of its civilisation.

LESSON

7.4 What were life and death like in ancient China?

LEARNING INTENTION

By the end of this lesson you should be able to describe ancient China's social structure, explain the connections between class and power, and explain the different experience of the classes in life and death.

TUNE IN

The everyday lives of people varied between different social classes in ancient China.

Examine **SOURCE 1**.

1. Describe what you can see in this image that suggests to you that it is in China.
2. Is this how you would have expected Chinese citizens to appear?
3. Consider the ways that ordinary Chinese people might have looked different in ancient times.

SOURCE 1 Modern Chinese people in the Chinese capital, Beijing



7.4.1 The ruling classes

Chinese society was headed by rulers who were supported by lords, the landowning gentry (whose position was based on inherited status, wealth and education) and **bureaucrats**. These classes had authority over large populations of peasants, landless labourers, artisans and some slaves.

- Ancient Chinese rulers had great power. This is shown by Shang dynasty tombs containing war chariots and the bodies of thousands of followers. These people must have been sacrificed to serve their rulers in the afterlife.
- Below the supreme ruler were the powerful lords. They governed the states, such as Zhao, Qin and Wei, within the kingdom.
- Next came the landowning gentry. The warrior gentry headed the lords' armies. Bureaucrats were also recruited from the gentry, but they had to be scholars to become government officials.

The lords of ancient China were often at war with neighbouring nomadic tribes to China's north and west. They also made war with each other. Warriors fought at first in chariots and later on horseback. The lords and warrior gentry regarded war almost as a sporting contest. When not fighting, they spent much of their time hunting, feasting or attending ceremonies and entertainments at court.

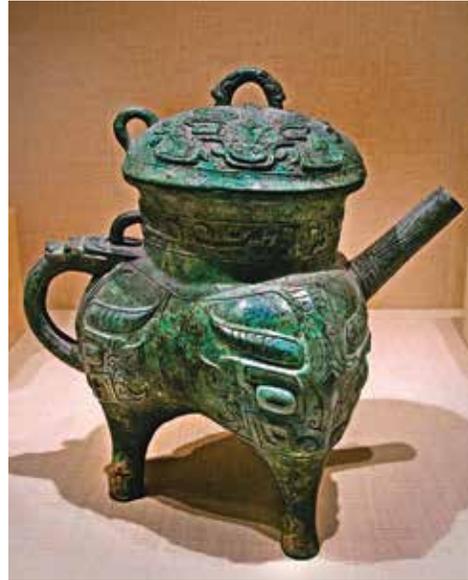
Upper-class women had servants and luxuries. However, as females they were considered inferior to males. When they married, they were treated as the property of their wealthy husbands, who were allowed to have several wives.

bureaucrat government official

SOURCE 2 A late Zhou dynasty bronze musical bell



SOURCE 3 An ox-shaped bronze zun (wine vessel) from the late Zhou dynasty



DID YOU KNOW?

In ancient China, women and men wore ornaments and jewellery as a badge of their social rank. This made it easy to tell at a glance their position in society.

7.4.2 The common people

The struggling peasants

Most of the people in ancient China were powerless peasants whose lives changed little over thousands of years. They reared sheep, pigs, poultry, buffalo and oxen, and grew grains such as wheat, millet and barley. Most peasants were tenants who worked fields owned by the lords or gentry. They had to give their landlords about half of everything they produced, as well as paying taxes to the government. Times could be so hard that they were forced to sell their children into slavery.

Peasants had to cope with natural disasters, such as floods and famine, and with the constant threat of war. Most of the **infantry** in the armies were **conscripted** peasants. In hand-to-hand fighting, their main weapons were at first **halberds** with bronze blades. Later they used swords made from bronze or iron. Many foot soldiers died in battle. Those who were captured could expect to be executed or condemned to slavery.

The lowest classes

Below the peasants came artisans, merchants and slaves. Artisans were skilled craftsmen such as armourers, metalworkers and carpenters. They were a small class because their products were mostly for the ruling classes. Merchants, who conducted businesses and trade, were an even smaller and lower class. Although some merchants were wealthy, they were not considered as playing a useful role and were ranked just above slaves. Ancient China had fewer slaves than many other ancient societies. Many slaves had been taken as prisoners of war. Others suffered slavery as punishment for crimes (sometimes committed by their relatives rather than themselves). Still others were peasants who were sold as slaves to pay debts.

infantry foot soldiers
conscripted forced to become a soldier
halberds daggers mounted on axe handles

7.4.3 Everyday life

How different were the everyday lives of people from different social classes in ancient China and how differently were they treated in death? Life and death were marked by extreme inequality between rulers, lords, gentry and bureaucrats on the one hand, and peasants, artisans and slaves on the other. In addition, within all classes existed extreme inequality between men and women.

The vast majority of the Chinese people were peasant farmers for whom life was a constant struggle to survive. Most spent their entire lives in villages of around a hundred families, toiling on small family farms. They worked long hours every day and most of their work was done by hand. The threat of floods and droughts meant that groups of families often worked together on such tasks as maintaining irrigation canals. In towns and cities, crafts were usually hereditary — a son would learn the craft from his father and take over when his father died. The lives of craftsmen and merchants were also tough but often better than the lives of peasants. At least craftsmen and merchants got to travel for work and trade.

Women's hard lives

Regardless of social class, women were considered inferior to men. Fathers ruled in ancient Chinese families. Women were expected to look after the household and children, and in peasant families they often worked in the fields as well. Their fathers arranged their marriages and, once married, a woman had to live with her husband's family in a dwelling that might house three generations. Married women had to obey their husband's family members but they could gain some respect by producing sons. Baby girls were not valued and were sometimes put out to die or sold to be servants. If a woman failed to give birth to boys, her husband might take other wives. In a society where people venerated their elders, another way for a woman to gain respect was to outlive her husband.

Entertainment

The unending work of men and women in common families left almost no time or money for any kind of entertainment, apart from occasional festivals. In contrast, for the ruling classes, and some wealthy merchants, several forms of entertainment were available. During the Zhou dynasty, acting, music and dance were combined into Chinese opera, in which famous legends were performed. Evidence also exists of a variety of board games from around 500 BCE. From the time of the Qin dynasty, acrobatics became another popular form of entertainment.

SOURCE 4 A bronze *mao* (spearhead) from the late Shang dynasty



SOURCE 5 A *yue* (battle-axe head) with a dragon design, from the late Shang dynasty



SOURCE 6 From Michael Lowe, *Everyday Life in Early Imperial China*

...evidence in the form of reliefs [sculptures] that decorated a tomb illustrates the type of entertainment that rich families could afford to stage, right at the end of the Han period. There was dancing and sword-play, juggling and acrobatic feats, accompanied by skilled players with their drums and bells, their wind and stringed instruments; and we know of other forms of amusements... such as cock-fighting, dog or horse racing and bird hunting.

7.4.4 Death and burials

We know little about death among the poor in ancient China, but a lot about the funeral customs of rulers and the ruling classes because they could afford elaborate tombs. Chinese ideas about death preceded the organised religions, so most people did not restrict funeral rituals to any one religion. A rich family might employ Daoist and Buddhist priests and Confucian scholars to play official roles at a funeral (see lesson 7.6).

It was believed that when someone died their soul left their body to dwell in a spirit world. It was also believed that an elaborate funeral would inform the spirit world of the deceased's high rank in society. Another belief was that the living had to help the deceased into the spirit world so that the dead would not become evil spirits that would return to worry them. From about 5000 BCE to the seventeenth century CE, it was the custom of the ruling classes to bury goods, including food and drink, with the dead so that they would have them in the afterlife. Until Han dynasty times, it was also common for rulers to have people buried with them to serve them in the spirit world.

The rich indulged in grand funeral feasts and ceremonies, and evidence exists of them being buried with puppets clothed in fine silk worth more than a peasant might earn in a year. Their tombs were painted with scenes of joyful banquets and dances. The poor had no such finery. Most were probably buried in simple pits. In famines, floods and wars, most of the poor may have received no burial at all.

SOURCE 7 Life-sized terracotta warriors were buried to guard China's first emperor, Qin Shihuang.



SOURCE 8 Jade burial suit of Princess Dou Wan, who lived before 100 BCE. The pieces of jade (2150 of them) are held together with gold wire.



DID YOU KNOW?

Burial suits were often made of jade because it was believed that jade would stop the body from decaying and so ensure immortality.

SkillBuilders to support skill development

- 1.14 SkillBuilder: Analysing different perspectives about ancient China

7.4 SKILL ACTIVITY: Communicating

In groups, **write** and **perform** a role-play of an imaginary discussion between peasants and members of the ruling classes on the following issues:

- how much of their produce tenant farmers had to give to their landlords
- the suffering of peasants who were conscripted as infantry during wars.

Distinguish the feelings that both groups would have had, and why they would have differed greatly.

7.4 Exercise

learn **on**

7.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6

■ LEVEL 2

7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. **Select** the correct words to complete the following sentence.
The **gentry** / **lords** governed states within the kingdom. The **gentry** / **lords** headed the lords' armies and those who were scholars became government officials.
2. Peasants suffered in wars no matter which side won. True or false?
3. **Identify** three ways people could become slaves in ancient China.
 - A. By being born as a slave
 - B. By being sold into slavery
 - C. By being punished for crimes they (or a relative) committed
 - D. By being captured as soldiers
4. Why were merchants regarded as belonging to a very low class even though they might be wealthy?
5. **Describe** ways in which women were disadvantaged.
6. **Explain** what beliefs were held about life after death.

Apply your understanding

Using historical sources

7. **Examine SOURCES 2, 3, 4 and 5. Describe** how each of these objects was used and which social class would have used it.
8. Read **SOURCE 6** and **explain** what evidence it provides of inequality in ancient China in death and in life.
9. Study **SOURCES 7 and 8. Suggest** what evidence each of these sources provides about ancient Chinese society.

Communicating

10. **Explain** why the power and wealth of the ruling classes can be considered as a cause of the poverty and hardships suffered by the common people of ancient China.

LESSON

7.5 How did China's civilisation affect its environment?

LEARNING INTENTION

By the end of this lesson you should be able to identify the environmental issues that China has faced over many centuries and describe the impact this has had on the Chinese people.

TUNE IN

Pandas are native to China. Only a few decades ago these much loved animals were in danger of extinction.

Examine **SOURCE 1**.

1. Why do you think the pandas shown are in a research and breeding centre?
2. Brainstorm what was so wrong in China for so long that such species were threatened.

SOURCE 1 Pandas eating bamboo in a research base and breeding centre in China

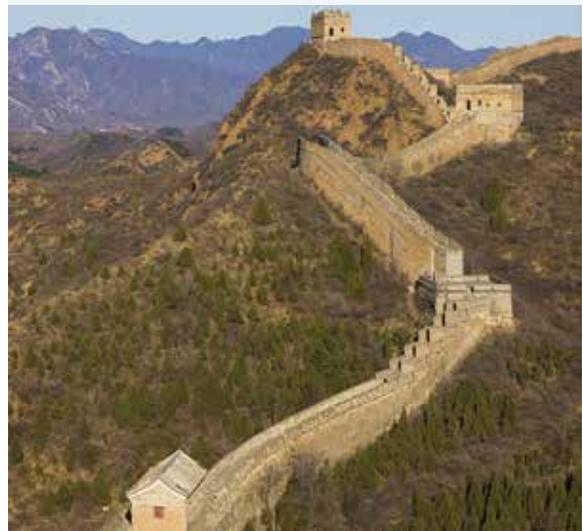


7.5.1 China's natural environments

In our time, China faces enormous environmental problems. Since the late twentieth century, China's rapid economic growth has produced thousands of new factories making goods that are exported around the world. This industrial growth has depended on vast numbers of new power stations. Air pollution in many Chinese cities is so bad that when the 2008 Olympic Games were held in Beijing, many factories had to stop production and thousands of cars had to be taken off the roads. These problems are now huge, but even in ancient times China's population had a serious impact on its environment.

China is a vast country with a wide range of climates and landscapes. It has plateaus and mountains in the west, deserts and grasslands in the north, forests in the north-east, hills and low mountains in the south and plains along the coast. China's climate also varies greatly. Beijing has freezing winters, for example, while coastal southern China is subtropical.

SOURCE 2 This section of the Great Wall of China straddles mountains north of Beijing. The wall extends over 5000 kilometres through many different landscapes.



In ancient times, China at first consisted mainly of the area around the fertile valleys of the Huang and Yangtze rivers. It was not until Han dynasty times that the outer areas were brought under Chinese control (refer to lesson 7.3). Then, as now, more than 90 per cent of China's people lived in the country's heartland in the east, where the rivers provided water for agriculture. But these rivers often flooded, causing massive damage and loss of life.

DID YOU KNOW?

Over many centuries, the mud from soil erosion raised the bed of the Huang River so much that the river flowed above the level of the countryside and had to be contained by artificial dykes.

When these dykes broke, floods drowned many people. According to Chinese records, more than a million people died in the river's worst flood in 1117 CE.

7.5.2 A big population

One in every four people in the modern world is Chinese. Researchers have found that even in ancient times China's population was huge, but that it could rise and fall rapidly. They estimate:

- in Qin dynasty times (221–206 BCE), 20 million people were in China
- by 1 CE, there were about 60 million people
- by 220 CE, the population had fallen to about 40 million
- China's population then took almost another thousand years to surpass 60 million.

The rapid population growth during the first Han dynasty (206 BCE–9 CE) was made possible by peace, improved farming methods and irrigation. However, these advances involved clearing forests and cultivating grasslands. Farming along the upper reaches of the Huang River caused massive soil erosion, filling the river with the mud that gave it the name 'Yellow River'. The falling population by 220 CE was probably caused by deaths in rebellions, soil erosion and famines.

Native animal populations fell as humans took more and more of their habitat. In modern times, China's pandas have barely been saved from extinction. In ancient times, elephants and rhinoceroses roamed across much of China. The rhinoceros was driven extinct in China, and elephants now survive in only a few protected areas of the south-west.

7.5 SKILL ACTIVITY: Using historical sources

1. **Describe** the pollution in Shanghai.

SOURCE 3 A constant haze of air pollution hangs over modern China's cities. This is a view of Shanghai.



2. **Discuss** how concerned you think anyone living in Shanghai should be about such pollution.
3. **Conduct** research to find out:
 - how pollution in China became so extreme
 - what China is now doing about it.
4. **Communicate** your findings to the class in any format you choose.

7.5 Exercise

learnon

7.5 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3, 4

■ LEVEL 2
5, 6

■ LEVEL 3
7, 8

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Check your understanding

1. **Identify** how China's rapid modern economic growth has affected the natural environment.
 - A. It has not had any impact.
 - B. It made the climate across the country the same.
 - C. It reduced the population.
 - D. It created high levels of air pollution.
2. **Identify** the different types of natural environment that exist in China.
 - A. Mountains
 - B. Deserts
 - C. Forests
 - D. Grasslands
 - E. Coasts
 - F. All of the above
3. Why have over 90 per cent of China's people lived around the river valleys in the country's east?
 - A. These rivers provided water for farming.
 - B. There was more space.
 - C. It was easier to travel around.
 - D. There was good soil for farming.
4. **Identify** the most likely reasons for China's population growth between 221 BCE and 1 CE, and for its decline by 220 CE.
5. **Describe** the way that rising populations and land clearances for farming affected China's rivers and wildlife.

Apply your understanding

Using historical sources

6. **Describe** the landscape in **SOURCE 2**. Then use your library or the internet to find images of other landscapes along the Great Wall. **Explain** why few of these regions would have been able to support the large levels of population that existed in China's east.

Communicating

7. **Explain** what has remained the same and what has changed in China from ancient to modern times with regard to the following.
 - a. Population levels
 - b. Environmental problems
8. **Explain** how population growth could have been both a cause and an effect of the clearing of forests and cultivation of farmlands in ancient China.

LESSON

7.6 What were the influences of Confucianism, religions and laws?

LEARNING INTENTION

By the end of this lesson you should be able to describe the influence of Confucianism and the beliefs of Daoism and Buddhism on the laws and government of China.

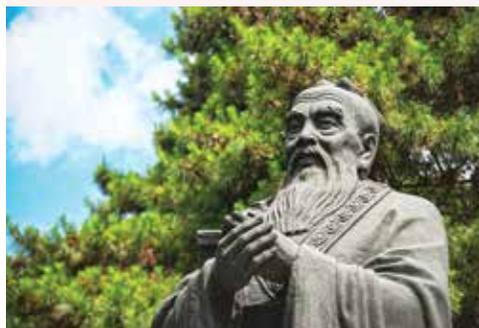
TUNE IN

The following is a Confucian saying:

‘The man who asks a question is a fool for a minute; the man who does not ask is a fool for life.’

1. Brainstorm what you think this saying means.
2. Have you or your classmates heard of any other Confucian sayings?
3. Discuss whether the quote provided still applies to modern life.

SOURCE 1 A statue of Confucius made centuries after his death



7.6.1 The ideas and influence of Confucianism

The oldest Chinese religious ideas involved worshipping gods of the sun, rivers and mountains. People worshipped ancestors and believed in good and evil spirits. Ancient China was also influenced by three great and lasting traditions — Confucianism, Daoism and Buddhism. China was tolerant of different beliefs partly because Confucianism, Daoism and Buddhism encouraged tolerance. Confucianism also had a strong and lasting influence on law in ancient China.

Confucius (551–479 BCE)

Amid the ongoing wars of the second half of the Zhou dynasty, **philosophers** taught ideas to solve the problems of their age. Confucius (K’ung Fu-tse) is regarded as the greatest of these thinkers. Born into a minor noble family, his education qualified him to become a high official. Instead, he became a philosopher who taught about life and government. Some of his disciples gained high positions during the Warring States period, but Confucius himself never held anything more than a low post.

The philosophy of Confucius

What we know of Confucius comes from a book called *Lun-yu (The Analects)*. It is a collection of his sayings recorded by his followers. Confucius was not concerned with religion, but rather with how personal and governmental good conduct could ensure a just and harmonious society. He taught the ideals of family duty and believed that superior people behaved humanely. He taught that government should exist for the people’s welfare and that people would follow a good ruler who led by example. He tried without success to convince the rulers of each of the states to restore good government.

philosopher one who studies the fundamental principles and causes of things

By the time he died, Confucius had many followers. The best known of them was Mencius (372–289 BCE), who did succeed in influencing the rulers of his age. Confucius’s ideas survived and influenced Chinese thought right up to modern times, as his ideal of the official as a scholar–gentleman replaced the earlier ideal of the warrior noble.

SOURCE 2 From *The Analects*

The princes of today are greedy in their search after material goods. They indulge themselves in pleasure and neglect their duties and carry themselves with a proud air. They take all they can from the people and invade the territory of good rulers against the will of the people, and they go out to get what they want without regard for what is right. That is the way of the modern rulers.

SOURCE 3 From *The Analects*

When the ruler himself does what is right, he will have influence over people without giving commands, and when the ruler does not do what is right, all his commands will be of no avail.

7.6.2 Religions in ancient China

Daoism

According to legend, **Daoist** ideas were first taught by a man call Laozi, who lived around the same time as Confucius. However, no evidence remains that Laozi existed. The main teaching in ancient Daoist texts is the need to retire from worldly concerns and follow the Dao (‘the way’).

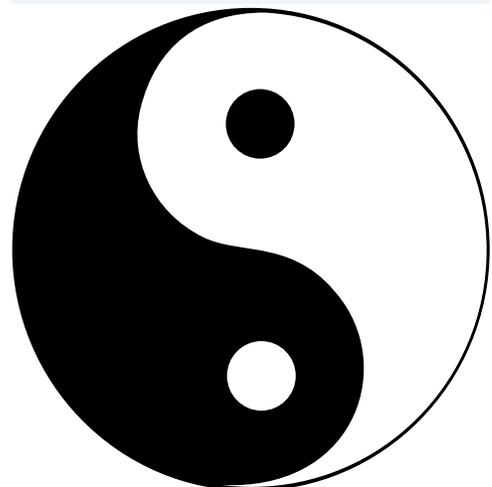
Daoism holds that nature works in harmony and that people should see themselves as parts of nature in order to find happiness and health. Another Daoist belief was that it was possible to become immortal. Daoists developed the martial art of kung fu and the idea of the yin and yang — complementary opposing forces that together produce harmony and balance.

Daoist a follower of Daoism

SOURCE 4 Kung fu is a Daoist martial art that has been practised for thousands of years.



SOURCE 5 The Daoist symbol for yin and yang



Buddhism

Founded in India in the sixth century BCE, Buddhism expresses the teachings of the Buddha (born Siddhartha Gautama in what is now Nepal, in about 563 BCE), who gave up worldly pleasures and devoted his life to the search for enlightenment. Central ideas of Buddhism are that suffering is caused by desire and that people have many lives. In each of these lives, people should try to live better until they reach nirvana. When a person reaches nirvana they do not need to be reborn, because nirvana is a state of bliss free from the cares of the world. Buddhism came into China via the Silk Road (see lesson 7.8) and became an important influence by the late first century CE.

SOURCE 6 Chinese Buddhism spread to neighbouring countries. This Buddhist statue in Korea reflects Chinese influence.



7.6.3 Laws in ancient China

Confucianism has had an ongoing influence on Chinese traditions, and that influence is especially evident in present-day Chinese beliefs about the need to respect elders and to revere ancestors. While Confucius had no real influence on Chinese government and laws during his lifetime, his ideas later had an important and ongoing influence. Confucius taught that a golden age of good government and good law had existed in early Zhou times. Long after his death, his teachings continued to have many followers. As mentioned, the best known of them was Mencius, who lived during about 372–298 BCE. Mencius taught that the Confucian ‘five relationships’ — those between father and son, husband and wife, elder brother and younger brother, friend and friend, and ruler and subject — were the basis of any well-ordered society. He succeeded in presenting Confucian ideas in ways that influenced some rulers during the late Warring States period.

Laws of the first Qin emperor

When the Warring States were united under the rule of China’s first emperor, Qin Shihuang, in 221 BCE, the laws of the state of Qin were adopted throughout the newly created Chinese Empire. Confucianism had very little influence on these laws and Confucian scholars were suppressed by Qin Shihuang. Instead, the emperor’s laws followed the tradition of Legalism, a school of thought that held that people were bad by nature. So the laws that prevailed throughout China under the Qin dynasty were very harsh, with cruel punishments (see **SOURCE 7**).



aud-0426

SOURCE 7 An extract from the laws of the state of Qin before 221 BCE. Such laws operated throughout China under the Qin emperors.

When five men jointly rob something worth one cash or more, they should have their left foot amputated, be tattooed, and be made convict labourers. If fewer than five men were involved but what they robbed was worth more than 660 cash, they should be tattooed, their noses cut off, and made convict labourers...

Suppose the holder of a low rank stole a sheep. Before the case was judged, he falsely accused someone else of stealing a pig... He should be left intact and made a convict labourer.

Anyone who kills a child without authorisation is to be made a convict labourer. This does not apply to killing a deformed or abnormal newborn.

Suppose A ran away from her husband and married B... After they are caught, what should the sentence be? They should be tattooed and made convict labourers... Convict labourers... are to be manacled and fettered.

Laws after the fall of the Qin

The Han dynasty, which replaced the Qin in 206 BCE, employed Confucian scholars as its officials. These men used their positions to revise the laws, implementing Confucian ideas. Those ideas continued to influence Chinese thought and Chinese law under a succession of dynasties until the end of the last Chinese Empire in 1911 CE. China's laws in turn influenced the legal systems of countries where China had influence, especially Vietnam and Korea.

7.6 SKILL ACTIVITY: Historical perspectives and interpretations

What might a Confucian scholar have decided to do if he recognised that the Han emperor was not providing for the people's welfare and was failing to provide a good example?

Consider how his decision might be influenced if this scholar:

- believed that as a civil servant he had an ethical obligation to obey the emperor
- believed that the emperor's policies were so unjust that he had lost the mandate of heaven
- believed that as a follower of Confucius he, the scholar, had to stand up for Confucian principles and speak critically to the emperor regardless of the consequences
- knew that, like Sima Qian before him (see lesson 7.8), he would probably be castrated and imprisoned for speaking out.

Write a brief paragraph on each of the preceding points and then compare your **evaluation** with a partner.

7.6 Exercise

learn **on**

7.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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- Track results and progress



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Check your understanding

- When did the ideas of Confucius begin to influence Chinese thought?
 - While he was in power
 - Before he was in power
 - After his death
 - None of the above
- Identify** the main ideas of Daoism. Select all correct answers.
 - Living simply and in harmony with nature
 - Immortality
 - Revenge
 - Yin and yang
 - Unhappiness
- Identify** the central ideas of Buddhism. Select all that apply.
 - Reincarnation
 - Immortality
 - Reaching enlightenment
 - The strive to eliminate human desire
 - Yin and yang
- Identify** the school of thought that was the main influence on Chinese law under the Qin dynasty.
- How was Confucianism incorporated as an influence on Chinese law under the Han dynasty?

Apply your understanding

Using historical sources

6. **Identify** aspects of **SOURCE 1** that suggest that Confucius was highly regarded long after his death.
7. Read **SOURCES 2** and **3**.
 - a. Why was Confucius critical of the rulers of his time?
 - b. What did Confucius regard as qualities of a good ruler?
8. Read section 7.6.2 and look at **SOURCES 4, 5** and **6**. **Explain** why ancient China was tolerant of different beliefs.
9. Read **SOURCE 7**.
 - a. According to the laws of Qin, a robber should have his left foot cut off and be made a convict labourer. How difficult would such a life be with only one foot?
 - b. In this source 'left intact' means not mutilated. Using this source as your evidence, **explain** which crimes were punished the most severely under Qin law.
 - c. **Explain** what conclusions you can draw about the rights of women and children under Qin law.

Historical perspectives and interpretations

10. **Discuss** why Confucius might be deserving of being regarded as a very significant individual in Chinese history.

LESSON

7.7 How did the first emperor change China?

LEARNING INTENTION

By the end of this lesson you should be able to explain the beginning of the Qin dynasty and describe the massive changes that came to China during this short but eventful period.

TUNE IN

Qin Shihuang was regarded as a ruthless and brutal ruler in accounts of his reign that were written under the Han dynasty, which followed his dynasty.

Examine **SOURCE 1** and discuss the following.

1. What kind of image of a ruler is conveyed by this statue?
2. Propose why you think such a statue would be constructed in modern China.

SOURCE 1 A modern statue of Qin Shihuang, China's first emperor, at the entrance to the site of his tomb in Xian, China



7.7.1 Qin rule



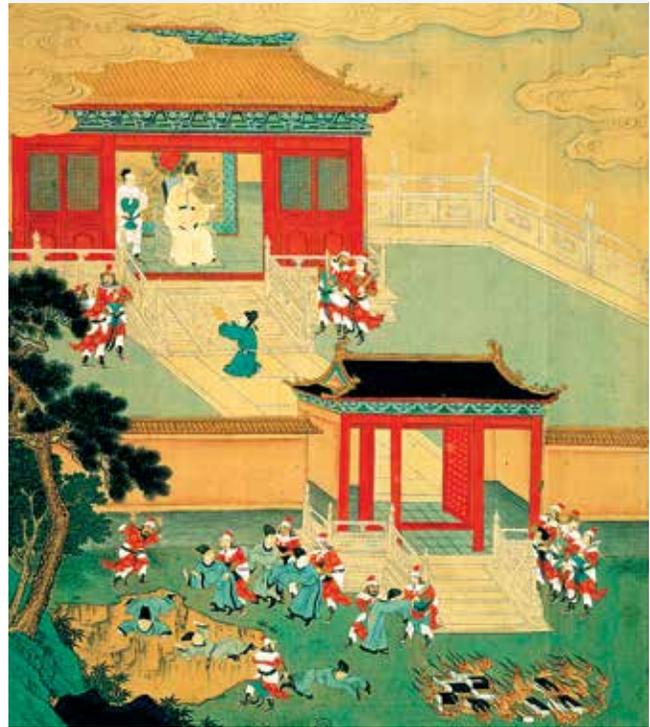
Ying Zheng, the ruler of Qin, ended the Warring States period by completing his conquest of the other states of China. He founded the Qin dynasty (221–206 BCE) and gave himself the title Shihuangdi. In modern Chinese, he is called Qin Shihuang (pronounced *chin shir hwang*), which means ‘First Emperor of the Qin’.

The Qin dynasty was the shortest in Chinese history, but it was also one of the most important. It was China’s first centralised empire and its legacies include the Great Wall.

From 221 BCE, the harsh laws of the Qin state were imposed throughout China. Qin Shihuang sent armies south, conquering much of what is now southern China. To remove threats to his power, the emperor confiscated all weapons held by his people. He banished many nobles of the conquered states and forced others to live in his capital, where they could be watched. In 213 BCE, to stamp out rebellious ideas, he ordered a public burning of books, including those of Confucian scholars (see **SOURCE 2**). Scholars who kept their books were executed by being buried alive.

Previously in China, the nobles had held huge areas of land in return for services to their ruler. Beneath them, millions of peasants toiled for the nobles in return for the right to use the land. This is what we call a feudal system. Qin Shihuang changed this by dividing the country into local government areas administered by officials. He also allowed farming land to be bought and sold freely.

SOURCE 2 A Chinese painting illustrating Qin Shihuang’s burning of the books and the execution of scholars



7.7.2 The Great Wall and other achievements of Qin Shihuang

From as early as the seventh century BCE, the Chinese states had built walls to protect themselves from invasion by the northern nomadic **Xiongnu** tribes. During the Warring States period, states had also built walls between themselves and neighbouring states. To unify China, Qin Shihuang ordered the destruction of the walls between former states. To prevent invasion, he ordered his people to link the walls that defended China from the Xiongnu. About half of the present length of the Great Wall was first linked into one continuous barrier under the Qin (see **SOURCES 3** and **4**).

Qin reforms

To strengthen central rule and make China more efficient, Qin Shihuang introduced many reforms.

- Separate states were replaced with central rule and one set of laws.
- The calendar and people’s dress were standardised throughout the empire.
- A single form of writing, a single system of weights and measures, and a single currency (money) were to be used throughout the empire. This made trade and taxation more efficient.
- His new capital was Xianyang. Highways were built from it to unite the country, and new trading cities were founded.
- He ordered that all carts were to have the same axle width. This made it possible for carts to move more easily along the dirt roads because the wheels of all carts could travel in the same wheel ruts.

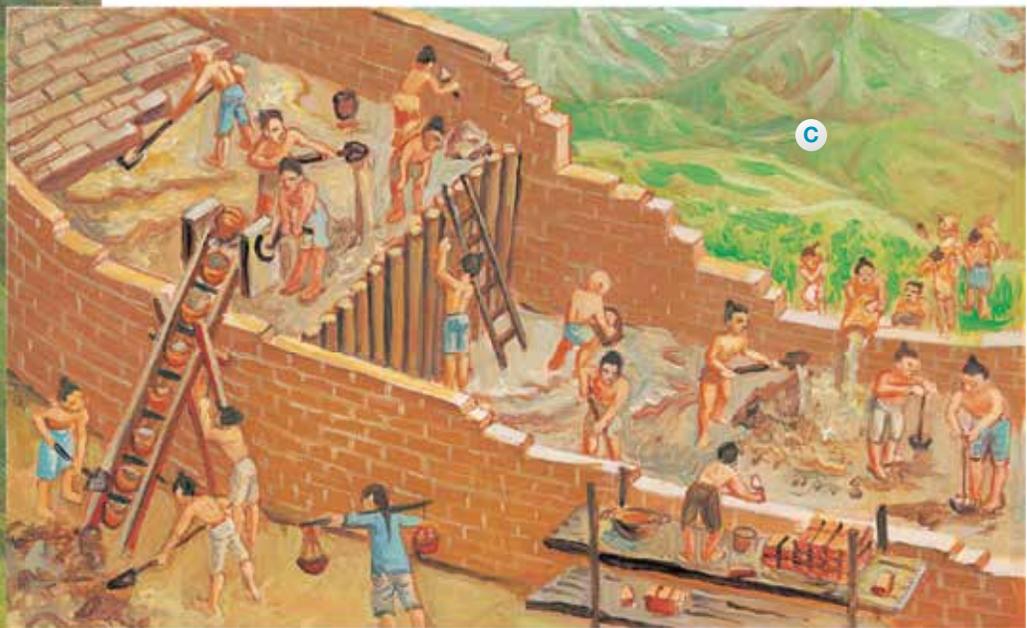
Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

SOURCE 3 The Great Wall of China is the world's biggest single construction project. It is more than 5000 kilometres long and has 20 000 watchtowers and 10 000 beacon towers. The present wall is much longer and stronger than that completed under the Qin. It took many more centuries to complete, and over time its construction may have cost a million lives.





- A** The height and width of the Great Wall vary along its length. On average, the wall is 7 metres high and 5 metres wide.
- B** Qin Shihuang began linking existing short walls built by earlier rulers into one continuous wall to protect his empire from attacks from the north.
- C** Throughout successive dynasties, the wall was extended and repaired. Most of the present wall was built between the fourteenth and sixteenth centuries.
- D** The wall was topped by a road wide enough in parts to accommodate marching soldiers, horsemen and chariots.
- E** Soldiers on the watchtowers would signal an attack by lighting a fire.
- F** Watchtowers were protected by battlements. Soldiers would fire arrows down on the enemy as they tried to scale the wall.



7.7.3 The fall of the Qin

Qin Shihuang wanted to live forever. He sent hundreds of men and women to sea on rafts in search of the secret of everlasting life, but none ever returned. He surrounded himself with fortune-tellers and others who promised him immortality. Despite these efforts, he died at the age of 49 in 210 BCE, while on a journey. His chief minister, Li Si (pronounced *lee shir*), and others pretended for a while that the emperor was still alive. This gave them time to forge a decree that would place their choice of successor on the throne. It was summer, however, and the body of the emperor soon began to smell, so Li Si ordered a cart filled with rotting fish to follow the imperial carriage to disguise the smell. Only later did they announce the emperor's death, which was possibly due to poisoning by mercury, commonly used in 'immortality' drugs at that time.

His successor, the Second Emperor, lasted only a few years. Higher taxes and forced labour had made the lives of the peasants unbearable. Hundreds of thousands of peasants had been conscripted to build palaces, roads and the emperor's tomb, and to link the Great Wall and serve in the army. A peasant rebellion from 209 to 206 BCE destroyed the Qin dynasty. Liu Bang, a leader of the rebellion, became the new emperor and founded the Han Dynasty. Qin Shihuang thought he had founded a dynasty that would last for thousands of emperors. He failed to achieve this goal. He had, however, turned a group of rival states into an empire and created a central system of government that lasted until the twentieth century.

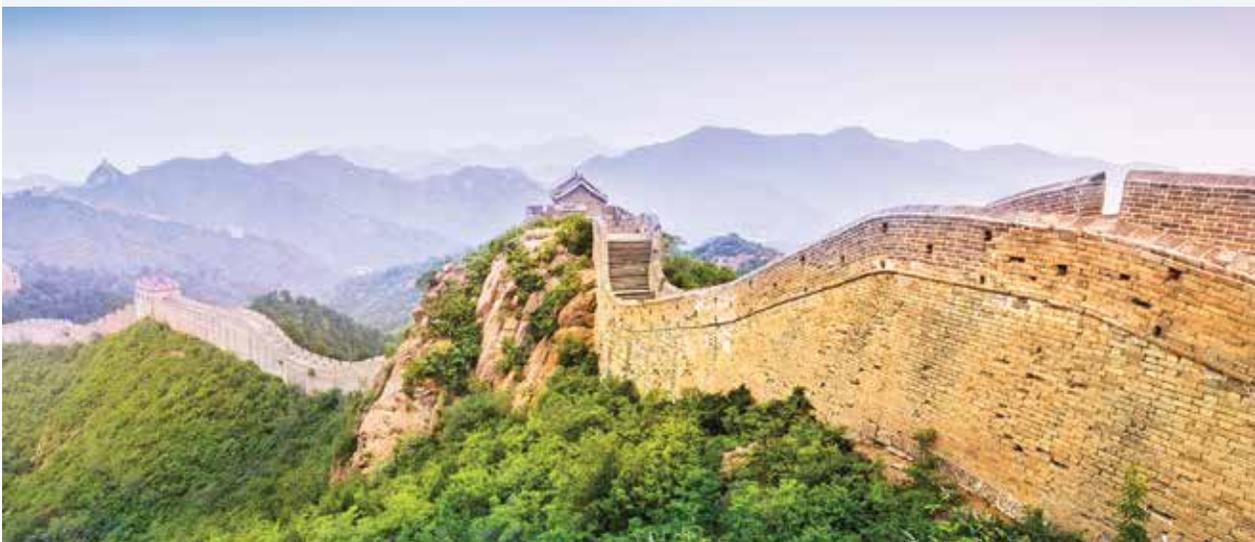
SOURCE 5 An extract from Thomas Bartlett, *Qin Dynasty: China's Ancient Revolution*

The overall image of the Qin state and its imperial phase [the period of the Qin dynasty], as transmitted through history by surviving records, is a grimly harsh one ... These charges [against the Qin rulers] reflect early Han writers' self-interested writing of Qin history ... Overall, the Qin reflects in concentrated form the inhumane aspects of the Warring States period ... But, from the perspective of nation building, some modern Chinese ... emphasise his achievements, typically saying that 'he sacrificed one generation to benefit 10 000 future generations'.

DID YOU KNOW?

In ancient China, dragons were sometimes depicted with their mouths open, roaring as if to frighten away evil spirits. The dragon is a symbol of wisdom, strength and goodness. It was under Qin Shihuang that the dragon was first used as a symbol for Chinese emperors.

SOURCE 4 A section of the Great Wall of China



7.7 SKILL ACTIVITY: Communicating

Scenario

Modern political leaders sometimes employ public relations and advertising teams to distract attention from their failures and from things that lessen their popularity. The people in these teams are referred to as 'spin doctors'. They put a positive 'spin' on things that can be presented as achievements that benefit the people.

Imagine that your group has been hired by Qin Shihuang to write a propaganda advertisement telling of the benefits of his achievements, rather than the high cost of them for the Chinese people in deaths and suffering.

Criteria

- Your message should be no longer than a modern television advertisement or a single, full-page ad in a newspaper. You may also like to use social media as your medium.
 - It should aim to be persuasive.
 - It should be selective, using only those facts that make the emperor look good.
1. **Identify** three achievements that you think Qin Shihuang would want advertised.
 2. **Develop** each of these into a brief, persuasive and positive message.
 3. **Create** a simple advertisement that includes all of these messages. You may want to include images or even acting (in the case of a commercial).
 4. **Communicate** your propaganda message to your peers.

7.7 Exercise

learnon

7.7 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 4

LEVEL 2

5, 6, 7, 8

LEVEL 3

9, 10

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- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

1. Ying Zheng gave himself the title _____, which means 'First Emperor of the Qin'.
2. Qin Shihuang reduced the influence of Confucian scholars by ordering that they be imprisoned. True or false?
3. **Explain** why Qin Shihuang weakened the power of the nobles.
4. **Propose** how the emperor's attempts to live forever might have contributed to his early death.
5. **Explain** how standard calendars, laws, money, weights and measures, axle widths and system of writing would have made trade, taxation and government more efficient.

Apply your understanding

Using historical sources

6. **Describe** what is being done in **SOURCE 2** and why.
7. **SOURCE 3** is a secondary source and **SOURCE 4** is a photograph of a primary source. **Compare** them to judge the accuracy of **SOURCE 3**.

Communicating

8. **Describe** features of the Great Wall that would have made it an effective barrier to invasion.

Using historical sources

9. Look at the landscape in **SOURCE 4** and read the **SOURCE 3** caption. **Determine** why you think so many people could have died building the Great Wall.
10. Read **SOURCE 5** and other information in this lesson and answer the following.
 - A. **Describe** how Chinese society changed under the first emperor.
 - B. **Predict** how groups such as the nobles, peasants and Confucian scholars would have regarded these changes.

LESSON

7.8 Why did the Han dynasty rise and fall?

LEARNING INTENTION

By the end of this lesson you should be able to describe the expansion that came with the rise of the reforming Han dynasty, and outline the developing trade contacts with the world and reasons for the eventual fall of the Han.

TUNE IN

Cavalry became a major part of the Han army because of the mobility it gave Chinese armies fighting mounted nomads.

1. Discuss why you think the figures shown in **SOURCE 1** would have been created.
2. Does anything similar get created for the modern military? Brainstorm examples with a partner and compare with the class.
3. What thoughts do you initially have about the Han Dynasty when you see these figures?

SOURCE 1 Terracotta figures representing Han dynasty cavalry



7.8.1 Reforms, expansion and trade

The fall of the Qin dynasty was followed by four years of bloody civil war before Liu Bang defeated his rivals and became the first ruler of the Han dynasty. This dynasty lasted, except for a brief interruption, for four centuries and made important achievements in education, science and trade. The Han dynasty had such influence on later dynasties that modern Chinese people call themselves ‘Han’ people.

Han reforms

Liu Bang did not want to share the same fate as the Qin dynasty so he took steps to restore prosperity. The size of the army was reduced. He also reduced taxes on the peasants and encouraged farming to ensure plentiful supplies of food. As a result, China’s population reached 60 million by the end of the first century BCE. However, landlords continued to exploit the peasants.

A system of state education was founded. It included a Great Academy, in which boys studied the classic books of Confucianism. No girls were enrolled. The boys were expected to memorise what they studied and were not allowed to criticise or challenge ideas. Through examinations, they were selected for positions as bureaucrats in the civil service.

castrated having had the testicles cut off

DID YOU KNOW?

The Han dynasty is usually regarded as more tolerant than the Qin dynasty. However, when the great historian Sima Qian dared to speak in defence of an officer who was unfairly blamed for a Chinese defeat by the Xiongnu, Emperor Wudi had Sima Qian **castrated** and thrown into prison.

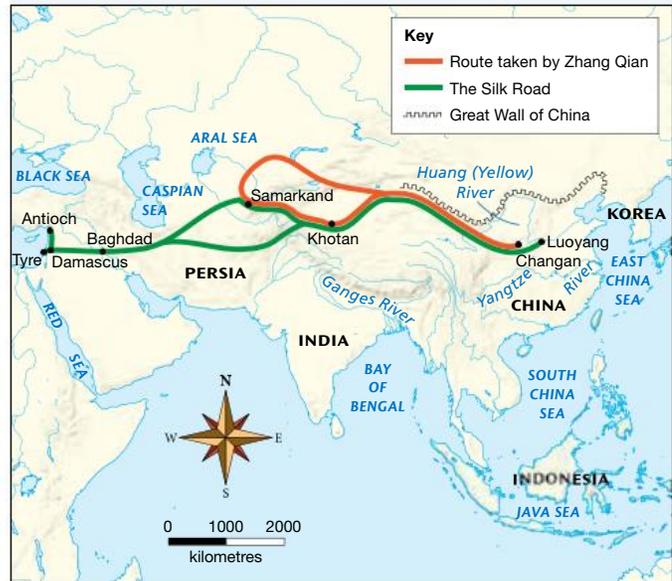
China expands

int-5997  China expanded under the Han dynasty. In 138 BCE, Emperor Wudi (140–87 BCE) sent Zhang Qian and 99 others on a mission to establish relations with people in the remote west. After twice being captured and enslaved by the Xiongnu and twice escaping, Zhang returned in 125 BCE with stories of civilisations that China had never heard of before. Zhang Qian was sent on two further missions to find a trade route to Central Asia and India. In the following years, Chinese rule was extended into the north of Korea in 109 BCE, and from Korea the influence of Chinese culture spread to Japan. Much of what is now south-eastern China and western China was brought under Han control by about 102 BCE.

The Silk Road

By the early first century BCE, further Chinese missions led to the founding of the famous Silk Road. From this time onward, camel trains loaded with valuable silk were able to make the hazardous journey from China through the deserts and mountains of Central Asia to India, Persia and the Roman Empire. Traders from other lands used the Silk Road to bring products including jade, silver and Roman glassware to China.

SOURCE 2 The Silk Road — the world's longest trade route in continuous use



Source: Map drawn by Spatial Vision.

7.8.2 Growing discontent, rebellion and the fall of the Han

The rich get richer and the poor get poorer

To control newly conquered territories, the Han rulers **deported** many local people and settled their lands with Chinese. The ruling classes and merchants benefited from this growth of the empire, but the ordinary people of China paid a terrible price. The Han rulers paid for wars of conquest through increased taxes on the peasants. Many peasants had to sell their land to pay taxes. Others were so desperate that they were forced to sell their children or themselves into slavery.

Wang Mang

The peasants became more desperate while powerful landlords became richer. Even among the privileged were people who saw this as unjust. Wang Mang was an official who had support from many Confucian scholars. In 9 CE he seized control of China from the infant Han emperor and set up the Hsin dynasty. In his first year as ruler, Wang Mang proclaimed many reforms:

- All land was to become the property of the emperor so that the estates of big landlords could be given to the peasants.
- The slave trade was to be banned.
- Government loans were to be given to peasants at low interest rates. This would have helped peasants who had to borrow from moneylenders at high interest to pay taxes but lost everything when their debts became too big to repay.

The fall of the Hsin dynasty

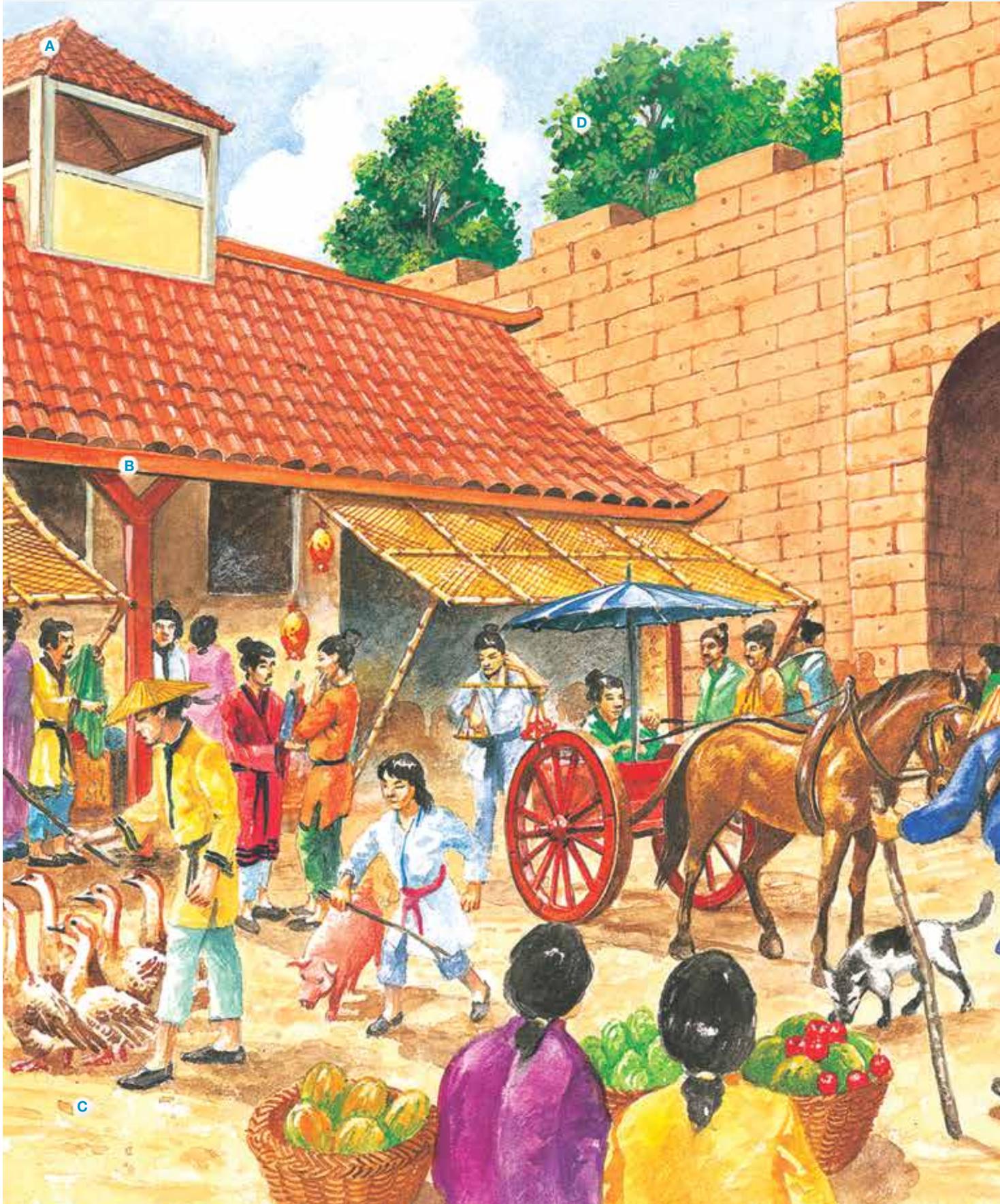
The privileged classes forced Wang Mang to abandon these reforms, and so peasant revolts began in 14 CE. Four years later, led by a secret society called the Red

deported forced to leave the country



int-5996

SOURCE 3 Chinese life under the Han





- A** As in Xianyang, large and lively marketplaces were usually just inside the city gates. This allowed access by travelling merchants. Merchants were looked down on by society even if they were rich. They were not seen as contributing in the way farmers did. Goods from all over China and the known world were sold and traded in the market.
- B** In the noisy markets, people bought and sold food and animals. There were musicians, acrobats, jugglers, letter writers, dentists and craftworkers.
- C** Owls, panthers, deer, dogs, pigs, ant eggs, snails and turtles were all available, mostly bought by the rich.
- D** Ancient Chinese cities were circled by two walls. City walls were built to protect the people. If you visit China today, you will still be able to see the remains of these walls in many cities. The inner wall was called *cheng* and the outer wall was called *guo*. Often moats, called *chi*, surrounded these walls. The inner city was called *geng*, and together they were known as *cheng chi*.
- E** Rich and poor people lived in extended family groups. Their belief in Confucian values strengthened family ties. Ancestor worship and respect for elders were important values.
- F** Murals, jade jewellery and carvings, glazed pottery, silk goods and objects made from cast iron such as ploughs were bought and sold.
- G** According to Confucian principles, women were subordinate to men, and life was difficult for females living in a male-dominated society. A daughter was given no education and worked under the direction of her mother. Her father decided whom she would marry. Once married, a girl would live with her husband's family and obey her mother-in-law. A female had no status until she gave birth to a male child.

Eyebrows, the rebels attacked towns, killing officials and landlords. When powerful members of the old ruling family joined the fight against Wang Mang, his armies were defeated. Wang Mang was killed and beheaded in 23 CE. This was the end of the Hsin dynasty. The armies of the old ruling family crushed the Red Eyebrows and in 25 CE a new Han emperor took the throne.

The Eastern Han dynasty

The second period of Han rule is called the Eastern Han dynasty because the capital was moved to the east. So many people had died in the rebellion that there was now enough land for the peasants. Large areas of state land were given to them and taxes were reduced. But the big landowners benefited most from these reforms. They paid the lower taxes but continued to take at least half the harvest of their tenant farmers. Increasingly, the great landowning families were becoming more powerful than the Han government.

The Yellow Turbans and the fall of the Eastern Han

By the middle of the second century CE, more local peasant uprisings had broken out. These were crushed, but in 184 CE a secret society called the Yellow Turbans led a countrywide revolt. As the central government collapsed, **warlords** became the absolute rulers of their own local areas. Their armies massacred many peasants during the years that it took to smash the revolt. When they finally defeated the Yellow Turbans, the warlords fought each other for the throne of China. By 220 CE, the Han dynasty was finished and China began centuries of civil war, division and suffering.

warlords generals from powerful landowning families

7.8 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Peasants had overthrown the Qin dynasty, and one of their leaders had founded the Han dynasty and become the new emperor.

SOURCE 4 From a Chinese scholar of the early second century BCE, in the *Han-shu Han History*

These days a family of five peasants will have at least two persons who are liable for labour-services and conscription. What with their ploughing in the spring and hoeing in the summer, harvesting in the autumn and storing in the winter, with felling firewood, repairing government offices and rendering labour-service . . . in none of the four seasons will they have a day of rest. And, in spite of all this painful toil, they will still have to endure such natural disasters as flood and drought and also the cruelty of an impatient government which imposes taxes . . . those who own something sell it off at half its price; and those who own nothing borrow at doubled rates of interest. It is for this reason that some dispose of their lands and houses, and sell their children and grandchildren to redeem their debts.

SOURCE 5 From the statement of a Han dynasty official in 81 BCE

Those who live in . . . spreading mansions . . . know nothing of the discomforts of one-room huts and narrow hovels, of roofs that leak and floors that sweat.

Those with a hundred teams of horses . . . and wealth heaped in their storehouses . . . do not know the anxiety of facing days that have a beginning but no end.

Your task is to present an argument, based on evidence from **SOURCES 4** and **5**, showing that very little changed for China's peasants under the Han dynasty (and under the Hsin dynasty, which was prevented by big landowners from implementing changes).

Begin by outlining:

- a. the social problems described in **SOURCES 4** and **5**
- b. the perspectives of these writers
- c. the specific evidence these sources provide for the peasants' motives for rebellion against Han rule.

Conclude by **summarising** up your argument.

7.8 Exercise

learn**on**

7.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 9

■ LEVEL 3

4, 8, 10

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Check your understanding

1. **Recall** how Liu Bang became the founder of the Han dynasty.
 - A. He inherited the position.
 - B. He was elected.
 - C. He defeated his rivals.
 - D. He killed Qin Shihuang.
2. How did the Han try to win support for their rule?
 - A. By reducing the size of the army
 - B. By encouraging family life and farming
 - C. By reducing taxes and making the laws easier to understand
 - D. All of the above
3. The Chinese education system promoted critical and independent thinking. True or false?
4. **Explain** how Wang Mang tried to help the peasants.
5. **Describe** how the ruling classes regained control.

Apply your understanding

Communicating

6. **Identify** the events that brought about the end of the Eastern Han dynasty.

Using historical sources

7. Look at **SOURCE 2** and **analyse** it using these questions:
 - a. Why were the cities enclosed by walls?
 - b. What role did marketplaces play in expanding trade?
 - c. What can you discover from this source about activities, clothing and hairstyles in a Han-era town?
8. Look at **SOURCE 3** and **explain** what China would have gained from contacts established through the Silk Road.
9. Study **SOURCE 1** and **suggest** why the Han adopted cavalry as a major part of their army.
10. Using the information and sources in this lesson, **explain** what caused rebellions such as that of the Red Eyebrows and Yellow Turbans.

LESSON

7.9 What is the heritage of ancient China?

LEARNING INTENTION

By the end of this lesson you should be able to describe the contributions ancient China made to the wider world, including the many inventions and scientific developments that occurred in China long before they emerged in the western world.

TUNE IN

As we have seen, China's civilisation has been long-lived. But how aware are you of how much we owe to ancient China? China, for example, was the first civilisation to invent a compass.

1. How do you think the compass shown in **SOURCE 1** would have worked?
2. Refer to the list in 7.9.1 and select three inventions. Brainstorm how they may have been invented. What need were they meeting? What do you think the earliest versions were like compared to our modern equivalents?

SOURCE 1 A replica of an ancient Chinese compass



7.9.1 Some great Chinese inventions

Ancient China left many legacies. One of the most significant was the system of rule by emperors, which persisted until 1911. Even in modern times, Chinese leaders have continued to exercise powers that are not very different from those of the emperors. China's heritage also includes traces of the ancient past, such as the Great Wall and the amazing discoveries from Qin and Han tombs. Perhaps the most remarkable part of China's heritage is the scale of discoveries and inventions that originated in ancient China, in many cases long before similar developments occurred in the western world.

Many things we take for granted today were invented by the people of ancient China. Some of the more important ones include the following:

- abacus
- acupuncture
- bomb
- cannon
- compass
- cast iron
- chopsticks.
- decimal system
- fan
- gunpowder
- helicopter rotor and propeller
- horse collar
- ink
- iron ploughshare
- kite
- kung fu/wushu
- matches
- origami
- paper
- printing
- paper money
- printed book
- parachute
- rocket
- seismograph
- silk
- spinning wheel
- umbrella
- wheelbarrow

SOURCE 2 A fragment of red Chinese silk featuring dragons, a symbol of wisdom, strength and goodness



Compass

The Chinese invented the magnetic compass. Compasses were first used to ensure houses were built facing a direction that was in harmony with nature.

Paper and printing

The inventions of paper and printing in ancient China were to have an enormous impact on people's lives. The earliest paper was made by mixing rags, rope, bark and even fishing nets in a watery solution and crushing the material down to a wet pulp (see **SOURCE 3**). The disintegrating fibres were used to create sheets of paper, which were used for many things including umbrellas, clothing, toilet paper, curtains, money and wallpaper. Paper revolutionised communication. Traditionally, silk had been used for writing, but it was expensive. Paper was cheaper, so more people could afford to use it for writing.

Following the invention of block printing (see **SOURCE 4**) in 750 CE, every Chinese scholar and public servant bought copies of the most important books for their shelves. With paper, records could be kept and instructions sent more easily and more often. Today, we still rely heavily on paper for communication.

SOURCE 3 Paper-making in ancient China



SOURCE 4 Printing in ancient China



7.9.2 Also made in China

Today, we are used to buying all sorts of goods that are made in China. But, long ago, China also led the world in inventions such as gunpowder and in developments in medicine and earthquake detection — and even in a favourite hobby of many people's childhoods, flying kites.

Gunpowder

From very early times, the Chinese searched for a drug that would give the emperor eternal life. By accident they discovered gunpowder. At first, gunpowder was used in fireworks for entertainment and in religious ceremonies. Later, it was used in making simple bombs. Lengths of heavy bamboo were loaded with gunpowder and a fuse set in the side. When cast iron was developed, pipes were loaded to create the first cannons. The Chinese then developed cannons that fired arrows with individual rockets attached — the first multi-stage rocket. Flame-throwers, mines and hand grenades were also used by Chinese armies.

Medicine

Acupuncture appears to have been used in China since the third century BCE. Needles were understood to block or stimulate the flow of yin and yang to certain areas of the body. The ancient Chinese were also the first to understand blood circulation and, by 200 CE, were using an **anaesthetic** based on hemp. Possibly the first human **dissection** was carried out on the body of a criminal in 16 CE by a doctor and a skilled butcher. Human dissection was soon banned, though, because it conflicted with the Confucian belief in the purity of the body.

Seismographs

Zhang Heng invented the world's first seismograph — an instrument for detecting earthquakes — in 132 BCE. An earth tremor caused a ball to be released from a dragon's mouth and fall into a toad's mouth farthest away from the earthquake epicentre. This showed the emperor the direction of the disaster.

Kites

Kites were first made out of bamboo and silk and, later, paper. They were used mostly during festivals, but were also used in battle to frighten enemies (by creating unusual sounds through the strings) and to send signals to the troops. Kites were even used for fishing and for scaring birds away from crops.

7.9.3 Conserving China's cultural heritage

The United Nations Educational, Social and Cultural Organization (UNESCO) is the world body responsible for identifying natural and cultural sites in all countries that are of such great value that they must be conserved. These sites include the remains and heritage of ancient civilisations. UNESCO maintains a list of these World Heritage Sites, which you can view on its website. You will likely not be surprised to find that China has more UNESCO-listed sites than almost any other country, and that the Mausoleum of Qin Shihuang (see **SOURCE 7**) and the Great Wall of China (see **SOURCE 8**) are among the listed sites.

SOURCE 5 Gunpowder was first used in fireworks.



SOURCE 6 Zhang Heng's seismograph



acupuncture a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness
anaesthetic drug to deaden pain
dissection systematic cutting up of a body for medical study

SOURCE 7 Terracotta soldiers and horses at the Mausoleum of Qin Shihuang



SOURCE 8 The Great Wall of China is over 21 000 kilometres in length and, on average, more than 10 million people visit it each year.



7.9 SKILL ACTIVITY: Questioning and researching

Look at **SOURCES 4, 5** and **6** and choose one of these ancient Chinese inventions.

1. **Compose** five questions that you could ask about this source to learn more about its significance.
2. **Conduct** research on the internet to answer your questions.
3. **Compare** your questions to those of other students.

7.9 Exercise

learn**on**

7.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. For what purpose were compasses first used in China?
 - A. To navigate complex trade routes
 - B. To aid in the farming process
 - C. So houses were built facing a direction that was in harmony with nature
 - D. So that people could find their way through cities
2. **Identify** which material was originally used for writing in China.
 - A. Paper
 - B. Silk
 - C. Bark
 - D. Rock
3. How did the Chinese discover gunpowder?
 - A. During the search for a drug for the plague
 - B. During the search for a drug for immortality
 - C. During the development of weapons for war
 - D. During the development of materials for mining
4. **Recall** the medical advances in which China led the world.
5. **Describe** the role of UNESCO.

Apply your understanding

Using historical sources

6. Look at **SOURCES 3** and **4** and **explain** what you can tell about early Chinese methods of papermaking and printing.
7. Study **SOURCE 7**. **Identify** what evidence you can see of measures that have been taken to conserve the objects that were found around the tomb of China's first emperor.

Communicating

8. **Compare** the various ancient Chinese inventions described in this lesson and choose one that you think had the biggest impact on people of the time and on future generations. **Create** a brief written advertisement for it.

LESSON

7.10 INQUIRY: Contested histories — how should we judge the legacy of Qin Shihuang?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the role and achievements of a significant individual and recognise different perspectives as you investigate interpretations in secondary sources.

Background

Despite using the same evidence, historians have differed widely in their conclusions about the Qin dynasty and its legacies. Reading the following sources will enable you to compare and consider some different judgements that have been made. You can also use the internet and/or your library to find other relevant secondary sources.

Note: you will notice Qin Shihuang referred to as Qin Shi Huang, Qin Shi-Huang or Shi Huangdi in these sources. These variations are all correct.

A selection of secondary sources

SOURCE 1 From Felicity Jiang, 'The Qin Dynasty — First Imperial Dynasty in China', *China Highlights* website

The Qin Dynasty lasted for only 15 years . . . But during their short reign, they destroyed more than half the population and much of the culture, literature and scholarship of the Zhou era. It is thought that the population dropped from about 40 million at the beginning of their reign to about 18 million by the end of their reign.

In carrying out their plans, they caused enormous misery and destruction, but they built a lot of infrastructure such as roads, canals and the Great Wall that benefited later empires . . . By standardizing even the writing and ideas and customs and religion, they laid the foundation for later empires.

SOURCE 2 From Joshua J Mark, 'Qin Dynasty' entry, *World History Encyclopedia* website

Although the Qin Dynasty is often referred to positively as the first political entity to unite China . . . the reigns of Shi Huangdi and his inept son and grandson were a dark time for the people of China, who were impoverished, brutalised, and kidnapped from their homes to serve the ego of the emperor. It is a chilling detail that the Qin dynasty is the shortest, only 15 years, in the history of China owing to its brutality and blatant rejection of the central value of the Mandate of Heaven that a ruler care for the people above any personal considerations.

SOURCE 3 From Claudius Cornelius Muller, 'Qin Shi-Huang emperor of China' entry, *Encyclopaedia Britannica* website

Most of the information about Qin Shi Huang's life derives from the successor Han dynasty, which prized Confucian scholarship and thus had an interest in disparaging the Qin period . . . With few exceptions, the traditional historiography of imperial China has regarded him as a villain . . . Modern historians, however, generally stress the endurance of the bureaucratic and administrative structure institutionalised by Qin Shi Huang, which . . . remained the basis of all subsequent dynasties in China.

SOURCE 4 From 'Qin Shi Huang' entry, *New World Encyclopedia* website

Because of this systematic Confucian bias on the part of the Han scholars, some of the stories recorded about Qin Shi Huang are doubtful... Some of the stories are plainly fictitious... This makes it difficult to know the truth about other stories...

Only in modern times were historians able to penetrate beyond the limitations of traditional Chinese historiography... there emerged a new appreciation of the man who had unified China... In the new era [since 1972] Qin Shi Huang has been seen as a farsighted ruler who destroyed the forces of division and established the first unified, centralised state in Chinese history by rejecting the past.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

For each of the provided sources, **discuss** the following:

Is the writer's dominant judgement about Qin Shihuang and the Qin dynasty favourable or unfavourable?

Write your inquiry question. Your question could be based on anything — for example, one of the following issues:

- How significant were the changes made under Qin Shihuang to people living at the time?
- How many people were affected?
- To what extent were people's lives changed?
- What is Qin Shihuang's legacy, and should he be remembered as an especially cruel ruler or as a far-sighted ruler who brought significant change to his country?

Research your inquiry question.

Step 2: Using historical sources

Analyse the sources that you find. Inevitably some will represent differing perspectives and some of those will be biased, so try to separate fact from opinion. Try to identify cause and effect — for example, the reasons for the changes made by Qin Shihuang and the consequences of them.

Step 3: Historical perspectives and interpretations

Evaluate the significance of the changes and how many people were affected by them.

Step 4: Communicating

What is your answer to your inquiry question? **Present** your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 7.10 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39373)

LESSON

7.11 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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7.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

7.2 How do we know about ancient China?

- Shang dynasty inscriptions are our earliest written evidence of ancient China.
- Archaeological finds provide evidence of rich cultures during Qin and Han times.
- The most exciting find was the discovery of the terracotta warriors guarding the tomb of Qin Shihuang.

7.3 How did China's civilisation begin?

- No primary source evidence has been found for the legendary Xia dynasty.
- Early Chinese rulers based their authority on the mandate of heaven.
- Early Chinese civilisation was based on farming in river valleys in eastern China.

7.4 What were life and death like in ancient China?

- Rulers were supported by powerful lords and landowning gentry, who included warriors and bureaucrats.
- Peasants formed the largest group and they suffered through natural disasters and wars.
- Merchants and slaves were at the bottom of Chinese society.
- Life for all classes of the common people was harsh, especially for women.
- We know much more about death and the funeral customs of the ruling classes than of the common people.
- The ruling classes' custom was to bury goods with the dead to provide for them in the afterlife.
- Until Han times, people were also buried with rulers to serve them in the afterlife.

7.5 How did China's civilisation affect its environment?

- China is a vast country with a wide variety of climates and landscapes.
- Of the large population, 90 per cent lived in the east, where agriculture was based along river valleys.
- Intensive clearing of land for farming caused massive soil erosion and other environmental damage.

7.6 What were the influences of Confucianism, religions and laws?

- Confucianism is not a religion. It is concerned with how good conduct can create social harmony.
- Confucianism had no influence in its founder's lifetime but much influence in later periods.
- Daoism and Buddhism became major religious influences in ancient China.
- The laws of China's first emperor were based on the harsh laws of the state of Qin.
- Confucianism regained influence under the Han and later dynasties.

7.7 How did the first emperor change China?

- Qin Shihuang took control of China in 221 BCE after completing his conquest of the other Chinese states, and turned the system of defensive walls into the Great Wall of China.
- He stamped out potential threats to his power through several measures, including confiscating weapons, controlling the nobles and burning books.
- By 206 BCE, the Qin dynasty had been destroyed in a peasant rebellion.

7.8 Why did the Han dynasty rise and fall?

- The Han dynasty carried out reforms to avoid the fate of the Qin, and China expanded under the Han.
- Chinese missions led to the founding of the Silk Road, which opened trade between China and India, Persia and the Roman Empire.
- Inequality grew under the Han and rebellions led to its fall in 220 CE.

7.9 What is the heritage of ancient China?

- China's legacies include an amazing number of inventions, including printing and gunpowder.
- China's cultural heritage includes many UNESCO-listed sites, among which are the Great Wall and the Mausoleum of the First Emperor.

7.10 INQUIRY: Contested histories — how should we judge the legacy of Qin Shihuang?

- Traditionally, Chinese historians have regarded Qin Shihuang as a particularly cruel and ruthless ruler.
- Han dynasty historians had an interest in portraying the first emperor as a villain.
- In modern times, Chinese historians have tended to value Qin Shihuang as a far-sighted ruler who created China's first unified state.

7.11.2 Key terms

acupuncture a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness

anaesthetic drug to deaden pain

artificer craftsperson or inventor

bureaucrat government official

castrated having had the testicles cut off

concubines women who lived with the emperor in a sexual relationship but were not married to him

conscripted forced to become a soldier

constellations groups of stars

Daoist a follower of Daoism

deported forced to leave the country

dissection systematic cutting up of a body for medical study

halberds daggers mounted on axe handles

infantry foot soldiers

mandate of heaven Chinese expression meaning that a ruler had been chosen by the gods

mausoleum large tomb structure

philosopher one who studies the fundamental principles and causes of things

warlords generals from powerful landowning families

Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

7.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Why and where did ancient China's civilisation emerge, and what were its defining features, achievements and legacies?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

-  **eWorkbook** Customisable worksheets for this topic (ewbk-10528)
Reflection (ewbk-10538)
Ancient China crossword (ewbk-10535)
Ancient China find-a-word (ewbk-10536)
-  **Interactivity** Ancient China crossword (int-7696)

7.11 Review exercise

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Multiple choice

- Shang dynasty inscriptions provide early evidence of ancient Chinese what?
 - Ironwork
 - Gunpowder
 - Farming
 - Manufacturing
- The 'mandate of heaven' meant which of the following for Chinese emperors?
 - They were believed to be gods.
 - They were supposedly chosen by the gods to rule.
 - They lived like gods.
 - They said there were no gods.
- During the Warring States period, wars occurred between which of the following?
 - Local lords who controlled their own states within the Zhou kingdom
 - Local lords who controlled their own states outside the Zhou kingdom
 - Nomads who wanted to invade China
 - Nobles and peasants
- Merchants occupied which of these positions in Chinese society?
 - At the top, along with nobles
 - Between nobles and peasants
 - Almost at the bottom
 - Between peasants and artisans
- Environmental problems in ancient China were caused mainly by which of the following?
 - Polluting the air
 - Burning coal
 - Polluting the ocean
 - Clearing forests for farming
- What were the main ideas of Confucius concerned with?
 - Worshipping gods
 - Conduct that ensured a harmonious society
 - Obedience to kings
 - Rebelling against authority

7. The martial art of kung fu was developed by which of these groups?
 - A. Daoists
 - B. Buddhists
 - C. Followers of Confucius
 - D. Qin Shihuang's army
8. Qin Shihuang changed the feudal system by which of these means?
 - A. Burning books
 - B. Executing scholars
 - C. Confiscating weapons
 - D. Allowing farming land to be bought and sold
9. Around how many people might have died constructing the Great Wall of China?
 - A. Five hundred
 - B. One million
 - C. Two thousand
 - D. Five million
10. Under Qin Shihuang's orders, scholars who refused to burn their books were what?
 - A. Beheaded
 - B. Fined
 - C. Imprisoned
 - D. Buried alive

Short answer

Communicating

11. What or who were the Yellow Turbans and Red Eyebrows?
12. The Silk Road was the land route for trade between China and which places?

Using historical sources

13. Imagine that you have been hired by the Chinese tourism authorities who erected the stone marker in **SOURCE 1**.

Your job is to **create** a guide to this site for Australian and other English-speaking tourists visiting the site. You will need to use what you have learned in this topic as well as information you can gather using the internet, including the UNESCO World Heritage List. Your guide should include:

- a. the history of this section of the wall from the time when the various walls were joined under Qin Shihuang up to the time when this section was rebuilt during the early Ming dynasty
- b. an explanation of what was involved in building the wall
- c. information about what the wall would have meant to Chinese people in Qin times and later.

SOURCE 1 The stone marking the modern entrance to the Mutianyu section of the Great Wall of China, about 70 kilometres north of Beijing



14. Analyse **SOURCE 2** using the following questions.

- Describe** the details of the painting.
- Identify** ways in which the appearance of the students and the room differ from a modern examination room.
- Describe** the kinds of questions that examiners would be likely to ask.
- Describe** the types of answers that students would be expected to give.
- To fully **analyse** this source, you would need information that is not provided here. **List** examples of such types of information.

SOURCE 2 This painting depicts a Chinese emperor assessing the performance of students in exams for the civil service.



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GLOSSARY

- absolute dating techniques** methods used to assess the age of something (e.g. radiocarbon dating, tree-ring dating)
- acropolis** a city, citadel or complex that sits on a high hill
- acupuncture** a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness
- agora** large open space in the centre of a Greek city that served as a public meeting area and marketplace
- amulet** charm believed to protect against evil
- anaesthetic** drug to deaden pain
- ancestral beings** gods or deities who taught people how to live and the rules of society; regarded as the direct ancestors of First Nations Peoples living today
- ancient history** the period from the beginning of civilisation to the fall of the Roman Empire
- anno Domini** Latin for 'in the year of our Lord'
- anthropologist** someone who researches the appearance and features of the life of prehistoric people and the connections they had with other human populations
- anthropomorphic** describing or representing something as having human traits, despite its original lack of these characteristics
- aqueduct** structure built to carry water long distances
- archipelago** islands scattered over an expanse of water
- artefact** an object made or changed by humans
- artificer** craftsperson or inventor
- artisans** skilled craftspeople
- Asiatic** peoples of Asia, including the Middle East
- astrology** interpreting the influence of the stars on human affairs
- astronomy** study of the stars and planets
- auxiliaries** soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire
- barbarians** the Roman term for all peoples who lived beyond the borders of the empire
- Before the Present** a term used by archaeologists instead of BCE (before the common era) for when time periods are vast
- biased** one-sided or prejudiced; seeing something from just one point of view
- blasphemous** great disrespect shown to God or to something holy, or something said or done that shows this kind of disrespect
- bureaucrat** government official
- canopic jars** used to store the liver, lungs, intestines and stomach of the person being mummified
- cassowary** a large flightless bird related to the emu with a bare head and neck
- castrated** having had the testicles cut off
- cataracts** rapids, where the river's surface is broken by rocks
- cause and effect** the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
- cay** a small island found on coral reefs
- chronology** a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out
- civilisations** societies that have towns and features such as complex forms of government and religion
- civil war** war between rival factions within one state or country
- clan** a group of people of common descent or ancestry
- concubines** women who lived with the emperor in a sexual relationship but were not married to him
- conscripted** forced to become a soldier
- constellations** groups of stars
- contestability** when particular interpretations of the past are open to debate

continent one of seven very large, continuous bodies of land; they are Europe, Asia, Africa, Antarctica, Australia, North America and South America

continuity and change the concept that while many changes occur over time, some things remain constant

crucified killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

cubit an ancient measure of length, based on an adult's forearm

Daoist a follower of Daoism

deity god or goddess

delta low, triangular area where a river fans out as it nears the sea

demise death

democracy a political system according to which citizens choose the way in which they are governed

demotic script the simplest of the ancient Egyptian scripts; almost like handwriting

deported forced to leave the country

dialects different forms of a language

dissection systematic cutting up of a body for medical study

divination the skill of reading omens

Dorians tribes from the north of Greece who moved into the south during the Dark Age

dugong a sea animal, sometimes called a sea cow, found mainly on the coasts bordering the Indian Ocean

ecosystem a community of organisms, plants or animals and the environment they exist in

edict order issued by a sovereign to his or her subjects

entrails internal organs of an animal

Ephorate five-man ruling body in Sparta that advised the kings

Etruscans advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE

evidence information that indicates whether something is true or really happened

forage to search for provisions or food

forum open meeting place of a town or city

genealogical an account of the descent or ancestry of a person or group

geologist someone who studies the sediments and landforms associated with ancient campsites

granary place for storing grain

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

grid system a street network that creates square and rectangular blocks

halberds daggers mounted on axe handles

helot slave of the Spartan state

heresy an opinion or belief that contradicts orthodox beliefs, especially in religion

heritage everything that has come down to us from the past

hieratic script Egyptian script that was less decorative and complex than hieroglyphs

hoplites Greek foot soldiers

hygienic healthy, sanitary

hypocaust underfloor and water heating system used in Roman villas and public baths

hypothesis (plural: hypotheses) a theory or possible explanation

Ice Ages long periods during which glaciers covered much of the northern hemisphere

immortals gods who lived forever

Indus seals imprints of stamps found on pottery made during the Indus Valley Civilisation

infantry foot soldiers

intensification activities undertaken with the intention of enhancing the productivity of land

Inundation the seasonal flooding of the Nile

Iron Age period in which people learned to use iron to make tools and weapons

islet a very small island

Latin the language of ancient Rome and its empire

legacy something handed down from the past

loot goods or property taken from a defeated enemy after a battle

lore the customs and stories that came from The Dreaming and continue to govern all aspects of First Nations Australians' life

Macedonian native of Macedon, an ancient kingdom north of Greece

magistrates men elected by the citizens to run Rome for a year

mallee a low-growing bushy Australian eucalypt plant

mandate of heaven Chinese expression meaning that a ruler had been chosen by the gods

mangrove area in a tropical or subtropical climate where vegetation grows in salty or brackish water

mausoleum large tomb structure

medallion a coin-shaped, usually metallic, decorative disk

medieval of the Middle Ages

mercenary person who fights for a foreign country for money or other rewards

metic free man living in Athens but not born there; could not vote or own property but served in the army and paid taxes

metope rectangular space above an architrave of a Greek building that often had paintings or sculptures on it

Middle Ages between ancient and modern historical periods (generally between the fifth and fifteenth centuries)

monsoon rainy season accompanied by south-westerly summer winds in the Indian subcontinent and South-East Asia

mummy body that has been embalmed

mythology a body of myths

natron a mineral salt used to dry out dead bodies

nomads tribal groups who wander from place to place, generally in search of food or pasture

ochre a natural pigment found in soil, ranging in colour from pale yellow to orange and red

oligarchy governing council of rich aristocrats

Olympiad a staging of the Olympic Games

omen sign that predicts good or evil

ostracism the punishment of being banished from Athens

pagan name used to refer to people who believed in non-Christian gods

palaeontologist a scientist who studies fossils

pan-Hellenic for all the Greeks

papyrus paper made from crushing reeds

Parthenon Athenian temple dedicated to the goddess Athena

patricians members of the aristocratic families who founded the Roman Republic

patronage supporting and encouraging authors and artists

Peloponnese peninsula the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth

perioeci peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens

perspectives point of view or attitude

philosopher one who studies the fundamental principles and causes of things

plateau a high, flat-topped landform

plebeians all non-patrician citizens of Rome

polis (plural **poleis**) ancient Greek city-state

portico a roof supported by columns, usually attached as a porch to a building

power vacuum a situation with a lack of political leadership

prehistory the period before writing was invented

primary sources objects and documents that were created or written in the period of time that the historian is investigating

public bath a public building complex containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens

pumice lava ejected from a volcano that solidifies into a light, porous rock

quarry an excavation or pit from which stone or building material is cut

radiocarbon dating a way of dating objects of plant or animal origin according to the amount of carbon left within them

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

republic system of government in which the head of state is not a monarch

rhetoric the art of public speaking

rite of passage a ceremony or event marking an important stage in someone's life

sago a starch food obtained from palm used to produce a flour

Samnites a mountain tribe of central Italy

Sanskrit ancient Indian language used in classical Hindu literature

sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

savannah area of land that is a grassy plain with few trees in tropical and subtropical regions

seagrass a grass-like plant living in or close to the sea

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

sediment the material that settles at the bottom of a liquid

Senate governing body in ancient Rome; (in theory) an advisory body of ex-magistrates

shadoof irrigation device used to lift water from the river

shell midden a mound of shells and other waste material marking the site of an ancient community

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

silt fine sand or earth particles carried and deposited by running water

stadia the plural form of stadium, which is a measure of about 200 metres

stalemate a situation in a contest or conflict in which neither side can defeat the other

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

taboo something strictly forbidden

taro a plant with broad edible leaves and root vegetable, grown in the tropical regions, especially the Pacific Islands

tenant farmers poor farmers who rented small plots of land

The Dreaming in First Nations spirituality, the beginning of earth and the cycles of life and nature, explaining creation and the nature of the world, the place that every person has in that world and the importance of ritual and tradition; Dreaming stories pass on important knowledge, laws and beliefs; also known as The Dreamtime

Thracian a native of the Roman province of Thracia

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

utopia a perfect social and political system

Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

vassal state a state whose ruler recognises another, more powerful ruler as overlord

virtue moral standard or value

warlords generals from powerful landowning families

Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

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