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JACARANDA
HISTORY ALIVE 8
VICTORIAN CURRICULUM | SECOND EDITION



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online
only
only
online

HOW TO USE

the *Jacaranda Humanities Alive* resource suite

The ever-popular *Jacaranda Humanities Alive 8* has been re-published for the Victorian Curriculum. It is available as a single, 4-in-1 title and as subject-specific titles: *Jacaranda History Alive 8*, *Jacaranda Geography Alive 8*, *Jacaranda Civics and Citizenship Alive 8* and *Jacaranda Economics and Business Alive 8*. The series is available across a number of digital formats: learnON, eBookPLUS, eGuidePLUS, PDF and iPad app.

Skills development is integrated throughout, and explicitly targeted through SkillBuilders and dedicated skills topics for History and Geography.

This suite of resources is designed to allow for differentiation, flexible teaching and multiple entry and exit points so teachers can *teach their class their way*.

Features

All topics start with an **Overview** which includes a pre-test to gauge students' readiness to begin.

Topics open with an **inquiry question** to spark students' curiosity about the topic.

An online **workbook** is available for customisation and printing.

OnResources feature boxes provide guidance about additional resources online.

SkillBuilders, Thinking Big research projects and Reviews are available online for every topic.

Corrective feedback and Sample responses are available online for every question.

A range of activities is provided to promote deeper inquiry, encourage collaboration and help students to develop their research skills.

Skills keys identify each question according to the skill targeted, providing insights into skills development. Progress and results can be tracked and filtered by skill online.

Exercise sets at the end of each subtopic allow students to **check and apply** their understanding.

3 The Vikings (c. 790–1066)

3.1 Overview

Read, pilage and plunder. Were the Vikings more than just Middle Ages badies?

3.1.1 Links with our times

When popular culture presents images of Vikings, we are often left with the impression that they were ruthless warriors, and not much else.

This is not the only image of Vikings that we should consider, however. The society did not function through violence alone. Vikings were farmers and traders. They enjoyed a rich spiritual life and their society was governed by rules and regulations.

Not only was Viking society varied, but some of what we think we know about the Vikings is false. Many people think that Vikings wore horned helmets but this is simply not true. Horned helmets would have been impractical in battle and a real Viking helmet actually looked much more terrifying.

We must be wary of generalisations about this fascinating society because it was so rich and interesting.

OnResources

Workbook Customisable worksheets for this topic

Video eLesson The Vikings (c. 790–1066) (6:00–15:23)

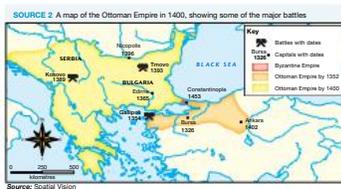
LEARNING SEQUENCE

- 3.1 Overview
- 3.2 Examining the evidence
- 3.3 Scandinavia before the Viking Age
- 3.4 The Viking homelands
- 3.5 Viking society
- 3.6 Early Viking religion
- 3.7 Viking longships
- 3.8 Viking weaponry
- 3.9 Viking invasions and settlements
- 3.10 Viking explorers, settlers and traders
- 3.11 The spread of Christianity
- 3.12 Haakon Bluetooth: Viking king of Denmark
- 3.13 The Battle of Hasting and the end of the Viking Age
- 3.14 Heritage of the Vikings: governing Iceland in the Viking Age
- 3.15 **SkillBuilder:** Interpreting sources on the Vikings
- 3.16 **Thinking Big research projects:** Write a Viking saga
- 3.17 **Review**

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacaranda.com.au.

TOPIC 3 The Vikings (c. 790–1066) 69

SOURCE 2 A map of the Ottoman Empire in 1400, showing some of the major battles



Explore more with myWorldHistoryJillias

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Western and Islamic world > Ottoman Empire

5.5 ACTIVITY

Research one of the battles mentioned in this subtopic and answer the following questions.

- a. Who was the battle between?
- b. Why was the battle fought?
- c. What tactics were used in the battle?
- d. Why was the victorious side able to win?
- e. What was the significance of this battle?

Determining historical significance

5.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Interpreting historical significance

5.5 Exercise 1: Check your understanding

1. **HS1** Which were the two major powers in the Middle East during the Early Middle Ages?
2. **HS1** What was the capital of the Byzantine (Eastern Roman) Empire?
3. **HS1** Who was the founder of the Ottoman Empire?
4. **HS5** What three factors helped the early Ottoman Empire spread its influence over the region?
5. **HS1** There are three Ottoman rulers mentioned in this subtopic. List these rulers and describe at least one of their respective accomplishments.

5.5 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
 - (a) Which city connects Europe and Asia?
 - (b) Which cities would you have to pass through on a journey from Buda to China or India?
 - (c) Explain the part that trade played in Bursa, Edirne and Constantinople becoming major cities.
2. **HS3** Using **SOURCE 2**, name the two earliest Ottoman capitals and the date each city became the capital.

Content is presented using age-appropriate language, and a wide range of engaging sources, diagrams and images support concept learning.

Skillbuilders model and develop key skills in context.

In each topic, a Thinking Big research project provides opportunities for students to delve deeper, think creatively and work collaboratively.

9.10 SkillBuilder: Making your own notes from sources

Why is note-making useful?
Notes summarise key information and clarify particular points in your own words. Being able to make useful notes will help you remember and understand key information easier.

Rahu is a form of tax that the Maori used to limit resource use. For example, rahu could be imposed over an area to prevent the gathering of food while the land recovered. It helped to conserve limited food supplies and other natural resources. All Maori tribes accepted the principles of rahu.

Unfortunately, rahu came too late for the moa. Although the young birds were an important food source of the Maori, the adult moa lacked any natural predators prior to human settlement. The moa became an abundant and important food source, with both the meat of the bird as well as its large eggs providing a lifeline for the Maori. The bones of the bird were used to make ornaments and fishhooks, and even the shells of the giant eggs were used to carry water. The meat of the moa could be preserved and became a valuable trading good. Archaeologists believe the moa was hunted to extinction by the 15th century. As a result, the Maori's eagle also disappeared into history. As you will see later in this chapter, this had a huge impact on the Maori people.

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 test your application of the skill.

9.11 Thinking Big research project: Polynesian travel show

SCENARIO
You are a reporter on a travel show and your latest assignment is to cover one of the journeys that the Polynesian explorers pioneered.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



Resources

projectPLUS Thinking Big research project: Polynesian travel show (pro-0160)

History, work and leisure

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

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

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

SOURCE 2 Conservation work on Bodiam Castle, in East Sussex, England. The moated castle was built during the medieval period in 1385 CE.



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.

DISCUSS

How may understanding our past help us avoid repeating mistakes?

[Ethical Capability]

1.2 EXERCISES

Historical skills key: HSI Remembering and understanding HSE Sequencing chronology HSH Using historical sources as evidence HSA Identifying continuity and change HSB Analysing cause and effect HSB Determining historical significance

1.2 Exercise 1: Check your understanding

- HSI What is history?
- HSI Fill in the spaces in the following passage by choosing words from the box below.

civilisations beliefs cultures events research

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

- HSI Why is it important to learn historical skills?
- HS4 What can we gain from understanding our heritage?
- HS1 Explain what you understand to be the difference between fact and opinion. Give an example from your own experience.

Discuss features explicitly address Curriculum Capabilities.

Links to the myWorld Atlas and myWorldHistory Atlas are provided throughout.

SOURCE 1 A relief sculpture in the Hippodrome of Constantinople. The Hippodrome was the centre of Byzantine political, social and sporting life. This sculpture, erected in 390 CE, portrays Roman Emperor Theodosius I among his court.



Explore more with myWorldHistoryAtlas

Design and check your understanding of this topic with related case studies and auto-marked questions.

- Exploring contacts - China: the Middle Kingdom
- Overseas - Transformation of the Roman World
- Overseas - Byzantine Empire

2.3.2 Invaders and migrations

The Early Middle Ages were times of conflict caused by violent invasions by nomadic tribes who burst out of the steppes of Central Asia, the deserts of the Arabian peninsula and the cold lands of northern Europe. Among the invaders were groups fleeing others who had invaded their homelands. Land occupied by significant groups is shown in **SOURCE 2**.

Germanic peoples

The Goths, Vandals, Burgundians and Franks were Germanic peoples. The Goths migrated south to the Black Sea coast in the third century. Invasion by the Huns in 372–5 CE forced the Goths to flee into Roman territory. From the fifth century, the Goths divided into Ostrogoths and Visigoths while the Vandals and Burgundians occupied Roman territories. In the following century the Franks conquered most of Gaul.

Huns

From about 370 CE, Central Asian nomads called Huns invaded eastern Europe. These ferocious fighters attacked their enemies by firing arrows from horseback. They carved out a huge empire from Central Asia to Germany before an alliance of Romans, Visigoths and Burgundians defeated them in 455 CE.

8.16 Review

8.16.1 Key knowledge summary

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

8.16.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources

- eWorkbook Reflection (doc-31324)
- Crossword (doc-31324)
- Interactivity Japan under the shoguns crossword (int-7093)

KEY TERMS

archipelago a group of islands
artisan a skilled worker who produces handmade items
beriberi a disease caused by a lack of vitamin B
biwa a four-stringed Japanese musical instrument
brocade a rich silk fabric with a raised pattern
bushido the way of the warrior: the rules that prescribed correct behaviour for all samurai
calligraphy the art of beautiful handwriting
centralised control of a country from one central location
civil war a war between two competing groups within one country
clan a large group of closely related people
conscription a person ordered by the government to do compulsory military duty
daimyo great feudal lord of Japan during the Classical and shogunate periods
deliberative having the power to make decisions
diet the name given to a law-making assembly in some countries
domain the territory ruled by a daimyo, including the farming and fishing villages within it
glaze a substance fused onto pottery to give it a glass-like appearance
hostage a person kept for security
jūjūtsu a traditional Japanese system of physical training and unarmed combat
kabuki a colourful form of theatre combining play-acting, dance and music
kana a writing system that represents Japanese syllables
kiln an oven used at high temperatures to heat and harden ceramic items
monochrome varying tones of a single colour, usually black and grey
mishinōji an organisation or group that has complete control of something
musket a muzzle-loading gun with a long barrel
origami the art of folding paper into different shapes and designs
pallanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders
regent a person appointed to rule a country if a monarch is too young or ill to do so
rōnin a wandering samurai who had no lord or master
sake a Japanese alcoholic drink made from fermented rice, sometimes known as rice wine
samurai the warrior class in Japan during the Classical and shogunate periods
senjūtsu a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword
shaman a person who claims to communicate with evil spirits through mystic rituals
Shinto an ancient Japanese religion that believes in nature spirits and ancestor worship
shogun literally 'barbarian-conquering great general': the Japanese emperor's chief military advisor and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion
tariff a tax on goods imported from a foreign country

A range of questions and a post-test are available online to test students' understanding of the topic.

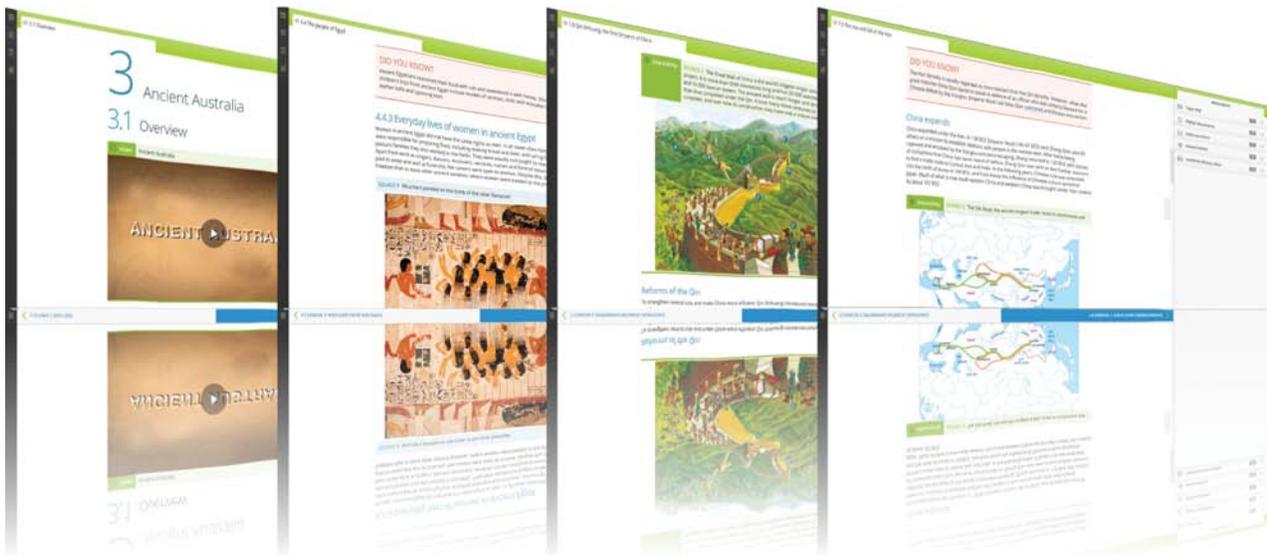
Key terms are available in every topic review.

learnON

Jacaranda Humanities Alive learnON is an immersive digital learning platform that enables student and teacher connections, and tracks, monitors and reports progress for immediate insights into student learning and understanding.

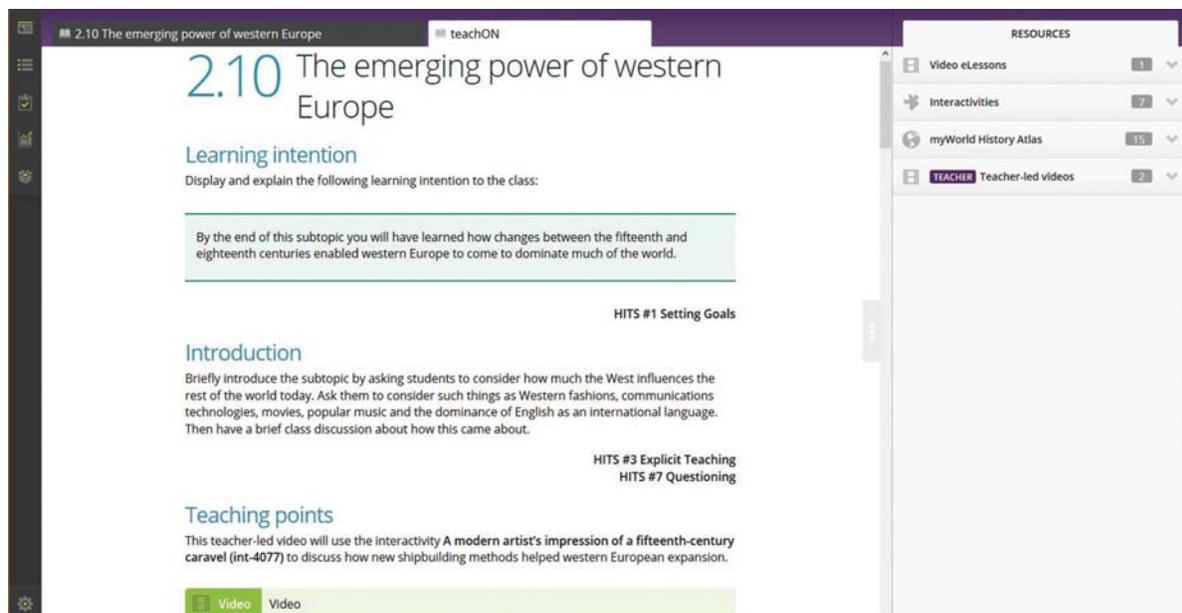
It includes:

- a wide variety of embedded videos and interactivities
- questions that can be answered online, with sample responses and immediate, corrective feedback
- additional resources such as activities, an eWorkbook, worksheets, and more
- Thinking Big research projects
- SkillBuilders
- teachON, providing teachers with practical teaching advice, teacher-led videos and lesson plans.



teachON

Conveniently situated within the learnON format, teachON includes practical teaching advice, teacher-led videos and lesson plans, designed to support, save time and provide inspiration for teachers.



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1 Historical skills and concepts

1.1 Overview

1.1.1 Links with our times

The people in samurai costume here are re-enacting a battle on Honshu Island, Japan. You probably know about samurai from watching films or television, or from reading books or comics. Some of your ideas about this class of warriors may be based on fact and some may be based on misconception.

We know that the samurai were highly skilled Japanese warriors who served a daimyo (a great feudal lord of Japan). The term *samurai* in Japanese literally meant ‘those who serve’. We know that the samurai had to follow a code of conduct known as *bushido*. This called for loyalty and obedience to the daimyo lord, as well as self-discipline, honour and respect. A samurai’s armour was elaborate and decorated, yet designed to be strong and to allow the wearer to move easily in battle. We also know that many women were samurai warriors.

We know these things because archaeologists and historians use clues like skeletons, coins and weapons as well as many other historical sources to bring the past to life. History uses evidence that includes all kinds of traces, from stone fragments to old books, paintings and photographs. History involves using such evidence in an attempt to find the truth about what happened in former times.



on Resources



eWorkbook Customisable worksheets for this topic



Video eLesson Investigating the past (eles-1057)

LEARNING SEQUENCE

- 1.1 Overview
- 1.2 Why we study history
- 1.3 Historical skills
- 1.4 Ages, time and chronology
- 1.5 Detective work and archaeology
- 1.6 Dating historical evidence
- 1.7 Perspectives and empathy
- 1.8 **SkillBuilder**: Sequencing events in chronological order
- 1.9 **Review**



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1.2 Why we study history

1.2.1 How and why do 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?

In our own times there are 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. Research into past civilisations, cultures and societies is the work of historians. They try to build up a picture of how people in other times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians inquire 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.

SOURCE 1 A woodblock ukiyo-e print by Utagawa Kunisada II of a puppet in kimono being manipulated by two bunraku puppeteers, c. 1850



DID YOU KNOW?

Bunraku puppetry was founded in Osaka, Japan, in the seventeenth century. The puppets are life-sized and hand-carved. Visible puppeteers manipulate them to perform a play.

1.2.2 The value of history

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

History, the present and the future

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

History, work and leisure

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

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

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

SOURCE 2 Conservation work on Bodiam Castle, in East Sussex, England. The moated castle was built during the medieval period in 1385 CE.



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.

DISCUSS

How may understanding our past help us avoid repeating mistakes?

[Ethical Capability]

1.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.2 Exercise 1: Check your understanding

1. **HS1** What is history?
2. **HS1** Fill in the spaces in the following passage by choosing words from the box below.

civilisations beliefs cultures events research

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

3. **HS1** Why is it important to learn historical skills?
4. **HS4** What can we gain from understanding our heritage?
5. **HS1** Explain what you understand to be the difference between fact and opinion. Give an example from your own experience.

1.2 Exercise 2: Apply your understanding

1. **HS3** Bunraku, as seen in **SOURCE 1**, was created towards the end of the Tokugawa Shogunate. What might you be able to understand about Japan under the Shoguns just by using this source as evidence?
2. **HS3** Look closely at **SOURCE 2**. The United Kingdom's National Trust relies on memberships and donations to preserve the remains of this medieval castle. Why do you think so much effort goes into conserving such traces of the past?
3. **HS4** 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?
4. **HS6** Suggest why any one of the following possible events might have historical significance in the future for a historian researching and writing about the age we are living in.
 - (a) There was an increase in the number of Australians who did not practice religion.
 - (b) Inequality (the gap between rich and poor) increased in Australia.
 - (c) The Australian Government took in more refugees.
5. **HS4** Think of at least one event from the past where the people involved have *not* learned from earlier experiences and events. Explain what happened.

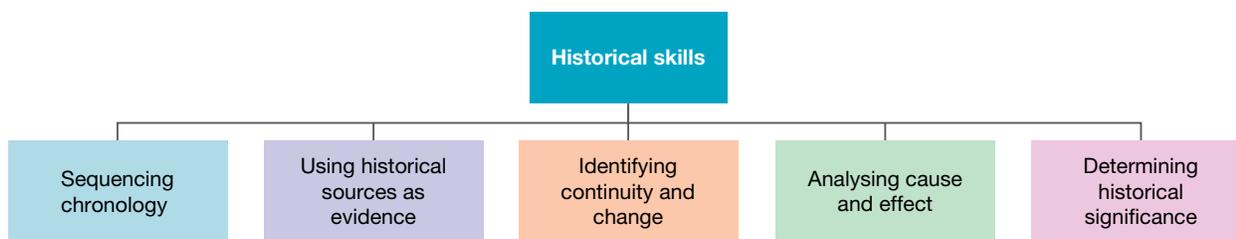
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1.3 Historical skills

1.3.1 What are historical skills?

There are a number of historical skills shown in **SOURCE 1** that you will learn and use throughout your study of history. You will quickly learn some of these skills in this topic, and become more proficient in all of them as you explore later topics. Each historical skill is explained in more detail below.

SOURCE 1 A diagram showing the five historical skills

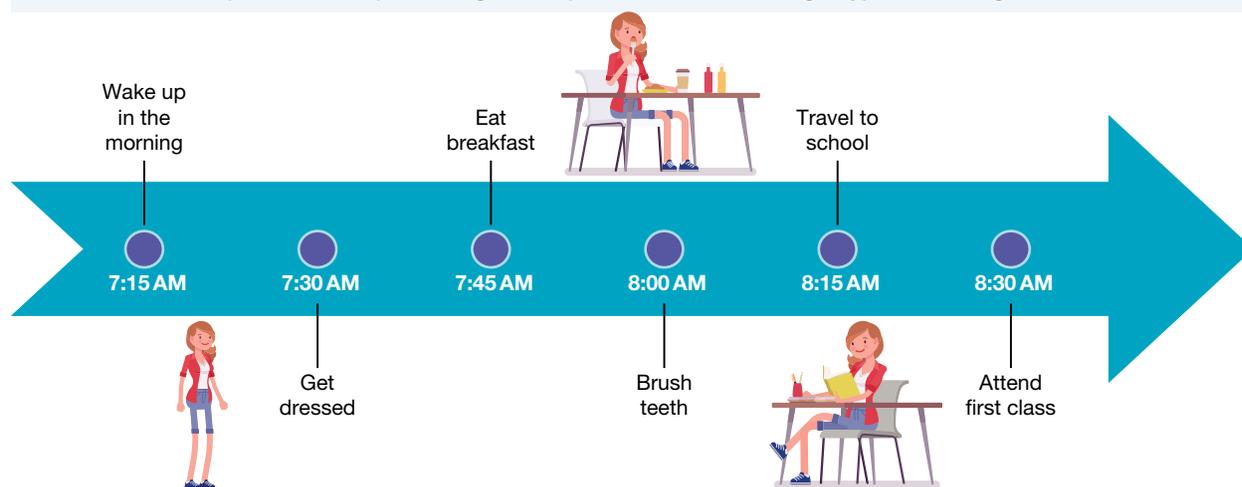


1.3.2 Sequencing chronology

Chronology involves recording events in order of time. It is an important skill in history because historians need to know the sequence of how things occurred in order to make 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 in the morning, getting dressed, eating breakfast, then brushing your teeth. After this you might travel to school then attend your first class for the day. This is an example of chronology; it is your sequence of events in order of time for your morning.

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 2**. However, there is much more to history than putting events in order and understanding the sequence and flow of events. As a history student you will also need to be aware of continuity and change, and cause and effect, as well as long-term causes and short-term triggers.

SOURCE 2 A simple timeline representing the sequence of events during a typical morning



1.3.3 Using historical sources as evidence

It is important to analyse 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

Evidence refers to the available facts or information that indicates whether something is true or really happened. Evidence can come from two types of sources: **primary sources** and **secondary sources**. 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.

Depending on the event and place, primary sources might include bones, stone tools, letters, newspapers, art, photographs or many other traces. For most periods of 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 include books and articles. They can also include 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.

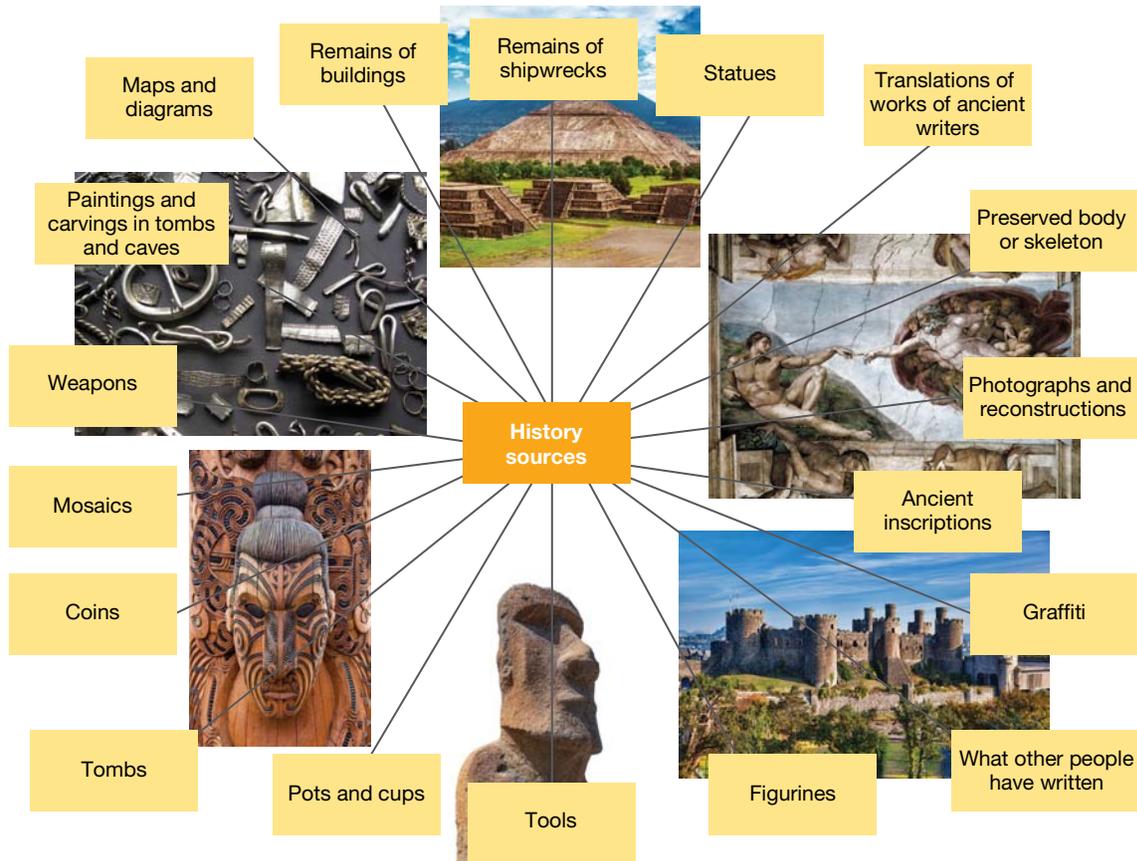
Analysing and evaluating sources

Historical sources are valuable but they do not explain themselves. When using historical sources as evidence, historians will 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 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?

SOURCE 3 Some types of primary sources



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

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 a very important concept in the study of history. Historical debates are ongoing. They occur when, for example, there is a lack of evidence or when different perspectives (points of view) lead to different conclusions. There are ongoing debates on many things, including the causes of particular wars and the roles of particular individuals, groups and ideas in bringing about significant changes.

1.3.4 Identifying continuity and change

Historians study the changes that have occurred over time. However, some things remain constant over periods of time. It is important to be able to identify when a change has occurred and when things have continued unchanged. This ability 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 of time in history. Sometimes these continuities last into the modern world.

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 4 Edinburgh Castle located on Castle Rock, in Edinburgh, Scotland. The buildings of the castle date from the twelfth to the twenty-first centuries.



SOURCE 5 Modern townhouses in Clayton, Melbourne. Today, most of us do not live in castles or need their protection. However, some things do stay the same.



1.3.5 Analysing cause and effect

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 as equally significant as each other — 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 they caused the event. Some effects occur immediately after an event or action, while others may occur years, decades or centuries following the event or action.

Feudalism was the social order established in medieval Europe. This system involved the king owning all the land in a kingdom and a

SOURCE 6 An illustration featuring medieval peasants. Peasants were at the bottom of the feudal social order in medieval Europe.



hierarchy of members of society, arranged in order of importance. Following the king, the next most powerful class were the nobles. In return for the right to land and control over peasants who worked it, the nobles gave the king their loyalty, and provided him with a proportion of taxes collected from the peasants. Below the nobles were the knights. In return for land, they gave loyalty to their lord, fought for him and provided him with taxes from their peasants. Peasants were at the bottom of the feudal hierarchy.

Feudalism had a number of causes. Following the collapse of the Roman Empire in 476 CE, tribal groups including the Vikings increasingly invaded Western Europe. Common people who had no protection moved onto the land of wealthy and powerful landowners. In return for working the land, they received protection.

Feudalism also resulted in a number of effects. The nobles became responsible for the people lower down in the hierarchy. The peasants sustained the land and therefore drove the economy. However, most of the peasants were bound to the land and were unable to obtain their freedom. Their lives were dictated by the landowner.

1.3.6 Determining historical 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?

SOURCE 7 A statue of emperor Charlemagne (Charles the Great) in Germany



SOURCE 8 A line engraving by Theodor de Bry showing Spanish conquistadors leading Native American slaves on an expedition, c. 1590



1.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.3 Exercise 1: Check your understanding

1. **HS1** Identify the five historical skills.
2. **HS1** Explain what is involved in sequencing chronology.
3. **HS1** Describe the difference between primary sources and secondary sources.
4. **HS1** Provide two examples of written sources and two examples of archaeological sources.
5. **HS1** How do historians create secondary sources?
6. **HS1** Explain what the term *biased* means and why we might not be able to trust a primary source.
7. **HS1** Describe a way to test primary sources for reliability.
8. **HS1** Complete the following sentences by choosing words from the box below.

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 _____.
9. **HS1** Explain what a historian is doing when identifying continuity and change.
 10. **HS1** Outline the difference between short-term causes and effects and long-term causes and effects.
 11. **HS1** Describe a way to establish the significance of an aspect of the past.

1.3 Exercise 2: Apply your understanding

1. **HS3** Look at the mind map in **SOURCE 3** and describe each of the sources pictured.
2. **HS3** Suggest what we might learn about the past from one of the types of primary sources listed in the mind map.
3. **HS3** Why would it be wrong to think that primary sources are always more reliable than secondary sources?
4. **HS3** Make a list of some kinds of primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, write down what you think you could find out by using it as evidence.
5. **HS4** Examine **SOURCES 4** and **5** closely. Identify the changes that have occurred between the medieval castle and the modern townhouse. Identify the similarities (or continuities) between the medieval castle and the modern townhouse.
6. **HS5** After looking at the illustration of peasants seen in **SOURCE 6**, imagine that you have travelled back in time to meet these people. Explain to them the causes of the social system that they are living in and the effects of this society.
7. **HS6** Examine **SOURCES 7** and **8** closely. How significant was the life of a Native American slave as opposed to the life of Charlemagne? Explain your answer.

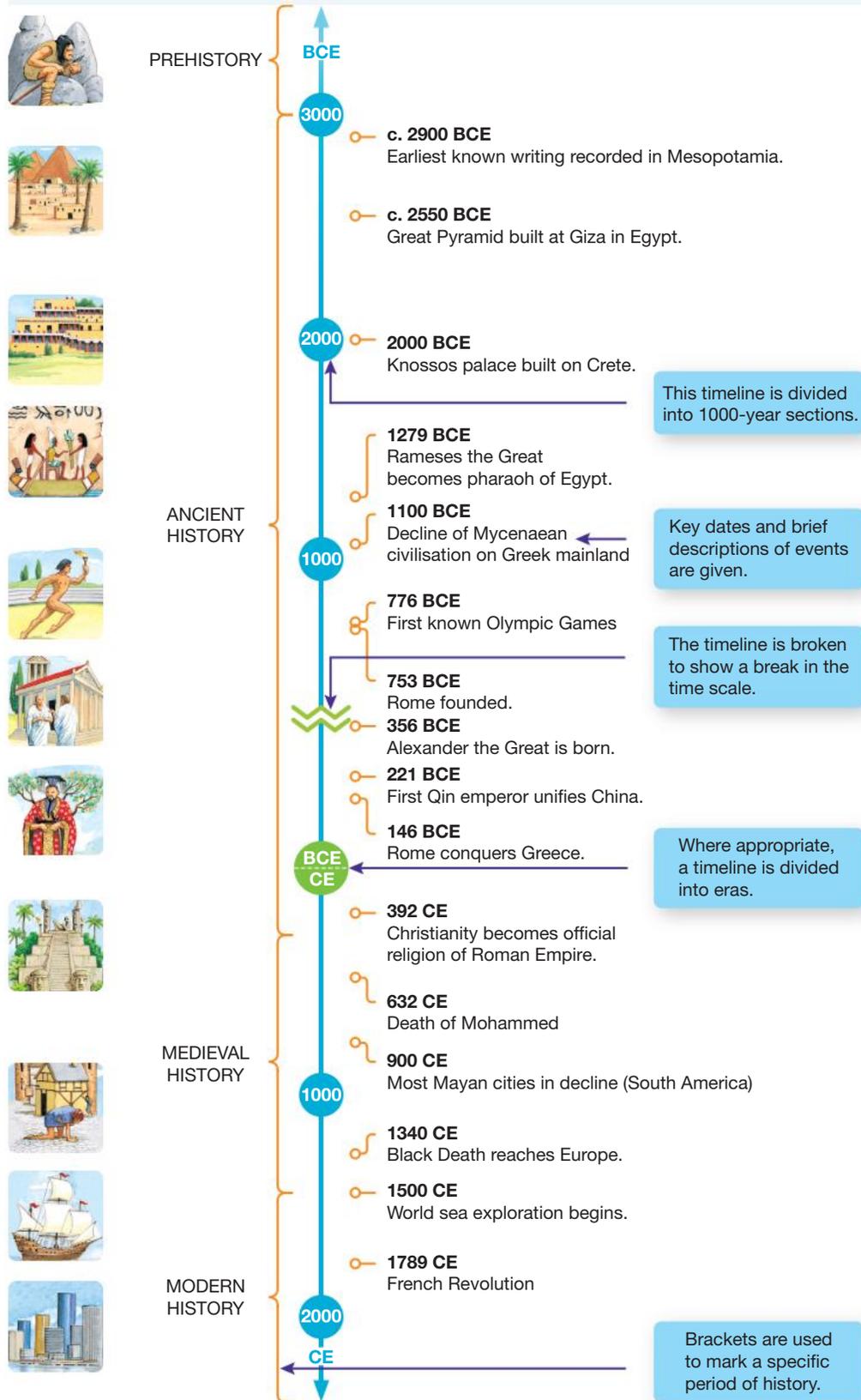
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.4 Ages, time and chronology

1.4.1 Dividing the past

At Year 8 level we will be investigating the **Middle Ages or medieval history** and early exploration. To make sense of the past we divide it into ages or periods that have something in common. Prehistory is the prehistoric period (the time before people invented writing as a means of recording activities and events). It ended at different times in different parts of the world. For example, in China it ended thousands of years ago, while in Australia it ended a little over 200 years ago. We also use the terms Stone Age, Bronze Age and Iron Age. These refer to materials that people had learned to shape into tools and weapons in prehistoric and ancient times. Ancient history covers the time from the earliest **civilisations** around 3000 BCE to around 650 CE.

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



Counting time

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

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

BP and *circa*

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

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

Other ways of counting time

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

DID YOU KNOW?

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

1.4 ACTIVITY

Using **SOURCE 1** as a model, make a timeline of your life up to the present. On it, write the important events of your life. Use the terms AD or CE, century and decade. Then explain how your timeline helps you to present an overall picture of your life so far.

Sequencing chronology

1.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.4 Exercise 1: Check your understanding

1. **HS1** Explain how the prehistoric period differs from ancient times.
2. **HS1** What is medieval history?
3. **HS1** Explain how Islamic countries count time.
4. **HS2** Write the meaning of the terms *ages*, *BC*, *AD*, *BCE*, *CE* and *BP*.
5. **HS2** Identify two events that occurred during the medieval period.

1.4 Exercise 2: Apply your understanding

1. **HS2** Calculate the number of years between 195 BCE and 755 CE.
2. **HS2** The year 2020 is in the twenty-first century CE, so work out in which century each of the following years occurs: 705 CE, 1890 CE, 315 BCE.
3. **HS2** Why do you think the date for the building of the Great Pyramid has 'c.' (for 'circa') before it?
4. **HS4** We use the terms Stone Age, Bronze Age and Iron Age to refer to ages in which people used those materials as their most advanced materials. Suggest an appropriate name (based on materials) for the age in which we now live.
5. **HS3** Study **SOURCE 1**. Why do you think that the medieval period is also known as the Middle Ages?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.5 Detective work and archaeology

1.5.1 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 their 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.

1.5.2 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. These records of the Roman Catholic Church are held at its headquarters in Rome.

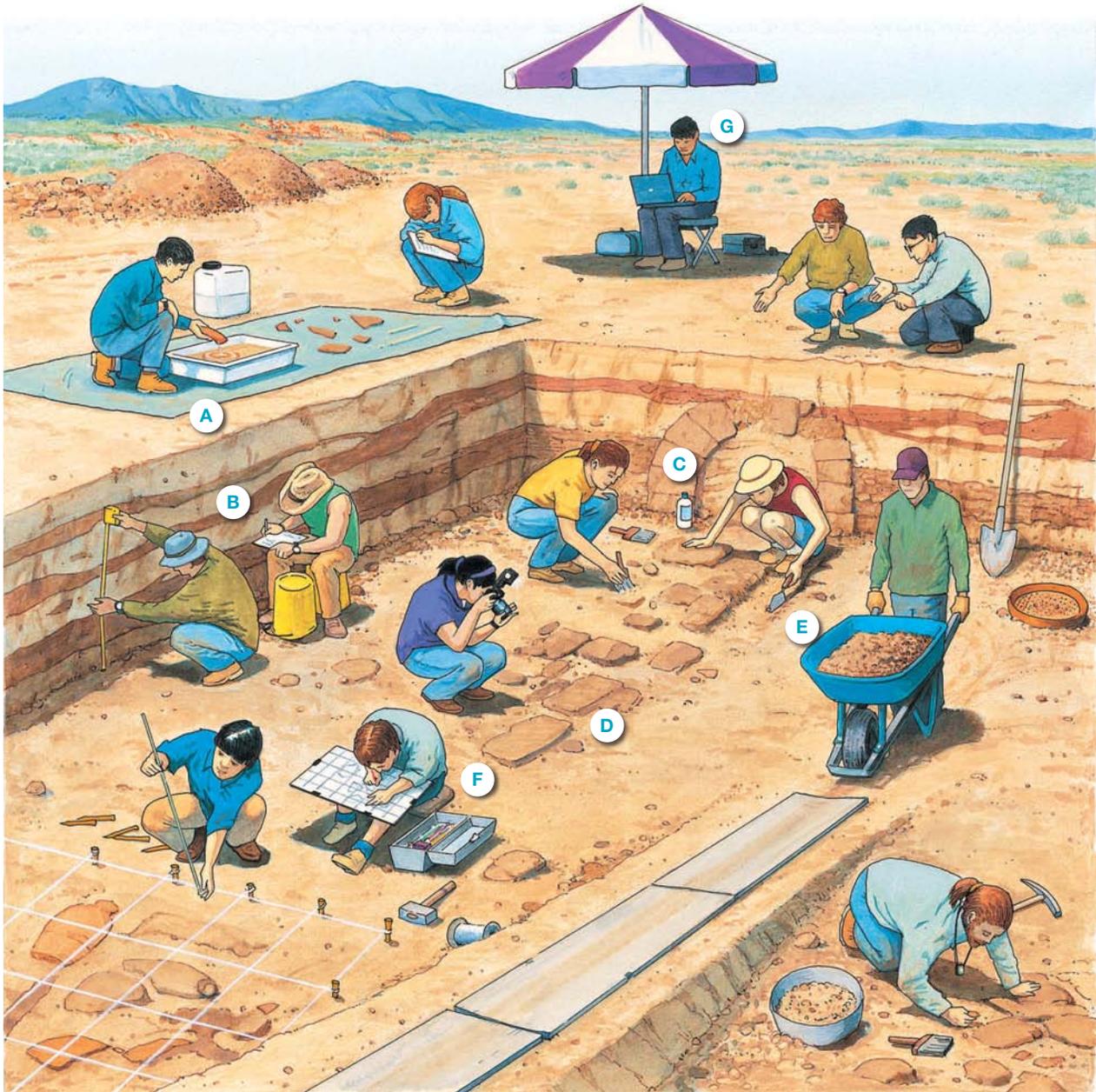
1.5.3 Digging up the past

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

Deciding where to dig

The first decision archaeologists have to make is where to dig for remains of past times. Many remains are buried over time by wind-blown sands, sediments from floods or volcanic ash. Some remains are hidden but there may be clues to their whereabouts in sources such as old documents.

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.

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.

Excavating remains

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

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



Help from other scientists

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

DID YOU KNOW?

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.

1.5.4 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.

1.5.5 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 much of East Asia, the Middle East and the Mediterranean region. It was used in much the same way that we use glass and plastic bottles and jars today — mainly for holding and storing food and drinks. There is a lot of evidence from pottery because people threw away their broken pots. The broken pieces are called sherds and even small pieces can help in building up a picture of the past.

SOURCE 3 Painted pottery from ancient Greece, fifteenth or sixteenth century BCE



1.5 ACTIVITY

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

Analysing cause and effect

1.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.5 Exercise 1: Check your understanding

- HS1** Complete the following sentences:
 - Primary sources include _____ sources (including poems, letters and legends) and _____ sources (including tools, pottery, paintings, jewellery and entire cities).
 - Archives are organised _____ of _____ sources.
- HS1** What three tasks describe the main work of archaeologists?
- HS1** List the kinds of clues that help archaeologists to decide where to dig.
- HS1** Name two technologies that help archaeologists to locate sites for digs.
- HS1** List two causes of destruction of archaeological traces.

1.5 Exercise 2: Apply your understanding

- HS1** Write descriptions of four activities that people are performing in **SOURCE 1**.
- HS3** Examine **SOURCE 2**.
 - Describe what you see in the photograph.
 - Explain why it is obvious that humans did something to change the landscape shown in the photograph.
 - What might an archaeologist expect to find on a dig at this site?
- HS3** Look closely at the details in **SOURCE 3**. Use these details and information in the caption to form a hypothesis about the civilisation that made these items.
- HS3** Imagine you are one of the people in **SOURCE 1** and that the site you are excavating is thought to be the remains of a city that was destroyed in a war. Describe in a diary entry your feelings about your day's work, what you might hope to find and what you might actually have found.
- HS6** Why is pottery such an important source of evidence for archaeologists?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.6 Dating historical evidence

1.6.1 Dating techniques

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. Fluorine testing is used to determine how long an object has been underground. For example, 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.

Absolute dating techniques are used to work out the actual age of something or someone. Archaeologists combine these with relative dating techniques. For example, if absolute dating techniques prove that an object is 1000 years old, and the object was found in a particular stratum (or layer), then archaeologists can generally assume that any objects found in strata below this will be more than 1000 years old.

There are many different absolute dating techniques, including radiocarbon dating and tree-ring dating.

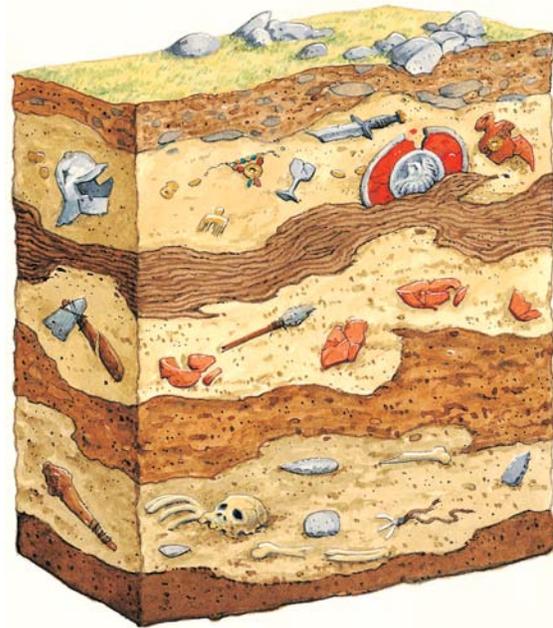
1.6.2 Radiocarbon dating

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

1.6.3 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.

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 40 000 years ago. In such remains there will not be enough C14 left for radiocarbon dating to work. Artefacts such as stone tools cannot be dated this way because they were never alive. But if they were found alongside a layer of plant remains or charcoal, that material could be dated, and the age of the tools would probably be similar.



SOURCE 2 Tree growth rings



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.

DID YOU KNOW?

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

1.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.6 Exercise 1: Check your understanding

1. **HS1** What are strata?
2. **HS1** Will objects found in a lower stratum be older or newer than those found in a higher stratum?
3. **HS1** What is radiocarbon dating, and how can knowing the rate at which C14 breaks down help in finding out the likely age of any once-living remains?
4. **HS1** What is another name for dendrochronology (see **SOURCE 2**)?
5. **HS1** Explain the difference between stratigraphy and fluorine dating.

1.6 Exercise 2: Apply your understanding

1. **HS1** How might dendrochronology help in finding out the age of wooden objects?
2. **HS3** 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.
3. **HS4** 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 ages of each item and which of them is older than others in order to discover what changed over the centuries during which the site was occupied.
4. **HS6** Explain why it is important for historians to be able to date evidence.
5. **HS6** Identify what you consider to be the most accurate dating technique. Justify your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.7 Perspectives and empathy

1.7.1 Understanding how they thought and felt

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

We try to understand the perspectives of people in the past through exploring their points of view, attitudes and values. Often we can get a sense of the way people thought and felt through primary sources such as diaries or through visiting museums and historical sites. Using empathy, we work with all the evidence we have in order to imagine what the past was like for people who were there at the time.

We need to consider such questions as:

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

How should we judge people in the past?

When we learn about some of the things people did in the past, it is natural that we make moral judgements. For example, it would be easy to dismiss the Vikings as bloodthirsty raiders. Viking raids began in England at the end of the eighth century; raids, attacks and then invasions in Britain and Ireland continued for more than 200 years. The behaviour of pillaging and looting Vikings might be considered to be cruel, violent or ruthless by today's standards. However, we should try to avoid judging people in the past by beliefs or standards that did not exist in their time. There are a number of possible reasons why Vikings raided and colonised other regions. These reasons include the pressure of growing population and limited farmland, fighting among different Viking groups and an awareness of the availability of great wealth in foreign lands.

SOURCE 1 An artist's impression of Vikings raiding the coast from their beached longship



SOURCE 2 The Oseberg ship (a well-preserved Viking ship discovered in a large burial mound in 1903) on display at the Viking Ship Museum in Oslo, Norway



It is also worth noting that Vikings were explorers, farmers, fishermen, poets and traders. They were spiritual people and their society was governed by a primitive form of democracy. We should remember that in the future, people may think that many kinds of behaviour we consider normal are, by their standards, wrong.

SOURCE 3 A reconstructed Viking Age harbour settlement at Bork Vikingehavn, a living history museum in Denmark



DISCUSS

Working in small groups, think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age?

[Ethical Capability]

1.7 ACTIVITY

Using the internet and/or other information sources, find the meaning of the word 'sympathy'. Explain how empathy is different from sympathy.

Remembering and understanding

1.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.7 Exercise 1: Check your understanding

1. **HS1** What does it mean to empathise with people you study?
2. **HS1** How is historical imagination different to just letting your imagination run wild?
3. **HS1** Why could it be wrong to judge people from past times by the standards of our times?
4. **HS1** Outline your understanding of historical perspective.
5. **HS1** Identify the questions that might be asked when using empathy in order to imagine what the past was like for people who were there at the time.

1.7 Exercise 2: Apply your understanding

- HS3** Compare **SOURCES 1** and **2**. What are the similarities between these sources? What are the differences?
- HS3** Examine **SOURCE 2**.
 - Imagine that you are living in the past and can see this ship sailing towards your home in England. Describe how you feel.
 - How do you think that modern visitors to the Viking Ship Museum in Oslo feel when looking at the ship?
 - How would you explain any changes in attitudes over time?
- HS3** Imagine you are one of the Vikings shown in **SOURCE 1** and describe:
 - what you can see, hear, taste and smell
 - how you feel about what you are doing and your chances of survival
 - how you feel about the people living in the region that you are raiding.
- HS3** Look closely at **SOURCE 3**. What conclusions might visitors to Bork Vikingehavn make about the Vikings?
- HS6** Why do you think that it is important for historians to empathise with the people that they study?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.8 SkillBuilder: Sequencing events in chronological order

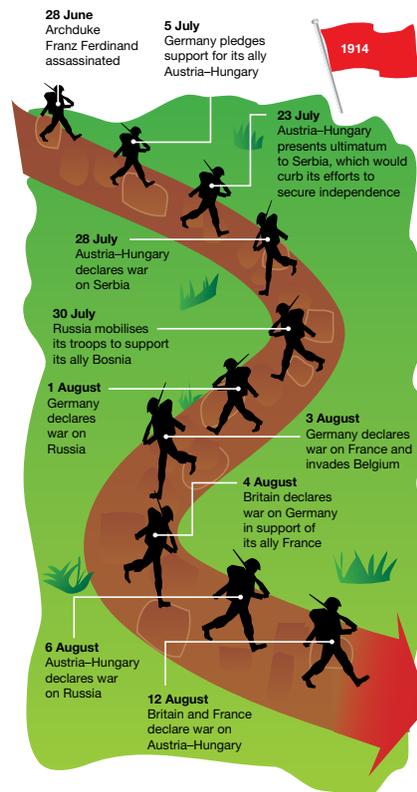
online only

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 of the skill.



1.9 Review

online only

1.9.1 Key knowledge summary

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

1.9 Exercise 1: Review

Select your learnON format to complete review questions for this topic.

Resources



eWorkbook Crossword (doc-31320)



Interactivity Historical skills and concepts crossword (int-7583)

KEY TERMS

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

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

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

contestability when particular interpretations of the past are open to debate

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

Middle Ages or medieval history the period from the end of the Roman Empire in the West in the fifth century CE to the end of the Renaissance around 1500 CE

perspective point of view or attitude

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

1.8 SkillBuilder: Sequencing events in chronological order

1.8.1 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 if one event might have led to another event (cause and effect).

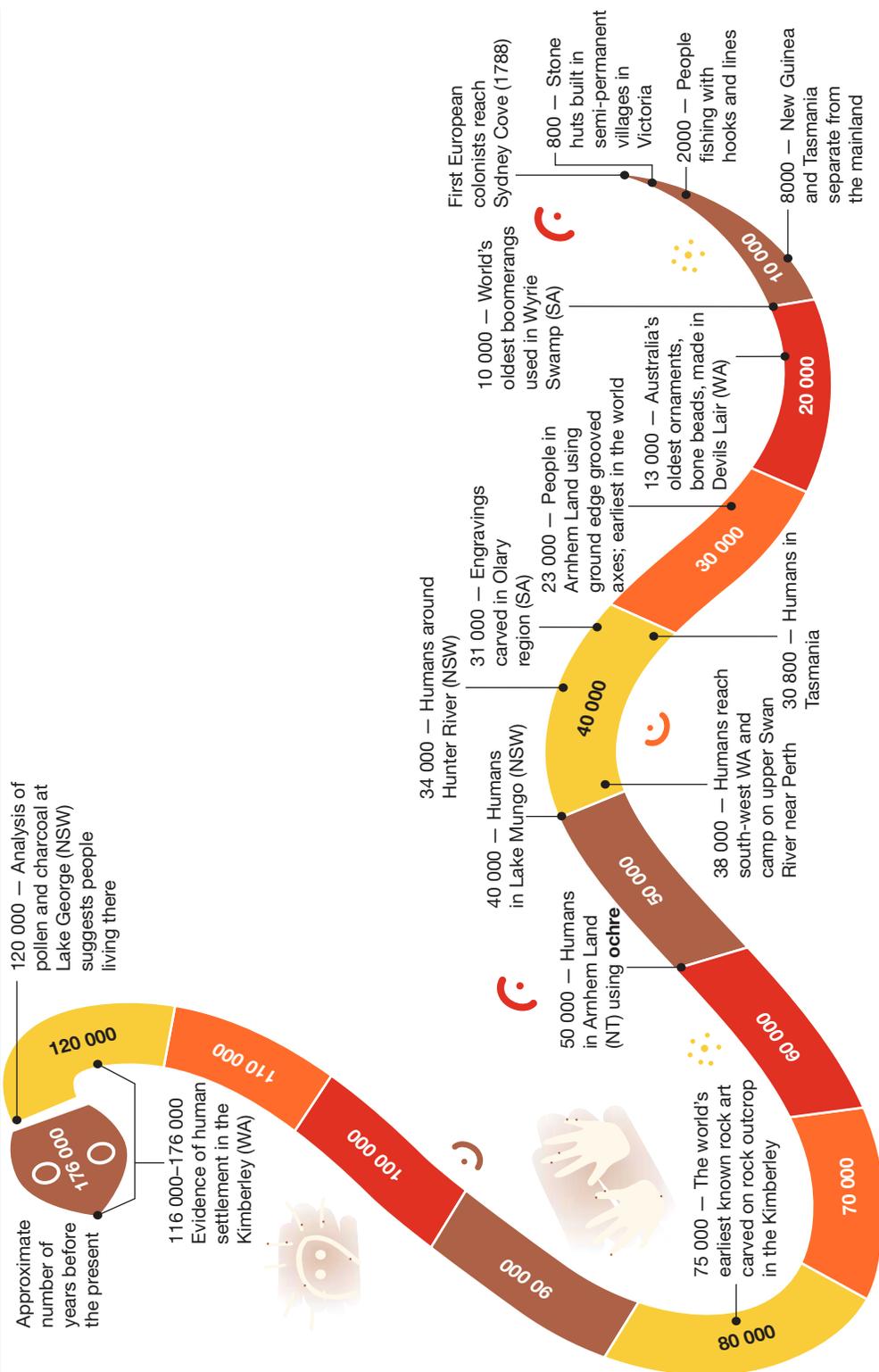
SOURCE 1 A simple chronology

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	

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 can click on a date and 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.

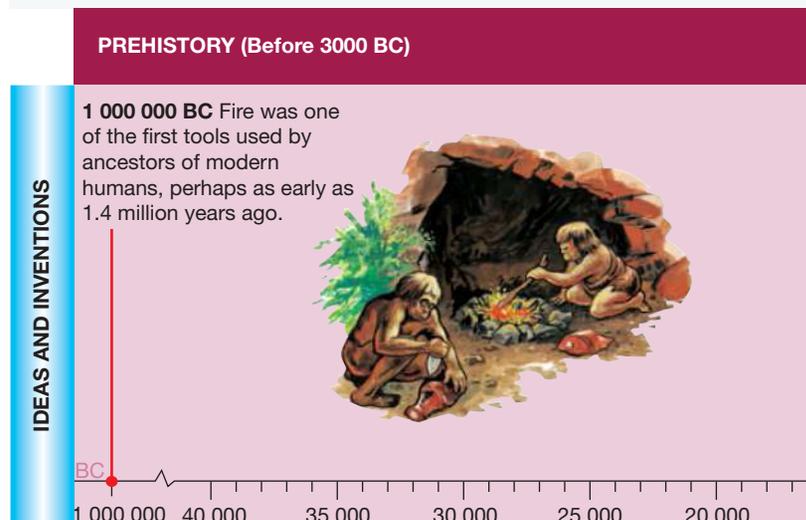
SOURCE 2 An example of a timeline that covers a long span of time



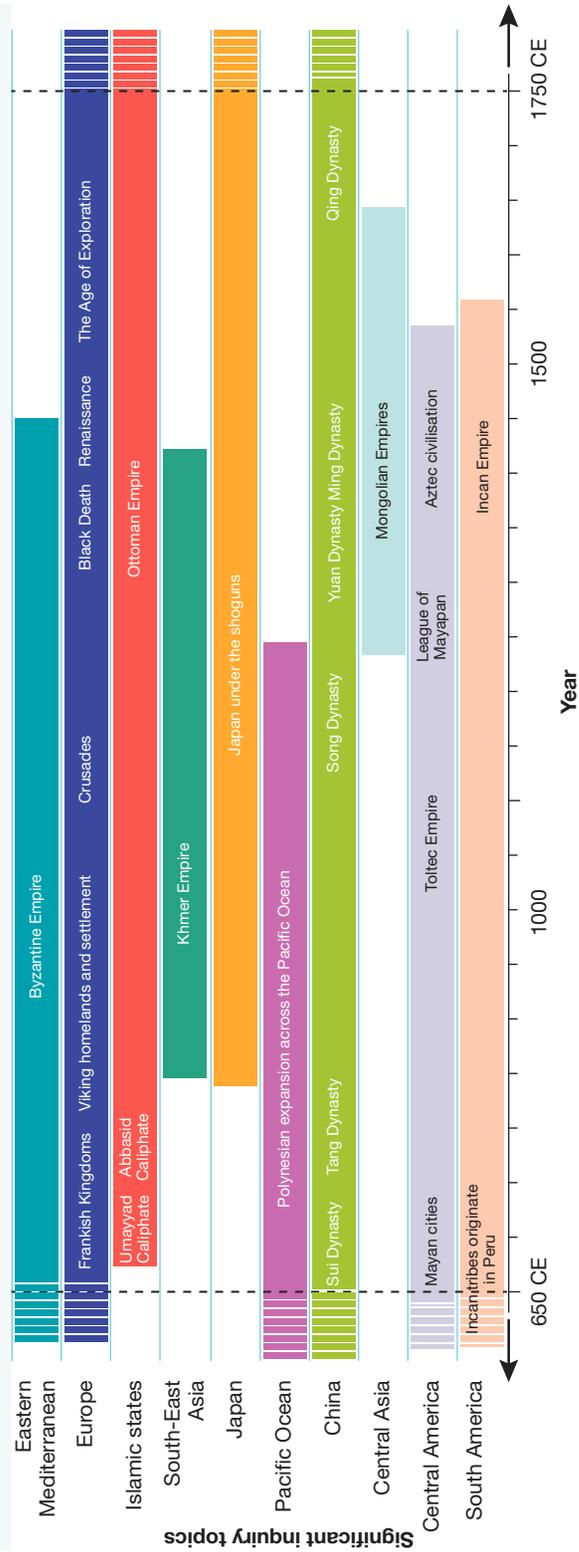
SOURCE 3 An example of a timeline that covers a short span of time



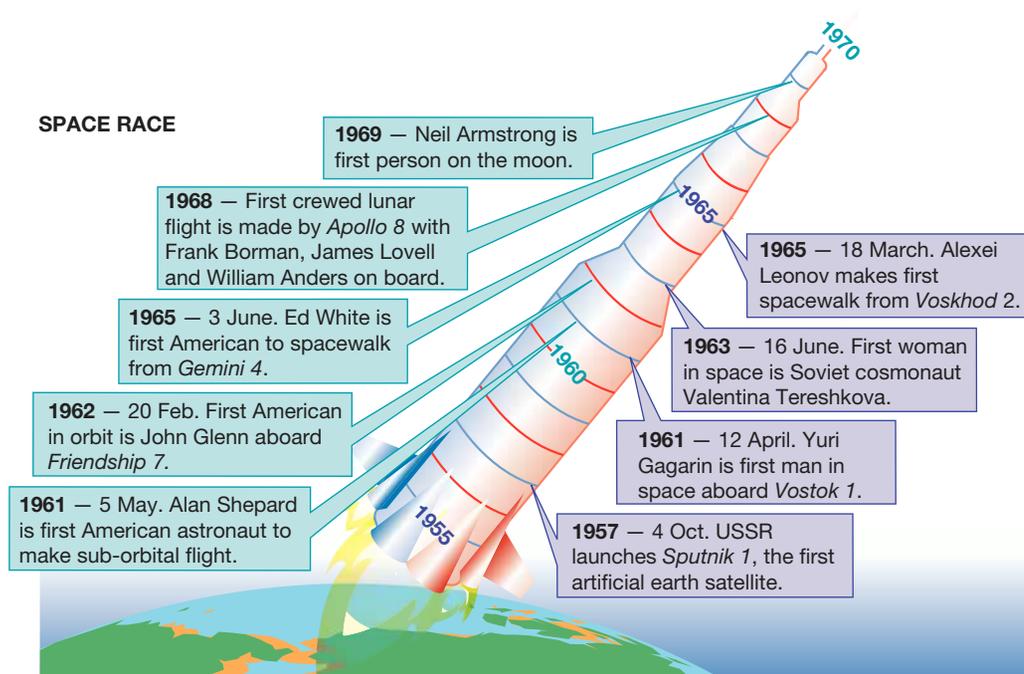
SOURCE 4 An extract from a timeline that provides some illustrative material to accompany descriptive text labels



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 subject or theme of the timeline



1.8.2 Show me

How to create a timeline

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

- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years.
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential but it helps us to see not only the order of events but how close or how far apart they were.
- 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. It stands for the Latin word *circa*, which is Latin for ‘around’ or ‘about’.

Step 1

Study the below timeline. 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.

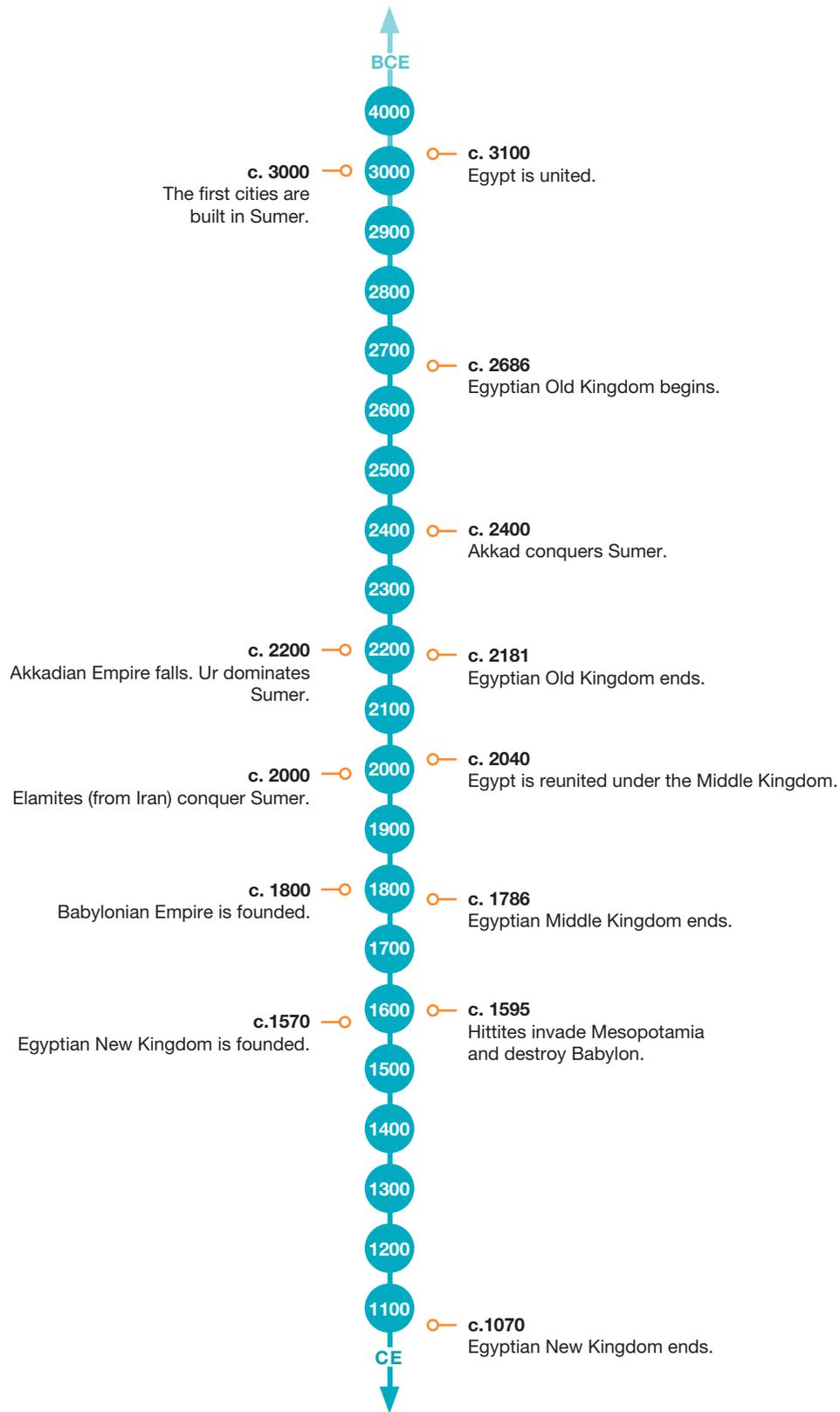
Step 2

A completed timeline has a clear title.

The title should state:

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

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



1.8.3 Let me do it

Complete the following activities to practise this skill.

1.8 ACTIVITIES

1. Construct a timeline of Europe and the Mediterranean world between 476 CE and 1683 CE.

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

Key events for your timeline:

1066 CE William of Normandy wins the Battle of Hastings and becomes King of England.

476 CE Western Roman Empire ends.

1096 CE The Crusades start.

711 CE Islamic forces conquer Spain.

1215 CE King John of England is forced to sign the Magna Carta

787 CE First recorded Viking raid on England.

1298 CE Osman I founds the Ottoman Empire.

1347 CE The Black Death breaks out in Europe.

1429 CE Joan of Arc drives the English out from Orleans.

1453 CE Crusades come to an end when the Ottomans take Constantinople.

1529 CE Advancing Ottoman forces defeated at Vienna.

1683 CE Ottoman forces again defeated in Vienna. Many see this as the beginning of the decline of the Ottoman Empire

Your timeline will help you to analyse and compare events.

2. Answer the following questions based on the timeline you have drawn.

- What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
- Which event on your timeline was the earliest?
- How many years elapsed between the start and the end of the Crusades?
- How many years elapsed between the start of the Ottoman Empire and the beginning of its decline?
- What event of significance took place in the fifth century?

1.9 Review

1.9.1 Key knowledge summary

1.2 Why we study 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.

1.3 Historical skills

- Sequencing chronology refers to recording past events in order of time.
- Using historical sources as evidence relates to analysing sources to judge how reliable they are and explore the different points of view, or perspectives, of people from the past.
- Identifying continuity and change is the ability to recognise that, while many changes occur over time, some things remain constant.
- 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.
- Determining historical significance is the ability to make judgements about the importance assigned to particular aspects of the past, for example, events, developments, movements and historical sites.

1.4 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 there are other systems.
- Using chronological order and timelines helps us to recognise cause and effect.

1.5 Detective work and archaeology

- There are several different kinds of sources we can use.
- Sources need to be assessed for reliability as historians test their hypotheses.
- 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.

1.6 Dating historical evidence

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

1.7 Perspectives and empathy

- Historians try to discover how people thought and felt at different times in the past.
- Using historical imagination requires using your imagination but basing your ideas on evidence.
- We should avoid judging people from the past by the standards of our own age.

Resources

 **eWorkbook** Crossword (doc-31320)

 **Interactivity** Historical skills and concepts crossword (int-7583)

KEY TERMS

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

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 term used to describe 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

Middle Ages or medieval history the period from the end of the Roman Empire in the West in the fifth century CE to the end of the Renaissance around 1500 CE

perspective point of view or attitude

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

2 From the ancient to the modern world

2.1 Overview

Ideas, religion and exploration. How did the changes of the Middle Ages reshape the world?

2.1.1 Links with our times

In this topic we will examine the enormous changes that reshaped the world from about 650 to 1750 CE. Following the fall of the Western Roman Empire new forces shaped the old civilisations of Europe, western Asia and North Africa. Change also came to the old civilisations of East and South Asia while newer civilisations emerged in Africa, the Americas and other parts of Europe and Asia.

Great changes began in the fifteenth century, as Europeans rediscovered the learning of the ancient world and made great advances in arts and sciences. This time was also called the Age of Exploration. It was a time when voyages of discovery brought into contact peoples who had not known of each other's existence.

Resources



eWorkbook Customisable worksheets for this topic



Video eLesson From the ancient to the modern world (Part 1) (eles-1059)

LEARNING SEQUENCE

- 2.1 Overview
- 2.2 Examining the evidence
- 2.3 People on the move
- 2.4 Religions on the move
- 2.5 A different way of life
- 2.6 Rulers, religion and the changing map of medieval Europe
- 2.7 Migrations, invasions and empires in Asia
- 2.8 Population, cities and trade
- 2.9 Muslim traders and Africa
- 2.10 The emerging power of western Europe
- 2.11 Portuguese and Spanish voyages of discovery
- 2.12 Vasco da Gama opens the East
- 2.13 Consequences of the discoveries
- 2.14 **SkillBuilder:** Explaining different historical interpretations
- 2.15 **Thinking Big research project:** Time travel brochure
- 2.16 **Review**

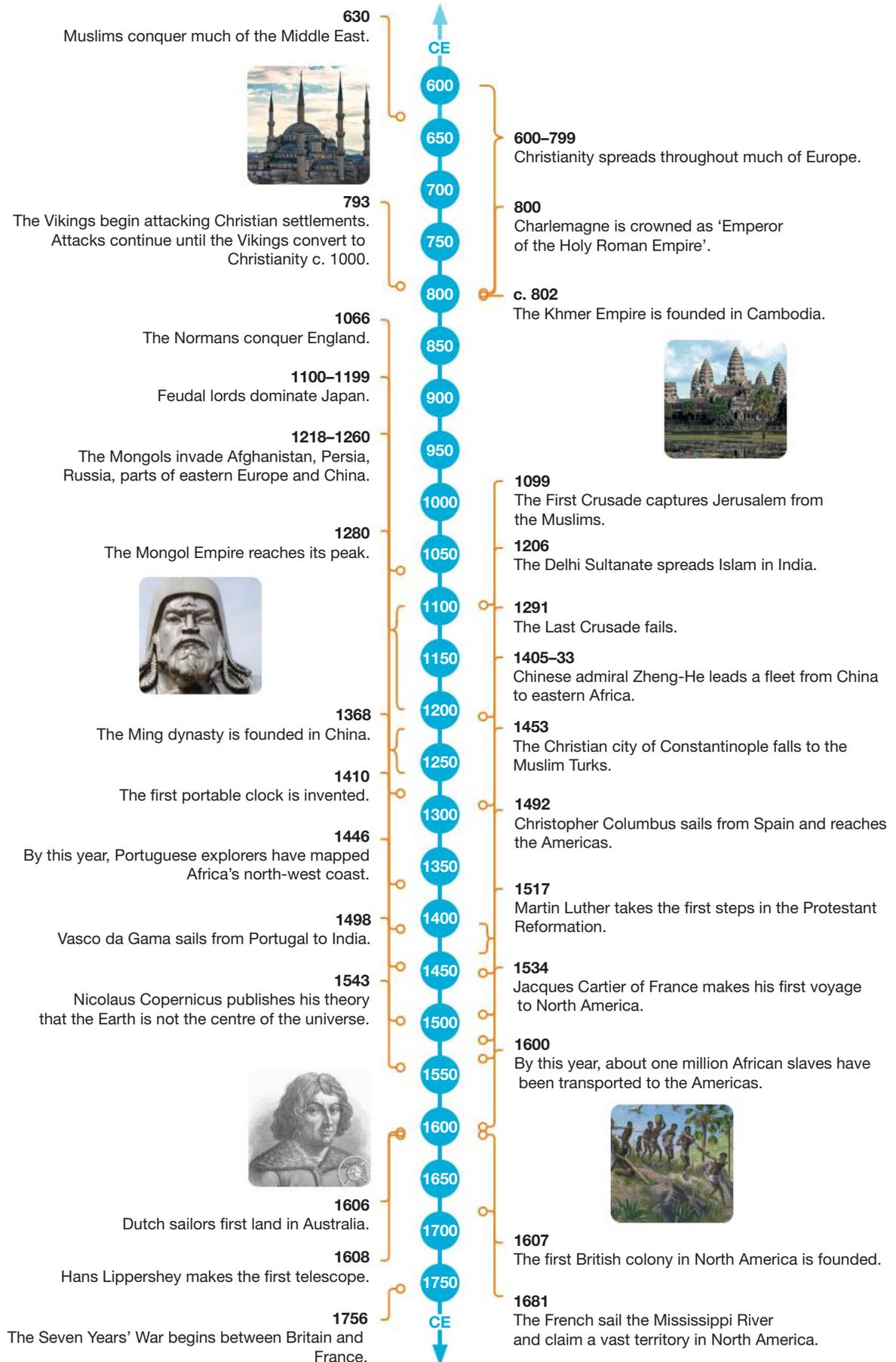






To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline from the Ancient to the Modern World



2.2 Examining the evidence

2.2.1 How do we know about the world between c. 650 and 1750?

Generally we know more about the period between ancient and modern times than about many ancient societies because more evidence has survived. However, we know less about many medieval societies than we know about some ancient societies such as China and Rome. As you know, history is based on evidence from primary sources. There are gaps in our evidence because some societies in the period from around 650 to 1750 did not keep written records, some sources have been lost and most people could not read or write.

Can we always trust written sources from this period?

We have to be very careful about what written sources we trust. Very often we only have the recorded evidence of one side in a conflict. Also, the people who made written records usually came from the privileged groups in a society. For example, in China during this time, most written records were made by scholars who served as government officials. In Europe, especially during the Dark Ages, most written records were made by monks and other church people. Although such people did not all see things the same way, we need to look out for bias.

Archaeological sources

We have many archaeological sources from these times. Some medieval sources have been discovered by archaeologists. Some still stand where they were built. Many of them tell us about religious beliefs. There are Christian churches, Muslim mosques, Buddhist and Hindu temples, Jewish synagogues, the sacred sites of other religions and the art that represents the ideas of these faiths. Other remains tell us about everyday life, work and trade. These include towns, their walls and marketplaces, and traces of medieval villages. Sources like castles, weapons and armour tell us about war, which was a constant feature of these times.

SOURCE 1 Medieval stocks at Stow-on-the-Wold, England. As punishment for small crimes during the Middle Ages, people had their feet locked in stocks like these.



SOURCE 2 The Tha Phae Gate is one of five original gates still in the walls of the city of Chiang Mai. This city was founded in northern Thailand in 1296.



Unsolved mysteries

There are still unsolved mysteries about these times and you will encounter some of these in other subtopics. Perhaps in time we will know more through the discovery of lost archaeological traces, but we will probably never know the answers to some questions. Here are a few examples of mysteries or problems that historians have continued to investigate and debate:

- Why were the followers of a new religion, Islam, able to conquer huge areas during the seventh century?
- Why was western Europe backward compared with the Byzantine and Islamic Empires during the Early Middle Ages?
- What happened in societies where there were no written records, such as in Australia, parts of Asia and Europe, and most of Africa, America and the Pacific?
- Why was western Europe able to begin to dominate the world from the sixteenth century?

Using the sources

You will begin to gain an understanding of these times from just a few sources. Remember that to analyse a source you need to ask historical questions, for example:

- What is this source?
- When was it made or built or created?
- Where is it from?
- Who created this source?
- Why did it exist?

SOURCE 3 From the journal of Christopher Columbus, written for the King and Queen of Spain during Columbus's voyage of 1492, during which he accidentally discovered America

Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the **doctrine of Mahomet**, and of all **idolatry** and **heresy**, determined to send me, Christopher Columbus, to . . . India to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith; and furthermore directed that I should not proceed by land to the East, as is customary, but by a Westerly route, in which direction we have . . . no certain evidence that any one has gone. So after having expelled the Jews from your dominions, your Highnesses, in the same month of January, ordered me to proceed with a sufficient armament to the said region of India . . .

2.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.2 Exercise 1: Check your understanding

1. **HS1** Why do we know less about many medieval societies than we do about some ancient societies such as China and Rome?
2. **HS1** History is based on evidence from primary sources. Why are there gaps in our evidence about some ancient societies?
3. **HS1** Explain why written sources from the period 650–1750 CE are quite likely to be biased.
4. **HS1** How can archaeological sources provide us with information about the period from 650 to 1750 CE and in many cases provide evidence of aspects of the period?
5. **HS1** There are still unsolved mysteries about the period from 650 to 1750 CE. What are historians doing about this?

2.2 Exercise 2: Apply your understanding

1. **HS3** Analyse **SOURCE 1** using the following questions.
 - (a) What is it?
 - (b) What was it used for and how would it have been used?
 - (c) Where is it located?
 - (d) During what period of history was it used?
 - (e) What conclusions about that time can you draw from this source?
2. **HS3** Using question 1 as a model, frame at least three questions that you could use to analyse **SOURCE 2**.
3. **HS3** Read **SOURCE 3**.
 - (a) Who instructed Columbus to make this voyage?
 - (b) What was their attitude to Muslims, Jews and other non-Christians?
 - (c) When did the voyage take place?
 - (d) In which direction was Columbus ordered to sail to reach India?
 - (e) Refer to a world map to find out what undiscovered continent would have stood in his way.
4. **HS3** What evidence do we have about medieval societies?
5. **HS3** What do we need to be careful of when analysing sources from the medieval period?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.3 People on the move

2.3.1 Civilisations under attack

During the fourth century CE, great empires existed in Europe, Asia and Africa. These were the Roman Empire, the Sassanian Empire of Persia, the Gupta Empire of India and the states that replaced the Han Empire of China. These civilisations were based on farming. Most of their people were peasants whose work supported ruling classes of nobles, warriors and priests. Outside these empires, most people were **nomadic** herders. Migrations of nomads would cause centuries of chaos and bring enormous changes to the empires.

India and China

The Gupta Empire was founded in India in 320 CE when Prince Chandragupta defeated his rivals. His son went on to create an empire stretching across northern India. This great civilisation was destroyed at the end of the fifth century by the White Huns, barbarian nomads who massacred entire populations.

DID YOU KNOW?

The time of the Gupta Empire was considered a golden age in India. It saw great advances in art, literature, mathematics and science. Indian scholars revolutionised mathematics by developing a symbol for zero and the numerals we now use in place of Roman numerals. They knew the Earth was round and that it orbited the Sun.

Printing was invented in China under the Tang dynasty. The earliest printed book was produced in 868 CE, long before printing was first used in Europe.

In China, the Han dynasty had controlled a vast empire that had trading links with Rome and Persia, but the Han were overthrown in 220 CE. It took over 360 years of civil wars between the Chinese states, and invasions by Turkish and Mongolian nomads, before China was restored under the Sui dynasty (580–618 CE) and the Tang dynasty (618–907 CE).

The fall of the Western Roman Empire

The Roman Empire weakened from about 180 CE. Over the following three centuries, Rome's power collapsed as people the Romans called barbarians swept into its territories. In 476 CE, a German chieftain named Odoacer deposed the last Western Roman emperor. Historians often use this event to mark the end of the ancient world and the beginning of the Middle Ages.

The Byzantine and Persian empires

Despite constant attacks by their nomadic enemies, two great empires remained. These were the Eastern Roman (Byzantine) Empire in Europe and the Sassanian Empire in Persia. The Goths, Franks and others who formed kingdoms in the former lands of the Western Roman Empire regarded themselves as Roman and acknowledged the authority of the Eastern Roman emperor in Constantinople (see **SOURCE 1**).

For centuries the Byzantine Empire kept ancient Roman culture alive. For a short time in the sixth century it managed to regain territories of the Western Roman Empire. But the Persian and Byzantine empires were weakened by destructive wars with each other. Persia was conquered by Muslim Arabs in 651 CE. A shrinking Byzantine Empire survived until 1453 CE when its capital, Constantinople, was overrun by the Turks.

SOURCE 1 A relief sculpture in the Hippodrome of Constantinople. The Hippodrome was the centre of Byzantine political, social and sporting life. This sculpture, erected in 390 CE, portrays Roman Emperor Theodosius I among his court.



Explore more with my  HistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Expanding contacts > China: the Middle Kingdom
- Overview > Transformation of the Roman World
- Overview > Byzantine Empire

2.3.2 Invaders and migrations

The Early Middle Ages were times of conflict caused by violent invasions by nomadic tribes who burst out of the **steppes** of Central Asia, the deserts of the Arabian peninsula and the cold lands of northern Europe. Among the invaders were groups fleeing others who had invaded their homelands. Land occupied by significant groups is shown in **SOURCE 2**.

Germanic peoples

The Goths, Vandals, Burgundians and Franks were Germanic peoples. The Goths migrated south to the Black Sea coast in the third century. Invasion by the Huns in 372–5 CE forced the Goths to flee into Roman territory. From the fifth century, the Goths divided into Ostrogoths and Visigoths while the Vandals and Burgundians occupied Roman territories. In the following century the Franks conquered most of **Gaul**.

Huns

From about 370 CE, Central Asian nomads called Huns invaded eastern Europe. These ferocious fighters attacked their enemies by firing arrows from horseback. They carved out a huge empire from Central Asia to Germany before an alliance of Romans, Visigoths and Burgundians defeated them in 455 CE.

Celts

Celtic tribes had spread to Britain and Ireland after 500 BCE. Following the Roman invasion of Britain in 43 CE, the Celts (Britons) lived under Roman rule until the Roman army left Britain in 410 CE. The Britons were then overrun by invading Saxons, Angles and Jutes.

Saxons, Angles and Jutes

These tribes from Germany and Denmark invaded Britain in the fifth century. The Britons fought back but they were steadily driven into the western corner of their island. In most of Britain, the invaders destroyed every trace of Roman civilisation.

The word *England* comes from a phrase meaning ‘Angle people’s land’, and the invaders came to be known as Anglo-Saxons. They lived in villages in small kingdoms. Each Anglo-Saxon king was a war leader who ruled with the help of thanes (nobles) and the Witan (a kind of early parliament or council of advisers). Anglo-Saxon England united as a nation only in the tenth century after it was almost completely conquered by Danish Vikings.

The Anglo-Saxons spoke the earliest form of English, which is called Old English. However, they had no written language until they became Christians from the seventh century. Among their few written records is the *Anglo-Saxon Chronicle*, a year-by-year record of events in their kingdoms. It was commenced four centuries after the invasions. Another famous Anglo-Saxon text is the epic saga *Beowulf*. This legend of a Scandinavian warrior was handed down by word of mouth until it was written down between the eighth and eleventh centuries (see 3.2 Examining the evidence).

Rouran (also called Juan-Juan) and Avars

The Rouran were nomadic tribes who raided China’s northern borders from the fourth century to the sixth century. They expanded westwards, causing other tribes to flee before them. In 552 CE, their power was broken by Turkish tribes, who revolted against them, and northern Chinese armies. It is possible that the Avars who moved into eastern Europe about this time were the Rouran. The invading Avars caused Slavic peoples (Serbs and Croats) to flee south. They, in turn, pushed the Greeks further down the Balkan Peninsula. The Avar state was finally destroyed by Franks and Bulgarians in 796 CE.

Turks

In the sixth century, the Turks spread south almost to India and west to the **Caucasus**, where they became known as Khazars. From the eighth century, their ruling classes adopted **Judaism** as their religion. In the tenth century, the Russians destroyed the Khazar Empire.

Bedouins

In the seventh century following the rise of Islam, Bedouin nomads poured out of the deserts of the Arabian Peninsula, conquering all before them.

Norse (or Vikings)

From the eighth century to the eleventh century, the Norse peoples from Sweden, Norway, Denmark and Finland created new terrors. They plundered and settled coastal areas as far apart as Ireland, Russia, the Byzantine Empire and Italy (see topic 3 The Vikings).

Magyars

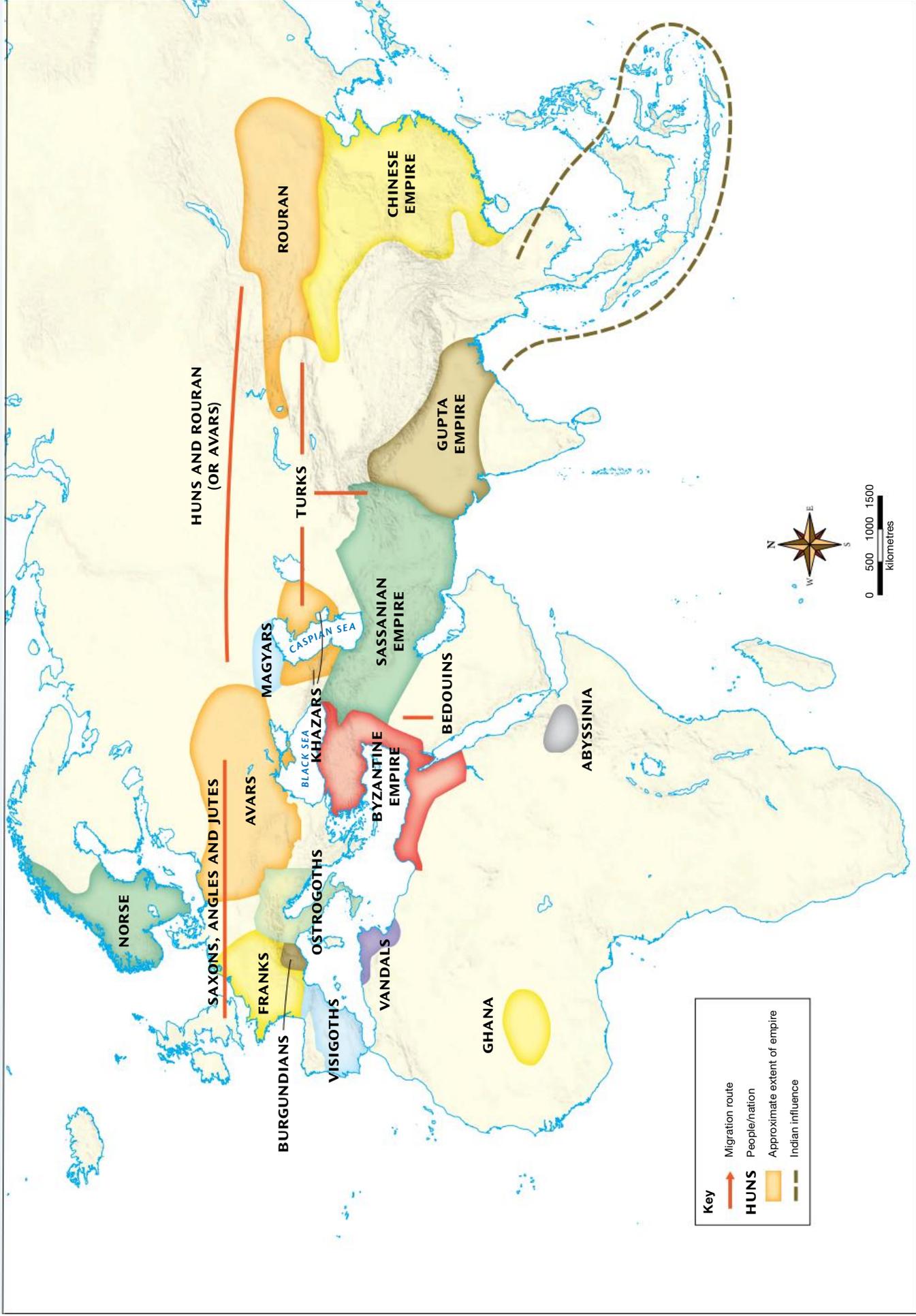
In the ninth and tenth centuries, Hungarian nomads called Magyars attacked central and western Europe. In 955 CE, German forces inflicted such a massive defeat upon them that the Magyars fled back to Hungary.

Explore more with my  HistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Invasion of Britain

SOURCE 2 A map showing invasions and migrations in the Early Middle Ages in Europe, Africa and Asia



Source: Map drawn by Spatial Vision.

2.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.3 Exercise 1: Check your understanding

1. **HS1** Which Asian empires suffered invasions from nomadic peoples?
2. **HS1** What event do historians often use to mark the end of the ancient world?
3. **HS5** What developments caused the collapse of the Persian and Byzantine empires?
4. **HS1** In the civilisations that suffered invasions, the peoples' way of life was based on farming. How did the way of life of the invading tribes differ from that?
5. **HS1** Identify three geographical regions that invading tribes came from.

2.3 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. Explain why it is useful as evidence of the continuity of Roman culture through the Byzantine Empire.
2. **HS3** Using information from **SOURCE 2**, the text in this section and a modern map, draw up two columns. In the first column place the names of each invading or migrating group. In the second column, write down the place that each group threatened, invaded or occupied.
3. **HS3** Describe the main changes brought to the world by invasions and migrations between the fifth century and the eleventh century CE.
4. **HS6** Explain why the fall of the Roman Empire is regarded as an event that is of great historical significance.
5. **HS4** Explain why the history of the Byzantine Empire can be regarded as an example of continuity in a period of great changes.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.4 Religions on the move

2.4.1 Islam's spread

The spread of Islam and Christianity in the Early Middle Ages shaped the world we live in today. From the seventh century, the rise of Islam in the Arabian Peninsula created a powerful new civilisation that expanded into three continents while Christianity gradually spread throughout Europe.

The religion of Islam was founded in Mecca (modern-day Saudi Arabia) by the prophet Mohammed (570–632 CE). Its followers were called Muslims, and by the time of Mohammed's death all the Arabian tribes had converted to Islam. Within just over one hundred years, Muslim Arabs conquered vast areas of Asia, Africa and even south-western Europe.

- Between 630 CE and the early eighth century, the Muslims conquered Syria, Jordan, Palestine and Iraq. They took Egypt from the Byzantine Empire and overthrew the Sassanian Empire in Persia. Muslims came to rule most of Spain and Central Asia up to the borders of China.
- Generally, conquered peoples were not forced to become Muslims. Many continued to practise other religions.
- Muslim expansion threatened Christian states. Constantinople, the capital of the Byzantine Empire, withstood Arab sieges during the 670s and in 717. In 718, the Bulgarians blocked Arab advances into south-eastern Europe and, in 732, the Franks stopped the Muslim advance into France.
- In the ninth century, Muslim armies pushed into southern Italy. The Muslim Turks conquered Constantinople in the fifteenth century, ending the Byzantine Empire.

DID YOU KNOW?

In 607 CE, the Bishop of Rome, Boniface III, became the first leader of the Christian Church to use the title 'Pope'. The Byzantine Empire did not recognise his authority and held that the Byzantine Emperor was the Church's head.

SOURCE 1 The Byzantine Christian church of Hagia Sophia was converted to a mosque by Constantinople's Turkish Muslim conquerors.



Explore more with my  HistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > **Spread of Islam**
- The Western and Islamic world > **Medieval Christendom**
- The Western and Islamic world > **Holy Roman Empire**

2.4.2 Spreading Christianity

Christianity became the state religion of the Roman Empire in 391 CE. It had spread throughout the Roman Empire and into Ethiopia and Nubia (now known as Sudan) in Africa by the time Rome fell. Islam overwhelmed Christian rule in the Middle East and North Africa but Christianity was to spread through Europe during the Early Middle Ages.

- The Germanic kingdoms that replaced Roman rule all became Christian, beginning with the Goths in the fourth century and ending with the Franks, whose king, Clovis I, was converted in 479 CE.
- Christianity had been brought to Britain during the Roman occupation, and Ireland was converted in the fifth century.
- Christian missionaries began converting Anglo-Saxons in England and the Frisians in the Netherlands in the late seventh century.
- Christianity expanded further when Charles the Great, known as Charlemagne, came to be king of the Franks in 768 CE. He crushed the Saxons in Germany and forced them to become Christians, defeated the Lombards in Italy, attacked the Muslim Moors in Spain and crushed the Avars.
- Charlemagne united much of France, Italy and Germany under the Carolingian Empire. In 800 CE, the Pope crowned him 'Emperor of the Holy Roman Empire'. However, Charlemagne's empire broke up quickly after his death.
- From 793 CE, Vikings attacked Christian settlements. They sacked **monasteries** and churches and carried off Christian prisoners to be sold as slaves.
- By the end of the Early Middle Ages, Europe was almost completely Christian. The Bulgarian Empire adopted Christianity in 864 CE. Byzantine priests converted the Russians of Kiev Rus about 990 CE. In approximately 1000 CE, the Magyars and Vikings became Christians and Viking raids ended.

SOURCE 2 A map of Europe in 1000 CE. By this time, most of Europe had converted to Christianity.



Source: Map drawn by Spatial Vision.

SOURCE 3 A high cross at a Christian monastery site founded in 547 CE at Drumcliffe, Ireland. The carved Bible scenes were originally painted in bright colours.



SOURCE 4 The broken round tower of a monastery at Drumcliffe, Ireland. Monks used such towers for storage, as bell towers, and as lookouts and refuges during Viking raids.



2.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.4 Exercise 1: Check your understanding

1. **HS2** When and by whom was Islam founded?
2. **HS2** What areas did Muslims conquer between the seventh and ninth centuries?
3. **HS2** Which Muslim invaders destroyed the Byzantine Empire in the fifteenth century?
4. **HS1** Who was Charlemagne and why did the Pope crown him ‘Emperor of the Holy Roman Empire’ in 800 CE?
5. **HS1** Make a list of European peoples who had converted to Christianity by 1000 CE.

2.4 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. What clues does it provide for the conversion of this church to a mosque?
2. **HS3** Examine **SOURCE 2**. What part of Europe was still under Muslim rule in 1000 CE?
3. **HS3** Explain why the Christian high cross in **SOURCE 3** would have been covered in brightly painted Bible scenes.
4. **HS3** Look closely at the features of the round tower in **SOURCE 4**. Explain how the design of this tower would have helped to protect Irish Christian monks from Viking raiders.
5. **HS4** Describe the changes brought to the world between ancient and modern times by the spread of Islam and Christianity.
6. **HS6** Explain how the spread of Islam and Christianity in the Early Middle Ages was significant for the modern world.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.5 A different way of life

2.5.1 Life in the countryside

In Europe during the Early Middle Ages, smaller, weaker states replaced the Roman Empire. A new kind of **self-sufficient** society developed. Some big cities declined while others grew and population levels changed. There was less trade and learning; wars were frequent and destructive; and plagues could be devastating.

As the Roman Empire collapsed, landowners could no longer prevent their slaves from leaving. The huge plantations worked mostly by slaves broke down and, about 500 CE, the amount of farmed land shrank. But between 700 and 1000 CE, farm production grew. Warmer weather during those centuries probably helped. From about 800 CE, a new way of farming, known as the three-field system, developed on the manors of big landowners.

A new social system

Local power and loyalties replaced the central power of the former Western Roman Empire. The new states did not have ancient Rome’s power to collect taxes and to keep professional armies, so kings depended on local landowners to fight for them. This made big landowning families increasingly powerful and local rulers weaker. With such changes came feudalism. Under the feudal social system, peasants worked land and received protection in return for serving a landowner — usually a lord or a knight. The landowner held land in return for serving a king (see topic 4 Medieval Europe).

SOURCE 1 A modern artist's reconstruction of a typical medieval peasant family house



2.5.2 Population, learning, cities and trade

At the beginning of the Early Middle Ages, population levels fell because of wars, shrinking food production, epidemics and loss of jobs in manufacturing and trade. In 542 CE, over 230 000 people died of a plague in Constantinople. This same epidemic may have killed 100 million people worldwide. However, from the sixth century, population levels rose and they continued to rise until the early fourteenth century.

Literacy and learning

Charlemagne (see **SOURCE 2**) was the first 'Emperor of the Holy Roman Empire' (see 2.4 Religions on the move). He made his capital, Aachen, a great centre of learning. However, in most of western Europe during much of the Early Middle Ages, learning survived only in monasteries.

In contrast, literacy and the learning of ancient Greece and Rome were kept alive in the Byzantine Empire. In the same period, Islamic societies experienced a golden age of learning as ancient books from Egypt, Greece, Rome, Persia and India were translated into Arabic. This helped the Islamic world to advance further in science and medicine than Christian Europe.

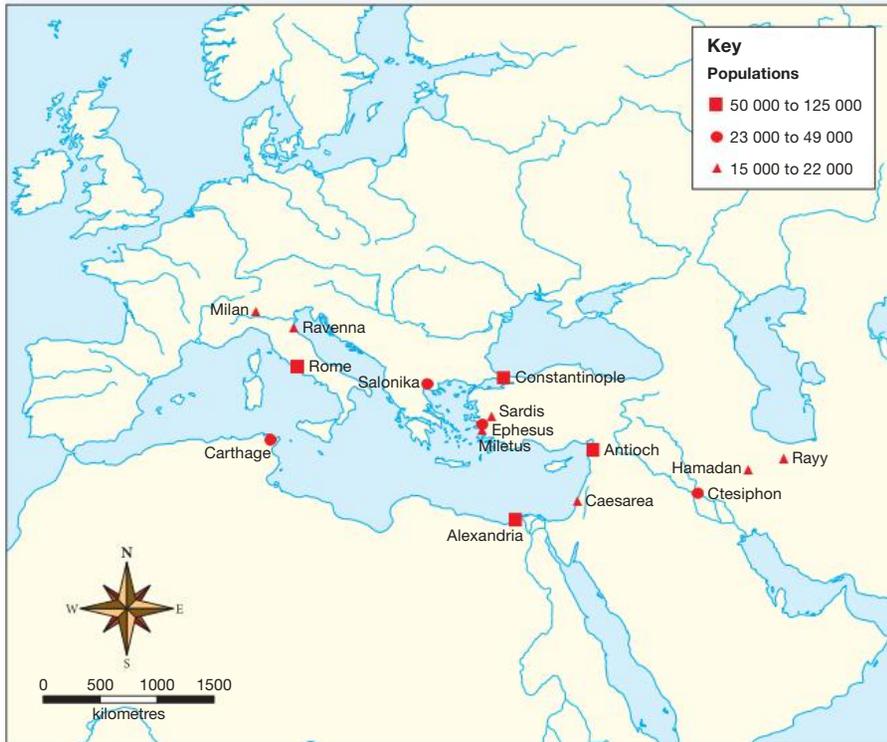
Cities and trade

Under the Roman Empire, cities had administered provinces, raised taxes and been centres for trade and the production of goods. Cities no longer served these purposes, and so their populations declined. However, by the tenth century, many European cities were growing again. Trade became difficult because there was no longer a big and powerful central state to construct and maintain roads. Wars and lawlessness also made it dangerous to travel or transport goods over long distances. By the eighth century, Europe's trade had fallen to a tiny fraction of the level of the first century. This was partly because Muslim expansion had cut Europe's trade routes to the east. In contrast, Islam's network of caravan trade routes was huge.

SOURCE 2 A statue of Charlemagne in Vatican City

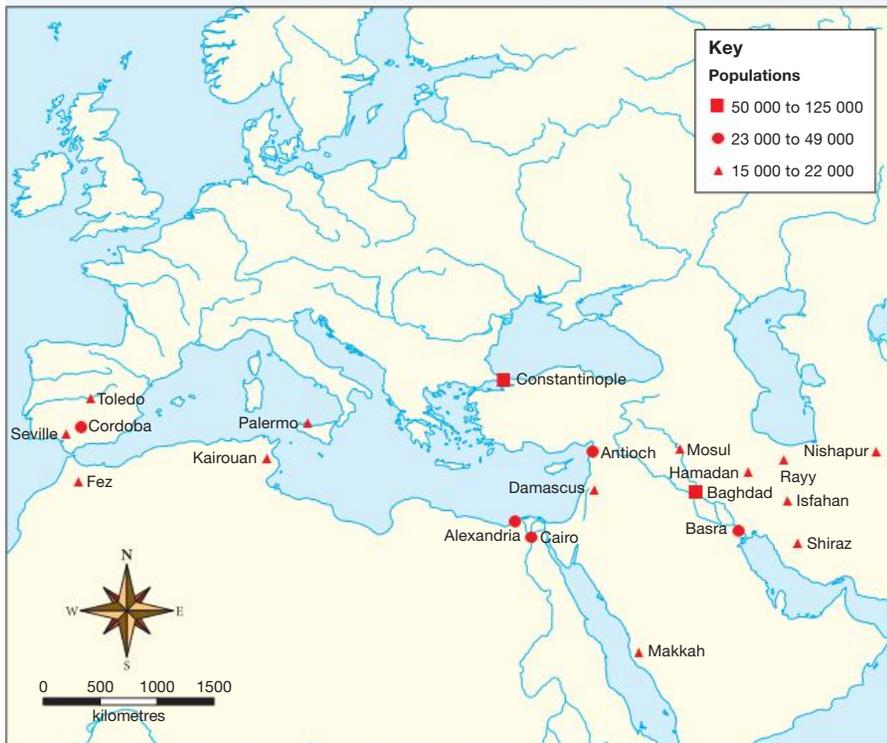


SOURCE 3 A map of cities in Europe, western Asia and North Africa in 528 CE



Source: Map drawn by Spatial Vision.

SOURCE 4 A map of cities in Europe, western Asia and North Africa in 1000 CE



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

Arab conquests in Central Asia and Africa gave Muslims control of gold and silver mines. Some of this wealth was used to purchase weapons, timber, furs and slaves from Europe. Vikings supplied the slaves by kidnapping people during raids. European merchants did the buying and selling that delivered the slaves to the Arabs.

2.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.5 Exercise 1: Check your understanding

1. **HS1** What happened to the ancient Roman system of farming on plantations worked by slaves?
2. **HS4** Why were the new local rulers weak compared to those who once held power in the Roman Empire?
3. **HS1** Explain what epidemics are and what effects they could have.
4. **HS1** What role did monasteries play in preserving learning?
5. **HS4** List reasons why population levels fell in the first centuries of the Early Middle Ages.

2.5 Exercise 2: Apply your understanding

1. **HS3** What can you tell about the way of life of medieval peasants from **SOURCE 1**?
2. **HS3** Look at **SOURCE 2**.
 - (a) Describe the way Charlemagne is portrayed in this statue.
 - (b) What were his achievements that would have led to him being considered worthy of such a statue? You may need to refer to 2.4 Religions on the move to answer this question.
3. **HS3** Compare **SOURCES 3** and **4** and check them against **SOURCE 2** in subtopic 2.4.
 - (a) List the cities with populations over 23 000 people in the year 528 CE.
 - (b) List the cities with populations over 23 000 in the year 1000 CE.
 - (c) Which of the second group of cities were under Christian control?
 - (d) Which of the second group of cities were under Muslim control?
 - (e) As cities were centres of trade and learning, what conclusions can you draw about changes in trade and learning in the Muslim and Christian worlds during the Early Middle Ages?
4. **HS4** Create a mind map to demonstrate the main changes in Europe between the fall of the Roman Empire and around 1000 CE in:
 - (a) farming
 - (b) population levels
 - (c) learning
 - (d) cities
 - (e) trade.
5. **HS5** Identify and describe the reasons why the Muslim world was more advanced than the Christian world during the Early Middle Ages.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.6 Rulers, religion and the changing map of medieval Europe

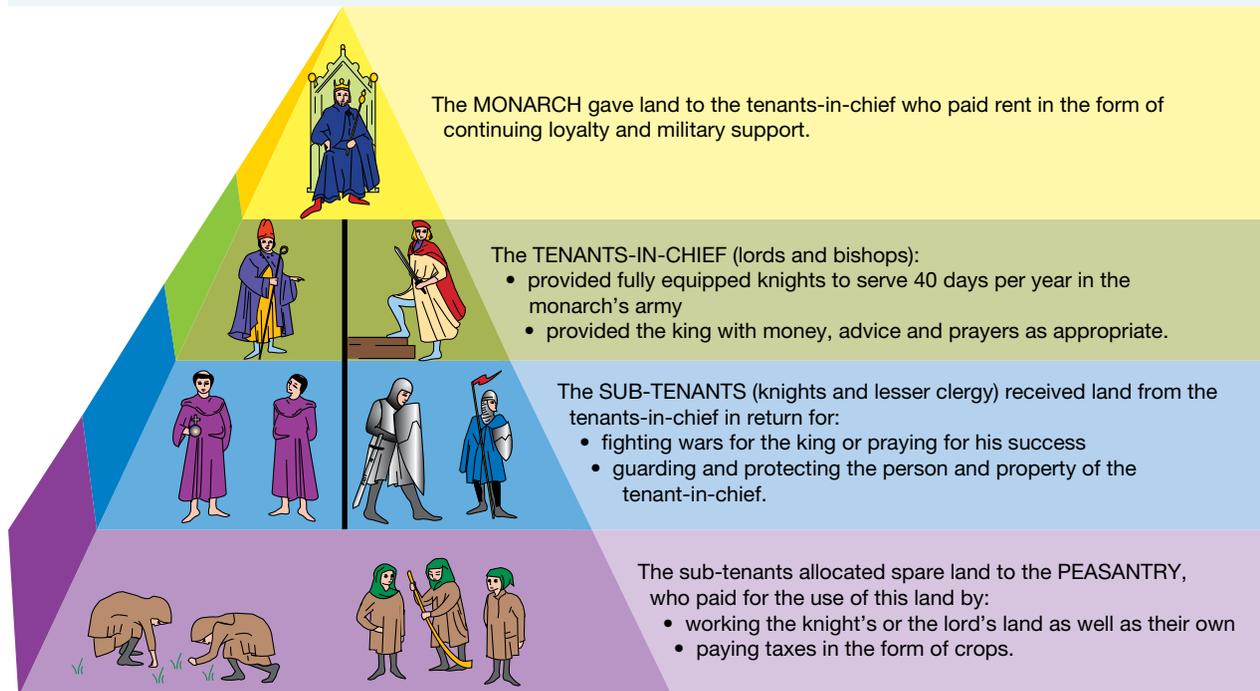
2.6.1 Rulers and the people

Later medieval times saw the growing power of rulers and big landowners, increased inequality, the further spread of major religions and an increase in the scale and destructiveness of warfare.

Under feudal systems in medieval times, kings were at the top of societies. In many kingdoms, all land theoretically belonged to the king. The next most powerful class was made up of tenants-in-chief (big noble landowners). They were followed by sub-tenants (knights and lesser clergy). Each of these groups received lands from those above them in return for serving or fighting. At the bottom of society were the peasants, who worked to provide a surplus for those above them (see **SOURCE 1**).

Inequality was common to all medieval civilisations. In most societies, slaves were only a small proportion of the population. However, by around the tenth century, **serfdom** became the lot of most peasants. Conditions varied from place to place, but generally, serfdom meant that peasants were not free to leave the land. It also meant that feudal lords had the right to force serfs to work for them, to tax them and to place other burdens on them. It was a kind of slavery that ended in most of western Europe by the fifteenth century, but continued in eastern Europe and much of Asia and Africa until much later.

SOURCE 1 A diagram showing the organisation of medieval society under feudalism. From the tenth century, increasing numbers of peasants were serfs.



War

Wars continued to be frequent and many were fought on a bigger scale. New technologies made them even more destructive. The invention of the stirrup enabled heavily armed knights to fight on horseback. New weapons such as the crossbow and longbow caused high casualties. Castles and walled cities offered some protection until gunpowder was adopted for war. By the fourteenth century, wealthy kings could hire **mercenary** armies to fight their rivals and crush rebellious nobles by using cannons to smash castle walls. Peasants were the main victims — armies killed and maimed them, stole their food and animals, and destroyed fields and villages.

2.6.2 Religion and rulers

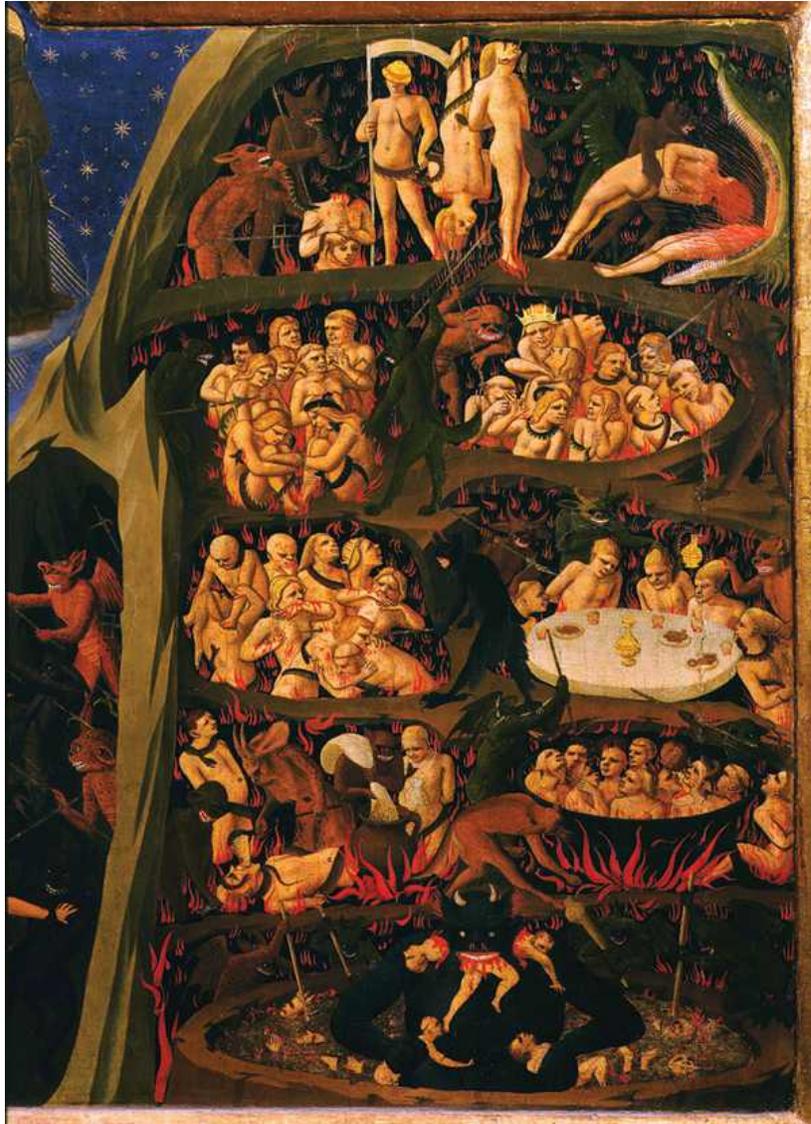
Traditional local religions declined due to the spread of Islam, Christianity and Buddhism. Increasingly, rulers claimed to be chosen by gods. In Christian Europe, kings claimed to rule by 'divine right'; that is, they were God's chosen representatives on Earth. In Africa and in the Buddhist and Hindu kingdoms of Asia, rulers claimed to be demigods.

DID YOU KNOW?

In 1054 CE, the Christian Church split, creating a division that has lasted to the present. Western Europe followed the Catholic Church while most of eastern Europe followed the Orthodox Church.

In societies where rulers claimed such powers, religious leaders usually supported them. This meant that attempts to overthrow a ruler could be seen as rebellion against a society's god or gods. In Christian Europe, priests taught ordinary people that their unequal position in society was God's will and that they must accept it. Generally, people did as the Church told them. Life was short and the promise of heaven offered hope of a better life after death. The threat of burning in hell was a big incentive to obey the Church (see **SOURCE 2**). However, such threats did not prevent nobles and kings waging war against one another. Nor did they prevent members of royal families murdering each other to gain power.

SOURCE 2 Detail from medieval Italian artist Fra Angelico's *The Last Judgement*, 1432–1435



DISCUSS

In small groups, discuss what you think each social class in a feudal society would have gained from religious ideas.

[Intercultural Capability]

In small groups discuss ways in which religious beliefs helped rulers to maintain their power.

[Intercultural Capability]

2.6.3 The changing map of Europe

The map of Europe changed often during later medieval times. Kings of strong states increased their power while some new kingdoms also became powerful. From 1095 CE, Europe launched Crusades to take the **Holy Land** from the Muslims (see topic 4 Medieval Europe). Crusader states were set up in the Middle East, but Acre, the last crusader stronghold, fell to the Muslims in 1291. By the end of the Middle Ages, Christians had driven the Muslims out of Spain. However, Muslims came to dominate Europe's Balkan Peninsula.

SOURCE 3 A map of Europe in 1328



Source: Map drawn by Spatial Vision.

Western Europe

In 1066, William, Duke of Normandy, invaded and conquered England with an army of Norman knights. In the following centuries, Norman England invaded Ireland, conquered Wales and fought to dominate Scotland. From 1337, England fought the Hundred Years' War with France over English claims to the French throne. The war saw the weakening of the power of feudal lords because kings came increasingly to depend on standing armies of peasant infantry armed with longbows, rather than mounted knights. From 1445 to 1485, England was divided by civil war (the War of the Roses) over rival claims to its throne.

Southern Europe

In the eleventh and thirteenth centuries, the Muslims were driven out of Portugal, southern Italy and Spain, with the last stage being the capture of Granada in 1492. In Italy, independent city-states grew wealthy through control of trade in the Mediterranean Sea.

The Byzantine Empire and the Balkans

In the eleventh and twelfth centuries, the Byzantine Empire was powerful. However, Bulgaria had a successful rebellion in 1185 and crusaders captured Constantinople in 1204. The Byzantine Empire disappeared when the Ottoman Turks captured Constantinople in 1453. By the end of the Middle Ages, the Turks controlled the entire Balkan Peninsula.

Central Europe

Throughout later medieval times, the area that is now Germany and other modern central European states formed the Holy Roman Empire. It was made up of several kingdoms, principalities and city-states. Hungary became powerful and Poland formed a huge state through a union with Lithuania, the last part of Europe to be converted to Christianity.

Eastern Europe

In the thirteenth century, the Mongols (Tartars) from Central Asia invaded eastern Europe, conquering huge areas of Russia and creating **vassal states**. In the sixteenth century, the Tartars were driven out of Russia.

Explore more with my World History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > **Byzantine Empire**
- Overview > **Invasion of Britain**

2.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.6 Exercise 1: Check your understanding

1. **HS1** Explain what it meant to be a serf.
2. **HS1** Rulers and nobles waged wars but which class usually suffered regardless of which side won?
3. **HS1** Why do you think rulers claimed to be chosen by gods or claimed to be demigods themselves?
4. **HS1** What did 'divine right' mean?
5. **HS1** Suggest why rulers might have felt less fear of hell than their subjects felt.
6. **HS1** Against which countries did Norman England make war?
7. **HS4** How did the Hundred Years' War change the nature of medieval warfare?
8. **HS1** When were the Muslims driven out of most of south-western Europe?

2.6 Exercise 2: Apply your understanding

- HS3** Referring to **SOURCE 1**, explain how people at each level of medieval society benefited from those below them.
- HS3** Which social class really provided everything for all higher classes?
- HS3** Analyse **SOURCE 2** using the following questions.
 - Who created this source?
 - For what reasons might it have been created?
 - Describe the tortures suffered by the sinners in this depiction of hell.
 - How do you think believing in the possibility of such an afterlife would affect people's behaviour?
- HS3** Examine **SOURCE 3**.
 - What were the main states in central Europe?
 - Which part of Europe was controlled by the Mongols in the thirteenth and fourteenth centuries?
- HS2** Create a timeline of events in Europe during later medieval times using the dates and references in this subtopic.
- HS2** Outline the conclusions you can draw from your timeline about territory gained or lost in medieval Europe by Christians and Muslims.
- HS4** Describe how rulers, war and religion changed Europe during late medieval times.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.7 Migrations, invasions and empires in Asia

2.7.1 Change in Asia and the Pacific

Outside the Islamic and Christian worlds, other peoples were on the move. From about the eighth century, great migrations and invasions took place and new empires arose far from the old centres of civilisation.

East Asia

On the islands of Japan, a social system developed that was similar in many ways to European feudalism. From 794 to 1192, the powerful Fujiwara family dominated Japan. Rulers depended on local lords called daimyo to control local areas (see topic 8 Japan under the shoguns).

In China, the Tang dynasty fell in 907 because of rebellion and invasions by nomads. The Chinese empire fell apart until its southern territories were restored under the Song dynasty (960–1279). Under the Song, China experienced a golden age in literature, the arts and sciences, and produced new inventions including gunpowder and printing with moveable type.

South and South-East Asia

From the seventh century, most of India was divided into Hindu kingdoms that were often at war with each other. However, Muslims from Afghanistan came to dominate the north-west. By 1206, they had captured most of northern India, which became known as the Delhi Sultanate.

Indian traditions also influenced civilisations that emerged in much of South-East Asia from the sixth century. This

SOURCE 1 The Longhua pagoda in Shanghai is a seven-storey Buddhist temple. It was constructed in the tenth century during the Song dynasty.



region came to be dominated by the Khmer Empire with its centre at Angkor in Cambodia from the beginning of the ninth century to the early fourteenth century. Distinct from the rest of South-East Asia, northern Vietnam was strongly influenced by Chinese culture, as it was part of the Chinese empire from the fourth century until it broke away and formed the state of Dai Viet in 939.

The Pacific

Also during this period, and unknown to the peoples of the continents, there were big movements of Polynesian peoples who navigated over vast distances across the Pacific Ocean. Their first migrations probably started from Malaya and Indonesia. Polynesians left no written records, but it is believed they reached Easter Island and Hawaii about 500 CE and New Zealand about 1000 CE (see topic 9 Polynesian expansion across the Pacific).

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Asia-Pacific world > **Khmer Empire**
- The Asia-Pacific world > **Japan under the shoguns**
- The Asia-Pacific world > **Polynesian expansion**

2.7.2 The rise and fall of the Mongol Empire

Arguably the most amazing event of these times was the eruption of hordes of ferocious mounted warriors from Central Asia. In 1206 CE, a chief called Temujin became **khaghan** of the Mongol and Turkic tribes. He took the title Genghis **Khan** and united the tribes into a disciplined army that fell upon surrounding civilisations, killing and conquering over an enormous distance.

Why did the Mongols conquer?

One theory is that the Mongols needed to expand the territory they controlled. Low rainfall had reduced the amount of grass available for their stock, and the Jin and Xia dynasties that controlled northern China had cut off the trade upon which the Mongols depended. These states and China became Genghis Khan's first targets for invasion.

How did the Mongols conquer?

As they conquered other societies, they took some of the defeated men into their own armies; foremost among these were the Turkic Uighurs. The Mongols used cavalry, consisting of lightly-armed, fast-moving archers and **lancers**. They used giant catapults to bombard town and city walls. But their main weapon was terror. If a city or town refused to surrender, the Mongols would massacre everyone. It is possible that 90 per cent of Eastern Persia's population died in Mongol invasions. Many millions were also killed in China and Russia.

SOURCE 2 From the Muslim scholar Ibn al-Athir, *The Complete History*, written c. 1231

This thing involves . . . the greatest catastrophe . . . which befell all men generally, and the Muslims in particular . . .

For . . . these **Tatars** spared none, slaying women and men and children, ripping open pregnant women and killing unborn babies . . .

Tatars conquered most of the habitable globe, and the best, the most flourishing and most populous part . . . in about a year; nor did any country escape their devastations which did not fearfully expect them and dread their arrival.

Moreover they need no . . . supplies, for they have with them sheep, cows, horses . . . the flesh of which they eat . . .

Stories have been related to me . . . as to the terror of the Tatars . . . so it is said that a single one of them would enter a village or a quarter wherein were many people, and would continue to slay them one after another, none daring to stretch forth his hand against this horseman . . .

The Mongols in East Asia and South Asia

Genghis Khan advanced into China in 1207 after defeating the Jin and the Xia empires north of China. His grandson, Kublai Khan, completed the invasion in 1260 and founded the Mongolian Yuan dynasty. In 1368, the Chinese rebelled and founded the Ming dynasty. Over the next thirty years, the Chinese drove the Mongols out. Under Ming, China's prosperity was restored, manufacturing and trade increased, and thousands of peasants were conscripted to build vast palaces and to strengthen the Great Wall.

In 1281, Kublai Khan sent a huge fleet with 150 000 soldiers to invade Japan. While the Japanese were desperately fighting to prevent the landing, a typhoon destroyed the Mongol fleet.

The rulers of several states decided that it was better to become vassal states and pay tribute to the Mongols rather than be conquered. These states included Burma, the Khmer Empire and some Thai states.

Mongol forces led by Timur the Lame captured Delhi and massacred its people in 1398. After Timur left, India broke up into warring states. In 1526, Babur, another descendant of Genghis Khan, defeated India's Hindu and Muslim kings and founded the Mughal dynasty.

The Mongols in eastern Europe and western Asia

In 1218, Genghis Khan ordered his generals to complete China's conquest while he led other Mongol forces west. Mongol armies invaded Russia and penetrated eastern Europe as far as Hungary and Poland by 1241. Lithuania, Bulgaria and Serbia became vassal states.

Other Mongol armies invaded the Muslim lands of western Asia, including Persia. They destroyed the Abbasid Muslim dynasty and occupied its capital, Baghdad, in 1285.

Running the Mongol Empire

The Mongol Empire was the largest **contiguous** empire in human history. At its peak, it was four times the size reached by the Roman Empire. The Mongols encouraged trade because of the benefits it brought them, and they tolerated different religions. Their own religion was **shamanism** but they provided tax benefits to Buddhist, Daoist, Islamic and Christian clergy to win support.

The collapse of the Mongol Empire

After Genghis Khan's death, his empire was divided between his sons and grandsons, creating four **khanates**. From 1269, the khanates often fought each other. There was also division within khanates as some Mongols wanted to adopt the settled ways of the people they ruled while others wanted to keep their nomadic traditions. Gradually, the Mongols lost control of lands they had conquered.

SOURCE 3 *The sacking of Suzdal by Batu Khan from a sixteenth century Russian chronicle. In February 1223, Suzdal, the capital of a Russian principality, was captured by a Mongol army led by Batu Khan and burned to the ground.*



DID YOU KNOW?

In China, Kublai Khan and his successors encouraged painting, theatre, and advances in science, engineering and medicine. They employed Confucian scholars and Buddhist monks as advisers; oversaw the construction of palaces, roads and postal stations; and encouraged travel, trade and the exchange of ideas between the East and the West.

SOURCE 4 A map of the Mongol Empire near its peak in 1280



Source: Map drawn by Spatial Vision.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Expanding contacts > Mongol Empire

2.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.7 Exercise 1: Check your understanding

1. **HS1** What did the social system of Japan have in common with that of medieval Europe?
2. **HS1** Which older civilisations influenced South-East Asia?
3. **HS1** What were the Mongols' motives for invading countries in the beginning of the thirteenth century?
4. **HS1** How were the Mongols able to overwhelm many great civilisations?
5. **HS1** Why were the Mongols tolerant of different religions in their empire?

2.7 Exercise 2: Apply your understanding

1. **HS3** In what ways does **SOURCE 1** provide evidence to support the view that the Song dynasty was a golden age in China?
2. **HS3** Use **SOURCES 2** and **3** to answer the following questions and to support your answers.
 - (a) How did the Mongols strike fear into their enemies?
 - (b) Why were Mongol armies able to advance without waiting for supplies?

3. **HS3** Study **SOURCE 4** and compare it with maps of modern-day Asia and Europe.
 - (a) Which modern-day countries occupy the land controlled by each of the Mongol khanates in 1280?
 - (b) Name the places outside the Mongol khanates that were attacked by Mongol armies.
4. **HS4** Referring to the sources and other information in this subtopic, explain why the age of the Mongol Empire can be regarded as a turning point in Asian and European history.
5. **HS6** Explain why the Mongol Empire has great historical significance.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.8 Population, cities and trade

2.8.1 The rise of the cities

Many of the great changes that occurred between the 1400s and about 1750 resulted from events or ideas from later medieval times. These included the spread of Islam to India and parts of South-East Asia, the opening of trade under the Mongol Empire and the fall of Constantinople. Later medieval times also saw advances in farming and sailing technologies, and the growth of populations, cities and trade. All of these changes would influence the world in the centuries to come.

World population grew because changes in technology enabled more food to be produced. New technologies spread across Europe, Asia and Africa through trade routes. Important technological changes included:

- the mouldboard plough, which enabled heavy European soils to be turned and drained
- better irrigation methods
- improved breeds of farm animals, providing more meat from each animal
- the horse collar, enabling horses to pull heavier loads without choking
- improving crops and enriching soils
- cultivation of rice in areas such as the huge Ganges Delta in India
- the spread of techniques for growing crops such as corn in the Americas.

The population of Europe, Asia and Africa reached about 235 million by 1250 CE. But in the early fourteenth century, population levels fell due to:

- epidemics, especially the Black Death (bubonic plague) that began in 1347 and reduced the population by possibly a third
- the Little Ice Age (a cold period in the Northern Hemisphere), which caused many famines because much less food could be grown.

However, the population again grew rapidly after about 1350, reaching about 400 million by 1500. Environmental problems also grew. Forests were cut down for wood and to clear more land for farming, which increased soil erosion and flooding.

The number of big towns and cities once again grew. This was possible because:

- improved agriculture provided a surplus to feed people in towns and cities
- towns and cities were growing centres of trade, populated mainly by merchants and skilled craftsmen and their families.

As cities became wealthy, their power grew. In some European countries, representatives of cities sat alongside lords and church leaders as advisers to kings. Some trading cities came to be almost independent states, governed by wealthy citizens.

SOURCE 1 Cities like Genoa in Italy became wealthy trading ports from the fifteenth century.



2.8.2 Trade routes

Trade expanded along ancient trade routes including the Silk Road, and new trade networks were opened. Goods traded included spices, silk, tea, salt, horses, gold and slaves. Land trade routes criss-crossed Europe, Asia and North Africa. Sea trade routes crossed Europe's Atlantic coast; Africa's east coast; the Baltic, Mediterranean, Black, Red and Arabian seas; the Bay of Bengal; and the South China Sea. Long-distance voyages were very dangerous but they were helped by new technologies in ship-building and inventions such as the **mariner's astrolabe** and the **sternpost rudder**. The Chinese developed large ships that could carry hundreds of sailors and merchants. Between 1405 and 1433, Chinese admiral Zheng-He took a fleet all the way from China to east Africa.

SOURCE 2 A map of trade routes of Europe, Asia and Africa in later medieval times



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

Towns could be dangerous places to live. There were few effective ways of getting rid of wastes, so the smell in towns was usually terrible. Also, fires in workshops and houses spread quickly and often. The city of Rouen in France was destroyed by fire eight times in 25 years.

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Non-European exploration

2.8 ACTIVITY

Conduct research and write a brief account of the reasons for the wealth and power of one trading city in this period.

Analysing cause and effect

2.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.8 Exercise 1: Check your understanding

1. **HS2** Many of the real changes that occurred between the 1400s and about 1750 resulted from events or ideas from which time period?
2. **HS1** Copy the following sentences and complete them by filling in the gaps.
 - (a) The world's population rose until the early _____ century because _____ enabled agriculture to produce more _____.
 - (b) In the early fourteenth century, population levels fell in Europe, Africa and Asia due to _____ and _____.
 - (c) Clearing forests for agriculture caused problems such as _____ and flooding.
3. **HS5** Give two reasons for the increase in the number of large towns and cities in the Late Middle Ages.
4. **HS1** Name some of the goods that were exchanged along trade routes.
5. **HS1** How did the mariner's astrolabe and the sternpost rudder improve travel by sea?

2.8 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. Identify and describe the features that provide evidence of Genoa's past prosperity as a trading port.
2. **HS3** Imagine you are a merchant who is about to set out along one of the trade routes shown in **SOURCE 2**. Make a plan for your journey. Include:
 - (a) a copy of the route you will take
 - (b) a list of provisions for your journey
 - (c) a list of places where you will get fresh supplies of food
 - (d) an estimate of the distance of your journey. (*Hint:* Use the scale in **SOURCE 2**.)
3. **HS3** Choose one of the trade routes in **SOURCE 2**.
 - (a) Name the medieval cities along the route.
 - (b) Use a modern atlas to list the countries and/or seas crossed by this trade route.
 - (c) Make a list of at least five questions that a historian could ask about this trade route.
4. **HS5** How might the location of a city along a trade route contribute to its prosperity?
5. **HS5** Why would some cities such as Genoa and Venice have gained huge advantages from their locations?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

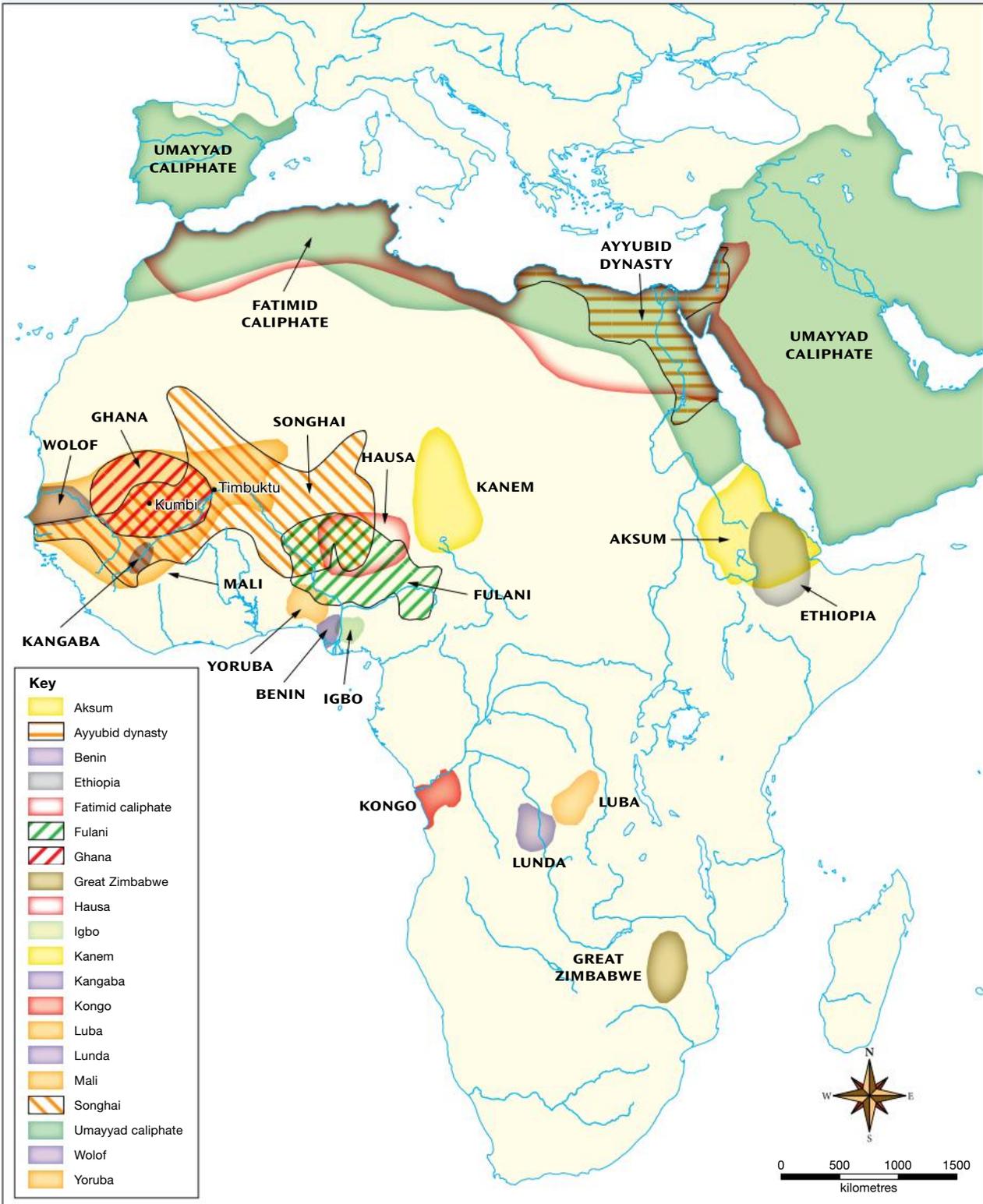
2.9 Muslim traders and Africa

2.9.1 Trade, wealth and slavery

In the seventh century, Muslim Arabs conquered coastal North Africa. From there, Arab traders gradually spread along the east coast. Because traders could cross the deserts with camels, Arabs were able to spread Islam south of the Sahara into several West African kingdoms.

By the thirteenth century, Arab Muslims lived in and traded from bases in African coastal towns, from modern-day Somalia to Tanzania. Arab **dhows** brought manufactured goods to Africa from the Arabian Peninsula and India. Goods included weapons, tools, cloth, glass and pottery. The boats sailed back carrying slaves, ivory and gold.

SOURCE 1 A map of medieval Africa showing the rise and fall of kingdoms



Source: Map drawn by Spatial Vision.

Ghana

Ghana was the strongest of the farming kingdoms that arose in West Africa from the ninth century. Ghana was located north of the modern state of Ghana in what is now Mali. In 1062 CE, Muslim Amazigh (Berber) nomads attacked Ghana, but it took 14 years before they captured its capital, Kumbi. Ghana collapsed but Mali rose in its place in the thirteenth century.

Mali

The first ruler of the Mali Empire was Sundiata (1230–1255). He expanded its territory and gained control of the gold trade, in which Arab traders transported gold north through caravan routes. Mali's rulers became Muslims and gained great wealth. When Mana Musa, who ruled Mali from 1312 to 1327, went on a pilgrimage to Mecca, he took a huge party with him, including 12 000 slaves dressed in silk. Arab scholars were brought to Mali and, in the fourteenth century, they built a university at Timbuktu that operated until the sixteenth century, when invaders from Morocco destroyed it.

Other African civilisations

By the fifteenth century, Islam also influenced other wealthy African trading states, including the Hausa city-states, Kanem and the Songhai Empire. City-states also emerged in Guinea. In the sixteenth century, Portuguese and Dutch explorers visited some of their towns, including Benin. Between the thirteenth century and the fifteenth century, Great Zimbabwe became a wealthy African kingdom by trading gold through Muslim merchants on the coast.

SOURCE 2 Conical tower within the ruins of Great Zimbabwe



2.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.9 Exercise 1: Check your understanding

1. **HS1** In which parts of Africa did Arab influence spread in medieval times?
2. **HS1** How did the camel and the dhow help Muslims to trade and spread their influence in Africa?
3. **HS1** What types of cargo did Arab traders bring into and take out of Africa in their dhows?
4. **HS6** What did Sundiata accomplish as ruler of the Mali Empire?
5. **HS6** Why is Timbuktu significant?

2.9 Exercise 2: Apply your understanding

1. **HS2** Create a timeline of medieval milestones in Africa using the information in this subtopic.
2. **HS3** Using **SOURCE 1** and a modern atlas:
 - (a) make a list of West African kingdoms in the Middle Ages
 - (b) find out which modern countries occupy the sites of these kingdoms.
3. Look carefully at **SOURCE 2** and explain how it provides evidence of a great civilisation.
4. **HS4** Using the sources and other information in this subtopic, identify what changed in Africa due to the activities of Muslim traders.
5. **HS5** Explain how Muslim traders were able to spread their influence in Africa between the seventh century and the sixteenth century.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.10 The emerging power of western Europe

2.10.1 New ways of thinking

Western Europe was changed by three great movements during early modern times. The first was the **Renaissance** that began in the fifteenth century. The second and third were the Scientific Revolution and the Enlightenment of the eighteenth century. Early modern times also saw western Europeans spread their power by finding new sea routes, exploring, taking control of trade, conquering new lands and founding **colonies**. Three things — new ideas, the quest for riches and new uses for inventions — made this possible.

When Marco Polo visited China in the thirteenth century, he was amazed by its wealth and culture. Nobody in his time could have imagined that western Europe would come to dominate the world. The changes that made this possible started with the Renaissance in Italy in the 1400s. It was a period of renewed interest in the learning and arts of ancient Greece and Rome. It led to a movement in which some people began to think more independently and to seek a better understanding of their world.

The Scientific Revolution

The Renaissance brought a scientific revolution that encouraged thinkers to challenge authority and be guided by observation and reason. But such thinking was dangerous as the Catholic Church still expected people to follow its interpretations of science. Among the most famous of the new scientific thinkers were Leonardo da Vinci (1452–1519) and Galileo Galilei (1564–1642). Galileo proved by observations that the Earth rotated around the sun and he published his findings in 1632. But the Church still insisted that the Earth was the centre of the universe; they put him on trial and threatened him with torture. Galileo was forced to recant (take back what he had proved) and was kept under house arrest for the remainder of his life. However, challenges to old beliefs could not be stopped completely. Increasingly, the Church found it harder to crush new ways of thinking, especially after printing presses helped new ideas to spread.

SOURCE 1 The trial of Galileo, painted in the seventeenth century



The Enlightenment

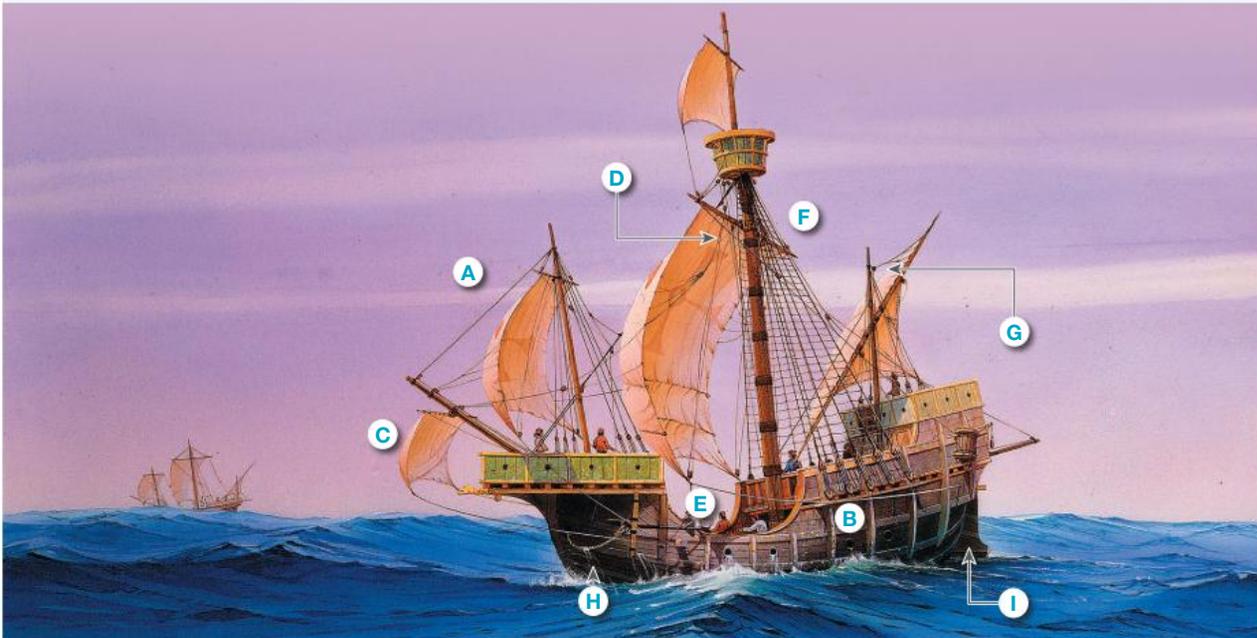
By the eighteenth century, educated Europeans were influenced by what came to be known as the Enlightenment. In this period, a number of remarkable Europeans carried out their own experiments in the search for greater understanding. In this ‘Age of Reason’, thinkers criticised old systems of power. Their ideas would inspire others to overthrow the power of the Church, kings and nobles in the French Revolution, which began in 1789.

2.10.2 The quest for riches and the use of inventions

In the thirteenth century, the Mongols had encouraged trade and foreign contacts throughout their empire. European merchants had travelled along the Silk Road, creating a growing European demand for luxury goods from Asia. This demand contributed to the search for a sea route to Asia, especially after 1453 when the Ottoman Turks captured Constantinople and took control of overland trading routes linking Europe and Asia. By the 1400s, many merchants had become very wealthy. Some became bankers who lent money to rulers. Merchants encouraged artists and architects and saw that great profits might be made by funding exploration to find a sea route to Asia.

Western Europe's expansion was also made possible by its use of inventions from other cultures. Many inventions that Europeans adopted originated in China and had been in use for hundreds of years. These included gunpowder, the **compass** and printing. **Clockwork** had been invented in the Byzantine Empire. Modern mathematics had spread from fourth century India through the Islamic world to Europe. **Lateen sails** had been used for centuries on Arab dhows. But Europeans put such inventions to better use. Printing spread rapidly after Johannes Gutenberg produced the first European book on a printing press using moveable type in 1445. By 1500, there were about a thousand printers in Europe and new ideas were spreading widely through printed books. The first portable clock was made in 1410. Hans Lippershey, a Dutchman, made the first telescope in 1608.

SOURCE 2 A modern artist's impression of a fifteenth-century caravel



- A** Caravels were about 15 metres long and weighed about 80 tonnes. They were smaller, lighter and faster than the later Spanish galleons.
- B** Food supplies included salted fish, pickled meat, weevil-infested biscuits, rice, dried beans, chickpeas and raisins. On long journeys, sailors often became very sick with scurvy (caused by a lack of vitamin C) as they had no fresh fruits and vegetables.
- C** Water and wine were stored in casks and often went 'off' on long journeys.
- D** Square sail
- E** As well as ordinary seamen, a ship's crew included carpenters, cask makers and sailmakers.
- F** A mix of square and lateen (triangular) sails made caravels easy to manoeuvre, especially when sailing into headwinds.
- G** Lateen sail
- H** Wooden planks were fixed side by side onto the hull with wooden pegs. To keep the ship steady under sail, the bottom of the hull was often filled with gravel.
- I** A rudder at the back of the ship (adapted from the Chinese) meant the ship could steer without oars.

Mathematics, compasses, telescopes and clockwork were very important for navigating ships. In the fifteenth century, a new shipbuilding method emerged in Europe. It used the lateen sails of Arab dhows with the fixed square rigged sails that had been used in ancient galleys to produce the world's first real ocean-going ship, the **caravel** (see **SOURCE 2**). From the beginning of the sixteenth century, carracks were developed from caravels. These new ships were bigger, faster and could be sailed under different wind conditions.

DID YOU KNOW?

The first paperback books were printed in Venice by Aldus Manutius. They were made without heavy covers so that they could be carried in saddlebags.

DISCUSS

Form small groups to discuss ways in which the printing press, gunpowder and the compass could have contributed to the growth of European power.

Determining historical significance

Hold a class discussion on how history might have been different if the printing press had never been invented.

[Critical and Creative Thinking Capability]

Explore more with my  History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > The West visits the East

2.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.10 Exercise 1: Check your understanding

1. **HS1** What new attitudes marked the Renaissance, the Scientific Revolution and the Enlightenment?
2. **HS1** Describe the attitude of the Catholic Church to these new ways of thinking.
3. **HS1** Why was the Church unable to stop the spread of scientific thinking?
4. **HS1** Why was the Silk Road important for trade?
5. **HS1** What motivated Europeans to find a sea route to Asia?
6. **HS1** Describe the role of merchants in the quest for a sea route to Asia.

2.10 Exercise 2: Apply your understanding

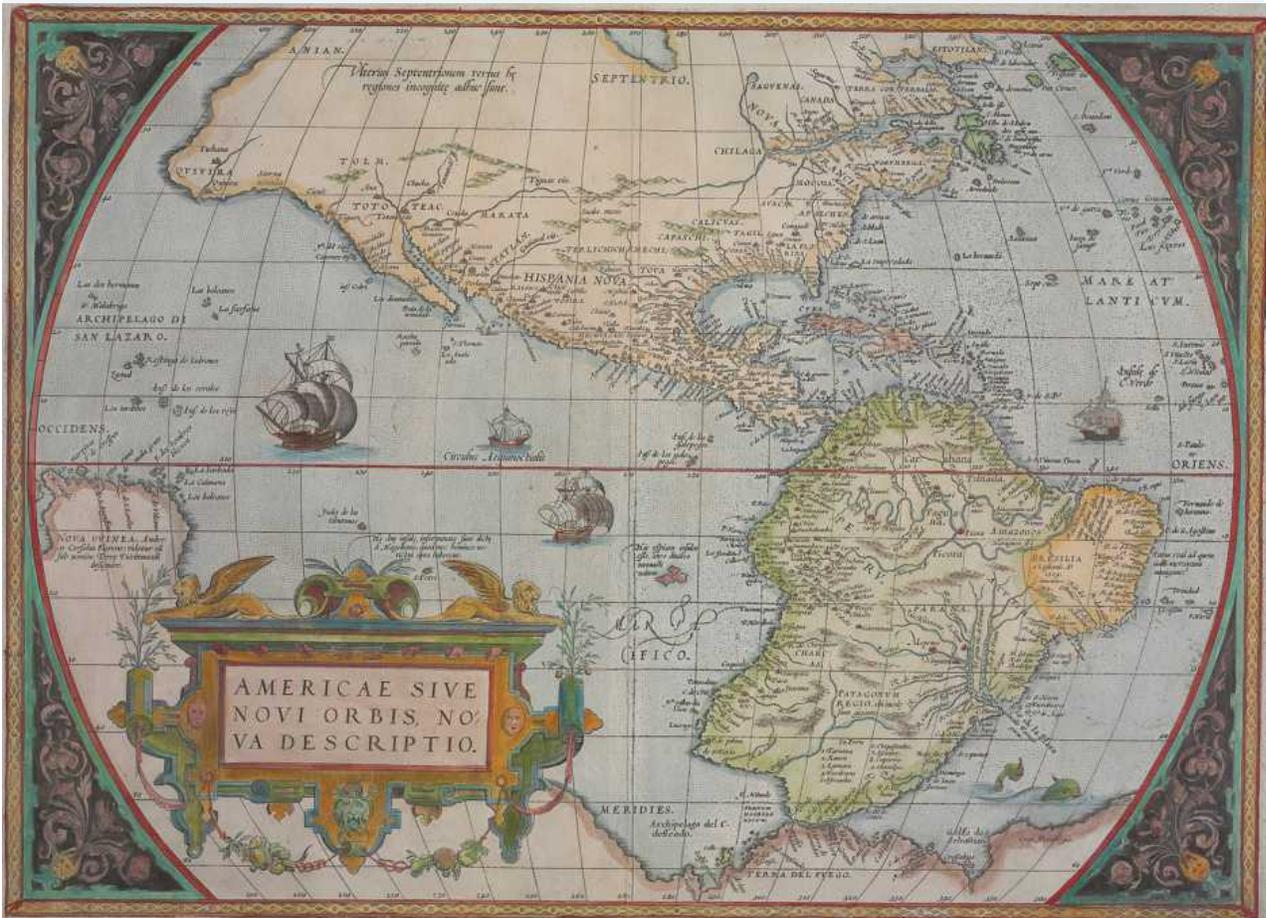
1. **HS3** Look closely at **SOURCE 1**.
 - (a) Describe what is happening in this painting.
 - (b) Why was Galileo on trial?
 - (c) How would you explain the different perspectives of Galileo and the people who were prosecuting him?
2. **HS3** Using **SOURCE 2**, identify three features of the caravel that would have made it more suitable than earlier ships for sailing across oceans.
3. **HS6** Draw a mind map to show how new ways of thinking, the quest for trade and the use of inventions contributed to Europe's expansion from the fifteenth century.
4. **HS5** How would the invention in 1445 of printing presses with movable type have made the spread of new ideas quicker and easier?
5. **HS5** What advantages would Western Europe have gained from the invention of the telescope?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

Columbus

With financial backing from Spain, Christopher Columbus, an Italian explorer, set out in August 1492 to find a western route to Asia. At that time, nobody in Europe knew that the Americas existed. So when Columbus reached the Americas in October, he believed he had reached Asia. Between 1493 and 1504, Columbus made three more voyages to the 'New World', as the Americas were called. He established Spain's first American colony on the island of Hispaniola and set the pattern of brutal Spanish treatment of the Native Americans.

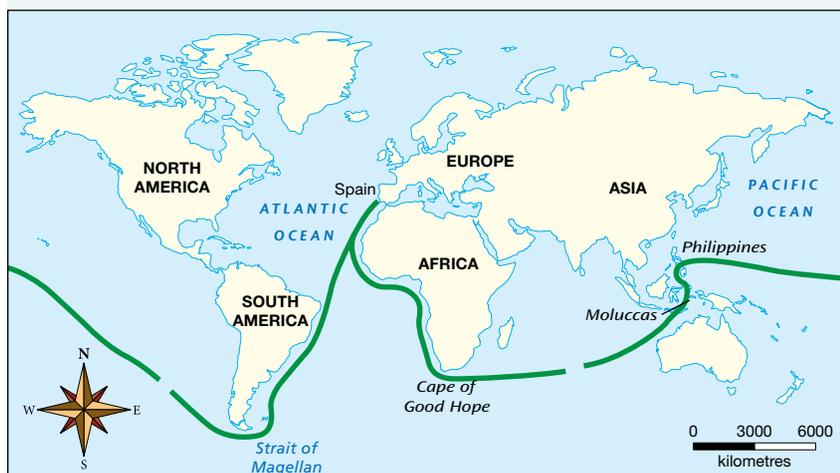
SOURCE 2 A map of the Americas drawn in 1587



Magellan

Ferdinand Magellan was a Portuguese sailor but, like Columbus, he worked for Spain. Magellan believed that he could travel west to Asia if he sailed south of the route Columbus had taken. In 1519 he set out with five ships. Three reached the Philippines and the Moluccas but only one ship survived to return to Spain through the Indian Ocean in 1522. That ship had **circumnavigated** the world.

SOURCE 3 A map of Magellan's voyage around the world in 1519–1522



Source: Map drawn by Spatial Vision.

Explore more with my  World History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > European exploration

2.11.2 Motives for empire-building

In the sixteenth century, Portugal gained an empire that included Brazil and ports in Africa, India, Malaya and China. Spain's empire included the Philippines and much of the Americas. Forces that motivated Portugal and Spain included:

- rivalry with Muslim countries and the desire to take trade from the Muslims
- the search for legendary but non-existent Christian kingdoms in Africa and Asia
- growing demand for luxury goods from Asia
- the search for gold and silver that could increase European wealth and be exchanged for Asian luxury goods such as spices, silks, cotton and porcelain
- the desire to convert non-Christians to Catholic Christianity.

SOURCE 4 Part of the Alhambra, built near Granada in Spain by Muslims who ruled most of Spain and Portugal through much of the Middle Ages



2.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.11 Exercise 1: Check your understanding

1. **HS1** Why might Columbus have believed that he was in Asia when he reached the Americas?
2. **HS1** Of the five motives for empire-building listed in this section, which were mainly concerned with wealth and trade?
3. **HS1** What were Spain's and Portugal's religious motives for conquests and empire-building?
4. **HS1** Which of the five motives do you think were the most important to the Spanish and Portuguese? Give the reasons for your choice.
5. **HS6** What did Diaz accomplish for Portugal?

2.11 Exercise 2: Apply your understanding

1. **HS3** Read the information on Magellan's voyage and look at **SOURCE 3**. Imagine that you are a member of the crew on the sole surviving vessel of Magellan's five ships. Describe how you would feel about the hazards of your voyage.
2. **HS3** Compare **SOURCES 1** and **2** and explain what Europeans knew about the world in 1587 that they did not know in 1482.
3. **HS3** Look closely at the small section of the Alhambra in **SOURCE 4**. How would such achievements of the Muslims have influenced Spain's and Portugal's desire to take international trade from them?
4. **HS4** Explain how voyages of discovery enabled Europeans to redraw the map of the world.
5. **HS6** Describe why Columbus's discovery of the Americas was historically significant even though it was accidental.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.12 Vasco da Gama opens the East

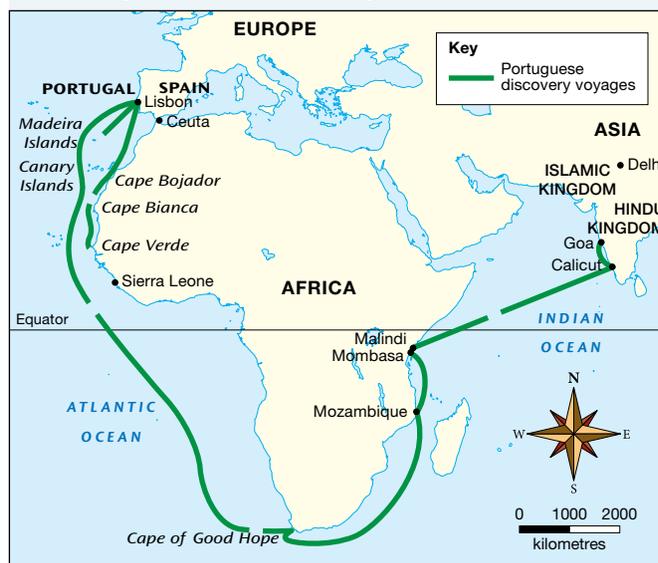
2.12.1 Vasco da Gama captures the spice trade for Portugal

In 1497, Vasco da Gama commanded the first ships to sail from Portugal to India. Da Gama returned to Calicut in India in 1502 and captured the city as a trading port for Portugal. The Portuguese set up other trading posts along Africa's west coast and along the sea route to China. This enabled Portugal to dominate the trade in spices and luxury goods.

Vasco da Gama grew up at a time when Portugal's aim was to sail around Africa's southern tip and on to India. Reaching India by sea would enable Portugal to take control of the very profitable trade in India's spices.

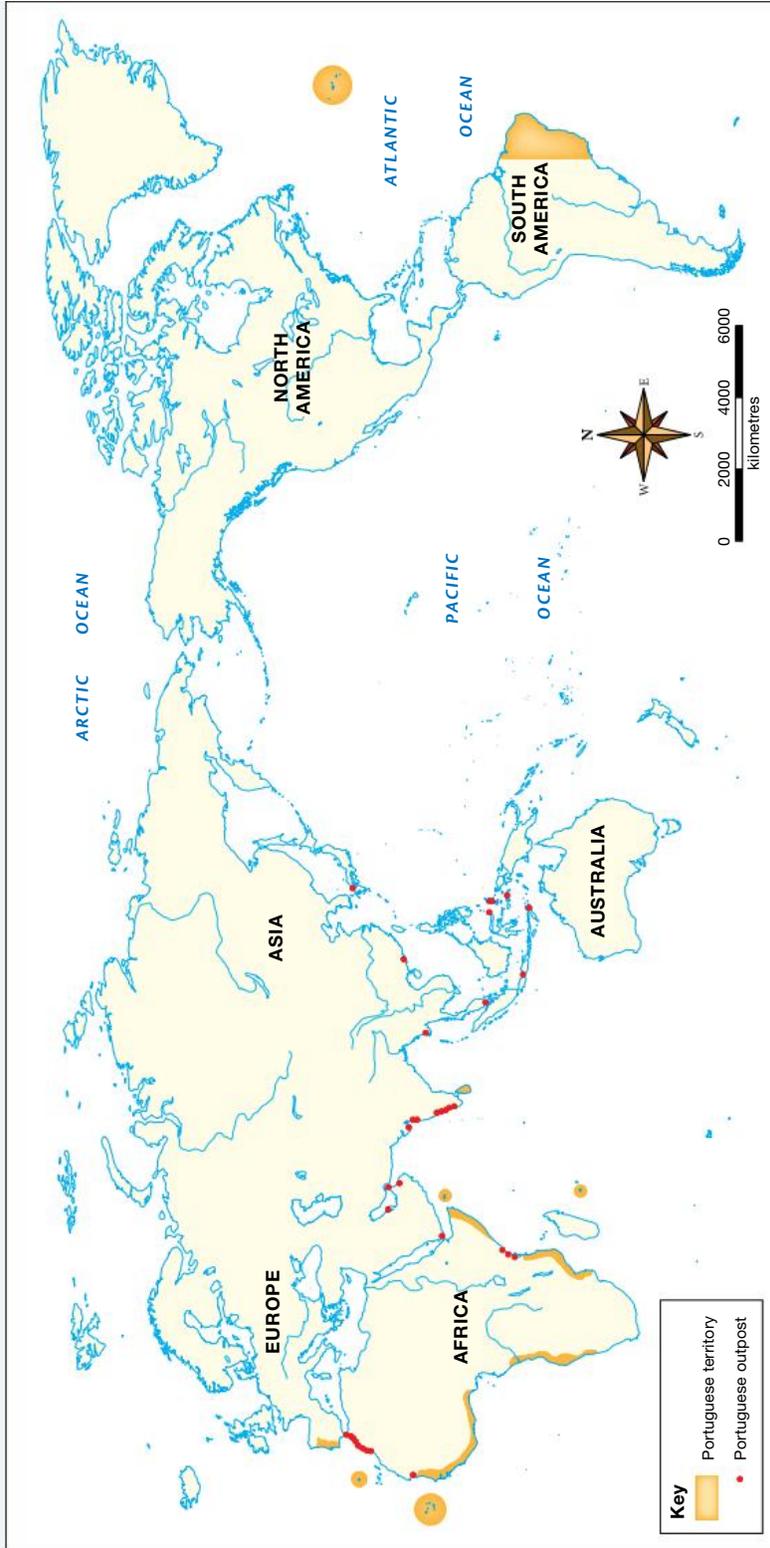
On 8 July 1497, da Gama set out with four Portuguese ships and 170 men along the route that Diaz had taken down the west coast of Africa. Rather than sticking close to the coast, da Gama sailed south from present-day Sierra Leone to reach the westerly winds of the South Atlantic Ocean. Diaz had discovered these winds a decade earlier and da Gama judged that they could blow his ships towards the bottom of Africa. It worked, but by the time the fleet reached the Cape it had travelled for more than three months over 8000 kilometres on the open ocean completely out of sight of land (see **SOURCE 1**).

SOURCE 1 A map showing Portuguese voyages of discovery in the fifteenth century



Source: Map drawn by Spatial Vision.

SOURCE 2 The Portuguese Empire during the reign of King John III (1502–1557). In 1500, Portuguese navigator Pedro Álvares Cabal landed in Brazil and claimed it in the name of King Manuel I of Portugal.



Source: Map drawn by Spatial Vision.

Da Gama's fleet then sailed up Africa's east coast to the Muslim trading port of Mozambique where he clashed violently with the local Muslims. Further up the coast, da Gama robbed Arab trading ships. The fleet stopped briefly at Mombasa, provoking more hostility. The next stop was Malindi. Here, da Gama gained help from an Arab guide. With this man's knowledge of the winds, the fleet reached Calicut in India in May 1498. When he was unable to persuade the Hindu king of Calicut to grant trading rights, da Gama kidnapped several locals and set sail for Portugal with a valuable cargo of spices. When he returned to Portugal in 1499, da Gama had lost two ships and over half of his crew had died of **scurvy**.

Da Gama's second voyage

In his subsequent voyages, da Gama showed how ruthless he could be. In 1502, he led a fleet of fifteen ships with 800 men to capture Calicut. After capturing several Arab trading ships, da Gama bombarded Calicut with cannon fire. He also captured several rice boats and cut off the hands, ears and noses of their crew members. In the Indian Ocean, he seized a Muslim ship returning from Mecca. After robbing the 400 passengers — including women and children — of their valuables, da Gama ordered his men to lock them in the ship's hold, where they all died when da Gama had the ship set on fire. Vasco da Gama received many rewards from Portugal's King Manuel I. In 1524, he was made governor of Portugal's Indian trading colonies but he died of malaria soon after arriving there.

DISCUSS

For centuries, Vasco da Gama was regarded as a hero in Portugal. Form small groups to discuss the following question: 'Should Vasco da Gama be regarded as a hero or as a brutal criminal?'

[Ethical Capability]

SOURCE 3 A painting by Alfredo Roque Gameiro (1864–1935) depicting the arrival of Vasco da Gama in Calicut in 1498



Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > European exploration

2.12 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.12 Exercise 1: Check your understanding

1. **HS1** Which type of winds did Diaz discover when he sailed from Sierra Leone to the South Atlantic Ocean?
2. **HS6** What did Vasco da Gama's voyages achieve for Portugal?
3. **HS1** Why did Portugal want trading posts along Africa's west coast and India?
4. **HS1** On 8 July 1497, when da Gama set out along the route that Diaz had taken down the west coast of Africa, what change did he make to the journey?
5. **HS1** Describe da Gama's return to Portugal in 1499.

2.12 Exercise 2: Apply your understanding

1. **HS3** Refer to **SOURCE 2** and make a list of the modern-day places in which Portugal had colonies by about the mid-sixteenth century.
2. **HS4** Using both the sources and information in this subtopic, explain why Vasco da Gama's voyages can be considered significant turning points in world history.
3. **HS3** Look very closely at **SOURCE 3**.
 - (a) Describe what is happening in this scene.
 - (b) What really happened when da Gama was in Calicut?
 - (c) Why should paintings not always be trusted as historical evidence for the events they depict?
4. **HS3** Roughly how many centuries had passed between Vasco da Gama's arrival in Calicut and Gameiro's depiction of the event in **SOURCE 3**?
5. **HS3** How reliable could **SOURCE 3** possibly be and how different might it be had it been painted by a resident of Calicut?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.13 Consequences of the discoveries

2.13.1 The clash of empires

European discoveries and colonisation had huge consequences for the Europeans and for the peoples they came to colonise or dominate.

Under the Treaty of Tordesillas, signed in 1494, Pope Alexander VI divided the rights to new lands between Spain and Portugal. The treaty gave Spain the right to explore and colonise all lands to the west of Cape Verde on the coast of Africa. Portugal was given the right to everything to the east, including Brazil. However, the French, English and Dutch would not let such a ruling stand in their way. All three established American colonies in the first decades of the seventeenth century. As Portugal's power declined, a four-way struggle developed between the Spanish, French, English and Dutch to dominate the New World.

DID YOU KNOW?

The desire to convert non-Christians to Christianity was one among many motives for European exploration and empire-building. This became an even stronger motivation for Roman Catholics after the Protestant Reformation of the sixteenth century, which led to the Catholic Church losing its power in most of northern Europe.

The French in North America

Jacques Cartier led a series of French expeditions exploring Newfoundland and eastern Canada from 1534. The French found that there were riches to be gained from fish, timber and furs. They established their first North American settlement at Quebec in 1608 and forged a harmonious relationship with the Huron and Algonquin tribes who controlled the supply of furs. This relationship changed the economy of France's indigenous allies without threatening their way of life. However, it made the French the enemies of the powerful Iroquois of the Five Nations, the traditional enemies of the Algonquin and Huron. The Iroquois allied themselves with the English.

The British in North America

In 1607, the Virginia Company of London founded Britain's first successful colony in North America. By the end of the seventeenth century, Britain had a strip of colonies along the east coast of the modern-day United States. While searching for an imagined north-west passage to Asia in 1610, Henry Hudson discovered Hudson Bay (in modern-day Canada). Following this, Britain settled much of eastern Canada. Unlike the French, the English were mostly farmers and they soon made enemies of the tribes whose lands they took. In the seventeenth and early eighteenth centuries, Britain also founded colonies on several islands in the Caribbean Sea.

SOURCE 1 French and British settlements and areas of interest in North America before 1763



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

For many years, early English and French explorers in North America thought they would find a 'north-west passage' through the dangerous American wilderness that would take them to India.

The Dutch Empire

The Dutch East India Company was formed in 1602 to seize control of the eastern trade from Portugal. It established Batavia (modern-day Jakarta in Indonesia) as a trading base. Malacca was an important link along the trade route between India and China, and so the Dutch captured Malacca from the Portuguese in 1641 and took over the eastern trade. To re-supply their ships on the long voyage between Amsterdam and the east, the Dutch founded a colony at the Cape of Good Hope, the most southerly point in Africa, in 1652.

In 1606, 1623 and 1642, Dutch sailors made landings in Australia, but they saw the country as having no value for them. In 1621, the Dutch West India Company was formed to join in the enormously profitable Atlantic trade. By 1642, the Dutch captured many Portuguese forts on the West African coast and took over transportation of African slaves to colonies in the Americas. From about 1650, the English and French joined in the slave trade as, to a lesser extent, did the Danes, Swedes and Germans. The Dutch also gained small colonies in the Americas.

Rivalry between Britain and France

After the 1650s, Dutch sea-power declined and there was increasing conflict between the French and the British in North America. In 1681, a French expedition sailed down the Mississippi River and claimed a vast area, which it called Louisiana. This stood in the way of future British expansion.

The two powers also had conflicting interests in India. By 1647 the British East India Company had 27 trading posts in India, and in 1665 it gained Bombay (Mumbai) from the Portuguese. France set up its *Compagnie des Indes* to expand French influence in India and it soon clashed with the British. The Seven Years' War (1756–63) between Britain and France would lead to the loss of New France in America and the decline of French influence in India.

Explore more with my  HistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > European contact with Australia

2.13.2 Other consequences

The world changed in many ways during this age of exploration and colonisation.

- Colonial powers suppressed indigenous peoples and fought each other over territory and trade. In such conflicts, the advantage was often held by those with the best firearms, such as cannons mounted on ships.
- Some European traders became wealthier than the land-owning nobility.
- Silver and gold flowed into Spain and beyond. Silver was mined in the Americas and was used to expand Europe's trade with Asia. One of the difficulties of trading with Asia had been the fact that Europe produced very little that Asia wanted to trade for spices and other luxuries.
- Missionaries spread Christianity among indigenous peoples.
- Millions of African slaves were captured in tribal wars. They were sold to European slave traders who shipped them to the Americas to work in mines and on sugar, tobacco and cotton plantations. While world population rose, the population of Africa fell.
- The impact on the indigenous peoples of the Americas was even worse. From 1500 to 1600, the combined population of Europe, Africa and Asia increased from 418 million to 545 million. In the same period, the population of **Latin America** fell from about 36 million to about 10 million. Many people were worked to death, but most died of diseases brought by the Europeans. This is because indigenous Americans had no immunity to diseases that had previously been unknown in the Americas.

DID YOU KNOW?

Europe's colonies brought great wealth into the hands of a few, but most people's lives changed very little. By 1750, only about 2 per cent of the world's people lived in cities.

The Columbian Exchange

Along with diseases, there was a massive transfer of other life forms between the Old World and the New World. Europe gained new plant products such as tobacco, beans, peanuts and potatoes from the Americas. Into the Americas they brought animals that had not existed there, including horses, cattle, pigs and sheep. Such exchanges along with exchanges of people, technologies, ideas and beliefs have been called the Columbian Exchange. The two centuries after Columbus's 1492 voyage transformed the lives of many people in both worlds.

SOURCE 2 A map showing the triangular trade in the Atlantic Ocean. European traders sailed from Europe to the west coast of Africa, where they sold European goods and bought African slaves. They then transported the slaves to the Americas. There they sold the slaves, loaded their ships with goods and took them to Europe.



Source: Map drawn by Spatial Vision.

2.13 ACTIVITIES

1. Working in small groups, identify at least one consequence of the colonisation of the Americas and the Columbian Exchange that you believe had significant effects for the world right up to our own times. Provide evidence for your choices and share your view with the class. **Identifying continuity and change**
2. In small groups, role-play the following situation. Imagine that you are a member of a settler family during the early colonisation of the Americas that followed the voyages of discovery. You have been brought up to believe that all people were created by God and they should be treated with compassion. You live in a settlement that has taken land from its indigenous owners, who once farmed or hunted on that land. Not far from your settlement there are still Native American tribes following their traditional lifestyles.

The leaders of your community have described the Native American tribes as primitive savages who need to be forced off their remaining land or be destroyed so that the settlement can expand and become more prosperous.

These leaders have called on you and your fellow settlers to take part in an armed attack on the neighbouring tribe, to kill those who resist and to take their land. The settlers have called a meeting at which you and others will have a chance to state your opinions in support of or against this armed attack.

In your role-play, different speakers should represent different views about the importance of sticking to religious principles and about the way that your neighbouring Native Americans have been labelled as savages.

After your role-play, examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations. **[Intercultural Capability]**

2.13 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.13 Exercise 1: Check your understanding

1. **HS1** What rights were given to Spain and Portugal under the Treaty of Tordesillas?
2. **HS1** At which country's expense did the Dutch expand up to the mid-seventeenth century?
3. **HS1** While the Spanish and Portuguese colonised South America and Central America, which two European powers became rivals for control of North America?
4. **HS1** What advantages did colonial powers have over indigenous peoples?
5. **HS5** How did the flow of silver and gold from the Americas help Europe to trade with Asia?

2.13 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. Why were Britain and France in conflict in North America?
2. **HS3** Study **SOURCE 2** and explain why this trade route has been called the 'triangular trade'?
3. **HS6** Describe the historical significance of the colonisation of the Americas for the Native Americans.
4. **HS4** What changes in patterns of consumption would have resulted in Europe from colonisation of the Americas?
5. **HS4** How would the lives of many Africans have been changed by the triangular trade?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.14 SkillBuilder: Explaining different historical interpretations

online only

What is a historical interpretation?

To explain a past event or change, historians use evidence from historical research to test the hypothesis, or an interpretation of 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.



2.15 Thinking Big research project: Time travel brochure

online only

SCENARIO

You are part of a company that has discovered the art of time travel. You need to create a brochure that will entice paying time travellers to join you on a tour to witness four exciting historical events.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.





2.16 Review

online only

2.16.1 Key knowledge summary

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

2.16.2 Reflection

Reflect on your learning using the activities and resources provided.



eWorkbook Reflection (doc-31322)

Crossword (doc-31323)



Interactivity From the ancient to the modern world crossword (int-7584)

KEY TERMS

caravel a type of light, fast ship, used mainly by the Portuguese and Spanish between the fifteenth century and seventeenth century

Caucasus the region where Europe meets Asia between the Black Sea and the Caspian Sea

circumnavigate to sail around the world

clockwork the inner workings of a mechanical clock or a machine that operates in a similar way

colony an area of a country that is ruled by a different country

compass navigation instrument that shows the direction of north

contiguous adjoining, where its parts are not separated by other states or oceans

dhow a traditional Arab sailing vessel

doctrine of Mahomet the religion of Islam; the Muslim faith, which follows the teachings of Mohammed

Gaul most of present-day France and Belgium

heresy any religious opinion that differed from that of the Roman Catholic Church

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

idolatry worship of idols

Judaism the religion of the Jewish people

khaghan title equivalent to emperor; Great Khan

khan title of rulers in Central Asia; 'king', 'chief'

khanate territory ruled by a khan

lancers mounted troops armed with lances (spear-like weapons used when charging)

lateen sail a triangular sail rigged at 45 degrees to the mast of a boat or ship

Latin America the part of the Americas that was colonised by the Spanish and Portuguese

mariner's astrolabe a medieval instrument used to navigate while sailing. It was used to find a ship's latitude by measuring the altitude of the Sun or a star.

mercenary a soldier who fights for money rather than for patriotic reasons

monastery a place where Christian monks lived

New World a term used to describe the Americas

nomadic moving around from place to place

Renaissance meaning 'rebirth', it refers to the flowering of the arts and sciences in late medieval Italy and later in north-western Europe

scurvy a painful and often fatal disease caused by lack of vitamin C

self-sufficient able to provide for its own needs

serfdom the position of peasants who were not free to leave the land they worked

shamanism central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods

steppe a vast plain without trees

sternpost rudder a heavy board hung from the centre of the back of a ship that makes it easier to steer

Tatars another name for Mongols.

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

2.14 SkillBuilder: Explaining different historical interpretations

2.14.1 Tell me

What is a historical interpretation?

To explain a past event or change, a historian forms a hypothesis (a possible theory to explain what happened and why it happened). The historian uses evidence from historical research to test the hypothesis. The hypothesis is then presented as an interpretation of the past. Through questioning interpretations, you will understand that they may be open to debate.

Why is it important to analyse and explain a historian's interpretation?

To explain an interpretation we need to analyse it. That means to see how its different parts contribute to its general idea. You now know that there is almost always more than one way of interpreting any past event. This is because of gaps in evidence, because sources can be biased and because historians themselves bring different viewpoints or perspectives to most issues.

Differing interpretations in history are similar to what happens in a court of law. In courts, even though all members of a jury are presented with the same evidence, they can come to different conclusions. If we analyse a historian's interpretation and are then able to explain it we are in a better position to judge it and compare it with other interpretations.

It is not always easy to analyse and explain a historian's interpretation. Often the main argument will be developed over several pages along with a discussion of the evidence used for each supporting point. In the examples used here, the points that support the main argument are included but much of the specific evidence for them is not included.

2.14.2 Show me

How to explain a historian's interpretation

When you read a historian's interpretation, you need to:

1. identify the main point of the historian's argument
2. identify the points that are used to support the main argument.

An example

SOURCE 1 A historian's argument about the significance of the achievements of Spain and Portugal in their voyages of discovery and conquests, from C. H. Haring, *The Spanish Empire in America*, Harcourt, Brace & World, New York, 1963, pp. 1–2

One of the most . . . spectacular movements in the history of civilisation has been . . . the Expansion of Europe . . . [It] saw the rise and fall of great colonial empires . . . , the expansion of **maritime trade** into a world commerce, and the extension of Christian missionary propaganda to the four corners of the world . . .

In this process Spain and Portugal played the most dramatic role and pointed the way for other nations to follow. Their connection with the **New World** began with the initial voyage of Columbus, and for a century they **pre-empted** virtually all of the western hemisphere as well as the seas eastward to China and the Philippines. Before the seventeenth century they were the great . . . colonial powers. Not until after 1600 did the English, Dutch and French seriously challenge their **supremacy**. Portugal's **imperial** greatness was to be displayed chiefly in the **Orient**; Spain reserved to herself the greater part of the two American continents . . . Within three generations Spaniards discovered, subdued and colonised the most extensive territorial empire the world had ever seen . . .

To analyse and explain the interpretation in **SOURCE 1**:

1. first look for the main point of the argument
2. then look for the supporting points or details used to support the argument.

The sentences or parts of sentences that state the main point have been highlighted in blue; the main words that provide supporting details have been highlighted in green.

One of the most . . . spectacular movements in the history of civilisation has been . . . the Expansion of Europe . . . [It] saw the rise and fall of great colonial empires . . . , the expansion of maritime trade into a world commerce, and the extension of Christian missionary propaganda to the four corners of the world . . .

In this process Spain and Portugal played the most dramatic role and pointed the way for other nations to follow. Their connection with the New World began with the initial voyage of Columbus, and for a century they pre-empted virtually all of the western hemisphere as well as the seas eastward to China and the Philippines. Before the seventeenth century they were the great . . . colonial powers. Not until after 1600 did the English, Dutch and French seriously challenge their supremacy. Portugal's imperial greatness was to be displayed chiefly in the Orient; Spain reserved to herself the greater part of the two American continents . . . Within three generations Spaniards discovered, subdued and colonized the most extensive territorial empire the world had ever seen . . .

In this example we can say:

1. The main argument is that Spain and Portugal played the leading role in Europe's expansion.
2. The supporting points are:
 - Spain conquered most of the Americas well before other colonisers.
 - Portugal was dominant in the seas towards Asia.
 - Spain created the world's biggest empire in the Americas.
 - The Dutch, English and French were not able to challenge them before 1600.

2.14.3 Let me do it

Complete the following activities to practise this skill.

2.14 ACTIVITIES

1. Using the example in the Show me section as a model, try to analyse and explain the interpretation in **SOURCE 2**. Before you read **SOURCE 2**, look at **SOURCE 3** to find the location and extent of the Inca empire.
 - (a) Identify the main argument in **SOURCE 2**.
 - (b) Identify the points that the author of **SOURCE 2** has used to support that interpretation.

SOURCE 2 A historian's argument about the motives of the Spanish conquistadores for their conquests, their methods and the reasons for their success, from Niall Ferguson, *Civilization*, Penguin Books, London, 2011, pages 98–101

. . . landing in northern Ecuador in 1532, were fewer than 200 Spaniards accompanying the man who already claimed the title 'Governor of Peru' [Francisco Pizarro]. Their ambition was to conquer the Inca Empire for the King of Spain and to secure a large share of its reputed wealth for themselves . . .

By the time they reached the Peruvian highlands, Pizarro had just sixty horsemen and ninety footsoldiers at his command . . . The population of the empire they intended to **subjugate** was somewhere between 5 and 10 million.

On the conquistadores' side, however, was an invisible ally: the European diseases to which South Americans had no resistance — the smallpox, influenza, measles and typhus. At the same time, the Spaniards' horses, guns and crossbows were weapons far superior to anything in the Inca armoury; they gave the invaders a terrifying extra-terrestrial aspect. And the Inca themselves were divided. Since the death of Inca Huayna Capac, his sons Atahualpa and Huascar had been battling for the succession, while subject tribes scented a chance to throw off the Inca yoke. The Battle of Cajamarca (14 November 1532) was thus scarcely a battle at all. As Pizarro's brother Hernando described it, Atahualpa walked into a trap when he accepted the Spaniards' invitation to dinner:

' . . . I had arranged with the captain of the artillery that, when a sign was given, he should discharge his pieces, and that, on hearing the reports, all the troops should come forth at once. This was done, and as the Indians were unarmed they were defeated without danger to any Christians.'

In the words of the sixteenth-century Andean chronicler Waman Poma, the Spaniards killed the panic-stricken Indians 'like ants' . . .

SOURCE 3 A map showing the major Central and South American civilisations — Aztec, Maya and Inca — just before the time of the Spanish conquests



2. Based on what you have learned in this SkillBuilder, apply your skills to explain how the interpretation in **SOURCE 2** differs from the interpretation in **SOURCE 1**. Support your answers with examples and quotes from each source.
- Do they differ about the facts?
 - Have they used different sources?
 - Do they have different perspectives? Or do they each focus on a different aspect of the Spanish conquests?

2.15 Thinking Big research project: Time travel brochure

Scenario

Imagine that you have discovered the art of travelling through time! You have started a business that offers to take customers on exciting tours to witness four significant historical events that took place in the period between the ancient and modern worlds.

The four stops on the tour are as follows:

Stop 1: Killala Bay on the west coast of Ireland in 807

The Vikings first raided Ireland just two years after their first raid on England and started raiding the west coast of Ireland in 807.

A round tower at Killala Bay; Christian monks built these towers to protect themselves from raiders.



Stop 2: Jerusalem in 1099

In the year 1099, the First Crusade captured the city from the Muslims.

The city walls of Jerusalem, viewed from the Mount of Olives



Stop 3: The Christian city of Constantinople in 1453

In 1453, Constantinople fell to the Muslim Turks.

The Blue Mosque in Istanbul, formerly Constantinople



Stop 4: Nagasaki harbour in 1640

The Tokugawa Shogunate permitted Dutch merchants to trade from the artificial island of Dejima in 1640.

Nagasaki harbour, Japan



Task

Create an attention-grabbing brochure that will entice paying time travellers to join you on this remarkable tour. Be sure to provide intriguing information about interesting events that occurred at each of the stops on the tour. Follow the steps detailed in the **Process** section to complete this task.

Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in groups of four will enable you to share responsibility for the project. Save your settings and the project will be launched.

- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered.
- You should first revisit the timeline in the subtopic 2.1 Overview. Using the resources in the **Media centre**, research and record information about important historical events in each of the four places, in and around the designated year for each stop on the tour.
- Write up your research findings under the heading for each stop in your Research forum.
- You can view, share and comment on other group members' research findings. Be sure to enter the source for any information you find online.
- Give your time travel company a catchy name. Find images to make your brochure colourful and exciting and to help customers understand what they might experience on the tour. Design a pleasing layout.
- Describe what your time travel customers will witness. Explain the short- and longer-term historical significance of each of the events in the places you will visit.
- Submit your brochure to your teacher for assessment and feedback.

Resources



ProjectsPLUS Time travel brochure (pro-0158)

2.16 Review

2.16.1 Key knowledge summary

2.2 Examining the evidence

- Some societies in this period did not keep written records.
- Some sources have been lost and most people could not read or write so there are significant gaps in our evidence.
- Sources often provide the recorded evidence of only one section of a society and only one side in a conflict.
- Because sources can often be one-sided we need to look out for bias.

2.3 People on the move

- Migrating nomads caused centuries of chaos in Europe and Asia.
- Invaders took over much of the former Roman Empire.
- The Byzantine Empire kept ancient Roman culture alive.
- The Persian and Byzantine empires were weakened by wars with each other.

2.4 Religions on the move

- In the Early Middle Ages, the rise of Islam created a powerful new civilisation.
- Islam expanded into three continents.
- Christianity spread gradually to dominate almost all of Europe by around 1000.

2.5 A different way of life

- Smaller, weaker states replaced the Roman Empire.
- Cities, learning and trade declined in early medieval Europe.
- Feudalism became the dominant social system.

2.6 Rulers, religion and the changing map of medieval Europe

- By later medieval times, peasants were increasingly forced into serfdom.
- New technologies increased the destructiveness of wars.
- European rulers claimed to be chosen by god.
- Many Asian rulers claimed to be demigods.
- The Muslims were driven out of Spain but Muslim Turks came to control Europe's Balkan Peninsula.

2.7 Migrations, invasions and empires in Asia

- Japan became a feudal society.
- China suffered invasions by nomads but the Chinese Empire was restored under the Song dynasty.
- The Delhi Sultanate dominated northern India from 1206 until it was destroyed by Mongols in 1398.
- Indian traditions influenced much of South-East Asia.
- The Mongol Empire overwhelmed many civilisations in the thirteenth century.

2.8 Populations, cities and trade

- Improved farming technologies enabled more food production so populations grew.
- Populations fell dramatically due to the Black Death in the mid-1300s.
- From the mid-1300s, populations, cities and trade all grew significantly.

2.9 Muslim traders and Africa

- Arab Muslims conquered coastal North Africa in the seventh century.
- By the thirteenth century, Arab Muslims had trading bases along the east coast of Africa and controlled trade between Africa, Arabia and India.
- Several powerful African kingdoms became wealthy through trade between the ninth and fifteenth centuries.

2.10 The emerging power of western Europe

- Western Europe was changed between the fifteenth and eighteenth centuries by the Renaissance, the Scientific Revolution and the Enlightenment.
- European power spread through explorers finding new sea routes, conquering new lands and founding colonies.

2.11 Portuguese and Spanish voyages of discovery

- The quest for huge profits and religious zeal motivated Portugal and Spain to take the African trade from the Muslims and find a sea route to India.
- The discovery of the Americas was an accidental result of Spain's quest to find a sea route to India.

2.12 Vasco da Gama opens the East

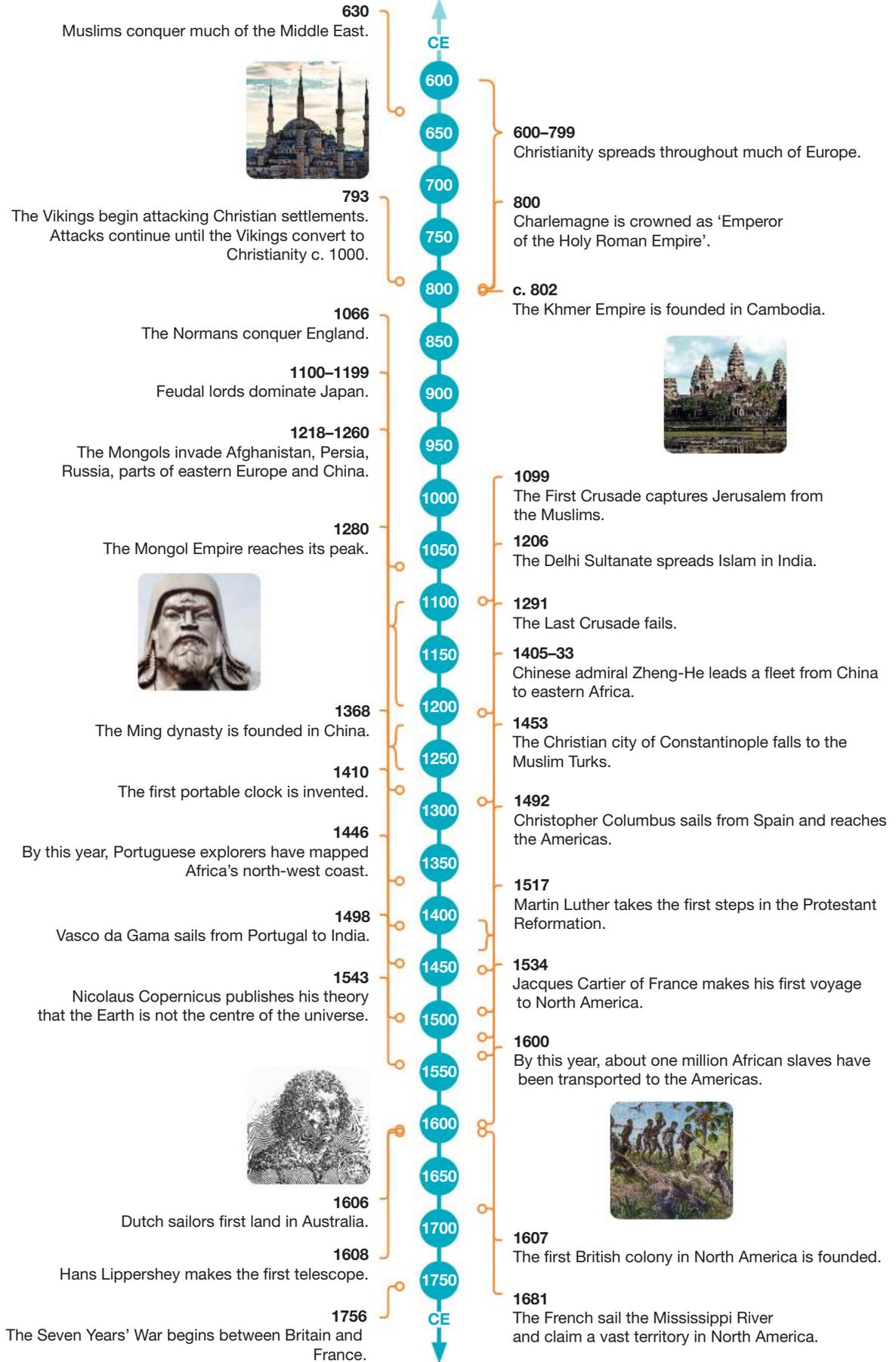
- Vasco da Gama commanded the first Portuguese voyage to India.
- His achievement led to Portuguese domination of the trade between East and West in spices and luxury goods.

2.13 Consequences of the discoveries

- The rising maritime powers of western Europe were the Dutch, French and English, who established American colonies in the seventeenth century.
- The Dutch took control of the eastern trade from Portugal.
- Imperial rivalry grew between the British, leading to war.
- Colonisation had enormous impacts, especially on subject peoples.



A timeline from the Ancient to the Modern World



2.16.2 Reflection

Complete the following to reflect on your learning.

2.16 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Ideas, religion and exploration. How did the changes of the Middle Ages reshape the world?

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



eWorkbook Reflection (doc-31322)
Crossword (doc-31323)



Interactivity From the ancient to the modern world crossword (int-7584)

KEY TERMS

caravel a type of light, fast ship, used mainly by the Portuguese and Spanish between the fifteenth century and seventeenth century

Caucasus the region where Europe meets Asia between the Black Sea and the Caspian Sea

circumnavigate to sail around the world

clockwork the inner workings of a mechanical clock or a machine that operates in a similar way

colony an area of a country that is ruled by a different country

compass navigation instrument that shows the direction of north

contiguous adjoining, where its parts are not separated by other states or oceans

dhow a traditional Arab sailing vessel

doctrine of Mahomet the religion of Islam; the Muslim faith, which follows the teachings of Mohammed

Gaul most of present-day France and Belgium

heresy any religious opinion that differed from that of the Roman Catholic Church

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

idolatry worship of idols

Judaism the religion of the Jewish people

khaghan title equivalent to emperor; Great Khan

khan title of rulers in Central Asia; 'king', 'chief'

khanate territory ruled by a khan

lancers mounted troops armed with lances (spear-like weapons used when charging)

lateen sail a triangular sail rigged at 45 degrees to the mast of a boat or ship

Latin America the part of the Americas that was colonised by the Spanish and Portuguese

mariner's astrolabe a medieval instrument used to navigate while sailing. It was used to find a ship's latitude by measuring the altitude of the Sun or a star.

mercenary a soldier who fights for money rather than for patriotic reasons

monastery a place where Christian monks lived

New World a term used to describe the Americas

nomadic moving around from place to place

Renaissance meaning 'rebirth', it refers to the flowering of the arts and sciences in late medieval Italy and later in north-western Europe

scurvy a painful and often fatal disease caused by lack of vitamin C

self-sufficient able to provide for its own needs

serfdom the position of peasants who were not free to leave the land they worked

shamanism central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods

steppe a vast plain without trees

sternpost rudder a heavy board hung from the centre of the back of a ship that makes it easier to steer

Tatars another name for Mongols.

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

3 The Vikings (c. 790–1066)

3.1 Overview

Raid, pillage and plunder. Were the Vikings more than just Middle Ages bullies?

3.1.1 Links with our times

When popular culture presents images of Vikings, we are often left with the impression that they were ruthless warriors, and not much else.

This is not the only image of Vikings that we should consider, however. The society did not function through violence alone. Vikings were farmers and traders. They enjoyed a rich spiritual life and their society was governed by rules and regulations.

Not only was Viking society varied, but some of what we think we know about the Vikings is false. Many people think that Vikings wore horned helmets but this is simply not true. Horned helmets would have been impractical in battle and a real Viking helmet actually looked much more terrifying.

We must be wary of generalisations about this fascinating society because it was so rich and interesting.

Resources

 **eWorkbook** Customisable worksheets for this topic

 **Video eLesson** The Vikings (c. 790–1066) (eles-1823)

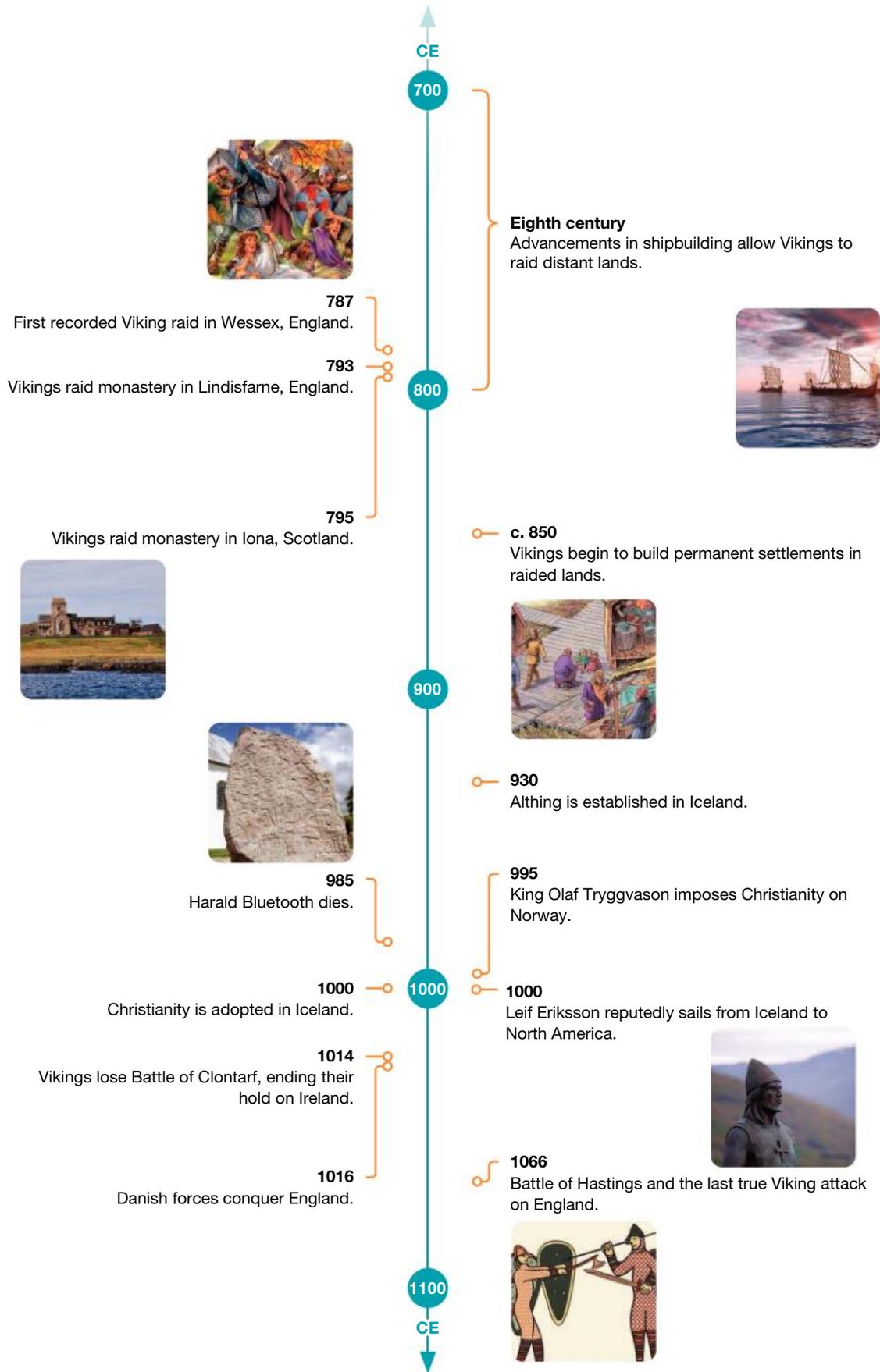
LEARNING SEQUENCE

- 3.1 Overview
- 3.2 Examining the evidence
- 3.3 Scandinavia before the Viking Age
- 3.4 The Viking homelands
- 3.5 Viking society
- 3.6 Early Viking religion
- 3.7 Viking longships
- 3.8 Viking weaponry
- 3.9 Viking invasions and settlements
- 3.10 Viking explorers, settlers and traders
- 3.11 The spread of Christianity
- 3.12 Harald Bluetooth: Viking king of Denmark
- 3.13 The Battle of Hastings and the end of the Viking Age
- 3.14 Heritage of the Vikings: governing Iceland in the Viking Age
- 3.15 **SkillBuilder:** Interpreting sources on the Vikings
- 3.16 **Thinking Big research project:** Write a Viking saga
- 3.17 **Review**



To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Viking age



3.2 Examining the evidence

3.2.1 How do we know about the Vikings?

The Vikings were farmers, traders, seafarers and raiders who came from Scandinavia. This is the region encompassing the modern nations of Denmark, Norway and Sweden. The Vikings were also known as Northmen or Norse. Vikings attacked groups of people throughout Europe and raided their property between the ninth and the eleventh centuries. It is these attacks that gained the Vikings a reputation for being violent and ferocious.

3.2.2 Early records of Viking raids

In 787 CE, about 400 years after the Romans left Britain, the country's first recorded Viking raid took place (see **SOURCE 1**).

SOURCE 1 An excerpt from the *Anglo-Saxon Chronicle*, written in Old English in the eighth century. The passage reads, 'And during his reign [King Beorhtric of Wessex] there first came three ships . . . Those were the first ships of the men of Denmark that attacked the people of England.'

And on his dagum cuomon ærest þreo scipu . . . Þæt wæron þa ærestan scipu Deniscra manna þe Angel-cynnes land gesohton.

Viking raids soon became much more frequent and by around 850 CE the Vikings were using bigger raiding fleets and beginning to occupy permanent settlements. These settlements served as trading posts and as bases from which further raids could be launched against monasteries and villages that were far from the coasts. Dublin in Ireland, for example, began as a Viking settlement.

Kiev and Novgorod, which today are major cities in modern-day Ukraine and Russia, began as trading posts for Swedish Vikings. Called the Varangians, these Vikings had much to do with establishing the first nation in that region, called Kiev Rus. In western Europe, Danish Vikings succeeded in taking Normandy as a **duchy** from the French king. They became the Normans and went on to conquer England and parts of southern Italy.

3.2.3 Runes and sagas

The Vikings did not commit anything to extensive writing until Christianity arrived in the eleventh century. During the Early Middle Ages, it was usually only members of the Church who had the skills to write. The Vikings were **pagans** and so they did not have groups of Christians among them to record events in writing. Rather, their storytelling was an oral tradition. However, Viking writing, called **runes**, did exist; runes were inscribed on bone or carved on rock.

By the time the Viking Age had ended, stories began to appear in writing. These stories are known as the **sagas**. The sagas were tales and legends about Viking heroes. Although the heroes of the sagas were sometimes based on real people, the sagas themselves were largely fictional tales. They encouraged a romantic and heroic image of the Vikings.

SOURCE 2 A stone from Lingsberg, Sweden, with runes carved on it. The words commemorate a Viking called Ulfrik 'who took two payments of gold in England'.



The only written saga dating back to the Viking Age is not of Scandinavian origin but written by an English poet. This is the oldest known story written in Old English (see **SOURCE 1**). This saga is called *Beowulf* and is set in Sweden and Denmark. It tells of the Viking hero Beowulf who sets out to kill a monster ravaging the kingdom of Denmark. Beowulf also kills the monster's mother and a dragon. The fact that this tale is written in English demonstrates the significant presence Viking culture had in Britain. Despite being largely fictional, such sagas give historians some insights into Viking culture.

SOURCE 3 An illustration showing a scene from the saga *Beowulf*. It shows Beowulf dying from his wounds after slaying a dragon.



3.2.4 Archaeological discoveries

The Viking Age is shrouded in legend and coloured by the gruesome accounts of victims of Viking raids. This is because, unlike the Greeks and Romans, the Vikings left few visible monuments. These were mostly mysterious standing stones. Some were carved with runes, signs and images; others were arranged to outline the shape of boats.

In the nineteenth century, archaeologists began digging at sites believed to harbour relics of the Viking Age. These included mounds and the sites of settlements. Some of the mounds had folktales associated with them. One such mound, in the middle of a farm field in Gokstad, Norway, was called the King's Mound. It was believed a king was buried there with his hoard of treasure. When archaeologists dug into the mound in 1880, it turned out to be just what the folktale had said: the remains of a Viking king with his hoard of treasure, although most of it had been stolen by grave robbers centuries before. More spectacularly still,

SOURCE 4 Objects found at a Viking archaeological dig



the king and his hoard lay in a huge Viking ship, made mostly of oak. Until then, there had been only pictures of such dragon ships on rocks and in tapestries. In the last 150 years, other such archaeological digs have given us a greater insight into how the Vikings lived.

3.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.2 Exercise 1: Check your understanding

1. **HS1** Describe the Vikings.
2. **HS2** In what year did the first recorded Viking raid in Britain occur?
3. **HS1** Prior to the eleventh century, what religion were the Vikings?
4. **HS1** What tradition did Vikings use to pass on their stories?
5. **HS1** Describe what the sagas were and outline one.

3.2 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
 - (a) Describe its origins (where and when it was written).
 - (b) Explain whether it should be considered to be a primary source or a secondary source, and why.
 - (c) Describe its perspective (point of view) on the Vikings.
 - (d) Outline the conclusions you could draw about one aspect of the Viking Age from this source.
2. **HS3** Study **SOURCES 2** and **3** closely and write your own historical questions to analyse each of these two sources.
3. **HS6** Why do you think the Vikings left fewer visible monuments than the ancient Greeks or Romans?
4. **HS6** Why have folktales developed around some of the sites of Viking settlements?
5. **HS6** Evaluate the importance of the discovery of Viking ships in burial mounds. What knowledge would archaeologists have gained from this discovery?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.3 Scandinavia before the Viking Age

3.3.1 The Bronze Age in Scandinavia

The period called the Viking Age was fairly short, spanning from about 790 to 1066 CE. During this period, many Viking raids were recorded. However, the Vikings did not spend most of their time going on raids. They had families, and these families needed food and shelter. The Vikings were primarily farmers, tilling what little soil was available in their heavily forested and rocky homelands. Above all things, their ancestors were farmers.

By 1500 BCE, the pre-Viking culture in Scandinavia began to use **bronze** for making tools and weapons. Like their Viking descendants, these people used boats as a means of transportation. We know this because Scandinavians from the Bronze Age left thousands of rock carvings, many of which show boats. One such vessel was excavated in Hjortspring, Denmark, in 1972. Like the carvings in **SOURCE 1**, it had curious double-pronged **prows** and was propelled by paddles.

SOURCE 1 Bronze Age rock carvings from Tanum, Sweden, dated 1500–500 BCE



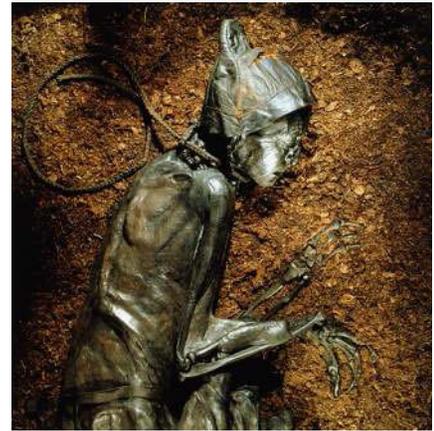
3.3.2 The Iron Age and the Migration period

By the time the Romans made contact with the Scandinavians on the Jutland Peninsula in the fifth year CE, the Scandinavians were using oars in huge boats designed for military transport. However, they had yet to develop the **keel** and the mast. It was these additions to boatcraft that would give their Viking descendants the ability to travel greater distances across the seas. About 500 BCE, the Scandinavians had begun to make weapons and tools from iron, a harder metal than bronze, which made them more effective in battle.

The Roman historian Tacitus observed the customs of these early Iron Age ancestors of the Vikings. He recounts their bloody, religious customs, whereby criminals and innocent victims of sacrifice were killed as an offering to an earth goddess. In recent centuries, such victims' remains, preserved by the acids of **peat** bogs, have been unearthed, as shown in **SOURCE 2**.

It is around this time that Scandinavians began venturing further afield in their boats, trading such goods as walrus tooth ivory, **amber** and furs for luxury items such as glassware and silk from places as far away as Rome. With the fall of the Roman Empire, the various tribes of northern and central Europe began fighting each other. This time (300–700 CE) is called the Migration period because many of these tribes moved around the continent. However, the Scandinavians did not seem very affected by this, and continued profiting through trade.

SOURCE 2 'Tollund Man', a body found in a peat bog in Bjaeldskovdal in Denmark. He was strangled and thrown in the bog where he lay for the next 2000 years.



SOURCE 3 The Roman historian Tacitus, from *Germania*, written about 98 CE

[The] communities of the Suiones [Swedes], seated in the very Ocean . . . besides their strength in men and arms, also possess a naval force. The form of their vessels differs from ours in having a prow at each end, so that they are always ready to advance. They make no use of sails, nor have regular benches of oars at the sides: they row, as is practiced in some rivers, without order, sometimes on one side, sometimes on the other, as occasion requires.

The Vendel era, 400–800 CE

The Vendel era, whereby the Scandinavians became more identifiable as the culture we call Viking, is named after an archaeological site in Sweden. In Vendel, and in the nearby site of Valsgarde, archaeologists have excavated a series of graves. Warriors were buried in boats with splendid arrays of weapons and armour. The boats are identifiably Viking in style. The armour is also, although Viking Age armour tended to be less ornate or decorative and probably more practical in battle.

It is probable that the Scandinavians from the Vendel era went on raids like their Viking descendants. However, there is no record of such raids before 787 CE, which is when the Vendel era evolved into the Viking Age.

SOURCE 4 A helmet from a grave in Valsgarde, Sweden from the seventh century CE



3.3 ACTIVITIES

1. Use the internet or your library to find pictures of the Bronze Age vessel called the Hjortspring boat and its replicas, which have been tested on the water. Compare the Hjortspring boat to the rock carvings in **SOURCE 1**. Explain how these carvings, abstract as they are, show similar boats to the Hjortspring boat. Do you think replicas of such boats would have been possible to construct before the finding of the Hjortspring boat? Explain your answer. **Using historical sources as evidence**
2. Using the internet or your library, research 'Tollund Man', shown in **SOURCE 2**. Imagine he is a modern-day victim of crime and you need to write a police report about the incident. Use headings such as 'Cause of death', 'Age of victim at death', 'Location where body was found' and 'Possible motives for crime'. **Using historical sources as evidence**
3. Using the internet or your library, research the archaeological finds in Vendel and Valsgarde. Create a PowerPoint presentation of these archaeological sites for the class, including an itemised list of artefacts found there, such as the helmet shown in **SOURCE 4**. **Using historical sources as evidence**

3.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.3 Exercise 1: Check your understanding

1. **HS1** Why was the Bronze Age referred to as such?
2. **HS1** What evidence is there that the Bronze Age Scandinavians used boats?
3. **HS5** What development had the Scandinavians made by the time they came in contact with the Romans? How did this support their ability to spread from their homelands?
4. **HS1** List three items Scandinavian traders exported.
5. **HS1** According to the Roman historian Tacitus, to whom did the Danes of the Iron Age offer human sacrifice?
6. **HS1** Why do historians give the Migration period that name?
7. **HS1** What did archaeologists find at Vendel and Valsgarde in Sweden?

3.3 Exercise 2: Apply your understanding

1. **HS3** Describe the rock carving in **SOURCE 1**. What activity is depicted and what artefacts can you see? When was this source created?
2. **HS3** What do you think may have happened to the 'Tollund Man' in **SOURCE 2** that led to his death?
3. **HS3** What evidence is there in **SOURCE 3** that the Swedes were already good sailors in the first century CE, hundreds of years before the Viking Age?
4. **HS4** Create a timeline for the following periods of Scandinavian history identifying the Bronze Age, the Iron Age, the Migration period, the Vendel era and the Viking Age. Note that some of these periods may overlap with each other.
5. **HS4** Explore why historians call certain periods of history the Bronze Age and the Iron Age.
6. **HS4** Which of the Scandinavian periods overlap? Why would they overlap? Refer back to the timeline created in question 4. (*Hint:* Think about the activities by which each period is defined.)

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.4 The Viking homelands

3.4.1 Geography and climate

The geography and climate in Scandinavia meant that life was often harsh for the Vikings. There were limited areas where they could farm and it was sometimes bitterly cold. Geography and climate affected the Viking way of life immensely because it dictated where they lived and what they ate. Geography and climate, ultimately, drove their endeavours, which are arguably their greatest legacies — travel, trading and conquest.

Much of Norway and parts of Sweden are very mountainous and rocky. Mountainous and rocky land is not suitable for farming because crops need **arable** land and animals need accessible food sources. In Norway, only 3 per cent of land was appropriate for farming. This meant that the Vikings could only produce food on a small proportion of the land they controlled, and as people need food to survive, Viking populations centred on food-producing areas. For example, Swedish Vikings tended to live in the southern and central parts of the region where the best farmland was to be found.

The Danes also had problems with arable land, but for different reasons than their northern neighbours. Occupying the Jutland Peninsula, they lived on low-lying land. They tended to use the eastern part of the peninsula for farming because the western part was too sandy.

SOURCE 1 A map of Scandinavia at the time of the Vikings



Source: Map drawn by Spatial Vision.

Another geographical factor that influenced the Viking way of life was the prevalence of water. Norse Vikings occupied the deep-sea canyons called **fjords**, which are protected from Atlantic storms by an extensive buffer of as many as 50 000 tiny islands. Islands surrounding Denmark have a similar effect. Bodies of water also provided the Vikings with seafood — a culinary inheritance that is still significant in Scandinavian cuisine today. Water kept the Vikings relatively isolated from the rest of Europe. This meant that the Vikings developed their own distinct culture, including religious and legal practices. Finally, the prevalence of water, as well as forests, meant that the Vikings became skilled boat builders and seafarers. Over time, this technological innovation allowed the Vikings to access the riches available to them through raiding distant lands.

SOURCE 2 Sognefjord, Norway. This fjord is 160 kilometres long.



The Scandinavian climate was a little kinder than the geography. Although days are short during winter, there may be as many as twenty hours of sunlight a day in summer. The **Gulf Stream**, a warm ocean current, helps keep temperatures mild and, more importantly, prevents harbours from freezing in winter. This was vital for seafaring people like the Vikings, because the inland regions were far too mountainous for travel.

SOURCE 3 Translated extract from the *Orkneyinga Saga*, an Icelandic saga written in the 1100s

Winter he would spend at home on Gairsay; where he entertained some 80 men at his own expense . . . In spring he had . . . a great deal of seed to sow . . . Then when his job was done he would go off plundering in the Hebrides and in Ireland on what he called his 'spring-trip', then get back home just after mid-summer where he stayed until the cornfields had been reaped and the grain was safely in. After that he would go off raiding again and never come back until the first month of winter had ended.

Beyond Scandinavia

Many historians have questioned why the Vikings left their homelands to go on raids and establish colonies in other regions. A range of perspectives have emerged:

- There was not enough farmland to support a growing population. Vikings had to raid, trade and explore just to survive.
- The Vikings left their homelands because they were searching for more arable land. This led them to migrate to places like Greenland, the Faroe Islands and Iceland, and conquer places like Normandy and Russia.
- Some Vikings fought against their own kings and chieftains and fled overseas as a result. With their kings owning most of what little land was available, some Viking people might have desired to search for their own land.

- Vikings noticed and took advantage of the bickering among the states of Europe, raiding them and eventually seizing land that the states could not defend.
- There was great wealth in many of the places that the Vikings raided. When they took these goods, they gained the wealth and associated higher social status.

With few written records from the Vikings' perspective, it is difficult to say which of the many theories is the most accurate. It could even be a combination of many of the reasons.

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- The Western and Islamic world > **Viking homelands and settlements**

3.4 ACTIVITIES

1. Use **SOURCE 1**, the internet and your library to create a map that shows geographical features of Scandinavia. Your map should include mountain ranges, key bodies of water and significant forests.
Using historical sources as evidence
2. (a) Draw symbols or images that represent how different geographical factors influenced the Viking way of life.
Analysing cause and effect
(b) Explain what each of your symbols or images demonstrates.

3.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.4 Exercise 1: Check your understanding

1. **HS5** How did the mountainous landscape affect Viking farms?
2. **HS1** How did fjords protect the Vikings?
3. **HS1** Why did Vikings become expert boat builders?
4. **HS1** What benefits did the Scandinavians gain from the Gulf Stream?
5. **HS5** Which perspectives of why the Vikings started to move beyond their homelands does the geographical evidence in this section support? Explain your answer.

3.4 Exercise 2: Apply your understanding

1. **HS3** Compare **SOURCES 1** and **2**. Which source is the most useful? Why is this source the most useful?
2. **HS3** Identify how Vikings used their time in different seasons.
(a) Use **SOURCE 3** to help you fill out the chart below.

Season	Activity
Winter	
Spring	
Summer	
Autumn	

- (b) Read **SOURCE 3**. Explain how the climate and associated seasons affected the Viking way of life.
3. **HS5** To what extent was a lack of arable farmland the main cause of Viking movement beyond Scandinavia?
4. **HS5** Imagine that you are a Viking from the ninth century CE. Write a statement explaining why you wish to embark on a raid on a nearby country.
5. **HS5** Explain the reasons why the Vikings were isolated from the rest of Europe and the effects that this had on the development of their culture.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.5 Viking society

3.5.1 Viking social structure

Although Vikings did participate in raids, the majority of Vikings were primarily farmers who lived in **longhouses** with their families. The family's survival depended on the stocking up of enough food to see the Vikings and their animals through the long, cold, harsh winter. The Vikings lived in farmsteads that were spread out over an area. The group had a fairly clear social structure, with the wealthier powerful jarls (leaders) having the largest farms and multiple buildings.

Viking society was structured into three main layers: earls or jarls (the king and lords), karls (freemen such as farmers and skilled men) and thralls (slaves). The jarls were usually wealthier, owned land and could command raids. Next down the hierarchy were the karls. They were the freemen and were usually farmers. They could vote, hunt, own slaves and participate in raids. At the bottom of the social ladders were the thralls, the slaves. Although sometimes they were born into slavery, they were more often taken during raids or trades. They could not own land, move freely from place to place or choose their own work. They were considered their owner's property and they could do with them what they wanted, even kill them without consequences. The Vikings believed that the god Rig created all three classes, as described in the saga *The Lay of Rig* (see **SOURCE 1**).

SOURCE 1 *The Lay of Rig* in which the creation of the thralls is described

Great-grandmother bore a swarthy boy;
with water they sprinkled him, called him Thrall.
Forthwith he grew and well he throve,
but tough were his hands with wrinkled skin,
with knuckles knotty and fingers thick;
his face was ugly, his back was humpy,
his heels were long.
Straightway'gan he to prove his strength,
with bast a-binding loads a-making,
he bore home faggots the livelong day.
There came to the dwellings a wandering maid,
with wayworn feet and sunburned arms,
with down-bent nose, - the Bond-maid named.
She sat her down in the middle of the floor;
beside her sat the son of the house:
they chatted and whispered, their bed preparing —
Thrall and Bond-maid — the long day through.
Joyous lived they and reared their children.
Thus they called them: Brawler, Cowherd,
Boor and Horsefly, Lewd and Lustful,
Stout and Stumpy, Sluggard, Swarthy,
Lout and Leggy. They fashioned fences,
they dunged the meadows, swine they herded,
goats they tended and turf they dug.
Daughters were there, — Loggy and Cloggy,
Lumpy-leggy and Eagle-nose,
Whiner, Bondwoman, Oaken-peggy,
Tatter-coat and the Crane-shanked maid.
Thence are come the generations of thralls.

SOURCE 2 The hierarchy in Viking society: the jarl, the karl and the thrall

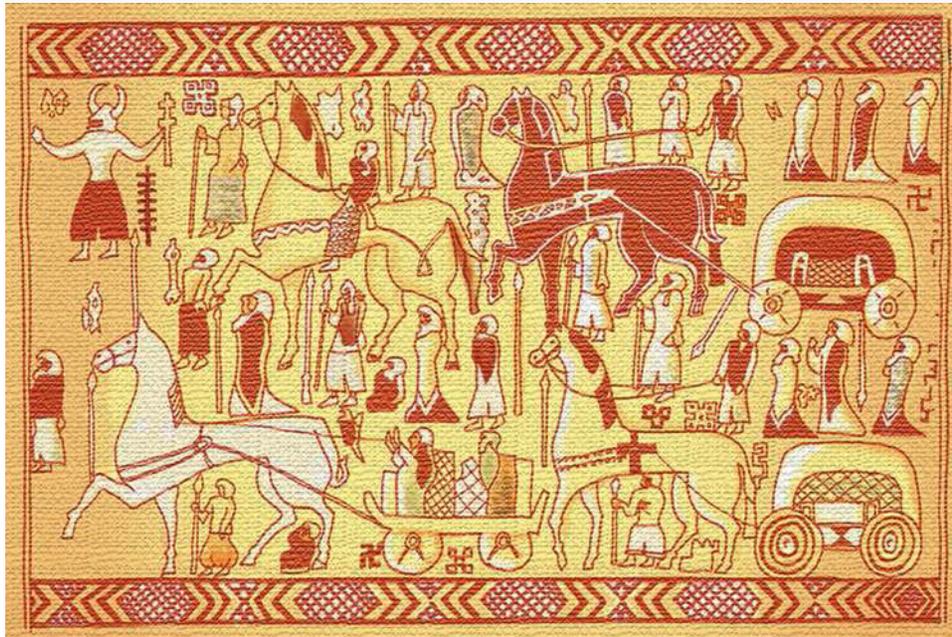


3.5.2 What were Viking farms like?

Generally, Viking farms tended to be a huddle of buildings around the longhouse where the family lived. Archaeologists have found that longhouses in the early part of the Viking Age included not only the living quarters for the family, but also stalls for animals, a workshop, and stores for food and tools. Later, the longhouse was used only as living quarters for the family; everything else was moved to other buildings. Hired hands were often employed to help run the farm. Slaves were also used, probably in the least desirable jobs, such as looking after sheep.

Villages were rare. Where there was a prosperous trade route, farms may have grouped together as a village. Generally, however, Viking farms were isolated. For this reason, they had to be **self-sufficient**, producing all their own food and tools. The Viking farmer had to be a good carpenter, blacksmith, cultivator of crops and breeder of animals. This is because he had to build his own longhouse and any boats or carts he may have needed. He also had to make his own tools.

SOURCE 3 A **reconstruction** of a Viking **tapestry** showing various everyday activities. The tapestry was reconstructed from pieces that were found buried with the Oseberg ship.



SOURCE 4 Reconstruction of a Viking longhouse in Stöng, Iceland. The original building is fairly well-preserved because it was buried under volcanic ash when Mount Hekla erupted in 1104.



3.5.3 Livestock and crops

Viking farmers kept cattle, horses, sheep, goats and pigs for meat, dairy products, wool and skins. Horses and oxen were also used for transport. In summer sheep and cattle were taken to higher pastures. But winter was severely cold, so livestock tended to be kept indoors and fed with hay. A poor harvest could mean starvation for both the animals and the Vikings. Besides hay, archaeologists have also found evidence of grain crops like barley, rye and oats, as well as such vegetables as onions, peas and cabbages. **Flax** and **hemp** were grown to make **linen** and rope for the rigging of boats.

SOURCE 5 An archaeological site showing the foundations of a Viking longhouse in Denmark



3.5.4 Women and children

The wife of a Viking farmer was a figure who had much authority in her community. She commanded the work on the farm and dealt with business issues when her husband was away. She wore a belt with a set of keys to the farm's food stores. In the harsh climate, food was the most precious commodity. There is evidence that women accompanied men on rough sea voyages, even to uninhabited places like Iceland and Greenland. Without women, colonies could never have been established there.

Some women enjoyed a degree of power in their communities. As with Viking chiefs and kings, there is evidence of important women being buried with their belongings in longboats. The most spectacular example is the Oseberg ship burial (see subtopic 3.7). The body buried in that magnificent longship was a woman's: she is sometimes called 'the Oseberg queen'. She may or may not have been a queen, but she was certainly a respected and important figure.

Viking women enjoyed rights that women in other European nations at the time did not. For example, they could own property, including land. Women married as equals, could divorce if they wished and were protected from the unwanted advances of men by law. There is some evidence of women warriors as well, although this is not conclusive or extensive.

Of Viking children, there is barely any evidence. It can be hypothesised that girls and boys would have helped with chores around the farm, such as making linen garments (probably a girl's task), milking cows, preparing food and hunting. In a society which Scandinavians themselves regard as prehistoric, school did not exist. It is likely that in such a warrior society, a young boy's practical education came in the form of learning the skills of warfare: handling a bow or a sword. Probably he was also trained in the construction and sailing of boats.

3.5 ACTIVITY

Use the internet and your library to research remains of longhouses in the Viking world, particularly in Iceland. Find a ground plan of a longhouse showing the various features and rooms. Draw the plan and label the features and rooms.

Using historical sources as evidence

3.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.5 Exercise 1: Check your understanding

1. **HS1** Name the three main classes of Viking society.
2. **HS1** What type of work did the karls do?
3. **HS1** Describe the limits that a thrall faced.
4. **HS4** How did the use of the Viking longhouse change over time?
5. **HS1** Consider the places where Vikings lived.
 - (a) Why did Vikings have to be self-sufficient?
 - (b) What did they need to be able to do to survive?
6. **HS1** List three types of animals that lived on Viking farms.
7. **HS1** What were three crops cultivated on Viking farms?
8. **HS1** Why did the farmer keep his livestock indoors during winter?
9. **HS1** What work did the wife of a Viking farmer do?
10. **HS1** What other roles did women hold in Viking society?
11. **HS1** What sort of rights did Viking women have?
12. **HS1** Describe the sorts of jobs children might have completed growing up on a Viking farm.

3.5 Exercise 2: Apply your understanding

1. **HS3** Transcribe the diagram in **SOURCE 2** into your workbooks and add details about each class of Viking people.
2. **HS3** Read **SOURCE 1** carefully.
 - (a) How are the thralls described physically?
 - (b) What does this indicate about the writer's view of them?
 - (c) What were the names of their sons and daughters and what do these signify?
3. (a) **HS3** Identify the origins of **SOURCE 3**. Where was it discovered?
(b) **HS3** Look at **SOURCE 3**. List four things we are able to find out from this source about how the Vikings lived.
4. **HS3 SOURCE 4** is a reconstruction of a Viking longhouse. What might be problematic about reconstructions for historians?
5. **HS3** Study **SOURCE 5**.
 - (a) Is it a primary or secondary source?
 - (b) What do we learn about Viking farms from **SOURCE 5**?
6. **HS3** Re-examine **SOURCE 3**. Can you see any women and children completing everyday activities? Why or why not?
7. **HS3** How can you judge the truth or reliability of a source like **SOURCE 2**?
8. **HS3** Study **SOURCES 3, 4** and **5**.
 - (a) To what extent do these sources provide supporting evidence about longhouses?
 - (b) Which source do you see as the most reliable? Give evidence to support your answer.
 - (c) How do archaeological finds like **SOURCE 5** help to create artists' impressions like **SOURCE 3**?
 - (d) Use all the sources to help you write a paragraph that describes a Viking longhouse. Aim to identify key features of a longhouse and explain why these features were important.
9. **HS4** Imagine you are a child living in a Viking longhouse with your family. What is your typical day like?
10. **HS4** Compare the role of Viking women to contemporary women. What are the similarities? What are the differences?
11. (a) **HS4** Design a question starting with 'To what extent . . . ' that focuses on one of the following areas:
 - Viking farms
 - Viking women
 - Viking children
 - Viking slaves.(b) **HS4** Aim to develop a response to the question you have posed, using the source material and text provided in this subtopic.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.6 Early Viking religion

3.6.1 Pagan Viking religion

The Europeans who suffered raids and conquests at the hands of the Vikings saw them as **heathens** — people who did not believe in God. Viking brutality was seen as a mark of paganism. The Vikings certainly followed a pagan religion in the earlier phases of their history, but they were gradually influenced by Christianity. Whether this lessened their perceived ‘brutality’ is a matter of debate. Therefore, there are two parts to Viking religion: paganism and Christianity (explored in subtopic 3.11).

Not much is known about pagan Viking religion because evidence is scarce. The sagas appear to give us some details. However, the sagas were written two hundred years after the Viking Age and so likely contain exaggeration and misinformation. We know for certain that pagan Viking religion was **polytheistic**; that is, the Vikings worshipped numerous gods. The Vikings believed their good fortune in life depended on the gods. Animals and people — even chieftains — were sacrificed to keep the gods happy.

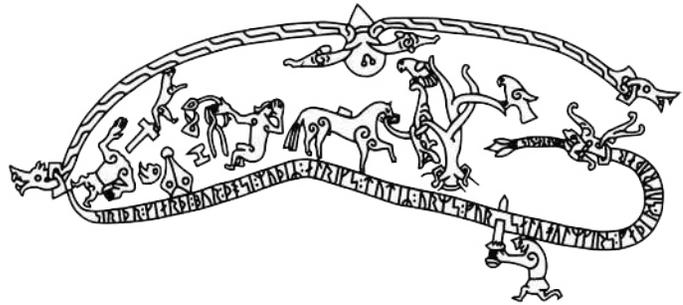
Viking myths are full of their gods who lived in a place called Asgard, which is high up in the sky. They also abound with stories of birds and animals with human qualities, and giants, dwarves and trolls. Belief in such tales would have helped to inspire warriors and to comfort those hoping for love, prosperity, safety and life after death.

3.6.2 Gods

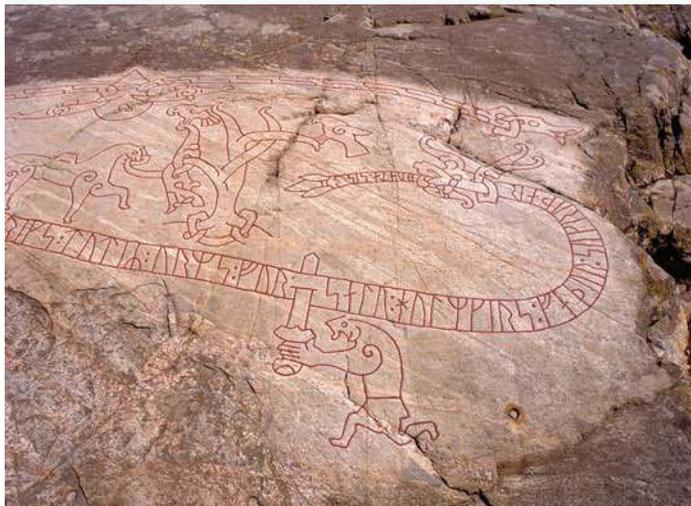
Two of the main Viking gods were Odin and Thor. Odin figures prominently in the sagas as a deity who rules from Valhöll, the Hall of the Slain, where those who died in battle are welcomed by his war-maidens known as Valkyries. Thor was the god of thunder and farming and was represented by the hammer he wielded. However, beyond this the sagas contradict each other. Some accounts place Odin as the ruling god while others put Thor as the ruling god.

Scenes from Viking myths and legends, some of them later retold in the sagas, appear as stone carvings. However, many of these were in temples that have long since disappeared. Travellers from other lands sometimes made passing reference to Viking worship but gave few details.

SOURCE 1 Line drawing detail of all of the images on the Ramsund Rock. The runes on the dragon’s body are a woman’s dedication to the memory of her husband.



SOURCE 2 Part of the Ramsund Rock, showing a scene from a Viking myth about a hero called Sigurd who slew a dragon.



SOURCE 3 Some of the more significant pagan deities were Odin, Freya and Thor.

ODIN

- Chief god; and god of wisdom, war, death and poetry
- Married to Frigg. Sons included Thor (god of thunder and lightning) and Balder (god of light).
- Long grey beard and one eye. He traded one eye to drink at the well of wisdom.
- Invented the runes, using them to communicate and to do magic tricks
- Rode an eight-legged horse called Sleipnir
- Had a spear that always hit its target, and a bow that fired ten arrows at once
- Had two ravens which flew into the world every day to collect information
- Thought to have inspired the name 'Wednesday' (Woden's Day)



FREYA

- The goddess of love, fertility and war. She and her brother Freyr, the god of crops and fertility, were the children of Njord, the god of the sea and ships.
- When she lost her husband, her tears fell to the ground as amber.
- Rode in a chariot pulled by cats
- Wore a feather coat when she wanted to fly
- Thought to have inspired the name 'Friday' (Freya's Day)



THOR

- The eldest son of Odin, and god of thunder and lightning
- Made crops grow and fought giants to protect people from evil
- A quick-tempered, very strong and tall man, with red hair and beard and wild eyes
- Drove a cart pulled by two giant goats. Vikings believed that thunder was the sound of its turning wheels.
- Threw a hammer called Mjollnir (caused lightning) which always hit its target and returned to his hand
- Wore iron gloves so he could throw and catch his mighty hammer
- Wore a belt called Megingjard, which made him ten times as strong
- Married to Siv, the goddess of the cornfields
- Thought to have inspired the name 'Thursday' (Thor's Day)



3.6.3 Death

As pagans, the Vikings believed that death marked the start of a journey to another world. A warrior slain in battle with a sword in his hand travelled to Valhöll — the great hall of the supreme god Odin. There, he would fight by day and feast by night until Ragnarok. On the day of Ragnarok, there would be a terrible war, followed by the death of the gods and a new order of peace.

Vikings who died a less noble death than warriors went to a place called Hel. For most, this was a bit like life on Earth. For the wicked, however, it was a place of punishment. The Viking saga *The Seeress's Prophecy* describes how people such as **oath breakers** were made weak and sick with poison in Hel, and had to trudge through rivers filled with sharpened swords and knives.

Wherever they went after their life on Earth, the pagan Vikings believed the dead would need things they used or enjoyed in life. Hence, the dead were buried (or burnt) with items such as food and drink, eating utensils, weapons, tools, combs, jewellery, horses, dogs, wagons or boats — even their slaves. Funeral rituals were often very elaborate.

Burial

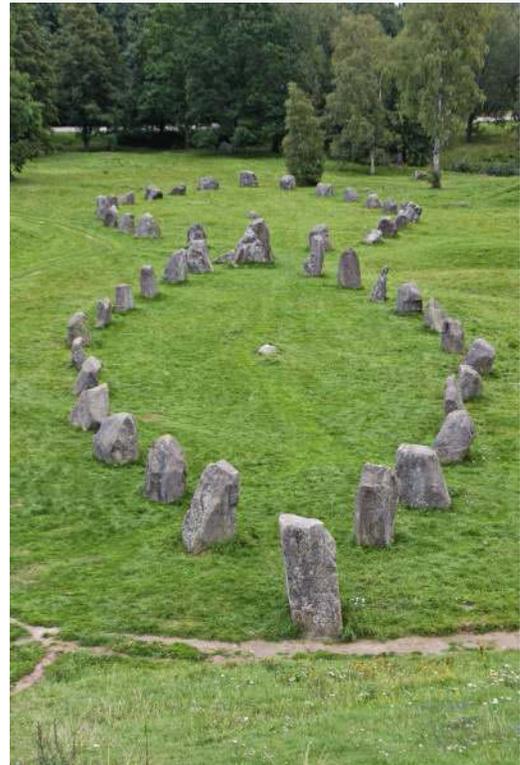
Evidence indicates that, at different times in history, Vikings buried their dead in mass graves, in deep pits, in wagons — even in boats. Given the importance of the sea to the Vikings, it is not surprising that ships played an important part in some of their funeral practices. They also provided a symbolic means for a person's journey in the afterlife.

It was important to Vikings that their name be remembered after death, as this provided a way in which they could live forever. Hence, burial sites were often marked with a runestone, a cairn (pile of rocks) or, more commonly, a large earth mound called a *howe*.

Cremation

Cremation was another common burial practice for pagan Vikings. The Arab traveller Ibn Fadlan, who attended a ship-burning funeral on the Volga in 922, wrote that Vikings believed that burning a body released the dead person's spirit faster than burying it could do. Hence it was a kind act. The sagas describe tales in which the dead were cremated in treasure-filled ships pushed out to sea. There is as yet no archaeological evidence to confirm this practice.

SOURCE 4 Some grave sites are marked by runestones arranged in the outline of a ship's hull. These were probably the graves of those who could not afford a boat.



SOURCE 5 Many Viking funeral ships were buried whole. Some, however, were first burnt. Then the charred remains were covered with a mound of earth.



3.6 ACTIVITIES

1. Use the internet and your library to research a Viking myth. Present it to the class in the form of a PowerPoint presentation. On each slide, summarise an incident in the story. Include suitable images for each slide.
Using historical sources as evidence
2. Imagine you are one of the gods featured in this subtopic. Write a short tale that describes one day in your life. Your tale should be consistent with the description given here for your character. Don't mention your name in the story. Put completed stories in a box. Select one that is not your own and see how long it takes you to recognise the Viking god.
Analysing cause and effect
3. Use **SOURCE 3** to create a table with the key characteristics of each of the three gods shown. Using the internet and your library, add the gods Loki, Balder, Hel and Siv.
Using historical sources as evidence
4. Use information in this topic to write a eulogy (a short speech honouring a dead person) for a Viking warrior. Your eulogy should refer to the person's funeral and their journey to Valhöll. You will need to create them — their name, personality and achievements. You may like to use software to create a digital eulogy, including appropriate pictures and music.
Using historical sources as evidence

3.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.6 Exercise 1: Check your understanding

1. **HS1** Why do we not have much information about the early pagan Viking religion?
2. **HS3** How do we know what we do about pagan Viking religion? Should we trust these sources?
3. **HS1** Define the word polytheistic.
4. **HS1** Where did the Viking gods live?
5. **HS1** Draw lines to correctly connect the entries in the following table.

Viking god	Responsibility
Odin	Goddess of cornfields
Thor	God of light
Freya	God of thunder and lightning
Balder	God of wisdom
Siv	Goddess of love and fertility

6. **HS1** What were the Viking beliefs about life after death?
7. **HS1** Why are Viking burial sites often marked with runestones, cairns or mounds?
8. **HS1** Why did Vikings sometimes choose cremation?

3.6 Exercise 2: Apply your understanding

1. **HS3 SOURCES 1** and **2** show the Ramsund Rock, which contains a scene from Viking mythology carved into a slab of rock in Sweden.
 - (a) What was the purpose of this carving?
 - (b) Why do you think the Vikings told tales about heroes such as Sigurd?
2. **HS3** Using the information in **SOURCE 3**, explain the relationship between our weekdays and Viking mythology.
3. **HS3** What are some of the ways that historians know about Viking burial practices?
4. **HS3** What type of people were buried in graves like **SOURCE 4**?
5. **HS3** Examine **SOURCE 5**. What is this person being cremated with? Why did the Vikings send the dead off with their possessions?
6. **HS3** Look at **SOURCES 4** and **5**. How can we tell that the person buried in the boat in **SOURCE 5** is most likely wealthier than the person buried in the runestone 'boat' in **SOURCE 4**?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.7 Viking longships

3.7.1 Technological developments

Vikings are well known for their participation in raids, but raids could not have occurred without innovation and invention. It was technological advancements that allowed the Vikings to develop longboats and it was these longboats that meant Vikings could travel to, and raid, distant shores.

For centuries, Scandinavians sailed in craft that were essentially giant rowboats. Then, in the eighth century CE, they devised several innovations: a keel, a great woollen or linen sail and an oar used as a **rudder** for steering. With this new technology, they could make longer ocean voyages. It also gave them the means by which to attack lands a long way away.

In 1893, and again in 1998, a replica of the Gokstad ship (see **SOURCE 1**) demonstrated how quickly such longships could sail across the sea. In both cases, it sailed from Norway to Canada in under a month.

SOURCE 1 A modern artist's depiction of the Gokstad ship, which was excavated from a burial mound in Norway in 1880



SOURCE 2 A reproduction of a dragon ship carved on stone from Gotland, Sweden, in the eighth century CE



At 23 metres long and 5 metres wide, manned by 32 rowers, its size was impressive. It demonstrated that tales about Viking dragon ships were not exaggerated. Since then, the remains of an even longer dragon ship have been found in Roskildefjorde, Denmark. This ship was over 30 metres in length and would have had sixty men manning its oars.

As big as these ships were, their hulls were only about two metres deep. This meant they could be rowed not only at sea but in lakes, fjords, rivers and even shallow creeks. They could be easily dragged up onto a beach like rowboats. There is even evidence that smaller ships were carried overland. This was how Swedish Vikings travelled from one waterway to another in Russia.

Such Viking vessels were built for raids and warfare. They are called longships because of their slender shape. Sometimes they are called dragon ships because the carved head of a mythical monster was occasionally mounted on the prow of the boat. It is remarkable that the timber for these ships was cut with only an axe. Unlike modern shipbuilding, the Vikings constructed the hull first and then cut and inserted the frame.

DID YOU KNOW?

The longest Viking ship ever found, described in this section, was sunk deliberately in Roskildefjorde along with other ships. It is believed this was an attempt to create a barrier against enemy ships trying to attack the harbour. Although it was sunk in Denmark, evidence suggests the boat was built in Dublin, Ireland.

3.7.2 Design and navigation

The prows of Viking ships were often elaborately decorated with figureheads representing dragons (see **SOURCES 1** and **2**) or serpents (see **SOURCE 4**). However, the Oseberg ship, shown in **SOURCE 4**, may not be a typical longship because it was found in the excavated burial site of a Norwegian Viking queen. If you look closely, you will see that its stern also features a finely carved pattern of smaller dragons and vines. Another important feature of the longship is that the woollen sails had patterns, as can be seen in **SOURCE 2**. It is likely this criss-cross stitching had a practical purpose — it gave the sails the strength to withstand strong winds.

SOURCE 4 The stern of the Oseberg ship on display in the Viking Ship Museum in Norway



SOURCE 3 From the saga *Beowulf*, translated into modern English

Under the sea-girt cliffs the shining ship was readied, laded with coats of mail, swords and gleaming war harness. Bidding farewell to their king, the sturdy warriors embarked . . . [leaning] to the oars.

Like a bird, like a swallow, the glistening ship sped forward. She cut a path through the clear, green sea, her prow wreathed in bubbles and foam. Across unknown waters the light floater lunged and ploughed into the swells. The salt spray blew strong on the warriors' foreheads.

What is even more amazing is that Viking ships could cross vast seas without any of the navigation instruments used today. Vikings knew enough about the weather patterns to know when to put to sea, and they navigated by the positions of the stars and by the height of the sun above the horizon.

3.7 ACTIVITIES

- (a) As a class, create the shape of the longest Viking ship found so far. It is 30 metres long and 3.2 metres wide. Do this outside using school bags. Students should sit in places where the rowers would have sat. One bag in the middle of the ship will represent the position of the mast. Don't forget to have someone controlling the tiller. Vikings and their ancestors used rocks in an exercise similar to this to begin creating their ships.
(b) What did you find interesting or surprising about the size and shape of the longship?

Using historical sources as evidence

- Draw a labelled image of a Viking longship. Label the following parts of the Viking longship, clearly identifying the innovations that were specifically Viking: keel, rudder, oars, hull, prow, sails.

Using historical sources as evidence

- (a) Design a question that explores an aspect of Viking maritime technology in further depth.
(b) Using the internet and your library, try to find out and report the answer to your question.

Using historical sources as evidence

3.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.7 Exercise 1: Check your understanding

- HS1** List the three most important developments in Viking shipbuilding in the eighth century.
- HS1** What is the length of the longest Viking longship found so far? How many men manned its oars?
- HS1** Why was it a benefit for Viking longboats to have hulls that were only two metres deep?

4. **HS1** Why did the Vikings cross-stitch their sails?
5. **HS1** How did Vikings navigate across the sea?

3.7 Exercise 2: Apply your understanding

1. **HS3** Examine the artist's representations of the Gokstad ship in **SOURCES 1** and **2**. How would the artist have known to depict the ship in these ways? Do you think they are likely to be accurate?
2. **HS3** Study **SOURCE 3**.
 - (a) What information can we gather from **SOURCE 3** about Viking longboats?
 - (b) What are the benefits of reading a translated version of a text? What are some of the limitations or problems?
3. **HS3** Examine **SOURCE 4**. Why do you think this ship was buried with a Viking queen, or noble woman, and her belongings?
4. **HS3** Using **SOURCE 3** as a reference, describe your impression of the beginning of a voyage in a Viking longship. Be sure to mention what the Vikings brought on their journey, how the ship was powered and how it performed in the water.
5. **HS3** Compare and contrast **SOURCES 1, 2** and **3**. What are the similarities between these sources? What are the differences?
6. **HS3** Compare **SOURCES 2** and **4**. How did the discovery of the Oseberg ship demonstrate that the carving in **SOURCE 2** is a fairly accurate representation of at least one type of Viking ship?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.8 Viking weaponry

3.8.1 Viking armour

The Vikings have often been considered **barbarians**, particularly by historical European sources. Some Viking raiders took their reputation to extremes. The most barbaric and ferocious of all Vikings were the **berserkers**. These crazed warriors dressed only in animal skins and charged screaming into battle while biting the rims of their shields. However, the term 'barbarian' is misleading. When considering their weapons and ships, the Vikings can be said to have been at the cutting edge of technology.

The Viking helmet began as an ornate mask constructed of bronze and iron, at least among those who could afford it. By the Viking Age, the helmet had become more simplified. The only authentic helmet from the Viking Age so far discovered by archaeologists is shown in **SOURCE 1**. However, pictorial evidence from the Viking Age suggests that the iron, conical helmet with a bar extended over the nose to protect the face was common. Its shape helped deflect the blows of weapons and remained popular among knights well into the Middle Ages.

The shield was held close to the body to protect the warrior from arrows, spears and swords. About a metre wide, it was round and constructed from timber planks. An iron **boss** reinforced the centre. By the end of the Viking Age, kite-shaped shields became more common. These protected the thighs, especially when the warrior mounted a horse.

Body armour could be a shirt of stiffened leather, overlapping metal scales known as **lamellar** or **mail**. Mail was made up of links of chain and was very expensive because it was woven by hand using a pair of pliers and a pile of chain links. Longer mail coats are called hauberks and became more popular towards the end of the Viking Age.

SOURCE 1 An actual Viking helmet found in Gjermundbu, Norway



3.8.2 Viking weapons

The Vikings used a full array of weaponry: bow and arrow, spear, axe and sword. The battleaxe shown in **SOURCE 2** is called the bearded axe, and was used almost exclusively by the Vikings. However, the sword was the most popular weapon among the Vikings. It typically had a broad, double-edged blade, a cross-guard to protect the hand and a **pommel** on the end, which could be used for punching at close quarters.

Viking swords were very ornate, sometimes gilded with precious metals. Vikings even gave names to their swords. For example, the fictional Beowulf's sword was called Hrunting. Another saga tells of King Magnus of Norway having a sword gilded with gold and with a grip made from walrus ivory, which he called Leg-biter. The Vikings certainly placed great importance on their swords and the rest of their war gear.

SOURCE 2 A modern artist's impression of a Viking raid



- A** Contrary to popular belief, Viking helmets did not have horns attached. They would have been very impractical in battle!
- B** Viking raiding parties struck quickly and unexpectedly, often at dawn, when it was hard for victims to escape or defend themselves.
- C** The iron-headed battleaxe was so sharp and heavy it could cut through armour.
- D** Sometimes Vikings used the 'svinflyking', or V-shaped boar formation, when attacking. This ensured that their victims were quickly swamped by numbers.
- E** Swords were a status symbol among Viking warriors. They were double-edged and often had a highly decorated hilt. Sometimes they were even given grisly nicknames such as 'Leg-biter'.
- F** As a refuge, some monks built tall, round towers of stone. Rope ladders hung down from openings at the top. After climbing into the tower, monks pulled the ladders up. They stayed there until a Viking attack was over.
- G** Usually only raid leaders wore expensive chain mail tunics. Thick padded clothing was worn underneath.
- H** The circular wooden shields were about one metre in diameter. They featured brightly painted designs. A metal boss covered the hole in the centre to which was attached an iron hand grip.
- I** Spears comprised a slim iron blade connected to a long wooden shaft. Some Vikings were so skilled that they could catch spears in mid-flight and toss them back.

DISCUSS

Do you believe that use of weaponry against undefended opponents is ever morally defensible?

[Ethical Capability]

SOURCE 3 An extract from *The Battle of Maldon*, a late tenth or early eleventh century poem written in Old English about a battle where the Anglo-Saxons were defeated by the Vikings

Then was the fight near,
glory in battle. The time had come
when fey men must fall there.
Clamor was raised there. Ravens circled,
eagles, eager for carrion. There was uproar on earth.
From hands then they released file-hard spears;
ground spears [grim ones] flew.
Bows were busy; shield took spear-point.
Bitter that battle-rush! Warriors fell;
on either hand young men lay.



SOURCE 4 Viking weapons from the tenth century CE



SOURCE 5 A memorial stone from Lindisfarne showing what appear to be Vikings



3.8 ACTIVITY

Use the internet and your library to find out more about one type of Viking armour or weapon. As you discuss Viking armour and weapons as a class, provide expert knowledge on the type of weapon or armour that you have studied further.

Using historical sources as evidence

3.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.8 Exercise 1: Check your understanding

- HS1** Why have Vikings been regarded as barbarians?
- HS1** How might berserkers have added to the Vikings' barbarous image?
- HS1** Fill in the gaps.
 - Evidence suggests that the Viking helmet was a _____ shape.
 - Viking shields were about _____ metre(s) wide and were made of _____.
 - Viking armour was made of _____ or _____ or _____.
- HS1** What was the most popular weapon among the Vikings? Why was it the most popular?
- HS1** Identify two other weapons that Vikings used.

3.8 Exercise 2: Apply your understanding

1. **HS3** What sort of evidence would the artist who created **SOURCE 2** have needed to accurately draw Viking warriors? Find examples of other sources from this topic that would help create a picture of what Viking warriors might have looked like.
2. **HS3** Explain why the conical helmet, as depicted in **SOURCE 1**, was useful to its wearer in battle.
3. **HS3** What does **SOURCE 3** tell us about the variety of Viking weaponry in battle?
4. **HS3** Describe the features that you can see on the weapons in **SOURCE 4**. From what metal do you think they were made?
5. **HS3** Which weapons and armour are visible in **SOURCE 5**? What do the figures appear to be doing? How does a source like this help us understand what Vikings looked like going into battle?
6. **HS3** Study **SOURCES 2** and **5**.
 - (a) To what extent do these two sources provide supporting evidence on what took place during Viking raids?
 - (b) Which source is the most useful for a historian studying Viking raids? Why is it the most useful?
7. **HS3** Using evidence from **SOURCES 2** and **3**, explain why it was challenging to defend oneself from a Viking attack.
8. **HS4** Imagine you are a Viking who is about to take part in a raid. Describe how are you feeling? Were you a berserker?
9. **HS4** Draw a mind map that explores how Vikings used armour and different types of weapons.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.9 Viking invasions and settlements

3.9.1 Viking attacks in Britain and Ireland

The exact reasons why the Vikings began their movement out from their homelands is unknown. However, it seems certain to have been a combination of the pressures of growing populations, a lack of arable lands, fighting among the different groups and an awareness of the availability of the wealth of foreign lands. Combined with their skill in shipbuilding, this allowed for an expansion into other lands.

The early raids late in the eighth century were focused on the short trip from Scandinavia across the North Sea and were concentrated in Northern England, Scotland and Ireland.

The first recorded Viking attacks on Britain started in the coastal regions at the monasteries in the north of England and Scotland in the latter part of the eighth century and picked up again by the middle of the ninth. Two of the most well-known raids were the monasteries of Lindisfarne in Northumbria in 793 CE and Iona off the coast of Scotland in 795. Here, the Vikings launched successful hit-and-run raids taking off with valuable church goods, such as works of art and valuable church icons, as well as slaves, leaving in their wake a trail of dead and dying monks who got in their way. Their longships were the perfect vehicles for attacking these coastal communities and getting away with their riches.

SOURCE 2 Illustration of a Viking attack from the twelfth century *Miscellany on the Life of St. Edmund*



SOURCE 1 A description of the Viking attack on Lindisfarne in *History of the Church of Durham* by the monk Simeon

On the seventh of the ides of June, they reached the church of Lindisfarne and there they miserably ravaged and pillaged everything; they trod the holy things under their polluted feet, they dug down the altars and plundered all the treasures of the church. Some of the brethren they slew, some they carried off with them in chains, the greater number they stripped naked, insulted and cast out of doors and some they drowned in the sea.

3.9.2 Viking settlements

As the Vikings began to voyage further and further away from their original homelands, they set up **longphorts** where they could winter away from home. They were drawn to Ireland as it had a number of monastic communities that had an array of riches which they could plunder. Viking Dublin began as a longphort, established in the ninth century, and developed into a thriving settlement from which they traded goods and slaves. It was one of the most established urban communities of its time, with craftsmen and merchants running flourishing trades. Archaeological excavations over the years have shown the remains of houses, streets and city walls. A Viking burial ground was found in Kilmainham in modern central Dublin and the dig revealed a large number of bodies of men, women and children, as well as many Viking artefacts buried with them, telling historians much about the society of the time.

SOURCE 3 An extract for the year 841 from the *Annals of Ulster*, a list of the year's events kept by monks and clergy

There was a naval camp at Linn Duachaill from which the peoples and churches of Tethba were plundered. There was a naval camp at Duiblinn from which the Laigin and the Uí Néill were plundered, both states and churches, as far as Sliab Bladma.

Dublin's Viking age was at its peak from the ninth to twelfth centuries. One of its major industries was shipbuilding. At some stage during 1070–1090 CE, five Viking ships were sunk at Skuldelev, Denmark to make a protective barrage. One of these sunk ships, a well-made 30 metre longship, was discovered to have been made in Dublin. Eventually the Vikings and their allies were challenged by the Irish King Brian Boru and they lost to him in the Battle of Clontarf in 1014, ending their hold on Ireland. The settlements that they had created and the people who lived in them, however, remained.

SOURCE 4 Artefacts from the excavation discoveries of Viking Dublin



3.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.9 Exercise 1: Check your understanding

1. **HS1** Why did the early raids tend to concentrate around the northern parts of England and Scotland?
2. **HS2** In what years were the attacks on Lindisfarne and Iona?
3. **HS1** What did the Vikings take in their raids?
4. **HS1** Why do you think the monasteries were such good targets?
5. **HS1** Why did the Vikings establish longphorts?
6. **HS1** What were two reasons that they settled in Ireland?
7. **HS3** What evidence is there that Dublin was a thriving community?
8. **HS3** What does the longship found in Denmark show about the shipbuilding industry in Viking Dublin?

3.9 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
 - (a) List four actions that the Vikings took during the attack.
 - (b) What was the writer's view of the Viking attack? How do you know?
2. **HS3** What does **SOURCE 2** tell historians about the techniques of Viking sea attacks?
3. **HS3** Read **SOURCE 3**. What is the writer's main concern for this year?

4. **HS3** Using **SOURCES 1** and **3**, explain what the monks' perspectives of the Vikings were.
 5. **HS3** Imagine that you are an Irish monk. Write a letter to one of your colleagues in Europe, describing the attacks by the Viking invaders.
 6. **HS3** Draw conclusions about what type of people were likely to have been buried in Viking Dublin from **SOURCE 4**. Explain your answer.
 7. **HS3** From **SOURCE 4**, explain how a Viking burial ground or cemetery can provide information for historians and archaeologists.
 8. **HS6** What do the discoveries of Viking settlements like Dublin tell us about the Vikings? Consider different ideas like the expansion of their influence, their interactions with native peoples and the type of settlement they created.
 9. **HS6** Do you think the Vikings should be remembered as raiders and pillagers, or do you have other views?
- Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.10 Viking explorers, settlers and traders

3.10.1 Exploring and colonising

Vikings were ferocious warriors and raiders but they were also successful explorers whose seamanship enabled them to reach places unknown to other Europeans. They colonised new lands and became traders in commodities such as fur, timber, metal goods and slaves — the people who were captured during their raids.

SOURCE 1 A map showing Viking trade and exploration routes until about 1000 CE



Source: Map drawn by Spatial Vision.

As their population grew, the Vikings colonised the lands they had raided and looted, and they looked for new lands in which to settle. Norwegian Vikings colonised the North Sea island of Iceland. This settlement later became the base from which Vikings colonised the coast of Greenland. One of the most famous of all Viking explorers was Leif Eriksson. According to Viking sagas, Eriksson sailed from Iceland to North America in about 1000 CE, five centuries before any other European. He briefly established a settlement at a place he called Vinland because wild grapes grew there. It was probably strong resistance from indigenous North Americans that caused the Vikings to soon abandon Vinland.

Trading settlements

Viking trading towns were built along the coasts of their Scandinavian homelands. At least one of these trading posts, Hedeby, in Denmark, was at the crossroads for trade between the East and the West. It was visited by traders from as far away as Baghdad, in Iraq. Goods exchanged included wine, bronze, iron and glassware. Viking traders also sold slaves. They were mostly Slavic peoples from Eastern Europe who were captured in Viking raids. They were traded for Arabic silver and gold. This trade was so extensive that in many European languages the modern word for 'slave' has stemmed from the word 'Slavs'.

SOURCE 2 A modern artist's reconstruction of a Danish trading centre



- A** Longhouses had an earth floor and a thatch or turf roof. Animals and food stores were kept at one end in winter. Wealthy families may have had a table, storage chests, stools, oil lamps and wall tapestries.
- B** Women spun wool from sheep and goats into cloth on wooden looms. Vegetable juices and minerals were used to dye the cloth.
- C** Meat and fish were preserved by being smoked, or pickled in salt. Bread, made from ground grain, was baked in clay ovens.
- D** Iron weapons and tools were made and repaired in the blacksmith's barn. Sometimes steel (made by adding carbon to molten iron) was welded onto weapons such as axes to make them stronger.
- E** At the markets, merchants might trade silks from China and glassware from Italy for farm produce or artefacts. Artefacts might include combs (made from deer antlers), skates and musical instruments (made from animal bones), cups (made from cow horns), silver jewellery and tapestries.
- F** When not working, many Vikings passed the time wrestling, swimming, skiing, playing a board game called hnefnatafl (a bit like chess), and listening to the sagas told by storytellers.
- G** The Vikings were experts at building both warships and trading vessels.
- H** Men wore a woollen undershirt and leggings under a belted tunic or coat. Like women, they wore woollen or fur hats, woollen socks and soft leather shoes or boots. Women wore a long linen shift under a woollen tunic, clipped at the shoulders by two brooches.
- I** To keep clean, Vikings visited the sauna every few days. They sat in a small, enclosed shelter and threw cold water on very hot stones. The steam opened the pores of the skin, helped by slaps from small birch or pine tree branches. Once hot and sweaty, people dived into a nearby source of ice-cold water.

Viking trading settlements were founded as far west as Ireland and as far east as Russia. Trading posts like Hedeby or Dublin were usually constructed entirely of timber with wooden planks lining the streets, outdoor marketplaces, and earthen ramparts and ditches surrounding the settlements to protect them from attack.

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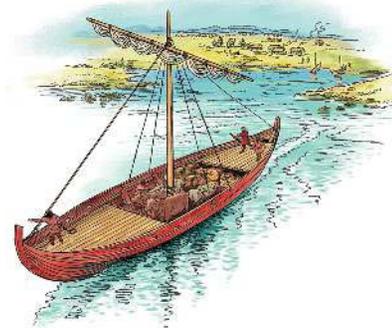
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- The Western and Islamic world > Viking homelands and settlements

3.10.2 Trading boats

Viking longships were designed for war and long travel, but the Vikings also built another type of ship called a **knarr**. These ships were designed for trade and each could hold around 30 cubic metres of goods. Historians know what they looked like because two knarrs have been found at the bottom of the sea. They were filled with rocks and sunk along with some longboats to block Roskildefjorde in Denmark. This was done to create an underwater barrier against enemy attacks.

SOURCE 3 A modern artist's reconstruction of a knarr, based on a wreck found in Roskildefjorde, Denmark



3.10.3 The Danes in England

From the mid-ninth century, Danish Vikings overran much of England. But in 878 CE, after several battles, Alfred, the Saxon king of Wessex, forced the Danes to accept a treaty under which the Danish leader, Guthrum, agreed to withdraw to the eastern part of the country. This part of the land was known as the Danelaw. Alfred's son later conquered the Danelaw. However, in 1016, Danish forces conquered England. Under the Danish king Canute, England formed part of a Scandinavian empire until 1042.

SOURCE 4 A silver coin from King Eric of Jorvik from the tenth century



DISCUSS

'The Vikings deserve to be remembered only as barbaric raiders'. Give your perspective and provide evidence to support your point of view.

[Critical and Creative Thinking Capability]

3.10 ACTIVITIES

1. Find out about the Viking trading town of Konugaradr (modern-day Kiev). Use a map and trace a journey that starts in Sweden and finishes in Constantinople (modern-day Istanbul), going through Konugaradr. Identify the route and explore how the knarrs would have made the journey. **Analysing cause and effect**
2. Using an atlas and **SOURCE 1**, find as many modern-day nations as possible through which Viking trade — and raiding — routes passed. **Using historical sources as evidence**

3. Using the internet and your library, research the Viking shipwreck site at Roskildefjorde in Denmark. Explain how the ships were recovered, what their relative sizes and functions were, how many have been recovered, and when, why and how they were sunk.

Using historical sources as evidence

3.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.10 Exercise 1: Check your understanding

1. **HS1** Why did the Vikings begin to colonise other lands?
2. **HS1** Who led the first known European settlement of North America and why is it likely that it failed?
3. **HS1** How did Vinland get its name?
4. **HS1** Why was Hedeby's geographical position good for trade?
5. **HS1** How was Hedeby defended?
6. **HS1** Where has the term 'slave' come from?
7. **HS1** What was the purpose of the knarr?
8. **HS1** Why did the Vikings build the knarrs deeper and shorter than the longships?
9. **HS1** Why did the Danes sink ships in Roskildefjorde?
10. **HS1** What was Danelaw?
11. **HS1** Under which Viking leader was Danelaw brought in?

3.10 Exercise 2: Apply your understanding

1. **HS3** Using the information in the map in **SOURCE 1**, describe where the Vikings colonised and traded.
2. **HS3** Examine **SOURCE 2**. Explain why there are very few remains of Vikings settlements.
3. **HS3** Examine **SOURCE 3**. What were some of the disadvantages of transporting trade goods in this type of boat?
4. **HS3** What does the design of King Eric's coinage in **SOURCE 4** suggest about the type of image he was keen to promote?
5. **HS3** Archaeologists have found only the foundation timbers of towns like the one shown in **SOURCE 2**. How might they have decided how the rest of the town would have looked, as shown in the illustration?
6. **HS5** Examine the causes and effects of Viking trade and settlement. Construct a concept map to show your findings.
7. **HS5** To sail from Iceland to North America in a Viking ship, as Leif Eriksson is said to have done, would be an amazing achievement. Why is it not celebrated as widely in the United States as the explorations of Christopher Columbus?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.11 The spread of Christianity

3.11.1 The influence of Christianity

Gradually, the Vikings became more and more exposed to Christianity. Initially they were happy to accept the Christian god into their range of gods but eventually most Viking leaders adopted Christianity as their sole religion.

Early records written by Anglo-Saxon monks show that the Vikings savagely attacked monasteries, robbing them of valuable items, such as silver plates, golden crucifixes and goblets, as well as gifts of coins. The first recorded major attack was on the island of Lindisfarne in Northumbria in England in 793, where the Vikings attacked the religious community in a surprise raid, stealing many of their treasures, killing monks and taking others as slaves. These were followed by other raids on monasteries in England and Scotland; the age of the Viking raids had begun. These attacks on monasteries were not motivated by religion, but did bring the Vikings into contact with Christianity. The captured slaves must have brought their beliefs in god with them to their new lands.

SOURCE 1 An extract from Alcuin of York's letter to the Bishop of Lindisfarne consoling him on the terrible Viking raid

The intimacy of your love used to rejoice me greatly when I was with you; but conversely, the calamity of your tribulation saddens me greatly every day, though I am absent; when the pagans desecrated the sanctuaries of God, and poured out the blood of saints around the altar, laid waste the house of our hope, trampled on the bodies of saints in the temple of God, like dung in the street.

The coming of Christianity to Scandinavia

By the end of the Viking Age most of the Scandinavian countries had adopted Christianity as their main religion. Those in the west were influenced by Rome. Further east, where the descendants of Swedish Vikings had mixed with the Slav tribes on the rivers of Russia, the chief influence was Constantinople, which followed Eastern Orthodoxy. This was a result of Vikings serving as guards for the emperor of Constantinople.

Evidence suggests the conversion to Christianity was a gradual process. There was a long period of overlap where Christian and old pagan practices mingled. For the Christian missionaries who spread the faith throughout Scandinavia, this may have been seen as a practical tactic. By not completely overthrowing the old gods and the old pagan rituals, Christianity was able to get a foothold in Viking lands. There may also have been some degree of sentimental attachment to the old pagan religion. The sagas, products of a later Christian age, dwell at length on the myths and legends of the pagan past.

3.11.2 Christian leadership

Kings and chieftains taking up the new Christian faith also did much to hasten the path to conversion. With many of the powerful leaders of Europe already converted to Christianity, it made political sense for Scandinavian rulers to convert to the religion of their allies. King Olaf Trygvason imposed Christianity on Norway in 995 CE. The sagas tell of him destroying pagan temples. Such aggression suggests there was resistance to the spread of Christianity. With some parts of the Scandinavian world remote from the rest of Europe, and therefore having little, if any, contact with the Christian faith, this seems a reasonable assumption, especially in far-flung regions like northern Norway, Iceland and Greenland. By the time Trygvason's successor, St Olaf, had finished his work of converting Norway and Iceland to Christianity, the Christian faith had taken firm root in the Viking world.

SOURCE 2 A Viking gravestone from Yorkshire in England. It combines both Christian and pagan symbols.



SOURCE 3 St Olaf with his axe, depicted on a fifteenth century Bishop's crozier from Norway



3.11 ACTIVITY

Find out more about the town of Uppsala in Sweden by tracing its history from paganism to Christianity. What was its significance to the Vikings over this period?

Determining historical significance

3.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.11 Exercise 1: Check your understanding

1. **HS1** When was the first recorded major Viking raid?
2. **HS1** What did the Vikings gain from this raid?
3. **HS5** Did the raids on monasteries have any influence on the Vikings in terms of religion?
4. **HS4** Was the conversion to Christianity a slow process or a fast change? Support your answer with an explanation.
5. **HS1** Write out the sentences below adding the missing words.
 - (a) Changing from one religion to another is called _____.
 - (b) King _____ imposed Christianity in Norway.
 - (c) The _____ parts of Scandinavia were probably most resistant to the new religion.
 - (d) King Olaf Trgyvason's successor was _____.
6. **HS1** Why was there more resistance to the conversion to Christianity in some places over others?

3.11 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
 - (a) Explain what Alcuin means when he says that the 'pagans desecrated the sanctuaries of God'.
 - (b) List three terrible things that Alcuin says the Vikings did in their raid of Lindisfarne.
 - (c) Find out whether Alcuin was present during the raid. Is this a reliable source?
2. **HS3** What evidence is there in **SOURCE 2** that the Vikings mixed Christian and pagan beliefs as they moved towards Christianity?
3. **HS3** What can historians learn from sources like **SOURCE 3**?
4. **HS3** Re-examine the three sources in this subtopic. What are the strengths and weaknesses of each one in terms of a source to gain historical information from? Which source do you believe is the most useful? Explain your answer in detail.
5. **HS4** Identify the reasons you think the Vikings converted from paganism to Christianity.
6. **HS4** Describe how Christianity spread throughout Scandinavia. What methods to spread the religion were used?
7. **HS4** Using what you know of the Viking pagan religion (subtopic 3.6) and what you know about Christianity from this subtopic, what impact do you think the change of religion would have had on the Viking people?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.12 Harald Bluetooth: Viking king of Denmark

3.12.1 Viking royal palace

In 2010, archaeologists announced they had unearthed a Viking 'palace' in Jelling, a village in Denmark on the Jutland Peninsula. The foundations of five longhouses, standing stones in the shape of a longship and some runestones have so far been uncovered. Whose palace complex has been discovered?

The palace is the ruins of a particularly large longhouse beneath the present-day church. The complex has been dated to the late tenth century, the same period as ring-fortresses such as Trelleborg. Therefore, it is likely this complex was built by the same people.

'The birth certificate of Denmark'

Close to the palace complex are two runestones called the Jelling stones. One is shown in **SOURCE 1**. This stone was erected by Harald Bluetooth, the king of Denmark. This stone has both pictures and runes carved into it. The stone:

- honours Harald Bluetooth's parents
- proclaims Harald united Norway and Denmark into a single Viking empire
- declares Harald brought Christianity to Denmark and Norway.

For these reasons, the Jelling stones have become known as 'the birth certificate of Denmark'. In other words, they record the beginning of Denmark as a nation.

It is believed the palace complex unearthed at Jelling was most likely Harald's seat of royal power. This is because of its size and its close proximity to the Jelling stones.

SOURCE 1 One of the Jelling stones in Jutland, Denmark. This side of the rune depicts the crucifixion. The runes on the other side of the stone read: 'Harald king had these stones made after Gorm his father and after Thyra his mother — that Harald who won all Denmark and Norway and made the Danes Christian'.



SOURCE 2 The Ericsson company's Bluetooth symbol.



DID YOU KNOW?

The software called Bluetooth is named after the Viking king of Denmark and the symbol for Bluetooth is made up of two runic letters, standing for H and B, the initials of the Danish king Harald Bluetooth. Just as Harald Bluetooth united Denmark and Norway, so does the software named after him unite communication technology.

3.12.2 The life of Harald Bluetooth

Harald may have been the first king of a united Denmark. However, he had to fight hard to keep his throne. Given there is so little written evidence from the Viking Age, not much is known for certain about Harald's life or his reign. For example, it is not certain exactly when he was born. However, it is generally thought that he was born about 911 CE and died about 987 CE. We also know that he engaged in many battles, both at home and abroad.

Harald's conversion

Although the inscriptions on the Jelling stones give the impression that Harald freely converted his people to Christianity, some evidence suggests Harald might have been forced to do so.

Harald's ring-fortresses were part of a defensive military system called the Danevirke, which was designed to protect his kingdom from the Germans in the south. At this time, the ruler of Germany was the Holy Roman Emperor Otto I. Some historians say that Otto I defeated Harald in battle, forced him to be baptised and commanded him to protect the churches in Denmark where many, including Harald himself, continued to worship the old pagan gods.

Other accounts, however, say that Harald Bluetooth was freely converted by a Christian cleric.

Battles

Harald appears to have been successful in foreign military expeditions. The inscription on the Jelling stone says he conquered and brought Christianity to Norway. The southern part of Sweden fell under Harald's rule, and he supported Richard the Fearless of Normandy to fight against the king of France. He succeeded in capturing King Louis IV of France as prisoner and forced the French king to accept his ally Richard's rule over Normandy.

Harald finally met his end fighting a rebellion by pagan Danes in which it is thought his own son, Svend, was involved. Harald was given a Christian burial. The Christian faith he had helped to spread throughout the Viking world would prevail. So would Denmark, which under his grandson Canute the Great would become a vast empire, encompassing Norway, Scotland and England.

SOURCE 3 The Christian Church at Jelling is protected by UNESCO and recognised as having had over 1000 years of continuous use.



3.12 ACTIVITIES

1. There is some controversy around the theories of Harald Bluetooth's conversion. Using the internet, find primary sources that support both main theories. Finding out what you can about who produced each theory and what biases they had, evaluate whether you believe that Harald converted freely or whether he was coerced.
Using historical sources as evidence
2. Use the internet and your library to research the Danish king Canute the Great. Design a runic stone, like the Jelling stone in **SOURCE 1**, that describes his achievements.
Using historical sources as evidence
3. Examine **SOURCE 2**. Using the internet or your library, research the runes that combine to make the Bluetooth symbol. Write these in your workbook along with their meaning.
Using historical sources as evidence

3.12 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.12 Exercise 1: Check your understanding

1. **HS2** When was the Viking palace complex at Jelling built?
2. **HS1** Why are the Jelling stones called 'the birth certificate of Denmark'?
3. **HS1** Against which enemy was the Danevirke meant to defend Denmark?
4. **HS1** How was Harald Bluetooth able to secure the rule of Normandy for his ally Richard the Fearless?
5. **HS1** How did Harald Bluetooth die?

3.12 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. Why do you think the Jelling stones have led archaeologists to hypothesise that the palace complex at Jelling was the seat of Harald Bluetooth's royal power?
2. **HS3** The chalkstone church in **SOURCE 3** is almost a thousand years old and there is evidence of three other wooden churches having been in the same place dating back to Harald Bluetooth. Write a short speech, defending its inclusion in the UNESCO world heritage list.
3. **HS6** What makes Harald Bluetooth a significant figure in Viking history?
4. **HS5** Explain the two different theories surrounding Harald Bluetooth's conversion to Christianity.
5. **HS5** What was the broader impact of Harald Bluetooth's conversion to Christianity?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.13 The Battle of Hastings and the end of the Viking Age

3.13.1 Build up to the Battle of Hastings

In the Bayeux Cathedral in France, there is an embroidered wall hanging. It shows detailed scenes from the Battle of Hastings in 1066, which led to the Norman invasion of England. It is called the Bayeux Tapestry and is one of the most famous primary sources in medieval history. Many historians believe it was created in the late eleventh century under the orders of a bishop called Odo. This man lived in Bayeux, was a leader in the Battle of Hastings and was the half-brother of William, the Norman duke who won the battle. The Bayeux Tapestry has a height of only 50 centimetres, but is 70 metres long! It outlines the events of the Battle of Hastings like a modern-day comic book.

When England's King Edward the Confessor died in 1066, he had no direct heir to the throne. A powerful earl, Harold Godwinson, saw the opportunity to take the crown himself. But he had competition. King Harald Hardrada of Norway, as a descendant of the Danish king Canute who had once ruled England, believed he had a right to the throne. Harold Godwinson's own brother, Tostig, joined forces with Harald Hardrada. Finally, Duke William of Normandy also tried to claim the throne because he said Harold had sworn an oath promising to support him in becoming king after Edward's death.

SOURCE 1 Contenders for the English throne jostle for power.



- A Harold Godwinson** 'I should be king! Edward was my brother-in-law, and even though I rebelled against him in 1051 we've put aside our differences.'
- B William, Duke of Normandy** 'Edward promised me the throne because I helped him crush Harold's rebellion in 1051. Harold even swore to me that he'd let me be king!'
- C Harald Hardrada** 'We should not let Viking influence in England disappear. I'm a descendant of King Canute and that's why I should be king!'
- D Tostig Godwinson** 'My brother Harold is a power hungry, ambitious swine! I want the throne for myself, and I'll use King Harald Hardrada of Norway to my advantage to get it!'

The last Viking attack on England

Harald Hardrada and his Norwegian army landed in the north of England. They met Harold Godwinson's army on the battlefield at Stamford Bridge. They were defeated in a bloody battle and as little as 25 of their 300 longships returned to Norway. Hardrada and Tostig were both killed. Some historians consider this the last true Viking attack on England. However, William of Normandy, a descendant of Danish Vikings, was now sailing to England in a fleet of longships.

SOURCE 2 A scene from the Bayeux Tapestry — Harold's oath



- A** William
- B** Harold places his right hand on a casket containing a holy relic and his left hand on a Bible. Possibly this is an oath to support William's claim to the throne of England.
- C** 'William' and 'Harold' in Latin. The words *dux* and *duci* mean 'leader'.
- D** Harold is escorted back to England in a Norman ship. Clearly it is a Viking longship in design.

3.13.2 The Battle of Hastings

Harold's weary troops marched southwards 700 kilometres to meet the Norman force. They finally met near Hastings at a place now appropriately called Battle. Harold's troops formed a shield wall near the top of a hill, defending their position with battle axes. Wave after wave of Norman cavalry charged the shield wall but with little effect. Medieval battles were often decided within an hour — but not Hastings! It raged

for the better part of a day. According to historians, it was a risky strategy of William's that finally won him the battle. Twice, his cavalry pretended to flee from the English. When the English troops gave chase, they broke their shield wall. William's cavalry regrouped, charged and defeated the now scattered English infantry. Harold was killed.

SOURCE 3 A scene from the Bayeux Tapestry — the death of Harold



- A** An English huscarl — the elite bodyguard of Harold's army
- B** A mounted Norman knight. His armour is similar to the huscarl's. His kite-shaped shield is favoured over Viking round shields.
- C** Stripping troops of their expensive armour
- D** Harold is killed. He is either shot with an arrow or cut down by a Norman sword — or perhaps both.

Aftermath

William was crowned king of England at Westminster Abbey on Christmas Day, 1066. He became known as William the Conqueror. Despite his coronation, he had to continue fighting the English for the next few years before he had full authority. His knights became the new nobility of England. William followed the Frankish custom of parcelling land and peasant workers out to his supporters. This was part of a new system of running a country, called feudalism. This system, along with Christendom, would define Europe for the rest of the Middle Ages.

Explore more with my  World History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Invasion of Britain

3.13 ACTIVITY

Use the internet or your library to conduct further research into the Bayeux Tapestry. Write a summary of the order of events shown in the Tapestry.

Using historical sources as evidence

3.13 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.13 Exercise 1: Check your understanding

1. **HS1** Study **SOURCE 2** and **3**.
 - (a) Which famous event in medieval history is shown on the Bayeux Tapestry?
 - (b) Whose perspective does it show?
2. **HS1** Why was there a battle for the throne after Edward the Confessor died?
3. **HS1** What happened at the Battle of Stamford?
4. **HS1** How did Harold Godwinson's troops manage to hold off the Norman force despite being tired from their 700 kilometre journey?

5. **HS1** How did the French forces manage to overcome them in the end?
6. **HS1** Who won the Battle of Hastings?
7. **HS1** Where and when was William the Conqueror crowned the king of England?

3.13 Exercise 2: Apply your understanding

1. **HS3** List the features of the ship shown in **SOURCE 2** that show it is a Viking longship.
2. **HS3** Study **SOURCE 3**.
 - (a) After reading the passage and examining **SOURCE 3**, explain why the Normans found it so hard to break through the shield wall formed by the English huscarls.
 - (b) What can you learn about warfare from this time from **SOURCE 3**?
3. **HS3** Why do you think the Bayeux Tapestry is such a valuable source of information for historians studying the Battle of Hastings?
4. **HS5** The Viking Age ended when the raids stopped because the people who had been the Vikings stayed where they had settled and became English, Swedish, Norwegian, and so on. Examine how events like the Norman conquest contributed to ending the Viking Age.
5. **HS5** Identify one intended cause and effect, and one unintended, of the Battle of Hastings.
6. **HS3** After reading the notes in **SOURCE 1**, who do you believe had the strongest claim to the English throne? Explain why.
7. **HS6** Evaluate whether you agree that the Battle of Hastings was a turning point in bringing down the Age of the Vikings.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

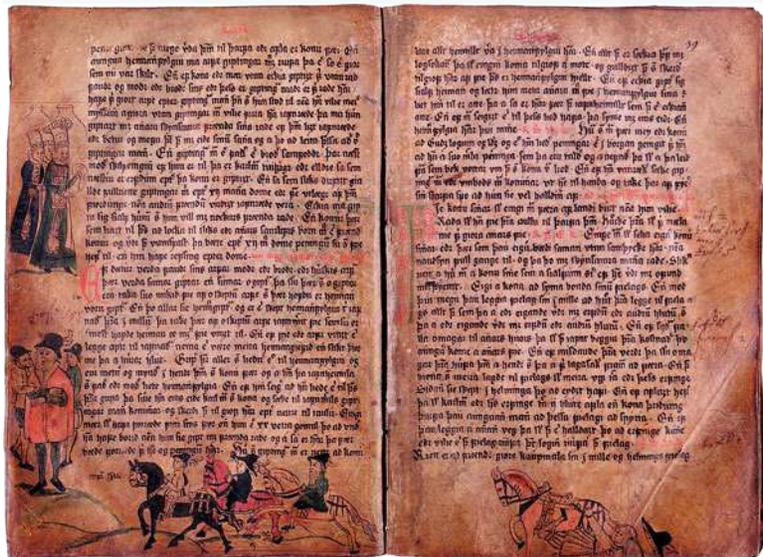
3.14 Heritage of the Vikings: governing Iceland in the Viking Age

3.14.1 A Viking republic?

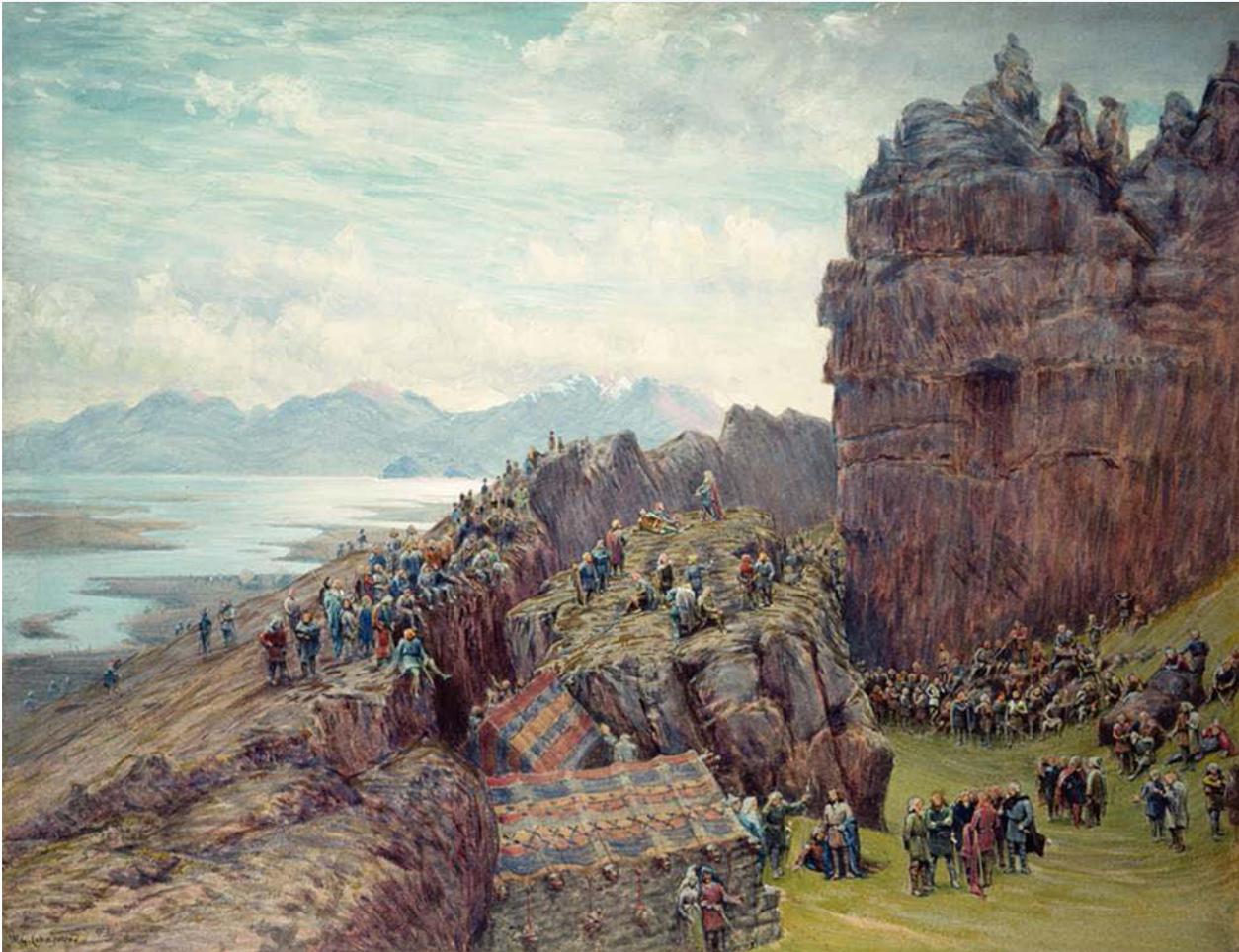
The modern parliament in Iceland is called the Althing. It has the same name as the body established in 930 CE that governed Iceland during the Viking Age. Although the Althing is regarded as the oldest national government assembly in Europe, there have been many changes over the last 1000 years. The Althing of the Viking era had some of the features of a modern parliament, but was quite different in many ways.

Iceland was originally a colony of Norwegian settlers. Most of them had settled Iceland as a result of feuding with the king of Norway. They fled to Iceland where they hoped to live free of the Norwegian king's authority. Like Norway, Iceland was divided into a series of regional assemblies called **things**. Each thing was ruled by a local chieftain called a godar. As the population grew, these things combined to create a national governing assembly, the **Althing**. It was a unique form of government because it rejected the rule of a king. This was probably the result of the Icelandic settlers' dissatisfaction with the way they had been treated by the king of Norway.

SOURCE 1 One of the earliest written versions of the Icelandic legal code. It dates from 1260, two centuries after the end of the Viking Age. Because the Vikings did not keep records in the form of a book, the code was originally recited by heart (see **SOURCE 2**).



SOURCE 2 A nineteenth-century depiction of Thingvellir in Iceland, where the Althing was held. The actual gathering took place outdoors at the foot of the lava cliffs. The Lawspeaker, who recited the law code, stood on the Law Rock. He faced the cliffs so that his voice could be heard more clearly by echoing off the cliff face.



Each year in summer, the Althing met on a plain called **Thingvellir**. The godars, 48 in all, came with their supporters and were billeted in small dwellings called **booths**. The assembly met in the open at a spot called the Law Rock. They listened as the law code was recited by a representative called the Lawspeaker. Then they discussed making new laws and amending old laws. One of the more radical amendments they made to their law code was the adoption of Christianity in 1000 CE.

Feuds were frequent between the regional chieftains, and the Althing's role was to try to resolve conflict. No doubt there was an endeavour to do this peacefully, but there is evidence that at times weapons were drawn at the Althing. One saga tells of one chieftain and his supporters using force of arms to barge through another group to get a hearing at the Althing.

But such incidents were probably rare. The Althing was unique as an assembly of free men trying to establish rule of law without the need of a king to enforce it. They even elected a president every three years. This is why some historians describe Viking Iceland as a republic. However, unlike the president of a modern **republic**, the president of the Althing was unable to enforce laws. This was the job of those directly involved in the law-making process.

DID YOU KNOW?

The word *booth*, which means an enclosed structure usually of wood or canvas, such as a stall at a fair, is originally an Old Norse word, which referred to the booths described in this subtopic.

Enforcing the law

There were various penalties for breaking the law. Theft was punished with beheading or hanging. A slave judged to be disobedient was punished with a whipping. Stoning and drowning were also punishments. Some offenders were sentenced to become outlaws. They were denied food and shelter and anyone had the right to kill them on sight. If you were an outlaw for life you also lost your property. Lesser offences carried a three-year sentence of outlawry. In the case of a dispute, it was the role of the injured party to enforce a punishment, not the Althing. Sometimes they accepted punishment payment from the offender or even agreed to reconciliation.

The Althing may have been very different to a modern parliament. However, in the centuries which followed its establishment, the rest of Europe would be ruled by kings and emperors. Compared to this, the Althing was more closely related to modern parliaments with representatives elected by free citizens.

3.14 ACTIVITIES

1. Hold a Thingvellir with your class, or with two classes together to make the right number. Agree on the rules of your classroom, then elect a Law Speaker who will recite this to everyone. Find a Law Rock in your school and discuss an issue on which you decide.

Using historical sources as evidence

2. Many people now believe that Iceland has not received enough recognition for being the first society to experiment with democracy, highly unusual in medieval times. Conduct a debate in class where you discuss the topic 'Iceland's Althing should be recognised as a proto-democratic movement'.

Determining historical significance

3.14 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.14 Exercise 1: Check your understanding

1. **HS1** In what year was the Althing set up in Iceland? What was its purpose?
2. **HS1** From what country did most Icelanders originate and why did they leave their original home?
3. **HS1** What is a godar?
4. **HS1** Where and when did the Althing meet?
5. **HS1** Under Icelandic law, what happened if you were declared an outlaw for life?

3.14 Exercise 2: Apply your understanding

1. **HS3** Why was **SOURCE 1**, the written Icelandic legal code, dated 1260 CE when the Althing actually began in 930 CE? What did they do before this?
2. **HS3** Why do you think the Icelanders chose the place shown in **SOURCE 2** for the Althing? What makes it suitable for their purpose?
3. **HS3** **SOURCE 2** is a nineteenth century artist's interpretation of the Thingvellir. Using the information that you have been given here, draw your own diagram of this annual event and label it.
4. **HS4** Describe who held the power in the Icelandic Althing. How was this different where the people were originally from?
5. **HS4** Do you think that the penalties for breaking laws were tough? Too tough?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.15 SkillBuilder: Interpreting sources on the Vikings

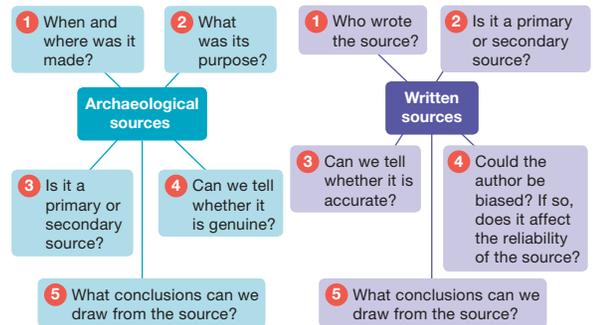
online only

Why do historians need to interpret sources?

Sources can reveal a lot about the Vikings as long as historians ask questions about their origin, their purpose and if they are reliable and therefore useful.

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.



3.16 Thinking Big research project: Write a Viking saga

online only

SCENARIO

You are part of a Norse mythology revival group. Drawing inspiration from traditional Icelandic sagas, you will write your own exciting saga and share it using a podcast.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: Write a Viking saga (pro-0159)

3.17 Review

online only

3.17.1 Key knowledge summary

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

3.17.2 Reflection

Reflect on your learning using the activities and resources provided.

**eWorkbook** Reflection (doc-31324)

Crossword (doc-31325)

**Interactivity** The Vikings crossword (int-7585)

KEY TERMS

Althing Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year

amber yellow fossil resin found in countries around the Baltic Sea and valued as precious stones in the manufacture of jewellery

arable land that can be ploughed for crops

barbarian uncultured and uncivilised; not Christian

berserker Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.

booth small, temporary shelter for participants at things and the Icelandic Althing

boss metal bulge used as reinforcement in the centre of a shield

bronze metal alloy mainly of copper and tin

duchy dukedom; a small state ruled by a duke, a nobleman whose rank is just below that of a prince

fjord long, narrow inlet flanked by high cliffs and slopes

flax plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles

Gulf Stream great warm current of water flowing from the Caribbean Sea all the way to northern Europe

heathen one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilized

hemp plant favoured for its tough fibre, useful in the making of rope

hilt the handle of a sword or dagger

keel lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built

knarr a Viking trading ship

lamellar made up of overlapping metal plates or scales

linen cloth made from flax

longhouse a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.

longphort a fortified base

mail armour comprising chain links

oath breaker someone who goes back on their word

pagan someone who is not a Christian, Jew or Muslim, but who worships many gods

peat vegetable matter, decomposed by water and partially turned to carbon, frequently forming a bog

polytheistic the worship of numerous gods

pommel rounded knob at the end of a sword hilt

pro front part of a boat or ship

reconstruction rebuilding or re-making: in archaeology, rebuilding an artefact using archaeological remains as a guide

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

rudder broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller

runes letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone

saga a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family

self-sufficient able to provide for its own needs

tapestry carpet-like wall-hanging

thing regional meeting held to decide local issues in Norway and Iceland during the Viking Age

Thingvellir meeting place of the Althing in Iceland during the Viking Age

3.15 SkillBuilder: Interpreting sources on the Vikings

3.15.1 Tell me

What are our main sources for the Vikings?

We have many sources that tell us about the Vikings. Most sources from the Viking Age are archaeological. This means that much of what is written about the Vikings is based on guesswork. Written documents from the Viking Age itself are, for the most part, very brief. Secondary sources, including film or attempts to recreate Viking life through replicas like armour or ships or buildings, are often based on guesswork.

Why do we need to interpret sources for the Vikings?

Sources can reveal a lot about the Vikings. Historians need to ask questions about both primary and secondary sources to identify their origin (where they came from), their purpose (why they were created) and whether or not they are reliable and therefore useful.

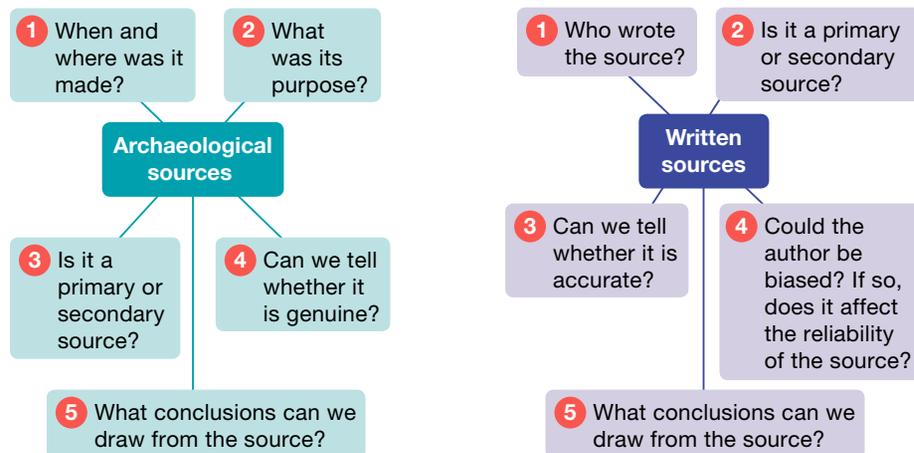
SOURCE 1 The Trelleborg Ring, a Viking fortress in Denmark, was built about 980 CE. Ring fortresses were surrounded by circular earthen mounds. Visible in this aerial view is the circular ridged earthen mound, which was the defensive wall. It is surrounded by a ditch.



3.15.2 Show me

How to interpret sources for the Vikings

We need to think carefully about the clues each source provides. We need to ask questions such as:



Step 1

The questions for archaeological sources have been applied to **SOURCE 1**.

1. *When and where was it made?* Scientific tests show it was built between 980 and 981 CE.
2. *What was its purpose?* It was a fortress, meant to shelter armed men and to control the surrounding country.
3. *Is it a primary or secondary source?* Having been built during the Viking Age, it is a primary source. Almost certainly it was built by Danish Vikings.
4. *Can we tell whether it is genuine?* It is a genuine Viking building complex. It was built during the Viking Age and is now mostly in ruins, with most of the timber structures having disappeared over time.
5. *What conclusions can we draw from the source?* The Vikings built ring fortresses that were surrounded by mounds and ditches.

Step 2

The questions for written sources have been applied to **SOURCE 2**.

SOURCE 2 An extract from an Icelandic saga called *Eyrbyggja*, written originally in Old Norse, or Icelandic, in the mid-thirteenth century

[The] onset [of the battle] was of the fiercest, and many were wounded on either side, but none slain. Snorri and his folk shot so thick and fast, that Raven with his men gave back from the wall [of the defensive work]. Then Thrand the Strider made a run at the wall, and leaped up so high that he got his axe hooked over the same, and therewith he drew himself up by the axe-shaft till he came up on to the work . . . [When] Raven saw that a man had got on to the work, he ran at Thrand, and thrust at him with a spear, but Thrand put the thrust from him, and smote Raven on the arm close by the shoulder, and struck off the arm. After that many men came on him, and he let himself fall down outside the wall . . .

1. *Who wrote the source?* The author is unknown. We know only that, like the Viking saga he has written, he has an Icelandic heritage.
2. *Is it a primary or secondary source?* The event is a Viking battle. As this source was written in the mid-thirteenth century and the author could not have witnessed the events he describes, it is a secondary source. However, if we were studying this source in the context of thirteenth-century medieval literature, it would be a primary source.

3. *Can we tell whether it is accurate?* It is not an eyewitness account. Even as a fictional account, the style of warfare may have changed after 200 years. At best, it is an imaginative account of a battle on a Viking fortress. We cannot be certain that it is an accurate description of an event from the Viking Age.
4. *Could the author be biased?* If so, does it reflect the reliability of the source? There does not appear to be any motive for bias. It is a straightforward account of a battle in the Viking Age.
5. *What conclusions can we draw from the source?* We cannot conclude anything about actual Viking battles, but we can conclude that the Vikings told stories about their battles.

3.15.3 Let me do it

Complete the following activities to practise this skill.

3.15 ACTIVITIES

1. Use the following questions to interpret **SOURCES 4** and **5**. The information given in **SOURCE 3** will help you judge which is more reliable.
 - (a) When and where was it made?
 - (b) What was its purpose?
 - (c) Is it a primary or secondary source?
 - (d) Can we tell whether it is genuine?
 - (e) What conclusions can we draw from the source?

SOURCE 3 From an article by Holger Schmidt entitled 'The Trelleborg House Reconsidered'

The reconstructed Viking-age house erected at Trelleborg in 1942 has, as a result of recent archaeological investigation, proved to be wrongly designed. The theory that it had an outside gallery [the verandah] is impossible to sustain, since on further examination the posts proved to be inclined towards the house and they must, therefore, be explained as buttresses . . . [The] whole structure of the house must be reconsidered . . . [The] Trelleborg house-type is that of the NW European medieval hall. It was built entirely of wood, the walls were of a stave-plank construction and it had a trussed-rafter roof. The convex shape of the structure was in accordance with contemporary taste or style . . . The walls . . . were perpendicular, but the roof and buttresses would have been the overriding feature of the exterior, giving it the curved outline of . . . hog-back grave-covers.

SOURCE 4 Reconstruction of a Viking longhouse from Trelleborg. It was built in 1942 and is supposed to be modelled on the longhouses which once occupied the Trelleborg Ring, as seen in **SOURCE 1**.



SOURCE 5 A more recent reconstruction of a Viking longhouse from a ring-fortress site at Fyrkat in Denmark



2. Based on your work interpreting sources on the Vikings, answer the following questions:
- (a) Why are written documents from the Viking Age extremely rare?
 - (b) How have historians and archaeologists been able to find out about the Vikings?
 - (c) Describe how historians can check whether sources are reliable and/or useful.
 - (d) How useful are reconstructed sources like reconstructed Viking longhouses in providing information about the Viking Age?
 - (e) Explain whether the Viking sagas are primary or secondary sources.

3.16 Thinking Big research project: Write a Viking saga

Scenario

Icelandic sagas were written down by scribes mainly during the thirteenth and fourteenth centuries, taken from the stories passed down in the oral tradition from generation to generation. They told of Norse heroes and legends, of kings and gods, of Icelandic families and their deeds, as well as creatures such as trolls and giants. They give insight into the values and beliefs of the time, as well as details about the social structures, living conditions, food, clothing and many other things.



Task

Because sagas were passed down from generation to generation, they were constantly changed and adapted. You are part of a Norse mythology revival group and you are creating a podcast with retellings of exciting Norse sagas. You will write a saga, using the traditional stories and style as the basis for your version, and you will record it as a podcast so that others can enjoy listening to it.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group if you wish. You may work individually or in pairs, depending on your teacher's preference. Save your settings and the project will be launched.
- Navigate to your **Research forum** where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered. This is where the creation of your saga begins.
- In the **Media centre** you will find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research.
- Spend some time reading (and listening to) a variety of sagas. There are numerous websites that give access to a variety of translations of Icelandic myths.
- When you have a good sense of the topics covered and the style used, decide on a character or event(s) that you would like to write about. Brainstorm some ideas, either taking a known account and giving a different perspective on it, or writing a new adventure using known characters.
- Write a draft of your saga. Keep in mind that it will eventually become a spoken text. Use the **Writing a Viking saga** document in the Media centre to help you.
- Hold a critique session where you and your classmates will provide helpful feedback to each other so that you can draft your writing.
- Practise telling your saga. Work on including techniques that will entertain your audience. Use the document, **Using your voice in a spoken text** to help you with this.
- When you are ready to record, use the document **How to make an audio recording**.
- Your teacher will upload your recordings in a central place so that you can all listen to each other's sagas.



Resources



ProjectsPLUS Write a Viking saga (pro-0159)

3.17 Review

3.17.1 Key knowledge summary

3.2 Examining the evidence

- The Viking civilisation that we study existed over one thousand years ago.
- Although a written language called runes existed, these were mainly for stone or bone inscriptions. It was not until the Vikings became Christian later in the Viking Age that written language was used to record things.
- Historians discover information from this period through the examination of artefacts and other archaeological discoveries.
- There have been significant discoveries of burial sites such as the King's Mound in Gokstad in Norway and many archaeological sites where there were settlements.
- The Vikings had a great oral storytelling culture.
- Late in the Viking Age, the stories of heroes and gods were written down and are known as the sagas. There was also much written about the Vikings by monks and others like the Anglo-Saxons who were their enemies, such as the Old English story, *Beowulf*.

3.3 Scandinavia before the Viking Age

- The ancestors of the Vikings were mainly farmers, just as the Vikings were.
- There is archaeological evidence from the Bronze Age in Scandinavia, showing the people had developed boats and used bronze for tools and weapons.
- By the time the Scandinavians came into contact with the Romans, they had moved into the Iron Age, finding it a much harder metal and therefore more effective in battle.
- They had further developed their boats, giving them the ability to travel greater distances by sea, thus enabling trade from which they profited.
- The period immediately before what we call the Viking Age is known as the Vendel era, 400–800 CE.
- The boats and armour from the Vendel era are recognisably Viking.

3.4 The Viking homelands

- Much of the land in the Viking areas was rocky and mountainous and only a small percentage was suitable for farming. Because of this the Vikings lived mainly around the coastal areas of their lands where the climate was milder and land more fertile.
- Although the winters were very cold, the water around the Viking homelands was prevented from freezing by warm currents, like the Gulf Stream. This was important for a seafaring people.
- From around the eighth century the Vikings started to raid and later settle other areas.
- There are a number of theories about why the Vikings started to move away from home. For example, it is possible that they needed more farming land because the population was growing. Another theory is that the Vikings fought among themselves and some fled overseas. There is also the hypothesis that they took advantage of weaknesses among the rulers of European countries to conquer and settle. It is likely to be a combination of a number of these theories.

3.5 Viking society

- Although Vikings are known as pirates and raiders, for the most part they were farmers. Viking society was stratified, into kings or lords known as jarls, freemen called karls and slaves known as thralls. The slaves were usually people who had been brought back after raids and battles. They were needed for their labour on the farms.
- Viking farms were a series of buildings huddled around a longhouse and were often quite isolated, meaning the people relied only on themselves and the farms were often self-sufficient.
- Vikings kept livestock and crops of grains, such as barley and rye, as well as flax and hemp for linen sailcloths.
- Viking women ran the farms as the men tended to be away for long periods on raids.
- Children would most likely have helped out on the farm.

3.6 Early Viking religion

- Early Vikings followed a pagan religion.
- Viking myths are full of giants and of their gods who lived in a place called Asgard, which is high up in the sky.
- They worshipped many gods, the most significant of whom were Odin, Freya and Thor.
- Odin features in many of the sagas as the god who ruled from Valhöll, the Hall of the Slain, where the warriors who died in battle were welcomed by the Valkyries, or war-maidens.
- Vikings believed that death marked the beginning of a journey to another world and their burial practices reflected this. The dead were buried with the things the Vikings believed they would need in the next life or had enjoyed in this one, with archaeological finds of burial mounds providing evidence of this.

3.7 Viking longships

- In the eighth century CE developments in Viking boat design technology, such as innovations in the keel, the rudder and the sail, enabled them to make longer ocean voyages.
- The remains of several ships have been found and replicas have been built that demonstrate how quickly the ships were able to sail across the seas, which is also quite remarkable considering that they only had the sun and stars for navigation.
- Viking ships were large but quite narrow and shallow, which enabled them to be pulled up close to shore during raids.
- There is evidence that the ships were carried overland from one waterway to another.
- At times Viking ships were known as dragon ships because a carved head of the mythical monster was sometimes mounted on the prow of the ship.

3.8 Viking weaponry

- Viking weapons and armour were extremely well-constructed and effective.
- For protection the Vikings wore body armour usually made of leather and chain mail, as well as a conical iron helmet.
- They carried timber shields to protect their bodies.
- They used an array of weapons such as bows and arrows, spears, axes and swords.

3.9 Viking invasions and settlements

- Around the eighth century, the Vikings began their expansion into other lands.
- Monastery records from England, Scotland and Ireland show that the Viking raids started as hit-and-run raids where they attacked and took with them the monastery's precious artefacts and money, killing and maiming monks and others as they attacked.
- As time went on and the Vikings travelled further from their homelands, they set up winter camps in some of these places because it was too far to get home for the winter. Eventually some of these became permanent settlements, such as Dublin in Ireland.

3.10 Viking explorers, settlers and traders

- In their search for new lands, the Vikings colonised Iceland and Greenland.
- The explorer Leif Eriksson made it as far as North America in about 1000 CE. He established a settlement there called Vinland.
- As well as longships, Vikings had trading ships called knarrs.
- The Vikings also founded trading posts and settlements, including one called Hedeby that was on the crossroads of the East and West and settlements in Russia and Ireland. Many goods were exchanged including slaves, wine, bronze, iron and glassware.
- The Vikings settled much of England, dividing the country between them and the Anglo-Saxons. The northern part of the country, known as the Danelaw, was ruled by the Vikings until it was conquered by Alfred the Great.

3.11 The spread of Christianity

- Over time the Vikings became more and more exposed to Christianity through their travels and trade with countries, as well as from missionaries.
- Initially they were happy to accept the Christian god into their range of gods.
- Eventually, most Viking leaders adopted Christianity as their sole religion and imposed it on their subjects.

3.12 Harald Bluetooth: Viking king of Denmark

- Harald Bluetooth was celebrated as the first king of a united Denmark.
- He was a successful warrior who brought Christianity to the countries that he conquered, Denmark, Norway and parts of Sweden.
- He was eventually killed in a rebellion by pagan Danes but was given a Christian burial.
- The Christianity that Harald spread prevailed.
- An archaeological discovery was made of the ruins of a series of longhouses close to two large runestones known as the Jelling stones. They were erected by Harald Bluetooth and honour his parents as well as his achievements. They record the birth of a nation and have been called the ‘birth certificate of Denmark’.

3.13 The Battle of Hastings and the end of the Viking Age

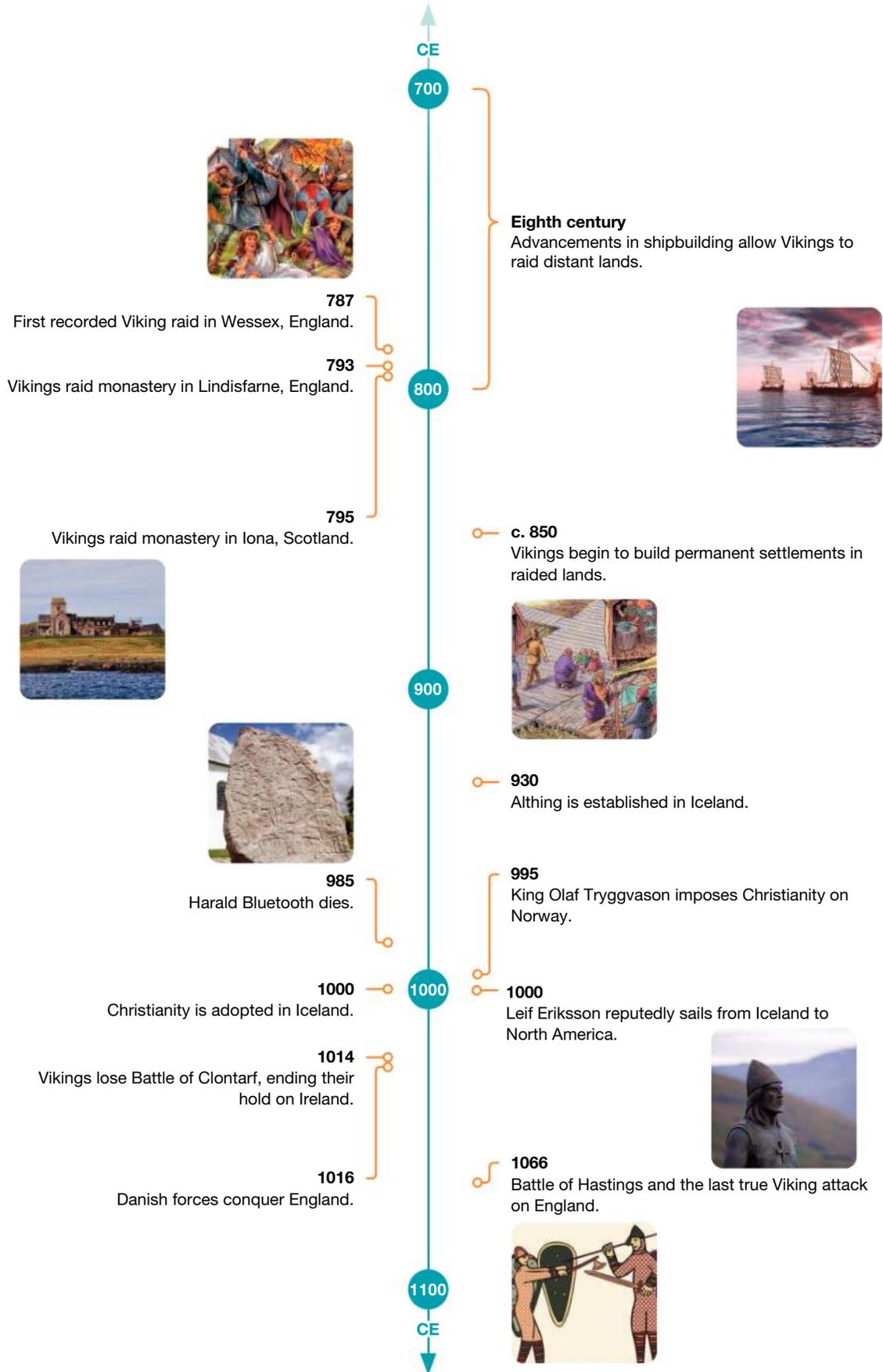
- The Battle of Hastings ended the Viking Age.
- When England’s Edward the Confessor died in 1066 he left no direct heir to the throne.
- Three main contenders came forward to replace Edward the Confessor: a powerful earl, Harold Godwinson; the Norwegian king Harald Hardrada, a descendent of the Danish king Canute who once ruled England; and William of Normandy, who said that he had been promised the throne after Edward’s death.
- Godwinson and Hardrada fought, with the Viking king eventually being killed. After this, Harold Godwinson had to face the Normans who had sailed from France.
- The Bayeux Tapestry shows detailed scenes from the battle between Godwinson and William of Normandy — the Battle of Hastings.
- Eventually Harold was killed and William was crowned at Westminster Abbey, becoming known from then on as William the Conqueror.
- William’s rule was to change England significantly, bringing in feudalism.

3.14 Heritage of the Vikings: governing Iceland in the Viking Age

- A Viking governing body was founded in Iceland in 930 CE called the Althing.
- Iceland was divided into a series of regional assemblies known as things — ruled by local chieftains called godars — which combined to create the Althing.
- The godars with their supporters met annually on a plain called the Thingvellir and listened to the law codes spoken by the Lawspeaker. They then discussed making new laws and resolving feuds.
- The Althing is recognised as an early republic, an assembly of free men.



A timeline of the Viking age



3.17.2 Reflection

Complete the following to reflect on your learning.

3.17 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Raid, pillage and plunder. Were the Vikings more than just Middle Ages bullies?

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



eWorkbook Reflection (doc-31324)
Crossword (doc-31325)



Interactivity The Vikings crossword (int-7585)

KEY TERMS

Althing Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year

amber yellow fossil resin found in countries around the Baltic Sea and valued as precious stones in the manufacture of jewellery

arable land that can be ploughed for crops

barbarian uncultured and uncivilised; not Christian

berserker Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.

booth small, temporary shelter for participants at things and the Icelandic Althing

boss metal bulge used as reinforcement in the centre of a shield

bronze metal alloy mainly of copper and tin

duchy dukedom; a small state ruled by a duke, a nobleman whose rank is just below that of a prince

fjord long, narrow inlet flanked by high cliffs and slopes

flax plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles

Gulf Stream great warm current of water flowing from the Caribbean Sea all the way to northern Europe

heathen one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilized

hemp plant favoured for its tough fibre, useful in the making of rope

hilt the handle of a sword or dagger

keel lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built

knarr a Viking trading ship

lamellar made up of overlapping metal plates or scales

linen cloth made from flax

longhouse a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.

longphort a fortified base

mail armour comprising chain links

oath breaker someone who goes back on their word

pagan someone who is not a Christian, Jew or Muslim, but who worships many gods

peat vegetable matter, decomposed by water and partially turned to carbon, frequently forming a bog

polytheistic the worship of numerous gods

pommel rounded knob at the end of a sword hilt

pro front part of a boat or ship

reconstruction rebuilding or re-making: in archaeology, rebuilding an artifact using archaeological remains as a guide

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

rudder broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller

runes letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone

saga a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family

self-sufficient able to provide for its own needs

tapestry carpet-like wall-hanging

thing regional meeting held to decide local issues in Norway and Iceland during the Viking Age

Thingvellir meeting place of the Althing in Iceland during the Viking Age

4 Medieval Europe (c. 590–1500)

4.1 Overview

From the Crusades and castles to the Black Death, was medieval Europe the worst place to live in history?

4.1.1 Links with our times

In this topic we will look at events that occurred in Europe during the Middle Ages. The timeline of medieval Europe may be filled with power struggles, war, and death, but there were also developments in trade, medicine, learning, and skills that contributed to our modern society.

Resources

-  **eWorkbook** Customisable worksheets for this topic
-  **Video eLesson** Medieval Europe (eles-1824)

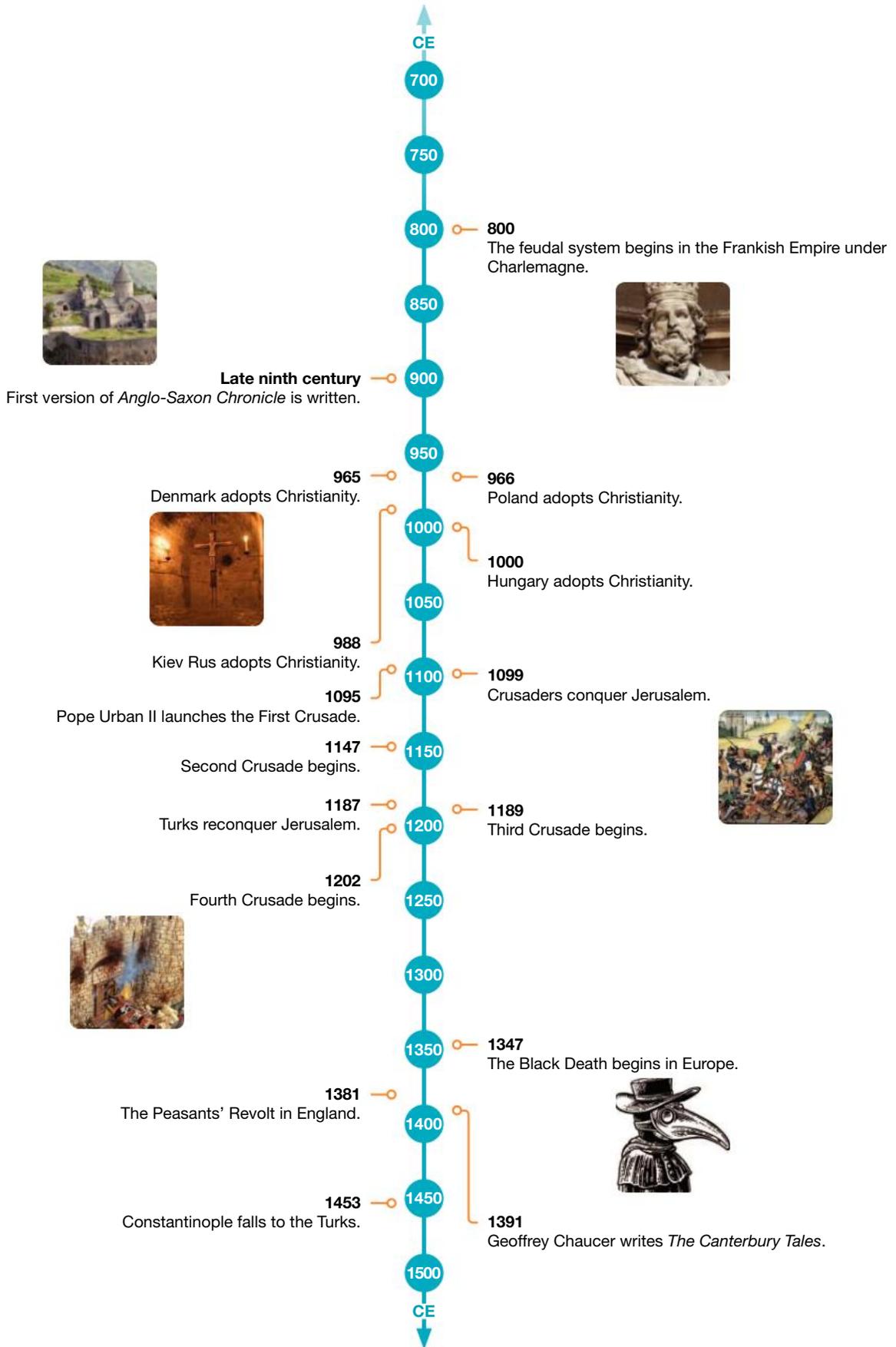
LEARNING SEQUENCE

- 4.1 Overview
- 4.2 Examining the evidence
- 4.3 The impact of the ‘barbarian’ invasions
- 4.4 Early medieval Christianity
- 4.5 The feudal system
- 4.6 Life on the manor for men, women and children
- 4.7 The knight
- 4.8 Medieval warfare
- 4.9 Castles
- 4.10 The power of the medieval Church
- 4.11 Monasteries and convents
- 4.12 The Crusades
- 4.13 The Age of Faith
- 4.14 Towns and trades
- 4.15 Living conditions and medical science in the fourteenth century
- 4.16 The Black Death
- 4.17 How did the Black Death change society?
- 4.18 The Peasants’ Revolt
- 4.19 Joan of Arc
- 4.20 The heritage of medieval Europe
- 4.21 **SkillBuilder:** Interpreting medieval art as sources
- 4.22 **Thinking Big research project:** Festival of Lost Trades
- 4.23 **Review**



To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of major events in medieval Europe



4.2 Examining the evidence

4.2.1 How do we know about medieval Europe?

There are many different types of evidence that provide historians with information. These include artwork, written sources and artefacts, monuments and buildings.

4.2.2 Artwork

Illuminations like the one in **SOURCE 1** help us imagine what life was like. In the foreground, peasants can be seen engaged in various activities on a farm. Many illuminations show scenes of village life, with peasants tending their crops and livestock. For the illustrator, such a scene would have been commonplace, because 90 per cent or more of the medieval population were peasants.

The Bayeux Tapestry (see **SOURCE 2**) is an embroidered cloth that depicts the battle of Hastings in 1066 and the events leading up to it. It is remarkably well preserved and hangs in Bayeux in France. Although the origins of the Bayeux Tapestry are unclear, wall hangings of this type were used for both decoration and insulation against the cold castle walls of the times. They were also highly portable and so moved around with their owners. These artworks give historians much information, about the scenes they depict as well as the technologies available to their creators.

Other artworks include paintings, mosaics and frescos.

SOURCE 1 Peasants working in the fields. From a French calendar illumination by the Limbourg Brothers, c. 1415.



SOURCE 2 A section of the Bayeux Tapestry that shows the nobles feasting while on campaign fighting for King William I of England



4.2.3 Written sources

Many stories and poems have survived over the centuries and give us more information. One of the most famous examples is a collection of stories and poems by Geoffrey Chaucer. It is called *The Canterbury Tales*, and was written in about 1391. This book examines medieval English society — even the titles of the tales show the types of jobs the people of medieval England had. For example, some stories are ‘The Miller’s Tale’, ‘The Knight’s Tale’, ‘The **Reeve’s** Tale’, ‘The Monk’s Tale’, ‘The **Franklin’s** Tale’ and ‘The Squire’s Tale’.

Official records also help to give us information about the Middle Ages. For example, William the Conqueror carried out a stocktake of all property in England in the late eleventh century. This record is called *The Domesday Book* (see **SOURCE 3**) and is a detailed record of the resources that were held throughout England at this time. It is an incredibly useful source for historians.

SOURCE 3 *The Domesday Book* is an amazing eleventh century public record of who owned what and how much they had. After conquering the English, the new king, William I, ordered a public survey of his new territory and the record was written up to become *The Domesday Book*.



4.2.4 Artefacts, monuments and buildings

Artefacts, monuments and buildings that have survived from the Middle Ages can be valuable sources of information. Artefacts include all types of items, such as coins, armour, weapons, utensils, tools and goblets. Artefacts made of durable metal like silver, gold and bronze are more common than garments and timber and iron materials, which tend to rust or rot away. To understand what such materials may have looked like, historians rely on written and pictorial records.

All sorts of buildings have survived from the Middle Ages: some cottages, churches, monasteries, **tith barns**, castles and manor houses still exist. The cottage in **SOURCE 4** is made of **thatch** and stone. Although it would have been frequently renovated (for example, thatch needs to be replaced every 20 to 30 years), it is a good example of a peasant’s cottage from the fourteenth century. Compare this to **SOURCE 5**, Dover Castle. Dover Castle is clearly intended for a class of people far wealthier and more powerful than peasants. The history of its site goes back to pre-Roman times. However, its present appearance began to take shape

SOURCE 4 These reconstructed cottages date back to the fourteenth century.



SOURCE 5 Dover castle in Kent, England. It was built in the eleventh and twelfth centuries.



under King Henry II in the late twelfth century. Castles like Dover help historians understand how such buildings were used both as military fortresses and homes for rich owners and their supporters. Comparing cottages and castles also gives us an idea about the class differences between the peasants and their rich and powerful rulers. Even buildings which are now ruins may give us clues about what life was like in the Middle Ages.

4.2 ACTIVITIES

1. Make a list of types of sources under the headings of 'Artwork', 'Written sources' and 'Artefacts, monuments and buildings'. Include an explanation paragraph about what you can learn from each one as well as an example. Share these in your class and add to a class document that you can display in your history classroom. **Using historical sources as evidence**
2. Find out more about the Bayeux Tapestry, such as who historians think may have commissioned it and which side of the Battle of Hastings it favours. **Using historical sources as evidence**

4.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.2 Exercise 1: Check your understanding

1. **HS1** What are the different types of artwork that historians have access to in order to draw conclusions about the medieval era?
2. **HS1** Why were most illuminations concerned with scenes of village and farm life?
3. **HS1** Consider **SOURCE 2**
 - (a) What was the Bayeux Tapestry created to celebrate?
 - (b) What was the purpose of this type of wall hanging during medieval times?
4. **HS1** Explain the importance of written sources from this period to historians.
5. **HS1** What were the types of artefact that were mostly likely to survive from this period? Explain why this is so.

4.2 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 2**. What questions would you need to ask to work out what its biases are?
2. **HS3** Is a photograph of a primary source, such the one of *The Domesday Book* in **SOURCE 3**, a primary or a secondary source? Discuss your answer in your class.
3. **HS3** How do **SOURCES 1, 4** and **5** help us learn about what life in medieval Europe was like?
4. **HS3** What would a historian be likely to learn about the medieval period from *The Canterbury Tales*?
5. **HS3** Suggest reasons to explain why William the Conqueror conducted a public survey of his new kingdom and created a written account of it (*The Domesday Book*).

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4.3 The impact of the 'barbarian' invasions

4.3.1 The fall of Rome

The term 'Dark Ages' is sometimes used to describe the Early Middle Ages; that is, the period in Europe from the fall of the Roman Empire in 476 CE to about 1000 CE. It was a time when some believed the 'light' of Rome was extinguished, and Europe was plunged into 'darkness' and chaos, until it began to advance its knowledge and learning in a time known as the Renaissance. Many historians and archaeologists now avoid use of the term 'Dark Ages' as they believe it downplays the significance of the period and undervalues the achievements of the societies of the time.

DID YOU KNOW?

The term 'Dark Ages' was originally used by the Italian scholar Petrarch in the 1330s. He was describing what he considered to be the poor quality of literature coming from Europe in the period following the fall of Rome.

Romans called all those from beyond the borders of the empire 'barbarians', from a Greek word meaning foreigners. Barbarians were thought to be uncivilised because of their different culture and customs. For a number of reasons, these barbarians were still able to defeat and overthrow the Roman Empire.

Historians have various hypotheses to explain the fall of Rome:

1. The empire was simply too big to survive.
2. The Roman population was declining.
3. The Roman legions increasingly enlisted 'barbarians', whose loyalty could no longer be taken for granted.
4. The adoption of Christianity as the official religion of the empire blunted their desire to conquer.
5. Infighting and civil war weakened the empire.

The collapse may have been due to a combination of these or other factors. Whatever the cause, the last Roman emperor, Romulus Augustulus, was **deposed** in 476 CE.

Not all of the Roman Empire was lost, though. In 395 CE the empire had split and the eastern part became known as the Byzantine Empire. Its capital was the city of Constantinople (modern-day Istanbul in Turkey). The Byzantine Empire lasted another thousand years until it was conquered by the Turks in 1453 CE.

Many kingdoms emerged to fill the vacuum left by the fall of the Western Roman Empire. At different times, Huns, Goths, Vandals and other groups that had challenged Rome established empires of their own. However, beset by internal divisions or invasions, most of these kingdoms did not last.



Source: Map drawn by Spatial Vision.

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Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Transformation of the Roman World

4.3.2 The times that followed

Consequences

The Dark Ages were a time of great instability. The security provided by Roman control was gone. These were times of great violence. To educated people it seemed that ignorance and backwardness had triumphed over learning and order. Grand Roman buildings, roads and aqueducts were destroyed or abandoned. Migrations of peoples from various lands led to further conflict. Because few could speak or read Latin, the great Roman works of literature were no longer widely read, and many were lost.

Contributions

We now recognise, however, that important changes were taking place during this period, with new social systems and cultures emerging. Feudalism is an example of one such system. Many Roman customs and legal principles survived because the new rulers came to see the benefits such laws gave them and their people. Charlemagne was one ruler whose achievements were far greater than those of a mere warlord. As king of the **Franks**, he encouraged the arts and learning. Under his rule, large parts of western Europe became Christian and he promoted education, particularly through monasteries. The English king Alfred the Great is another great ruler from this time. Some Early Middle Age societies, such as the Vikings, had political systems that had no place for kings or dictators; some historians see in these systems the beginnings of modern democratic principles.

SOURCE 2 Alfred the Great, as depicted in a twentieth-century stained glass window



SOURCE 3 An image from the *Book of Kells* showing Mary with the baby Jesus



Contrary to the views of Petrarch, great works of literature containing magnificent artwork were created in these years. The *Anglo-Saxon Chronicle*, which documents the early history of England, was written in the time of King Alfred. The beautifully illuminated *Book of Kells*, featuring the four Christian gospels written in Latin, was created during the eighth century; it is on public display in Dublin today.

4.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.3 Exercise 1: Check your understanding

1. **HS1** Who or what was a 'barbarian'?
2. **HS5** Explain the main reasons for the fall of Rome.
3. **HS1** Who was the last Roman emperor and in what year was he deposed?
4. **HS1** What did the remaining piece of the Roman Empire become known as?
5. **HS5** What were some of the results of the loss of the security of the Roman Empire?
6. **HS1** Why were significant works of literature from that time lost?
7. **HS1** Name two great rulers from the so-called 'Dark Ages'.
8. **HS1** What was one of the new social systems that developed during this time?
9. **HS1** List two great works of literature from this period.

4.3 Exercise 2: Apply your understanding

1. **HS3** The map in **SOURCE 1** shows the kingdoms and empires that rose after the fall of the Roman Empire.
 - (a) Which of these kingdoms or empires appears to be the largest?
 - (b) What modern continents does it cover?
2. **HS3** Using **SOURCE 1**, explain the impact of the fall of the Roman Empire on Europe.
3. **HS3** **SOURCE 2** shows Alfred the Great holding two objects. What are these objects, and what might this depiction tell us about his accomplishments?
4. **HS3** Artworks such as the one in **SOURCE 3** were drawn by monks by hand and took a very long time to create. They devoted their lives to this work. What conclusions can we draw about these monks? What does it tell us about the importance of religion to these people?
5. **HS3** Using information gathered from looking closely at **SOURCES 2** and **3**, argue whether or not you believe that the Early Middle Ages was a time lacking in art and learning.
6. **HS5** What is meant by the term 'Dark Ages'?
7. **HS5** Identify three reasons why some consider the period from 500 CE to 1000 CE to be a 'dark age' and give three reasons why some believe this to be an inaccurate description.
8. **HS6** Identify the contributions of the medieval period and rank them from most significant to least significant.

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4.4 Early medieval Christianity

4.4.1 The power of the Pope

Christianity stemmed from the Jewish religion in the first century CE. After becoming the official religion of the Roman Empire it spread throughout Europe. Following the fall of Rome, it became entrenched as the principal religion across Europe. For many reasons, cultures turned away from their traditional belief systems and adopted Christianity.

The Pope is the head of the Catholic Church. After the fall of the Western Roman Empire, the power and authority of the Pope increased; he became a unifying figure. Based in Rome, the Pope made a powerful ally in political disputes. Papal support gave a leader both political prestige and moral authority.

The Pope became far more powerful than any other Christian bishop for several reasons. He was able to claim authority based on St Peter's decision to lead the Christian Church from Rome. St Peter and St Paul, two early Christian leaders, were **martyred** in Rome, and this gave the city particular religious significance. Strategic political alliances with rulers such as Charlemagne also saw papal power and importance rise.

SOURCE 1 Charlemagne's coronation by Pope Leo III (800 CE)



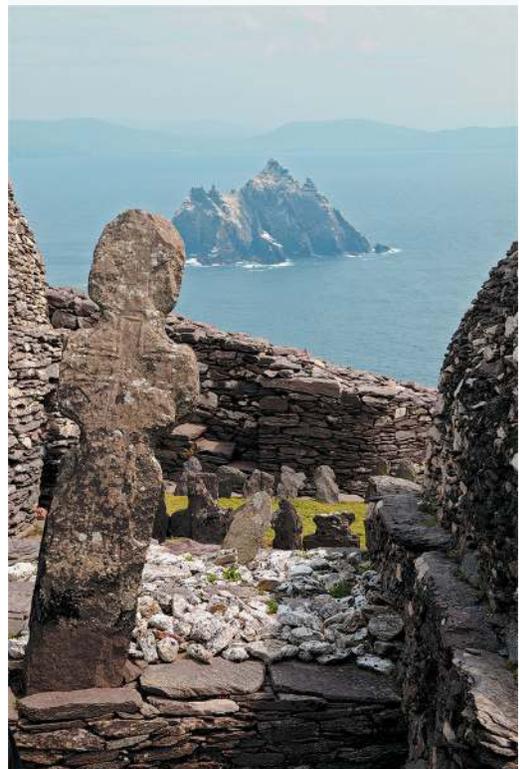
4.4.2 Monks and monasteries

An important feature of early Christianity was the role of monks and monasteries. A monk was a man who chose to withdraw from society in order to live according to strict Christian principles. Communities of monks were formed, with rules governing every aspect of their lives in order to ensure their obedience to God. These communities of monks lived in monasteries. Many monasteries were built in isolated places (see **SOURCE 2**), both for their protection and to free them from worldly distractions and influences.

Some monasteries, however, played important roles in the community. Many had schools attached to them. Some had markets where fairs were held. Justice and law were dispensed by the abbot in the towns that developed around the monasteries. People gave money to the monasteries in the belief that this would please God. Sometimes people were forced to pay taxes to the monastery for the use of their land or to sell produce in the markets. This made some monasteries very rich and powerful.

The spread of Christianity during the Early Middle Ages was in large part due to the work of missionaries. These were committed Christians, usually men, who took the message of Christianity to the **pagan** foreign tribes. They were usually most successful when they were able to convert the king, who would then ensure his followers converted. A notable example of this occurred when Clovis, king of the Franks, converted in 496 CE and began the task of converting the Frankish kingdom to Christianity.

SOURCE 2 A stone cross on Skellig Michael in Ireland. The monastery, on a small island off the west coast of Ireland, was built in the seventh century.



SOURCE 3 A ninth-century monastery in Tatev, Armenia



4.4.3 Education and health

The Church was one of the few sources of education during this period. Most schools were run by the Church; they represented the only educational opportunities for most people (see **SOURCE 4**). Similarly, most hospitals were attached to monasteries. The Church was often the only place the poor could turn to for help or welfare.

SOURCE 4 A thirteenth-century illustration showing a boy being brought by his parents to a monastic school



SOURCE 5 In this medieval illustration a sick man is cured through the power of prayer.



Despite its position of authority, there was still much ignorance in the Church and in society's perception of the Church. Medical knowledge was scant and often based on **superstition** rather than science. For example, the monks believed that a person could be saved from disease only through the intervention of God. Often they would pray to the saints or use **holy relics** to treat people rather than apply practical medicine.

DID YOU KNOW?

Pope Leo I personally met the barbarian invader Attila the Hun in 452 CE outside the walls of Rome. Attila, known as the 'Scourge of God', had ravaged Europe, invaded Italy and was set on sacking the city. No-one knows what was said during the meeting, but Attila withdrew his forces and Rome was saved.

4.4 ACTIVITIES

1. Using software such as Google Earth, locate Skellig Michael in Ireland (see **SOURCE 2**). Evaluate why monks might have chosen to construct a monastery in this location. **Using historical sources as evidence**
2. Using the internet and the library and both primary and secondary sources, investigate the importance of Christian relics. Can you find examples of religious relics that still exist today? **Using historical sources as evidence**

4.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.4 Exercise 1: Check your understanding

1. **HS1** What was the role of the Pope?
2. **HS1** Why was the Pope so powerful in the early Christian period?
3. **HS1** Explain why someone might become a monk.
4. **HS1** List one role that monasteries played in the community.
5. **HS1** Explain what a missionary did.
6. **HS1** How could people gain an education in the early medieval period?
7. **HS1** Where would the poor turn if they were sick or needed help?
8. **HS1** Give an example of superstition or ignorance from this era.

4.4 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. What evidence is there in this image that Pope Leo III was a powerful man?
2. **HS3** Approximately how long after the fall of Rome was Leo III the Pope?
3. **HS3** After closely examining **SOURCES 2** and **3** explain why monasteries were built in isolated places.
4. **HS3** Using **SOURCES 4** and **5**, evaluate the significance of the Church in the lives of the poorer people.
5. **HS3** Look at **SOURCE 3**. Apart from being a place to live, does this monastery look as though it had other purposes? Explain why this might be needed.
6. **HS3** Examine **SOURCES 4** and **5**. What conclusions can you draw about the Church and its importance to people of the time?
7. **HS6** Evaluate the two important contributions of the Church to the lives of people in early medieval times.

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4.5 The feudal system

4.5.1 Charlemagne, King of the Franks

Charlemagne, or Charles the Great, was king of the Franks, modern-day France, who ruled from 768 to 814 CE. He was a powerful leader who conquered many lands around him. He was a strong Christian monarch who converted his subjects to Christianity, by force where required, thus expanding the religion widely across Europe. Under his reign, his Empire grew larger than the old Roman Empire and in 800 CE, he was crowned ruler of the Holy Roman Empire by the Pope. By implementing a strong feudal system, Charlemagne brought peace and productivity to his previously chaotic empire.

In 800 CE Charlemagne, king of the Franks, gave land to churchmen and wealthy families in return for their support in running the empire. This method of ordering society is called feudalism. Although Charlemagne's feudal system was based on practices that had existed for centuries, it is in this period that strong evidence first identifies a clear feudal system in Europe. It took hundreds of years for feudalism to spread. Some European countries never adopted the system, and some Asian societies, such as Japan, developed their own particular feudal system.

4.5.2 The feudal kingdom

There were few cities or towns in early medieval Europe. Most communities were based around small villages. Most people who lived in the villages were peasants — poor farmers who worked the surrounding land. Most of the wealth therefore came from the produce generated by the peasants, who were by far the biggest social class and made up about 90 per cent of the population.

Under **feudalism**, the monarch was the owner of all land in a kingdom. The next most powerful class consisted of feudal **lords**, who were the big landowning nobles. In return for the right to land and control over peasants who worked it, these nobles (or tenants-in-chief) were required to give the king their loyalty, fight for him in wars and provide him with a proportion of taxes collected from the peasants. Below the nobles were the knights (or sub-tenants). In return for land, they gave loyalty to their lord, fought for him and provided him with taxes from their peasants.

The monarch also gave land to the **clergy**. In western European countries such as England, the clergy swore loyalty to the Pope in Rome over their king. However, they also supported the feudal system by accepting the monarch and the lord as God's earthly representatives. Well-educated clerical advisers were often assigned to the king's service and helped keep social order.

Maintaining the social order

Feudalism was an effective way for the kings to control their nobles and lords. If they broke their oath with him, he could take the lands back and remove their source of power.

SOURCE 1 A statue of Charlemagne that stands in Paris. Charlemagne bears the traditional symbols of a medieval European king: **orb**, sceptre and crown.



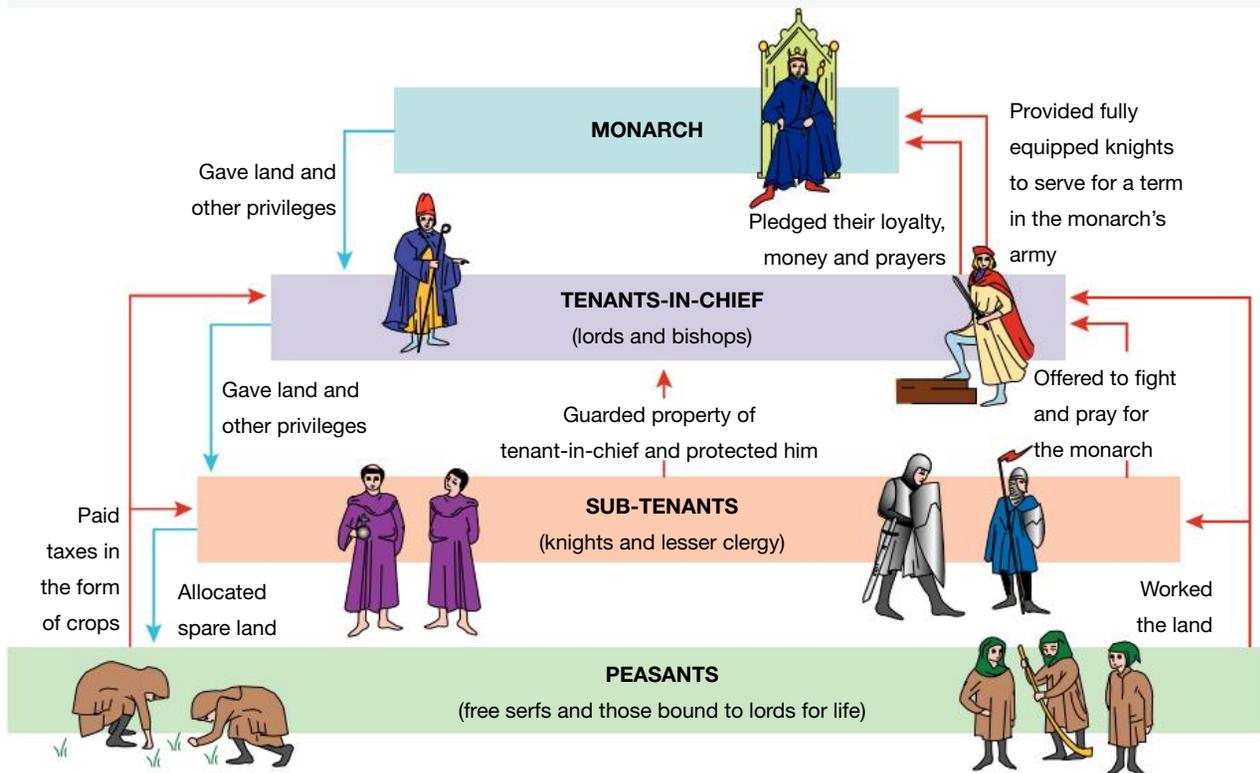
SOURCE 2 An oath taken in 1127 by knights and clergy to serve William, Count of Flanders, at Bruges, Belgium. The bond between them was sealed when William touched each man with a **sceptre** at the end of the ceremony.

I promise by my faith that from this time forward I will be faithful to Count William and will maintain towards him my **homage** entirely against every man, in good faith and without deception.

In return everyone had the same power of control over those who were below them, all the way to the peasants at the bottom of the social order.

Towards the end of the Middle Ages, towns and cities based on trade began to grow. The rich merchants who ran them could afford to defy or ignore the king and his lords. They could even afford to hire their own knights to protect their interests and the power of feudalism began to decline. *The Domesday Book*, ordered by William the Conqueror around 1085 to determine who owned what land and how much was owed to him in tax, allowed him to maintain control over what was his. It is an amazing achievement and gives us a clear picture of the medieval manors of the time.

SOURCE 3 How society in Europe was organised under the feudal system



SOURCE 4 This extract from *The Domesday Book* gives information about a reasonably large village called Hitchen in County Hertfordshire.

Source Taxable units: Taxable value 5 **geld** units.
 Value: Value to lord in 1066 £4.
 Value to lord in 1086 £6.
 Value to lord c. 1070 £1.
 Households: 45 villagers. 17 smallholders. 12 slaves. 29 cottagers.
 Ploughland: 38 ploughlands (land for). 7 lord's plough teams. 1 lord's plough teams possible.
 22 men's plough teams.
 Other resources: 2.5 lord's lands. Meadow 4.25 ploughs. Woodland 600 pigs. 4 mills, value 2.66.
 1 church.
 Lords in 1066: Earl Harold; Hitchin, church of.
 Lords in 1086: Hitchin, church of; King William.
 Tenant-in-chief in 1086: King William.

4.5 ACTIVITIES

1. Explore what happened in 1066 in England using the internet or other resources. Looking at **SOURCE 3**, do you think that this event had any impact on the peasants at the bottom of the feudal system?
Analysing cause and effect
2. Conduct further research into the medieval figure of Charles the Great. Why was he such a significant figure?
Determining historical significance

4.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.5 Exercise 1: Check your understanding

1. **HS1** When is it believed Charlemagne introduced the principles of the feudal system to his empire?
2. **HS1** What were the features of his rule that led to him being one of the most significant figures in medieval Europe?
3. **HS1** Under feudalism, who was the ruler and owner of the land?
4. **HS1** Under feudalism, who were the tenants-in-chief?
5. **HS1** Apart from the king, to whom did the clergy swear loyalty?
6. **HS1** How did the lords maintain control over the people below them?

4.5 Exercise 2: Apply your understanding

1. **HS3** Explain what **SOURCE 1** tells us about the power of Charlemagne.
2. **HS3** The oath-taking ceremony described in **SOURCE 2** seems very formal. Why would people have sworn an oath to their lord? Do similar oath-taking ceremonies occur in modern times? List some examples.
3. **HS3** Using the diagram in **SOURCE 3**, explain in a paragraph how the monarch received support from his subjects and what these subjects were given in return.
4. **HS3** What power did *The Domesday Book* give William the Conqueror?
5. **HS3** Using the information in **SOURCES 1** and **4**, explain what symbols of power are used to show the strength of the monarch, or tenant-in-chief and what they represent.
6. **HS3** Read the extract from *The Domesday Book* (**SOURCE 4**) closely.
 - (a) Who was the tenant-in-chief of this village?
 - (b) How many families of villagers are indicated (each number represents a family, rather than a single person)?
 - (c) How much land does Hitchen have?
 - (d) What resources does this village have?
 - (e) What conclusions can you draw about whether or not this was a thriving village?
7. **HS4** Describe three essential elements of a feudal society. These may be physical constructions, social classifications or ways of thinking. Write these as a short paragraph.

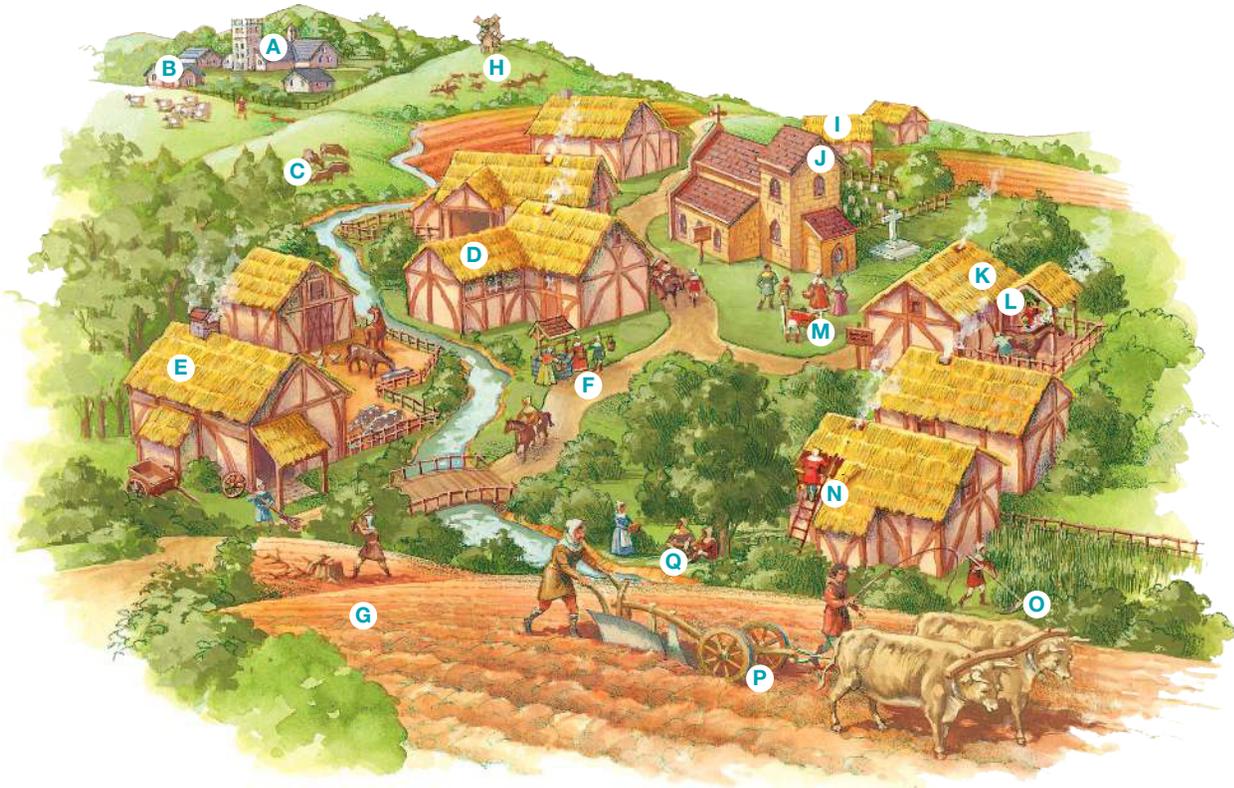
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4.6 Life on the manor for men, women and children

4.6.1 The people on the manor

Quality of life in the Middle Ages depended largely on what position a person had in the feudal system. For the nobility, who had the luxury of wealth and servants, life was certainly more comfortable than for the peasants. Knights and barons enjoyed privileges befitting their rank; they could own several manors and lived off the taxes extracted from their peasants. The clergy led simple lives, forsaking possessions in the service of God. As the educated elite, they enjoyed the pursuit of scholarly learning in their monasteries. Although the clergy often engaged in the same kind of farm work as the peasants, many monasteries operated like manors, owning villages.

SOURCE 1 Life on a manor in the Middle Ages



- A** Lords often owned and operated grain mills. They kept a portion of all grain ground as tax. The lord lived in a castle or a manor house. The woods, and any game they contained, were the lord's property.
- B** The house of the steward — the lord's business manager — was surrounded by stables, barns, a bakehouse and a kitchen.
- C** Animals grazed on an open stretch of land called a common.
- D** The house of the bailiff, who collected taxes and ensured the steward's directions were carried out
- E** The house of the reeve, who supervised farm work carried out by serfs to ensure it was done properly
- F** Women were the property of their menfolk, and were married by about 14. They cooked, spun and weaved, and tended to the animals and the children.
- G** The three-field rotation system was introduced by the Anglo-Saxons. Crops were grown in two fields, with the third left to lie fallow (not used) so the soil could recover its nutrients. Fields being used were divided into strips, with different serfs working each strip. Crops were rotated to prevent the same nutrients in the soil always being used.
- H** The miller operated the mill, where grain such as wheat was ground into flour.
- I** Tithe barn, where peasants deposited one-tenth of all they produced for use by the church
- J** The church (and its grounds) was a central feature. People went to church regularly. It was also the place where they paid their tithes and often held their simple markets. The tithe was a tax given to the Church equal to one-tenth of what someone received, grew or raised.
- K** Serfs lived in simple wattle and daub huts with thatched roofs. A hole in the roof allowed smoke to escape from cooking fires. Windows had rough wooden shutters.
- L** As well as farming, some serfs also worked as blacksmiths and carpenters. They generally could not read or write.
- M** A serf who had been punished by the reeve was placed in the pillory. This punishment instrument consisted of a wooden framework built on posts, with holes through which the victim's head and hands were placed and then locked.
- N** Thatchers wove thick bunches of straw, reeds and sticks together to form roofs of village houses.
- O** Scythes, sickles and rakes were used to harvest crops.
- P** A serf's most important tool was the heavywheeled plough.
- Q** Lunch for a serf might be coarse bread and vegetable soup, washed down with ale.

Men

For the vast majority of peasant men, life was very hard. They endured a daily grind of farm work: clearing fields, harvesting, repairing buildings, sawing and chopping timber, and paying the tithe to the lord of the manor. Most men were uneducated and remained tied to the drudgery of peasant labour. Still, some boys managed to receive formal education in monasteries. This might provide them with the opportunity to become a parish priest or to work in the manor in a bookkeeping role such as a bailiff or a steward.

Women

Medieval women, regardless of class, had few rights. Women from the nobility married as early as the age of 12! Their marriage was arranged by the family. The aim was usually to gain political power or wealth for the girl's family. Her husband — and society in general — expected her to produce a male heir to continue the noble line of her husband. In an era of poor medical care, childbirth for women of any class was dangerous. It has been estimated that during the Middle Ages, one in five women died during childbirth. Although she looked after her husband's household and had some command over the servants, the noble woman could not own property, except as a widow.

Peasant women had even fewer rights. Peasant families generally were reluctant to allow their girls to marry as young as the noble girls. This was because children were an important source of labour. Peasant women did much the same farm labour as the men. On top of that, they had household duties such as preparing food and weaving clothes, and looking after the children and small livestock.

Children

Childhood as a time of play or schooling was almost non-existent. Children were regarded as sources of labour on the farm. At first it was helping the women with household chores, but fairly soon they could be expected to be sent out to the fields. Peasant children were educated in how to harvest a field, fix a thatched roof or milk a cow.

It appears that in medieval Europe, the period of growth now called adolescence was ignored. Children were treated as adults from the age of ten, because by then they could participate in the farm work. Boys generally married a little older than girls — when they were about 14. 'Teenagers' were isolated; as they did not go to school, they had few opportunities to mix with other people their own age.

4.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.6 Exercise 1: Check your understanding

1. **HS1** What type of work did peasant men generally do?
2. **HS1** How might peasant men manage to get an education?
3. **HS1** Why were noble women's marriages arranged for them by their family?
4. **HS1** What property rights did a noble woman have compared with her husband?
5. **HS1** Why did peasant women generally not marry as young as noble women?
6. **HS1** How were children regarded on a farm?
7. **HS1** Why might it be highly valued to have a large family?

4.6 Exercise 2: Apply your understanding

1. **HS3** Make a list of the work you can see people doing in **SOURCE 1**.
2. **HS3** Of the jobs listed, which ones would women and children have been able to do?
3. **HS3** Is **SOURCE 1** a primary or secondary source? Explain your answer. What is its value?
4. **HS3** Who held the most wealth and power in the manor in **SOURCE 1**? Explain the basis of their wealth.
5. **HS3** Examine **SOURCE 1**.
 - (a) Explain the roles of the reeve, steward and bailiff.
 - (b) Create a diagram that shows them in order of importance.
 - (c) Do you think women would have been allowed to do these jobs in medieval times? Explain your answer. ▶

6. **HS3** Using the information gained from **SOURCE 1**, as well as any other knowledge you have, write a paragraph about life on the manor, describing work, living conditions and farming practices.
7. **HS1** To which social class did most people in medieval Europe belong?
8. **HS5** Compare the quality of life of those high up in the feudal system with those at the bottom. Be specific about wealth and work.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.7 The knight

4.7.1 The warrior on horseback

One of the most iconic images of the Middle Ages is that of the mounted warrior called the knight.

Although there are some earlier descriptions of warriors on horseback, the knight as we know him did not appear until the Middle Ages. Two important developments were needed to enable a soldier to move around on horseback during a battle: the **stirrup** and a heavier breed of horse capable of carrying a man in full armour. These developments emerged in the Early Middle Ages. The Battle of Hastings, fought in 1066 between Norman knights and English infantry, is one of the earliest recorded military engagements involving knights on horseback.

SOURCE 1 A scene from the Bayeux Tapestry, dating from the late eleventh century. Norman knights on horseback are seen here attacking their English enemies at the Battle of Hastings in 1066.



The knights at Hastings fought for their lord, William, **Duke of Normandy**. This feudal service to the lord or the king was an important aspect of knighthood. Generally, knights were wealthy themselves, as it was expensive to breed warhorses and own good armour. They were also generally quite powerful landowners. Some knights, however, were monks who served the Church. Their role was usually to accompany pilgrims and protect them while they were on the Crusades. The Church could afford to pay for their horses and armour.

4.7.2 In battle

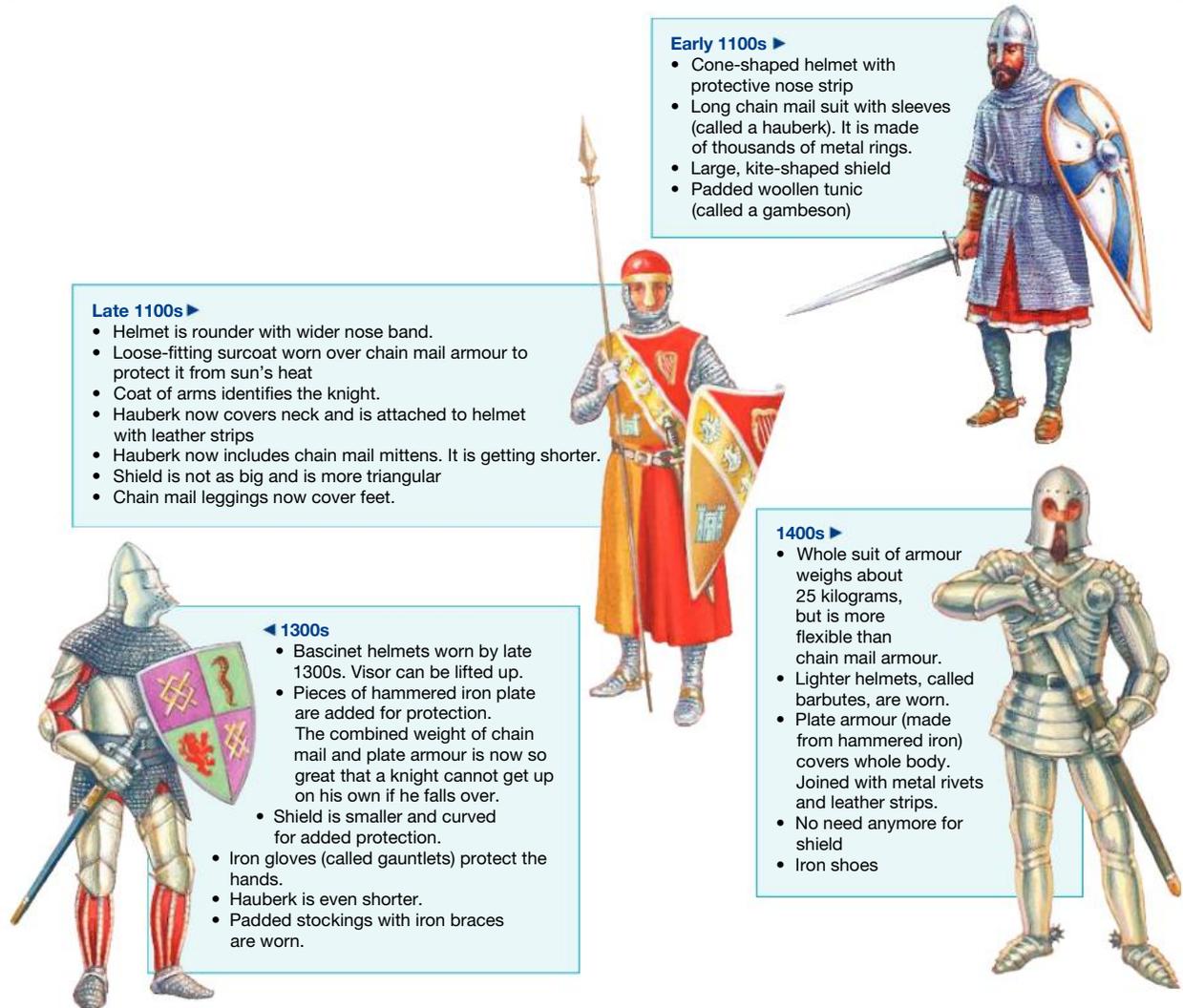
Weapons and armour

As **SOURCE 1** shows, a heavily armed warrior on horseback was meant to terrorise and destroy foot soldiers. The decapitated body at the bottom of the panel demonstrates the effectiveness of a charging knight.

The knight used an arsenal of heavy iron weapons. Swords, **maces** and battle axes were common. However, the **lance** appears to have been the favoured weapon: it helped to put distance between the knight and the infantry soldier he was fighting. As a last resort, the knight's wooden shield could be used as a weapon — swiping at someone with its rim could cause severe wounds.

The armour was both heavy and awkward. The coats of mail worn by the fighters in **SOURCE 2**, for example, could weigh over fifteen kilograms. It was no easy task wearing such a cumbersome outfit on horseback and fighting furiously in battle.

SOURCE 2 The development of the knight's armour



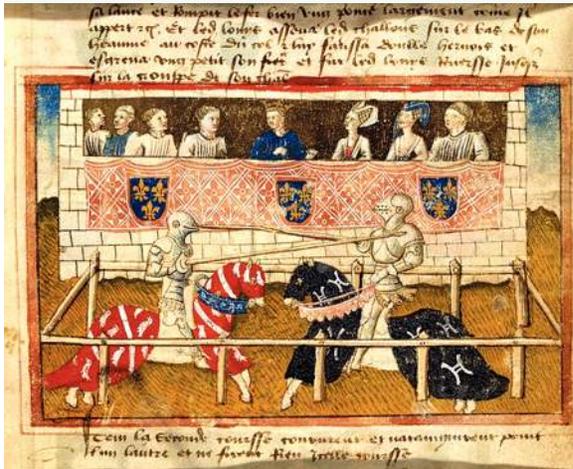
Jousting tournaments

In films and other popular media, knights are often seen charging at each other in sporting events called **jousts**. This type of sporting event actually did happen. It was no doubt a useful method of training. Unlike Roman gladiators, knights in jousts did not fight to the death. The lances were padded, but swords and other weapons were not, so it was still a violent sport with many accidental fatalities.

The fall of the knight

By the end of the Middle Ages, the knight's effectiveness as a warrior had diminished. By then, professional armies were forming. These were often made up of peasants who were properly trained to bring down a knight off his horse. Also, the development of firearms by the Late Middle Ages proved too much for the knight's armour. And so the days of the knight were over.

SOURCE 3 John Chalon of England and Lois De Beul of France jousting, 1448



SOURCE 4 The body armour of today: Canadian riot squad police. Modern riot squad police also often carry a perspex shield as protection from missiles such as rocks or homemade fire-bombs.



4.7 ACTIVITY

You are a medieval sports journalist. Write a three-paragraph report on a jousting tournament suitable for reading by your medieval audience. You should use the internet and your library to research the organisation and rules of jousting.

Using historical sources as evidence

4.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.7 Exercise 1: Check your understanding

1. **HS1** The knight could not have existed without two important developments. What were they?
2. **HS1** Which individuals or institutions did the knight serve?
3. **HS1** What was the purpose of the mounted warrior?
4. **HS1** List four different weapons used by knights. Which one did they favour the most and why?
5. **HS1** What was jousting?
6. **HS4** Why did the knight's usefulness in battle decline at the end of the Middle Ages?

4.7 Exercise 2: Apply your understanding

1. **HS3** Describe in a paragraph what is happening in **SOURCE 1**. How would this source help the historian find out about the weapons and armour of the medieval knight of the eleventh century?
2. **HS3** Using **SOURCE 2**, write a paragraph describing how the knight's weapons and armour changed between the early 1100s and the 1400s. List at least four things that changed (this might include changes in function, appearance or shape).
3. **HS3** Why do you think the shield disappeared as armour by the 1400s?
4. **HS3** Why do you think weapons and armour changed over time? Think of things like protection and comfort.
5. **HS3** Examine **SOURCE 4**. In what ways are the riot squad police of today like the medieval knights? Modern armies, for the most part, do not use armour like the riot squad police. Can you guess why?

- HS3** Compare and contrast **SOURCES 1** and **3**. Draw up a table with two columns, using it to examine similarities and differences under headings such as armour, weapons, purpose of clash, and consequences of the event.
- HS6** Why do you think that the knight is often seen as a symbol of the Middle Ages? What is it that has made them an iconic image of this time?

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4.8 Medieval warfare

4.8.1 Medieval weapons and battles

Many destructive wars were fought during the Middle Ages. However, nothing like today's firepower existed in medieval times. The destruction wreaked by two atomic bombs dropped on the Japanese cities of Hiroshima and Nagasaki show what modern technology is capable of. In medieval Europe, wars were fought literally through clash of arms — with swords and axes and maces. Arrows and rocks, rather than bullets, were the main missiles. Still, even in the Middle Ages, there were instances of large-scale massacres. The knights shown in **SOURCE 1** slaughtered thousands of Turks when they took the city of Antioch. Later in this chapter, you will read about the Tartars using **trebuchets** like the one shown in **SOURCE 2** to fling disease-ravaged bodies over the walls of the city of Caffa. This allowed them to kill many people with sickness.

The invention of gunpowder, originally from China, changed the way battles were fought. In Europe, guns and cannons were developed from the early fourteenth century. Medieval guns were at first ineffectual, being very slow to load,

inaccurate and liable to blow up. Archers with longbows and crossbows were more effective. But by the end of the fifteenth century, gun technology had improved.

Medieval battles would have been terrifying experiences. Anyone observing a battle from a short distance would have heard yelling, screaming and the clash of steel on shields. This would have been noisy in the thick of battle, but from a distance it would not have been very loud. The ear-splitting noise of twentieth and twenty-first century warfare largely comes from modern **artillery**.

Fighting hand-to-hand, medieval armies tended to battle in tightly grouped formations. One side would push against the other. Infantry stabbed and slashed each other with swords, axes, **pikes**, maces and even farming tools. It was the job of mounted knights to charge such formations and try to break them up, as shown in **SOURCE 1** of subtopic 4.7.

SOURCE 1 A medieval illumination showing the siege of Antioch in 1098. The knights in this illumination resemble the soldiers from two centuries after the event depicted. In some ways, this would be like depicting a soldier from colonial Australia as a modern Australian infantry soldier. Medieval artists were not historians, and they often painted historical scenes as if the event was happening in their own time.



The bloodshed was horrific. Limbs and heads were chopped off, and brains and guts were strewn across the battlefield. The tight formations meant that soldiers were likely to stumble over the dead and the dying. By the end of the battle, which did not usually last more than an hour, the battlefield was covered with gore and blood. The ground would be littered with the bodies of both men and horses.

For those who died, there were no war cemeteries and no pensions for their wives and children. Nor were there any entitlements for disabled veterans. A beggar's bowl was often the only means of survival for the medieval common soldier who was crippled fighting for his lord or king.

SOURCE 3 From a chronicle describing the Battle of Bannockburn in 1314, when the Scottish rebel leader Robert the Bruce defeated the English, who sought to control Scotland. Robert became King Robert I of Scotland.

The two hosts [English and Scottish armies] came together, and the great steeds of the [English] knights dashed into the Scottish pikes as into a thick wood; there arose a great and horrible crash from rending [splitting] lances and dying horses, and they stood locked together . . .

SOURCE 2 The trebuchet was a kind of giant slingshot designed for hurling rocks at enemy armies and fortresses. Sometimes other missiles were used, including dead animals and slain enemies, with the twin aims of demoralising the enemy and spreading disease among the besieged population.



SOURCE 4 From *The History of the Art of War in the Middle Ages* by C. Oman, published in 1924. The battle described here is between Swiss and German infantry.

The two bristling lines of pikes crossed, and the leading files were thrust upon each other's weapons by the irresistible pressure from behind. Often the whole front rank of each **phalanx** went down in the first onset, but their comrades stepped forward over their bodies to continue the fight.

4.8 ACTIVITY

Design a poster, web page or PowerPoint presentation that explains the most important weapons used in the Middle Ages.

Using historical sources as evidence

4.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.8 Exercise 1: Check your understanding

1. **HS1** Why were guns not as popular as longbows and crossbows during the Middle Ages?
2. **HS1** Where did gunpowder originate?
3. **HS1** List three weapons used by fighters in a medieval battle.
4. **HS4** Name one way a medieval battle differed from a modern-day battle.
5. **HS1** What often happened to soldiers who were permanently injured during battle?

4.8 Exercise 2: Apply your understanding

1. **HS3** Closely examine the trebuchet in **SOURCE 2**. List two ways that it could be used against the enemy.
2. **HS3** Closely examine **SOURCE 1**. What were the weapons used in this battle?
3. **HS3** What was the name given to the soldiers on horseback in **SOURCE 1**?
4. **HS3** Study **SOURCES 2, 3** and **4**. What can you tell from each of these sources about:
 - (a) the effectiveness of pikes in battles
 - (b) the risks to horses in battle
 - (c) the tight formations in which medieval battles were fought
 - (d) the reasons for high casualties in the front ranks?
5. **HS4** Using what you have learned about knights in subtopic 4.7 and medieval warfare in this subtopic, write a short paragraph exploring why mounted soldiers (knights) became less and less useful in battles as warfare technologies changed. In preparing your answer, consider the types of weapons and how they changed, as well as the formations that were used.

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4.9 Castles

4.9.1 Building a castle

During medieval times, castles were built to protect the monarch or lord's land. They had many features, such as high walls, that made it very difficult for enemies to invade. However, if conquered, castles could then be used by invaders to help control the land they had taken. Castle walls were so effective in the Middle Ages that they were even built around some towns and cities.

The first castles appeared in the eleventh century. They were usually made from timber and sat on a high mound called a **motte**, which was surrounded by a ditch. If the castle was near a river, the ditch could be filled with water to create a **moat**. The innermost tower was called the **keep**. **Palisades** and walls called **baileys** protected the keep. By the end of the eleventh century, timber was replaced with more durable material such as stone or brick.

SOURCE 1 The ruins of Corfe Castle, in Dorset, England. The square tower is a Norman keep. The destruction was the result of cannon fire during the English Civil War in the mid-seventeenth century.



The easiest place to build a castle was on flat ground. However, castles were often built on hills or cliffs. High positions enabled castle occupants to look out over and control the surrounding countryside. Such positions were also easier to defend because attackers had to advance uphill. There were also great advantages in building castles on islands in rivers or lakes. Castles were built along the Rhine River in Germany to force merchants transporting goods along the river to pay taxes. Such positions also ensured a supply of water to fill a castle's moat and for drinking during long sieges.

4.9.2 Attacking a castle

Attacking a castle was no easy task. As their design became more sophisticated, more features were added. For example, **concentric curtain walls** meant that attackers who broke through one wall were faced with

SOURCE 2 A castle under siege



- A** The gatehouse was heavily defended. If attackers got in, defenders could shower them with rocks, red-hot sand or boiling water through a hole in the ceiling (called a murderhole).
- B** A battering ram made of a huge, often reinforced timber beam would be driven against a castle gate or lower wall to try to break through.
- C** Battlements lined the top of castle walls.
- D** A castle was often surrounded by a ditch, sometimes filled with sharpened stakes (palisade) or water.
- E** Sometimes castle walls sloped outwards at the base. This added strength to the walls and reduced the effectiveness of battering rams.
- F** Missiles could be dropped on attackers through holes in the floor of the battlements known as machicolations.
- G** The trebuchet, introduced to Europe from the Arab world, was a type of counterweighted catapult. It was used to hurl huge rocks weighing up to 90 kg against castle walls, and to toss rotting animal bodies over the walls.
- H** The ballista was a giant crossbow that fired flaming bolts over castle walls.
- I** A mangonel was a type of catapult used to hurl smaller objects (e.g. heads, smaller rocks or piles of dung) over castle walls.

another and were trapped in the space between them. Marienburg Castle in modern-day Poland had five curtain walls. Drawbridges could be lifted above the moat, blocking access to the main gate. All manner of missiles could be launched at attackers, including arrows and rocks. Even boiling oil could be tipped through ‘murderholes’ in the roof of the gatehouse surrounding the main entrance. In turn, attackers responded by using siege engines, including battering rams and hide-covered siege-towers on wheels. It was not unusual for a siege to last many months. Defenders kept an ample supply of food in the castle keep and sunk wells in the inner courtyard to ensure a protected water supply.

4.9.3 A lord’s home is his castle

The castle may have been a fortress, but it was also a home. A castle was usually owned by a lord or the Church. It had all the requirements of a fortress, such as troop quarters, stables and an armoury. However, if owned by a lord, it also had facilities for the comfort of his family.

By the end of the Middle Ages, castles were no longer as effective or desirable. The feudal system, which until then had encouraged the lord to show his strength by having a castle, was fading. Also, developments in the cannon meant that castle walls could no longer protect against invading armies.

4.9 ACTIVITIES

1. Use the internet to research information about the construction of a British eleventh century castle and one from the fifteenth century, then compare and contrast the two. What differences were introduced and what remained the same? **Using historical sources as evidence**
2. Draw a diagram of a Corfe Castle in **SOURCE 1**, recreating it from its ruins, as the motte and bailey castle it was. Label the keep, the palisade, the motte and the bailey. **Using historical sources as evidence**

4.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.9 Exercise 1: Check your understanding

1. **HS1** Complete the following sentences by choosing the correct words from the alternatives in brackets.
 - (a) The first castles appeared in the (eleventh/tenth) century.
 - (b) The innermost tower was called a (motte/keep).
 - (c) The bailey was a (wall/moat).
2. **HS1** What were early castles built of?
3. **HS1** Why were castles often built on a steep hill?
4. **HS1** Why did some castles have a series of concentric curtain walls surrounding the keep?
5. **HS1** What was a ‘murderhole’ used for?
6. **HS1** Give two reasons why castles were built.
7. **HS1** How was the castle a symbol of the feudal system?

4.9 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 2**. Which features of the castle and its defenders would be most effective in holding back the attack? Which methods of attack appear to be most effective? Give reasons for your answers.
2. **HS3** How likely do you think it is that the attackers in **SOURCE 2** will succeed in breaking into the castle? Why?
3. **HS3** How does **SOURCE 1** support the idea that castles eventually went out of fashion as military fortresses?
4. **HS3** List the features seen in **SOURCE 1** that supports the accuracy of the castle illustrated by a modern artist in **SOURCE 2**.
5. **HS3** Find out what it means to have a ‘licence to crenellate’? What did it entitle the holder of the licence to do?
6. **HS1** Describe the common methods used to attack and defend castles.
7. **HS5** Describe the best places to build a castle and explain why.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

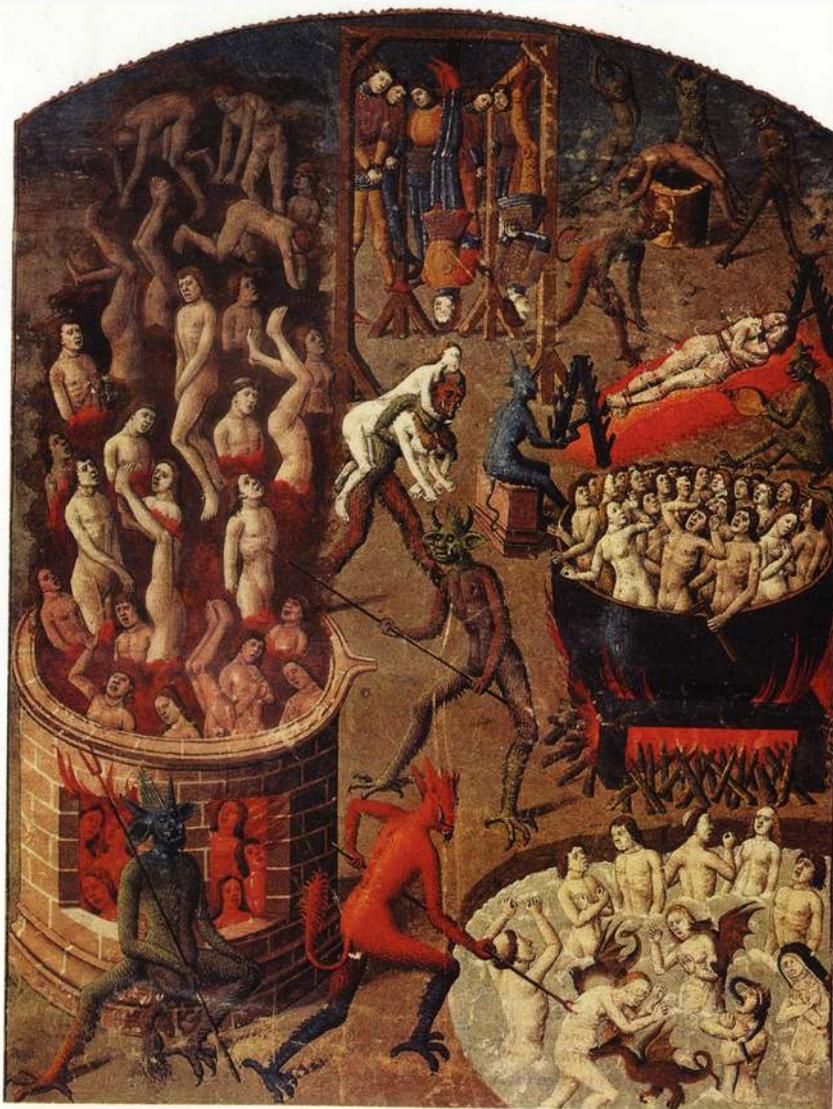
4.10 The power of the medieval Church

4.10.1 The authority of the Church

The Roman Catholic Church was the one common institution found throughout western Europe. Its rituals were similar across the continent. It even used a common language, Latin, although no-one other than the clergy spoke this old Roman language any longer. Everyone was expected to live according to Church law and attend **Mass**. The **sermons** of the priest, often delivered in the **vernacular** language rather than Latin, reminded parishioners of their Christian responsibilities.

The head of the Roman Catholic Church was the Pope. As God's representative on Earth, he was very powerful. His **cardinals**, **archbishops** and **bishops** supported the Pope's **edicts**, advised lords and kings, and had key government positions. Below this upper class of clergy were the parish priests, nuns and monks, and friars. These lesser clergy took the Church's message to the people in the villages. They also collected the taxes on which the Church's wealth depended. At the village level, this tax was called a tithe. The tithe required that 10 per cent of a person's income, or of what they produced, such as grain, eggs and livestock, should be paid to the Church.

SOURCE 1 A medieval painting depicting what happens to people when they go to hell



Anyone who was believed to be acting against the interests of the Church could be excommunicated. This meant they could no longer attend Mass and receive the Christian **sacraments**. Worse, they were told they would go straight to hell. The Church made sure that the fear of hell, with its fires and devils, was instilled in everyone.

4.10.2 The parish church and the cathedral

Almost every village had a parish church. Often it was both the largest building and the only one built of stone or brick. The parish church was built using peasant labour. Although unpaid for their efforts, the parishioners would have felt a sense of achievement and communal ownership. The church walls, and sometimes the stained-glass windows, depicted scenes from the Bible, especially the life of Jesus. This helped teach Bible stories to the mostly illiterate congregation. In an age before clocks, the bells in the church tower helped people keep track of the time of day.

The church was not only a place of worship. It was also a community centre, a fairground and a school for those studying for the priesthood.

The bishop's church — the cathedral

Many European cities today have at least one **cathedral**. Some of the greatest cathedrals were built in the Middle Ages.

The word 'cathedral' comes from the Greek word *kathedra*, meaning seat. This refers to the bishop's seat or throne in the back of the church. It is from here that the bishop ran his diocese (which, in turn, was divided into parishes).

The bishop's church was very important. This was reflected in its size and magnificence. The cathedral towered over the other buildings in the town. Many cathedrals took more than a hundred years to build and were completed long after their architects had died.

SOURCE 2 Canterbury Cathedral, in Kent, England. This is a typical example of Gothic architecture, which can be identified by the pointed arches and highly decorative style.



4.10 ACTIVITY

Using the internet and other information sources, explore the significance of medieval church music, especially Gregorian chants. Explain what your findings tell us about the influence of the medieval church.

Determining historical significance

4.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.10 Exercise 1: Check your understanding

1. **HS1** Which religious institution dominated western Europe during the Middle Ages?
2. **HS1** What language was used in the medieval Mass?
3. **HS1** Who is the Head of the Roman Catholic Church and what power did he have?
4. **HS1** Almost every village had a parish church.
 - (a) Who did most of the work in building the parish church?
 - (b) How did this make people feel part of the community?
5. **HS1** How did the Church teach the illiterate the Bible stories?
6. **HS1** What is the origin of the word 'cathedral' and what does it mean?
7. **HS1** Who is responsible for the cathedral and its diocese?
8. **HS1** Why were cathedrals so enormous?

4.10 Exercise 2: Apply your understanding

1. **HS3** Write a detailed description outlining what is happening in **SOURCE 1**. What effect was a painting like this intended to have on the villagers?
2. **HS3** Canterbury Cathedral in **SOURCE 2** dominates the city's skyline even today. How do you think the cathedral would have impressed the ordinary people of Canterbury in the fifteenth century?
3. **HS3** Compare and contrast **SOURCES 1** and **2**. Which one do you think was a more effective way of making an impression on the medieval population? Explain your answer in detail.
4. **HS5** Identify five ways the Roman Catholic church demonstrated its power over the people of medieval Europe.
5. **HS5** What were some of the methods that the parish churches used to create a sense of community?

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4.11 Monasteries and convents

4.11.1 Closed communities

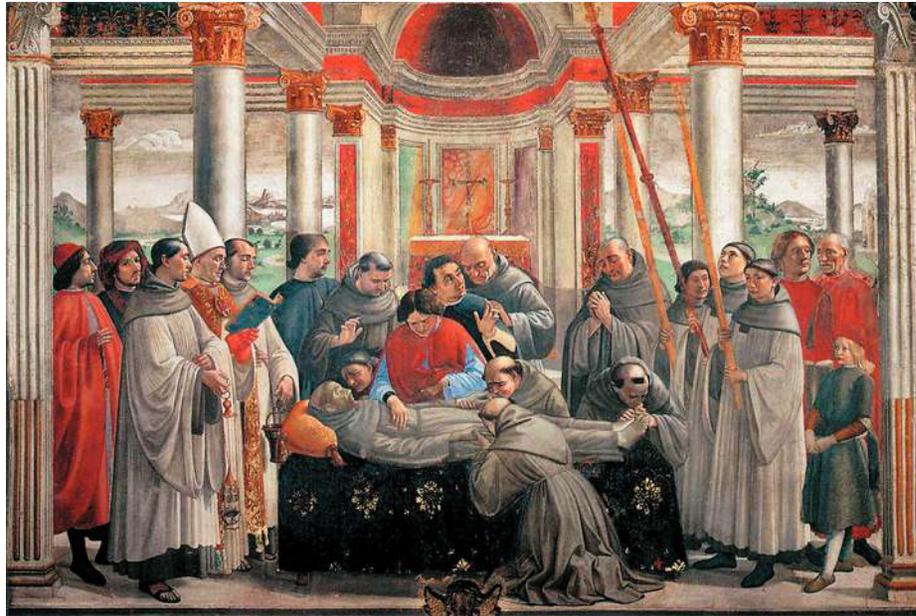
Parish priests, monks, nuns and friars played important roles in spreading the faith. They took the Christian message to the remotest villages. This was important, because until then Christianity was practised mostly in the towns, even though most people lived in the country.

Monks lived in small closed communities called monasteries. Only males could join. A monastery included a church, a chapter house (the monks' meeting place), dormitories or cells (where the monks slept), a hospice (where the sick and aged were cared for), a refectory (eating hall), a library and the **abbot's** quarters. The abbot had complete authority, and strict rules had to be observed. These rules covered daily activities such as religious services, social work, manual labour and copying manuscripts.

Nuns lived in similarly closed communities called **convents**. Girls and women could join a convent, where they too had to observe strict rules. The chief nun was called the **abbess**. Some monasteries and convents were called **abbeys**.

Monasteries and convents spread throughout Europe in the Middle Ages in part because they were efficient instruments for upholding feudal order. A lord granted land to a monastic order because monks and nuns helped him maintain social control over a population that was widely dispersed across the countryside. Some monasteries owned their own villages, whose serfs worked their fields.

SOURCE 1 *The Death of St Francis*, a painting by the fifteenth-century Italian artist Giotto. St Francis was the founder of the Franciscan order of friars. This painting shows some of them mourning his death.

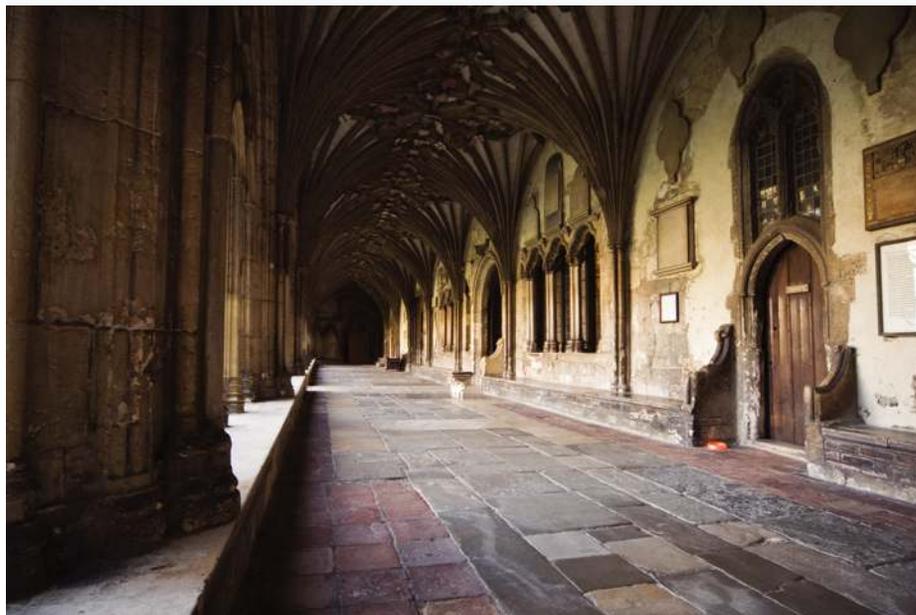


4.11.2 The monastic orders

The origins, rules and practices of monastic orders varies widely. The Benedictines were one of the earliest monastic orders. They established many of the rules and customs followed by nuns, monks and friars.

SOURCES 2 and **3** are both Benedictine monasteries, with Cluny Abbey being the largest monastery in Europe during the Middle Ages. At its height in the twelfth century it had about 300 monks, whereas most monasteries had about 30.

SOURCE 2 The pointed, fanned arches of the Great Cloister at Canterbury Cathedral in Kent, England. Canterbury Cathedral had an attached monastery run by Benedictine monks.



There were, and still are, numerous monastic orders with varied purposes and practices. Monasteries of the Cistercians order relied solely on the labour of their own monks. This limited labour force drove the Cistercians to move into new agricultural areas, such as raising sheep on a large scale. Such efforts gained them considerable wealth. The monks themselves, however, in accordance with their order's rule, remained poor.

Some orders did not live in small communities. The Franciscans and Dominicans, for example, sent their members out into the larger community as friars. They moved among the people as missionaries. The Franciscans tried to live as Jesus had lived — as poor preachers serving the needy.

The Church was almost the sole source of literacy during the Middle Ages. Before the printing press was invented, every book had to be handwritten. Among the tasks performed by monks was the writing and copying (and often decorating) of books by hand. Some of the first universities in Europe began as monasteries. The architecture of such ancient schools of learning as Oxford University in England is based on the layout of a monastery. Even a comparatively recently established school such as Sydney University, with its Great Hall and cloisters, has architecture based on the monastic model.

SOURCE 3 Cluny Abbey in Burgundy, France. Its church was the largest in the world until the early seventeenth century, when St Peter's Basilica in Rome was rebuilt.



SOURCE 4 An illuminated letter from the *Book of Kells*



DID YOU KNOW?

There are still several Benedictine monasteries in Australia. New Norcia is a small town a couple of hours' drive northeast of Perth, Western Australia that was settled by Spanish Benedictine monks in 1847. It is still run as a Benedictine community that people can visit to learn about monastic life.

4.11 ACTIVITY

Using a range of sources of information, such as the internet and your school library, explore how illuminated manuscripts like **SOURCE 4** were created.

Using historical sources as evidence

4.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.11 Exercise 1: Check your understanding

1. **HS1** What are the communities called where monks live?
2. **HS1** What are the communities called where nuns live?
3. **HS1** How did monks and nuns help to support the feudal system?
4. **HS1** Which monastic order did much to establish the rules followed by monks and nuns?
5. **HS1** Upon whose labour did the Cistercian monks depend and what impact did this have on their order?
6. **HS4** Which modern educational institution has its origins in the medieval monastery?

4.11 Exercise 2: Apply your understanding

1. **HS3** The friars in **SOURCE 1** are dressed in coarse woollen garments called habits. Many still dress this way today. Why do you think they would have chosen such simple clothing?
2. **HS3** Examine **SOURCE 2**. What sorts of activities do you think monks would do in the cloisters?
3. **HS3** Is **SOURCE 3** a primary or secondary source? Explain your answer. How useful is it to historians?
4. **HS3** Closely examine **SOURCES 2** and **3** and use the architectural features you can see to explain the impressions that would have had on peasant communities living in villages.
5. **HS5** Write a brief outline identifying the ways that the monasteries and convents played a role in further spreading the messages of the Roman Catholic Church.
6. **HS5** What were the ways that monks and nuns helped to maintain social control over the people of medieval Europe?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.12 The Crusades

4.12.1 The First Crusade

The Crusades were a series of wars fought throughout Europe and the Middle East between the eleventh and thirteenth centuries. In these wars, Christians fought against non-Christians and **heretics**. The Crusades generally centred on the Holy Land and the main enemy of the Crusaders were the Muslim Turks. The term *Crusader* comes from the Latin word *Crux*, which referred to the Christian cross. However, evidence suggests Crusaders only began calling themselves this as late as the thirteenth century.

Jerusalem is a very important city for Christians, Muslims and Jews. The Holy Sepulchre in Jerusalem is believed to be the site of Jesus' tomb. When the Muslim Turks took control of Jerusalem in 1071, they began to harass and even kill visiting Christian **pilgrims**.

In Constantinople, Emperor Alexius I appealed to Pope Urban II to help him fight his Muslim enemies. In 1095, the Pope called upon Christians to fight the Turks and reclaim Jerusalem.

SOURCE 1 Extract from call to arms by Pope Urban II at Clermont, France, in 1095

If you choose the right path, you will be forgiven for all your sins. This path is to make war upon the Turk . . . Let those who are going to fight for Christianity put the form of the Cross upon their garments . . . God will be gracious to those who undertake this expedition: those who die will go straight to heaven . . .

SOURCE 2 A map of the Crusades in the Holy Land



Source: Map drawn by Spatial Vision.

SOURCE 3 From an account of one of the Crusaders who took part in the capture of Jerusalem in 1099

With drawn swords our people ran through the city; nor did they spare anyone, not even those pleading for mercy. If you had been there, your feet would have stained up to the ankles in blood. What more shall I tell? Not one of them was allowed to live. They did not spare the women or children. The horses waded in blood up to their knees, nay up to the bridle. It was a just and wonderful judgment of God.

There were various reasons why Christians responded to the Pope's call. These included the chance to gain wealth, power, land and knighthood. They were also promised eternal life in heaven.

The First Crusade was two expeditions. One, known as the Peasants' Crusade, was led by Walter the Penniless. It was a violent rabble beginning with a murder of Jews in Germany. It left a trail of destruction all the way to Constantinople. Being poorly organised, it was wiped out by the Turks after it had set out from that city. The second expedition was led by knights. It successfully defeated the Turks, and took city after city throughout the **Holy Land**, including Nicaea, Antioch and, finally, Jerusalem.

The **Crusader** victory did not last. The Turks fought back and the Crusaders' alliance with the Byzantine emperor dissolved because each distrusted the other.

DID YOU KNOW?

Crusaders were often from monasteries. One monastic order was the Knights of St John the Hospitaller. Their cross-shaped symbol is now the logo of the St John Ambulance Society.

4.12.2 More crusades

The Crusades continued over the next two centuries. The Second Crusade (1147–49) began because the Turks had taken the town of Edessa. This crusade did not succeed; the Turks defeated the Crusaders at Damascus.

In 1187, the Kurdish leader of the Turks, Saladin, conquered Jerusalem. This inspired the Third Crusade (1189–92). A lack of unity among Crusader leaders prevented a victory for them, although they were successful in capturing the city of Acre. Despite their defeat, Saladin allowed Christians to visit the Holy Sepulchre in Jerusalem.

The Fourth Crusade (1202–04) started out against the Turks, but ended up as a **pillage** of Christian cities, including Constantinople. The driving issue was commercial rivalry rather than religion.

There were more Crusades in which control of land was lost and won. Jerusalem was recovered by the Christians for a brief time, and the Turks took Acre in 1291.

It is generally agreed that the Crusades came to an end when the Turks took Constantinople in 1453 as part of the Ottoman Empire.

SOURCE 4 The siege of Nicaea in 1097, from a thirteenth-century French manuscript, *The History of Outremer*. Outremer was the name by which the parts of the Holy Land captured by the Crusaders became known.



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- The Western and Islamic world > The Crusades

4.12 ACTIVITY

Draw a mind map showing the effects of the Crusades. You may need to research this further.

Analysing cause and effect

4.12 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.12 Exercise 1: Check your understanding

1. **HS1** Against whom were the Crusades organised?
2. **HS1** What does the term *Crusader* mean?
3. **HS5** Compare the two expeditions in the First Crusade. Can you explain the different outcomes?
4. **HS1** Who was the Kurdish leader of the Turks during the Third Crusade?
5. **HS1** Who controlled the city of Constantinople at the end of the Crusades?
6. **HS1** Decide whether each of the following statements is true or false.
 - (a) The Crusades continued over four centuries.
 - (b) The Second Crusade failed.

- (c) Despite the failure of the Third Crusade, Saladin allowed Christians access to the Holy Sepulchre.
- (d) The Fourth Crusade was a success.

4.12 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**. What do you believe is the aim of Pope Urban II's speech?
2. **HS3** Using the map in **SOURCE 2** as well as the text, describe which cities the First Crusade captured.
3. **HS3** The Crusaders in **SOURCE 4** are using a trebuchet to throw their enemies' heads over the walls of the besieged city. Why do you think they are doing this?
4. **HS3** After reading **SOURCE 3**, write an account of the same day from 1099 from a Muslim Turk's perspective.
5. **HS3** Which sources show evidence of the brutality of the Crusades? What sort of brutal acts were committed by the Crusaders?
6. **HS3** Analyse whose perspective **SOURCE 3** is from. How reliable do you think it is in telling/showing us about the behaviour of the Crusaders?
7. **HS5** Explore the reasons that European Christians went on crusades. List them in order of importance (as you see it) and explain each one of them.
8. **HS2** List the four main Crusades mentioned here in order of dates and briefly outline what happened in each one of them.
9. **HS5** After reading this subtopic, can you see any positives in the relations between Muslims and Christians over this period?

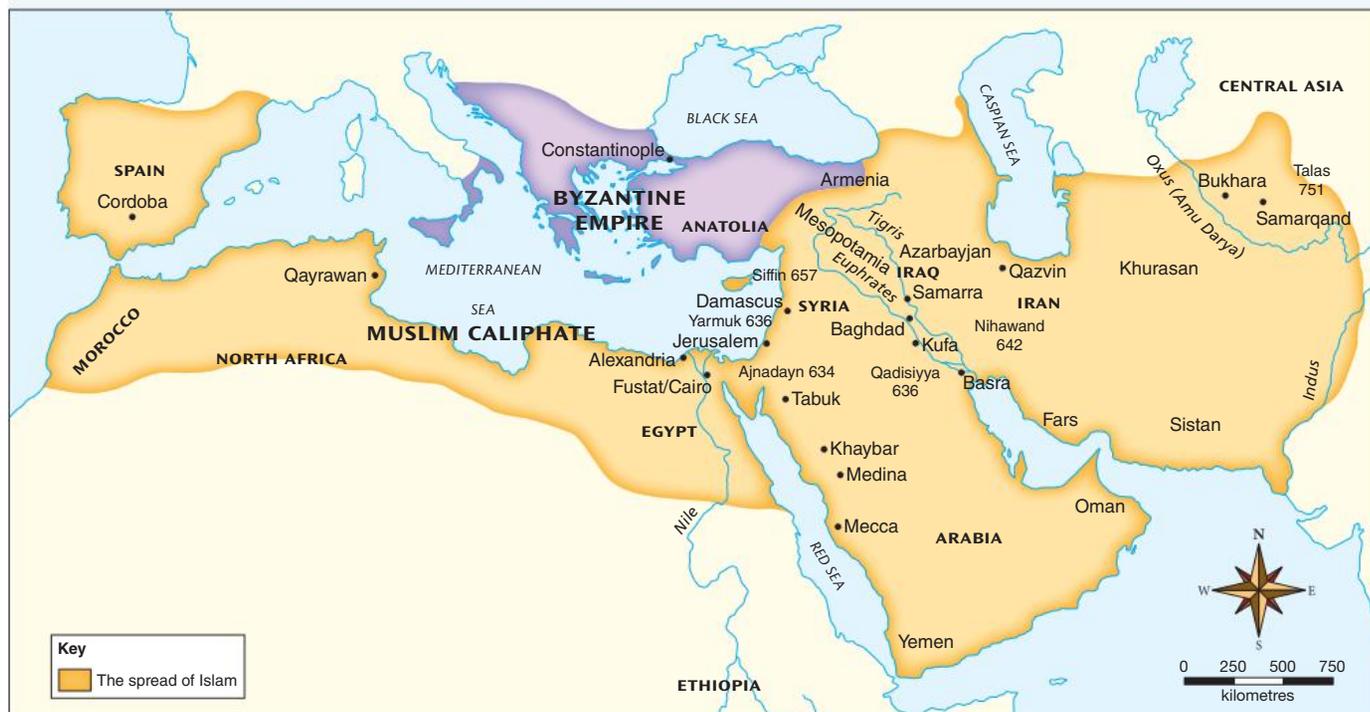
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4.13 The Age of Faith

4.13.1 Christianity and Islam

Many people assume that the conflict between the Christian Crusaders and Islamic Turks was the first point of tension between Christians and Muslims. However, it started much earlier than that. Islam originated in Medina and Mecca in the Middle East early in the seventh century. By the eighth century it had spread to North Africa and was the religion of the invaders of southern Spain in 711 CE. Significant tension and conflict between the two monotheistic religions has existed since the Early Middle Ages.

SOURCE 1 Map of the spread of Islam circa 1000 CE



Source: MAPgraphics Pty Ltd, Brisbane

Generally speaking, religion does not strongly influence governments today. Many countries around the world are secular, which means they are neutral in regards to religion. It was different in the Middle Ages. In western Europe, the Christian Church had great influence over rulers. The situation was similar in the Islamic world. Countries were ruled by Muslim leaders called **caliphs**. With religion dominating so much of private and public life, it is not surprising that some historians have called the Middle Ages ‘the Age of **Faith**’.

The conflict between Christians and Muslims is most often assumed to have begun with the First Crusade at the end of the eleventh century. But Muslim Arabs had conquered much of Spain, via North Africa, as early as 711 CE. This was a major Muslim inroad into Christian Europe, and wherever the Christian West and the Muslim East met, there was conflict.

4.13.2 Religion in Spain

Spain is a good example of how relations developed between the Christian West and the Muslim East. Muslim Arabs ruled much of Spain for about 700 years. Throughout that period, there was a great exchange of culture between not only the Muslim occupiers and the Christians, but also the Jews, who were a sizable minority in Spain. Even after the Christians reconquered Spain, much of the rich Muslim culture remained. In fact, Muslim music, architecture and many other fields continued to flourish, even after Muslims were forcibly converted to Catholicism. For example, an instrument that would eventually develop into the Spanish guitar was invented by Muslim Arabs. The famous Spanish dance music, flamenco, is also thought to be Middle Eastern in origin.

But just as the Christians tried to subject conquered peoples to their faith, so did the Muslims subject countries they had conquered to Islam. In Muslim Spain, Christians and Jews were tolerated but they suffered discrimination and were made to pay special taxes because their religions were regarded as inferior. When Christians eventually reconquered Spain, they would be much less tolerant. They ruthlessly persecuted Muslims and Jews.

There may have been some appreciation of the refined culture of the Arabic Muslims in Spain. However, as conflict developed between the Christian north and the Muslim south in Spain, new waves of invaders arrived. The Arabic leaders brought in North African fighters (called **Moors** by the Christians). The Moors were a harsher, less tolerant group. An example of their intolerance was the destruction of a splendid palace in Cordoba called Medina Azahara.

SOURCE 2 Amad ibn Muammad al-Yammani, a Muslim traveller, commenting on music he had heard while recovering from an illness in the Moorish city of Malaga during the eleventh century

The people are absolutely dominated by their passion for music. One night I awoke . . . to . . . a breath of sound, tranquil and lovely. I felt that my soul understood this music, and would find repose [peace] in it . . . [it] began increasing slowly in volume. I was drawn to it and disposed to listen . . . I found myself forgetting my misery in the emotional enjoyment, which almost caused me to imagine that the walls and floor were floating around me.

SOURCE 3 The prayer hall of the Great Mosque in Cordoba, Spain. Begun around 786.



4.13.3 Shared learning

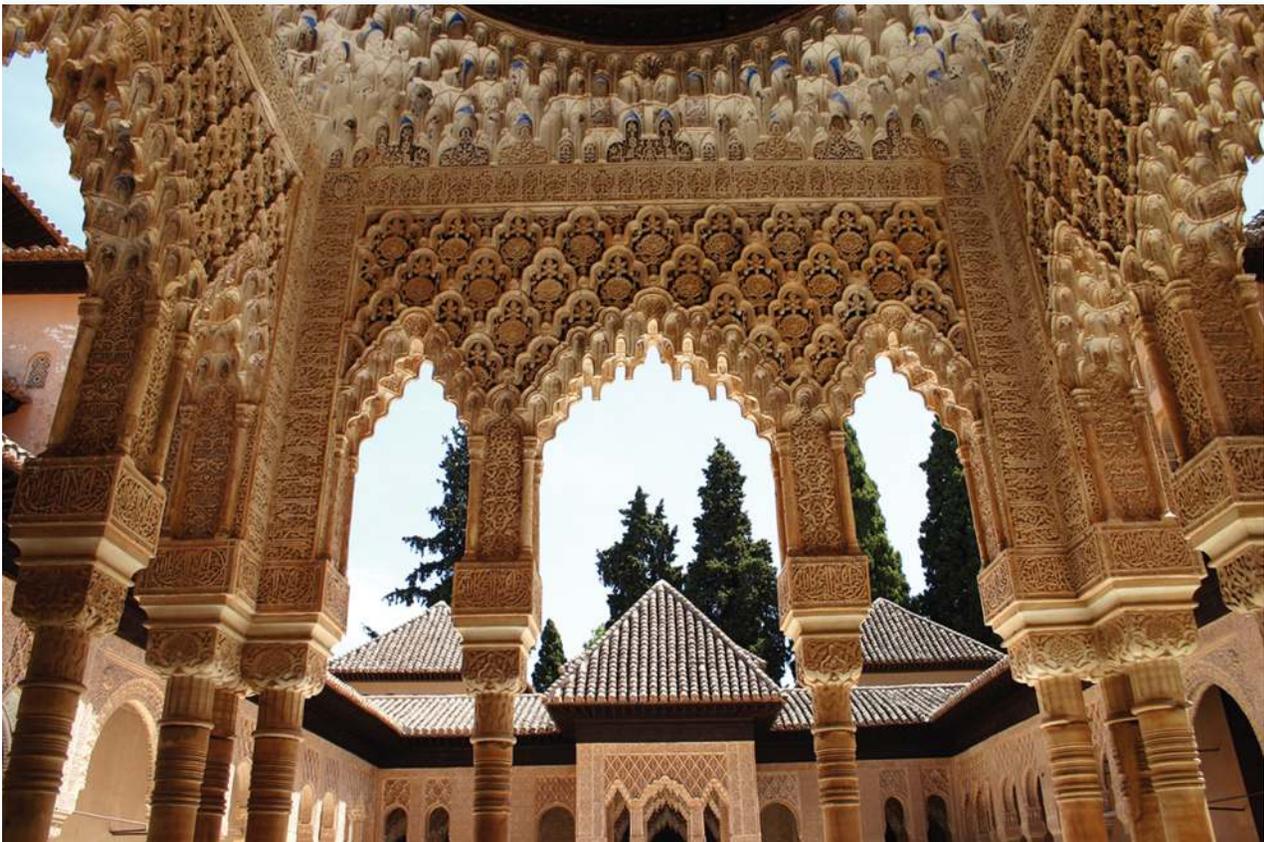
While much of the learning of ancient Greece and Rome had been lost in the West during the Early Middle Ages, it was kept alive by Muslim scholars. One of the greatest libraries in history was established in Muslim Baghdad in 832 CE. Called the House of Wisdom, it held copies of manuscripts and books on the arts, sciences and many other topics. It was a meeting place for academics and intellectuals for hundreds of years. Islamic societies also built hospitals for the sick, and their scholars led the world in studies of medicine, sciences and mathematics. The Crusades gave European Christians the opportunity to gain an insight into the learning of the Islamic East. As in Spain, Europeans became influenced by Islamic culture, including poetry and architecture. European scholars were no doubt impressed by Muslim schools as it was about this time that the great universities of Europe were established. The challenge posed by Islamic learning was at least partly responsible for this development.

And did the Islamic East have anything to learn from Europe? As it turns out, the Europeans, who appeared rough and barbaric to the Muslims, had little to offer at this point in history. Their contribution to government, learning and invention lay far in the future.

SOURCE 4 From Usamah ibn Mequidh, a twelfth-century Arab writer and soldier. Muslims referred to Crusaders as 'Franks' because many Crusaders came from the part of Europe that was once the Frankish Empire (near modern-day France and Germany).

When I come to tell stories about the Franks [Crusaders] I cannot help but glorify and praise Allah (exalted is He!), for I see them as animals possessing the virtues of courage and fighting, but nothing else; just as pack animals have only the virtues of strength and carrying loads.

SOURCE 5 Details of the Alhambra, a magnificent fortress and palace built by the Islamic rulers of Granada in the mid fourteenth century



DID YOU KNOW?

The Muslim world also adopted and further developed ancient technologies. An example is the astrolabe, an instrument invented by a Greek scholar about 150 BCE to locate and predict the positions of the Moon, the planets, the Sun and other stars. Medieval Muslim scholars made improvements to the astrolabe that enabled it to be used for navigation at sea and to find the direction of Mecca, the holy city in the Arab empire that Muslims were required to face during prayer.

4.13 ACTIVITY

Use the internet and/or your library to find out more about the great Mosque at Cordoba (**SOURCE 3**).

Some questions you could answer are:

- When was it originally built and by whom?
- What are some of its impressive features?
- What is it being used for today?

Using historical sources as evidence

4.13 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.13 Exercise 1: Check your understanding

1. **HS1** What is the name for a Muslim ruler?
2. **HS1** Why have some historians called the Middle Ages the Age of Faith?
3. **HS1** Who conquered much of Spain in 711 CE?
4. **HS1** Name the three main religious groups in Spain during the Middle Ages.
5. **HS4** List two elements or products of Spanish culture today which are Middle Eastern in origin.
6. **HS1** Were other religions permitted in Muslim Spain?
7. **HS1** Which two groups were discriminated against with taxation?
8. **HS1** How was much of the ancient Greek and Roman knowledge kept alive during the Early Middle Ages?
9. **HS1** In what fields did Islamic scholars lead studies in the world during medieval times?
10. **HS5** How much did the Muslims learn from European culture in the Middle Ages? Explain.

4.13 Exercise 2: Apply your understanding

1. **HS3** Using the map in **SOURCE 1**, explain the spread of Islam into Spain by around 1000 CE.
2. **HS3** Examine **SOURCE 2**. What impression does Amad ibn Muammad al-Yammani have of the Moorish music he hears?
3. **HS3** Look closely at the repeated architecture in the Prayer Hall of the Great Mosque in **SOURCE 3**. What impressions would this give the worshippers and what techniques were used to obtain these impressions?
4. **HS3** Examine **SOURCE 4**.
 - (a) What positive things does Usamah ibn Mequidh have to say about the Crusaders?
 - (b) What negative things does he have to say?
 - (c) Why do you think Usamah ibn Mequidh would make such negative remarks about the Crusaders?
5. **HS3** What does **SOURCE 5** tell historians about the Islamic rule in Granada in the mid-fourteenth century? Explain how it does this.
6. **HS3** Using **SOURCES 2** and **4**, explain whether the medieval Muslim travellers and soldiers saw themselves as the brutal infidels that the Christian Crusaders saw them as. Use short quotations from the sources to back up your statements.
7. **HS3** Examine **SOURCES 3** and **5** closely. What features of these buildings justify their reputations as magnificent examples of medieval Islamic architecture?
8. **HS6** What were the achievements of the Islamic East during medieval times? How does this contrast with Christian Europe of the same time?
9. **HS6** Write a short paragraph evaluating whether you agree that there was greater tolerance in Muslim Spain during the Middle Ages than was expected for that time.

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4.14 Towns and trades

4.14.1 The growth of towns

By about the eleventh century, Europe was a relatively peaceful place. People felt free to risk living beyond the security of the manor. In time, a network of towns sprang up, particularly along trade routes. These towns became the focus for the rise of a new social group — a **middle class** of merchants.

Personal loyalty to a lord in exchange for a **fief** was a basic principle of feudalism. As barbarian raids stopped, as food stocks increased, and as money rather than personal services began to be given to lords in exchange for rights and privileges, the feudal system began to break down.

People began to drift away from the manors to start new lives in towns, many of which had developed near castles. Some people learned new skills such as spinning, weaving, baking, leather work, music, acting, ale brewing, armour construction, ropemaking, butchery, banking, cloth dying and stonemasonry.

As towns grew, large walls were built around them. Near these walls were the cramped homes of the poor — mostly wooden and many storeys high. Most houses were coated with a highly flammable paint made of pitch and linseed oil. Pitch was a black, tarry substance used to seal cracks in buildings and boats. The homes of the wealthy were in the town's centre.

The town's lanes were crooked and narrow. They were lit only by people's lanterns and candles, and had no footpaths. They became smelly, rat-infested rubbish dumps, splattered with food scraps, bones and sewage. Open drains stank from cloth dyes and the blood of slaughtered animals. Townspeople tramped through this muck to reach the town's central marketplace. It bustled with the activity of traders, musicians, actors, jugglers, pickpockets and beggars.

SOURCE 1 A young boy's experience on entering the marketplace in the English town of Shrewsbury in 1241. This extract is from *Falls the Shadow*, a novel by Sharon Penman, Penguin, 1989, p. 132.

Church bells pealed out the hour . . . Men wandered the streets shouting 'hot meat pies' and 'good ale' . . . itinerant [wandering] pedlars hawked [tried to sell] their goods, offering nails, ribbons, potions to restore health . . . People gathered in front of the cramped, unshuttered shops, arguing prices at the tops of their voices. Heavy carts creaked down the streets . . . Dogs darted underfoot, and pigs [shuffled] about in the debris dumped in the centre gutter.

4.14.2 Rise of the merchant class

Adventurous European merchants began looking for more distant markets. They travelled to Asia, northern Africa and the Middle East with goods such as iron, timber and copper. They returned with exotic silks, furs, spices, gold and precious stones. They visited trade fairs in Europe, where both goods and ideas were exchanged. It is thought, for example, that the windmill was first heard of from traders from Iran, and soap from traders from China.

Long-distance trading was risky. There were robbers and sea pirates. As well, merchants had to deal with clever money lenders. To protect themselves and their profits, merchants often formed partnerships and shared responsibilities. This led to the formation of companies, which in turn created new jobs.

By the latter part of the Middle Ages, this new merchant class had become a very powerful force in medieval society.

SOURCE 2 Medieval illustration of stonemasons, who were highly respected craftspeople



Growth of apprenticeships

The demand for skilled workers was growing. Apprenticeships began to be set up to train young people in particular trades. Most were seven-year agreements, and were strictly controlled by guilds.

Guilds

The standard of work in each skilled craft was also controlled by its **guild**. These associations were formed by artisans to protect their interests, settle disputes between employers and skilled workers, and to set wages and prices. In some ways they were like modern trade unions; however, unlike trade unions, guild members included employers.

Merchants also had guilds. The most powerful merchant association was the Hanseatic League, which controlled many trading ports around the Baltic Sea, and trading outposts as far away as Russia, Italy and England. The Hanseatic League was so powerful during the fourteenth and fifteenth centuries that it minted its own money and wrote its own laws. In the fourteenth century, it even waged war against the King of Denmark.

SOURCE 3 As shown in this medieval painting, businesspeople usually sold their goods from the ground floor of their home. Family, servants and apprentices lived on the upper floors.



4.14 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.14 Exercise 1: Check your understanding

1. **HS1** What was the basic principle of feudalism?
2. **HS1** What was the initial change that meant that food stock increased and money could be exchanged?
3. **HS1** Why were the new towns quite frequently destroyed by fire?
4. **HS1** Where did the poor usually live in the town? Why?
5. **HS1** Where did the wealthier people usually live? Why?
6. **HS1** To where did the more adventurous European merchants travel?
7. **HS1** What did they take with them to trade and with what did they return?
8. **HS1** What were the risks associated with long-distance trading?
9. **HS1** How long were the new apprenticeship agreements?
10. **HS1** What is a guild?
11. **HS1** Describe the major role of guilds.
12. **HS1** What was the Hanseatic League?

4.14 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
 - (a) Describe features of medieval towns that would have made them dirty, noisy and unhealthy.
 - (b) What would you need to know about this source in order to judge its reliability?
2. **HS3** Describe the medieval trades that you can see in **SOURCES 2** and **3**.
3. **HS3** Imagine that you were a peasant who left your manor to come to a town. Use the sources and information in this subtopic to write a paragraph describing what you see as you enter the town and make your way to the marketplace. Keep in mind that there are probably many things that you would find remarkable.
4. **HS3** If you had been a young town dweller in the Middle Ages, to what trade would you like to have been apprenticed? Give reasons for your choice.
5. **HS4** Describe the factors that led to the decline of feudalism.
6. **HS4** Explain what the growth of trade and skilled crafts had to do with the growth of towns.
7. **HS4** Explore the growth in power of the merchant class and guilds. Identify the impact that this would have on the lords and their knights.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.15 Living conditions and medical science in the fourteenth century

4.15.1 Living conditions in medieval cities

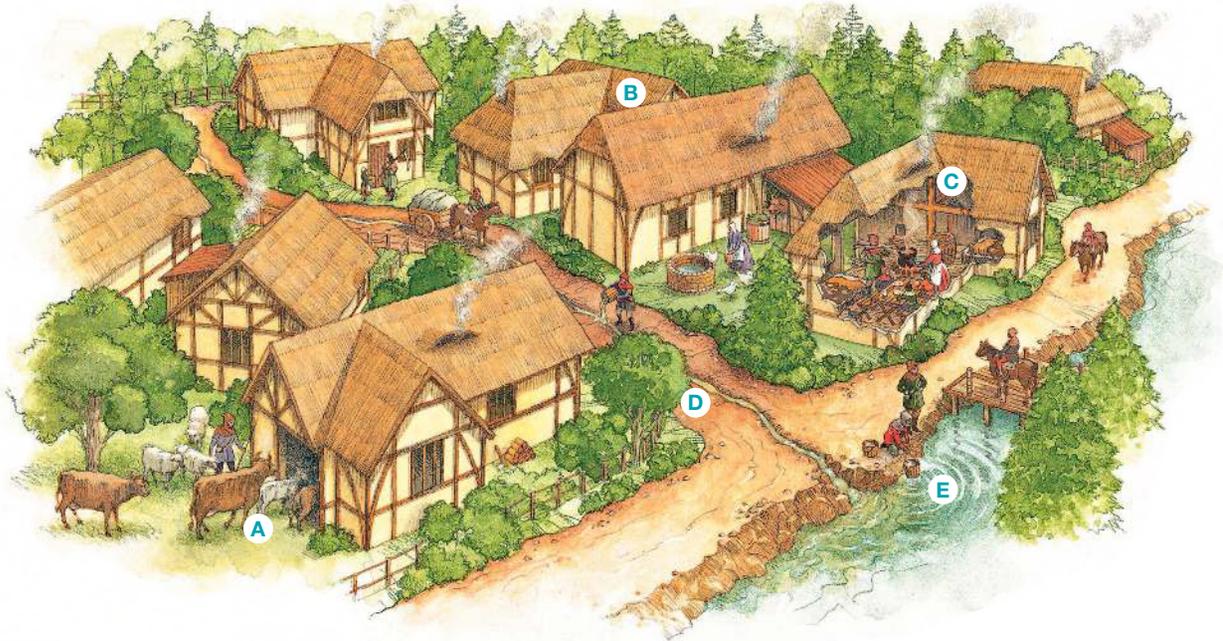
The High Middle Ages (c. 1100–1300 CE) in Europe was a period of rapid population growth and relative prosperity. It saw the expansion of towns and cities. Many of these were filthy and overcrowded, providing ideal conditions for the spread of disease. Medical science at the time was totally inadequate and unprepared for the plague that was to come.

Medieval cities such as London, Paris and Florence grew very rapidly during the thirteenth and fourteenth centuries, with little thought given to proper planning or healthy living conditions. Most houses were small, containing only one or two rooms. Privacy was not a particularly high priority, and even members of reasonably well-off families would all sleep in the same room. Among the poor, it was not unusual for as many as a dozen people to all sleep on the floor together. In country villages, they would often be joined by their livestock. If someone became ill, it was physically impossible to isolate them from other members of the family. So if one member of the family became sick, it was likely that all would catch the same illness.

Hygiene and sanitation

In a small village, the removal of rubbish and human waste was relatively simple, but in an overcrowded town it became a more difficult problem. The streets were narrow, usually with a drain running down the middle that was meant to carry waste away. However, these drains regularly filled up and so the waste remained. Often the drains fed into the same rivers and streams from which people drew their drinking water. While breathing in foul air or drinking contaminated water could not spread the Black Death, cases of gastric diseases such as **dysentery** and diarrhoea were common. If the body was weakened because of such diseases, the plague could take hold more easily, and death was likely to occur much sooner.

SOURCE 1 Medieval houses and towns were generally very unhealthy places to live.



- A** The presence of domestic animals and straw on the floor allowed rats and other vermin to flourish.
- B** Houses were close together, allowing for the easy spread of disease.
- C** Houses were very small, providing little opportunity to isolate sick family members.
- D** A drain down the middle of the street was the only way to remove waste and rubbish.
- E** Rivers and streams that were used for drinking water often became contaminated.

Life expectancy

Although the average life expectancy in Australia today is about 82 years, most people did not live this long in medieval times. Death from infectious disease was common and children were the most likely victims. Close to a quarter of all babies died within the first year of life. Less than half of all children would reach the age of ten. Those who passed the age of ten had a reasonable chance of reaching adulthood and perhaps living to around 40 years of age. Only a small minority lived to what we would regard as old age.

4.15.2 Medical science in the Middle Ages

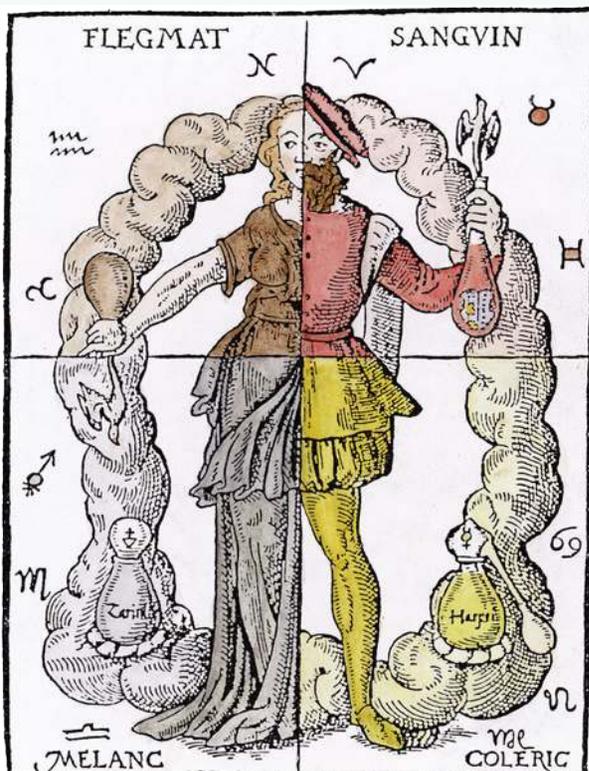
Medical knowledge in the Middle Ages was based largely on ancient knowledge and had not advanced much for a thousand years. Doctors relied largely on the theories of ancient physicians such as Hippocrates and Galen. In the fourth century BCE, the Greek physician Hippocrates was one of the first to determine that illness was not a result of a curse from the gods. He promoted the idea that illness and disease were part of nature and could be influenced by factors such as diet and a person's living habits. Nevertheless, he was completely unaware of microscopic organisms as a cause of disease. The Greek physician and philosopher

Galen lived in Rome in the second century CE. Because human dissections were illegal under Roman law, Galen carried out anatomical dissections on various animals. He proposed theories on the operation of the brain and the nervous system, as well as on the circulation of the blood throughout the body. Although many of his theories were later proved to be incorrect, they were the definitive word on medical science in Europe. Medieval doctors refused to accept any idea that was not consistent with Galen's theories and so were not willing to accept any new evidence relating to the causes or spread of disease.

Treating the sick

The treatment of illness and disease in the Middle Ages was based more on superstition and ignorance than on any genuine medical knowledge. Medieval doctors believed that the body contained four 'humours' or aspects that influenced a person's state of health (see **SOURCE 2**). These humours were black bile, yellow bile, phlegm and blood. While they were in balance, the body would be healthy. Illness occurred when these humours were out of balance in the body. In these circumstances, one common cure was to drain blood from the body through a process of bloodletting (see **SOURCE 3**). Applying leeches to the body to suck the blood was an alternative method of restoring the body's balance (see **SOURCE 4**). Herbal medicines were also popular, but often contained poisons, and so were sometimes more dangerous than the disease. Surgery was usually carried out by barbers, and was rarely successful. Amputations of injured or diseased limbs were the most common form of surgery. Because of the strong religious beliefs of the time, most people believed that prayer was the most effective way of dealing with serious illness.

SOURCE 2 This sixteenth-century diagram illustrates the four humours that medieval doctors believed determined the health of the body.



SOURCE 3 Bloodletting, as shown in this fifteenth-century artwork, involved the draining of a measured amount of blood from a vein believed to be connected to the diseased organ in the body.



SOURCE 4 In this illustration from Boccaccio's *Decameron*, doctors apply leeches to a royal or aristocratic patient.



DID YOU KNOW?

Modern anaesthetics were unknown in medieval times, so the patient was wide awake during surgery. One mixture used to try and dull the pain was known as 'dwale' and it consisted of lettuce juice, gall from a castrated boar and assorted herbs such as bryony, henbane and hemlock. All these plants were poisonous and could have killed the patient. Cuts and wounds from surgery were treated by cauterisation. This was a process of applying hot irons to the wound to seal it and prevent further loss of blood.

4.15.3 Life suddenly gets harder

The growth in population throughout Europe in the twelfth and thirteenth centuries quickly led to most of the best farming land being overworked. By the beginning of the fourteenth century, the quantity and quality of crops were in decline. This raised the threat of famine. To make matters worse, there appears to have been a change in weather patterns early in the fourteenth century, with the winter of 1306–07 the coldest experienced in over 300 years. As the colder and wetter weather took hold, farming conditions became worse, with the years 1315–17 bringing crop failures and widespread famine. The 1320s and 1330s saw frequent famine conditions continue as the weather and overworked soils brought regular crop failures. By the 1340s the standard of health of much of the European population was very poor, with little resistance to serious disease. It was to this ravaged population that the Black Death was to bring unprecedented death and destruction.

SOURCE 5 An extract from a blog post written by a historian working on a book about the impact of the king, Edward II, in the mid-1310s.

The Sempringham annalist says ‘there were great floods of water throughout England, and the wheat was destroyed, and the hay also, and there was great famine and great dearth of wheat throughout the land’. He gives the price of a quarter of wheat as twenty-four shillings and more, a quarter of barley as sixteen shillings and a quarter of oats as twenty shillings, many times the usual price. Such bread as was available could not satisfy hunger, as the grain was soaked from the endless rain and had to be dried in ovens before it was cooked, and contained minimal nutrients.

4.15 ACTIVITY

Each of the four humours depicted in **SOURCE 2** was associated with a number of other natural and human characteristics. Using the resources available to you from the internet and/or your library, find out the following:

- What were the names of each of the humours?
- What elements in nature was each humour associated with?
- How were the humours believed to have influenced a person’s personality and mood?
- When did this belief lose popularity?

Using historical sources as evidence

4.15 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.15 Exercise 1: Check your understanding

- HS1** Living conditions varied greatly throughout the population.
 - Describe the living conditions of the poorer people in medieval cities.
 - How did these living conditions contribute to the increased likelihood of illness?
- HS1** What caused an increased risk of diseases such as dysentery and diarrhoea in overcrowded towns?
- HS1** Of all the babies born in medieval times, approximately what proportion could be expected to reach adulthood?
- HS1** Why had there been no significant advances in medical knowledge in Europe for over a thousand years?
- HS1** What medical treatment was offered by barbers at this time?
- HS1** How did most people in the Middle Ages attempt to deal with illness?
- HS5** What happened in the first half of the fourteenth century in Europe to make people more susceptible to disease?

4.15 Exercise 2: Apply your understanding

- HS3** Using **SOURCE 1**, list three reasons why people living in medieval times were at greater risk of disease than we are today.
- HS3** Explain the purpose of the medical treatments in **SOURCES 3** and **4**.
- HS3** Study **SOURCE 4**.
 - How do we know the patient in **SOURCE 4** was an important person?
 - From the reactions of the other people in **SOURCE 4**, what can you identify as one of the patient’s symptoms?
- HS3** **SOURCE 5** is written by a historian. Read it carefully and answer the following questions.
 - Is this a primary or secondary source? Explain your answer.
 - What do you think an ‘annalist’ is?
 - The historian quotes a medieval source. Is this a direct quotation? Explain your answer by offering reasons.
 - Does it verify the information given in this section?
- HS3** Examine **SOURCES 2, 3** and **4** closely. Using what you can see, explain how the sick were treated in medieval times.
- HS4** Describe the contributions made by Hippocrates and Galen to medieval medical knowledge.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.16 The Black Death

4.16.1 Origins of the Black Death

In 1347 something terrible happened across three continents — something that changed the course of history. This event is known as the Black Death or the **plague**. The Black Death was a disease that spread across the known world and wiped out whole towns and villages. In Europe alone, between 1347 and 1352, one-third of the population may have died as a result of this **pestilence**.

What was the nature of the Black Death? Where did it come from, and how did it spread? And how did it change the course of history?

It is believed that the Black Death originated in Mongolia in the early fourteenth century. It spread along trade routes and via military expeditions. In 1346 the Tartars, a people descended from the Mongols, were besieging the Black Sea port city of Caffa, a trading colony of the Italian city of Genoa. Then the Tartar troops started to fall sick and die. Weakened by disease, they used trebuchets to hurl infected dead bodies over the walls of Caffa in an attempt to inflict the same pestilence on the city's inhabitants. Some historians and medical scientists cite this event as possibly the first instance in history of **biological warfare**. Some people escaped from Caffa on ships for Italy. They may have escaped the Tartars, but not the Black Death, as it accompanied them on their ships. At least one such ship is recorded as having reached the Italian port of Messina, with dead or dying crew on board. This was probably not the only way the Black Death reached Europe, but it is the best documented. The Black Death spread right across Europe and North Africa.

SOURCE 1 The spread of the Black Death across three continents



Source: Map drawn by Spatial Vision.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Expanding contacts > Black Death

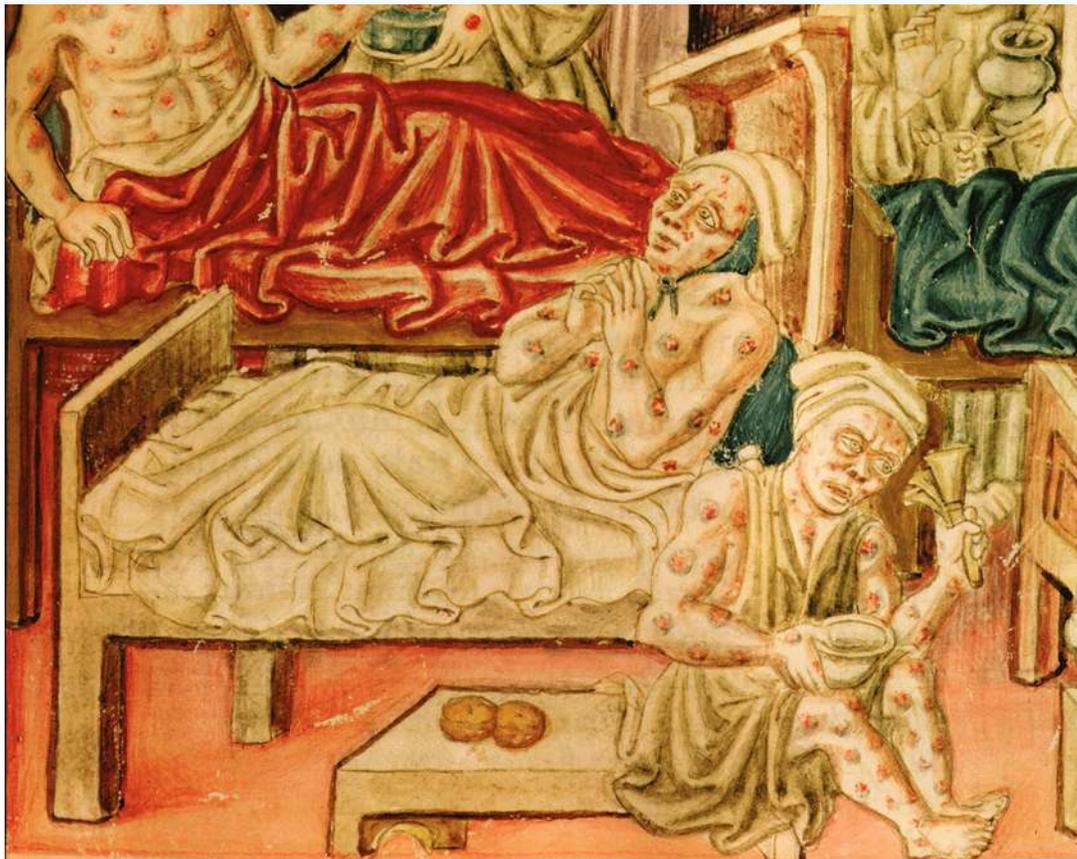
4.16.2 What was the Black Death?

The Black Death had three variations. Its most common form was bubonic plague, named for the buboes (stinking, pus-filled swellings) that appeared on the victim's body (see **SOURCES 2** and **3**). The second form was pneumonic plague, which affected the respiratory system, and the third was septicæmic plague, which affected the blood. Fever and vomiting were common symptoms. In its final stages, victims' skin turned purple-black and their nervous system was affected. This slurred their speech and they staggered about in convulsions. Observers called this phase the *danse macabre* — 'the dance of death'. The source of the disease was bacteria found on the fleas of black rats. Such rats were common on ships and in towns such as Messina. In the unhygienic conditions of medieval Europe, plague-ridden rats bred rapidly and the fleas were able to move to other animals and to people.

SOURCE 2 From *The Decameron*, a collection of stories by Giovanni Boccaccio, written between 1350 and 1352, when the plague was ravaging his country, Italy, along with the rest of Europe. Boccaccio's stories are told by characters who have fled the plague to isolate themselves in a villa in the countryside. In real life, those who took such action — and Boccaccio was one of them — did sometimes survive. But only the rich had this option.

. . . [The] deadly pestilence . . . showed its first signs in men and women alike by means of swellings either in the groin [area between the belly and thigh] or under the armpits, some of which grew to the size of an ordinary apple and others to the size of an egg (more or less), and the people called them [buboes]. And from the two parts of the body already mentioned, in very little time, the . . . deadly [buboes] began to spread indiscriminately over every part of the body; then, after this, the symptoms of the illness changed to black or livid [bluish] spots appearing on the arms and thighs, and on every part of the body — sometimes there were large ones and other times a number of little ones scattered all around . . . [Almost] all died after the third day of the appearance of the previously described symptoms (some sooner, others later), and most of them died without fever or any other side effects.

SOURCE 3 Plague victims in Perugia, Italy — from a sixteenth-century manuscript



4.16.3 Medieval treatments for the Black Death

The details of the Black Death were not understood during the Middle Ages. Doctors knew nothing about the cause of the plague or how to treat it. All sorts of treatments were offered. They believed that stench was a cause of the disease, and offered patients sweet-smelling flowers and pot-pourri to smell. Some believe this is the source of the children's nursery rhyme 'Ring around a rosie, a pocketful of posies, a-tishoo, we all fall down'. Other doctors lanced buboes to draw out 'bad blood'. But this helped only to spread the disease.

As if doctors' remedies were not bad enough, panic and superstition made things even worse. Many believed that the plague was God's punishment for their sins, like the plagues described in the Bible that had ravaged Egypt in the time of Moses. One extreme response was made by a group called the Flagellants. They travelled from town to town publicly whipping themselves in the hope of receiving God's forgiveness for their sins and deliverance from the pestilence. However, with the blood from their whipped backs flowing freely, all this did was help spread the disease. Pope Clement VI ordered that these groups be disbanded. Clement, incidentally, may have come closest to an effective method of protection from **contagion**. His adviser, Guy de Chauliac, sat the Pope between bonfires for many days so he could breathe the purified air. Given that fleas dislike such heat, this may have helped save the Pope's life.

Of all the remedies attempted during the period of the Black Death, cleanliness and hygiene were generally the treatments that were overlooked. This is because no-one connected the plague to the rats, which carried the pestilent fleas. Few bathed regularly or changed their clothes, and people continued to live in dirty, cramped cottages, often with their livestock. No-one thought of clearing the dung heaps in the middle of manor-house courtyards, and people continued to use the streets as dumps for their household waste. Such conditions attracted the flea-ridden rats. As the rats bred and died in the squalor of medieval towns and villages, the fleas continued to infect the human population. And so, more than any other factor, it was the living conditions in medieval times that encouraged the spread of the deadly catastrophe that was the Black Death.

Inevitably, minority groups were blamed for spreading the plague. Some thought **lepers** were to blame, and many of them were hunted down and murdered. Jews were accused of deliberately poisoning wells. Despite the fact that the plague did not distinguish between Jews and Christians, thousands of Jews were murdered. Many were burned alive.

SOURCE 4 A doctor dressed up to treat the Black Death, as shown in a seventeenth-century manuscript



SOURCE 5 Minority groups, including the Jews, were blamed for the Black Death and were persecuted, as shown in this sixteenth-century illustration.



4.16.4 Effects of the Black Death

Within four years, at least a third of Europe's population had perished. Many villages were deserted and never repopulated. It would take another 200 years for the population of Europe to reach the size it had been in 1347. A **catastrophe** on such a scale must have had a major effect on society and the economy.

The feudal system itself was weakened as a result of the Black Death. With a shortage of workers, serfs began to demand wages and lower rents for their labour, and freemen, who were already paid, demanded higher wages. In some cases in England, workers' wages tripled during the time of the Black Death.

The power of the Church was weakened too. Partly, it lost respect in failing to protect the people through prayer. But also, the clergy lost many of its own members. Monasteries were closed communities and some lost almost all their educated monks. There were few priests left to perform Mass and conduct weddings and funerals. The Church desperately needed new clergy and was forced to accept novices with no education.

Farming changed. With fewer peasants to work the fields, grain production went into decline in England and other European countries. Farmers turned increasingly to livestock such as sheep that required fewer workers on the land.

SOURCE 6 As shown in this Italian fresco, increased wages led to a growth in markets and in the number of merchants offering goods for sale.



DID YOU KNOW?

One of the most recent pandemics of bubonic plague occurred in about 1900. It originated in China, and spread to Australia, among other places. This time, however, medical and other authorities knew how to respond. Exterminators were sent into Sydney's Rocks area, which was a slum in those days, to wipe out rats. Suspected plague carriers were taken to the Quarantine Station at Manly. The disease was thus contained.

4.16 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.16 Exercise 1: Check your understanding

1. **HS1** What is another name for the Black Death?
2. **HS1** Where did the Black Death probably originate?
3. **HS1** How did the Black Death enter the Black Sea city of Caffa?
4. **HS1** What are buboes?
5. **HS1** Describe the three variations of the Black Death?
6. **HS1** What have we since discovered was the source of the disease and what carried it?
7. **HS1** Why did medieval doctors offer patients sweet-smelling flowers and pot-pourri to smell as a cure for the Black Death?
8. **HS1** Who were the Flagellants?
9. **HS1** How did Pope Clement VI successfully avoid catching the Black Death?
10. **HS1** What was the main factor that encouraged the spread of the disease?
11. **HS1** What percentage of the European population died from the Black Death?
12. **HS5** List three effects that the Black Death had on medieval society.

4.16 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 1**, write a short paragraph explaining how the Black Death spread across Europe, Asia and Africa.
2. **HS3** In which continent did the Black Death have the most impact? Why do you think this might be?
3. **HS3** Read **SOURCE 2** and examine **SOURCE 3**. On which variation of the Black Death did most descriptions and paintings focus? Why do you think this was so?
4. **HS3** What is the person in the bottom right of **SOURCE 3** holding and for what reason?
5. **HS3** Imagine you are the doctor in **SOURCE 4**. Explain why you are dressed in such outlandish clothes.
6. **HS3** How does the Black Death appear to have contributed to the development of markets, such as that shown in **SOURCE 6**? How would you describe the people at this market?
7. **HS3** Analyse the map in **SOURCE 1** carefully. Which places did not suffer from the Black Death? Using a modern atlas to find out any physical features or population information, create a hypothesis explaining why these features may have prevented the Black Death from reaching them.
8. **HS3** How does **SOURCE 2** support **SOURCE 3** as evidence?
9. **HS5** One historian has suggested that without trade the Black Death may never have happened. Explain whether or not you agree with this statement, giving evidence to support your opinion.
10. **HS5** Examine the three main effects of the Black Death on medieval society discussed in this subtopic. Which one do you think was the most significant? Explain why.
11. **HS5** Why do many historians believe the Black Death changed the course of history?
12. **HS6** Evaluate the responses of the different groups of people at the time to the Black Death and its effects on society. Pay particular attention to the Flagellants and the minority groups. How did they behave and what were their reasons for doing so?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.17 How did the Black Death change society?

4.17.1 Changes to medicine, sanitation and public health

Between 1347 and 1351, the Black Death had a brutal effect on life in Europe and the area surrounding the Mediterranean Sea. Despite all the devastation, there were also some positive changes in the following years, many of which occurred as a direct response to the horrors of the plague.

The failure of medieval medicine to successfully treat the victims of the plague led to changes in the practice of medicine in the years following the Black Death. Before this time, hospitals were places where sick people were sent to be isolated. When people entered a hospital, all their possessions were disposed of because no-one expected them to survive. During the period of the Black Death, doctors began to try to cure patients placed in hospital, and this practice continued after the plague had gone. Some hospitals began to develop relationships with universities and collect libraries of medical texts. An increased emphasis on medical knowledge led to more dissections of human corpses, and so improvements in the knowledge of anatomy and surgical practices soon followed.

SOURCE 1 As shown in this fifteenth-century illustration, the desire of doctors to find out more about the human body led to an increase in dissections, which improved knowledge of human anatomy.



In a number of places, authorities became more aware of the need to take responsibility for the health of the population. In Italian cities such as Venice and Milan, public health boards were set up to deal with the plague, and these continued after the disease had moved on. These boards gradually gained extra powers and became a valuable means of preventing the spread of illness. In London, the city council brought in regulations to clean up the city. Laws to prevent littering, the employment of street sweepers and heavy fines for dumping waste in the river were all implemented in the years following the Black Death.

4.17.2 Changes to the power structures in society

Religion

The devastation of the Black Death weakened the influence of the previously all-powerful Catholic Church. The inability of religious leaders to deal with the plague through prayer and the fact that so many priests had died of the disease led to many people losing some respect for the Church. In the 1360s and 1370s, an English **theologian** John Wycliffe wrote a number of works critical of the papacy and of the role of monasteries in society. He gained a strong following among people whose recent experiences had led them to question the power and influence of the Catholic Church in society. Many of Wycliffe's followers were executed for **heresy**.

Political unrest

The huge decline in the numbers of peasants and agricultural workers meant there were fewer people left to perform these tasks. This meant that peasants were able to demand higher wages. However, these demands were often resisted by those in power. Peasants and workers in various parts of Europe rose up to demand their rights in the years following the Black Death. In France in 1358, a group of workers called the Jacquerie rose up in revolt to try and improve their working conditions. In 1378 a group of workers in the wool industry, who were known as the *ciompi*, led a revolt in Florence where they managed to force some democratic government reforms for a brief time. In England, causes of the Peasants' Revolt of 1381 (see subtopic 4.18) can be traced back to the changes in society that resulted from the Black Death.

SOURCE 2 The Jacquerie uprising in 1358 was an attempt by French workers to improve their conditions.

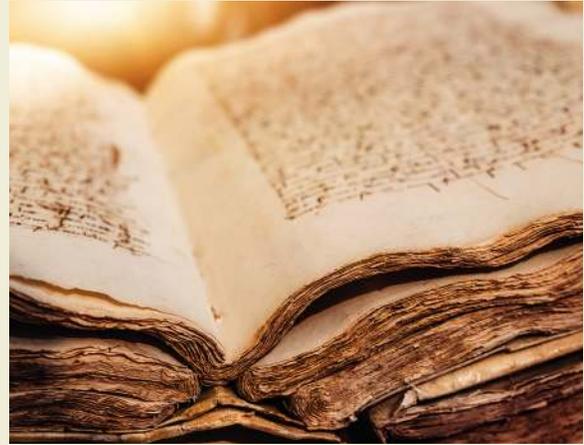


Language

In England before the Black Death, most educated people spoke Latin or French, which were the languages of the ruling classes. The death of large numbers of educated monks and other scholars meant that schools had to resort to English as the language of instruction. By the 1380s, poets such as Geoffrey Chaucer were publishing their works in what is now referred to as Middle English (see **SOURCE 3**). Chaucer is considered by many to be the father of English literature. Once English became the commonly used language, all knowledge was open to the ordinary people as well.

SOURCE 3 The decline in the use of Latin and French in England led to increased use of a form of English, such as in this extract from the *Wife of Bath's prologue* by Chaucer.

And whom I sawgh he wolde never fyne
To reden on this cursed book al night,
Al sodeinly three leves have I plight
Out of his book right as he redde, and eke
I with my fist so took him on the cheeke
That in oure fir he fil backward adown.
And up he sterte as dooth a wood leon
And with his fist he smoot me on the heed
That in the floor I lay as I were deed.
And whan he sawgh how stille that I lay,
He was agast, and wolde have fled his way,
Till atte laste out of my swough I braide:
“O hastou slain me, false thief?” I saide,
“And for my land thus hastou mordred me?
“Er I be deed, yit wol I kisse thee.”



4.17 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.17 Exercise 1: Check your understanding

- HS5** How did the experience of the Black Death change the ways in which hospitals operated?
- HS1** What did an increase in the dissection of human corpses lead to?
- HS1** What does sanitation mean?
- HS4** Describe an example of action taken to improve sanitation and public health after the plague had ended.
- HS1** Why did many people begin to lose respect for the Catholic Church after the Black Death?
- HS1** Who was John Wycliffe and what was his perspective on the Catholic Church?
- HS1** What was the result of the decline in the number of peasant and agricultural workers?
- HS1** How did the decline in the number of workers give them the strength to challenge those in power?
- HS1** What were the languages used by scholars and educated monks in England before the Black Death?
- HS1** Why did English take over from Latin and French after the plague?

4.17 Exercise 2: Apply your understanding

- HS3** What aspects of the illustration in **SOURCE 1** led to the conclusion that they still did not understand about infection control?
- HS3** What appears to be happening in **SOURCE 2** and why did this event take place?
- HS3** In reference to **SOURCE 2**, where else did similar uprisings take place?
- HS3** Read through **SOURCE 3**.
 - Why is Chaucer considered by many to be the father of English literature?
 - In what form of English is Chaucer's poetry written?
- HS3** Although the extract in **SOURCE 3** from Chaucer's *The Canterbury Tales* is written in a form of the language that is unfamiliar to us, it is still recognisable as English.

- (a) Identify the words in the poem that are the same as modern English words.
 - (b) Identify the words that are similar to modern English words and give their equivalent.
 - (c) List any words that seem completely unrecognisable. Suggest possible meanings for these words based on the context.
 - (d) After analysing the language, summarise what you think this poem is about.
6. **HS4** Imagine that you are a literate Londoner who has lived through the events from 1347 to 1351. It is now 10 years later and you are looking back on the changes brought about to your society. Write these in a letter to your cousin who lives in the north of England.
 7. **HS4** Create a chart where you have 'Before' on one side and 'After' on the other, and explore the changes brought about by the Black Death.
 8. **HS4** Categorise the changes that you have identified in question 7 as positive or negative for the common people in the Middle Ages.
 9. **HS5** At the end of the worst of the Black Death in 1351, what were the challenges that remained?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.18 The Peasants' Revolt

4.18.1 What caused the revolt?

It has already been mentioned in this topic that there was a serious revolt among the peasants in England in 1381. Along with the Black Death and the growth of the merchant class in the towns, this event did much to weaken the feudal system. What made the revolt so serious was its scale: there are no reliable figures on how many peasants were involved (50 000 is sometimes suggested), but the uprising caused such dread among the powerful that the king himself sought refuge for fear of his life.

The trigger for the revolt was the **Poll Tax** of 1380, the third such tax imposed in four years. The Poll Tax was intended to restore a treasury that had been drained by the costs of fighting the French in the Hundred Years' War. Price increases causing hunger and shortages led to despair and anger in the population.

The long-term causes of the revolt went back to the Black Death. We learned that one of the results of the Black Death was a labour shortage that allowed the peasants to demand higher pay. Traditionally, peasants had been tied to the manor. Now, with a vastly reduced population, they left their villages in search of better pay and conditions in other manors. In 1351 a law called the Statute of Labourers was passed. It aimed to put a stop to peasants' free movement around the countryside and to cap their wages at 1346 levels. Naturally, peasants greatly resented this law. Many risked punishment by ignoring it. Tensions grew, but the Poll Tax of 1380 turned the peasants' anger into open rebellion.

The outbreak

The Poll Tax returns of 1380 showed that very little of the tax had been collected, so the tax collectors were sent out again. They were instructed not only to collect the tax — in some cases for a second time — but to extract payment for those who didn't turn up. This caused outrage among the peasants. In May 1381, at the village of Fobbing in Essex, one collector and his men were beaten up and driven out. When the Chief Justice was sent to sort out the villagers, he too was driven out.

What happened next was made possible only by the free movement of peasants around the countryside. In early June, word about what had happened in Fobbing spread across Essex and Kent. Peasants from across both counties gathered together into one angry mob. Manor houses were burned down, tax and debt records were destroyed and some wealthy landowners were killed or humiliated by being forced to be the servants of their new masters, the peasant rebels. By June 10, the city of Canterbury was seized by the rebels. With the Archbishop of Canterbury absent in London, they appointed a poor monk as the new archbishop and attacked rich visitors.

The peasant revolt was not entirely a disorganised mob. Several of their number came forward as leaders — in particular, Wat Tyler, Jack Straw and a parish priest, John Ball. Tyler was able to exercise some control over what would otherwise have been a mob without direction. John Ball preached against the leaders of his own Church because he felt that they were helping the lords to **exploit** the poor.

SOURCE 1 Speech given by John Ball in 1377

Why are those whom we call lords, masters over us? How have they deserved it? By what right do they keep us enslaved? We are all descended from our first parents, Adam and Eve; how then can they say that they are better than us . . . At the beginning we were all created equal. If God willed that there should be serfs, he would have said so at the beginning of the world. We are formed in Christ's likeness, and they treat us like animals . . . They are dressed in velvet and furs, while we wear only cloth. They have wine, and spices and good bread, while we have rye bread and water. They have fine houses and manors, and we have to brave the wind and rain as we toil in the fields. It is by the sweat of our brows that they maintain their high state. We are called serfs, and we are beaten if we do not perform our task . . . Let us go to see King Richard. He is young, and we will show him our miserable slavery, we will tell him it must be changed, or else we will provide the remedy ourselves. When the King sees us, either he will listen to us, or we will help ourselves.

4.18.2 The events and consequences

The rebels then set out for London to appeal directly to the king, Richard II, at the time only a boy of 14. Evidently the King's Council were taken by surprise, because there were few guards to defend the city. With the rebels in the city by 13 June, along with many sympathisers among the Londoners themselves, fear spread among the ruling classes. Property was damaged, and some merchants were killed. Wat Tyler probably ensured that the rebels for the most part remained peaceful.

The king agreed to meet with the rebels the next day. The King's Council wanted to avoid meeting them inside the city, with its flammable timber buildings, narrow streets and lack of guards. So they met outside the city gates at a place called Mile End. The king declared that he agreed to their demands, pardoning the rebels, abolishing the Poll Tax and reducing land rents. A group of peasants, however, were not satisfied. They attacked the Tower of London, capturing and beheading three people — the Archbishop of Canterbury, the King's Treasurer and John Legge, who had created the Poll Tax. The rebels impaled their heads on stakes and paraded them around the city in triumph. Richard hid himself away, fearing a similar fate.

SOURCE 2 The death of Wat Tyler as Richard II addresses the crowd.
Illumination from a medieval manuscript.



The following day, on 15 June, Richard met the rebels again outside the city, this time at Smithfield. In the course of the negotiations, a fight broke out involving Wat Tyler. He was struck with a sword by the Lord Mayor. Afterwards he was beheaded, and his head ended up on a stake. The king again agreed to the rebels' demands and, with their leader dead, they dispersed. The king's promises were soon revoked, however. Richard claimed they had been made under threat and so were not lawful. John Ball was hung, drawn and quartered. The four parts of his body were displayed in other towns as a warning against continuing the rebellion. Jack Straw was also beheaded. His head accompanied Wat Tyler's, displayed on London Bridge. And so the Peasants' Revolt came to a violent end.

SOURCE 3 From a chronicle written at the time of Wat Tyler's death

[one of the King's retinue] . . . said aloud [to Wat Tyler] that he knew him for the greatest thief and robber in all Kent . . . and for these words [Tyler] tried to strike him with his dagger . . . [The] Mayor of London, William Walworth, reasoned with . . . [Tyler] . . . and arrested him. And because he arrested him . . . [Wat] stabbed the Mayor with his dagger in the stomach in great wrath. But, as it pleased God, the Mayor was wearing armour and took no harm, but like a hardy and vigorous man drew his cutlass [a sword with a curved blade], and struck back at . . . [Tyler], and gave him a deep cut on the neck, and then gave a cut on the head. And during this scuffle one of the King's household drew his sword, and ran [Wat] two or three times through the body, mortally wounding him . . . [He] fell to the ground half-dead. And when the commons [peasant rebels] saw him fall, they began to bend their bows and shoot, wherefore the King himself spurred his horse, and rode out to them, commanding them that they should all come to him to Clerkenwell Fields . . . Wat Tyler] had been carried . . . to the hospital for poor folks . . . And the Mayor went thither and found him, and had him carried out to the middle of Smithfield . . . and there beheaded. And thus ended his [Wat Tyler's] wretched life. But the Mayor had his head set on a pole and borne before him to the King . . . [who] thanked the Mayor greatly for what he had done.

Results of the Peasants' Revolt

Despite being brutally crushed, the revolt had struck fear into the hearts of the privileged classes, particularly the lords and bishops. The rebels' demands were not met, yet the Poll Tax was not pursued again. Nor did the king's government try to continue controlling the wages landowners paid their peasants. Above all, this brief taste of freedom helped to weaken the feudal system, which was becoming increasingly outdated.

DID YOU KNOW?

In modern times, British prime minister Margaret Thatcher's government tried to introduce a Poll Tax in 1990. Like the Poll Tax of 1380, it also caused widespread anger and riots, and had to be dropped. Many believe it led to Thatcher's political downfall a year later.

4.18 ACTIVITIES

1. The feudal system developed in early medieval times as an effective system for organising society.
 - (a) List the features that were positive about the feudal system and the features that were negative.
 - (b) In a group of three, share your ideas and explain to the others why you made the decisions that you did. Then add any other ideas that you might have heard to your chart until you feel that you have covered all aspects.
 - (c) Using your notes from tasks (a) and (b) have a class discussion evaluating the effectiveness of the feudal system in medieval times. **[Critical and Creative Thinking Capability]**
2. Reflect on your participation in the above activity. How would you rate your ability to work by yourself? What were the strategies that you used that helped you and what were the things that made it difficult, and how did you overcome these? **[Personal and Social Capability]**

4.18 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.18 Exercise 1: Check your understanding

1. **HS1** What was the Poll Tax and why was it imposed?
2. **HS5** Briefly outline two long-term causes of the Peasants' Revolt.
3. **HS5** What was the trigger for the revolt?
4. **HS1** How did the peasants show their dislike of the Poll Tax in the early part of the revolt?
5. **HS1** Consider the actions of the peasant rebels once they'd gathered into a mob.
 - (a) Which city did the rebels take over before setting out for London?
 - (b) Why did they appoint a new archbishop?
6. **HS1** Who were the leaders of the Peasants' Revolt?
7. **HS1** What indication is there that Wat Tyler was a charismatic and powerful man?
8. **HS1** How did the king act in the part he played in the rebellion?
9. **HS1** Who were the three public figures that the rebels captured and beheaded? What did they represent?
10. **HS1** Examine the methods used to execute the leaders of the revolt. Why were they killed in these ways?
11. **HS1** What was the ultimate achievement of the revolt for:
 - (a) the peasants
 - (b) the king?
12. **HS5** Why is the revolt believed to have weakened the feudal system in the long run?

4.18 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**. What would the following groups have thought of what John Ball said in his speech?
 - (a) The peasants
 - (b) The nobles
 - (c) The king
2. **HS3** In what ways does **SOURCE 2** support **SOURCE 3** as evidence for what occurred during the second meeting between the king and the rebels?
3. **HS3** What view do you think **SOURCE 3** takes of the rebel leader Wat Tyler? Whose side do you think the author of this chronicle takes? Explain your answer with evidence from the passage.
4. **HS3** Read **SOURCES 1** and **3**. They are both intended to persuade people. Explain who they were trying to persuade, what they were trying to persuade them to believe and what techniques the authors used. Which one do you think was more successful?
5. **HS3** Examine **SOURCE 2** closely. What aspects do you think the painter made up? How do you know this?
6. **HS2** Create a timeline starting with the Statute of Labourers and ending with the clash between the king and the rebels that explores the sequence of events.
7. **HS5** Examine why the revolt failed. State which event you think was the turning point for the peasants.
8. **HS6** Explore the reasons why historians sometimes see this as a significant event as Britain moved towards democracy.
9. **HS4** What developments stemmed from this event in British history?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.19 Joan of Arc

4.19.1 The life of Joan

In 1430 Joan of Arc was publicly burnt at the stake. Her crime? Listening to, and obeying, what she said were the voices of saints. Yet these same 'voices' helped this uneducated teenage girl bring about the coronation of a French king. Some 500 years later, in 1920, the Catholic Church declared her a saint.

Jehanne d'Arc (or Joan of Arc as we call her today) was born in 1412 in the small French village of Domrémy. Her simple life as the obedient daughter of a peasant farmer changed when she was 13. She began, she said, to see visions of saints and hear their voices. One day, they told her to drive the English armies from France and take France's **dauphin**, Charles VII, to the city of Rheims to be crowned as king.

It was three years before Joan decided to leave home and carry out the instructions she had been given. At first, her story was not believed. Eventually, she convinced the governor of the neighbouring town that she had to talk to Charles VII. Travelling there in men's clothing, she was taken to his castle by six men.

Supporters of Charles VII may have wanted to believe this strange young woman. The so-called **Hundred Years' War** had made them weary of fighting. But Charles VII wanted to be sure. He asked members of the Church Council to question her. They reported they '... had found nothing in her that was not of the Catholic faith and entirely consistent with reason'.

SOURCE 1 The only contemporary image of Joan of Arc, although it is probable that the artist, Clement de Fauquembergue, had not met Joan at this stage. The sketch was a personal note in the margin of the record he was making of the day when he heard of the victory in Orleans.



SOURCE 2 A miniature of Joan of Arc painted around 1450–1500 CE. She is holding her sword and her standard, on which is Jesus with an angel on each side.



Joan soon had the army she wanted. She rode to Orlean, dressed in white armour and on a white horse, where she drove the English back across the Loire River. It was here she earned her nickname, The Maid of Orlean. A series of amazing military successes followed, which turned her into a folk hero. On 17 July 1429, her dream came true: she stood beside Charles VII in the Rheims Cathedral when he was crowned King of France.

4.19.2 A fiery death

Once he was king, Charles VII lost interest in Joan. Nevertheless, she continued to lead her army. In May 1430, she was captured and was soon a prisoner of the English. She was held captive in Rouen for eight months, living on little more than bread and water. The English hated her, but they also wanted to damage the reputation of the new French king. They decided they could do this by proving Joan was a witch. When that failed, they tried to prove that she had gone against the Church by listening to ‘voices’, which, she said, told her to wear male clothing.

Joan’s trial lasted over three months. No-one defended her. Yet this girl who had never been to school remained fearless and clear-headed in the face of constant questions. She finally gave in when threatened with being burned alive, and said she would stop wearing men’s clothes. But she was tricked into putting them back on. That was all the authorities needed: she was declared a heretic.

DISCUSS

500 years after she was burned at the stake Joan was made a saint by the Catholic Church. As a class, discuss how so much time might have passed.

[Critical and Creative Thinking Capability]

SOURCE 3 Extract from the court transcript, in which Joan is being questioned

Joan: I know well enough. I recognise them [the saints] by their voices, as they revealed themselves to me; I know nothing but by the revelation and order of God.

Q: What part of their heads do you see?

Joan: The face.

Q: These saints who show themselves to you, have they any hair?

Joan: It is well to know they have.

Q: Is there anything between their crowns and their hair?

Joan: No.

Q: Is their hair long and hanging down?

Joan: I know nothing about it. I do not know if they have arms or other members. They speak very well and in very good language; I hear them very well.

Q: How do they speak if they have no members?

Joan: I refer me to God. The voice is beautiful, sweet and low; it speaks in the French tongue.

Q: Does not Saint Margaret speak English?

Joan: Why should she speak English when she is not on the English side?

SOURCE 4 On 30 May 1431, Joan was tied on top of a pile of wood in the market square of Rouen, and burnt alive. She was 19 years old. Her last word was ‘Jesus’.



4.19 ACTIVITY

Some people believe that Joan might have been suffering from some form of mental illness or epilepsy.

- a. What evidence do we have to suggest whether she really heard holy voices, or was just unwell or confused, or else a clever political activist? Individually, write your opinion in your work journal, including stating your evidence to back up your perspective.
- b. In pairs, discuss whether our judgement of Joan of Arc might be affected by the social and cultural context of the times in which we live. Consider which view the following groups might be most likely to have had of Joan:
 - i. the French of the time
 - ii. the English of the time
 - iii. a modern Australian who is reading about Joan of Arc.

In your discussion, make sure that you consider the biases that might be held towards Joan of Arc by particular groups, and the religious and scientific beliefs of the times, as well as anything else you think might be relevant.

- c. Drawing together your ideas from your previous individual thinking and discussion have a class debate where you evaluate the motivations and actions of the different people and/or groups involved in Joan of Arc's life. Make sure that you include at least: Joan, Charles VII, the French army, the French Church and the English.

[Ethical Capability]

4.19 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.19 Exercise 1: Check your understanding

1. **HS1** What sort of family background did Joan have?
2. **HS1** According to Joan, what did the voices tell her to do about:
 - (a) the English armies that occupied parts of France
 - (b) the dauphin, Charles VII?
3. **HS1** Why did people not believe her at first?
4. **HS1** What conclusions did the Church Council make when they questioned her?
5. **HS1** Why did Joan become a folk hero?
6. **HS1** How did Charles treat Joan once he was made king?
7. **HS1** Why did the English hate Joan?
8. **HS1** How did they treat her?
9. **HS1** Why did the English burn Joan at the stake?

4.19 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. Although it is a contemporary sketch, the artist, Clement de Fauquembergue, had not met Joan. What do you see as historically accurate in his sketch and what is not?
2. **HS3 SOURCE 2** was painted sometime soon after Joan's death. What is the artist trying to convey about Joan in his image?
3. **HS3** Examine **SOURCE 3**. How can you tell that the questioner in the court was against Joan?
4. **HS3** We know that Joan appealed to God. What evidence is there in **SOURCE 4** that her English executioners also appealed to God — in other words, justified burning her at the stake in the name of God?
5. **HS3** In real life, Joan did not have the benefit of anything like a defence lawyer. Using **SOURCE 3** as a guide, prepare a series of questions you would ask Joan at her trial as her defence lawyer.
6. **HS3** Using **SOURCES 1** and **2**, explain what the key features were that symbolised Joan of Arc to people of the fifteenth century and what they represented.
7. **HS6** Evaluate what Joan of Arc's story tells you about the public role of women in medieval times? Consider her wearing of men's clothes.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

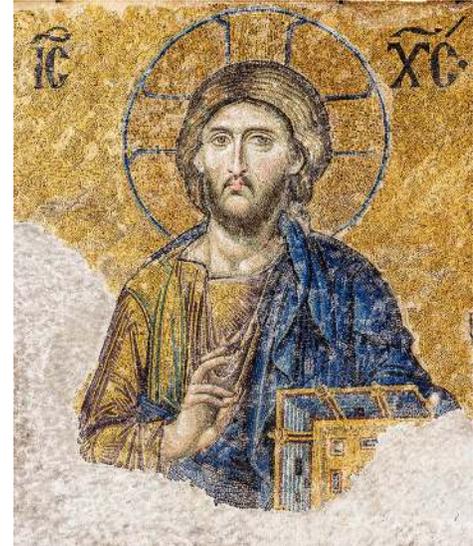
4.20 The heritage of medieval Europe

4.20.1 The Byzantine Empire

Most modern European nations did not exist before the Middle Ages. France and Germany, Poland and Hungary, Sweden and Denmark, Russia and Spain: all of these nations have their origins in the Middle Ages. Many of their languages too developed in this period. The English language first emerged after the Angles and Saxons invaded Britain in the fifth century CE, but it was only after the French-speaking Normans invaded England in 1066 that the English language, with many words of French origin added to it, began to take the form with which we are now familiar.

Some European nations had origins in the ancient Greek and Roman world. But the traditions they developed belong to the Middle Ages. For example, Greece has its roots, including its language, in ancient times. However, much of what is today traditional in Greece belongs to the culture of the Byzantine Empire. The Byzantine Empire was an important power in the Middle Ages. Although it inherited Roman culture, transplanting it to the eastern Mediterranean world, it replaced the old Roman language, Latin, with Greek and adopted the Orthodox Christian faith.

SOURCE 1 A twelfth-century Byzantine mosaic of Christ Pantocrator from the Hagia Sophia in Constantinople.



4.20.2 New nations emerge through Christianity

Many of the modern nations of Europe emerged at more or less the time they adopted the Christian faith. What is now Russia, Ukraine and Belarus, but was then a single state called Kiev Rus, adopted Orthodox Christianity in 988 CE. The centre of Orthodox Christianity was the Byzantine capital, Constantinople.

The Byzantine emperor was the head of the Orthodox Church. We have already seen that the centre of the Roman Catholic Church, which dominated western Europe, was Rome, and its head was the Pope. Most western and northern European countries adopted the Roman Catholic faith around the same period — at the end of the Early Middle Ages. Christianity came to Denmark in 965, to Poland in 966, to Hungary in 1000 and to Sweden in 1164 (although one Swedish monarch had been baptised as early as 1000). Christianity was adopted in England somewhat earlier. It first reached English shores in 597, and had spread across the whole country within a century.

SOURCE 2 St Mary's Cathedral in Sydney. The cathedral is Roman Catholic, which was the dominant religion in western Europe in the Late Middle Ages. Its style is Gothic, which is medieval in origin, yet it was built in nineteenth-century Australia!



Why rulers adopted Christianity

The Christian faith attracted many rulers in the later part of the Early Middle Ages. Firstly, its spiritual message had a universal appeal. Now that rulers were aware of cultures other than their own, the old local gods may have seemed limited compared with the Christian faith, which embraced the whole world. Secondly, the clergy were an educated elite. They were often the only people who could read and write, so could offer the ruler valuable support. Finally, the Church was a truly international institution with influence that stretched across many lands. In short, adopting Christianity added to a nation's influence in the Middle Ages. To be Christian was in the interests of any ruler.

4.20.3 Feudalism and the modern world

As a system of government, feudalism could not survive beyond the Middle Ages. Its existence depended on the inequality between a large class of peasants and a small class of wealthy, powerful families. The centre of government was a king who often enjoyed absolute authority. In Australia there is no class of peasant farmers and no nobility, so it would be impossible for feudalism to exist here. Even so, our Head of State is an English monarch. Although we have a **constitution** that allows us to vote for a new government headed by a prime minister, that same constitution still acknowledges the role of an English monarch whose office originated hundreds of years ago in the Middle Ages.

SOURCE 3 A meeting room of the European Parliament, a body created to represent the common interests of European nations. Almost all its member states and candidate states have their origins in the Middle Ages.



4.20 ACTIVITIES

1. Create a timeline and place on it the approximate dates when the following nations adopted the Christian faith: Poland, Hungary, Denmark, Sweden, England and Russia. Using the internet or your library, try to find out why England was so different from the others. **Sequencing chronology**
2. Refer to **SOURCE 3**. Find out which countries are member states and candidate states of the European Parliament. How many of these states first emerged in the Middle Ages? Try to also find out when they emerged as nations. **Identifying continuity and change**

4.20 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.20 Exercise 1: Check your understanding

1. **HS1** What was the main language and religion of the Byzantine Empire?
2. **HS1** What was the culture that the Byzantine Empire inherited?
3. **HS1** Where was the centre of the Roman Catholic Church and who was its head?
4. **HS2** In what period did most of the western and northern European countries adopt Christianity?
5. **HS1** List three reasons why the Christian faith was so attractive to many rulers of this period.
6. **HS1** On what was the existence of the feudal system based?
7. **HS4** What is the connection between modern Australia and medieval England?

4.20 Exercise 2: Apply your understanding

1. **HS3** Mosaics and icons flourished in Byzantine art. Look at **SOURCE 1** and answer the following questions.
 - (a) Who is the main figure? How would you know this if you did not have the caption?
 - (b) What is an icon and what were the common figures painted in them? You may need to research this answer.
 - (c) How does this source reinforce what you have learned in the section? Does it raise any questions?
2. **HS3** Examine **SOURCE 2**. Why do you think St Mary's Cathedral in Sydney was built in the Gothic style, which was an architectural style of the Late Middle Ages?
3. **HS5** Explain the potential inequity in a feudal system of government.
4. **HS4** Describe the significant changes to Europe over the medieval period. Which ones do you think were most important? Explain why.
5. **HS4** How did the lives of the people change over this period?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.21 SkillBuilder: Interpreting medieval art as sources

online only

Why is analysing artwork useful?

Artwork can tell us a great deal about a particular period or event. It may also tell us what ideas, beliefs or activities people felt were important enough to express in artwork.

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.



4.22 Thinking Big research project: Festival of Lost Trades

online only

SCENARIO

Hold a Festival of Lost Trades to showcase and celebrate medieval trades that have been lost over time. Research and display your chosen trade at your festival stall.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: Festival of Lost Trades (pro-0160)

4.23 Review

online only

4.23.1 Key knowledge summary

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

4.23.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources



eWorkbook Reflection (doc-31326)
Crossword (doc-31327)



Interactivity Medieval Europe crossword (int-7586)

KEY TERMS

abbess chief nun in a convent

abbey monastery or convent run by an abbot or abbess

abbot chief monk in a monastery

archbishop head bishop

artillery large mounted firearms such as the cannon

biological warfare method of warfare based on infecting the enemy with deadly disease

bishop clergyman who governs a diocese, a large church district

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

catastrophe a disaster on a vast scale

cathedral main church of a diocese; contains the bishop's throne

clergy officials of the Church

cloister a covered walkway surrounding a quadrangle

concentric having a common centre

constitution written rules outlining how a country will be governed

contagion the spreading of disease

convent community of nuns

Crusader during the Middle Ages, someone who took part in a Crusade, an armed expedition against those believed to be enemies of the Church

curtain wall outer wall surrounding an inner wall in a castle

dauphin name given to the oldest son of the French king

deposed removed from a position of authority

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

dysentery a severe, infectious bowel disease

edict order issued by a monarch or other person in authority

exploit use dishonestly to one's own advantage

Faith religious belief and practice

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

geld a form of land tax

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

heresy any religious opinion that differed from that of the Roman Catholic Church

heretic a Christian who holds views that conflict with official Church teachings

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

holy relic the physical remains of someone or something very significant to a religious tradition

homage pledging duties and loyalty to someone of superior rank in the feudal system

Hundred Years' War a series of campaigns and battles over territory between the English and the French, and between warring French princes

illumination hand-painted illustration in a medieval book

joust combat between two mounted knights using blunted lances

keep innermost tower of a castle

lance a long wooden shaft with steel point used as a weapon by mounted knights

leper person stricken with leprosy, a bacterial disease that causes ulceration of the skin, deformities and a loss of sensation

lord chief position in the feudal system below the monarch

mace iron-headed club

martyred killed or made to suffer because of religious beliefs

Mass roman Catholic church service

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

moat water-filled defensive ditch surrounding a castle

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

motte a mound upon which a castle was built
Normandy now a French province, in the Middle Ages it was a dukedom in northern France
nun member of a closed community of women living under religious vows and rules
orb globe with a cross, symbolising a Christian monarch's rule
pagan someone who is not a Christian, Jew or Muslim, but who worships many gods
palisade tall fence made of pointed timber stakes driven into the ground
pestilence fatal epidemic disease
phalanx body of foot soldiers in close battle order
pike long spear-like weapon carried by foot soldiers
pilgrim one who travels to a sacred place to show devotion to his or her faith
pillage to steal or plunder using force, especially during war
plague fatal epidemic disease; usually used in reference to the bubonic plague
Poll Tax a tax levied on every person, regardless of age, sex or income
Reeve a magistrate administering law in a village
sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage
sceptre rod symbolising royal authority of the monarch
sermon moral or religious lecture delivered by a priest
stirrup foot supports suspended from a saddle by straps
superstition a belief based on custom or fear rather than knowledge or reason
thatch straw used for making roofs
theologian a person who is considered to be an expert in religious matters
tithe barn a barn where peasants' produce is stored as a form of taxation
trebuchet heavy medieval siege machine that uses a sling to hurl large missiles
vernacular everyday language spoken by a particular group or class

4.21 SkillBuilder: Interpreting medieval art as sources

4.21.1 Tell me

What are works of art?

Works of art may be one type of primary source. Throughout this topic we have examined various primary sources: artworks, monuments, buildings and written sources. Artworks include paintings, sculptures, bas reliefs and mosaics. Art styles changed significantly throughout the Middle Ages, and differed from kingdom to kingdom.

Why is analysing artwork useful?

Artwork can tell us a great deal about a particular period or event. It may also tell us what ideas, beliefs or activities people felt were important enough to express in artwork. For example, an elaborately carved altarpiece in a church tells us that much attention was given to expressing the Christian faith during the Middle Ages.

4.21.2 Show me

How to analyse a work of art

A useful way to approach the task of analysing a work of art is remembering to use ‘the three Cs’ — content, context and comment.

Content

The content is what the artwork actually shows. Look at it very carefully and make sure you note all the details. For example, you might need to look for particular symbols or gestures. Think about how you would describe the image to someone who has not seen it; that way you can be sure you have looked at it thoroughly.

Context

Context refers to what was happening at the time the artwork was created — the historical background. Try to find out about the origin and purpose of the artwork: who created it, and why? Is it a primary or a secondary source? Knowing this can reveal as much as the artwork itself. The detail from the Mariacki altar in **SOURCE 1** was created by an artist called Wit Stwosz. The artist and his team were commissioned to create this altarpiece for the Church of Our Lady in Krakow, Poland. During the Middle Ages, artists were frequently employed to create artworks with religious themes. This altarpiece shows various saints, the ascension of the Virgin Mary into Heaven and scenes from the life of Jesus. At the time of its creation in the Late Middle Ages, it was the largest altarpiece in the world.

Comment

You should question the value of every source. Why is it useful? Does it give you raw information or does it show only a particular point of view? Are there any limitations to the source — that is, is there anything the illustration cannot tell you? Do you think it is a reliable source? Why or why not?

Remember, the origin and purpose of any historical source will always influence its value and limitations.

If you ask these questions each time you analyse an artwork, you’ll be on your way to becoming an effective historian. In the following example, the three Cs have been applied to **SOURCE 1**.

Content. One of the scenes on this altarpiece shows the arrest of Jesus. Except for the central figure of Jesus, the figures have the sort of attire that would have been familiar to the artist. In short, they are dressed like people from late fifteenth-century Europe, not like people from the time of Jesus in the Roman Empire almost 1500 years earlier. The soldier does not look like a Roman soldier of the first century CE. He is a knight of the Late Middle Ages. The buildings in the background are also from the late fifteenth century. Before modern times, and before the science of archaeology, little was known of how people in

past societies dressed, or how artefacts looked. So if an artist created a scene from a past era, he showed the clothes and objects as they were in his own time and place.

Context. The Church was a powerful and important institution in medieval Europe. Great expense went into embellishing churches with works of art such as this. Artists were commissioned to undertake such projects and employed people to help them in their task.

Comment. Can we trust this image? We can clearly trust that it represents how important religious artworks were to the Church in the Middle Ages. We cannot trust that it is an accurate image of how things looked at the time of Jesus. However, as students of the Middle Ages, we can trust that the artist used models from his own time to create these images. Thus we can say that, for the most part, it is an accurate image of how people looked in late medieval Europe. It shows knights' armour, head-dresses, coats, belts and other attire common to the time and place where the artist lived and worked.

SOURCE 1 A detail from the Mariacki altar in the Church of Our Lady in Krakow, Poland, showing the arrest of Jesus. It was carved by Wit Stwosz in the late fifteenth century.



4.21.3 Let me do it

Complete the following activities to practise this skill.

4.21 ACTIVITIES

1. Look at **SOURCE 2** and first analyse it by completing the tasks below.

SOURCE 2 A French illustration depicting nuns looking after the sick



- (a) Describe what is happening in the artwork.
 - (b) What impression is the artist trying to make about the subject of the artwork (the nuns)?
 - (c) What are the figures doing? What are the various activities? Can you identify the different roles among the figures?
 - (d) What sort of problems in dealing with historical sources do your answers to the above questions highlight?
2. You have learnt some of the history behind **SOURCE 1** and the sort of information it presents. This helped assess its usefulness as a source. You should now be able to think about the effectiveness of **SOURCE 2** as a historical source by answering the following questions.
 - (a) It is fairly certain that **SOURCE 2** was created under the direction of Church authorities. Perhaps members of the clergy created it. How might that influence the way the nuns are presented?
 - (b) If this was the only source available on the role of nuns in the medieval Church, what conclusions might you draw? Would all your findings be accurate?
 - (c) Why must historians be careful when looking at sources such as this?
The types of questions you have asked about **SOURCE 2** can be used for any medieval artwork — in fact, they can be used to analyse artwork from any era. Keep them in mind whenever you are looking at history through artwork.
 3. Based on your work interpreting sources on medieval Europe, answer the following questions.
 - (a) What types of artworks are categorised under the term 'medieval artworks'?
 - (b) What does it mean to explore the content of an artwork?
 - (c) Explain what exploring the context of a medieval artwork requires historians to do.
 - (d) How can analysing medieval artwork be useful to historians?

4.22 Thinking Big research project: Festival of Lost Trades

Scenario

As the feudal system weakened, the population of medieval towns grew. People drifted away from the land and headed for the towns, which became more popular. People began to specialise in trades and would showcase their skills and sell their wares at weekly markets, held in the centre of town. Merchants began to travel long distances to trade. This created further wealth and a new middle class began to rise.



Task

As a class, hold a Festival of Lost Trades with a focus on medieval trades. Your fair should showcase and celebrate trades that have been lost over time. Some of these might include:

- Chandler
- Wheelwright
- Fletcher
- Scrivener
- Armourer

After you have held your fair, write an account of how a young man or young woman would become a member of this trade, the kind of work they would do and where they travelled to buy and sell.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in pairs will enable you to share responsibility for the project. Save your settings and the project will be launched.
- Navigate to your **Research forum** where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered. In the **Media centre** you will find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research.
- Choose a trade to showcase at the festival.
- Create your display. Include a written description of what the trade involves, as well as some primary visuals to show what your wares were like.
- Hold the Lost Trades fair in your classroom or another large space. Invite some visitors (another class or some parents or teachers) to come and view your displays. Make sure that they are prepared to ask you questions about your trade (and that you can answer them!).
- Conduct follow-up research on how people became qualified in different trades (apprentices and journeymen) and the formation of Guilds. Use the **Guide to writing a historical recount** document in the Media centre to help you.
- Draft your account and hold a critique session where you and your classmates will provide helpful feedback to each other so that you can draft your writing.
- When happy with your work, submit your final draft to your teacher.



on Resources

 **ProjectsPLUS** Festival of Lost Trades (pro-0160)

4.23 Review

4.23.1 Key knowledge summary

4.2 Examining the evidence

- Much of what we know about medieval Europe is from different types of evidence that provide us with information.
- Sources from medieval Europe include artwork, written sources and artefacts, monuments and buildings.

4.3 The impact of the 'barbarian' invasions

- After the fall of Rome in 476 CE, people believed that Europe fell into chaos and darkness. Now, however, it is recognised that, although it was a time of great instability with old empires being dismantled and much migration, there were also important developments taking place.
- Some of the changes that took place were: the system of feudalism, the rise of monasteries as centres for learning and the move towards modern English.

4.4 Early medieval Christianity

- After Christianity became the official religion of the Roman Empire, it spread widely and became the principal religion across Europe.
- By early medieval times, the Pope was the head of the Christian Church and communities of religious men had formed, called monasteries. These religious men devoted their lives to God and played important roles in the local communities, such as running schools and hospitals.
- The spread of Christianity was, in large part, due to the work of missionaries, who were committed Christians that travelled spreading the word of God to pagan tribes. They spread across Europe and many were later declared saints in recognition of their efforts.

4.5 The feudal system

- Feudalism, a method of ordering society, was expanded and developed over the period that Charlemagne ruled in Europe.
- The system was based on the king giving land to the wealthier nobles and lords in return for their loyalty and taxes.
- With the land, the nobles and lords gained power over the peasants who lived and worked there, which gave them an income.
- Below the nobles were the knights, who were their sub-tenants. In return for land, they gave loyalty to the lord, fought for him and paid tax they earned from their peasants.
- The feudal system was an effective way to maintain social order.
- Towards the end of the Middle Ages things began to change in relation to the feudal system, as the towns and cities grew.

4.6 Life on the manor for men, women and children

- Quality of life in the Middle Ages depended largely on what position a person held in the feudal system. The nobility, knights and barons all lived reasonably comfortable lives with privileges. The clergy generally led simple and scholarly lives. Peasants, though, had few rights and life was very hard.
- Men did all the farm work, which was mainly physical labour.
- Most peasants had no formal education.
- Women had few rights, even those of different classes. Their purpose was to provide children. Most peasant women also did farm labour work such as food preparation, looking after livestock and weaving.
- Children were also regarded as sources of labour as soon as they were old enough to help.

4.7 The knight

- Two important developments in the Middle Ages that allowed for the appearance of the mounted warrior, or the knight, in battle were the stirrup and a heavier breed of horse that could carry a man in full armour.

- The Battle of Hastings is one of the earliest recorded battles with knights, where William of Normandy's loyal lords fought alongside him.
- Knights tended to be wealthy, as it was expensive to breed warhorses and own good armour.
- Over the few hundred years that knighthood was at its peak, the armour developed from chain mail to whole suits of armour. Weapons were heavy iron swords, maces, battle axes and lances.
- By the end of the Middle Ages, weaponry and warfare had developed so that opponents could easily take a knight down during a battle, and so the days of knights were over.

4.8 Medieval warfare

- Medieval warfare was a clash of arms for power and wealth.
- Armies would fight hand-to-hand in tightly grouped formation, using weapons such as swords, pikes, axes and maces.
- Archers with crossbows and longbows would also be used and mounted knights would try to break up the enemy's formations.
- Missiles were used to try to break the walls of a town or castle, with trebuchets and early cannons hurling rocks and other materials at the enemy.

4.9 Castles

- In medieval times, castles were built to protect the monarch or lord's lands, as well as for them to live in.
- Early castles were motte and bailey design: a keep built on a high mound, surrounded by a ditch or moat. The high position gave them the advantage when they were being attacked.
- During the Middle Ages castle designs became more and more sophisticated, with heavy concentric walls, battlements and drawbridges.
- Within the castle there were troop quarters, stables, armouries, living quarters, kitchens and dining halls.
- By the end of the Middle Ages, feudalism was declining, castles were no longer effective as a show of strength and weaponry had developed so that they no longer stood up to an attacking army.

4.10 The power of the medieval Church

- The Roman Catholic Church was the one common institution found across western Europe and everyone was expected to live by Church law and keep its rituals and customs.
- As God's representative on Earth, the Pope was a very powerful figure and ruled with the upper class of clergy, his cardinals, archbishops and bishops.
- The lower clergy took the Pope's messages to the people in the villages through their sermons.
- Every village had a parish church built with peasant labour, which was the centre of their community. The more powerful churches, the seats of the bishops, were called cathedrals.

4.11 Monasteries and convents

- Parish priests, monks, nuns and friars played an important role in spreading Christianity to even the most remote village.
- Monks lived in small closed communities called monasteries and nuns lived in similar communities called convents.
- The daily practices of the Orders within which the monks and nuns lived varied greatly.
- The Benedictines were one of the earliest orders and established the rules and customs followed by many later nuns and monks.

4.12 The Crusades

- The Crusades were a series of wars fought between the eleventh and thirteenth centuries throughout Europe and the Middle East between Christians and non-Christians. They generally centred on the Holy Land and the control over Jerusalem.
- The first Crusade started after the Pope called upon Christians to fight the Turks and reclaim Jerusalem in 1095.
- In the twelfth and thirteenth centuries, there were a number of Crusades and control of the Holy lands went back and forth between the Christians and the Muslims.

- Eventually the Crusades came to an end when the Turks took Constantinople in 1453 as part of the Ottoman Empire.

4.13 The Age of Faith

- The tensions between Islam and Christianity began in medieval times and developed in intensity during the Crusades.
- Muslim Arabs ruled much of Spain for about 700 years and much of the current Spanish culture comes from that time, such as flamenco guitar and architecture.
- The Muslim Arabs were quite tolerant of other religions, something that was not reciprocated when the Catholics eventually reconquered Spain.
- Much of the knowledge gained from Ancient Greece and Rome was kept in Muslim libraries during the medieval period.
- Islamic scholars led the world in many fields including medicine, sciences and mathematics and the West was influenced in many areas such as architecture and poetry.

4.14 Towns and trades

- As trade routes became more established and Europe became more settled and peaceful, a network of towns sprang up giving rise to a new social group, the merchants.
- Merchants travelled to distant markets in Asia, the Middle East and Africa, and returned with goods and ideas to be exchanged.
- The new merchant class became quite powerful.
- As the demand for skilled workers grew, young people were trained in particular trades in apprenticeships.
- The standard of work by tradesmen was overseen by a guild, which was an association formed to protect the trade's own interests. The merchant guilds became quite powerful, controlling trading ports and routes for themselves.

4.15 Living conditions and medical science in the fourteenth century

- The rapid expansion of towns and cities meant that they grew without consideration for sanitation and healthy living conditions. As a consequence, the towns were overcrowded and filthy, with waste in the streets and contaminated drinking water.
- Dysentery was very common.
- General life expectancy was quite low, with a high level of infant mortality from infectious diseases.
- Medieval science was rudimentary and treatment of the sick was based on suspicion and ignorance.
- In the twelfth and thirteenth centuries the population grew quite quickly.
- At the beginning of the fourteenth century, there were some very cold years that led to the failure of crops and widespread famine. By the 1340s the ravaged population had very little resistance to disease.

4.16 The Black Death

- It is believed that the plague that hit Europe in 1347 began in Mongolia and spread along the trade routes and via military expeditions to other continents.
- The plague was known as the Black Death and was a highly contagious deadly disease that struck its victims quickly, eventually wiping out around one-third of the population of Europe between the years of 1347 and 1352.
- The most common form was the bubonic plague.
- Fuelled by panic and superstition, medieval treatments were at best ineffectual and at worst dangerous. Generally, cleanliness and hygiene were the treatments that were overlooked.
- Sadly, it was a time when people, in their ignorance, looked for someone to blame for what happened. Some minority groups were blamed, such as Jews and lepers.

4.17 How did the Black Death change society?

- The Black Death had a brutal effect on medieval life between the years of 1347 and 1352. Although more than one-third of Europe's population was killed, there were also a number of positive changes.

- Doctors started looking for more ways to cure patients when they were sick and the authorities began to be more aware of the need for better sanitation and town hygiene.
- Due to the death of so many educated people who used to communicate in French and Latin, English became more widely used in literature and scholarship.
- The feudal system, which was already in decline, was put under extreme pressure as the loss of so many workers meant that peasants had more power to negotiate their conditions and wages.
- There were a number of workers' revolts demanding government reform.
- The power of the Church was greatly diminished. Because the Church had not been able to stop the plague, people started to believe that perhaps it was not the all-powerful institution that it was once believed to be.

4.18 The Peasants' Revolt

- The Peasants' Revolt was an uprising by the English peasants in response to the Poll Tax of 1380. This was a tax on the people by the monarchy to restore the treasury after the cost of fighting the French.
- There had been food shortages and hunger so the enforced collection of the Poll Tax caused outrage and spurred a group of peasants to rise against the government and storm to London, destroying tax and debt records as they went.
- Several leaders emerged, such as Wat Tyler, Jack Straw and the parish priest John Ball.
- The rebels marched on London hoping to speak with the king.
- The rebels met the king outside London at Mile End and the king agreed to several of the demands. However, some were not satisfied and they attacked the Tower of London, killing several of the king's officials connected with the Poll Tax.
- Ultimately, the rebellion was quashed by the king's troops and punished with death. Despite this outcome, the Peasants' Revolt did much to weaken the feudal system and raise the leaders' awareness of the needs of the people.

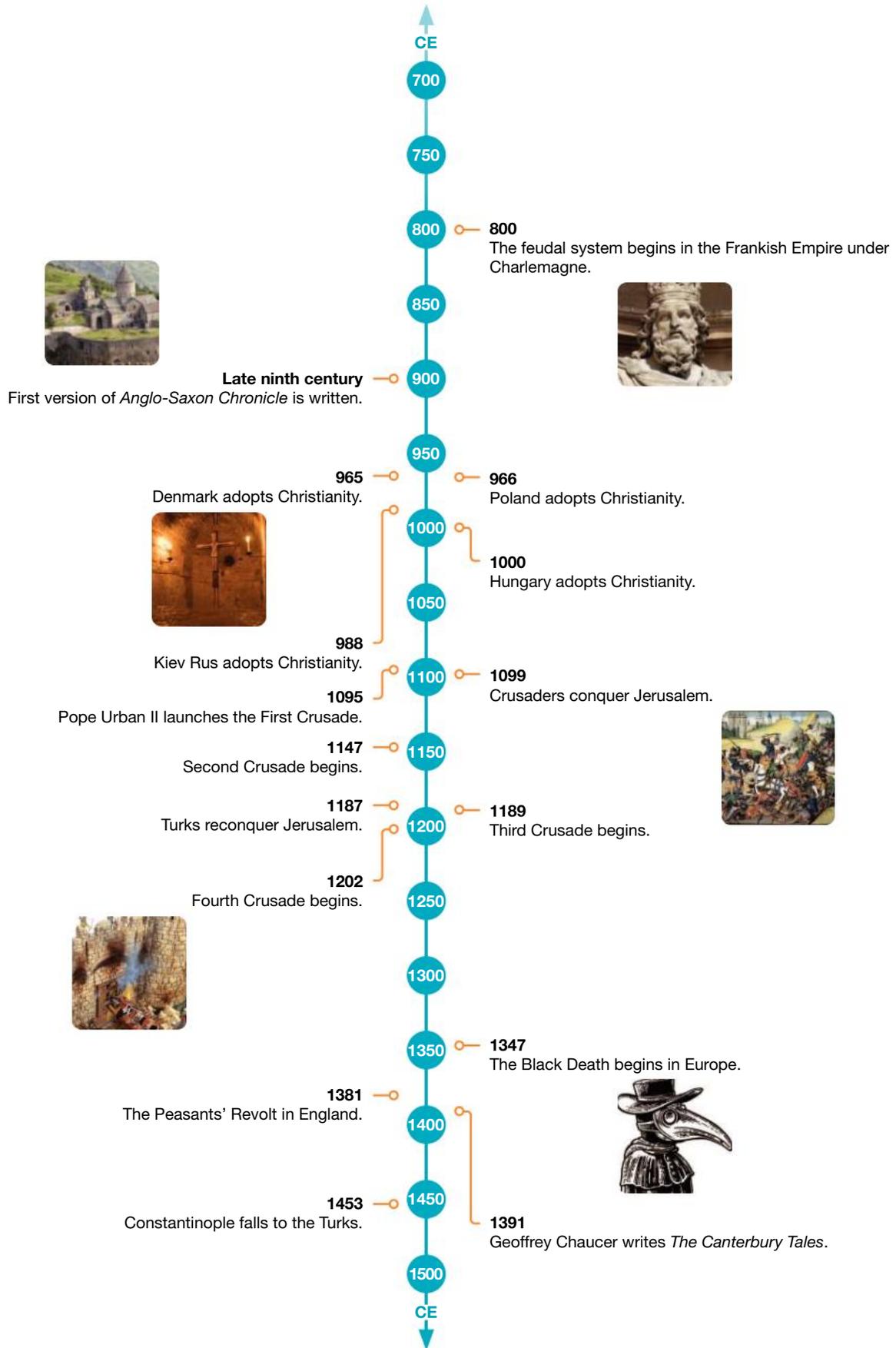
4.19 Joan of Arc

- Joan of Arc was born in 1412 in a small French village and was the daughter of a simple peasant farmer.
- At the age of 13, Joan began to have visions of saints who told her to drive the English from France and help the dauphin, Charles VII, to take his throne.
- Although she was not believed at first, eventually, disguised in men's clothing, she was taken to meet Charles VII.
- Many people were weary of the war and wanted to believe that they could stop the fighting.
- Joan soon led an army and had a series of military successes against the English, and in 1429 she stood beside Charles when he was crowned King of France.
- Once he was king, Charles lost interest in Joan and she was captured by the English, tried as a witch and burned at the stake in 1431.
- She has since been recognised by the Catholic Church as a saint.

4.20 The heritage of medieval Europe

- The medieval period in Europe established many nations that did not exist before and laid the groundwork for the modern world.
- The Byzantine Empire took over the eastern part of Europe and adopted the Orthodox Christian faith with its centre in Constantinople, while the Roman Catholic Church, with its centre in Rome, dominated western and northern Europe.
- Christianity was attractive to the European rulers who adopted it and it unified many diverse groups of people of the time.
- Feudalism and its absolute power of the monarch and nobility was widespread in the early medieval period but as the world changed, it weakened and by the end of this period, the early seeds of constitutional democracy were sown.

A timeline of major events in medieval Europe



4.23.2 Reflection

Complete the following to reflect on your learning.

4.23 ACTIVITIES

Revisit the inquiry question posed in the Overview:

From the Crusades and castles to the Black Death, was medieval Europe the worst place to live in history?

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



eWorkbook Reflection (doc-31326)

Crossword (doc-31327)



Interactivity Medieval Europe crossword (int-7586)

KEY TERMS

abbess chief nun in a convent

abbey monastery or convent run by an abbot or abbess

abbot chief monk in a monastery

archbishop head bishop

artillery large mounted firearms such as the cannon

biological warfare method of warfare based on infecting the enemy with deadly disease

bishop clergyman who governs a diocese, a large church district

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

catastrophe a disaster on a vast scale

cathedral main church of a diocese; contains the bishop's throne

clergy officials of the Church

cloister a covered walkway surrounding a quadrangle

concentric having a common centre

constitution written rules outlining how a country will be governed

contagion the spreading of disease

convent community of nuns

Crusader during the Middle Ages, someone who took part in a Crusade, an armed expedition against those believed to be enemies of the Church

curtain wall outer wall surrounding an inner wall in a castle

dauphin name given to the oldest son of the French king

deposed removed from a position of authority

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

dysentery a severe, infectious bowel disease

edict order issued by a monarch or other person in authority

exploit use dishonestly to one's own advantage

Faith religious belief and practice

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

geld a form of land tax

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

heresy any religious opinion that differed from that of the Roman Catholic Church

heretic a Christian who holds views that conflict with official Church teachings

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

holy relic the physical remains of someone or something very significant to a religious tradition

homage pledging duties and loyalty to someone of superior rank in the feudal system

Hundred Years' War a series of campaigns and battles over territory between the English and the French, and between warring French princes

illumination hand-painted illustration in a medieval book

joust combat between two mounted knights using blunted lances

keep innermost tower of a castle

lance a long wooden shaft with steel point used as a weapon by mounted knights

leper person stricken with leprosy, a bacterial disease that causes ulceration of the skin, deformities and a loss of sensation

lord chief position in the feudal system below the monarch

mace iron-headed club

martyred killed or made to suffer because of religious beliefs

Mass roman Catholic church service

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

moat water-filled defensive ditch surrounding a castle

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

motte a mound upon which a castle was built

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

nun member of a closed community of women living under religious vows and rules

orb globe with a cross, symbolising a Christian monarch's rule

pagan someone who is not a Christian, Jew or Muslim, but who worships many gods

palisade tall fence made of pointed timber stakes driven into the ground

pestilence fatal epidemic disease

phalanx body of foot soldiers in close battle order

pike long spear-like weapon carried by foot soldiers

pilgrim one who travels to a sacred place to show devotion to his or her faith

pillage to steal or plunder using force, especially during war

plague fatal epidemic disease; usually used in reference to the bubonic plague

Poll Tax a tax levied on every person, regardless of age, sex or income

Reeve a magistrate administering law in a village

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage

sceptre rod symbolising royal authority of the monarch

sermon moral or religious lecture delivered by a priest

stirrup foot supports suspended from a saddle by straps

superstition a belief based on custom or fear rather than knowledge or reason

thatch straw used for making roofs

theologian a person who is considered to be an expert in religious matters

tithe barn a barn where peasants' produce is stored as a form of taxation

trebuchet heavy medieval siege machine that uses a sling to hurl large missiles

vernacular everyday language spoken by a particular group or class

5 The Ottoman Empire (c.1299–1683)

5.1 Overview

Trade, military strength and a love of learning. What influenced the rise and fall of the Ottoman Empire?

5.1.1 Links with our times

Every year, thousands of Australians travel to Gallipoli to commemorate the landing of the Anzac troops in 1915 during World War I. While visiting Gallipoli, many travel around Turkey. When they do this, they are travelling through the lands of what was one of the world's great empires — the Ottoman Empire. This empire began in the thirteenth century, and it was against the Ottoman Empire that Australian troops fought at Gallipoli.

The Ottoman Empire lasted for over 600 years and had a huge impact on the modern world.

In this topic you will learn about the Ottoman Empire and its dominant religion, Islam. This empire played an important role in shaping history and left a significant legacy.



Resources



eWorkbook Customisable worksheets for this topic



Video eLesson The Ottoman Empire (c. 1299–1683) (eles-1825)

LEARNING SEQUENCE

- 5.1 Overview
- 5.2 Examining the evidence
- 5.3 Origins of the Empire
- 5.4 The golden age of Islam
- 5.5 The beginnings of the Ottoman Empire
- 5.6 The Black Death and the Ottoman Empire
- 5.7 The fall of Constantinople
- 5.8 Suleiman the Magnificent
- 5.9 Life in the Ottoman Empire
- 5.10 Ottoman art, architecture and literature
- 5.11 **SkillBuilder:** Evaluating Ottoman Empire sources
- 5.12 **Thinking Big research project:** Ottoman Empire documentary
- 5.13 **Review**

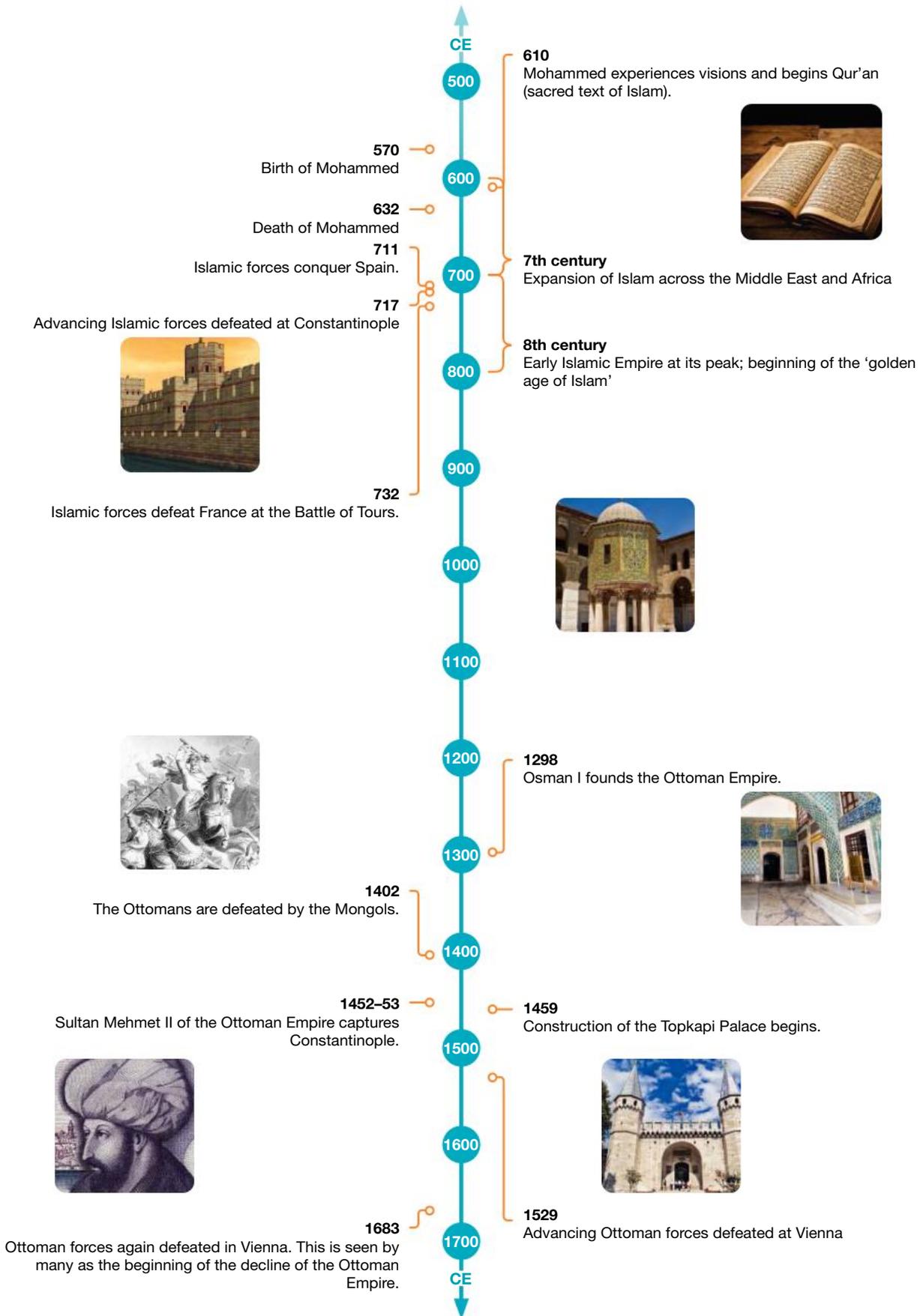
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online only

online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Ottoman Empire



5.2 Examining the evidence

5.2.1 How do we know about the Ottoman Empire?

The Ottoman Empire existed until the twentieth century and so there are many surviving sources that tell us about the origins and lives of the Ottomans. These include written sources, artwork, oral traditions and archaeological discoveries. In this subtopic, we will concentrate on one particular aspect — Ottoman architecture. By examining the buildings made by the Ottomans, we can learn a lot about their lifestyle, culture and technology. In particular, this subtopic will focus on the Topkapi Palace. This palace was built by **Sultan** Mehmet II in the fifteenth century to celebrate his conquest of Constantinople.

Construction of the palace began in 1459. Various sultans added to the layout, and many renovations have seen the palace change over the years. The palace had two main roles: it acted as the centre of government, and was the residence of the sultan and his family.

By looking at some of the features of the palace, we can learn a lot about the Ottomans.

- The Sultan’s Hall, as shown in **SOURCE 1**, where the sultan sat on his throne is evidence of the power of the sultan.
- The sultan provided generously for his family. He had a special courtyard and buildings of over 400 rooms constructed for his **harem**, as shown in **SOURCE 2**. As well as his wives, the sultan’s mother, **concubines**, children and servants lived here. Entry without special permission was forbidden.
- The Tower of Justice, as shown in **SOURCE 3**, is the tallest structure in the palace and symbolises the sultan’s fight against injustice. It was designed to be seen by all the residents of Constantinople.
- The gate into the second courtyard of the palace, known as the Middle Gate or Gate of Salutation, as shown in **SOURCE 4**, bears the inscription, ‘There is no God but Allah and Mohammed is his prophet’. This is one of the most important concepts in the Islamic religion.

So much can be learned from examining and studying buildings. This topic will look at other buildings, as well as a great variety of other sources, to help inform us about the Ottomans.

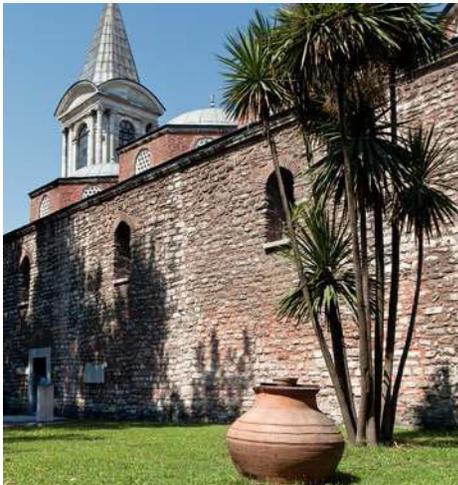
SOURCE 1 The Sultan’s Hall in the Topkapi Palace



SOURCE 2 Inside one of the highly decorated rooms in the harem's courtyard



SOURCE 3 The Tower of Justice



SOURCE 4 The Gate of Salutation



DID YOU KNOW?

Even the sultan's **eunuchs** had their own courtyard. But beside these rooms is a less pleasant room where boys and young men were castrated to become eunuchs.

5.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.2 Exercise 1: Check your understanding

1. **HS2** For how long did the Ottoman Empire exist?
2. **HS1** What were the two main roles of the Topkapi Palace?
3. **HS1** What does the Tower of Justice in Constantinople symbolise?
4. **HS1** What is inscribed on the Sultan's Hall in the Topkapi Palace?
5. **HS1** Define the following terms:
(a) Sultan (b) Concubine (c) Eunuch (d) Harem

5.2 Exercise 2: Apply your understanding

1. **HS3 SOURCE 1** shows the sultan's throne room. Identify the features of the room that might demonstrate the power of the sultan.
2. **HS3** Examine **SOURCE 2**. The tiling and architecture is very ornate and would have been expensive to construct. What conclusions can be drawn about the wealth of the sultans and the status of the harem?
3. **HS3** Examine **SOURCE 3**. Why do you think the sultan may have chosen a tower to be a symbol of justice, instead of another traditional symbol such as scales or a sword?
4. **HS3 SOURCE 4** bears an inscription that clearly demonstrates a link to Islam. If the sultan ordered this inscription to be placed in such a prominent place, what does this say about the importance of Islam in the Ottoman Empire?
5. **HS3** How can historians use art and architecture to learn about the interactions one civilisation may have had with its neighbours?
6. **HS6** What significance do buildings and artefacts from the Ottoman Empire have for historians?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.3 Origins of the Empire

5.3.1 Mohammed, the prophet

Before we can learn about the achievements and influence of the Ottoman Empire, we first need to understand how this incredible civilisation came to be. In many ways, the rise of the Ottoman Empire can be linked directly to the increase in popularity of its main religion, Islam. In turn, the beginning of Islam can be traced to one man — Mohammed. He founded the religion and is believed by Muslims to be the prophet who communicates the will of God to all people.

Mohammed was born about 570 CE in the town of Mecca. As a young man, Mohammed worked for a widow named Khadija. Mohammed was placed in charge of a camel caravan carrying goods from Mecca to Damascus. Khadija was so impressed by Mohammed that, despite being 15 years older than him, she proposed to him when he was 25.

DID YOU KNOW?

The name Mohammed, when taking into account the 14 varieties of its spelling, is believed to be the most common name in the world.

During this time, trade in Arabia the Arabian Peninsula was changing. Rather than trading in just basic necessities, merchants traded in luxury goods such as incense, spices and silks. A few people became very rich through this trade. However, they tended to neglect traditional family responsibilities.

Through their involvement in trade, the Arabians came into frequent contact with Christians and Jews. Mohammed saw the contrast between the practices of these religions, particularly their belief in one god (monotheism), and the practices in Mecca, where people worshipped many gods (polytheism) and made sacrifices to idols.

SOURCE 1 A map of the world of Islam in 750 CE



Source: Map drawn by Spatial Vision.

As husband to a wealthy wife, and having completed extensive travel, Mohammed had much time for meditation and for 15 years he contemplated what he saw. It was during this time that Muslims believe Mohammed received **revelations** from God. Once collected in written form, these revelations become known as the Qur'an (or Koran), the Islamic sacred text.

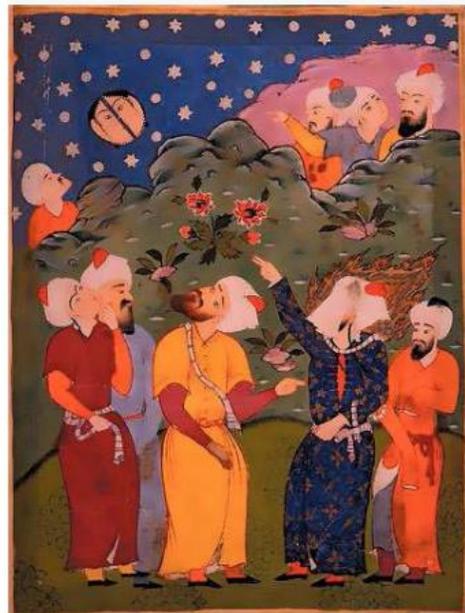
Mohammed began to preach to the people of Mecca. Instead of worshipping many idols, he asked them to worship the 'one true God', known in Arabic as Allah. *Islam* means 'submission' to the will of Allah. Although the message was originally conveyed to the Arabic people, it was a universal message and Mohammed became a prophet of all mankind.

5.3.2 Mohammed in exile

Many people in Mecca came to accept Mohammed's teachings, and a community of Muslims (sometimes also called Mohammedans) developed. However, other groups felt threatened by these teachings. Rich merchants were worried about the impact of this new religion on their power and influence. Followers of other religions were also concerned about the future of their faiths.

For some time, Mohammed was able to resist the opposition of these critics, but after the death of his uncle and then his wife, Khadija, Mohammed decided to move north to Medina in 622 BCE. This migration, or *Hijrah*, marks the beginning of

SOURCE 2 A sixteenth-century illustration of the Prophet Mohammed splitting the moon; the crescent moon is a symbol of Islam. It is claimed he performed this miracle to prove he was the true Prophet of God. Note that Mohammed's face is covered, as Islamic teachings prevent any images of his face being shown.



the Muslim calendar. Mohammed eventually returned to Mecca in 630 and set about turning the city into the religious centre of Islam. However, only two years later, Mohammed died.

SOURCE 3 A Muslim man reads the Qur'an in the al-Aqsa Mosque, Jerusalem.



SOURCE 4 A modern view of the Quba Mosque, Medina. It is believed that, while in exile, Mohammed laid the first stones of the religious centre.



5.3.3 The spread of Islam

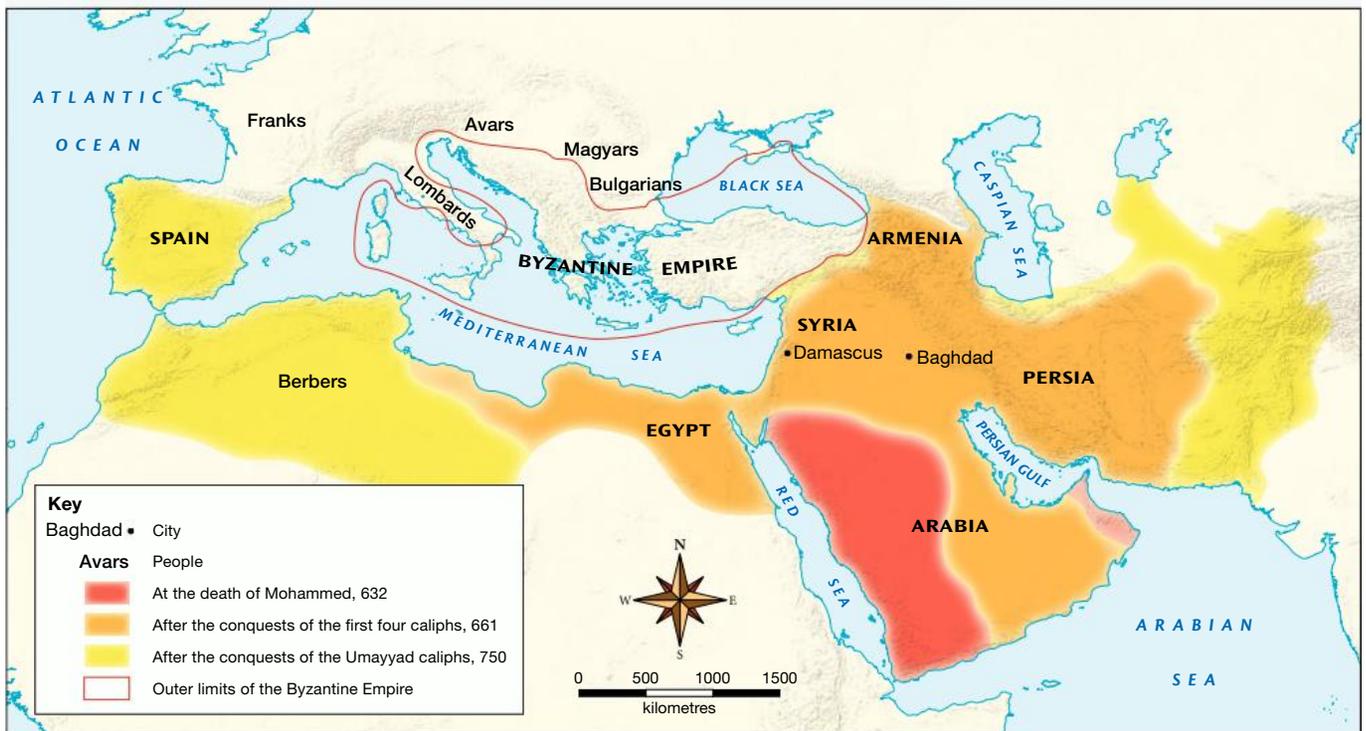
A large range of religious, military, economic, political and social factors contributed to the expansion of Islam.

- Islam was warmly welcomed across Africa as the Arabs were seen to be more like the Africans than previous rulers.
- The two powers most able to resist the spread of Islam, the Byzantine and Persian empires, had both been weakened by centuries of warfare.
- Muslim missionaries were very persuasive and successful in converting people and rulers. The newly conquered peoples were impressed by the zeal of the Muslims, who believed they were inspired by the will of Allah.
- Muslim traders established strong relationships with their neighbours, spreading the word of Allah.
- The leader of the Muslim world, the **caliph**, was both a spiritual and political leader. This increased his prestige and authority and made him very difficult to challenge. Many of the early caliphs were very capable rulers.
- Using camels as cavalry meant that Muslim forces could travel long distances through difficult terrain, often allowing them to attack with little or no warning.

SOURCE 5 Some important events in the spread of Islam

Year (CE)	Event
632	Arabia conquered
635	Syria and Palestine conquered
637	Persia (Iran) and western India conquered
638	Jerusalem conquered
639	Egypt conquered
680	North Africa conquered
711	Spain conquered
717	Defeat at Constantinople
732	Defeat in France

SOURCE 6 A map showing the spread of Islam by 750 CE. The Byzantine Empire was an Orthodox Christian empire.



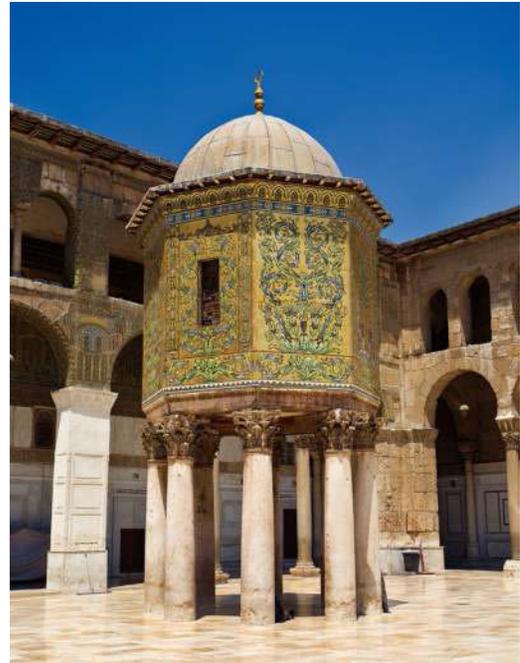
Source: Map drawn by Spatial Vision.

- The word *Islam* means to ‘submit’. By submitting to Allah, the Arabic people became a more disciplined and inspired group of people. This showed in their lives and military victories.
- Conquered people were allowed to keep their religion and were usually only required to pay extra tax. This kept local populations content and so resources were not needed to control societies and maintain law and order.

Divisions emerge

Divisions between followers of Islam began to emerge as the popularity of the religion grew. One key division, which still exists today, was between the Sunnis and the Shi’ites. The first four caliphs were direct relatives of Mohammed. However, after the assassination of Caliph Ali in 661 CE, different ways of thinking began to emerge. The Sunnis believed that the caliph could be chosen and any heirs of the first four caliphs could rightly be called the caliph. However, the other major denomination, the Shi’ites, believed only blood relatives and descendants of Mohammed could be called the caliph. Despite these differences, both groups still closely followed the Qur’an.

SOURCE 7 The Great Mosque in Damascus, built by Caliph al-Walid in 706 CE



Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Spread of Islam

5.3 ACTIVITY

The division between Sunni and Shi’ite still remains today. Research and identify the modern countries that follow each branch of the religion.

Identifying continuity and change

5.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.3 Exercise 1: Check your understanding

1. **HS1** Where was Mohammed born?
2. **HS1** Explain how Mohammed first came into contact with Jews and Christians.
3. **HS1** What event in Mohammed’s life formed the basis of the Qur’an?
4. **HS1** Explain the difference between monotheism and polytheism.
5. **HS1** Explain why the rise of Islam threatened other groups in the area.
6. **HS1** What event marks the beginning of the Muslim calendar?
7. **HS5** Summarise the factors that led to the swift expansion of Islam. Once you have done this, classify each factor as either a religious, military, economic, political or social factor. (*Note:* Some factors could be seen as fitting multiple categories.)
8. **HS1** Outline the main difference between the beliefs of the Sunni and Shi’ite Muslims in regards to the caliph.
9. **HS1** Explain the role of a missionary.

5.3 Exercise 2: Apply your understanding

1. **HS3** Study the map in **SOURCE 1**. Identify the major powers in the Mediterranean region in c. 750 CE.
2. **HS3** What evidence in **SOURCE 1** suggests that Muslims were in a good position to trade with Asia and to bring together ideas from the East and the West?
3. **HS3** Examine **SOURCE 4**. Describe the layout of the mosque as shown in the photograph. What do you think the open area in the centre of the mosque is used for?
4. **HS3** Using information from **SOURCES 1** and **6**, describe the speed and extent of the spread of Islam during the seventh and eighth centuries. Include a description of how you believe Islam moved from one country to another as it spread through the Middle East, Africa and Europe.
5. **HS3** Use the scale on the map in **SOURCE 6** to calculate the extent of Islam by 750 BCE. Provide the eastern, western and northern boundaries.
6. **HS3** Compare the representations of people in the sources in this subtopic.
 - (a) Describe any similarities.
 - (b) Describe any differences.
 - (c) Are these sources reliable representations of this period of history? Explain your response.
7. **HS3** Make a list of the sources in this topic. Create a table that indicates whether these are primary or secondary sources.
8. **HS4** Identify and explain the divisions between Sunni and Shi'ite Muslims.
9. **HS5** How did Mohammed's life as a merchant trader influence his understanding of religion?
10. **HS6** Evaluate the importance of trade in the rise of the Islamic Empire.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.4 The golden age of Islam

5.4.1 The quest for knowledge

From its beginning, the Islamic Empire turned its mind and creative energies toward the study of the world in which we live. Developments in the arts, philosophy, science, medicine and mathematics led many to refer to this time as the golden age of Islam. Islam drew on the knowledge of the Greeks and Romans in the west and from India and China in the east to make important contributions to human knowledge.

Education

One of the main reasons for the achievements of the Islamic people was their love of learning and their focus on education.

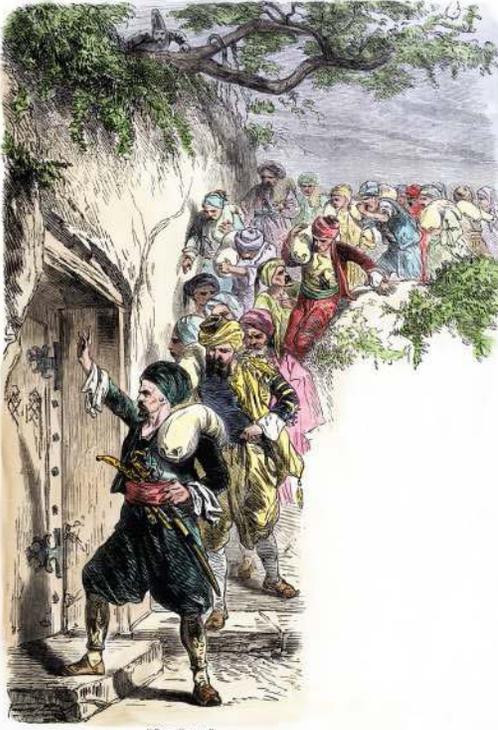
The Islamic world built many universities where law, languages, mathematics, science and medicine were studied. Great works of literature were written, such as the *One Thousand and One Nights* (see **SOURCE 2**), which includes the famous stories of Ali Baba and Sinbad the Sailor.

Perhaps the highest point of Islamic learning came in 832 CE when the House of Wisdom (*Bayt al-Hikma* in Arabic) was established in Baghdad as a collection of world knowledge. It was one of the great libraries of history but was destroyed by Mongol invaders in 1256.

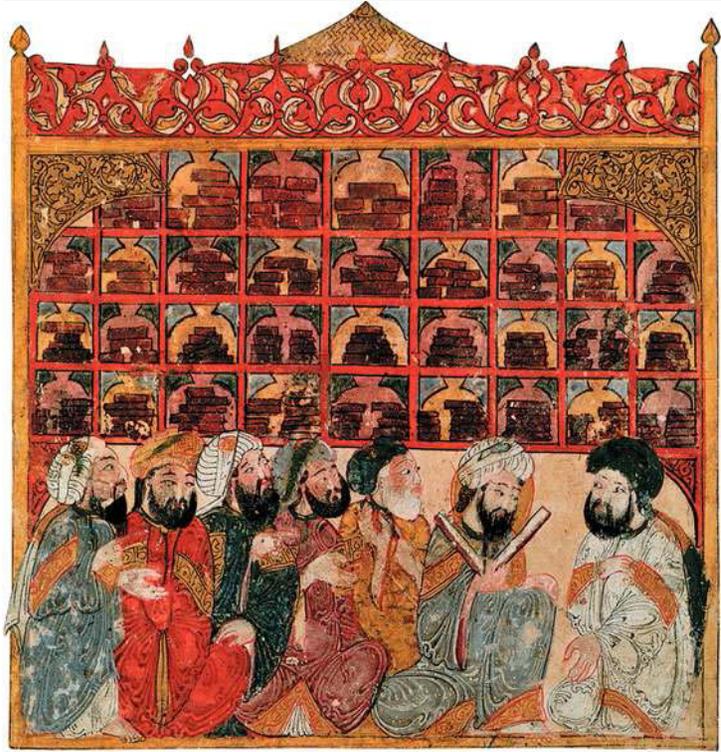
SOURCE 1 Some sayings of the Prophet Mohammed that encouraged learning

He who pursues the road of knowledge Allah will direct to the road of Paradise . . . The brightness of a learned man compared to that of a mere worshiper is like that of a full moon compared to all the stars . . . Obtain knowledge; its possessor can distinguish right from wrong; it shows the way to Heaven; it befriends us in the desert and in solitude, and when we are friendless; it is our guide to happiness; it gives us strength in misery; it is an ornament to friends, protection against enemies . . . The scholar's ink is holier than the martyr's blood . . . Seeking knowledge is required of every Muslim . . .

SOURCE 2 ‘Open sesame’ was the password used by the forty thieves to store their plunder in *One Thousand and One Nights*.



SOURCE 3 A thirteenth-century illustration showing a teacher instructing students in the House of Wisdom. Note the stacks of books in the background.



Medicine

Islamic scholars studied the works of the Greeks and Romans as the basis for their medical knowledge. Some of the main medical texts that were used until recently were written by Muslims during this time. Al-Rhazi was one of the great Islamic doctors. He lived from 865 to 925. He studied medicine at Baghdad University and was later put in charge of the hospital in Baghdad. Al-Rhazi wrote over 100 books on medicine including the medical encyclopaedia, *al-Hawi*. In it, he recorded the opinions of Greek, Syrian, Hindu and Persian writers on how to treat various conditions. He then added his opinions. This shows that he and other Islamic doctors had open minds about medicine — something that was not reflected by some other cultures of the time.

SOURCE 4 Al-Khwarizmi, depicted in this nineteenth-century woodcut, was a famous Islamic mathematician and astronomer.



Astronomy and geography

Inspired by earlier works, Arabic scientists were fascinated by the stars and the planets. In 771 the caliph of Baghdad built an observatory to study the stars. By learning more about the stars, Islamic scientists could develop charts that helped their sailors navigate and enabled their traders to travel more quickly by sea.

Mathematics

The development of the Arabic numeral system (see **SOURCE 5**) enabled Islamic mathematicians to make more complex mathematical discoveries.

Great advances were made in the use of algebra and trigonometry. One of the most famous was Mohammed ibn Musa al-Khwarizmi (c. 780–850 CE). He wrote a famous text on algebra and geometry; as well as advancing mathematics, these writings were important to developments in navigation and sea travel.

SOURCE 5 A table of various number systems

Roman	Arabic	Western
	.	0
I	١	1
II	٢	2
III	٣	3
IV	٤	4
V	٥	5
VI	٦	6
VII	٧	7
VIII	٨	8
IX	٩	9
X	١٠	10
XI	١١	11
XII	١٢	12
XV	١٥	15
XX	٢٠	20
L	٥٠	50
C	١٠٠	100

DID YOU KNOW?

The mathematical term algebra comes from the Arabic word al-jabr (try saying it out loud), meaning 'restoration'. Algebra was widely used by Muslim mathematicians.

5.4 ACTIVITY

Based on the information in this subtopic, create a timeline showing the development of the golden age of Islam. Include the events from the lives of some of the famous Islamic scholars.

Sequencing chronology

5.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.4 Exercise 1: Check your understanding

- HS1** Why was the term 'the golden age of Islam' used for this period?
- HS2** In which years was the House of Wisdom established and destroyed?
- HS1** Islamic scholars studied the works of which two societies as the basis for their medical knowledge?
- HS1** What was built in 771 by the caliph of Baghdad?
- HS6** What was significant about the development of the Arabic numerical system?

5.4 Exercise 2: Apply your understanding

- HS3** Examine **SOURCE 1**. Which of these sayings do you believe gives the best reason for why you should study and learn?
- HS3** Explain the scene depicted in **SOURCE 3**.
 - Identify the people in this painting
 - What does the evidence suggest is occurring in this scene?

3. **HS3** Examine **SOURCE 4**. From the evidence presented, what conclusions can be drawn about Islamic interest in astronomy?
4. **HS4** Outline two advances in medical knowledge made by Islamic doctors during this time.
5. **HS5** List four civilisations that influenced Islamic science.
6. **HS6** Evaluate the following statement: 'The House of Wisdom was the most significant academic legacy of the Ottoman Empire.'

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

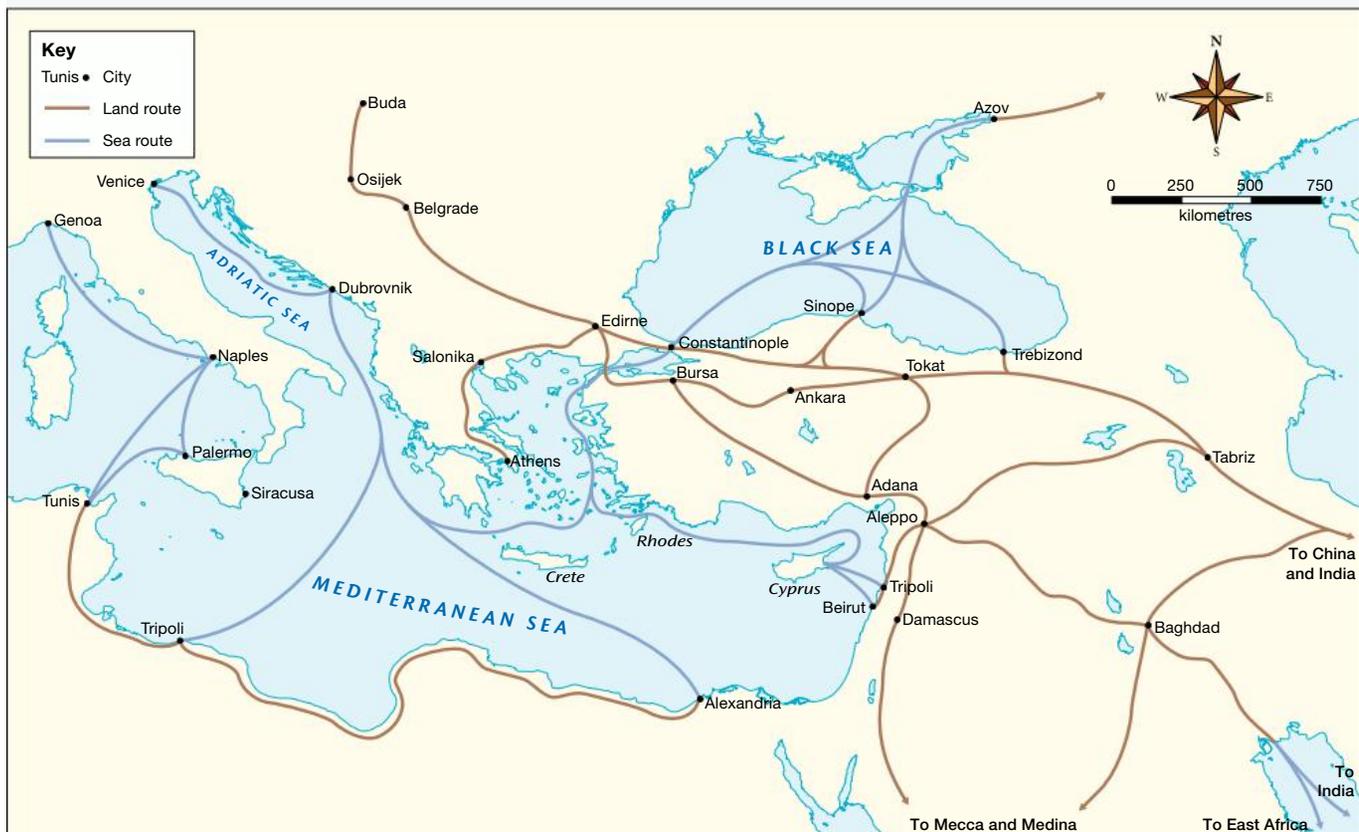
5.5 The beginnings of the Ottoman Empire

5.5.1 The battle for power in the Middle East

About 1200 CE, the Middle East was made up of a series of states competing for dominance. The major powers of Persia and Byzantium were being affected by a variety of new forces. To understand the success of the Ottomans in dominating this area, it is important to look at both of these older powers, as well as some of the forces that helped to destabilise the region.

In the fourth century, the Roman Empire was divided in half and Constantinople became the capital of the Eastern Empire. This empire was known as the Byzantine Empire (from Byzantium, the old name for Constantinople). Based in modern-day Iran, the Persian Empire had existed in various forms for over a thousand years. A series of wars between these two empires significantly weakened both of their armies and left them vulnerable to outside forces.

SOURCE 1 A map of major trade routes in the Middle East about 1200 CE



Source: Map drawn by Spatial Vision.

The situation in the region was changing, driven by a number of factors. The spread of Islam and its impact on the Middle East has already been examined. Other factors included the:

- *Venetians*. Venice is an island city in the north-east of Italy. A flourishing trade was developing between China and India in the east and western Europe. Due to the city's importance in this route, Venice found itself under constant threat of foreign invasion.
- *Crusaders*. The Crusades were a series of wars by European Christians who wanted to reclaim holy lands taken by the Islamic Empire. Pope Urban II called for support by citing violent acts committed by some Muslim groups. Soldiers in France and Germany responded to Pope Urban's call and left to help defend Constantinople and reclaim other territories. As well as fighting to take the Holy Land from the Muslims, the Crusaders took the opportunity to attack Jews and Orthodox Christians.

DISCUSS

As a class, discuss the impact of the Crusades on the Ottoman Empire. You may need to undertake some additional research to help with the discussion.

[Critical and Creative Thinking Capability]

5.5.2 Establishment of the empire

The Ottoman Empire was founded by the Seljuk Turk Osman I, who ruled from 1298 to 1326. The word *Ottoman* was based on a European form of his name. Osman captured Bursa from Byzantine rule in 1326 and made it his capital. The following three factors help to explain how the Ottoman Empire spread its influence.

Involvement in trade

The Ottomans were in a position to take part in the major trading routes: between Europe and China by the Silk Road; from India by land and sea; and from Africa along the pilgrimage routes to Mecca, as shown in **SOURCE 1**. Profits from trade brought the money to wage wars, but trade also brought ideas and technology, such as the use of the cannon.

Adoption of Sunni Islam

The Ottomans, like their neighbours to the east and the south, followed Islam. The Ottomans were Sunni, a branch of the religion that was generally more tolerant to Christians and Jews than other Islamic denominations.

A military tradition

The Ottomans already had a strong military tradition that they had developed as soldiers for Persia. They set up their own state and were initially able to defend themselves against the Mongols from the east.

Under Osman's successor Orhan (1326–1362), the Ottomans began taking possession of all the Christian states on the eastern side of the Black Sea. They could not move further into Europe while the Dardanelles were in Christian hands, as this controlled access to the Black Sea. Orhan's son, Suleyman Pasha (not to be confused with Suleiman the Magnificent), laid siege to Gallipoli. When an earthquake on the night of 1–2 March 1354 destroyed the walls of the Gallipoli fortress, Suleiman immediately occupied the fort and conquered the region.

The Ottomans captured the Byzantine city of Edirne, which became their new capital, in 1365. From here the Ottomans advanced into Europe by conquering the Balkan empires of Serbia and Kosovo.

SOURCE 2 A map of the Ottoman Empire in 1400, showing some of the major battles



Source: Spatial Vision

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Western and Islamic world > Ottoman Empire

5.5 ACTIVITY

Research one of the battles mentioned in this subtopic and answer the following questions.

- Who was the battle between?
- Why was the battle fought?
- What tactics were used in the battle?
- Why was the victorious side able to win?
- What was the significance of this battle?

Determining historical significance

5.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.5 Exercise 1: Check your understanding

- HS1** Which were the two major powers in the Middle East during the Early Middle Ages?
- HS1** What was the capital of the Byzantine (Eastern Roman) Empire?
- HS1** Who was the founder of the Ottoman Empire?
- HS5** What three factors helped the early Ottoman Empire spread its influence over the region?
- HS1** There are three Ottoman rulers mentioned in this subtopic. List these rulers and describe at least one of their respective accomplishments.

5.5 Exercise 2: Apply your understanding

- HS3** Examine **SOURCE 1**.
 - Which city connects Europe and Asia?
 - Which cities would you have to pass through on a journey from Buda to China or India?
 - Explain the part that trade played in Bursa, Edirne and Constantinople becoming major cities.
- HS3** Using **SOURCE 2**, name the two earliest Ottoman capitals and the date each city became the capital. ▶

- HS2** Place the following dates on a timeline and match them with an event examined in this subtopic: 1298, 1326, 1354, 1389, 1393.
- HS3** Examine the maps shown in **SOURCES 1** and **2**. Describe the connection between trade routes and the major battles discussed in this topic.
- HS3** A key historical source from the Ottoman Empire is the architecture of the time. What other historical sources could be used to measure the influence of Ottoman culture on the surrounding area?
- HS5** As the influence of the Ottoman Empire continued to grow, what happened to the other major powers in this region?
- HS5** Which other empires came to an end as the result of the expansion of Ottoman rule?
- HS5** Several factors that assisted the spread of the Ottoman Empire are listed in this subtopic. Identify these factors and rank in terms of significance. Remember to justify and explain your rankings.
- HS6** Ankara was made the capital of the Ottoman Empire in 1402. Why do you believe this location was chosen as a suitable capital?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.6 The Black Death and the Ottoman Empire

5.6.1 The growth of trade

As the Ottoman Empire grew, interactions between the people of Europe, North Africa and Asia became more regular. However, traders along the Silk Road did not know they were carrying more than their exotic cargos. Wherever people traded, black rats and their disease-carrying fleas followed. This disease, the Black Death, had previously been confined to an area in Central Asia. Soon it would spread to populations that had no immunity to its ravages. Soon it would inflict pain and devastation upon most of the known world. While the Black Death indeed affected the Ottoman Empire, not all of the impacts were necessarily negative.

As we have learned, the early medieval era was a period in which many nomadic groups moved through Europe and Asia, invading new land. Through the Middle Ages, most of these nomadic groups gradually settled in the lands they had conquered, establishing permanent villages and towns as the centres of agricultural activity. Warriors such as the Franks, Magyars and Goths became farmers, while seafaring raiders such as the Vikings and Danes came to use their ships for peaceful trade. By the fourteenth century, most of Europe, southern and eastern Asia and much of northern Africa was subject to permanent human settlement. Only in the northern and central regions of Asia and in sub-Saharan Africa was the nomadic lifestyle still prevalent.

Settled civilisations in Europe, and Asian empires such as those in India and China, were quick to realise the benefits of peaceful trade. The Ottomans were also interested in controlling the passageway between Europe and Asia. Networks of overland trade roads developed throughout Europe and Asia, connecting the rapidly growing towns and leading to the growth of some towns as major trading centres. These towns would regularly hold fairs to allow merchants to display and sell their wares. Major commercial city-states such as Genoa and Venice sent ships throughout the Mediterranean and to western and northern European ports. Trade between Europe and Asia expanded rapidly along the Silk Road, with China and many other centres through central Asia coming into regular contact with European merchants. The geographic location of Constantinople also made the city a target for the savvy Ottoman rulers, who wanted to not only trade with the city, but to control it entirely.

DID YOU KNOW?

Some historians believe that fleas carrying the Black Death came to Caffa on the skins of marmots. These small Central Asian mammals had no resistance to the disease, and large numbers became infected and died in the mid-1340s. Fur traders came across the dead animals, removed their hides (including the deadly fleas) and sent them along the Silk Road to cities such as Caffa.

Outbreak in Asia

Written reports indicate that outbreaks of the Black Death may have occurred in China in the 1320s and 1330s. The province of Hubei in central China is considered by many to be the location of the first major outbreak in 1334. It was here that the Black Death first appeared in its most deadly form. In the fourteenth century, China was largely ruled by the Mongols, who had strong links to Central Asia, so they may have brought the disease with them to China. At the same time trade between China and a number of European states was increasing from access along the Silk Road. The potential was always there for the Black Death to be carried to Europe, either by European traders returning from the east or by the Central Asian Tartar warriors (Mongols) who were continuing their attacks in eastern Europe.

SOURCE 1 Permanent human settlement led to the growth of towns and expansion of trade, which allowed the Black Death to spread more easily.



Source: Spatial Vision

5.6.2 The Black Death enters Europe

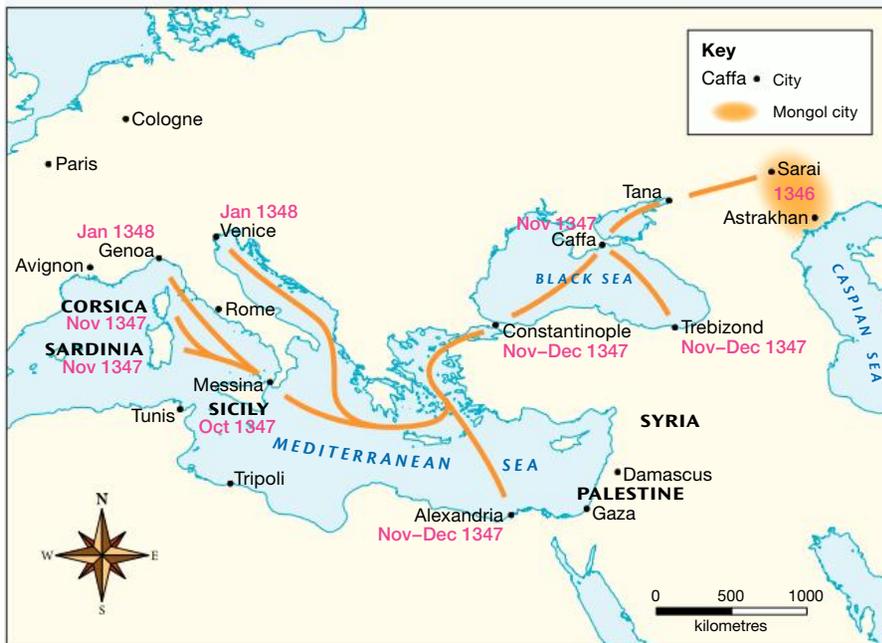
In the thirteenth century, the Italian trading city-state of Genoa had taken control of Caffa, on the Crimean Peninsula, in modern-day Ukraine. Caffa was a major shipping port for trade throughout the Black Sea. In 1347, the Tartars attacked the city (see **SOURCE 2**). They were supported by Genoa's bitter rivals, the Venetians, who had previously controlled Caffa. As they laid siege to the city, the Tartars began to fall sick from a serious disease and large numbers died in a very short time. Unable to maintain the siege, the Tartars began to withdraw; but before they did, they began catapulting the diseased bodies of their dead over the walls and into the city. The Genoans who escaped from Caffa soon found they were carrying the deadly disease. Venetian traders who had been present during the siege were also infected and both groups carried the Black Death deep into the heart of Europe (see **SOURCE 3**).

Trade links between Asia and Europe were developing so strongly during the fourteenth century that Caffa was probably not the only source of the Black Death coming to Europe, as Messina first recorded the plague shortly before the siege of Caffa. Nevertheless, the rapid spread to places that engaged in trade with Caffa suggests that it was very important in hastening the infection into Europe, the Middle East and North Africa. During the last few months of 1347, the disease was carried to Constantinople, the southern shores

SOURCE 2 When the Tartars attacked Caffa, they used trebuchets like the one shown in this illustration to catapult infected bodies over the city walls.



SOURCE 3 Merchants and soldiers returning from Caffa in late 1347 soon spread the Black Death to the Middle East, North Africa and Italy.



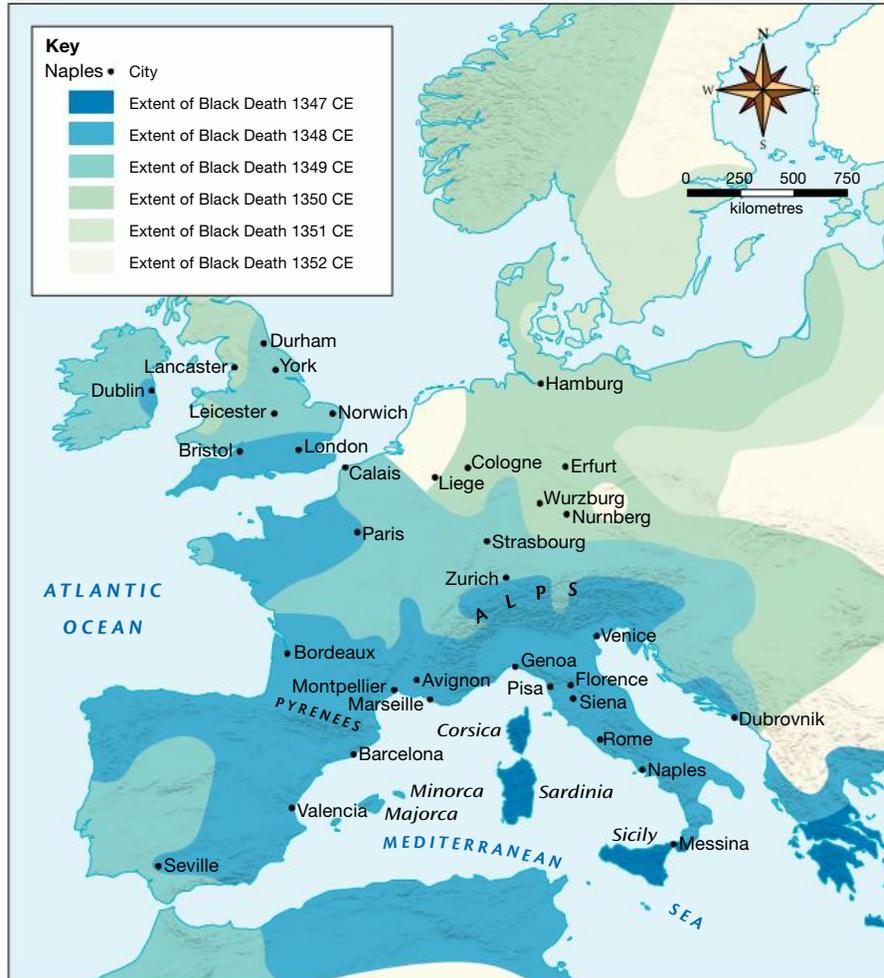
Source: Spatial Vision

of the Black Sea, Alexandria in Egypt and the islands of Sicily, Corsica and Sardinia in the Mediterranean. For the Ottomans, the arrival of the Black Death in Constantinople was particularly significant. The disease ravaged the city, making both it and its people susceptible to raids and attacks.

By January 1348, cases of the plague were reported in both Genoa and Venice in northern Italy. From there it quickly spread to the rest of Italy, and to southern France and Spain by the middle of that year.

Within a year all of western Europe was affected and, by 1350, the Black Death had turned east again and had reached Russia. **SOURCE 4** shows how quickly the Black Death spread throughout Europe between the end of 1347 and 1351.

SOURCE 4 The Black Death spread like a wave across Europe between 1348 and 1351.



Source: Spatial Vision

DID YOU KNOW?

The spread of the plague to Scandinavia is believed to have occurred through a trading ship carrying wool from England. The ship was seen floating off the Norwegian coast and the locals rowed out to examine it. They found the crew to be dead and decided to take the cargo of bales of wool. Little did they know the bales were full of the deadly plague-carrying fleas.

5.6.3 Infestation through the Middle East

The plague appears to have come to the Middle East through several different routes. During 1347, warriors returning to Baghdad from battle at Tabriz in northern Persia (now Iran) found that they had brought the disease with them. These soldiers would have carried supplies of grain with them for food. Not only did black rats infest the grain supplies but the fleas carrying the disease would also have been able to survive on grain debris. The area that includes modern-day Iraq, as well as Syria and southern Turkey, was soon ravaged by the Black Death. It is also believed that Muslim pilgrims coming to Mecca from northern India

via the Persian Gulf and the Red Sea may have been transporting rats from Central Asia to the Arabian Peninsula, bringing the plague with them. This would also explain how infections entered the Ottoman world. While the official impact of the plague on Ottoman society is unknown, some historians believe that up to a quarter of the Ottoman population died from the Black Death.

The Egyptian city of Alexandria was a major trading port on the southern shores of the Mediterranean. It had strong links with Constantinople, as well as with Arab cities to the east and all along the north African coast. Alexandria became infected in 1347, soon after the siege of Caffa. The Black Death then spread eastwards to Palestine and Syria in 1348, and into the Arabian Peninsula, reaching Mecca.

North Africa

From Alexandria, the plague began to spread along the north African coast, and had reached Tripoli in modern Libya by 1348. At the about the same time, the city of Tunis appears to have been infected through its trade with Sicily, with an outbreak reported in April 1348. From Tunis, the plague spread eastwards into Libya, with that country now attacked by the plague from both east and west. In 1348, the ruler of Morocco attempted to conquer Tunis, but failed, and his retreating army carried the disease back to Morocco, infecting Algeria along the way. The plague reached Marrakesh in central Morocco in 1349. It is possible that Morocco was also infected by traders from Spain, bringing the disease via the island of Majorca.

From Alexandria, the plague also spread south along the Nile valley, although it does not appear to have spread into other parts of Africa. It appears that settled areas with towns and agriculture provided the most suitable environment for black rats to thrive. The area to the south of Egypt and the Sahara was inhabited largely by nomadic tribes. Their lifestyle did not provide an environment suitable for the rats, so the plague did not spread into these parts of Africa.

SOURCE 5 The spread of the Black Death across the Middle East and northern Africa



Source: Map drawn by Spatial Vision.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Expanding contacts > Black Death

5.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.6 Exercise 1: Check your understanding

1. **HS1** Outline the areas of Europe, Asia and the Middle East that had become permanent human settlements by the fourteenth century.
2. **HS1** Where did the Black Death first appear in the deadly form that eventually devastated Europe, the Middle East and North Africa?
3. **HS1** Why were the Ottomans so interested in gaining control of Constantinople?
4. **HS1** Why was the city of Caffa important in the spread of the Black Death?
5. **HS1** Who were Genoa's main rivals? How was this group involved in spreading the Black Death?
6. **HS6** Explain why the Black Death arriving in Constantinople was such a significant event for the Ottoman Empire.
7. **HS1** Identify and explain the ways in which the plague entered the Middle East.
8. **HS1** How was the Ottoman Empire negatively affected by the Black Death?
9. **HS5** Explain the impact the Black Death had on the political situation in Morocco.

5.6 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 3**. Why were the cities of Constantinople, Alexandria, Venice and Genoa among the first to be infected?
2. **HS3** Examine **SOURCE 1**. How well do trade and pilgrimage routes correspond to areas of outbreak of the Black Death?
3. **HS3** Describe the image shown in **SOURCE 2**. How does this source increase our knowledge about this period of history?
4. **HS3** Using **SOURCE 4**, identify when each of the following cities was infected by the Black Death: London, Paris, Hamburg, Dublin, Marseilles.
5. **HS3** Convert the map shown in **SOURCE 5** into a flowchart to show the progression of the Black Death from Asia into Europe.
6. **HS3** Examine the maps shown in this subtopic.
 - (a) Write a statement that conclusively describes the origins of the Black Death in Europe.
 - (b) Determine whether there are any regions that remained unaffected by the Black Death. If so, suggest reasons these locations avoided infection.
 - (c) What are the strengths and weaknesses of using maps as historical sources?
7. **HS4** How did the Black Death change political systems in Europe, Northern Africa and Asia. Use specific examples in your response.
8. **HS5** What changes in human settlement affected the spread of the plague?
9. **HS5** 'The Black Death did not contribute to the eventual fall of Constantinople to the Ottomans.' Evaluate this statement using evidence to support your arguments.
10. **HS6** 'As devastating as the Black Death was, it was essential for the growth of the Ottoman Empire.' Do you agree or disagree with this statement? Explain your response and include evidence.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.7 The fall of Constantinople

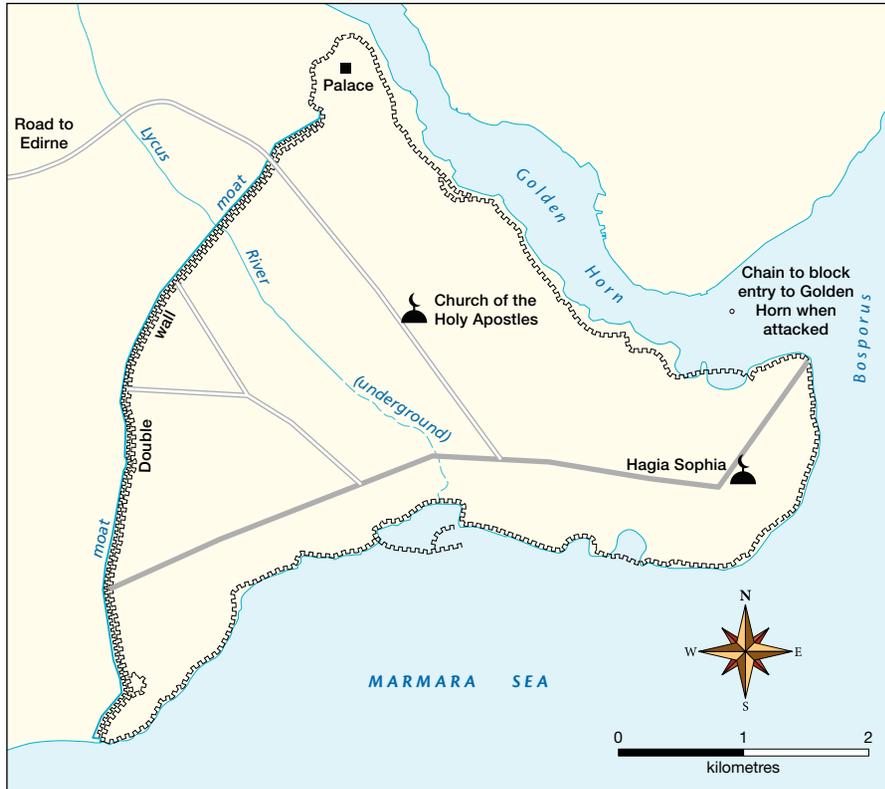
5.7.1 Defences at Constantinople

After a brief period of instability at the beginning of the fifteenth century, the influence and power of the Ottoman Empire continued to spread. By the time Sultan Mehmet II gained control, the Ottomans occupied much of eastern Europe, including the land around the Byzantine capital of Constantinople. The jewel of the Byzantine Empire, Constantinople had been controlled by the Byzantines for nearly thirteen centuries. The city held strategic importance in the region and was also a symbol of Christianity in eastern Europe. For these reasons, it was a city that Mehmet II simply had to capture.

For over a thousand years the rulers of Constantinople had built and maintained strong defences. The famed walls of Constantinople were first constructed by Emperor Constantine the Great (see **SOURCE 2**).

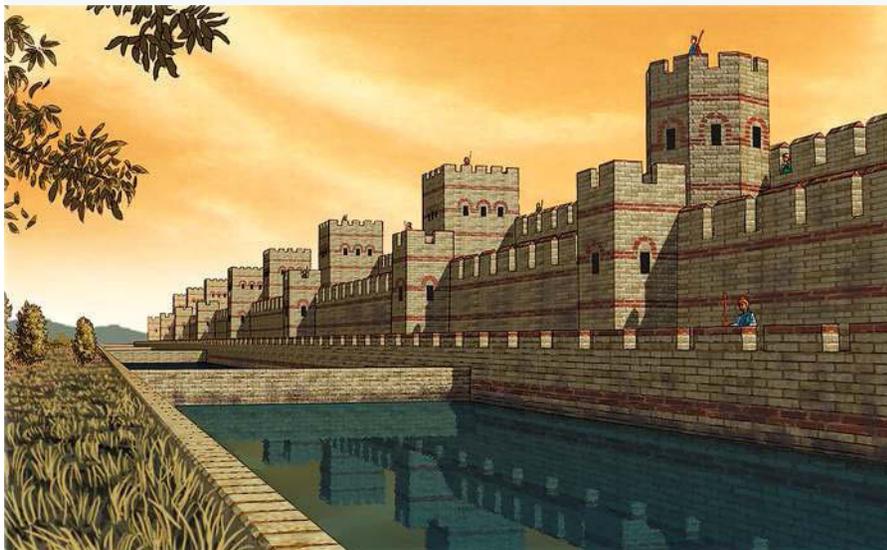
Rebuilding the city's initial fortifications, Constantine added more complex structures to the city's defences. These included towers at regular intervals and heavily protected gates and passages. Constantine the Great also increased the number, thickness and height of the original walls. On the seaward sides, steep cliffs and sea walls made access difficult. The Golden Horn (the strip of water north of Constantinople) could be closed off in times of attack by a heavy chain running from shore to shore. Subsequent emperors such as Theodosius II made further improvements to the fortifications of Constantinople including a system of double walls.

SOURCE 1 A map of Constantinople showing its major defences



Source: Map drawn by Spatial Vision.

SOURCE 2 An artist's impression of the western walls of Constantinople



While the walls of Constantinople had provided protection for a very long time, their effectiveness was diminished by the Ottoman army's use of cannons.

Gunpowder and use of the cannon had originated in China and were probably brought to the area by the Mongols. The Ottomans were quick to adopt them in warfare. They used one cannon in November 1452 to sink a Venetian ship sailing along the Bosphorus. But for the attack on Constantinople a larger one was needed and built. It was 8.4 metres long with a wall 20 centimetres thick. It could fire a cannonball of 600 kilograms a distance of 1.6 kilometres.

SOURCE 3 The Dardanelles Gun. This cannon, built in 1464, was cast in bronze and weighed 18.4 tonnes. It was built in two parts that could be screwed together using a large lever as a spanner.



DID YOU KNOW?

The Dardanelles Gun was still in use in 1807 when it fired at British ships, killing 28 British sailors.

5.7.2 The siege

At the time of the Ottoman conquest, Constantinople was far from the once-great city it had been. Years of tension and hostility between Rome and the Byzantine capital had taken its toll on the city and its people. Constantinople had also never truly recovered from the social and economic impact of the Black Death. These factors left Constantinople vulnerable and the Ottomans planned on taking full advantage of the city's weakened state. Before the siege began, Mehmet II tried to tempt Constantine XI into surrendering. Mehmet offered freedom of religion as well as territory in Greece to the Byzantine Emperor. Yet a proud Constantine refused, plunging his city into war with the Ottomans.

SOURCE 4 Sultan Mehmet II gives his reasons for attacking Constantinople.

The ghaza [holy war] is our basic duty as it was in the case of our fathers. Constantinople, situated in the middle of our domains, protects our enemies and incites them against us. The conquest of the city is, therefore, essential to the future and the safety of the Ottoman state.

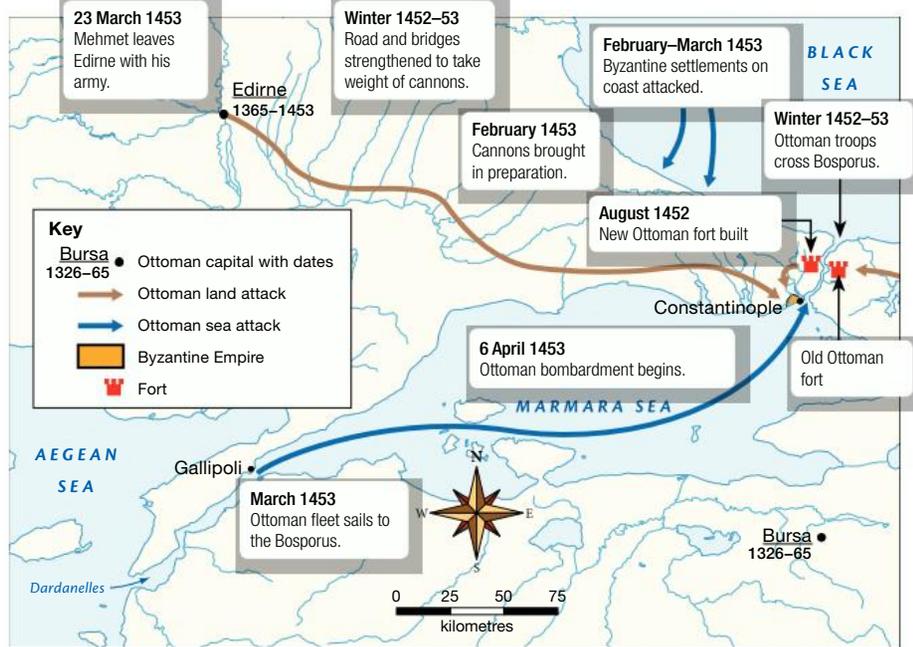
SOURCE 5 Candarli Halil, adviser to the sultan, warns Constantinople that Sultan Mehmet is more of a danger to them than the previous sultan.

You stupid Greeks . . . I have known your cunning ways long enough. The late Sultan [Murad] was a tolerant and conscientious friend of yours. The present Sultan Mehmet is not of the same mind. If Constantinople eludes his bold and impetuous grasp it will only be because God continues to overlook your wicked and devious schemes.

During the siege, Mehmet's base was the Ottoman fortress of Rumeli Hisar on the western bank of the Bosphorus Strait. Though hastily constructed, this military centre enabled Mehmet to command his forces from a tactically strong position.

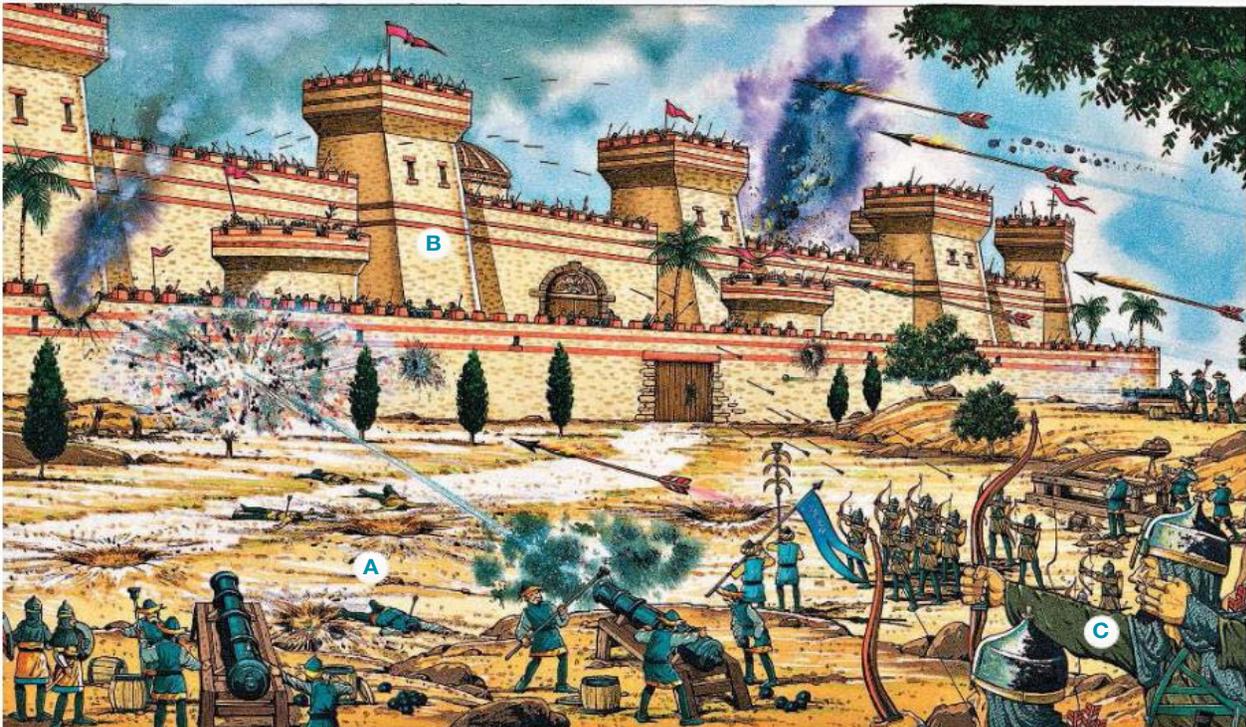
Over the winter of 1452/53, Constantinople prepared for a siege by reinforcing its walls and bringing in extra supplies of food, while Mehmet strengthened the roads between his capital of Edirne and Constantinople so that he could bring in his cannons to attack the walls of Constantinople. Mehmet positioned his naval fleet in both the Black and Marmara seas to isolate the Byzantines within their own city. On the ground, Mehmet used his Janissaries — elite and often brutal soldiers — to attack the walls of Constantinople.

SOURCE 6 Map showing preparations for the attack on Constantinople



Source: Map drawn by Spatial Vision.

SOURCE 7 A modern artist's impression of the attack on Constantinople



- A** Cannons could be fired only about eight times a day because they took so long to prepare.
- B** The attack on Constantinople lasted many weeks.
- C** Ottoman armour was made from interlocking rings of metal.

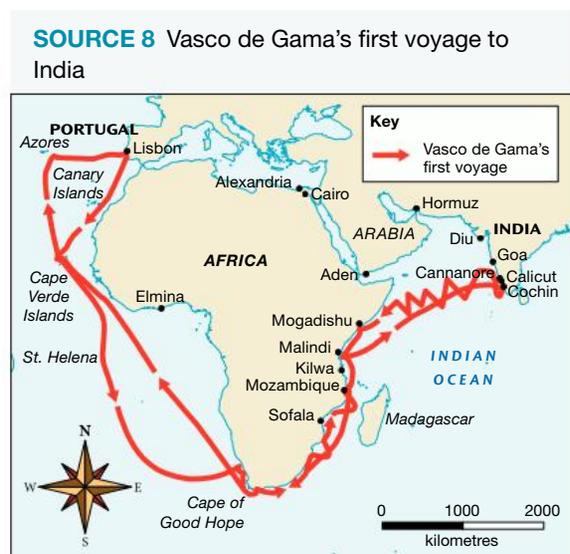
Ottoman attacks continued through April and early May but the defenders of Constantinople held out, despite being outnumbered by ten to one. Towards the end of May, the Ottomans heard rumours that a European relief army was approaching the city and Mehmet decided to launch a final attack. Cannons were brought closer to the walls and, on the night of 28–9 May, Ottoman ships were brought as close as possible to the sea walls. By early morning on 29 May, the walls had been breached and defences collapsed.

5.7.3 After the fall of Constantinople

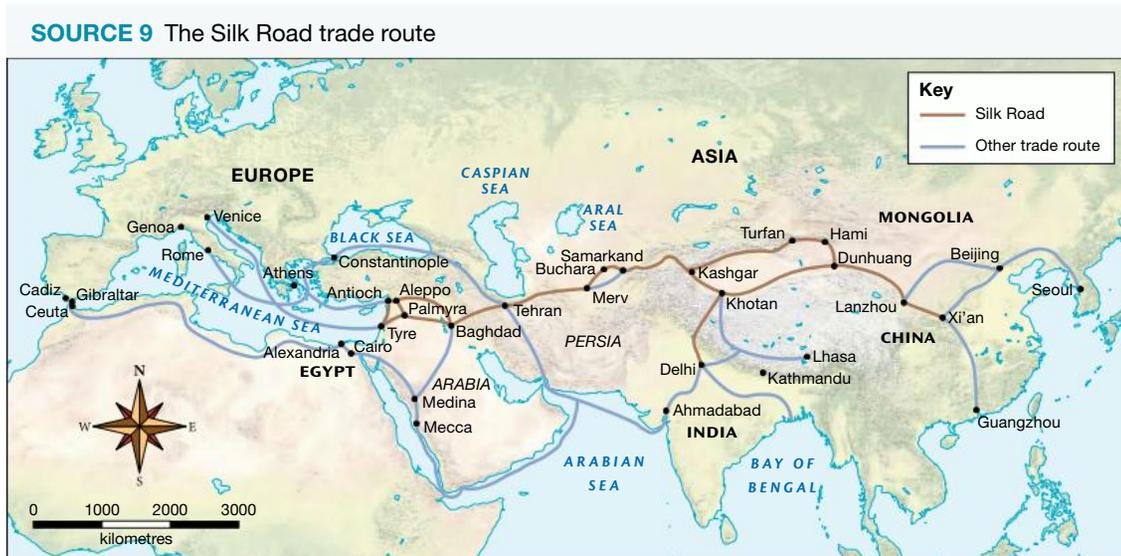
The fall of Constantinople was a significant event in medieval history. Not only does it mark the official end of the Eastern Roman Empire, but some historians see it as the end of the entire medieval period. Losing Constantinople was also a great blow for Christianity in Europe. The greatest symbol of this loss was the conversion of the great Hagia Sophia church into a mosque. However, there were also several positive outcomes from the fall of Constantinople.

- *The Age of Exploration.*
The Ottomans now controlled the major trade link between Europe and Asia. This forced European powers, including Spain and Portugal, to consider different methods of reaching the Far East. It is thought that the journeys of the great European explorers may have occurred because of this need.
- *The Renaissance.* The Islamic focus on academic pursuits (especially maths and science) is well documented. After the fall of Constantinople, Ottoman traders and scholars began to interact with their European counterparts more frequently. These interactions are thought to have directly influenced the development of the Renaissance in Europe.

SOURCES 8 and **9** show two different trade routes between Europe and the East. **SOURCES 8** shows the journey of famed explorer Vasco de Gama, while **SOURCES 9** shows the Silk Road, which stretched from Istanbul to China.



Source: Based on <http://media.web.britannica.com/eb-media/21/144621-050-B67E1FE0.gif>



Source: Spatial Vision

5.7 ACTIVITIES

1. Who were the Janissaries? Conduct your own internet research to find more information about this group of people. **Determining historical significance**
2. Conduct research to discover what became of the church at Hagia Sophia. What evidence is there of these changes? **Identifying continuity and change**

5.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.7 Exercise 1: Check your understanding

1. **HS1** Identify and explain the reasons why Constantinople was so important to the Byzantines.
2. **HS1** Which two Roman emperors were significantly involved in constructing the fortified walls of Constantinople? Briefly describe the contributions of these two rulers to the construction of the walls.
3. **HS1** Consider the attack on Constantinople.
 - (a) What was the Ottoman army's main weapon against the walls of Constantinople?
 - (b) How did this technology make its way into Ottoman hands?
4. **HS5** Identify and explain two reasons for the weakening of Constantinople's power before the Ottoman siege.
5. **HS1** How did Sultan Mehmet II attempt to avoid conflict?
6. **HS1** What evidence of religious tolerance is there in Sultan Mehmet's approaches?
7. **HS6** Some historians have described the fall of Constantinople as a major turning point in history. What do you think makes this event so significant?
8. **HS6** Explain how Islamic scholars could have influenced the development of the Renaissance.

5.7 Exercise 2: Apply your understanding

1. **HS3** Carefully read **SOURCES 4** and **5**.
 - (a) What reasons did Sultan Mehmet give for attacking Constantinople?
 - (b) Candarli Halil warned the people of Constantinople that Sultan Mehmet had quite a different attitude from that of his father, Murad. What was this different attitude?
2. **HS3** Examine the map shown in **SOURCE 1**. Can you identify any potential weaknesses in the fortifications of Constantinople? If so, explain your observations.
3. **HS3** Examine **SOURCE 6**.
 - (a) Prepare a timeline covering the period from August 1452 to May 1453 that shows the major stages in the Ottoman attack on Constantinople.
 - (b) Explain the strategies Sultan Mehmet II used to isolate Constantinople from the rest of Europe.
4. **HS3** Examine **SOURCE 7** and list all the methods used to attack the city.
5. **HS3** Compare the maps in **SOURCES 8** and **9**.
 - (a) How would traders have travelled from Europe to Asia before the fall of Constantinople?
 - (b) Why were Europeans forced to find alternative trade routes after the fall of Constantinople?
6. **HS3** Using the sources provided in this subtopic, identify and explain the defences of Constantinople.
7. **HS3** Examine **SOURCE 6**. Why do you think Constantinople was such an important city to control?
8. **HS4** The Byzantines held Constantinople for over a thousand years. How did the tactics used by Mehmet II differ to those used by other armies in the past?
9. **HS4** What did Mehmet II's victory at Constantinople mean for the Byzantine Empire?
10. **HS5** What effect did the Janissaries have on the siege of Constantinople? Do you believe they were a deciding factor in the outcome of the battle?
11. **HS5** Identify and explain the external factors that weakened the Byzantines in the years before Mehmet II's attack.
12. **HS6** 'The fall of Constantinople was the most significant event to occur during the reign of the Ottoman Empire.' Evaluate the accuracy of this statement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.8 Suleiman the Magnificent

5.8.1 Extending the empire

The Ottoman Empire continued to expand following the conquest of Constantinople in 1453. Under Selim I (1512–20) the empire had almost doubled in size; it included the territories of Syria and Egypt, parts of Persia and the Islamic holy places of Medina and Mecca, as shown in **SOURCE 1**. Selim I claimed the title of caliph of the Islamic world. But it was Selim's son, Suleiman, who was to become one of the most famous rulers of the Ottoman Empire.

SOURCE 1 A map showing the expansion of the empire under Selim I and Suleiman



Source: Map drawn by Spatial Vision.

Suleiman became sultan in 1520 at the age of 29. Under his rule, the Ottoman Empire became the largest empire of the time and he was looked up to by the European kings. A gifted poet and craftsman, Suleiman's rule saw great developments in art, literature and science. Yet it was for his military accomplishments that Suleiman is more well-known (see **SOURCE 1**). To the west, Suleiman pushed the Ottomans' territory further into Europe, toward the Christian strongholds of Belgrade and Vienna. To the east, he conquered Persia and to the south, the important port city of Aden. Suleiman's forces also captured significant territory in North Africa.

A significant campaign in the early years of Suleiman's rule was his attack on the Island of Rhodes in 1522. The knights of the Order of St John, successors to the early Crusaders, had seized the island from the

Byzantines in 1309. The knights had been a constant thorn in the side of the Ottomans, attacking ships and thwarting Suleiman's advances across the Mediterranean. After an exhausting five-month siege, Suleiman signed a truce with the knights that gave him control of the island. This victory was strategically crucial for Suleiman and his empire as the Ottomans could now use Rhodes as a base for further campaigns across the Mediterranean and North Africa.

Suleiman's next target was eastern Europe. A series of successful campaigns gave him control of Serbia and Hungary. This brought Suleiman face to face with his long-time rivals, the Hapsburg Empire. The Hapsburg dynasty was based in Austria but through wars and marriage alliances they controlled a large part of western Europe, including Spain, Portugal, Poland and Hungary, as well as sections of the Netherlands and Italy. Suleiman laid siege to Vienna, Austria, in 1529. After 19 days, sections of the walls had been pierced and some of the outer suburbs burned. However, a long and costly siege followed and, ultimately, Suleiman withdrew his forces. Three years later, Suleiman launched another failed attempt at taking Vienna. This failure marked the end of the sultan's period of empirical expansion and Suleiman instead focused on administering the territory he had already gained.

DID YOU KNOW?

The defenders of the island of Rhodes made a giant stethoscope of leather. It was used to detect the sound of attackers digging mines under the walls.

5.8.2 Life and law under Suleiman

In Turkey, Suleiman is known as Sultan Suleiman el-Kununi — the Lawgiver — because he organised a large-scale rewriting of the legal code. This was necessary because the empire contained many new regions and different ways of life.

SOURCE 2 An inscription in which Suleiman describes his power, from M. Guboglu, *Palaeografia si diplomatia Turco-Osmana*, Bucarest, 1958, p. 167, facsimile no. 7, quoted in H. Inalcik, *The Ottoman Empire*, Phoenix Press, p. 41

I am God's slave and sultan of this world. By the grace of God I am head of Mohammed's community. God's might and Mohammed's miracles are my companions. I am Suleyman, in whose name the hutbe [religious sermon] is read in Mecca and Medina. In Baghdad I am the shah, in Byzantine realms the Caesar, and in Egypt the sultan; who sends his fleets to the seas of Europe, the Maghrib and India. I am the sultan who took the crown and throne of Hungary and granted them to a humble slave. The voivoda [governor] Petru raised his head in revolt, but my horse's hoofs ground him into the dust, and I conquered the land of Moldavia.

SOURCE 3 Portrait of Suleiman, attributed to the Venetian Renaissance painter Titian. There is no evidence that Titian ever met or saw Suleiman.



The challenges

The legal system had to take into account the complex structure of the Ottoman Empire.

- Almost all of the empire, except parts of Africa, was mountainous. Communities were isolated from each other and had developed their own laws.
- There were many different lifestyles in the empire. Some Ottomans lived in great cities while others were nomads or merchants who travelled long distances.
- The empire was made up of people with many different faiths, including Christianity and Judaism. In some parts of the empire Muslims were in the minority.

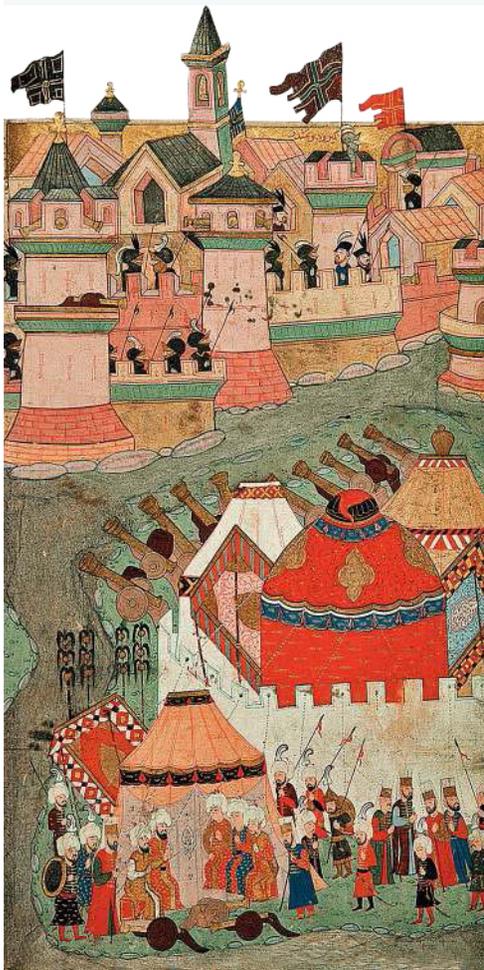
The solutions

When a new territory was added, Ottoman officials tried to preserve as many of the local laws as possible, as long as these did not contradict the religious law or general legal principles of the empire. This practice reduced opposition to Ottoman rule, ensured laws suited local conditions and made collecting taxes easier.

Christians and Jews

In Islamic belief, Jews and Christians were grouped with Muslims as ‘people of the book’; that is, people who shared the background of the Jewish bible with its narratives of Abraham, Moses and the Prophets. As the territory controlled by the sultans expanded, increasing numbers of Christians and Jews were living under Muslim rule. Although executions and forced conversions may have taken place occasionally, most people were generally left to practise their own religion.

SOURCE 4 An Islamic painting from c. 1588 showing the army of Suleiman the Magnificent in front of Vienna



SOURCE 5 A sixteenth-century illustration showing an Ottoman Jew from Constantinople and an Arab merchant



Jewish and Christian religious communities were allowed to govern themselves, as long as they provided taxes to the government and kept the peace in their own communities. Each community had its own Millet — the Turkish word for ‘nation’. This could include its own courts although in any dispute involving a Muslim, or criminal acts such as robbery and murder, the Islamic court took over.

DISCUSS

Suleiman the Magnificent is remembered for his diplomacy and creative policy reforms, especially when dealing with the beliefs and customs of conquered peoples. Through the Millet system, Jews and Christians were allowed to keep practising their religions if they paid a tax to Suleiman.

In small groups discuss the following:

- the purpose of the Millet system, including its advantages and disadvantages. Also suggest and debate any alternative to the system.
- whether the Millet system could work in a modern context. Identify and explore any possible positive and negative implications of such a system in modern society.
- whether it is necessary for all the citizens of a country to follow the same religion.

[Ethical Capability]

5.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.8 Exercise 1: Check your understanding

1. **HS1** Why would the addition of Mecca and Medina to the Ottoman Empire greatly increase the prestige of the Ottomans in Muslim eyes?
2. **HS1** Identify the group that ruled over the island of Rhodes? Why did Suleiman want these people removed?
3. **HS1** Why did Suleiman see the need to control Rhodes?
4. **HS1** Who were the Ottoman's main rivals in Europe? What territories did they control?
5. **HS1** When Suleiman came to revise the legal code, what three special features of the empire's structure did he have to take into account?
6. **HS1** Why did the Ottomans let local people keep their own laws wherever possible?
7. **HS1** What was a Millet?
8. **HS1** What evidence is there that Jews were welcome in the empire?
9. **HS6** Why do you think people have chosen to describe Suleiman as 'the Magnificent' or as 'the Lawgiver'?

5.8 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 1**. Identify at least three modern-day countries whose territory was once part of the Ottoman Empire.
2. **HS3** In **SOURCE 2**, what links does Suleiman make with earlier empires? What is he claiming for himself by doing this?
3. **HS3** Examine **SOURCE 3**.
 - (a) What impression of Suleiman is presented in the painting?
 - (b) Can this picture be trusted to give an accurate depiction of Suleiman? Why or why not?
 - (c) If Titian did not actually see Suleiman, where might he have gathered his references from which to paint him?
4. **HS3** **SOURCE 4** is a representation of the Siege of Venice.
 - (a) Is **SOURCE 4** a primary or secondary source? Justify your response.
 - (b) Describe the military tactics used by both sides.
 - (c) Why do you think Suleiman's attack on Venice was unsuccessful?
 - (d) How useful is **SOURCE 4** in providing evidence of the siege?
5. **HS4** Describe how Suleiman the Magnificent expanded the Ottoman Empire. Use specific locations in your description.
6. **HS4** Identify and explain the ways in which the Ottoman Empire changed under Suleiman's command.
7. **HS4** Describe how followers of other religions were allowed to continue demonstrating their beliefs under Suleiman's rule.
8. **HS5** What did Suleiman hope to achieve by granting religious freedom to the territories he conquered?
9. **HS6** 'Suleiman the Magnificent is one of the most significant rulers of all time.' Do you agree with this statement? Use evidence in your response and justify your opinion.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.9 Life in the Ottoman Empire

5.9.1 Daily life

Life within the Ottoman Empire varied greatly, usually depending on a person's social and economic status. The empire included many Christian and Jewish communities as well as Muslim communities. Most of the population lived as peasants in small villages, and in the north-east there was a large nomadic population. As long as each community paid its taxes to the sultan, the communities were generally free to continue their own lifestyles.

Housing

Most homes in the towns were made of timber, although richer people might have had their bottom floor built with stone walls. Wooden houses meant fewer injuries during earthquakes, but also increased the danger of fire, especially as houses were built very close together and streets were very narrow.

Houses of the upper class usually had separate rooms for men and women. A space at the front, called the *selamlik*, was for men, and a space at the back, called the *haremlik*, was where women gathered. There were no chairs in the rooms. Boxes around the wall served as seats when covered with cushions. For meals, food was placed on large trays on a low platform in the centre of the living room and people squatted around this. At night, some rooms could be converted to bedrooms.

Peasants' houses usually had only three rooms — one for sleeping, one for cooking and one as a sitting/dining room. The material they were built from depended on the material available locally, so they could be of timber, stone or mud brick.

SOURCE 1 A traditional-style Ottoman house in Antalya, Turkey



Women and children in society

Clothing

Clothing, and particularly headwear and belts, was a sign of status in the community. Muslim women originally saw the veil not as a sign of modesty but as something worn by the elite as a sign of prestige. For example, the wives of the Prophet Mohammed wore veils as a sign of their prestigious position. At first, the only women who wore veils were those whose husbands were rich enough to keep them in seclusion. But, over time, women in all levels of society adopted the veil.

Marriage

Most marriages were arranged, but the wife retained control of any property she had. The husband's family provided a **dowry**. Half of this went to the wife to set up her home while the other half was retained to be given to her in the case of her husband divorcing her.

Divorce was easier for the male — all he had to do was to repeat three times, 'You are divorced'. If a woman wanted a divorce, she had to go to court, accompanied by two witnesses who would testify to her mistreatment or abandonment. In a few cases, Jewish and Christian women took their case for divorce to a Muslim court, which indicates they felt that Muslim women had more rights in this area.

Occupations

Women in the cities could be involved in trade by appointing a male agent to act on their behalf. In the villages, women would work on a farm or be employed in the textile industry. Children could also be involved in spinning and weaving. The earliest textiles were linen, but this was followed first by silk and then by cotton.

As in other cultures in the Middle Ages, most children were employed as early as possible. This could be on a farm, in textile production or as an apprentice to a craft or trade (see **SOURCE 2**).

SOURCE 2 This court case concerns a father who, in 1656, complained that his son had been employed against his will by the barber Yusuf. The father brought his case to a judge, called the qadi.

Master barber Yusuf, questioned on this matter, said that the boy joined his employ of his own free will and wishes to stay with his master and learn the trade. The boy was therefore summoned and questioned, and he too replied that he wishes to stay with his master in order to learn the barber's profession.

In view of these declarations the qadi informed the plaintiff [the father] that he is not to get custody of his son unless the son himself so wishes, since the boy is now a mature companion. He warned the plaintiff against trying to harm the defendant [the barber] or harass him.

Slavery

Like other civilisations at the time, slaves existed in the Ottoman Empire but they had more opportunities and greater legal protection than many other slaves in the Middle Ages. While the Qur'an recognised slavery, it did recommend kindness to slaves and eventual liberation. Christians who had been captured and brought to work in the sultan's palace could eventually obtain high positions in the empire. The case of the Russian slave Roxana, who eventually became the legal wife of Suleiman the Magnificent, shows the possibilities available to some.

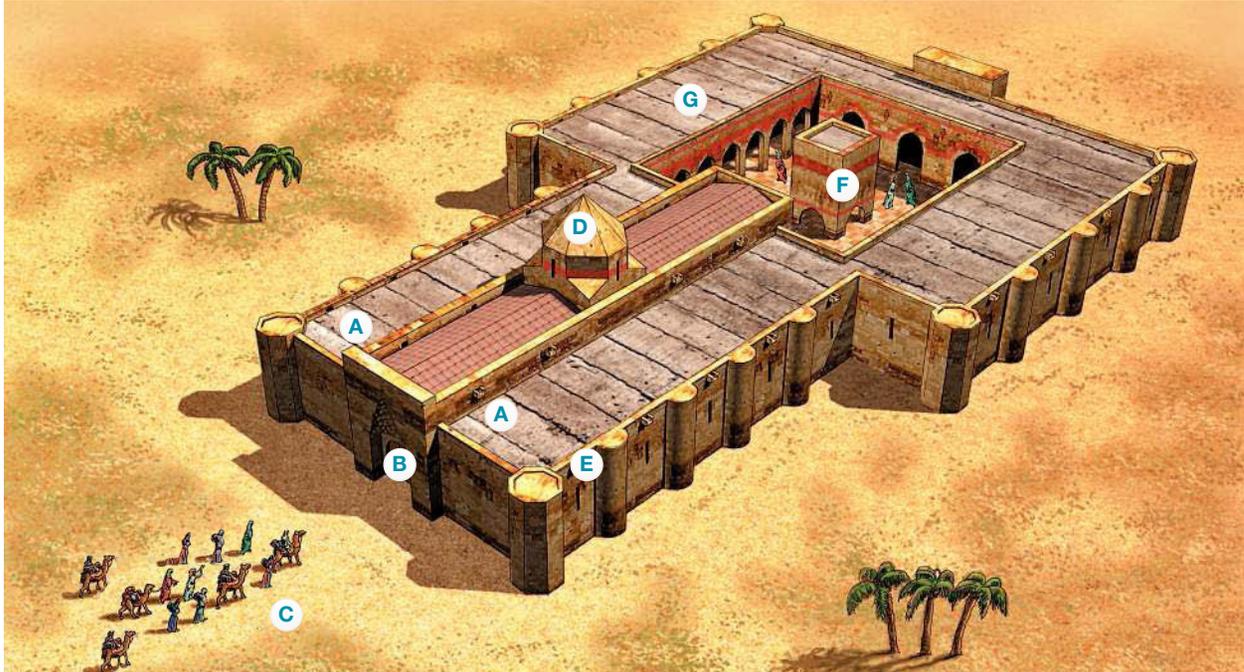
However, most slaves were women who worked as domestics. Their situation depended very much on the attitudes of the master and mistress of the house. If a domestic slave had a child by her master, the child was a free person. Slaves could also acquire their freedom when their masters died.

5.9.2 Trade and the marketplace

Trade

Trade was a large part of Islamic culture. Large caravans of camels carried goods long distances, often across difficult terrain such as deserts and mountains. Sultans organised the building of depots about 30 kilometres apart along these routes where the cameleers could rest from the long journey and be protected from thieves. These depots were called caravanserai. They were surrounded by strong walls and towers with a relatively small entrance. Each contained rooms for travellers to rest and, in the centre, there was a small mosque for the daily prayers.

SOURCE 3 An artist's reconstruction of a caravanserai



- A** Winter quarters provided protection from cold weather.
- B** The narrow entrance gate protected against thieves.
- C** Camel caravans move in to rest for the night.
- D** Domes allowed light into the rooms. This idea was further developed in the domes for mosques.
- E** Gutters redirected water away from the building.
- F** Raised mosques were important for prayers, usually made five times a day.
- G** This accommodation was suitable for summer.

Bazaars

Once goods reached the major cities they were sold in bazaars or markets. The Kapali Carsi or Covered Bazaar in Istanbul is typical of these. Although it has undergone many changes due to earthquakes and fires, it has still preserved the same basic layout. It is located just one kilometre from the shore and at the start of the major road running east through the city.

As well as a centre for trade, the bazaar also played an important role in bringing the local community together and became a place for meeting and socialising; a modern example is shown in **SOURCE 4**.

SOURCE 4 The Kapali Carsi in Istanbul



DID YOU KNOW?

The Kapali Carsi, which still operates today, contains over 4000 shops. The largest shopping centre in Australia, Chadstone Shopping Centre in Melbourne, contains about 530 shops.

At the heart of a bazaar was the bedestan. This was a stone building with a domed roof. The bedestan had doors that could be locked at night; this ensured the safe storage of luxury goods such as precious metals, gems and silk.

SOURCE 5 An account of a bedestan in Bursa, written by Turkish traveller Evliya Efendi (1611–1682) (From Joseph von Hammer’s translation of *Narrative of travels on Europe, Asia and Africa in the Seventeenth Century* by Evliya Efendi, London, 1855, p. 12)

The Bedestan is a large building with four iron gates secured with iron chains; its cupola is supported by strong columns. It contains three hundred shops in each of which merchants reside, who are as rich as the kings of Egypt. The market of the goldsmiths is outside the Bedestan, and separate from it; the shops are all of stone. There are also the markets of the tailors, cotton-beaters, cap makers, thread merchants, drapers, linen merchants, cable merchants, and that called the market of the bride, where essence of roses, musk, ambergris, etc are sold.

Coffee houses

The first coffee came from the seeds of a tree in Ethiopia. Sufis — Islamic mystics — used a brew from the seeds in their devotional practice. In a ceremony called ‘Remembrance of God’, Sufis would go through long night sessions, reciting or chanting their love of God. Coffee was used as a stimulant to keep them awake.

Coffee was introduced to Istanbul in the early seventeenth century and men gathered in coffee houses to drink coffee, smoke tobacco and be entertained (see **SOURCES 6** and **7**).

Coffee houses were also centres of political discussion and, frequently, sultans would have them closed down or even burned down if their spies reported that mutinous talk was going on. Examples of this occurred during the reign of Murad IV (1623–1640).

The drinking of coffee and the café society spread from the Ottoman Empire to Vienna, Paris and London — and is very popular in Australia today.

SOURCE 6 A nineteenth-century illustration of a coffee house in Constantinople



SOURCE 7 Turkish traveller Evliya Efendi (1611–1682) writes about coffee houses. He is describing a coffee house in Bursa, former capital of the Ottoman Empire.

There are seventy-five coffee-houses each capable of holding a thousand persons, which are frequented by the most elegant and learned of the inhabitants; and three times a day singers and dancers execute a musical concert in them . . .

. . . All coffee-houses, and particularly those near the great mosque, abound with men skilled in a thousand arts. Dancing and pleasure continue the whole night, and in the morning everybody goes to the mosque. These coffee-houses became famous only since those of Constantinople were closed by the express command of Sultan Murad IV. There are also no less than ninety-seven Buza-houses, which are not to be equalled in the world; they are panelled with faience [coloured tiles], painted, each capable of accommodating one thousand men.

5.9 ACTIVITIES

1. Use the internet to find images of modern housing in Turkey. Compare these images to the description of housing during the Ottoman Empire. Do you believe housing styles have changed over the years? If so, describe any key changes. **Identifying continuity and change**
2. Read **SOURCE 7**.
 - (a) Think of a café that you've visited. It could be in your home city or anywhere in Australia.
 - (b) Compare the **SOURCE 7** description of Ottoman coffee houses with your chosen café. Describe any similarities and differences.
 - (c) Do you think a place like the one described in **SOURCE 7** would be popular in Australia today? Justify your response. **Using historical sources as evidence**

5.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.9 Exercise 1: Check your understanding

1. **HS1** What were the selamlik and haremlik in a wealthy Ottoman house?
2. **HS1** Identify and explain the original purpose of the veil worn by wealthy Muslim women.
3. **HS1** Were the rules around divorce the same for men and women in the Ottoman Empire?
4. **HS1** Summarise what the Qur'an says about slavery.
5. **HS1** What role did children play in Ottoman society?
6. **HS1** What was the reason for caravanserai being 30 kilometres apart?
7. **HS1** Why were the bedestans built to be secure?
8. **HS1** Explain how coffee was used as part of religious practice.
9. **HS1** What reasons might Sultans have had for closing down coffee shops?

5.9 Exercise 2: Apply your understanding

1. **HS3** Is a house such as the one shown in **SOURCE 1** more likely to have belonged to a rich family or a poor family? Explain.
2. **HS3** What evidence does **SOURCE 2** provide about:
 - (a) the rights of children in the Ottoman Empire
 - (b) the legal system in the Ottoman Empire?
3. **HS3** Study **SOURCE 3**.
 - (a) What evidence is there in **SOURCE 3** that the caravanserai was built to accommodate prayer?
 - (b) What other feature common to mosques was often seen in caravanserai?
4. **HS3** Compare the accounts provided in **SOURCE 5** and **7**. Which do you believe is more accurate and why?
5. **HS3** **SOURCE 3** is an artist's impression of a caravanserai.
 - (a) Explain the purpose of caravanserai.
 - (b) What could be considered a modern equivalent of caravanserai?
 - (c) Is this image an example of a primary or secondary source? Explain your answer.
 - (d) Is this image a reliable historical source? Justify your answer.
6. **HS3** Describe the scene depicted in **SOURCE 6**. Which groups of people can you identify and what do you believe is occurring in this source?
7. **HS5** What effects did the Ottoman marketplace have on the Empire's ability to acquire new territories?
8. **HS6** Explain how a mere coffee shop could have a key role in Ottoman politics.
9. **HS6** 'The bazaar was the most important place in Ottoman society.' Evaluate the accuracy of this statement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.10 Ottoman art, architecture and literature

5.10.1 Art and architecture

The modern world owes much to the Ottoman Empire. We have already discussed the achievements that occurred during the ‘golden age of Islam’. Yet while most of Europe was in chaos for much of the Middle Ages, the Ottoman Empire continued to be a centre of learning and advancement. Without the achievements of the Ottoman Empire during the first millennium, much of the learning from ancient Greece, Rome and Egypt would have been lost forever. Many of the later advances in European philosophy and science either occurred because the Ottomans collected and translated the works of the ancients or were based on advances made by the Islamic people.

Ottoman architects continued traditions started by the Seljuk Turks. Common to Seljuk mosques, schools and caravanserais were tall doorways and pointed arches. Blue, white and black designs with floral or geometric patterns were often used to decorate walls.

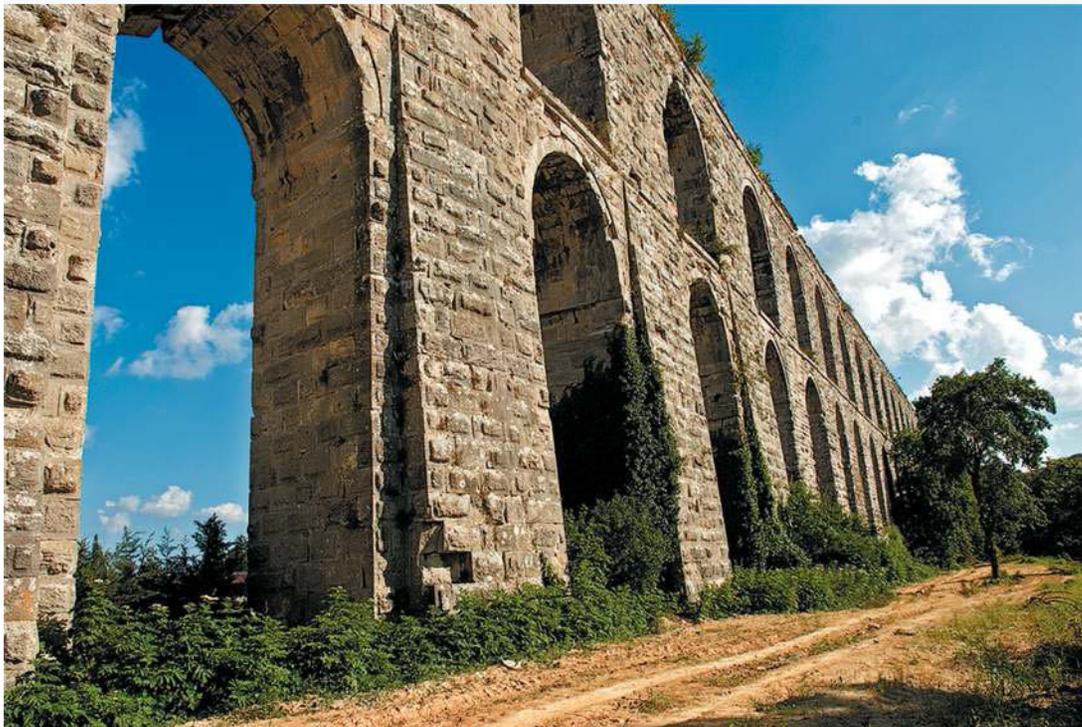
Often a complex of buildings, called a *kulliye* surrounded a mosque. As well as the mosque, a *kulliye* in the former capital of Edirne contained separate buildings including a hospital, mental asylum and a bakery! A windowed dome over the mosque allowed the use of light to become a feature of Ottoman architecture.

It was under Suleiman and his architect Sinan (1489–1588) that Ottoman architecture reached its peak. One of Sinan’s greatest achievements is the Suleiman Mosque, built in Istanbul from 1550. Its design mirrored that of the Christian church Hagia Sophia. In the structural features of the mosque, Sinan improved on the original. Sinan had discovered ways to incorporate supports within the structure so that fewer columns were needed; the Hagia Sophia had eight columns on each side but the Suleiman Mosque

SOURCE 1 A tile from an Istanbul mosque



SOURCE 2 An aqueduct built by Sinan



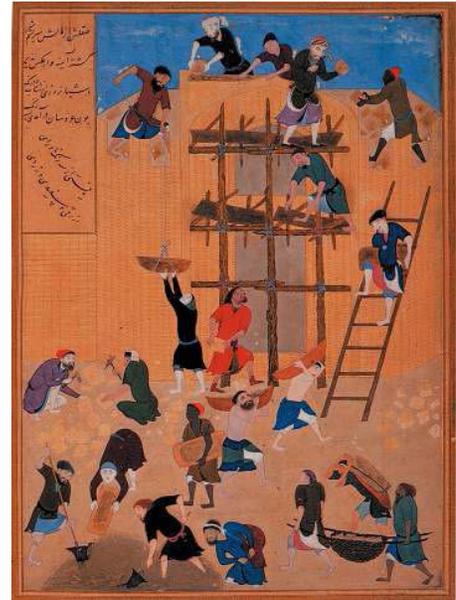
had only two. Sinan also made extensive use of windows, giving a light-filled weightlessness to the building. Sinan's contributions also included great public works such as aqueducts bringing water into the city for fountains and Turkish baths.

Another common feature of Ottoman architecture, geometric design, can also be found in art from the same period. Islamic art rarely featured images of real life. Instead, circles, squares and pentagons are repeated in carefully arranged sequences. Examples of Islamic geometric design can be seen in **SOURCE 3**. With clear links to mathematics, these designs were meticulously painted onto mosques, libraries and other important buildings. Another popular form of art was calligraphy. The Qur'an was written in Arabic, so letters themselves were seen to have a sacred quality, and lettering became an art form.

SOURCE 3 The interior of the Shahzade Mosque in Istanbul. The construction of this mosque was ordered by Suleiman the Magnificent in 1543.



SOURCE 4 A painting by Bihzad showing the construction of a fort.



5.10.2 Literature

Although most regions that converted to Islam adopted Arabic as their language, the Ottomans were different. They kept their Turkish language for day-to-day use but used Arabic script for writing. Their literature was, therefore, influenced by their traditional Turkish language, the Arabic language of Islam and the Persian language of neighbouring regions. Some Ottoman poets such as Fuzuli (c. 1483–1556) could write fluently in all three languages, while others who wrote mainly in Turkish would borrow words from Persian and Arabic.

The epics

One favourite form of literature was the epic. They were written down in the thirteenth century but were based on an oral tradition going back over hundreds of years to when the Turks were nomads in Central Asia. One of these epics was called *The Book of Dede Korkut*. It includes the story of a young prince, Uruz, who was captured by Georgians when his father was out hunting near the Georgian border (see **SOURCE 5**).

These works were usually in Turkish and were meant to be sung. Poetry dealt with basic human emotions; some common themes were the value of country life, the search for love and homesickness. However, some of the songs were religious. One of the most renowned composers was Yunus Emre (c. 1238–1320) (see **SOURCE 6**). He still influences Turkish poetry today.

SOURCE 5 An extract from *The Book of Dede Korkut*. Kazan returns from a hunting expedition without his son, and his wife questions him.

My prince, my warrior, Kazan!
You rose up from your place and stood,
With your son you leaped on to your black-maned
Kazilik horse,
You sent out [to] hunt over the great mountains with
their lovely folds,
You caught and laid low the long-necked deer,
You loaded them on to your horses and turned
homeward.
Two you went and one you came; where is
my child?
Where is my child whom I got in the dark night?
My one prince is not to be seen, and my heart is
on fire.
Kazan, have you let the boy fall from the
overhanging rocks?
Have you let the mountain-lion eat him?
Or have you let him meet the infidel of dark religion?

SOURCE 6 A devotional poem by Yunus Emre

Knowledge is to understand
To understand who you are.
If you know not who you are
What's the use of learning?

The aim in learning is
To understand God's Truth.
Because without knowledge
It is wasted hard labour.

Do not say: I know it all,
I am obedient to my God.
If you know not who God is
That is sheer idle talk.

Twenty-eight syllables
You read from end to end.
You name the first 'alpha'
What can it possibly mean?

Yunus Emre says also
Let me receive what I need.
The best possible thing
Is to find perfect peace.

Translated by Taner Baybars

5.10.3 Modern influence

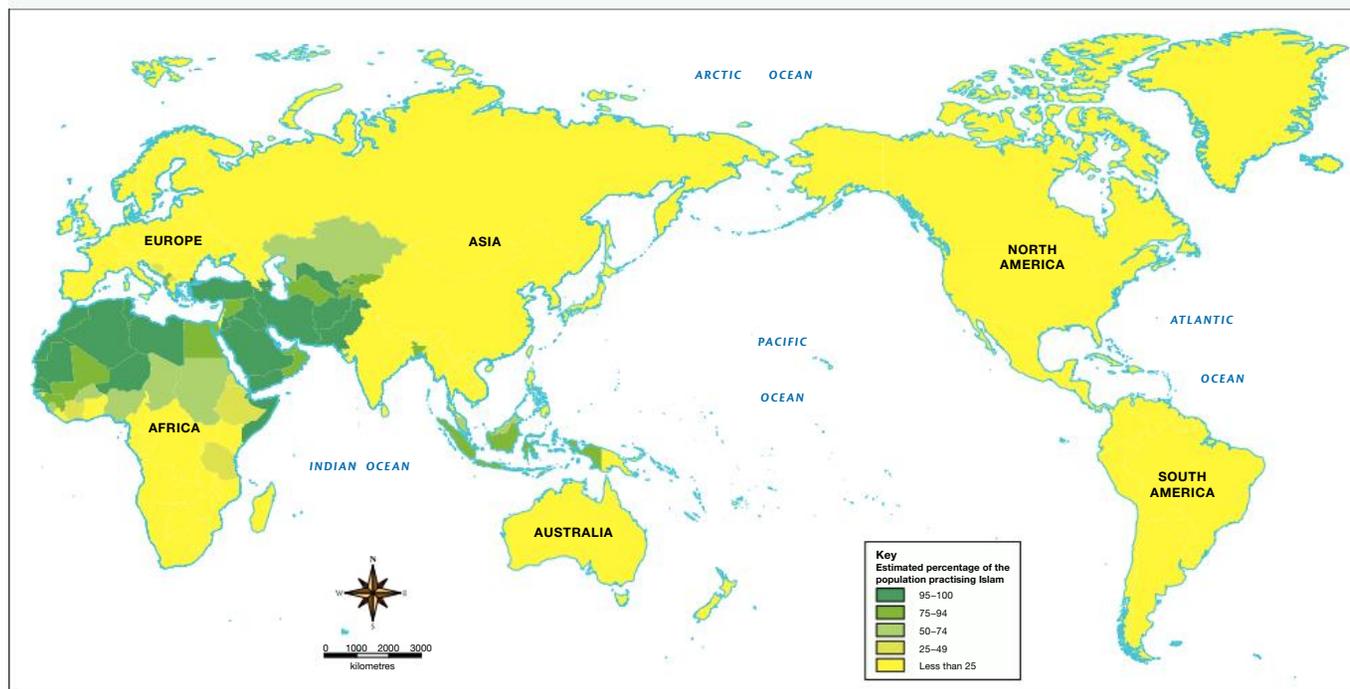
Modern-day Turkey is the country most heavily influenced by the Ottoman Empire. The influence of the Ottomans can be seen in its architecture, culture and political system. Although the Ottoman Empire was based on Islam, it showed tolerance of other religions; this is also reflected in Turkey's modern-day beliefs in secularism and tolerance. The vast extent of the Ottoman Empire has allowed its influence to spread to many other countries in the Middle East, and the Ottoman practice of allowing the common people a degree of self-government has influenced some modern governments. While it was far from perfect, the Ottoman Empire ranks alongside the Roman and Byzantine empires as one of the most powerful and long-lasting empires in world history. For many centuries, it was a major point of connection and interaction between the East and the West.

Islam is one of the world's great religions. It has over one and a half billion followers, making it the second largest religion. As can be seen in **SOURCE 8**, most followers of Islam live in the Middle East and Africa. But the religion is practised right around the world, including in Australia. An understanding of Islam is essential if we are to be active participants in our community. Islam has a great influence on Australian society and on international relations. Now you have an understanding of how Islam began and some of its important beliefs. You can now also appreciate some of the great advances made by Islam and the Ottoman Empire.

SOURCE 7 The Auburn Gallipoli Mosque in Sydney. The Ottoman-style mosque has been listed by the National Trust as an architecturally and culturally significant building.



SOURCE 8 A map showing Islam in the modern world



Source: Map drawn by Spatial Vision.

5.10 ACTIVITIES

1. In groups of three to four people, investigate the legacies of the Ottoman Empire.

Step 1: Each group member identifies and describes (in paragraph form) what they believe to be the most significant contribution or aspect of the Ottoman Empire. Consider its legacy and the way it influenced the Ottoman culture and the wider world. Each group member justifies their opinion with evidence from this topic or from additional sources.

Step 2: Each group member then reads their response to the group. The other group members take their own notes and observations to be provided as feedback. This process is repeated until all group members have presented their opinions.

Step 3: Using the feedback from group members, each student rewrites their paragraphs and submits them to their teacher.

Determining historical significance

2. Using internet sources, find the current Muslim population in Australia and in the entire world.

Identifying continuity and change

5.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.10 Exercise 1: Check your understanding

1. **HS1** Describe the architectural features that were shared by Seljuk and Ottoman architecture.
2. **HS1** What is a kulliye?
3. **HS1** Name one famous Ottoman architect and one building he constructed.
4. **HS1** What way of life did the epics describe?
5. **HS1** Identify the two main forms that poetry and song took in Ottoman literature.
6. **HS1** Identify the main languages used by Ottoman poets and writers.
7. **HS1** Identify the modern-day country that has been most heavily influenced by the Ottoman Empire and list the evidence of this historical influence.
8. **HS5** Discuss the origins of Turkey's secularism and religious tolerance.

5.10 Exercise 2: Apply your understanding

- HS3** What does an aqueduct do? Why might it have been important to build an aqueduct like the one shown in **SOURCE 2**?
- HS3** Examine **SOURCE 3**. What shapes can you see repeated in these images? What evidence is there in these images that suggests art and mathematics were closely linked?
- HS3** Describe some of the activities being conducted in **SOURCE 4**. What does this tell us about the Ottomans?
- HS3** Study **SOURCE 5**.
 - What had actually happened to the boy?
 - What three animals are mentioned?
 - What did the mother fear had happened to him?
- HS3** Carefully read **SOURCE 6**.
 - In the first stanza, what does the poet say is the main reason for learning?
 - How is the second stanza connected with religion?
 - What does the poet include in the first line of the last stanza? (This was a common practice in Ottoman poetry of this period.) Why might this have been done?
- HS3** Using **SOURCE 8** and the information in the text, which parts of the world do most of the followers of Islam live in today?
- HS3** Compare **SOURCE 8** with some of the maps from earlier in the topic that show where Islam originated.
 - Is Islam still prevalent in the areas where it started?
 - Where has Islam spread to since 750 CE?
- HS6** What aspects might make the mosque shown in **SOURCE 7** an 'architecturally and culturally' significant building?
- HS3** Choose two of the historical sources used in this subtopic and evaluate their usefulness and reliability. When completing your evaluation, remember to describe the strengths and weaknesses of each source.
- HS3 SOURCES 5 and 6** are both examples of Ottoman literature, yet the stories they relate are quite different. Compare and contrast these sources by discussing their meaning, intended audience and purpose. You may wish to use a table to assist you in answering this question.
- HS4** Identify and explain three ways in which the Ottoman Empire has influenced modern society. Include a ranking of these influences in your answer.
- HS6** What do you believe was the most significant contribution of the Ottoman Empire to the medieval world?
- HS6** What do you believe was the most significant contribution of the Ottoman Empire to the modern world?
- HS6** 'The Ottoman Empire does not deserve to be remembered in the same way as the empires of Rome and Greece.' Do you agree or disagree with this statement? Justify your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.11 SkillBuilder: Evaluating Ottoman Empire sources

online only

Why should we test the accuracy, usefulness and reliability of Ottoman Empire sources?

We need to be very careful when using sources as they may be biased, or those who produced them may have been forced to tell only one side of the story.

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.



5.12 Thinking Big research project: Ottoman Empire documentary

online only

SCENARIO

You are a filmmaker and your next exciting project is to make a documentary about the historical legacies of the Ottoman Empire. Research the style and features of other documentaries to help create your film.



Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources



projectsPLUS Thinking Big research project: Ottoman Empire documentary (pro-0161)

5.13 Review

online only

5.13.1 Key knowledge summary

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

5.13.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources



eWorkbook Reflection (doc-31328)
Crossword (doc-31329)



Interactivity The Ottoman Empire crossword (int-7587)

KEY TERMS

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed
concubine a secondary wife, but usually of a lower social status and so not legally able to be married to a man in a position of power

dowry a payment of money or goods as part of a marriage agreement

eunuch a castrated man, especially one formerly employed by Oriental rulers as a harem guard or palace official

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

revelation a communication or message from God

Sultan the king or sovereign of an Islamic country

5.11 SkillBuilder: Evaluating Ottoman Empire sources

5.11.1 Tell me

Sources of information on the Ottomans

As we have seen throughout this topic, there is a great variety of sources available to inform us about the Ottomans. Buildings, poems, artwork and other evidence survive from Ottoman times.

However, we cannot simply look at a source and draw a conclusion. Remember the picture of Suleiman the Magnificent created by someone who had never seen him or the description of the coffee houses where the author used the word ‘thousand’ a lot? These examples show we need to be very careful when using such sources as they may describe events in very different ways. This is because the creators of the sources may have been biased or they may have been forced to tell only one side of the story. They could be exaggerating to make their point, or words might have different meanings in different cultures or contexts. Historians often have to deal with gaps in evidence and this too can contribute to different interpretations of events.

Historians need to study a document or image closely in order to determine its suitability as a historical source. This involves an analysis of a source’s strengths and weaknesses. Only after we test the accuracy, usefulness and reliability of a source can we truly know its value to a historical investigation.

5.11.2 Show me

How to interpret sources on the Ottomans

To be good historians, we need to be armed with the skills to interpret sources. We need to look critically at the source and ask ourselves several crucial questions:

1. Who made the source?
2. When was it made?
3. What do we know about the person who made it?
4. Is it a primary or a secondary source?
5. Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?
6. What conclusions can we draw from the source?
7. Is the source useful? How does it assist our investigation?
8. Is the source reliable?

Interpreting written and visual sources

Read **SOURCE 1**. This is a description by the Greek historian Critobulus (c. 1410–1470) of the construction of the Topkapi Palace. He lived through the Ottoman destruction of the Byzantine Empire and later wrote an account of the rise of the Ottomans, their conquests and the early years of the rule of Sultan Mehmet II. His work is dedicated to the sultan. He lived on the island of Imbros and helped negotiate the peaceful handover of several islands to the control of the Ottomans.

SOURCE 1 From Critobulus of Imbros, quoted in *Architecture, Ceremonial, and Power: The Topkapi Palace in the Fifteenth and Sixteenth Centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, p. 8

[The sultan] took care to summon the very best workmen from everywhere — masons and stonecutters and carpenters . . . For he was constructing great edifices which were to be worth seeing and should in every respect vie with the greatest and best of the past. For this reason he needed to give them the most careful oversight as to workmen and materials of many kinds and the best quality, and he also was concerned with the very many and great expenses and outlays.

Let's apply our questions to interpret this source.

1. *Who made the source?* Critobulus of Imbros
2. *When was it made?* The fifteenth century
3. *What do we know about the person who made it?* He was a Byzantine citizen who witnessed the Ottoman takeover.
4. *Is it a primary or a secondary source?* This is a primary source as it comes from the period being studied.
5. *Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?* This source may be accurate as it comes from a person who was there at the time. However, the author seems to have approved of the Ottoman takeover, even to the extent of dedicating his work to the sultan. This may mean his account is biased.
6. *What conclusions can we draw from the source?* The palace was expensive to build, only the best craftsmen were used and the sultan took a great interest in the project.
7. *Is the source useful? How does it assist our investigation?* Being a primary source, albeit one that may be biased, this source is useful to our investigation.
8. *Is the source reliable?* Critobulus lived through the Ottoman conquest of the Byzantine Empire and, as such, he would have witnessed events firsthand. Although his account may be biased, it is still extremely valuable.

What if the source was an image, such as a work of art? The same questions can be just as usefully applied to a work of art. Study **SOURCE 2**.

SOURCE 2 An 1876 painting by French artist Jean-Joseph Benjamin-Constant, depicting the entry of Mehmet II into Constantinople after its capture in 1453. The artist had grown to appreciate the Islamic and Eastern cultures after a journey to Morocco in 1872.



1. *Who made the source?* Jean-Joseph Benjamin-Constant
2. *When was it made?* 1876
3. *What do we know about the person who made it?* He was a French artist.
4. *Is it a primary or a secondary source?* This source was created many years after the event being depicted, so it is a secondary source.
5. *Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?* This source was created well after the event by a person who was not there. It is known the artist had an affinity with the culture he was portraying; therefore, the work may be biased.
6. *What conclusions can we draw from the source?* The capture of Constantinople was viewed as a significant event, both at the time it happened and hundreds of years later.
7. *Is the source useful? How does it assist our investigation?* Although historians usually prefer to use primary sources, secondary sources such as **SOURCE 2** still have their usefulness. Paintings and artistic depictions of historical events allow us to visualise what might have taken place. In this way, **SOURCE 2** is indeed useful to our investigation.
8. *Is the source reliable?* The painting in **SOURCE 2** is an artistic depiction of a historical event and as such is not strictly speaking reliable for our historical investigation of the Ottoman Empire.

5.11.3 Let me do it

Complete the following activities to practise this skill.

5.11 ACTIVITIES

1. Use the following questions to interpret **SOURCES 3** and **4**.
 - (a) Who made the source?
 - (b) When was it made?
 - (c) What do we know about the person who made it?
 - (d) Is it a primary or a secondary source?
 - (e) Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?
 - (f) What conclusions can we draw from the source?
 - (g) Is the source useful? How does it assist our investigation?
 - (h) Is the source reliable?

SOURCE 3 An account from the French ambassador Philippe du Fresne-Canaye who led an embassy in 1573 to the Ottoman Empire (quoted in *Architecture, Ceremonial, and Power: The Topkapi Palace in the Fifteenth and Sixteenth Centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, pp. 64–6)

At the right hand was seated the Agha of Janissaries, very near the gate, and next to him some of the highest grandees of the court. The Ambassador saluted them with his head and they got up from their seats and bowed to him. And at a given moment all the Janissaries and other soldiers who had been standing upright and without weapons along the wall of that court did the same, in such a way that seeing so many turbans incline together was like observing a fast field of ripe corn moving gently under the light puff of Zephyr . . . We looked with great pleasure and even greater admiration at this frightful number of Janissaries and other soldiers standing all along the walls of this court, with hands joined in front in the manner of monks, in such silence that it seemed we were not looking at men but statues. And they remained immobile in that way more than seven hours, without talking or moving. Certainly it is most impossible to comprehend this discipline and this obedience when one has not seen it . . .

SOURCE 4 A seventeenth-century German watercolour depicting a Turkish bath and steam room in Constantinople. Such baths were important in Ottoman culture during the seventeenth century.



2. Based on your analysis of the sources in this SkillBuilder, answer the following questions:
- Identify the primary and secondary sources in this SkillBuilder.
 - Which sources do you believe are the most useful and why?
 - Which sources do you believe are the most reliable and why?
 - Do any of the sources contain bias? If so, which source has the strongest bias?
 - In your opinion, what kind of historical source provides the best insight into an event?

5.12 Thinking Big research project: Ottoman Empire documentary

Scenario

Some legacies of past civilisations have passed the test of time and still stand proudly for us to see. Other legacies are more subtle but can be found in modern customs, language and even in the subjects that we learn at school. The legacies of the Ottoman Empire are some of the most diverse and important gifts that have been left to the modern world. From the origin of mathematics to the breathtaking buildings of Istanbul (Constantinople), the Ottoman Empire left an indelible mark on the world.



Task

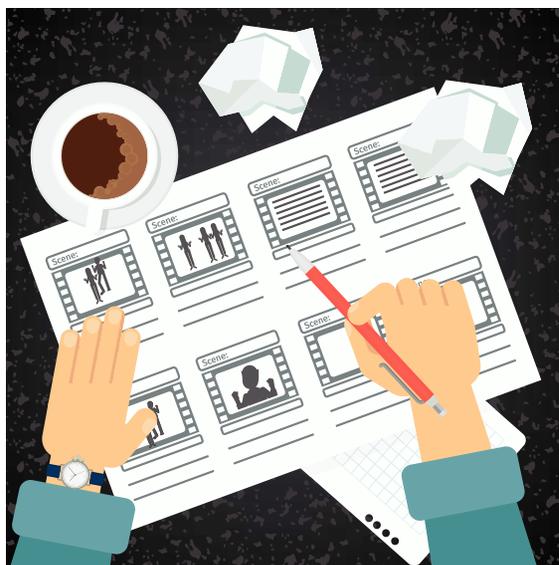
There have probably been thousands of historical documentaries made before. When you think back to the ones that you have watched yourself, what stands out to you? What kind of techniques did the film maker use to engage the viewer? What made you keep watching the film? Maybe the documentary used historical re-enactment footage, or perhaps the voiceover was particularly well written and delivered. Your task is to consider these features as you make your own documentary about the historical legacies of the Ottoman Empire. The specific format of your documentary is up to you – it can be a series of images with a voice-over or you can dress up with some friends to record ‘historical re-enactments’ or mock interviews.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in small groups will enable you to share responsibility for the project. Save your settings and the project will be launched.
- The first step in making your documentary is research! Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered. In the **Media centre** you will find an assessment rubric to guide your work.
- Use the internet and/or your school's library resources to research the legacies of the Ottoman Empire. Start your research with a broad view and then narrow in on some specific areas.
- Once you have found reliable and useful information, document your findings in the form of notes. These can be shared in the Research forum. You will need these notes later, so make sure they are accurate and that they contain references to both primary and secondary sources. You should also have a range of visual sources to be used in your documentary. You will need to submit your notes to your teacher at the end of the project.
- Now it's time to plan the documentary itself. What kind of format do you think would work the best? Perhaps you could simply play visual images and record a voice-over to accompany the images. Try using a storyboard to order your information.
- Write a script for your documentary. Avoid making up your voice-over on the spot. Instead, carefully plan what you want to say. Even if you are doing something creative like dressing up and pretending to interview a historical figure, everything that you say in your video should be written down in your script.
- Before you start filming, make sure that you have all the materials that you need for your documentary.
- When filming, chose a quiet location and use microphones (if they are available) to improve the sound quality of your video.
- Submit your documentary to your teacher for assessment and feedback. Perhaps hold a film festival in class to showcase every documentary.



Resources



ProjectsPLUS Ottoman Empire documentary (pro-0161)

5.13 Review

5.13.1 Key knowledge summary

5.2 Examining the evidence

- To discover information about the Ottoman Empire, archaeologists and historians can study written sources, artwork, oral traditions and archaeological discoveries.
- Ottoman architecture, such as the Topkapi Palace, is a rich source of information about the Ottoman lifestyle, culture and technology.

5.3 Origins of the Empire

- The rise of the Ottoman Empire can be linked to the growth of Islam and influence of Mohammed, who was the founder of the religion.
- Initial uncertainty about and, in some cases, fear of the influence of Mohammed halted the spread of Islam for a time.
- In a way, Mohammed's exile and subsequent return was a turning point in the development of the Islamic religion.

5.4 The golden age of Islam

- While academic and cultural developments stagnated in much of Europe during the medieval period, the Islamic (and later the Ottoman) Empire became a centre for knowledge and learning.
- Translated copies of Greek and Roman scholars fuelled developments in science, mathematics, astronomy, literature, art and architecture.

5.5 The beginnings of the Ottoman Empire

- A series of wars in nearby states left those states vulnerable to outside forces, exposing new lands and territories to Islam and Ottoman culture.
- The Ottoman's role in trade and a highly organised Ottoman army and well-planned military strategies assisted the expansion of the empire.
- As the Ottoman Empire expanded, strategies and policies were developed to help control conquered peoples, including religious tolerance and the invention of taxation systems.
- By allowing conquered people and nations to retain their religious beliefs and customs, Ottoman rulers gained respect and reduced the possibility of revolt and disobedience.

5.6 The Black Death and the Ottoman Empire

- The rapid expansion of the early Ottoman Empire was negatively affected by the Crusades. Launched partially in response to the capture of Jerusalem and other holy cities, the Crusades were aimed at restoring Christian rule to the area.
- For over two hundred years, control of the Middle East slipped from one group to the other, all the while affecting the Ottomans' plans for imperial expansion.
- The Ottoman Empire was also affected by several waves of the Black Death. Although the disease did not have the same impact on the Ottomans as it did on much of Europe, a significant number of Ottoman citizens were killed by the Black Death.

5.7 The fall of Constantinople

- A significant moment in the rise of the Ottoman Empire, the Battle of Constantinople was seen as one of the most significant events in Ottoman history.
- Complex military strategies were used to overcome the once-mighty Byzantine forces that occupied the city.
- The eventual fall of Constantinople is also used to mark the final chapter of the Roman Empire.

5.8 Suleiman the Magnificent

- Several Ottoman rulers' incredible accomplishments contributed to the expansion of the Empire. Yet out of these rulers, the impact of Suleiman the Magnificent remains the most significant.

- Ruling from 1520 until his death in 1566, Suleiman (also known as ‘the Lawgiver’) conquered much of eastern Europe, oversaw incredible academic and cultural achievements, and implemented revolutionary social and legal changes that united followers of Islam.

5.9 Life in the Ottoman Empire

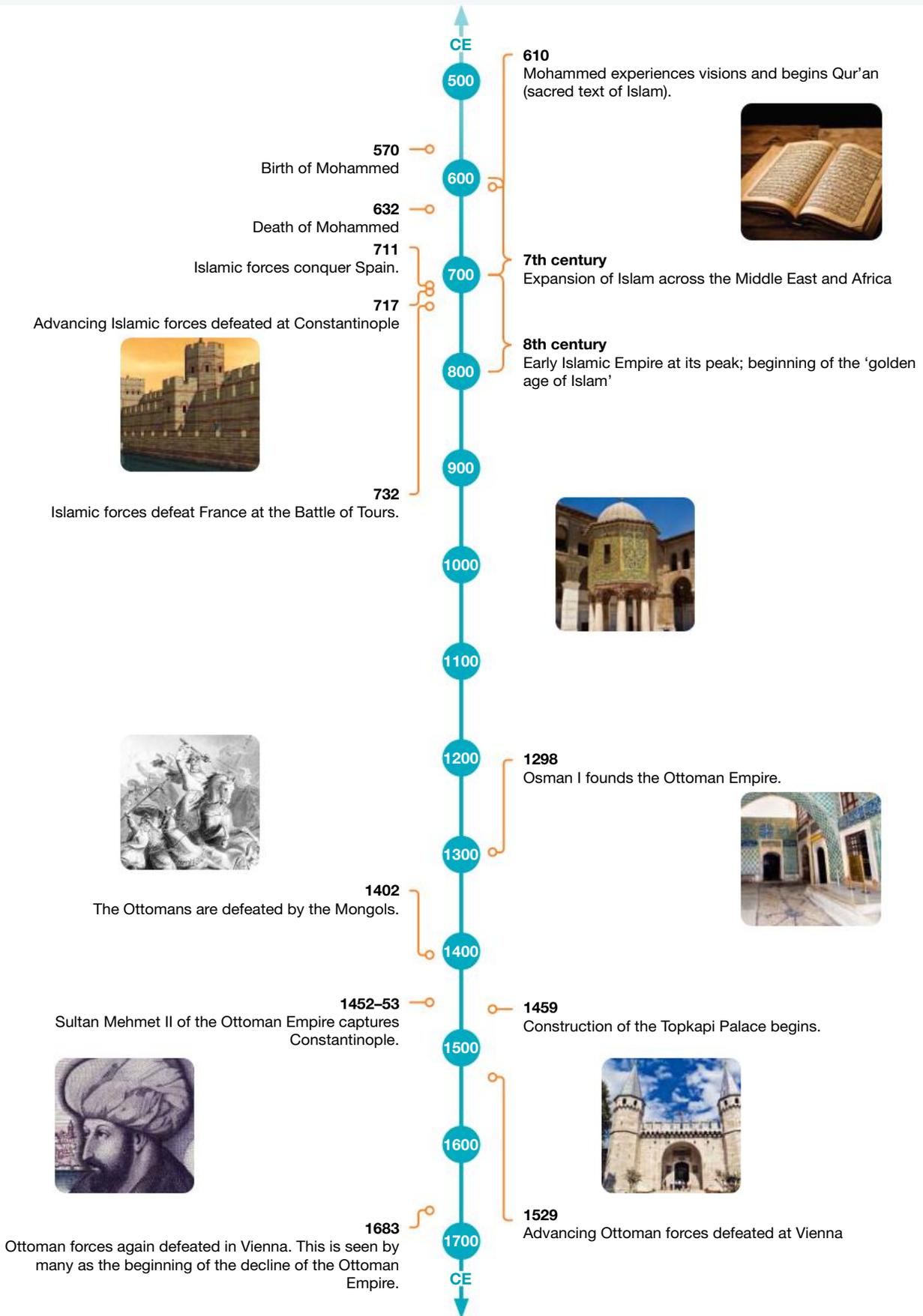
- Ottoman social, cultural, economic, environmental and political features were largely formed on the basis of their nomadic background.
- Due to a history of nomadic wandering and trade, Ottoman villages and cities grew to reflect the traditional caravanserai that dotted the area.
- Bazaars and coffee shops quickly became important focal points of Ottoman life. Control over these and other social features also became a crucial element of a sultan’s rule.

5.10 Ottoman art, architecture and literature

- The achievements of the Ottomans were so important that many historians believe that the origins of the Renaissance stem from the scholars of this incredible empire.
- The building programs of Suleiman the Magnificent and his advisor and architect, Sinan, have left lasting legacies around the Middle East.
- The artistic and architectural styles developed during this time quickly spread around the Islamic and Western worlds.



A timeline of the Ottoman Empire



5.13.2 Reflection

Complete the following to reflect on your learning.

5.13 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Trade, military strength and a love of learning. What influenced the rise and fall of the Ottoman Empire?

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



eWorkbook Reflection (doc-31328)

Crossword (doc-31329)



Interactivity The Ottoman Empire crossword (int-7587)

KEY TERMS

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

concubine a secondary wife, but usually of a lower social status and so not legally able to be married to a man in a position of power

dowry a payment of money or goods as part of a marriage agreement

eunuch a castrated man, especially one formerly employed by Oriental rulers as a harem guard or palace official

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

revelation a communication or message from God

Sultan the king or sovereign of an Islamic country

6 Angkor and the Khmer Empire (c. 802–1431)

6.1 Overview

Kings, wars and a city of temples. How did the Khmer Empire rise so high, and what caused its downfall?

6.1.1 Links with our times

Until the 1970s, many Australians viewed South-East Asia with suspicion and some imagined that Australia might be invaded. Few Australians understood the history and culture of these countries. Today, we have close ties with several countries in South-East Asia and some are popular destinations for Australian travellers, including Cambodia. However, you may not know that Cambodia was once the centre of a great empire that controlled most of mainland South-East Asia, an empire that built amazing temple complexes that are now visited by millions of people.

To understand any country or region, you need to know its history. In this topic, you will learn about mainland South-East Asia, particularly Cambodia, between the ninth and fourteenth centuries. As you will discover, this region's history is as rich and exciting as that of any place on Earth.

Resources

 **eWorkbook** Customisable worksheets for this topic

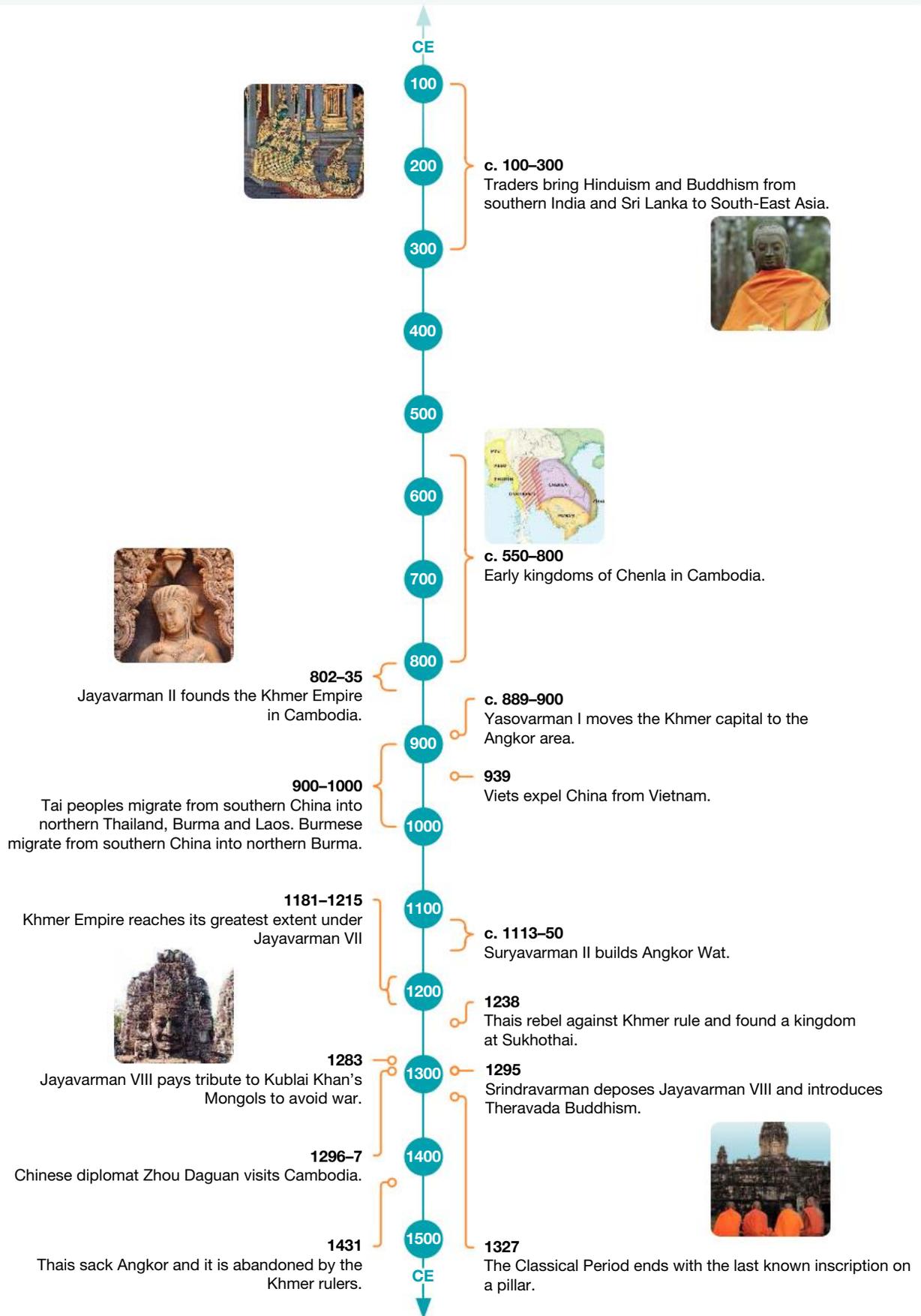
 **Video eLesson** Angkor and the Khmer Empire (eles-1827)

LEARNING SEQUENCE

- 6.1 Overview
- 6.2 Examining the evidence
- 6.3 Environment and peoples
- 6.4 The historical setting
- 6.5 The rise of Angkor and the Khmer Empire
- 6.6 Religious beliefs and values
- 6.7 Khmer society
- 6.8 Angkor's buildings
- 6.9 Decline and fall: the historical debate
- 6.10 Legacies of the Khmer Empire
- 6.11 **SkillBuilder:** Making your own notes to analyse relevant sources 
- 6.12 **Thinking Big research project:** Khmer Empire costume and set design 
- 6.13 **Review** 

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Khmer Empire



6.2 Examining the evidence

6.2.1 How do we know about Angkor and the Khmer Empire?

In this topic, we will be studying South-East Asia during the time of the Middle Ages in Europe. Many historians call this the Classical Period of South-East Asia because it was a time when powerful states emerged, along with great achievements in art and architecture. You will notice some remarkable similarities between China, India and some ancient civilisations of the Mediterranean region; however, you will also notice great differences.

The main focus of this topic will be on the Khmer Empire, which was based in Cambodia from about 802 to 1431. To understand how Khmer society developed, we need to examine the bigger picture and study how this civilisation fits in the history of South-East Asia as a region. Khmer society both influenced and was influenced by neighbouring civilisations. This is because at its height the Khmer Empire controlled much of modern Thailand, Laos and Vietnam.

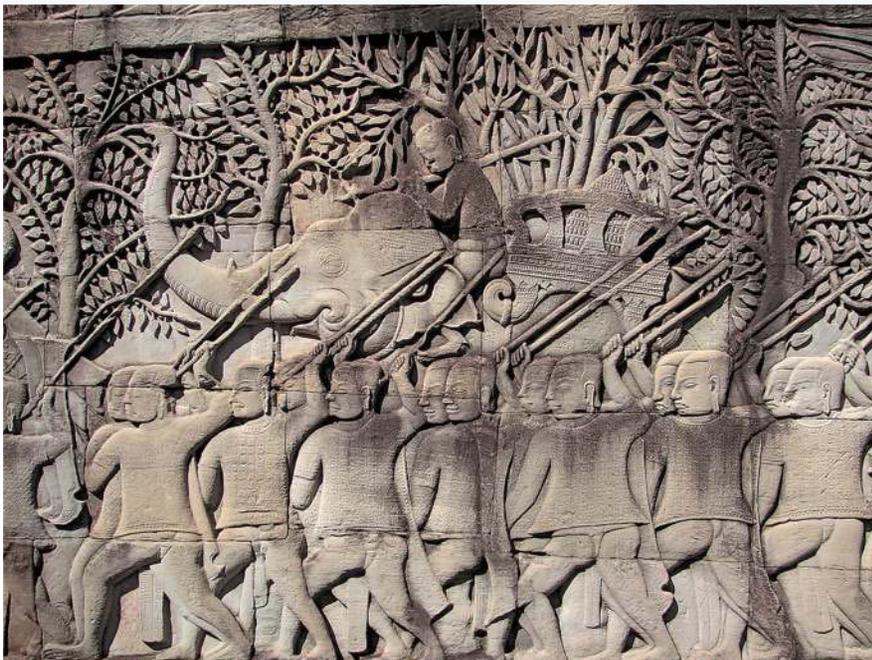
Legendary history

Many details of the history of South-East Asian societies are still a mystery. Like the ancient Greeks, Romans, Chinese and others, these societies had legends about their origins. However, these legends are sometimes contradicted by other sources. For example, there are legends that place **Tai** peoples in northern Thailand long before archaeological evidence does.

Inscriptions and other written sources

The only written primary sources from most South-East Asian societies during this period are inscriptions on materials such as stone pillars and gold foil. Sources from other societies can provide more information. For example, Chinese records discuss contact with parts of South-East Asia. The most useful of these is an account written by Zhou Daguan, a Chinese diplomat who stayed at the **Khmer** royal court at Angkor in 1296–97. Also, from the sixteenth century, we have records from European contacts.

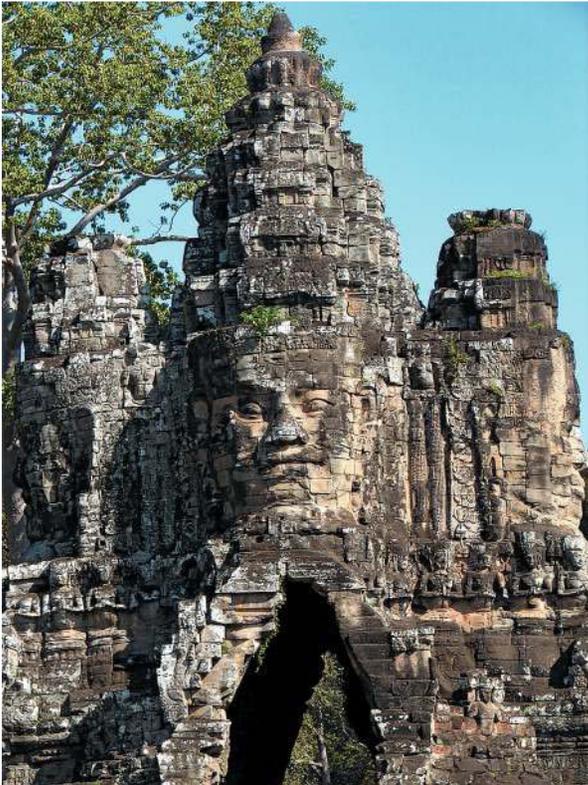
SOURCE 1 A relief sculpture at the Bayon Temple in Angkor Thom, Cambodia. It was carved between the end of the twelfth century and the beginning of the thirteenth century. It depicts the Khmer army going to war against Champa, a Hindu kingdom that controlled much of central and southern Vietnam until the late fifteenth century.



Archaeological evidence

The most striking evidence comes from archaeological sites, especially temples. The most impressive of all the temple complexes is at Angkor, the capital of the Khmer Empire at the height of its power. Angkor's temples were originally **Hindu** temples, but they later became **Buddhist** temples and had images of the **Buddha** added to them. Inscriptions in the Angkor temples tell us about religion and rulers. Relief sculptures, such as the one in **SOURCE 1**, show scenes that include peasants ploughing fields, women in childbirth, market scenes, palace life and soldiers going to war. Evidence from Angkor also helps us to gain an understanding of neighbouring societies such as the emerging kingdoms in Thailand that were influenced by Angkor.

SOURCE 2 Enormous sculpted faces tower over the Bayon Temple at Angkor.



SOURCE 3 A relief sculpture at Angkor



6.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.2 Exercise 1: Check your understanding

1. **HS1** When was the Khmer Empire dominant in Cambodia?
2. **HS1** Who were the Tai?
3. **HS1** What written primary sources are there from this period?
4. **HS1** List some important sources of information about South-East Asian societies.
5. **HS1** What evidence of South-East Asia can be found at the archaeological site at Angkor?

6.2 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 1**.
 - (a) Describe the details of this relief sculpture.
 - (b) How are the Khmer soldiers dressed and armed?

(c) Who do you think the figure on the elephant would most likely be? Why?

(d) What role do you think elephants might have played in such wars?

(e) What attitude to war is conveyed by this sculpture?

2. **HS3** What kinds of crafts or skills would have been needed to create **SOURCES 1, 2 and 3**?
3. **HS3** How would a society have to be organised to enable it to create such works?
4. **HS3** Write three questions you would use to focus your research if you were using **SOURCES 2 and 3** as evidence for an investigation of the history of Angkor.
5. **HS3** Of what kind of products would Khmer society have needed a surplus to enable vast numbers of people to be employed creating the types of structures shown in the sources in this subtopic?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.3 Environment and peoples

6.3.1 Geographical features

South-East Asia consists of the countries north of Australia, south of China and east of India. Although Vietnam was strongly influenced by Chinese culture, Indian influences dominated in Burma (now Myanmar), Thailand, Laos and Cambodia. The geography of this region played a key role in shaping its history.

Almost all of South-East Asia lies in the tropics and most of the region has a hot and humid monsoon climate. This means it has wet and dry seasons; a cool season generally occurs only in upland areas.

It is a region of geographical contrasts. There are heavily cropped river valleys such as the Mekong delta in Vietnam. There are dense rainforests such as those in western Malaysia, and there is a dry zone in Burma and north-eastern Thailand. Traditionally, populations have been most concentrated in lowlands and along rivers, lakes and coasts. Such places provided fresh water, fertile soils for growing crops and access to the sea for trading.

Maritime South-East Asia

Geographers divide South-East Asia into two broad areas: maritime and mainland. Maritime South-East Asia is made up of Indonesia, Malaysia, Brunei, Singapore, the Philippines and Timor-Leste (East Timor). Hinduism was the first major religion in maritime South-East Asia with Hindu states in Java and Sumatra (now parts of Indonesia). However, Muslim traders brought Islam to Indonesia and Malaysia in the thirteenth and fourteenth centuries and it quickly became the dominant religion. The Philippines and Timor-Leste have mostly Roman Catholic populations because they were colonised by the Portuguese and the Spanish.

Mainland South-East Asia

This is made up of Burma, Thailand, Laos, Cambodia and Vietnam. In these countries the dominant religion is **Theravada Buddhism**, which will be explored later in this topic.

DID YOU KNOW?

The earliest South-East Asian civilisation was the Hindu state of Srivijaya, based on the Indonesian island of Sumatra. Between the sixth and thirteenth centuries, Srivijaya was a trading empire that controlled the Strait of Malacca. Its sailors travelled between India and China exchanging goods from as far as Persia for Chinese silks and porcelains.

SOURCE 1 A map of modern-day South-East Asia showing landforms, rivers and cities with a population of over 1 million people



Source: Spatial Vision.

6.3.2 Peoples in South-East Asia

Many different peoples and cultures have shaped the history of South-East Asia.

- Austro-Melanesian peoples arrived about 70 000 years ago. They are now only a tiny minority in South-East Asia.
- Malays probably migrated from southern China from about 2500 BCE, settling in the Philippines, Malaysia and Indonesia.
- Vietnamese migrated from China to northern Vietnam before the second century BCE.
- The Chams probably migrated from Borneo to southern Vietnam before the second century BCE (see **SOURCE 2**).
- Mon peoples and related Khmers spread across South-East Asia from southern Burma into Thailand, Cambodia and southern Vietnam in the early centuries CE.
- Tai peoples migrated from southern China mainly into Thailand, Laos, northern Burma and north-western Vietnam in the tenth century CE (see **SOURCE 3**).

SOURCE 2 The Ponagar Towers in Nha Trang, Vietnam, were built by the Chams between the seventh and twelfth centuries CE. They are the best-preserved relics of the Champa civilisation, which was often at war with the Khmer Empire.



SOURCE 3 This Buddhist chedhi (tower) in northern Thailand is believed to have been built around 1100 CE.



People and environment of Angkor

The Khmer homeland, Cambodia, receives an enormous amount of rain during its six-month-long wet season but almost none during its dry season. This meant that settlement was possible only along the rivers. From the ninth century, vast reservoirs were built at Angkor. Over the following centuries, a complicated system of moats and canals was built. The Khmer were able to produce three rice crops each year. This made it possible to feed a large population and to provide the surplus needed to build and maintain Angkor's great temples.

6.3 ACTIVITY

Create a mind map to demonstrate your understanding of where and when the Khmers, Chams, Vietnamese and Tais settled in mainland South-East Asia and the geographical features that enabled their civilisations to develop where they did.

Identifying continuity and change

6.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.3 Exercise 1: Check your understanding

1. **HS1** Geographers divide South-East Asia into which two broad areas?
2. **HS1** Which countries make up mainland South-East Asia?
3. **HS1** Why have South-East Asian populations been concentrated mainly in lowlands along rivers, lakes and coasts?
4. **HS1** Where did the Khmer peoples originate?
5. **HS1** Where did the Vietnamese, Chams and Tais come from?
6. **HS1** Why were Khmer settlements in Cambodia only possible along the rivers?

6.3 Exercise 2: Apply your understanding

1. **HS3** Use **SOURCE 1** to locate the position of the capitals and other major cities in mainland South-East Asia. What geographic features would explain why they grew there?
2. **HS3** Angkor, the centre of the Khmer Empire, is located near Siem Reap in Cambodia. Using **SOURCE 1**, locate Siem Reap and suggest what geographical feature could have helped Angkor to develop there.
3. **HS3** Using **SOURCES 2** and **3** as your evidence, what can you tell about the cultures of the Chams and Tais, whose civilisations developed around the time of the Khmer Empire?
4. **HS6** Explain the historical significance of migrations between the third century BCE and the tenth century CE in shaping the cultural diversity that exists in South-East Asia today.
5. **HS5** The Ponagar Towers in **SOURCE 2** are some of the very few remaining traces of the Champa civilisation. What could be a possible cause for few other traces remaining?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.4 The historical setting

6.4.1 Meet the neighbours

In the ninth century, the Khmer king Jayavarman II founded the Khmer Empire in Cambodia. It became the most powerful state in South-East Asia. By the twelfth century it included much of Thailand, Laos and Southern Vietnam. To understand how Angkor was able to hold such power, we need to look at the states around it. There were many kingdoms in mainland South-East Asia during the period of the Khmer Empire.

Burma

- People called the Pyu had kingdoms in upper Burma between the first and eleventh centuries CE. They practised Theravada Buddhism.

- The Mon people in Burma adopted Theravada Buddhism and are believed to have founded the kingdoms of Thaton and Pegu in lower Burma in the ninth century.
- The Bamar (Burman) people founded the city of Bagan in upper Burma in the eleventh century. Its remains include a massive Buddhist temple complex. From 1057 CE, Bagan controlled a vast Burmese empire until it was crushed by invading Mongols in 1287.

Thailand and Laos

- In the sixth century, the Mon founded a network of Theravada Buddhist city-states called the kingdom of Dvaravati along Thailand's Chao Phraya valley. They founded Haripunchai in northern Thailand in the ninth century. When the Khmer invaded, the Mon perished or were assimilated.
- In the thirteenth century, the Tai kingdom of Lan Na came to power in northern Thailand. In central Thailand, Sukhothai was the most powerful of the Tai states from 1238 to 1350. The main threat to these states came from Burma. Tai peoples also occupied the lowlands of Laos.

SOURCE 1 A map of civilisations in mainland South-East Asia in 400–700 CE. Over the next few centuries, Dvaravati would expand north. Black line borders show modern states.



Source: Map drawn by Spatial Vision.

Cambodia

- From the third century to the seventh century, the civilisation of Funan covered much of Cambodia. The people of Funan were Khmers and Mons. Funan adopted Hinduism from India.
- From about 630 to 802, a collection of Hindu states called Chenla existed north of Funan in northern Cambodia, southern Laos and eastern Thailand.

Vietnam

- In 207 BCE the state of Nam-Viet was proclaimed in what is now northern Vietnam. A century later, China made it part of its empire. It remained under Chinese control until 939 CE when Vietnam broke away and formed the state of Dai Viet. This state had to resist several Chinese attempts to regain control.
- What is now the coastal part of southern Vietnam was then the Hindu state of Champa. From the eleventh century, Vietnam gradually spread south, taking territory from Champa. Yet in the twelfth century, Champa was powerful enough to attack the Khmer Empire.



Source: Map drawn by Spatial Vision.

Between the ninth century and the twelfth century, most states bordering the Khmer Empire were small and were struggling to establish themselves. The Tai peoples' main enemies were the Burmese, and the Viets were concerned with the Chinese and Champa. This situation helped the Khmer Empire to expand. However, once strong and united states emerged in Thailand and Vietnam, the Khmer Empire would be under threat.

Explore more with my  World History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Asia-Pacific world > Khmer Empire

6.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.4 Exercise 1: Check your understanding

1. **HS1** Who founded the Khmer Empire in the ninth century?
2. **HS1** Which kingdoms were founded by the Mon in Burma and Thailand by the ninth century?
3. **HS1** Where was Bagan and which people founded it?
4. **HS1** Name the kingdom founded by Tai people in central Thailand in the thirteenth century.
5. **HS1** In 207 BCE which state was proclaimed in what is now northern Vietnam?

6.4 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCES 1** and **2** and compare them with the map of modern-day South-East Asia in subtopic 6.3.
 - (a) Which two civilisations occupied Cambodia in the period 400–700 CE?
 - (b) In what modern country are Haripunchai and Sukhothai?
 - (c) Approximately what proportion of modern Vietnam was in Champa?
 - (d) What modern countries were included in the Khmer (Cambodian) Empire by c. 1200?
 - (e) Which civilisation appeared to dominate mainland South-East Asia in 1200?
2. **HS4** Using the sources and information in this subtopic, describe the changes that occurred in Cambodia between the third century and the twelfth century.
3. **HS5** Explain how the situation in the Khmer Empire's neighbouring states enabled it to expand until the thirteenth century.
4. **HS4** Comparing **SOURCES 1** and **2**, calculate the approximate percentage growth in size of the territory controlled by Khmers over the period between these two maps.
5. **HS4** In what geographical area did most of this expansion occur?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.5 The rise of Angkor and the Khmer Empire

6.5.1 The Khmer Empire to the twelfth century

Until 802 CE, Cambodia (then called Kambuja or Kambujadesa) appears to have been a group of weak states ruled by princes and dominated by the Hindu kingdom of Java (in modern-day Indonesia). At the end of the eighth century, a Khmer prince returned to Cambodia from the Javanese royal court. The Khmer kingdom began in 802 when the prince declared Cambodia's independence and proclaimed himself to be the God-King Jayavarman II.

Jayavarman II established four capitals for his kingdom. The most important of these would be Hariharalaya (now called Roluos) on the northern shore of **Tonle Sap** (near the modern city of Siem Reap). He used wars, alliances and marriages to expand the area under his control. He built several Hindu

temples. These and the temples built by his successors served as the **mausoleums** of the Khmer kings when they died.

Jayavarman II's successors went on building temples and expanding the empire. Yasovarman I (who ruled from 889 to 900) constructed a new capital called Yasodharapura and a gigantic reservoir measuring 7.5 kilometres by 1.8 kilometres in the Angkor area. In 953, Rajendravarman II (944–968) built a series of temples at Angkor, and during his reign the Khmers had their first war with Champa. Under his son, Jayavarman V (968–1001), the Khmer court became a centre for scholars and artists.

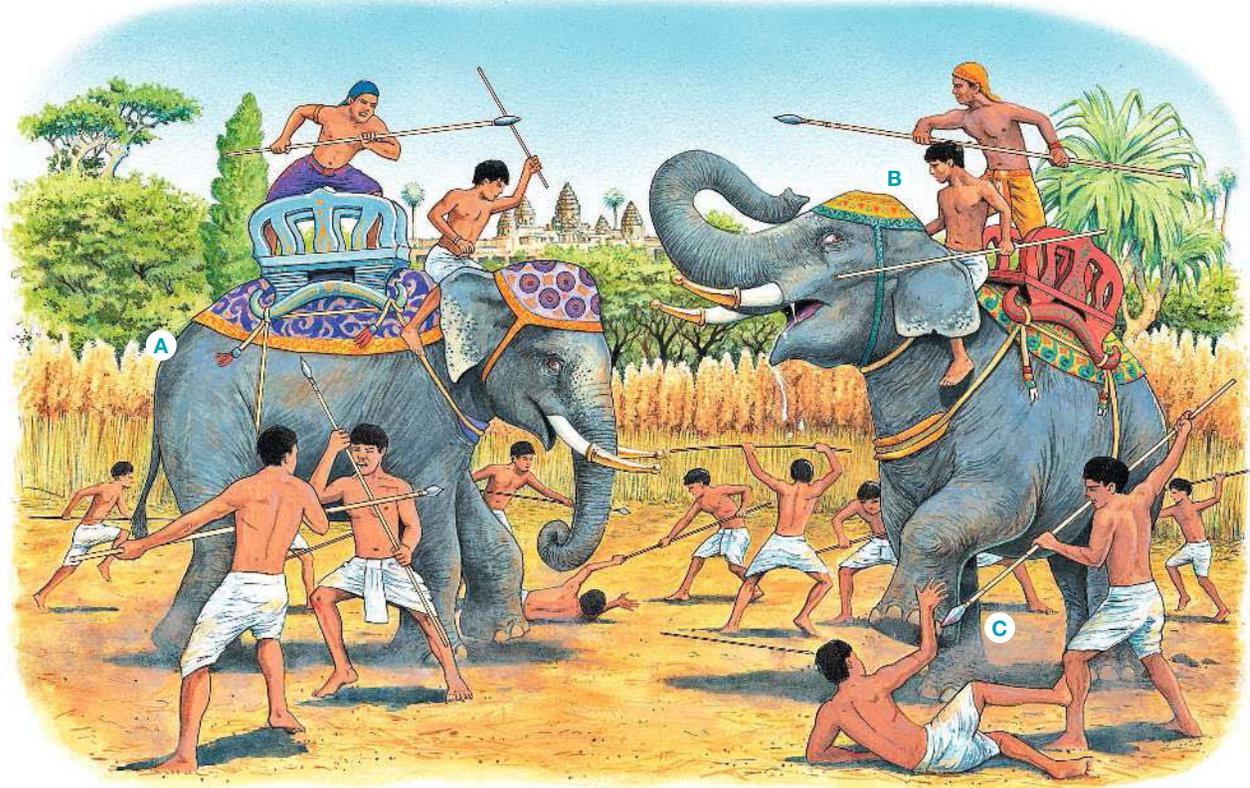
Suryavarman II

The decades after Jayavarman V's death were years of fierce power struggles among the Khmer ruling class in which kings were overthrown by their rivals. According to a Khmer inscription, Suryavarman II (1113–1150) came to power after killing a rival prince in a battle fought on war elephants. He extended the Khmer Empire by conquering Haripunchai and south-western Thailand up to the border with Bagan. In the east and north he took several provinces of Champa and expanded north to the present southern border of Laos. Such expansion did not necessarily mean direct Khmer rule. In many places it was simply a matter of local rulers acknowledging the Khmer king as their overlord.

DID YOU KNOW?

Khmer armies used war elephants, cavalry and infantry armed with spears, bows and swords. Elephants were probably first used in war in ancient India. Their use continued in later times because they were effective in breaking up and crushing enemy infantry.

SOURCE 1 A modern artist's depiction of Suryavarman II killing his rival during a battle fought on war elephants



- A** Evidence suggests the Khmer armies used elephants in battle.
- B** A person called a mahout sat on the elephant's neck and used a stick to control the elephant.
- C** Spears were one of the types of weapons used by the Khmer.

Suryavarman II also commenced the construction of the greatest of all the Khmer temples, Angkor Wat. It was built in just 37 years and dedicated to the Hindu god Vishnu. After Suryavarman II's death, the Cham invaded the Khmer Empire in 1177, rowing up the Mekong River and across Tonle Sap in war canoes. They sacked the Khmer capital and killed King Tribhuvanadityavarman.

6.5.2 Jayavarman VII, greatest of the Khmer rulers?

The next Khmer king was Jayavarman VII (1181–c. 1218), who is regarded as the greatest of all Khmer rulers. His history is known mainly through inscriptions and works of art. His name means 'victorious warrior'. In 1178, after the Cham invaders sacked Yasodharapura, the Khmer capital, and killed King Tribhuvanadityavarman, Jayavarman led a Khmer army that fought to drive the Cham out. His battles on land and water are depicted on the walls of the Bayon Temple in Angkor Thom (see **SOURCES 3** and **4**). He put an end to the claims of his rivals for the kingship and was crowned in 1181. He waged war against Champa for 22 years, conquering its land and extending the Khmer Empire to the southern shores of Vietnam (see **SOURCE 5**). During his long rule, the Khmer Empire reached the greatest extent of its territory and the height of its power.

SOURCE 2 Part of the amazing Angkor Wat, commenced under Suryavarman II



SOURCE 3 A relief sculpture on the Bayon Temple depicting Cham soldiers in war canoes



SOURCE 4 A war scene in a relief sculpture on the Bayon Temple



SOURCE 5 Khmer expansion under Jayavarman VII, from the National Museum of Cambodia

During his reign, the Cambodian kingdom spanned a huge area; extending beyond the Menam Basin to the west (the Bayon inscription mentions the existence of two statues of divinities [gods] guarding the cities of Ratchaburi and Phetburi in Thailand), as far as the seacoast of Champa to the east, as far as the city of Sukhothai . . . in the north, all the way down to the southern sea. At the time the Khmers were trading with China, India and other countries of Asia Minor.

Religious changes

Varieties of Buddhism had long been practiced alongside Hinduism but Jayavarman VII was a follower of **Mahayana Buddhism** and, in a truly revolutionary step, he made this the new state religion of the Khmer Empire. His great building program may have been partly aimed at introducing his mainly Hindu population to the symbols of Buddhism, which were provided in sculptures that adorned his temples.

A great building program

According to an inscription discovered in Laos, Jayavarman VII wanted to turn his kingdom into an earthly paradise. He conducted a massive program of public works, building 102 hospitals, many reservoirs, roads with 121 rest houses along them and several temples. The temples included Ta Prohm, in honour of his mother, and Neak Khan, to honour his father. His greatest construction was the capital city, Angkor Thom (meaning 'great city'). Angkor Thom included the Bayon Temple (see subtopic 6.8). The construction of Angkor Thom was probably partly a reaction to the sacking of the Khmer capital. Angkor Thom was built with massive walls surrounded by a moat to deter any future invaders. Like other Khmer temples, Angkor Thom also provided for agriculture by having ponds and barrays (water reservoirs used for irrigation).

6.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.5 Exercise 1: Check your understanding

1. **HS1** Where and when was the Khmer kingdom founded?
2. **HS1** How was the Khmer kingdom founded?
3. **HS1** What was Hariharalaya and where was it built?
4. **HS1** What did Yasovarman I and Rajendrarvarman II have constructed in the Angkor area?
5. **HS1** Under which ruler was Angkor Wat commenced?
6. **HS1** How did Jayavarman VII become the Khmer king?
7. **HS1** What changes did Jayavarman VII bring to the Khmer Empire in:
(a) territory
(b) building?
8. **HS1** What religion did Jayavarman VII make the state religion of the Khmer Empire?

6.5 Exercise 2: Apply your understanding

1. **HS2** Create a timeline of key events in the rise of the Khmer Empire up to 1177 and identify developments that helped it to grow.
2. **HS3** Compose an inscription that could have been written to honour Suryavarman II's victory as depicted in **SOURCE 1**.
3. **HS3** Look at Angkor Wat in **SOURCE 2**. What features do you think justify its reputation as the most spectacular of the Khmer temples?
4. **HS3** Look closely at **SOURCES 3** and **4**.
(a) Describe what is happening in each of these sources.
(b) Why do you think Jayavarman VII had these relief sculptures carved on the Bayon Temple walls in Angkor Thom?
5. **HS3** What can you tell from **SOURCE 5** about Khmer expansion under Jayavarman VII?
6. **HS6** Using evidence from all sources and other information in this subtopic, give your opinion on whether Jayavarman VII should be considered to be the greatest of the Khmer rulers. You could consider the following points:
 - Who benefited from his construction projects?
 - How far did he extend the Khmer Empire?
 - Why do many historians regard his achievements as greater than those of earlier Khmer rulers, including Suryavarman II?
7. **HS4** How big was the religious change introduced by Jayavarman VII, and how might his subjects have felt about such a change?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.6 Religious beliefs and values

6.6.1 Animism and Hinduism

Religious ideas inspired the Khmer rulers to build great temples. During Angkor's period of power, there were shifts from Hinduism to two different forms of Buddhism. Ideas from these major world religions had co-existed in South-East Asia for centuries and influenced the development of the Khmer Empire.

Animism

From the earliest times, ordinary people worshipped spirits. South-East Asian people were animists before Hinduism and Buddhism arrived in their lands. Animism is the belief that natural phenomena like winds and rain have souls, and that people, animals and objects such as trees are inhabited by spirits. People also believed in life after death and worshipped the spirits of their ancestors. Generally, when ordinary people adopted one of the major religions they blended it with earlier local beliefs and customs.

Hinduism

The first major religion to come into South-East Asia was Hinduism. The ancient Hindu religion has many gods and originated in India. Hindu gods include Vishnu, the supreme god and preserver of the universe, and Shiva, god of destruction and regeneration. Over the centuries, worshippers began to choose to follow only one of the many Hindu gods.

Reincarnation is a key Hindu belief. Hindus believe that a soul exists in each living thing and that performing religious duties and living a moral life leads to being born into a higher class in the next life. Hindus see their goal as the achievement of spiritual joy by eventually being united with Brahma, the universal spirit.

Hinduism in South-East Asia

Hinduism in India divided society into classes called castes. These are Brahman (priests); warriors and landowners; farmers and craftsmen; and untouchables or outcasts. By the ninth century CE, many rulers of South-East Asian states followed Hinduism, but the caste system was never adopted in South-East Asia.

SOURCE 1 A figure from Banteay Srei, a tenth century Hindu temple on the outskirts of Angkor



6.6.2 Buddhism

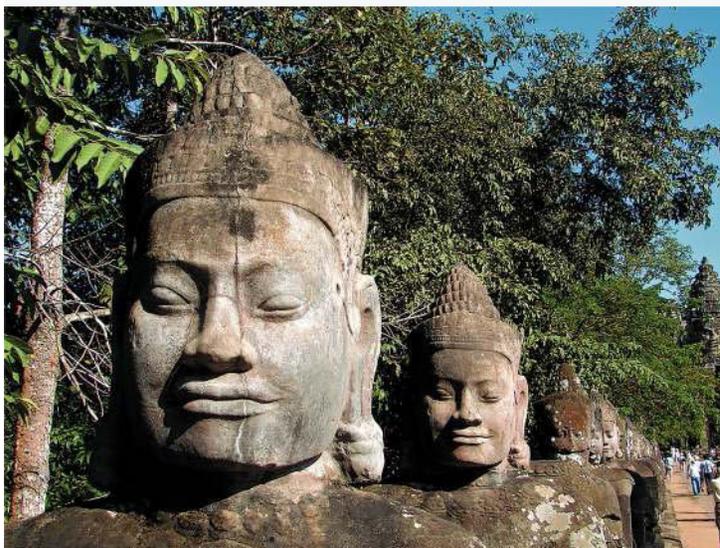
Buddhism was founded by the Hindu prince Siddhartha Gautama in the sixth century BCE. He decided to leave his riches and seek truth after observing the suffering in his kingdom. It is said he lived as a hermit for seven years, and then set out to teach people what he called the Four Noble Truths. At this time people began calling him the Buddha, which means ‘the Enlightened One’.

The Four Noble Truths are:

- All people, regardless of wealth, suffer pain.
- People remain on an endless cycle of reincarnation — they keep being born and reborn, and pain continues.
- Pain is caused by the desire, or craving, for things.
- To overcome desire, a person must follow the Eightfold Path.

The Eightfold Path includes knowing the truth, freeing the mind from evil, serving one’s neighbours and meditating to be rid of desire. So long as a person followed this path, the Buddha taught, he could achieve **nirvana**.

SOURCE 2 Giant faces of the Bodhisattva Avalokiteshvara at the approach to the Bayon Temple at Angkor Thom



Buddhism in South-East Asia

After the Buddha died, Buddhism split into two forms. One is Mahayana Buddhism, which says that the Buddha should be worshipped. The other is Theravada Buddhism, which says that it is the Buddha's teachings that should be followed. Mahayana Buddhism was the first form to influence South-East Asian rulers. Theravada Buddhism came to South-East Asia from Sri Lanka. Theravada Buddhist monks were meant to live in a way that supported others on the Eightfold Path. Ordinary people 'made merit' by supporting the monks. Buddhist temples called wats became the heart of communities and many became important places of pilgrimage.

DID YOU KNOW?

Theravada Buddhism was the main form of religious worship in mainland South-East Asia by the fourteenth century and it remains so today. It is the state religion of both Cambodia and Thailand.

Bodhisattvas

In Buddhist belief, a bodhisattva is a being who is working towards enlightenment. In Mahayana Buddhism, Avalokiteshvara is one of the most revered bodhisattvas, one who has vowed to help others to achieve nirvana.

6.6.3 Religious art, architecture and literature

When Indian and Sri Lankan traders and priests brought Hinduism and Buddhism to South-East Asia, they also brought ideas about the arts and architecture. However, like much that came from India, styles of arts, including sculpture and dance, and architecture changed when the Khmer and other South-East Asians adopted them. By about 500 CE, India had given Cambodia its Hindu gods, Buddhist ideas, a writing system (**Sanskrit**) and ideas about how societies should be governed. Angkor would not have been built without Indian influence.

SOURCE 3 A mural on a temple wall in Bangkok depicting a scene from the *Ramayana*



But Angkor had its own Cambodian character that was different from any Indian city. In turn, Angkor's civilisation influenced other mainland South-East Asian societies. Throughout the Buddhist kingdoms, rulers sponsored the building of temples and monasteries and decorated them with religious artworks. In doing so, they believed that they 'made merit' and would be seen as **pious** men who were fulfilling part of their role as **legitimate** rulers.

Influence of the *Ramayana*

Indian Hindu literature came to South-East Asia along with Indian religious ideas. The *Ramayana* is one of two great Hindu **epic** stories. The other is the *Mahabharata*. The *Ramayana*'s 24 000 verses were composed in the eighth century BCE. Its hero, Rama, is an **incarnation** of the Hindu god Vishnu. The purpose of the story was to demonstrate the *dharma* (right path that people should take in life). From the eighth century CE, the *Ramayana* had an enormous influence in South-East Asia, and it has been depicted in temple art, architecture, theatre and dance.

SOURCE 4 One of the many statues of guardian giants at Wat Phra Kaew in Bangkok. These mythical creatures are from the *Ramayana*.



6.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.6 Exercise 1: Check your understanding

1. **HS1** Which religions influenced South-East Asia?
2. **HS1** What do animists believe?
3. **HS1** What do Hindus believe about reincarnation?
4. **HS1** What was the Hindu caste system and in what significant way did South-East Asian Hinduism differ from practices in India?

5. **HS1** According to Buddhist belief:
 - (a) What are the Four Noble Truths?
 - (b) What happens when a soul reaches nirvana?
6. **HS1** What two forms of Buddhism have influenced South-East Asia?
7. **HS1** Who brought ideas about the arts, architecture and religion to the Khmer Empire and other South-East Asian societies?

6.6 Exercise 2: Apply your understanding

1. **HS3** Banteay Srei, the Hindu temple shown in **SOURCE 1**, means ‘Citadel of the women’. Its fine carvings are said to be the work of a woman. Do you think this could be true? Why or why not?
2. **HS3** The faces of the Bodhisattva in **SOURCE 2** are believed to be modelled on Jayavarman VII, who made Mahayana Buddhism the state religion of the Khmer Empire. Why would that particular ruler have wanted his subjects to see him as a representation of the Bodhisattva Avalokiteshvara?
3. **HS3** How do **SOURCES 3** and **4** provide evidence of the influence of ideas and art forms that came into South-East Asia from India?
4. **HS5** Using the sources and information in his subtopic:
 - (a) Explain how the Khmer Empire adopted religious, artistic and cultural traditions that came from the Indian subcontinent.
 - (b) Describe the role the Khmer Empire played in spreading these influences in South-East Asia.
5. **HS5** What benefits did rulers gain by paying for religious art and architecture?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.7 Khmer society

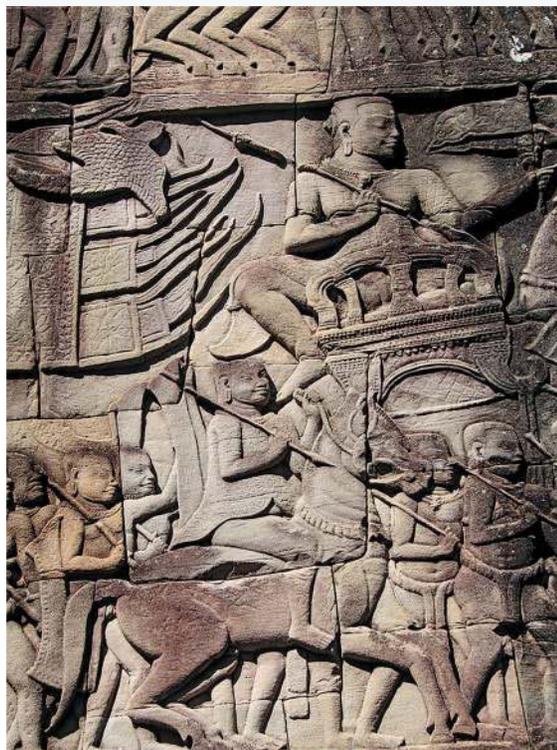
6.7.1 Kings, nobles and officials

During the Middle Ages, European kings claimed to be chosen by God. Chinese emperors meant something similar when they claimed to have the ‘mandate of heaven’. In the Khmer Empire and in South-East Asian Buddhist societies, kingdoms were held together by individual rulers who claimed to be semi-divine. This meant that not only were they chosen by the gods but they *were* partly gods and they had magical powers. That was how their people saw them. This created an enormous gap between the **ruling class** and those they ruled.

All Khmer Empire rulers claimed to be semi-divine and they identified themselves with Hindu gods such as Shiva or Vishnu. When Jayavarman II declared Cambodia’s independence, he established the **cult** of the devaraja or ‘god-king’. This cult centred on the worship of a **linga**. It connected the king with Shiva and represented the king’s power to bring fertility to the land.

Despite such claims, Khmer rulers gained power by practical methods. Throughout Angkor’s history there were periods of violent power struggles within the ruling families. In such struggles, several Khmer kings came to the throne by overthrowing their rivals.

SOURCE 1 A relief sculpture on the Bayon Temple depicting the Khmer army going to war against the Chams



DID YOU KNOW?

In Vietnam and China, officials were chosen through examinations, and there were very detailed written laws describing the powers of officials at each level. There was no such system in the Khmer Empire or the Buddhist kingdoms in Thailand and Burma.

Kings depended on officials to administer their kingdoms. The larger the Khmer Empire grew, the more power such officials held. It was only at the centre of the kingdom that the ruler had complete power. There, the officials were usually friends or relations of the ruler. They were drawn from the land-owning **nobles** and many of them inherited their positions. However, in the distant provinces, governors had almost complete power as long as they did not threaten the ruler's authority.

6.7.2 Women in Khmer society

The family was the basic unit of society but it is not known how men, women and children lived within their families. Evidence from neighbouring societies suggests that women had a more important position than in India or China. However, society probably became more male-dominated as Hindu and Buddhist ideas about the roles of men and women gained influence over traditional beliefs.

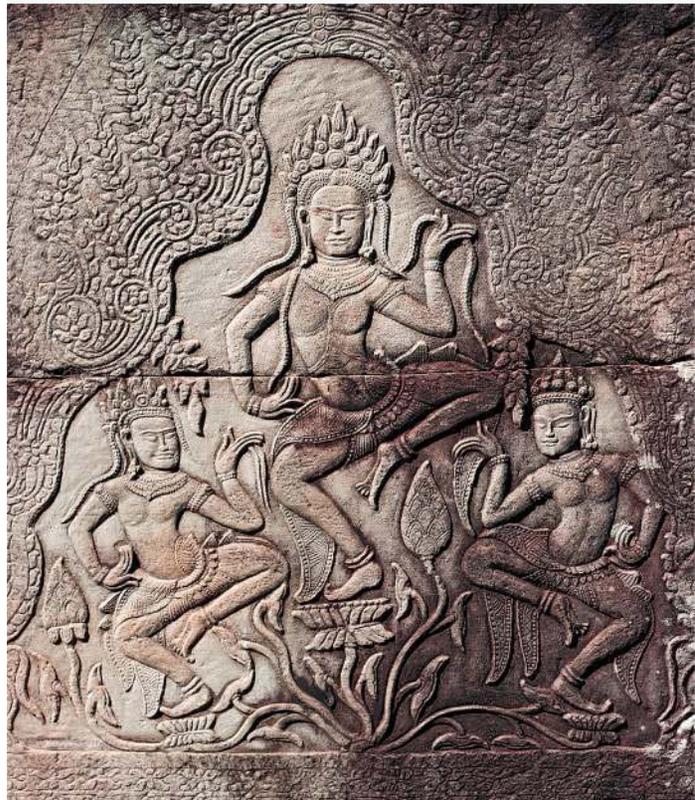
According to the Chinese diplomat Zhou Daguan, who stayed at Angkor from August 1296 to July 1297, both men and women wore only a cloth wrapped around their waists. He also wrote that women sold products displayed on mats in the market and that all trades were carried out by women.

Many women became dancers. Dance was a religious ritual in Cambodia during the Angkor period. Inscriptions tell of thousands of dancers performing in the temples. These temple dancers were regarded as *apsaras*, which in Hindu and Buddhist mythology is a female spirit of the clouds.

SOURCE 2 A modern Cambodian performing a Khmer classical dance



SOURCE 3 Bas-relief of apsaras at the Bayon Temple



6.7.3 The ordinary people

The survival of the Khmer Empire depended on ordinary people. Despite this, there is very little evidence that describes their lives. We know that they provided the surplus of food that supported the ruling classes. The people also provided labour for the rulers' building projects and were soldiers for wars. They included peasants, skilled artisans, fishermen, traders and slaves.

SOURCE 4 A relief sculpture at the Bayon Temple depicting Khmers at work, probably on the temple



Peasants

Peasants were by far the biggest group among the ordinary people. They did not own land in the modern sense but they had the right to land because they farmed it. Peasants farmed rice fields in the fertile valleys and vegetable gardens on the surrounding slopes. The lives of peasant men and women were controlled by the cycle of work such as ploughing and harvesting that followed the seasons. They made sense of their world through a mixture of Hindu ideas, Buddhism and beliefs about spirits.

Peasants lived in villages among their fields. According to Zhou Dagan, peasants' houses had thatched roofs. They had no tables or chairs. They cooked their food in earthen pots and ate from small bowls made of woven leaves.

The headman of any village was usually one of the more prosperous peasants. He was responsible for seeing that the ruler's policies were carried out at the village level. His duties included organising unpaid labour from the village for the ruler's building projects and for maintenance work on the irrigation system. He also had to ensure that taxes were collected and that men went off to fight in the ruler's wars.

Artisans, fishermen and traders

An artisan was a worker who was skilled in a particular craft, for example, sculpture, building, pottery, jewellery or metalwork. Artisans were a small proportion of the population but they were essential for their

role in building projects and supplying luxury goods for the ruling class and weapons for war. According to Zhou Dagan, artisans included Thai immigrants who worked in silk production and as tailors.

Fishermen harvested the coasts and rivers and their lives were mostly as unchanging as those of the peasants. Traders sold goods at markets that moved about between villages. There was also long-distance trade. Zhou Dagan described a range of Chinese goods that were sold at Angkor including paper, combs and needles. Many traders knew something of the world beyond the village because they took caravans across South-East Asia. They were a small group that would grow in importance as trade expanded from the eighteenth century.

SOURCE 5 From Milton Osborne, *Southeast Asia: an Introductory History*, Allen & Unwin, Sydney, 2004, pp. 59–60

The courts and kings were separate from the cultivators, fishermen and petty traders over whom they ruled. But all these groups inhabited a single, unified world. Just as the serf and the feudal lord of medieval Europe both, in very different ways, sensed themselves to be part of Christendom, so the cultivators or fishermen sensed themselves as being within the same world as their ruler . . .

Slaves and outsiders

It is impossible to know just how many people were slaves. Most slaves were prisoners of war or the descendants of such people. They were the property of their owners. They included temple slaves who were the property of the temples. There were also debt bondsmen. These people had temporarily given up their freedom to repay debts. Similar to slaves, there were hereditary household servants of rulers and high officials.

Outside the mainstream society were smaller ethnic groups who lived in the hills. Lowlanders regarded them as barbarians. Mostly they were left alone to govern themselves as long as they did not threaten the interests of rulers. These tribes had different beliefs from the lowlanders and most lived by nomadic **slash and burn agriculture**. They traded products of the forest for things that the lowlanders produced. At times they were captured and made slaves. At other times they were recruited as guides, soldiers and suppliers of slaves.

The lives and work of children

We have almost no direct evidence about how children lived and worked in the Khmer Empire. The little evidence that we have suggests that only the sons of the most privileged classes and of scholars received any kind of formal education. Among other sections of Khmer society — peasants, artisans, fishermen and traders — children would have worked alongside their parents, learning their skills, as soon as they were old enough to be useful.

6.7 ACTIVITY

Look at **SOURCES 2** and **3**. Use the internet to discover how classical Cambodian dance was influenced by images of apsaras, what stories were told through the dances and how they were passed down through the Angkor era.

Using historical sources as evidence

6.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.7 Exercise 1: Check your understanding

1. **HS1** How did Khmer kings want to be seen by their people? Why would they want to be seen that way?
2. **HS1** Explain why a Khmer ruler usually had complete control at the centre of his kingdom only.
3. **HS5** How might the influence of religions have changed women's roles?

4. **HS1** According to Zhou Daguan, how did men and women dress and what jobs were done by women?
5. **HS1** Describe the kind of work you might do if you were an artisan.
6. **HS1** Describe where peasants lived.
7. **HS1** What services did peasants provide for the ruling classes?
8. **HS1** Were children educated in the Khmer Empire?
9. **HS1** Which groups were not considered to be part of the mainstream society?

6.7 Exercise 2: Apply your understanding

1. **HS3** In **SOURCE 1**, which soldiers would probably be rulers or nobles and which would come from the ranks of the ordinary people? How can you tell?
2. **HS3** Describe the scene in **SOURCE 4**. How could you use it as evidence for the lives of ordinary people in the Khmer Empire?
3. **HS3** What do you think the writer of **SOURCE 5** means by stating that ‘the cultivators or fishermen sensed themselves as being within the same world as their ruler . . .’? (*Hint: What religious beliefs and values would they have shared?*)
4. **HS5** We have almost no evidence of what ordinary people thought about their position in society. Do you think the religious beliefs of the people would have encouraged them to rebel or to accept things as they were? Give reasons for your answer.
5. **HS4** Explain why it is most probable that throughout the period of the Khmer Empire there would have been very little change in the daily lives of the ordinary Khmer people.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.8 Angkor’s buildings

6.8.1 The city of Angkor

In Khmer, *angkor* means ‘city’ and *wat* means ‘temple’ so Angkor Wat means ‘temple city’. Angkor Wat, found near the Cambodian city of Siem Reap, is the world’s largest religious structure and is one of over a thousand temples that make up the huge Angkor temple complex.

In the twelfth and thirteenth centuries, the city of Angkor covered over 1800 square kilometres, making it the largest city in the world before the industrial age. When London had a population of about 40 000, Angkor had over a million people grouped around it. When Angkor was the capital of the Khmer Empire it would also have had many villages and thousands of houses. Today only the temples survive because, unlike houses, they were built of stone and brick. As well as its buildings, Angkor had a system of water reservoirs, called barays, and moats that were probably constructed to irrigate rice crops and to represent seas of the mythical Hindu universe.

Angkor Wat

The building of Angkor Wat was commenced under Suryavarman II (1113–1150 CE). It was a shrine to the Hindu god Vishnu with whom Angkor’s kings identified themselves. Its central tower represents Mt Meru, a mountain from Hindu mythology. Angkor Wat is the best preserved of the Angkor temples because, unlike the others, it was never completely abandoned. The temple’s rectangular outer walls are surrounded by a huge rectangular moat. The walls measure 1025 metres by 800 metres. Relief sculptures line almost a kilometre of the outer walls. These sculptures include scenes from Hindu mythology including the *Mahabharata* and *Ramayana*, scenes of the king and the Khmer army at war, the Hindu heavens and hells, and over 3000 apsaras. Khmer inscriptions state that 300 000 workers and 6000 elephants were employed during the construction of Angkor Wat.

Angkor Thom

Thom is a Khmer word meaning ‘large’ so Angkor Thom means ‘large city’. Much bigger than Angkor Wat, its area is around ten square kilometres. It was built under Jayavarman VII (1181–c. 1218 CE) and has huge 20-metre-high gates. Above the gates tower giant faces of the Buddhist Bodhisattva Avalokiteshvara. Within the city walls are its most important monuments and buildings, including the Bayon Temple, which stands at the centre of the city. Bayon has over 11 000 carved figures that cover about 1.2 kilometres of walls. They include scenes of battles against the Chams and scenes from everyday life including circus performers and a market.

SOURCE 1 A diagram showing some of the most important buildings in Angkor



DID YOU KNOW?

Angkor has become a popular location for movie makers. Several major feature films such as *Lara Croft: Tomb Raider*, *Two Brothers* by Jean-Jacques Annaud and *Transformers 3: Dark of the Moon* were shot at locations such as Angkor Thom, The Bayon Temple, Ta Prohm and Angkor Wat.

DISCUSS

In small groups, discuss whether the cost of building such great temples could have contributed to Angkor's decline. In your discussion, consider the number of people and materials needed, as well as the resources required to support such a workforce.

[Critical and Creative Thinking Capability]

SOURCE 2 Rows of Angkor relief sculptures



6.8 ACTIVITY

Use the internet to locate more images of Angkor temples. Use these images and **SOURCE 1** to design a guided tour for visitors to Angkor.

Using historical sources as evidence

6.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.8 Exercise 1: Check your understanding

1. **HS2** Which is older — Angkor Wat or Angkor Thom?
2. **HS1** Who began building Angkor Wat and why?
3. **HS1** What do the words *angkor*, *baray*, *wat* and *thom* mean?
4. **HS1** Approximately how many temples are there at Angkor?
5. **HS1** How many times greater than the population of London was the population of Angkor in the twelfth and thirteenth centuries?
6. **HS5** Why is Angkor Wat better preserved than the other Angkor temples?

6.8 Exercise 2: Apply your understanding

1. **HS3** Several feature films have been made in and around Angkor. What are the impacts this could have had on the area? Suggest possible guidelines for minimising the impact.
2. **HS3** Study **SOURCE 1**.
 - (a) How many times could Angkor Wat fit in Angkor Thom?
 - (b) If 300 000 workers and 6000 elephants were needed to construct Angkor Wat, how many might have been needed to build Angkor Thom?
3. **HS3** Why would specialised artisans have been needed to create sculptures like those shown in **SOURCE 2**?

4. **HS5** Referring to **SOURCE 1**, explain why the cost of building and maintaining such great numbers of temples could have contributed to Angkor's decline.
5. **HS3** Describe what you think is depicted in the relief sculpture in **SOURCE 2** and what it might represent.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.9 Decline and fall: the historical debate

6.9.1 A weakening empire

After Jayavarman VII's death, no more temples were built. The Khmer lost much of the territory they had conquered in Champa to their east. In the west, several Tai nobles rebelled against Khmer authority, establishing the first Tai kingdom at Sukhothai in 1238. These territorial losses and other developments seriously weakened the Khmer Empire.

Religious conflict and external threats

There was also religious conflict within the Khmer ruling family. Jayavarman VIII (1243–1295) wanted a return to Hinduism. He converted Buddhist temples to Hindu temples and destroyed many thousands of Buddha images. During his reign, the Khmer Empire was threatened by a much more powerful empire to its north. This was the mighty Mongol Empire, which conquered China in 1260. In 1283, Jayavarman VIII paid tribute to the Mongols to avoid war. For a time this made the Khmer Empire a **vassal state** of the Mongols but four years later it proved to be a wise decision when the Mongols defeated and captured Bagan (in modern Myanmar).

Jayavarman VIII was overthrown by his son-in-law, Srindravarman (1295–1309). In place of Hinduism, he introduced Theravada Buddhism to the Khmer Empire. It was already the dominant religion of South-East Asia and it was adopted quickly by the Khmer. The end of the reign of his successor, Indrajayavarman, in 1327 is regarded as the end of the Khmer Classical Age. There were no more inscriptions telling of the accession of kings and no more temples, possibly because Theravada Buddhism (see **SOURCE 1**) did not demand such building. It has also been suggested that religious changes, including the change to Theravada Buddhism, might have weakened the power of Khmer kings.

6.9.2 Why was Angkor abandoned?

From 1352, the Khmer suffered attacks by the Tai kingdom of Ayutthaya. For a while, the Khmer Empire remained powerful but in the 1440s the Khmer rulers abandoned Angkor. The most widely accepted explanation is the one put by Milton Osborne. He stated that the Tais 'threatened and eventually damaged the agricultural system upon which Angkor's very existence depended'. But this may not have been the only reason for Angkor's collapse. Several other hypotheses have been advanced to explain why Angkor was abandoned.

SOURCE 1 A modern Khmer worshipping at a huge Theravada Buddhist statue at Angkor



Environmental damage

One theory suggests that environmental damage may have played a role as forests were cut down to clear land for more rice fields. This resulted in topsoil being carried by floods into the barays and canals, causing them to silt up and flood. Once this happened there would have been flooding in the wet season and water shortages in the dry season. The population might have been afflicted with malaria. In any case, Angkor would no longer have been able to support its large population.

SOURCE 2 The base of the Hindu temple called the Eastern Mebon is guarded by carved figures of elephants. The temple is on an island in the Eastern Baray, one of two giant water reservoirs that were created to provide year-round water for farming. The barays were created by building huge dykes to hold floodwaters.



The Black Death

It has been suggested that the Black Death (bubonic plague) could have been a factor in Angkor's decline. The plague, which killed many millions in Asia, Europe, the Middle East and Africa, appears to have originated in Mongolia and central China in the early 1300s and it is known to have spread west along trade routes, including the Silk Road. Although the plague appears in reports from several parts of Asia from the 1330s and it could possibly have reached Cambodia from China, there is no hard evidence of it visiting the Khmer Empire.

Climate change

Another theory suggests that climate change could have caused a shortage of water during the 'Little Ice Age'. This was a period of lower global temperatures.

SOURCE 3 *Climate as a contributing factor in the demise of Angkor, Cambodia*, Proceedings of the National Academy of Sciences, 2010

[Angkor] experienced decades-long drought interspersed with intense monsoons in the fourteenth and fifteenth centuries that, in combination with other factors, contributed to its eventual demise. The climatic evidence comes from . . . tropical southern Vietnamese tree rings . . .

Royal family conflicts and retreat from the Tais

Without doubt, other reasons were ongoing conflicts within the Khmer ruling family and attacks by the Tais. These attacks stripped the city of its wealth and people. After the Tais besieged Angkor for seven months in 1431, a new Cambodian capital was founded in the southeast near the modern capital Phnom Penh. The move was significant as trade became more important to the Khmer economy. The new capital was located on a river much nearer to the sea and was therefore a more suitable site for Cambodia's growing trade with China.

SOURCE 4 Written by the Chinese diplomat Zhou Daguan, who stayed at Angkor in 1296–97

As a result of repeated wars with the Siamese [Tais] the land has been completely laid to waste.

6.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.9 Exercise 1: Check your understanding

1. **HS1** Where did the Khmer Empire lose territory after the death of Jayavarman VII?
2. **HS1** Who overthrew Jayavarman VIII?
3. **HS1** How was Khmer religion changed under Jayavarman VIII and Srindevravarman?
4. **HS1** How did Jayavarman VII avoid war with the Mongols?
5. **HS1** When did the Khmers abandon Angkor?
6. **HS5** Name one of the main reasons for Angkor's collapse.
7. **HS5** Make a list of factors that could have contributed to Angkor's abandonment.

6.9 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. The overwhelming majority of Khmers have continuously followed Theravada Buddhism since its introduction by Srindevravarman.
 - (a) How do you think the Khmer people would have regarded the sequence of religious changes between the twelfth and fourteenth centuries?
 - (b) Imagine you are an ordinary Khmer living through some of these changes. Discuss whether the changes might have undermined faith in rulers and weakened the kingdom.
2. **HS3** Look at **SOURCE 2**. What would have been the impact on agriculture and on the Khmer population if these giant water reservoirs failed due to environmental damage?
3. **HS3** Read **SOURCE 3** and briefly outline the theory that climate change could have played a role in the abandonment of Angkor.
4. **HS3** Which theory about Angkor's abandonment is supported by the evidence of Zhou Daguan in **SOURCE 4**?
5. **HS2** Create a timeline of key events in the decline of the Khmer Empire.
6. **HS5** Referring to the evidence provided in the sources in this subtopic, debate the reasons for Angkor's abandonment.
7. **HS5** Give your view on which hypothesis or combination of hypotheses best explains Angkor's decline and fall.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.10 Legacies of the Khmer Empire

6.10.1 Legacies for other South-East Asian societies

Angkor is the Khmer Empire's greatest legacy. This city was its capital and its central area of settlement. Angkor provides evidence of Cambodia's past wealth, strength, culture and religious beliefs. Many thousands of people visit Thailand, Laos and Cambodia each year to marvel at amazing historical sites. This is called cultural tourism. Of all these historical sites, Angkor is arguably the most spectacular; however, it is not the Khmer Empire's only legacy.

The Khmer Empire had cultural and trade relations with other mainland South-East Asian kingdoms and with the maritime South-East Asian states of Java and Srivijaya. Through trade and cultural exchange, and through its rise and fall, the Khmer Empire influenced much of the region.

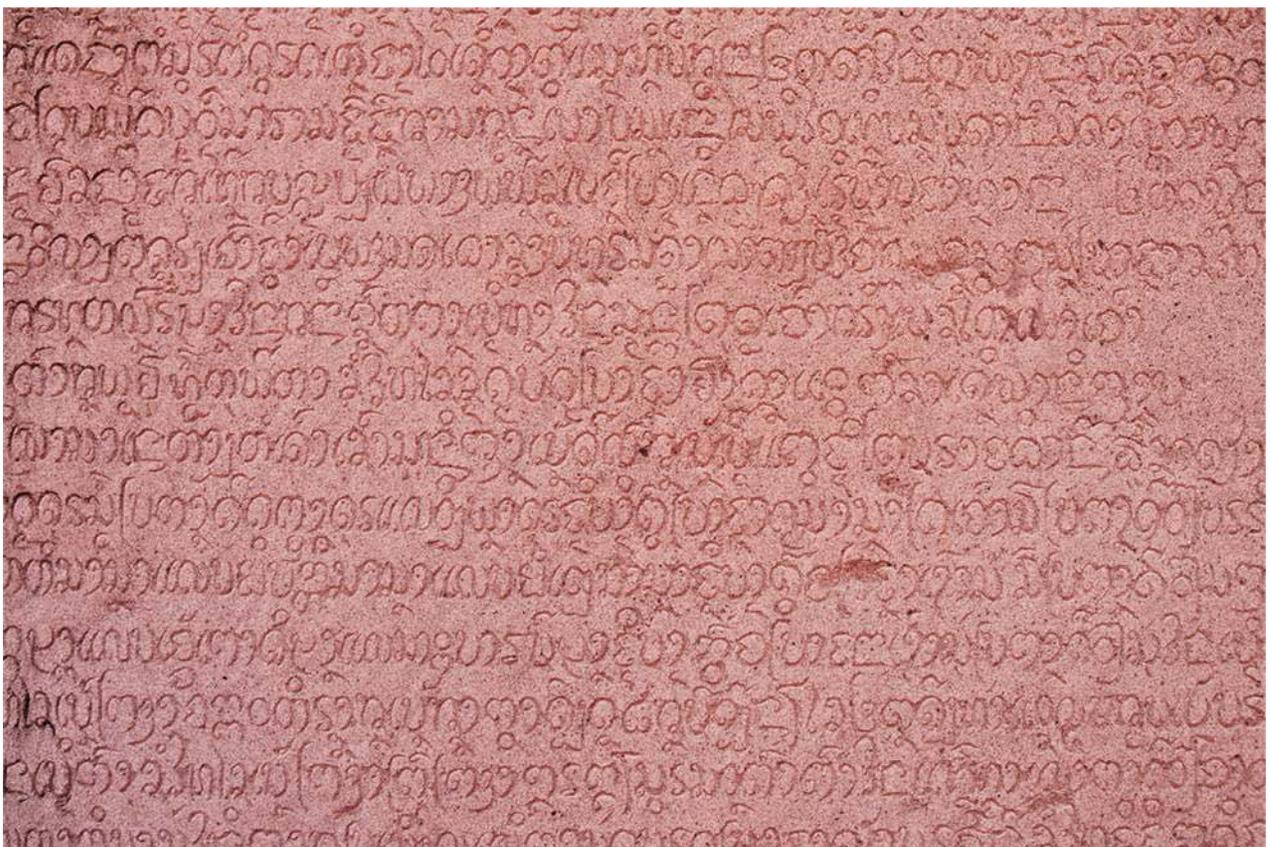
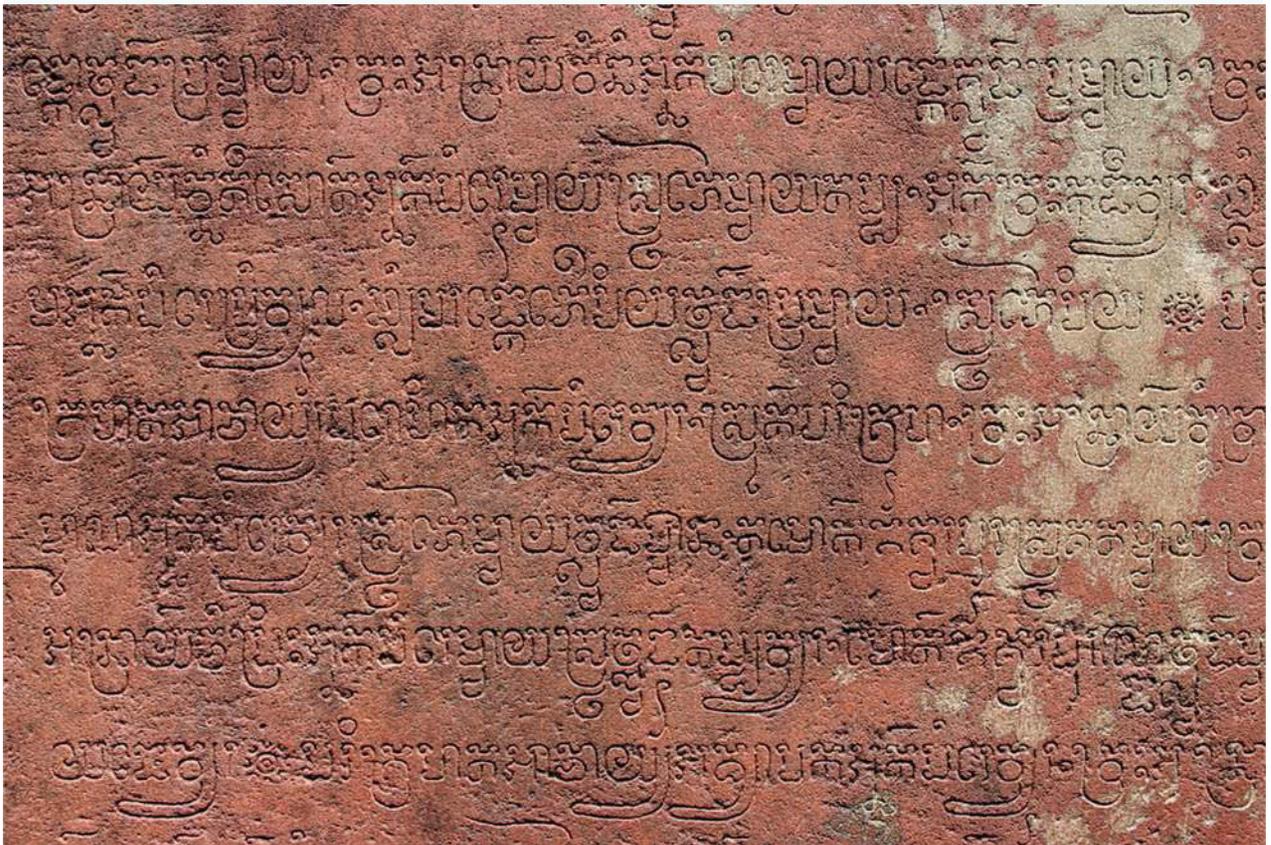
Khmer influence in Thailand

Angkor's civilisation influenced Thai systems of ruling, the way Thai society was organised, Thai architecture and arts, and the development of the Thai written language. From the sixteenth century, Europeans knew Ayutthaya's Thai empire as Siam. By 1700, Ayutthaya was a vast city with around a million people that traded with the Dutch, French, Chinese and Japanese. But in the eighteenth century, its power declined and in 1776 the Burmese destroyed the city.

SOURCE 1 A Theravada Buddhist monk stands before a portrait of Thailand's royal family at fourteenth-century Wat Prathat Doi Suthep in northern Thailand.



SOURCE 2 The Khmer written language (top) influenced the development of the Thai written language (bottom).



Khmer influence in Laos

In Laos in 1353, a prince from Angkor named Fa Ngum founded the Theravada Buddhist kingdom of Lan Xang (meaning ‘a million elephants’). As Angkor lost its power, Lan Xang came to dominate modern-day Laos, much of north-eastern Thailand and even parts of southern China and north-western Vietnam. In the seventeenth century, Lan Xang reached the height of its power. European visitors were impressed by its prosperity and its great temples. But when its king died in 1694 without an heir to the throne, Lan Xang broke up into rival kingdoms that came under the influence of its more powerful neighbours — Vietnam, Thailand and Burma.

Vietnam after the fall of Angkor

During the early fifteenth century, China regained control of Vietnam until the Vietnamese secured their independence in a rebellion in 1428. Vietnam played no role in the decline of Angkor but it benefited by expanding into territory that had been part of the Khmer Empire. This is because much of Vietnam is mountainous and it needed more farming land. It also took territory from Champa.

6.10.2 Cambodia from the sixteenth century

In the sixteenth century, Europeans came to South-East Asia seeking wealth from the spice trade. However, they had little impact before the mid-eighteenth century. After a devastating attack by Ayutthaya in 1593, the Khmer rulers sought help from the Spanish who had colonised the Philippines. For a few years, the Spanish influenced Cambodia’s rulers. However, the Spanish who were in Cambodia were massacred in 1599. In the seventeenth and early eighteenth centuries, Cambodia’s rulers turned first to the Thais for support. When that help was not forthcoming, they sought Vietnamese help against the Thais. The result was that both Thailand and Vietnam grew stronger at Cambodia’s expense. Thailand extended its territory into Cambodia but lost these areas as European colonisers moved in during the nineteenth century.

SOURCE 3 Tree roots strangling an Angkor temple



The colonial era and the present

Colonisation by European powers brought many changes to South-East Asia. Only Thailand remained independent. Portugal's capture of Malacca (in modern-day Malaysia) in 1511 and Spain's colonisation of the Philippines were followed by Dutch, British and French empire-building in the region. The Dutch came to control most of modern Indonesia, the British took Burma and Malaya, and the French took Vietnam, Laos and Cambodia in the nineteenth century. The French met strong resistance in Vietnam, but when France declared a **protectorate** over Cambodia in 1862 it had the approval of the Cambodian king who feared losing more territory to Thailand and Vietnam.

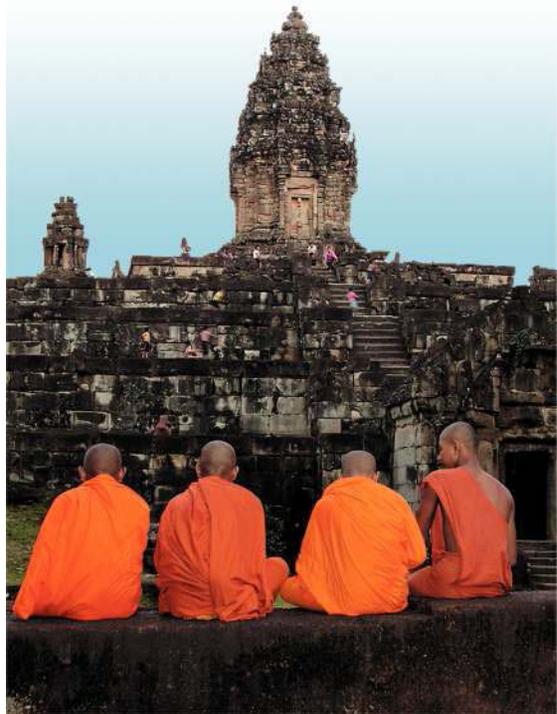
The Khmer prince Norodom Sihanouk declared Cambodia's independence in 1953 but Cambodia was to suffer terribly when it was caught up in the Vietnam War in the 1960s and 1970s. It then suffered even more under the secretive Khmer Rouge regime from 1975 to 1979. The Khmer Rouge called the first year of their rule Year Zero. Through forced evacuation of the cities, forced labour and mass murder, they tried to wipe out all traces of the past.

Today, Cambodia is a very poor country. In some ways its distant past continues to shape its present. After years of civil war, Cambodia has returned to its traditional monarchy and once again Theravada Buddhism is its state religion.

Angkor rediscovered

Angkor Wat continued to be visited by Buddhist pilgrims after the city was abandoned in the fifteenth century, but the rest of the city was overtaken by the jungle. Gigantic tree roots spread over the temples, which became hidden as they were cloaked by the encroaching forest. However, in the nineteenth century, French archaeologists began the process of rediscovering Angkor, clearing the jungle from temples and restoring the site by repairing foundations and making drains to prevent further damage from water. Since the 1990s, conservation work has been coordinated by UNESCO and government bodies from France, Japan and Cambodia. Over a million overseas visitors come to Angkor each year. They provide additional funds towards the cost of conserving the site, but as they walk and climb over Angkor's sandstone structures they create additional conservation problems.

SOURCE 4 Buddhist monks look on as visitors explore the ruins of Angkor.



SOURCE 5 An Angkor temple overgrown with tree roots



SOURCE 6 Tourists visiting Angkor



DISCUSS

Should historical places such as Angkor Wat be closed off to the public to avoid further damage being done? Suggest reasons why millions of tourists are allowed to visit. Do you think these are acceptable reasons? Discuss as a class.

[Ethical Capability]

6.10 ACTIVITIES

1. Historians 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 follows from the other sentences, which are called the **premises**.

A **logical argument** is one in which the conclusion does follow from the premises.

A **fallacy** is an argument in which the conclusion does not follow from the premises; it is a misleading argument, an argument based on reasoning errors.

One of the most common reasoning errors is to assume that, because one event came before another event or change or was occurring around the same time, 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: Angkor was under attack by the Tais from at least 1296, when Zhou Daguan described the effects of their attacks.

Premise 2: The Khmers abandoned Angkor after it was besieged by the Tais in 1431.

Conclusion: Therefore, it was attacks by the Tais that caused Angkor to be abandoned and the Khmer 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: From its beginnings until the death of Jayavarman VII in 1218 the Khmer Empire built many fine temples at Angkor.

Premise 2: The Khmers abandoned Angkor in 1431.

Conclusion: Therefore, temple-building caused Angkor to be abandoned and the Khmer Empire to collapse.

The reasoning error with both arguments is assuming that the first event is the cause of the second event without demonstrating any causal link between the two events. In the first example, all other possible causes are ignored. In the second, no direct link is shown between the events.

Your task:

- (a) Work in small groups to discuss and develop two arguments to explain the fall of the Khmer Empire. As you learned in subtopic 6.9, several possible causes for the decline of the Khmer Empire are: attacks by the Tais, environmental damage, the Black Death, climate change and conflicts within the royal family. In your first argument, use the same reasoning errors as in the given examples. For your second argument, your task is to present a logical argument.
 - (b) After the discussion, list the erroneous arguments and the logical arguments decided upon by your group. **[Critical and Creative Thinking Capability]**
2. Working in small groups, create some guidelines that could be given to visitors (such as those in **SOURCES 4** and **6**) to reduce their impact on Angkor **Analysing cause and effect**

6.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.10 Exercise 1: Check your understanding

1. **HS5** The Khmer written language influenced the development of which other written language?
2. **HS1** How did Angkor influence Laos?
3. **HS1** How did Vietnam benefit from Angkor's decline?
4. **HS1** In the years following an attack by Ayutthaya in 1593, who did Khmer rulers turn to for support?
5. **HS1** Which European powers acquired colonies in South-East Asia between the sixteenth century and the nineteenth century?
6. **HS5** What do you think it could have been about the historical experience of Angkor that led Cambodia's rulers to seek help from the Spanish in the sixteenth century and the French in the nineteenth century?
7. **HS1** After the colonisation by European powers, which was the only country in South-East Asia to remain independent?

6.10 Exercise 2: Apply your understanding

1. **HS3** How do **SOURCES 1** and **2** provide evidence of Khmer influence and continuity in regards to monarchies, written language and religion in South-East Asia?
2. **HS3** **SOURCES 4** and **6** show tourists visiting Angkor. How might such tourism benefit Cambodia?
3. **HS3** Although there is ongoing work to conserve and restore several of Angkor's temples, some sites, such as those shown in **SOURCES 3** and **5**, have been left alone to show the power of nature. Do you think this is a good idea? Why or why not?
4. **HS4** Using the sources in this subtopic, what conclusions can you draw about continuity and change in Cambodia from the Khmer Empire to modern times?
5. **HS3** Identify ways in which the visitors shown in **SOURCES 4** and **6** might be damaging Angkor.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.11 SkillBuilder: Making your own notes to analyse relevant sources

online only

Why is note-making useful?

Note-making from sources will help make information easier to understand and recall. Note-making can also help you analyse the causes and effects of significant events.

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.



6.12 Thinking Big research project: Khmer Empire costume and set design

online only

SCENARIO

A famous film director is making a dramatised documentary film about the Khmer Empire. To apply for the exciting position of set and costume designer, submit a design brief for three key scenes in the film.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: Khmer Empire costume and set design (pro-0162)

6.13 Review

online only

6.13.1 Key knowledge summary

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

6.13.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources



eWorkbook Reflection (doc-31330)
Crossword (doc-31331)



Interactivity Angkor and the Khmer Empire crossword (int-7588)

KEY TERMS

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist to do with Buddhism; a follower of Buddhism

cult a system of religious worship

epic a long story in verse narrating the deeds of its hero

Hindu the most ancient of all the main world religions; originated in India

incarnation the representation of a spirit or quality in a living human

Khmer the Cambodian people

legitimate lawful or proper

linga a phallic symbol that would have originally been a feature of most Hindu temples

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mausoleum a huge tomb

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

pious devout, very religious

protectorate when stronger states protect and control weaker states

reincarnation being continuously born and reborn in other lives

ruling class kings, nobles and high officials

Sanskrit ancient and sacred language of India

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

Tonle Sap the largest freshwater lake in South-East Asia

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

6.11 SkillBuilder: Making your own notes to analyse relevant sources

6.11.1 Tell me

What is note-making?

Do you ever feel overwhelmed when you see a lot of information on a page? Do you sometimes wonder how you will be able to remember it all? Don't worry, you don't need to know all of it — you just need to understand the important parts. Note-making cuts the information down into smaller pieces that are easier to remember.

Why is note-making useful?

Note-making and learning to summarise will make information easier to understand and recall. You simply write out the key information in point form. Then it won't seem so hard. Note-making also helps you analyse and therefore understand what you are reading. Here you will be learning to make notes on sources that are relevant to change and decline in the Khmer Empire.

6.11.2 Show me

How to make notes

The most important thing to remember when making notes is that you are aiming to *reduce* the number of words used by keeping only the important points — and not just copying out a lot of text.

Step 1

Read the extract that you need to summarise. Don't try to make notes the first time you read it. Just try to understand the main points the author is making. Try reading **SOURCE 1**. It is about the weakening of Angkor (Cambodia) and the growing power of the Thais.

SOURCE 1 The fall of Cambodia and the rise of Thailand, from Milton Osborne, *An Introductory History: Southeast Asia*, Allen & Unwin, Sydney, 2004, pp. 59–60

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was . . . the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord . . . When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King . . . to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia . . . A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Step 2

Now re-read the text. Ask yourself:

- What are the main points the author is trying to make?

Highlight these (shown in light blue in **SOURCE 2**).

Step 3

Highlight any supporting ideas in the text (shown in green in **SOURCE 2**).

Step 4

Highlight any keywords that are new to you or that seem to relate specifically to the topic (shown in purple in **SOURCE 2**).

SOURCE 2 Identifying important information

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was . . . the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord . . . When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King . . . to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia . . . A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Step 5

Now you need to start writing. Write down the heading and then use dot points for each of your notes. Look for key words, dates, ideas, facts and evidence.

Remember, the aim is to analyse and summarise, not just to copy. Look for ways of shortening the text. Instead of listing lots of examples, use just one or two. Include definitions of words that are important to the topic. Your notes should be designed to help *you*, not other people, so use your own words. If you already know a lot about a topic, you may not need as many notes as other people; but if the topic is new to you, you may need more notes.

Now look at **SOURCE 3** and you will see how much we have reduced the text (from 170 words to about 50 words).

SOURCE 3 Summary

Cambodia had a great empire **[1st main point]**.

Angkor:

- controlled much of modern Thailand, Laos and Vietnam **[supporting point]**
- depended on lesser rulers accepting Angkor's authority **[supporting point]**.

Angkor was brought down in the fifteenth century by the Thais **[2nd main point]**.

- Thai rulers rebelled and fought for independence **[supporting point]**.
- Thais damaged Angkor's agriculture and gained territory **[supporting point]**.

6.11.3 Let me do it

Complete the following activities to practise this skill.

6.11 ACTIVITIES

1. Using what has been done with **SOURCE 1** to create **SOURCES 2** and **3** as an example, make notes to analyse **SOURCE 4**.
 - (a) Outline the main point in **SOURCE 4**. (*Note:* The author's main point about the power and wealth of the Khmer king is not directly stated. But you will see what it is.)
 - (b) Briefly outline each of the supporting points.

SOURCE 4 Description of a royal procession written by Zhou Daguan, a Chinese diplomat who visited Angkor in 1296–1297

When the king goes out, troops are at the head of the escort; then come flags, banners, and music. Palace women, numbering from three to five hundred, wearing flowered cloth, with flowers in their hair, hold candles in their hands . . . Then come other palace women, bearing royal paraphernalia made of gold and silver . . . Then come the palace women carrying lances and shields, [and] the king's private guards . . . Carts drawn by goats and horses, all in gold, come next. Ministers and princes are mounted on elephants, and in front of them one can see, from afar, their innumerable red umbrellas. And after them come the wives and concubines of the king, in . . . carriages, on horseback and on elephants . . . Behind them comes the sovereign [king], standing on an elephant, holding his sacred sword in his hand. The elephant's tusks are encased in gold.

2. Apply your skills to complete the following.
- (a) Discuss in small groups how the extravagance described in **SOURCE 4** might have contributed to the decline described in **SOURCE 1**.
 - (b) How would you describe the perspective of the writer of **SOURCE 4**?
 - (c) Explain how your analysis of **SOURCE 4** made it easier to understand.

6.12 Thinking Big research project: Khmer Empire costume and set design

Scenario

Claudia Tortellini, a critically-acclaimed new Italian movie director, is planning to make a dramatised documentary film about the history of the Khmer Empire. She has advertised for actors, camera operators, cinematographers and other positions for the project. One of those positions has caught your eye. They require someone who knows enough about the Khmer Empire to design sets and costumes for scenes that will be re-enacted. Someone like you!



Task

To accompany your letter of application for this job, Claudia Tortellini requires you to write brief guidelines for set design and costume design for three scenes in the film. These scenes are:

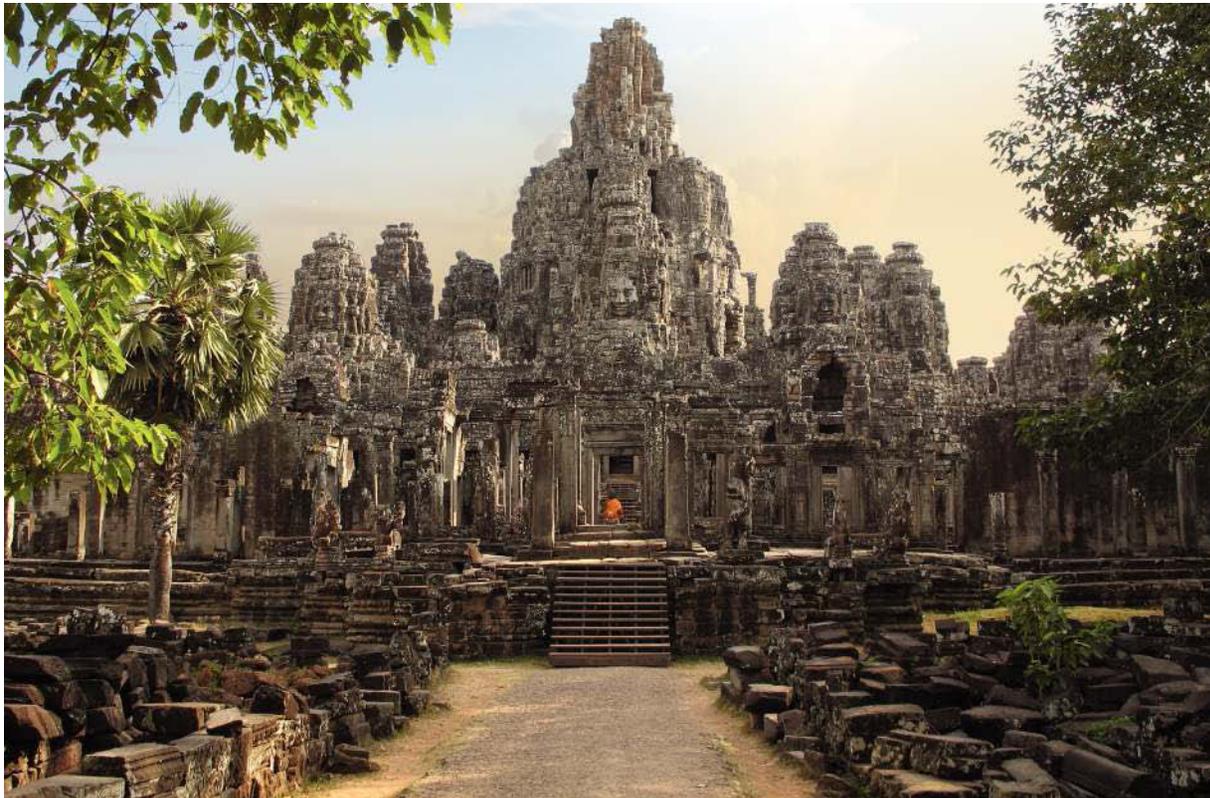
- Jayavarman's defeat of the Cham invaders in 1178
- construction work on the Bayon Temple
- the daily life of ordinary Khmer people.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in pairs will enable you to compare ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered.
- In the **Media centre** you will find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research. You should also revisit the relevant subtopics in the Angkor and the Khmer Empire topic.
- Write up your research findings for each of the three scenes in the Research forum.
- You can use images from the Media centre, other images you locate and/or your own sketches to make your guidelines more colourful and exciting.
- You can view, share and comment on your project partner's research findings and design ideas. Be sure to enter the source for any information you find online.
- Describe what each of the three scenes should look like. We cannot know exactly what these scenes would have looked like. However, your guidelines must be historically accurate insofar as they must be based on what we do know from archaeological evidence and from the very limited written primary sources that exist as evidence for the Khmer Empire.
- Email your guidelines for set design and costume design for three scenes in the film to your teacher for assessment and feedback.



on Resources

 **ProjectsPLUS** Khmer Empire costume and set design (pro-0162)

6.13 Review

6.13.1 Key knowledge summary

6.2 Examining the evidence

- Legends of the rise of South-East Asian states are unreliable.
- Inscriptions provide our only written primary sources from the Khmers.
- Written primary sources from other societies that had contact with the Khmers provide more information.
- Khmer archaeological sources provide much evidence.

6.3 Environment and peoples

- The geographical features of South-East Asia provided conditions necessary for the rise of civilisations along rivers, including Angkor and the Khmer Empire.
- There were many different peoples and cultures in the region.

6.4 The historical setting

- Several states arose in mainland South-East Asia between the first century and the twelfth century.
- There were contacts and conflicts between the South-East Asian states.
- The expansion of the Khmer Empire was aided by conflicts between rival states.

6.5 The rise of Angkor and the Khmer Empire

- Jayavarman II founded the Khmer kingdom in 802 and built Hindu temples.
- Under his successors, reservoirs were built in the Angkor area and the Khmers began to have conflicts with Champa.
- Angkor Wat was built under Suryavarman II.
- Jayavarman VII defeated the Chams, introduced Mahayana Buddhism, built Angkor Thom and expanded the Khmer Empire to its largest extent. He is regarded as the greatest of the Khmer kings.

6.6 Religious values and beliefs

- Animism, Hinduism and Buddhism all played a part in shaping the beliefs and values of the Khmers.
- Khmer culture was strongly influenced by the art, architecture and literature of Hinduism and Buddhism from India and Sri Lanka but the styles were changed when the Khmers adopted them.

6.7 Khmer society

- Khmer society was very unequal, with kings and nobles having great power.
- Khmer women carried out a huge range of trades and many became dancers.
- The ordinary people provided the food surplus that supported the ruling classes. They also provided soldiers for wars and labour for building reservoirs and temples.

6.8 Angkor's buildings

- The city of Angkor had a million people grouped around it in the twelfth and thirteenth centuries.
- Angkor Wat is the world's largest religious structure.
- Angkor Thom's Bayon Temple has over 11 000 carved figures with scenes of war and everyday life.

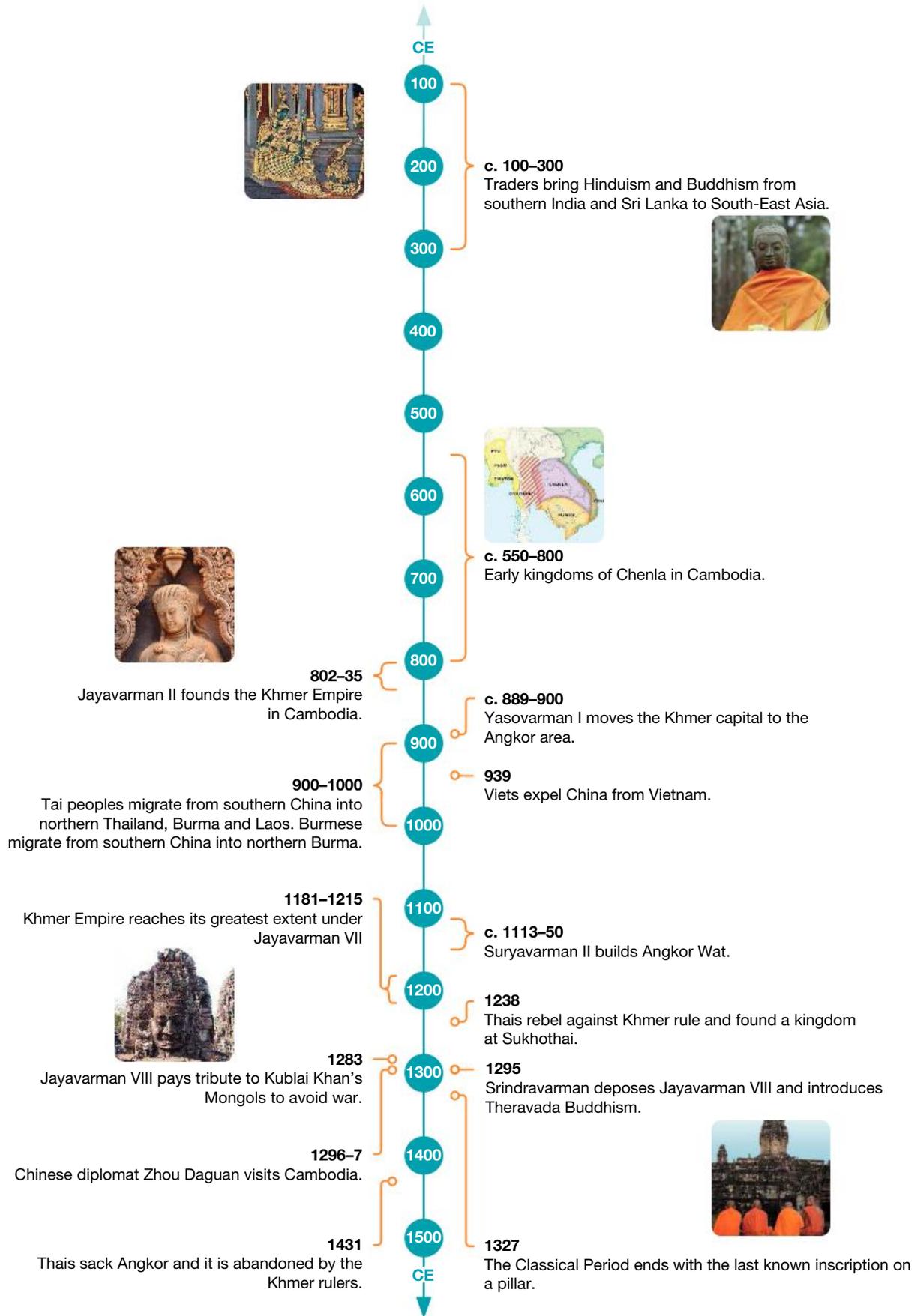
6.9 Decline and fall: the historical debate

- After the death of Jayavarman VII, temple-building ceased and the Khmers lost territory.
- There are several factors that could have contributed to Angkor's decline and fall. They include environmental damage, climate change, religious changes and attacks by the Tais.

6.10 Legacies of the Khmer Empire

- The Khmer Empire left significant legacies for Cambodia, including Angkor with its temples and other historical sites.
- The Khmer Empire's legacies also include its influences on the cultures of other South-East Asian states, especially Thailand and Laos.

A timeline of the Khmer Empire



6.13.2 Reflection

Complete the following to reflect on your learning.

6.13 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Kings, wars and a city of temples. How did the Khmer Empire rise so high, and what caused its downfall?

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



eWorkbook Reflection (doc-31330)

Crossword (doc-31331)



Interactivity Angkor and the Khmer Empire crossword (int-7588)

KEY TERMS

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist to do with Buddhism; a follower of Buddhism

cult a system of religious worship

epic a long story in verse narrating the deeds of its hero

Hindu the most ancient of all the main world religions; originated in India

incarnation the representation of a spirit or quality in a living human

Khmer the Cambodian people

legitimate lawful or proper

linga a phallic symbol that would have originally been a feature of most Hindu temples

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mausoleum a huge tomb

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

pious devout, very religious

protectorate when stronger states protect and control weaker states

reincarnation being continuously born and reborn in other lives

ruling class kings, nobles and high officials

Sanskrit ancient and sacred language of India

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

Tonle Sap the largest freshwater lake in South-East Asia

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

7 Mongol expansion (c.1206–1368)

7.1 Overview

Khans, clans, courts and culture. How did a band of rural warriors conquer half the world?

7.1.1 Links with our times

Wrestling is Mongolia's national sport. The popularity of wrestling today is one of many ways in which modern-day Mongolia continues to reflect the Mongolian Empire of the Middle Ages, a nation that rose to prominence because of its military prowess. Under the leadership of Genghis Khan, one of history's most fearsome fighters, the Mongol army conquered over a quarter of the known world, creating the largest land empire in history.

Mongol power contributed to the revival of learning in Europe, reunited China and expanded frontiers. Trade, knowledge and ideas flowed along the Silk Road under Mongol protection. It is no wonder, then, that the world of the thirteenth and fourteenth centuries is often called the age of the Mongols.

Resources

-  **eWorkbook** Customisable worksheets for this topic
-  **Video eLesson** Mongol expansion (eles-1830)

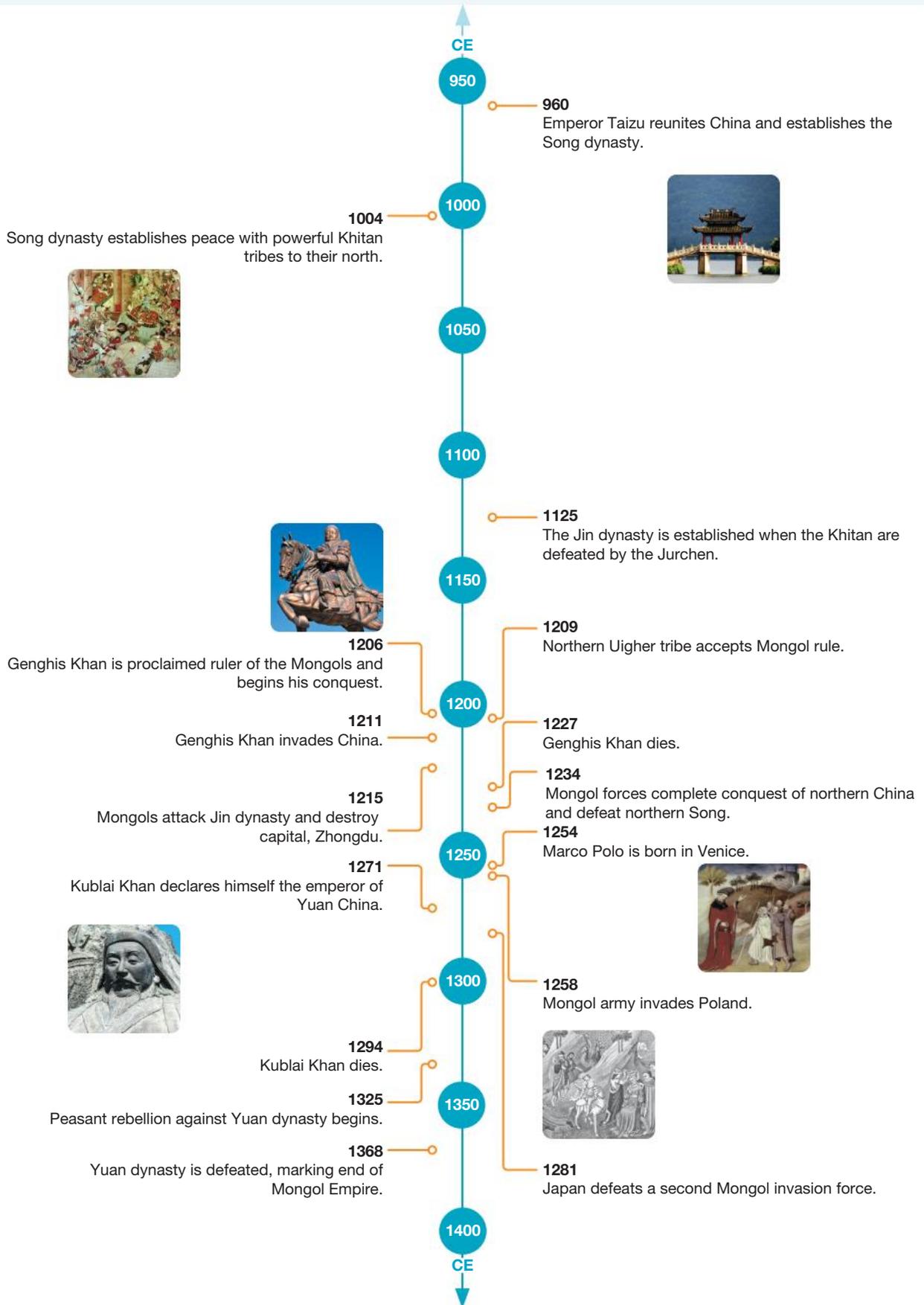
LEARNING SEQUENCE

- 7.1 Overview
- 7.2 Examining the evidence
- 7.3 Life in imperial China before the Mongol conquest
- 7.4 The Mongol people and their land
- 7.5 The rise of Temujin
- 7.6 The Mongol army
- 7.7 Mongol rule — the Yuan dynasty
- 7.8 Culture and beliefs at the khan's court
- 7.9 The travels of Marco Polo
- 7.10 Defeat of the Mongol Empire
- 7.11 The Mongol legacy
- 7.12 **SkillBuilder:** Analysing different perspectives
- 7.13 **Thinking Big research project:** The Mongol expansion show
- 7.14 **Review**



To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Mongol expansion



7.2 Examining the evidence

7.2.1 How do we know about the Mongol expansion?

In this topic, we will explore the age of the Mongols, from about 1206 to 1368 CE. For many people, this was a time of war and destruction at the hands of the Mongol army. For others, it was a time of relative peace when ideas and religions could be expressed freely and cultural barriers were lowered between Europe and Asia.

7.2.2 Official records

To ensure they are remembered by the generations to come, governments often commission official histories to be created. Just a few decades after his death, the Mongol leadership commissioned an anonymous writer to document the life of Genghis Khan, leader of the Mongol army, as well as that of his son, in *The Secret History of the Mongols*. Intended to be read by only the Mongolian ruling class, the book was based upon the oral stories passed down within the empire and celebrated Khan's heroic deeds. Written in a flowing style, it included lessons for keeping the empire strong (see **SOURCE 1**).

SOURCE 1 *The Secret History of the Mongols* is a mixture of prose and verse, and contains many lessons.

She gave unto each [of her five sons] a single arrow shaft, saying 'Break [it]!' The single [arrow shaft] — how could they have hindered [it from breaking]? — each brake and cast away. Again, she bound five arrow shafts together in a bundle and gave [them to her sons], saying, 'Break [them]!' All five, holding, every person, the five arrow shafts bound in a bundle, were in turn not able to break [them].

7.2.3 The writings of explorers

China was known as the 'middle kingdom' in Europe during the Middle Ages, and legends of its wealth and mystery filled the popular imagination. Following the publication of *The Travels of Marco Polo*, interest in the region increased. Sources such as **SOURCE 2** give information about both the Mongols and what other societies thought of the Mongols.

SOURCE 2 Marco Polo's descriptions of the khan's prowess on and off the battlefield helped to make the Great Khan a celebrity in Europe.

When Nayan and his men saw their camp thus encircled by the khan and his host, they were seized with amaze; yet they ran to arms, formed themselves in order of battle, and were soon prepared to strike. Then began the beating on many instruments, and singing with loud voices; for it is the custom of the Tartars [Mongols], that until the horn termed naccar is winded the troops do not engage. But when that grand trumpet of the great khan was sounded, all the other performers began playing, and raising their voices very loud, making a noise that was truly most wonderful. Then the two armies rushed against each other with sword, spear, and lance, while the footmen were prepared with bow and quiver. The battle was fierce and cruel; the arrows filled the air like rain; horses and horsemen were seen falling to the ground; and the tumult was such, that if Jove had thundered, he could not have been heard. Nayan was a baptized Christian, and therefore had the cross upon his standard. Never, in our day, was there so hard and terrible a combat, nor so many assembled on one field, especially of horsemen; and the number who fell on both sides was fearful to behold. The battle continued from nine in the morning till midday; but the great khan at last remained master of the field.

7.2.4 Everyday objects

To better understand the lives of the Mongol people, it is important to look at the everyday objects they left behind (see **SOURCE 3**). Much can be learned by looking at seemingly simple things such as the tools they used, the jewellery they treasured, the houses they lived in and the food they ate.

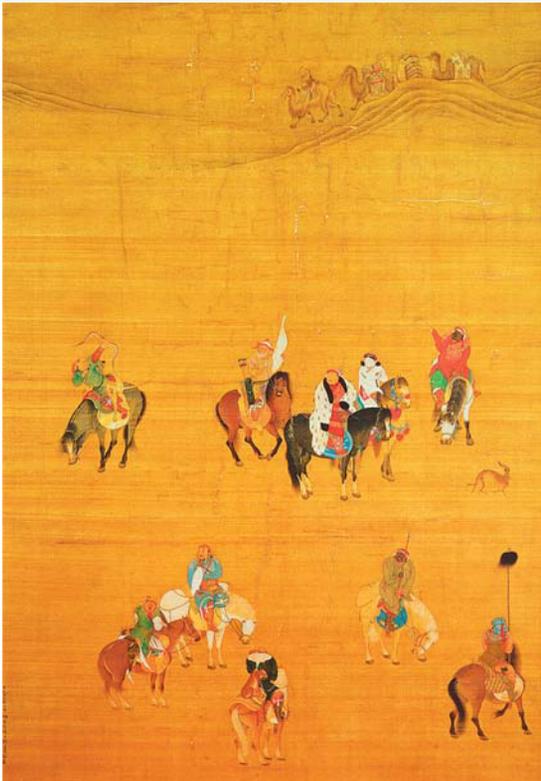
7.2.5 An artistic view

Artwork gives great insight not only into the feelings of the artist but also into the audience for which the artwork was created. During the reign of the Mongols, Chinese artists worked for their Mongol rulers, producing calligraphy and paintings that depicted everyday life, landscapes and famous battles (see **SOURCE 4**). There were also many artworks created centuries after the fall of the Mongol Empire. Some of these, such as the painting shown in **SOURCE 5**, depict the power of the Mongol army.

SOURCE 3 This *paiza*, or Mongol passport, was used by those travelling through the Mongol Empire on official business. It was worn around the neck so that it would be visible to customs officers who would let the wearer pass. The inscription reads, 'By the strength of Eternal Heaven, an edict of the Emperor [Khan], he who has no respect shall be guilty.'



SOURCE 4 This thirteenth-century artwork depicts Kublai Khan, grandson of Genghis Khan, in a hunting party. This source was created using ink and colour on silk during the Mongol expansion.



SOURCE 5 A sixteenth-century illustration of the Mongol army engaged in battle with Chinese Song dynasty forces. This is a secondary source as it was created many years after the event it depicts.



7.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.2 Exercise 1: Check your understanding

1. **HS2** When was the age of the Mongols?
2. **HS1** Why would governments commission official historical records to be created?
3. **HS1** The ruling group usually commissioned sources such as paintings. Would these sources be biased in any way? Explain your answer.
4. **HS1** Why was China known as the middle kingdom in the Middle Ages?
5. **HS1** Objects such as weapons provide us with information about the Mongol people. List three everyday objects that provide us with information about the lives of the Mongol people from the Middle Ages.
6. **HS1** What type of artwork was produced during the reign of the Mongols?

7.2 Exercise 2: Apply your understanding

1. **HS3** What lesson do you believe was meant to be learned by the boys in **SOURCE 1**?
2. **HS3** In **SOURCE 2**, the explorer Marco Polo describes a large battle.
 - (a) What adjectives or phrases does he use to describe the khan and his forces?
 - (b) What adjectives or phrases does he use to describe the khan's enemies?
 - (c) Whose side was Marco Polo on (if any), and how can you tell?
3. **HS3** **SOURCE 3** is an example of an everyday object used by government officials. What does it tell you about the society in which they lived?
4. **HS3** What is depicted in **SOURCE 4**? Why would an artist create this scene?
5. **HS3** Is **SOURCE 5** a primary or secondary source? Explain your answer.
6. **HS3** List the similarities and differences between the portrayals of battle in **SOURCES 2** and **5**.
7. **HS3** Examine **SOURCES 1, 2, 4** and **5**. Which one would you trust to depict Mongol culture most accurately? Why?
8. **HS3** Using the sources in this subtopic and what you have already read about the Mongol expansion, suggest why the Mongol Empire expanded so quickly during the thirteenth and fourteenth centuries.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.3 Life in imperial China before the Mongol conquest

7.3.1 The Song dynasty

In the twelfth century, over 100 million people lived under the rule of the Song. The Song Empire covered 4 million square kilometres of rich agricultural land and bustling cities. In 960 CE, the first Song emperor, Taizu, established his control of central China when he led the army in a rebellion against the government. Once in power, Taizu turned away from using military force to rule the people.

The emperors of the Song **dynasty** built their authority through a strong **civilian** government:

- **civil servants** were selected by a series of examinations and interviews
- an imperial academy and university trained government officials
- governors and **magistrates** were appointed to run government at a local level
- senior government officials were made responsible for drawing the emperor's attention to public opinion and problems
- taxation of trade and industry raised the revenue to finance important government works such as irrigation programs
- prices were regulated through government control of big industries such as salt, tea and wine.

SOURCE 1 An illustration created in the twelfth century of the beautiful city of Kaifeng, the capital of the Song dynasty. In the eleventh century it had a population of more than one million people.



Life in the Song cities

Peace in Song-dynasty China led to a massive growth in population because farming techniques improved, irrigation systems were rebuilt and trade grew. As a result, Song city streets were bustling places, crowded with the congestion of horses, mules, carts, **rickshaw** boys and **porters** carrying goods dangling from poles balanced across their shoulders. People stopped to shop at the booths and stalls marked by tall posts and banners advertising their wares. In the Song cities of Kaifeng and Hangzhou, the wealthy could shop for exotic items such as rhinoceros horn from Bengal and ivory from Africa. Street stalls and shops stayed open until 2 am. At the tradesmen's stalls, there was knife sharpening, pot mending, coffin making and tailoring on offer. Crowds also gathered to listen to fortune tellers, watch magicians and consult healers.

DID YOU KNOW?

Anyone who wanted to appear before the emperor had to sink on their knees and knock their head nine times on the floor to show their obedience.

SOURCE 2 A group of wealthy Song women dressed in their fine silk robes enjoying a New Year feast.



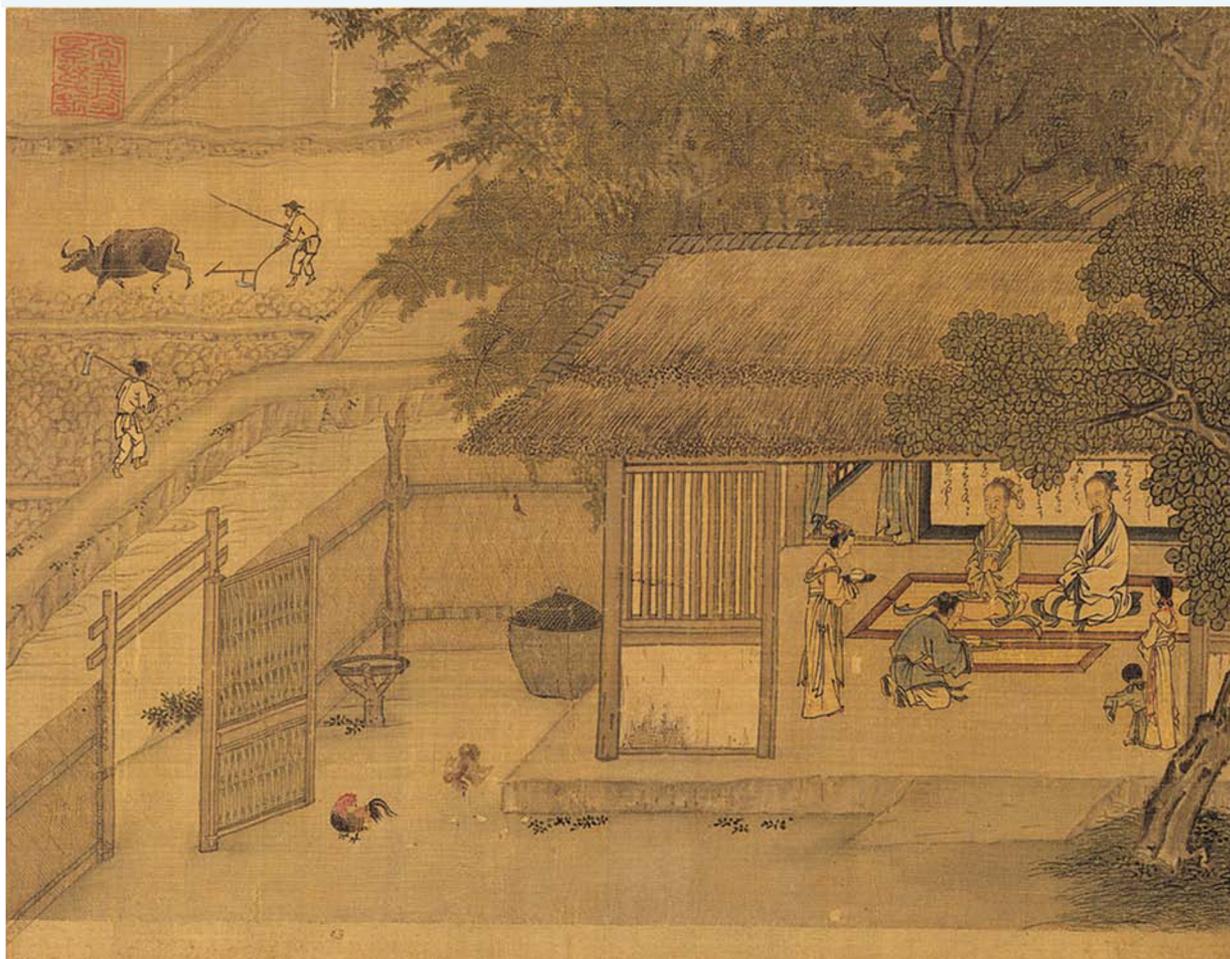
Song cities were built in the shape of a square and had thick defensive walls. People entered the city through guarded gates and walked down straight streets that criss-crossed from north to south and east to west. Houses were grouped into **wards**, enclosed by another protective wall that was locked every night. In cities teeming with people, the government was responsible for community health and hygiene. Garbage was regularly removed from the streets and transported on barges to dumps in the countryside. Every day the ‘pouring men’ came to cart away the city’s human waste, which was dried and used as fertiliser for the local vegetable gardens.

7.3.2 Home and the Chinese family

Traditional life in China was in stark contrast to life for the nomadic Mongol warriors. The Chinese way of life centred on agriculture. Every member of the Chinese peasant family was needed to work on farming tasks such as draining and ploughing fields, fertilising crops and irrigating. Most people living in traditional Chinese communities were bound to the land for their survival. Traditional Chinese culture emphasised a person’s duty to their family, including dead ancestors who were continually honoured through religious rituals. Loyalty to the family was more important than loyalty to the government. The father was the head of the family and made all the decisions. Wives and children were expected to obey.

During the Song dynasty, China had many small villages where between 200 and 400 people lived in family cottages made from mud bricks. Chinese families also lived on boats, called sampans, along the busy waterways of the large river systems. Within the harbours of the port cities, thousands of boat people lived in floating villages. The strong Chinese family network provided security in a land where natural disasters like insect plagues, floods and droughts frequently destroyed harvests and homes.

SOURCE 3 The ideal traditional Chinese family (from the southern Song dynasty, tenth century)



7.3.3 Song inventions and ideas

Many inventions and ideas began in ancient China. From the fourth century CE, the Western world was greatly influenced by Chinese developments such as:

- the loom for weaving silk
- the compass for establishing directions and distances
- the breast strap harness and the foot stirrup for horse riding
- the stern post rudder for steering ships
- the wheelbarrow
- the blast furnace for obtaining metals
- the mechanical clock to keep time and track the movements of the sun, moon and stars.

The Chinese discovered that a combination of coal, saltpetre and sulfur would make gunpowder 300 years before the Western world discovered it. The Song dynasty leaders recognised the military usefulness of gunpowder and used it to set off fires and create frightening clouds of smoke. Song China defended itself against the Mongol army by hurling gunpowder grenades from catapults and shooting flaming arrows from thick bamboo tubes.

SOURCE 4 A water-powered Song clock in Kaifeng that moved through its cycle by the tipping of water from one bucket into another. The clock wheel rotated every 14 minutes and 24 seconds.



SOURCE 5 A Song dynasty description of one of the uses of gunpowder

At the end-of-year festival . . . there were many firecrackers . . . there were fuses so arranged that when you lit one it set off hundreds of others . . . [Some] fireworks . . . were like wheels and revolving things, others like comets, and others again shooting along the surface of the water, or flying like kites . . .

Spreading the word

Printing began in China 700 years before it appeared in Europe. In 750 CE, sheets of paper were stamped with inked blocks of wood into which Chinese characters had been carved. It was a quick and easy process known as ‘block printing’. By the ninth century, the blocks had become much larger and each could print a whole page. Over the centuries, labour-saving methods of printing were developed. The Song dynasty printer Bi Sheng made characters out of clay and set them in a frame. These clay characters could then be removed and new characters arranged for printing the next page.

7.3.4 The dynasty crumbles

Behind the splendour of the Song dynasty was weakness. North of the empire was the land of two powerful tribes called the Khitan and the Jurchen. In 1004 CE, the Song dynasty made the first of many peace agreements with the Khitan, agreeing to give an annual **tribute** of silver and silk to their northern neighbours. The peaceful policies of the Song eventually strengthened the position of the Khitan who continued to launch raids into Song territory.

In 1120 the Jurchen were at war with the Khitan. The Song supported the Jurchen in the belief that defeat of the Khitan would free them from the annual tribute payment. However, the decision was disastrous for the Song. Jurchen forces defeated the Khitan and then turned south to invade the Song Empire. The Jurchen took control of Kaifeng in 1126, humiliated and murdered the members of the imperial family and then drove the Song from northern China. The Jurchen established the Jin dynasty in the north, with a capital in Beijing.

The southern Song

The surviving members of the Song dynasty fled south and established a new capital at the town of Linán, now known as the city of Hangzhou. This southern Song settlement was protected by the dense forests of the lower Yangtze River valleys. Linán was located in the wealthiest agricultural land in China. The southern Song secured themselves in this prosperous region by building a navy to defend the coast and developing more sophisticated military technology. The southern ports flourished as Song sailors and their fleets of ships made long voyages in search of trade. They held their power in this southern empire for another 150 years, until they faced a more powerful foe than the Khitan — the Mongols.

SOURCE 6 This artwork, held in the Summer Palace in Beijing, shows a battle between the Jurchen and the Song in the twelfth century. The artist and date of creation are unknown.



7.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.3 Exercise 1: Check your understanding

1. **HS1** How did the Song emperors build their authority?
2. **HS1** What were the key features of the civilian government?
3. **HS1** Why did the population grow so rapidly in Song-dynasty China?
4. **HS1** What were some of the things that could be bought at the markets?
5. **HS1** How were the cities designed? Explain how this helped protect the citizens.
6. **HS1** What work did the traditional Chinese peasant do?
7. **HS1** What was more important than loyalty to the government?
8. **HS1** How did the strong Chinese family network provide security?
9. **HS1** Identify at least five ancient Chinese inventions and their purposes or uses.
10. **HS1** What combination of elements made gunpowder and what did the Chinese use it for?
11. **HS1** Describe early Chinese printing.
12. **HS1** What was the weakness behind the Song dynasty?

13. **HS5** Consider the weakness behind the Song dynasty.
 - (a) What saved the city of Kaifeng from being attacked by the Khitan?
 - (b) What was the consequence of this for the Song imperial family?
14. **HS1** How did the Song survive their foes?

7.3 Exercise 2: Apply your understanding

1. **HS3** What features of life in the Song cities are shown in **SOURCES 1** and **2**?
2. **HS3** Examine **SOURCE 3** closely. What work are the people in the fields doing?
3. **HS3** What does the scene within the house in **SOURCE 3** tell us about the hierarchy within the family unit?
4. **HS3** What are the inventions in **SOURCES 4** and **5**?
5. **HS3** What are the weapons being used in **SOURCE 6**?
6. **HS3** Who won the battle shown in **SOURCE 6**?
7. **HS3 SOURCES 1–3** provide valuable information about the art and architecture of Song China. Using the sources as your evidence, write a brief description of the particular features of the gardens and buildings, and the way the artist has chosen to paint the scenes.
8. **HS4** Explore the reasons that the Song dynasty created such a flourishing culture that allowed for so much growth and creativity.
9. **HS2** Design a timeline and record the major events in the downfall of the Song.
10. **HS4** Debate why the Northern Song dynasty only lasted for just over 150 years, despite being so prosperous. After your debate, list the top five reasons for the defeat of the Song. Justify your answers.
11. **HS6** Evaluate the statement that China was way ahead of Europe in technology and culture during the Middle Ages.
12. **HS6** What elements of the Songs' way of ruling a city can be found in Australian society today?
13. **HS3** Imagine you are one of the people in any of the sources. Write a short description of where you are and what is happening, emphasising the relevant achievements of the Song dynasty that are clear to you from the source.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.4 The Mongol people and their land

7.4.1 The Mongol homeland

The Mongols were nomadic tribal people from Mongolia, the cold and barren land to the north and west of China. The Mongol homeland was bordered by the high Altai mountain range to the west, the Gobi Desert to the south and Lake Baikal to the north.

The people raised animals on the vast treeless grasslands of Mongolia because the region was too cold and dry for growing crops. The Mongols lived off their herds of cattle, goats, yaks and sheep. Fleece was used to make clothing and line the walls of homes, known as *yurt*. They collected the sheep manure for fuel and made cheese and butter from milk. **Mutton** was also a major part of the Mongol diet. The Mongols used camels to cross the harsh deserts, oxen to move heavy loads and horses for transport, hunting and warfare.

Life in Mongolia was shaped by the land and the seasons. Every year the Mongols migrated south from summer pasture lands on the open plains to their winter pastures in the sheltered mountain valleys. Survival in the unforgiving climate was a struggle and so Mongol territory remained sparsely populated. 'Luxuries' such as grain, metals, textiles and tea were obtained through raiding or trading with the settled agricultural people living to the south of China's Great Wall.

From 400 BCE, the Chinese constructed walls to defend themselves against raids from the tribes living along their northern border. China's huge population was concentrated in the river valleys where the people cultivated crops, constructed roads and built great cities. The Great Wall marked the boundary between two very different ways of life: the wealth and sophistication of **Imperial** China, and the poverty and simplicity of nomadic Mongolia. The Chinese regarded the Mongols as 'barbarians'.

SOURCE 1 A traditional Mongolian yurt was easily collapsed and transported. The conical shape allowed rain to run off and provided resistance against strong Mongolian winds. Sections of the wooden frame were secured with strips of rope to form a cylinder shape over which felt was stretched for insulation. Roof poles supported the outer covering.



SOURCE 2 Yaks are perfectly suited to the Mongolian landscape. They can survive extreme temperatures, live on rocky slopes and flat plains, and can forage through snow for fodder, which is essential in a country where snow covers the ground for almost half the year. Hangai yak provided Mongols with meat, milk and transport.



SOURCE 3 Mongolia lay to the north of China. The stark northern landscape was the home of people the Chinese regarded as barbarians. This Song dynasty illustration shows the Chinese view of the Mongol homeland as barren and harsh.



7.4.2 Mongol society

The Mongols lived in small clans. Groups of clans were bound together by marriage and blood relationships to form a Mongol tribe. A chieftain, or khan, governed the tribe. The khan was not born to rule, but kept the position of power through constantly proving personal strength and protecting the tribe. Within clan groups, the people belonged to a particular social class which determined everything, from what they were given to eat at a banquet to how they were armed and dressed when they went into battle.

The role of women

Mongol women had power, influence and considerable freedom because they managed daily life in the camp. Their tasks included:

- herding and milking all the livestock
- making cheese, yoghurt and butter
- packing the yurt
- making felt by soaking and beating sheep fleece for winter insulation of the yurt
- rearing the children
- cooking and sewing animal skins into warm winter clothing.

Marriage ties were very important to Mongol tribal organisation. Marriages were arranged through discussion with clan leaders and were regarded as an important step into adulthood. Men were permitted to have many wives. Once married, a woman was responsible for her own yurt. The location of the yurt, in relation to the man's yurt, indicated seniority among the women. The first married wife placed her yurt to the east of her husband's and subsequent wives placed their yurts to the west. If the husband died, it was expected that the youngest son or brother would take care of the widow. Married women had particular status in Mongol society and were identified by elaborate headdresses.

SOURCE 4 An extract from a first-hand report written by European Giovanni da Pian del Carpine, who visited the Mongols between 1245 and 1247 at Pope Innocent IV's command

Girls and women ride and gallop as skillfully as men. We even saw them carrying quivers and bows, and the women can ride horses for as long as the men; they have shorter stirrups, handle horses very well, and mind all the property. The Tartar (commonly used term for Mongols) women make everything: skin clothes, shoes, leggings, and everything made of leather. They drive carts and repair them, they load camels, and are quick and vigorous in all their tasks. They all wear trousers, and some of them shoot just like men.

Hunters and horses

Horses were the Mongol's most treasured asset. The herders and hunters of Mongolia spent their lives in a saddle. From childhood they were taught to hunt from horseback. This outdoor life gave the Mongols independence and mobility. Traditional hunting expeditions, called the *nerge*, also provided military training. By riding in a vast circular formation, the Mongol horsemen gradually forced wild game such as deer and boars into a *corral*, or enclosure. The hunt required great teamwork, skill and endurance. Mongol warriors were known to ride for days without rest, surviving on dried milk curd and the blood drawn from an incision into the veins on their horse's neck. The life that the Mongol nomads knew from birth created powerful warriors.

7.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.4 Exercise 1: Check your understanding

1. **HS1** What animals did the Mongols use and why?
2. **HS1** How was Mongol life shaped by the land and seasons?
3. **HS1** Why was the Great Wall of China built and what did it signify?
4. **HS1** Why was clan and family so important to the survival of Mongol society?
5. **HS1** Who was the ruler of the clan? How did they maintain their power?
6. **HS1** What were some of the tasks that the women managed in daily life?
7. **HS1** What were the traditions associated with marriage?
8. **HS1** What were the biggest differences for men and women in Mongol society?
9. **HS1** Why were horses the Mongols' greatest asset and treasure?

7.4 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 1**, explain how the Mongolian yurt was perfectly created to work within the conditions in which the Mongolians lived.
2. **HS3** Look closely at the landscape in **SOURCE 2**. What makes yaks so suited to their landscape?
3. **HS3** Describe the elements in **SOURCE 3** that show the Song illustrator thought the Mongol landscape was harsh and barren.
4. **HS3** After reading **SOURCE 4**, are there any other tasks performed by women that you would add to your list from exercise 1, question 6?
5. **HS3** What was Giovanni da Pian del Carpine's view of Mongol women? Explain your evidence for saying this.
6. **HS3** **SOURCES 1, 3** and **4** give information about Mongolian life. Using these sources, suggest why the Chinese regarded their northern neighbours as 'barbarians'.
7. **HS3** Pretend you are a Mongol tribe member who has made the journey to trade with the settled agricultural people to the south of the Great Wall. Using the sources in this subtopic as a basis, tell the farmers about your home and why you continue to live there despite the harsh conditions.
8. **HS5** Identify how the landscape the Mongol people lived in shaped their living conditions.
9. **HS5** Referring to all the sources in this subtopic, describe the Mongol people's relationship with:
 - the land
 - their animals
 - the weather
 - the Imperial Chinese
 - each other.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.5 The rise of Temujin

7.5.1 Early life

The details of Temujin's early life are unclear, but it is believed that he was born around 1162 and was the son of a warrior and minor chieftain named Yusegei. Mongol legend claims that Temujin was born clasp ing a clot of blood in his right hand, a sign that he was destined to become a hero.

Temujin was a member of a Mongol tribe known as the *Oirat*. When Temujin was still a young child his father was poisoned by another band of nomads and his family was abandoned by their clan. It was left to his mother, Yulun, to instruct him in the skills of the warrior: riding horses and shooting the Mongol bow and arrow.

At that time, the Mongols were divided into many tribes that constantly went to war with each other in their efforts to gain the best hunting grounds and pastures. Warriors also went on raiding parties, kidnapping women from other tribes to be brought back as additional wives. A shaman named Teb-tengri described life on the **steppe** when Temujin was a boy by saying, 'There was no respite, only battle. There was no affection, only mutual slaughter.'

As a young man, Temujin was noted for his height, his broad forehead and his piercing green eyes. He learned to survive by developing military superiority and the skills of diplomacy and negotiation.

SOURCE 1 A sculpture of Temujin, who became known to the world as Genghis Khan



7.5.2 The creation of a khan

By the time he was in his twenties, Temujin had built alliances with a number of other Mongol clans. He gained a reputation as a furious warrior and a man of great influence, leading to his being given the position of tribal chief in 1189. In 1206 — the year of the leopard — his greatness was recognised when he was elected as the khan over all his fellow tribal chieftains. Temujin took on the new title of *Genghis Khan*, meaning 'the universal ruler'.

To strengthen the bond between the Mongolian tribes, Genghis Khan relied upon three ties that were familiar to the nomadic tribes:

- *quda* — tie of marriage. A skilled politician, Genghis Khan used marriage as a tie to bind together old enemies, even marrying one of his daughters to a rival tribe after they submitted to him without a fight.
- *anda* — tie of sworn brotherhood. As a child, Temujin had made this tie with a friend named Jamuka by exchanging knuckle bones and a bow and arrow. As a man, Genghis Khan exchanged valuable items such as sable coats with other warriors to create ties that were considered stronger than the tie between real brothers.
- *nökör* — tie of friendship. This was a bond similar to that of a European lord and liegeman, in which the follower promised to obey and defend his leader, leaving his family behind to travel with his leader.

The Great Khan commanded loyalty from his companions and obedience from his soldiers, but accepted criticism from his advisers, including his mother, Yulun. He was also noted for his tolerance of other religions, a position that he adopted because it made it easier to work with and manipulate others. Under the brilliant leadership of Genghis Khan, the warring Mongol tribes were finally united.

Genghis Khan's first military victory as the universal ruler was against the Tanguts of Xi Xia, south of the Gobi Desert. Rather than battle the forces of Genghis Khan, the Tanguts chose to pay a tribute to him. The Great Khan now controlled a major section of the Silk Road, giving his army direct access to China.

SOURCE 2 When a new camp was established, the khan's tent was the first to be erected. In this image, created in the fourteenth century, the khan is surrounded by his court officials. In the trees outside, the yak tails hang as a symbol of the presence of the khan.



SOURCE 3 Genghis Khan met with a Taoist holy sage, or holy man, in 1221. The record of his conversation with Ch'ang-Ch'un presents a different image of the Great Khan.

I hate luxury and exercise in moderation [the Khan wrote]. I have only one coat and one food. I eat the same food and am dressed in the same tatters as my humble herdsmen . . . In the space of seven years I have succeeded in accomplishing a great work, uniting the whole world in one empire. I have not myself distinguished qualities . . . But as my calling is high, the obligations incumbent on me are also heavy and I fear that in my rule there may be something wanting. To cross a river we need boats and rudders. Likewise we invite sages and choose assistants to keep the empire in good order . . . I implore thee to move thy sainted steps. Do not think of the extent of the sandy desert. Commiserate with the people in the present situation or have pity upon me and tell me the means to preserve life.

SOURCE 4 Genghis Khan's ferocious reputation was created through statements that Yuan-dynasty writers attributed to him.

The greatest joy a man can know is to conquer his enemies and drive them before him; to ride their horses and take away their possessions; to see the faces of those who were dear to them wet with tears . . .

7.5 ACTIVITY

Using the internet or your library, research the importance of the Silk Road.

- Who built the Silk Road and why?
- Where was it? What were travelling conditions like on the road in the thirteenth century?
- Explain the road's strategic importance to Genghis Khan.
- Name some of the products and ideas that were transported via the Silk Road in the days of the Great Khan.

Determining historical significance

7.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.5 Exercise 1: Check your understanding

- HS1** Of what tribe was Temujin a member?
- HS1** What happened to Temujin's family when he was young?
- HS1** What was life like for the Mongols when Temujin was a boy?
- HS1** In his early life, Temujin displayed impressive physical characteristics and skills. What were they?
- HS1** How did Temujin gain the title *Genghis Khan*? Explain what it means.
- HS1** In what ways did Genghis Khan show great leadership?
- HS1** What did Genghis Khan gain from his first military victory as the universal ruler? Why was it so important?
- HS1** Match the names in column A with the description in column B.

Column A	Column B
Temujin	Genghis Khan's mother
Yusegei	The Mongol tribe Genghis Khan belonged to
Yulun	Title meaning 'the universal ruler'
Anda	The Mongol leader who became Genghis Khan
Genghis Khan	Mongol warrior who was the father of Temujin
Oirat	A tie of sworn brotherhood

7.5 Exercise 2: Apply your understanding

- HS3** What well-known aspects of Temujin are captured in the sculpture in **SOURCE 1**?
- HS3** How does **SOURCE 2** visually recognise the khan's great power?
- HS3** How long had Genghis Khan been the universal leader by the time the conversation in **SOURCE 3** took place?
- HS3** The Yuan dynasty was established by Genghis Khan's grandson Kublai Khan. Is **SOURCE 4** a primary or secondary source? Why would they want to establish a fierce reputation for Genghis Khan?
- HS3** How is Genghis Khan depicted in **SOURCES 2, 3** and **4**? What might account for the difference in these depictions?
- HS3** Which source in this subtopic do you think is the most reliable? Explain your answer using evidence.
- HS4** Explain the terms *quad*, *anda* and *nökör* in your own words. Describe how these terms were used to create strong bonds between the Mongolian tribes who became a great force in the region.
- HS4** Using the knowledge you have gained from this subtopic, write a paragraph explaining the qualities Genghis Khan had that allowed him to become such a great leader.
- HS4** What aspects of the Mongol life did the khan draw on to create a superior warrior force?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.6 The Mongol army

7.6.1 Mongol soldiers

With a mighty army consisting of the Mongol tribes from the southern deserts, the steppe lands of central Mongolia and the mountains of the freezing northern frontiers, Genghis Khan invaded China in 1211. Swift-footed horses carried the Mongol **cavalry** with incredible speed over vast distances. The cavalry combined military skill with discipline and toughness; Mongol commanders believed that winter provided the best opportunity for war, and used frozen lakes and rivers as their highways to battle.

SOURCE 1 Mongol horsemen could turn and shoot arrows from their composite bow with great accuracy and speed. The composite bow was made from combining a layer of sinew, wood and horn to create the frame.



The Mongol soldier was well equipped and carried a variety of weapons:

- a lance fitted with a hook for pulling enemies from their horses
- a curved sword and a dagger that was strapped to the arm
- two bows; one used to shoot from horseback and another heavier bow for use on foot. The typical Mongol bow could shoot arrows that pierced armour 200 metres away
- a shield, an iron helmet and armour made from leather that was waterproofed with a coating of lacquer.

The Mongol warrior's greatest strength lay in his horse, a short and stout wild animal that was tough and hardy like the soldier that rode it. Mongol horses could survive the bitter winter of the north because they had coarse coats and the ability to find and feed from the grasses that lay beneath winter snow. The Mongol army provided each soldier with about five horses to accompany him on campaign, as the rule was that no horse could be ridden for more than one day in four. It was said that Mongol soldiers could live in the saddle for up to ten days and would eat the raw meat of dogs, rats, mice and horses when they were on campaign. Stories of the discipline and strength of the Mongol army spread fear across Asia and Europe.

7.6.2 Military structure and discipline

Mobilising an army

The Mongol tribal organisation developed military strength. Even in peacetime all able-bodied men between fifteen and sixty years of age were under military orders, meaning that they could be called upon to fight. Promotion in the Mongol army was not related to high birth, but achieved as recognition of bravery and skill. The Mongol army was reformed and reorganised under Genghis Khan. It was composed of:

- *arban* — a group of ten men from different Mongol clans, ordered to be loyal to each other regardless of clan connections
- *zuun* — a company, consisting of ten arban
- *myangan* — a battalion, consisting of ten zuun
- *tumen* — an army, consisting of 10 myangan.

The tribal links of the clan groups were broken up by the army structure to ensure old loyalties could not threaten Mongol unity. In battle the close-knit and tightly drilled units used skills developed in the traditional Mongol hunt, encircling, trapping and then cutting the enemy to pieces. The use of **couriers** enabled the various sections of the Mongol armies to keep close contact with each other.

Death and duty

One of the most important features of the Mongol army was the principle of strict discipline known as *Yasa*, meaning an order or decree. The thirteenth century writer Juvaini explains the *Yasa* as a 'rule for every occasion and a regulation for every circumstance while for every crime [there was] a penalty'. Genghis Khan was unable to read and write because Mongol civilisation had not developed **literacy**. Adapting Uigher script from the northern Turkic tribe, the Great Khan had the rules of the *Yasa* written down on scrolls. During wartime, desertions, failing to rescue captured colleagues, plundering without permission, sleeping on duty, fighting with other tribal groups within the army and showing unnecessary kindness to a captive were all punishable by death.

SOURCE 2 Genghis Khan declared in the *Yasa* that 'if the military leaders and the leaders of the many descendants of the ruler who will be born in the future, should not adhere strictly to the *Yasa* then the power of the state shall be shattered and come to an end'. Although a complete list of the laws has never been found, it is believed that they covered all aspects of public and private life. The *Yasa* was of particular importance to the discipline and structure of the army.

- The ruling that divides men of the army into tens, hundreds, thousands, and ten thousands is to be maintained. This arrangement serves to raise an army in a short time, and to form the units of commands.
- The moment a campaign begins, each soldier must receive his arms from the hand of the officer who has them in charge. The soldier must keep them in good order, and have them inspected by his officer before a battle.
- Forbidden, under death penalty, to pillage the enemy before the general commanding gives permission; but after this permission is given the soldier must have the same opportunity as the officer, and must be allowed to keep what he has carried off, provided he has paid his share to the receiver for the emperor.
- To keep the men of the army exercised, a great hunt shall be held every winter. On this account, it is forbidden any man of the empire to kill from the month of March to October, deer, bucks, roe-bucks, hares, wild ass and some birds.

7.6.3 Conquering the world

Mongol military campaigns involved thorough planning and **reconnaissance**. Not only did this make it possible for the Mongols to defeat their foes, but they were also able to learn new battle strategies from their enemy. From the Chinese and the Persians, the Mongols learned about siege machines and gunpowder. They then transported catapults on horseback to the battlefield and hid their movements behind smoke grenades and firebombs.

Most people in the path of the Mongol army had a choice: surrender and live or resist and die. If a city rebelled after agreeing to surrender, the population was massacred and the city was annihilated. As the Mongols moved across western Asia, they used terror as a weapon of war, exterminating town after town and

encouraging the spread of stories about their conquests. Genghis Khan began his invasion of China by attacking the Jin (pronounced 'chin') people of northern China and Manchuria. In 1213, the Mongol armies broke through the Great Wall of China and within two years conquered and destroyed the Jin capital city of Yanjing (later known as Beijing). So many thousands of people were killed in the conquest of northern China, it was said white hills appeared that were made of the bones of the dead.

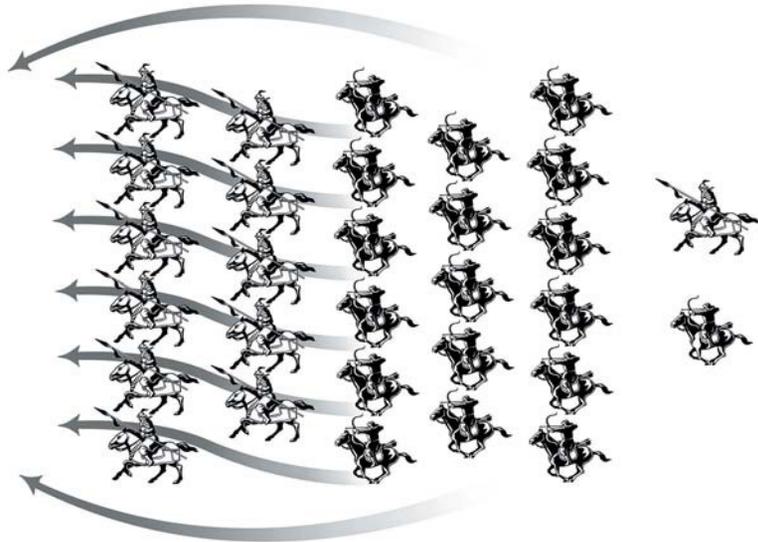
In 1227 Genghis Khan died during a campaign in China. His vast empire was divided between the four sons and grandsons of his chief wives to create four Mongol kingdoms:

- Kublai Khan ruled China — the Yuan dynasty.
- Hulegu ruled Persia — the IIXhanate.
- Batu Khan ruled southern Russia — the Golden Horde.
- Chagatai ruled Central Asia — the Chagatai Khanate.

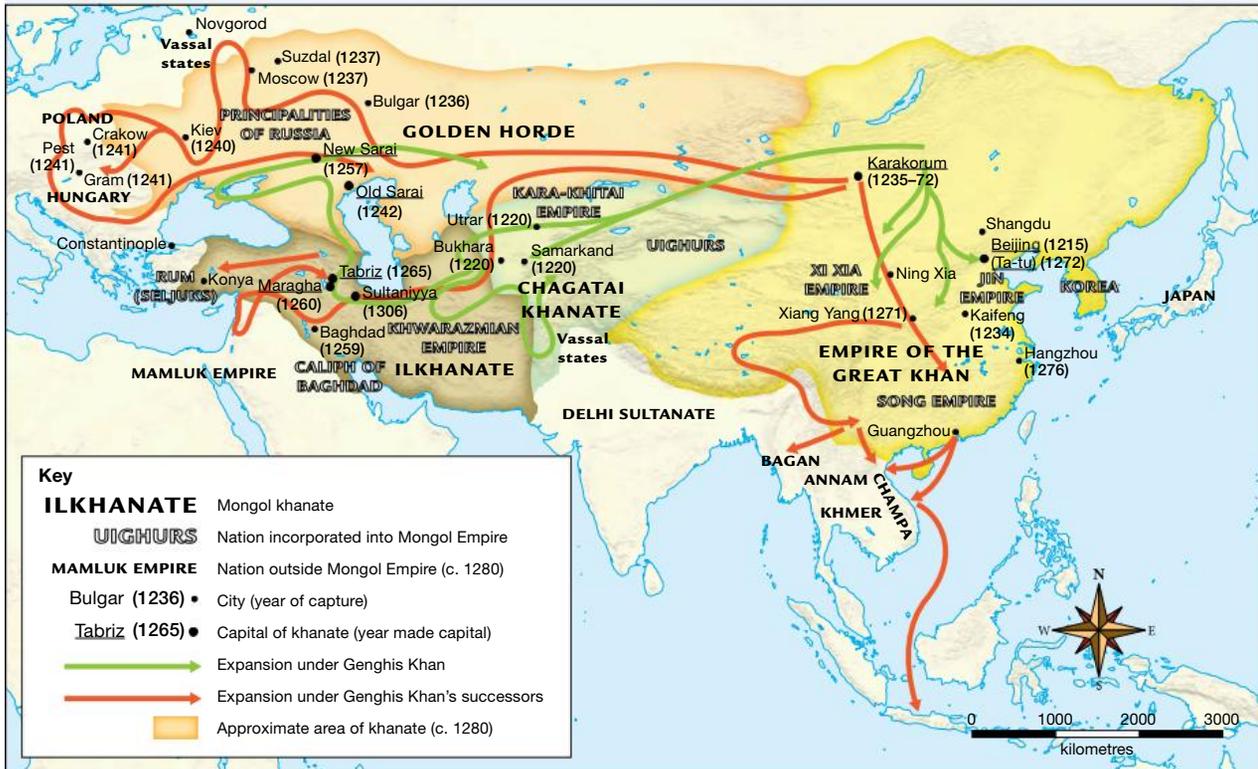
In 1268, the Mongols launched their second colossal invasion of China. Mongol forces were now led by Genghis Khan's grandson, Kublai Khan. Kublai Khan's army **blockaded** the Yangtze River and began advancing on the cities of the southern Song. The Song were well defended with their modern gunpowder weapons, such as rockets and flamethrowers. The Mongol armies changed their fighting tactics and surrounded the great walled Song cities, cut off supplies and starved them. For four years the **sieges** continued until the Mongols were victorious. Every Song city that fought against the Mongols was destroyed. The only chance for survival was unconditional surrender.

The closing defeat of the southern Song came in 1276. The Mongols again used their siege tactics to destroy the Song navy. For two weeks they encircled the Chinese fleet and blocked all supplies. With the last Song forces weakened, the Mongols attacked on a morning shrouded in rain and fog. Mongol victory was swift. Among the thousands of Chinese who died on that day was the last Song emperor, a child named Bing, and his empress mother. Mongol victory was complete when Kublai Khan declared himself the first foreign emperor of China. By this time, the Mongol army had conquered territory stretching from the Arctic Ocean to the Persian Gulf and from Hungary to Korea.

SOURCE 3 The *tulughma* was a Mongol tactic using heavy and light cavalry in tight formation. Heavy cavalry charged the enemy and broke enemy lines. Light cavalry were protected by heavy cavalry and used lightning speed and manoeuvrability to launch a second wave of attack.



SOURCE 4 A map of the Mongol Empire near its peak in 1280



Source: Map drawn by Spatial Vision.

SOURCE 5 Despite the Mongol army's domination of much of Asia, attempts to conquer Japan failed, as shown in this nineteenth-century Japanese woodcut. In both 1274 and 1281, Mongol invasions were thwarted by a combination of resistance from Japanese warriors and destructive typhoons, which shattered the Mongol ships and killed many thousands of the Mongol invaders.



7.6 ACTIVITIES

1. Draw a diagram that shows the decimal structure of the Mongol army, as restructured by Genghis Khan. Make sure that your diagram is labelled clearly. Identify how this made the army stronger and more efficient. **Analysing cause and effect**
2. Look back to your work in subtopic 7.5. Using the internet and/or your library, find out about the significance of the Silk Road in bringing the Black Death to medieval Europe around this time and discuss your findings with the class. **Determining historical significance**
3. Begin a timeline of the history of Mongol expansion, beginning with the conquest of the Jin. Leave enough room so that, as you learn more about the creation of the Mongol Empire, you can continue adding details of events and personalities to your timeline. **Sequencing chronology**

7.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.6 Exercise 1: Check your understanding

1. **HS1** Briefly describe the weapons carried by a Mongol soldier.
2. **HS1** What made the Mongol horse so useful for the warriors?
3. **HS1** How many horses did each soldier take with him on campaign? Explain why.
4. **HS1** What was the basis for promotion in the Mongol army?
5. **HS1** Why were the tribal links of the clans broken up by the army structure?
6. **HS1** How did the different sections of the army communicate during the battle?
7. **HS1** Refer back to section 7.6.2.
 - (a) What was the Yasa? What script was it written in?
 - (b) Why did Genghis Khan not just use his own language for the Yasa?
 - (c) Why did Genghis Khan have the Yasa developed?
8. **HS1** What was the purpose of reconnaissance in a military campaign?
9. **HS1** What did the Mongols learn from the Chinese and Persians?
10. **HS1** What did Genghis Khan achieve outside of Mongolian lands? What was his main tactic?
11. **HS1** When did Genghis Khan die?
12. **HS1** What happened to Genghis Khan's empire after he died?
13. **HS6** What was Kublai Khan's great military achievement?

7.6 Exercise 2: Apply your understanding

1. **HS3** Describe the weapons and armour that you can see in **SOURCE 1**.
2. **HS3** Read the laws outlined in the Yasa in **SOURCE 2**.
 - (a) What was the benefit of dividing the army into tens, hundreds, thousands and tens of thousands?
 - (b) Whose responsibility was it to hand out the arms to the soldiers?
 - (c) Are the soldiers allowed to pillage (rob violently) the enemy at all?
 - (d) How did Genghis Khan intend to keep his armies fit during winter?
3. **HS3** Explain the military tactic *tulughma* as shown in the diagram in **SOURCE 3**. What is its benefit as a form of attack?
4. **HS3** The Mongol Empire continued to expand after the death of Genghis Khan. Examine **SOURCE 4**, which depicts the expansion of the Mongol Empire.
 - (a) How far west did Genghis Khan's campaigns go?
 - (b) Which three Asian empires were conquered by the Mongols?
 - (c) What city was at the centre of the Mongol lands? (*Hint*: From where did many of the campaigns begin?)
 - (d) Which modern countries were once part of the Mongol Empire?
5. **HS3** Using the illustration in **SOURCE 5**, as well as the information in the caption, explain why the Mongols' attempt to conquer Japan was unsuccessful.
6. **HS3** Imagine you have been given the task of training a group of young Mongol warriors. Refer to **SOURCES 1–3** to write a speech you will present to your trainees clarifying how they should dress, the skills they will need and the rules they will have to follow.

7. **HS5** During a discussion with your classmates, identify what you see as the five main causes of the successful growth of the Mongol Empire. Put these in order of importance with the top being the most important. Justify the order you choose.
8. **HS6** Based upon what you now know about the Mongol army's strategy, write two short accounts of one of the final battles before the fall of the southern Song stronghold during the siege of 1276. The first should be written from the perspective of a member of the Song royal family and the second from the perspective of a Mongol warrior.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.7 Mongol rule — the Yuan dynasty

7.7.1 Yuan government

Now the emperor of China, Kublai Khan named his new dynasty *Yuan*, meaning 'creative force'. He abandoned the old Mongol capital of Karakorum and established the imperial Chinese capital in the modern-day city of Beijing, where he developed a very different style of government that blended Mongol and Chinese traditions. By doing so, he created a Chinese state that was bilingual, multicultural and tolerant of religious differences.

Kublai Khan brought Confucian scholars to his court to help govern Yuan China. He appointed a General Secretariat, composed of 14 trusted officials, to enforce his laws and ensure efficient government. The population of China was divided into four groups or classes:

- *Mongols* — the elite of Yuan dynasty society who were given all the most important government jobs. The Mongols did not have to pay taxes and were granted large estates that were worked by Chinese peasant labourers.
- *non-Chinese allies and mercenaries from the west* — appointed as government officials across the empire
- *northern Chinese* — Khitans, Jurchens and Koreans
- *southern Chinese* — all subjects of the former Song dynasty.

The northern and southern Chinese had limited rights, were punished more severely than non-Chinese, were forbidden to gather in public and paid heavy taxation to support the Yuan government.

SOURCE 1 A thirteenth-century painting of Kublai Khan, the first emperor of the Yuan dynasty. As emperor, the khan placed the whole of China under Mongol control.



SOURCE 2 The coat worn by the emperors showing the 12 symbols of power in China



The 12 symbols and their meaning

- | | |
|---|---|
| A Moon — of Heaven and enlightenment | G Sun — Heaven and enlightenment |
| B Fu — justice | H Dragon — adaptability |
| C Water weed — purity | I Fire — brilliance |
| D Constellation — Heaven and enlightenment | J Mountains — Earth and protection |
| E Axe — punishment | K Pheasant — literary achievements |
| F Cups — respect for parents | L Grain — abundance for the people |

7.7.2 Rebuilding China

Millions of workers were set the task of rebuilding China after decades of Mongol war and conquest. Transport links were constructed with thousands of kilometres of roads and a Grand Canal linking north and south China. To protect against possible famine, **granaries** were built throughout the empire. Kublai Khan built schools, hospitals and orphanages, and established a regular postal service connecting every corner of his Yuan kingdom. The khan also sent explorers to map China’s great river systems and record the geography of the vast land. This encouraged merchants to journey overland to the Middle East and South-East Asia, and eventually led to the development of trade links with Europe. In 1269 Kublai Khan established a printing office so that pamphlets could be published to communicate government decrees to the people. He also encouraged the printing of books on a wide range of subjects including agriculture, law, medicine, mathematics, art and history. Yuan dynasty printing presses were so widespread that books were mass produced and cheap to buy. Paper money was printed with such success that, for the first time in human history, paper money became the main form of currency.

SOURCE 3 Despite the positive achievements of the Yuan dynasty, the population of China plummeted due to the harsh conditions imposed upon them by Mongol rule. This Yuan dynasty painting by a Chinese artist shows death luring a baby away from his sister. His mother is powerless to save him.



7.7.3 Fantastic cities and ‘gardens bright’

Kublai Khan built a magnificent palace for himself in his winter capital, on the site of the ancient city of Chung-tu. He renamed it *Tai-du*, meaning ‘Great Capital’. The khan’s city was an architectural marvel of Arabic, Mongolian, western Asian and Chinese styles. It was said that the elaborately decorated dining room seated more than six thousand guests. In inner Mongolia, approximately 300 kilometres north of Beijing, Kublai Khan built his summer city Xanadu. It was designed according to the layout of a traditional Chinese city, but also included many features of nomadic Mongolian culture. Here, the khan slept behind screens of ermine skin to remind him of the hunt.

SOURCE 4 An excerpt from Samuel Taylor Coleridge’s nineteenth-century poem *Xanadu*. The poem was based on Marco Polo’s account of Kublai Khan’s summer palace.

In Xanadu did Kubla Khan
A stately pleasure-dome decree:
Where Alph, the sacred river, ran
Through caverns measureless to man
Down to a sunless sea.
So twice five miles of fertile ground
With walls and towers were girdled round:
And there were gardens bright with sinuous rills,
Where blossomed many an incense-bearing tree;
And here were forests ancient as the hills,
Enfolding sunny spots of greenery.



7.7 ACTIVITIES

1. Write a newspaper article as an observer over the first ten or so years of Kublai Khan’s rule over China, reflecting on the strengths and weaknesses of his achievements. **Determining historical significance**
2. Refer to the text and **SOURCE 4**. Using the same **metre**, write your own poem about an aspect of Kublai Khan’s rebuilding of China. **Using historical sources as evidence**

7.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.7 Exercise 1: Check your understanding

1. **HS1** What name did Kublai Khan give to his new dynasty and what did it mean?
2. **HS1** Where did Kublai Khan establish his new rule?
3. **HS1** Consider the people of China.
 - (a) What were the different groups or classes of people in the population of China at this time?
 - (b) What were their rights?
 - (c) Why were the Chinese treated more harshly than non-Chinese?
4. **HS1** Why did China need rebuilding at this time?
5. **HS1** Summarise the main developments that Kublai Khan achieved in reconstructing and rebuilding Chinese society.
6. **HS1** Where was Kublai Khan’s winter palace? In what styles was it built?
7. **HS1** What elements in his summer palace tell you that, despite embracing Chinese culture fully, he never forgot his origins?

7.7 Exercise 2: Apply your understanding

1. **HS3** Describe how **SOURCE 1** portrays Kublai Khan. Do you think that the painter was trying to show him in a good light or not? Explain your answer.
2. **HS3** Examine **SOURCE 2**. From what you know of Kublai Khan’s achievements in rebuilding China, which of the 12 symbols would he have valued and why?

3. **HS3** Examine **SOURCE 3** carefully.
 - (a) What comment is the artist making about life in Yuan China?
 - (b) Given that Kublai Khan put so much effort into rebuilding China, why do you think the artist might feel like this?
4. **HS3** How long after Kublai Khan's rule did Samuel Taylor Coleridge write his poem *Xanadu* (**SOURCE 4**)?
5. **HS3** After reading the extract of the poem in **SOURCE 4**, do you think Coleridge imagined Kublai Khan's palace accurately? Explain your response.
6. **HS3** What symbols in **SOURCE 2** would the people in **SOURCE 3** feel that the emperor has not lived up to?
7. **HS5** Which of Kublai Khan's achievements in rebuilding China would have had the most impact on the people? Explain why you think this?
8. **HS5** What were the negative aspects of the changes brought about by the khan? Who suffered the most?
9. **HS5** Could you argue that the Yuan social policy was discriminatory?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

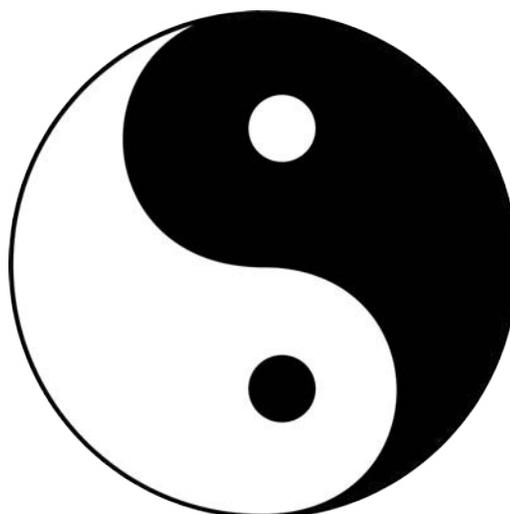
7.8 Culture and beliefs at the khan's court

7.8.1 Honouring China's heritage

During the Yuan dynasty, Kublai Khan's court was the centre of political, artistic, philosophical and religious debate and expression. In order to maintain stability within the empire, the khan sought to find a balance between Chinese and Mongolian culture.

The influence of royal women had begun with Genghis Khan's mother. It continued into the reign of Kublai Khan. His wife, Chabi Khatun, played an important role in shaping the government of the empire when her support of Tibetan monks encouraged many members of the Mongol ruling class to convert to Tibetan Buddhism. The emperor's mother, Sorghaghtani Beki, realised that Kublai Khan would need to understand the Chinese if he was going to successfully rule over the 100 million people of Yuan China, and encouraged him to study their belief systems. Taking his mother's advice, Kublai Khan invited scholars and religious leaders to attend his court and debate matters of religious and philosophical importance. During the Yuan dynasty, Chinese religion, ideas, art and culture flourished.

SOURCE 1 The relationship between yin and yang is often compared to the movement of the Sun over a mountain or valley. The yin is the shady place while the yang lies in the sunlight. Over the course of the day, the yin and yang change places, expressing their unity.



Yin and yang

The Chinese believed that two opposing forces shaped the universe. Known as yin and yang, these forces were two halves of the same whole and could be seen in the rise and fall of the tides, the yearly cycle of the seasons and the cycle of night and day:

- Yin was the female forces — darkness, cold, wet, softness, earth, moon and even numbers.
- Yang was the male forces — brightness, heat, dryness, activity, heaven, sun and odd numbers.

7.8.2 The path to enlightenment

During the Song dynasty, three great religious traditions had merged to produce a set of beliefs and principles shared by Chinese people of all social classes:

- *Confucianism* — developed in the sixth century BCE by the Chinese philosopher Confucius, this philosophy valued qualities of honesty, morality, loyalty, self-sacrifice, love and good manners. Confucianism also taught people about their place in society.

- *Daoism* — a way of thinking based on the teaching of the philosopher Laozi who stressed the importance of living a simple life that honoured the natural world. Daoism eventually became a religion with deities, temples and priests, and taught people how to improve society by understanding their place in nature.
- *Buddhism* — a religion that came to China from India in the first century CE, Buddhism emphasised the need to reject material possessions as a path to enlightenment. Buddhism gave people a hope of life after death.

SOURCE 2 In this seventeenth-century painting the farmer and his family are shown making offerings to the gods at the family shrine. Even the poorest home had a shrine located in the central part of the house where the names of ancestors were recorded and offerings of food, incense and flowers were made every day. Symbols that came from Buddhism, Daoism and Confucianism were included in daily religious rituals.



7.8.3 Art and culture

In Chinese culture, painting, poetry and calligraphy were known as the ‘three perfections’. Poets and painters aimed to express spiritual peace and tranquillity through their art, while the calligrapher aimed to capture the beauty of every line of a Chinese character. Traditionally, Chinese art was rich in symbolism. Plants and animals represented objects and ideas of importance.

- The butterfly represented the human spirit or joy.
- The chrysanthemum represented courage.
- The crane represented a long life and great happiness.

With Kublai Khan’s encouragement, Chinese writers, painters and calligraphers recorded the history of the earlier Tang, Jin and Song dynasties. Although many Chinese artists agreed to work for their Mongol emperors, some expressed their true feelings about the Mongol **occupation** of China through art and literature.

The most highly regarded painters of this period were known as the *literati*. These scholarly Chinese artists turned away from depicting everyday life in China and concentrated on painting landscapes. Rather than painting images designed to please their audience, they sought to depict nature as *they* experienced it, a practice that would influence generations of artists to come.

SOURCE 3 Huang Gongwang was the oldest of the four painters known as the Masters of the Yuan dynasty. This painting shows the Fuchun Mountains to which he retired after serving briefly in the Mongol administration.



SOURCE 4 In this poem, the hawk symbolises the Mongols and the thrush represents what remained of Chinese culture under Mongol rule.

In the eighth month the
Mongol hawk flies
low over the ground;
In a flurry [the thrush] takes
refuge under a tree.
The beautiful little bird knows
in advance to hide itself;
How much more should
people act according
to circumstances.



7.8.4 Visiting the court of Kublai Khan

Kublai Khan’s palace was a vibrant place full of visitors from around the Mongol Empire and beyond its borders. The khan was attended by religious and political advisers, and encouraged the free exchange of ideas. Although the court was multicultural and was tolerant of its members practising different religions, it still had its share of conflict.

SOURCE 5 A modern artist's impression of the court of Kublai Khan



- A** Foreign dignitaries were welcome at the court of Kublai Khan. Such visits were an opportunity to increase trade between the East and the West.
- B** Under the rule of Kublai Khan, Tibetan Buddhism thrived and became one of the official religions of the Yuan dynasty.
- C** Women who were close to Kublai Khan were encouraged to engage in political discussions during his rule. His mother and wife were particularly influential.
- D** Confucianists, some of whom had advised the Song, were invited to the khan's court. Xu Heng was a well-respected Confucianist and educator, and was appointed the first leader of the dynasty's National Academy in 1271.
- E** The court was filled with poets, artists and calligraphers, whose work was displayed for all to see. Influential poets included Zhang Yanghao, who challenged government policies, and Huang Gongwang, who was one of the four great painters of the Yuan dynasty. After retiring to the mountains, he spent three years painting one scroll.
- F** Diet was of great importance. It was believed many diseases could be cured or prevented through diet alone. Assorted foods that may have been eaten included duck, chicken, fish, rice and vegetables.
- G** In the thirteenth century, the court of Kublai Khan regularly saw high-level meetings between the Mongolian ruling class and dignitaries from around the world. Through these meetings, ideas flowed into China, while tales of the now-famous emperor spread all over the world.
- H** During the Yuan dynasty, there were many debates between Daoists and Buddhists at the khan's court. After losing a debate in 1281, Kublai Khan ordered many Daoist texts to be burned.

DID YOU KNOW?

It was not until 1707 that the Europeans were able to imitate the Chinese process of producing porcelain.

7.8 ACTIVITIES

Using the internet and/or your library, research one of Confucianism, Daoism or Tibetan Buddhism and answer the following:

- How and where did this belief system begin?
- When and how did it enter China?
- Why might it have appealed to the people of China during this time period?
- How may its teachings have guided Kublai Khan in ruling over the Chinese people?

Determining historical significance

7.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.8 Exercise 1: Check your understanding

- HS1** Consider the influence of the women in Kublai Khan's life.
 - Who was Kublai Khan's wife?
 - What was her influence in shaping the government?
 - Who was Kublai Khan's mother?
 - What effect did her beliefs have on Yuan China?
- HS1** Explain what the Chinese concept of yin and yang are.
- HS1** What were the three main religious traditions shared by the Chinese people during the Song dynasty?
- HS1** Briefly outline each religion identified in question 3, with an emphasis on what it gave or taught the Chinese people.
- HS1** What were the 'three perfections'?
- HS1** What did the poets, painters and calligraphers aim for in their work?
- HS1** Who were the *literati*? What did they do?
- HS1** Why was Kublai Khan's court a vibrant and exciting place to be?

7.8 Exercise 2: Apply your understanding

- HS3** How does the visual representation of yin and yang in **SOURCE 1** help explain its meaning?
- HS3** In Song China it was said that 'the three teachings flow into one'. Describe how the harmonious relationship between China's three religious traditions has been expressed in **SOURCE 2**.
- HS3** Read **SOURCE 4**. Explain the symbolism of the birds and the message the Chinese artist is expressing.
- HS3** Explain how the artist of **SOURCE 3** can be seen as a member of the literati from this painting.
- HS3** Use **SOURCE 5** to explain where there might have been possible sources of conflict within the court, despite its multiculturalism and political stability.
- HS3** Imagine that you have the opportunity to meet the artist and poet of **SOURCES 3** and **4**. Compose a series of questions to find out more about their perceptions of Yuan art, literature, beliefs and values. Do you think that they would have similar views, or would they be opposing?
- HS3** Drawing on all the information given in this subtopic — both text and images — write a short report on the topic 'Art and beliefs during the Yuan dynasty'.
- HS4** Consider the court of Kublai Khan.
 - Describe how the court of Kublai Khan was different from the courts of the past.
 - What was still the same, or similar?
- HS6** Is it fair to describe Kublai Khan's rule as an 'occupation' of China? Why or why not?
- HS6** You are an outsider who has been invited to visit the khan's court in order to share your ideas on religion and politics. Write a short piece back to your country's ruler describing your feelings upon approaching his court for the first time.

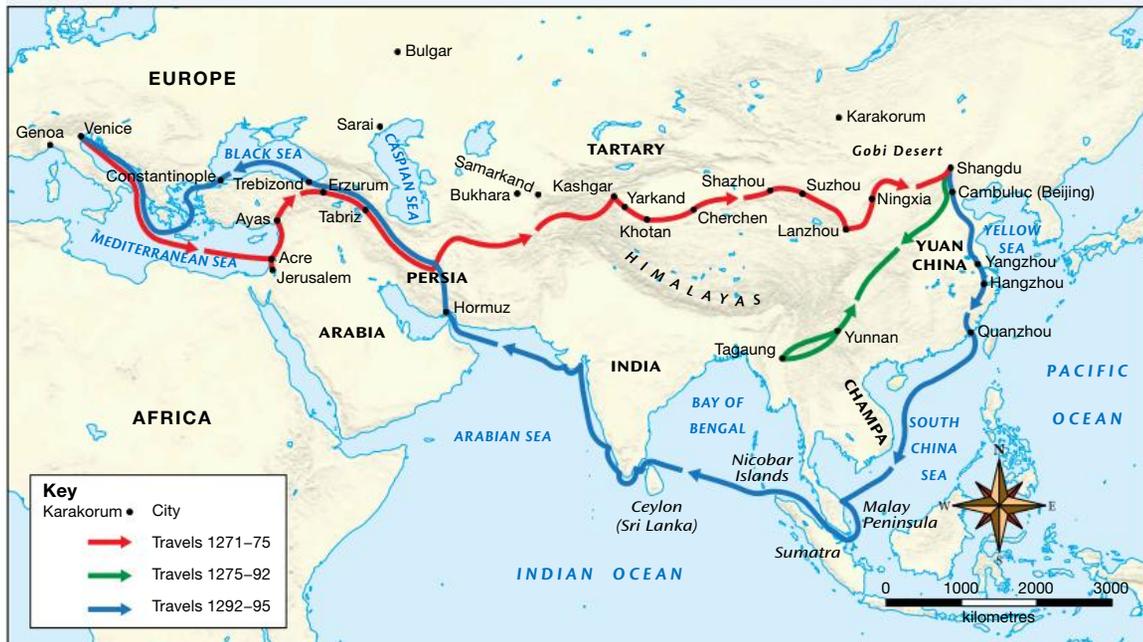
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.9 The travels of Marco Polo

7.9.1 Building ties with the Far East

In 1260 two brothers, Nicolo and Maffeo Polo, departed from the rich Italian trading city of Venice on a long and dangerous journey to China. They eventually arrived in China by way of the ancient trade route known as the Silk Road. Like many before them, they were amazed by the grandeur of Kublai Khan's court and the splendour of his palace. The brothers journeyed back to Venice by 1269 and immediately began planning to return.

SOURCE 1 Polo's work for the khan would take him around Asia and Europe and through many of the lands conquered by the Mongols.



Source: Map drawn by Spatial Vision.

Kublai Khan was fascinated by the Polo brothers and their distant homeland. He was keen to learn more about their strange beliefs and customs, so he invited European teachers and Christian missionaries to Yuan China. The brothers returned to Europe as **ambassadors** for the Yuan dynasty.

In 1271 the Polo brothers left Venice for China once more, this time with the task of presenting a message from the Pope to the Great Khan. The brothers were accompanied by Nicolo's young son, Marco. After a four-year journey through the Holy Land, Persia and Tartary, they entered the khan's court in Cambuluc (Beijing), where they received a warm welcome.

7.9.2 Marco Polo becomes the khan's ambassador

While Nicolo and Maffeo concentrated on establishing trade between China and Europe, Marco studied the Mongol language and culture. When Kublai Khan asked him to travel for six months to a distant part of his territory, Polo agreed and brought back a number of relevant observations that the khan's older advisers had failed to notice. He spent the next seventeen years of his life as the khan's trusted adviser and ambassador, carrying messages and collecting information and even taxes for the Yuan Empire. Having gained the khan's trust, he was promoted to governor of the city of Yangzhou.

SOURCE 2 An illustration showing the Polos setting sail for China



SOURCE 3 This thirteenth-century French illustration shows Marco Polo arriving at the court of Kublai Khan with his father, Nicolo, and his uncle, Maffeo.



7.9.3 Spreading the legend

Marco Polo returned to Venice in 1295, but his adventures did not end there. After accepting the position of ‘gentleman commander’ of a Venetian galley, he joined the battle of Curzola. With the Venetian Navy defeated, he was taken prisoner by the Genoese.

Between 1296 and 1297, Marco Polo was held as a prisoner in the city of Genoa, during which he told the story of his remarkable travels to a writer named Rusticello of Pisa, a novelist who had previously written *The Romance of King Arthur*. Based upon their conversations, Rusticello of Pisa wrote *The Travels of Marco Polo*, which was peppered with tales of strange customs and legends, marvellous creatures, powerful warlords and lands of untold wealth.

SOURCE 4 As an ambassador for Kublai Khan, Marco Polo was given the duty of retrieving a holy Buddhist relic from Sri Lanka — the tooth of Buddha.

. . . They succeeded in getting two of the grinder teeth, which were passing great and thick; and they also got some of the hair, and the dish from which that personage used to eat, which is of a very beautiful green porphyry. And when the Great Kaan’s ambassadors had attained the object for which they had come they were greatly rejoiced, and returned to their lord.

SOURCE 5 In *The Travels of Marco Polo*, experiences are often ‘larger than life’, leading to claims by many people that the book was more fiction than fact. Some people have even claimed that Marco Polo never made it to China.

. . . I will tell you another very wonderful thing; for there are men in this kingdom who have tails like dogs, larger than a palm, and who are covered with hair. They remain in the mountains, never visiting the towns. There are unicorns, with various beasts and birds for hunting.

How much of *The Travels of Marco Polo* is true was questioned by people in the fourteenth century but, even on his deathbed at the age of 70, the intrepid explorer insisted that *The Travels* was a true account of his experiences. When asked by a priest to retract his ‘fables’, Marco Polo said, ‘I have not told half of what I saw’. Whether the stories were true or not, what cannot be questioned is Marco Polo’s influence on the popular imagination of the day. When Christopher Columbus set off to find China more than a century after Polo’s death, he carried a copy of the book with him. To Columbus, as to many others, Marco Polo was both inspiration and guide.

DISCUSS

Many people of the time nicknamed Marco Polo’s book *The Million Lies* because they found it so hard to believe; however, he left a famous epitaph, ‘I have not told half of what I saw’. Debate whether or not you think *The Travels of Marco Polo* was a true account. Find evidence to support your opinion.

7.9 ACTIVITY

Using the sources and information in this subtopic, make a timeline of the journeys and events in the life of Marco Polo. Illustrate it using images from the internet or hand drawings if you can. **Sequencing chronology**

7.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.9 Exercise 1: Check your understanding

1. **HS1** Why was Kublai Khan interested in the Polo brothers?
2. **HS1** What was the purpose of the Polo brothers' 1271 journey back to China?
3. **HS1** What did Marco Polo learn when he finally got to Kublai Khan's imperial China?
4. **HS1** What did the khan think of Marco Polo? How do you know this?
5. **HS1** How long was Marco Polo in China?
6. **HS1** When did Marco Polo return to Venice?
7. **HS1** After Marco Polo returned to Venice what was the next position he accepted? What happened to him in this position?
8. **HS1** (a) Who wrote *The Travels of Marco Polo*?
(b) Under what circumstances did he write it?

7.9 Exercise 2: Apply your understanding

1. **HS3** According to **SOURCE 1**, where did the Polo brothers first sail to on their 1271 journey to China?
2. **HS3** Where does **SOURCE 2** show the brothers leaving from? What evidence does the illustration contain to support this?
3. **HS3** Is **SOURCE 3** an accurate representation of the Polos' arrival at the court of Kublai Khan? Why or why not?
4. **HS3** What task in **SOURCE 4** does Marco Polo undertake for Kublai Khan? What does this tell us about how the khan viewed him?
5. **HS3** What aspects of **SOURCE 5** are beyond belief?
6. **HS3** Based on **SOURCES 4** and **5**, what descriptive language did Rusticello of Pisa use to create a sense of excitement about the travels of Marco Polo?
7. **HS6** What sort of person was Marco Polo? How can you tell?
8. **HS6** Based upon what you know of Kublai Khan, would he have been happy with the publication of *The Travels of Marco Polo*? Explain.
9. **HS6** What was the long-term impact of Marco Polo's journey and his tales?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.10 Defeat of the Mongol Empire

7.10.1 A failing leadership

From its humble beginnings on the steppe, the Mongol Empire grew to become the largest land empire the world has ever seen. Although its beginning was marked by military conquest and unity between the tribes, its end was marked by corruption, in-fighting and the rebellion of its citizens.

When Kublai Khan died in 1294 he was succeeded by his grandson Temur, who called himself Emperor Chengzhong. Temur ruled according to his belief in the principles of Confucianism and worked towards establishing a more just society:

- he brought northern and southern Chinese into the government
- he held an investigation into government corruption and found 18 473 officials guilty of stealing from the state.

Following Temur's death in 1307, the Yuan leadership was in an almost-constant state of flux, with seven emperors taking the throne within 25 years. These emperors lacked Kublai Khan's strength and vision and were increasingly distrusted by Mongolians because they were seen as being too Chinese. In trying to re-establish their Mongolian identity, these emperors distanced themselves from Chinese society by passing harsh laws discriminating against the Chinese. The Chinese continued to regard the Yuan emperors as foreigners heading an occupying army. Over time, Yuan government became weak and corrupt.

For generations, Mongol women had been noted for their independence and the influence they held within traditional Mongol society. By the fourteenth century, however, the granddaughters of Kublai Khan no longer played a prominent role in government. Although the binding of the feet of the Song Chinese women was never accepted by Mongol rulers, life for the women at the Yuan court had become more limited, reflecting the adoption of Imperial Chinese traditions. As the Mongols of Persia embraced Islam, women's traditional Mongolian dress was replaced by the **chador**, a symbol of **piety**.

SOURCE 1 To many cultures, the Mongols always remained 'barbarians'. This Japanese artwork depicts the Mongols as lacking sophistication.



7.10.2 Rebellion

With their leadership weakening, the powerful Mongol clans began fighting with each other and disobeying the emperor. During the fourteenth century, there were numerous Mongolian rebellions against the Yuan and China was hit by a series of natural disasters. The Yellow River broke its banks, thousands drowned and China starved in the terrible famine that followed the flood. The Yuan government increased the suffering of the Chinese people when it forced armies of Chinese peasants to work on the rebuilding of the Yellow River's **dykes** and waterways. As conditions worsened, rebellion spread. In addition to this, it is believed that the bubonic plague started somewhere in China during the fourteenth century and had a significant negative impact on the population of Yuan China.

SOURCE 2 In the first century BCE, the historian Yuan Káng explained the Chinese belief in the **mandate** of heaven and the principles of good government.

The king Tsu Chia [from the Shang dynasty] had been one of the ordinary people. When he came to the throne he knew what the people needed and so was kind and protective towards them. He didn't dare treat with contempt those who needed him. He remained on the throne for 33 years . . .

The kings of the later Shang dynasty did not know anything of the hardships of the peasants and so did not know their people. They didn't know anything except the pursuit of pleasure; and so not one of them had a long life. They only ruled for three or four years.

Zhu Yuanzhang

Chinese hatred of Mongol rule led to the growth of Chinese secret societies and rebellions against the Yuan dynasty. The most successful rebel leader was a peasant named Zhu Yuanzhang. After his family died in the famine, he became a bandit and rebel leader. In 1356, Zhu Yuanzhang led an army of rebels to capture the strategically important city of Nanjing. Over the next decade, from his stronghold in Nanjing, Zhu Yuanzhang used his knowledge of military strategy and government policy to extend his control over all of southern China. In 1368, he moved his army north and captured Beijing without a fight. Victorious, Zhu Yuanzhang declared himself the first emperor of the Ming dynasty, meaning 'brilliance'.

The last Yuan emperor, Toghun, fled Beijing and the Mongols retreated with him to the vast grasslands and open plains of their homeland. Only a century after the death of Genghis Khan, the mighty Mongol Empire had fallen.

SOURCE 3 Zhu Yuanzhang rose from humble beginnings to lead the rebellion that destroyed the rule of the khans.



7.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.10 Exercise 1: Check your understanding

1. **HS1** What happened to the Yuan leadership following Kublai Khan's grandson Temur's death?
2. **HS5** How did the Chinese view their Yuan leaders? How did this lead to a weakening of their leadership?
3. **HS4** How did the role of Mongol women change over the generations?
4. **HS1** Why did the Mongol tribes start fighting among themselves?
5. **HS5** How did the flooding of the Yellow River lead to a Chinese rebellion against the Yuan government?
6. **HS1** What was the family background of Zhu Yuanzhang?
7. **HS1** What year did he become emperor?
8. **HS1** Name the new dynasty that Zhu Yuanzhang started.
9. **HS1** What happened to the Mongol rulers after Zhu Yuanzhang started the new dynasty?

7.10 Exercise 2: Apply your understanding

1. **HS3** There are many Chinese artworks similar to **SOURCE 1** that depict Mongols in unflattering ways. Describe what you can see them doing here. Do you think that this is an accurate portrayal?
2. **HS3** Read **SOURCE 2** carefully. Explain what the Chinese belief of the mandate of heaven and the principles of good government were.
3. **HS3** Examine **SOURCE 3**. Describe the pattern on Zhu Yuanzhang's robe. What might it symbolise?

4. **HS3** Examine **SOURCES 1** and **3**. What do these sources tell us about the attitudes of the artists to their subjects? Analyse the reasons that they may have made the decisions that they did in creating the images.
5. **HS3** Reread **SOURCE 2** and, using your earlier summary, explain how, in the eyes of their Chinese subjects, the khan of the Yuan dynasty broke the ‘mandate of heaven’.
6. **HS3** Imagine you are a Mongol artist and have been asked to make alterations to the artwork in **SOURCE 1**. Explain the changes that you intend to make to communicate your sense of Mongol leadership.
7. **HS5** Write a paragraph explaining how and why the Yuan dynasty fell. Identify where you have outlined the main reasons for the retreat of the Mongols back to their homelands.
8. **HS5** Examine the background and life of Zhu Yuanzhang in the lead-up to becoming emperor. What did he do that supported his rise from peasant to emperor?

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7.11 The Mongol legacy

7.11.1 Pax Mongolica

The rule of the khans led to a period in the thirteenth and fourteenth centuries of relative peace across their realm. This peace, referred to by Western scholars as *Pax Mongolica*, or the ‘Mongolian peace’, broke down the walls separating the great civilisations of Europe from those in the Middle East and Asia. During the rule of the khans, different ways of living and different belief systems were brought together: farmers and nomads; Asians and Europeans; and Christians, Muslims and Buddhists. Mongol control of the Asian trade routes gave protection to the caravans of precious goods, and encouraged European merchants to make the long journey to the Far East. During the reign of the khans, the region was so tightly controlled that it was said ‘a maiden bearing a nugget of gold on her head could wander safely throughout the realm’.

As people and their trade goods moved back and forth across the Eurasian world, they brought with them skills and understanding. European travellers to China brought goods such as silver, fine cloth, horses, linen and musical instruments, and important foods like the cereal grass *sorghum*. They also spread technical knowledge of processes such as sugar refining and **distillation**. From Persia, Europeans gained Islamic insight into mathematics, astronomy and science. From China, they adopted the wonderful technical, medical and scientific advances pioneered by the Song dynasty, including:

- printing
- new methods of paper-making
- the magnetic compass
- gunpowder
- porcelain.

SOURCE 1 The cultural and technological legacy of the Mongol Empire



SOURCE 2 A traditional Mongolian artwork showing polo, a game played by the Mongols to develop their horsemanship skills. This sport is still played today.



The Mongols created the first paper money accepted by any government as payment for tax, and the value of Yuan dynasty paper money was guaranteed through exchange for gold or silver. The long-distance trade of the Pax Mongolica introduced new ways for people to do business:

- merchants could use bills of exchange rather than having to carry metal coins
- a banking system that allowed deposit and withdrawal of money
- insurance for valuable cargo.

The cities of the Pax Mongolica trading empire grew rapidly in size, prospering from the influx of European money. Within the multicultural Mongol empire, freedom of religion was guaranteed, as was the safety of envoys or ambassadors from foreign lands. The Yasa provided the principles of law and order that governed Mongol territory. With each Mongol victory, civilisations were joined, new trade routes established and new technological and economic advances made. In bringing together these diverse people and cultures, the Mongol Empire began to shape the modern world.

But not everybody was guaranteed safety within the realm of the khans. The suffering of the Chinese people under Mongol rule can be judged by the number of people who did not survive. The total population of China is estimated to have been approximately 120 million when the Mongol invasion began in 1225; by the end of the Yuan dynasty, it had fallen to 85 million.

SOURCE 3 Marco Polo describes the making and use of paper money in Yuan China.

In this city of Kanbalu is the mint of the grand khan, who may truly be said to possess the secret of the alchemists, as he has the art of producing money by the following process. He causes the bark to be stripped from those mulberry-trees the leaves of which are used for feeding silk-worms, and takes from it that thin inner rind which lies between the coarser bark and the wood of the tree. This being steeped [soaked], and afterwards pounded in a mortar, until reduced to a pulp, is made into paper . . . but quite black. When ready for use, he has it cut into pieces of money of different sizes, nearly square, but somewhat longer than they are wide . . .

The coinage of this paper money is authenticated with as much form and ceremony as if it were actually of pure gold or silver; for to each note a number of officers, specially appointed, not only subscribe their names, but affix their signets also; and when this has been regularly done by the whole of them, the principal officer deputed [appointed] by his majesty, having dipped into vermilion [red] the royal seal . . . stamps with it the piece of paper, so that the form of the seal tinged with the vermilion remains impressed upon it, by which it receives full authenticity as current money, and the act of counterfeiting it is punished as a capital offence.

DISCUSS

As a class, discuss how a flourishing dynasty like the Song were able to be overcome by a supposedly barbaric tribal people like the Mongols.

[Critical and Creative Thinking Capability]

7.11 ACTIVITY

- a. In groups of four or five research and discuss one of the following areas:
- the characteristics of the Song dynasty
 - everyday life under the Song dynasty
 - the Mongol way of life
 - the features of the Mongol army
 - the characteristics of the Yuan dynasty.
- Ensure that you have detailed notes from your group research and discussion. In your discussion, make sure that you focus on the differences between the Song and the Mongols, considering their everyday lives, their religious beliefs and their attitudes and ideas. Then, as a group, design a quiz that tests the key ideas you have learned. Develop a series of questions that test factual knowledge as well as the concepts of change and continuity that you are exploring.
- b. Move into another group that consists of a member from each of the groups from question (a). In this new group, each person is the expert in their field and must explain their findings to everyone in the group, ensuring that they share the knowledge by the end of the sharing session.
- c. Give the group your quiz as soon as you have finished explaining and re-explain any parts that they did not remember.
- d. Share any notes from your topic with your new group so that everyone has the information.

[Ethical Capability]

7.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.11 Exercise 1: Check your understanding

- HS1** Explain the term *Pax Mongolica*.
- HS1** What did China learn from the European travellers?
- HS1** What did the European world learn from China because of trade?
- HS1** What were the benefits of the creation of paper money?
- HS1** What were the benefits of the multiculturalism of Mongol China?
- HS1** What provided the rules for law and order for the Mongol Empire?
- HS1** Who may have suffered under Mongol rule? How do we know?

7.11 Exercise 2: Apply your understanding

- HS3** List the items in **SOURCE 1** given to the rest of the world by the Mongols through trade.
- HS3** What is the Mongol sport, depicted in **SOURCE 2**, which is still played today?
- HS3** Read **SOURCE 3**.
 - What is the 'secret of the alchemists'? You may need to refer to other sources to find this out.
 - Marco Polo seems to see money-making as an almost mythical process. What words and phrases contribute most to this sense? Quote them.
- HS4** Imagine you are a Yuan dynasty official. Write a short speech summarising the biggest changes to China under Mongol rule.
- HS4** Explore who gained the most from the Mongol expansion. Who lost the most?
- HS6** Was the term *Pax Mongolica* an appropriate description for the Mongol Empire? Why or why not?
- HS6** What could we learn today from the successes and failures of the Mongol Empire?
- HS6** Was the legacy of the Yuan dynasty positive or negative? Explain.
- HS4** Look back to the cultural and technological items you listed from **SOURCE 1** that the Mongols had introduced to the world. Which do you think has had the most significant impact upon the world? Justify your answer.

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7.12 SkillBuilder: Analysing different perspectives

online only

Why is it important to recognise different perspectives?

Sources help you develop a balanced picture of history by analysing the perspectives different people have had about events of the past and how reliable those sources actually are.

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.



7.13 Thinking Big research project: The Mongol expansion show

online only

SCENARIO

Use your skills in research, design and entertainment to create an exciting show that depicts one important aspect of the culture and society during the Mongol expansion.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: The Mongol expansion show (pro-0163)

7.14 Review

online only

7.14.1 Key knowledge summary

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

7.14.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources



eWorkbook Reflection (doc-31332)
Crossword (doc-31333)



Interactivity Mongol expansion crossword (int-7589)

KEY TERMS

- ambassador** an authorised messenger or representative
- blockade** the shutting off of a location to prevent entry or exit
- cavalry** a unit of the army mounted on horseback
- chador** a dark dress or cloak that covers the body and face below the eyes
- civil servant** a person who works for the public
- civilian** an ordinary citizen
- courier** a messenger, often carrying important government documents
- distillation** the purification or concentration of a substance
- dyke** a barrier or bank of earth for controlling water of the sea or river
- dynasty** a sequence of rulers from the same family
- granary** a storehouse for grain
- imperial** the rule of an emperor or something belonging to an empire
- literacy** the ability to read and write
- magistrate** a minor judicial officer
- mandate** a command or order from a superior power
- mercenary** a soldier who fights for money rather than for patriotic reasons
- metre** arrangement of words in measured, patterned or rhythmic lines or verses
- mutton** the flesh of a mature sheep used as food
- occupation** invasion, conquest, and control of a nation or territory by foreign armed forces
- piety** religious devotion
- porter** a person who carries luggage and heavy loads
- reconnaissance** a search made to gain military information
- rickshaw** a small two-wheeled vehicle pulled by a man
- siege** capturing a protected place by surrounding it and cutting off supplies
- steppe** a vast plain without trees
- tribute** a tax or regular payment given to ensure protection or peace
- ward** a district in a city or town

7.12 SkillBuilder: Analysing different perspectives

7.12.1 Tell me

What is perspective in history?

It is said that history is written by the victors. In many cases, this is true. In the case of the Mongol expansion, however, it is important to remember that the Mongols were mostly illiterate. Therefore, much of the empire's written history was created by their literate enemies and allies.

Why is it important to recognise different perspectives?

When you are trying to understand historical events, places or people, it is important that you find a balance of sources. When investigating the world of the Mongols, these sources may include written accounts, pictures and other artwork, and artefacts. Some sources might have been created by the Yuan dynasty and others by the people they came into contact with at the time. History texts can also be reliable sources because their authors have the benefit of hindsight.

7.12.2 Show me

How to recognise different perspectives

When using sources, it is essential that you determine how reliable they are. You can do this by asking a number of questions. Note that not all of these questions will apply to all sources.

- When was this source created?
- Who created this source and why?
- Who was the intended audience of this source, and how might this have affected its construction?
- In what ways does this source confirm or refute what I already know?
- How reputable was its creator(s)?
- How might the political/social/cultural pressures of the time have influenced the creation of this source?

Only after you have found a number of sources, and assessed their strengths and weaknesses, can you say you have a balanced picture of history.

An example

SOURCE 1, an excerpt from a book written by the Franciscan Friar John of Plano Carpini, is used as an example of how the previous questions could be answered.

SOURCE 1 In the thirteenth century, a Franciscan friar named John of Plano Carpini was sent to Mongolia by Pope Innocent IV, who, like many other European rulers, was worried by the rapid expansion of the Mongol Empire. The friar met with Khan Kuyuk to ask him to stop attacking Christian land. The friar's book, *History of the Mongols*, outlines some of the Mongol beliefs and customs, which the friar viewed as threatening and primitive.

Although they have no law concerning the doing of what is right or the avoidance of sin, nevertheless there are certain traditional things, invented by them or their ancestors, which they say are sins; for example to stick a knife into a fire, or even in any way to touch fire with a knife, or to extract meat from the cauldron with a knife, or to chop with an axe near a fire; for they believe that if these things were done, the fire would be beheaded . . . On the other hand, to kill men, to invade countries of other people, to take the property of others in any unlawful way, to commit fornication, to revile other men, to act contrary to the prohibitions and commandments of God, is considered no sin by them.

1. *When was this source created?* This book was based upon the friar's journey in 1245–1247.
2. *Who created this source and why?* Friar John of Plano Carpini wrote this book after visiting Khan Kuyuk to plead, on the Pope's behalf, for him to cease his attacks on lands occupied by Christians. The book focuses on the Mongols' customs, religion and culture, as well as the best way to resist their army.
3. *Who was the intended audience of this source, and how might this have affected its construction?* Pope Innocent IV was the primary audience. The fact that he perceived the Mongols as a threat to the Christian way of life seems to have coloured many of the Friar's descriptions.
4. *In what ways does this source confirm or refute what I already know?* This source highlights the often brutal practices of the Mongols, particularly during times of war. However, from other sources, we know they were often tolerant of people of other religious persuasions, including Christians.
5. *How reputable was its creator(s)?* This is hard to say for certain without further research. The book is noted for being one of the more accurate books of its sort written during this period; however, the friar's Christian beliefs and loyalty to the Pope may have affected his depiction of the Mongols' way of life.
6. *How might the political/social/cultural pressures of the time have influenced the creation of this source?* The Pope, like many other world leaders, was afraid of the khan's power and his apparent disregard towards Christians. The friar seems to have responded to this by highlighting the more threatening aspects of Mongol culture.

7.12.3 Let me do it

Complete the following activities to practise this skill.

7.12 ACTIVITIES

1. Examine **SOURCE 2**, from the writings of Marco Polo, and answer the following questions. You may need to refer to 7.9 The travels of Marco Polo to find out more about him and his book.
 - (a) When was this source created?
 - (b) Who created this source and why?
 - (c) Who was the intended audience of this source, and how might this have affected its construction?
 - (d) In what ways does this source confirm or refute what I already know?
 - (e) How reputable was its creator(s)?
 - (f) How might the political/social/cultural pressures of the time have influenced the creation of this source?

SOURCE 2 An excerpt from *The Travels of Marco Polo*, written in the thirteenth century. Marco Polo was an employee of the Yuan dynasty and one-time governor of a major Chinese city.

The great khan, lord of lords, named Kublai, is of a fine middle size, neither too tall nor too short; he has a beautiful fresh complexion, and well-proportioned limbs. His colour is fair and vermeil like the rose, his eyes dark and fine, his nose well formed and placed . . . He maintains also a number of concubines. There is a race of Tartars who are called Migrat or Ungrat, and are a very handsome people. From them are selected 100 girls — the most beautiful in all their country, who are conducted to court . . . It may be asked, if the people of this province do not feel aggrieved by having their children thus forcibly taken away. Assuredly not; on the contrary, they regard it as a favour and an honour; and the fathers feel highly gratified when their daughters are thus selected. If, says one, my daughter is born under an auspicious planet, his majesty can best fulfill her destiny by marrying her more nobly than I can do. On the contrary, if the young lady, by bad conduct or any misfortune, be found disqualified, he attributes the disappointment to her malignant stars.

SOURCE 3 An illustration from the thirteenth century showing Marco Polo in the grandeur of Kublai Khan's court



2. Based on your work interpreting sources on the Mongol expansion, answer the following questions.
- (a) Explain why most of the Mongol history has been recorded by their enemies.
 - (b) What are some of the questions to ask of a text to check whether it is reliable or not?
 - (c) Explain how we can best gain a balanced picture of a historical period.
 - (d) How can you work out who the intended audience of a text might be?
 - (e) What do you know about how reputable the writer of Marco Polo's history was?

7.13 Thinking Big research project: The Mongol Expansion show

Scenario

The team from a leading educational website has decided to employ teenagers to create content, beginning with a History video series. They want the episodes to be historically accurate, but – just as important – they want them to be entertaining. Dramatic, humorous, or something in between, the team want to see how creative you can be in bringing your topic to life!



Task

Use your skills in research, design and entertainment to create an exciting video that depicts one important aspect of the culture and society during the Mongolian Expansion. In order to do this, you will need to ask valid questions about the past that you can answer using the sources at your disposal, and you will need to be able to turn your research into a video presentation that will be clear and enjoyable for people of your age. To make your video entertaining you can be dramatic or humorous, but you must ensure that the information you convey is accurate. You will be finishing your presentation with a test that your classmates should be able to take, and pass, based upon the information you have provided.



Follow the steps detailed in the **Process** section to complete this task.

Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in groups will enable you to share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered. In the **Media centre** you will find an assessment rubric to guide your work.
- Choose one event from the Mongolian Expansion that changed society and culture for better or worse. Focusing on this single event, consider:
 - What was life like for people before this event?
 - How did things change after this, and who did they change for?
 - Was the change mostly social, cultural, economic, environmental, or political?
 - Who was responsible for this change?
 - Did this change ultimately lead to progress, or decline, for the society?
 - What sources have you found, and how valid do you judge them to be?
- Once you have chosen your event and conducted your research, write a script that will either be presented to camera by a single presenter or a dialogue between different people. Within your script, highlight any facts you are including.
- Use the facts that you have highlighted to create a comprehension test that you will administer after presenting your video to the class. It might be a quiz, a wordsearch, a cloze activity, or any other comprehension task that will be easy to mark as correct or incorrect.
- After writing your script, identify where you might use still or moving images, and source these online. Also consider how you can increase the drama, humour, or other elements to make it as entertaining (and memorable) as possible.
- Record and edit your video using editing software.
- Present your video to the class.
- Test your classmates on their understanding of your topic by administering your quiz or other activity.



Resources



ProjectsPLUS The Mongol Expansion show (pro-0163)

7.14 Review

7.14.1 Key knowledge summary

7.2 Examining the evidence

- There are a number of primary and secondary sources from which historians draw their knowledge of the Mongols of the thirteenth and fourteenth centuries.
- There are official records such as the official history commissioned by the khan, as well as the writings of explorers who visited the Mongol Empire from Europe, such as Marco Polo.
- There is a lot of surviving artwork, from calligraphy to paintings that depict both ordinary life and famous battles. Some of these were painted at the time and some in the centuries after.
- There are many artefacts such as jewellery, tools and other everyday objects.

7.3 Life in imperial China before the Mongol conquest

- The ruling family before the Mongols were the Song who ruled from 960 CE.
- Under the Song a strong civilian government was built up, leading to a period of peace during which the population grew significantly.
- As a result of the peace under the Song, the cities became busy and bustling places, with a lot of trade.
- Song cities were built in the shape of a square with strong defensive walls. The houses were grouped together and there was organised rubbish and waste collection.
- There were many peasants living traditional agricultural lives, who were bound to the land through farming.
- The family was a strong unit, with loyalty to the family coming before loyalty to even the government.
- During the Song dynasty inventions flourished, many of which eventually spread to the Western world such as gunpowder and printing.
- The peace of the Song dynasty opened it to weakness, as their enemies grew stronger through war with other tribes.
- Eventually the Jurchen murdered members of the imperial family and drove the Song out of northern China, establishing their dynasty in Beijing and leaving southern China to the Song until eventually they were defeated by the Mongols.

7.4 The Mongol people and their land

- The Mongols were a nomadic tribal people from the cold and barren lands of Mongolia to the north and west of China.
- The Mongol region was too cold and dry for crops so the tribes raised animals, such as herds of cattle, goats, yaks and sheep.
- The lives of the Mongol people were harsh, with few luxuries, and shaped by the seasons.
- The Mongols used camels and oxen for carrying things. However, horses were their most treasured asset, used for transport, hunting and warfare.
- The Mongols were powerful and seasoned warriors.
- They lived in small clans who formed a tribe, ruled by a chieftain, or khan.
- Many of the links within the tribe were formed by marriage connections.
- Women managed the daily camp life and were valued for this.

7.5 The rise of Temujin

- Temujin was born around 1162, the son of a warrior and minor chieftain.
- Temujin's father died when he was young and his mother Yulun raised Temujin, instructing him in the skills of a warrior.
- He was a striking young man who developed his reputation as a fierce leader.
- Temujin became tribal chief and in 1206 was elected the khan, leader over his fellow tribal chieftains, taking the name Genghis Khan, meaning the 'universal ruler'.

- To ensure stability, Genghis Khan used the three ties that held these nomadic warriors together: marriage, sworn brotherhood and friendship.
- Genghis Khan began a military campaign that saw him control a major section of the trading route, the Silk Road, and gave his army direct access to China.

7.6 The Mongol army

- The Mongol tribes made up a mighty army of tough and disciplined horsemen.
- Genghis Khan successfully invaded China in 1211.
- Mongol soldiers were equipped with a variety of weapons, such as lances, bows, swords and daggers, as well as a shield, helmet and armour made of leather and iron.
- Their horses were stout and hardy animals who could survive bitter winters and each soldier had five, which meant that they could travel long distances rapidly.
- Genghis Khan reorganised the army, increasing its strict discipline, creating tightly drilled units. This strict code of discipline was written onto a scroll called the Yasa.
- The Mongols moved across western Asia, defeating all who resisted, beginning with northern China and moving west.
- When Genghis Khan died in 1227 his empire was divided between four of his sons and grandsons.
- Eventually one grandson, Kublai Khan, stood out and took over, advancing further into southern China, defeating the Song.
- In 1276 the final victory was complete. The Mongol Empire stretched from the Arctic Ocean to the Persian Gulf, and from Hungary to Korea.

7.7 Mongol rule – the Yuan dynasty

- When he became emperor of China, Kublai Khan named his new dynasty Yuan, meaning ‘creative force’.
- He established the capitol in what is now Beijing and established a government that blended the Mongol and Chinese traditions.
- He appointed a General Secretariat to enforce his laws and ensure efficient government.
- He worked hard at rebuilding China after the decades of war and conquest and he rebuilt trade connections out of China.
- He encouraged the printing of books and the spread of knowledge.
- Kublai Khan built himself a magnificent palace on the site of the ancient city of Chung-tu, and a summer palace in Mongolia in Xanadu.

7.8 Culture and beliefs at the khan’s court

- Kublai Khan’s wife and mother both influenced him in accepting the Chinese belief system in order to rule over the 100 million people of Yuan China.
- His court became a place where scholars and religious leaders debated matters and ideas, and where art and culture flourished.
- The three main religions in the Song dynasty were Confucianism, Daoism and Buddhism; these were all tolerated in the Mongol court.
- Painting, poetry and calligraphy flourished as well. A group of painters known as the *literati* depicted nature as they experienced it and were very influential on future artists.
- The court was a vibrant place, welcoming of visitors and the khan encouraged free exchange of ideas, making it quite multicultural and tolerant for its time.

7.9 The travels of Marco Polo

- In 1260 two Italian brothers travelled from Venice and took the long and dangerous journey along the Silk Road to China.
- The brothers were welcomed at the court of Kublai Khan and eventually returned home as ambassadors for the Yuan dynasty.
- In 1271, the Polo brothers returned, this time with Nicolo’s son Marco.

- Marco spent the next seventeen or so years of his life as the khan's trusted advisor and ambassador, travelling around the Yuan empire on the khan's business.
- When he eventually returned to Europe, he joined the Venetian navy. During a skirmish with the Genoese he was taken prisoner and it was here that he told the tale of his travels to the writer Rusticello of Pisa, who went on to write *The Travels of Marco Polo*.
- Many people questioned the truth of Marco's stories but he stuck by them, inspiring many others who followed him in later years.

7.10 Defeat of the Mongol Empire

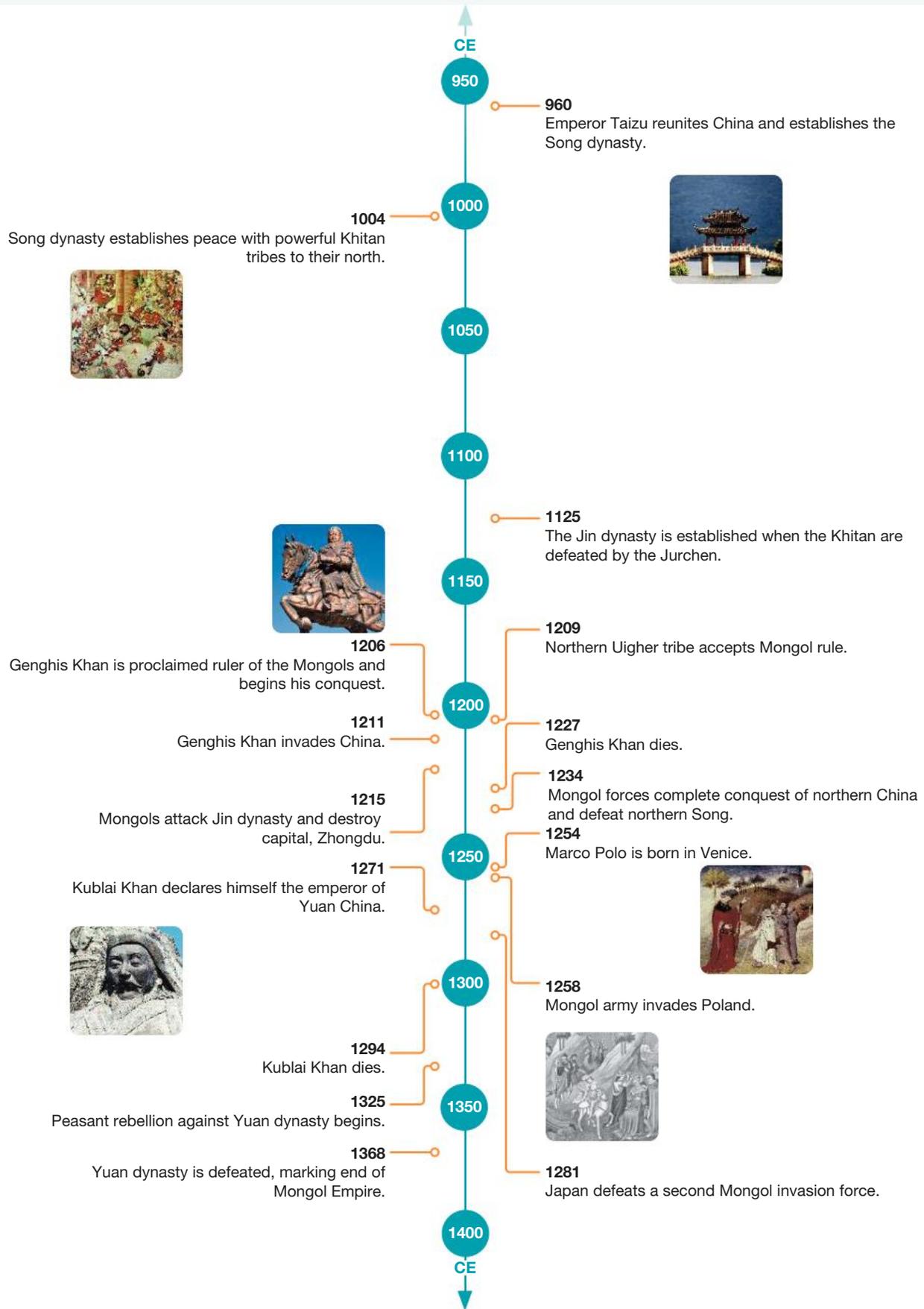
- In the years following Kublai Khan's death, the Yuan leadership was constantly changing and this weakened the empire.
- The Mongols thought the Yuan leaders too Chinese and the Chinese thought them too Mongol.
- The leaders became corrupt and weak. With the leadership weakening, the Mongol clans began fighting with each other again.
- China was also hit by a series of natural disasters that led to great suffering for the Chinese peasants. As the Chinese hatred of the Mongols grew, there was a growth in planned rebellions.
- A peasant rebel leader Zhu Yuanzhang began a takeover of strategically important cities, eventually capturing Beijing and declaring himself the first emperor of the Ming dynasty, meaning 'brilliance'.
- The mighty Mongol Empire had fallen only a century after the death of Genghis Khan.

7.11 The Mongol legacy

- Western scholars refer to the period of the Mongol dynasty as *Pax Mongolica*, or Mongolian Peace, because the period of relative peace allowed the barrier between the East and the West to be crossed by trade and an exchange of ideas.
- Under the rule of the khan, different ideas were tolerated and many different belief systems were brought together.
- Ideas from China were passed to Europe, such as printing, new methods of paper-making, the magnetic compass, gunpowder and porcelain, as well as the concept of paper money.
- The Mongol Empire flourished in many ways, but there were still many Chinese people who suffered under the Mongol rule, with the Chinese population dropping from 120 million at the start of the Mongol Empire to 85 million by the end of the Yuan dynasty.



A timeline of the Mongol expansion



7.14.2 Reflection

Complete the following to reflect on your learning.

7.14 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Khans, clans, courts and culture. How did a band of rural warriors conquer half the world?

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



eWorkbook Reflection (doc-31332)
Crossword (doc-31333)



Interactivity Mongol expansion crossword (int-7589)

KEY TERMS

ambassador an authorised messenger or representative
blockade the shutting off of a location to prevent entry or exit
cavalry a unit of the army mounted on horseback
chador a dark dress or cloak that covers the body and face below the eyes
civil servant a person who works for the public
civilian an ordinary citizen
courier a messenger, often carrying important government documents
distillation the purification or concentration of a substance
dyke a barrier or bank of earth for controlling water of the sea or river
dynasty a sequence of rulers from the same family
granary a storehouse for grain
imperial the rule of an emperor or something belonging to an empire
literacy the ability to read and write
magistrate a minor judicial officer
mandate a command or order from a superior power
mercenary a soldier who fights for money rather than for patriotic reasons
metre arrangement of words in measured, patterned or rhythmic lines or verses
mutton the flesh of a mature sheep used as food
occupation invasion, conquest, and control of a nation or territory by foreign armed forces
piety religious devotion
porter a person who carries luggage and heavy loads
reconnaissance a search made to gain military information
rickshaw a small two-wheeled vehicle pulled by a man
siege capturing a protected place by surrounding it and cutting off supplies
steppe a vast plain without trees
tribute a tax or regular payment given to ensure protection or peace
ward a district in a city or town

8 Japan under the shoguns (c.794–1867)

8.1 Overview

Emperor, daimyo, samurai or shogun. Who really had power and control during shogunate Japan?

8.1.1 Links with our times

Japan and Australia share a very important relationship. After China, Japan is Australia's most important trading partner. Japanese companies sell us many goods, such as motor vehicles and electronics. In return, Australia sells primary industry products, such as minerals and beef. Australia and Japan are also linked through education.

Throughout its long history, Japan has retained much of its traditional culture. Our friendly links also include sister city relationships, where Australian and Japanese cities promote cultural understanding. For example, our capital city, Canberra, is paired with the city of Nara in Japan and welcomes important visitors from Nara when they come to Australia. The Second World War was a time when the two countries were enemies. However, they now share common goals and work together in a spirit of friendship and cooperation.

Resources

-  **eWorkbook** Customisable worksheets for this topic
-  **Video eLesson** Japan under the shoguns (c. 794–1867) (eles-1828)

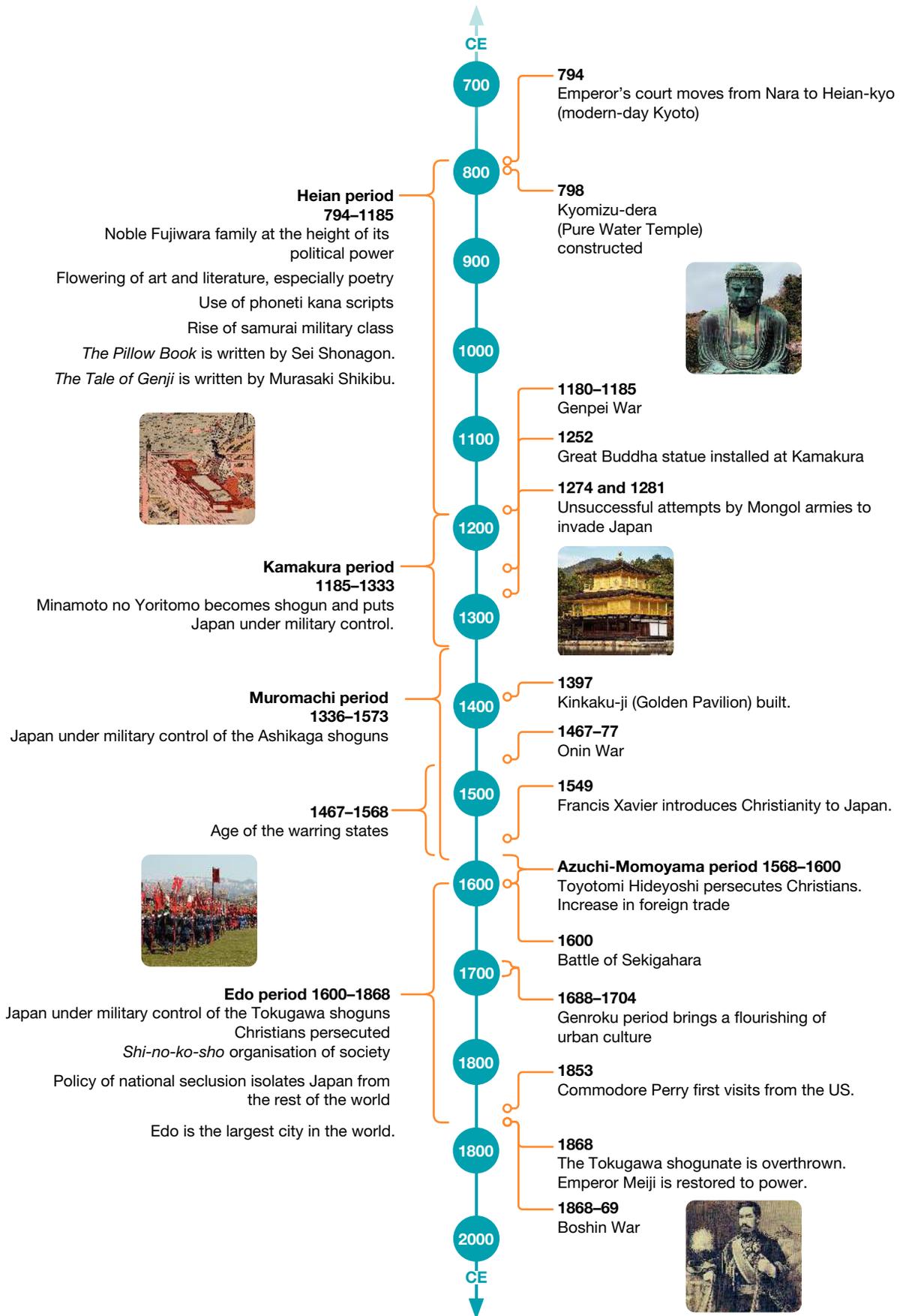
LEARNING SEQUENCE

- 8.1 Overview
- 8.2 Examining the evidence
- 8.3 Ancient and Classical Japan
- 8.4 The rise of the shoguns
- 8.5 Challenges to shogunate rule
- 8.6 The Tokugawa shogunate
- 8.7 Japanese feudal society
- 8.8 The samurai
- 8.9 The role of women
- 8.10 Arts and culture
- 8.11 Land use under the Tokugawa shoguns
- 8.12 Foreign devils
- 8.13 Emperor Meiji and modern Japan
- 8.14 **SkillBuilder:** Analysing cause and effect
- 8.15 **Thinking Big research project:** Shinto and Buddhism guidebook
- 8.16 **Review**



To access a pre-test and starter questions and to receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of Japan under the shoguns



8.2 Examining the evidence

8.2.1 How do we know about Japan under the shoguns?

Japanese museums, temples and shrines preserve many relics that tell us about Japan's past. The most precious items are listed as National Treasures. These could be buildings, sculptures, paintings, documents, artefacts or even people.

8.2.2 Architecture

A lot can be learned about Japan's past by examining surviving buildings. Their construction techniques, materials and designs give us valuable information about architecture, technology and the way people lived. Some of the oldest buildings are in the cities of Nara, Kamakura and Kyoto. These three cities were centres of government at various times in Japan's history. They were also religious centres that built shrines for Japan's ancient **Shinto** faith, great Buddhist temples and pagodas.

The type of architecture from each different period of Japanese history can tell us much about that period. For example, a period in which a large number of temples were built would tell us that religion was very important to the people at that time. A period in which large castles were built would tell us that wealthy families were very significant during that era. Architecture can also tell us about the technology of the time. Large wooden structures built without nails are an indication of a high level of skill among craftsmen of the time.

SOURCE 1 Todai-ji is the largest wooden structure in the world and was built without the use of nails. There has been a Buddhist temple on this site since the eighth century CE.



8.2.3 Arts and crafts

Many examples of Japanese arts and crafts survive today, and these provide a great deal of evidence of life in Japan over the centuries. Paintings often provide detail of the way of life of all classes of people, as well as the clothing they wore and the buildings in which they lived. Many famous events in Japanese history have also been depicted in artworks of the time. Crafts such as **origami**, printmaking and pottery can also give us insights into Japanese life in past centuries.

Japanese artists developed woodblock printing as early as the eighth century CE, but woodblock art really flourished from the sixteenth century onwards. The different styles and schools of woodblock art over the next three hundred years provide a great deal of evidence of the Japanese way of life. Traditional Japanese sculpture evolved from the production of small clay figures in early eras, to the casting of huge bronze statues from the Classical period onwards. Sculptures were often religious in nature, depicting the different gods that were worshipped at different times. Large bronze sculptures of Buddha indicate the importance of the Buddhist religion at different eras in Japanese history.

SOURCE 2 This statue of Buddha is made of bronze and was constructed in the thirteenth century. It is 13.35 metres high and weighs approximately 94 tonnes.



SOURCE 3 This print by nineteenth-century artist Ando Hiroshige shows peasants in paddy fields planting rice.



DID YOU KNOW?

The Japanese language is written with three different sets of characters. These include Chinese characters known as *kanji*, as well as two sets of characters that represent different sounds or syllables. These two sets of characters are known as *hiragana* and *katakana*. *Hiragana* primarily represents Japanese words and *katakana* is used for foreign words. The use of *katakana* immediately lets the reader know that the word is borrowed from another language.

8.2.4 Literature and National Treasures

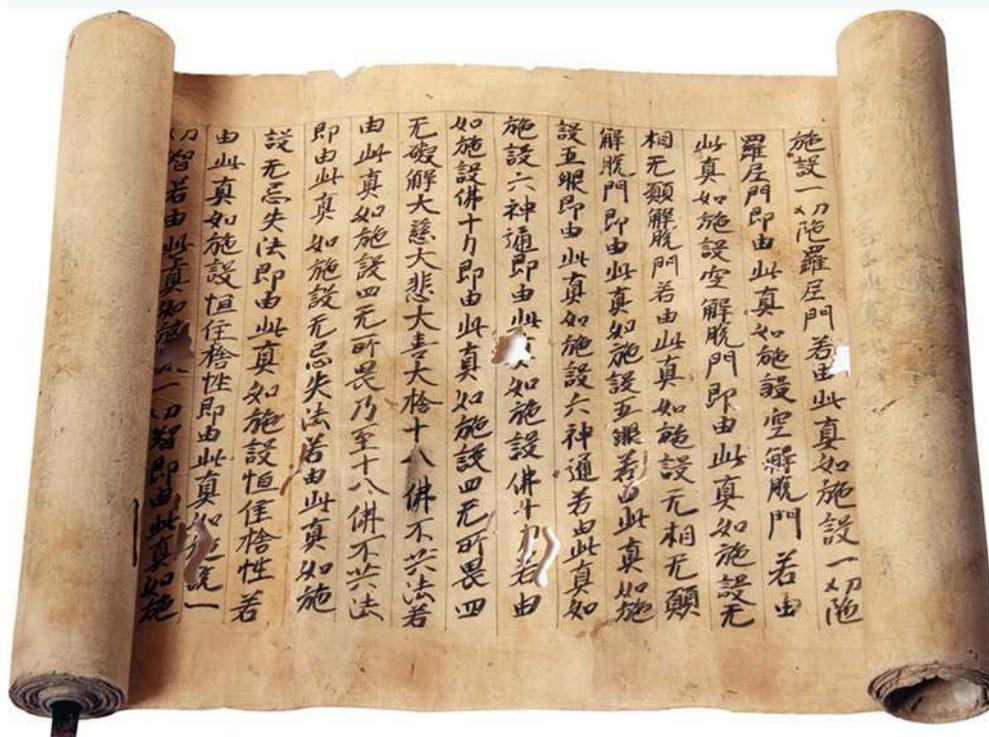
Many great works of early Japanese literature also survive, and these reveal many aspects of life in the past. Murasaki Shikibu, sometimes known as Lady Murasaki, was the author of the first great Japanese novel, *The Tale of Genji*, written over 10 years between 1000 and 1010 CE. Although this is a work of fiction, it provides us with a great deal of information about the life of the wealthy and influential aristocrats of this time.

In addition to great literary works by Japanese writers, a large number of historical documents have been kept and stored as National Treasures. These include letters written by emperors and important officials, the official records of a number of Buddhist and Shinto temples, and some family histories. One such family collection is that of the Shimazu family, which includes over 15 000 family documents covering over a thousand years from the eighth century to the nineteenth century. These documents can provide historians with great insights into Japanese life over many centuries.

SOURCE 4 Murasaki Shikibu wrote the first great Japanese novel *The Tale of Genji*. This artwork was created in 1767.



SOURCE 5 An ancient Japanese document, in the form of a scroll



8.2.5 Traditions and festivals

Many traditional festivals and religious ceremonies are still practised in Japan today. Some of these have not changed for many hundreds of years so can provide valuable information about the way of life of Japanese people in past centuries.

Many of the festivals are religious in nature and have their origins in ancient and medieval Buddhist and Shinto ceremonies. Others have artistic and cultural significance, such as the re-enactment of traditional Kabuki theatre performances. These can provide an insight into the artistic and cultural activities of the past.

SOURCE 6 The Hollyhock Festival (Aoi Matsuri) began as a religious festival in the sixth century CE. It was believed to protect people from disease and help bring good rice harvests.



8.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.2 Exercise 1: Check your understanding

1. **HS1** Which two religions were followed in Japan during the shogunate period?
2. **HS3** What can the study of architecture tell us about life in Japan in the past?
3. **HS3** What can arts and crafts tell us about life in Japan over the centuries?
4. **HS1** Why might religious images have been important in Japanese art?
5. **HS3** How might works of fiction, such as *The Tale of Genji*, that are written by people living at that time be useful in historical research?
6. **HS1** Why might historical documents be classified as National Treasures?
7. **HS6** Why can the observation of traditional festivals and religious ceremonies be useful to historians?

8.2 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
 - (a) What can this source tell us about the importance of religion in traditional Japanese society?
 - (b) What impressive technology was used in the construction of the temple?
2. **HS3** Examine **SOURCE 2**.
 - (a) This statue was cast in bronze. Use your dictionary or an encyclopedia to find out more about the words 'cast' and 'bronze'.

- (b) Draw and label a sketch of the casting process to explain how this statue was made.
 (c) What conclusions can you draw about the metalworking skills of craftsmen in the thirteenth century?

3. HS3 Examine SOURCE 3.

- (a) What does it tell us about farming methods used in Japan in the past?
 (b) Describe the typical clothing worn by Japanese peasants at this time.
 (c) What does it tell us about the availability of suitable land for growing rice in Japan?

4. HS3 Examine SOURCE 4. How can we tell that Murasaki Shikibu was a member of the wealthy classes?

5. HS3 Examine SOURCE 5. What might be an advantage of recording written information on scrolls such as this? What might be a disadvantage of using this method?

6. HS4 Study SOURCE 6.

- (a) The costumes used in the Aoi Matsuri procession are copies of garments that no longer exist. What historical evidence could modern designers use to find out what the original clothing looked like?
 (b) SOURCE 6 provides an example of the respect for the traditional festivals that exists in Japan. How important is it for any society to maintain ancient and traditional rituals as a part of their modern way of life?

7. HS5 For a significant part of its history, Japan attempted to isolate itself from outside influences. What is the effect of a country cutting itself off from outside contact? Give reasons for your answer. Identify a modern example or an example from history.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.3 Ancient and Classical Japan

8.3.1 The Yamato state

About twelve thousand years ago, Japan was joined to the Asian mainland by several land bridges. The nomadic hunters and fishermen who walked across them on expeditions became Japan's first inhabitants. However, at the end of the last ice age, the Earth's climate warmed and rising oceans covered the land bridges. The islands that formed became the Japanese **archipelago** we know today. Later, attracted by the islands' natural beauty and rich resources, sea-faring peoples from various parts of Asia reached Japan by boat. As their settlements spread, the original inhabitants were gradually driven into the far north wildernesses.

The first migrants from South-East Asia settled on the southern island of Kyushu. However, around the fourth century CE, the Yamato **clan** established the first Japanese state in an area around Nara on the island of Honshu. The Yamato rulers set up a central government based on a legal system and Chinese traditions. With support from other clan leaders, descendants of the Yamato became the first recognised emperors of Japan.

SOURCE 1 A map of modern-day Japan



Source: Map drawn by Spatial Vision.

Conquering and ruling Japan was always going to be difficult for the emperors. Prior to the establishment of the Yamato state, different areas of the Japanese islands had been settled by different ethnic groups over thousands of years. The Emishi people lived in northern Honshu and the Ainu lived in northern Honshu and Hokkaido. Neither group recognised the authority of the Yamato state and were ultimately conquered by military force. The Japanese imperial state was going to rely on strong military support over the coming centuries to maintain control over all of its territory.

8.3.2 Strengthening the state

This era is often referred to as the beginning of the ‘Classical’ period of Japanese history. It was during this period that the first great works of Japanese literature were written and Buddhism was firmly established in Japan. The Chinese influence was also very strong at this time: Chinese characters were used in Japanese writing, and the architecture of the capital, Nara, was modelled on the Chinese city of Xian.

SOURCE 2 Japanese emperors were believed to be descended from the sun goddess Amaterasu, seen in this nineteenth-century artwork emerging from her cave.



DID YOU KNOW?

The imperial Yamato dynasty claimed descent from Amaterasu, the sun goddess. In Japanese mythology, when the sun goddess hid in a cave the world was plunged into darkness. Eventually she emerged and a number of her ornaments were changed into human form, one of them becoming the ancestor of the Japanese imperial family.

More areas of Japan gradually came under the control of the emperor, but there were struggles for influence in the imperial court. The Buddhist religion became a popular force and Buddhist priests tried to claim powerful positions. It was during this period that the Todai-ji Buddhist temple was built at Nara. Its Great Buddha Hall contains the largest bronze statue of Buddha in the world, completed in 751 CE (see **SOURCE 3**). Noble families like the Fujiwara also wanted power, so the emperor had many challenges to his authority. Nevertheless, by the eighth century, the capital city of Nara had grown strong and was an urban centre of about 200 000 people. It had a taxation system, many roads and bustling commerce. Outside the capital though, most people still lived in farming villages.

During the seventh century there had been an attempt at land reform, based on a Chinese model of land ownership. Land was to be distributed fairly to peasant farmers and could not be inherited by their children. At the death of the farmer, the land would revert to state ownership and be re-allocated to a new owner. During the eighth century this system was gradually abandoned as emperors granted lands to members of their extended family, or to friends and loyal officials. Gradually these estates increased in size, with the wealthy nobles gaining great wealth and power, and peasant farmers working the land and paying taxes to the wealthy landlord.

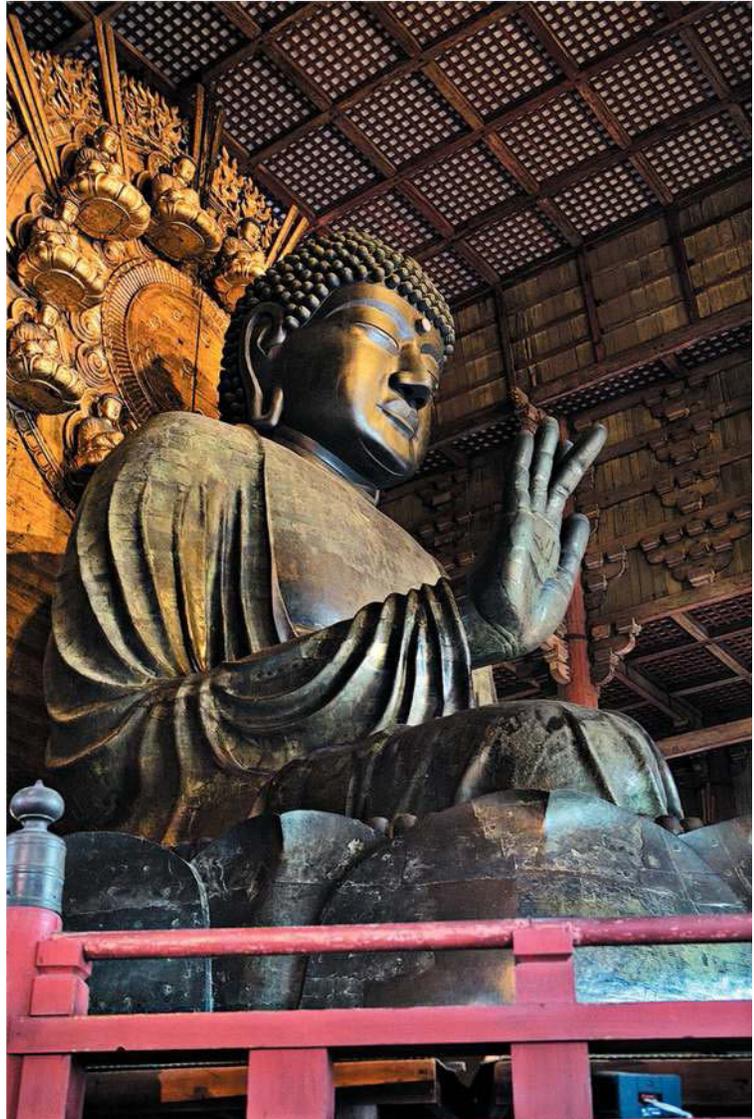
8.3.3 The Heian period and the growth of the military

In 794 the Emperor Kammu moved the imperial capital from Nara to Heian-kyo, now known as the city of Kyoto. This was the beginning of the Heian period, named after the city that was its capital. The Heian period lasted for almost 400 years and saw the flowering of the Classical period of Japanese history. During this time, the wealthy nobles in the countryside began to significantly increase their power. These nobles were known as **daimyo** and they usually controlled large estates throughout the countryside.

Emperors at this time found they were increasingly dependent on the daimyo to maintain their power. In order to help them control their interests, and prevent rival daimyo taking over their lands, wealthy nobles employed large numbers of warriors. These warriors developed into a distinct social class, and became known as **samurai**. The term samurai in Japanese literally meant ‘those who serve’, and the samurai developed their own very strict code of conduct. They were very proud of their loyalty to their daimyo lords.

The emperors also relied heavily on this warrior class to help them defeat rebellious daimyo clans that challenged imperial power. Often the ability of the emperor to maintain power would depend on the number and skills of the samurai he could command. During his reign, Emperor Kammu bestowed the title of *seii taishogun* (‘barbarian-conquering great general’) on a leading samurai, Otomo no Otomaro, who was the commander-in-chief of his military forces. The holder of this office had a great deal of power to maintain order throughout the country on behalf of the emperor. This title was later shortened to **shogun** and became the official title of whoever held the position of head of the imperial military forces. The very nature of his position meant that an emperor had to place complete trust in the shogun, so would have to select someone he could rely on to be loyal to himself and his family.

SOURCE 3 The 15-metre-high Great Buddha of Nara, completed in 751 CE, indicates the influence of Buddhism in the Japanese Classical period.



SOURCE 4 One of many ornate gates to the old imperial palace in Kyoto



8.3 ACTIVITY

Japan today still has an emperor who is descended from the same Yamato clan that established the first Japanese state. Using the internet and your library, find out all you can about the current emperor, his role in Japanese society and his current powers.

Identifying continuity and change

8.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.3 Exercise 1: Check your understanding

1. **HS2** When and by whom was the first recognised Japanese state established?
2. **HS1** Identify a major problem faced by the Yamato rulers in maintaining a unified Japanese state.
3. **HS1** What evidence is there that Japan borrowed much of its culture from China?
4. **HS1** How did the system of land ownership change during the eighth century CE?
5. **HS1** How did the nobles grow in power at this time?
6. **HS2** Why was the period from 794 CE onwards known as the Heian period?
7. **HS1** Which groups in Japanese society did the emperors come to rely on to help maintain their power?
8. **HS1** What is the origin of the title 'shogun' and why was the role of the shogun so important?

8.3 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1** and list the names of Japan's four main islands. Which island is the largest and which is the smallest?
2. **HS3** Why might the geography of the Japanese islands have made it difficult to achieve a unified state with its capital in Nara?
3. **HS3** How has the artist in **SOURCE 2** tried to show the power and importance of the sun goddess Amaterasu to the people around her?

4. **HS3** Examine **SOURCE 3**. How can you tell that Buddhism had become an important religion in Japan by the eighth century CE?
5. **HS3** **SOURCE 4** is one of many gates in a high wall that surrounded the old imperial palace in Kyoto.
 - (a) Why was it necessary to surround the palace with a high wall?
 - (b) What does this gate tell us about the wealth and power of the emperor?
6. **HS5** Identify those features of Japan's geography and early history of settlement that might have become barriers to its long-term political unity.
7. **HS5** Why was it likely that Japanese rulers were going to have to rely on strong military force to maintain order?
8. **HS6** How important was the Chinese influence in the development of Japanese culture during the Classical period?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.4 The rise of the shoguns

8.4.1 The struggle for power

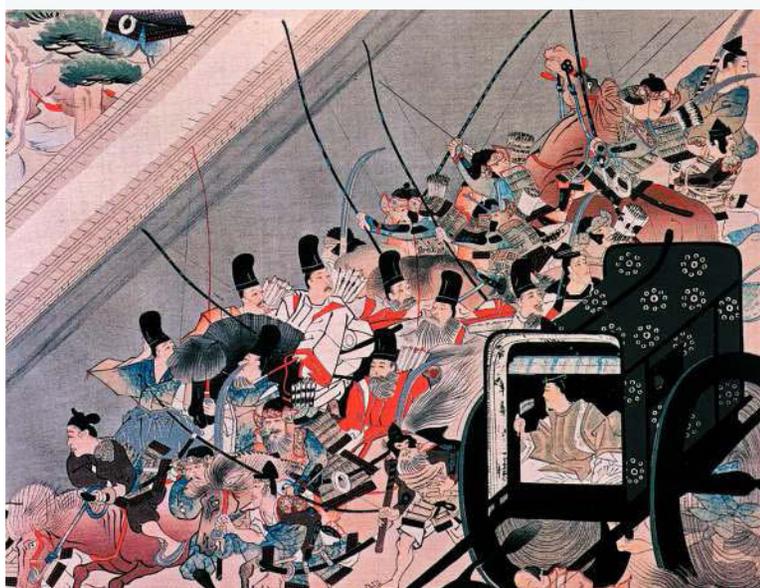
Nobles from the powerful Fujiwara clan dominated Japanese politics from the seventh century until the end of the Heian period in the twelfth century. They controlled all the most important offices in the royal court and were governors of many provinces in the countryside. Most emperors married Fujiwara women, and senior members of the family became **regents** if an emperor was too young to rule. At some stages, the Fujiwara family, rather than the emperor, ruled Japan.

The Heian period was characterised by struggles for influence among the three most powerful daimyo clans: the Fujiwara, the Minamoto and the Taira. After the long period of dominance by the Fujiwara, in 1068 the Emperor Go-Sanjo reduced their power by appointing members of the rival Minamoto clan to important government offices. Go-Sanjo was the first emperor for more than two hundred years whose mother had not been a member of the Fujiwara clan. He himself married members of the Minamoto clan, so his heirs were loyal to the Minamoto rather than the Fujiwara.

The twelfth century was a very unstable time in Japan. The Minamoto family had become the most powerful daimyo clan in Japan, but their power was challenged by the Taira clan.

In 1180, Emperor Takakura was forced to give up the throne and his two-year-old son, Antoku, became emperor. Antoku's mother was a member of the Taira clan and because he was so young his grandfather ruled as regent. The Minamoto clan were resentful of this grab for power and led a rebellion against the Taira clan, leading to **civil war** that lasted until 1185. A famous historical account of the civil war, *The Tale of the Heike*, was written by a number of authors and is considered one of the great works of

SOURCE 1 This thirteenth-century illustration shows the escape of the Taira clan and their supporters from Kyoto during civil war.



Japanese literature. In 1183, the Minamoto clan forced the Taira clan and the young emperor to flee Kyoto, and installed another three-year-old member of the imperial family, Go-Toba, as Emperor. The Minamoto clan were ultimately successful in the civil war and Go-Toba remained as emperor until 1198.

8.4.2 The Kamakura shogunate

In 1192 Emperor Go-Toba appointed the head of the Minamoto clan, Minamoto no Yoritomo, as shogun, to lead the Japanese armed forces. Yoritomo set up his government in the city of Kamakura, about 50 kilometres south of modern-day Tokyo, while the Emperor remained in his imperial capital of Kyoto. The establishment of this shogunate was important because it saw real power pass from the emperor to the shogun. It is regarded as the end of the Classical period and the beginning of the shogunate or feudal period of Japanese history. For the next 700 years Japanese emperors were restricted to religious and ceremonial duties, while the shoguns and their samurai warriors effectively ruled Japan. Japanese society was based on a farming economy, with a governing class of warriors and great lords who granted land to their **vassals** in return for their military support and total loyalty.

The Kamakura shogunate lasted nearly 150 years and brought political stability to Japan. New laws outlined the rights of the samurai and Buddhism gathered strength. It had previously been the religion of only the ruling class but now spread to the common people. One of Japan's most famous sights, the Golden Pavilion in Kyoto, was built during this period as a Buddhist temple. Art and culture also flourished, especially poetry, music, painting and wood sculpture.

SOURCE 2 Twelfth-century artwork of Minamoto no Yoritomo, the first shogun to rule Japan.



SOURCE 3 The Golden Pavilion in Kyoto



8.4.3 Why did the shogun become so powerful?

How can we explain why the shogun took over from the emperor as the most powerful person in Japan after 1192? We need to examine both the events of the civil war period and the longer term trends in Japanese society to find the causes for this change. The following are some issues worth considering:

- The granting of large estates to daimyo during the eighth century gave enormous wealth and power to these daimyo families. It provided them with the money to be able to pay large numbers of samurai to protect and support them.
- The distance of some of these estates from the capital meant that it could be difficult for the emperor's rule to be enforced without assistance from the daimyo. This gave the daimyo additional power.
- The development of the warrior class of samurai during the Heian period had led to an increased respect for military power. The ability to command and lead military forces became highly valued in Japanese culture.

- Emperor Antoku in 1180 and Emperor Go-Toba in 1183 were only infants when they inherited the throne. In each case they relied on members of powerful daimyo families to act as regent for them. In fact more than half the emperors in the previous hundred years had been children when they became emperor. This gave additional power to the families who acted as regents, and weakened the power of the emperor.
- By the twelfth century, Japanese emperors had become little more than puppets, manipulated by wealthy daimyo clans. This is demonstrated by the events of the civil war of 1180 to 1185, when the Taira and Minamoto clans each had a young boy as their nominated emperor, but the war was really between the clans fighting for power.

In the period leading up to the twelfth century it would seem that the power and authority of the emperor was in gradual decline, while some of the daimyo clans were becoming increasingly more powerful. As the position of shogun was filled by the most powerful of the daimyo nobles, perhaps it was only a matter of time before the power of the shogun would exceed that of the emperor.

SOURCE 4 A commemorative statue of one of the shoguns



SOURCE 5 Fourteenth-century Emperor Go-Daigo, holding implements associated with Buddhist worship



8.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.4 Exercise 1: Check your understanding

1. **HS1** Name the three powerful clans who were competing for influence during the Heian period.
2. **HS1** Why were Japanese emperors so dependent on regents during the period from 1180 to 1185?
3. **HS1** Which clan was ultimately successful following the period of civil war?
4. **HS5** How did the appointment of Yoritomo as shogun dramatically change the power balance in Japan?
5. **HS4** What role did Japanese emperors have after 1192?
6. **HS1** In what ways did stable government by the shogunate benefit Japanese society?
7. **HS4** Identify two ways in which the power of the daimyo increased during the Heian period.
8. **HS1** Why had the position of regent become increasingly important during the twelfth century CE?

8.4 Exercise 2: Apply your understanding

- HS3** Examine **SOURCE 1**.
 - Which groups in Japanese society can you identify in the source?
 - What does this source tell us about the power of the emperor during the period of the civil war?
- HS3** Examine the portrait of Yoritomo in **SOURCE 2**. Identify two possible characteristics that suggest he had the ability to win the loyalty of the daimyo and samurai, and thus gain supreme power in Japan.
- HS3** Buddhism emphasises meditation to achieve peace of mind. Why might the Golden Pavilion (shown in **SOURCE 3**) have been a good place to meditate?
- HS3** Compare **SOURCES 4** and **5**.
 - What does each source tell us about the different roles of the shogun and the emperor during the period of shogunate rule?
 - Which, the shogun or the emperor, looks the most likely to be able to rule the country? Give reasons for your answer.
- HS6** Yoritomo became the effective ruler of Japan as shogun. What personal abilities did he have to have to take on this role?
- HS6** Why could the appointment of Yoritomo as shogun be considered a major turning point in Japanese history?
- HS5** Identify the reasons why the shoguns were able to ascend to supreme power in Japan in 1192. Divide them up as follows:
 - those features in Japanese society that would have made military rule a strong possibility (the long-term causes of the rise of the shoguns)
 - the immediate events before 1192 that resulted in the shift of power from the emperor to the shogun (the short-term or immediate causes).

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.5 Challenges to shogunate rule

8.5.1 The end of the Kamakura shogunate

The establishment of the Kamakura shogunate in 1192 represents the victory of the daimyo over the power of the emperor. However, long-term stability in Japan was still under threat because the power of the shogun was dependent on the strength of the daimyo clan that held them in that position. The position of shogun sometimes passed peacefully between members of powerful families, but there were also periods when Japan descended into civil war as feuding daimyo clans fought for power and influence.

During the Kamakura period, the position of shogun was shared between the Minamoto, Fujiwara and Hojo families. The shogunate maintained stable government but faced a number of challenges and threats before its final downfall in 1333.

Mongol invasions

China presented the most serious threat to Japan in the Kamakura period. The Mongol emperor of China, Kublai Khan, demanded that Japan respect his authority and become a **tributary** state. When the shogunate refused, Kublai Khan ordered his army to invade Japan. But on two occasions, in 1274 and 1281, the Mongol ships were sunk by **typhoons**. The Japanese came to believe kamikaze or 'divine winds' protected their country. Unfortunately, thousands of samurai who fought the Mongol attackers became angry when the shogun could not afford to pay them. They waited for an opportunity to oppose the shogunate.

The Ashikaga shogunate

A chance to restore the rule of the nobles and the royal court came in 1333 when Emperor Go-Daigo resisted the military government. Samurai from the Ashikaga clan supported him and the Kamakura shogunate collapsed. However, other samurai were outraged at this challenge to their prestige and authority.

The Ashikaga clan turned against the emperor and forced him to flee into the mountains. From 1336, the Ashikaga clan ruled Japan as shoguns for the next 237 years. It was a time of great artistic achievement, especially in theatre, literature, gardening and development of the **tea ceremony**.

SOURCE 1 A Japanese painting showing the destruction of the Mongol invasion fleet by 'divine wind'



DID YOU KNOW?

The name *kamikaze*, meaning 'divine wind', was used to describe the storms that helped repel Mongol invaders in the thirteenth century. Revived by the Japanese during World War II, the name was given to units of fighter pilots who deliberately crashed their bomb-laden planes onto enemy ships. These suicide pilots were another type of 'divine wind' directed against Japan's enemies.

8.5.2 The age of the warring states

For the first hundred years of their rule, the Ashikaga clan maintained control of the country by developing alliances with other daimyo families. Often they were able to maintain this support because of the personal skills of the family member who held the position of shogun. In 1464, a dispute arose between two brothers of the Ashikaga clan as to who would succeed as shogun and different daimyo clans declared allegiance to each of the brothers. This led to ten years of civil war from 1467 to 1477, severely weakening the authority of the Ashikaga shogunate. The next hundred years saw frequent outbreaks of hostility as different daimyo clans formed alliances and went to battle against each other to try and gain more power and influence. The Ashikaga shoguns became little more than puppets, controlled by different clans at different times throughout this period. During this age of the warring states, vassals overthrew their lords, farmers led armed uprisings and the economy was seriously weakened. Japan needed a strong leader to bring peace and order once again.

SOURCE 2 A battle between rival samurai during the period of the warring states



8.5.3 Order is restored

The long rule of the Ashikaga shoguns had descended into chaos and the situation was only resolved when a succession of three powerful warlords gradually united the country under one authority. The first of these was Oda Nobunaga who used his military power to impose his will on rival daimyo clans. The second was Toyotomi Hideyoshi, who brought an end to the period of the warring states. The third was Tokugawa Ieyasu, who founded the Tokugawa shogunate in 1603. These men are sometimes referred to as the three great unifiers of Japan.

Oda Nobunaga — a cruel military genius

Oda Nobunaga was the son of a daimyo from a small domain on the coast of Honshu. When he was 21, he killed a rival lord and planned to unite Japan under his own leadership. When the Ashikaga shogun Yoshiteru was murdered in 1565, his brother Yoshiaki appealed to Oda for help and Oda had him installed as shogun. Yoshiaki was little more than a puppet, as the real power lay with Oda and his forces. In 1573 Yoshiaki tried to rebel against Oda but was driven out of Kyoto. He became a Buddhist monk. The position of shogun remained effectively vacant for the next 30 years. Through a series of ruthless battles, Oda began to create a **centralised** government. He was especially cruel in crushing Buddhist opponents, burning some alive and destroying monasteries. His victories were helped by the use of **muskets** that had only recently been introduced to Japan from Europe. Oda's rule came to an end in 1582 when he committed **seppuku** after being surrounded by enemy forces.

DISCUSS

At various times, the Japanese emperors or shoguns were puppets for other powerful figures. What does the term 'puppet' mean in this context? What advantage would there be for one person to use another person as a 'puppet'? Discuss as a class.

[Critical and Creative Thinking Capability]

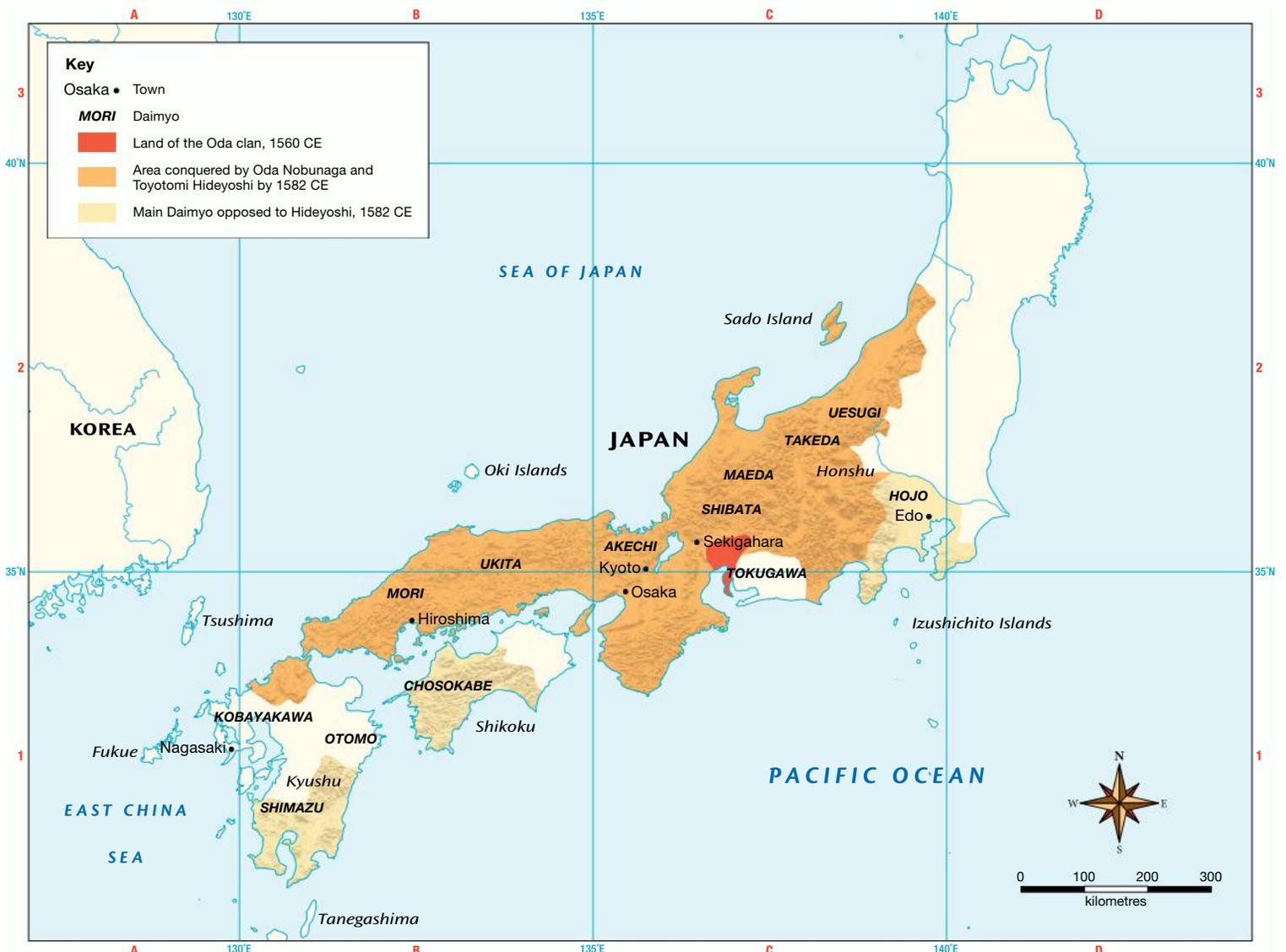
Toyotomi Hideyoshi — from soldier to leader

Toyotomi Hideyoshi was a soldier in Oda's army and took over leadership after Oda's ritual suicide. He developed a strong central government that expanded control over the islands of Shikoku and Kyushu. Hideyoshi also opposed European Christian missionaries. He expelled them from Japan, prohibited Japanese from becoming Christians and later executed 26 Japanese and foreign Christians. Before Hideyoshi died in 1598, he set up a council of five senior elders whom he trusted to pass power to his son.

SOURCE 3 The Twenty-six Martyrs Monument was built in 1962 in Nagasaki to commemorate the Christians executed by Toyotomi Hideyoshi in 1597.



SOURCE 4 Sixteenth-century Japan



Source: Spatial Vision

8.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.5 Exercise 1: Check your understanding

1. **HS5** In what ways did the defeat of the Mongols actually weaken the power of the Kamakura shoguns?
2. **HS1** How were the Ashikaga clan able to take over the shogunate in 1336?
3. **HS1** What was the key dispute that led to civil war from 1467 to 1477?
4. **HS5** In what ways did the period of the warring states weaken the power of government in Japan?
5. **HS1** How was Oda Nobunaga able to rise to importance in Japan after 1565?
6. **HS1** Do you believe Oda would have been a popular leader? Give reasons for your answer.
7. **HS1** What actions did Hideyoshi take to restore traditional Japanese religious practices?

8.5 Exercise 2: Apply your understanding

1. **HS3 SOURCE 1** shows the destruction of the Mongol invasion fleet in 1281. What appears to be the cause of the Mongol defeat?
2. **HS3** Why might the Japanese believe that the gods had decided to save Japan?
3. **HS3** Examine **SOURCE 2**.
 - (a) Describe what is happening in this painting.
 - (b) How can we tell that the battle involves a challenge to the power of a daimyo?
4. **HS3** Examine **SOURCE 4**. Compare the area of land controlled by the Oda clan in 1560, with the area conquered by 1582. How many daimyo clans had Oda and his armies conquered during this period?
5. **HS1** Identify one daimyo clan that was opposed to Hideyoshi in 1582.
6. **HS1** Why was opposition from the Shimazu clan probably not very significant?
7. **HS3 SOURCE 3** shows a monument to the Christian martyrs of 1597. Constructed many years after the event, what does this indicate about the ability of the Japanese Christians to survive persecution? Use the internet to find out who built the monument and how the finance was raised.
8. **HS3** Examine **SOURCE 4**. To what extent would you describe Japan as either united or divided in 1582?
9. **HS4** Explain how the power and status of each of the Fujiwara, Minamoto and Taira clans changed during the eleventh and twelfth centuries.
10. **HS5** At various times, the Japanese emperors or shoguns were puppets for other powerful figures. What does the term 'puppet' mean in this context? What advantage would there be for one person to use another person as a 'puppet'?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.6 The Tokugawa shogunate

8.6.1 Tokugawa Ieyasu — a ruthless leader

Building on the work of Oda and Hideyoshi, Tokugawa Ieyasu continued to unify Japan and to impose his will on the other daimyo clans. He eventually established the Tokugawa shogunate, which proved to be the most powerful of all Japanese feudal governments. He managed to weaken the power of the other daimyo families so that this shogunate remained in power until 1867.

Tokugawa Ieyasu was born in 1542, the son of an arranged marriage between teenaged members of a powerful daimyo clan and a samurai family. His original name was Matsudaira Takechiyo, and during his life he

SOURCE 1 A statue of Tokugawa Ieyasu, one of many erected in different parts of Japan to commemorate this important leader



changed his name a number of times. In 1567 he changed his name to Tokugawa Ieyasu and claimed that he was descended from the Minamoto clan, the founders of the original Kamakura shogunate. By this time he had aligned himself with Oda Nobunaga and his soldiers fought beside Oda's in a number of battles against other daimyo families during the period of the warring states. When Oda died in 1582, a number of provinces that were ruled by his vassals were left without a strong leader and Ieyasu was able to take control of some of these.

In 1584, Ieyasu joined with Oda Nobunaga's son Oda Nobukatsu in a military campaign against Toyotomi Hideyoshi, who was now the most powerful daimyo in Japan. This rivalry eventually ended in a truce, with an agreement to divide up control of a number of provinces between them. This agreement made Ieyasu the second most powerful daimyo in the country. When Hideyoshi set up the Council of Five Elders in 1598, Tokugawa Ieyasu became a member of that council.

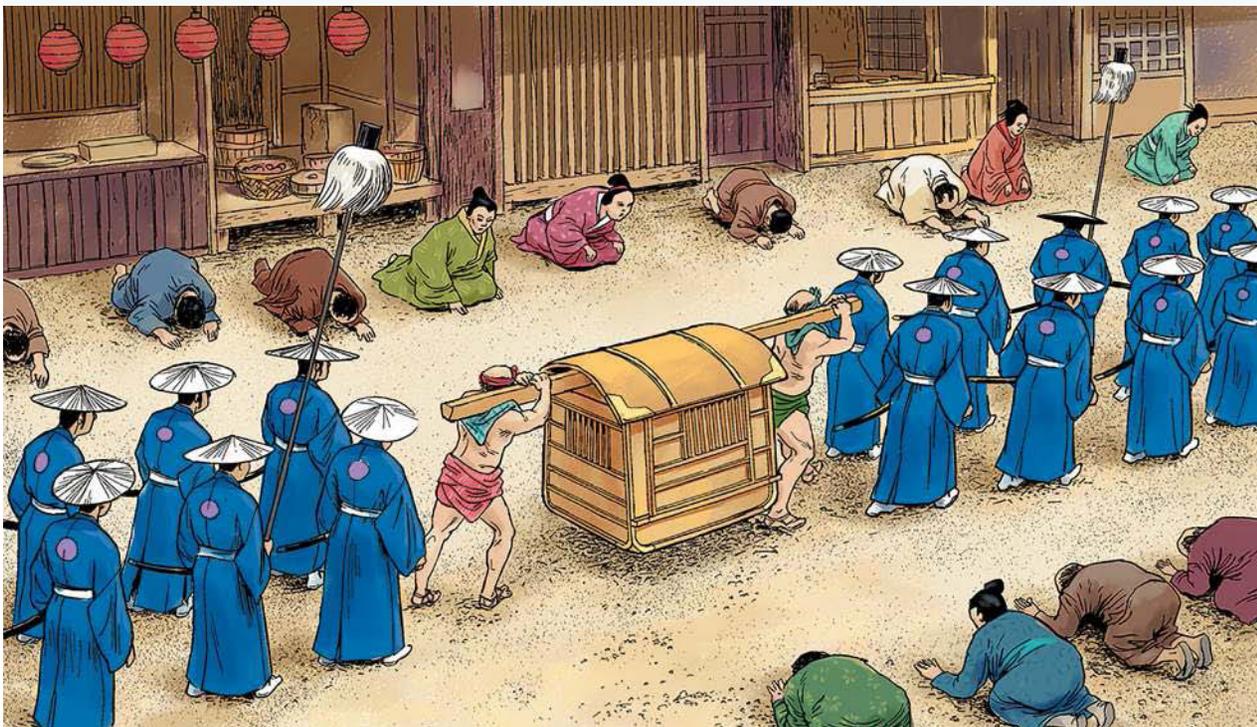
8.6.2 Founding a new shogunate

Although Tokugawa Ieyasu was a member of the council of five, he had his own ambitions. Instead of supporting Toyotomi Hideyoshi's son, he forced him into battle. The son then committed suicide in Osaka Castle. Ieyasu won a great military victory in 1600 and three years later declared himself the new shogun. Altogether, there were 15 Tokugawa shoguns between 1603 and 1868, and this powerful samurai family had branches throughout Japan. In 1603, Ieyasu set up his shogunate in the small fishing town of Edo. (This town eventually grew to become the modern Japanese capital city of Tokyo.) He took over a small castle and developed it into a massive Tokugawa residence and military headquarters. As the administrative centre of Japan, Edo housed thousands of samurai and it soon attracted merchants, artisans and other common residents. About one hundred years later, Edo was the biggest city in the world.

Law and order

The Tokugawa shoguns had come to power after a long period of civil war in Japan. They realised that they might have to compete for power with other powerful daimyo clans, so they set about finding ways to reduce the power and influence of these clans. They ordered all daimyo to travel to Edo every second year

SOURCE 2 Daimyo travelling to Edo were carried in palanquins and escorted by long processions of samurai.



to pay respect to the shogun. Long processions of samurai accompanying daimyo in **palanquins** became a common sight. When they returned to their domains, daimyo had to leave their families behind in Edo as **hostages**. The expense of feeding armies of samurai on the road, maintaining a residence in Edo and providing gifts to the shogun ensured that daimyo could not become too rich and powerful.

8.6.3 The period of isolation

The Tokugawa were very suspicious of foreigners who tried to change Japan's traditions. Christianity was forbidden as an 'un-Japanese' religion. Japanese citizens were also forbidden to travel overseas. The Tokugawa shoguns isolated Japan from the rest of the world for over 260 years.

One feature of the Tokugawa shogunate was the gradual assertion of control over international trade by the shogun. During this period, only Dutch, Korean and Chinese traders were permitted to trade with Japan, while other nationalities such as the Spanish and Portuguese were banned by the shogun. Trade could only take place through the port of Nagasaki and the goods allowed into and out of the country were strictly regulated. Merchants involved in trade were subject to fees and taxes in exchange for the right to engage in foreign trade. The shogunate owned most of the Japanese ships engaging in overseas trade, or controlled these by issuing permits to favoured merchants to operate such ships.

Why did the shogun control trade?

Today we are used to individuals and businesses engaging in overseas trade within a framework of basic government rules. These rules are designed to ensure that customs duties are applied when necessary, and that illegal goods cannot be imported into the country. The situation was quite different in Japan during the Tokugawa shogunate, with the shogun tightly controlling all aspects of foreign trade. Why did the Tokugawa shoguns choose to maintain such tight controls over trade? The following may provide some clues:

- Tokugawa shoguns were very concerned about the spread of Christianity into their country. They believed this religion was un-Japanese and would undermine traditional Shinto and Buddhist beliefs. Catholic Portuguese and Spanish traders had first brought Christianity to Japan in the mid-sixteenth century, and traders from those two countries had demonstrated a desire to promote and spread their religion. Dutch traders were less concerned about spreading religious beliefs and so were allowed to continue as the only Europeans trading with Japan.
- The shoguns wanted to maintain the existing social order, with strict divisions of the different social classes. They were very suspicious of all foreigners and foreign ideas and so wanted to limit the exposure of Japanese to outside influences. During this period, Japanese were forbidden to travel overseas and anyone who did was banned from returning. Maintaining control over trade was a means of maintaining isolation from foreign influences.
- Other daimyo were generally excluded from engaging in trade. By not permitting daimyo outside the shogun's immediate clan from engaging in foreign trade, a possible source of wealth was denied to those nobles. This would prevent them from becoming too wealthy and being able to challenge the power of the shogun.
- Nagasaki was a city controlled by the Tokugawa clan. By restricting trade to that city, all fees and taxes that came from trade would be directed to the Tokugawa family. This enabled the shogun to maintain his wealth and power over the other daimyo clans.
- Foreign trade proved to be very profitable. The shogunate held the **monopoly** on many of the goods traded and charged fees and taxes to any merchants who were granted the right to engage in the import or export of particular goods.
- Copper and silver mined in Japan had been one of the main exports to other countries. By controlling trade, the shoguns were able to limit the amount of these metals exported. This enabled them to ensure Japan maintained stocks of these valuable metals.

Classical and feudal Japan			
Dates	Period	Power held by	Other features
Fourth century CE to 794	Nara	Yamato clan emperors	Establishment of the imperial dynasty; the first central government of Japan
794–1185	Heian	Emperors	Capital city moved to Heian-kyo (Kyoto); first shoguns appointed; growth in power of daimyo and samurai
1185–1333	Kamakura	Kamakura shoguns	Stable government for 150 years; successful defeat of the Mongols
1336–1573	Ashikaga	Ashikaga shoguns	Gradual breakdown of shogunate as daimyo fought for power during the age of the warring states
1573–1603	Warring states	Oda Nobunaga; Toyotomi Hideyoshi; Tokugawa Ieyasu	Breakdown of shogunate rule; centralising of government under the 'three great unifiers'
1603–1867	Edo	Tokugawa shoguns	Capital moved to Edo (Tokyo); stable government under the shogunate; isolation from the rest of the world

SOURCE 3 From the *Closed Country Edict of 1635*

1. Japanese ships are strictly forbidden to leave for foreign countries.
2. No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
3. If any Japanese returns from overseas after residing there, he must be put to death.
4. If there is any place where the teachings of the [Catholic] priests is practiced, . . . you must order a thorough investigation.
5. Any informer revealing the whereabouts of the followers of the priests must be rewarded accordingly. If anyone reveals the whereabouts of a high ranking priest, he must be given one hundred pieces of silver. For those of lower ranks, depending on the deed, the reward must be set accordingly.
6. If there are any Southern Barbarians who propagate the teachings of the priests, or otherwise commit crimes, they may be incarcerated in the prison.
7. All incoming ships must be carefully searched for the followers of the priests.
8. No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.
9. Samurai are not permitted to purchase any goods originating from foreign ships directly from Chinese merchants in Nagasaki.

DISCUSS

The Tokugawa shogunate largely cut Japan off from the rest of the world for over 250 years. To achieve this, it passed the *Closed Country Edict* in 1635, which declared that any Japanese who attempted to travel overseas or any who returned after living overseas would be put to death.

In small groups discuss whether or not you agree with this action. You need to bear in mind:

- a. the desire to keep out foreign ideas, which the shogun feared would undermine the traditional Japanese way of life
- b. the Tokugawa shogunate was a period of great peace, prosperity and the flourishing of art and culture in Japan.

[Critical and Creative Thinking Capability]

- Deepen and check your understanding of this topic with related case studies and auto-marked questions.
- The Asia-Pacific world **Japan under the shoguns**

8.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.6 Exercise 1: Check your understanding

1. **HS1** Why would Tokugawa Ieyasu have aligned himself with Oda Nobunaga?
2. **HS1** What advantage did Ieyasu gain in forming a truce with Hideyoshi?
3. **HS1** Outline how Ieyasu was able to gain the position of shogun by 1603.
4. **HS1** What was the major challenge facing Ieyasu in taking on this position?
5. **HS1** Explain one method used by Ieyasu to weaken the power of rival daimyo clans.
6. **HS1** Identify two ways in which the Tokugawa shoguns attempted to control Japan's foreign trade.
7. **HS1** Why were the Dutch the only Europeans permitted to trade with Japan?

8.6 Exercise 2: Apply your understanding

1. **HS3** Identify two features of the statue in **SOURCE 1** that indicate that Tokugawa Ieyasu was seen as a powerful leader by the artist.
2. **HS3** Study **SOURCE 2**.
 - (a) What does it show you about the way common people had to behave when a daimyo procession passed by?
 - (b) What do you think might have happened to these common people if they had not behaved in this way?
3. **HS3** Examine **SOURCE 3**.
 - (a) What was the punishment for Japanese returning after living overseas?
 - (b) What incentives were offered for Japanese citizens reporting the location of Catholic converts?
 - (c) What punishment was imposed on anyone promoting the Christian religion?
4. **HS4** What methods were used in the Tokugawa period to isolate Japan from the rest of the world?
5. **HS4** Were the Tokugawa shoguns attempting to prevent changes from occurring in Japanese society or simply attempting to control those changes?
6. **HS5** What do you think is meant by the famous Japanese saying: 'Nobunaga pounds the national rice cake, Hideyoshi kneads it, and in the end Ieyasu sits down and eats it'?
7. **HS5** Explain three possible reasons for the decision of the Tokugawa shoguns to take control of trade in and out of Japan.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.7 Japanese feudal society

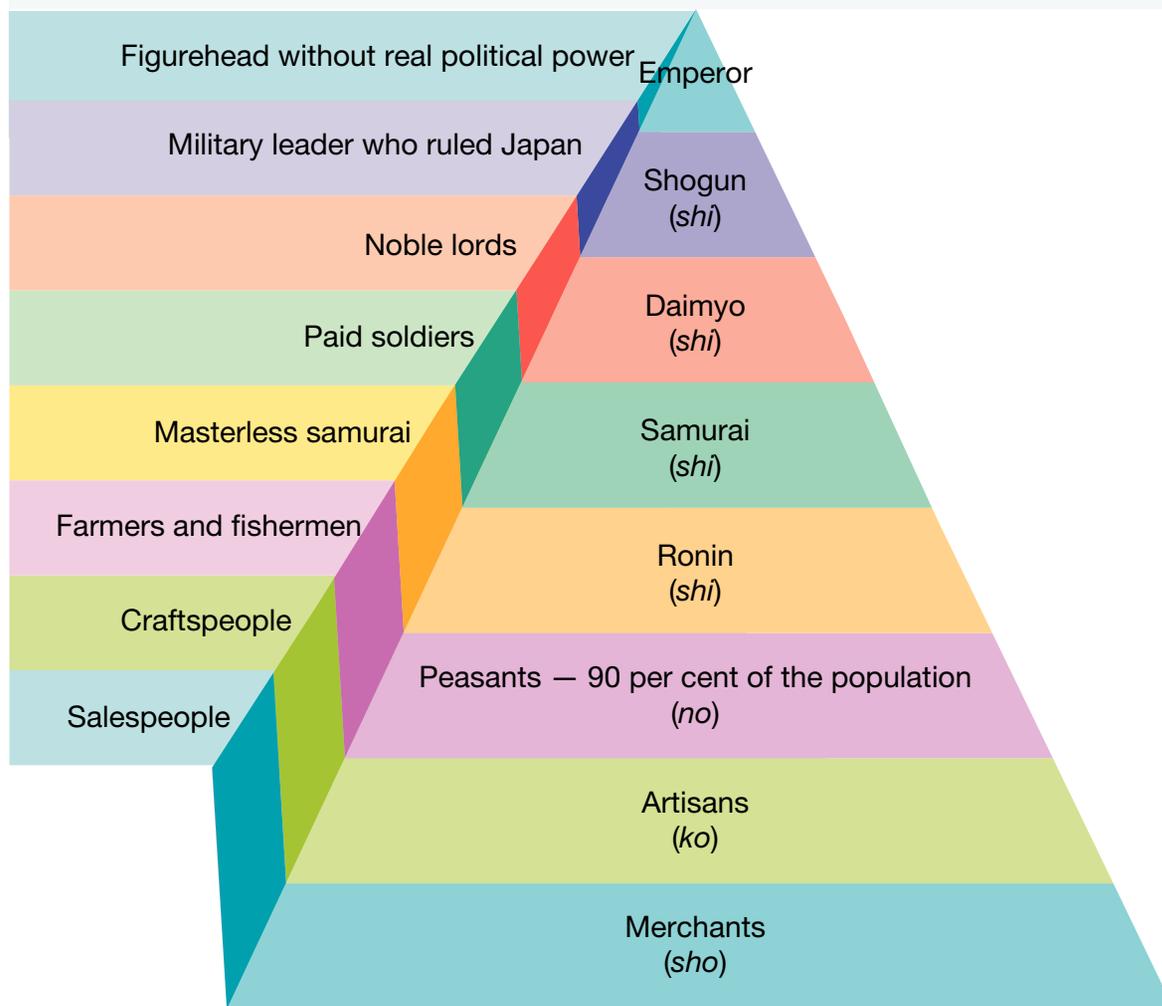
8.7.1 The emperor and the nobles

For about a thousand years, from the Heian period until the end of the Tokugawa shogunate in 1867, Japan maintained a feudal society, similar in some ways to the feudal societies of medieval Europe. Society was divided into rigid social classes, each person belonging to a class that reflected their status and the role they fulfilled in society. Once a person was born into a particular class, he or she would remain in that class for life.

The emperor held the highest status, and he and his family were at the top of the class structure. During the shogunate period the emperor had very little actual power, but he was an important religious leader and was worshipped as a descendant of the sun goddess. He lived a rich, artistic life surrounded by families of nobles. Although he was a highly respected figure, the emperor could not control the more distant regions of Japan. To do so he needed the support of the daimyo, the powerful nobles to whom he gave land in return for their support. During the feudal, or shogunate, period the most powerful of the daimyo became

the shogun, who was the effective ruler of Japan. As well as leading the army, the shogun took care of all the routine matters involved in governing the country. Each of the daimyo had his own estates and armies and so was very powerful. In the Kamakura and Ashikaga periods the shogun was often challenged by other powerful daimyo. During the Edo period the daimyo were brought under the control of the shoguns of the Tokugawa clan. The daimyo built huge castles surrounded by moats and high stone walls to protect themselves from their enemies.

SOURCE 1 Social classes in Japanese society



The next level of society was the warrior class, or samurai. These soldiers were paid by the daimyo to control their **domains**, and each samurai warrior swore an oath of loyalty to his own daimyo. As well as fighting for the daimyo during conflicts with other nobles, the samurai often ran the estates, collected taxes and kept order among the peasants. During the period of the warring states, the daimyo relied on their samurai to protect them and their interests.

DID YOU KNOW?

Japanese castles were built mainly of wood on top of high stone foundations. The wooden framework of the walls was covered with thick layers of clay and plaster. Inside the castle, people had to climb steep wooden stairs to go from one level to the next.

SOURCE 2 Himeji Castle belonged to daimyo from the Akamatsu clan.



8.7.2 *Shi-no-ko-sho*

In the early shogunate period, Japanese society had only two main groups. The ‘good citizens’ included nobles, farmers and other free people. Slaves, servants and guards were ‘low citizens’. In the late sixteenth century, Japanese society established a class system based on the Confucian idea of four main ranks. The daimyo and samurai belonged to the warrior class or *shi*. They were at the top because they protected the nation from invasion and were supposed to set moral standards for the rest of society.

Beneath the warriors came farmers or *no*. Without food, no-one could survive, so farmers were viewed as essential members of society.

The **artisans** or *ko* came next in rank. Although they used raw materials produced by others, they made items like paper, fine swords and reed mats that people needed. Near the bottom of the social structure came merchants or *sho*. Their social status was low because they did not make anything at all. They lived by trading rice, selling items that other people had produced or by charging interest on money that they loaned.

Even lower than the merchants was a group of outcasts called *eta*. They lived on the fringes of towns and were confined to their own communities under the leadership of a headman. They made a living handling ritually unclean products like animal skins for leather, or worked as labourers carrying out the distasteful work of garbage collection and burial of the dead.

Other people lived outside the rank system altogether. The *hinin* were regarded as non-people and often survived by begging. Wandering priests, actors and mime artists also had a low position in society.

SOURCE 3 Merchants had a low social status because they were seen to contribute little to society. This artwork was created by Katsuhika Hokusai (1760–1849).



8.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.7 Exercise 1: Check your understanding

- HS1** What was the role of the emperor in Japanese feudal society?
- HS1** How did the daimyo maintain their power?
- HS1** In addition to their military role, what other duties did samurai often perform for the daimyo?
- HS1** Why did farmers rank higher than artisans or merchants in the *shi-no-ko-sho* arrangement of social classes?
- HS1** Who were the two groups that lived outside the *shi-no-ko-sho* arrangement? How did each group survive?

8.7 Exercise 2: Apply your understanding

- HS3** Examine **SOURCE 1**. Compare this with the diagram of the European feudal system in subtopic 2.6. In what ways is the Japanese system similar to the European one, and in what ways is it different?
- HS3** Explain how the castle shown in **SOURCE 2** could be defended against the enemies of its daimyo owners.
- HS3** Examine **SOURCE 3**, which depicts a merchant in his shop.
 - What do you think the merchant is doing in this picture?
 - Who is his customer?
 - Identify three important items in the picture and explain what they were used for.
 - In terms of class, what could be concluded by the postures and body positions of the people in the painting?

4. **HS6** From an examination of the structure of Japanese feudalism, which human qualities and skills do you think were most highly valued in this society? Which do you think were considered to be the least important?
5. **HS4** Japanese feudal society lasted for over a thousand years from the Heian period until the mid-nineteenth century. Identify two features of the society that allowed it to continue for such a long time.
6. **HS6** What were the positive aspects of Japanese feudal society? What were its negative aspects? Draw up two lists, one showing what you believe were the positive features of this society and one to show the negative features.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.8 The samurai

8.8.1 The daimyo and samurai

Warriors were influential throughout Japanese history but they gained special importance during feudal times. Under feudalism, society was based on military power. Although the daimyo were powerful warlords, their power depended on the fighting skills of the samurai under their control. These warriors swore an oath of loyalty to their daimyo. They controlled his lands for him when he was away in the capital and fought on his behalf when he came into conflict with other daimyo.

During the Classical and shogunate periods in Japan, the emperors found it increasingly difficult to control all of the country. Although the daimyo swore allegiance to the emperor, many of them were actually more powerful than the emperor. They had their own power bases in the provinces and had large numbers of vassals in their service. At first the men who served them were members of their own families but the daimyo soon gathered vassals who were not related to them by blood. These men were known as samurai, which means 'a person who serves a noble'. Later, some of the more powerful vassals challenged the authority of their lords and used military force to seize lands for themselves. They too became daimyo and built alliances by granting land to their followers.

SOURCE 1 A scene from the film *The Last Samurai*, set in the late nineteenth century, when the influence of the samurai was in decline



The warrior code

A true samurai had to follow the warrior code of **bushido**. His first duty was to be loyal and obedient to his daimyo lord. A samurai was expected to defend to the death his own family honour and the honour of his daimyo. Under bushido, a samurai was required to learn seven martial arts: archery, the spear, fencing, horse riding, military strategy, use of firearms and techniques of **jujutsu**.

SOURCE 2 A sword from the Kamakura period with its beautifully crafted mounting, or *koshirae*



The Buddhist religion encouraged the samurai to adopt an attitude of ‘carelessness’ with life through full control of body and mind. Samurai practised special meditation, so they would know what to do in battle without being confused by thoughts or feelings.

Rank

Hierarchy and rank were very important in Japanese society. Some daimyo had higher status than others due to their noble ancestry or the value of their land. There were also ranks within samurai, just as there is in an army. It was possible to advance in rank, and a daimyo might reward a loyal samurai with promotion or a grant of land.

8.8.2 Samurai life

Samurai boys were raised to become professional soldiers in a lord’s service. Soon after they were born, they were given a small sword in a special ceremony. From a very early age they were taught archery, horse riding and sword fighting as well as unarmed combat. They learned these skills not only from their fathers and senior samurai but often by attending martial arts schools. They had to learn to read and write as well, for they were expected to be educated people who could assist their lord in the governing of his domain. Their two main responsibilities were often described as ‘the pen and the sword’.

A samurai woman was also required to demonstrate courage and honour. However, instead of military training, the emphasis in a girl’s education was on becoming a faithful wife and mother. Her education prepared her for managing a household as a future samurai wife. When her husband was away at war, she was expected to keep everything in order until he returned.

SOURCE 3 Samurai armour varied greatly during the shogunate period.



Ronin

If a daimyo lost his land in battle or had his domain confiscated by the government, his samurai became masterless. They were considered **ronin** or ‘wave men’ floating on the sea of life. At various times in history, Japanese society had many of these unemployed warriors. Some of them simply ran away to begin a new life. Others joined new commanders or became farmers. But some ronin became bandits or mercenary soldiers who terrorised the countryside.

SOURCE 4 The graves of the 47 ronin



SOURCE 5 The tale of the 47 ronin — a true story

At Japanese New Year, it was the custom for the emperor to send greetings to the court of the shogun, Japan’s military ruler. The shogun appointed Lord Asano as one of his representatives to attend the ceremonies. Unaware of the proper behaviour and dress required, Lord Asano asked Lord Kira for advice, but was greatly embarrassed when the information proved to be false. Outraged, Lord Asano drew his sword and attacked Lord Kira in the shogun’s palace. This was an extremely serious offence and the shogun ordered Asano to commit suicide. After saying goodbye to his family and faithful samurai, Lord Asano plunged a short sword into his stomach and cut it open in the ritual suicide called seppuku. In the world of the warrior, this was an honourable way to die. Having lost their master, Lord Asano’s samurai were now ronin and 47 of them plotted revenge. It took them two years of planning, but finally one snowy night in 1703, they attacked and killed Lord Kira. The shogun was furious because he had personally forbidden revenge. He demanded that all 47 ronin commit seppuku. Having avenged their dead master, the ronin all did as the shogun ordered. By committing seppuku, they paid the highest debt both to their lord and to their ruler.

DID YOU KNOW?

A famous ronin named Musashi fought over sixty duels and was never defeated. He began his samurai training at the age of seven and had his first duel when he was thirteen. As an adult, Musashi wrote *The Book of Five Rings* to explain his unique fighting methods.

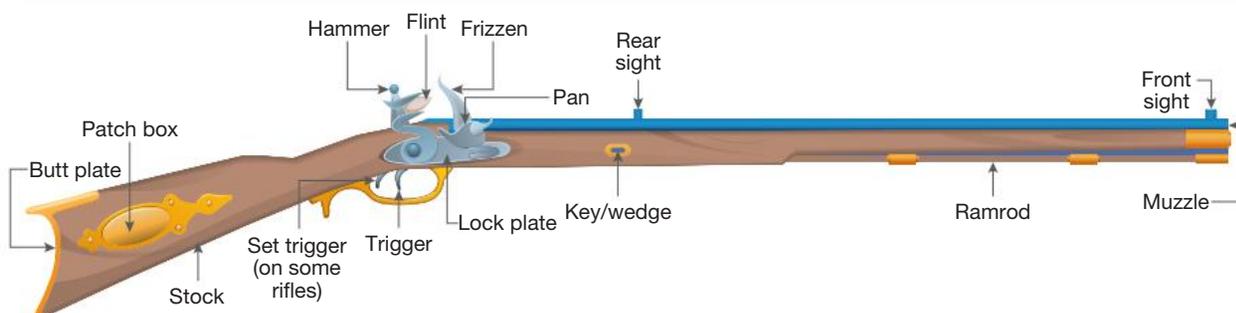
8.8.3 The end of the samurai

The samurai disappeared from Japan for some of the same reasons that knights disappeared from Europe. After Portuguese traders introduced guns to Japan in the sixteenth century, Japanese metal smiths quickly copied the flintlock mechanism. Guns became easier to obtain and samurai eagerly learned how to use them. However, this change meant that traditional samurai skills like sword fighting, horse riding and unarmed combat were no longer as effective. From the beginning of the seventeenth century, Japan experienced over 250 years of peace and so the samurai did not have opportunities to practise their combat skills. Instead, they became mainly government officials. Samurai also fell into debt with the rising merchant class and this weakened their social standing. The samurai class was finally abolished altogether in the late nineteenth century.

How the flintlock gun works

Gunpowder is poured into the muzzle, followed by a lead ball. These are rammed in firmly with the ramrod. A small amount of powder is poured into the pan and the pan lid, or frizzen, is closed over it. The hammer is pulled back and when the trigger is squeezed the flint on the hammer strikes the edge of the frizzen. This creates a spark, which ignites the priming powder in the pan. A small hole in the barrel allows the burning powder in the pan to ignite the powder in the barrel, which explodes — firing the lead ball. The flintlock rifle had a range of 75 to 100 metres. Since the samurai method of fighting involved close hand-to-hand combat, any weapon that allowed fighting from a distance would make the traditional martial arts of the samurai far less effective.

SOURCE 6 The introduction of flintlock guns contributed to the decline of the samurai.



8.8 ACTIVITY

Research the making of a traditional samurai sword and discover why they have been highly regarded by experts.
Using historical sources as evidence

8.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.8 Exercise 1: Check your understanding

1. **HS1** What was the role of the samurai in feudal Japanese society?
2. **HS1** What was bushido?
3. **HS1** Explain the main methods of fighting employed by the samurai.
4. **HS1** Outline the differences in the education of samurai boys and girls.
5. **HS1** Why was it important for samurai to learn how to read and write, as well as fight?

6. **HS1** What circumstances could lead to samurai becoming ronin?
7. **HS5** What impact did the introduction of the flintlock gun have on the traditional skills of the samurai?
8. **HS4** What changes occurred within Japan during the Tokugawa shogunate that led to the eventual decline of the samurai?

8.8 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCES 1** and **3**. What would be the advantages and disadvantages of fighting in armour like this?
2. **HS3** Examine **SOURCE 4**. How can we tell from this photograph that the 47 ronin are still admired and respected in Japan?
3. **HS3** What does the tale of the 47 ronin in **SOURCE 5** tell us about the values and duties of samurai warriors?
4. **HS3** Compare **SOURCE 2** with **SOURCE 6**. Why did weapons such as the sword in **SOURCE 2** eventually become ineffective in battle?
5. **HS6** The samurai were the Japanese equivalent of medieval European knights. Examine the material in topic 4 on the European knight and explain the similarities and differences between these two types of warrior. Which would be more effective at the time? Why?
6. **HS4** Make a list of the values the samurai followed in the code of bushido.
 - (a) Which of these values do you think are important to modern-day Australian military forces? Give reasons for your answer.
 - (b) Give some examples of how these values might be seen or used in practical situations today in Australian society.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.9 The role of women

8.9.1 Women of *The Pillow Book*

Sei Shonagon was the author of *The Pillow Book* and a lady-in-waiting to Empress Teishi in the middle Heian period, c. 1000 CE. Sei's book provides fascinating insights into Japanese life over a thousand years ago, particularly the role of women in Japan under the shoguns.

Sei Shonagon's description of Empress Teishi playing the **biwa**, a stringed instrument like a lute, can tell us much about court life at the time (see **SOURCES 1** and **2**). Empress Teishi died at the age of 25 in 1001 CE after giving birth to her second child.

SOURCE 1 An extract from *The Pillow Book*

There she sat, in a scarlet robe with quite indescribably lovely gowns and starched robes beneath, in layer upon layer . . . the sharp contrast of her wonderfully white forehead, clearly visible at the side of the shielding instrument.

SOURCE 2 The Japanese *biwa* was first developed in the eighth century. It derives from similar instruments found in Asia and the Middle East.



DID YOU KNOW?

Until the early twentieth century, Japanese emperors had many concubines and mistresses. Concubines ranked lower than an official wife but were mothers to some of the emperor's children. In the seventeenth century, Emperor Go-Mizunoo was the father of at least 33 children from his empress, concubines and ladies-in-waiting.

Other women described in *The Pillow Book* include:

- farming women planting the rice fields and ‘wearing hats that look just like newly-made serving trays’. They are singing a song about a bird, saying ‘it’s your chanting sets us planting!’
- ladies-in-waiting, who spend their time writing poetry, playing music and indulging in witty conversation
- fisher girls with thin ropes tied to their waists diving out of boats to collect shellfish. Sei criticised the men who were singing and moving the boat while the women were gasping for breath (see **SOURCE 3**)
- **shaman** chanting and praying to the spirits for a child’s health. During the shogunate period, the Japanese believed that bad health was due to evil spirits possessing a person’s body
- an old Buddhist nun ‘dressed in horribly grimy clothes and looking like a little monkey’. She begs for offerings and shocks the ladies-in-waiting by singing a rude song
- a serving lady pouring water for the empress. Other female servants act as hairdressers, food preparers or nurses to the emperor’s children.

SOURCE 3 Poem of Sangi Takamura by Katsushika Hokusai depicts women diving for abalone.



Katsushika Hokusai, Japan 1760–1849
Poem of Sangi Takamura (Sangi Takamuro) c. 1835–6
Colour woodblock, 24.8 × 36.7 cm
National Gallery of Australia, Canberra
Gift of Orde Poynton Esq, AO, CMG 2000

8.9.2 Family life and fashion

On average, women lived only 27 years and men 32 years. Diseases like **tuberculosis** and **beri-beri** were common, and women faced the extra risk of dying during childbirth. Many children died young due to poor diets, unsanitary living conditions and childhood diseases.

Marriages were usually arranged between families. Husbands often had more than one wife and lived with a wife’s family, although this custom later changed when wives moved to their husband’s family.

Girls from rich families spent many hours copying famous poetry and practising handwriting. In this way, they learned to read and write the Japanese characters called **kana** at home. Beautiful writing was a mark of good taste and high social class. Boys went on to study the Chinese characters, but such learning was discouraged for girls. The vast majority of people — both male and female — were illiterate.

For Japanese noblewomen, beauty meant a plump figure, small red lips, a pale complexion and very long hair. Ladies used heavy rice powder to whiten their faces and necks, and blackened their teeth with an iron-based liquid. This process helped to maintain healthy teeth. They also shaved their eyebrows and drew new ones high on their foreheads with a mixture of black ash. They wore richly coloured silk gowns, skirted trousers and Chinese **brocade** jackets. However, women from farming families could not afford such clothes. They wore simple garments of coarse fabric.

SOURCE 4 Japanese noblewomen often wore heavy make-up and elaborate clothing.



8.9.3 Geisha culture

The term ‘geisha’ means literally ‘art person’, and geishas in Japan have traditionally been performing artists who entertain their clients with a variety of artistic skills. In the West we have often equated the geisha profession with prostitution but this is not generally the case, even though their clients were usually men. The world of the geisha was traditionally a completely feminine world. Young geishas were trained by senior geishas and the geisha house was staffed only by women. Geishas were trained in music, poetry, dance, conducting interesting conversations with clients and serving tea according to the traditional tea ceremony. Unlike married women, who were traditionally dependent on their husbands, the geisha was considered to be an independent businesswoman, who earned her own living with her skills at entertaining her clients. The management of the geisha house and its finances has always been entirely in the hands of women. Geishas traditionally did not marry and many continued to entertain into their seventies and eighties. If a geisha did marry, she was required to leave the geisha house as geishas were expected to be single. The refined culture of the geisha emerged during the Edo period and remains in existence in Japan to this day.

SOURCE 5 A geisha performs the traditional tea ceremony for a client.



SOURCE 6 Geishas were skilled entertainers.



8.9 ACTIVITIES

1. Using the internet, listen to someone playing the *biwa*. Describe the sound made by this instrument.
Using historical sources as evidence
2. Murasaki Shikibu was another famous woman during the Heian period. Use the internet and your library to prepare a report about her life and work.
Determining historical significance

8.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.9 Exercise 1: Check your understanding

1. **HS1** Noblewomen were only a small fraction of Japan's population during the shogunate period. What occupations did the majority of other women have?
2. **HS1** Why would the *biwa* have been played only by noblewomen?
3. **HS4** Why did women in shogunate Japan generally have shorter life spans than women in Australia today?
4. **HS1** What skills and personal qualities did noblewomen in the Heian period aim to possess?
5. **HS1** What were the skills required to be a successful geisha?
6. **HS1** In what ways was life in the geisha house controlled by women?
7. **HS1** Why do Westerners often make the mistake of confusing geishas with prostitution?

8.9 Exercise 2: Apply your understanding

1. **HS3** What does the scene in **SOURCE 3** tell us about the social position of the women divers?
2. **HS3** How do we know that the description in **SOURCE 1** is of a wealthy noblewoman?
3. **HS3** Which European musical instrument is most like the *biwa* shown in **SOURCE 2**?
4. **HS3** Most of us would recognise the image in **SOURCE 4** as being typically Japanese. Why is this not an accurate representation of the appearance of the majority of Japanese women during the shogunate period?
5. **HS3** Examine **SOURCES 5** and **6**. What traditional skills of the geisha are demonstrated in these sources?
6. **HS3** Compare the dress and make-up of the geisha in **SOURCE 6** with the woman in **SOURCE 4**. Why might the life of a geisha have been attractive to a young woman from a poor family?
7. **HS3** Suggest reasons why we know so much about the lives of rich and powerful nobles in shogunate Japan, but very little about the way ordinary people lived.

8. **HS4** How are ideas about female beauty in Australia today different from the standards admired during the Heian period? What are some of the reasons for this?
9. **HS6** To what extent was the life of the geisha an unusual feature of a society that was otherwise very male-dominated?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.10 Arts and culture

8.10.1 The importance of the arts

Japanese artists and craftspeople aimed for perfection in all they created. They considered their skills a sacred gift, respected their materials and gave thanks for the successful creation of a beautiful object. For example, sword-makers prayed while they worked and believed a finished sword had its own spirit. Potters, too, often produced items of a semi-religious nature. The Japanese tea ceremony had its beginnings in Chinese Buddhist rituals, so cups and pots used in the ceremony had to be special. **Sake** was important in Shinto festivals, so sake containers also had a religious connection.

Painting

In the early feudal period, painters were strongly influenced by Chinese styles. Using ground-up minerals to produce different coloured paint, many Japanese paintings followed Shinto and Buddhist religious themes. Buddhist art often depicted saints, demons or sinners suffering in hell. These pictures served as a warning to live a good life. By the middle Heian period, a distinctive Japanese style of painting developed. Sliding and folding screens in wealthy residences were often richly decorated with scenes from nature or paintings of animals. Many picture scrolls told famous stories such as the *Tale of Genji* or stories of other Japanese heroes. Artists also created elegant portraits of eminent nobles and monks. The Muromachi period (c. 1333–1573) was notable for colourful Shinto religious paintings and **monochrome** ink landscapes painted by Zen Buddhist monks.

SOURCE 1 A painted Japanese folding screen created in the early seventeenth century



JAPANESE

Horse stable (early seventeenth century)

Six panel screen: ink, pigment and gold paint on paper, lacquer on wood, silk, paper, metal 150.2 × 238.0 cm (image and sheet)
National Gallery of Victoria, Melbourne

Purchased, Allan and Maria Myers Fund for the Acquisition of Asian Art, 2008

Calligraphy and handmade paper

Traditional Japanese writing uses a pointed brush dipped in ink. Many ancient letters, poems and religious texts survive today. They are valued not just for their content but for their beautiful handwriting or **calligraphy**. Wealthy calligraphers could afford fine quality handmade paper (**washi**) coloured with pigments and sometimes flecked with gold or silver leaf. Calligraphy is still taught in Japanese schools, and annual competitions showcase Japan's best calligraphers.

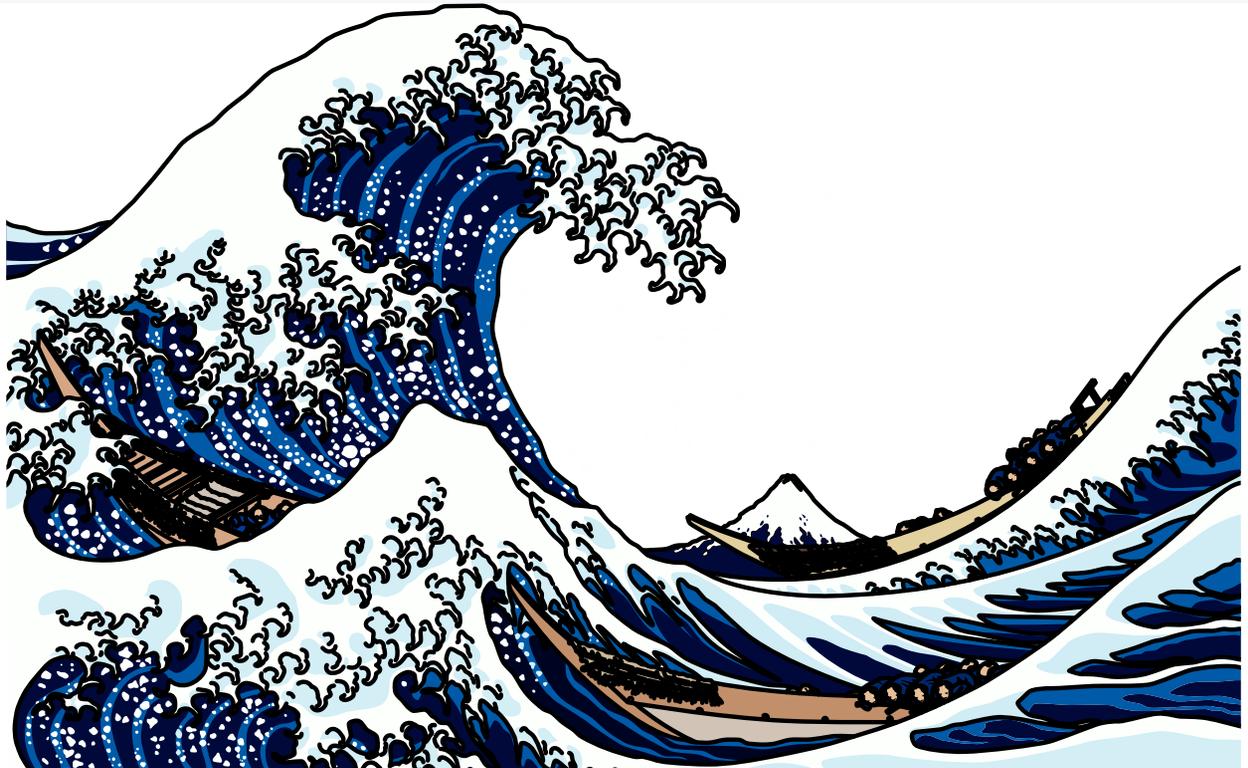
SOURCE 2 Calligraphy is still taught in Japanese schools.



Woodblock printing

Japanese woodblock printing emerged in the eighth century CE as a means of printing books of Buddhist texts. The Heian period saw the development of woodblock printing to produce a variety of images. The process involved drawing an image onto a thin sheet of paper and then gluing it to a block of wood. The wood on either side of the drawn lines would then be chiselled away to leave the outline drawing exposed. This would then be brushed with ink, and sheets of paper pressed against the inked wood to produce an image. Most of the prints produced by this method were a plain black ink outline on a white or pale coloured paper background. In the latter part of the eighteenth century, a process was developed of using different woodblocks for different colours in the one image. One of the greatest practitioners of woodblock printing was Katsushika Hokusai, who lived from around 1760 to 1849. He employed this process for some of his greatest works, which included his series *36 Views of Mount Fuji*. The print *The Great Wave off Kanagawa* is the most famous of this series.

SOURCE 3 Hokusai woodblock print — *The Great Wave off Kanagawa*



Lacquer

Lacquer was made from the sap of particular trees, with pigment added to create different colours. The sap formed a glossy coating as it hardened, which artists used to paint many thin layers over wooden articles such as cosmetic boxes or items made from woven bamboo, pottery or metal. During the early shogunate period, red and black were favoured colours; however, brown and amber were also known to be used. Some objects were decorated with patterns of leaves, grass or flowers, while others were engraved, inlaid with pearly shell, or had gold or silver particles sprinkled on them before the lacquer hardened.

Pottery

Japan's long history of pottery stretches back to the earliest human settlements. Japanese potters created a great range of items, from unglazed vessels for food storage to beautifully **glazed** decorative vases. Kilns in many regions produced ceramics with distinctive styles and designs. By the Muromachi period, even everyday household wares began to be glazed. Some of the finest Japanese ceramics were cups and pots made for the tea ceremony.

Over many centuries, Japanese potters developed special styles and techniques. Toyotomi Hideyoshi was so impressed with hand-moulded tea bowls made by one tile maker that he awarded him a special seal to mark his products. From then on, the potter's family was called 'Raku' after the Chinese character on the seal and the pottery was called raku ware. Pottery **kilns** in Japan still produce distinctive local ceramics. Craftspeople from many parts of the world visit Japan to learn from Japanese masters and take knowledge back to their home countries.

Kabuki theatre

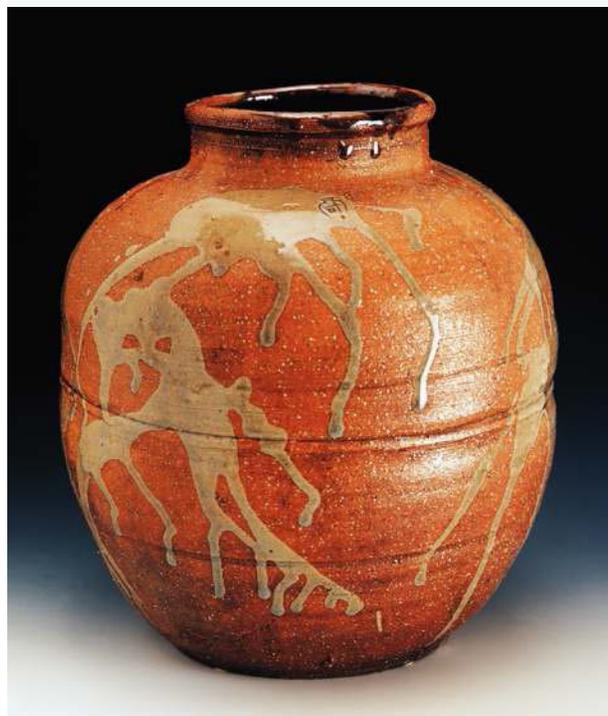
The long and generally peaceful rule of the Tokugawa shogunate contributed to art and culture reaching a new peak in the Genroku period (1688–1704).

With their bustling ports, lively pleasure districts and busy markets, large towns were exciting places to live. Attending plays at the **kabuki** theatre was a popular pastime (see **SOURCE 6**). Kabuki was a highly stylised form of theatre combining drama and dance with very elaborate costumes. The plays usually told stories of ordinary life and attracted all classes of people. About 40 per cent of the people could now read and write, so new literature was also popular.

SOURCE 4 A lacquered tebakō (cosmetics box) dating back to the Heian period. The box has a design of plovers.



SOURCE 5 A freshwater jar created in the sixteenth century for use in the tea ceremony



8.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.10 Exercise 1: Check your understanding

1. **HS1** What methods did Japanese artists use to produce different coloured paints?
2. **HS1** How did religious beliefs influence the work of Japanese painters?
3. **HS1** In what ways was traditional Japanese writing a very demanding skill?
4. **HS1** What is the significance of the use of expensive *washi* paper in producing works of calligraphy?
5. **HS1** Explain the process used to produce woodblock prints.
6. **HS1** Why would most woodblock prints have been produced in monochrome?
7. **HS1** Describe the method used for producing lacquer work.
8. **HS1** List some of the materials that were inlaid in the lacquer to produce some of the more elaborate designs.
9. **HS1** What is raku pottery? What is the origin of the name?
10. **HS1** Why were some of the finest ceramics produced for the traditional tea ceremony?
11. **HS1** Why was the Tokugawa period such a successful one for cultural activities such as kabuki theatre?
12. **HS1** What were major features of kabuki theatre?

8.10 Exercise 2: Apply your understanding

1. **HS3** What would the artwork in **SOURCE 1** have been used for?
2. **HS3** Examine **SOURCE 3**. How many different woodblocks do you think the artist Hokusai would have used to produce this image?
3. **HS3** Examine **SOURCE 4**.
 - (a) Write a one-paragraph description that would help museum visitors understand what this item looks like and how it was made.
 - (b) What does this object tell us about the people who made it and used it?
4. **HS3** Examine **SOURCE 5**. What evidence is there that the techniques and colours used in pottery were inspired by the Japanese love of nature?
5. **HS3** What do you think was the level of audience participation in a kabuki play? First study the labels and then provide evidence from **SOURCE 6**.
6. **HS3** Examine **SOURCE 2**. From the appearance of the writing, where did Japan's writing system originate?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.11 Land use under the Tokugawa shoguns

8.11.1 Patterns of land use

As we have seen, Japan is an archipelago of many different islands. It covers an area of around 378 000 square kilometres, of which over 70 per cent is mountainous and heavily forested, making it unsuitable for agricultural production. As a result, land management has always been an important priority for the rulers of Japan.

Since the earliest days of Japanese civilisation, as much available land as possible has been used for the growing of crops. Rice has been the main crop, and it formed the staple diet of the vast majority of the population. At the beginning of the Tokugawa shogunate, over 90 per cent of Japanese were peasants who worked the land. The land was owned by the daimyo and samurai families but the peasants did the actual work. Farming was based around family units and each peasant family was required to pay an annual 'rice tax' to the wealthy landowner in return for the right to farm the land. Provided this tax was paid, the peasants were relatively free to use the land as they wished, although the tax was so high that they had to put most of their effort into rice growing.

The early part of the Tokugawa shogunate saw a rapid increase in the amount of land being farmed. During this time, large-scale water projects allowed land previously not accessible to be made into new rice paddies. At the beginning of the Edo period, in 1603, it is estimated that just over 1.6 million hectares of land was under cultivation throughout Japan. By 1720 this had grown to almost 3 million hectares (see **SOURCE 1**). This period also saw a rapid increase in population, probably as a result of peace following the period of warring states, as well as from the increase in available food.

SOURCE 1 The growth in Japanese land under cultivation — tenth century CE to nineteenth century.

Estimated land under cultivation	
Year	Hectares
930 CE	862 000
1450 CE	946 000
1600 CE	1 635 000
1720 CE	2 970 000
1874 CE	3 050 000

From Professor Shinzaburo Oishi, *Edo Jidai (The Edo Period)*, *Chuko Shinsho* no. 476, 1977.

SOURCE 2 Rice paddy fields terraced on to the side of mountain slopes



8.11.2 Environmental and land-use problems

During the seventeenth century, Japan was beginning to experience a serious deforestation problem. Timber had always been used for most buildings throughout the country, from humble farmers and workers' cottages to the largest castles of the daimyo. The most commonly used fuel for heating and cooking was also wood, so the forests were an essential resource. Timber was also used by the daimyo in supplying their samurai armies during the period of warring states. While the population was small, the available forests were able to supply all the timber needed. In 1570, the population had reached about

10 million, but by 1670, the population had tripled to almost 30 million. As well as all the other uses, the early Edo period also saw a building boom, with the rapid growth of the cities, and the building of new castles and temples. The demand for timber was so high that large areas were soon completely deforested. In addition, the expansion in farming land during this period had seen many previously forested areas taken over for cultivation. The supply of timber was rapidly running out, while the lack of forest cover was leading to dramatic soil erosion, landslides and serious flooding in many areas. Without serious action, Japan was facing an environmental disaster.

SOURCE 3 Houses of farmers and rural workers were made almost entirely of wood.



8.11.3 Solving the deforestation problem

By 1670, the deforestation situation became so severe that it required urgent action from the shogun. In the remaining forest controlled by wealthy daimyo, strict controls on the use of timber were implemented. No logging could occur without an official permit and anyone who stole timber from the lands controlled by the shogun or other daimyo was severely punished. Sustainable forest management was also undertaken. This involved only harvesting selected mature trees, protecting small seedlings and careful thinning of forests to allow younger trees a chance to grow.

Large-scale development of plantation forests began in areas previously cleared of natural forest. Many daimyo grew plantation forests on their own land and villagers were taught to propagate seedlings from the seeds of the different pine and cedar varieties found in Japan. Peasant farmers were then encouraged to plant seedlings in areas near their farming land to increase the supply of timber. In many areas, timber plantations became a commercial operation, with sustainable logging to provide timber as a cash crop.

During the eighteenth and nineteenth centuries, Japan became a world leader in forest management.

Changes in building techniques were also important during the Edo period. One reason for the high demand for timber for buildings was the frequency of fires in towns and cities. A fire could spread rapidly among timber houses built close together and the destroyed dwellings would need to be rebuilt. This would put extra pressure on the supply of timber. The use of tiles on the roof instead of thatch and the plastering of the timber-framed walls reduced the risk of fire, helping to reduce the demand for timber to rebuild.

SOURCE 4 A house from the Edo period. The use of tiles on the roof and the plastering of the walls were designed to minimise the risk of fire.



8.11 ACTIVITY

Another action of the Tokugawa shogunate was its forestry policies, which introduced severe punishment for anyone who stole timber from lands controlled by the shogun.

- a. Imagine you are a village leader, and a member of your village has taken a small amount of timber for firewood to keep a sick child warm. Outline the arguments you would put to the local daimyo in begging for mercy for your villager.
- b. The daimyo has to consider the case:
 - (i) Give one reason why he might be prepared to show mercy.
 - (ii) Give one reason why he might not be prepared to show mercy.

[Ethical Capability]

8.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.11 Exercise 1: Check your understanding

1. **HS1** What was the 'rice tax'?
2. **HS5** What factors may have contributed to the rapid increase in population during the early years of the Tokugawa shogunate?
3. **HS1** Why was the supply of timber in Japan not a serious issue before the period of the Tokugawa shogunate?
4. **HS5** Outline the factors that contributed to the deforestation problem faced by Japan by the end of the seventeenth century.
5. **HS1** Why was deforestation such a critical problem?
6. **HS1** List the ways in which the harvesting of timber was restricted by the shogun and many of the daimyo after 1670.
7. **HS1** Outline two examples of sustainable forest management introduced during this period.
8. **HS1** Identify one benefit of creating new plantation forests in Japan during this period.

8.11 Exercise 2: Apply your understanding

1. **HS3** Compare the period 1600 to 1720 with the period from 1720 to 1874 in **SOURCE 1**. What do you notice about the second period when compared with the first?
2. **HS3** Examine **SOURCE 2**. How was it possible to expand the area of land under cultivation in a mountainous country such as Japan?
3. **HS3** Study **SOURCE 3**.
 - (a) How might the construction of large numbers of houses such as that in **SOURCE 3** have contributed to the deforestation problem?
 - (b) Identify a major risk if large numbers of these houses were built close together in a village or town.
4. **HS3** How were the new building techniques demonstrated in **SOURCE 4** able to contribute to solving the deforestation problem?
5. **HS4** The population continued to grow in the period 1720 to 1874, but **SOURCE 1** indicates that the area under cultivation remained fairly static. What do you think this tells us about changes in farming methods during this period?
6. **HS5** Would it have been likely that the shogunate would have intervened in forestry practices across Japan if the deforestation problem had not become so severe? Give reasons for your response.
7. **HS5** What does the ready acceptance of different forestry practices by all levels of society in eighteenth century Japan tell us about the distribution of power and influence during the Edo period?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.12 Foreign devils

8.12.1 The breakdown of isolation

The Tokugawa shoguns pursued a policy of isolation from the rest of the world, although some very limited contact was allowed through relationships with Chinese and Dutch traders. The contact with the Dutch continued through the Edo period, and provided the Japanese with access to some European scientific knowledge and literature. By the middle of the nineteenth century, with so many nations pursuing trade in the Pacific region, it would prove impossible for Japan to continue to restrict contact with the 'foreign devils'.

Despite 250 years of Tokugawa shogunate rule and its policy of isolation, such a policy was ultimately doomed to failure. By the nineteenth century, European countries and the United States of America were expanding their empires and influence into the Pacific Ocean. Even a country with the population and wealth of Japan could not keep foreign influences out forever.

Dejima Island and Rangaku

From 1640 onwards the Dutch and Chinese were allowed to maintain a limited presence on the artificial island of Dejima in Nagasaki harbour. The Dutch traders were not allowed to cross onto the mainland, except for an annual trip to Edo to pay homage to the shogun. On these visits the Dutch would bring samples of European technology as gifts for the shogun. In this way, Western inventions such as clocks, telescopes and medical instruments were introduced to Japan. Many Japanese scholars pursued a study of what they called Rangaku ('Dutch learning') during the period of isolation, when many Dutch books were translated into Japanese.

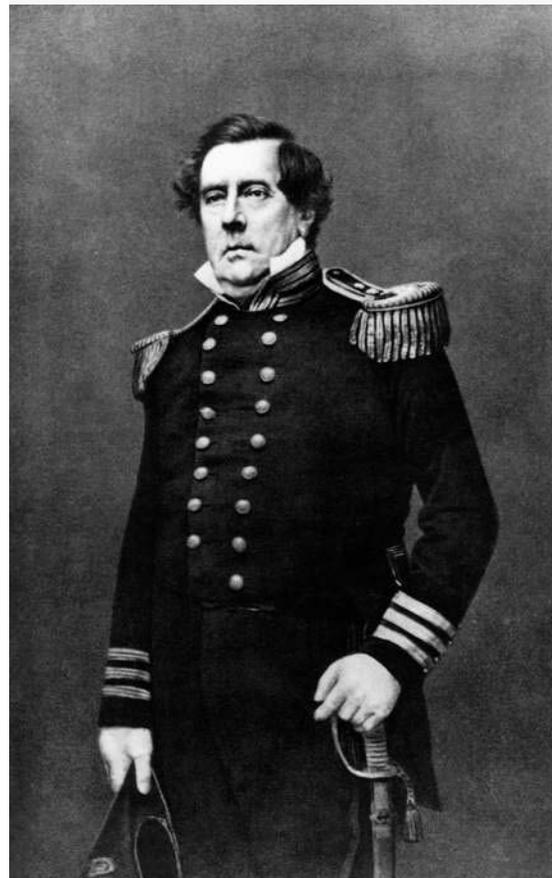
Black ships

During the 1830s and 1840s, a number of Western countries attempted to establish contact with the Japanese shogunate government, which rejected such approaches as being hostile to their way of life. In 1853, Commodore Matthew Perry of the United States Navy sailed into Edo harbour with four heavily armed warships. He wished to negotiate the opening up of trade with Japan, and threatened to take military action if the Japanese refused. The Japanese feared a return of the 'black ships' and built stronger forts around Edo. However, in 1854 Perry returned with twice as many ships to get a reply to the letter. He found the Japanese had drafted a **treaty** agreeing to the US demands.

SOURCE 1 Extract from Commodore M.C. Perry, *Narrative of the Expedition of an American Squadron to the China Seas and Japan*, McDonald & Co., London, 1954, p. 62

The Commander-in-Chief will not go to Nagasaki and will receive no communication through the Dutch or the Chinese . . . if this friendly letter of the President to the Emperor is not received and duly replied to, [the Commander-in-Chief] will consider his country insulted, and will not hold himself accountable for the consequences.

SOURCE 2 A photograph of Commodore Matthew Perry



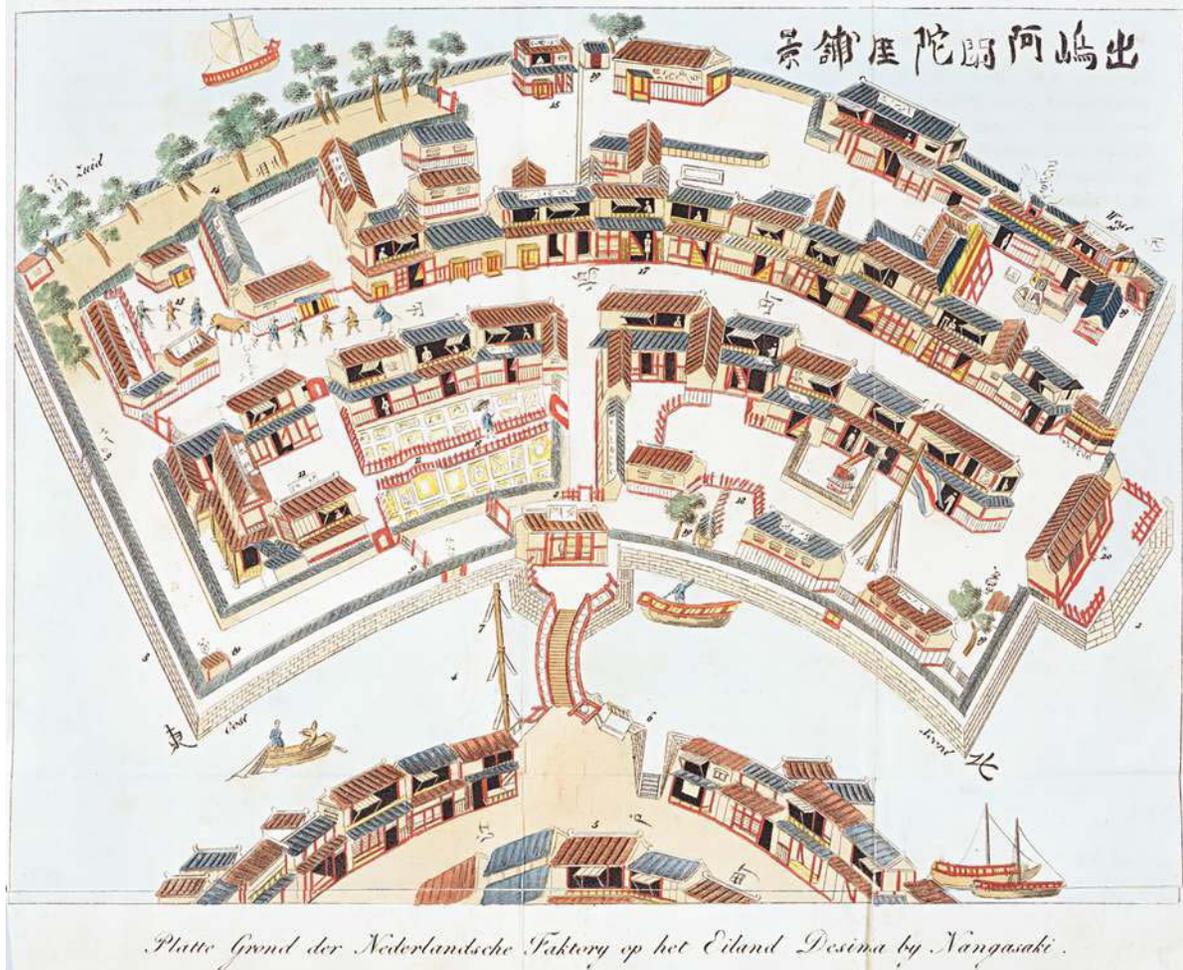
Unequal treaties

In 1854, the Treaty of Kanagawa between Japan and the US opened two ports to North American trade and guaranteed good treatment of shipwrecked US sailors. Four years later the Japanese were pressured into another treaty. More ports were opened to foreign trade, which allowed North Americans to live and work in Japan. The treaty also set very low **tariffs** on foreign goods imported to Japan. Soon the Russians, French and British forced the Japanese to sign similar treaties.

The Nagasaki Naval Training Centre

Faced with the increasing threat of foreigners, in 1855 the shogunate government established a naval training centre near Dejima Island in Nagasaki harbour. To ensure they had access to the latest in marine technology and naval organisation, the training centre employed instructors from the Dutch Navy. They acquired steam-driven warships and set out to develop a modern Japanese navy.

SOURCE 3 A nineteenth-century map of the Nagasaki Naval Training Centre, established near Dejima Island in 1855



DID YOU KNOW?

The island of Dejima was created in 1634 by cutting a canal across a narrow isthmus connecting a small peninsula to the mainland. The resulting island was then linked to the mainland by a bridge, which was guarded day and night to prevent any unauthorised crossing.

8.12.2 Declining power of the shoguns

The emperor had appointed the shogun to protect Japan from barbarians but the shogun had failed in this duty by opening ports for trade. Some samurai clans still supported the shogun but others were very angry that the Tokugawa shogunate had not defended Japan from foreign invasion. They looked to the traditional authority of the emperor as the only strength capable of unifying the country. Over the next ten years, supporters and opponents of the shogunate clashed violently.

Some samurai acted independently to attack and kill the foreign intruders. The powerful Choshu clan even closed an important waterway and bombed foreign ships. However, the Western powers retaliated by later attacking Choshu territory and destroying its guns and forts.

Japanese scholars had a different answer to the problem. They suggested building on the skills already learned from Dutch traders and Portuguese missionaries. Their idea was to adopt Western knowledge in order to protect Japan's culture and traditions and help it survive as an independent country.

Edo surrenders

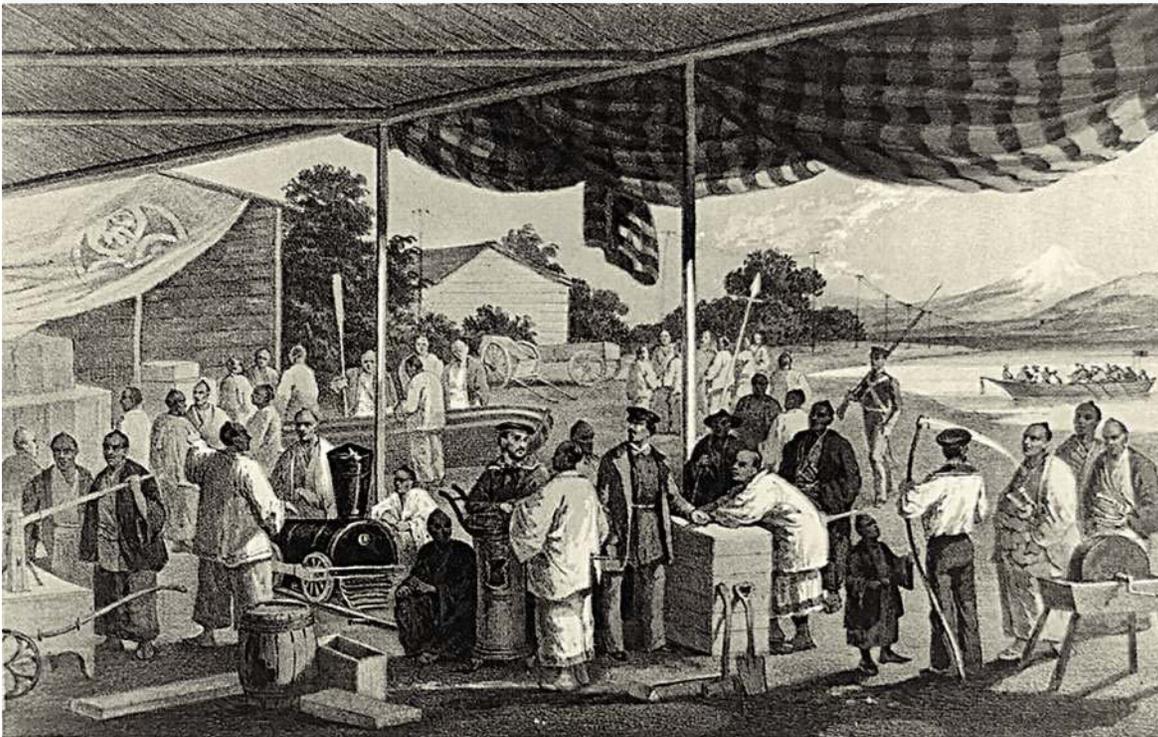
In the end, the Choshu, Satsuma and Tosa samurai clans and some important court nobles forced the resignation of Shogun Yoshinobu, the last of the Tokugawa shoguns. The clans then seized the imperial palace in Kyoto and declared the 'restoration' of the emperor to full power. The shogunate forces tried to defeat them but fell back to defend Edo. Recognising the strength of the imperial forces, Shogun Yoshinobu surrendered the city peacefully. The new emperor was carried in a heavily guarded royal palanquin from Kyoto to his new home, the shogun's palace, Edo Castle. The city of Edo was renamed Tokyo, meaning 'eastern capital'. It was the beginning of a new age.

Why did the shogunate decline in power?

After more than 250 years of stability under the Tokugawa shoguns and almost 700 years of shogunate government, why were the shoguns unable to maintain their power and to continue the long period of isolation from the outside world? Examining the following developments may help us to explain this decline in shogunate power:

- The Tokugawa shoguns had never been able to completely isolate Japan from outside influences. The study of Rangaku had increased in popularity as many scholars realised that Europeans were making discoveries in science and technology that could be of benefit to Japan. It was probably inevitable that Japanese scholars would realise that many of the discoveries made in other countries could be of benefit to Japan.

SOURCE 4 When Commodore Perry returned to Japan in 1854 he introduced examples of Western technology, including a miniature steam locomotive and the electric telegraph.



- The Tokugawa policy of limiting the wealth of rival daimyo allowed their clan to maintain power and control, but the shogun could only survive as the head of a strong, functioning feudal system. As the power and wealth of the daimyo declined, they would be less able to provide the support needed to maintain a functioning government structure. When the shogun relied on daimyo support to keep the 'foreign devils' at bay, most of that class no longer had the resources to provide that support.

- The samurai class was also unable to provide the necessary defence for the traditional feudal system. The Tokugawa shogunate had seen over 250 years of peace in Japan, so many of the traditional martial arts of the samurai had lapsed and were no longer an active part of samurai life. Large numbers of the samurai class had become bureaucrats within the Tokugawa government. They were no longer in a position to provide the military support that might be needed to repel outside influences.
- Despite the fact that the merchant class held low status within the Japanese feudal structure, involvement with trade and commerce had seen the emergence of many wealthy merchant families by the early nineteenth century. These business people held very little power within the traditional social structure but were often wealthier than some of the daimyo families. The samurai and daimyo classes came to depend on the commercial classes to provide them with the goods and services they required. It was highly unlikely that this emerging merchant class would be satisfied with their lack of power and with the restrictions on trade that prevented them from increasing their wealth.
- The early nineteenth century saw a period of frequent crop failures in different parts of Japan. A particularly devastating four-year famine in the Osaka region led to an uprising of the peasants in that area. One of the leaders of the rebellion set fire to his own house with the aim of it spreading to the house of a government official who lived opposite him. The resulting fire burned for two days and destroyed 3300 houses. The rebels were eventually hunted down and killed. This event and other examples of peasant unrest put severe pressure on the authority of the shogunate and challenged the shogun's ability to provide sound and secure government for all members of society.
- The Treaty of Kanagawa was largely forced on the shogun because of threats from Commodore Perry. The fact that an overseas power could enforce its will over the shogun was a severe blow to the power and authority of that figure. The shogun had always been regarded as the ultimate protector of Japan and its traditions. If the holder of that position could no longer perform that role, serious questions could be raised about the relevance of that position.

SOURCE 5 The signing of the Kanagawa Treaty 1854



8.12 ACTIVITY

Research the Opium Wars between China and Britain.

- What was the result of this war?
- Why might the Japanese rulers have been concerned by these events?

Determining historical significance

8.12 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.12 Exercise 1: Check your understanding

- HS1** In what way did Japan maintain limited contact with the outside world during the isolationist Edo period?
- HS1** In what ways was the arrival of Commodore Perry in 1853 different from the contact made by other Western visitors in the 1830s and 1840s?
- HS1** What did the United States gain from the Treaty of Kanagawa?
- HS5** Explain how the Treaty of Kanagawa and similar agreements were seen to have weakened the authority of the shogun.
- HS1** How did the period of the Edo shogunate come to an end?

8.12 Exercise 2: Apply your understanding

- HS3** Read **SOURCE 1**. What did Commodore Perry mean by the words, '[the Commander-in-Chief] . . . will not hold himself accountable for the consequences'?
- HS3** Examine **SOURCE 3**.
 - How was the island of Dejima originally created and what was its purpose?
 - In what way was the use of the island changed after 1855?
 - What does this change of use tell us about the Japanese attitude towards foreigners?
- HS3** How did the examples of Western technology shown in **SOURCE 4** influence the views of many Japanese scholars?
- HS3** Identify the US and Japanese figures in **SOURCE 5**. Who appears to be the most powerful in this image? Explain your answer.
- HS6** What was the significance of the Treaty of Kanagawa as a turning point in Japanese history?
- HS5** What might have happened if the shogun had not agreed to this treaty and the other trading treaties that followed?
- HS6** Identify two ways in which the small island of Dejima was significant in leading to the eventual modernisation of Japan?
- HS5** Identify the long-term causes for the decline in power of the shogunate during the nineteenth century.
- HS5** What were the short-term or immediate causes of the removal of shogunate power in 1867?
- HS5** Were the Daimyo 'restoring' the power of the emperor or their own? Give reasons for your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.13 Emperor Meiji and modern Japan

8.13.1 The Meiji Restoration and the Charter Oath

When Emperor Komei died in 1867, his fifteen-year-old son Prince Mutsuhito became the next emperor of Japan. He took the reign name Meiji and in 1868 began a dangerous journey from Kyoto to Tokyo. The long procession included the new emperor's palanquin, courtiers on horseback and a large group of samurai guards. Despite the victory of his samurai supporters, the young Emperor Meiji was still at risk from shogunate forces.

The transfer of power from the shogunate to the emperor is known as the Meiji Restoration. In theory, the emperor ruled Japan but in practice this was not the case. In the new government, the emperor was just a figurehead. Emperor Meiji and over 760 daimyo signed a document called the Charter Oath, a five-point

statement supposedly introducing a new democracy. However, the main decisions were still made by the same samurai groups who had restored the emperor as the head of government in Japan.

SOURCE 1 An illustration of Emperor Meiji as a young man



SOURCE 2 The Charter Oath 1868

By this oath, we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

1. **Deliberative** assemblies shall be widely established and all matters decided by open discussion.
2. All classes, high and low, shall be united in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall all be allowed to pursue their own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.

DISCUSS

Did the Charter Oath achieve all the things it promised? Read **SOURCE 2** again and, as a class, decide how many of the five points were actually put into practice during the Meiji period.

[Critical and Creative Thinking Capability]

8.13.2 The Boshin civil war

From 1868 to 1869, some significant land and naval campaigns took place between the imperial army and forces of the old shogunate. The battles were mainly on and around the islands of Kyushu and Hokkaido. It was a civil war because it involved rival groups from the same country. However, the emperor's forces defeated their enemies and strengthened the control of the central government in Tokyo.

What happened to the samurai?

The Meiji government believed that a samurai military force was too expensive and not appropriate for a modern country. Also many samurai were still loyal to their local feudal lords instead of the Japanese nation as a whole. The Meiji government replaced the samurai with a **conscript** army open to all classes of people. It ended the old four-class system, took over the daimyo domains and abolished the right of samurai to carry swords in public.

SOURCE 3 This painting from 1877 shows the newly established conscript army's victory over rebelling samurai who were fighting to regain their right to carry swords.



8.13.3 Japan modernises

In its search for modern ideas, the Meiji government established overseas missions to foreign countries. The 1871 Iwakura Mission was the most important of these. Its purpose was to learn from the West in order to guide Japan's modernisation. Over nearly two years, its 48 members visited the United States, Britain, Europe and Asia and gathered information in many areas, especially aspects of industry, technology and military development.

Later reforms

By the end of the nineteenth century, hardly any aspects of traditional Japan remained unchanged. The country was governed by a constitution and a **diet**, where new laws could be debated and passed. Banks, post offices and schools were based on Western models and many new buildings reflected European or US architectural design. More 'loan words' came into the Japanese language from German, French and English.

Japan in the modern world

Some cultural changes occurred because the Japanese people began to accept new customs. However, a majority of the changes came from deliberate reform policies of the Meiji government. By the beginning of the twentieth century, Japan was a modern and powerful country prepared to take its place alongside other leading nations.

SOURCE 4 A Meiji era photograph showing the modernising of Japan



8.13 ACTIVITY

Create a timeline that shows the significant events that took place in Japan between 1853 and 1871. What aspects of Japanese life and society do you think changed the most? Give reasons for your opinion.

Identifying continuity and change

8.13 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.13 Exercise 1: Check your understanding

1. **HS1** What was the Meiji Restoration?
2. **HS1** Which groups in society did Emperor Meiji depend on to regain imperial power?
3. **HS1** Why do you think many samurai were angry about their changed social status during the Meiji period?
4. **HS1** Why was the creation of a conscript army such a complete break with past practice?
5. **HS1** Why did the Meiji government send the Iwakura Mission to visit other countries?

8.13 Exercise 2: Apply your understanding

1. **HS3** How can you tell that Emperor Meiji, as shown in **SOURCE 1**, was influenced by European ideas rather than Japanese tradition?
2. **HS3** Read **SOURCE 2**. In what ways did the Charter Oath introduce the Western concept of democracy and parliamentary-style government to Japan?

3. **HS3** Examine **SOURCE 3**. Identify the differences between the samurai and the conscript soldiers as shown in this painting.
4. **HS3** Carefully examine **SOURCE 4** to identify some of the changes taking place in Japan during the Meiji period. In your workbook, draw two columns with the headings 'Old Japan' and 'New Japan'. In the appropriate columns list and describe all the traditional and modern-day items you can see in the photograph.
5. **HS4** Why was Japan able to modernise so rapidly during the latter part of the nineteenth century?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.14 SkillBuilder: Analysing cause and effect

online only

What does analysing cause and effect involve?

Analysing cause and effect involves examining events and sequences of events and looking for connections between them.

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.



8.15 Thinking Big research project: Shinto and Buddhism guidebook

online only

SCENARIO

You are a tour guide in Nara, the first imperial capital of Japan, and you are creating a guidebook to inform tourists of the cultural and historical importance of the Shinto and Buddhist religions.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: Shinto and Buddhism guidebook (pro-0164)

8.16 Review

online only

8.16.1 Key knowledge summary

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

8.16.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources



eWorkbook Reflection (doc-31334)

Crossword (doc-31335)



Interactivity Japan under the shoguns crossword (int-7590)

KEY TERMS

archipelago a group of islands

artisan a skilled worker who produces handmade items

beri-beri a disease caused by a lack of vitamin B

biwa a four-stringed Japanese musical instrument

brocade a rich silk fabric with a raised pattern

bushido the way of the warrior; the rules that prescribed correct behaviour for all samurai

calligraphy the art of beautiful handwriting

centralised control of a country from one central location

civil war a war between two competing groups within one country

clan a large group of closely related people

conscript a person ordered by the government to do compulsory military duty

daimyo great feudal lord of Japan during the Classical and shogunate periods

deliberative having the power to make decisions

diet the name given to a law-making assembly in some countries

domain the territory ruled by a daimyo, including the farming and fishing villages within it

glaze a substance fused onto pottery to give it a glass-like appearance

hostage a person kept for security

jujutsu a traditional Japanese system of physical training and unarmed combat

kabuki a colourful form of theatre combining play-acting, dance and music

kana a writing system that represents Japanese syllables

kiln an oven used at high temperatures to heat and harden ceramic items

monochrome varying tones of a single colour, usually black and grey

monopoly an organisation or group that has complete control of something

musket a muzzle-loading gun with a long barrel

origami the art of folding paper into different shapes and designs

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

regent a person appointed to rule a country if a monarch is too young or ill to do so

ronin a wandering samurai who had no lord or master

Sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

samurai the warrior class in Japan during the Classical and shogunate periods

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

shaman a person who claims to communicate with evil spirits through mystic rituals

Shinto an ancient Japanese religion that believes in nature spirits and ancestor worship

shogun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

tariff a tax on goods imported from a foreign country

tea ceremony an ancient Japanese ritual of serving and drinking tea

treaty a formal agreement between two or more nations

tributary a state that gives payment to another state or ruler

tuberculosis a serious and infectious disease that affects the lungs

typhoon name given to big tropical storms in the Pacific or Indian ocean

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

8.14 SkillBuilder: Analysing cause and effect

8.14.1 Tell me

The importance of analysing cause and effect

An important reason for studying history is that it enables us to understand the world we live in today. Our world has developed as a result of a whole series of different events; some of them recent, some that happened hundreds of years ago. Each of these events has had some impact on events that have followed, and this is what we understand as *cause* and *effect*. In order to fully understand a particular event or series of events, we have to be able to work out what *caused* them. In order to assess the importance of any historical event, we have to be able to recognise the *effects* of that event on later developments. Often this is not obvious, which is why historians sometimes disagree. Analysing cause and effect involves examining sequences of events and looking for connections between them. Did event A directly cause event B or was it merely coincidence that they happened close together in time? Usually we have to form judgements, by looking at the evidence and drawing conclusions from it.

Immediate causes and long-term trends

When two football teams play each other and one wins convincingly on the day, we can look at the match and recognise particular players who played well on the winning side, as well as some who played poorly in the losing side. We can identify particular strategies that worked on the day, and some that failed. Analysing these factors can give us the *immediate causes* of the match being won by one side rather than the other on that particular occasion. These are also recognised as the *short-term triggers* that worked on the day of the match.

We can also look more deeply than the immediate events on the day of the match. If the winning team is near the top of the ladder and consistently wins most of its matches, there will be *underlying causes* for this dominance. If they recruited particularly well in the previous few years, have been well coached, have few injuries and have experienced leaders in their team they are likely to do well against most other clubs. These factors form the *long-term trends* that can make the club a dominant force for a period of time.

Historical causes can be grouped in the same way. If we want to examine a particular event and find its causes, we can look at the events that happened immediately beforehand and look for connections. These are the *immediate causes* or *short-term triggers* that directly cause the event in question. We can also examine the society in which the event occurred and look for trends and longer term conditions that may have allowed the immediate causes to trigger the events in question. These are the *underlying causes*, and they are just as significant.

8.14.2 Show me

How to analyse causes and effects of significant events

To demonstrate a method of determining causes and effects we need a sample question. For the purposes of this exercise, let us examine the following question:

Why did Japan descend into the age of the warring states from the mid-fifteenth century until the establishment of the Tokugawa shogunate in 1603?

We can tackle this through the following steps.

Step 1

Identify when the period of the warring states actually occurred and compile a list of events that occurred during the period and in the years beforehand.

The period from 1467 to 1603 is the period usually known as the age of the warring states.

Some of the events that might be relevant include:

- In 1467, a civil war broke out between the followers of two brothers who were rivals for the position of shogun.
- This dispute began in 1464 over who should succeed to the position of shogun.

- The supporters of each brother were powerful daimyo clans, each seeking to increase their power.
- Wars and violence between different daimyo clans continued for over 100 years until the country became unified under Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu, who eventually founded the Tokugawa shogunate in 1603.

Step 2

Identify some of the longer term trends that had been present in Japanese society before the outbreak of civil war and during the period.

- The Ashikaga shoguns had been in power since the fall of the Kamakura shoguns.
- The Kamakura shoguns had lost power when the daimyo and samurai rebelled against them.
- The shoguns had held official military power in Japan since 1192, when the emperor became a mere figurehead.
- The daimyo were the wealthy landowners; they held a great deal of power in Japan since the eighth century and had been backed up by samurai warriors.
- Although the Ashikaga shoguns were officially in charge as shoguns during the period of the warring states, they were really little more than the puppets of different daimyo clans.

Step 3

Use the information gained to formulate an answer to the question.

The following is a model of what the answer could look like.

The period of the warring states had both immediate causes and longer term causes. The immediate trigger was a dispute between two brothers over who would inherit the position of shogun. In 1467, this led to an outbreak of civil war between the daimyo clans supporting each of the brothers. This was the first of a series of wars and uprisings involving daimyo clans that continued for over 100 years. The wars broke out and continued because different daimyo groups were constantly competing with each other for power and influence.

This leads to the underlying cause of the period of warring states: the large amount of wealth and power of the daimyo led to constant rivalries between the different daimyo clans. Each clan had large numbers of samurai warriors supporting them. While the daimyo retained their power and wealth, there were always going to be rivalries and the likelihood of war between the powerful clans. We know that this was a major underlying cause because the Kamakura shoguns had lost their power when a significant number of daimyo and samurai had rebelled against them in 1333. The power of the daimyo was a continuing problem and an underlying cause of conflict because it was not until Tokugawa Ieyasu came to power and took steps to weaken the power of the daimyo that the fighting came to an end and the power of the shogun was restored.

8.14.3 Let me do it

Complete the following activities to practise this skill.

8.14 ACTIVITIES

1. Use the three steps in the Show me section to answer the following question, discussing both the long-term trends and the short-term causes:
Why did the Tokugawa shoguns take control of Japan's foreign trade?
2. Based on your analysis of the causes of the Tokugawa shoguns' decision to take control of foreign trade, answer the following questions:
 - (a) How important was the issue of religion in the policy of the Tokugawa shoguns to tightly control foreign trade?
 - (b) Why did the shoguns have a different attitude to the Dutch than they did toward the Spanish and Portuguese in matters of trade?
 - (c) Identify two examples in the *Closed Country Edict* of 1635 that are designed to reinforce the Tokugawa shoguns' control of trade.

- (d) Why would the Tokugawa shoguns have considered it important to deny other daimyo families access to foreign trade?
- (e) Outline two ways in which the Tokugawa shoguns were able to benefit personally from their control of trade.
- (f) How did the shogunate control of trade affect the availability of valuable metals within Japan?

8.15 Thinking Big research project: Shinto and Buddhism guidebook

Scenario

You are a tour guide in Nara, the first imperial capital of Japan from the fourth century CE until the year 794. You wish to prepare a guidebook for visiting tourists on the influence of the two main religions, Shinto and Buddhism, on Japanese history and culture. As Nara is home to the Kasuga Taisha Shinto shrine and the Todaiji Buddhist temple, you are going to use these two landmarks to help illustrate the features of the two dominant religions of Japan.

The Kasuga Taisha Shinto shrine in Nara Park, Nara Prefecture, Japan



The Bodhisattva of wisdom and memory



Task

You will prepare a guidebook on the Shinto and Buddhist religions, highlighting their importance in Japanese history and culture. The Kasuga Taisha Shinto shrine and the Todaiji Buddhist temple can be used to provide examples. Ensure your guidebook is eye-catching and informative.

Follow the steps detailed in the **Process** section to complete this task.

Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in groups will enable you to share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered.
 - Your research will need to include the following:
 - origins and main beliefs of the traditional Shinto religion
 - the main beliefs of Buddhism, and how it came to Japan from southern Asia
 - how the two religions have existed side-by-side in Japan for centuries, and continue to do so today
 - the purposes and uses of shrines and temples in both religions
 - key features of Shinto shrines, such as the Kasuga Taisha, and Buddhist temples, such as the Todaiji temple in Nara Park, and the history of these two landmarks
 - the influence of the two religions during the shogunate period.
 - Images of the Kasuga Taisha and Todaiji are available in the **Media centre** for you to use to illustrate your guidebook, or find other images on the internet. You should find out and explain the significance of any photographs used; for example, what is the purpose of the many lanterns found at Kasuga Taisha?
 - Layout your guidebook with a mixture of text and images. Ensure it is informative as well as interesting.
 - Submit your guidebook to your teacher for assessment and feedback.

The Great Buddha at Todaiji



Resources



ProjectsPLUS Shinto and Buddhism guidebook (pro-0164)

8.16 Review

8.16.1 Key knowledge summary

8.2 Examining the evidence

- Japanese architecture tells us a lot about the way people lived.
- Artworks such as paintings provide evidence of the way people lived in feudal Japan.
- Great works of literature often describe important events and peoples' lifestyles.
- Government documents were kept as National Treasures.
- Many traditional festivals and ceremonies survive today, giving us a view of some important traditions.

8.3 Ancient and Classical Japan

- The first Japanese state was established by the Yamato clan around the town of Nara.
- During the Classical period, Buddhism was firmly established and the first great works of literature appeared.
- Land reform was attempted in the seventh century CE but was abandoned as emperors granted land to their supporters.
- In 794 CE, the emperor moved his capital to Heian-kyo (modern Kyoto), beginning the Heian period.
- The Heian period saw growth in the power and importance of the daimyo and the samurai.

8.4 The rise of the shoguns

- Disputes arose in 1180 over the succession to the imperial throne, leading to a civil war.
- The Minamoto clan supported the successful claimant to the throne and its leader Yoritomo was appointed shogun in 1192.
- From 1192, power passed from the emperor to the shogun for 700 years.
- The shoguns became so powerful because they were able to command military forces and maintain order.

8.5 Challenges to shogunate rule

- The period of the Kamakura shogunate brought stability to Japan and saw the spread of Buddhism and the flourishing of arts and culture.
- In 1274 and 1281, the Mongols attempted to invade from China but the invading ships were wrecked by fierce storms.
- The Kamakura shoguns were unable to pay their samurai warriors, who then supported an attempt to restore the emperor to power.
- The Kamakura shogunate lost power, to be replaced by the Ashikaga clan as shoguns.
- In 1464, a dispute between two members of the Ashikaga clan led to civil war and a hundred years of instability known as the age of the warring states.
- Order and unity was restored through the military conquests of the three great unifiers: Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu.

8.6 The Tokugawa shogunate

- In 1603, Tokugawa Ieyasu became shogun, establishing the Tokugawa shogunate that would last for over 250 years.
- During the period of the Tokugawa shogunate, the shogun closely controlled all international trade.
- The Tokugawa shoguns also set up processes to isolate Japan from the rest of the world, in order to maintain the traditional Japanese way of life.

8.7 Japanese feudal society

- Feudal society divided Japan into rigid social classes, with the emperor and the noble daimyo at the top of the class structure.
- The most powerful of the daimyo was the shogun, who was the effective ruler of Japan.

- Below the daimyo were the samurai, ronin, peasants and artisans, with merchants at the bottom of the *shi-no-ko-sho* structure.
- Outside the class system were the lowest of all: the *eta* and the *hinin*.

8.8 The samurai

- The samurai class was established to serve the daimyo and provide them military support.
- The samurai followed a warrior code known as *bushido*.
- Samurai boys were raised to become warriors and were trained from a young age.
- A samurai girl was trained to be a faithful wife and mother, and was expected to control her household when her husband was away at war.
- Ronin were members of the samurai class that did not have a daimyo master to serve.
- The samurai gradually lost influence when their methods of fighting became obsolete and the peaceful period of the Tokugawa shogunate gave them no opportunities to fight.

8.9 The role of women

- *The Pillow Book*, written during the Heian period, gives us an insight into the lives of women in feudal Japan.
- Women in feudal Japan lived only about 27 years on average and often suffered from diseases and difficulties during childbirth.
- Marriages were arranged between families and the wife would move to live with her husband's family.
- Geishas were trained in art, music, dance and interesting conversation, and they entertained their clients with these skills.

8.10 Arts and culture

- Japanese painting was influenced by Chinese styles and often depicted religious scenes.
- Japanese calligraphy was an art in itself and a highly prized skill.
- Woodblock printing was a popular and highly skilled art form that reached its peak in the eighteenth century with the work of artists such as Katsushika Hokusai.
- Lacquer work produced many fine objects and was achieved by painting many thin layers over objects made from wood, bamboo or pottery.
- Pottery was created both for useful purposes such as food storage and decorative purposes.
- The Tokugawa period saw the blooming of the performing arts, such as kabuki theatre.

8.11 Land use under the Tokugawa shoguns

- The primary use of land throughout the feudal period in Japan was farming, particularly the growing of rice.
- The Tokugawa period saw a rapid expansion in the amount of land under cultivation.
- By the seventeenth century, Japan began to experience a deforestation problem, so a variety of measures were put in place to make forestry more sustainable.

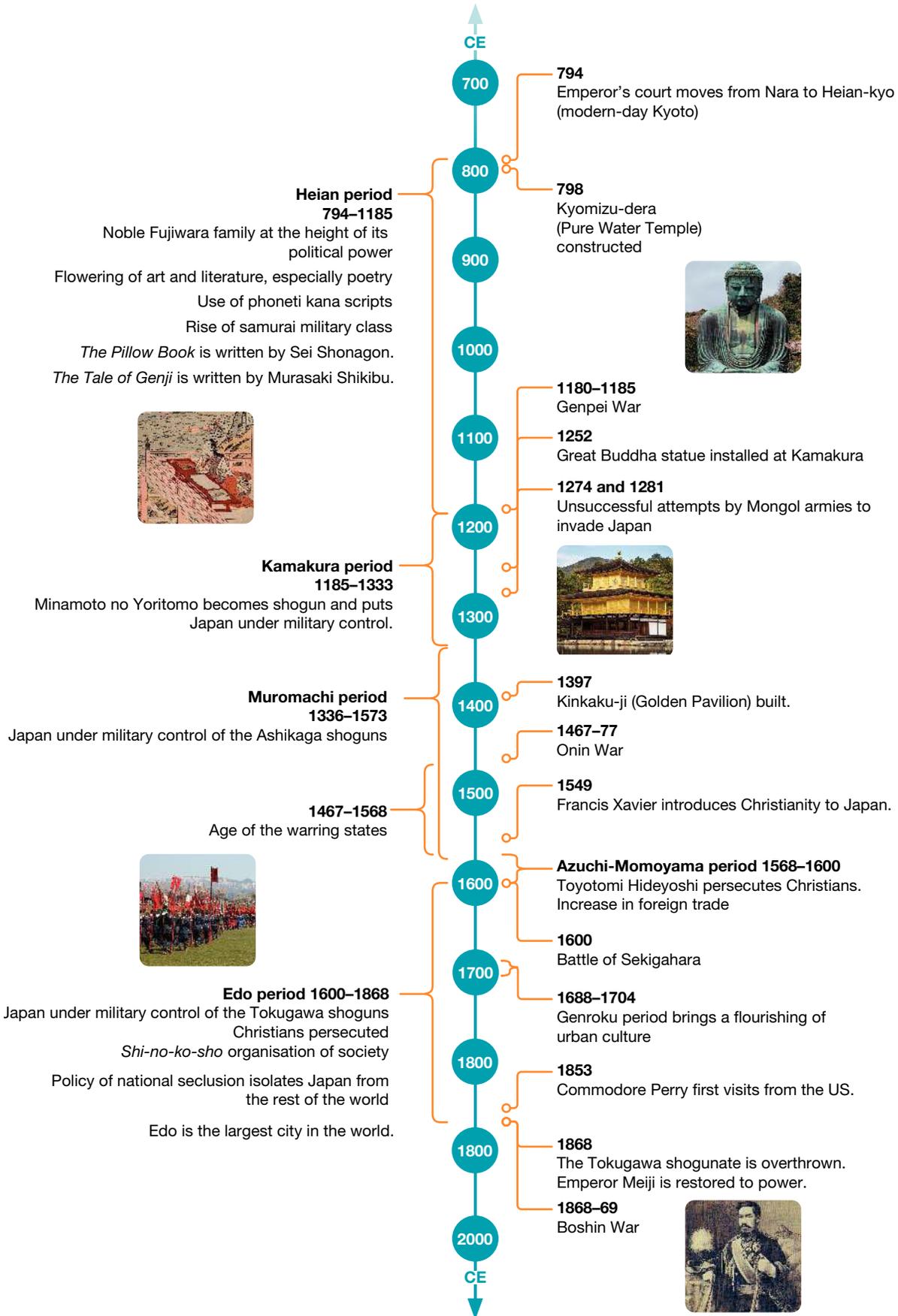
8.12 Foreign devils

- By the nineteenth century, Western nations were expanding their empires and wanted to trade with Japan.
- In 1853, Commodore Perry threatened the Japanese government with military action if trade was not opened to the West.
- The Tokugawa shoguns were no longer powerful enough to resist foreign invaders and some clans supported the return of the emperor to supreme power.

8.13 Emperor Meiji and modern Japan

- In 1868, Emperor Meiji went from Kyoto to Tokyo to claim power.
- A number of clans loyal to the Tokugawa shoguns resisted the restoration of power to the emperor but were defeated during the Boshin civil war.
- Emperor Meiji set out to modernise Japan and sent missions to other countries to learn of new technology.
- By the beginning of the twentieth century, Japan had become a modern and powerful nation.

A timeline of Japan under the shoguns



8.16.2 Reflection

Complete the following to reflect on your learning.

8.16 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Emperor, daimyo, samurai or shogun. Who really had power and control during shogunate Japan?

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



eWorkbook Reflection (doc-31334)

Crossword (doc-31335)



Interactivity Japan under the shoguns crossword (int-7590)

KEY TERMS

archipelago a group of islands

artisan a skilled worker who produces handmade items

beri-beri a disease caused by a lack of vitamin B

biwa a four-stringed Japanese musical instrument

brocade a rich silk fabric with a raised pattern

bushido the way of the warrior; the rules that prescribed correct behaviour for all samurai

calligraphy the art of beautiful handwriting

centralised control of a country from one central location

civil war a war between two competing groups within one country

clan a large group of closely related people

conscript a person ordered by the government to do compulsory military duty

daimyo great feudal lord of Japan during the Classical and shogunate periods

deliberative having the power to make decisions

diet the name given to a law-making assembly in some countries

domain the territory ruled by a daimyo, including the farming and fishing villages within it

glaze a substance fused onto pottery to give it a glass-like appearance

hostage a person kept for security

jujutsu a traditional Japanese system of physical training and unarmed combat

kabuki a colourful form of theatre combining play-acting, dance and music

kana a writing system that represents Japanese syllables

kiln an oven used at high temperatures to heat and harden ceramic items

monochrome varying tones of a single colour, usually black and grey

monopoly an organisation or group that has complete control of something

musket a muzzle-loading gun with a long barrel

origami the art of folding paper into different shapes and designs

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

regent a person appointed to rule a country if a monarch is too young or ill to do so

ronin a wandering samurai who had no lord or master

Sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

samurai the warrior class in Japan during the Classical and shogunate periods

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

shaman a person who claims to communicate with evil spirits through mystic rituals

Shinto an ancient Japanese religion that believes in nature spirits and ancestor worship

shogun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

tariff a tax on goods imported from a foreign country

tea ceremony an ancient Japanese ritual of serving and drinking tea

treaty a formal agreement between two or more nations

tributary a state that gives payment to another state or ruler

tuberculosis a serious and infectious disease that affects the lungs

typhoon name given to big tropical storms in the Pacific or Indian ocean

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

9 Polynesian expansion across the Pacific (c. 700–1756)

9.1 Overview

How did the Polynesian voyagers migrate to the Pacific Islands if they didn't even know they existed?

9.1.1 Links with our times

The sparse landscape of Easter Island, or Rapa Nui, captures the imagination of all who visit the remote island. The greatest attraction is the moai, stone statues that range in height from as small as one metre to one statue, nicknamed 'El Gigante', that is over 20 metres tall. There are some 900 statues peppering the landscape of Rapa Nui and there is still debate over their purpose and relevance. What is not being debated is that the construction and, in particular, movement of these statues led to deforestation of the island and effectively decimated the people and culture that created these imposing figures. The moai on Rapa Nui, therefore, stand as a link to a mysterious past but offer a clear lesson for our present — care for one's environment is integral to the sustainability of one's existence.

In this topic you will have the opportunity to learn about the incredible achievements of Polynesian expansion and the complexity of their history and culture.

Resources



eWorkbook Customisable worksheets for this topic



Video eLesson Polynesian expansion across the Pacific (c. 700–1756) (eles-1829)

LEARNING SEQUENCE

- 9.1 Overview
- 9.2 Examining the evidence
- 9.3 The Polynesian triangle
- 9.4 Rapa Nui
- 9.5 Discovery of the land of the long white cloud
- 9.6 Maori society — an overview
- 9.7 People and the environment
- 9.8 Living in a Maori village
- 9.9 Customs and culture
- 9.10 **SkillBuilder:** Making your own notes from sources
- 9.11 **Thinking Big research project:** Polynesian travel show
- 9.12 **Review**

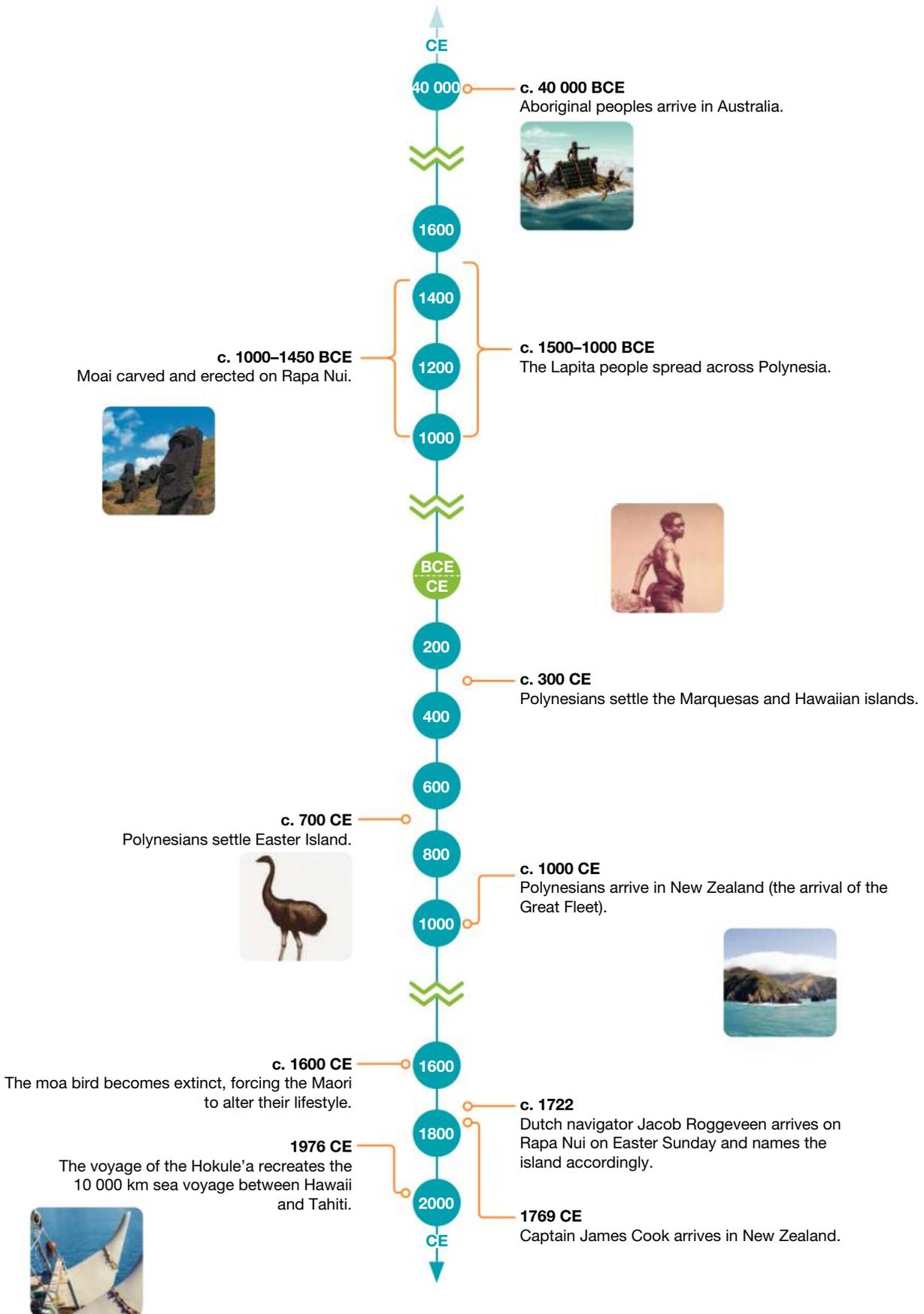






To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Polynesian expansion across the Pacific



9.2 Examining the evidence

9.2.1 How do we know about Polynesian expansion?

The ancient Polynesian people travelled great distances to settle thousands of islands in the Pacific Ocean. One of the last areas to be settled was New Zealand. Polynesians arrived there about 1000 CE and, within a few hundred years, had developed a unique language, society and culture.

There are many sources that can tell us about the people of the Pacific. Some of the evidence is from myths and legends. Other sources include artefacts such as wood carvings, jewellery, tools and pieces of pottery. Even their language, beliefs and tattoos remain as evidence of their identity and culture.

Before written records

Much of the early history of the first voyagers in the Polynesian region is incomplete. At that time, no written records were kept and so archaeological research plays a vital role in revealing this part of history. Through a variety of evidence that has survived throughout the centuries, historians develop theories about what happened hundreds, and even thousands, of years ago. As new evidence is found, these theories are either supported or will need to be re-examined.

SOURCE 1 Pottery left behind by the Lapita people, with its distinctive markings, helps archaeologists and historians trace migration paths across Polynesia.



The pottery left behind by the early people of Polynesia provides important information about their expansion across the Pacific. Archaeologists and historians believe that a group of people called the Lapita arrived in the Pacific region over 3000 years ago. The remains of their distinctive pottery provides a record of their movements eastward through the Solomon Islands and into the wider Pacific. One thousand years later, they set sail again, moving east across 3000 kilometres of open ocean. They settled the Marquesas, Tuamotus and Society islands. Between 300 and 800 CE they discovered Easter Island and Hawaii. The distances they travelled were immense — for example, the distance between their settlements in Tahiti and Hawaii is greater than between North America and Europe.

SOURCE 2 Carved wooden paddles from the Solomon Islands. The paddle on the right is thought to show a frigate bird in the sky (possibly a symbol of the spirits of the ancestors). Although the Solomon Islands are part of Melanesia, not Polynesia, these artefacts are important as they help historians understand where the original Polynesian settlers migrated from.



9.2.2 The European perspective

Written records, which appeared only in the last few hundred years, offer historians a very different perspective on Polynesian history. There are many written records and so there is a lot of information available. However, this also provides certain challenges for historians. Much of the written evidence of the Polynesian people was recorded by outsiders, usually Europeans, and so is written from their perspective. Professor John Waiko, a historian from Papua New Guinea, illustrates the problem with this in **SOURCE 3**. Historians need to be careful when dealing with this type of written evidence.

SOURCE 3 Professor John Waiko's quote from his book *A history of Papua New Guinea and its neighbours* illustrates the problem of seeing history with a single perspective.

They [the Europeans] have emphasised the activities of the foreigners. During the colonial encounter the emphasis was on the colonisers rather than the colonised. Their documents portray the roles of the colonisers rather than the roles of the indigenous people.

Changing history

In recent years there has been a renewed focus on the history of the Polynesian people as seen through Polynesian eyes. This important work is done by the descendants of the very people who first settled the region centuries ago. But, as is the case with all oral histories, it is important to act quickly. When a person dies without the opportunity to record their story, their knowledge and unique perspective on their indigenous history is lost. Oral history is not without its own flaws as it can reveal more about what the informant wishes to record than what actually occurred. The path for the historian is a tricky one; the best process is to balance these sources against one another in order to create a fuller picture of the past.

9.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.2 Exercise 1: Check your understanding

1. **HS1** What was one of the last areas in which the Polynesian people settled?
2. **HS2** When did the ancient Polynesian people settle New Zealand?
3. **HS1** Historians have gained most information about the history of early Polynesian people from what kind of sources?
4. **HS1** Who recorded much of the written evidence of the Polynesian people?
5. **HS1** In recent years, there has been a renewed focus on the history of the Polynesian people. How has this history been obtained?

9.2 Exercise 2: Apply your understanding

1. **HS6** Why is the recording of oral histories such urgent work?
2. **HS6** Identify one value and one problem with using oral history as evidence.
3. **HS3** Using the text and sources in this subtopic, outline how the study of Polynesian history and the use of evidence have changed over time.
4. **HS3** How do the remains of Lapita pottery (shown in **SOURCE 1**) help archaeologists trace Polynesian migration across the Pacific?
5. **HS3** Explain how the artefacts in **SOURCE 2** provide archaeologists with evidence of the Polynesian migration across the Pacific.
6. **HS3** Describe how the written evidence discussed in **SOURCE 3** is a 'one-dimensional' view of history.

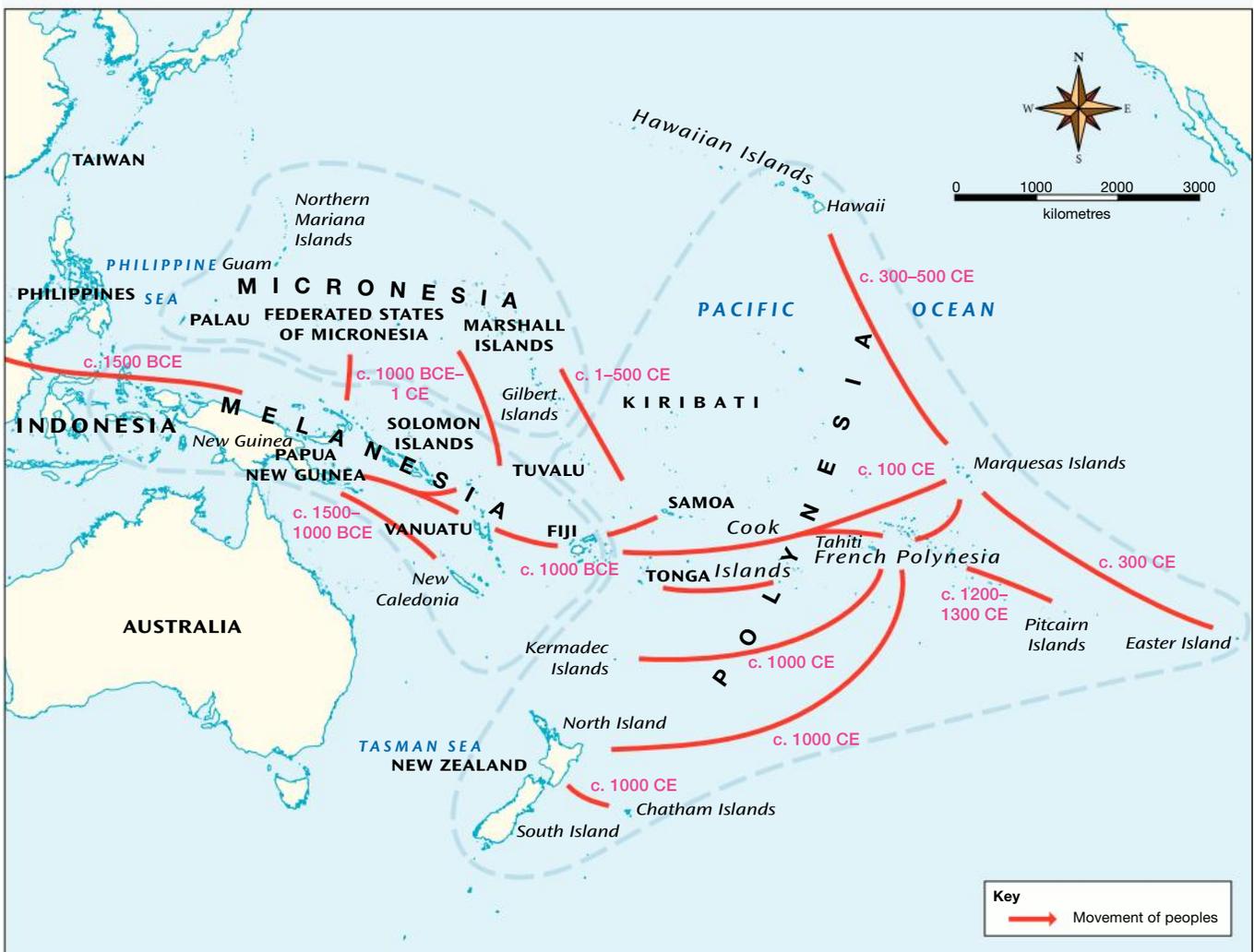
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.3 The Polynesian triangle

9.3.1 Traversing the Pacific

Polynesia refers to the triangular region in the Pacific Ocean bordered by Hawaii in the north, Easter Island in the east and New Zealand in the south. Archaeological evidence suggests the discovery and settlement of the islands within this vast area was planned, and not the accidental result of sailors becoming lost and blown off course. The Pacific explorers were clearly well prepared for long sea journeys because they transported plants such as **taro**, **yam**, **gourd** and **kumara**, and animals such as rats and dogs. They developed new technology for long-range ocean voyaging and a sophisticated system of navigation. The region of this last frontier of exploration is known as Remote Oceania.

SOURCE 1 A map of the Pacific Ocean showing migration and settlement in the Pacific islands. The people of the Pacific islands belong to three main cultural groups — Melanesia (meaning black islands), Micronesia (small islands) and Polynesia (many islands).



Source: Map drawn by Spatial Vision.

9.3.2 A great undertaking

The settlement of the remote islands of the vast Pacific Ocean is one of the greatest stories of exploration in world history because the Pacific islands were the most difficult places for humans to reach. The Pacific Ocean covers one-third of the Earth's surface and is larger than the Atlantic and Indian oceans combined. The Pacific could contain the total landmass of the Earth and still leave enough room for another continent the size of Asia.

Exploration of the Pacific first occurred on simple boats, or dugout canoes, that brought people across the ocean passages between South-East Asia and New Guinea, Vanuatu and the small surrounding island groups. The Pacific explorers travelled in sail-powered canoes designed with unique features such as a twin hull for maximum storage over very long distances (see **SOURCES 2** and **3**). These explorers developed an extensive knowledge of stars, weather patterns and ocean currents. They closely observed the animals and birds of the Pacific, following their paths of migration and watching for the tiny clues that pointed them towards land.

SOURCE 2 Double-hulled canoes like this one carried the Polynesian people across the Pacific Ocean. This artwork was created in the twentieth century.



SOURCE 3 The Hokule'a under sail from Hawaii in 1976



DID YOU KNOW?

In 1976 a group of modern Polynesian seafarers recreated the past when they embarked on the 10 000 kilometre sea voyage between Hawaii and Tahiti aboard a reconstruction of a thousand-year-old Polynesian double-hulled canoe named the Hokule'a. Covering a distance greater than that between Europe and North America, this event supported the theory that the epic voyages across the Pacific were intentional and marked the high point in seafaring achievements of the ancient world.

As they navigated across the vast distances, they discovered more than 20 000 islands. Most are tiny coral reefs, or the tips of high volcanic peaks jutting out of the ocean depths. These remote islands are separated by hundreds of kilometres of open sea. The navigation of these vast ocean distances remains one of the greatest achievements in human history.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Asia-Pacific world > Polynesian expansion

9.3 ACTIVITIES

1. Investigate and research the voyage of the Hokule'a (shown in **SOURCE 3**), including what supplies were taken and what traditional navigation techniques were used. **Using historical sources as evidence**
2. Each of the Pacific island nations has an interesting history. In pairs, carry out research in your library or on the internet into the original human settlement and cultural traditions of one Polynesian nation of your choice. Present your information as part of an annotated wall map of the Pacific in your classroom. **Determining historical significance**
3. Examine **SOURCE 1**.
 - (a) Identify three countries in Melanesia, Micronesia and Polynesia.
 - (b) Calculate the distance from Hawaii to Tahiti. Establish a context for the distances covered by Polynesian voyagers by naming a location that is the same distance from your home town or city. **Using historical sources as evidence**

9.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.3 Exercise 1: Check your understanding

1. **HS1** What is meant by the term 'Polynesia'?
2. **HS1** How do historians know that the voyages by ancient Polynesians were not accidental?
3. **HS6** Identify three factors that make Polynesian exploration one of the 'greatest stories of world exploration in human history'.
4. **HS1** Fill in the gaps to complete the sentence. Migration and settlement of the Hawaiian Islands took place in c. _____–_____ CE from the _____ Islands.
5. **HS1** How did the ancient Polynesians know that there were other lands in their region?

9.3 Exercise 2: Apply your understanding

1. **HS1** Name the fauna and flora that Polynesians took with them on their quests for new land.
2. **HS3** The scene in **SOURCE 2** illustrates the Raiatea islanders sailing their canoes from Raiatea in French Polynesia to New Zealand. Referring to this information, use **SOURCE 1** to map out a possible route for this journey.
3. **HS6** How does an event such as the voyage of the Hokule'a in 1976 provide important evidence for historians studying Polynesian expansion?
4. **HS3** Using **SOURCES 2** and **3**, identify three of the features of these vessels that would make them suitable for long-distance exploration.
5. **HS1** What maritime knowledge assisted the Polynesian explorers?

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9.4 Rapa Nui

9.4.1 The navel of the world

Easter Island, Rapa Nui and Te Pito o te Henua are all names for the tiny island 11 000 kilometres east of Australia and 3600 kilometres west of Chile. Legend states that the bold Polynesian chief Hotu Matu'a led his people to the island over 1300 years ago and they named their island Te Pito o te Henua, which has been romantically translated as the 'Navel of the world'; a more accurate translation would be 'the end of land', which is an appropriate title for one of the world's most remote islands.

The Polynesian name Rapa Nui (Big Rapa) came later, from a visiting Tahitian who noticed the resemblance of this island to one of Tahiti's islands, Rapa Iti (Small Rapa) and named it accordingly. The more common name, Easter Island, derives from the first recorded European contact with the island. A Dutch navigator, Jacob Roggeveen, arrived on 5 April 1722; it was Easter Sunday.

The rise and fall of the Rapa Nui civilisation

The sight that greeted Jacob Roggeveen on that day would have been hard for him to comprehend. He estimated a population of approximately 2000 inhabitants. How could this small population on this sparse landscape produce such a profound culture and heritage? Evidence suggests that Rapa Nui had a far greater population in the centuries before and that Roggeveen was visiting Rapa Nui when its culture and people were in decline. The Polynesians who had arrived centuries before had prospered on the island until their growth exhausted the island's resources. Archaeologists suggest that at its height there were as many as 15 000 people on the 163 square kilometres of land that is Rapa Nui. This society was relatively advanced, it had a clear political structure, it was culturally sophisticated to the point that it had the only Polynesian writing system known to historians — rongorongo — as well as the engineering ability to construct and move the impressive moai that faced Roggeveen's ship.

SOURCE 1 Easter Island's remote location allows astronomers an unparalleled view of the Milky Way.



9.4.2 The moai

Rapa Nui's isolation fostered a distinctive cultural and religious phenomenon: the sculpture and movement of stone statues known as moai. Between c. 1000 and 1600, hundreds of statues were created and transported from the stone quarries to ceremonial platforms known as *ahu*. There are some 900 statues on the island today but, unfortunately, they are constructed in scoria — hardened volcanic ash — which lacks the durability of stronger stone and the conservation of the moai is a key concern for their curators.

Ancestor worship

Theories abound about the reason for the moai, but most researchers agree that the construction of the moai was a form of ancestor worship, the stern expressions representing previous *ariki* (chiefs). The design of the moai is not uniform; some moai had topknots of different coloured stone, some are standing, while others are kneeling. The fact that no two moai are alike adds weight to the conclusion that these statues represent actual historical figures sacred to the people of Rapa Nui. More elaborate theories have been proposed including arguments about extra-terrestrial significance, but these theories do not have substantial supporting evidence. Modern reconstructions and movement of moai has proven that basic tools and skills were all that was required to sculpt and transport these huge statues.

9.4.3 Moving the moai

The moai were carved with *toki* (basalt chisels) from the volcanic rock that was available at the quarry known as Rano Raraku and transported where possible to the ahu. **SOURCE 2** depicts one such platform, Ahu Tongariki. Many moai did not make it to their intended locations and they lie seemingly abandoned at random sites. The reason for this could be straight forward — they were simply too heavy to move. While the largest moai at Ahu Tongariki weighs an impressive 86 tonnes this platform

is only one kilometre from the quarry. Yet other massive moai were moved impressive distances and researchers have concluded that a number of approaches could have made this possible. While legend claims that the moai simply walked to their positions, it has been argued that it was possible, using log rollers and ropes, to swivel the moai gradually into position. Another method would have been to roll the moai to the ahu once again using logs as wheels. All of these techniques had significant impact on the environment. When Captain James Cook visited the island in 1774, he described a landscape that had no trees above three metres tall.

SOURCE 2 Ahu Tongariki: the largest platform of moai. Most statues stand with their back to the sea, protecting the islanders while turning their back on the spirit world.



Deforestation

Archaeological evidence provides little doubt that there was once a dense forest of sub-tropical palm trees, shrubs and ferns on Rapa Nui. The demise of these forests has been traced to two main sources: the introduction of the Polynesian rat and, more significantly, the over-foresteing by the islanders themselves. Whether it was to provide rollers for the transport of the moai or to simply provide housing for the islanders, their rich culture began to degenerate approximately a hundred years before European contact. Such was the rate of their decline that a period of violent internal conflict took place between the islanders,

where incidents of cannibalism have been uncovered by archaeologists. Compounding their decline was the lack of timber to create ships that would allow escape. Trapped on Rapa Nui, the lack of resources nearly led to the death of the people and their culture. Ironically, Rapa Nui is now a World Heritage Site and most of its more-than 5000 inhabitants are actively engaged in protecting its legacy.

9.4 ACTIVITIES

1. Research the decline in population that took place in Rapa Nui in the period before European contact and identify the major events that affected the people and their environment. **Analysing cause and effect**
2. Rapa Nui represents a unique and rich legacy. Research and report on one of the following:
 - the diversity of moai on Rapa Nui
 - the significance of the rongorongo language.

Determining historical significance

3. Using the information in this topic, as well as further research, write a letter to the editor from the perspective of an environmentalist outlining your belief that the lessons of Easter Island need to be observed by Australians today.
You will need to include:
 - a clear statement of your argument
 - an explanation of the comparison you are drawing
 - a series of recommendations that you believe are appropriate
 - a strong concluding statement that explains the dangers of inaction.

[Ethical Capability]

9.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.4 Exercise 1: Check your understanding

1. **HS1** Why is Rapa Nui more commonly known as Easter Island?
2. **HS1** Identify three main achievements of Polynesian culture that occurred on the island of Rapa Nui.
3. **HS1** What are the main reasons provided to explain the existence of the moai?
4. **HS1** Why have most historians concluded that the moai were symbols of ancestor worship?
5. **HS5** Identify the main theory put forward to explain why the moai seem to be abandoned at random sites across Easter Island. What evidence is provided in the text to support this theory?
6. **HS1** Why is it pertinent to note that Captain Cook did not notice any trees above three metres tall?

9.4 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 2** and the information provided, identify how the moai could be transported to the coastline from the scoria quarry.
2. **HS3** Explain, using **SOURCE 2** as your evidence, the impact of over-logging on the island of Rapa Nui.
3. **HS3** What have archaeologists uncovered that prove that 'violent internal conflict' took place on Easter Island?
4. **HS5** Given that the island of Rapa Nui once had 15 000 inhabitants, determine how many people per square kilometre that equates to. State what conclusions you can draw from this.
5. **HS6** Rapa Nui represents a striking lesson about environmental management. Using their experience as evidence, compose a letter that you could send to your Member of Parliament warning of the dangers of poor resource management.

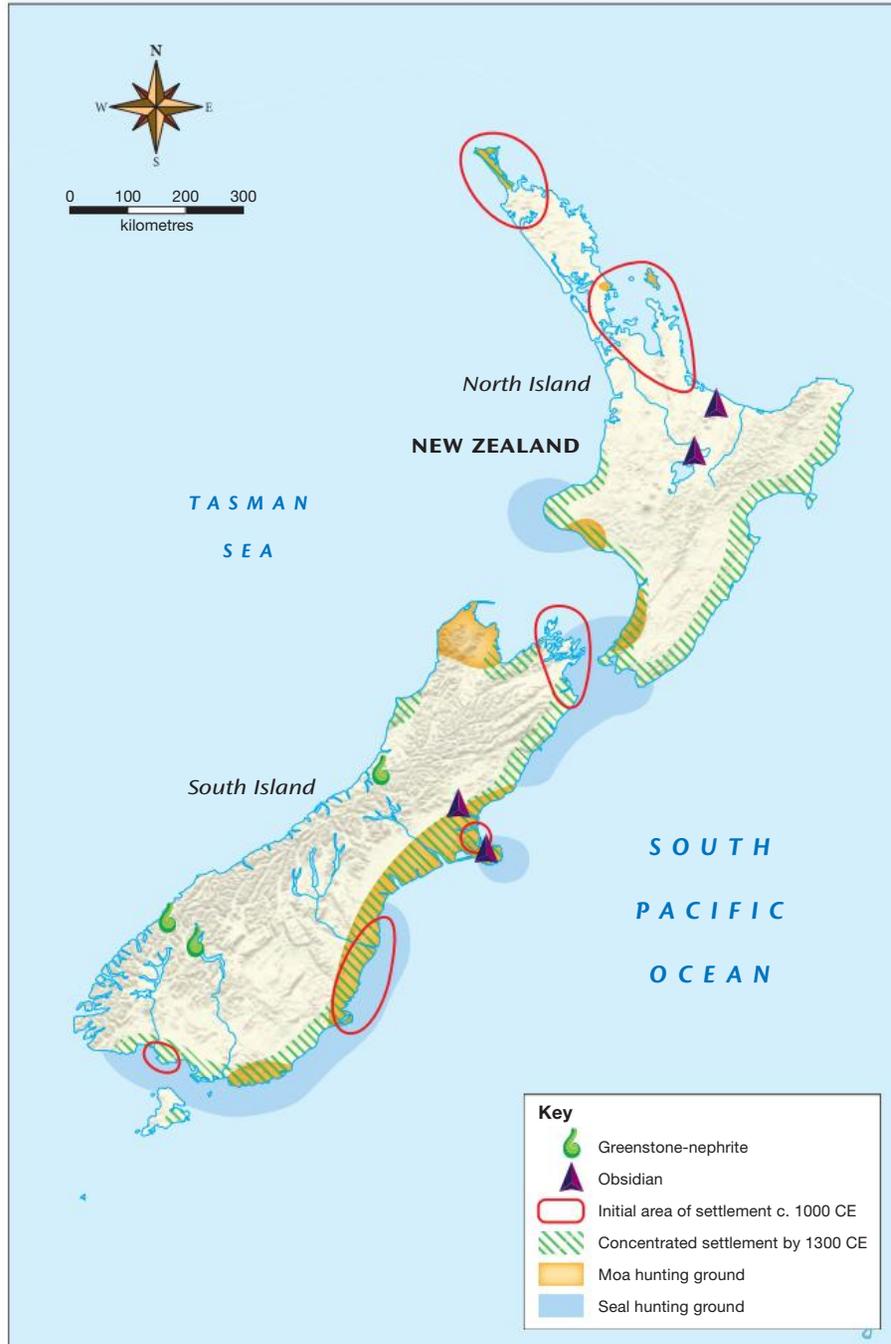
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.5 Discovery of the land of the long white cloud

9.5.1 The land of the long white cloud

Historians are not certain when and why the human settlement of New Zealand began. Archaeological evidence suggests that sometime between 800 and 1130 CE, a small group of Polynesian people, perhaps even a single family, sailed from the Cook Islands to the coast of New Zealand.

SOURCE 1 A map of New Zealand showing the areas of Maori settlement, hunting grounds of the moa and deposits of greenstone and obsidian. All of these aspects of the land would play an important role in the development of the Maori culture.



Source: Map drawn by Spatial Vision.

Why?

There is not enough evidence to give a definite answer to the question of why the first settlers came to New Zealand. Some theories are:

- a planned short voyage of exploration was blown off course
- an escape from war or disease
- a search for land and resources because of island overpopulation
- a spirit of adventure developed through sophisticated skills of navigation.

Although none of these has been definitively proven, most historians agree that the voyage to New Zealand was intentional and carried out by careful planning and skilful exploration. In support of that theory, it is argued that a raft or canoe blown off course would not have had enough people or supplies to establish a long-term settlement.

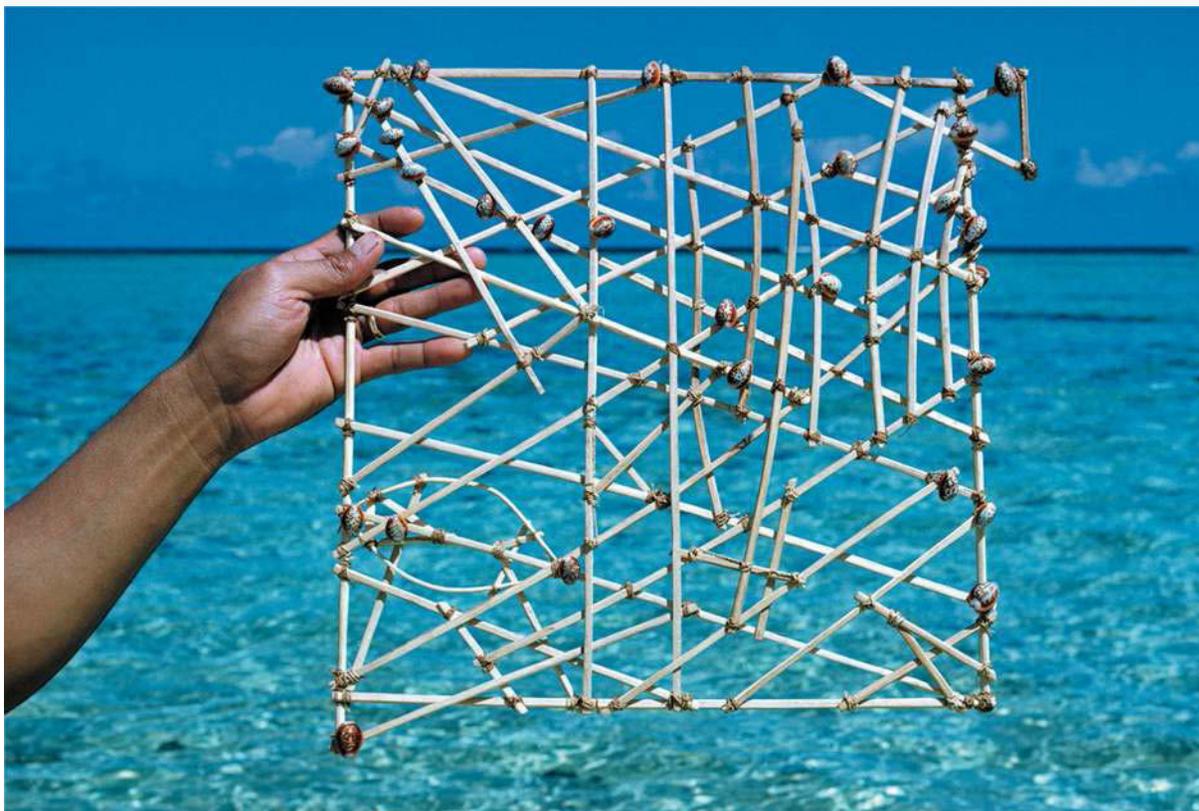
When?

Archaeological evidence indicates that the western Pacific region, including South-East Asia, New Guinea and Australia, was settled long before the islands of New Zealand. Aboriginal Australians arrived in Australia at least 40 000 years ago and the Polynesian islands were settled more than 3000 years ago. In contrast, New Zealand was first settled only about one thousand years ago.

9.5.2 Navigation techniques

The Pacific Ocean is vast. It covers a distance of half the circumference of the earth, so there is no doubt that those people who explored the Polynesian region were excellent seafarers. Charts made from sticks and shells showed islands and sea currents and were passed down from generation to generation. Knowledge of the stars and other natural signs, such as the flight patterns of birds and the shape of clouds, also helped guide the voyagers across the seas.

SOURCE 2 Charts made from sticks and shells helped the early seafarers navigate the vast distances between the islands of Polynesia. The chart shows ocean currents and islands and was a valuable tool in the absence of compasses and modern navigational instruments.



9.5.3 The Maori

The first people of New Zealand are known as the Maori, meaning ‘original people’. By the time of Captain Cook’s arrival in 1769, the Maori population of New Zealand is believed to have been approximately 150 000. The Maori named their land *Aotearoa*, meaning ‘the land of the long white cloud’. Maori legend claimed the first explorer to reach Aotearoa was the navigator Kupe. He was accompanied by his wife, who called out *he ao*, meaning ‘cloud’, when she first sighted the North Island. It is said Kupe used the stars to guide him across the Pacific to find the long white cloud of New Zealand.

The Great Fleet and the Maori ancestors

According to Maori legend the voyages of seven *waka*, or canoes, brought Polynesian people from the land of Hawaiki in search of a new home. In Polynesian mythology Tahiti is known as Hawaiki, and the seven canoes are known as the Great Fleet. The canoes are believed to identify the ancestors of the Maori *iwi*, or tribes:

- Tokomaru
- Tainui
- Te Arawa
- Aotea
- Takitimu
- Mataatua
- Kurahaupo.

SOURCE 3 Ngawaka E Whitu (The Seven Waka). This early twentieth century song (translated into English) portrays the Maori legend of the arrival of the seven waka.

Seven waka landed here
Paddle, paddle on
Tainui, Te Arawa, Mataatua
Paddle, paddle on
Tokomaru, Takitimu, Kurahaupo, Aotea ra,
These waka were paddled here
By our ancestors

The history of every Maori family, the *whakapapa*, maintains the connection with their ancestors’ waka.

SOURCE 4 Many paintings of early European arrivals to Polynesia, such as *View of Huaheine* by John Cleveley the Younger, c. 1788, show a very romantic view of those early encounters.



Maori development in Aotearoa

From the Polynesian arrival in Aotearoa to the modern day, historians divide the history of the Maori into four periods:

Nga kakano

The East Polynesian or Archaic period, also referred to as *Nga kakano*, meaning ‘the seeds’, spanned from about 800 to 1200 CE. This is the time of the first Polynesian settlers and their immediate descendants. The people of this period are also known as the Moa hunters. It was a time of discovery and adaptation to the new land. The farming way of life did not immediately develop in New Zealand because the Moa hunters survived well on a hunter-gatherer lifestyle.

Te tipunga

The *Te tipunga* period, meaning ‘the growth’, began on the North Island during the thirteenth century and had spread across New Zealand by the sixteenth century. It was the era of expansion when the Maori discovered and settled the more remote areas of their land and began developing their unique cultural traditions, beliefs and art.

Te puawaitanga

The Classical Maori period dated from the sixteenth to the nineteenth century. During this time, the earliest European explorers and settlers of New Zealand recorded the features of Maori classical society and culture. This period is known as *Te puawaitanga*, or ‘the flowering’, because it is regarded as the time when the most beautiful Maori art was created.

Te huringa

The final period from the nineteenth century to the present is known as *Te huringa*, or the ‘turning point’, because it is the time of increased Maori contact with Europeans and the introduction of the modern world into Maori culture.

9.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.5 Exercise 1: Check your understanding

1. **HS1** Why are historians unable to give a definite answer as to why humans first settled in New Zealand?
2. **HS1** Why is it considered unlikely that the first voyages to New Zealand were accidental?
3. **HS1** In your own words, explain how New Zealand came to be known as the ‘land of the long white cloud’.
4. **HS1** What natural phenomena assisted the early navigators of the Pacific Ocean?
5. **HS1** Given that charts made from sticks and shells were handed down from generation to generation, what does this suggest about the connection between Polynesian islands?
6. **HS1** Define the following terms.
 - Maori
 - He ao
 - Iwi
 - Te tipunga
7. **HS1** Why is the third period of Maori history called ‘the flowering’?

9.5 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 1**, explain the settlement patterns of the Maori on Aotearoa in the period between c. 1000 and 1300.
2. **HS3** Using **SOURCE 1**, calculate the distance between the northern-most first settlement and the southern-most one. What does this suggest about the Maori who arrived in Aotearoa?
3. **HS3** Explain why the concentrated settlements are mainly in coastal regions.
4. **HS3** What do **SOURCE 2** and the information within the text suggest about the navigation and seafaring skills of the early Polynesians?
5. **HS3** What does **SOURCE 2** suggest about the language and culture of the early Polynesians?
6. **HS3** There is an aspect of the song in **SOURCE 3** that historians considered inaccurate. Compare it with **SOURCES 2** and **3** in subtopic 9.3 and explain what it is. (*Hint:* Think about how the canoes were powered.)
7. **HS3** Examine **SOURCE 4**. Decide which period of Maori history it is depicting: Nga kakano, Te tipunga or Te puawaitanga.

8. **HS3** How does **SOURCE 3** illustrate the connection Maori families have with their ancestors?
9. **HS2** Using the information in this subtopic, create a timeline reflecting the four periods of Maori history. Label each period with its key features, including the arrival of Captain Cook in New Zealand.
10. **HS6** Compare and contrast the discovery and settlement of Aotearoa to the experience on Rapa Nui.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.6 Maori society — an overview

9.6.1 Structure of Maori society

Traditional Polynesian society developed complex rules that determined the relationships between people. Societies were organised according to **kinship**, tribal groups and clans. Warfare and trade were also vital aspects of Polynesian society. Both helped maintain the power and authority of tribes and their leaders.

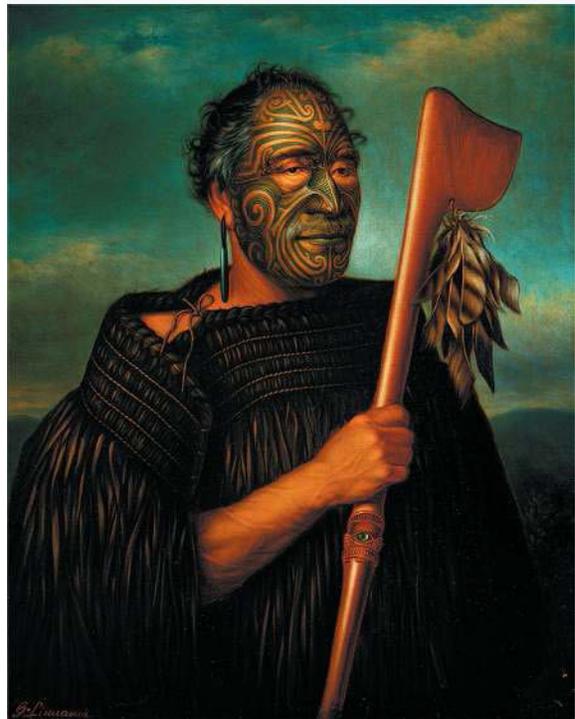
A person's status or importance in society was of great significance to all Polynesian cultures.

Anthropologists describe the structure of the Polynesian societies as being hierarchical, meaning a structure in which different groups of people have a particular rank or position of importance. A man's rank or importance within the *iwi*, or tribe, determined how much political power he could have.

Maori society had a clear hierarchy:

- The *ariki*, or supreme chief, gained his position through birth and exceptional personal qualities including
 - *tapu* (sacred wisdom)
 - *mana* (authority)
 - *ihi* (excellence)
 - *wehi* (power inherited from the gods and the ancestors).
- The *rangatira*, or chief, inherited the position from his father. He made all the major decisions in the *iwi*. He was highly respected and held a place of great privilege. The *rangatira* led all major religious ceremonies and wore a whale ivory pendant as a mark of his position. He also carried a ceremonial *patu* or club.
- The *kaumatua*, or elders, appointed by the tribe because they possessed the wisdom to educate the young and guide the *iwi*. In early Maori society the *kaumatua* were believed to be the spirits of wise people who had been born again. The *kuia*, or elder women, held a position of particular respect and responsibility in guiding the rearing of the *iwi*'s children.
- The *tohunga*, or priest, held the knowledge of clan history and ancestry running back over hundreds of years. The *tohunga* understood **genealogy**, history, astronomy, religious rituals and prayers, and how to heal the sick and farewell the dead. Special kinds of *tohunga* developed unique skills in areas such as carving, canoe building or tattooing.
- The *tutua*, or commoners, were all the members of an *iwi* claiming descent from the ancestors arriving with the Great Fleet.

SOURCE 1 A portrait of Chief Tamati Waka Nene painted by Gottfried Lindauer in 1890. This painting provides a great deal of information about Maori society.



- The *taurekareka* or *mokai*, slaves, were at the bottom of Maori society. They were war captives or born into slavery. The taurekareka did all of the iwi's hard physical work such as preparing food, fetching water, gardening and paddling canoes. They had no privileges and could be sacrificed during ceremonies involving **cannibalism**.

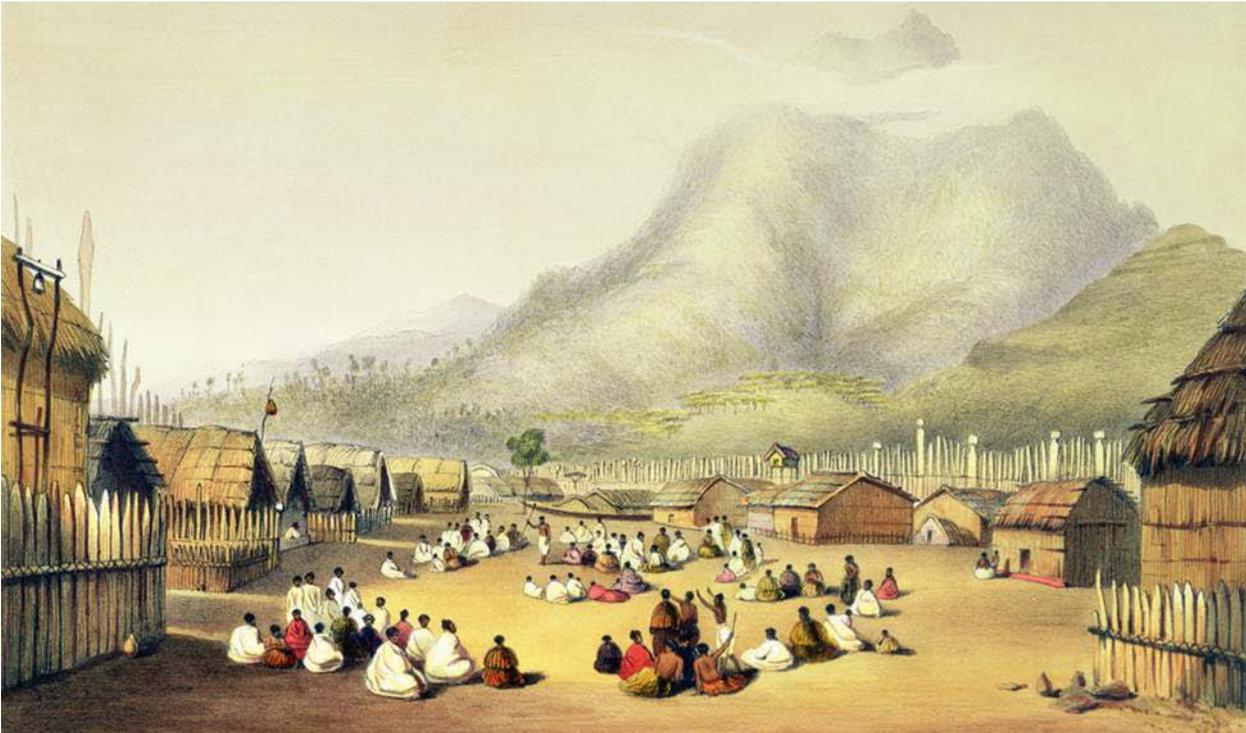
While leadership positions were primarily held by men, women had their own titles and a very important role to play in establishing alliances between different members of the family and other iwis. The first-born female of the most important families could be given the title of ariki. She would also have been shown the level of respect given to a queen in European society.

9.6.2 The community

The general term to express the many groups and levels of traditional Maori society is *tangata whenua*, meaning the 'people of the land'.

The *whanau* was the family unit at the core of Maori society. The family and the other members of the *hapu*, or clan group, decided where individuals lived, who they married, who they were friends with and who they fought. Village communities ranged in size from just a few families to over five hundred people.

SOURCE 2 *Tu Kaitote, the Pa of Te Whero Whero*, by George Angas. Painted c. 1845, this image shows a community meeting being held on the marae.



Land and most of the property was communally owned. Absolute ownership of land was not common. In fact different families or tribal groups could have different rights to the same piece of land. For example, one family might have the right to catch birds in the forest while another might be allowed to fish in the nearby water or grow crops in the same area.

The village

On occasions when community meetings were held the people gathered in the open courtyard, called the *marae*, in front of the more formal meeting houses, known as the *wharenui*. The traditional Maori *pa*, or village, was designed around the marae because it was regarded as the spiritual centre of the village. It was on the marae that celebrations were held, the dead were mourned, guests were greeted and important matters were discussed.

The pa were often built on ridges and locations that could be easily defended. Rivers and lakes were also often used to provide natural barriers against enemy attack. Defences were completed by trenches, earth ramparts and palisades built from large sharpened stakes that were lashed together for strength.

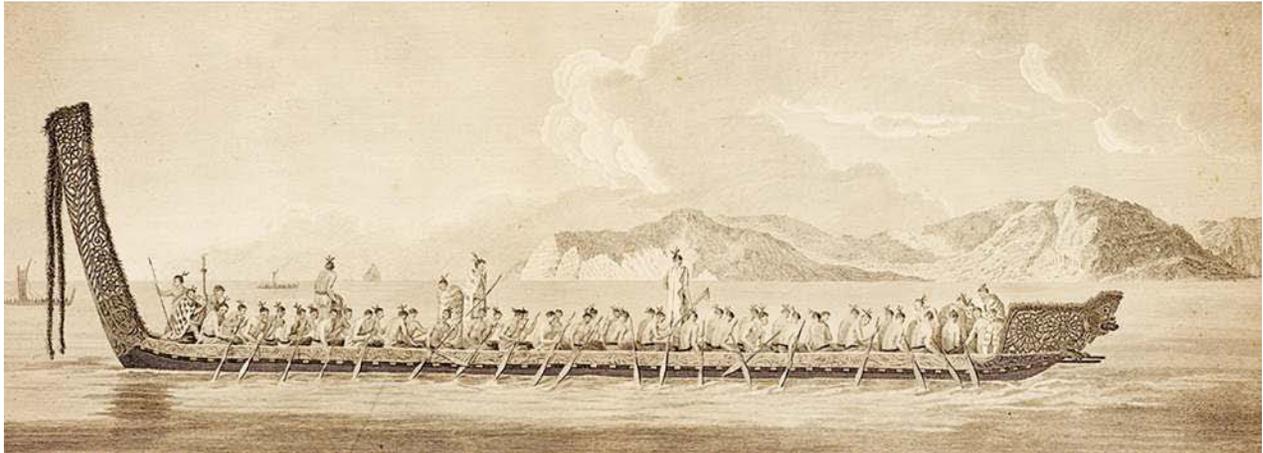
The Maori were very successful farmers. Agriculture led to the construction of larger and more permanent village settlements. Village life was organised around food gathering and growing and warfare.

9.6.3 Warfare

Power in Polynesian societies could be inherited, but it could also be gained through war. From the earliest times, warfare and the position of the warrior was a very important part of Polynesian culture. The Polynesian rulers maintained their authority over their people through brutal punishment, ritual and battle.

The leaders of Tonga, Hawaii and the tribes of New Zealand were in command of highly trained and disciplined warriors who pledged and demonstrated their obedience through rituals and ceremony. Warfare could begin as revenge for insults or kidnapping, or it could consist of larger battles over land or resources. At times, Polynesian warfare could be large-scale invasions of groups of islands involving thousands of warriors.

SOURCE 3 The Maori war canoe was up to 40 metres long and could carry dozens of warriors. It was formed from a large hollowed-out tree trunk that was then intricately carved and decorated, as shown in this etching, c. 1773.



Every Polynesian island community has an oral history telling of fierce conflict over land or political power. In the Marquesas Islands, Tahiti and New Zealand, the constant tribal warfare made it impossible for a single ruling royal family to take control. There was no concept of nationhood. Sometimes large iwi groups would temporarily join together under the control of an ariki, the supreme chief, to conduct larger scale warfare, hunting parties or trade.

SOURCE 4 The patu, shown below, was one of the hand-held weapons used by Maori warriors. Weapons were usually made from wood or bone, but the prized *mere* was like a club carved from the rare greenstone, found only on the west coast of the South Island. Weapons were sacred and were handed down through the generations.



Some of the first Europeans in New Zealand in the early nineteenth century were impressed by the courage of the Maori, but also shocked by the violence and incidence of cannibalism. The rangatira (chief) of a defeated tribe could be eaten by the enemy as a symbol of their victory and the end of his mana (power). The heads of important fallen enemies were preserved by smoking and oiling.

SOURCE 5 Prior to charging the enemy, Maori warriors often performed a war dance (haka), both to prepare themselves mentally for the battle and to strike fear into the enemy.



SOURCE 6 A mummified head. The traditional tattoo is clearly visible.



DID YOU KNOW?

Shrunken heads were objects of fascination for some European explorers who collected and traded them. This led to a trade in which slaves were tattooed and killed specifically to supply the European market. Since the 1980s, more than three hundred shrunken heads have been returned to New Zealand from several countries.

9.6.4 Trade

Despite the constant warfare a network of trade links developed between the Maori tribes. Trade was important because food sources and natural resources were not evenly spread across the islands. The greenstone, called nephrite, was a type of jade found only in three small regions of the South Island. The South Island tribes mined the rich greenstone deposits and then shipped the treasured stone by canoe to the coastal villages of the North Island. Greenstone was the most valuable trade item, desired both for beauty and hardness. It was used to make weapons and ornaments and was known to the craftsmen as *pounamu*. The stone was so important to Maori culture that the entire South Island was named *Te Wai Pounamu*, meaning 'place of the greenstone'. According to Maori belief, the greenstone came from the earth and was under the guardianship of the god Poutini.

Maori people also travelled and traded over long distances for the high-quality **obsidian** from the Bay of Plenty, which they used to craft the blades of their knives. Food such as mutton birds from the south was regarded as a delicacy and so preserved and also traded widely.

Tapu

Maori life was guided by a sacred law known as *tapu*, meaning taboo. Those people who broke tapu were doomed to meet with misfortune, sickness or death. Tapu was enforced through religious belief, superstition and the power of the community *tohunga*, or spiritual leader. Only the *tohunga* could declare or release tapu. The gods, or *atua*, were the sources of tapu, and only through the protection given by the *atua* could

humans be saved from evil. Objects that were declared tapu had to be given the highest respect. Forests and fishing grounds could be tapu during particular seasons of the year; burial grounds were tapu; and the possessions of a dead person were tapu until cleansed by a tohunga.

9.6 ACTIVITIES

1. Draw a diagram illustrating the hierarchy of Maori society. **Determining historical significance**
2. Research the history of tapu and outline the ways it could be enforced by the tohunga. Research and describe one other society (modern or historical) who has or had a similar code of laws as the tapu. **Identifying continuity and change**

9.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.6 Exercise 1: Check your understanding

1. **HS1** Explain the importance of a man's rank in Polynesian society.
2. **HS1** Identify and explain the role warfare played in Polynesian societies.
3. **HS1** In what ways did the role of Maori women contrast to Maori men?
4. **HS5** Explain the concept of tangata whenua and how it affected Maori communities.
5. **HS1** How did the construction of the pa or Maori village reflect their values and customs?
6. **HS1** Outline the manner in which the transference of power could take place in Polynesian societies.
7. **HS1** Explain how the Maori intimidated their enemies through both implied and actual violence.
8. **HS1** Explain why trade existed alongside warfare in Maori culture.
9. **HS1** Outline the consequences of breaking tapu.

9.6 Exercise 2: Apply your understanding

1. **HS3** Identify two features of **SOURCE 1** that illustrate that this man holds an important rank in Maori society.
2. **HS3** Gottfried Lindauer, the artist of **SOURCE 1**, created many portraits of the Maori for European audiences. What aspects of the Maori culture is he trying to emphasise in this portrait? Justify your response.
3. **HS3** Using **SOURCE 2** identify natural and man-made defences that the Maori exploited or made to protect their village.
4. **HS3** Which building in the **SOURCE 2** painting is most likely to be the whareniui? Justify your selection.
5. **HS3** Examine **SOURCE 3**.
 - (a) What other warrior culture does this scene resemble?
 - (b) What conclusions about Maori warfare can you draw from the size of this vessel?
6. **HS3** Using evidence from **SOURCES 3–6**, as well as the information in the text, suggest reasons why the Maori developed such a strong warrior culture.
7. **HS4** Use an example from modern-day society to demonstrate your understanding of the term 'hierarchy'.
8. **HS4** Do you think the personal qualities of the ariki — wisdom, authority, excellence and inherited power — have modern-day equivalents? Suggest a profession or position in which these characteristics are valued.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.7 People and the environment

9.7.1 The geography of New Zealand

The small coral **atolls** and volcanic outcrops of the tropical Pacific islands provided the Polynesian people with the opportunity to farm and fish for their food. Most Polynesian communities continued to live more from the sea than from the land. But in settling New Zealand the Maori had to adapt to a new climate. They brought with them many of the plant and animal sources they needed to survive, but they also exploited the natural resources of the new land.

New Zealand was the final frontier for the Polynesian explorers and became the largest Polynesian island home. In fact, the two main islands of New Zealand are larger than all the other islands of Polynesia combined. New Zealand presented a very different climate and natural environment. This new land was large and cold. It had heavy forests full of huge trees covering thick beds of ferns that grew right down to the coastline. More than 500 million years of volcanic activity formed the great central mountain ranges, a strange and wonderful landscape covered in ice and snow. A string of volcanoes stretching from White Island in the Bay of Plenty to the heart of the North Island created **thermal** springs, **geysers** and hot mud pools.

New Zealand had been part of the great southern continent called Gondwana (formed when the original continent of Pangaea broke apart) millions of years before the arrival of the Polynesians. Gondwana also included Australia and Antarctica. Before the age of mammals began, the great landmasses drifted away from each other and became separated by vast seas. The seas around New Zealand became rough and were swept by powerful ocean currents.

SOURCE 1 An aerial shot of White Island and its volcano. The island, uninhabited today, was a favourite hunting ground for Maori clans.

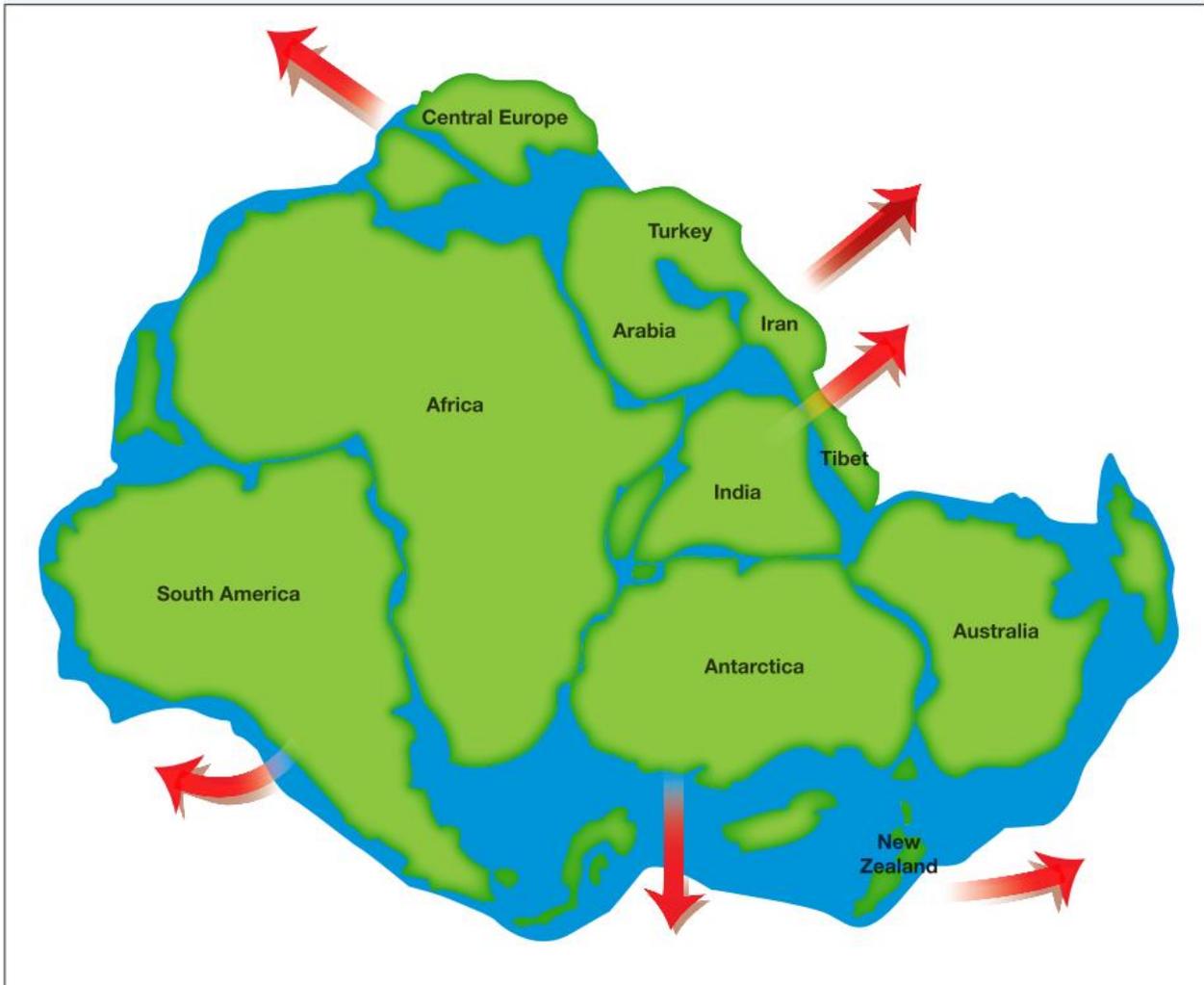


DISCUSS

The impact of humans on Aotearoa has been one ecological disaster after another. Discuss as a class.

[Ethical Capability]

SOURCE 2 The supercontinent Pangaea broke up millions of years ago. It formed the two smaller supercontinents of Laurasia and Gondwana, which then broke up further to begin resembling today's continents. This diagram shows Gondwana.



Source: MAPgraphic Pty Ltd, Brisbane

9.7.2 Flora and fauna

The only mammals in New Zealand before human settlement were the seals living along the rugged coastline, the migrating whales and two species of bats that had probably originally come from Australia. Some trees and plants were similar to Australia, but 80 million years of isolation created the real treasure of the islands — the 15 000 types of plants found nowhere else in the world. Some examples include:

- *ponga* or silver fern, which was found throughout the areas of sub-tropical bush landscape
- beech trees and *podocarp* trees such as the *kauri* with huge trunks measuring over 15 metres in diameter and 30 metres in height
- flax plant with very tough stems found in the wetlands across the islands
- *pohutukawa* evergreen coastal trees, which flowered with bright crimson flowers in December.

One of the oldest surviving orders of reptiles in New Zealand is the *tuatara*, which has existed for over 200 million years from the age of the dinosaurs. The tuatara is an ancient reptile resembling most lizards. It is greenish brown in colour with two rows of teeth on the upper jaw and one row along the bottom. The skeleton of the tuatara shows an evolutionary origin from a creature resembling a fish.

The early Polynesian settlers hunted the *moa*, a flightless bird native to New Zealand. It ranged from the size of a chicken to about 3.7 metres in height, and could weigh up to 200 kilograms. However, the moa was easy prey and was gradually hunted to extinction because it provided an excellent source of food during the early years of Polynesian settlement.

9.7.3 Living with a new land

At first, the Maori continued to live according to their ancient Polynesian customs and traditions, despite the changed climate and landscape. The Great Fleet had brought both people and food plants such as taro, yam, gourd and kumara to New Zealand. The first settlers also transported from Polynesia the *kiore*, which was a species of rat, and a dog called the *kuri*.

Settlements spread along the coastal regions of both islands and the Maori began to adapt. The introduced tropical plants were cultivated in the North Island, and the Maori learned to hunt and fish in their new land. The roots of the native fern and the New Zealand cabbage tree were eaten, and fibre from the native flax plant was used to make cloth to replace the bark cloth, called *tapa*, produced in the other Polynesian societies.

Another remarkable flightless bird is the *takahe*, resembling a large prehistoric purple chicken. The takahe is a gentle and inquisitive creature with small wings, strong legs and a massive red bill. The takahe was thought to be extinct by the end of the nineteenth century due to over-hunting, loss of habitat and introduced predators such as the cat and dog. However, a long search in 1948 led to the rediscovery of some breeding pairs deep in the wilds of the Murchison Mountains.

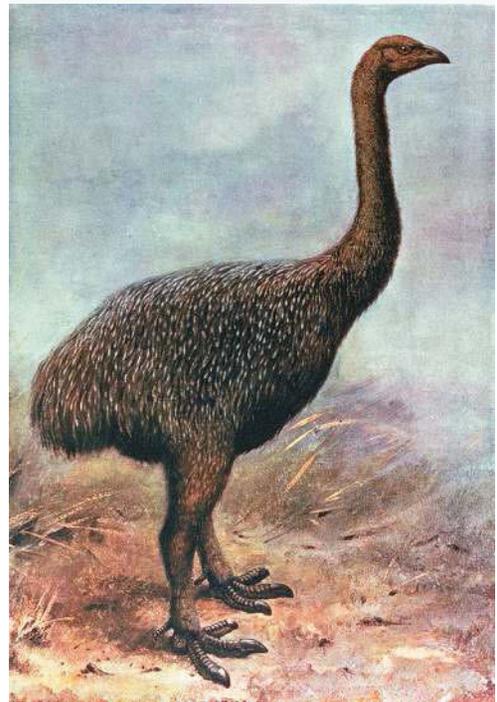
9.7.4 Rahui and the extinction of the moa

Rahui is a form of tapu that the Maori used to limit resource use. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to conserve limited food supplies and other natural resources. All Maori tribes accepted the principles of rahui.

Unfortunately, rahui came too late for the moa. Although the young birds were an important food source of the Haast's eagle, the adult birds lacked any natural predators prior to human settlement. The moa became an abundant and important food source, with both the meat of the bird as well as its large eggs providing a lifeline for the Maori. The bones of the bird were used to make ornaments and fishhooks, and even the shells of the giant eggs were used to carry water. The meat of the moa could be preserved and became a valuable trading good.

Archaeologists believe the moa was hunted to extinction by the fifteenth century. As a result, the Haast's eagle also disappeared into history. As you will see later in this topic, this had a huge impact on the Maori people.

SOURCE 3 There were different species of moa, some ranging from the size of a chicken to others that were more than three metres tall. This image was published in 1907.



SOURCE 4 The takahe was rediscovered in 1948 in New Zealand's Murchison Mountains.



DID YOU KNOW?

There are many examples of flightless birds around the world, including the emu, cassowary, kiwi and penguin, but the moa was unique — it had no wings. All other birds have some form of wing, even if it is a small stub of 'evolutionary leftovers'. But the moa simply had no appendages at all where wings would normally be.

9.7 ACTIVITY

Conduct some research into the extinct dodo bird that lived on the island of Mauritius. Identify similarities and differences in the circumstances of the extinction of the dodo and the moa. **Analysing cause and effect**

9.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.7 Exercise 1: Check your understanding

1. **HS1** Identify the geographical features that New Zealand, or Aotearoa, possessed that made it such a suitable place for Polynesian exploration and expansion.
2. **HS1** How did the climate differ to other Polynesian islands?
3. **HS1** What were the only land-based mammals in New Zealand prior to human settlement?
4. **HS1** Identify the factors that made the flora and fauna unique.
5. **HS1** What were the features of the takahe that made it particularly vulnerable and caused it to nearly become extinct?
6. **HS1** What mammals did the first settlers introduce to New Zealand?
7. **HS1** Explain the meaning of rahui in your own words.
8. **HS1** Match the correct names with their description.

Term	Description
Gondwana	Flightless bird that is now extinct
Ponga	Flightless bird thought to be extinct in New Zealand until its rediscovery in 1948
Kauri	Plant with tough stems found in the wetlands
Flax	Ancient southern supercontinent that included Australia, New Zealand and Antarctica
Moa	Huge native tree of New Zealand growing to 15 metres in diameter
Tuatara	Silver fern
Takahe	Reptile related to dinosaurs with the appearance of a lizard

9.7 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. Identify the features of White Island that would make it an attractive hunting ground for the Maori.
2. **HS3** Look at **SOURCE 2** and suggest how New Zealand's position in Gondwana supported the evolution of unique species.
3. **HS3** Referring to **SOURCE 3**, outline how the Maori people adapted to their new environment after arriving in New Zealand.
4. **HS3** Is **SOURCE 3** a primary or a secondary source? Explain your answer.
5. **HS5** Identify the natural resources that were available on Aotearoa. Explain which were used sustainably and which were not used sustainably. Justify your choices.
6. **HS5** Compare and contrast the experience of Polynesian settlers on Rapa Nui and on Aotearoa. What similarities and differences are there between the way Maori and Rapa Nui societies used environmental resources?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.8 Living in a Maori village

9.8.1 The pa

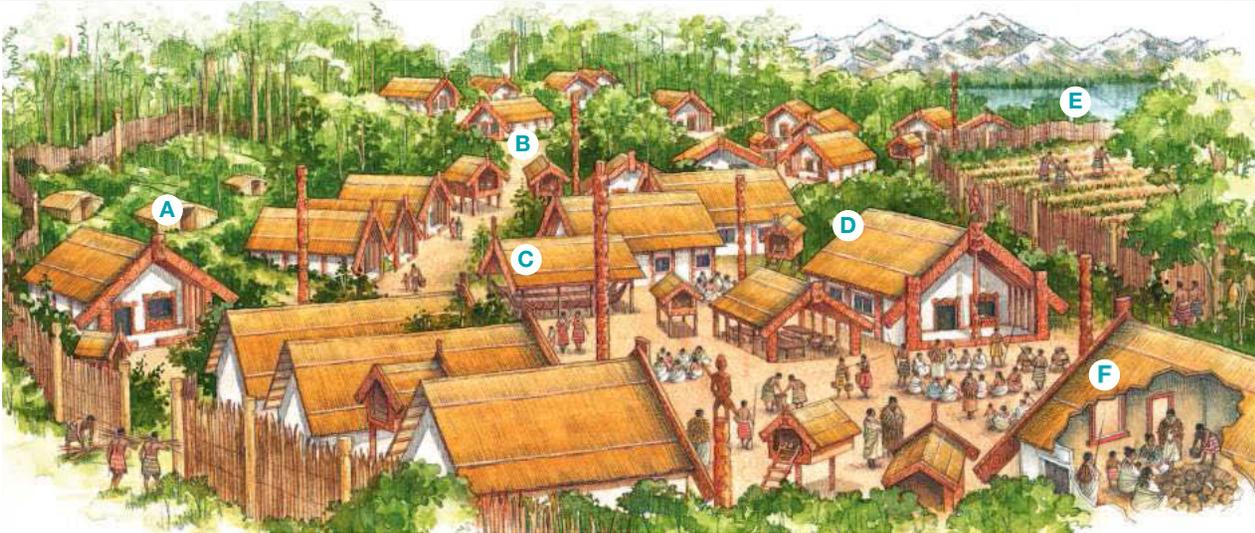
The extinction of the giant moa threatened the survival of the Maori people. Fortunately, the Maori were not isolated on a small island like the people of Rapa Nui and still had access to timber for sailing vessels. Therefore, many tribes were forced to migrate when the moa was no longer able to provide a reliable source of food. Because of this migration north, the Maori population of the South Island declined.

Around the fifteenth century, larger permanent settlements began to be built. People had to turn to other sources of food such as shellfish and a fern root known as *aruhe*. Aruhe is an important source of carbohydrates and added much to the Maori diet. Indeed, it became a staple food even when taro or sweet potatoes were available. Despite being a difficult food to prepare, aruhe provided the stable crop production necessary for the growing Maori population. Gardening replaced hunting as the main way of obtaining food. Competition for land increased and slaves were used to do much of the hard manual work. Due to these changes, Maori culture moved into what historians call the Classical period.

The *pa*, or fortified village, first emerged around the fifteenth century. The Maori lived in a *whare*, or house, within their fortified villages. They dug out the floors of the whare to keep the warmth in. The construction of the whare varied according to location and tribal tradition. The whare was commonly built with a framework of branches from the small *manuka* tree and then thickly thatched with the leaves of a large water plant called *raupo*.

There were many other aspects to the pa, as can be seen in **SOURCE 1**.

SOURCE 1 A modern artist's impression of a Maori pa



- A** Storage pits covered by low roofs, often used for storing vegetables
- B** *Pataka* — storehouses built on platforms so rats and dogs could not steal the fish, meat, berries, and other food and goods. Weapons and other valuables were also kept in the pataka.
- C** Shelters for canoes and cooking sites
- D** *Whare runanga* — the meeting house was the focus of all cultural and tribal activities. It was a sacred building filled with symbolism. The house construction represents a man's body, with the first **rafter** being his extended arms stretching down to his fingers. The rafters following the arms represent the man's rib cage. A tekoteko carving is located at the front peak of each whare runanga. The tekoteko represents a protective tribal ancestor standing watch over the marae (courtyard). The ancestor's protective power is known as the mana.
- E** The village water source was not usually located within the boundary of the wooden fence. Water was carried every day from the outside wells and rivers. Firewood was also collected from afar. A large area of countryside was needed to provide the tribe with food. Gardens of kumara (a type of sweet potato) were dug with long wooden sticks called ko.
- F** *Whare whakairo* (literally translates to 'carved house') — the family home of the village rangatira. A large pit filled with hot rocks was located at the centre of the whare whakairo to keep the family warm at night.

9.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.8 Exercise 1: Check your understanding

- HS1** Compile a Maori language glossary by writing definitions for the following terms:
(a) pa (b) whare runanga (c) whare whakairo (d) pataka
(e) raupo (f) aruhe (g) tekoteko.
- HS1** Explain why some buildings in the pa were raised off the ground while others were dug into the ground.
- HS1** Why did the Maori population of the South Island decline?
- HS2** In which century did permanent settlements (fortified villages) begin to be built in New Zealand?
- HS1** What can be found within the boundary of a Maori pa?

9.8 Exercise 2: Apply your understanding

- HS3** Using **SOURCE 1**, identify two features of a *whare runanga* that illustrated its importance to the village.
- HS3** Using **SOURCE 1**, determine how the inhabitants of the *whare whakairo* protected themselves from the weather.
- HS4** Imagine you are a visitor to a pa. Refer to **SOURCE 1** and the text to write a diary entry recording a typical day of village life. Provide details of the daily activities you see taking place, the pa layout and the design and purpose of the buildings.
- HS4** Identify the main differences between Maori village life in the classical period and the preceding Te tipunga period.
- HS6** The Maori did not need advanced technology to survive. They had a simple material culture (basic tools and weapons), but their non-material culture (art and beliefs) was very rich and complex. Early European settlers judged the Maori by their visible material culture.
 - What opinion would the Europeans form if they considered only the material culture?
 - How does considering more than just the visible aspects of a society help give you a more comprehensive view?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.9 Customs and culture

9.9.1 The importance of art

Aotearoa was isolated from the other landmasses in the Pacific. Australia lay 1500 kilometres west across the treacherous and stormy Tasman Sea; to the south was the ice of Antarctica; and to the north were the tiny tropical islands of remote Oceania. This distance shaped a Polynesian culture that was unique in the Pacific.

The Maori people expressed their culture and beliefs through a range of arts and customs. The broad range of materials available provided a rich variety for artists and craftsmen to work with.

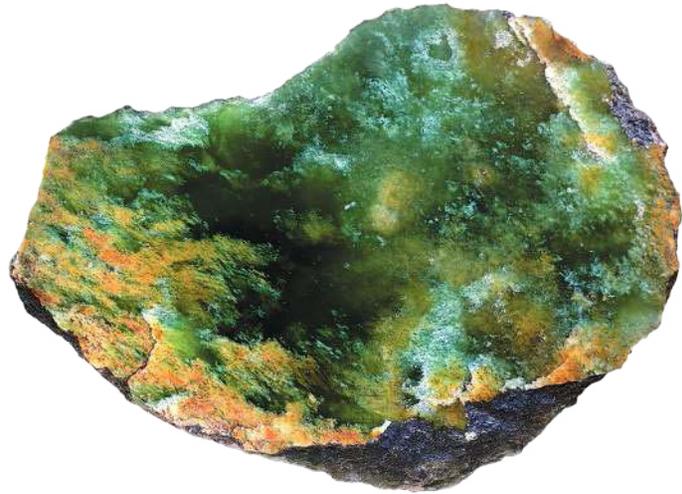
Art was a way of expressing status and tribal differences. Art became a part of everyday life; even the simple shape of a fishhook could be made into an object of great beauty when it was polished and crafted with skill. Every prized possession was decorated; canoes and paddles, musical instruments and hair combs, storehouses and gateways all displayed the fine artwork of the Maori people.

SOURCE 1 A traditional hei-tiki ornament, showing the head tilted to one side and with hands on hips.



Gathering together the materials required by the Maori craftsmen often involved dangerous journeys, or even war against rival villages. The South Island greenstone was the most precious material because it could be obtained only from remote locations. The people who followed the greenstone trade route walked through ice and snow, climbed steep cliffs with ropes made from flax, and crossed raging rivers on reed rafts to transport greenstone over the high passes of the Southern Alps. The Maori valued the beauty and power of their art, and so they were prepared to make great sacrifices for its creation.

SOURCE 2 Greenstone in its 'raw' form. This specimen was found on the coast of the South Island.



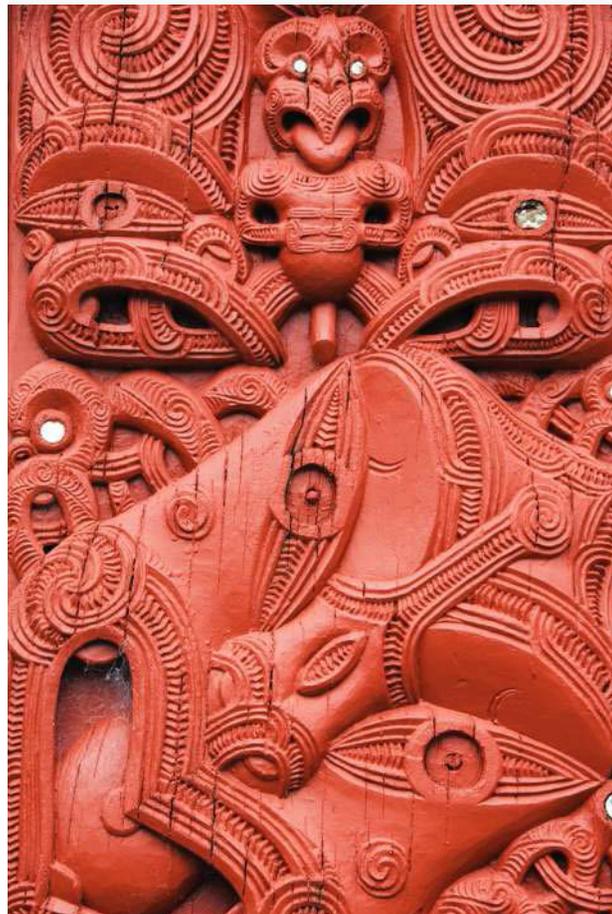
9.9.2 Carving out a history

Traditional Maori carving, known as *whakairo*, is famous for its detail and beauty, and took great skill to create. For this reason, the Maori held the talent of the wood carver in very high regard. The earliest carving tools were made from seashells and stone, such as obsidian, that was sharpened over many months in preparation for carving. The thick forests of New Zealand provided a plentiful supply of high-quality timber for the Maori craftsmen.

SOURCE 3 A carved figurehead mounted on a war canoe



SOURCE 4 The talents of the highly skilled Maori craftsmen are visible in this example of whakairo.



Maori carvings expressed religious beliefs, myths and images of gods. The finest examples of Maori art and carving were created for the *whare runanga*, because this was the cultural centre of the village. Supporting posts were often carved with images of the seven canoes ancestors, and interior wall panels featured ancestral figures. Bows of canoes also often displayed ornately carved and ferocious faces.

9.9.3 Dress

The quality and value of weapons, clothes and ornaments was of real significance to Maori society because it identified individual status and class groups. The design and materials used to make clothing and jewellery varied according to the tribal group, the location and the climate.

Although both men and women wore ornaments indicating their position and rank, it was the tradition for men to dress with greater decoration. Men wore their long hair wound into topknots held by beautifully crafted combs, and wore earrings made of greenstone or shark teeth. The *ariki* or *rangatira* displayed power and prestige by wearing a cloak made from the skin of a dog, and an ivory whale tooth, and carrying a ceremonial club known as a *pata*. Shell and bone were also used to carve jewellery such as pendants and necklaces. Faces were tattooed and bodies covered and patterned with brightly coloured **ochre** of blue and yellow.

Flax

The traditional Polynesian plants such as the paper mulberry tree and tropical cabbage tree did not survive in the colder climate of New Zealand. However, the Maori discovered wonderful new natural resources in New Zealand such as native flax called *harakeke*. Using a process that could take three months, the flax plant was manufactured into a sturdy fibre suitable for weaving into clothing, ropes and baskets. Flax sandals were worn on long journeys across frozen ground, flax string was used to hold pendants in place and flax clothing kept everybody warm.

A method of finger weaving was developed to produce a fine flax cloth similar to linen. Flax cloth was dyed and woven into traditional tribal patterns in red, white, yellow and black. Women wore colourful wraparound style flax skirts and delicately woven cloaks.

Korowhai cloaks were the most important and treasured item of clothing woven from flax. The *korowhai* were decorated with feathers from birds such as the kiwi, and woven with the traditional geometrical triangle and diamond shaped *taniko* patterns.

SOURCE 5 Maori woman weaving baskets from flax



9.9.4 Tatau

During his eighteenth century journeys of exploration, Captain James Cook wrote about the Polynesian art of skin decoration known as *tatau*. The British called it ‘tattoo’.

Archaeologists believe that the Lapita people were tattooed over 3500 years ago and carried the tradition with them on their great journeys of Pacific migration.

In Polynesia the tattoo came to have great cultural and spiritual importance. The tattoo gave Polynesians status because it signalled strength and power. The most elaborate tattoos were reserved for the chiefs and warriors. The colonising British outlawed the practice of *tatau* because it was considered the devil’s art, but it saw a revival in the twentieth century.

Ta moko

The practice of classical Maori tattooing is called *ta moko*. A straight blade or bone chisel was used to inject a sooty pigment into the skin, leaving a grooved scar with the appearance of a carving. Maori tattooists were regarded as master craftsmen who took many years to perfect their skills.

In traditional Maori society men were marked on the face, buttocks and thighs. Facial tattoo patterns were of greater significance to the identity of a person than their natural facial features. Women were tattooed on the face and breasts. The painful process was an initiation and rite of passage taking many years to complete.

The tattoo represented culture and belief to the Polynesian people. Moko showed Maori rank, genealogy and tribal history. Moko designs were a personal statement of Maori identity that could never be lost or stolen. Only death could destroy the moko.

SOURCE 6 Captain James Cook’s description of the Maori moko

The marks in general are spirals drawn with great nicety and even elegance. One side corresponds with the other. The marks on the body resemble foliage in old chased [engraved] ornaments, convolutions of **filigree** work, but in these they have such a luxury of forms that of a hundred which at first appeared exactly the same no two were formed alike on close examination.

SOURCE 7 This early European depiction of a Maori chief shows the intricately carved comb and jewellery that reflected social status. The tattooing is also visible.



DID YOU KNOW?

Legend says that *tatau* began when a young man called Mataora fell in love with a princess of the underworld called Niraweka. One day in a fit of rage Mataora struck Niraweka and she fled back to the underworld. He followed her and when he finally arrived at the realm of the underworld his face paint was messed and dirty from the voyage. He begged forgiveness for his wrongdoing but was mocked for his unkempt appearance. However, he was forgiven and Niraweka’s father offered to teach Mataora the art of *ta moko*, which he then brought back to the human world.

The hei-tiki

Of all the Maori ornaments the most valuable was the *hei-tiki* (see **SOURCE 1**). The carved tiki figures are found across many Polynesian cultures; in fact, *tiki* is also a general Polynesian term meaning ‘carving’.

Archaeologists believe that in Classical Maori culture the *hei-tiki* was worn only by people of the highest rank. It was worn by both men and women on ceremonial occasions, often hanging from a flax cord around

the neck. The hei-tiki represented a human figure, neither male nor female, with the head tilted to one side and usually shown with hands placed on the hips. Many hei-tiki had their own personal name and traditional histories that could be traced back through generations of the one family.

The traditional meaning and origins of the hei-tiki are not completely understood by archaeologists. Some suggest the figure comes from Maori mythology and the story of Tiki, the first man created by the atua Tane.

DISCUSS

The zenith of Maori culture is *ta moko*. Discuss as a class.

[Intercultural Capability]

9.9 ACTIVITIES

1. The hei-tiki pictured in **SOURCE 1** refers to Maori mythology. Research the Maori myth of Tiki and compare it to other creation myths. **Determining historical significance**
2. If you were given the opportunity to teach this particular topic to a group of students of your own age, what key questions would you devise to lead them in their learning?
Formulate *four* key questions that you think would best sum up the knowledge you would like them to have.
Brainstorm your key questions by jotting down what you consider to be the most important and/or interesting facts and concepts that can be drawn from learning about Polynesian expansion. **[Critical and Creative Thinking Capability]**

9.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

9.9 Exercise 1: Check your understanding

1. **HS1** List three reasons why art was valued in Maori culture.
2. **HS1** Identify two ways the Maori made great sacrifices for the creation of their art.
3. **HS1** How did the Maori exploit their natural environment to create whakairo?
4. **HS1** What was the significance of these carvings?
5. **HS1** Identify the manner in which fabric, clothing and ornaments helped Maori society differentiate status.
6. **HS1** Explain how the production of clothing revealed the differences in the roles that women and men played in Maori society.
7. **HS1** Why did the colonising British outlaw the practice of tatau?
8. **HS1** Explain the significance of ta moko to the Maori.
9. **HS1** What have archaeologists concluded the hei-tiki was used for?
10. **HS1** Explain why the hei-tiki was considered so valuable.

9.9 Exercise 2: Apply your understanding

1. **HS3** Why do you think the hei-tiki was only worn by Maoris of high rank?
2. **HS3** Examine **SOURCES 1** and **2**. What conclusions can you make about Maori craftsmanship?
3. **HS3** Using **SOURCES 3** and **4**, explain the way in which Maori society wished to represent itself to its people and enemies.
4. **HS3** Explain why the most ornate carvings were reserved for the whare runanga.
5. **HS3** Identify four features in **SOURCE 7** that convey the status of this Maori ariki (chief).
6. **HS3** Using **SOURCE 6** as evidence, ascertain Captain Cook's attitude towards ta moko.
7. **HS6** Using the sources in this subtopic, explain how dress and ornament were used to display position in Maori society.
8. **HS6** Evaluate the role that Maori art plays in modern New Zealand life. Choose one of the art forms discussed here and research its acceptance or use in New Zealand today.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

9.10 SkillBuilder: Making your own notes from sources

online only

Why is note-making useful?

Notes summarise key information and clarify particular points in your own words. Being able to make useful notes will help you remember and understand key information easier.

Rahui is a form of **tapu** that the Maori used to **limit resource use**. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to **conserve** limited food supplies and other **natural resources**. **All Maori tribes accepted the principles** of rahui.

Unfortunately, rahui came **too late for the moa**. Although the **young birds** were an important **food source** of the **Haast's eagle**, the **adult moa lacked** any **natural predators** prior to human settlement. The moa became an **abundant** and **important food source**, with both the **meat** of the bird as well as its **large eggs** providing a **lifeline** for the **Maori**. The **bones** of the bird were used to make **ornaments** and **fishhooks**, and even the **shells** of the giant **eggs** were used to **carry water**. The **meat** of the moa could be **preserved** and became a **valuable trading good**.

Archaeologists believe the moa was **hunted** to **extinction** by the **fifteenth century**. As a result, the **Haast's eagle also disappeared** into history. As you will see later in this chapter, this had a huge impact on the Maori people.

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 test your application of the skill.

9.11 Thinking Big research project: Polynesian travel show

online only

SCENARIO

You are a reporter on a travel show and your latest assignment is to cover one of the journeys that the Polynesian explorers pioneered.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on

Resources



projectsPLUS Thinking Big research project: Polynesian travel show (pro-0165)

9.12 Review

online only

9.12.1 Key knowledge summary

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

9.12.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources



eWorkbook Reflection (doc-31336)
Crossword (doc-31337)



Interactivity Polynesian expansion across the Pacific crossword (int-7591)

KEY TERMS

anthropologist a person who studies the culture and beliefs of different groups of people

atoll a circular coral island often enclosing a lagoon

cannibalism the practice of eating human flesh

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

filigree a type of delicate ornament made from fine threads of metal

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

gourd an edible fruit with a shell that can be dried and used for storage

kinship sharing a blood relation

kumara sweet potato

obsidian a type of rock that is almost like glass

ochre a natural earthy pigment of various colours used for painting

rafter sloping timbers supporting the outer covering of a roof

taro the root of a plant that is made edible through boiling

thermal relating to heat or temperature

yam a potato-like tropical plant used as food

9.10 SkillBuilder: Making your own notes from sources

9.10.1 Tell me

What are notes?

At the heart of any successful study of history is the ability to make effective notes. By learning this skill, you get the most out of your classes and readings. You are also more prepared for assessment as notes form the basis of revision and essay construction.

Effective notes are more than just a transcript of what has been said in class, or a direct copying of information from a textbook. Notes are a concise and comprehensive account of a topic or source. They summarise key information and clarify particular points in your own words. They also ensure that you are obtaining only the important information from a source.

Why is note-making important?

As you study a history topic, you will notice that there is a great deal of information that you are required to know. Sometimes the amount of information can seem overwhelming, but being able to make useful notes will make remembering and understanding that information easier. This is because you identify only the important information without trying to remember everything. Effective notes are not only used 'later on' when preparing for a test or essay — they are an excellent way to learn. You will find that by making notes you are helping the key information 'travel from your pen to your mind'.

9.10.2 Show me

How to make your own notes from sources

There are countless ways to make notes from sources and it is very much a personal matter. It is likely that you will develop a way that works best for you. It might be different from the way other people like to make notes. That's okay — if it works for you then it is right for you.

Summarising the key ideas from a source into dot points is a good way to start, so here are some guidelines that you should keep in mind when making notes from sources.

Step 1

Read through the source at least once without a pen in your hand. Do not make any markings or highlight anything. This will help you get an overall idea of the source before you worry about the details.

Step 2

After you have a general understanding of the source, go back and underline or highlight what you consider to be the key words and phrases (shown in blue in **SOURCE 1**). If you see words that are unfamiliar to you, you should make note of these in a different colour (shown in green in **SOURCE 1**).

SOURCE 1 Taking notes on the rahui and the extinction of the moa

Rahui is a form of **tapu** that the Maori used to **limit resource use**. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to **conserve** limited food supplies and other **natural resources**. **All Maori tribes accepted the principles** of rahui.

Unfortunately, rahui came **too late for the moa**. Although the **young birds** were an important **food source** of the **Haast's eagle**, the **adult moa lacked** any **natural predators** prior to human settlement. The moa became an **abundant** and **important food source**, with both the **meat** of the bird as well as its **large eggs** providing a **lifeline** for the **Maori**. The **bones** of the bird were used to make **ornaments** and **fishhooks**, and even the **shells** of the giant **eggs** were used to **carry water**. The **meat** of the moa could be **preserved** and became a **valuable trading good**.

Archaeologists believe the moa was **hunted to extinction** by the **fifteenth century**. As a result, the **Haast's eagle also disappeared** into history. As you will see this had a huge impact on the Maori people.

Step 3

Once you have highlighted or underlined the key words and phrases, you need to organise them into dot points. Write them in your own words so that you can be sure you have understood the text. Your notes should be much shorter than the text you have read because you have summarised the important information in your own words.

SOURCE 2 A modern artist's impression of a Haast's eagle attacking young moa



SOURCE 3 Dot point notes on the rahui and the extinction of the moa

- Rahui
 - Form of tapu (sacred law)
 - Used to conserve natural resources
 - Accepted by all Maori tribes
- Moa
 - Large flightless bird native to NZ
 - No predators for adult moa
 - Haast's eagle preyed on the young
 - Moa had many uses (food, ornaments, trade)
- Extinction
 - Gone by the fifteenth century
 - Haast's eagle extinct also because prey disappeared
 - Principles of rahui were too late to save the moa.

9.10.3 Let me do it

Complete the following activities to practise this skill.

9.10 ACTIVITIES

1. Read **SOURCE 4** and follow steps 1 and 2 to make your own notes.

After you have written your dot point notes, compare them with someone else in the class. You should both have similar information. To refine your note-making skills, continue practising using any of the text in this topic.

SOURCE 4 Taking notes on the hangi

The Maori diet was a combination of the cultivated vegetables brought from Polynesia, such as taro and yams, and the meat from birds, fish, dogs and rats. The abundance of seafood, including seaweed, dolphins, whales and seals, provided additional variety to the Maori meal. The village cooking was not done within the *whare* (house), but was generally a communal task done in an earth oven, known as *hangi* or *utu*. The hangi was made by men by digging a deep pit and covering it with wood that was set alight. Large river stones placed on the wood pile became very hot and eventually fell into the pit. The hot stones were covered with baskets of food wrapped in wet leaves. Layers of soil and wet mats were piled over the food. The heat created steam from the wet leaves, which cooked the food over the course of a few hours.

The boiling pools and streams of the North Island region of Rotorua provided the Maori with another unique method of cooking. Small ovens were built around the vents where water and steam bubbled up through the ground. Food placed in these ovens was quickly cooked.

SOURCE 5 The taro, a Polynesian vegetable, was part of the Maori diet.



2. (a) Explain how the concept of rahui was used to manage natural resources.
(b) Given this information, explain why the moa became extinct.
3. How did the extinction of the moa have an impact on other aspects of the environment and on the Maori lifestyle?
4. Explain why the village cooking was not done indoors.
5. Explain how the preparation of food was an important communal activity for the Maori.
6. How did the Maori use natural resources to bring variety to their diet?

9.11 Thinking Big research project: Polynesian travel show

Scenario

The greatest achievement of the Polynesian peoples was their ability to traverse great distances using comparatively rudimentary sea craft. Indeed, it could be argued that no society has been able to travel so far with so little. From Tahiti to Hawaii, it is approximately 4226 kilometres, equivalent to travelling from London to Baghdad! The Polynesians were pioneers in travel and the locations they reached were as far-flung as any on the planet. Intrepid, brave and determined, they conquered distances and obstacles that were unparalleled – they were the astronauts of their day in more ways than one. Alongside these incredible journeys, they found destinations that rank as among the world’s most picturesque and breathtaking – Tahiti, New Caledonia, New Zealand and Hawaii, to name a few.



Task

You are a reporter on a travel show and your job is to report on one of the journeys/destinations that the Polynesian explorers pioneered.

Your report should include the following:

- an introduction that includes details of the first exploration of the island and the origin of the first settlers
- information on how they were able to traverse this distance and reach the island – what navigation tools did they use and how did they survive the journey?
- a history of the island since human arrival, which also highlights unique aspects of the culture
- a final section that highlights the advantages of the destination itself, illustrating its natural appeal and resource potential – perhaps a discussion of the impact of humans on the environment.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group if you wish. You may work individually or in pairs, depending on your teacher's preference. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered. In the **Media centre** you will find an assessment rubric to guide your work.
- Choose a Polynesian island or destination that you wish to investigate. Access the Polynesian Expansion myWorldHistory Atlas link in the Resources tab and watch the video to assist with your choice or confirm your selection.
- Access the **Timeline of the Polynesian expansion across the Pacific (int-4285)** interactivity in the Resources tab to find when your chosen destination was first settled and supplement this information with details about where the settlers came from. Use an atlas to calculate the distances travelled.
- Revisit the topic to understand navigation techniques that were common for all Polynesian voyages and summarise these in three to four bullet points.
- Summarise the key points made about the journey, the people and the culture created.
- Supplement your knowledge by conducting further research using the library or the internet. You should seek out appropriate visuals, maps and photographs.
- Add your research findings to the Research forum.
- In consultation with your teacher, decide on the medium. Some suggestions are a 3-minute video cast, an oral presentation supplemented with slides, or a blog with accompanying visuals.
- Write your report. The language should be engaging as you are celebrating the achievement of the Polynesian explorers and the destinations they uncovered.
- Rehearse your presentation. Record it if applicable and then present it to the class.



on Resources

 **ProjectsPLUS** Polynesian travel show (pro-0165)

9.12 Review

9.12.1 Key knowledge summary

9.2 Examining the evidence

- Polynesian societies did not keep written records.
- Our knowledge of their history comes from artefacts such as pottery, spears and jewellery and from oral sources such as myths and legends that have been handed down.
- There have been attempts to record Polynesian history from a Polynesian perspective because much of the recent evidence comes from sources with a European standpoint.

9.3 The Polynesian triangle

- Polynesians originally came from South-East Asia to populate the areas known as Melanesia and Micronesia.
- A large triangular area of the Pacific — from Hawaii in the north, New Zealand in the south and Easter Island in the East — shows the extent of exploration undertaken by the Polynesians.
- Polynesian explorers have traversed the largest expanse of water on the planet with significant skill despite their basic sailing vessels.

9.4 Rapa Nui

- By 700 CE, Polynesians had settled the area now known as Easter Island (Rapa Nui).
- They created a unique society in terms of their religious beliefs and customs, and even developed a form of writing.
- They exhausted the resources of the region and by the time European exploration had reached Easter Island, the society was in decline and the environment had been negatively affected.

9.5 Discovery of the land of the long white cloud

- Polynesian explorers reached the area now known as New Zealand sometime between 800 and 1130 CE.
- The Maori people trace their heritage to the seven *waka*, or canoes, that brought the seven *iwi*, or tribes, from Hawaii.
- The Maori developed their culture and society over the next millennium and gradually inhabited large tracts of what they called Aotearoa — the land of the long white cloud.

9.6 Maori society — an overview

- Maori people were organised into a clear hierarchical structure.
- The structure was based around the importance of village life — the pa.
- Women in Maori society played a role in leadership of the community as well as nurturing the youth.
- Warfare was a normal part of Maori life and status was often earned through battle prowess.
- Alongside warfare, Maori tribes traded precious stones and craft.
- Maori actions were dictated by a strict cultural and religious code called tapu.

9.7 People and the environment

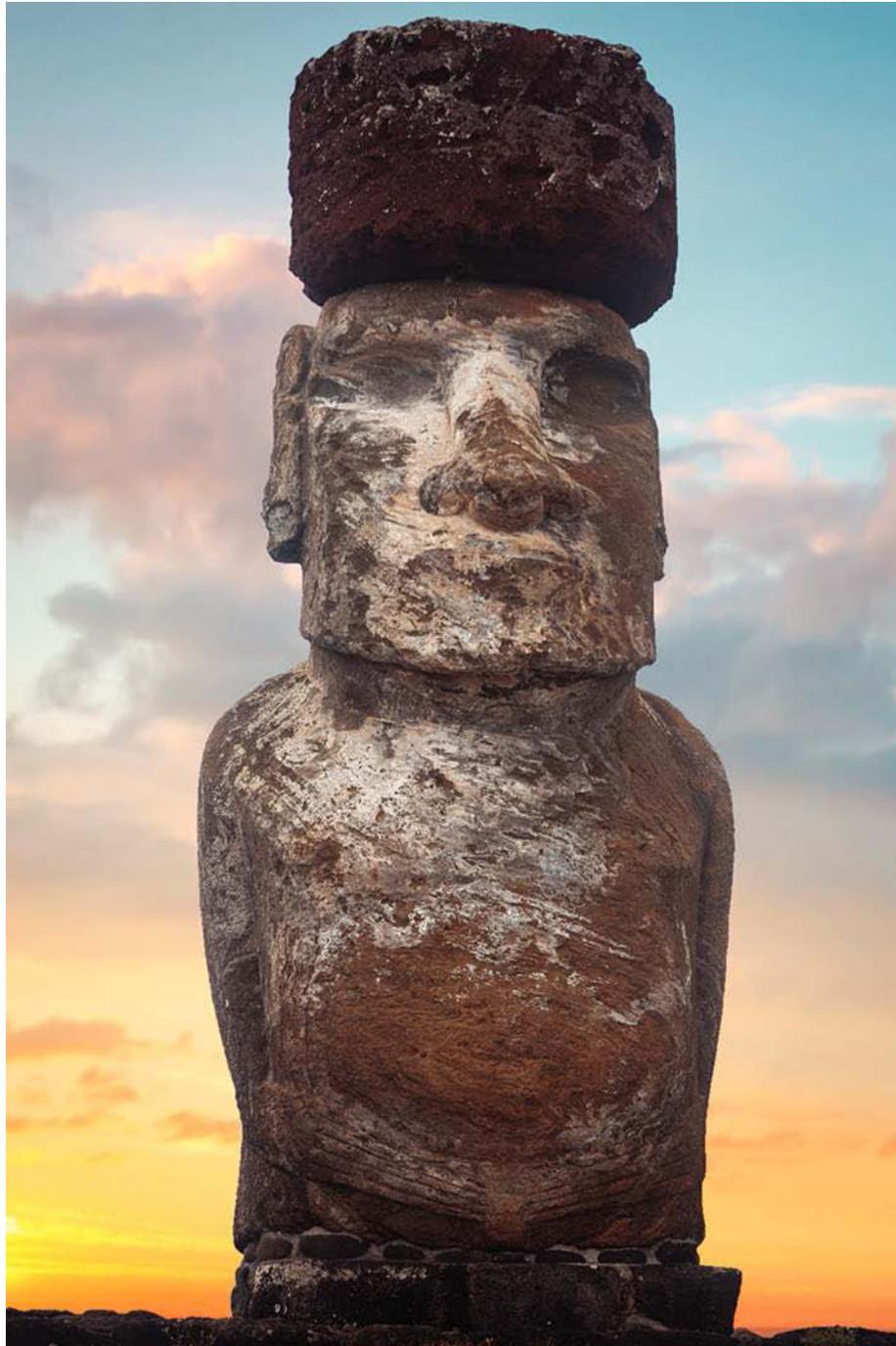
- New Zealand was once part of the supercontinent Pangaea but over millions of years it broke away to form one of the most remote areas of the world.
- The inaccessibility of New Zealand allowed unique species to flourish.
- Maori settlement had a distinct impact on the flora and fauna of New Zealand.
- Despite awareness of resource misuse, the Maori people hunted the Mōa to extinction.

9.8 Living in a Maori village

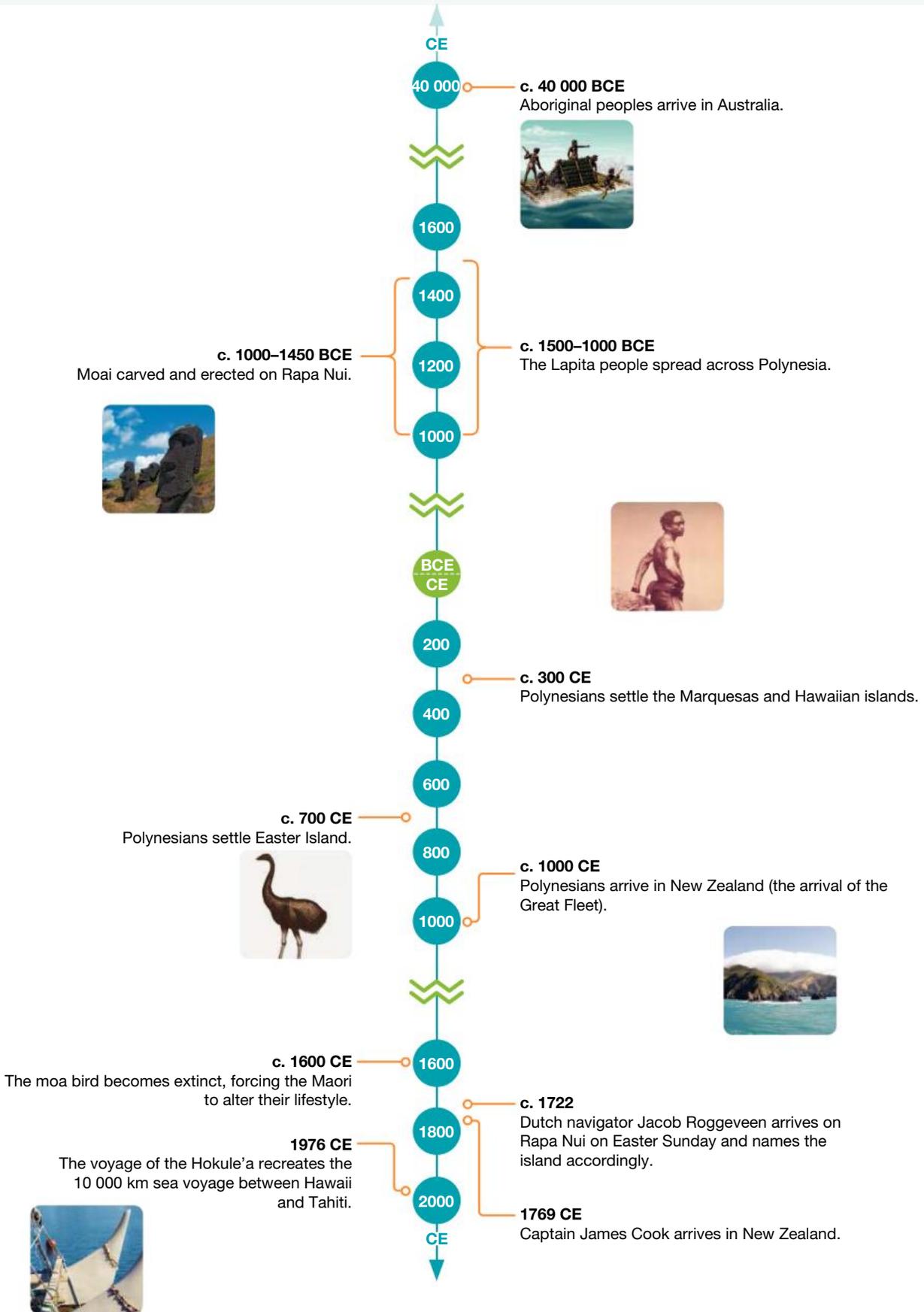
- Permanent settlements became a feature and necessity of Maori existence on Aotearoa during the fifteenth century CE.
- The pa, or village, allowed improved farming techniques and population growth.
- Village life fostered the development of Maori community traditions and culture.

9.9 Customs and culture

- Art and craft was a central feature of Maori culture.
- Carvings known as *whakairo* show the skill and precision of Maori craftspeople.
- Greenstone was mined to create *hei-tiki* figures, a precious Maori adornment.
- Maori people exploited their environment to develop distinctive clothing and ceremonial dress.
- The act of tatau, or tattooing, comes from Polynesian peoples and it was used in New Zealand to mark rites of passage.
- The first Europeans to interact with Maori were amazed by the Maori traditions and culture.



A timeline of the Polynesian expansion across the Pacific



9.12.2 Reflection

Complete the following to reflect on your learning.

9.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

How did the Polynesian voyagers migrate to the Pacific Islands if they didn't even know they existed?

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



eWorkbook Reflection (doc-31336)

Crossword (doc-31337)



Interactivity Polynesian expansion across the Pacific crossword (int-7591)

KEY TERMS

anthropologist a person who studies the culture and beliefs of different groups of people

atoll a circular coral island often enclosing a lagoon

cannibalism the practice of eating human flesh

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

filigree a type of delicate ornament made from fine threads of metal

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

gourd an edible fruit with a shell that can be dried and used for storage

kinship sharing a blood relation

kumara sweet potato

obsidian a type of rock that is almost like glass

ochre a natural earthy pigment of various colours used for painting

rafter sloping timbers supporting the outer covering of a roof

taro the root of a plant that is made edible through boiling

thermal relating to heat or temperature

yam a potato-like tropical plant used as food

10 Renaissance Italy (c.1400–1600)

10.1 Overview

How did ancient ideas spark the Renaissance in Italy and what changes did it bring to the world?

10.1.1 Links with our times

The term *Renaissance* has been used to describe great changes in art, science and learning that took place in Italy during the fifteenth and sixteenth century. These changes began in Italy and spread throughout Europe.

Just like in modern times, during the Renaissance people struggled with responding to people who had different beliefs or culture from the mainstream and it was a period of great change in culture and technology. Some people were very enthusiastic about these changes. Others felt that the changes offended their beliefs and values. For example, in the modern world innovations in gene technology have caused us to reconsider our ideas about the sanctity of life. In Renaissance times, Copernicus's models of the solar system challenged existing ideas of people's central place in the universe.

Resources



eWorkbook Customisable worksheets for this topic



Video eLesson Renaissance Italy (c. 1400–1600) (eles-1826)

LEARNING SEQUENCE

- 10.1 Overview
- 10.2 Examining the evidence
- 10.3 The origins of the Renaissance
- 10.4 Florence: the cradle of the Renaissance
- 10.5 Venice: the serene republic
- 10.6 Renaissance society
- 10.7 Artistic stars of the Renaissance
- 10.8 The spread of the Renaissance
- 10.9 A scientific revolution
- 10.10 The Reformation and Counter-Reformation
- 10.11 Legacies of the Renaissance
- 10.12 **SkillBuilder:** Evaluating historical significance
- 10.13 **Thinking Big research project:** Renaissance online magazine
- 10.14 **Review**

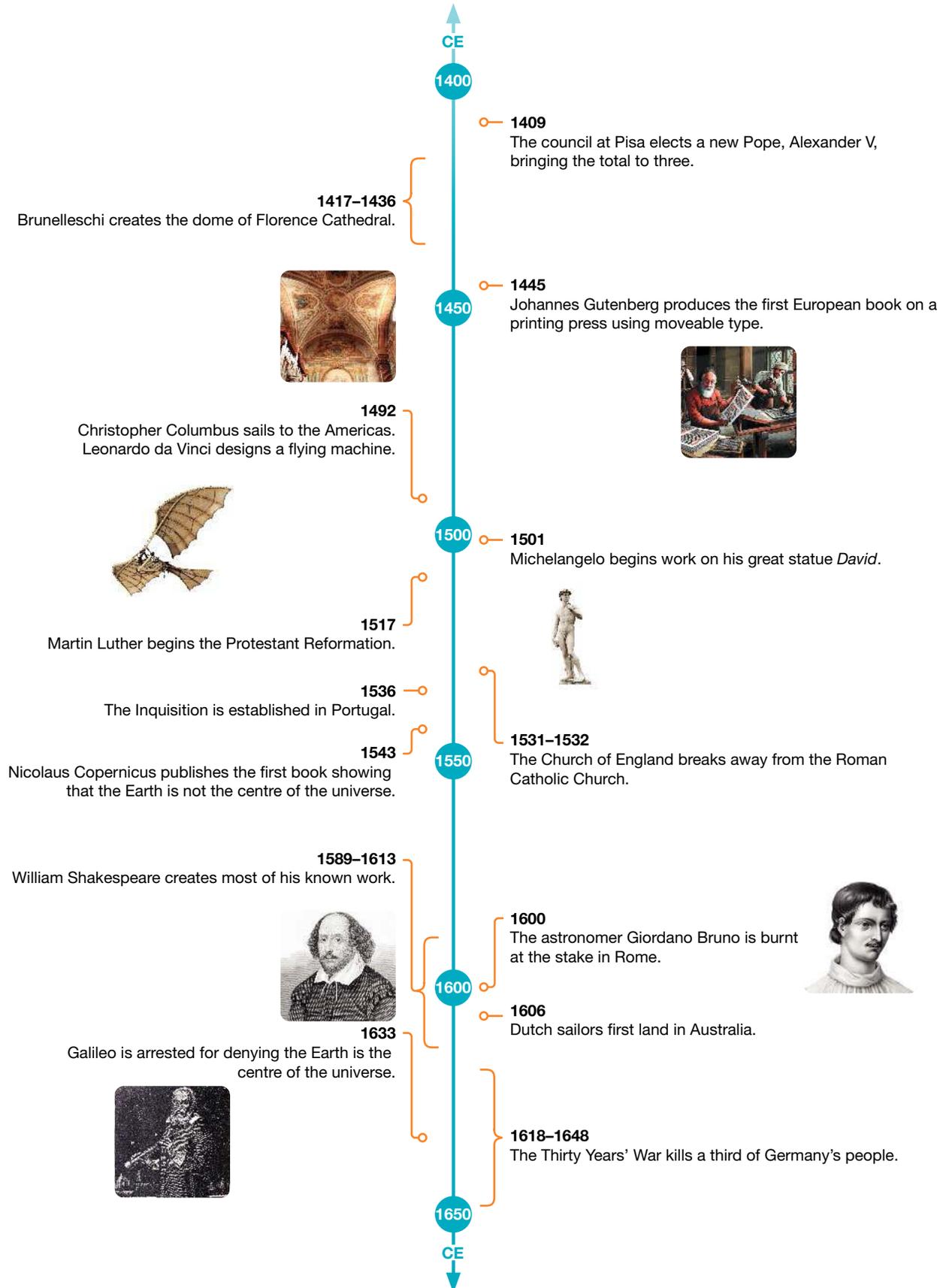






To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the Renaissance



10.2 Examining the evidence

10.2.1 How do we know about the Renaissance era?

The term *Renaissance* comes from the old French term *renaistre* meaning ‘rebirth’ and was first used in 1860 by Swiss historian Jacob Burckhardt to describe the renewed interest in the ideas of ancient Greece and Rome during the fifteenth century in Italy.

10.2.2 What was the Renaissance?

During the Renaissance the study of classical texts and artefacts combined with innovation to create a period of great cultural change. It was a period of cultural expression and renewed intellectual curiosity that challenged some existing values, particularly in religion and politics. Humanism stressed the dignity of human beings and the importance of reason and inquiry.

The writing of the time suggests a belief that they were part of a new direction in art and literature. Italian poet and scholar Francesco Petrarca (1304–1374) rejected the medieval era as a period of ‘darkness’. The idea of rebirth was used by the art historian Giorgio Vasari (1511–1574), who claimed in his *Lives of the Most Excellent Painters, Sculptors and Architects* (1550) that art had been ‘reborn’ in Italy in about 1250 and had reached maturity in Italy in the sixteenth century.

With the benefit of historical perspective, historians have argued that the social changes and cultural expression of the Renaissance developed from trends formed during the medieval period. The Crusades of the eleventh century brought Europeans into contact with exotic goods, such as spices from the East, and classical texts from Greece and Rome that had been preserved by the Byzantine and Arab civilisations. A number of universities were established in the medieval era, including Bologna in 1088, Oxford in 1096, Cambridge in 1209, Padua in 1222 and Naples in 1224. Many individuals who contributed to the changes associated with the Renaissance studied at these universities.

SOURCE 1 A view of the city of modern-day Florence, Italy. Filippo Brunelleschi’s great fifteenth-century dome of the Cathedral of Santa Maria del Fiore towers above the city.



10.2.3 Primary sources

A great many sources of information survive from the Renaissance that enable students to understand the period. A few examples are:

- maps and diaries of travellers who explored new areas previously unknown to Europeans, including *The Travels of Marco Polo* (c. 1350)
- histories of the Renaissance period, including Vasari's history of art *Lives of the Most Excellent Painters, Sculptors and Architects* (1550) and political histories of Florence by both Bruni and Guicciardini
- collections of letters that have survived, including the letters of early humanist Petrarch, the letters of artist Michelangelo and letters written by women such as the collections of Isabella d'Este and Nanini Medici
- the business accounts of merchants in cities such as Florence, Venice and Genoa
- wills written by various individuals, including women and the lower classes
- the contents of libraries, including those established by Cosimo de Medici and Federico of Urbino
- the preserved diaries of many careful diary writers including Marin Sanudo, Buonaccorso Pitti, Gregorio Dati and Marco Parenti
- books written during the Renaissance, including *The Prince* (1513) by Niccolo Machiavelli and the works of William Shakespeare (1564–1616)
- some of the writing of Martin Luther (1483–1546) that was printed on a press
- the music of composers including Giovanni Palestrina (1525–1549)
- the architecture, sculpture and art of the Renaissance, including the work of Brunelleschi, Leonardo, Michelangelo and Titian
- objects, such as the instruments used by Galileo to study the planets.

SOURCE 2 The Ospedale degli Innocenti (Hospital of the Innocents), built by Filippo Brunelleschi in 1419 as an orphanage, was commissioned by the Silk Guild of Florence. It is considered to be an excellent example of Renaissance architecture for its use of symmetry, proportion and columns.



10.2 ACTIVITY

Begin a timeline of the developments of the Renaissance. Leave enough space so that as you learn about the period you can continue adding events and personalities to your timeline.

Sequencing chronology

10.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.2 Exercise 1: Check your understanding

1. **HS1** Explain why a form of the old French word *renaistre* was used by Jacob Burckhardt to describe fifteenth-century Italy.
2. **HS1** Outline the ideas of humanism.
3. **HS1** List three universities that were opened in the medieval era. For each university, provide the date it was opened.
4. **HS1** Describe the evidence which suggests that the culture of the ancient Greek and Romans had not disappeared during the medieval period.
5. **HS1** List three types of written primary sources that survive from the Renaissance.

10.2 Exercise 2: Apply your understanding

1. **HS4** Describe the changes that occurred during the Renaissance.
2. **HS3** Select two primary sources described in this subtopic and explain what historians can learn from them.
3. **HS3** Study **SOURCE 1**. Why would one of the most prominent buildings in a European city be a church or cathedral?
4. **HS3** Examine **SOURCE 2**. Draw a table and record your impressions of the building. Use the headings 'See', 'Think', 'Wonder'.
 - (a) What do you see in the image?
 - (b) What do you think about what you can see?
 - (c) What do you wonder about the image?
5. **HS4** Identify any evidence that the ideas of the Renaissance were a continuation from the medieval period.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.3 The origins of the Renaissance

10.3.1 The growth of city-states

The fifteenth-century Renaissance began and thrived in Italy, especially in city-states such as Florence, Genoa and Venice. These cities were at the crossroads of trade routes linking Europe, the Middle East and Asia. From Italy, the Renaissance spread to northern Europe, especially after 1445 when books started to be printed in Europe.

During the Renaissance, Italy was made of independent city-states (see **SOURCE 1**). A city-state is an independent urban centre and the surrounding countryside, including small towns, that was governed by its own laws and political system. City-states were run by a variety of political systems, including **republics** such as Florence, Venice, Lucca and Siena. Others were controlled by **hereditary** rulers, such as Naples, which was ruled by a king, and Milan, which was ruled by a duke. The city-states were often at war with each other and competed for status.

Explore more with my  **World History Atlas**

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- The Western and Islamic world > **Renaissance Italy**

SOURCE 1 A map of Italy in 1494. In the fifteenth century, Italy was several separate states that were not unified until the late nineteenth century.



Source: Spatial Vision

10.3.2 The rise of the patron

Historians believe that the Renaissance began in Italy in the 1300s with a renewed interest in the ideas of classical Greece and Rome. Francesco Petrarch was one of the first Italian thinkers to translate these works, including the works of Cicero and Livy. Greek scholars, including Manuel Chrysoloras, moved to Italy bringing with them ancient manuscripts and teaching Greek in the schools and universities of Italy.

Growing trade with the East and new industries made a new group of medieval men wealthy. These businessmen, who made their money in banking and cloth production, wanted to show off their wealth and status. To do this they commissioned art, architecture, literature and music. These **patrons** had a significant role in the development and spread of the ideas of the Renaissance. Artists and intellectuals often moved from place to place in search of a patron, spreading the ideas of the Renaissance across Italy and later into Europe. The desire to imitate and surpass the ancient civilisations of Greece and Rome led to developments in art, architecture, literature, music, **philosophy**, education and science.

DID YOU KNOW?

Marco Polo (c. 1254–1324) was a Venetian traveller who left Europe in 1271 to journey to Asia. Travelling by ship and then overland, Polo passed through the Middle East and across the Asian continent via the Silk Road to China, where he spent 17 years. Polo returned to Venice in 1295, bringing with him porcelain, silks, spices and jade, along with many tales of his extraordinary travels.

SOURCE 2 From *The Travels of Marco Polo*, about the kingdoms and marvels of the East

Suju is a very great noble city. They possess silk in great quantities, from which they make gold brocade . . . and they live by their manufactures and trade. There are also in this city many great philosophers and diligent students of nature.

10.3 ACTIVITY

Using the internet and your library, research examples of art and architecture of ancient Greece or Rome. Examine your examples and suggest why Renaissance Italians may have been so impressed by them.

Determining historical significance

10.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.3 Exercise 1: Check your understanding

1. **HS1** Explain why Italy's location was important in exchanging goods and ideas.
2. **HS1** Define a city-state and explain the different ways they were governed during the Renaissance.
3. **HS1** Imagine that you are studying at a university during the Renaissance and write a diary entry describing your reaction to the arrival of the Greek scholar Manuel Chrysoloras.
4. **HS1** Suggest reasons why wealthy people may have become patrons of the arts.
5. **HS6** Explain the role of patrons in spreading the changes and ideas of the Renaissance.

10.3 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. List the states that were:
 - republics
 - kingdoms or duchies (ruled by dukes)
 - controlled by the Pope.
2. **HS3** Read **SOURCE 2** and explain why Marco Polo was impressed by the city of Suju.
3. **HS3** Read **SOURCE 2**. How accurate is Marco Polo's description of Suju likely to be?
4. **HS4** The Renaissance was a time that saw the emergence of many new products and new ideas. Create a mind map of these changes.
 - (a) Begin by putting the central idea of new products and new ideas in the centre.
 - (b) Think of as many products and ideas as you can and record them. You may like to work with a partner.
 - (c) Wherever possible record an example of a change (e.g. for new books record the name of a book, such as *The Prince* by Machiavelli).
 - (d) Use arrows to show connections between your ideas and products (e.g. you could connect the printing press with new books).
5. **HS6** Many wealthy noble and merchant families sent their sons to university. What might have been the benefit of a university education during the Renaissance?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.4 Florence: the cradle of the Renaissance

10.4.1 New industries

The city of Florence played a leading role in the development of the Renaissance and has been described as 'the cradle of the Renaissance'. It was a busy trading city with many people and products passing through each day. In the fifteenth century Florence had a population of 60 000.

Florence is located on the banks of the river Arno, which was important for the cloth industry. The city, surrounded by walls, controlled much of the surrounding countryside. The city made use of its local produce, such as oil and grain, to feed the population and provided work for people from the nearby villages. Previously, wealth had been based almost entirely on land ownership. However, during the Renaissance the main sources of economic wealth were banking, trade, craft goods and cloth manufacturing. In the fifteenth century the wool industry employed over 30 000 workers. Many of these workers were so poor that they were classified as *miserabili*, because they owned so little that they paid no tax. Many of the jobs in the wool and silk industries were low-paid, difficult and unpleasant jobs. For example, one part of the manufacturing process involved stamping on the wool in large vats containing urine. However, the **merchants** who owned the cloth became very wealthy from the profits.

DID YOU KNOW?

In 1339 Florence paved their roads. They were the first European city to do so.

SOURCE 1 A nineteenth-century copy of the *Pianta della Cantena*, a woodcut made about 1470, showing Florence at the height of the Renaissance



10.4.2 A guild government

As banking and cloth manufacturing became more profitable, merchant families campaigned for greater access to political power. Unlike some states in Italy, Florence was not ruled by one individual, it was a republic. In Florence there were many councils, each with a separate role. During the later medieval period, merchants and nobles had fought with one another for the greatest share of these offices. In 1293, a new law called the Ordinances of Justice changed the rules about who could participate in government. To be eligible to vote or have a position in any of the political bodies you had to be male, a citizen, a taxpayer and a member of a **guild**. In Florence during the Renaissance there were seven major and 14 minor guilds divided according to profession. The seven major guilds were: merchants; judges, lawyers and notaries; wool manufacturers and merchants; bankers; silk merchants and manufacturers; physicians and pharmacists; and furriers and skinners. As the nobility gained their income from their land they could not join a guild. However, many men from noble families used their money and friends to find a way around these rules and joined guilds.

SOURCE 2 Diary of Gregorio Dati entry from 1412

On 28 April my name was drawn out as standard-bearer for the militia company. Up until then I had not been sure whether my name was in the bags for that office, although I was eager that it should be both for my own honour and for that of my heirs . . . on the very day my name was drawn, I had taken advantage of the reprieve granted by the new laws and finished paying off my debts to the commune.

SOURCE 3 A speaker in the council assembly in Florence

The foundation of peace in democratic cities is equality in matters of offices and taxes. Our ancestors had provided for it, among other things, through the rotation of offices.

DID YOU KNOW?

Florentines were so concerned about one person taking control of the city that they created a number of rules around election to office. These included using bags to draw out names at random and voting using coloured beans for anonymity.

10.4.3 The Medici family

Despite the efforts of Florentines to share power between all eligible families, the government was dominated by the wealthiest merchant families. These families used a network of friends and family to influence politics in the city. The most famous of these was the Medici family. The wealth of the family came mainly from the Medici bank. In the mid-fifteenth century Cosimo Medici came to dominate Florentine politics; however, he took care not to attract jealousy, by riding on a donkey. Cosimo continued to influence Florentine politics until his death in 1464. The Medici family were important figures in Florence, their influence continuing under Cosimo's son Piero and then his grandson Lorenzo. The influence of the family ceased for a time with the banishing of Piero the Younger from Florence in 1494, when the Florentine government was angered because he made a deal on their behalf with the French to surrender the city. The Medici family returned to Florence in 1512 and established themselves as dukes of the city.

SOURCE 4 Niccolò Machiavelli wrote about Cosimo Medici in his *History of Florence*.

Although he was the chief man in Florence, he never overstepped the bounds of prudence . . . he never appeared anything but a simple citizen.

SOURCE 5 The *Procession of the Magi* by Benozzo Gozzoli shows Cosimo Medici riding a donkey in the bottom left corner of the painting.



SOURCE 6 Pope Pius II writing about Cosimo Medici

. . . not so much a citizen as the master of his city. Political councils were held at his house; the magistrates he nominated were elected; he was king in all but name and state.

SOURCE 7 Alessandro Strozzi wrote about the great influence Cosimo Medici had over Florence.

Whoever keeps in with the Medici does well for himself.

10.4.4 Interest in the classical world

The wealthy merchants of Florence were among the first people in Italy to have an interest in the classical world and played an important role in the Renaissance as patrons. They paid for a range of work to be created for churches, public buildings and private collections. Cosimo Medici was a great patron of humanists, artists, sculptors and architects. He gave money to humanist thinkers Poggio Bracciolini and Marsilio Ficino, as well as commissioning the translation of Diogenes Laertius's *Lives of Philosophers*. Both Donatello's *David* and *Judith and Holofernes* were commissioned by Cosimo for his palace. He paid for work on several churches in Florence including the Church of San Marco. Cosimo's grandson Lorenzo Medici was also a great patron and commissioned a range of work including Sandro Botticelli's *Primavera*. In the early Renaissance the patron and not the craftsmen decided many of the details of a work. This could include selecting the content, composition and colours in a painting. For this reason the patron was often considered the creator of a work. The banker Giovanni Rucellai commissioned Leon Battista Alberti to create the façade of the church Santa Maria Novella. In the inscription on the façade, Rucellai names himself as the maker. Many wealthy merchant families, such as the Strozzi in **SOURCE 8**, built their families new palaces. Rucellai wrote that his spending on architecture reflected 'his desire to honour God and his city and in memory of himself'.

SOURCE 8 The Strozzi Palace was begun in 1489 by Benedetto da Maiano for Filippo Strozzi. Filippo bought and demolished a number of buildings on the site to make enough space for the new palace but he did not move from the site of his family's original house.



DID YOU KNOW?

Girolamo Savonarola was a Catholic priest who accused political and religious leaders of being corrupt. He was also very critical of the classical influences in literature, art and sculpture, which he described as pagan. He was particularly critical of the Medici family, who he thought were taxing the poor of Florence too heavily. He encouraged his followers to burn items he regarded as sinful, such as books, art and luxury items in the Bonfires of the Vanities. He was hanged and burnt for his criticism of the church.

10.4 ACTIVITIES

1. Draw a cartoon strip that explains how Florence was governed throughout the Renaissance. Begin with the landowning nobles in power, include a description of the Republican structure and the control of the Medici family, and end with the Medici Dukes. Don't forget to include the expulsion of Piero the Younger in 1494.
Identifying continuity and change
2. Draw a Venn diagram of the similarities and differences between a modern republic and the republic of Florence.
Identifying continuity and change
3. Research some of the worst jobs in the Renaissance. For example, you may look up the role of a 'fuller' or a 'carder' who worked in the wool industry. What were the conditions of this job?
Determining historical significance
4. Research how the river Arno in Florence was used in cloth-making during the Renaissance. What was the impact of cloth-making on the health of the river?
Determining historical significance
5. Research one member of the Medici family. (Consider finding out about one of the female members of the family like Lucrezia Tornabuoni or Catherine Medici.) How did this individual contribute to Renaissance society?
Determining historical significance

10.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.4 Exercise 1: Check your understanding

1. **HS4** Compare the sources of wealth during the medieval era and the Renaissance in Florence.
2. **HS4** In your opinion, were the same people wealthy in both eras? Provide reasons for your opinion.
3. **HS1** Describe what life was like for the majority of people in Florence.
4. **HS1** Explain how it was decided that a person could participate in government in Florence.
5. **HS1** What checks and balances were in place in the Florentine government to prevent one individual from becoming too powerful?
6. **HS1** Explain why it was important to keep on good terms with the wealthy merchant families of the city.
7. **HS1** Explain why Cosimo Medici rode on a donkey. Do you think this strategy was effective?
8. **HS1** Explain how the actions of Piero the Younger contradicted the republican ideals of the Florentine government.
9. **HS1** Identify the different reasons individuals paid for works of art and architecture.
10. **HS1** Explain how a patron might influence the nature of an artwork.
11. **HS1** Explain why Giovanni Rucellai paid for architecture.

10.4 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
 - (a) Suggest reasons why most of the buildings were built inside the city walls.
 - (b) Which buildings do you think were most important in the city?
 - (c) Examine the buildings closely and suggest what each one may have been used for.
 - (d) Suggest what the river Arno may have been used for during the Renaissance.
2. **HS3** Read **SOURCE 2**.
 - (a) What can we learn about the election process in Florence?
 - (b) Why was it important that Gregorio Dati had paid off his 'debts to the commune' before his election to office?
3. **HS3** Using **SOURCE 2** as evidence, explain why Gregorio Dati believed election to office was important?
4. **HS3** How useful is **SOURCE 2** in helping us to understand the political system in Florence during the Renaissance?
5. **HS3** Read **SOURCE 3**.
 - (a) According to the speaker how did democratic cities ensure equality in offices?
 - (b) The person is making a speech in one of the political bodies in Florence. Evaluate how accurate this source is likely to be in describing the government in Florence at this time.
6. **HS3** Study **SOURCES 4–7**. What evidence is there that Cosimo Medici was a powerful man in Florence?
7. **HS3** Look carefully at **SOURCE 5**. It is a painting of the three wise men.
 - (a) Why do you think Cosimo Medici has placed himself in the painting?
 - (b) What is he trying to suggest about himself?

8. **HS3** Some parts of **SOURCE 5** are factually inaccurate. Is the painting still useful to historians trying to understand Renaissance society?
9. **HS3** What do we learn from Pope Pius II (**SOURCE 6**) and Alessandra Strozzi (**SOURCE 7**) about the methods Cosimo Medici used to influence politics in Florence?
10. **HS3** Given that Machiavelli was from Florence why might his account of Cosimo Medici (**SOURCE 5**) differ from Pope Pius II (**SOURCE 6**)?
11. **HS3** Examine **SOURCE 8** and suggest what impression Filippo Strozzi was trying to create about himself and his family with the design of his family palace.
12. **HS5** Which group or groups in Florence participated the most in the changes of the Renaissance? Why do you think this was the case? Share your ideas in a class discussion.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.5 Venice: the serene republic

10.5.1 A city built on a lagoon

Venice was a republic ruled by wealthy merchants. By the thirteenth century it had become a strong naval power and a centre of trade at the crossroads between Europe, Asia and the Middle East.

From humble origins on a lagoon in the Adriatic Sea, Venice grew to be one of the richest and most powerful city-states in Italy. The city is built on marshy islands so that the buildings appear to rise from the sea. The early Venetians were fishermen and sailors. They traded fish and salt for the products they could not grow. By the fifteenth century, Venice had a trading network that went in all directions as you can see in **SOURCE 2**. They had ports down the Adriatic coast through the Greek islands to Egypt, the Far East, to Constantinople and the Black Sea. Venetian ships brought timber, grain, salt, fruit and wine from the Mediterranean. From the East they brought silks, spices, drugs and jewels. People came great distances to do business in Venice. Many people came to live in Venice to do business including, Greeks, Albanians, Turks and Germans.

Cardinal Bessarion, himself from Greece, was one of many immigrants who came to live in Venice. In a letter of 1468 he said ‘As all peoples of almost the entire world gather in your city, so . . . do the Greeks’.

SOURCE 1 The city of Venice was built on a lagoon and had streets of water. People moved around the city on foot or by boat.



SOURCE 2 Map of the Venetian sea trade routes



Source: Adapted from Patricia Fortini Brown, *The Renaissance in Venice*, pp. 12–13, The Everyman Art Library 1997. Map drawn by Spatial Vision.

SOURCE 3 A Venetian noble was not allowed to call his home a palace. He had to call it a *ca'*, short for *casa*, a house.



10.5.2 Ship building

In order to trade goods the Venetians built large ships or galleys. Ship building was so important to the economy that it was controlled by the government. By 1560 Venice was the largest industrial site in Europe employing over 2000 workers. The Venetians used standardised parts for easy replacement. In times of emergency a ship could be built very quickly. In 1570 they built 100 ships in two months. Because ship building was so important the craftsmen were given special pay and conditions. This included ceremonial roles like being body guards to the head of the Venetian republic. However, the **arsenalotti**, as they were known, were not allowed to leave Venice because they might share the secrets of Venetian ship buildings.

SOURCE 4 A Spanish visitor's description of a Venetian ship filled with supplies

Out came a galley towed by a boat and from the windows they handed rope from one, bread from another, arms from another . . . and when the galley reached the end . . . all the necessary men were on board.

10.5.3 The Venetian Republic

Venice was a republic from 1297 until 1797 when the city surrendered to Napoleon. During this period Venetians enjoyed political stability. In 1297, a law was passed declaring that only men whose families had their name in the *Book of Gold* were eligible for political office. Although they were called nobles these men earned their income from trade. All eligible men over the age of 30 were expected to sit in the Great Council when they were in Venice. The Great Council was the first level of Venetian government. Its main function was to elect the other councils. The Venetian government was made up of several councils each with its own function. The head of the Venetian government was called the Doge. The Doge was elected through a very complicated process. He could do very little by himself. In fact he was not allowed to open his own mail or receive visitors alone. This was to prevent him from becoming too powerful. Both Venice and Florence were ruled by rich merchants who were determined to limit the power of individual men and families. Therefore, they used complicated voting to prevent vote rigging and multiple councils to spread the power of office.

Venetians and her visitors were impressed by the beauty of the city. They admired her canals, richly adorned buildings, thriving economy and diverse population. Art, architecture and sculpture were paid for to enhance the image of the Republic. Titian, Tintoretto, Veronese, Sansovino and Palladio all produced works that glorified Venice. Priuli said that she appeared to be 'built more by divine will than human hand'.

DID YOU KNOW?

Festivals were used to affirm the image of the state. For example, during the Ascension Day celebrations the Doge dropped a gold ring into the sea and declared, 'we wed you, sea, in token of true dominion'.

SOURCE 5 Juno bestowing gifts on Venice by Paolo Veronese, 1553–1554. The figure above is the ancient Roman god Juno and she is showering gifts on Venice, who is represented as a woman.



DISCUSS

Discuss the following statement: The Renaissance was cradled in the two major cities of medieval Italy: Florence and Venice.

[Critical and Creative Thinking Capability]

10.5 ACTIVITIES

1. Use your library and the internet to research the ancient Roman goddess Juno. What impression are the Venetians trying to create of themselves in **SOURCE 5** by depicting their city as a woman receiving these gifts from Juno?
Using historical sources as evidence
2. The Venetians had a large empire, in part to protect their sea ports. Venetian rule could be harsh or benevolent. Select one sea port in the Venetian empire and use your library and the internet to find out about its history as a Venetian colony. Some questions you should investigate are:
 - (a) How did the Venetians rule?
 - (b) What evidence is there of Venetian influence?
 - (c) What was the culture of the native people?**Using historical sources as evidence**

10.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.5 Exercise 1: Check your understanding

1. **HS1** Explain why it was necessary for Venetians to trade goods.
2. **HS1** Was Cardinal Bessarion impressed by the mix of people in Venice? Justify your answer.
3. **HS1** Imagine that you have recently arrived in Venice to do business. Write an account of your time in the city. Describe the city, including the other people you see and the types of goods being traded.
4. **HS1** Why was ship building important in Venice?
5. **HS1** How did the Venetian government try to control the arsenalotti?
6. **HS1** How did the Venetians make it easier to replace parts on the ships?
7. **HS1** Explain why the city of Venice was admired.
8. **HS1** Explain why the Venetians used a complicated voting system to elect the Doge.
9. **HS1** Why might Priuli have believed that Venice was made by divine will?

10.5 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1** and suggest how the canals would have affected the appearance of Venice and the daily life of people in the city.
2. **HS3** Examine **SOURCE 3** and suggest why the Venetian government preferred the word ca' to palace.
3. **HS3** Using **SOURCE 2**, explain what was traded by the Venetians in each location.
4. **HS3** Explain what we learn from the Spanish visitor in **SOURCE 4** about how the galleys were loaded.
5. **HS3** Study **SOURCE 5**. Identify the gifts Juno is giving to Venice. What might each one represent?
6. **HS3** Examine **SOURCE 2**. Note the locations of the Venetians ports along the trade routes. Suggest why the Venetians may have needed these ports along their trade routes.
7. **HS6** What evidence is there that the Venetians had connections with other cultures?
8. **HS6** How important was the empire of sea ports to the Venetian economy?

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10.6 Renaissance society

10.6.1 The importance of family

Many institutions were important during the Renaissance. Family was an important source of comfort and support. In the growing cities of the Renaissance, people also relied on connections with the people living in their local area. Another important institution was the parish Church, where significant occasions were celebrated and which held many feast days and festivals.

For many people, their family provided guidance, advice and connections. As recommendations were essential, people also depended on their family and friends to make introductions for them. For the merchant families these networks were essential for conducting business. For the working class and women, networks allowed them to develop new friendships and ask for favours. Local identity and relationships

were very important in the Renaissance. In Venice, every autumn men from two districts, the Castellani and the Nicolotti, staged fights called ‘the war of the fists’ on bridges for the pride of their *sestieri* (district). The fights were bloody and ferocious.

SOURCE 1 *Piazza del Mercato Vecchio, Florence* (The Piazza of the Old Market) by Jan van der Straet, 1555. The piazza was a large open space where people gathered to shop, socialise and conduct business.



10.6.2 The role of the Church

The Catholic Church continued to play an important role in most people’s lives in Italy during the Renaissance. Significant occasions like birth, engagement, marriage and death were usually marked in the parish church. Throughout the year numerous religious feasts and festivals were held expressing religious devotion and pride in the city-state. The Pope was the head of the Catholic Church. He was also a powerful political figure with his own army. Although most people accepted its teachings, some began to question the abuses of power and corruption within the Church.

SOURCE 2 Ascension Day celebrations in Venice as described by Petrarch

The size of the multitude is . . . hard to believe; both sexes and every age and station were represented. The Doge himself with a great bank of leading men.

10.6.3 Women in Renaissance Italy

Renaissance Italy was a patriarchal society that favoured men. Women were generally believed to be inferior to men. However, there were exceptions. Some men educated their daughters and trusted their wives with important tasks like managing the estate while they were away on business. Women generally received a limited education that prepared them for tasks in the home. The women of noble or merchant families tended to be restricted to the home, while poorer families could not do without the work of women. These women often worked as servants, spinners or leather workers. For women from wealthy families, the parish church was a welcomed outlet for socialisation.

Many of the decisions in the life of Renaissance women were made by her male relations. For the wealthy, marriage was a chance to form alliances between two families and the match was a family decision. For example, Cosimo Medici was married to Contessina Bardi, who was from an old Florentine family. The bride and groom could not see each other until the ceremony. Women were usually married between the ages of 15 and 19. Men tended to marry in their mid-twenties or later. Nanini Medici wrote in frustration to her brother Lorenzo ‘Don’t be born a woman if you want to have your own way’.

SOURCE 3 Diary of Buonaccorso Pitti

I resolved to get married. Since Guido di Messer Tommaso was the most respected and influential man in the city, I decided to put the matter in his hands and leave the choice of bride up to him.

In order to marry, a woman needed to have a **dowry**. As a woman could not marry without a dowry, wealthy individuals donated dowries to poor girls in their city. However, some girls from poor families had to work for years to earn enough to marry. Women had few options outside of marriage. Some became nuns, but even a convent required a dowry. Some women without family who could help them were forced into prostitution. The dowries of merchant women became so large that Alessandra Strozzi declared ‘Whoever takes a wife wants money’.

10.6.4 Childhood in Renaissance Italy

Life was short in Renaissance times, with few people living into their forties. Working class houses usually had no more than two rooms, a bed, table and bench, and a few utensils. Yet in most families a child was born every two years. In poorer families particularly, most children did not live long enough to reach adulthood. Childbirth itself was so dangerous that it was common for women to make their wills before a baby was due to be born.

SOURCE 4 This painting of Lucrezia Borgia (1480–1519) was created by the artist Pinturicchio. She was the daughter of Rodrigo Borgia, who later became Pope Alexander VI, and Vannozza dei Cattanei, one of Rodrigo’s mistresses. The Borgia family was ruthless and corrupt, but also wealthy and very powerful. The family arranged several marriages for Lucrezia to further their own power and influence. It is generally believed that Lucrezia’s brother, Cesare, had her second husband murdered.



In all social classes children were regarded as little adults and expected to dress and behave like their elders. But, unlike their elders, children had no rights. Peasant and artisan children usually had no formal education. In peasant families children were put to work in the fields as soon as they were old enough to be useful. In artisan families, children would work alongside their fathers from an early age, with boys normally learning the father's trade through apprenticeships from about age fourteen.

It was only among the wealthy classes that childhood began to be seen as a period of freedom from the responsibilities of adult life. Upper class boys usually attended colleges from around age seven to fifteen unless they had home tutors. Upper class girls might attend a convent school until they were married or became nuns.

In all classes, girls had less status than boys. Babies were often abandoned or left at orphanages because their parents had died, were unmarried or could not afford to keep them. The records of the city-states show that two-thirds of all abandoned babies were girls. To relieve the burden on poor families, many girls were sent out to work as servants in wealthy households. Although some were treated well by their employers, others suffered physical and sexual abuse and the laws gave them little protection from such treatment.

SOURCE 5 This illustration appeared in a Grammar text by Elio Donato and shows Maximiliano Sorfza at school. Maximiliano Sorfza was the son of the Duke of Milan, Ludovico Sorfza, and he became duke himself in 1512.



10.6.5 Social minorities

Not all groups were treated equally in Italian society during the Renaissance. Non-Italians were often excluded in various ways, as were slaves, prostitutes and homosexuals. People of the Jewish faith were a vital part of Venetian society during the Renaissance as they provided loans to the Venetian merchants. The financial service provided by Jews was essential to the Venetian economy, however, as Christians, the Venetians had some prejudices about the Jewish culture. As a result, Jewish people were subjected to a number of laws. In 1516, a law required all Jews to live in one location — the area of the Foundry. Jews were also subjected to a curfew that meant they had to be indoors at sundown. The Jewish community was made to pay for the walls of the ghetto and for the wages of Christian guards.

DID YOU KNOW?

The term 'ghetto' may come from the Italian *getto* meaning foundry or from *barghetto*, a small section of town.

10.6 ACTIVITIES

1. Use the internet to research the life of Lucrezia Borgia (see **SOURCE 4**). Prepare a presentation in which you give a brief outline of her life and explain what her story reveals about the character of Renaissance Italian society and the position of women in that society. **Using historical sources as evidence**
2. As well as people of the Jewish faith, many other groups lived in Venice during the Renaissance, including Greeks, Germans and Turks. Select one group and research how they were treated. Pay attention to the privileges and restrictions placed on your chosen group. **Analysing cause and effect**

10.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.6 Exercise 1: Check your understanding

1. **HS1** Explain the types of assistance family and friends provided an individual.
2. **HS1** Explain the role of the Church in people's lives during the Renaissance.
3. **HS1** Explain in what ways life was difficult for women during the Renaissance.
4. **HS1** Explain the purpose of marriage for merchant families.
5. **HS1** How did childhood vary between peasant, artisan and merchant families?
6. **HS1** What extra risks did female babies and children face during the Renaissance?
7. **HS1** Explain the restrictions that were placed on Jewish people in Venice during the Renaissance.

10.6 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
 - (a) Describe the types of social interactions you can see in the painting.
 - (b) What do you notice about the people in the painting?
 - (c) Who is in the market?
 - (d) Who do you *not* see in the market? Why might this be?
2. **HS3** What does **SOURCE 2** tell us about the significance of the celebration of Ascension Day?
3. **HS3** How might Nanini Medici be different from most Renaissance women? Does this make her statement a less useful source for historians? Provide reasons for your answer.
4. **HS3** Alessandra Strozzi declared 'Whoever takes a wife wants money'.
 - (a) What does this statement tell us about Renaissance attitudes to marriage?
 - (b) Evaluate whether Alessandra Strozzi is likely to be a reliable source about marriage in Renaissance Italy.
5. **HS3** What evidence is there in **SOURCE 3** that Buonaccorso Pitti hoped to increase his own status through his marriage?
6. **HS3** Examine **SOURCE 5** and record the activities you see in the illustration. This illustration appeared in a book describing the different parts of language, or grammar. Suggest reasons why Elio Donato might have included Sorfza in the image?
7. **HS3** Write four questions a historian investigating the Renaissance could ask when analysing **SOURCE 3**.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.7 Artistic stars of the Renaissance

10.7.1 Renaissance painting and sculpture

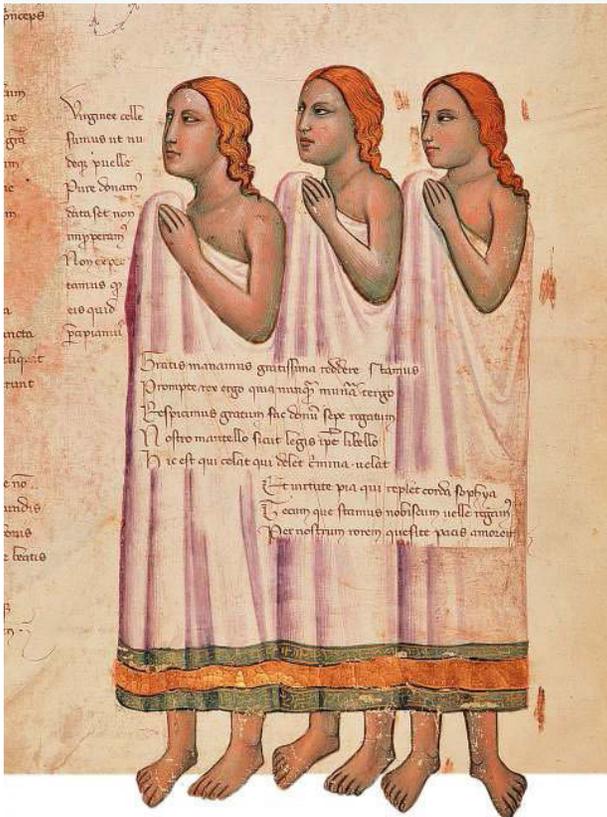
Many people consider the Italian Renaissance artists, sculptors and architects to be among the greatest of all time. Among the most famous are Michelangelo Buonarroti (1475–1564), Leonardo da Vinci (1452–1519), Raphael (1488–1520) and Titian (1488–1576).

During the Renaissance, there was a great increase in demand for the works of talented painters, sculptors and architects, and cities competed to attract them by promising great rewards. Renaissance visual artists created works that were different in style from most art of the Middle Ages (compare **SOURCES 1** and **2**). Artists experimented with technique, light and colour. Unlike earlier artists, they used rich colours and tried

to show depth in scenes by painting perspectives and distances realistically. This gave their paintings the feeling of having three dimensions. Artists began to use oil paint, and many of them created **frescoes** on buildings by applying paint to wet lime plaster.

Many medieval sculptures were shallow figures carved out of a background, known as relief sculptures. Renaissance sculptors were inspired by ancient Greek statues of the classical style that had developed in the fifth century BCE. They were also inspired by Roman statues that copied this Greek style. To achieve realism, Renaissance painters and sculptors used live models to create the figures in their works. They also studied **anatomy** to gain a better understanding of how the human body functions and moves.

SOURCE 1 An illustration from a medieval manuscript depicting the Three Graces (goddesses from Greek and Roman myths)



SOURCE 2 A detail from Sandro Botticelli's painting *Primavera* (c. 1482) showing the Three Graces



Subject matter

Like medieval artists, Renaissance artists still painted religious scenes, especially scenes depicting events in the Bible and the lives of saints. However, many also worked on other subjects including scenes from Greek and Roman myths, landscapes and portraits, especially of their wealthy patrons.

DID YOU KNOW?

Antonio Pollaiuolo, who lived during the fifteenth century, was probably the first artist to dissect (cut up) human corpses to study anatomy. Leonardo da Vinci did the same and even discovered that hardening of the arteries was a cause of death in older people.

SOURCE 3 The sculpture shows the Trojan priest Laocoön and his sons being crushed to death by snakes. The sculpture was rediscovered in a vineyard in Esquiline Hill on 14 January 1506 and had a great impact on Michelangelo.



SOURCE 4 Moses by Michelangelo, 1515, was influenced by the rediscovered classical sculpture of Laocoön shown in **SOURCE 3**.



10.7.2 Renaissance architecture

Like Renaissance sculptors, Renaissance architects were inspired by the reawakened interest in the knowledge and techniques of ancient Greece and Rome. The remains of ancient Roman buildings with their Greek columns and Roman arches and domes stood in many places, especially in Italy. Architects copied their styles and techniques to design new buildings.

Among the most brilliant of their works is the dome of the Cathedral of Santa Maria del Fiore in Florence. The building of this church had commenced in 1296. In 1419 Filippo Brunelleschi (1377–1446) won a competition to design its dome. Brunelleschi was inspired by the dome on the Pantheon, but he devised unique solutions to the problem of constructing a dome of such size. He used a herringbone design and a double skin. His completed dome is considered one of the greatest architectural achievements of the Renaissance (see **SOURCE 1** in subtopic 10.2).

SOURCE 5 Michelangelo Buonarroti's famous *Pieta* (meaning 'pity'). The marble sculpture depicts Mary holding the body of her son Jesus Christ after his crucifixion.



DID YOU KNOW?

The home was regarded as the place for women in Renaissance Italy. However, by the sixteenth century humanist influence made it possible for a few women from the upper classes to study painting. Although women were barred from academies where male nudes provided models, some women managed to become successful artists. Among them were Sofonisba Anguissola; Marietta Robusti, the daughter of the famous artist Tintoretto; and Caterina dei Vigri, a nun.

SOURCE 6 *The School of Athens* by Raphael, showing Aristotle and Plato in discussion in the centre of the painting.



10.7 ACTIVITY

Select one famous Renaissance artist, sculptor or architect to research. Find at least two examples of their work and explain the qualities of each.

Identifying continuity and change

10.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.7 Exercise 1: Check your understanding

1. **HS4** How did art change during the Renaissance?
2. **HS1** Why did artists study anatomy?

3. **HS1** What subject matter did Renaissance artists include in their work?
4. **HS1** What ancient styles inspired Renaissance sculptors and architects?
5. **HS1** Explain the process of painting a fresco.

10.7 Exercise 2: Apply your understanding

1. **HS3** Compare **SOURCES 1** and **2**. Identify three differences between the styles of these two artworks using the following headings:
 - Depth
 - Realism
 - Colour.
2. **HS3** Examine **SOURCES 3** and **4**. What evidence is there that Michelangelo was influenced by the discovery of Laocoön?
3. **HS3** Look closely at **SOURCE 5**.
 - (a) Describe the details of the sculpture.
 - (b) Describe the emotional effect of the sculpture.
 - (c) What would have been the difficulties of carving this out of a single piece of marble?
4. **HS3** Examine **SOURCE 6** and identify as many classical influences as you can. Pay attention to the use of perspective, the use of columns and arches, the figures and the style of dress.
5. **HS4** What were the greatest changes in art, sculpture and architecture during the Renaissance?

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10.8 The spread of the Renaissance

10.8.1 A widening movement

From about 1450, the Renaissance spread from Italy to Europe. Historians call this movement the Northern Renaissance. Ideas were spread in several ways: through wealthy individuals importing Italian art and employing Italian artists and architects; through trade; through northern European students attending Italian universities; and through northern writers and scholars who were influenced by Italian humanism. But the most important reason for the spread of Renaissance ideas was the growing availability of printed books.

Influential scholars, such as Erasmus and Rabelais, spread humanist ideas as they travelled. King Francis I of France brought in Italian artists, including Leonardo da Vinci, to paint for his court. Several Italian artists came to Poland from the mid-fifteenth century. King Ivan III brought in Italian architects to design Russian buildings. Young Hungarians studying in Italy returned with humanist ideas and, in the late fifteenth century, the Hungarian city of Buda became an important centre of the arts with one of Europe's greatest collections of books.

The spread of the Renaissance was not about the copying of Italian ideas but the development of them. In Northern Europe, the brothers Hubert and Jan van Eyck perfected techniques of painting in oils. This enabled paintings to survive for a longer period of time. In the Netherlands, the painter and printmaker Pieter Bruegel (1525–1569) followed Italian artists in depicting scenes from the Bible. An example is his famous *Massacre of the Innocents* (1565–67), which depicts the biblical story of King Herod's attempt to wipe out all young male children in ancient Bethlehem. However, Bruegel also explored other ideas in his artwork, such as the horrors of war in his *Triumph of Death* (1562), and he went on to influence many artists through his landscapes and scenes of peasant life.

10.8.2 The English Renaissance

Some historians have argued that cultural developments in England were unrelated to the movement that began in Italy. However, from the early sixteenth century, Renaissance culture flourished in England, especially through the works of poets such as John Milton and John Donne, and playwrights such as

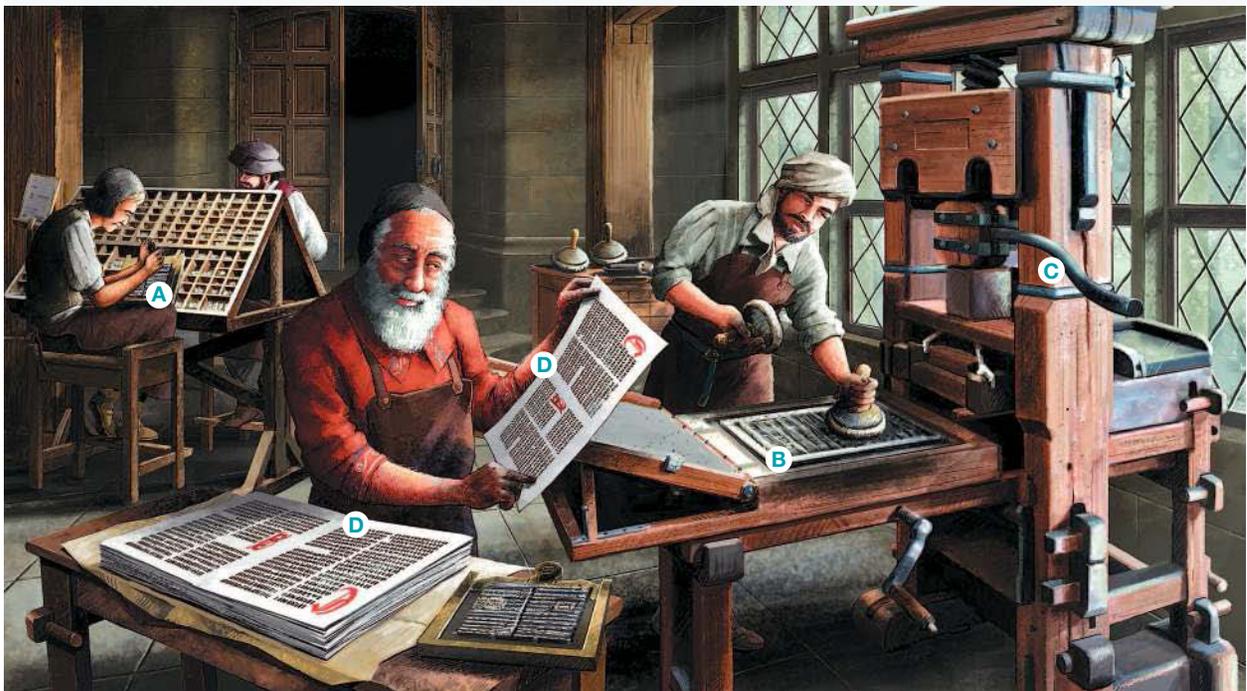
Christopher Marlowe and William Shakespeare. Of all the great figures of the English Renaissance, none has had a more lasting influence than Shakespeare.

The printing press

Even though many Europeans were illiterate, no means of spreading Renaissance ideas was more important than the printing press. A form of printing with moveable type had been used in China since the late tenth century, but the first European printing press was developed in Germany between 1440 and 1452 by Johannes Gutenberg (1398–1468), a goldsmith. Before Gutenberg's press, books had to be copied by hand or printed from wooden blocks on which each letter had to be hand-carved. This process was very time consuming and therefore very expensive.

Gutenberg's press and those that improved upon it used movable metal type. This enabled books and pamphlets to be mass-produced so that ideas could circulate widely. Books were generally printed in Latin because it was the international language of scholars. They were also printed in the various languages used by the peoples of Europe. The first book produced on Gutenberg's press was the *Gutenberg Bible*, which was completed in 1456.

SOURCE 1 A modern artist's impression of printers producing books on a fifteenth-century printing press



- A** Metal letters, numbers and symbols called 'type' were arranged and rearranged side by side in rows held together by a frame to create each page of print.
- B** A frame of type was then fixed onto the press and the surface of the type was covered with ink.
- C** A press, adapted from a wine press for squashing grapes, was pulled down to press sheets of paper against the ink-covered type in the frame.
- D** The press was raised and the printed pages were removed. The complete sets of pages were bound together to make a copy of a book.

DID YOU KNOW?

A Renaissance printing press could produce 3600 pages in a day. It has been estimated that more than 20 million copies of books had been produced on printing presses by 1500. By the late sixteenth century, ten times as many had been printed.

10.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.8 Exercise 1: Check your understanding

1. **HS1** How did trade, students, scholars and artists contribute to the spread of Renaissance culture?
2. **HS1** Which European city had a great collection of books by the late fifteenth century?
3. **HS1** Who developed the printing press?
4. **HS1** How were books printed before using the printing press?
5. **HS1** How many pages could a Renaissance press produce in a day?

10.8 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1** and explain what skills might have been needed to operate a Renaissance printing press.
2. **HS6** Evaluate the claim that the most important reason for the spread of Renaissance culture was the invention of the printing press.
3. **HS4** Identify the changes in the culture of the Renaissance as it spread from Italy to the rest of Europe.
4. **HS6** Consider the patrons who helped to spread the ideas of the Italian Renaissance. In your opinion, was wealth an important factor in encouraging the ideas of the Renaissance? Support your opinion with evidence.
5. **HS6** Rank in order of significance the factors that spread the ideas of the Renaissance. Provide reasons to justify the choice of most important factor.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.9 A scientific revolution

10.9.1 The humanists

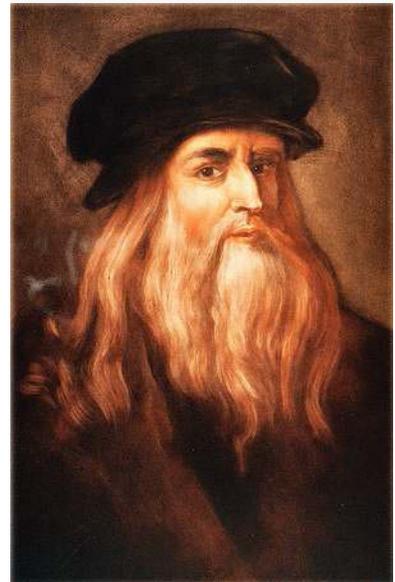
During the Renaissance, there was a renewed interest in a broad curriculum including a range of subjects like poetry, music, mathematics, rhetoric and science. Therefore, a scholar could be a priest, philosopher, scientist, artist and inventor. That is why the terms ‘Renaissance man’ and ‘Renaissance woman’ are still used to describe someone whose knowledge spans a wide range of fields of study.

The ideas of the humanists also encouraged people to use their talents to create, invent and explore. For example, Pico della Mirandola (1463–1494) was a humanist who argued that God gave humans the potential to achieve great things if they used their talents.

Leonardo da Vinci (1452–1519)

Leonardo was one of the most remarkable of all the Italian Renaissance thinkers. He is most famous for his art, especially the *Mona Lisa* — arguably the most famous of all paintings. But he also conducted observations and experiments in biology, anatomy, geology, engineering, astronomy, mathematics and music. Leonardo was a great inventor. Among Leonardo’s many designs was an underwater diving suit, a robot and a glider.

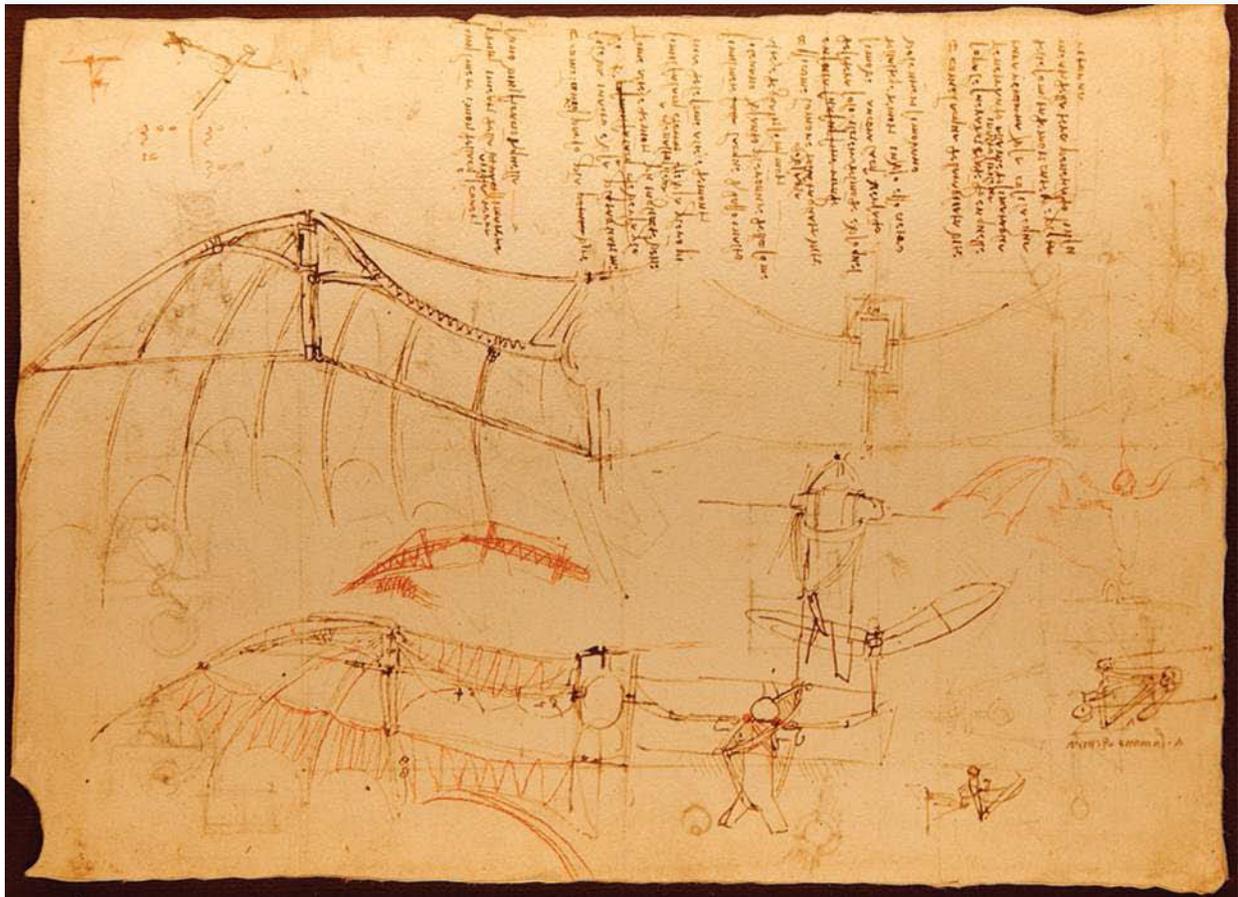
SOURCE 1 Self-portrait of Leonardo da Vinci



DID YOU KNOW?

Leonardo da Vinci recorded his observations, ideas and inventions in over 4000 pages of notebooks. These have to be read with a mirror because Leonardo wrote everything backwards.

SOURCE 2 Leonardo da Vinci's sketch and instructions for building a glider



SOURCE 3 In 2002, Steve Roberts built a glider based entirely on Leonardo's sketches and instructions produced between 1490 and 1505. Roberts used only materials that would have been available in Leonardo's time. The glider reached 10 metres above the ground and flew for up to 17 seconds on its longest flight.



Nicolaus Copernicus (1473–1543)

Copernicus was a Polish astronomer who developed a theory that put the Sun, rather than the Earth, at the centre of the universe. The Catholic Church held the view that the Earth was the centre of the universe and that the Sun, Moon and planets revolved around it. This belief had come from the ancient Greek philosopher Aristotle and had been described by the Greek astronomer Ptolemy in the second century CE.

Copernicus spent many years investigating the movements of heavenly bodies and, in 1515, he sent copies of his findings to other astronomers. After further study, Copernicus published his theory in a book called *On the Revolution of Heavenly Spheres* (1543). Copernicus's model of the planetary system is called a heliocentric system. It states that the Earth revolves around the Sun in a year and rotates on its axis once every 24 hours.

Giordano Bruno (1548–1600)

Some thinkers *were* burned as **heretics**. That was the fate of Italian **friar**, philosopher, astronomer and mathematician Giordano Bruno who accepted Copernicus's ideas but took them further, recognising that the Sun is just one of billions of suns in the universe. Several of Bruno's religious ideas also differed from those of the Church. In 1600, the **Roman Inquisition** found him guilty of heresy and had him burned at the stake.

Andreas Vesalius (1514–1564)

Vesalius is often called 'the father of human anatomy' because of his contributions to understanding the human body. The Catholic Church banned people from dissecting human bodies. This meant that up to early modern times, doctors had to rely on the writings of ancient Greeks such as Hippocrates and Galen for their understanding of anatomy. This made it very difficult to treat injuries and disease. Vesalius defied the Church and obtained the permission of the local law courts to dissect and conduct experiments on the bodies of people who had been executed. In 1543, Vesalius published a book of **anatomical drawings**, with explanations of how the various body parts worked.

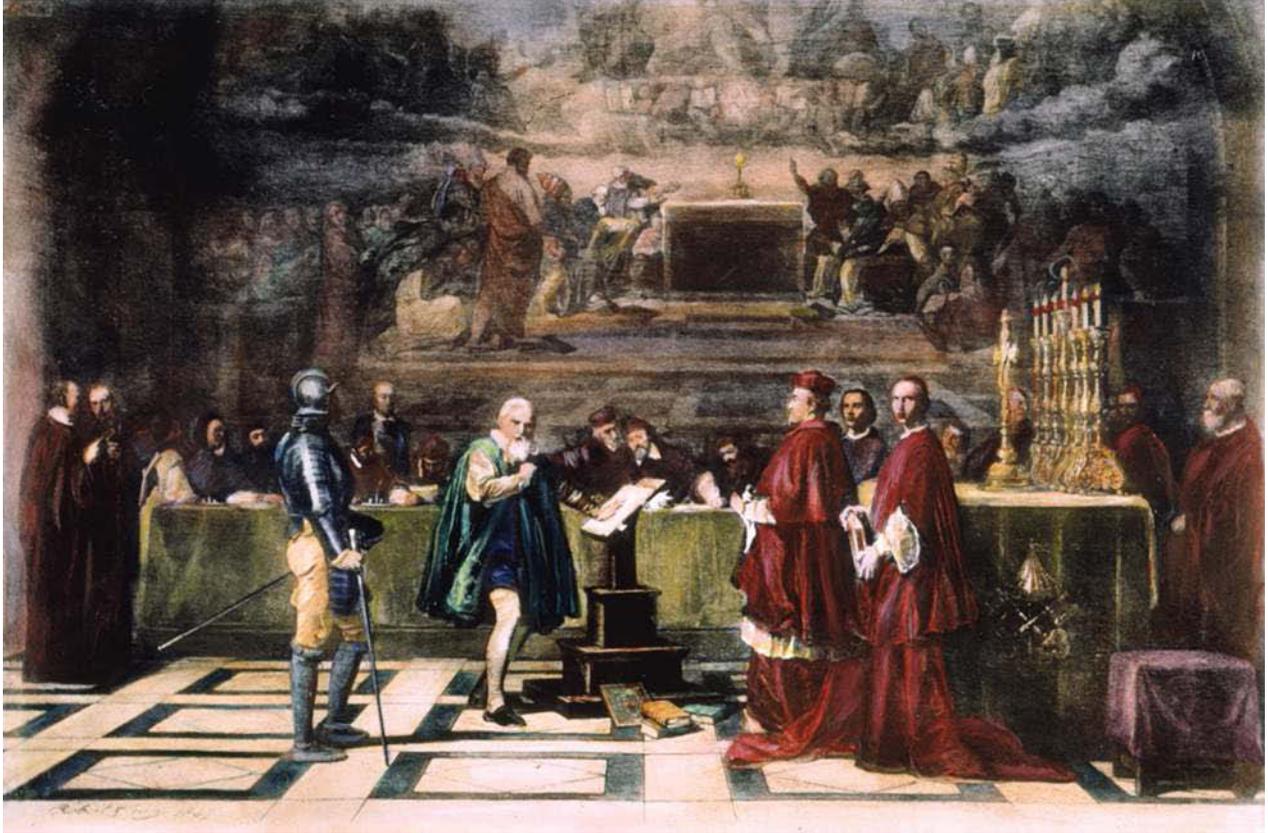
Galileo Galilei (1564–1642)

Galileo was an Italian astronomer, physicist, mathematician, philosopher and inventor. He developed a telescope and carried out observations that enabled him to prove that Copernicus was right about the movement of the Earth and other planets. Galileo published his findings in 1632, and in the following year the Roman Inquisition charged him with heresy and threatened him with torture. As he was found to be 'suspect of heresy', he was forced to **recant** and was kept under house arrest for the remainder of his life.

SOURCE 4 An illustration of the human skeleton that Vesalius published in 1543



SOURCE 5 *Trial of Galileo*, painted in the seventeenth century



10.9 ACTIVITIES

1. Choose one of the thinkers from the following list:

- Konrad Gessner (1516–1565)
- Sir Francis Bacon (1561–1626)
- Johannes Kepler (1571–1630)
- Gerardus Mercator (1512–1594)
- William Gilbert, also known as Gilbard (1544–1603).

Conduct research and write a one-page biography of your chosen thinker, describing his contribution to science and technology.

Determining historical significance

2. Working in small groups, write a script and perform a role-play based on the events depicted in **SOURCE 5**. Try to convey the different perspectives of Galileo and the judges and prosecutors of the Roman Inquisition.

Using historical sources as evidence

10.9 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.9 Exercise 1: Check your understanding

1. **HS1** What is meant by the term 'Renaissance man' or 'Renaissance woman'?
2. **HS1** Name three inventions of Leonardo da Vinci.
3. **HS1** What was the theory of Copernicus?
4. **HS1** How was Copernicus's theory different from commonly held theories at the time?
5. **HS1** How did the Catholic Church punish people who had ideas that disagreed with its own?

10.9 Exercise 2: Apply your understanding

1. **HS3** How do **SOURCES 2** and **3** support the claim that Leonardo da Vinci, shown in **SOURCE 1**, was a revolutionary thinker?
2. **HS3** Study **SOURCE 4**. Explain why Vesalius was able to depict the human skeleton so accurately and why it had been difficult to create accurate anatomical drawings before his time.
3. **HS5** Explain the significance of Copernicus's theories for our understanding of astronomy.
4. **HS5** Explain the impact of the ideas of Giordano Bruno on our understanding of the place of humans in the universe.
5. **HS5** Evaluate the extent to which the work of Andreas Vesalius and Galileo Galilei used a scientific method.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.10 The Reformation and Counter-Reformation

10.10.1 Luther challenges the Church

As the name suggests the Reformation began as a series of unrelated attempts to reform the Catholic Church. The people who made these attempts were called Protestants, because they were protesting a specific aspect of the Catholic Church at the time. In particular, Protestants believed in the central place of the Bible in determining Christian **doctrine** and that the Bible should be translated into the **vernacular** language so that everyone could read it. However, as a result of these calls for change, significant and permanent divisions occurred within the Christian Church.

Martin Luther was a German Catholic monk and a professor at the University of Wittenberg. Luther believed that some Church teachings were not supported by the Bible. He disagreed with the Church's practices of selling indulgences (making people pay to have a dead person's soul enter heaven) and selling positions of authority in the Church. He was also angry that many priests, who had taken vows of **chastity**, lived openly in sexual relationships.

Martin Luther believed that the Bible was the ultimate source of Christian teaching. He translated the Bible from Latin, Hebrew and ancient Greek into German. The project took him many years and the German New Testament was published in 1522. A complete translation was published in 1534. Many copies of the Bible were sold thanks to the recently invented printing press. This made the Bible accessible to many people who had never read it before.

In 1517, Luther nailed his *Ninety-Five Theses* to the door of Wittenberg Cathedral. His arguments included the following ideas:

- Popes, bishops and priests were not superior to other Christians.
- Indulgences were corrupt because only God could decide on punishments for sins.
- Priests should be permitted to marry.
- People were not saved (able to enter heaven) by following Church practices.
- Christians did not need priests to stand between them and God.
- People could achieve salvation only through faith in Jesus Christ.

SOURCE 1 Portrait of Martin Luther painted by his friend Lucas Cranach the Elder in 1529



10.10.2 New forms of Protestantism

Other forms of Protestantism soon appeared. In Switzerland, John Calvin formed a church that replaced bishops and priests with elected ministers and in 1536 Calvin published *Institutes of the Christian Religion*. Calvinists believed that only some people were chosen to be saved. Calvinism spread into parts of France, Germany, the Netherlands and Scotland. Among other Protestants were the Anabaptists, who rejected the practice of baptising infants, preferring for individuals to make an informed decision about their faith as an adult. The Church of England was formed initially because the Pope would not grant England's King Henry VIII a divorce. Henry declared that he, not the Pope, was head of the English Church and in 1534 the Church of England became separate to the Roman Catholic Church.

10.10.3 The Counter-Reformation

From the late sixteenth century the Catholic Church attempted to reform itself by stamping out corruption and promoting Catholic beliefs. This movement was called the Counter-Reformation. The Church began this process at the Council of Trent 1545 to 1563. Among Catholicism's most effective defenders was the Society of Jesus (Jesuits). It was formed in 1534 to convert heretics and non-believers. Jesuit priests set up missions, schools and colleges in Africa and Asia. In the New World, they befriended and converted many Native Americans.

SOURCE 2 A woodcut by Jorg Breu, c. 1530, showing the Pope's representatives selling indulgences to Catholic townspeople



Explore more with my  World History Atlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- Overview > Protestant Reformation

10.10.4 Wars of religion

Religious uprisings and wars raged across Europe for over a century. In Germany, under the Peace of Augsburg (1555), it was agreed that each ruler had the right to decide the religion of his subjects. However, in 1618, the Thirty Years' War began. It was partly about religion and partly a struggle for power between rival rulers. It spread over much of Europe but was worst in Germany, where a third of the population was wiped out.

SOURCE 3 The Massacre of Saint Bartholomew's Eve in Paris on 24 August 1572. In this incident, Catholic extremists dragged some eight thousand Huguenots (French Protestants) out of their beds and slaughtered them. The slaughter of Protestants continued for several weeks outside Paris.



10.10 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.10 Exercise 1: Check your understanding

1. **HS1** What is Protestantism?
2. **HS1** What was the Reformation?
3. **HS1** Who was Martin Luther?
4. **HS1** Why did King Henry VIII create the Church of England?
5. **HS1** What was the Counter-Reformation?
6. **HS1** How did the Jesuits promote the beliefs of the Catholic Church?
7. **HS1** Under the Peace of Augsburg, who had the right to decide what religion people would follow in any state?

10.10 Exercise 2: Apply your understanding

1. **HS3** From Luther's *Ninety-Five Theses*, identify one demand that was concerned with corruption and one demand that challenged Church beliefs.
2. **HS3** What point was Jorg Breu making about indulgences in **SOURCE 2**?
3. **HS4** How were the results of the Protestant Reformation different from the intentions of those who started it?

4. **HS3** Using **SOURCE 3** as your evidence, write a paragraph describing one consequence of the Reformation.
5. **HS2** Order the events of the Reformation and Counter-Reformation chronologically.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.11 Legacies of the Renaissance

10.11.1 Renaissance art and literature

The legacy of the Renaissance is enormous. Its spirit of inquiry encouraged change and a thirst for new knowledge and understanding. It brought in ways of thinking that are essential to the scientific advances that are so much a part of the modern world. The Renaissance era has also given us a wonderful cultural legacy, while the Reformation and Counter-Reformation have shaped relations between the different Christian **denominations** in the world today.

Millions of people visit Italy every year to see the artistic legacies of the Renaissance. In Florence, they visit sites such as the Cathedral of Santa Maria del Fiore, the Uffizi Gallery, which has some of the great works of Renaissance art, and the Accademia Gallery, which holds Michelangelo's magnificent sculpture *David*. The Vatican in Rome holds many more Renaissance artistic treasures, and there are others scattered around churches, galleries and museums across Italy and throughout the world.

SOURCE 1 Artwork on the ceiling of the Sistine Chapel at St Peter's Basilica



The spirit of the Renaissance combined with the introduction of printing contributed to the rise of literature, which has been with us ever since. Among the most famous of all Italian Renaissance writers was Niccolò Machiavelli (1469–1527). His book *The Prince* described ruthless methods of gaining political power. In modern times, we use the word *Machiavellian* to describe someone who uses ruthless, scheming methods to rise in politics.

SOURCE 2 The dome of St Peter's Basilica is considered to be a Renaissance cultural treasure.



Even more significant have been the works of the great English Renaissance era playwright William Shakespeare (1564–1616) who produced about 38 plays and over 160 poems. Not since the age of the ancient Greeks had such great steps been taken to explore human behaviour through drama. In his own time, the audiences for performances of Shakespeare's plays included every level of English society. Shakespeare's plays are still widely studied. They have been translated into almost all modern languages and their performances still draw huge audiences throughout the world. This is because they portray human situations and conflicts and pose questions that are still relevant to modern times.

10.11.2 Legacies of the Reformation and Counter-Reformation

The Reformation and Counter-Reformation also encouraged the spread of education and learning. One immediate result was the translation of the Bible into the native languages of each country. Previously, the Bible could be read only by scholars who had studied Latin. The Reformation was followed by centuries of hatred and intolerance between Catholics and Protestants that lasted until the latter part of the twentieth century in some countries. However, since then, people in most Christian countries have become much more tolerant.

SOURCE 3 Ruins of Kirkstall Abbey, near Leeds in England. When King Henry VIII of England broke away from the Catholic Church he closed down the Catholic monasteries. Kirkstall Abbey was closed in 1539. The lands of such monasteries were given to powerful supporters of the king. This was one of many acts during the Renaissance era that caused centuries of bitterness between Catholics and Protestants.



10.11.3 Scientific legacies

Probably the most important of all legacies of the Renaissance era is scientific thinking. In the fifteenth and sixteenth centuries, there was no such profession as science. Scientific studies were not seen as separate from religion, and authorities saw inquiry as a threat to their beliefs and their power. We know today that there is much more to the universe than was discovered by Copernicus or Galileo, and we also know that there is still much remaining to be discovered. However, what these Renaissance thinkers did was to courageously investigate and to develop hypotheses based on observations, calculations and other kinds of evidence. We owe a great debt to those who pushed the boundaries of knowledge, knowing that asking questions could cost them their lives.

DISCUSS

In Renaissance Italy, wealthy individuals such as members of the Medici family, and wealthy institutions such as the Catholic Church, played important roles as patrons of the arts. This meant that they paid artists to produce artwork. Without such support, many great Renaissance artworks would not exist. Hold a class discussion on whether it is still important to support art and, if it is important, who should play such a role today.

[Critical and Creative Thinking Capability]

10.11 ACTIVITIES

1. The Renaissance was a time of new ideas and change.
 - (a) List the positive and negative consequences of the Renaissance. (Consider the changes that caused conflict as well as the changes that were celebrated.)
 - (b) Review your list with a partner. Are there any consequences that you put into different columns? Discuss your reasons for doing this.
 - (c) Would you change your list after your discussion with your partner? Why or why not?
 - (d) Having considered your list, decide if you think the consequences of the Renaissance were mainly positive or mainly negative. Justify your position with reasons.
 - (e) Review your list and decide which single consequence you think is the most important. Provide a reason for your opinion. **Determining historical significance**
2. Draw up three columns in your workbook.
 - (a) In the first column, make a list of legacies of the Renaissance era.
 - (b) In the middle column, give one example of each type of legacy. You may need to look back at previous subtopics for more information.
 - (c) In the third column, rank these legacies in the order in which you think they have had the most impact on the modern world.
 - (d) Share your list with the class and justify your rankings. **Determining historical significance**

10.11 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

10.11 Exercise 1: Check your understanding

1. **HS1** Write a list of the legacies of the Renaissance.
2. **HS1** Where might you go to see examples of Renaissance art?
3. **HS1** How is the term *Machiavellian* used today?
4. **HS6** The plays of William Shakespeare continue to be read and performed. Why do they appeal to modern audiences?
5. **HS1** How did the Reformation change who could read the Bible?
6. **HS6** How did the discoveries of Copernicus and Galileo change the way we think about the universe?
7. **HS1** Explain what is meant by the term 'scientific thinking'.

10.11 Exercise 2: Apply your understanding

1. **HS3** Explain what **SOURCES 1** and **2** can show us about the ideas, values and skills of Renaissance artists and architects.
2. **HS3** Examine **SOURCE 3**. Suggest how the lives of the people living nearby may have been affected by the destruction of the monastery.
3. **HS4** The Renaissance saw conflict between science and religion. Do you think there is still such a conflict today or can a person now be both scientific and religious?
4. **HS5** Identify and explain the causes of the conflict between Catholics and Protestants during the Reformation and Counter-Reformation.
5. **HS6** In your opinion, which scientific discovery of the Renaissance is most significant? Justify your position with a reason.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.12 SkillBuilder: Evaluating historical significance

online only

Why do historians evaluate the significance of events, ideas, achievements or people?

Historians try to determine which events, ideas, achievements or people have the most impact. Asking questions about the impact of an individual, development or cultural achievement helps us to assess its significance in bringing about change.



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.

10.13 Thinking Big research project: Renaissance online magazine

online only

SCENARIO

You will create an attention-grabbing online magazine that provides details about the exciting changes of the Renaissance period to inform and delight the educated and refined readers of the time.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.



on Resources



projectsPLUS Thinking Big research project: Renaissance online magazine (pro-0166)

10.14 Review

online only

10.14.1 Key knowledge summary

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

10.14.2 Reflection

Reflect on your learning using the activities and resources provided.

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eWorkbook Reflection (doc-31338)
Crossword (doc-31339)



Interactivity Renaissance Italy crossword (int-7592)

KEY TERMS

anatomical drawings drawings showing the workings of organs and systems of the body

anatomy the scientific study of the structure of the body

arsenalotti craftsmen who built ships in Venice

chastity choosing not to have sexual relationships

denomination a religious group, especially an established church

doctrine a collective teaching

dowry a payment of money or goods as part of a marriage agreement

fresco a picture painted on a freshly plastered wall or ceiling

friar a member of a Catholic order who was supposed to live in poverty

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

hereditary passed from parent to a child

heretic a Christian who holds views that conflict with official Church teachings

merchant a person who buys and sells goods for profit

patron a person or institution who pays for a work to be created

philosophy the study of the principles underlying all knowledge

recant to take back a former opinion, usually with a confession that you were wrong

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes

vernacular everyday language spoken by a particular group or class

10.12 SkillBuilder: Evaluating historical significance

10.12.1 Tell me

How do we know about the developments of the Renaissance?

We have a great range of primary sources that provide evidence for the developments that occurred during the Renaissance. Many significant developments of the era occurred in the areas of religion, politics, art, literature, architecture and trade. In this subtopic we will focus on how understanding of the solar system developed as part of the scientific revolution that was such an important part of the Renaissance.

How do we evaluate historical significance?

Of all the thousands of events that happen in our lifetime, how do we determine the ones that are significant? For most of us the events that lead to a positive change are remembered as important. Historians face similar questions when they try to determine which events, ideas, achievement or people have the most impact on history. Asking questions about the impact of an individual, development or cultural achievement can help us to assess its significance in bringing about change. To do this, we must first understand the idea or achievement. When we are trying to evaluate the historical significance of a development it is important to consider:

1. Who created the source we are analysing and when was it created?
2. What is the key idea?
3. Who was affected by the idea?
4. Did the idea lead to any change?
5. What was the scale of the change (was it a big change or a small one)?
6. Who was affected by the change?
7. Which areas of society were affected by the change?
8. Did the change lead to other changes?

10.12.2 Show me

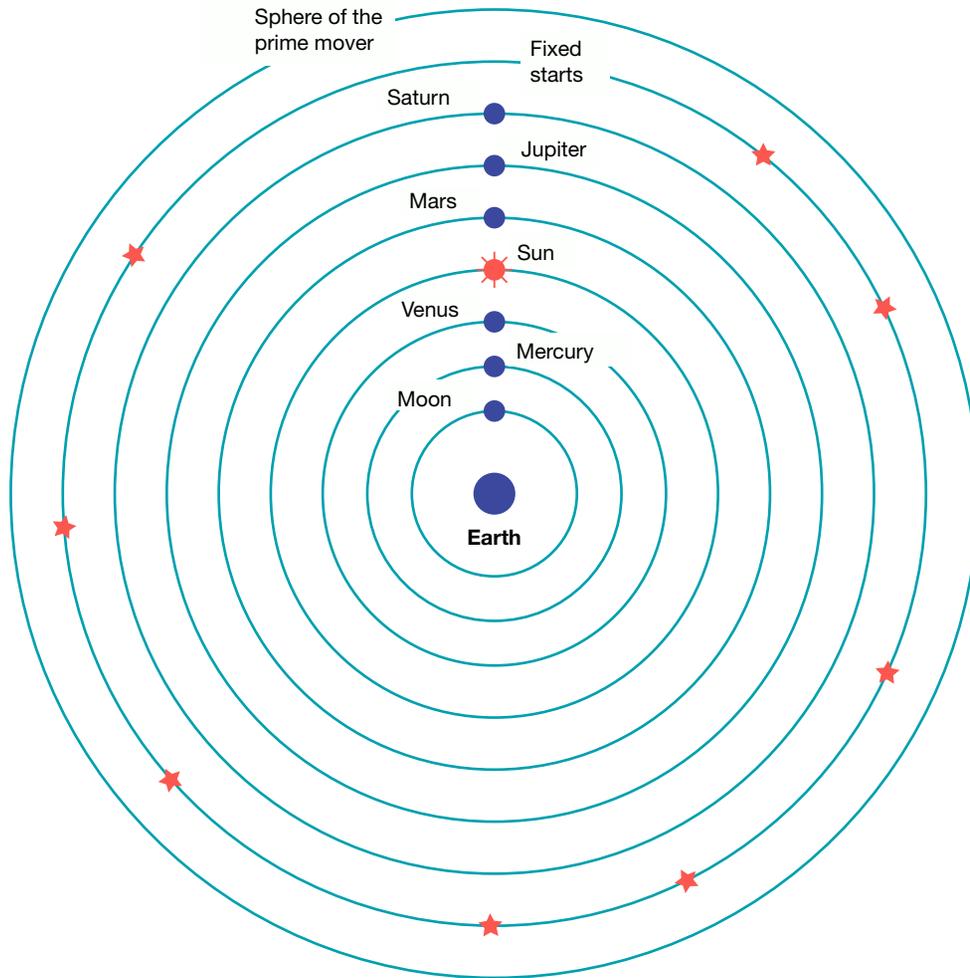
The view of the universe shown in **SOURCES 1** and **2** was developed by Aristotle (384–322 BCE), an ancient Greek thinker, and changed only slightly by Ptolemy, another Greek, in the second century CE.

Aristotle's view was taught in universities in Christian Europe from the twelfth century CE. During the Renaissance era, the Catholic Church still maintained that Aristotle's explanation was unquestionably true. Aristotle held that Earth stood still at the centre of the universe. Water, air and fire were shells around the sphere of Earth. Heavenly bodies were believed to be spheres of an element called *aether*, and they were supposed to rotate in perfect circles around Earth in the following order: Moon, Mercury, Venus, Sun, Mars, Jupiter, Saturn, fixed stars and a 'prime mover' (*Primu Mobile* in **SOURCE 1**). It was believed that beyond this system there was no wider universe.

SOURCE 1 The structure of the universe as theorised by Aristotle



SOURCE 2 An artistic impression of the structure of the universe as theorised by Aristotle



Study **SOURCE 1**. The questions for evaluating historical significance have been applied to this source.

1. *Who created the source and when was it created?* The source was created by Aristotle, an ancient Greek, in the fourth century BCE.
2. *What is the key idea?* The source explains the order of the solar system, with Earth at the centre.
3. *Who was affected by the idea?* The Catholic Church adopted this explanation of the universe and upheld it as the official explanation throughout Western Europe.
4. *Did the idea lead to any change?* The explanation of the solar system expressed in **SOURCE 1** was upheld for approximately 2000 years.
5. *What was the scale of the change? (Was it a big change or a small one?)* There were very few changes to this explanation until Nicolas Copernicus published his model in 1507.
6. *Who was affected by the change?* Because this explanation was sanctioned by the Catholic Church, it affected the general population.
7. *Which areas of society were affected by the change?* As the official view of the Catholic Church, Aristotle's explanation of the solar system influenced attitudes to science and heaven.
8. *Did the change lead to other changes?* Aristotle's explanation of the solar system did not lead to changes in the Renaissance.

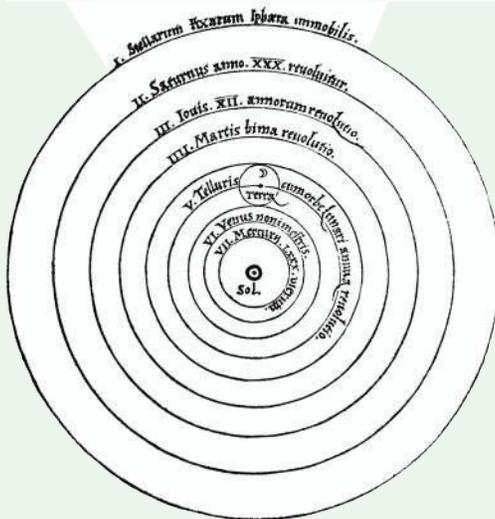
10.12.3 Let me do it

Complete the following activities to practise this skill.

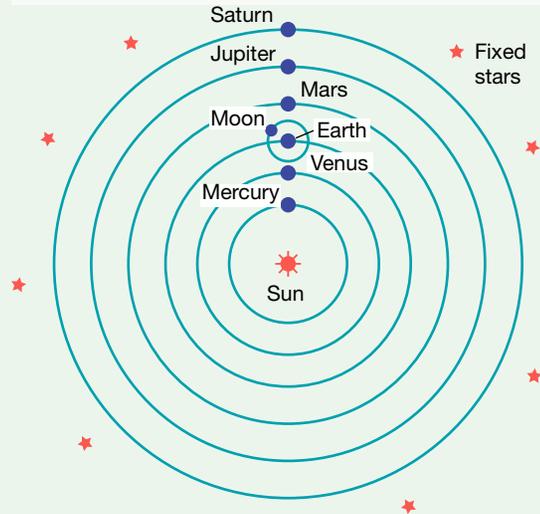
10.12 ACTIVITIES

1. Study **SOURCES 3** and **4**.

SOURCE 3 This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus.



SOURCE 4 An artistic impression of the structure of the universe as theorised by Copernicus



This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus (see section 10.9.1). From about 1507, Copernicus's calculations convinced him that the Earth rotated on its own axis and that it rotated around the Sun, which was the real centre of the universe. He spent much of the next thirty or more years working on this theory but he delayed publishing his ideas because he feared that the Church would call him a heretic. The theory was finally presented in his book *The Revolution of the Heavenly Bodies*, which was published in 1543 as he was dying. Like other scholarly books of the time, it was written and printed in Latin. In Copernicus's diagram, *sol* means Sun and *terra* means Earth.

Use the eight questions to analyse the historical significance of **SOURCE 3**.

- Who created the source we are analysing and when was it created?
 - What is the key idea?
 - Who was affected by the idea?
 - Did the idea lead to any change?
 - What was the scale of the change? (Was it a big change or a small one?)
 - Who was affected by the change?
 - Which areas of society were affected by the change?
 - Did the change lead to other changes?
2. Apply your analysis of **SOURCE 3** and the **SOURCE 1** from the Show me section to answer the following questions.
- Explain the difference between Aristotle's theory and Copernicus's theory of the location of Earth within the solar system.
 - Explain the difference between Aristotle's theory and Copernicus's theory of the movement of the planets. In your answer refer specifically to the movement of the Sun and Earth.
 - The Catholic Church rejected Copernicus's findings and charged Galileo with heresy when he wrote in support of Copernicus's theory. Suggest reasons why the ideas of Copernicus and Galileo were rejected by the Church.

10.13 Thinking Big research project: Renaissance online magazine

Scenario

The Renaissance in Italy was a period that saw many notable changes. These included scientific discoveries, new directions in learning, new attitudes to religion, and developments in art and architecture. People were excited by these advances and proud to live in a time of such change. Many families were newly wealthy and keen to show that they were abreast of the trends.



Task

Using the information in this topic as a starting point as well as additional research, your task is to work with your group of two to four students to create an online magazine targeted at people of the Renaissance in Italy. Focus your research on interesting facts about life in the Renaissance and significant changes of the period. Remember that your task is to create a magazine that grabs people's attention and makes them want to read your publication. Your readers are educated and refined clientele.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in groups of four will enable you to share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered.
- In the **Media centre** you will find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research.
- Consider the style and look of your magazine. In your group discuss the following:
 - a name for your publication
 - the layout, leaving space for two features articles, reader comments, advertisements, breaking news and interesting facts
 - the graphics of your magazine.
- Your magazine should have two feature articles. The articles should be between 200 and 300 words. Your language should be engaging, and you are encouraged to focus on the significant changes and developments of the time. It is essential that your factual information is historically accurate. Include a discussion describing one invention or theory of the Renaissance. Provide an evaluation of the invention or theory for your readers. Do you consider the invention or theory to be positive or negative? Explain your reasons.
- Include a review of new piece of art and architectural building. Outline the reaction of the reviewer to the piece.
- In addition to the text you should also include:
 - headlines for each article
 - a by-line for your main article
 - images that will support your articles and engage your readers.
- Magazines include more than just articles. Have a look at some magazines online and select some additional content to interest your readers. Here are some suggestions for you:
 - social comments relating to interesting and/or famous people – what have they been doing and are they wearing new fashions?
 - short interesting facts or ‘Breaking News’ updates
 - advertisements from Renaissance businesses
 - comments from readers on your articles.
- Write your content. Think carefully about your writing style and vocabulary. Be direct and expressive.
- Proofread your content and check that all parts fit into your layout. Ensure that the overall look and style of the magazine is appealing. Check thoroughly to ensure correct spelling and grammar, and that you have completed all elements required. When happy with your work, submit your report to your teacher for assessment.



on Resources



ProjectsPLUS Renaissance online magazine (pro-0166)

10.14 Review

10.14.1 Key knowledge summary

10.2 Examining the evidence

- During the Renaissance there was renewed interest in the ideas and art of ancient Greece and Rome.
- Study and innovation gave rise to new cultural expression and intellectual pursuits.
- A large range of primary sources survive from the Renaissance.

10.3 The origins of the Renaissance

- City-states became important centres, which encouraged the changes of the Renaissance.
- New industries made a new group of men wealthy.
- Wealthy individuals and groups commissioned art, architecture, literature and music.

10.4 Florence: the cradle of the Renaissance

- During the Renaissance, Florence grew into a large urban centre, with a variety of profitable industries.
- Lifestyles and experiences varied between social groups.
- Florence was governed by members of the guilds.
- Wealthy merchant families, including the Medici family, were able to manipulate the government system and exercise considerable political power.

10.5 Venice: the serene republic

- Venice became a strong naval power and centre of trade during the Renaissance.
- Advances in ship-building techniques made the Venetian industry very efficient.
- Venice was a republic until 1797, when Napoleon invaded.

10.6 Renaissance society

- During the Renaissance, family provided guidance, advice and connections.
- Social networks were important for conducting business, developing friendships and asking for favours.
- The Church played an important role in people's lives, marking important occasions like marriage and baptism, as well as holding feasts and festivals.
- Marriages tended to be arranged between families, rather than between individuals.

10.7 Artistic stars of the Renaissance

- Religious scenes continued to be popular, however, new subject matter appeared in art and sculpture.
- Artists introduced new techniques, including linear perspective that showed depth more realistically.
- New techniques and styles were introduced in architecture, including the introduction of columns and arches.

10.8 The spread of the Renaissance

- From the mid-fifteenth century the ideas of the Renaissance spread from Italy to Europe.
- The printing press meant that books were more widely available.
- The movement of artists, scholars and humanists spread ideas throughout Europe.
- In the early sixteenth century English culture flourished.

10.9 A scientific revolution

- During the Renaissance, students studied a broad curriculum, including poetry, music, mathematics, rhetoric and science.
- Many scientific discoveries were made during the Renaissance in areas of astronomy, medicine, biology and mathematics among others, including the Copernicus' model of the solar system and the observations of Galileo using a telescope.

10.10 The Reformation and Counter-Reformation

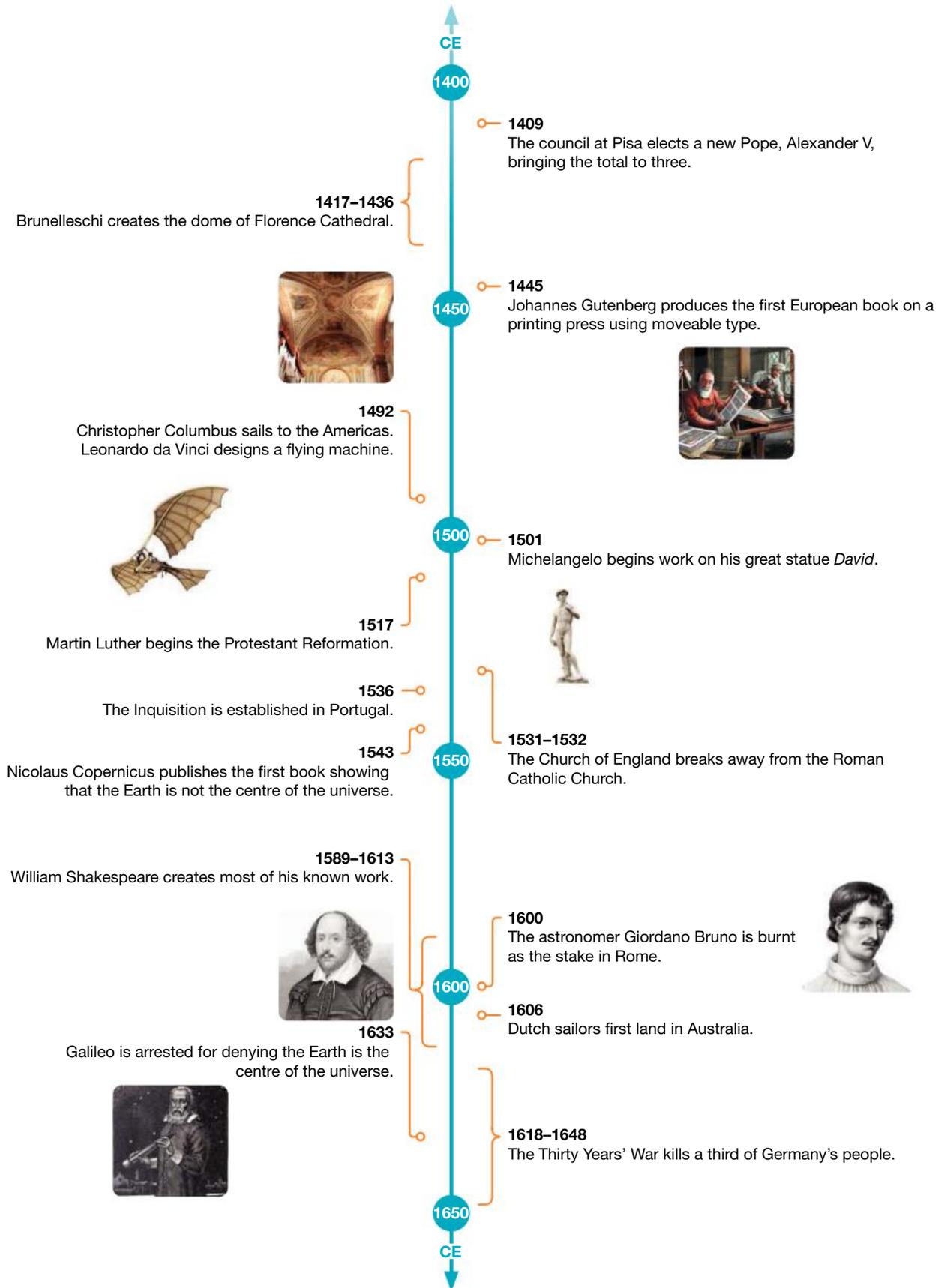
- The Reformation began as a series of unrelated attempts to reform the Catholic Church.
- One important reformer was Martin Luther, who translated the Bible from Hebrew and ancient Greek to local languages, making the Bible accessible to many people who had not been able to read it before.
- In Switzerland, John Calvin formed a church with elected ministers instead of priests and bishops.
- In England, King Henry VIII created the Church of England and replaced the Pope as its head.
- In response to the Reformation, the Catholic Church experienced its own period of reform, which is called the Counter-Reformation.

10.11 Legacies of the Renaissance

- The Renaissance gave the world an enormous cultural legacy of art, sculpture, architecture, poetry and literature.
- The spirit of intellectual inquiry in humanism influenced new generations to study and create.
- The advances in the fields of science and mathematics contributed to modern society.
- The Reformation created several new Christian denominations that exist today.
- The Bible was translated into local languages and large numbers were printed on printing presses.



A timeline of the Renaissance



10.14.2 Reflection

Complete the following to reflect on your learning.

10.14 ACTIVITIES

Revisit the inquiry question posed in the Overview:

How did ancient ideas spark the Renaissance in Italy and what changes did it bring to the world?

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



eWorkbook Reflection (doc-31338)

Crossword (doc-31339)



Interactivity Renaissance Italy crossword (int-7592)

KEY TERMS

anatomical drawings drawings showing the workings of organs and systems of the body

anatomy the scientific study of the structure of the body

arsenalotti craftsmen who built ships in Venice

chastity choosing not to have sexual relationships

denomination a religious group, especially an established church

doctrine a collective teaching

dowry a payment of money or goods as part of a marriage agreement

fresco a picture painted on a freshly plastered wall or ceiling

friar a member of a Catholic order who was supposed to live in poverty

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

hereditary passed from parent to a child

heretic a Christian who holds views that conflict with official Church teachings

merchant a person who buys and sells goods for profit

patron a person or institution who pays for a work to be created

philosophy the study of the principles underlying all knowledge

recant to take back a former opinion, usually with a confession that you were wrong

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes

vernacular everyday language spoken by a particular group or class

11 The Spanish conquest of the Americas (c. 1492–1572)

11.1 Overview

Exploration, conquest and colonisation. How did Spanish expansion lead to the end of a civilisation?

11.1.1 Links with our times

Each year in October, much of the United States observes the holiday of Columbus Day, in recognition of the explorer who became synonymous with the discovery of the Americas. However, over the last century more and more people have begun to question whether Columbus Day is an appropriate celebration, given the subsequent effect European exploration had on the American continents and peoples.

The three largest and most powerful civilisations were the Inca, Maya and Aztec empires. The Inca people lived on the western side of South America, in the region that is now Chile and Peru. The Maya lived in eastern present-day Mexico, on what is called the Yucatan Peninsula, and bordering them to the west were the Aztecs. The two civilisations of the Aztecs and Maya make up the region known as Mesoamerica, a region of spectacular temples, architecture and a proud heritage. This topic focuses on how the Spanish conquest affected the Aztec civilisation.

on Resources



eWorkbook Customisable worksheets for this topic



Video eLesson The Spanish conquest of the Americas (c. 1492–1572) (eles-1832)

LEARNING SEQUENCE

- 11.1 Overview
- 11.2 Examining the evidence
- 11.3 The Aztecs before Spanish arrival
- 11.4 Columbus and the New World
- 11.5 Cortes, the conquistadors and the Aztecs
- 11.6 New Spain
- 11.7 Slavery in the New World
- 11.8 The impact and legacy of colonisation
- 11.9 **SkillBuilder:** Evaluating roles and achievements
- 11.10 **Thinking Big research project:** Spanish conquest exhibition
- 11.11 **Review**

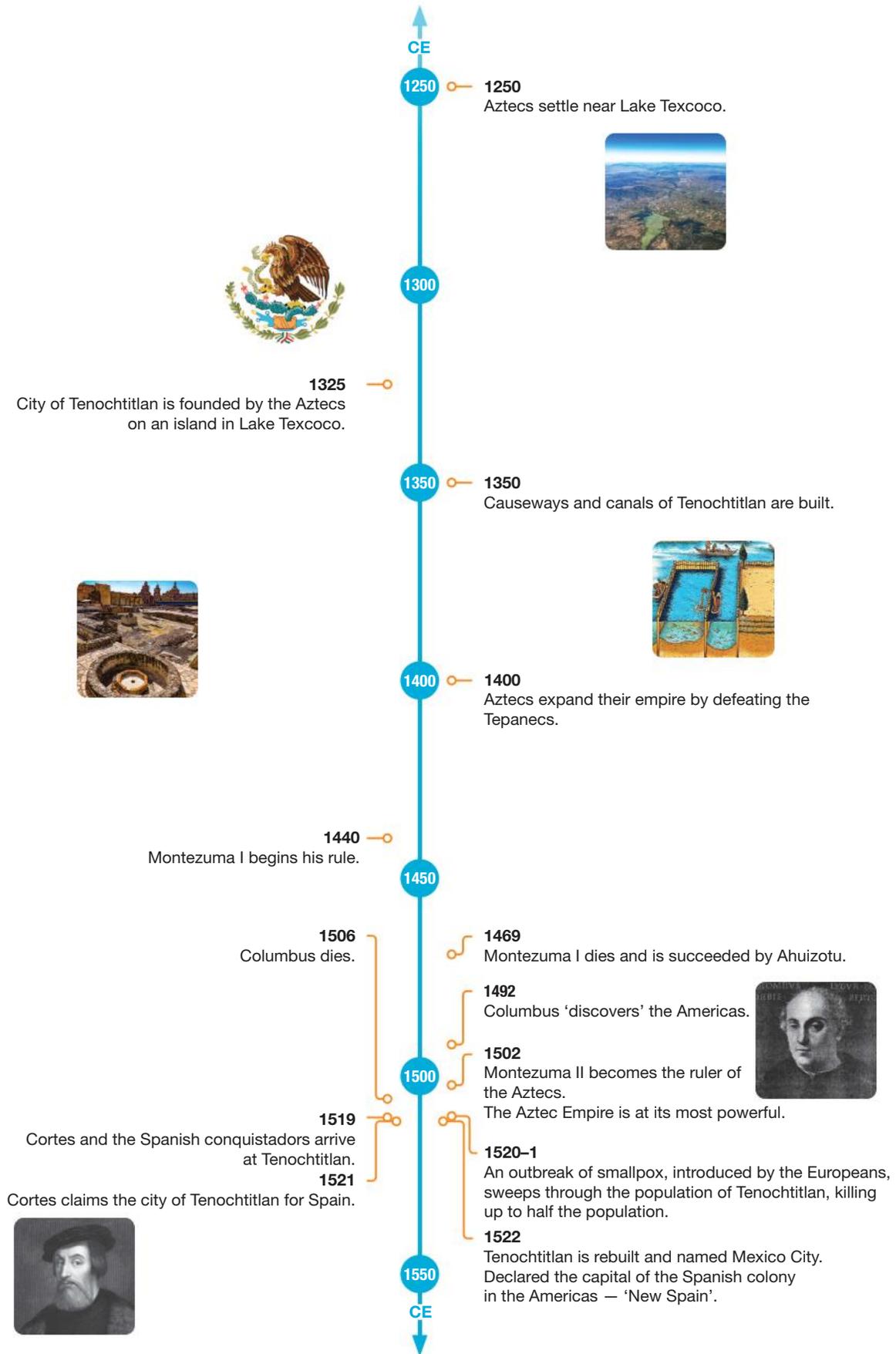
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A timeline of the Spanish conquest of the Americas



11.2 Examining the evidence

11.2.1 How do we know about the Spanish conquest of the Americas?

After the conquest of the Americas, the Spanish recorded the events that took place. However, as these accounts were almost always written by the Spanish themselves, they were very **subjective**. This means they told only one side of the story. As with any historical investigation, it is important for historians to consider a range of sources from all sides to gain a clearer understanding of the truth. The SkillBuilder for this topic will investigate the importance of understanding different historical perspectives in more depth.

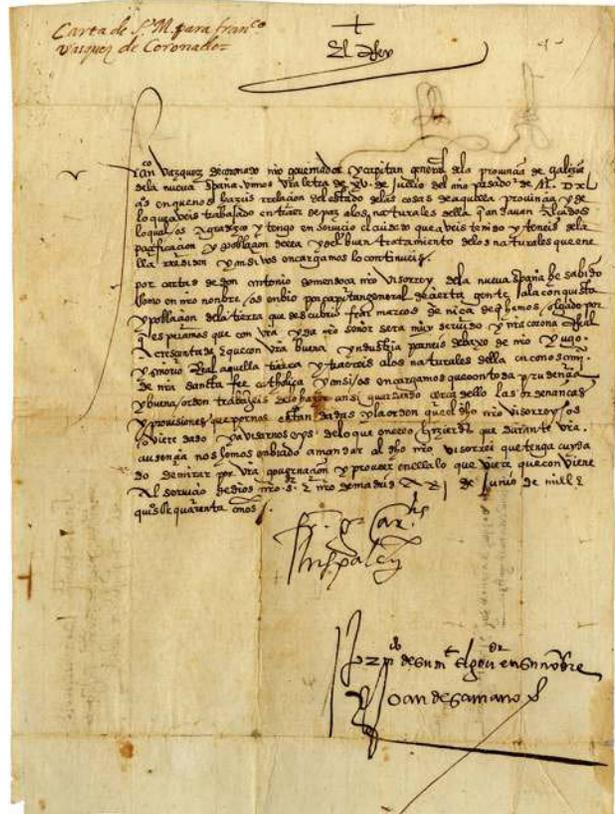
11.2.2 European sources

It has been said that ‘history is written by the winners’. This is certainly the case with the Spanish conquest of the Americas. Both during and after the period of the conquest, many of the **conquistadors** maintained detailed accounts of their experiences. They were eager for their actions to be remembered. Hernan Cortes, who led the Spanish against the Aztecs, wrote many letters to King Charles V of Spain, providing a valuable eyewitness account of the events. However, these letters tended to glorify Cortes’s victories and downplay his failures.

There were some Spaniards whose first-hand accounts of the time have been recognised as highly important and less biased. For example, Bernardino de Sahagun was a missionary who travelled to the **New World** in 1529, about seven years after the conquest of the Aztecs. He would remain there for the rest of his life, and from 1545 he worked to compile a series of texts that would become known as the Florentine **Codex**. The original was written in the Aztec language of Nahuatl. De Sahagun learned to speak Nahuatl and could communicate with many surviving Aztec wise men. The Florentine Codex provides a remarkable history and description of the Aztec civilisation prior to the Spanish arrival.

Another useful source is the writing of Bartolome de las Casas. He was a Spanish priest who settled in the New World and was appalled at the treatment of the Native Americans by the Spanish colonists. He wrote to King Charles V of Spain defending the rights of the indigenous peoples. It is important to remember though, that no matter how sympathetic to the Aztec people these sources are, they are subjective because they were written by the European settlers and therefore from a European perspective.

SOURCE 1 Letters such as this one, written on behalf of King Charles V of Spain to authorise one of the many expeditions undertaken by the Spanish conquistadors, are an important source of information for historians.



11.2.3 Aztec sources

There are very few surviving written Aztec sources from before the conquest because many of them were destroyed by the Spanish, either intentionally or during the fighting for Tenochtitlan. Most of the sources that were created after the conquest can be useful to historians, but it is important to remember they were created under the supervision of the Spanish. This means that surviving Aztec sources may still suffer from Spanish subjectivity. In the following decades, some descendants of those who experienced the conquest began to record the events from an Aztec point of view.

SOURCE 2 A scene from an Aztec codex showing ritual human sacrifice. Such practices were part of Aztec religion.



SOURCE 3 Images of skulls on the wall of an Aztec temple

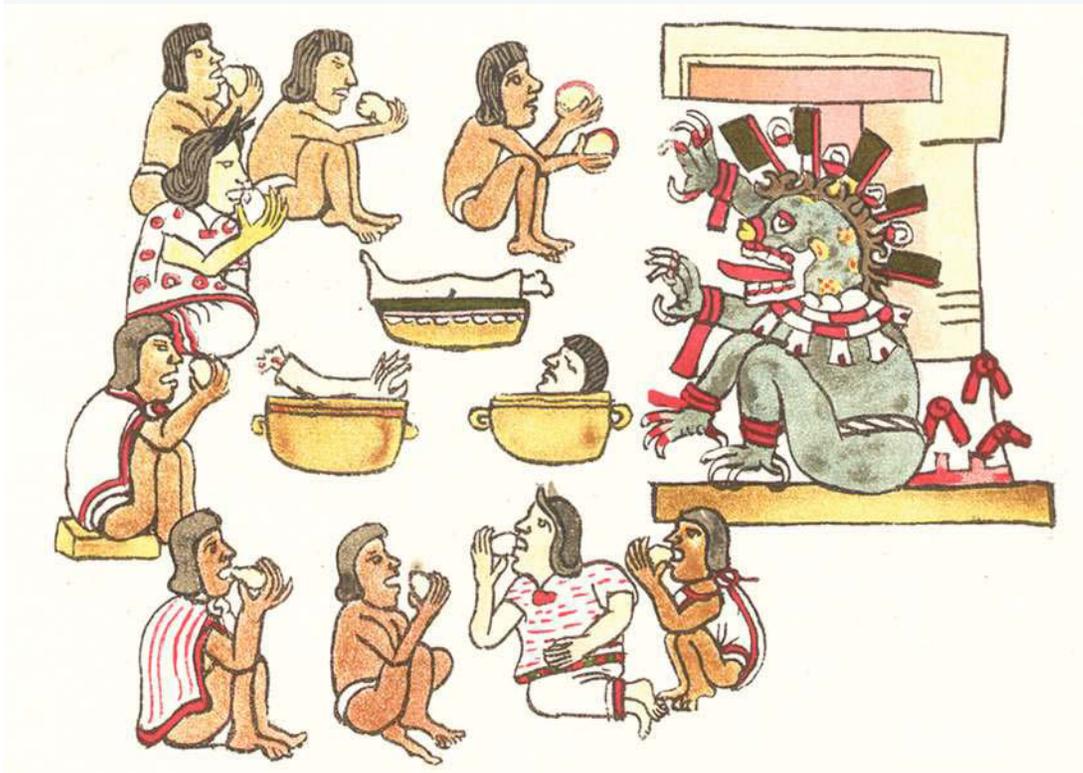


11.2.4 How reliable are the sources?

All historical sources are subjective to a certain extent. This means that the authors of the sources are influenced by their own personal beliefs and feelings, rather than purely by the facts. An example of this would be the different attitudes the Spanish and Aztecs had toward human sacrifice. The Aztecs believed that their gods remained strong only through offerings of blood and human hearts, and so human sacrifice was one of the core aspects of their religion. On the other hand, the Spanish felt that the act of human sacrifice was barbaric and demonstrated the inferiority of the Aztec people compared with Europeans.

Of course, the long-term actions of the Spanish in the Americas have come to be seen as questionable and destructive by a number of historians. You will have an opportunity to investigate different points of view and perspectives throughout this topic.

SOURCE 4 Aztec ritual cannibalism as shown in a codex



11.2 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.2 Exercise 1: Check your understanding

1. **HS1** Explain why the perspectives of the Spanish missionaries might differ from those of the conquistadors.
2. **HS3** Why are there differences between Cortes's and de Sahagun's accounts of the Spanish conquistadors? How could each source be useful to historians, despite their differences?
3. **HS5** Explain how the recording of events in the Aztec world changed after the arrival of the Spanish.
4. **HS3** Do you think the arrival of the Spanish changes the reliability of sources that depict or record the Spanish conquest? Explain your thoughts.
5. **HS3** Explain why all historical sources are subjective to some degree.

11.2 Exercise 2: Apply your understanding

1. **HS3** In what way are sources like the letter in **SOURCE 1** useful for historians studying the Spanish conquest of the Aztecs?
2. **HS3** How do you think images like those in **SOURCES 2** and **4** might have affected the way the Spanish conquistadors viewed the Aztecs? Explain your answer.
3. **HS3** Most historians would agree that historical sources that are subjective can still be valuable when finding out about the past. Why do you think this is the case?
4. **HS6** Why might historical sources be destroyed intentionally?
5. **HS3** What strategies could be used to minimise the effect of subjectivity when studying particular sources?

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11.3 The Aztecs before Spanish arrival

11.3.1 Everyday life in Tenochtitlan

For more than three hundred years prior to the arrival of the Spanish conquistadors, the region that is now central and southern Mexico was dominated by the Aztecs. The structure of Aztec civilisation and culture was complex and highly organised with sophisticated architecture and well-developed agriculture.

The Aztec people arrived in what is now Mexico in the late 1100s. By 1250, they had settled near the shores of Lake Texcoco, and by 1325 they had begun building the magnificent city of Tenochtitlan.

The city of Tenochtitlan, one of the best planned and most elaborate cities anywhere in the world at the time, was built in the middle of Lake Texcoco on five swampy islands. Three long causeways connected the city to land around the lake's edge. The city itself had a network of both canals and roads so that all sections could be accessed either on foot or by canoe.

School

The Aztecs were a highly organised society. They led rewarding lives, particularly the noble classes. Young boys went to school to learn to live prudently, govern, and understand history and the ways of the elders. Girls were mainly taught at home. At 15 years old, boys could attend one of two types of school: children of the nobility went to the *calmecac*, which had a focus on advanced learning, administrative skills and religion, or commoners went to the *telpochcalli*, which was basically a military school. However, all boys learned some fighting skills, regardless of the direction their working life took.

Food

There were generally two main meals a day, with one meal being eaten during the hottest part of the day. A staple of Aztec diet was maize but this was supplemented with a large variety of meat and vegetables. The Aztecs are famous for introducing the world to chocolate; however, this was reserved for warriors and nobility, and was mixed with ground maize to make a drink. Alcohol came in the form of a drink called *octli*. The sap from the maguey plant was fermented but, like chocolate, this was a drink strictly for nobles, royalty and warriors, with commoners being permitted to drink it only on special occasions.

SOURCE 1 A modern artist's impression of the city of Tenochtitlan



- A** The Aztec step pyramids dominated the skyline of Tenochtitlan. When it was decided that a larger pyramid was needed to honour the gods, the Aztecs would simply build on top of the existing pyramid.
- B** The streets of Tenochtitlan were free from vehicles. Although they had knowledge of the wheel, it was applied to little more than children's toys. Large-scale transport was impractical because there were no pack animals that could pull carts or wagons.
- C** The canals of Tenochtitlan were the highways of the city, with boats being the primary form of transport.
- D** The chinampas, or 'floating islands', were used for growing crops.

Crime and punishment

By today's standards, Aztecs had incredibly harsh punishments for most crimes. For example, if a commoner was found wearing cotton clothes, the punishment was death. Likewise, a death sentence was possible if someone was found guilty of adultery or even cutting down a living tree. The accused would be sentenced by a group of judges in a way that is not so different from Australia's justice system today. Although the punishments seem harsh from our modern-day perspective, it is important to remember that Europeans from that period would not have been as shocked because punishments were equally harsh in Europe at that time.

11.3.2 Aztec warfare

Life in the Aztec Empire was not peaceful; in fact, the Aztecs were in a state of perpetual war with the Tlaxcala people who also lived in the region that is now Mexico. The Aztec army was broadly organised into two layers. One was made up of commoners who were trained in basic fighting skills. The other consisted of the professional warrior class. Among the bravest and most skilled of these were the eagle and jaguar warriors, so named because of the distinguishing and fearful uniforms they wore. In the average

battle, there were fewer casualties than compared with European battles because prisoners were highly valued as slaves or victims for human sacrifice. Most soldiers would try to disable rather than kill their opponent. This technique was used by the Tlaxcalans and other enemies, and it is likely that the Tlaxcalans used Aztec prisoners for human sacrifice just as the Aztecs did with Tlaxcalans.

SOURCE 2 An illustration from an Aztec codex showing jaguar warriors, who were the elite soldiers in the Aztec army. On the right, Spanish conquistadors are visible.



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11.3.3 Mythology and religion

Religion played a very important role in the lives of the Aztecs. They were a polytheistic culture, meaning they worshipped more than one god. In fact, they worshipped many hundreds of gods. They had wide-ranging religious beliefs, including some that were similar to those of Europeans at the time. They believed the Earth was flat and the Sun fought darkness every night so it could rise each morning. The importance of religion to the Aztecs was expressed in their art and architecture, with enormous and elaborate temples built to worship the hundreds of gods that ruled over different aspects of nature and human activity.

SOURCE 3 Some of the most important Aztec gods



- A Mictlantecuhtli — god of the dead
- B Quetzalcoatl — god of knowledge, creation, priesthood and wind
- C Tlaloc — god of rain
- D Huitzilopochtli — god of war, sun and the nation
- E Xipe Totec — god of spring, new life and suffering

Central to Aztec religion was the belief in human sacrifice to please the gods. As many as twenty thousand people a year were sacrificed to the gods at a temple built specifically for that purpose. Most of those sacrificed were slaves or prisoners captured in wars with surrounding cities. The ritual involved priests stretching the subject over an altar and then lighting a fire on the victim's heart. The priest then tore out the heart and placed it in a sacred dish before the bodies were rolled down the steps of the temple to lie in a heap. Many Aztecs believed that dying this way would ensure a quick passage to heaven. Like many other civilisations, the Aztecs believed in the afterlife. They believed that the key to reaching the afterlife quickly was in the way they died rather than the way they lived. Someone who died quietly of old age would have to pass through the underworld before reaching the realm of the dead. But a warrior who died in battle or a mother who died in childbirth would go straight to heaven.

SOURCE 4 A gold pendant representing Mictlantecuhtli



11.3.4 Agriculture

Built in the middle of a lake, Tenochtitlan did not have easy access to any farmland, so the Aztecs had to use a special method to grow crops. This method involved using chinampas or 'floating gardens', although this second name is misleading. Chinampas were small man-made islands used for crops. An area of shallow lake bed was fenced off and gradually filled with mud, sediment and decaying vegetation until it rose above the water level. This provided a very fertile bed in which to plant a range of crops. This technique is still occasionally used today in some areas of Mexico.

SOURCE 5 A modern-day chinampa in use in Mexico



SOURCE 6 An illustration showing the cross-section of chinampas. Each is at a different stage of development.



11.3 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.3 Exercise 1: Check your understanding

1. **HS1** In your own words, describe the city of Tenochtitlan.
2. **HS1** What were some key differences between the diet of the nobility and that of the commoners?
3. **HS1** Why might the Aztecs' common use of the death penalty not have shocked the Spanish?

4. **HS1** Do you think the Tlaxcalan people would have been likely or unlikely to help the Spanish conquer the Aztecs?
5. **HS1** What do you think they would gain from helping the Spanish?
6. **HS1** Outline the key aspects of Aztec religion.
7. **HS1** How accurate is the term 'floating island' when describing a chinampa? Why?
8. **HS4** Explain why chinampas are still used in parts of Mexico today.

11.3 Exercise 2: Apply your understanding

1. **HS3** Explain why Aztec warriors sometimes dressed as certain animals, as shown in **SOURCE 2**. What effect do you think this would have had on their enemies in battle?
2. **HS3** How does **SOURCE 4** support the argument that religion was important to the Aztecs?
3. **HS3** Analyse **SOURCE 3**. Identify features of the illustrations that could help you identify the different gods if there were no labels.
4. **HS3** Using **SOURCE 3** as a reference, look back to subtopic 11.2 and examine **SOURCE 4**. Can you identify which god is represented in the image? Justify your decision.
5. **HS3** Compare and contrast **SOURCES 4** and **6** with reference to the image they portray of Aztec culture.
 - (a) If you referred to only one image, how accurate and reliable do you think your impression of the Aztecs would be?
 - (b) Using your responses to part (a), explain the importance for students of history to refer to a number of different sources.

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11.4 Columbus and the New World

11.4.1 Columbus's voyages

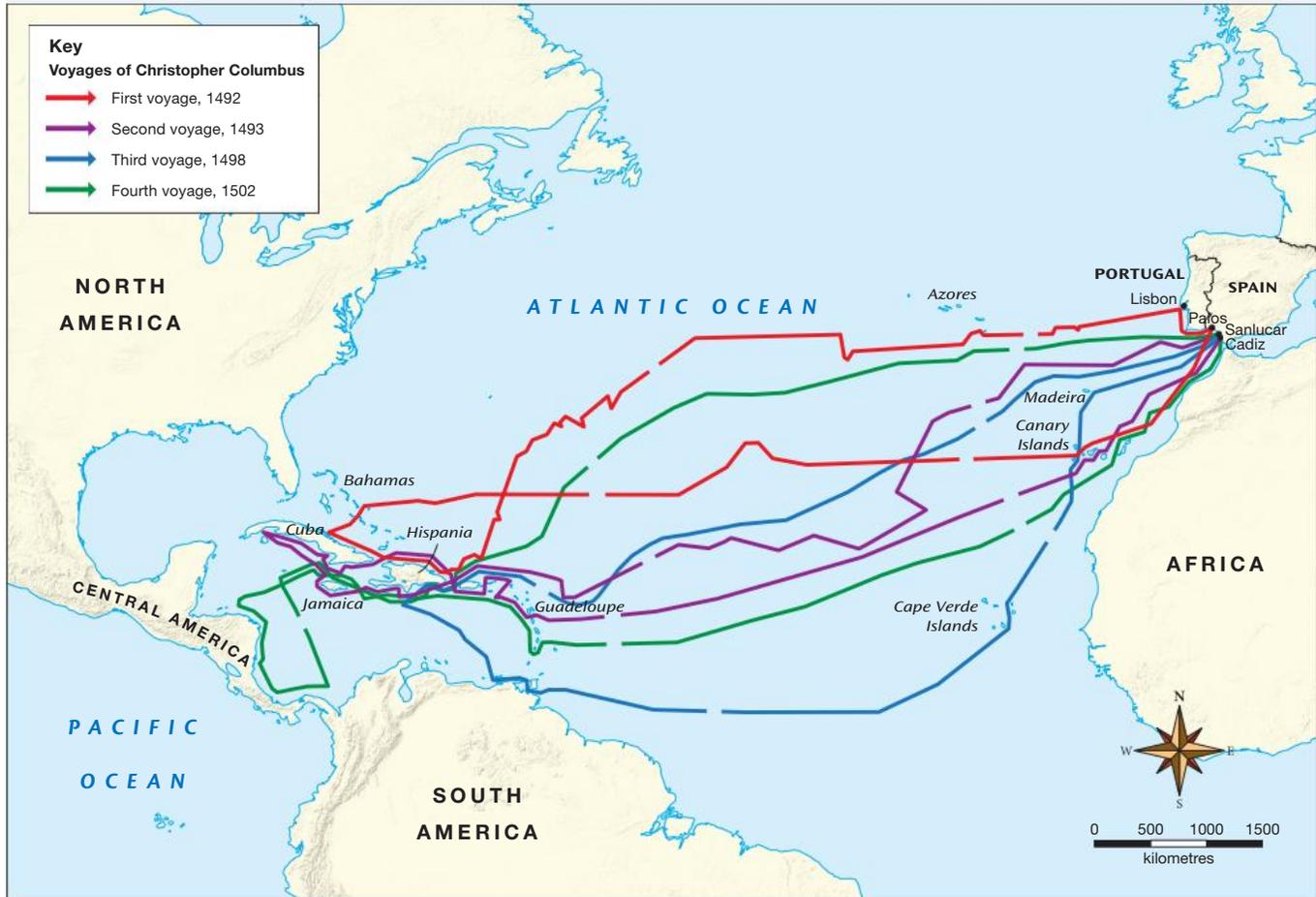
The fifteenth and sixteenth centuries were a time of exploration and discovery for Europeans. The great sea-going powers of the time, Portugal and Spain, made important discoveries and opened up sea routes for trade and colonisation. But it was a young Italian who would end up having arguably the greatest impact of any European explorer.

Just like many other explorers of his time, Christopher Columbus set off with the aim of finding a sea route to the Indies (regions around South Asia and South-East Asia) so that spices could be found and trading routes established. But unlike the Portuguese explorers Bartholomew Diaz and Vasco da Gama, who sailed south around the tip of Africa, Columbus sailed west from Portugal, convinced that this would lead him to the 'Far East' or the Indies. Unable to find financial support from the king of Portugal, Columbus turned to Portugal's rivals, the king and queen of Spain, Ferdinand and Isabella. He convinced them that the voyage would bring them wealth and also help to convert the people of the Indies to Christianity.

He departed Spain on 3 August 1492, secure in his belief that his next landfall would be Asia. His fleet consisted of three ships: the *Pinta* and the *Niña*, both caravels (ships that were light and easy to manoeuvre), and his flagship the *Santa Maria*, a nao (a larger, heavier ship). Unfortunately Columbus had inaccurate knowledge of the distances involved and was completely unaware, as most Europeans were, that the continents of America blocked his path. After eight weeks his crew were becoming afraid that they would never see land again and begged Columbus to turn around. But when he sighted branches in the water he was sure that land was near. Finally, after more than two months at sea, he set foot on land on 12 October 1492, naming the island San Salvador (modern-day Bahamas). He assumed he was in the Indies and so referred to the inhabitants as Indians.

Columbus continued to explore the region, 'discovering' the islands of Hispaniola (modern-day Haiti and the Dominican Republic) and Cuba. Although he suspected he wasn't actually in China or India, Columbus thought that he couldn't be far away. He arrived back in Spain in March 1493 and was made Admiral of the Ocean Sea as well as governor of the Indies. Queen Isabella requested that the Pope recognise Spain as the owner of the newly discovered land and this was granted that same year.

SOURCE 1 A map showing the four voyages of Christopher Columbus



Source: Map drawn by Spatial Vision.

SOURCE 2 Columbus taking possession of the New World for Spain. This artwork was created in 1862, more than 300 years after the event it shows.



Over the following ten years, Columbus undertook three more voyages to the New World. He discovered Guadeloupe on his second voyage. He found the Venezuelan coast on his third voyage in 1498, which was the first time he actually set foot on the mainland of the Americas. While in Hispaniola, he served briefly as colonial administrator but failed so dismally that he was sent home in irons. The Spanish king and queen restored Columbus to favour and in 1502 he set sail for what would be his last great voyage, this time exploring the southern coast of the Gulf of Mexico.

Columbus died in 1506, two years after his return to Spain from his final expedition. He died still convinced that his voyages had been along the eastern coasts of Asia.

11.4.2 Who 'discovered' America?

For centuries, it was generally accepted that Columbus discovered America when he sighted land in 1492. However, historians today regard this as inaccurate. Although Columbus was the first person to spread knowledge of the New World through Western Europe, the Viking explorer Leif Eriksson likely sailed from Scandinavia to North America almost five centuries before Columbus's voyage; however, the details of his expedition remain largely unknown. And, of course, Native Americans had inhabited North America for thousands of years before Columbus's arrival.

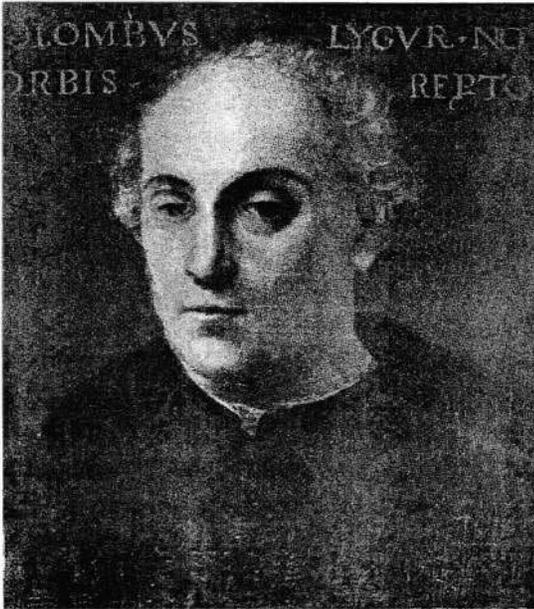
11.4.3 How did Columbus's arrival affect the Native Americans?

On 12 October each year, many Americans celebrate Columbus Day in memory of Columbus's first landing on the island of Hispaniola. Many regard this as a very important date, as it led to the eventual establishment of the United States. But for Native Americans it often has the opposite meaning. It is seen as the beginning of a time of genocide, slavery and the extinguishing of much of the Americas' indigenous culture.

SOURCE 3 An engraving from the sixteenth century, by Theodore de Bry, in which Native Americans are set upon by dogs while some Spaniards watch



SOURCE 4 Two very different portraits, both supposedly depicting Columbus. The left image, published in the nineteenth century, is based on a sixteenth-century portrait. The image on the right is also a sixteenth-century painting.



DID YOU KNOW?

Despite his obvious importance to world history, nobody really knows what Columbus looked like. There have been hundreds of different portraits, but even the experts can't find enough evidence to prove whether any are accurate representations.

SOURCE 5 Excerpts from Columbus's journal, 1492

Thursday, 20 September. Saw a pelican coming from west-northwest and flying to the southwest; an evidence of land to the westward, as these birds sleep on shore, and go to sea in the morning in search of food.

Saturday, 22 September. My crew had grown much alarmed, dreading that they should never meet . . . with a fair wind to return to Spain.

Thursday, 11 October. The crew of the *Niña* saw a . . . stalk loaded with rose berries [in the ocean] . . . and they all grew cheerful.

[Friday, 12 October.] I saw some [natives] with scars of wounds upon their bodies . . . they answered . . . that there came people from the other islands in the neighbourhood who endeavoured to make prisoners of them, and they defended themselves. I thought then, and still believe, that these [other people] were from the continent.

11.4 ACTIVITIES

1. Create a timeline showing the voyages of Columbus. Label each voyage with a paragraph outlining the main discoveries. **Sequencing chronology**
2. Divide into small groups and agree on a definition of 'discover'. Using that definition, evaluate the significance of each of the following in the discovery of the Americas:
 - (a) Native Americans
 - (b) Leif Eriksson (see topic 3)
 - (c) Christopher Columbus.**Determining historical significance**
3. How difficult was it to come to a definite conclusion in question 2? Explain how all three could be said to have contributed in different ways. **Determining historical significance**

11.4 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.4 Exercise 1: Check your understanding

1. **HS1** Which two European countries were the major sea powers of Columbus's time?
2. **HS1** What were the names of Columbus's three ships on his first voyage? How did his flagship differ from the other two vessels?
3. **HS1** Which explorers had previously sailed around the southern tip of Africa?
4. **HS1** Why did Columbus call the inhabitants of the lands he discovered 'Indians'?
5. **HS1** How many days did it take Columbus's fleet to sail from Spain to the New World?
6. **HS1** How did Columbus's route to the Indies differ from those of Diaz and da Gama?
7. **HS1** Why is it inaccurate to claim that Columbus 'discovered' America?
8. **HS1** What is a more accurate statement about America's discovery?
9. **HS1** Describe the different attitudes towards Columbus Day in the United States.

11.4 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. How many times did Columbus actually set foot on the mainland of the American continent?
2. **HS3** **SOURCE 2** was created more than 300 years after the events it depicts. Explain how this affects its usefulness for historians today.
3. **HS3** Why might the images of Columbus shown in **SOURCE 4** be so different?
4. **HS3** Read **SOURCE 5**.
 - (a) What suggested to Columbus that he was nearing land?
 - (b) Why was Columbus's crew frightened on 22 September, and why were they cheered up when they saw rose berries in the sea on 11 October?
 - (c) On 12 October, Columbus described some of the features of the indigenous people. Who did Columbus think they were referring to when describing 'people from the other islands in the neighbourhood'? Who might the native population actually have been referring to?
5. **HS3** Compare and contrast the depictions of Europeans in **SOURCES 2** and **3**. What are their similarities and differences? Can you suggest an explanation for their different perspectives?
6. **HS3** Study **SOURCE 2**.
 - (a) Is it a primary or secondary source? Explain your answer.
 - (b) It is sometimes said that historical sources can tell us more about the time in which they were created than the time they depict. Look back at **SOURCE 2**, which was painted by a Spanish artist. Discuss what this type of portrayal of Columbus could tell us about Spanish attitudes towards him in 1862.

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11.5 Cortes, the conquistadors and the Aztecs

11.5.1 Ambition and conquest

History is full of tales about conquest and colonisation. The fifteenth and sixteenth centuries saw a rapid expansion of European colonies throughout the world, particularly in the Americas. The Europeans clashed, often violently, with the indigenous inhabitants they encountered. In most cases, the two cultures could not **coexist** peacefully — one would dominate the other. The most well-known example is arguably that of Hernan Cortes and the Aztecs.

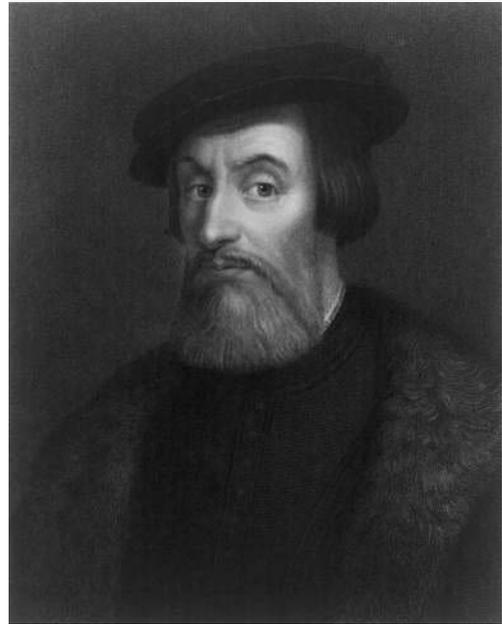
Born in 1485, Hernan Cortes was the son of a Spanish nobleman. He attended university at Salamanca but had a reputation for not working very hard. When he was 19, he moved to the Caribbean island of Hispaniola, which was then a growing Spanish settlement. About six years later, he took part in the conquest of Cuba under the command of Diego de Velasquez.

Cortes came to believe that the Aztecs in Mexico had much to offer the Spanish conquistadors. At this time the Spanish were interested in two things: gold and converting the Aztecs to Christianity. As a career explorer, Hernan Cortes was ambitious and greedy. He was obsessed with claiming land for Spain and glory

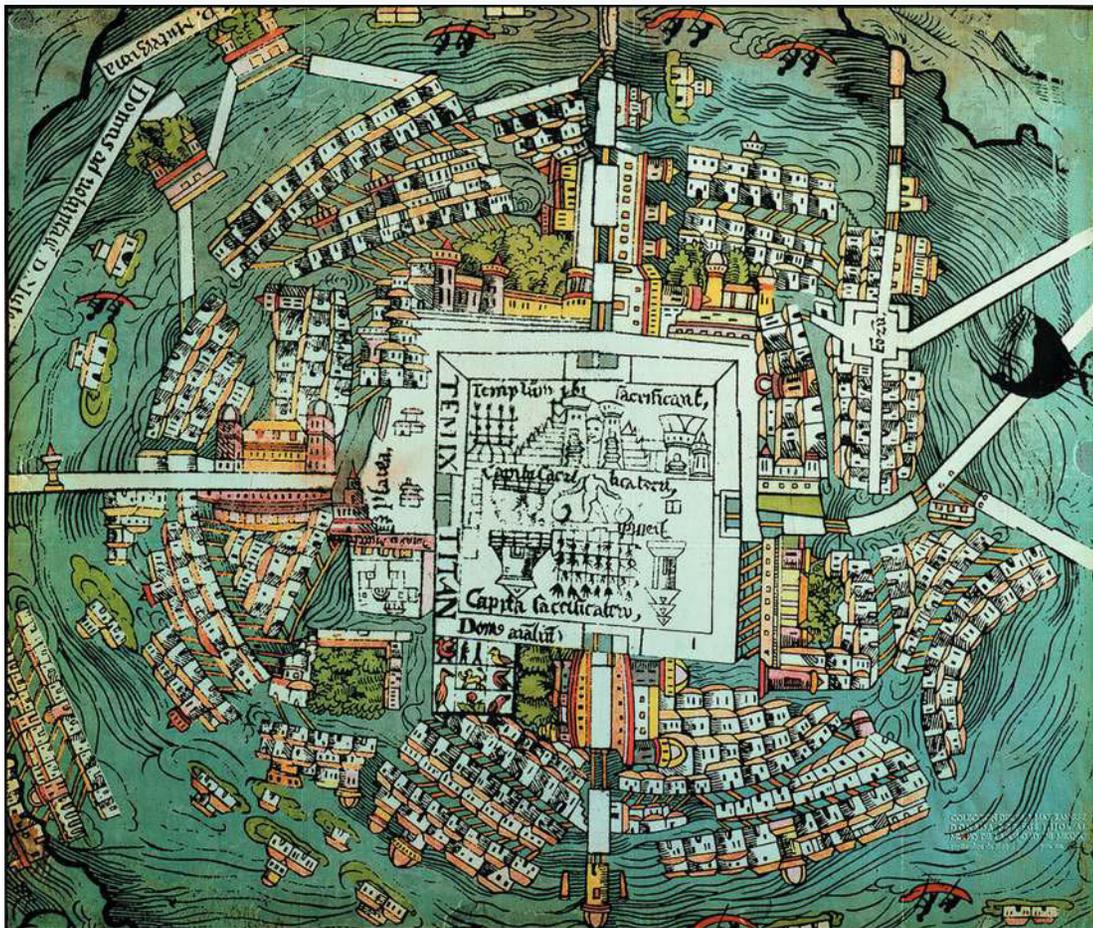
for himself. He was also looking for gold and had heard rumours that the Aztecs had lots of it. In February 1519 Cortes set sail for Mexico. Upon reaching the coast in March, Cortes destroyed his ships to ensure his men did not have any thoughts about desertion. He fought a battle against the indigenous people at a town called Tabasco before founding the town of Veracruz. He then began marching inland to the Aztec capital, Tenochtitlan. On the way, Cortes made contact with Tlaxcala, which was a kingdom that resisted the rule of the Aztecs. The Tlaxcalans initially resisted the Spanish and soon they were fighting.

The Spanish found themselves in trouble because the ground was broken and uneven, so they could not effectively use their horses and cannons. But as they fought their way to level ground the balance shifted in their favour. After the early violent encounters, the Tlaxcalans permitted the Spanish to enter their territory — no doubt they were terrified by the Spanish firearms and horses, neither of which they had ever seen before. For their part, the Spanish granted them a truce in return for their support against the Aztecs.

SOURCE 1 A portrait of Hernan Cortes, created c. 1850



SOURCE 2 A map of the Aztec capital, Tenochtitlan, attributed to Hernan Cortes



As he moved further inland, Cortes avoided the well-travelled route to Tenochtitlan to minimise the possibility of ambush. He was also trying to recruit more allies against the Aztecs. For three months the conquistadors made their way through a variety of terrain, from arid mountains to fertile valleys. They were forced to adapt to the daytime heat as their armour was not practical for a climate that was much hotter than what the Spanish were used to. On the journey they saw strange plants and animals that were completely different to what they knew in Europe.

Upon arrival at Tenochtitlan in November 1519, the Spaniards discovered a thriving, highly organised city. Built on the islands in the middle of Lake Texcoco, the city would have appeared to the approaching Spaniards as almost floating on an inland sea. The city had a population of about 250 000 people, and it controlled much of the surrounding countryside. It was from these lands that the city drew its wealth in the form of gold, jewels and crops.

Cortes was welcomed by Montezuma II, emperor of the Aztecs. One theory suggests that Montezuma thought Cortes was the god Quetzalcoatl, who was said to have fair skin and a beard, just like Cortes. After establishing a headquarters in Tenochtitlan, Cortes attempted to strengthen his position by taking Montezuma hostage. This was a common tactic in Europe but was seen as unacceptable to the Aztecs, who attacked and drove the Spanish from the city. During this uprising Montezuma himself was killed, possibly by his own people who thought him weak in the face of the Spanish. Cortes returned in 1521 and laid siege to the city before attacking. The battle lasted for two months and the Spanish were forced to fight fiercely for every street. Tenochtitlan was reduced to rubble and many thousands of Aztecs were killed. On 13 August 1521 Cortes was able to claim the city for Spain.

SOURCE 3 A colour lithograph, created in 1892, showing Montezuma greeting Cortes in Tenochtitlan



DID YOU KNOW?

Iron was a key factor behind the successful Spanish conquest of the Aztecs. The indigenous peoples of the New World did not use iron; they still used old technologies for weapons. Iron was so important because it formed the principal component in swords, daggers, lances and knives, and was a crucial element in the workings of crossbows. It was central to cannons and other firearms and it contributed to the effectiveness of armour, helmets and shields. Iron gave the Spanish an important advantage that helped ensure the defeat of the Aztecs.

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11.5.2 End of a civilisation

It took about two years for the Spaniards to destroy the indigenous civilisation of the Aztecs. Many Aztecs died directly at the hands of the conquistadors. But thousands of others died not from violence but from famine and diseases that were introduced by the Europeans. Those who survived lost their dignity. Their wealth was stolen and their temples were destroyed. Because the Spaniards believed it was their duty to convert the Aztecs to Christianity, the Aztecs also lost much of their culture.

The success of Cortes over the Aztecs led to an unprecedented period of European expansion in the Americas. The following two centuries saw the Spanish consolidate their rule over many Native American societies, including the Inca and Maya civilisations.

SOURCE 4 An Aztec illustration of the Spanish conquest



The Inca civilisation occupied roughly the area of present-day Peru and Chile, which is one of the most mountainous regions in the world. The Spanish conquistador Francisco Pizarro first made contact with the Inca in 1526, but it took longer to conquer them than the Aztec Empire, largely because of the harsh geographical features. The tropical jungle and mountainous terrain hampered the progress of the conquistadors, who found their armour torturous in such a hot and humid climate. Ultimately though, the combination of superior Spanish weaponry and the longer term effect of introduced diseases meant that the Inca could not resist indefinitely. The city of Lima was founded by Pizarro in 1535 and the Viceroyalty of Peru, which was the name given to the region of South America ruled by Spain, was created in 1542.

The Maya proved more of a challenge for the Spanish, despite the fact that they were located in a less harsh geographical region. Occupying much of the Yucatan Peninsula in what is now southern Mexico, the Maya civilisation consisted of a number of independent city-states. There was no single capital city like the Aztec capital Tenochtitlan so the individual states had to be overpowered one by one, making the conquest a long and arduous one for the Spanish. It took more than 150 years before the last Mayan city was conquered.

SOURCE 5 *Lament on the Fall of Tenochtitlan*, a poem by an anonymous Aztec poet

How can we save our homes, my people?
 The Aztecs are deserting the city
 The city is in flames and all
 is darkness and destruction
 Weep my people
 Know that with these disasters
 We have lost the Mexican nation
 The water has turned bitter
 Our food is bitter
 These are the acts of the Giver of Life

11.5 ACTIVITY

Cortes was not the first, nor the only, Spanish conquistador in the Americas. Conduct some research into the actions of Balboa in 1510 or further research into Pizarro in 1531. In what ways were their actions, experiences and impacts on indigenous peoples similar or different to those of Cortes? In what ways were each significant in the colonisation of the Americas?

Determining historical significance

11.5 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.5 Exercise 1: Check your understanding

- HS1** What were the two main reasons for Spanish settlements in the New World?
- HS1** How old was Cortes when he claimed Tenochtitlan for Spain?
- HS1** Why did Cortes follow an indirect route from the coast to Tenochtitlan?
- HS1** Approximately how long did it take the Spanish to destroy the Aztec civilisation?
- HS5** Aside from violence, what else caused thousands of Aztec deaths?
- HS1** Why did it take longer for the Spanish to conquer the Incan civilisation?
- HS1** Why was the Maya civilisation difficult to conquer?

11.5 Exercise 2: Apply your understanding

- HS3** Study **SOURCE 2**. What might have been the advantages and disadvantages of the layout of Tenochtitlan if the city was under attack?
- HS3** What impression do you get about the initial meeting between Cortes and Montezuma as shown in **SOURCE 3**? How reliable do you think this source is?
- HS3** Study **SOURCE 4**. You will see one of the conquistadors, possibly Cortes himself, embracing two Aztec warriors. Who could these people be? Why are they not fighting against Cortes?
- HS3** Read **SOURCE 5** and then look up the word 'lament' in a dictionary. Do you think it is an appropriate term to use for this poem?
- HS3** How would you describe the battle for Tenochtitlan as portrayed in **SOURCE 5**? Do you think you would describe the battle differently if it had been portrayed in the art style used in **SOURCE 3**?
- HS5** Use a concept map to summarise the causes and effects of the Spanish invasion on the Aztec civilisation.

7. **HS6** Explain what you think was the most significant advantage the Spanish had over the Aztecs during the conquest. For example, was it technology, or perhaps resistance to disease? Explain your reasoning.
8. **HS6** Evaluate the significance of geographic features in the Spanish conquest of the Aztec, Inca and Maya civilisations.

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11.6 New Spain

11.6.1 A new empire

After the defeat of the Aztec Empire, Hernan Cortes founded the colony of New Spain, with Mexico City (formerly Tenochtitlan) as its capital. Over time, the colony would grow to encompass most of the region that is now the United States, Mexico and the islands in the Caribbean Sea. Later, it would extend across the Pacific Ocean as far as the Philippines. The Spanish domination of these regions was to last over four hundred years.

The establishment of New Spain meant the creation of a new part of the Spanish Empire. The lands that were brought under Spanish control after the conquest were very wealthy and complex, providing an opportunity for Spain to establish itself as a world power.

The viceroy (representative of the king or queen) was Antonio de Menoza, and he was eager to find out about the territory that Spain governed. In the years following the Spanish conquest, a series of expeditions

SOURCE 1 A map showing the growth of New Spain in the Americas



Source: Map drawn by Spatial Vision.

were sent to explore and subdue New Spain. Throughout the sixteenth century many cities were established in North and Central America. As these cities were established, missionaries were also set up so that Christianity could be introduced to the native people. Many of the cities were named after particular saints and so begin with the Spanish words for saint — ‘san’ or ‘santa’. San Francisco is one of many cities of this kind.

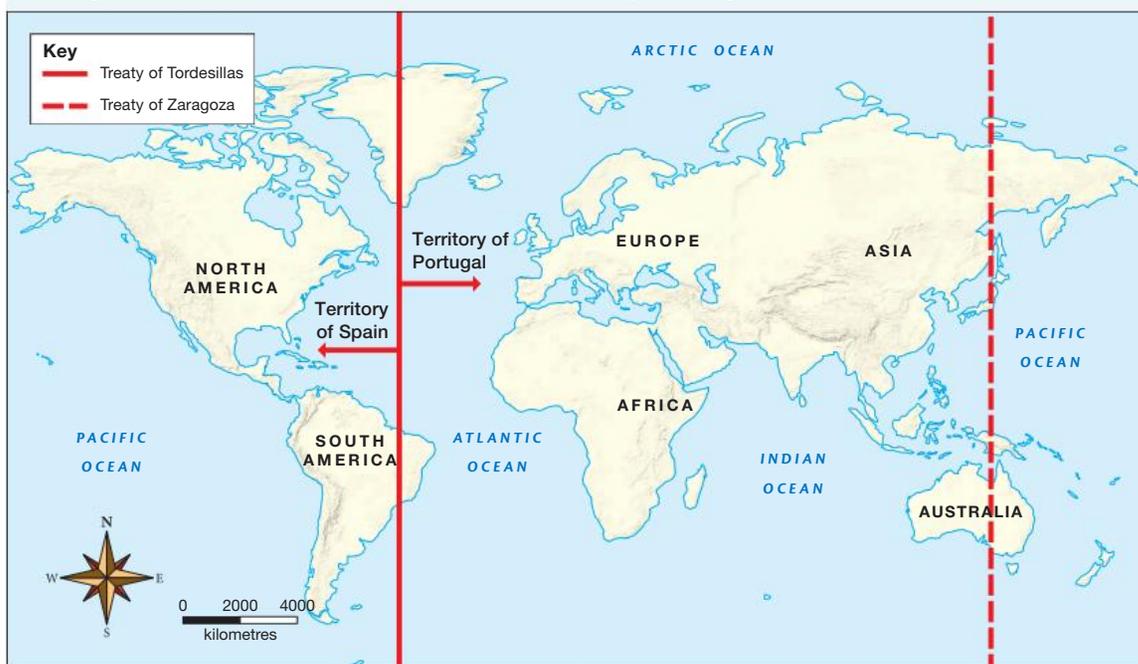
The trade routes that developed between America and Europe became known as the ‘Columbian Exchange’. Plants, animals, diseases and technology all criss-crossed the oceans. Tomatoes, for example, now associated with Italian cuisine, were unknown to Europe until they were introduced from the New World. Other new plants included potatoes, corn and tobacco. For their part, the Europeans introduced, among other things, bananas, coffee beans and horses to America.

Internally, the administration of New Spain was structured under the ‘encomienda system’. Established in 1521, it was created to regulate labour and behaviour of the indigenous population. The Spanish conquistadors and settlers received a ‘grant’ of land and labourers who offered tributes in return for protection and ‘Christianisation’. The idea was to ‘civilise’ and employ the indigenous population to work for the Spanish settlers. In reality, however, the encomienda descended into a system of forced labour and land seizure, and resulted in the quick spread of the introduced diseases against which the indigenous population had no resistance.

At the same time as the settlement of New Spain, an attempt was made to establish trade routes with the East Indies (modern-day South-East Asia). The Pacific Ocean had the potential to become a trading ‘superhighway’ for the Spanish by eliminating the need for the long sea voyage from Europe around the southern tip of Africa. A Spanish settlement was established in the Philippines in 1565 and soon a busy trade route developed. Silk, spices, silver and slaves were all transported from Asia to the Americas and then on to Europe.

By 1494 Spain and Portugal had become rivals, with both trying to establish world empires. In that year, they reached an agreement so that they could each explore and trade in a different part of the world without risking armed conflict with each other. This was called the Treaty of Tordesillas. Essentially, they divided the world in half, with Portugal having access to one side and Spain the other. **SOURCE 2** shows the dividing line as agreed by the two countries.

SOURCE 2 A map indicating the division of the world under the Treaty of Tordesillas. Once Spain and Portugal reached Asia, a second division under the Treaty of Zaragoza was made.



Source: Map drawn by Spatial Vision.

SOURCE 3 A galleon at sea. The galleon was a common vessel used by most European nations in the sixteenth and seventeenth centuries. It had a large cargo-carrying capacity as well as a number of cannons for defence.



11.6.2 Expansion and conflict

The signing of the Treaty of Tordesillas may have given peace of mind to the Spanish and Portuguese, but understandably it did not sit well with other European nations. In the late sixteenth century they began to establish their own colonies on the American continents. As the various colonies expanded, conflict was inevitable. The countries most active in the expansion and fight for the New World were Spain, Great Britain and France. The Dutch were also influential, but mainly in the north-east of North America. Their most famous act was founding the city of New Amsterdam, which would later become New York. All of these countries saw in the Americas the opportunity for wealth; because they were often at war with each other in Europe, no country wanted any of the others to succeed.

11.6.3 The end of New Spain

Through three centuries of conflict, Spain had established itself as the governing power across much of the North American continent. But by the beginnings of the nineteenth century the first calls for independence began. The colonies that were under Spanish control felt that they were able to rule themselves. They wanted to play a role in the decisions that would affect them. In 1810, Mexico declared independence from Spain, leading to a ten-year war that would end with that independence finally being recognised. This in turn encouraged many other parts of New Spain to seek independence as well. Britain offered support against Spain because they wanted to end the Spanish **monopoly** on trade in the region. By the 1820s, almost all of the Spanish colonies in the Americas had won their independence. New Spain was disappearing.

In 1898, the Spanish were defeated by the United States in a war that would decide who would control the remaining territories. As the victorious power, the United States took control of Cuba, Puerto Rico and the Philippines, ending more than four centuries of Spanish rule in the Americas.

11.6 ACTIVITIES

1. Using the internet and other sources, prepare some promotional material about the Spanish galleon for other interested trading nations. What was it about the vessel that made it so effective in its role and so significant to Spain in its establishment of power in the Americas?

Determining historical significance



- Using **SOURCE 1** and an atlas, find some other cities on the west coast of North America that are named after saints. Use the internet or your library to find information about these particular saints and why these cities were given these names by the Spanish. What does the location of these cities tell you about the size of New Spain?

Using historical sources as evidence

11.6 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.6 Exercise 1: Check your understanding

- HS1** Why did Spain want to create an empire in the New World?
- HS1** What does the Treaty of Tordesillas suggest about the power of Spain and Portugal in the fifteenth century?
- HS1** Aside from Spain and Portugal, which other European powers had a presence in North America?
- HS1** Why might these other European powers have taken issue with the Treaty of Tordesillas when it was signed?
- HS1** What was New York's previous name?
- HS1** What were the key threats to Spanish control over the North American continent?
- HS1** Which countries or empires followed Spain as the major powers in North America?

11.6 Exercise 2: Apply your understanding

- HS3** Using **SOURCE 2**, explain why most people who live in Mexico and the western part of South America speak Spanish, but people in Brazil speak Portuguese.
- HS4** What changes might have resulted from the signing of the Treaty of Tordesillas?
- HS3** Using **SOURCE 2** and an atlas, identify which modern-day countries would have been intersected by the line of the Treaty of Tordesillas.
- HS5** In what way was the idea of the encomienda system often different from the reality?
- HS5** The Treaty of Tordesillas may have been a source of conflict between the rival European nations, but in what other ways might it have resulted in conflict in the areas that those nations wanted to colonise?

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11.7 Slavery in the New World

11.7.1 Aztec slavery before the Spanish

Put simply, slavery is forced labour. A slave is a person legally owned by someone else. Because the slave is the 'property' of their owner, they have no legal rights of their own.

Although outlawed by the United Nations in 1948, slavery continues to this day in many parts of the world. There are approximately 20 million people around the world for whom slavery is a terrible reality. Forced to work in dangerous conditions or even to fight in armies against their will, slavery has been a feature of many civilisations for thousands of years. The Spanish colony of New Spain was one of many at the time that relied heavily on slave labour.

The Spanish did not bring slavery to the New World; they merely introduced a new form of it. Slavery had been an important part of Aztec culture but it was very different to the form of slavery that the Europeans practised. Aztec slaves could have possessions and often had the opportunity to buy their liberty. If an Aztec slave's master died, the slave would sometimes be freed rather than sold to someone else. People could also sell themselves into slavery as a way of paying debts, and even a murderer could be offered as a slave to the family of the person killed, if requested. One key difference between Aztec and European slavery was its **hereditary** nature. The child of an Aztec slave was not automatically a slave, unlike the European system where a person could be born into slavery.

11.7.2 Slavery in New Spain

Technically, slavery was not permitted in New Spain. In 1493, Pope Alexander VI, at the same time as granting Spain the right to colonise the New World, declared the native people were to be converted to Christianity but not enslaved. The *encomienda* system was intended to honour this arrangement by ensuring that indigenous people who were used for labour were protected and converted by missionaries. However, any that resisted the Catholic faith could be subjected to forced labour. For the conquistadors, this provided an easy excuse to declare that any slaves were merely natives who had refused to accept Christianity and had reverted to their own religion.

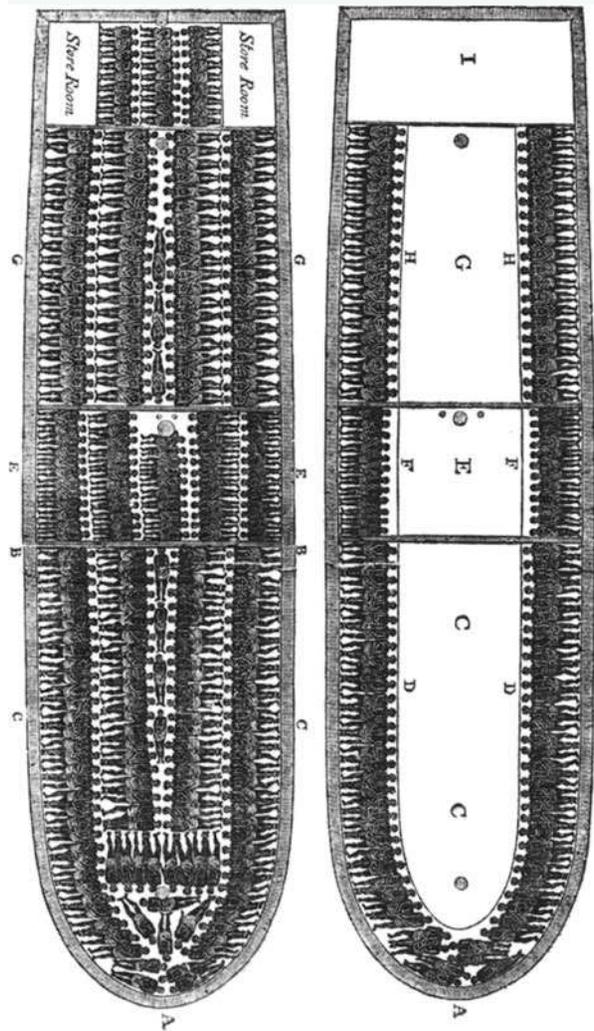
During the conquest of the Aztec Empire, many thousands of native people died not from violence but from diseases that were introduced by the Europeans. The native population did not have immunity to these introduced diseases and died by the hundreds of thousands in much the same way that Europe was ravaged by the Black Death a century earlier. After the establishment of New Spain, disease continued to claim a massive number of native lives as it followed the Europeans across the American continent. To combat the problem of losing workers, the Spanish began to import slaves from Africa. These areas had already been settled by Spain and so the native people had developed immunity from the common, but otherwise deadly, diseases. Over the course of four centuries, the colony of New Spain received approximately four million slaves from Africa.

11.7.3 A slave's journey

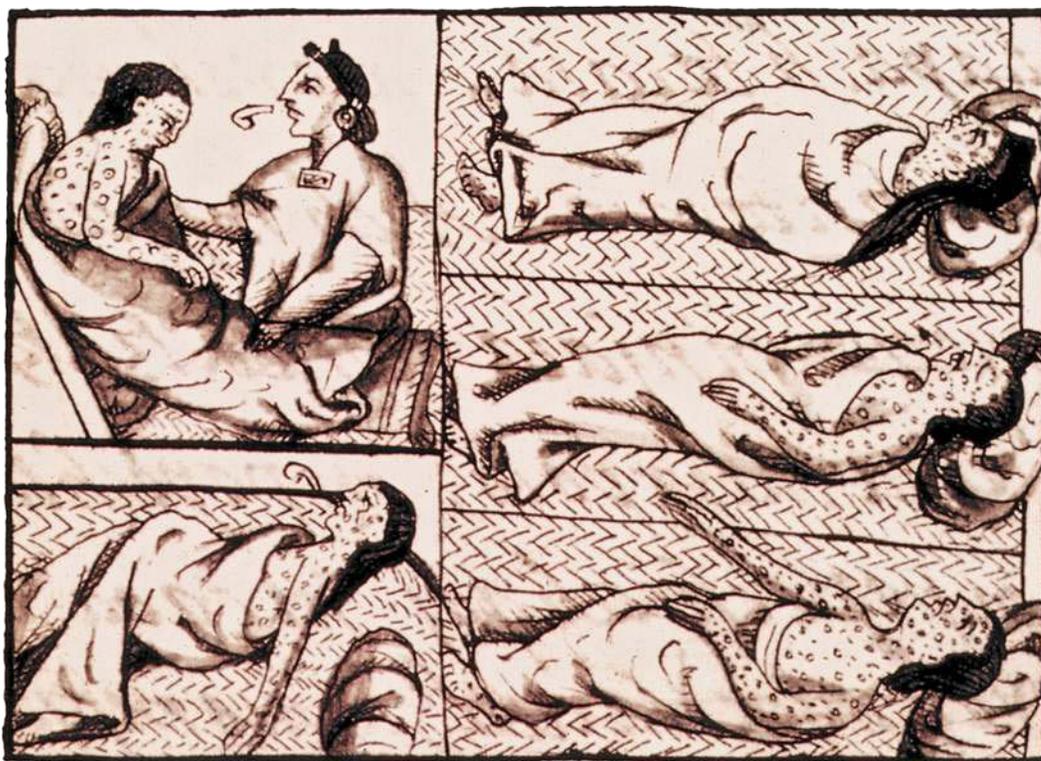
The African slave trade has been referred to as the 'triangular trade' because of the way the ships traversed the Atlantic Ocean. Trading vessels filled with non-human cargo would sail from Europe to the west coast of Africa. Once there, they would sell and trade the goods and load their ships with slaves. Laden with their valuable human cargo, they would sail west across the Atlantic Ocean and deliver the slaves to the Americas. From there they would load the ships with more goods for the journey back to Europe.

A slave was useful to their master only if they were alive, and captains of slave ships made more money if more slaves survived the horrendous five-week journey across the Atlantic. Some captains packed their ships 'loosely' so that diseases could not spread as easily and slaves would arrive at their destination relatively healthy. Unfortunately, it was more common for captains to pack their ships 'tightly' on the assumption that the more slaves who began the journey, the more that would survive until the end, even if some died at sea. Conditions on board these ships were horrific. Slaves' ankles and wrists were chained and they had no room to move. Poor quality food led to scurvy and lack of hygiene meant that diseases such as dysentery spread quickly. Suicide attempts were a tragic but common occurrence.

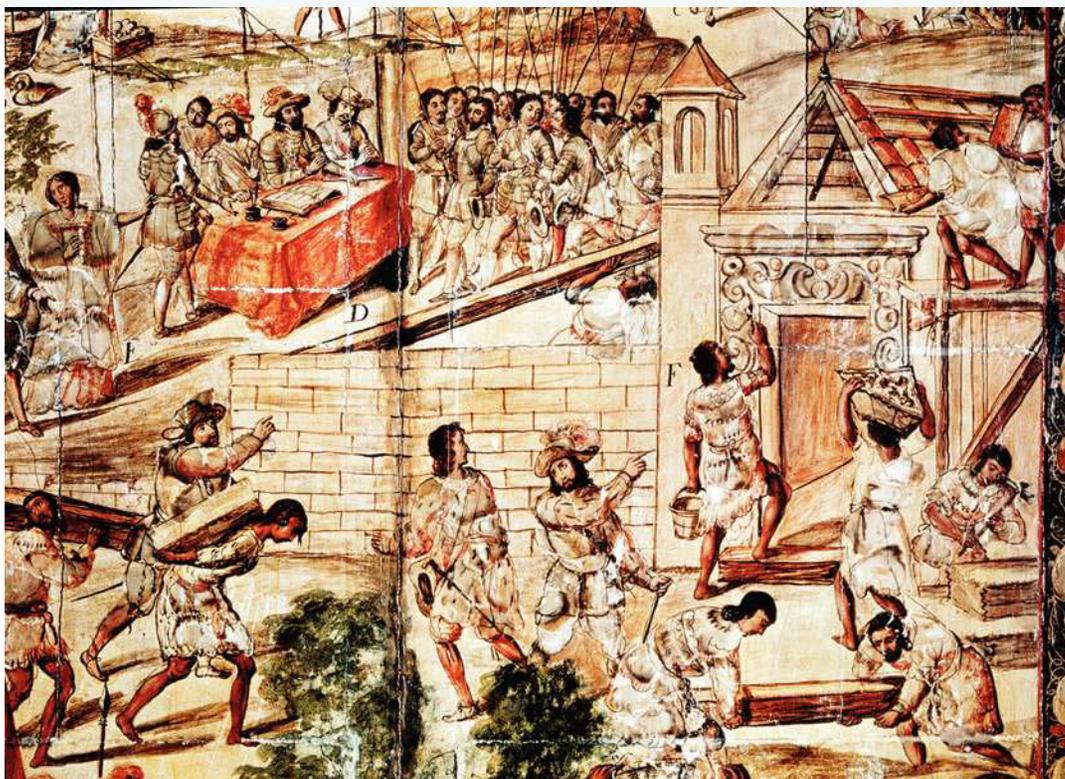
SOURCE 1 A diagram from the eighteenth century outlining the placement of slaves in a ship for transportation



SOURCE 2 An illustration from a sixteenth-century codex showing native Aztecs suffering from smallpox



SOURCE 3 An illustration of sixteenth-century native slaves building Mexico City on the ruins of Tenochtitlan



SOURCE 4 A map showing the 'triangular trade



Source: Map drawn by Spatial Vision.

11.7.4 The end of slavery

The Spanish colonisation of the Americas and the slavery that followed led to discussion in Europe about the right to enslave Native Americans and Africans. As the terrible living conditions of slaves became more widely known, the anti-slavery movement gained momentum. Reverend Robert Walsh, an anti-slavery campaigner, wrote some important accounts of the conditions on board slave ships in his *Notices of Brazil in 1828 and 1829* (see **SOURCE 5**). He travelled around Brazil and at sea as part of the effort to abolish the slave trade completely. One of his proposals was to arrest any slavers and have them tried for piracy, even if they were not transporting slaves at the time. In the first half of the nineteenth century, a range of laws were passed throughout Europe that abolished the slave trade. However, in the United States, slaves were not freed until after the Emancipation Proclamation of 1863.

SOURCE 5 Reverend Robert Walsh served aboard a ship that intercepted the illegal slave trade. This description of the conditions on board a 'slaver' appears in his *Notices of Brazil in 1828 and 1829*.

The slaves were all inclosed . . . between decks. The space was so low that they sat between each other's legs . . . They were all branded like sheep with the owner's marks . . . 'burnt with the red-hot iron' . . .

. . . The heat of these horrid places was so great and the odour so offensive that it was quite impossible to enter . . .

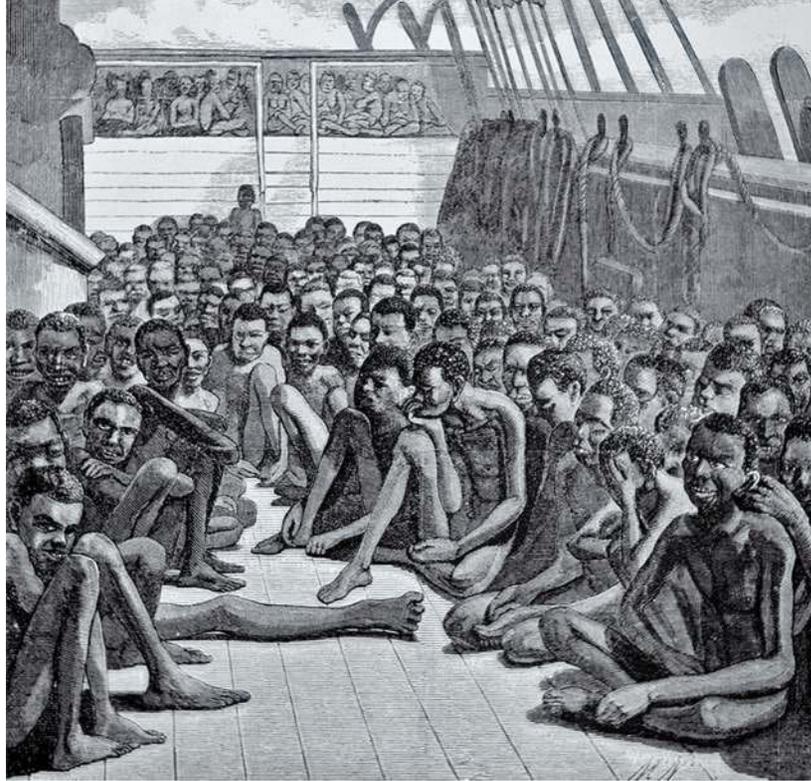
. . . Some water was brought . . . They shrieked and struggled and fought with one another for a drop of this precious liquid . . .

. . . While expressing my horror at what I saw I was informed by my friends . . . who had visited so many ships, that this was one of the best they had seen.

DID YOU KNOW?

One way for an Aztec slave to win their freedom was to escape from the watch of their master while at the tianquiztli (marketplace) and run to the palace. If they reached the palace without being caught, they became free. Only the master or one of his relatives was allowed to chase the slave — if anyone else interfered, they risked being sold into slavery themselves. Look back at **SOURCE 1** in subtopic 11.3 and see whether you can find the slave escaping from his master.

SOURCE 6 An illustration depicting the 'cargo' on a slave ship



11.7 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.7 Exercise 1: Check your understanding

1. **HS1** Approximately how many people live in slavery around the world today?
2. **HS1** Identify the ways in which Aztec slavery differed from the kind of slavery introduced by Europeans.
3. **HS1** Why did the Spanish begin to import slaves from Africa?
4. **HS1** How might the conquistadors defy the law that stated slavery was not permitted in New Spain?
5. **HS1** Why would captains of the slave ships pack their 'cargo' so tightly?
6. **HS1** What did poor food and hygiene lead to on board slave ships?
7. **HS5** What helped the anti-slavery movement gain momentum?
8. **HS1** What part did Reverend Robert Walsh play in ending slavery?
9. **HS2** When did the United States abolish slavery? Was it earlier or later than Europe?

11.7 Exercise 2: Apply your understanding

1. **HS3** What could **SOURCE 1** suggest to you about the attitude of slave traders towards their 'cargo'?
2. **HS3** Using the scale on **SOURCE 4**, estimate the distance travelled by a ship from Africa to North America with its cargo of slaves.

3. HS3 Read **SOURCE 5**.

- (a) Is this a primary or secondary source? Why?
- (b) Do you think this is a reliable source? Why or why not?
- (c) Why were slaves 'branded like sheep'?

4. HS3 Study **SOURCE 3**.

- (a) Explain how **SOURCE 3** helps to illustrate why the native population succumbed so quickly to disease.
- (b) How would you describe the relationship between the Spanish and the native slaves in **SOURCE 3**? Do you think this is an accurate representation? Why or why not? What other sources can you find to support or challenge your thoughts?

5. HS3 Using **SOURCES 5** and **6** as a starting point, describe the conditions on board a slave ship in your own words.

6. HS6 Create a short biography of one of the key abolitionists, such as William Wilberforce or Reverend Robert Walsh. Investigate their beliefs about why slavery should be abolished and their significance on the slavery issue.

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11.8 The impact and legacy of colonisation

11.8.1 Impact on the Aztecs

The Spanish conquest of the Americas had wide-ranging and long-term impacts. Initially those impacts were felt within the American continent, but as the Columbian Exchange and triangular trade developed, the impact was felt more widely and helped lay the foundations for the creation of the modern world.

The most obvious and significant impact of the Spanish conquest on the Aztec people was the severe decline in population over the years of the colonisation. As discussed previously, diseases introduced by the Europeans and the effects of slavery and malnutrition had serious consequences for the native population. It is estimated that the native population of Mexico had declined by 90 per cent by the early 1600s. **SOURCE 1** discusses additional reasons for the declining population in Mexico.

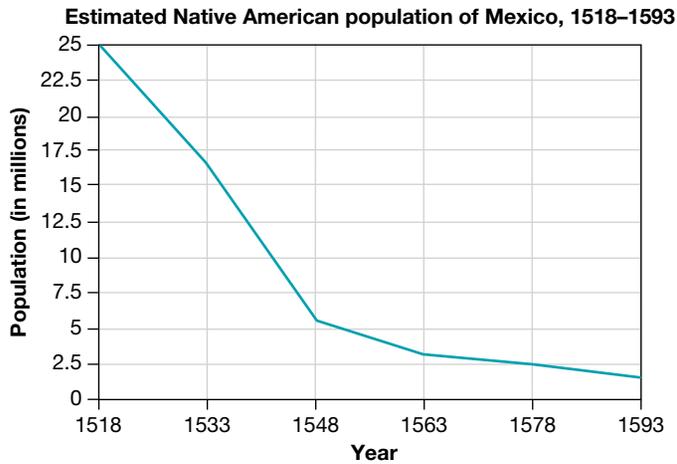
SOURCE 1 From *The Population of the California Indians, 1769–1970*, written by Sherburne Cook

The first [factor] was the food supply . . . the second factor was disease . . . A third factor, which strongly intensified the effect of the other two, was the social and physical disruption visited upon the Indian. He was driven from his home by the thousands, starved, beaten, raped, and murdered . . . The utter devastation caused by the white man was literally incredible, and not until the population figures are examined does the extent of the havoc become evident.

The Spanish conquest led to a loss of culture. Traditional art and music, as well as native languages, were under threat of being lost forever. For example, it has been shown that the codex, the traditional written record of the Aztecs, changed because of Spanish influence. Codices were originally pictorial; however, after colonisation, Spanish and Latin text was introduced.

As New Spain grew, native labourers travelled with the Spanish so that they could be put to work under the arrangements of the encomienda system. By doing this, the Aztec, Mayan and Incan people who had lived apart for centuries were suddenly mixing together. This blurred the distinction between the three previously unique cultures. This loss of culture was exacerbated by the efforts of the Spanish to convert the native population to Christianity. In some cases, rather than converting outright, the native population merely incorporated aspects of Christianity to their pre-existing belief systems. Some of these variations survive to this day, and the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

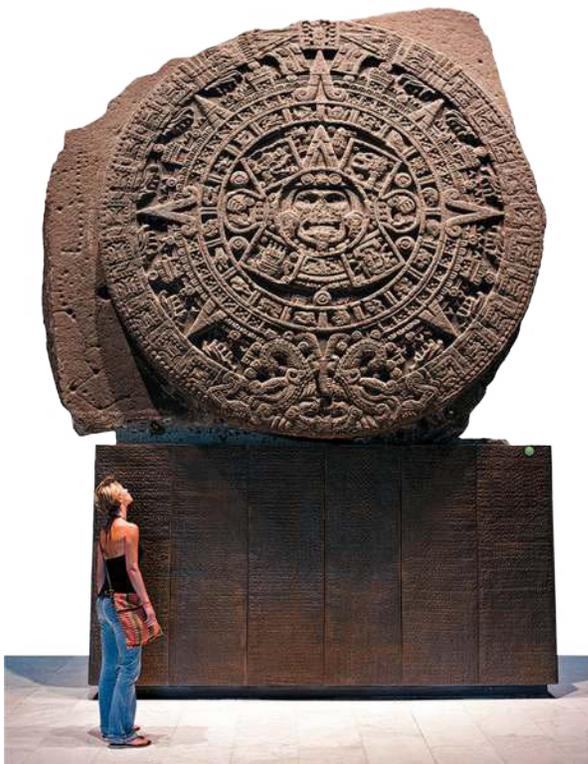
SOURCE 2 A graph showing the decline of the Aztec population in the sixteenth century



SOURCE 3 A ceramic vase featuring the god Tlaloc from before the Spanish conquest. This artefact is held in the Museum of the Templo Mayor, which used to be a major Aztec temple, in Mexico City.



SOURCE 4 A loss of Aztec culture means that museums are essential for the preservation of many Aztec artefacts. These artefacts are part of the National Museum of Anthropology in Mexico City.



DISCUSS

In groups, consider the challenges for modern historians when confronted with information that reveals historical actions to be what modern society would judge as harsh or inappropriate. Think about how they would need to approach the following topics without using modern standards to judge past practices:

- a. the sacrificing of people in the Aztec civilisation
- b. the enslavement and transportation of people from Africa to America.

What mindset would a historian need to adopt to ensure they investigated these topics without judgement?

[Critical and Creative Thinking Capability]

11.8.2 Language and religion

Around the world, Spanish is now spoken by an estimated 420 million people. Only about 10 per cent of these people actually live in Spain, but the spread of the language around the globe during the expansion of the Spanish Empire has made it one of the most widely spoken languages in the world. It is the official language of Mexico and most countries in South America, and is spoken widely throughout the United States. In fact, the vast majority of the world's Spanish speakers live in North and South America. One major exception to this is Brazil. Because of the Treaty of Tordesillas of 1494, Portugal was able to colonise the eastern part of South America. This is why Portuguese is the official language of Brazil.

The introduction of the Roman Catholic faith to the Americas was spearheaded by the Spanish. Denounced as heathens, the Aztec, Mayan and Incan people were often forced to convert to Christianity, or face slavery or death. Today, the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

SOURCE 5 When Mexico declared independence from Spain in 1810, the Aztec Empire became the inspiration for the new national flag. The central emblem is based on the founding myth of Tenochtitlan. The migrating Aztec people were directed by the sun god to build a city on the site where they saw an eagle eating a serpent while perched on a cactus growing from a stone. Legend says that Tenochtitlan was that site.



DISCUSS

Imagine you are a historian who is being interviewed about their work on the Spanish Conquest of the Aztecs. The interviewer asks the following question: In your work on the Aztecs you have had to research human sacrifice and slavery — both of which are topics that present some confronting information. How have you managed to ensure that you remain objective and without judgement when studying these topics?

How would you respond?

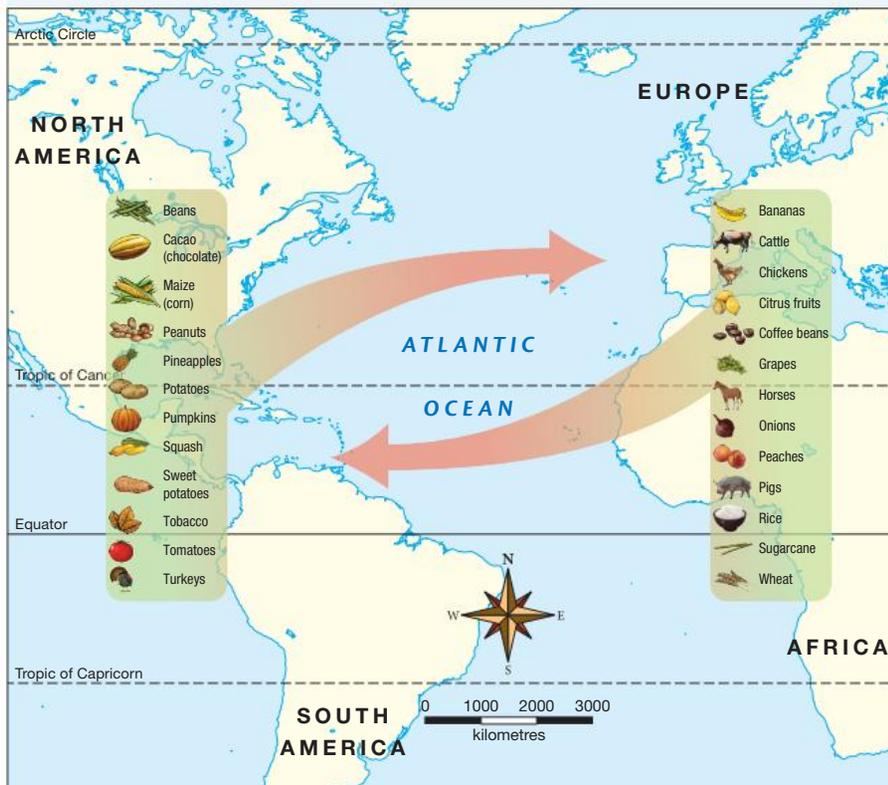
[Critical and Creative Thinking Capability]

11.8.3 Impact on the Spanish

The colonisation of New Spain meant that the Spanish Empire became one of the world's most powerful empires. The natural resources that the region contained — gold, silver, furs, sugar and cotton — helped Spain become wealthy. As the native population decreased, they were effectively replaced with huge numbers of Europeans who migrated to the region to make money.

New foods, previously unknown to Europeans, were found on the American continents; these included potatoes, tomatoes, avocados and chocolate.

SOURCE 6 The Columbian Exchange between Europe and the Americas introduced each to a range of new foods and resources, as well as diseases and slavery. Some iconic items, such as tomatoes in Italy or coffee in Brazil, were unknown before the trans-Atlantic trade began.

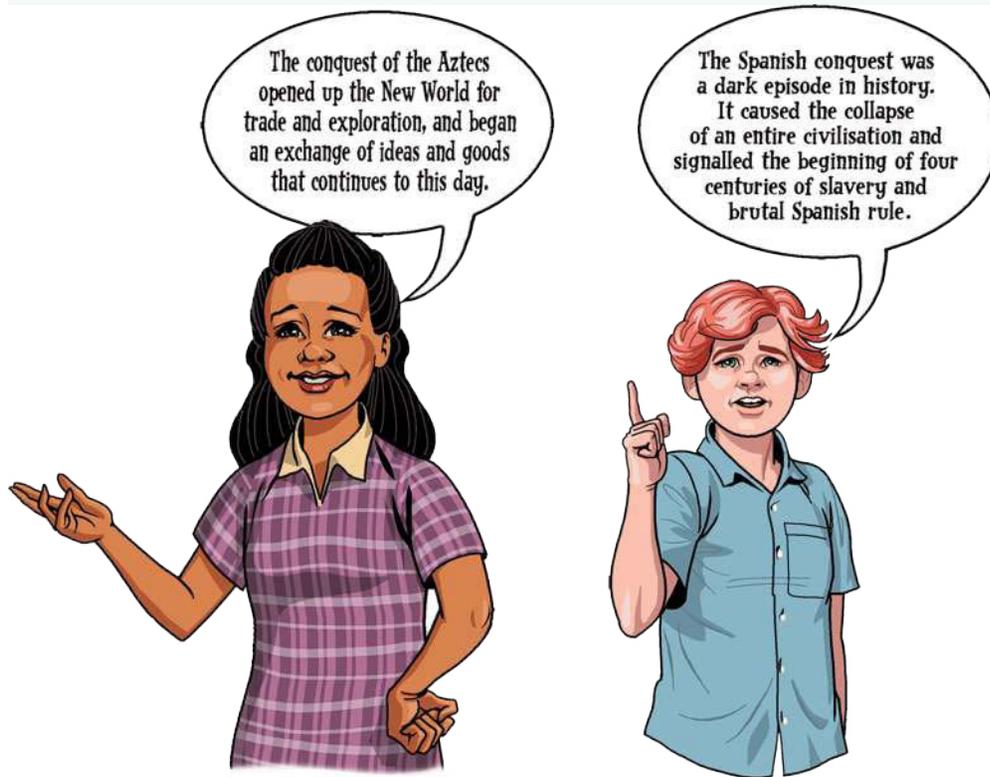


Source: Map drawn by Spatial Vision.

11.8.4 A truly 'New World'

The term 'New World' was originally applied to the Americas by Europeans. The meeting of different cultures and the exploration of new lands by Europeans led to an increase of geographic knowledge. Communication was established between civilisations that previously had no idea of each other's existence, and as the centuries progressed, ideas and knowledge were shared, paving the way for the modern world in which we live today.

SOURCE 7 Legacies of colonisation can be interpreted differently depending on your perspective.



11.8 EXERCISES

Historical skills key: **HS1** Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

11.8 Exercise 1: Check your understanding

1. **HS1** How did Aztec codices change after the Spanish conquest?
2. **HS1** Where do the majority of the world's Spanish speakers live?
3. **HS1** Summarise the effects of the expansion of New Spain on the Mayan and Incan cultures.
4. **HS1** Approximately how many people speak Spanish around the world?
5. **HS1** Why is Portuguese spoken in Brazil, but not elsewhere in South America?
6. **HS5** What might have happened to the indigenous people of America if they had not converted to Christianity?
7. **HS1** Why did Europeans migrate to the region of New Spain?
8. **HS1** What key natural resources helped Spain become wealthy?
9. **HS1** How do you think the term 'New World' could be misleading?

11.8 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
 - (a) What reasons does Sherburne Cook offer for the decline in the Native American population?
 - (b) Sherburne Cook was not a historian by training but he did pioneer population studies of the native peoples of America. He wrote widely on the subject of pre-conquest population levels. From this information, do you think **SOURCE 1** is a reliable source? Why or why not?
2. **HS3** Study **SOURCE 2**.
 - (a) What was the estimated Native American population in Mexico in 1518?
 - (b) By what year had the population dropped to approximately 3 million?
 - (c) According to the graph, in what 15-year time period did the population drop most dramatically? Why might this rapid decline have slowed later?
3. **HS3** Look at **SOURCE 6**. What do you think were the positive and negative impacts of Spanish contact with the Americas?

4. **HS3** What can **SOURCES 3** and **4** tell you about the attitude towards the Aztec culture in modern-day Mexico?
5. **HS3** Look at the two different views of the Spanish conquest shown in **SOURCE 7**.
 - (a) How can two people have such different views of the same event?
 - (b) Do you think one of them is more 'right' than the other? Why or why not?
 - (c) Look back over this topic and decide which sources each person could have used to draw their conclusion.
6. **HS4** Fill in a diagram like the one shown below to summarise the short- and long-term effects of the Spanish conquest of the Americas.



7. **HS6** Using your response from question 6, rank the long- and short-term effects from most significant to least significant. Compare and discuss your responses as a group, explaining why you ordered them the way you did. After discussing your thoughts, express your answer to the question in a paragraph response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

11.9 SkillBuilder: Evaluating roles and achievements

online only

Why do historians evaluate roles and achievements?

Historians evaluate, or judge, the role of individuals, their achievements and events so they can support historical claims that are made.

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.



11.10 Thinking Big research project: Spanish conquest exhibition

online only

SCENARIO

You have been asked to curate a museum exhibition focusing on the Spanish conquest of the Americas.

It is the job of your team to select a range of historical sources from this text that best reveal the story of that time period.



Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources



projectsPLUS Thinking Big research project: Spanish conquest exhibition (pro-0167)

11.11 Review

online only

11.11.1 Key knowledge summary

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

11.11.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources



eWorkbook Reflection (doc-31340)

Crossword (doc-31341)



Interactivity Spanish conquest of the Americas crossword (int-7593)

KEY TERMS

codex a pictorial book

coexist live together at the same time in the same place

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

hereditary passed from parent to a child

monopoly an organisation or group that has complete control of something

New World a term used to describe the Americas

subjective based on personal feelings rather than on facts

11.9 SkillBuilder: Evaluating roles and achievements

11.9.1 Tell me

What does 'evaluate' mean when studying history?

When we study history we are trying to gain a sense of the past and the way in which individuals, achievements and events affected the time period in which they occurred, as well as their lasting effect on world history. To evaluate means to judge or calculate the quality of something.

Why is evaluating important?

We evaluate the role of individuals, achievements and events so that we can piece together our historical understanding of a time period and find the answers to how past events were shaped by the people of the time. We also evaluate so that we can make our own claims about the role of different events and individuals in history. Historians evaluate the role of individuals, achievements and events in order to support historical claims that are made. When we evaluate events of the past we are studying history in a similar way to how we study science. We measure, calculate and assess to come to a conclusion about how civilisations progress through history.

11.9.2 Show me

How to evaluate the role of an individual, achievement or event

Evaluating the role of a historical figure or event can be a daunting task but it becomes more manageable if you break down the process into a number of smaller questions. Historians ask a range of questions to help organise their ideas when evaluating the topic they are studying including:

1. Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?
2. How many people's lives were affected?
3. How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain for a long period of time?

Once these questions have been answered you will be in a position to support a claim about the importance of the individual, achievement or event.

As an example, let's consider the conquistador Hernan Cortes. The three questions can be used to evaluate his role in history.

1. *Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?* There were many changes brought about by the actions of Hernan Cortes. He led the Spanish in their conquest of the Aztec civilisation. Through his actions European diseases were introduced to Tenochtitlan, which devastated the population. Later he became governor of New Spain and further influenced the introduction of Spanish culture to the Americas. Whether those changes are considered positive or negative will depend on your perspective. The introduction of Spanish culture to the Americas would be seen as positive by the Spanish at that time, but certainly would have been viewed negatively by the Aztec people whose culture was largely destroyed.
2. *How many people's lives were affected?* In the short term the number of people affected by Cortes's actions was hundreds of thousands. This includes the Spanish soldiers who were with him on the expedition as well as the population of Tenochtitlan, which numbered around 250 000 people. In the longer term the number of people affected could be measured in millions because his victory over the Aztecs resulted in the establishment of New Spain. This would suggest that Cortes's role in history was an important one if we consider the number of people affected.
3. *How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain in place for a long period of time?* The changes brought about by the actions of Cortes changed the Aztec civilisation permanently. His actions in leading the expedition led to the destruction of the Aztec empire.

So, evaluating the role of Cortes is more manageable because we have considered what elements could be measured to come to a conclusion, which might read like this:

Cortes's role in the progression of history is very important. His leadership of the Spanish expedition that led to the conquest of Tenochtitlan and the eventual downfall of the Aztec civilisation changed the American continent forever and had a lasting impact on world history.

11.9.3 Let me do it

Complete the following activities to practise this skill.

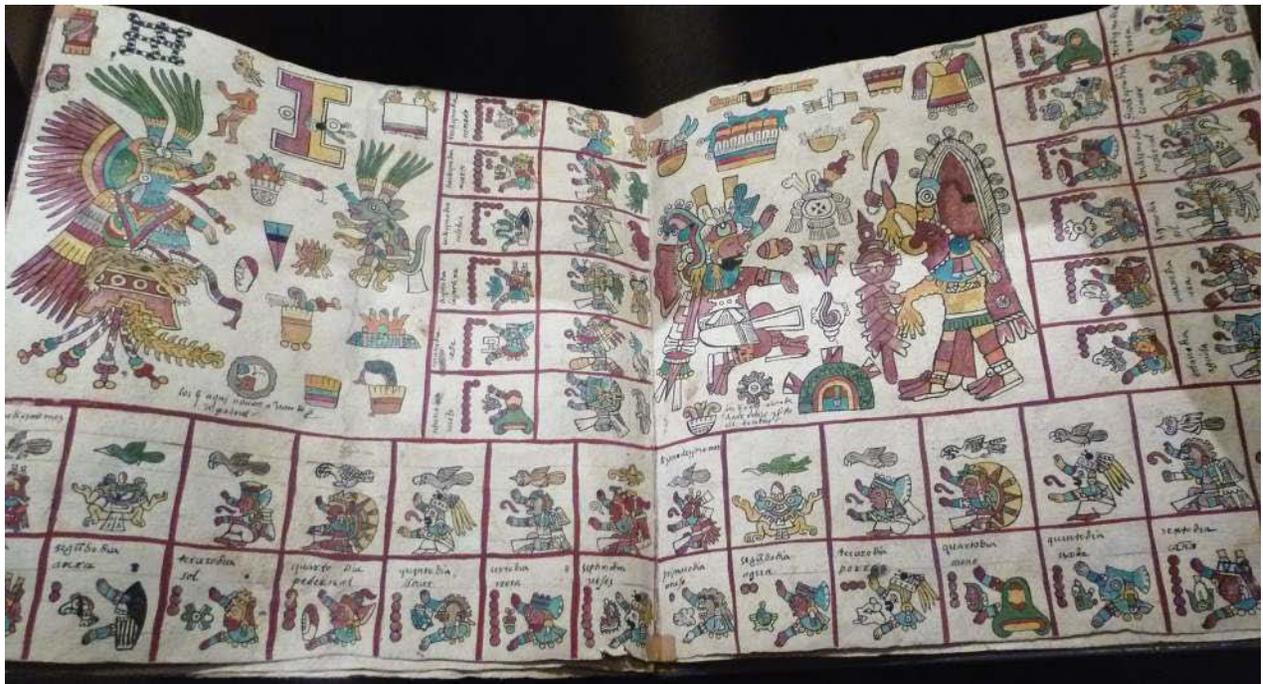
11.9 ACTIVITIES

1. Now that you have seen how you can approach the task of evaluation, answer the three questions to evaluate the role of Christopher Columbus:
 - (a) Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?
 - (b) How many people's lives were affected?
 - (c) How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain for a long period of time?
2. What were two main changes brought to the Americas through the actions of Hernan Cortes?
3. What was the population of the city of Tenochtitlan prior to the arrival of Cortes?
4. Explain why it is important to evaluate the role of individuals, achievements or events when studying history.
5. Why do you think how long-lasting the changes were is a useful indication for evaluation?
6. What other factors do you think might be useful to help evaluate the role of an individual, achievement or event? Share and compare your ideas with other members of your class.

11.10 Thinking Big research project: Spanish conquest exhibition

Scenario

The National Museum is planning an exhibition focusing on the Spanish conquest of the Americas. You have been chosen to help curate this exhibition and ensure it is appealing and informative. There is room for ten historical sources to be included that best reveal the story of that time period.



Task

As part of the team of museum curators, it is your job to select the ten most appropriate sources from this topic to reveal the history of the Spanish conquest of the Americas. The sources need not be presented in chronological order, you may prefer to present them by theme; for example, 'conflict' or 'change'. Whatever you choose, you need to decide carefully which sources to include, and which to exclude.

Each source will require a caption of around 100 words that not only describes what the source shows but outlines the reason why it is included in the exhibition and why it is an important source for historians.

Follow the steps detailed in the **Process** section to complete this task.



Process

- Open the ProjectsPLUS application for this topic. Click the **Start new project** button to enter the project due date and set up your project group. Working in groups will enable you to share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered.
- In the **Media centre** you will find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research.
- Revisit the Spanish conquest of the Americas topic and discuss with your group how you will approach the exhibition. You might decide to lay the sources out chronologically to tell the story in a sequence, or you might approach it thematically and show what key historical concepts can be identified through the topic. Perhaps you will show sources that identify continuity and change across the period, or sources that help to analyse cause and effect of key events of the time.
- Once you have decided on how you will approach the presentation, you need to decide which sources are the best to portray your ideas. Each group member selects the ten sources they would use, and the group comes together or uses the Research forum to discuss. There will likely be some differences in the sources chosen, and it is the group's job to decide on the final ten.
- Write captions for your sources. Be sure to include how your source reveals your chosen theme. For example, how does a Spanish codex from after the conquest illustrate 'change'? Each caption should be approximately 100 words.
- Choose a title for your exhibition. It should be one that captures the key idea, but also is interesting and exciting so that people will want to visit.
- Finally, bring your sources together and present them in a way that best captures your themes. This may need to be discussed with your teacher, but some options could include printing images in colour and arranging them on a display board with the supporting text, or presenting your work electronically as a virtual museum using an appropriate program.



on Resources



ProjectsPLUS Spanish conquest exhibition (pro-0167)

11.11 Review

11.11.1 Key knowledge summary

11.2 Examining the evidence

- Most contemporary records of the conquest were written by the Spanish.
- The sources were often subjective and focused on only one side of the story.
- Few firsthand accounts of pre-Spanish Aztec life remain.

11.3 The Aztecs before Spanish arrival

- Enough Aztec sources remain for us to learn that their culture was sophisticated and organised.
- The Aztec Empire often warred with its neighbours.
- Aztec religion was polytheistic, meaning they worshipped many gods.
- Similar agricultural techniques to those used by the Aztecs are still used in Mexico today.

11.4 Columbus and the New World

- Spain and Portugal were the great sea power rivals of the fifteenth and sixteenth centuries.
- Columbus was searching for a new sea route to Asia when he ‘discovered’ the Americas.
- Columbus was the first person to initiate the spread of knowledge of the ‘New World’ through Europe but certainly was not the first to discover it.

11.5 Cortes, the conquistadors and the Aztecs

- The fifteenth and sixteenth centuries was a time of rapid expansion of European empires around the world.
- In most cases, encounters between Europeans and indigenous people ended with conflict.
- For nearly two centuries after the fall of the Aztec Empire other expeditions took place and brought to an end both the Incan and Mayan civilisations.

11.6 New Spain

- The Treaty of Tordesillas, signed in 1494, was an agreement between Spain and Portugal to designate regions that each could explore freely.
- The rise of the British, French and Dutch empires brought them into conflict with Spain and Portugal over who would control the world.
- Calls for independence from the regions under Spanish control brought an end to New Spain in the nineteenth century.

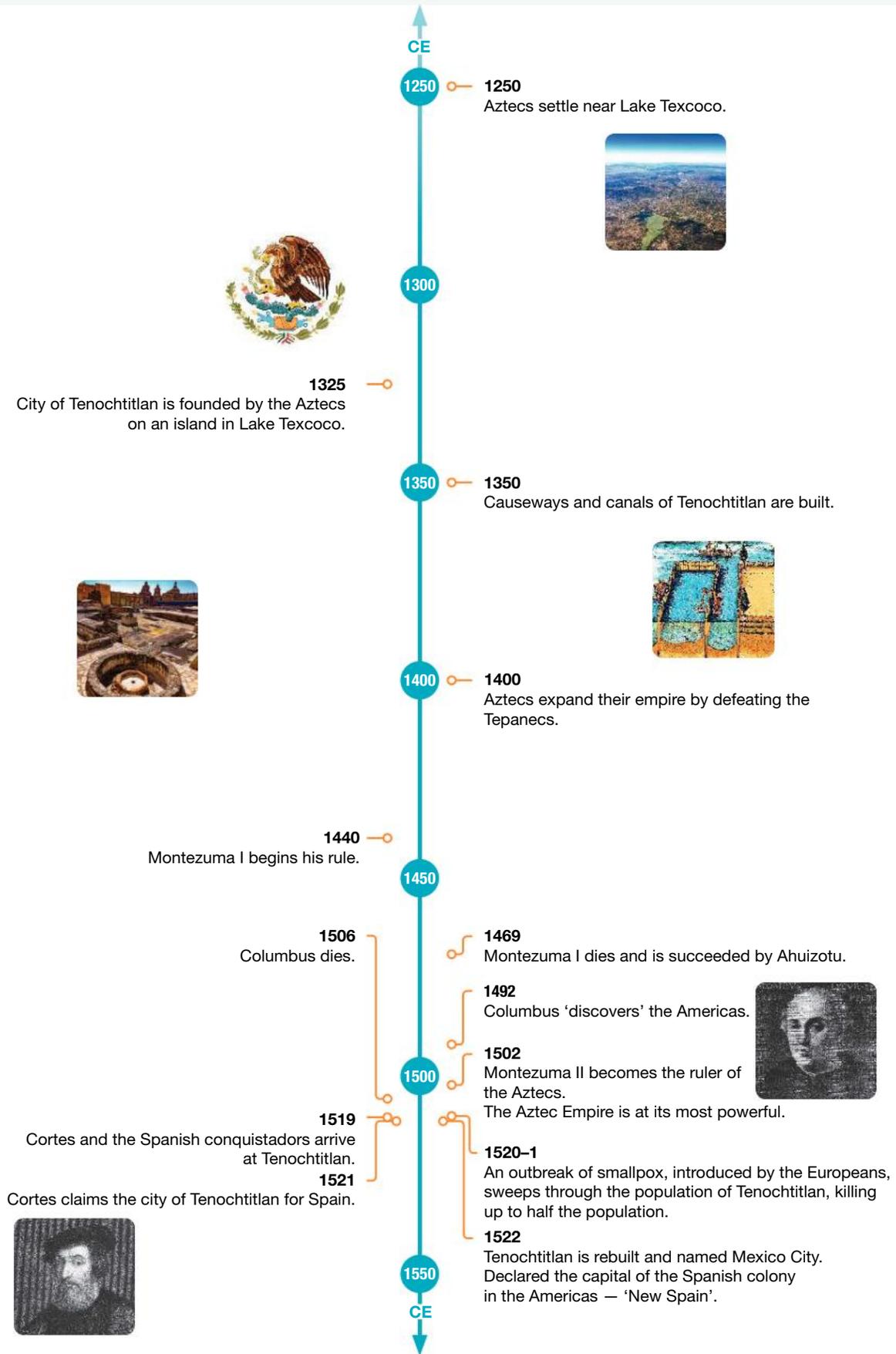
11.7 Slavery in the New World

- Aztecs practised slavery before the Spanish arrival but it was different to that introduced by the Europeans.
- Officially, slavery of native people in New Spain was only permitted if they refused to convert to Catholicism.
- As disease took its toll on the native people new slaves were transported from Africa through the ‘triangular trade’.

11.8 The impact and legacy of colonisation

- The Spanish conquest of the Americas had short- and long-term impacts on the world; both the Spanish and the American continents and people were changed forever.
- Spain became wealthy because of its colonies in the Americas.
- The 90 per cent decline in the native population of Mexico was due mainly to disease.

A timeline of the Spanish conquest of the Americas



11.11.2 Reflection

Complete the following to reflect on your learning.

11.11 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Exploration, conquest and colonisation. How did Spanish expansion lead to the end of a 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



eWorkbook Reflection (doc-31340)

Crossword (doc-31341)



Interactivity Spanish conquest of the Americas crossword (int-7593)

KEY TERMS

codex a pictorial book

coexist live together at the same time in the same place

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

hereditary passed from parent to a child

monopoly an organisation or group that has complete control of something

New World a term used to describe the Americas

subjective based on personal feelings rather than on facts

GLOSSARY

- abbess** chief nun in a convent
- abbey** monastery or convent run by an abbot or abbess
- abbot** chief monk in a monastery
- absolute dating techniques** methods used to assess the age of something (e.g. radiocarbon dating, tree-ring dating)
- Althing** Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year
- ambassador** an authorised messenger or representative
- amber** yellow fossil resin found in countries around the Baltic Sea and valued as precious stones in the manufacture of jewellery
- anatomical drawings** drawings showing the workings of organs and systems of the body
- anatomy** the scientific study of the structure of the body
- anno Domini** Latin for 'in the year of our Lord'
- anthropologist** a person who studies the culture and beliefs of different groups of people
- arable** land that can be ploughed for crops
- archbishop** head bishop
- archipelago** a group of islands
- arsenalotti** craftsmen who built ships in Venice
- artefact** an object made or changed by humans
- artillery** large mounted firearms such as the cannon
- artisan** a skilled worker who produces handmade items
- atoll** a circular coral island often enclosing a lagoon
- barbarian** uncultured and uncivilised; not Christian
- beri-beri** a disease caused by a lack of vitamin B
- berserker** Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.
- biased** one-sided or prejudiced, seeing something from just one point of view
- biological warfare** method of warfare based on infecting the enemy with deadly disease
- bishop** clergyman who governs a diocese, a large church district
- biwa** a four-stringed Japanese musical instrument
- blockade** the shutting off of a location to prevent entry or exit
- booth** small, temporary shelter for participants at things and the Icelandic Althing
- boss** metal bulge used as reinforcement in the centre of a shield
- brocade** a rich silk fabric with a raised pattern
- bronze** metal alloy mainly of copper and tin
- Buddha** Siddhartha Gautama who founded Buddhism in the sixth century BCE
- Buddhist** to do with Buddhism; a follower of Buddhism
- bushido** the way of the warrior; the rules that prescribed correct behaviour for all samurai
- caliph** in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed
- calligraphy** the art of beautiful handwriting
- cannibalism** the practice of eating human flesh
- caravel** a type of light, fast ship, used mainly by the Portuguese and Spanish between the fifteenth century and seventeenth century
- cardinal** leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group
- catastrophe** a disaster on a vast scale
- cathedral** main church of a diocese; contains the bishop's throne

Caucasus the region where Europe meets Asia between the Black Sea and the Caspian Sea

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

cavalry a unit of the army mounted on horseback

centralised control of a country from one central location

chador a dark dress or cloak that covers the body and face below the eyes

chastity choosing not to have sexual relationships

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

circumnavigate to sail around the world

civil servant a person who works for the public

civil war a war between two competing groups within one country

civilian an ordinary citizen

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

clan a large group of closely related people

clergy officials of the Church

clockwork the inner workings of a mechanical clock or a machine that operates in a similar way

cloister a covered walkway surrounding a quadrangle

codex a pictorial book

coexist live together at the same time in the same place

colony an area of a country that is ruled by a different country

compass navigation instrument that shows the direction of north

concentric having a common centre

concubine a secondary wife, but usually of a lower social status and so not legally able to be married to a man in a position of power

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

conscript a person ordered by the government to do compulsory military duty

constitution written rules outlining how a country will be governed

contagion the spreading of disease

contestability when particular interpretations of the past are open to debate

contiguous adjoining, where its parts are not separated by other states or oceans

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

convent community of nuns

courier a messenger, often carrying important government documents

Crusader during the Middle Ages, someone who took part in a Crusade, an armed expedition against those believed to be enemies of the Church

cult a system of religious worship

curtain wall outer wall surrounding an inner wall in a castle

daimyo great feudal lord of Japan during the Classical and shogunate periods

dauphin name given to the oldest son of the French king

deliberative having the power to make decisions

denomination a religious group, especially an established church

deposed removed from a position of authority

dhow a traditional Arab sailing vessel

diet the name given to a law-making assembly in some countries

distillation the purification or concentration of a substance

doctrine of Mahomet the religion of Islam; the Muslim faith, which follows the teachings of Mohammed

doctrine a collective teaching

domain the territory ruled by a daimyo, including the farming and fishing villages within it

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

dowry a payment of money or goods as part of a marriage agreement

duchy dukedom; a small state ruled by a duke, a nobleman whose rank is just below that of a prince

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

dyke a barrier or bank of earth for controlling water of the sea or river

dynasty a sequence of rulers from the same family

dysentery a severe, infectious bowel disease

edict order issued by a monarch or other person in authority

epic a long story in verse narrating the deeds of its hero

eunuch a castrated man, especially one formerly employed by Oriental rulers as a harem guard or palace official

evidence information that indicates whether something is true or really happened

exploit use dishonestly to one's own advantage

Faith religious belief and practice

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

filigree a type of delicate ornament made from fine threads of metal

fjord long, narrow inlet flanked by high cliffs and slopes

flax plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

fresco a picture painted on a freshly plastered wall or ceiling

friar a member of a Catholic order who was supposed to live in poverty

Gaul most of present-day France and Belgium

geld a form of land tax

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

glaze a substance fused onto pottery to give it a glass-like appearance

gourd an edible fruit with a shell that can be dried and used for storage

granary a storehouse for grain

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

Gulf Stream great warm current of water flowing from the Caribbean Sea all the way to northern Europe

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

heathen one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilized

hemp plant favoured for its tough fibre, useful in the making of rope

hereditary passed from parent to a child

heresy any religious opinion that differed from that of the Roman Catholic Church

heretic a Christian who holds views that conflict with official Church teachings

heritage everything that has come down to us from the past

hilt the handle of a sword or dagger

Hindu the most ancient of all the main world religions; originated in India

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

holy relic the physical remains of someone or something very significant to a religious tradition

homage pledging duties and loyalty to someone of superior rank in the feudal system

hostage a person kept for security

Hundred Years' War a series of campaigns and battles over territory between the English and the French, and between warring French princes

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

idolatry worship of idols

illumination hand-painted illustration in a medieval book

imperial the rule of an emperor or something belonging to an empire

incarnation the representation of a spirit or quality in a living human

joust combat between two mounted knights using blunted lances

Judaism the religion of the Jewish people

jujutsu a traditional Japanese system of physical training and unarmed combat

kabuki a colourful form of theatre combining play-acting, dance and music

kana a writing system that represents Japanese syllables

keel lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built

keep innermost tower of a castle

khaghan title equivalent to emperor; Great Khan

khan title of rulers in Central Asia; 'king', 'chief'

khanate territory ruled by a khan

Khmer the Cambodian people

kiln an oven used at high temperatures to heat and harden ceramic items

kinship sharing a blood relation

knarr a Viking trading ship

kumara sweet potato

lamellar made up of overlapping metal plates or scales

lance a long wooden shaft with steel point used as a weapon by mounted knights

lancers mounted troops armed with lances (spear-like weapons used when charging)

lateen sail a triangular sail rigged at 45 degrees to the mast of a boat or ship

Latin America the part of the Americas that was colonised by the Spanish and Portuguese

Latin the language of ancient Rome

legitimate lawful or proper

leper person stricken with leprosy, a bacterial disease that causes ulceration of the skin, deformities and a loss of sensation

linen cloth made from flax

linga a phallic symbol that would have originally been a feature of most Hindu temples

literacy the ability to read and write

longhouse a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.

longphort a fortified base

lord chief position in the feudal system below the monarch

mace iron-headed club

magistrate a minor judicial officer

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mail armour comprising chain links

mandate a command or order from a superior power

mariner's astrolabe a medieval instrument used to navigate while sailing. It was used to find a ship's latitude by measuring the altitude of the Sun or a star.

martyred killed or made to suffer because of religious beliefs

Mass roman Catholic church service

mausoleum a huge tomb

mercenary a soldier who fights for money rather than for patriotic reasons

merchant a person who buys and sells goods for profit

metre arrangement of words in measured, patterned or rhythmic lines or verses

Middle Ages or medieval history the period from the end of the Roman Empire in the West in the fifth century CE to the end of the Renaissance around 1500 CE

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

moat water-filled defensive ditch surrounding a castle

monastery a place where Christian monks lived

monochrome varying tones of a single colour, usually black and grey

monopoly an organisation or group that has complete control of something

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

motte a mound upon which a castle was built

musket a muzzle-loading gun with a long barrel

mutton the flesh of a mature sheep used as food

New World a term used to describe the Americas

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

nomadic moving around from place to place

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

nun member of a closed community of women living under religious vows and rules

oath breaker someone who goes back on their word

obsidian a type of rock that is almost like glass

occupation invasion, conquest, and control of a nation or territory by foreign armed forces

ochre a natural earthy pigment of various colours used for painting

orb globe with a cross, symbolising a Christian monarch's rule

origami the art of folding paper into different shapes and designs

pagan someone who is not a Christian, Jew or Muslim, but who worships many gods

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

palisade tall fence made of pointed timber stakes driven into the ground

patron a person or institution who pays for a work to be created

peat vegetable matter, decomposed by water and partially turned to carbon, frequently forming a bog

perspective point of view or attitude

pestilence fatal epidemic disease

phalanx body of foot soldiers in close battle order

philosophy the study of the principles underlying all knowledge

piety religious devotion

pike long spear-like weapon carried by foot soldiers

pilgrim one who travels to a sacred place to show devotion to his or her faith

pillage to steal or plunder using force, especially during war

pious devout, very religious

plague fatal epidemic disease; usually used in reference to the bubonic plague

Poll Tax a tax levied on every person, regardless of age, sex or income

polytheistic the worship of numerous gods

pommel rounded knob at the end of a sword hilt

porter a person who carries luggage and heavy loads

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

protectorate when stronger states protect and control weaker states

prow front part of a boat or ship

rafter sloping timbers supporting the outer covering of a roof

recant to take back a former opinion, usually with a confession that you were wrong

reconnaissance a search made to gain military information

reconstruction rebuilding or re-making: in archaeology, rebuilding an artefact using archaeological remains as a guide

Reeve a magistrate administering law in a village

regent a person appointed to rule a country if a monarch is too young or ill to do so

reincarnation being continuously born and reborn in other lives

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

Renaissance meaning 'rebirth', it refers to the flowering of the arts and sciences in late medieval Italy and later in north-western Europe

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

revelation a communication or message from God

rickshaw a small two-wheeled vehicle pulled by a man

Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes

ronin a wandering samurai who had no lord or master

rudder broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller

ruling class kings, nobles and high officials

runes letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage

saga a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family

Sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

samurai the warrior class in Japan during the Classical and shogunate periods

Sanskrit ancient and sacred language of India

sceptre rod symbolising royal authority of the monarch

scurvy a painful and often fatal disease caused by lack of vitamin C

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

self-sufficient able to provide for its own needs

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

serfdom the position of peasants who were not free to leave the land they worked

sermon moral or religious lecture delivered by a priest

shaman a person who claims to communicate with evil spirits through mystic rituals

shamanism central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods

Shinto an ancient Japanese religion that believes in nature spirits and ancestor worship

shogun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

siege capturing a protected place by surrounding it and cutting off supplies

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

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

steppe a vast plain without trees

sternpost rudder a heavy board hung from the centre of the back of a ship that makes it easier to steer

stirrup foot supports suspended from a saddle by straps

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

subjective based on personal feelings rather than on facts

Sultan the king or sovereign of an Islamic country

superstition a belief based on custom or fear rather than knowledge or reason

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

tapestry carpet-like wall-hanging

tariff a tax on goods imported from a foreign country

taro the root of a plant that is made edible through boiling

Tatars another name for Mongols.

tea ceremony an ancient Japanese ritual of serving and drinking tea

thatch straw used for making roofs

theologian a person who is considered to be an expert in religious matters

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

thermal relating to heat or temperature

thing regional meeting held to decide local issues in Norway and Iceland during the Viking Age

Thingvellir meeting place of the Althing in Iceland during the Viking Age

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

tithe barn a barn where peasants' produce is stored as a form of taxation

Tonle Sap the largest freshwater lake in South-East Asia

treaty a formal agreement between two or more nations

trebuchet heavy medieval siege machine that uses a sling to hurl large missiles

tributary a state that gives payment to another state or ruler

tribute a tax or regular payment given to ensure protection or peace

tuberculosis a serious and infectious disease that affects the lungs

typhoon name given to big tropical storms in the Pacific or Indian ocean

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

vernacular everyday language spoken by a particular group or class

ward a district in a city or town

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

yam a potato-like tropical plant used as food

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