



civics+
citizenship



history



economics
+business

good History

BEN
LAWLESS

DANIELLE
O'LEARY

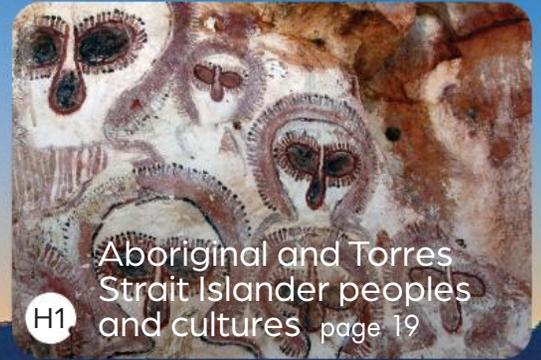
PETER
VAN NOORDEN

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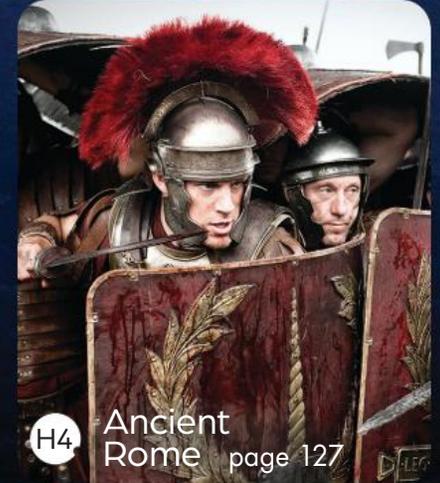
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Good History 7

Victorian Curriculum

1st edition

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Introduction to History

H0

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HOW ARE OUR
HISTORIES
CONNECTED?

Why does History matter?

History is the study of our past. It is easy in our busy modern world to forget that every invention, every country and every idea has a history – a long chain of events that lead to right now. Studying History helps us to understand our world.

Thinking like a historian

People who specialise in the study of History are called historians. So, as a History student, you are a trainee **historian!** Your goal when learning about history is not to memorise facts or dates; your goal is to think like a historian.

History is both a *process* and a *way of thinking*. A historian's role has three parts to it:

1. to ask questions
2. to examine sources
3. to use the evidence to answer questions, or to tell a story about the past.

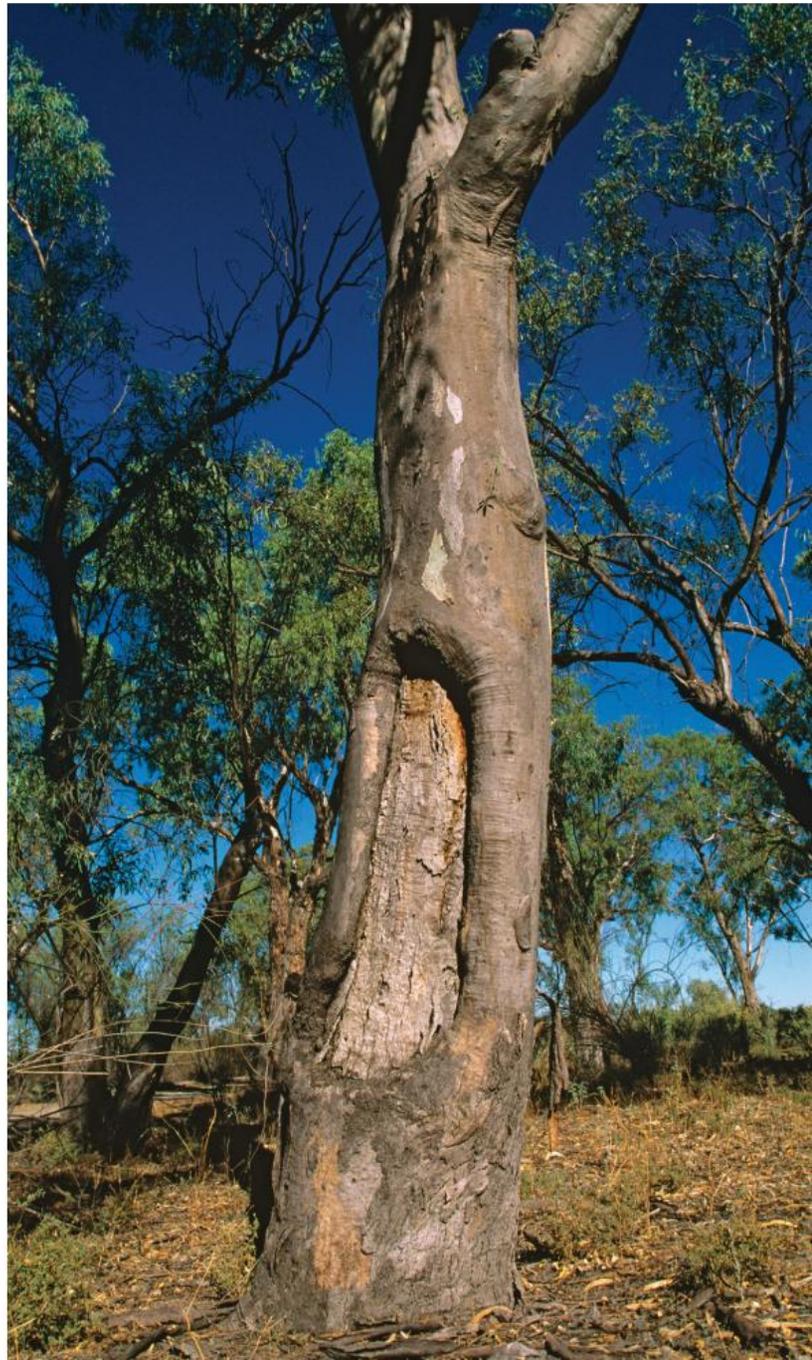
Three reasons why History matters

1 Exploring History will help you to develop powerful skills

Many people think that History is just a set of facts about events that happened in the past. However, History is more than just facts. Studying History gives you access to a new set of skills. Think of these skills as your 'superpowers' that nobody can take away from you. This year you will practise skills such as asking interesting questions, expressing opinions, thinking critically, processing information, analysing, researching and communicating. These skills will help you to succeed inside and outside your History classroom.

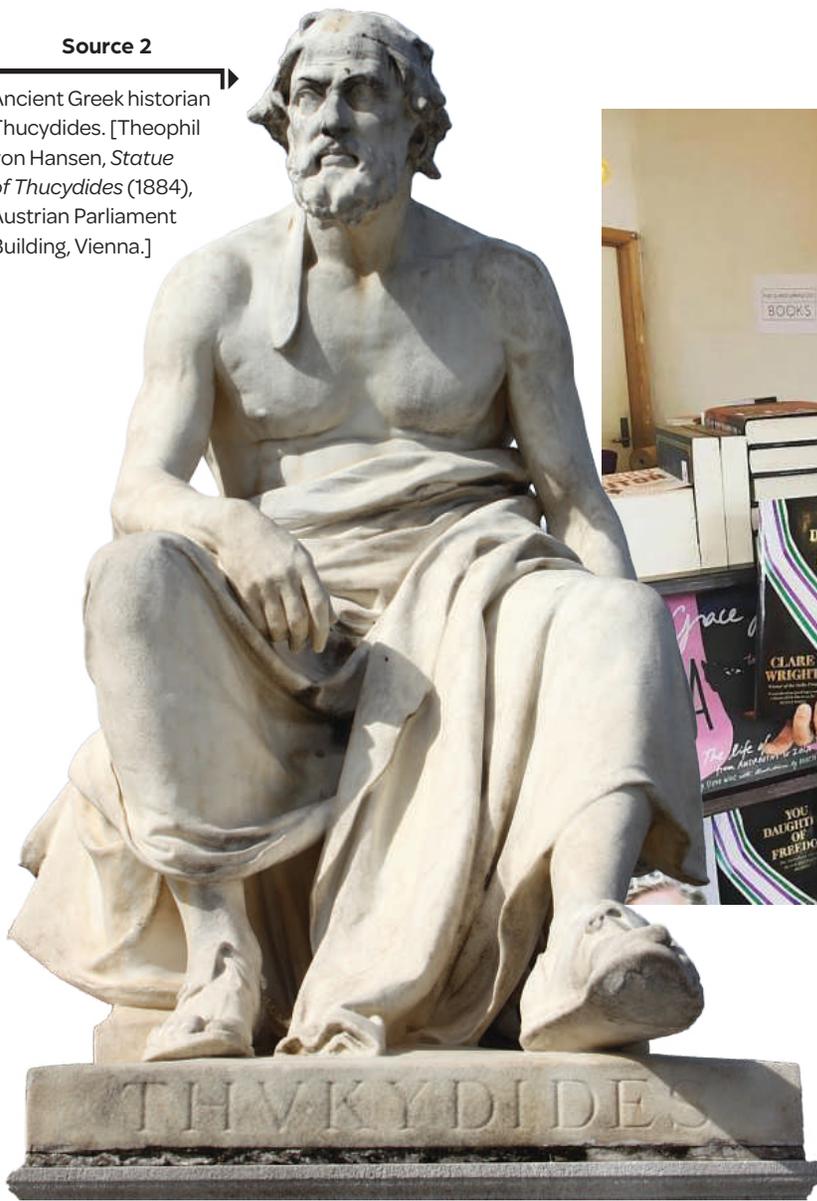
Source 1

Look closely at the tree in this photo. What can it tell you about events in the past? Think like a historian: ask questions, examine sources and use evidence. Ask yourself, 'Why did humans remove a large panel of bark from this tree a long time ago? What might they have used it for?'



Source 2

Ancient Greek historian Thucydides. [Theophil von Hansen, *Statue of Thucydides* (1884), Austrian Parliament Building, Vienna.]



Source 3

Modern Australian historian and author Dr Clare Wright

2 Exploring History is the closest thing you'll ever get to time travel

Do you want to know how the Egyptian pyramids were built? Do you wonder why the Great Wall of China was constructed? Are you interested in lions fighting gladiators? Do you want to know how democracy started? Have you ever wondered what Australia looked like 60 000 years ago? The study of History allows you to take a trip back in time to discover some truly fascinating people and events – and to understand the *how* and *why* of our world.

3 Exploring History helps form your identity

Perhaps most importantly, studying History can help us to understand ourselves better. Human history is a long story about everything that people have ever done. There is a lot to learn from this story. We can learn what we should and should not do, and we can also learn about who we are.

Learning Ladder H0.1

- 1 List three reasons why we study History.
- 2 What does a historian do?
- 3 Historical facts are important and give us context, but why are skills so important in studying History?
- 4 What is *your* history? Write down at least five words or phrases about your own history.
- 5 Source 2 and Source 3 are separated by more than 2000 years. Imagine you could interview both of these historians. Write down the most important question you would ask each of them about their roles.
- 6 As a class, discuss the problems with this statement: 'In today's world, History does not matter anymore'.

How do I study History?

In Year 7 History, you will focus on five historical skills:

- chronology
- using historical sources as evidence
- continuity and change
- cause and effect
- historical significance.

You will also practise the important skills of writing and research. You can read an introduction to each of these skills over the following pages before practising them in your first historical study. The History How-To section

on pages 205–229 will also support you step by step when you begin to apply these skills.



Chronology

The word **chronology** refers to the process of organising events into the order they happened. This brings structure and order to events in time. A **timeline** is a way to show or represent chronology.

Historians use a set of common terms to help them organise dates chronologically and to create timelines. These terms are also important in historical writing. The most commonly used terms are listed in the table in Source 1.

Term	Stands for ...	Meaning
BCE	Before Common Era	The period of time before the birth of Christ (before 1 CE)
CE	Common Era	The period of time after the birth of Christ (after 1 CE)
BP	Before Present	Years before the present day (often standardised to mean 'years before 1950')
c.	circa	The Latin word for 'approximately'
era		A span of time that can be described using a significant event or individual. For example, the Roman era.
decade	10 years	
century	100 years	
millennium	1000 years	

Source 1

The language of chronology

Counting time

A century is a period of 100 years. We live in the twenty-first century, which spans from 1 January 2001 to 31 December 2100. We are also living in the **Common Era (CE)**. In the Common Era calendar there is no Year 0, so new centuries always begin in a Year 1. For example, the first century CE spanned the years 1–100 CE. The second century CE spanned the years 101–200 CE.

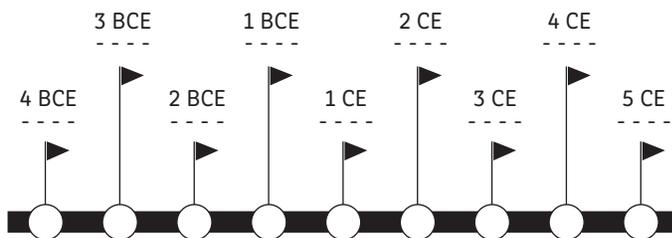
Some Common Era dates are listed in the table in Source 2.

Span of years	Century CE
1–100 CE	first century CE
101–200 CE	second century CE
1001–1100 CE	eleventh century CE
1801–1900 CE	nineteenth century CE
1901–2000 CE	twentieth century CE
2001–2100 CE	twenty-first century CE

Source 2

Examples of the Common Era (CE) calendar, divided into centuries. We are currently in the twenty-first century CE.

BCE dates are a bit different because they ‘run backwards’, so the larger the number, the further away in time it is. For example, 4 BCE is further away from the Common Era than 1 BCE, as you can see on this timeline.



Source 3

BCE dates ‘run backwards’, so 4 BCE is further away in time than 1 BCE.

The years in BCE centuries also ‘run backwards’. So where the first century CE spans the years 1–100 CE, the first century BCE also consists of 100 years but in reverse order: 100–1 BCE.

The table in Source 4 shows the span of years for some BCE centuries. Have a close look at the order of the years in each BCE century.

Span of years	Century BCE
2100–2001 BCE	twenty-first century BCE
2000–1901 BCE	twentieth century BCE
1900–1801 BCE	nineteenth century BCE
1100–1001 BCE	eleventh century BCE
200–101 BCE	second century BCE
100–1 BCE	first century BCE

Source 4

Examples of the Before Common Era (BCE) calendar, divided into centuries.

Divisions of time

Instead of always using the BCE and CE calendars, historians sometimes divide time up into larger periods to make events easier to understand. Often these periods will have a theme or special feature that connects them. There are many ways historians divide up time. Two of the most common are time periods based on the materials people used to make tools, and whether they were able to record events in their daily lives in some way.

Prehistory and History

Historians often refer to ‘history’ and ‘prehistory’ (which is where we get our word **prehistoric**). The invention of writing in ancient Sumer (modern-day Iraq) in about 3500 BCE is used by historians to separate the past into history and prehistory.

Prehistory refers to the time before recorded history. Once people could write, they left behind many more sources of information about the past for historians to study. The periods are summarised in this table.

Prehistory	Any time before 3500 BCE
History	Any time after 3500 BCE

Source 5

Prehistory and history

Stone Age, Bronze Age and Iron Age

This classification is based on the most advanced material people used at that time. During the **Stone Age** people created and used tools made out of stone. Historians refer to two different Stone Ages – before and after the development of farming. During the **Bronze Age** people made and used tools made out of bronze, which is a mixture of metals. The **Iron Age** was when people used iron to make tools and weapons.

Age	When was it?
Old Stone Age (Palaeolithic)	2.6 million years ago to 14 000 BCE (before development of farming)
New Stone Age (Neolithic)	10 000 BCE to 2000 BCE (after development of farming)
Bronze Age	3000–1200 BCE
Iron Age	1200–500 BCE

Source 6

The Stone Age, Bronze Age and Iron Age took place at different times in different parts of the world, so the dates vary. This table provides a rough guide.

History in the Australian education system

In Australian schools, History is divided into four periods. This year you are studying the ancient period, from 60000 years BP–650 CE. You will study a different era each year of your lower secondary schooling.

Year 7	Ancient History 60 000 years ago–650 CE
Year 8	Medieval History 650 CE–1750 CE
Year 9	Pre-modern History 1750 CE–1918 CE
Year 10	Modern History 1918 CE–Present

Source 7

You will study a different era each year of your lower secondary schooling.

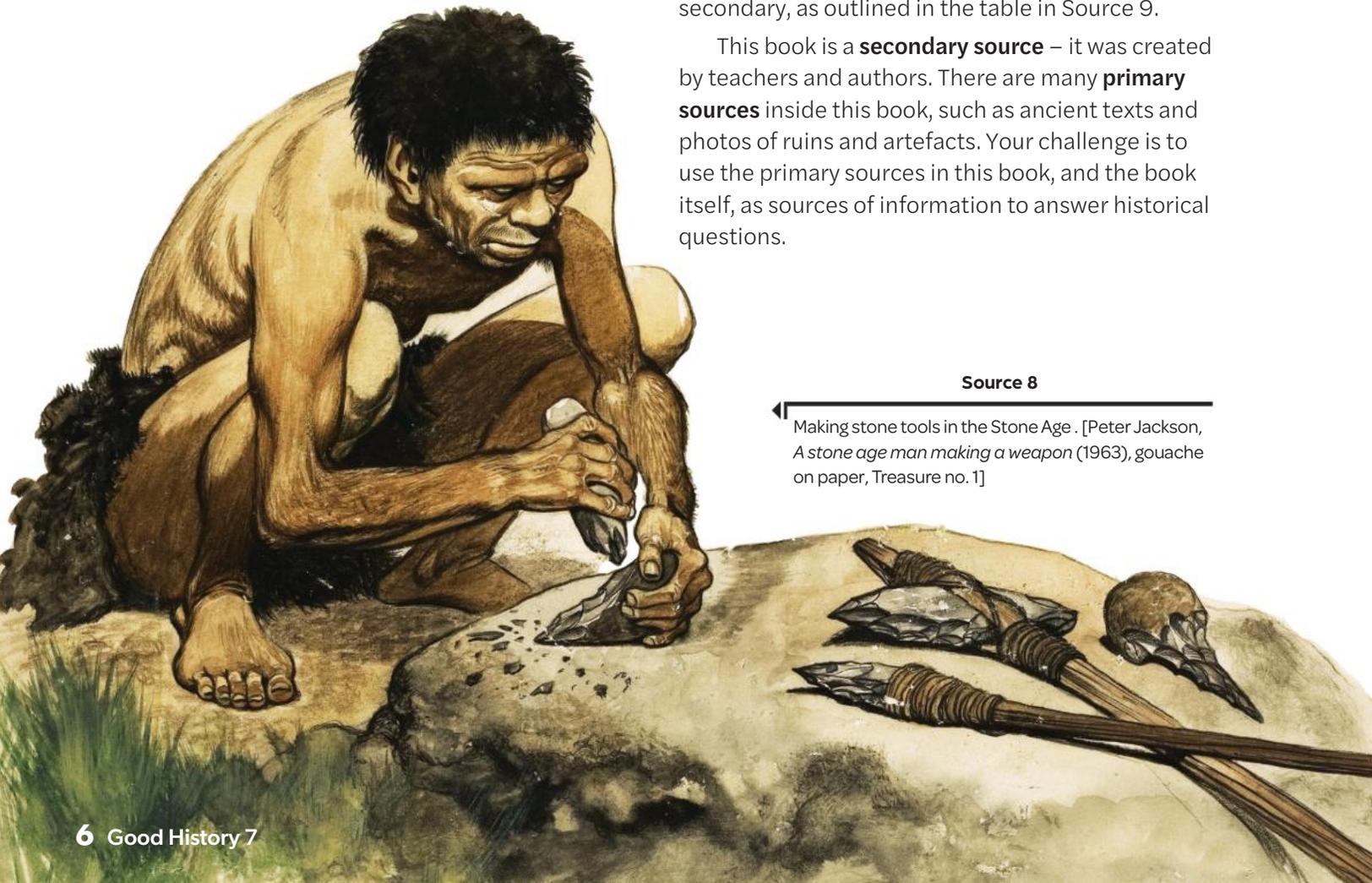
Source analysis

Using sources to answer historical questions and build narratives is central to what historians do. Sources come in two main types: primary and secondary, as outlined in the table in Source 9.

This book is a **secondary source** – it was created by teachers and authors. There are many **primary sources** inside this book, such as ancient texts and photos of ruins and artefacts. Your challenge is to use the primary sources in this book, and the book itself, as sources of information to answer historical questions.

Source 8

Making stone tools in the Stone Age. [Peter Jackson, *A stone age man making a weapon* (1963), gouache on paper, Treasure no. 1]



Type of source	Definition	Examples
Primary sources	Created at the time. Primary sources show the perspectives of the people who experienced the event itself. They might have unique information about an event because they were actually there.	books, diaries, photographs, archives, letters, artefacts, buildings, ruins
Secondary sources	Created afterwards. Secondary sources are created by historians who combine primary sources to interpret the past, or to tell a narrative about it.	textbooks, websites, documentaries

Source 9

Primary and secondary sources

Uncovering bias

Just because primary sources were created at the time being studied doesn't mean they are always reliable. Primary sources can be biased (or unfair). Perhaps an ancient scribe hated a leader, so they wrote nasty and untrue things about them. Historians might then find this ancient text centuries later and read it. Should they believe what it says? The way to minimise bias is to look at many different sources. Secondary sources can be helpful for this, as they often bring together many primary sources.

The most common secondary sources you will use are websites. Judging how reliable websites are is very important. There are many websites that don't state where their information is from, making it hard to work out how reliable they are.

Source 10

Textbooks are secondary sources.



Continuity and change

History is a story of continuity and change: some things stay the same while others change. Some things, such as technology, have changed a lot over the course of history. Other things, such as the bond between parents and children, have changed very little.

Narratives (historical 'stories') and timelines will help you to understand what has changed and what has remained the same. You will learn how to recognise continuity and change, and how to describe how quickly – and to what degree – change happened.

Cause and effect

Historians often try to figure out *why* things happened. You will learn about different kinds of causes:

- individuals and groups that take part in some action (called *actors*)
- conditions: social, political, economic, cultural or environmental
- short-term triggers
- long-term trends.

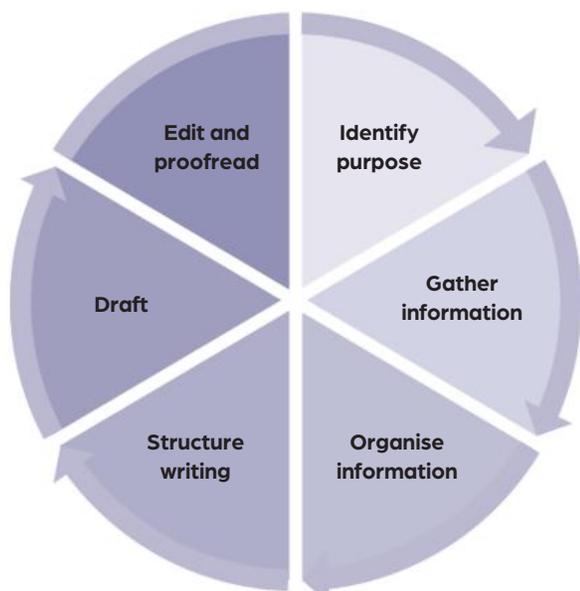
Causes and effects can be organised using timelines or by writing historical narratives. You will learn that most causes themselves were actually caused by something that happened even earlier, and most effects have effects further into the future.

Historical significance

History is everything that has ever happened. So how do we decide what is worth studying?

Determining how historically significant something is requires a judgement call, or *evaluation*. Historians have come up with models to help guide us when we are trying to decide what is important. In *Good History*, we use the model of historian Geoffrey Partington. To help work out how important something is, ask these five questions:

- 1 How important was it to people at the time?
- 2 How many people were affected?
- 3 How deeply were people's lives affected?
- 4 For how long did these effects last?
- 5 How relevant is it to modern life?



Source 11

The writing process has six steps.

Skills for historians

Historical writing

One of the most important skills you will learn is being able to communicate. Writing is a central communication skill for a historian, and you will use this skill throughout your life.

The writing process can be split into these six stages:

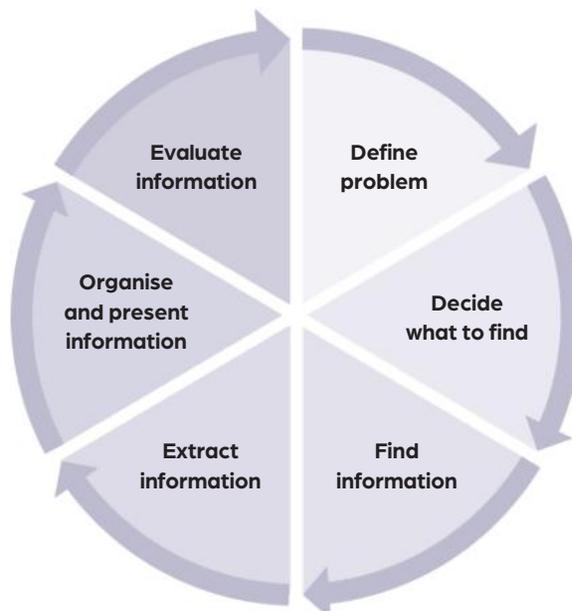
- **Step 1:** Identify the writing purpose
- **Step 2:** Gather information
- **Step 3:** Organise information
- **Step 4:** Structure writing
- **Step 5:** Draft
- **Step 6:** Edit and proofread.

Historical research

A core historical skill is researching. In this book, we split the research process into six parts:

- **Step 1:** Define the problem
- **Step 2:** Decide what information to find and where to find it
- **Step 3:** Find the information
- **Step 4:** Extract the information
- **Step 5:** Organise and present the information
- **Step 6:** Evaluate the information.

The History How-To section on pages 205–229 discusses these stages in depth.



Source 12

The research process has six steps.



Source 13

Alexander the Great is considered to be historically significant. [Charles Le Brun, *Alexander Entering Babylon (The Triumph of Alexander the Great)* (1665), oil on canvas, 450 x 707 cm, Department of Paintings of the Louvre, Paris, France.]

Avoiding plagiarism

Plagiarism is when you use someone else's words or ideas and present them as your own work. It is forbidden. Plagiarism is when you:

- copy and paste from a website, or copy but change the words around
- use information from the internet but leave the web source out of your list of sources
- copy work from another student.

Plagiarism is a problem because it can be dishonest – you are pretending that someone else's writing or research is your own. But if you just plagiarise others it also means that you don't gain any new understanding, knowledge or skills.

You can avoid plagiarism by taking your own notes from research sources *in your own words*. When writing or researching, write using *your own notes*.

Learning Ladder H0.2

- 1 What important invention is used to divide time into prehistory and history?
- 2 Source 7: What historical period will you be studying in Year 7?
- 3 In which century is the year 1550 CE?
- 4 Source 6: What are the three ages that historians use to divide up time based on the most advanced material used?
- 5 Source 9: Describe the difference between a primary and a secondary source.
- 6 List one thing in human life that has been continuous since the Stone Ages.
- 7 What types of causes are there?
- 8 How can we decide what is important in history?
- 9 Why is learning how to write important?
- 10 List two reasons why plagiarism is bad.

How do I use this book?

Good History has been built to help you thrive as you move through the Level 7 History curriculum and to enable you to demonstrate your progress in every single lesson. This book includes five chapters of ancient history and a History How-To skills section. The History How-To section is vital – and you should refer to it often.

Climb the Learning Ladder

Each chapter begins with a Learning Ladder. The Learning Ladder is your ‘plan of attack’ for the skills you will practise in each chapter. It lists the five historical skills you will be learning, and has five levels of progression for each of those skills.

Each skill described in the Learning Ladder is of a higher difficulty than the one below it.

To be able to achieve the higher-level skills, you need to be able to master the lower ones. Practising doing activities at all the levels will help you to do more difficult skills, such as evaluating. This approach is called ‘developmental learning’ – and it puts you in charge of your own learning progression!

Read the ladder from the bottom to the top. As you progress through the chapter, you will climb up the Learning Ladder.

learning ladder		Source 1				
The Learning Ladder helps you to take charge of your own learning!						
step 5	I can describe patterns of change	I can use the origin of a source to explain its creator's purpose	I can evaluate patterns of continuity and change	I can evaluate cause and effect	I can evaluate historical significance	
step 4	I can distinguish causes, effects, continuity and change from looking at timelines	I can use my outside knowledge to help explain a source	I can analyse patterns of continuity and change	I can analyse cause and effect	I can analyse historical significance	
step 3	I can create a timeline using historical conventions	I can find themes in a source	I can explain why something did or did not change	I can explain why something is a cause or an effect	I can apply a theory of significance	
step 2	I can place events on a timeline	I can list specific features of a source	I can describe continuity and change	I can determine causes and effects	I can explain historical significance	
step 1	I can read a timeline	I can determine the origin of a source	I can recognise continuity and change	I can recognise a cause and an effect	I can recognise historical significance	
Chronology		Source analysis		Continuity and change		Historical significance

Check your progress

Each chapter is divided into 13 or 14 sections. Each section is designed to cover one lesson, but sometimes your teacher might decide to spend more time (or less time) on a particular section. A section is two or four pages long.

At the end of every section, you will find a block of questions called ‘Learning Ladder’, which has two different types of questions or activities:

1 Show what you know:

These questions ask you to look back at the content you have read and viewed and to show your understanding of it by listing, describing and explaining.

2 Learning Ladder:

These activities are linked to the Learning Ladder. You can complete one of the questions or all of them. In each chapter you will complete several activities for each level of the Learning Ladder, as well as for each writing and research stage. This will sharpen your historical skills.



Source 2

Check your progress regularly. You can attempt one or all of the Learning Ladder questions.

key individuals

key events

Throughout every chapter, you will discover a variety of features that focus on key individuals and events that have changed the course of history. Many of these features link to interactive sources, so you can explore further using your eBook.



Source 3

Discover the people and events that have shaped our world.



civics+ citizenship

economics +business

The study of History can be complemented by the study of Civics and Citizenship, and Economics and Business. In every chapter of this book you will discover either a Civics and Citizenship lesson or an Economics and Business lesson. School is busy and you have a lot to cover, so designing a textbook where the important Civics and Citizenship and Economics and Business content is placed meaningfully next to relevant History lessons makes good sense, and will help you to connect your learning.

As you work through the Civics and Citizenship and Economics and Business sections in this book, you will be working your way up a Learning Ladder for these subjects too!

Learning Ladder

- step 5** I can analyse issues in society | I can evaluate alternatives
- step 4** I can explain different points of view | I can integrate different economic topics
- step 3** I can explain issues in society | I can explain issues in economics
- step 2** I can describe societal issues | I can describe economic issues
- step 1** I can identify topics about society | I can recognise economic information

H4.8 civics+ citizenship

How does Roman government compare to ours?

The design of government in the Roman Republic has become the blueprint for many modern democracies. The power of government is in the hands of the people, with safeguards built to stop leaders abusing their power.

Roman Republic
The first government of ancient Rome was a **republic**, called *res publica*. This means that the government was controlled by the people – and the Roman Republic was established.

Government in the Roman Republic was led by **consuls**. Consuls were appointed by the people and held power for one year. They were elected by a group called the **comitia**. The **comitia** was made up of citizens who were eligible to vote. The consuls were elected by the **comitia** and they were elected by the **comitia**.

Consuls were elected by the **comitia** and they were elected by the **comitia**. The **comitia** was made up of citizens who were eligible to vote. The consuls were elected by the **comitia** and they were elected by the **comitia**.

148 Good Humanities 7 | **Ancient Rome 149**

Civics and citizenship | Economics and business

Learning Ladder H4.8

Civics and citizenship

Step 1 I can identify topics about society

Step 2 I can describe societal issues

Step 3 I can explain issues in society

Step 4 I can explain different points of view

Step 5 I can analyse issues in society

Government in Australia
After Great Britain colonised the east coast of Australia in 1788, the first representative parliamentary government was set up. Parliament was set up in the colony, with the first House of Representatives in 1850. The first House of Representatives was set up in 1850. The first House of Representatives was set up in 1850.

Australia's Constitution
The **Constitution** established a system where the responsibility to make or change laws is shared between federal parliament and state parliaments.

150 Good Humanities 7 | **Ancient Rome 151**

H1.7 economics+ business

Who owns the land?

The rights of Aboriginal Australians need to be respected when making financial and economic decisions. Many Indigenous Australians have a different view from non-Indigenous Australians when it comes to the concept of ownership.

Owning the land
The idea of **owning** land is a Western concept. It is not a traditional Indigenous idea. For Indigenous Australians, the land is not owned by anyone. It is a gift from the ancestors and is shared by all people. The land is not owned by anyone. It is a gift from the ancestors and is shared by all people.

Native title
The concept of **native title** is a Western concept. It is not a traditional Indigenous idea. For Indigenous Australians, the land is not owned by anyone. It is a gift from the ancestors and is shared by all people. The land is not owned by anyone. It is a gift from the ancestors and is shared by all people.

34 Good Humanities 7 | **Aboriginal and Torres Strait Islander peoples and culture 35**

H2.12 economics+ business

How do businesses act responsibly?

Evidence suggests that ancient Egyptians showed some care for their workers, but today there are still many businesses that do not act responsibly. Businesses should be safe, healthy and fair.

Egyptian workers
More evidence is coming to light to suggest that the lives of Egyptian workers were not as harsh as we once thought. The workers were not as harsh as we once thought. The workers were not as harsh as we once thought.

Safety
It is the responsibility of every employer to provide a safe and healthy workplace for their employees. The employer is responsible for providing a safe and healthy workplace for their employees.

Responsible businesses
The ancient Egyptians showed some care for their workers, but today there are still many businesses that do not act responsibly. Businesses should be safe, healthy and fair.

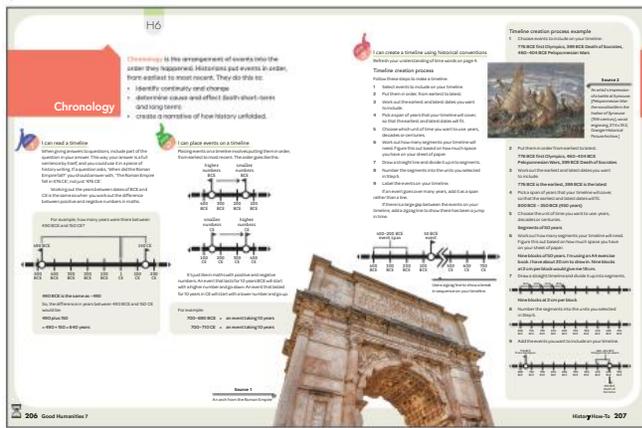
Learning Ladder H2.12
Step 1 I can identify topics about society
Step 2 I can describe societal issues
Step 3 I can explain issues in society
Step 4 I can explain different points of view
Step 5 I can analyse issues in society

80 Good Humanities 7 | **Business 81**

Explore Civics and Citizenship, and Economics and Business, alongside your History course.

History How-To

At the end of the book, you will find a skills section called 'History How-To'. In this section, there are explanations about how to perform each skill, including writing and research skills. There are *lots* of worked examples. Refer to it often, especially when answering the Learning Ladder questions and Masterclass activities at the end of each chapter.

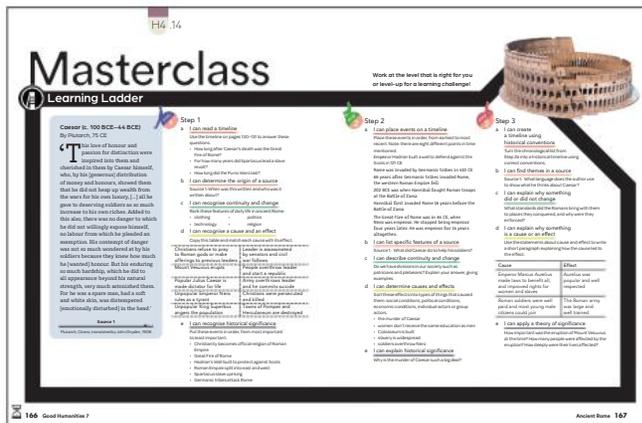


Source 5

The History How-To section is your key to success – refer to it often!

Masterclass

At the end of each chapter is a review section. The questions here are organised by the steps on the Learning Ladder. You can complete all of the questions or your teacher might direct you to complete just some of them, depending on your progress.



Source 6

You did it! We knew you could! The Masterclass is your opportunity to show your progress. Take charge of your own learning and see if you can extend yourself.

Capstone

After you complete a chapter, it's time to put your new knowledge and understanding together for the capstone project to show what you *know* and what you *think*. In the world of building, a capstone is an element that finishes off an arch, or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting and creative ways. It will ask you to think critically, to use key concepts and to answer 'big picture' questions. The capstone project is accessible online; scan the QR code to find it quickly.



Source 7

The capstone project brings together the learning and understanding of each chapter. It provides an opportunity to engage in creative and critical thinking.

Learning Ladder H0.3

- 1 What are the different types of questions in this textbook? Describe them in your own words.
- 2 How can you use the Learning Ladder to monitor your progress in Year 7 History?
- 3 As a class, discuss the idea of 'monitoring your own progress'. Why is this important?
- 4 Read through the steps of the History Learning Ladder and consider where you might already be up to for each skill, based on your prior learning.

How are our histories connected?

History helps us connect things through time. Over the next four pages you will read a brief history of our world: from the beginning of the universe to the end of the ancient world, which is the period you will be studying this year.

The early Earth

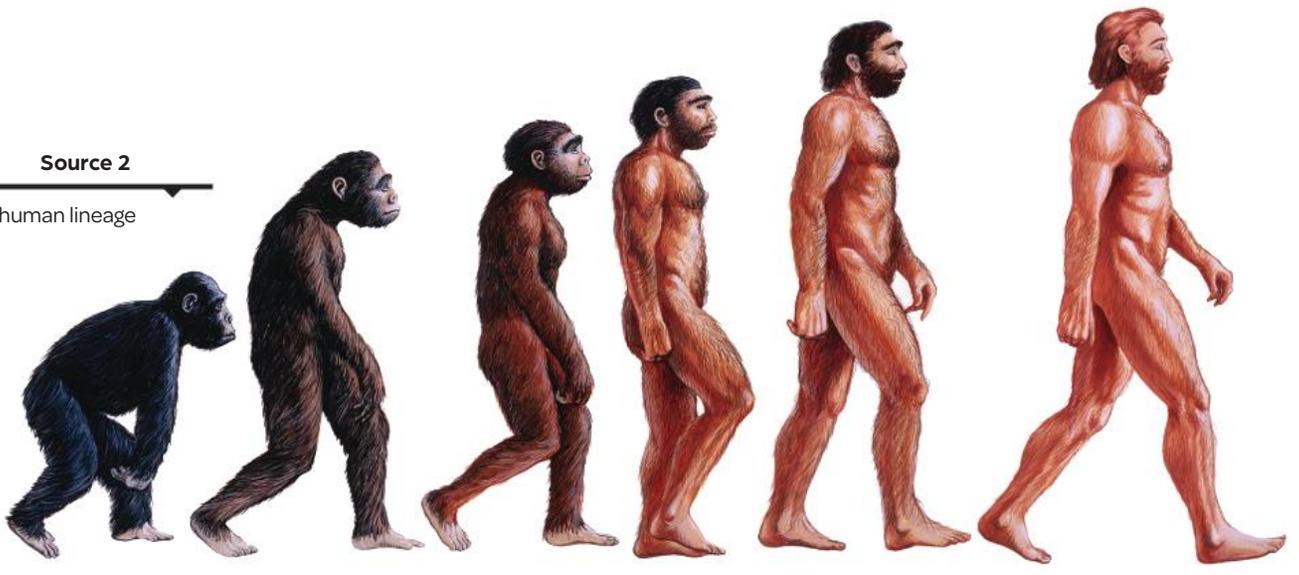
The **universe** is approximately 13.8 billion years old. Scientists believe that the universe began with an explosion referred to as the 'big bang'. Earth itself came into being about 4.5 billion years ago, most likely from a swirling mass of debris left over from the creation of the Sun.

Life first emerged on our planet about 3.6 billion years ago. The first simple animals appeared about 600 million years ago and the first mammals 160 million years ago. The first primates appeared around 60 million years ago.

Source 1

An artist's impression of the big bang

Source 2
The human lineage



Ancient humans

About 250000 years ago the first humans evolved in Africa. We would later refer to this species as **homo sapiens** (meaning ‘wise man’). Over the next 200000 years, humans migrated out of Africa into all the major landmasses. This happened in a few different waves: first to the Middle East, then India, Asia and Australia, then to Europe and the Americas.

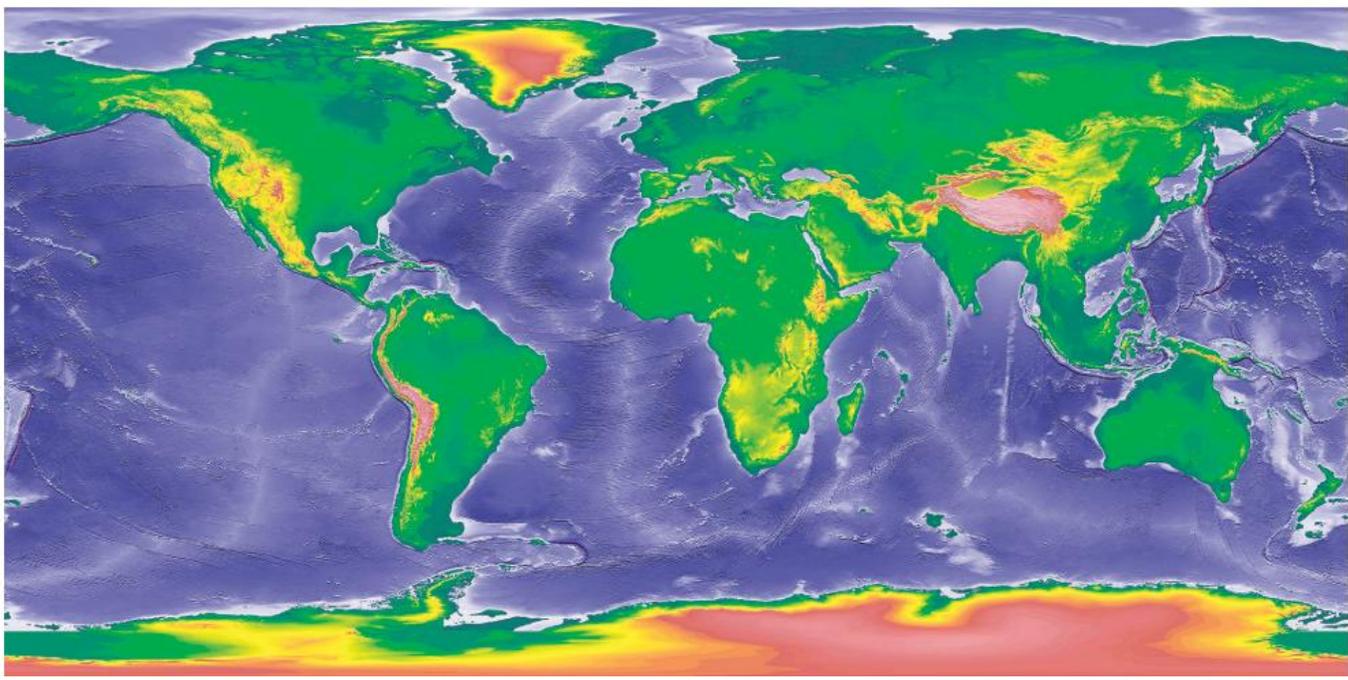
Humans are the most widespread animal we know of in the history of the planet. Scientists believe that humans may have left Africa because of overpopulation in some areas or because they were looking for more food and resources. We don’t know for sure why our distant **ancestors** left Africa – it may have been out of pure curiosity.

Early humans lived during the period known as the ‘**Ice Age**’ (or Pleistocene era). During the Ice Age, much of Earth’s water was frozen at the northern and southern tips of the planet – which meant that the seas were more than 100 metres lower than they are today. When the Ice Age ended, the water melted and the seas rose to their current levels.

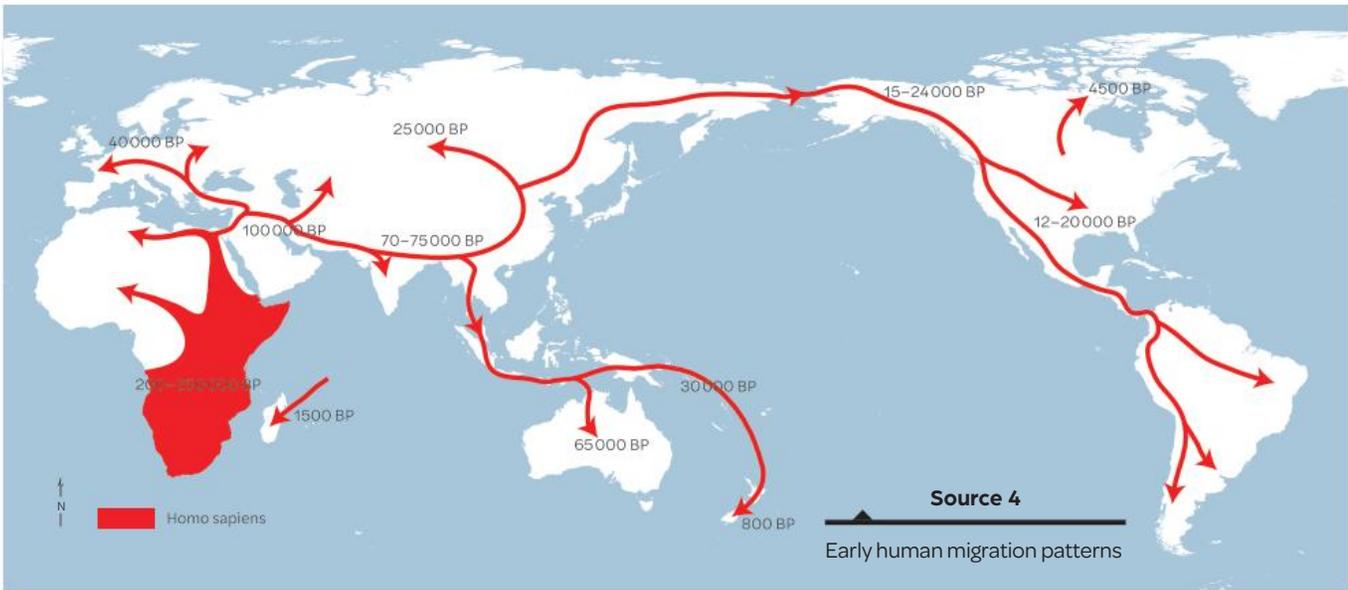
The Stone Age can be divided into two ages: the **Palaeolithic** (‘Old Stone Age’) and the **Neolithic** (‘New Stone Age’). The Neolithic Age began with the invention of farming, one of the two most important developments in history. (The other development was the **Industrial Revolution**, when humans began using machines to do work previously done by hand.)

Source 3

A world map showing the Ice Age, when sea levels were lower and land bridges joined the Australian mainland to Tasmania and Papua New Guinea.



Source: NOAA/NCEI, 2008



The Neolithic revolution

The Neolithic ‘revolution’ saw humans gradually change from hunting animals and gathering wild plant foods to **agriculture**. Instead of roaming around like **nomads**, people grew plants from seeds they dropped into the soil. Humans also began keeping animals with them in settled areas, rather than following herds around or hunting for animals.

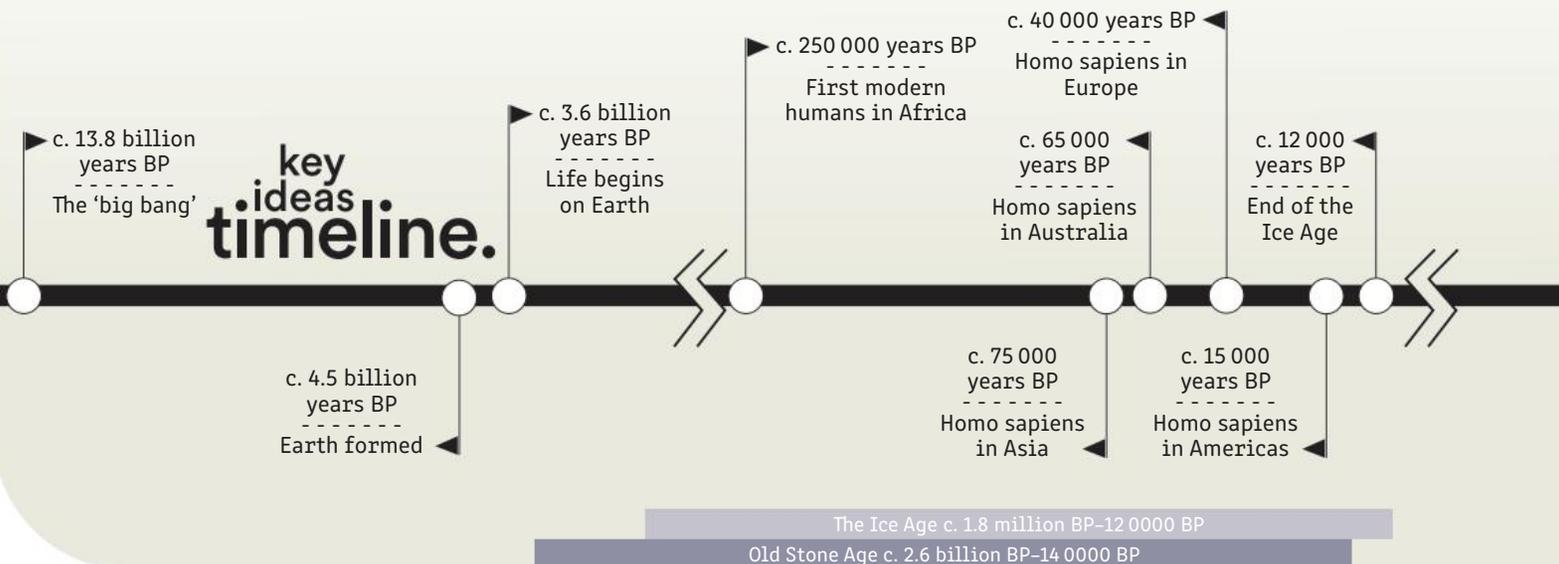
The Neolithic revolution led to huge changes in lifestyle. People lived in permanent settlements and didn’t move around all the time.



Source 5

One of Europe’s best-preserved Neolithic sites is Skara Brae on the Orkney Islands, off the coast of Scotland. [Historic Environment Scotland, *Skara Brae* (1999), grooved ware and earth sheltering, Orkney Islands, Scotland.]

key ideas timeline.



However, being farmers rather than nomads meant that people had to work longer hours, and their diet became more limited. The amount of work involved in farming was also unequal, especially between men and women. But because farming was more efficient than hunting and gathering, Neolithic people produced more food, so the farmer populations increased more quickly. This might explain why Neolithic ways became widespread.

Civilisation, culture and religion

Because farmers produced more food than they needed, it allowed some people to do things other than hunt for food, eventually leading to the complex human society we call **civilisation**.

The main features of civilisations are:

- production of readable texts
- consistent living patterns, such as living in towns or cities, or moving to certain areas at certain times of the year
- specialised occupations
- oral or written laws
- shared religious faith
- shared cultural values
- stable food supply
- well defined social structures
- technology and tool use
- trade.

Civilisation, culture and religion made groups of humans different from each other.

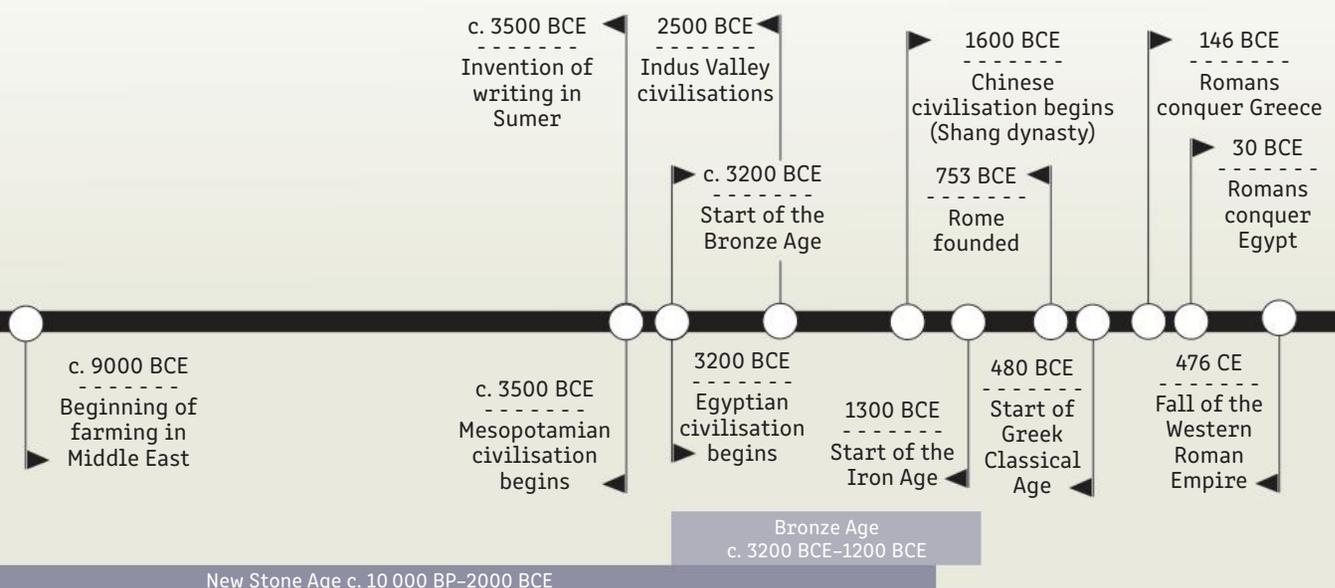
Religious leaders were possible in civilisations because better food production freed up time and allowed some people to focus on religious matters. Certain religions are especially important in world history because they spread widely and are followed by millions of people.

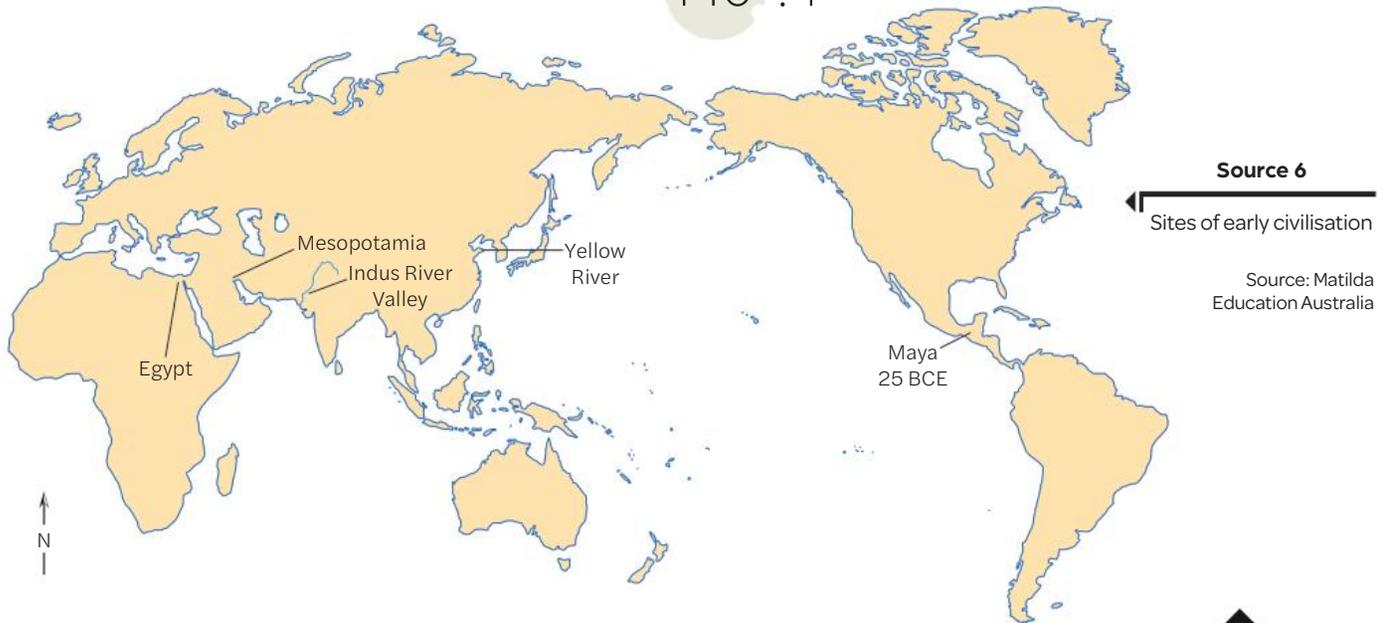
The river civilisations

The first civilisations sprung up along the valleys of major rivers. These areas had fresh water and fertile soil because the rivers flooded regularly. Not everyone was needed to grow food, which allowed some people to specialise in craft, writing, administration and religious practice. Rivers allowed people to travel easily, and to protect their territory from invaders.

Mesopotamia

One of the earliest groups to be called a 'civilisation' by European archaeologists lived in Sumer in Mesopotamia in 3500 BCE. Mesopotamia lies between the Tigris and Euphrates rivers in modern-day Iraq. These rivers flooded unpredictably and violently. The area contained independent cities that didn't generally unite, except perhaps to build **irrigation** canals. The area was central, allowing trade between faraway places such as Egypt and India. The first writing was developed in Sumer, in about 3500 BCE.





Egypt

In about 6000 BCE in northern Africa, groups of hunter-gatherers began settling along the Nile River and growing crops. The Nile River allowed for easy long-distance travel between the north and the south, which led to separate kingdoms in the Upper and Lower Nile. These kingdoms were unified by about 3200 BCE, which led to the development of a 'civilisation'.

Indus River Valley

A number of civilisations developed along the Indus River Valley, in north-west India and Pakistan. There is evidence of farming from about 4000 BCE. By about 2600 BCE, many towns and cities were established. Indus River Valley civilisation was at its peak from about 2500 BCE to 2000 BCE. Civilisation in this area came to an end in about 1500 BCE, for reasons that aren't known for sure.

Yellow River (Huang He)

The Yellow River civilisation is considered to be the cradle of Chinese culture. Some estimates suggest the area was settled by 9500 BCE. It developed into a fully-fledged Bronze Age civilisation by about 2500 BCE, when early tribes united into kingdoms to find solutions to common problems: flooding and irrigation.

Learning Ladder H0.4

- 1 Source 4: List the order in which humans migrated to the six continents.
- 2 What is the major difference between the Old Stone Age and the New Stone Age?
- 3 Rank the features of civilisation in order of importance, based on your opinion.
- 4 Source 2: Describe the physical changes you can see as humans evolved from earlier forms.
- 5 Source 4: Why do you think humans migrated in this pattern?
- 6 Source 5: What would have been some benefits and disadvantages of living at this Stone Age site?
- 7 Would you have preferred to have lived in the Old Stone Age or the New Stone Age? Justify your response.



Aboriginal and Torres Strait Islander peoples and cultures

H1

WHO WERE THE FIRST AUSTRALIANS?

page 24

source analysis

page 26

HOW DO WE KNOW ABOUT ANCIENT AUSTRALIANS?

economics + business

page 34

WHO OWNS THE LAND?

civics + citizenship

page 42

HOW IS IDENTITY FORMED?

How can I understand Aboriginal and Torres Strait Islander peoples and cultures?

While Neanderthals roamed Europe, and long before civilisations were formed in ancient Egypt, India, China, Greece or Rome, Aboriginal and Torres Strait Islander peoples were trading, burying their dead, engaging in elaborate rituals and producing stunning art here in Australia. Ancient Australia was home to the beginnings of the oldest continuous living culture on earth – a culture that continues to this day. By studying ancient Australia, we learn about a people who are at the heart of modern Australian identity.



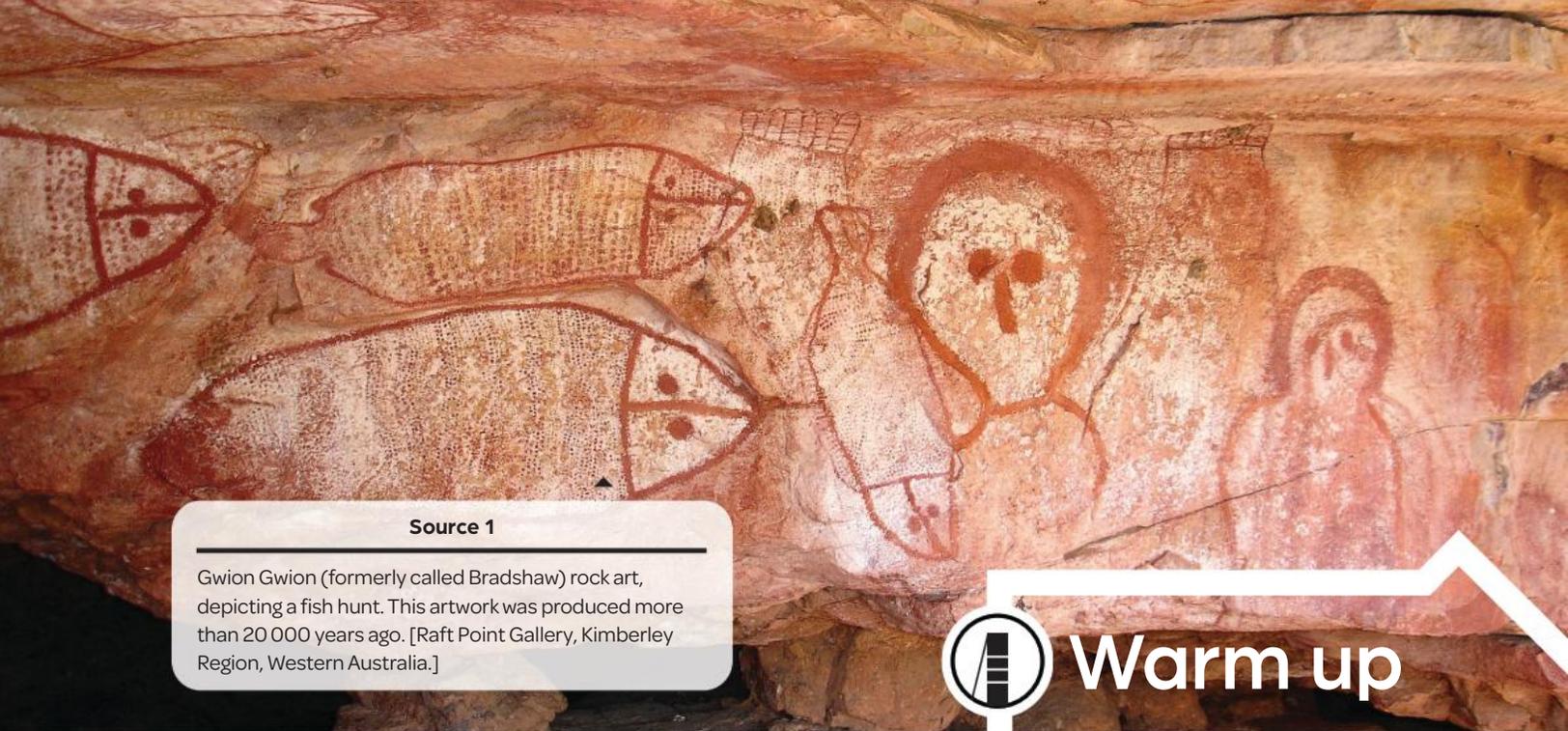
learning Ladder

<p>step 5</p> <p>I can describe patterns of change I read timelines and see the 'big picture'. I group timeline events and see if they show patterns of change. I know typical historical patterns to look for.</p>	<p>I can use the origin of a source to explain its creator's purpose I combine knowledge of when and where a source was created to answer the question, 'Why was it created?'</p>	<p>I can evaluate patterns of continuity and change I answer the question, 'So what?' about patterns of continuity and change. I weigh up different things and debate the importance of a continuity or a change.</p>
<p>step 4</p> <p>I can distinguish causes, effects, continuity and change from looking at timelines I read timelines and find events that are linked by cause and effect. I find things that are the same or different from then until later times.</p>	<p>I can use my outside knowledge to help explain a source I have enough outside knowledge about Indigenous Australian people and cultures to help me explain a source.</p>	<p>I can analyse patterns of continuity and change I see beyond individual examples of continuity and change in ancient Australia and identify broader patterns, and I explain why they exist.</p>
<p>step 3</p> <p>I can create a timeline using historical conventions When given a set of events, I construct a historical timeline, making sure I use correct terminology, spacing and layout.</p>	<p>I can find themes in a source I look a bit closer into a source and find more than just features. I find themes or patterns in the source.</p>	<p>I can explain why something did or did not change I answer the question 'why?' something changed or stayed the same between historical periods.</p>
<p>step 2</p> <p>I can place events on a timeline When given a list of Indigenous Australian events, I put them in order from earliest to latest, the simplest kind of timeline.</p>	<p>I can list specific features of a source I look at an Indigenous Australian source and list detailed things I can see in it.</p>	<p>I can describe continuity and change I have enough content knowledge about ancient Australia and modern Australia to recognise and describe what is similar or different.</p>
<p>step 1</p> <p>I can read a timeline I read timelines with Indigenous Australian events on them and answer questions about them.</p>	<p>I can determine the origin of a source I can work out when and where an Indigenous Australian source was made by looking for clues.</p>	<p>I can recognise continuity and change I recognise things that have stayed the same and things that have changed from ancient Australia until now.</p>

Chronology

Source analysis

Continuity and change



Source 1
 Gwion Gwion (formerly called Bradshaw) rock art, depicting a fish hunt. This artwork was produced more than 20 000 years ago. [Raft Point Gallery, Kimberley Region, Western Australia.]



Warm up

Chronology

- 1 The rock paintings in Source 1 were created more than 20 000 years ago. What year BCE would 20 000 years ago be?

Source analysis

- 2 Source 1: Describe what you can see in the rock painting, including human and animal figures. What type of activity is being recorded in the artwork?

Continuity and change

- 3 Aboriginal and Torres Strait Islander peoples are part of the oldest living continuous culture in the world. Discuss with a partner what you think this means.

Cause and effect

- 4 Source 1: The rock painting shows a fish hunt. Why might the painter have created this artwork?

Historical significance

- 5 Source 1: Is this rock painting historically important? Explain how you came to your answer.

<p>I can evaluate cause and effect I answer the question 'So what?' about cause and effect. I weigh up different things and debate the importance of a cause or effect.</p>	<p>I can evaluate historical significance I answer the question 'So what?' about things that are supposedly historically important. I weigh up events against each other and cast doubt on how important things are.</p>
<p>I can analyse cause and effect I don't just see a cause or effect as one thing. I determine the factors that make up causes and effects.</p>	<p>I can analyse historical significance I separate out the various factors that make something historically important in ancient Australian history.</p>
<p>I can explain why something is a cause or an effect I can answer 'how?' or 'why?' a cause led to an effect in ancient Australia.</p>	<p>I can apply a theory of significance I know a theory of significance. I use it to rank the importance of ancient Australian events.</p>
<p>I can determine causes and effects Applying what I have learnt about ancient Australia, I can decide what the cause or effect of something was.</p>	<p>I can explain historical significance I answer the question 'why?' about things that were important in ancient Australia.</p>
<p>I can recognise a cause and an effect From a supplied list, I recognise things that are causes or effects of each other in Indigenous Australian cultures.</p>	<p>I can recognise historical significance When shown a list of things from ancient Australian history, I can work out which are important.</p>

How ancient is Australia?



Source 1

Confirmed evidence shows that the first humans arrived in northern Australia more than 65 000 years ago. Emerging information suggests that the first humans could have arrived 120 000 years ago. Living in a new land, the first Australians developed innovative land management techniques and rich cultures tied to the land they lived on.

Excavation by archaeologists at the Warraty rock shelter in the Flinders Ranges found a bone from a diprotodon that suggests humans were hunting and eating megafauna (giant animals) about 49 000 years ago. The megafauna became extinct as a result of climate change during the last Ice Age.



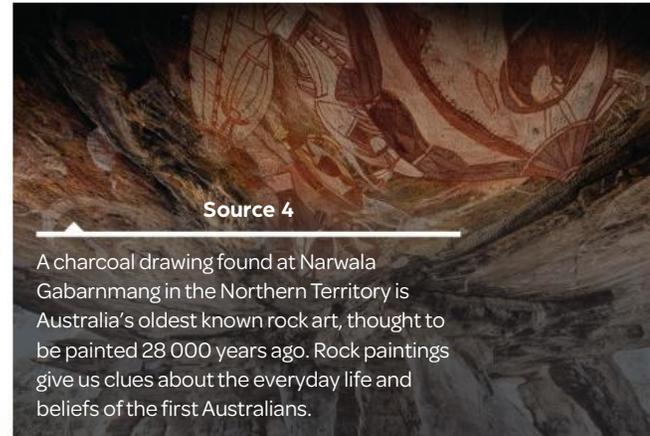
Source 2

An axe-grinding stone found in Kakadu National Park in 2017 is the oldest confirmed evidence of the occupation of Australia 65 000 years ago. The tool-making technology developed by early Australians was the most advanced in the world.



Source 3

The discovery of Australia's oldest human at Lake Mungo, along with other artefacts, provided evidence about Australia's ancient past and how people lived. Mungo Man is thought to have died 43 000 years ago.



Source 4

A charcoal drawing found at Narwala Gabarnmung in the Northern Territory is Australia's oldest known rock art, thought to be painted 28 000 years ago. Rock paintings give us clues about the everyday life and beliefs of the first Australians.

key ideas timeline.

c. 43 000 years BP
Mungo Man dies – his skeleton later becomes the earliest evidence of humans in Australia

c. 30 000 years BP
First Australians dispersed across whole continent

c. 65 000 years BP
Estimated time of human arrival in Australia

c. 49 000 years BP
Evidence that humans were hunting megafauna in Australia

c. 40 000 years BP
Tasmania occupied by this time

c. 28 000 years BP
Australia's oldest known rock art created



Source 5

The Kulin Tanderrum (ceremony) is the annual meeting of the five clans of the Kulin Nation in Melbourne: Wurundjeri, Boon Wurrung, Taungurung, Dja Dja Wurrung and Wadawurrung. Through ceremonies, stories and art, Australian Aboriginal peoples connect to the Dreaming (see page 36) and the ancestral spirits that created the world.



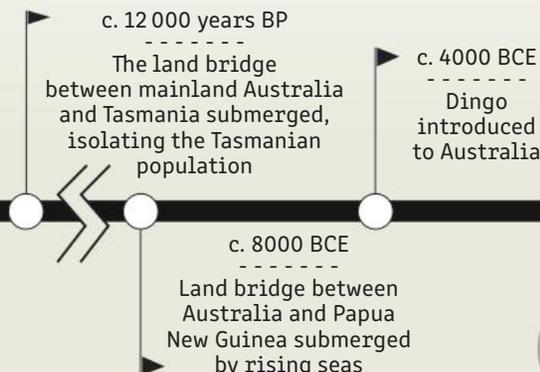
Source 6

The Torres Strait Islands formed when the land bridge between Australia and Papua New Guinea was submerged at the end of the Ice Age, 8000 years ago. Torres Strait Islander peoples are sea travellers and traders.



Source 7

In 1770, James Cook landed in Australia and claimed the east coast of the continent for Great Britain. In 1788, the First Fleet arrived to establish a colony at Sydney Harbour. [Algernon Talmage, *The Founding of Australia. By Capt. Arthur Phillip R.N. Sydney Cove, Jan. 26th 1788* (1937 CE), oil on canvas, 106.5 x 77 cm, State Library of New South Wales, New South Wales, Australia.]



Learning Ladder H1.1

Show what you know

- 1 When did the first Australians arrive on our continent?
- 2 Source 5: How do Aboriginal people connect to the Dreaming?



Chronology

Step 1: I can read a timeline

- 3 True or False:
 - a There is evidence of Aboriginal rock paintings before the land bridge separating Tasmania and the mainland flooded.
 - b Australia's first known rock art was created about 30 000 years BP (before present).
 - c Humans were hunting megafauna in Australia earlier than 50 000 years BP (before present).

Step 2: I can place events on a timeline

- 4 List these events in order, from oldest to most recent.

3000 BCE Backed blades were being used as tools

47 000 years BP Bone tools were used in South Australia

4000 years after the bone tools were used in South Australia, rock engravings were created in South Australia.

63 000 years BP Axe-grinding stones were used in the Northern Territory.

Step 3: I can create a timeline using historical conventions

- 5 Convert all the dates in the list of events in question 4 into BCE and use them to create your own timeline.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 6 Which events isolated the first Australians on the continent of Australia? How do you think this has impacted the development of their cultures?



Chronology, page 206

Who were the first Australians?

Current evidence confirms that modern humans arrived in Australia from Africa at least 65 000 years ago. Indigenous Australians are the Aboriginal and Torres Strait Islander peoples of Australia, who are descended from these first peoples.

Arrival in Australia

Aboriginal and Torres Strait Islander people living in Australia today are the descendants of the first people to come to Australia at least 65 000 years ago. An important **archaeological** find in Kakadu in 2017 confirmed the arrival date. More than 10 000 **artefacts** were uncovered in a layer of soil that has been dated to at least 65 000 years BP.

The archaeological dig took place on the Mirarr people's land. It was led by Associate Professor Chris Clarkson from the University of Queensland. In the top layer of soil, archaeologists found shells, bones and spear heads. Further down, they found axes and different kinds of grindstones.

Creation stories

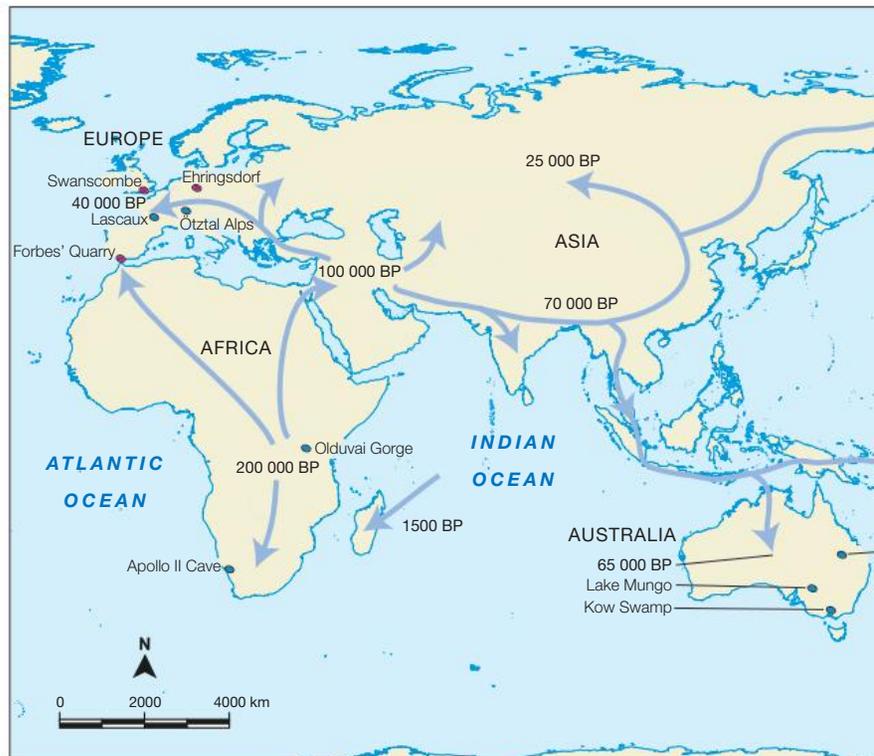
Some Indigenous Australians believe that the world was created during the **Dreaming**, and that their ancestors have been here since the beginning of time.

Aboriginal stories, songs, dance and art explain that the Earth's surface was once nothing but mud. The landscape changed when ancestor spirits formed the mud into mountains, rivers, islands and other landforms. They gave life to humans, plants and animals.

'We have technologies developing here that we don't see developed anywhere else in the world for another 30 000 years – even 50 000 years ago in the case of Europe. They didn't have axes until 10 000 years ago,' Clarkson said.

To reach Australia, the first peoples had to cross close to 100 kilometres of ocean, which suggests they also had reliable seagoing craft and astronomical navigation skills.

World: Ancient human migration routes



Source 1

World map showing migration routes

Source 2

Scientist Dr Elspeth Hayes (left) with May Nango (right) and Mark Djandjomerr (centre). May is a traditional owner and custodian of the archaeological site that is on Mirarr land, located in the Kakadu National Park in the Northern Territory.

Out of Africa

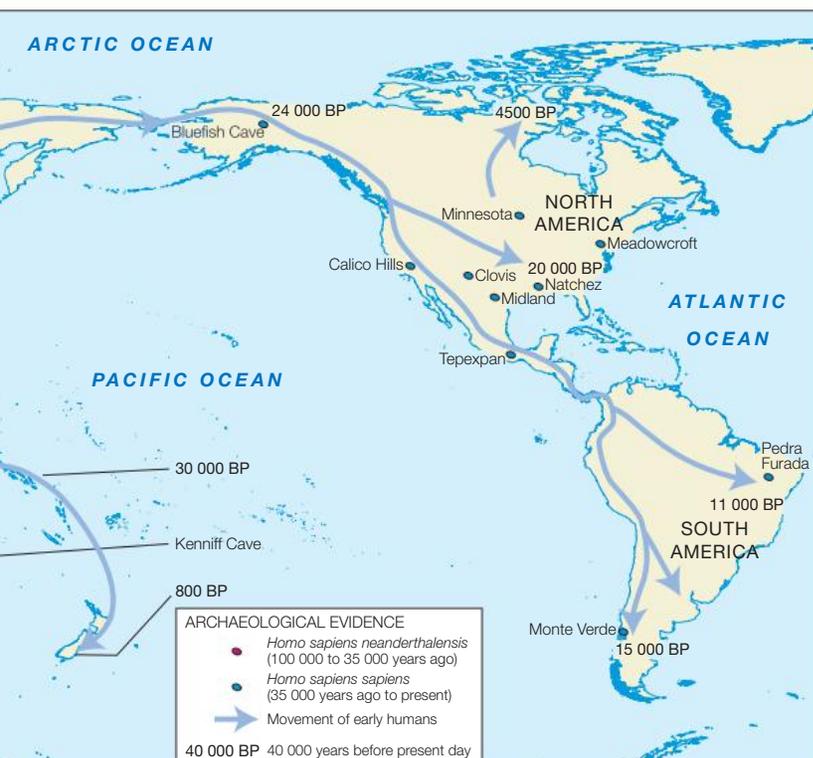
DNA evidence shows that the Indigenous Australians are linked to the first people who left Africa between 50 000 and 70 000 years ago in search of new hunting grounds and places to live.

As descendants of the first people to leave Africa, First Nations people in Australia have the oldest continuous culture on Earth. Migration of early peoples to Australia stopped about 50 000 years ago.

Arriving in Australia

Indigenous Australians were among the first modern humans to travel through Asia and Australia, which were then unknown territories. They are thought to have crossed from Asia into Australia during the last Ice Age (about 110 000 to 12 000 years ago) when the sea level was about 120 metres below its current level.

During the journey from South-East Asia in the Ice Age, it would have been possible to walk most of the way, although they would still have had to make sea crossings of over 90 kilometres. It is not known what kind of boat was used for these journeys.



Source: Matilda Education Australia



Learning Ladder H1.2

Show what you know

- 1 What was found at Kakadu from 65 000 years ago?
- 2 How did the first peoples get to Australia from Africa?
- 3 What difficulties would people with ancient technology have faced making a 90-kilometre sea crossing?
- 4 For how long do creation stories suggest Aboriginal and Torres Strait Islander people have been in Australia?

Chronology

Step 1: I can read a timeline

- 5 Look at the timeline on page 22. When is the first evidence of humans on the Australian mainland and in Tasmania?

Step 2: I can place events on a timeline

- 6 Find the dates of these events in the text and list them in order, from oldest to most recent.
Ancient migration to Australian continent stops
First people arrive on Australian continent
First people leave Africa
End of Ice Age

Step 3: I can create a timeline using historical conventions

- 7 Use the events in question 6 to create a timeline using correct conventions. Make sure you use equal spacing for equal years.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 Look at the timeline on page 22. Which events show stability over time?

HOW TO

Chronology, page 206

How do we know about ancient Australians?

The discovery of Australia's oldest human remains at Lake Mungo, along with other artefacts, provide evidence of Australia's ancient past and how people lived.

Mungo Man

Ancient Australian history was rewritten when the bones of Australia's oldest and most complete human were uncovered at Lake Mungo in 1974.

The 43 000-year-old skeleton was named 'Mungo Man' after the dried-up lake basin where he was found. The skeleton was taken to the Australian National University, Canberra. Further research revealed that two of Mungo Man's lower teeth had been removed during adolescence, possibly as an initiation into adulthood.

Archaeologists began to understand that Australia's first peoples were far more advanced than other early humans in Europe at the same time, such as the Neanderthals. Ancient Aboriginal people had a sophisticated culture that included a complex language, innovative tools and a belief system with ceremonies that are still practised today.

Burial ceremonies

Archaeologists were amazed at the ritual of Mungo Man's burial. He had been laid out with his hands in his lap, and his body covered in a red ochre (paint) that had been transported from hundreds of kilometres away. The remains of a small fire were also found nearby.

Source 1

The 43 000-year-old skeleton of Mungo Man is a primary source of evidence uncovered by archaeologists in 1974. The skeleton was taken to the Australian National University in Canberra for further study. In 2017, the skeleton was returned to his original resting place after a campaign by traditional Mutti Mutti, Paakantyi and Ngyampaa owners to have him returned to his Country.

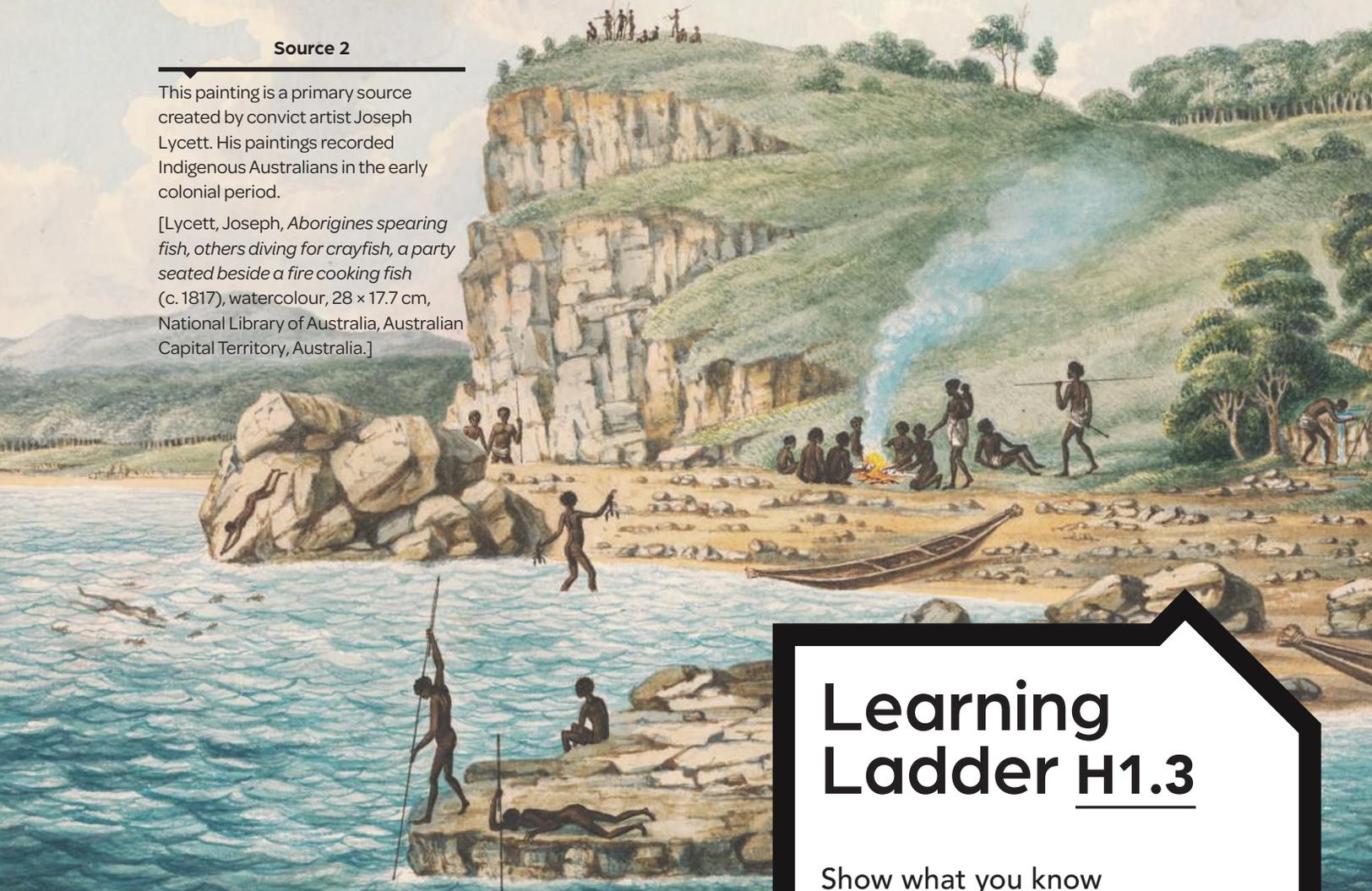
'To find on the shores of Lake Mungo the extraordinary ritual of ochre and fire was a moment of sheer wonder,' said Dr Jim Bowler, the geologist who found the skeleton.

Funeral ceremonies are different for each Indigenous group. Some believe the spirit of the dead person remains where they died. Others believe that the spirit of the dead person joins their spiritual ancestors in the Dreaming.



This painting is a primary source created by convict artist Joseph Lycett. His paintings recorded Indigenous Australians in the early colonial period.

[Lycett, Joseph, *Aborigines spearing fish, others diving for crayfish, a party seated beside a fire cooking fish* (c. 1817), watercolour, 28 × 17.7 cm, National Library of Australia, Australian Capital Territory, Australia.]



In some Aboriginal communities, people are not allowed to say the name of a deceased person. This is to make sure the spirit is not called back to this world. Many Indigenous Australians respect this tradition today.

Further evidence

The ancient people who lived in the Lake Mungo region left behind a variety of materials that help us to understand how they lived, and how they used resources from their environment.

Aboriginal people used stone tools, such as large flat grindstones, to grind seeds into flour and to grind points for spear tips. They used stone knives and scrapers to butcher animals, to clean skins and to make wooden tools. Stone axes were ground to a sharp edge and used to cut wood.

We have also learnt about early human life at Lake Mungo from studying middens. A **midden** is a place where people leave the waste from their meal preparation. The middens at Lake Mungo provide evidence that the people living there ate fish and shellfish, as well as small mammals such as native rats, bandicoots and wallabies.

Learning Ladder H1.3

Show what you know

- 1 What did ancient Australians eat?
- 2 How did finding Mungo Man change the way people thought about ancient Aboriginal people?
- 3 What different beliefs about the afterlife did some Aboriginal Australians have?
- 4 Source 2: What primary source evidence would the artist have needed to paint this picture accurately?

Source analysis

Step 1: I can determine the origin of a source

- 5 Source 1: From when and where is this source?
- 6 Describe the various activities people are doing in Source 2.

Step 3: I can find themes in a source

- 7 What kinds of technology did ancient Australians use? Use Source 2 and the text in your answer.

Step 4: I can use my outside knowledge to help explain a source

- 8 Source 1: Was it right that Mungo Man was taken away to a university for study? Was it right for local peoples to ask to have the skeleton back? Justify your answers.

HOW TO

Source analysis, page 209

These ground-edge axes with handles are similar to the world's oldest ground-edge axe, which was found in the Kimberley region of Western Australia.

What was life like in ancient Australia?

The first Australians adapted to the challenges of their new home. They invented new tools and devised new ways of managing the land.

Surviving in a new land

When early humans arrived in Australia more than 65 000 years ago, they lived alongside giant animals, called **megafauna**.

An excavation by archaeologists at the Warraty rock shelter in South Australia found a bone from a giant wombat, and fragments of an eggshell from a giant flightless bird. These finds suggest that humans were hunting and eating megafauna 49 000 years ago.

The occupants of the shelter may have also used megafauna skins. A 40 000-year-old sharpened bone point found at the site could have been used for needlework to make garments from the skins.

There is documented evidence that Aboriginal peoples maintained large pastures of murnong (yam daisy) around Melbourne. This required deliberate cultivation to ensure the yams were edible.

Seasonal migration

To be sustainable, early Australians practiced **seasonal migration** – moving to another area for a period of time to ensure they did not exhaust their land of plants and animals.

They used a range of spears, clubs and boomerangs to hunt kangaroos and wallabies, and they used boomerangs and nets to help in hunting birds. They used rocks to make fish traps in rivers and creeks.

In 2014, a team of archaeologists discovered an edge-ground axe dated to 49 000–44 000 years BP in Winjana Gorge in Western Australia. It is the oldest example of an edge-ground axe with a handle found anywhere in the world.

Managing the land

The first Australians developed great knowledge of land and resource management. The movement of their camps was coordinated with patterns of climate, plant growth and animal movement. Wildlife was observed to find water holes.



Source 3

The first Australians arrived at a time when Australia was home to giant reptiles, marsupials and birds, known as megafauna. Early humans lived alongside megafauna for many thousands of years before the animals became extinct, possibly around 30 000 years ago due to climate change during the Ice Age.

Trading

Indigenous Australians created extensive trade routes across the Australian continent, facilitating trade and exchange over many thousands of kilometres. If a person trading items wished to enter the Country of another First Nations group, they would need to seek permission and this would be granted after the required waiting time, and usually with a ceremony. In some cases, they would be given a message stick and this would be a symbol of having permission to be on Country that was not their own. This is similar to a travel visa today.

Learning Ladder H1.4

Show what you know

- 1 List all the things Indigenous Australians used megafauna for.
- 2 What evidence is there that the first Australians were farmers?
- 3 How did the first Australians manage the land sustainably?



Cause and effect

Step 1: I can recognise a cause and an effect

- 4 Copy this table and match the cause with the effect.

Cause	Effect
Sea levels are lower	Megafauna become extinct
Climate change	More kangaroos come to eat new grass
Sea levels rise	Sea voyage from South-East Asia to Australia is made shorter
Firesticks used to burn grassland	Tasmanian Indigenous people stranded

Step 2: I can determine causes and effects

- 5 Why did Indigenous people burn grassland?

Step 3: I can explain why something is a cause or effect

- 6 What effects might there be from having edge-ground axes?

Step 4: I can analyse cause and effect

- 7 Megafauna became extinct due to climate change during the last Ice Age. Is this similar or different to modern animals becoming extinct? Justify your response.

Source 2

Fire was important in land management for first Australians and remains so today. Firesticks were used to burn grasslands to promote regrowth of lush new grass, which attracted species such as kangaroos. Fire was also used as a tool to drive game towards hunters. Modern firesticks are still used for control-burning today.



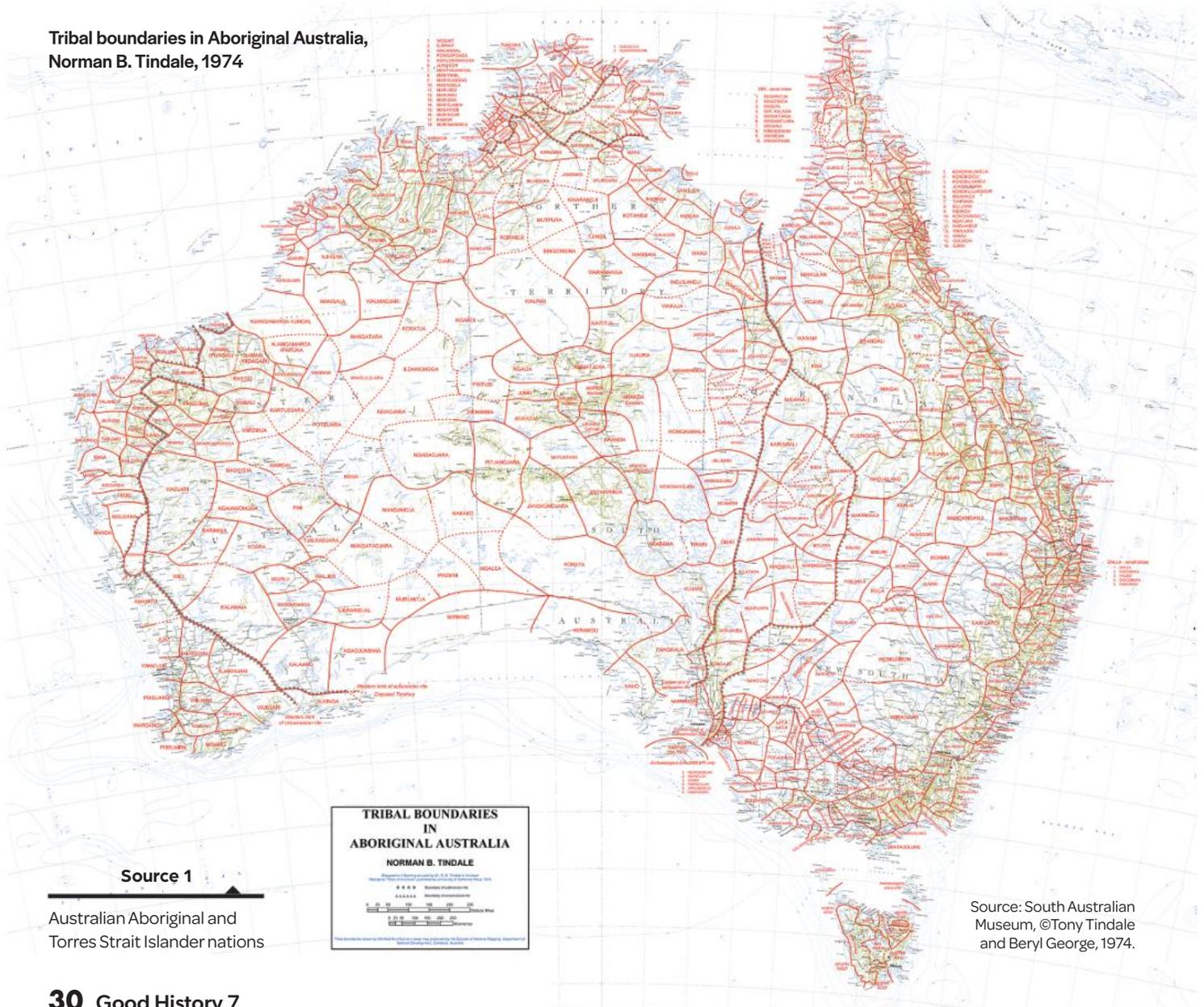
Cause and effect, page 215

Who are Australia's Indigenous peoples?

Australian Aboriginal and Torres Strait Islander peoples are direct descendants of the first humans that emigrated from Africa. Aboriginal and Torres Strait Islander peoples developed distinct cultures in a range of diverse environments.

Source 1 is a reproduction of N.B. Tindale's 1974 map of Indigenous group boundaries existing at the time of first European settlement in Australia. It is not intended to represent contemporary relationships to land.

**Tribal boundaries in Aboriginal Australia,
Norman B. Tindale, 1974**



Source 1

Australian Aboriginal and
Torres Strait Islander nations

Source: South Australian
Museum, ©Tony Tindale
and Beryl George, 1974.

Source 2

A warrior from Saibai Island in the Torres Strait off far north Australia. Torres Strait Islanders are of Melanesian origin and have a unique and rich culture.

Different cultural groups

The first Australians were migratory people, moving from place to place with the seasons to care for the land.

Because of the size of the Australian continent, many Indigenous groups never came into contact with one another. As a result, their languages, stories, art and ways of life developed differently. These different cultural groups are referred to as **nations**.

When Europeans arrived in Australia in 1788, it is estimated there were up to 1 000 000 Indigenous people living in 500 different nations around Australia. Aboriginal peoples occupied and used the entire continent. They had adapted successfully to a wide range of environments, from tropical rainforests to dry desert regions.

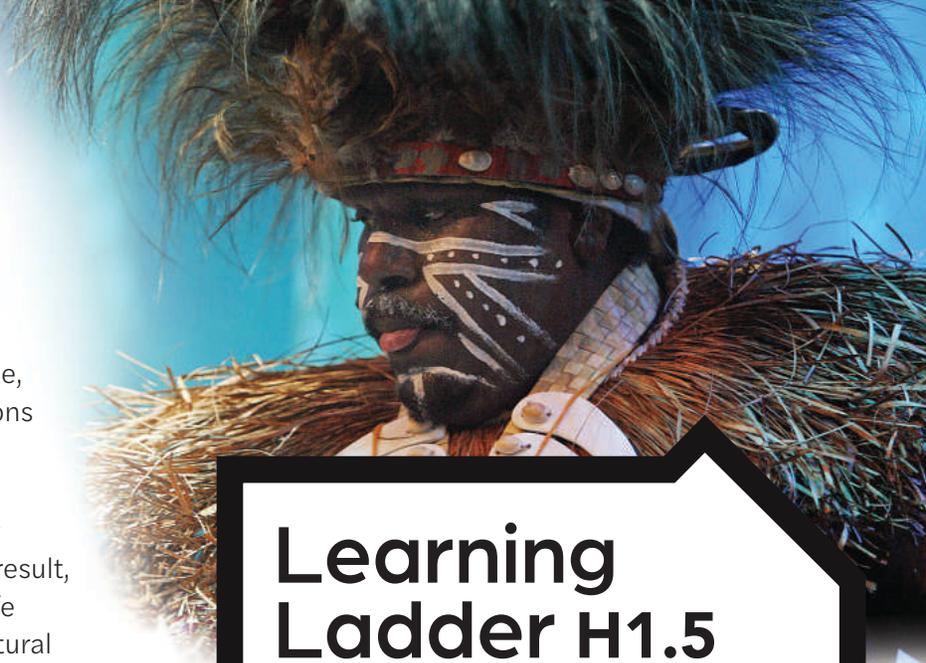
Population densities ranged from 3 to 21 square kilometres per person in fertile riverine and coastal environments to more than 90 square kilometres per person in deserts.

Torres Strait Islanders

Torres Strait Islander peoples come from the islands of the Torres Strait, which stretches between northern Queensland and Papua New Guinea. Torres Strait Islanders are distinct from Aboriginal people on the Australian mainland. They originated in Melanesia, a region in the Pacific Ocean to the north-east of Australia.

Along with the Aboriginal inhabitants of Australia, the people of Melanesia also emigrated from Africa. Australia and New Guinea were connected by a land bridge because of low sea levels during the Ice Age.

Torres Strait Islander peoples are sea travellers, traders, fishers and gardeners. Their culture is unique and includes elements from Australia, Papua New Guinea and the surrounding region. Torres Strait Islander culture is linked to Tagai, a great sea hero. Tagai is represented in the sky by several constellations. These constellations are used as a guide for the seasonal cultivation of crops and gardens.



Learning Ladder H1.5

Show what you know

- 1 How many different Indigenous nations were there when European people arrived in 1788?
- 2 What are two different meanings of the word 'nation'?
- 3 Source 1: Approximately how many nations would you go through if you walked from Melbourne to Perth?

Historical significance

Step 1: I can recognise historical significance

- 4 Rank these events in order, from least to most significant:
 - Europeans arrived in 1788
 - Mungo Man died 43 000 years ago
 - the dingo was introduced from Indonesia around 4000 BCE
 - first use of ground-edge axes around 45 000 years ago.

Step 2: I can explain historical significance

- 5 Why was colonisation by Europeans in 1788 a significant moment in Australian history?

Step 3: I can apply a theory of significance

- 6 Apply Partington's theory of significance (page 8) to Australia's colonisation by Europeans. Show your response in table format, including these sections: Importance, Depth, Number, Time and Relevance.

Step 4: I can analyse historical significance

- 7 How many Indigenous people lived in Australia in 1788? Undertake research to find out how many Indigenous people live here now. Has this number increased as much as the number of non-Indigenous people? Why or why not?



Historical significance, page 219

How are Indigenous Australians connected to Country?

The deep relationship between Indigenous Australians and the land is often described as connection to Country. Dhanggal Gurruwiwi, a Galpu elder, explains: 'The land and the people are one, 'cause the land is also related. In our kinship system, as a custodian I'm the child of that land.'

Deep links to Country

Aboriginal people have a deep spiritual, physical, social and cultural connection to the land that is often described as **connection to Country**.

Palyku woman Ambelin Kwaymullina explains: 'For Aboriginal peoples, Country is much more than a place. Rock, tree, river, hill, animal, human – all were formed of the same substance by the ancestors who continue to live in land, water, sky. Country is filled with relations speaking language and following Law, no matter whether the shape of that relation is human, rock, crow, wattle. Country is loved, needed and cared for, and Country loves, needs and cares for her peoples in turn. Country is family, culture, identity. Country is self.'

Uluru

One of Australia's most famous tourist attractions is the rock Uluru. However, it is more than just a rock to the Yankunytjatjara and Pitjantjatjara people, who are the **traditional owners** and custodians of the Uluru-Kata Tjuta National Park. The spirits of their ancestors still live in sacred places at Uluru and Kata-Tjuta, making the land deeply important to them.

The Yankunytjatjara and Pitjantjatjara people have a duty to respect and look after their Country.

Source 1

Local artists at Uluru. Uluru used to be called Ayer's Rock: why do you think the name was changed?



Bob Randall, a Yankunytjatjara elder explains: 'Part of land which has been handed down to you by your ancestors, we say the granny law, has given me my responsibility now that I'm grown up to care for my Country, you know, care for my mother. Care for everything that is around me.

'You can never feel lonely in that situation, you know you just can't. How can you when all around you is family members, from this ground up, to all the trees around you to the clouds hanging up around you, the birds flying by, the animals and reptiles that are just hidden in the shrub there for now, but can come out if they want to, hunt around for their little food. And then they can become food for us as well.'



Source 2

Manja Shelter at Gariwerd in Victoria contains rock art of hand stencils. It is believed that the stencils record a visit to the site and renew a person's ties to it.

Learning Ladder H1.6

Show what you know

- 1 Describe in your own words how Indigenous people feel about the land.
- 2 Why do Indigenous people stencil their handprints on rocks?
- 3 What are two different meanings of the word *Country*?

Cause and effect

Step 1: I can recognise a cause and an effect

- 4 The Yankunytjatjara and Pitjantjatjara people have a duty to respect and look after their Country. What is the cause of this effect?

Step 2: I can determine causes and effects

- 5 In 2019, the climbing of Uluru became prohibited after traditional landowners voted to ban the activity. What was the cause of Yankunytjatjara and Pitjantjatjara people wanting tourists not to climb Uluru?

Step 3: I can explain why something is a cause or effect

- 6 For each cause in this table, write a sentence explaining how the cause led to the effect.

Cause	Effect
European colonists and Indigenous people had different views about the land	Europeans didn't respect Indigenous beliefs and colonised the land without permission
People wanted to record their visit to a sacred site and renew their ties to it	Some would stencil their handprint on a rock wall

Step 4: I can analyse cause and effect

- 7 List three effects of the difference in views between Indigenous people and European colonists. Rank the effects in order, from most important to least important. Now write a short paragraph linking the effects to the cause, using this format:

'Indigenous and European colonists' views on land were very different. This caused a number of things. First, ... This was the most important outcome. The second most crucial was ... A third, less significant effect was ...'

Cause and effect, page 215

Who owns the land?

The rights of Aboriginal Australians need to be respected when making financial and economic decisions. Many Indigenous Australians have a different view than non-Indigenous Australians when it comes to the concept of 'ownership'.

Owning the land

The idea of someone owning land and claiming it as their property is not a traditional Indigenous view. For Indigenous Australians, it is the land that owns them – and every part of their lives is connected to the land.

When the British explorer James Cook set foot on the Australian continent in 1770, he declared the land to be ***terra nullius*** ('no one's land'). He was under instruction to take possession of the land if it was unoccupied or with the consent of the native population. Cook ignored the fact that there were up to 1 000 000 people living on the land, and declared it to be the property of King George III of Great Britain.

The late Beryl Beller, an Elder of the Dharawal people, commented:

‘They were so ignorant, they thought there was only one race on the earth and that was the white race. So when Captain Cook first came, when Lieutenant James Cook first set foot on Wangal land over at Kundul, which is now called Kurnell, he said, “Oh let’s put a flag up somewhere, because these people are illiterate, they’ve got no fences”. They didn’t understand that we didn’t need fences ... that we stayed here for six to eight weeks, then moved somewhere else where there was plenty of tucker and bush medicine and we kept moving and then come back in twelve months’ time when the food was all refreshed ...’

Source 1

Beryl Timbery Beller, 2007

Source 2

Samuel Calvert and J.A. Gilfillan, *Captain Cook taking possession of the Australian continent on behalf of the British crown, AD 1770, under the name of New South Wales* (1865 CE), illustrated, Royal Society of Victoria, Melbourne, Australia.

Native title

The concept of owning property is an economic or financial relationship. It does not recognise the close relationship between Aboriginal and Torres Strait Islander peoples and their land – or Country. When Europeans invaded Australia, they didn’t see the Indigenous population’s connection to the land because they defined ownership of property as farmed land with fences and houses.

In 1982, Eddie Mabo and four other Torres Strait Islanders took their claim for traditional land rights to their islands in the Torres Strait to the Queensland Supreme Court, and eventually to the High Court of Australia. They claimed that their islands had been continuously inhabited and possessed by their people. In 1992, the High Court of Australia decided that *terra nullius* should not have been applied to Australia, and that Aboriginal and Torres Strait Islander peoples have rights to the land. The Australian Parliament passed the *Native Title Act 1993*, which recognises the traditional rights to land and waters. Indigenous Australians can apply to the Federal Court to have their **native title** recognised under Australian law.



Source 3

Jeffrey Lee is the sole surviving member of the Djok clan, and works as a ranger in Kakadu National Park in the Northern Territory. He is the senior custodian of Koongarra land, on the border of Kakadu National Park. The land contains a major deposit of uranium, and the French energy company Areva was pressuring Lee to mine tonnes of uranium from the site.

Instead of accepting millions of dollars from the mining company, Lee offered the land to the federal government to be incorporated into Kakadu National Park. For him, it was more important to protect the important sites in the country for which he was senior custodian. Lee's proposal was accepted by parliament in 2013, protecting the Koongarra land from mining forever.

'When you dig 'em hole in that country, you're killing me,' said Lee. 'Money don't mean nothing to me. Country is very important to me.'

Lee takes his role as senior custodian very seriously. 'There are sacred sites, there are burial sites and there are other special places out there which are my responsibility to look after.'



Learning Ladder H1.7



Economics and business

Step 1: I can recognise economic information

- 1 What is *terra nullius*, and why did Lieutenant Cook think it applied to Australia?

Step 2: I can describe economic issues

- 2 What are the differences in the concept of land ownership for Indigenous and non-Indigenous people?

Step 3: I can explain issues in economics

- 3 What is native title, and how did it become law in Australia?

Step 4: I can integrate different economic topics

- 4 Find an example of a native title claim and explain what rights under Australian law the Indigenous people have.

Step 5: I can evaluate alternatives

- 5 Research the action taken by Jeffrey Lee to protect his Country.
 - a Why was his land of great economic value?
 - b How could he have become one of Australia's richest people?
 - c Why did he choose not to become wealthy?

What do Indigenous Australians hold sacred?

Indigenous Australians connect to their ancestor spirits through stories, ceremonies, totems, dance and art, and through all the features and living things in their Country.

Indigenous beliefs

Many Indigenous peoples refer to spirituality rather than religion to help describe their beliefs. Spirituality gives meaning to all aspects of their life and their close relationship with the land. Everything in the environment is living and shares the same spirit as Aboriginal and Torres Strait Islander peoples.

It is not possible to speak of one Aboriginal and Torres Strait Islander belief system, as there are many. A common theme running through the spiritual beliefs of Indigenous Australians is a sense of belonging to the land and the influence of ancestral spiritual beings and their relationships to each other.

Aboriginal use the of the word Country refers to the physical and spiritual features of the land.

The Dreaming

Aboriginal spirituality draws on the stories of the Dreaming, while Torres Strait Islander spirituality is based upon the stories of the Tagai.

The Dreaming gives meaning to everything and establishes the rules for relationships between people, the land and all living things for Aboriginal people. The Dreaming tells about the creation of the world by ancestor spirits who came from the earth and sky to create and shape landforms and all life.

Source 1

Instead of writing, the spiritual knowledge of Indigenous Australians is expressed and passed on through ceremonies, stories, art, music and dance.



Source 2

Images of the cloud and rain spirits known as the Wandjina are shown here in human form in rock paintings in the Kimberley region of north-west Australia. Some artwork in the region dates back 4000 years, and each year religious ceremonies are held to repaint the figures to bring fertility to the land.

Customary law

The Dreaming also gave Aboriginal peoples ‘the Law’, to ensure each person knows their responsibilities for other people, the land and ancestor spirits. Aboriginal laws are referred to as **customary law**. Like other Australian laws, if you break customary laws, you will be punished.

Oral tradition

Instead of writing, the spiritual knowledge of Indigenous Australians is passed on and expressed through what is called ‘oral tradition’: ceremonies, stories, art, music and dance. Aboriginal and Torres Strait Islander Elders are respected and trusted to pass important information on to young men and women. Despite the disruption to culture caused by the invasion, many groups have preserved their cultures thanks to their oral tradition.

Learning Ladder H1.8

Show what you know

- 1 What is the difference between an oral tradition and a written tradition?
- 2 What kinds of things make up customary law?
- 3 What is the difference between spirituality and religion?



Historical significance

Step 1: I can recognise historical significance

- 4 How do Indigenous people connect to their ancestor spirits?

Step 2: I can explain historical significance

- 5 Source 2: How significant are the Wandjina images to Aboriginal people in the Kimberley region today?

Step 3: I can apply a theory of significance

- 6 Read the section on Historical significance in the History How-To section on page 219. Then copy and complete this table about Aboriginal customary law.

Question about significance	Response (and reason why)
How important was it to people at the time?	
How deeply were their lives affected?	
How many lives were affected?	
How long were their lives affected for?	
How important is customary law today?	

Step 4: I can analyse historical significance

- 7 List three reasons Aboriginal customary law is important today. How do each of these reasons make the other two reasons stronger?



Historical significance, page 219

How are Indigenous families connected?

'Kinship' is another word for family relationships, and it is at the centre of Indigenous society in Australia. The kinship system ensures that everyone knows their relationships and shared responsibilities to care for their community and their Country.

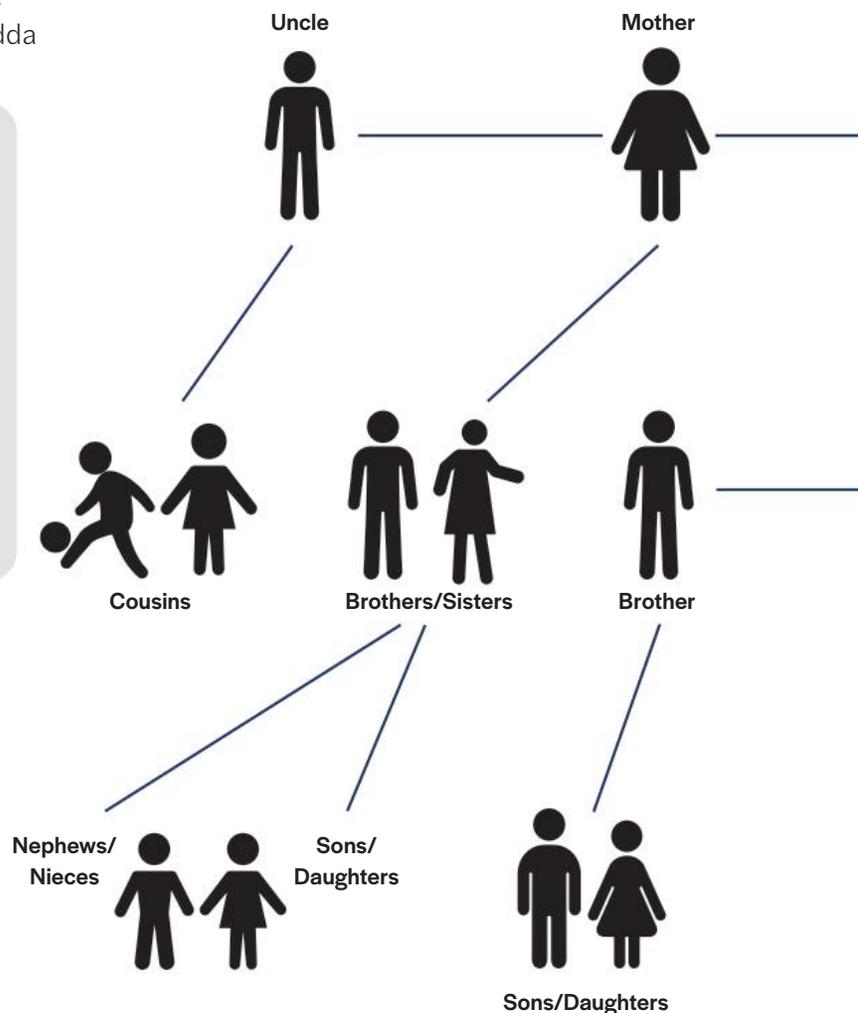
The kinship system

Traditional Aboriginal and Torres Strait Islander people have extended family relationships that are important to sharing culture and organising society. This is referred to as the **kinship** system. Wadjularbinna Doomadgee, a Gungalidda elder, explains:

'All people with the same skin grouping as my mother are my mothers ... They have the right, the same as my mother, to watch over me, to control what I'm doing, to make sure that I do the right thing. It's an extended family thing ... It's a wonderful secure system.'

Source 1

Wadjularbinna Doomadgee,
a Gungalidda elder, quoted in
exhibition, Australian Museum 2018



Source 2

The Aboriginal kinship system

The kinship system organises communities to make sure everyone knows their relationships and shared responsibilities. While kinship rules vary across the different Aboriginal and Torres Strait Islander groups, caring for their community as a family is always very important. Kinship remains important for many Indigenous groups today.

Children could have a close relationship with relatives other than their mother and father. For example, your mother's sister was also called *mother*, and your father's brothers were also called *father*.

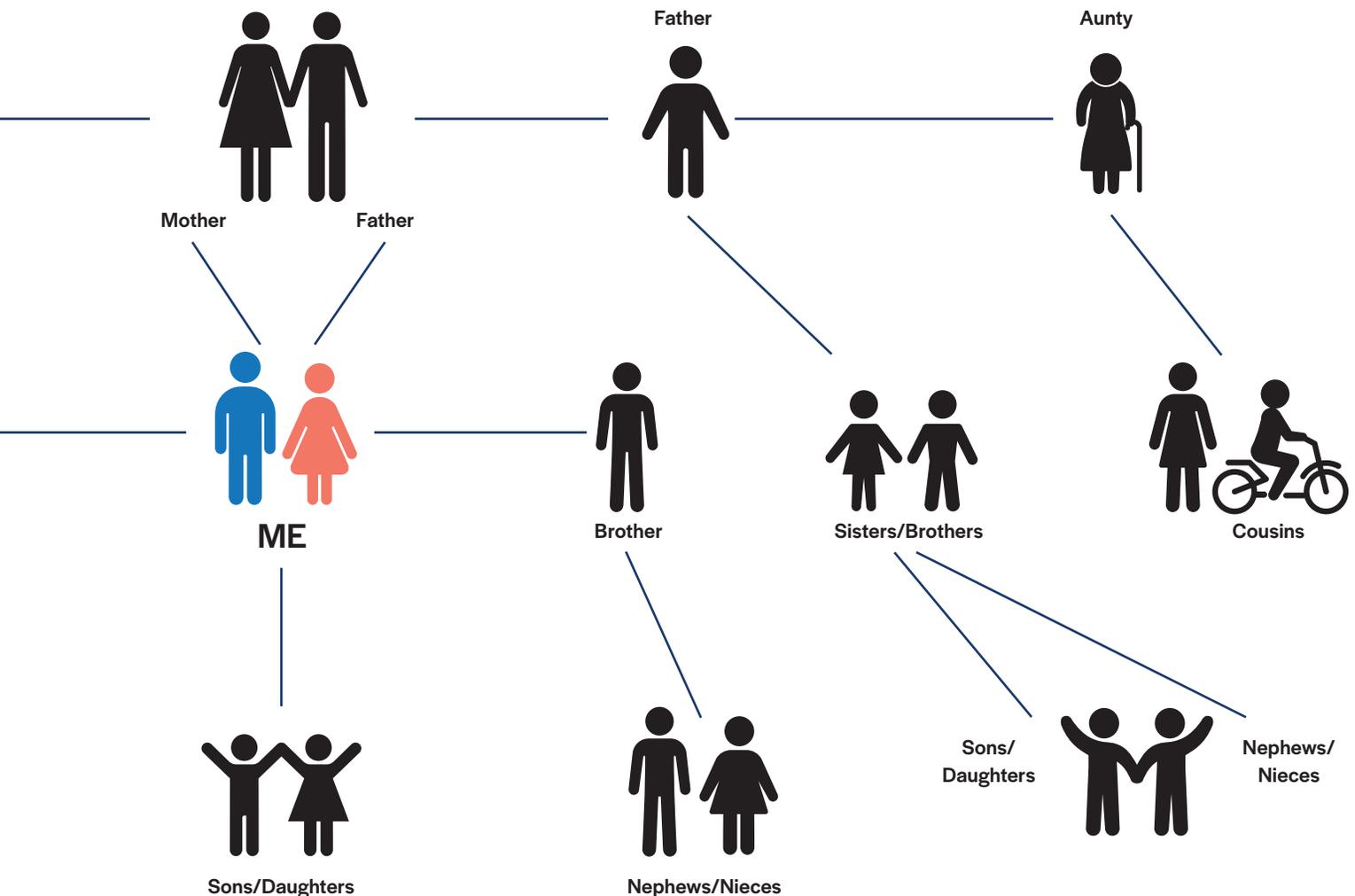
Aboriginal kinship system

While kinship systems vary across cultures, Source 2 shows terms from one kinship system.

Kinship terms

Personal names are rarely used in Aboriginal societies. A person is addressed by the appropriate relationship term, such as father, older sister, uncle and so on.

 Mother	Your birth mother and your mother's sisters.
 Father	Your birth father and your father's brothers.
 Brother and sister	Term for siblings and the children of your mother's sister and father's brother.
 Aunty and uncle	Your father's sisters and mother's brothers and also used to address older people who you might not be related to.
 Cousin	Refers to children of your father's sister and your mother's brother. The term 'cousin' can be extended to any relative of your generation who might share the same great grandparent.



Moiety and totems

For some Aboriginal people, everyone and everything in the environment is split into two halves. This is called **moiety**. In order to understand the whole universe, the two halves must come together. A child's moiety is determined by their mother's or their father's moiety. People who share the same moiety are considered siblings and are forbidden to marry. (In some Aboriginal cultures, kinship terms, or skin names, can also determine who you are able to marry.)

Each person has emblems or **totems** that represent their nation, clan and family group, as well as a personal totem. Totems link a person to their Country – its landforms, air, water and living creatures. Every Indigenous person has a responsibility to protect their totems and pass them on to the next generation.

Totems were split between moieties. For example, the two moiety totems of the Wurundjeri people (pages 44–47) are Bunjil the wedge-tailed eagle and Waa the crow. Wurundjeri clan Law said that there could only be marriage between different moieties: a Bunjil man could only marry a Waa woman and a Waa man could only marry a Bunjil woman.

Elders

Another important connection point within an Indigenous community is an Elder. A person becomes an **Elder** by earning respect and authority in a community. It is an Elder's duty to instil a respect for the land and culture in community members by teaching young people about their natural environment, and sharing knowledge about the Dreaming.

Elders take a lead role in **initiation ceremonies**. With some variation across cultures, initiation ceremonies take place when girls and boys who have proved they are ready to be adults are given the right to pass from childhood to adulthood. In traditional Aboriginal ceremonies, the initiated member would sometimes have a tooth removed, a nose or ear pierced, or their flesh cut with a sacred marking.

Source 3

John Watson, an Aboriginal traditional owner and Nyikina Elder, tells his grandchildren stories about his Country in the Kimberley area. Elders have the authority to share knowledge of the Dreaming.





Source 4

A young boy and his father with ochre paint

Learning Ladder H1.9

Show what you know

- 1 What is the responsibility of an elder?
- 2 In some Indigenous cultures, what rights does your mother's sister have over you?
- 3 What kinds of things can be totems?
- 4 Compare your own family tree to the Aboriginal kinship system. You may also consider close family friends who you refer to as 'aunty' or 'uncle'.
- 5 How would the Aboriginal kinship system be useful in family life?

Continuity and change

Step 1: I can recognise continuity and change

- 6 Source 3: What might the young people be learning about?

Step 2: I can describe continuity and change

- 7 Use a Venn diagram to capture what is the same and what is different about kinship across Indigenous and non-Indigenous cultures.

Step 3: I can explain why something did or did not change

- 8 How does the traditional Indigenous model of kinship – with strong extended family relationships – help with the continuation of culture across different generations of a family?

Step 4: I can analyse patterns of continuity and change

- 9 Why are elders important in the continuation of Aboriginal culture?

HOW TO

Continuity and change, page 212



Australia is the only country that has three official flags: the Australian National Flag, the Australian Aboriginal Flag and the Torres Strait Islander Flag. Any of the flags can be used interchangeably to officially represent Australia.

How is identity formed?

Identity refers to an individual's sense of belonging to a group or culture, or to a country or region. What it means to be Australian is very difficult to define, as our nation is full of diverse cultures.

Expressing identity

Australia's key values of freedom and inclusion make clear that everyone should feel free to respectfully show their cultural identity without being bullied or victimised. Unfortunately, there are still occasions when Australians are treated unfairly or abused because of their appearance. Understanding and valuing different cultural identities is important in countering any racism.

Australia is a multicultural country with a large range of cultural identities represented. The identities of different cultural groups can be shown in the way people dress, the languages they speak and the music, dance and foods they enjoy.

Indigenous identity

Before Australia was forcibly turned into a British colony in 1788, Indigenous peoples identified themselves by their nation. They would say things like 'I'm a Wurundjeri man', or 'I'm a Waveroo woman'.

Aboriginal people define their Aboriginal identity not by skin colour but by relationships. Kinship, relationships and connections to family are the basis of Aboriginal identity and social organisation (pages 38–41).

Australian flag

The Australian flag features the Union Jack to show our close ties to Great Britain. Indigenous leader Lowitja O'Donoghue said the current flag showed a 'narrow slice of our history' where the rights of Indigenous people were ignored.

'For this reason, most of Australia's Indigenous people cannot relate to the existing flag,' she said. 'For us, it symbolises dispossession [being excluded from our land] and oppression.'





Torres Strait Islander Flag. The green symbolises land, the blue represents sea and the black stripes show the people. The white symbol is a headdress known as a Dhari and a star that represents the Torres Strait's five island groups.



Australian Aboriginal Flag. The red stripe symbolises the land and the black stripe represents the Aboriginal people. The yellow circle represents the life-giving Sun.



Australian National Flag. The British Union Jack represents Australia's history as a British colony (1788–1901). The Southern Cross symbolises Australia's geographic position. A seven-pointed star represents the Federation of six states, with one point representing the territories.

Australia Day

Australia Day is held on 26 January each year. On 26 January 1788, Captain Arthur Philip established the first British colony at Sydney Cove. On Australia Day we are encouraged to reflect on what it means to be Australian and to celebrate all the things we love about Australia.

For Indigenous Australians the date of 26 January is a controversial selection for Australia Day, as it highlights the day that their land was invaded and their way of life was changed forever.

Source 2

Thousands of people gather across Australia on 26 January to protest against celebrating Australia Day on the day the protesters have labelled 'Invasion Day'.

Learning Ladder H1.10

Civics and citizenship

Step 1: I can identify topics about society

- 1 What are the core values of Australian society?

Step 2: I can describe societal issues

- 2 Why do some people not relate to the Australian flag?
- 3 Source 2: Describe what is happening in this photo and suggest why these protesters feel so strongly about this issue.

Step 3: I can explain issues in society

- 4 How do Aboriginal people define their identity?
- 5 Why is it difficult to say what it means to be Australian?

Step 4: I can explain different points of view

- 6 What view does Lowitja O'Donoghue have about the Australian National Flag? Explain why others would like to retain this flag.

Step 5: I can analyse issues in society

- 7 List arguments for and against keeping 26 January as Australia Day. Try to come up with as many arguments as you can, but at least two of each.



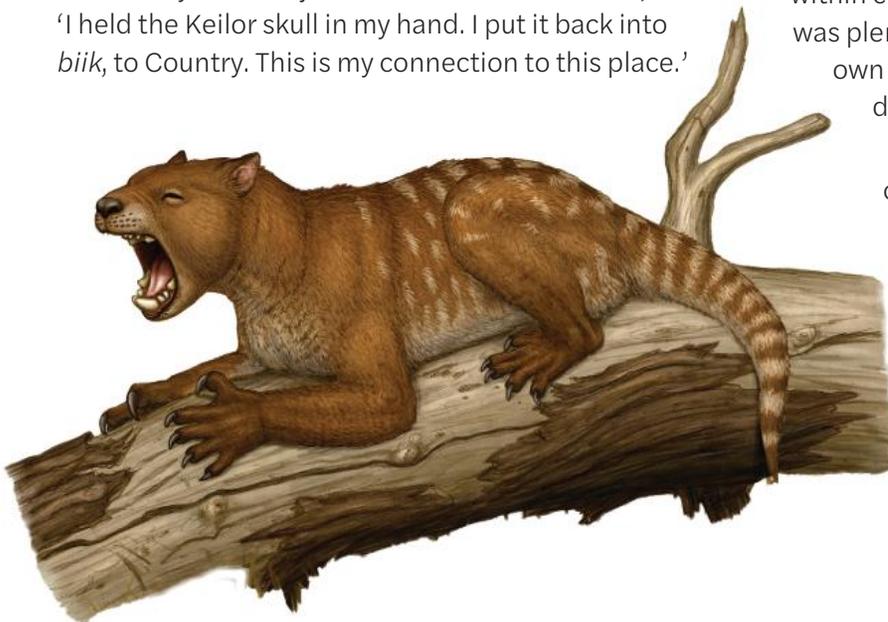
Who are the Wurundjeri?

The clans of the Wurundjeri people lived around the area we know as Melbourne from at least 31 000 years ago. All of their Country was special to them, as it provided them with all the resources they needed. Some sites were of spiritual significance to the Wurundjeri for ceremonies and gatherings with other groups within the Kulin Nation.

Early evidence of Wurundjeri people

A skull of an early man estimated to be up to 15 000 years old was discovered on Wurundjeri Country at Keilor in 1940, and removed to the Museum of Victoria. The discovery led to further archaeological digs that revealed 31 000-year-old fireplaces and the remains of megafauna (see pages 28–29), making Keilor one of Australia’s earliest sites of human habitation.

The Keilor archaeological site was renamed Murrup Tamboore, meaning ‘Spirit’s waterhole’ in Woi wurrung, the Wurundjeri people’s traditional language. Years later, the skull was returned to its Country. Wurundjeri Elder Bill Nicholson said, ‘I held the Keilor skull in my hand. I put it back into *biik*, to Country. This is my connection to this place.’



Wurundjeri people

The Wurundjeri people from the Woi wurrung language group lived across the Yarra Valley, including the northern half of what we now know as the Melbourne metropolitan area. The Wurundjeri are part of the Kulin Nation, an alliance of five language groups.

In Woi wurrung, *wurun* means the manna gum that is common along the Yarra River, and *djeri* is the witchetty grub that is found in or near the tree.

The Wurundjeri people did not ‘own’ the land, but belonged to it. They moved around in small groups called **clans**, and camped in different areas within clan territories depending on where food was plentiful. People would not marry within their own clan, but were paired with partners from different Kulin clans.

Wurundjeri clans visited the land of other clans and joined in **corroborees** with them. Dances and storytelling were a focus of corroborees, which could involve hundreds of people from within the Kulin Nation. These gatherings were also an opportunity for a council of leaders known as

Source 1

Early Wurundjeri people shared the environment with megafauna such as the marsupial lion (*Thylacoleo carnifex*).

A Wurundjeri family group living on the Merri Creek, a tributary of the Yarra River. [Charles Troedel, *Merry Creek*, (1864), hand-coloured lithograph, State Library Victoria, Victoria, Australia.]



Ngurungaeta to be formed. The *Ngurungaeta* would settle disputes and decide on punishment for those found guilty of crimes against Aboriginal law. These events were also about sharing food, knowledge and celebrating events like marriages.

Official gatherings of the Kulin nation still happen today and are called *Tanderrum*.

Living on the land

Wurundjeri people adapted to changes in the environment through their long occupation of the Yarra Valley. The Yarra River once flowed across a grassy plain, but that plain flooded at the end of the last Ice Age about 12 000 years ago and became a bay.

The Wurundjeri adjusted their lifestyle to adapt to the weather extremes of their new environment: hot, dry summers and cold winters. Some clans and family groups would shelter in caves on higher land in colder

months and keep warm with cloaks and rugs made from possum skins. As the land warmed after the coldest months, the Wurundjeri moved to hunt animals, harvest root vegetables that they had cultivated and collect berries, seeds and birds' eggs.

Source 3

Indigenous language groups in Victoria

A map of Indigenous language groups in Victoria





Source 4

Aboriginal man, woman, child, posed in cloak and with tools, Jackie Logan and Queen Annie. [Source: Museums Victoria]

In the hottest months, they camped for longer periods along rivers, where they hunted fish and eels. Other plants and berries such as banksia flowers and mistletoe berries provided a food source after the first rains following summer.

The Wurundjeri took only what they needed to ensure the ongoing sustainability of the land. Each family group cultivated and sourced food in a particular section of the clan's land. They used firestick farming (see pages 28–29) to promote the growth of new grass to attract game such as kangaroos. Burning grasslands also reduced the risk of bushfires and made travel and access easier. Women used *wulunj* (digging sticks) to cultivate murnong (yams) in the cleared land.

Connection with the land

When travelling throughout their Country, the Wurundjeri would visit sacred sites – places of significance to their culture. Sacred sites were usually marked by natural features such as hills, rivers or rock formations. Some sacred sites were only for men and other sites only for women. Examples of places that are significant to the Wurundjeri include:

- Hanging Rock: a place where male initiation ceremonies were held
- Melbourne Cricket Ground: the site of the MCG was a natural amphitheatre and a place for ceremonies and gatherings

- Dights Falls: a meeting place on the Yarra River at Abbotsford for corroborees, trade and settling disputes.

The Wurundjeri share the same belief system as others in the Kulin Nation. They believe the land and living creatures were created as part of the Dreaming. Stories of the Dreaming have been passed down from generation to generation.

One of the main spiritual ancestors of the Kulin people is Bunjil the wedge-tailed eagle. Bunjil is responsible for the creation of the landscape and all living things. The Wurundjeri believe Bunjil keeps a watchful eye over them and offers guidance to those who choose to listen.

Each clan has a totem that represents its people's spiritual link to the land. Totems for the Wurundjeri are Bunjil the wedge-tailed eagle and Waa the Crow. Within the Wurundjeri clan you are either a crow person or an eagle person, and this totem is inherited from your father.

Source 5

Hanging Rock is a Wurundjeri sacred site.



Creation story: Bunjil the wedge-tailed eagle

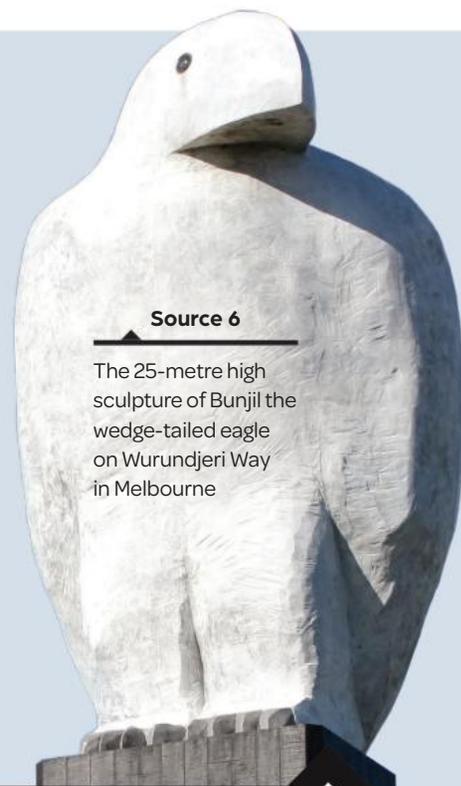
At first there was nothing but the stars in the sky at night. A star fell from the sky, and as it fell it formed into the body of a wedge-tailed eagle known as Bunjil.

Bunjil spread his wings as he fell and blew air from his beak to create the earth and all its features. Bunjil took clay from a riverbed and shaped it to form two men. He danced around the figures and blew air into their mouths to fill them with life.

Bunjil's brother, Pallian, controlled rivers, creeks and billabongs. He beat the water with his hands. It became thicker and took on the shape of two women. Bunjil provided each man with a spear and gave each woman a digging stick.

When Bunjil had finished creating the landscape and its living creatures, he insisted that Bellin-Bellin, the musk crow, open a bag filled with wind. One bag was not enough, so Bunjil demanded that Bellin-Bellin open all his bags. A huge rush of wind flowed from the bags, blowing Bunjil and his family high into the sky, where they became stars.

A retelling of the Bunjil the wedge-tailed eagle creation story



Source 6

The 25-metre high sculpture of Bunjil the wedge-tailed eagle on Wurundjeri Way in Melbourne

Learning Ladder H1.11

Show what you know

- 1 How long have the Wurundjeri lived in the area around Melbourne?
- 2 How many language groups are there in the Kulin Nation? How many language groups are there in the whole of Victoria? (See page 45.)
- 3 What happens at a corroboree?

Source analysis

Step 1: I can determine the origin of a source

- 4 Source 2: Where is the scene in this lithograph and when was it painted?

Step 2: I can list specific features of a source

- 5 Source 4: Describe the clothing of the Wurundjeri people and suggest why they are worn.

Step 3: I can find themes in a source

- 6 Source 2: What mood is the painter trying to show? How do they achieve this? In your response, describe elements of the painting.

Step 4: I can use my outside knowledge to help explain a source

- 7 Source 2: Knowing what you know about kinship groups, who do you think might be in the tent?

HOW TO

Source analysis, page 209

How can we protect our heritage?

It is important to conserve the remains of Australia's ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islanders.

Ancient Australia

The history and culture of ancient Australians has been difficult to piece together. Their history was not written down.

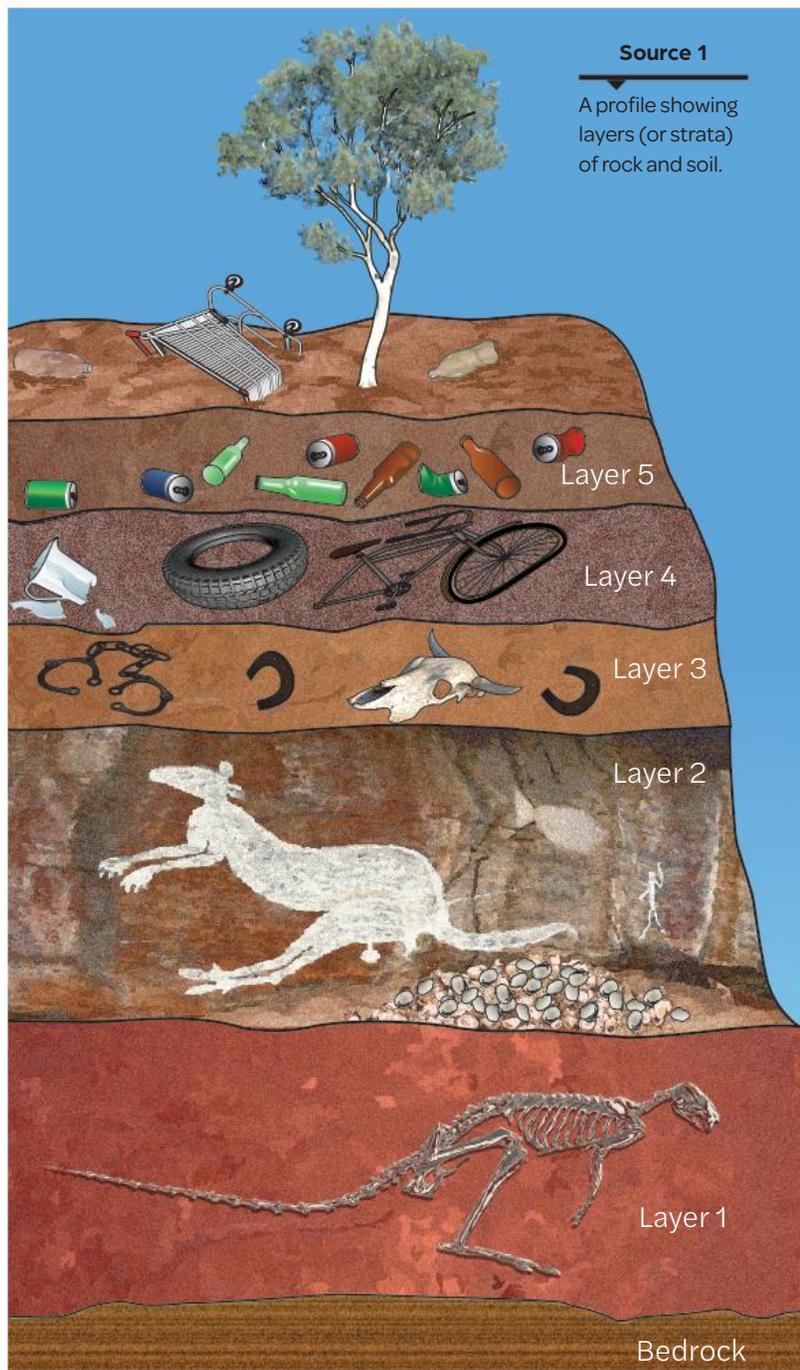
Artefacts and evidence of human occupation, such as middens and rock art, and structures like fish traps help to give us clues about the daily lives of Indigenous Australians. Consultation with the traditional owners adds knowledge and understanding about historical finds.

Rock paintings

Ancient Australians left behind information about their daily lives and their Dreaming in rock paintings. Traditional art was usually painted in a natural pigment known as ochre.

Discovering how old pictures are can be difficult. By finding out how much carbon the paintings contained (a process called **radiocarbon dating**), archaeologists have dated paintings at Narwal Gabarnmang rock shelter in the Northern Territory to be at least 28 000 years old. This makes them Australia's oldest certified artworks – and among the oldest in the world.

Rock art sites are open-air museums and schools. However, rock art suffers from weathering and erosion, as well as from graffiti and vandalism.



The Narwal Gabarnmang rock shelter in Arnhem Land, Northern Territory, contains the oldest dated rock art in Australia. The site is one of the biggest Aboriginal art galleries in Australia. The artwork shows the importance of animals as a food source for Aboriginal people. They are often drawn as x-ray figures where the animals' internal organs are shown.

Archaeological findings

Archaeologists gather evidence about how the first Australians lived from ancient occupation sites such as camps, middens, quarries and burial sites.

Archaeologists use a technique known as **stratigraphy** to learn about changes over time. Different artefacts are found in different strata (or layers) of rock and soil. By dating the strata, archaeologists can assume that the artefacts found there are the same age as the strata. In 2017, archaeologists uncovered 10 000 artefacts in a layer of soil that has been dated to at least 65 000 years ago at the Madjedbebe Rock Shelter in the Northern Territory.

Conserving our past

Many sites important to Indigenous Australians have been destroyed since British invasion in 1788. The sites that remain are rare and fragile, so it is important that they are preserved for future generations. It is also important that descendants of the ancient people are given control of artefacts and sacred sites that are part of their culture.

Institutions like museums play an important role in protecting the artefacts of ancient Australia. The fragile nature and historical significance of many items means they must be handled with great care.

Museums are also places where people can learn about and see artefacts that have survived from ancient Australia. Artefacts are researched by specialists and often interpreted by Indigenous people with traditional knowledge and understanding.

Learning Ladder H1.12

Show what you know

- 1 What clues did Indigenous people leave that historians can use to figure out how they lived?
- 2 How do we know how long ago things from Ancient Australia took place?
- 3 What is the difference between carbon dating and stratigraphy?
- 4 Describe two benefits and two disadvantages of taking Indigenous artefacts and putting them in a museum.
- 5 If our society ended right now, what might still be around in 40 000 years for future historians to learn about?

Continuity and change

Step 1: I can recognise continuity and change

- 6 Source 2: Describe the images you can see. What can we learn about Indigenous culture from what people chose to draw?

Step 2: I can describe continuity and change

- 7 Source 1: What kind of technology did the society whose objects are in Layer 2 have? What about Layer 3?

Step 3: I can explain why something did or did not change

- 8 Why are Indigenous artefacts and sites preserved better now than they used to be?

Step 4: I can analyse patterns of continuity and change

- 9 Why has the amount of change to the Australian landscape increased since European settlement?

HOW TO

Continuity and change, page 212

Masterclass

Learning Ladder

Work at the level that is right for you or level-up for a learning challenge!

Step 1

a Chronology: I can read a timeline

Use the timeline on page 22 to answer these questions:

- Over what time period did Indigenous people migrate to the Australian continent?
- Over what time period did Indigenous people disperse across the whole continent?
- How many years were there between the flooding of the Tasmanian and the Papua New Guinean land bridges?

b Source analysis: I can determine the origin of a source

Look at Source 1. Is this a primary or secondary source? How do you know? Where is it from? Where are the people in the photo from?

c Continuity and change: I can recognise continuity and change

Rank these items in order from 'most changed' to 'least changed' from ancient to modern Australia:

- plants
- animals
- sea level
- weather
- human population.

d Cause and effect: I can recognise a cause and an effect

Match the cause with the effect.

Cause	Effect
Indigenous firestick farmers burnt forest	Sea levels were much lower
Indigenous people separated into clans and nations	People are referred to by their relationship term; e.g. mother, aunty
Personal names aren't often used in Indigenous culture	There were 500 nations in Australia when Europeans invaded
Scientists found DNA evidence	There are lots of grasslands in Australia
There was an Ice Age 110 000–12 000 years BP	Australian Aborigines are linked to the first people who left Africa

e Historical significance: I can recognise historical significance

Rank these things from least to most historically significant:

- cultivation of crops, like murnong (yam daisy)
- first use of stone axes in Australia
- extinction of megafauna
- trade between Indigenous Australians.

Step 2

a Chronology: I can place events on a timeline

Rank these events from earliest to most recent: Indigenous people living around Sydney since at least 30 000 years BP

16 000–12 000 years BP: rapid sea level rise

18 000–15 000 years BP: dry, cold period

People migrate to Australia from the north from about 65 000–50 000 years BP.

b Source analysis: I can list specific features of a source

What are the four individuals in Source 1 doing? Write one sentence for each person.

c Continuity and change: I can describe continuity and change

List three things that have changed in Australia since 10 000 years BP and three things that have stayed the same.

d Cause and effect: I can determine causes and effects

What conditions allowed people to move freely around the world about 12 000 years ago?

e Historical significance: I can explain historical significance

Why is the use of stone axes in Australia considered so important?



Source 1

A group of Yugambah Aboriginal warriors dance during an Aboriginal culture show in Queensland.



Step 3

a Chronology: I can create a timeline using historical conventions

Put the events from Step 2a on a timeline using correct conventions, including equal spacing between years, a line to show an event and a span to show a range of years.

b Source analysis: I can find themes in a source

List five adjectives to describe the scene in Source 1. Do these adjectives have anything in common? Do they point to one word you could use to describe the scene? Using your adjectives, write three or four sentences to describe what you see in the scene.

c Continuity and change: I can explain why something did or did not change

Why do you think that the kinship system used in ancient Australia is still used today?

d Cause and effect: I can explain why something is a cause or effect

Why don't traditional owners want people climbing Uluru?

e Historical significance: I can apply a theory of significance

Read the section on Historical significance in the History How-To section on page 219. How significant was the dingo to early Indigenous Australians?



Step 4

a Chronology: I can distinguish causes, effects, continuity and change from looking at timelines

Look at the timeline on page 22.

Classify each event as:

- linked by cause and effect
- an example of change
- an example of continuity.

b Source analysis: I can use my outside knowledge to help explain a source

Look at Source 1. Why do you think these men are performing?

c Continuity and change: I can analyse patterns of continuity and change

Look at the timeline on page 22 and the suggestions on page 212 from the skills section. What pattern of continuity or change can you see in ancient Australia?

d Cause and effect: I can analyse cause and effect

List four effects of the rise and fall of the sea levels around Australia. Rank these effects in order, from most significant to least significant. Then write a paragraph detailing the four effects, discussing them in order of importance. Start your paragraph with this topic sentence: 'Sea level changes had a number of effects on ancient Australia.'

e Historical significance: I can analyse historical significance

List reasons why 26 January 1788 is important in Australian history, coming up with at least one for each of these categories: social reasons, political reasons, historical reasons, economic reasons. Which type of reason is the most important, and why?

Masterclass



Step 5

a Chronology: I can describe patterns of change

Look at the timeline on page 22. If you had to summarise Australian Indigenous history in one sentence, what would it be? Write that sentence, then write another four or five sentences explaining it and backing it up using evidence from the timeline.

b Source analysis: I can use the origin of a source to explain its creator's purpose

Look at Source 1 on page 51. Why do you think this photo was taken?

c Continuity and change: I can evaluate patterns of continuity and change

How does an Indigenous person's connection to Country provide continuity?

d Cause and effect: I can evaluate cause and effect

How important were the rises in sea level to world history? Justify your answer with historical examples.

e Historical significance: I can evaluate historical significance

Do you think the date of Australia Day should be changed? Justify your response.

Historical writing

1 Structure

Imagine you are writing an essay with this title: 'Contrast traditional Indigenous and modern food-collecting methods'.

Write an essay plan based on the format on page 225. Include at least two main paragraphs.

2 Draft

Using your essay plan and the drafting suggestions on page 226, write a 300–400-word essay response.



3 Edit and proofread

Using the editing and proofreading guidelines on page 227, edit your draft, then proofread it.

Historical research

4 Organise and present information

Imagine you were asked to complete a research task on this topic: 'Environmental changes from ancient to modern Australia'.

Develop a graphic organiser that would help you take notes for this topic.

What *kinds* of information would go in each box? You don't need to write full notes, just list the kinds of information; e.g. facts, oral histories.



Capstone

How can I understand Aboriginal and Torres Strait Islander peoples and cultures?

In this chapter, you have learnt a lot about Aboriginal and Torres Strait Islander peoples and cultures. Now you can put your new knowledge and understanding together for the capstone project to show what you know and what you think.

In the world of building, a capstone is an element that finishes off an arch, or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting, critical and creative ways. You can complete this project yourself, or your teacher can make it a class task or a homework task.

Scan this QR code to find the capstone project online.



mea.digital/GHV7_H1



Ancient Egypt

H2

WHAT WAS THE SOCIAL ORDER OF ANCIENT EGYPT?

page **62**

civics+citizenship

page **64**

**HOW ARE
LAWS MADE?**

key individual

page **66**

**WHO WAS
RAMSES II?**

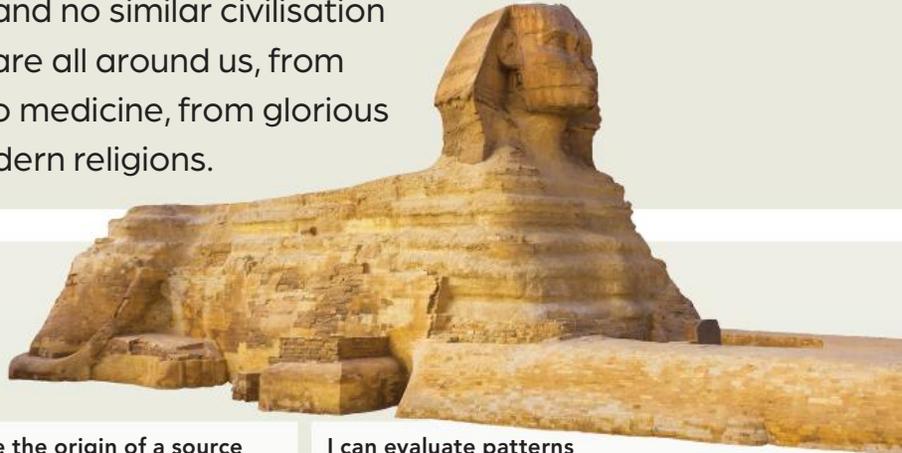
key individual

page **82**

**HOW DID
CLEOPATRA
RULE EGYPT?**

How can I understand ancient Egypt?

Ancient Egypt is one of the most fascinating civilisations that ever existed. No similar civilisation gave rise to it – and no similar civilisation has existed since. Yet Egyptian ideas are all around us, from mathematics to astronomy, science to medicine, from glorious monuments to influences found in modern religions.



Learning Ladder

step 5

I can describe patterns of change

I read timelines and see the 'big picture'. I group timeline events and see if they show patterns of change. I know typical historical patterns to look for.

I can use the origin of a source to explain its creator's purpose

I combine knowledge of when and where a source was created to answer the question, 'Why was it created?'

I can evaluate patterns of continuity and change

I answer the question, 'So what?' about patterns of continuity and change. I weigh up different things and debate the importance of a continuity or a change.

step 4

I can distinguish causes, effects, continuity and change from looking at timelines

I read timelines and find events that are linked by cause and effect. I find things that are the same or different from then until later times.

I can use my outside knowledge to help explain a source

I have enough outside knowledge about ancient Egypt to help me explain a source.

I can analyse patterns of continuity and change

I see beyond individual examples of continuity and change in ancient Egypt and identify broader patterns, and I explain why they exist.

step 3

I can create a timeline using historical conventions

When given a set of events, I construct a historical timeline, making sure I use correct terminology, spacing and layout.

I can find themes in a source

I look a bit closer into a source and find more than just features. I find themes or patterns in the source.

I can explain why something did or did not change

I answer the question 'why?' something changed or stayed the same between historical periods.

step 2

I can place events on a timeline

When given a set of ancient Egyptian events, I can put them in order from earliest to latest – the simplest kind of timeline.

I can list specific features of a source

I look at an ancient Egyptian source and list detailed things I can see in it.

I can describe continuity and change

I have enough content knowledge about two different historical periods to recognise what is similar or different about them, and can describe it.

step 1

I can read a timeline

I read timelines with ancient Egyptian events on them and answer questions about them.

I can determine the origin of a source

I can work out when and where an ancient Egyptian source was made by looking for clues.

I can recognise continuity and change

I recognise things that have stayed the same and things that have changed from ancient Egypt until now.

Fragment of wall painting showing Queen Ahmose-Nefertari from Kynebu's tomb in Thebes, c. 1150 BCE, British Museum, London, UK.



Warm up

I can evaluate cause and effect

I answer the question 'So what?' about cause and effect. I weigh up different things and debate the importance of a cause or an effect.

I can analyse cause and effect

I don't just see a cause or effect as one thing. I determine the factors that make up causes and effects.

I can explain why something is a cause or an effect

I can answer 'how?' or 'why?' a cause led to an effect in ancient Egypt.

I can determine causes and effects

Applying what I have learnt about ancient Egypt, I can decide what the cause or effect of something was.

I can recognise a cause and an effect

From a supplied list, I recognise things that were causes or effects of each other in ancient Egypt.

I can evaluate historical significance

I answer the question 'So what?' about things that are supposedly historically important. I weigh up events against each other and cast doubt on how important things are.

I can analyse historical significance

I separate out the various factors that make something historically important in ancient Egypt.

I can apply a theory of significance

I know a theory of significance. I use it to rank the importance of ancient Egyptian events.

I can explain historical significance

I answer the question 'why?' about things that were important in ancient Egypt.

I can recognise historical significance

When shown a list of things from ancient Egyptian history, I can work out which are important.

Chronology

- 1 Source 1 is dated c. 1150 BCE. Explain what these numbers and abbreviations mean.

Source analysis

- 2 Look at Source 1. Describe the facial expression of Egyptian queen Ahmose-Nefertari in the painting fragment.

Continuity and change

- 3 What things did the ancient Egyptians develop that still exist today?
- 4 Suggest why only a fragment of the painting in Source 1 is in the British Museum in London and not the whole painting.

Cause and effect

- 5 The pyramids were built to house dead bodies. What effect have the pyramids had on modern Egypt? What purpose do they serve now?

Historical significance

- 6 Is it important to study ancient Egypt if no other civilisations similar to it have existed? Why or why not?

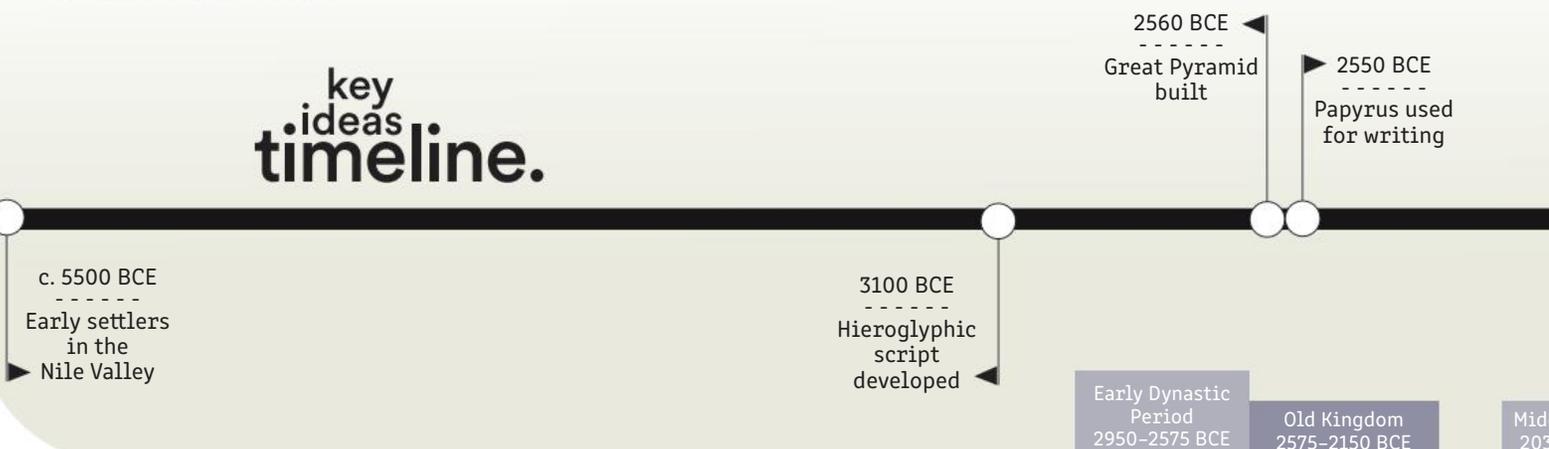
What can we learn from studying ancient Egypt?

Ancient Egyptians were able to build some of the largest monuments ever created without modern technology. Their artistic style is both unique and influential. Their culture is mysterious, their religion and obsession with death and the afterlife intriguing. Egyptians were among the first people to ask the big questions: What happens after we die? Where does the sun go? How was the world made? Many of the answers to these questions filtered into their religion and were passed on to later civilisations.

Learning about a culture so different from our own gives us insights into human nature, and removes the limitations of our modern ways of thinking. If we want to learn lessons from history, studying a civilisation that lasted for thousands of years is essential.



key ideas timeline.





Source 1

Pharaoh Ramses II statue in Luxor Temple (1279–13 BCE), sandstone, Luxor, Thebes, Egypt.

Learning Ladder H2.1

Show what you know

- 1 What is one thing that the ancient Egyptians achieved?
- 2 What adjectives are used on this page to describe ancient Egypt?
- 3 Source 1: What does this statue tell you about the role of Ramses II in ancient Egyptian society? Explain your answer.

Chronology

Step 1: I can read a timeline

- 4 Look at the timeline. Was the reign of Ramses II before or after the reign of Tutankhamun? How do you know?

Step 2: I can place events on a timeline

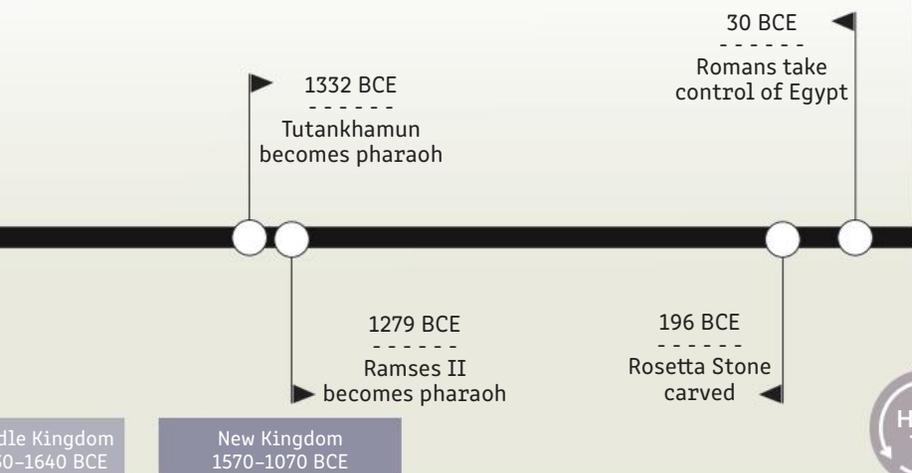
- 5 List these events in order, from oldest to most recent.
 - 51 BCE Cleopatra becomes pharaoh
 - 3100 BCE Hieroglyphic writing introduced
 - 1799 CE Rosetta Stone discovered
 - 2560 BCE Great Pyramid of Giza completed

Step 3: I can create a timeline using historical conventions

- 6 Create your own timeline to place the dates in question 5 on a timeline. Add two further events.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 7 Give examples of communication from the timeline and research why the Rosetta Stone (pages 72–73) was important for the continuity of Egyptian writing.



Chronology, page 206

How could people live in a desert?



The land of the ancient Egyptians was part of the largest desert on Earth. Their location in such a hot and dry environment influenced how people dressed, the houses they lived in and what they did.

Desert life

Ancient Egyptians lived on the edge of the world's largest desert – the Sahara. Living in such a dry environment, the ancient Egyptians needed access to a permanent source of water. They based their civilisation along the banks of the Nile River, the longest river in the world.

Each summer, the Nile River would flood and deposit rich silt that fertilised the land. Because of the flooding, the Egyptians described their region as either black land or red land. The black land was the rich black soil deposited along the banks of the Nile River during flooding (see page 60). This is

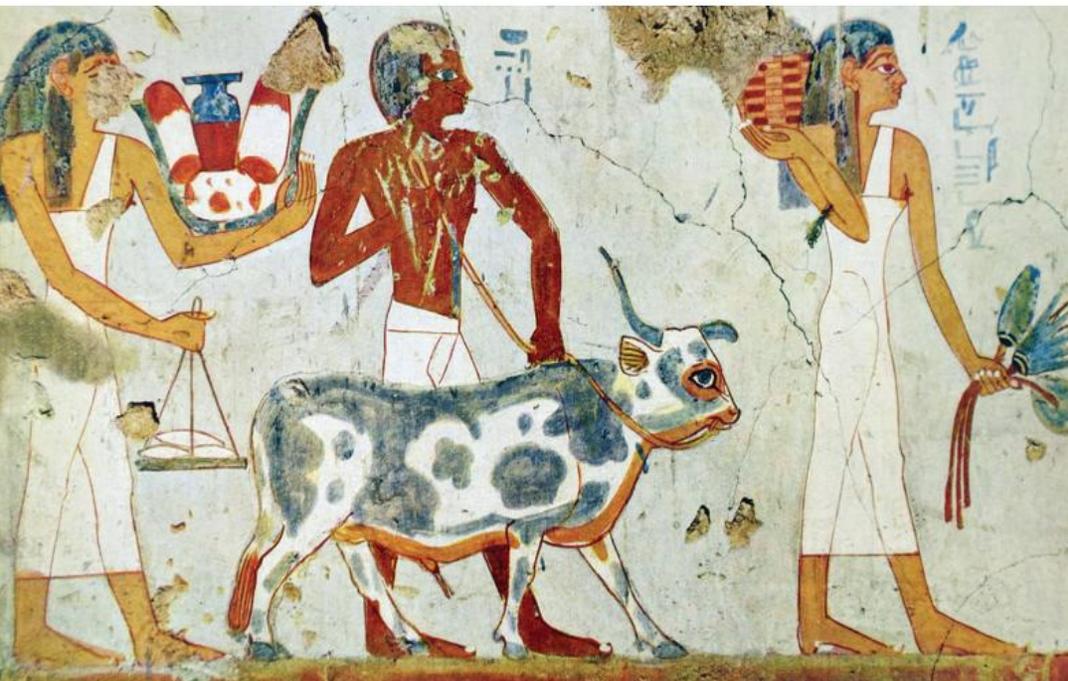
the land the ancient Egyptians used for farming. The red land was the dry unproductive desert land that surrounded Egypt to the west and east.

However, the desert did have one advantage: it provided a natural barrier against invading armies.

Living in a hot climate

The climate of ancient Egypt was very hot and dry, with little rainfall. From May to September, the temperatures would reach up to 43°C during the day and drop to just 7°C at night.

Egypt's hot weather influenced the design of their houses. Houses were built out of bricks that



Source 1

This wall painting is from a tomb in Thebes. It shows the simple white linen garments worn by men and women. The linen was made from flax plants, which were grown as crops along the Nile River. The flax was spun into thread and then woven into cloth. Poorer men and manual workers worked naked. [Egyptian tomb wall painting from Thebes, Luxor (11th century BCE), paint on plaster, Egypt.]



© Altair4 Multimedia – Altair4.com

Source 2

Archeologists uncovered 68 houses at Deir el-Medina in 1922, as shown in the model above. Deir el-Medina was a worker's village built around 1500 BCE. These were the homes of the craftsmen who built and decorated the royal tombs in the Valley of the Kings and Valley of the Queens at Thebes (modern-day Luxor). Most of ancient Egypt's mudbrick homes have disintegrated over time. Deir el-Medina is one of the few remaining examples of ancient Egyptian housing and it provides us with insights into how people withstood living in the desert.

were made from mud and dried in the sun. The thick bricks offered insulation against the hot days and cold nights. Poor people used one layer of bricks to build their homes, while wealthy people used two or three layers of bricks. Homes were mostly painted white to help reflect the sun's rays.

Most of the houses were constructed with flat roofs. Stairs or a ramp gave access to the roof via a roof vent, which also let heat escape from the house. Some roofs had canopies made from reeds to provide shade. Reed mats also covered all the windows and doors to keep out heat, dust and flies.

Dressing for the heat

Ancient Egyptians dressed in lightweight clothes that kept them cool in the hot desert conditions. Young children and slaves were generally naked. Men wore linen loincloths around their waist and were generally bare chested. Women wore long linen dresses. The linen was woven from flax plants that were grown along the Nile River.

Both men and women would shave their heads and wear wigs when in public. When at home, the shaved scalp would help keep them cool. On some occasions perfumed fat was placed on the top of the wig and as it melted it dripped over the body. Historians disagree about the purpose of the fat – some say it was used to cool the skin. Men and women also wore heavy eye make-up that helped reduce the glare from the strong sunlight.

Learning Ladder H2.2

Show what you know

- 1 What problems might there be for people living in the desert?
- 2 Why was the Nile River so important?
- 3 What did Egyptians do to stay cool?
- 4 Describe the differences between the black land and the red land.
- 5 Source 1: What do you think the women are carrying? What might these goods have been used for?



Cause and effect

Step 1: I can recognise a cause and an effect

- 6 Match the cause with its effect.

Cause	Effect
Egypt could get extremely hot	People wore heavy eye make-up
Egyptians lived in a dry environment	Mudbrick houses insulated against the heat
Strong sunlight created glare	Rich silt fertilised the land
The Nile flooded every year	They needed a permanent source of water

Step 2: I can determine causes and effects

- 7 Source 1: Why did some Egyptians work naked?

Step 3: I can explain why something is a cause or an effect

- 8 Source 2: Why was the discovery at Deir-el-Medina such an important and unique one?

Step 4: I can analyse cause and effect

- 9 Source 1: What impact did Egypt's climate and environment have on the clothes they chose to wear and make?



Cause and effect, page 215

How did the Nile sustain life?

The Nile was central to life in ancient Egypt. It provided fresh water for drinking and growing crops, wildlife to hunt, fish and water birds to eat, building materials such as mud (see pages 58–59) and papyrus reeds for making paper. It also provided a means of transporting goods.

The life-giving Nile River

Life in the desert region of ancient Egypt relied on the Nile River. Irrigation channels were built to feed water away from the Nile and allow crops to be grown further from the river.

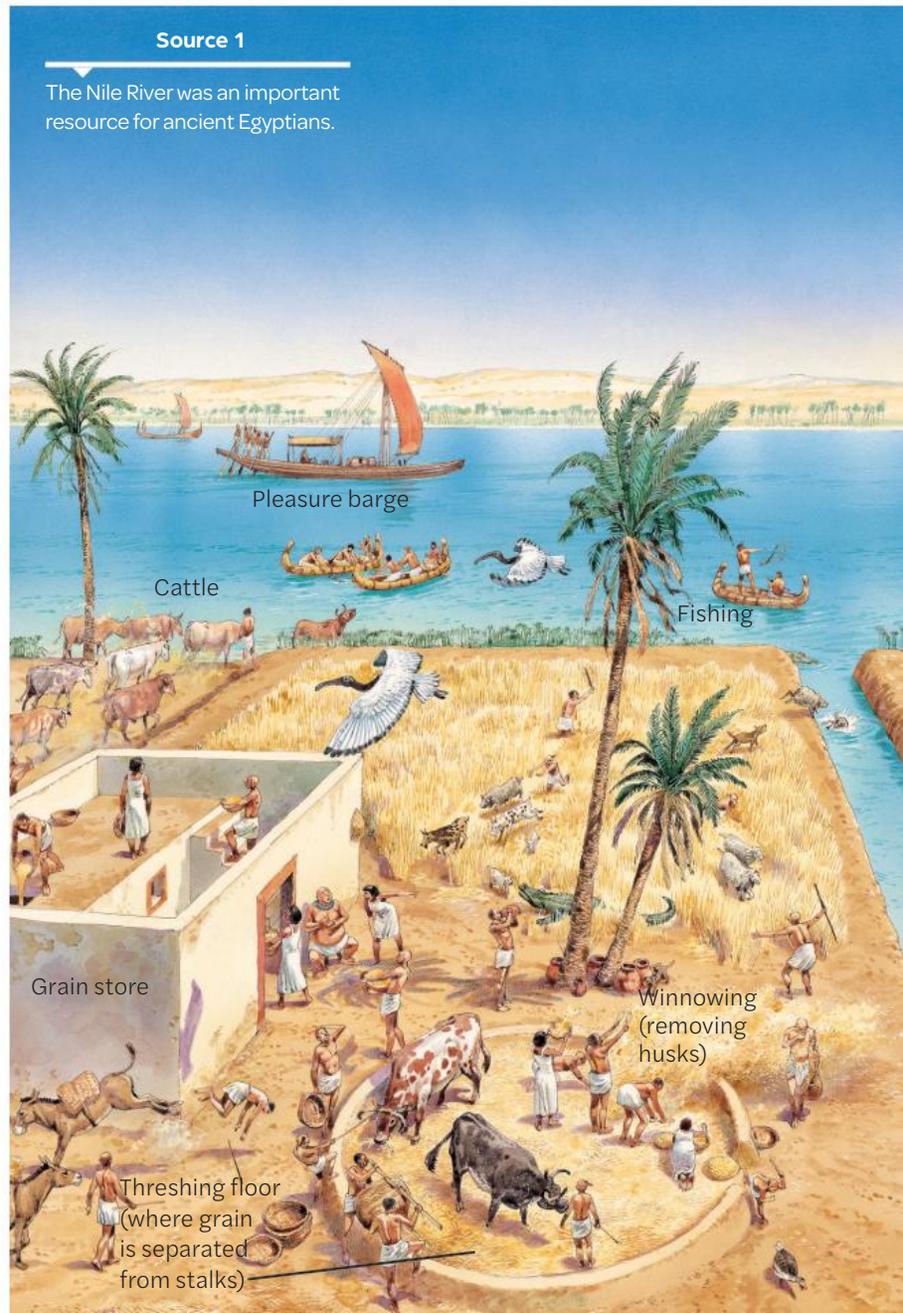
The most important thing the Nile provided was a strip of fertile land where Egyptians could grow crops such as wheat for food and flax for clothing. The papyrus reeds along the riverbanks were used to make baskets, sandals, boats – and even paper (see page 73).

The inundation

Each summer, the Nile rose by up to eight metres as it carried rain that had fallen at its source, almost 7000 kilometres away. The flooding was known as ‘the **inundation**’, and ancient Egyptians thought it was the work of Hapi, the god of the Nile River.

The inundation each year carried rich soil that was deposited along the flooded banks of the Nile. Farmers depended on these black lands of rich soil to grow their crops, as much of the dry red lands could not be used for farming (see page 58).

While the inundation brought the life-giving soil, the flooding also disrupted life in Egypt between June and September. Towns were built on higher land above the floodline, but the farmland was under water. During the inundation, farmers moved away from their farms to labour on large building projects such as the pyramids.



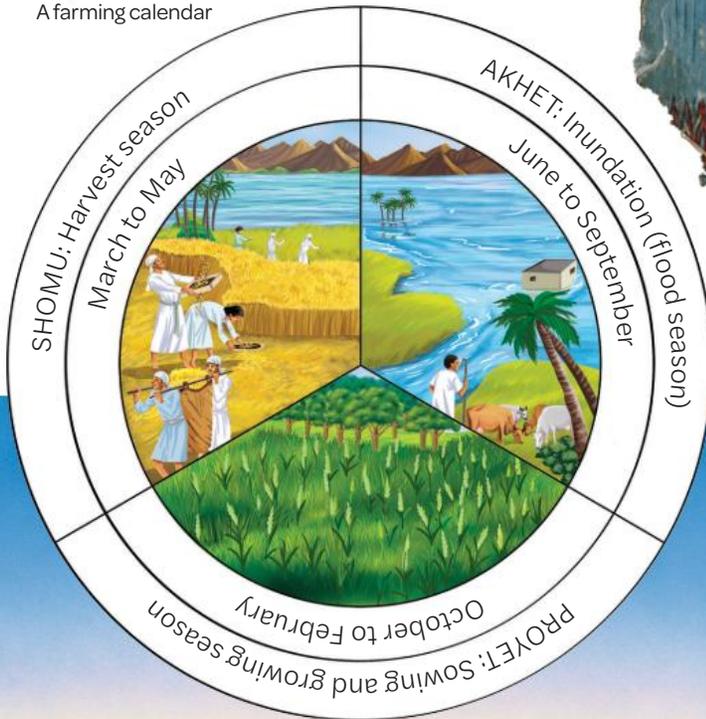
Source 2

Ancient Egyptians made small fishing boats by strapping together bundles of papyrus reeds. This painting from the tomb of Nebamun (c. 1350 BCE) shows him hunting birds in the marshes by the Nile River. Nebamun is joined by his wife and daughter. [Painting from the tomb of Nebamun (c. 1390 BCE), paint on plaster, The British Museum, London UK.]



Source 3

A farming calendar



Learning Ladder H2.3

Show what you know

- 1 Why is the Nile River particularly important for the people of Egypt?
- 2 Source 2: What activity is shown in in this painting?
- 3 Source 1: Describe three different activities shown in the diagram and suggest why the Nile River was important for each of them.
- 4 Why do you think Egyptians thought the Nile flooded because of the god Hapi?

Continuity and change

Step 1: I can recognise continuity and change

- 5 The Nile was the lifeblood for many Egyptians. What performs a similar role for Australians?

Step 2: I can describe continuity and change

- 6 What changes did the inundation bring each year? Create a table listing positive and negative aspects of the annual inundation.

Step 3: I can explain why something did or did not change

- 7 Approximately 95 per cent of the Egyptian population still live within a few kilometres of the Nile River. Explain why the river remains the lifeblood of Egypt.

Step 4: I can analyse patterns of continuity and change

- 8 Do some research about modern Egyptian farming practices. Describe similarities and differences between crops grown along the Nile in ancient and modern times.

HOW TO

Continuity and change, page 212

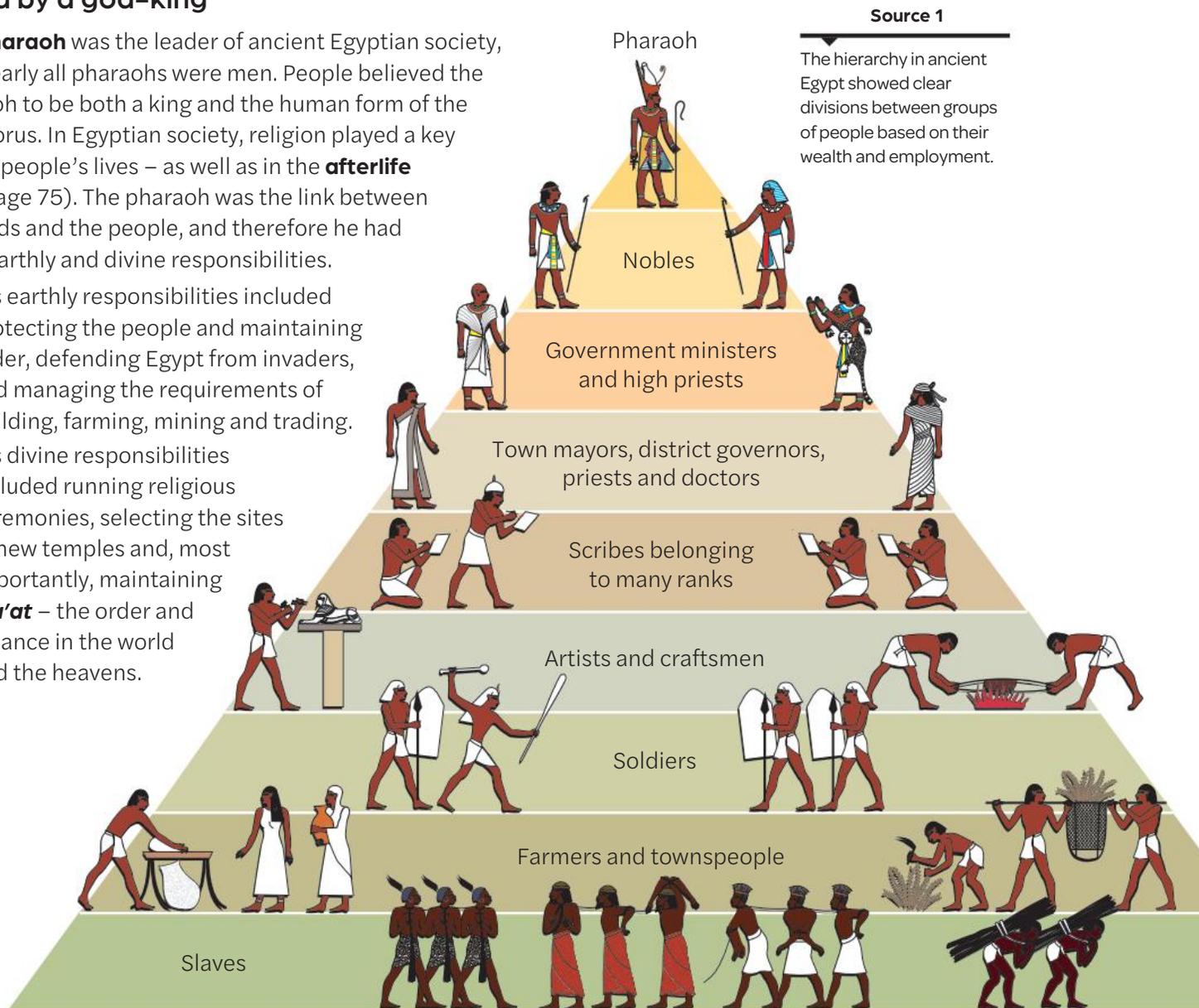
What was the social order of ancient Egypt?

The society of ancient Egypt was organised by class, in a system called a hierarchy. At the top was the royal family: the pharaoh and his family. At the bottom were the slaves and the farmers, who made up the bulk of the population.

Ruled by a god-king

The **pharaoh** was the leader of ancient Egyptian society, and nearly all pharaohs were men. People believed the pharaoh to be both a king and the human form of the god Horus. In Egyptian society, religion played a key role in people's lives – as well as in the **afterlife** (see page 75). The pharaoh was the link between the gods and the people, and therefore he had both earthly and divine responsibilities.

- His earthly responsibilities included protecting the people and maintaining order, defending Egypt from invaders, and managing the requirements of building, farming, mining and trading.
- His divine responsibilities included running religious ceremonies, selecting the sites of new temples and, most importantly, maintaining **ma'at** – the order and balance in the world and the heavens.



Power of the pharaoh

The pharaoh was an all-powerful being. People knelt down before the pharaoh and kissed the ground. Ordinary people could be killed for accidentally touching a pharaoh. Huge monuments were built for pharaohs in the form of temples, statues and tombs. Pharaohs wore symbols of their power, including:

- a cobra headpiece that showed a readiness to strike at enemies
- an animal tail that showed strength and fertility
- a false beard that symbolised his status as a god
- a flail (or whip) that demonstrated authority
- a shepherd's crook that showed that the pharaoh looked after his people.

The pharaoh was the chief priest and the commander of the army. He made all the laws and made the most important decisions in courts. The power of the pharaoh was enhanced by his wealth. The pharaoh owned all of the land and its resources. He could also demand heavy taxes from the people.

Source 2

Pharaoh Tutankhamun's coffin was decorated with gold and precious stones and placed in an elaborate tomb (see page 74). [Inner sarcophagus of Tutankhamun (18th Dynasty), gold and precious stones, Egypt.]



The rule of the pharaohs lasted 3000 years over 31 dynasties. A **dynasty** was when one family maintained power, and then handed down the throne to an heir. The heir was the oldest son of the pharaoh's main wife. If she were unable to supply a male heir, the son of a lesser wife would become heir to the throne. This provided great stability and continuity for the Egyptian civilisation.

Learning Ladder H2.4

Show what you know

- 1 How did a pharaoh show he was powerful by what he wore?
- 2 How were a pharaoh's earthly and divine responsibilities different?
- 3 Source 2: What features on the coffin tell you that pharaohs were wealthy?
- 4 Source 1: Describe the difference between lower-class and upper-class Egyptians in terms of the work they did.
- 5 Source 1: Who were the scribes and why were they well regarded in ancient Egyptian society (page 72)?

Continuity and change

Step 1: I can recognise continuity and change

- 6 What did the pharaohs have built to ensure they were remembered well after they died?

Step 2: I can describe continuity and change

- 7 How did dynasties ensure there would be continuous rule? How long did dynastic rule last in Egypt?

Step 3: I can explain why something did or did not change

- 8 Source 1: What social groups do we have today that are most like those shown in the diagram?

Step 4: I can analyse patterns of continuity and change

- 9 Imagine you have been given this essay question: 'Why does a strict social hierarchy promote continuity rather than change?'
 - a What is this question asking you?
 - b Take six dot-point notes that would help answer the essay question above.

HOW TO

Continuity and change, page 212
Historical writing, page 223

How are laws made?

Without laws, people could do whatever they liked. Laws determine the rights and responsibilities of people based on a code of accepted behaviour.

Law in ancient Egypt

The goddess Ma'at regulated the actions of people. Over time, Ma'at's principles formed the Egyptian concept of truth, order, balance and justice – also called *ma'at*.

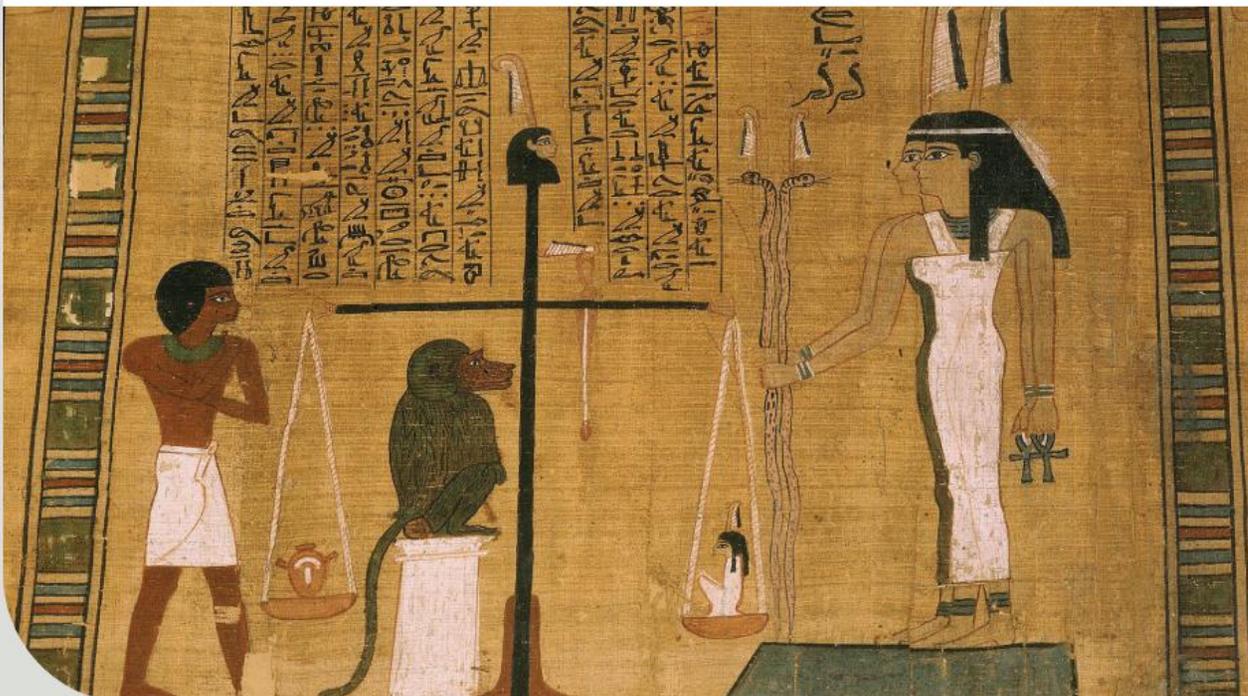
On earth, the pharaoh was the supreme judge and lawmaker. Pharaohs followed the principles of *ma'at* in judgements. The pharaoh decided the most important criminal cases (acts that intentionally cause harm to others) and delegated legal power to his chief advisors, **viziers**, who often

acted as judges. Minor **criminal** and **civil cases** (disputes between people and acts that cause loss to others) were tried by elders in each town.

Everyone was viewed as equal under the law, regardless of their social position – apart from slaves. Legal judgements were based on common sense. Punishment for theft might be the return of the goods and a fine of twice their value. Harsher punishments involved being beaten with a cane, or the loss of a hand or ear – or even the nose or tongue. In extreme cases, the guilty person was drowned, beheaded or burned alive.

Source 1

This image shows the judgement of the dead in the underworld. The heart of a dead person (left) is being weighed against an image of Ma'at (right). Scales are still used today as a symbol of justice. The feather on Ma'at's head represents truth. The Egyptians believed that a dead person's heart was weighed against a feather from Ma'at's headdress. If the heart was lighter than the feather, the dead person would be admitted to the afterlife, while if it was heavier, the dead person's heart was eaten by Ammut – the devourer of the dead who had the head of a crocodile, body of a lion and hindquarters of a hippopotamus – and they were not allowed into the afterlife. This is why hearts were left in Egyptian mummies while all other organs were removed – so Ma'at could make her judgement. [Judgement of the dead in underworld court of Osiris, from *Book of the Dead* (c. 1450 BCE), papyrus.]



Source 2

Prime Minister Scott Morrison listens to a question from an Opposition member (the Opposition is the party with second-largest number of members of parliament). Debate in parliament can often become heated.

Law in modern Australia

Like ancient Egypt, modern Australian law-making is based on key principles. All Australians have the responsibility to obey the law and the right to be treated fairly.

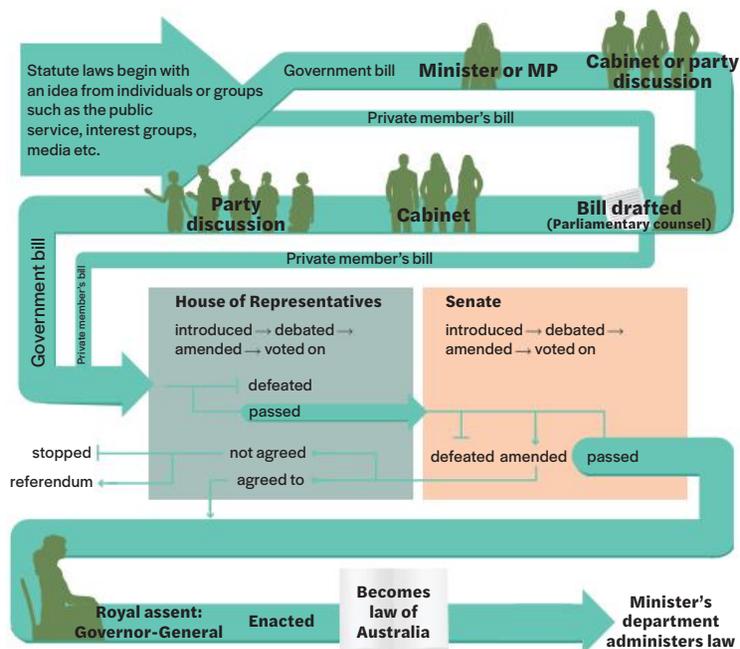
Australia's laws are made in two ways, as **statutory laws** or **common laws**.

Statutory law

Statutory laws are made and passed by **parliament**. State parliaments make laws about things they control, such as education and health. Federal parliament makes laws about things that apply to the whole nation, such as taxation and migration.

Common law

Common law is created when a judge makes a decision in a case that is not clearly covered by statutory law. The judge must make a decision on how to resolve the issue. This decision sets a **precedent**, which means that similar cases in the future should follow this common law judgement.



Source 3

Passing statute laws in Australia

Learning Ladder H2.5

Civics and citizenship

Step 1: I can identify topics about society

- 1 Source 1: Why do you think scales are used as a symbol of justice in ancient Egypt and in modern times?
- 2 Look at Source 3:
 - a What type of laws are being made here?
 - b How else are laws made?

Step 2: I can describe societal issues

- 3 Why is it important that everyone be treated equally under the law? Was everyone treated the same in ancient Egypt?

Step 3: I can explain issues in society

- 4 What were the important ideals of the *ma'at* system of justice that are still important today?
- 5 Common sense was applied in ancient Egyptian legal decisions as it is today. Imagine you were a judge in ancient Egypt. Suggest a crime where you would give these punishments:
 - return of goods with a fine
 - cutting off a hand
 - cutting out a tongue.

Step 4: I can explain different points of view

- 6 Name some of the harsh punishments under ancient Egyptian law.
- 7 Do we still have these punishments in Australia today? If not, what is a harsh punishment for someone who has broken the law?
- 8 Why do you think there is a difference between punishments in ancient Egypt and modern Australia?

Step 5: I can analyse issues in society

- 9 Why do we need laws and how do we ensure people obey them?

Who was Ramses II?

Ramses II was one of the most powerful pharaohs of ancient Egypt. Ramses II was worshipped by his people and feared by his enemies. He built more monuments and temples – mostly celebrating himself – than any other pharaoh.

The rise of a pharaoh

Ramses II ruled Egypt from 1279 to 1213 BCE. He was groomed from birth to become a pharaoh. His father, Seti I, was the pharaoh, and Ramses II was raised in royal palaces, waited on by handmaids and nurses, and educated in writing, poetry and art. However, Ramses II's destiny was to be a great warrior, and he was also trained in the art of combat. He became commander-in-chief of the army at the age of 10, and at 14 he accompanied his father on military campaigns.

Wives and children

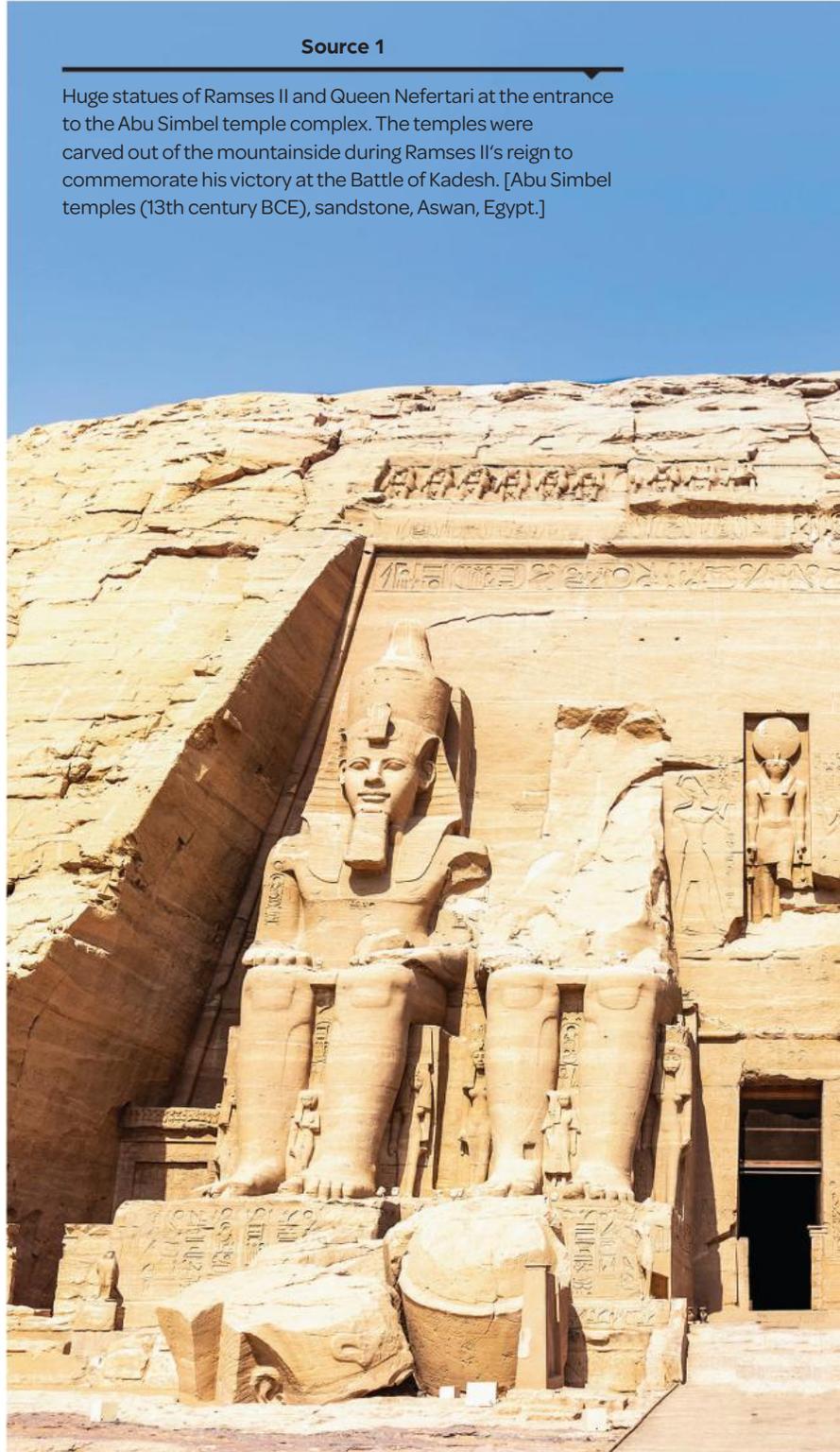
At the age of 15, Ramses II was the heir to the throne of Egypt and he married two of his main wives, Nefertari (also known as Nefertiti) and Isetnofret. Ramses II's mummy shows he stood over six feet in height. He became pharaoh at the age of 25, following the death of his father.

Pharaohs were expected to provide heirs to the throne to continue their own dynasty. Ramses II gave special attention to this responsibility – he fathered 103 children! He had eight main wives, dozens of lesser wives and countless numbers of unmarried partners (called concubines).

Ramses II gave his male heirs important positions and trained his first 12 sons as possible successors. But he lived to the age of 91 and none of his first 12 sons outlived him. His 13th son, Merenptah, became pharaoh after Ramses II died in 1213 BCE. The dynasty ended 150 years later.

Source 1

Huge statues of Ramses II and Queen Nefertari at the entrance to the Abu Simbel temple complex. The temples were carved out of the mountainside during Ramses II's reign to commemorate his victory at the Battle of Kadesh. [Abu Simbel temples (13th century BCE), sandstone, Aswan, Egypt.]



Source 2

Ramses II's first wife Nefertari (also known as Nefertiti) is thought to have had great influence over him. [Bust of Queen Nefertiti (c. 1345 BCE), limestone, Neues Museum, Berlin, Germany.]



Was Ramses an effective pharaoh?

Historians disagree about the reign of Ramses II. Some claim he was an effective pharaoh, while others suggest he was an egotistic showman. The physical and written evidence suggest that Egypt was a very stable and prosperous place during his reign. Ramses II defended the country's borders and recovered lands lost in previous battles; he also built more temples than any other pharaoh. As a result, he was loved by his subjects and called Ramses the Great by some historians in the 19th century.



Source 3

A representation of Ramses II wearing the special blue crown, known as the *kheprsh*. This illustration, by Evelyn Paul, was drawn in the early 1900s.





Source 4

Ramses II sent strong simple messages in the visual images he created in public places and his temples. He promoted himself as superhuman and god-like, as this image suggests. The propaganda states that Ramses II always won his wars – even when the facts of history suggest otherwise. [Limestone relief depicting Ramses II smiting enemies (13th century BCE), limestone, Egyptian National Museum, Cairo, Egypt.]

The Battle of Kadesh

According to the Poem of Pentaur, Ramses II single-handedly defeated an army of 2500 Hittite warriors, cutting down his enemies with spear and sword and running over their bodies with his horse-drawn chariot. The Hittites surrendered following his superhuman display.

However, historians do not believe the account of the Battle of Kadesh told in the Poem of Pentaur.

Like Monthu, god of war, was I made,
With my left hand hurled the dart,
With my right I swung the blade,
Fierce as Baal in his time, before their sight.
Two thousand and five hundred pairs of horses
were around,
And I flew into the middle of their ring,
By my horse-hoofs they were dashed all in pieces
to the ground,
None raised his hand in fight,
For the courage in their breasts had sunken quite;
And their limbs were loosed for fear,
And they could not hurl the dart,
And they had not any heart
To use the spear;
And I cast them to the water,
Just as crocodiles fall in from the bank,
So they sank.
And they tumbled on their faces, one by one.
At my pleasure I made slaughter,
So that none
E'er had time to look behind, or backward fled;
Where he fell, did each one lay
On that day,
From the dust none ever lifted up his head.
Then the wretched king of Khita, he stood still,
With his warriors and his chariots all about him
in a ring,
Just to gaze upon the valour of our king.

Source 5

Poem of Pentaur, 1270 BCE, *Notes for the Nile*,
GP Putnam's Sons, Hardwicke D Rawnsley, 1892.

They do agree that Ramses II was a master of **propaganda**. Propaganda is biased or misleading information used to promote a point of view.

Poem of Pentaur

The Poem of Pentaur is the 'official' account of the Battle of Kadesh. Ramses II liked it so much he had the poem inscribed on the walls of some of his temples.

Learning Ladder H2.6

Show what you know

- 1 Why did Ramses II have so many wives and children?
- 2 What is the difference between a wife and a concubine?
- 3 Source 5: According to the poem, what was Ramses II like? Give examples from the text.
- 4 Source 4: Describe the figures portrayed in the large carving. Why is this propaganda?

Historical significance

Step 1: I can recognise historical significance

- 5 Rank these events in order, from most to least important:
 - Ramses II had two main wives
 - Ramses II had 103 children
 - Ramses' son Merenptah became pharaoh
 - the Battle of Kadesh

Step 2: I can explain historical significance

- 6 Why is Ramses II remembered?

Step 3: I can apply a theory of significance

- 7 An important aspect of historical significance is the length of time the people were affected. How did Ramses II ensure the rule of his dynasty continued well after his death?

Step 4: I can analyse historical significance

- 8 Sources 1, 4 and 5: How did Ramses II use propaganda to promote his own significance? Based on the position of the pharaoh in society, how successful do you think he would have been convincing the rest of society?

HOW TO

Historical significance, page 219

How did Egyptians connect with others?

Egypt's geography helped to protect and connect it. The deserts that surrounded Egypt provided a barrier to invaders, while the Nile River opened opportunities to trade with other peoples – or attack them.

Trade

Ancient Egypt did not have all the goods it needed to become a powerful nation. Egyptians traded goods such as grain, papyrus, flax, sandals, beer, wine, cheese, dried fish and linen cloth. Egypt imported a range of luxury goods, including silver, spices, cedar wood, incense, precious stones, gold, copper, jewels, ivory, ostrich feathers, slaves, exotic animals and ebony.

While most trade occurred peacefully, some was established by force. Pharaoh Djer (3050–3000 BCE) attacked Nubia to secure valuable trade centres, principally gold mines. The pharaohs who came after Djer kept a strong Egyptian border and used patrols to protect these resources and trade routes.

Conflict

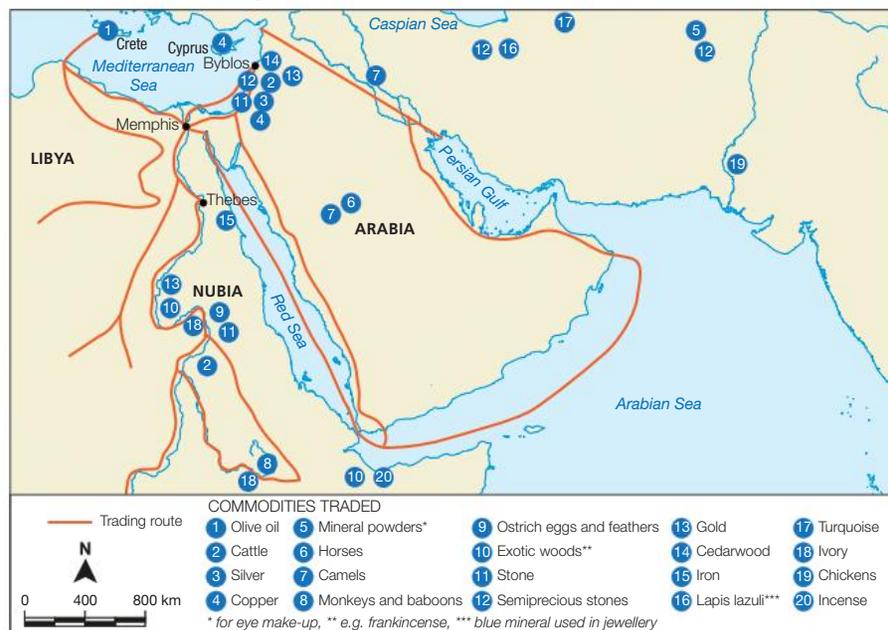
Ancient Egypt's natural protection was the surrounding desert, and at first they didn't see the need for an organised army. If the pharaoh needed men to defend the country, he would call up the farmers to fight.

Around 1720 BCE, the Hyksos people conquered Lower Egypt using superior weaponry. The Hyksos had bows that could shoot further, bronze axes that were harder and armour that was

stronger than that of the Egyptians. They used chariots that carried two soldiers: one to drive and one to shoot his bow or throw his spear.

The introduction of the horse and chariot, along with new bronze weapons, transformed Egypt's army into one of the largest and most powerful armies in the world. After finally defeating the Hyksos, the Egyptians secured their borders and launched attacks on their neighbours using the new weaponry. Ramses II (see page 66) marched his army into Syria and to the Battle of Kadesh, which involved about 6000 chariots altogether – the largest chariot battle of all time.

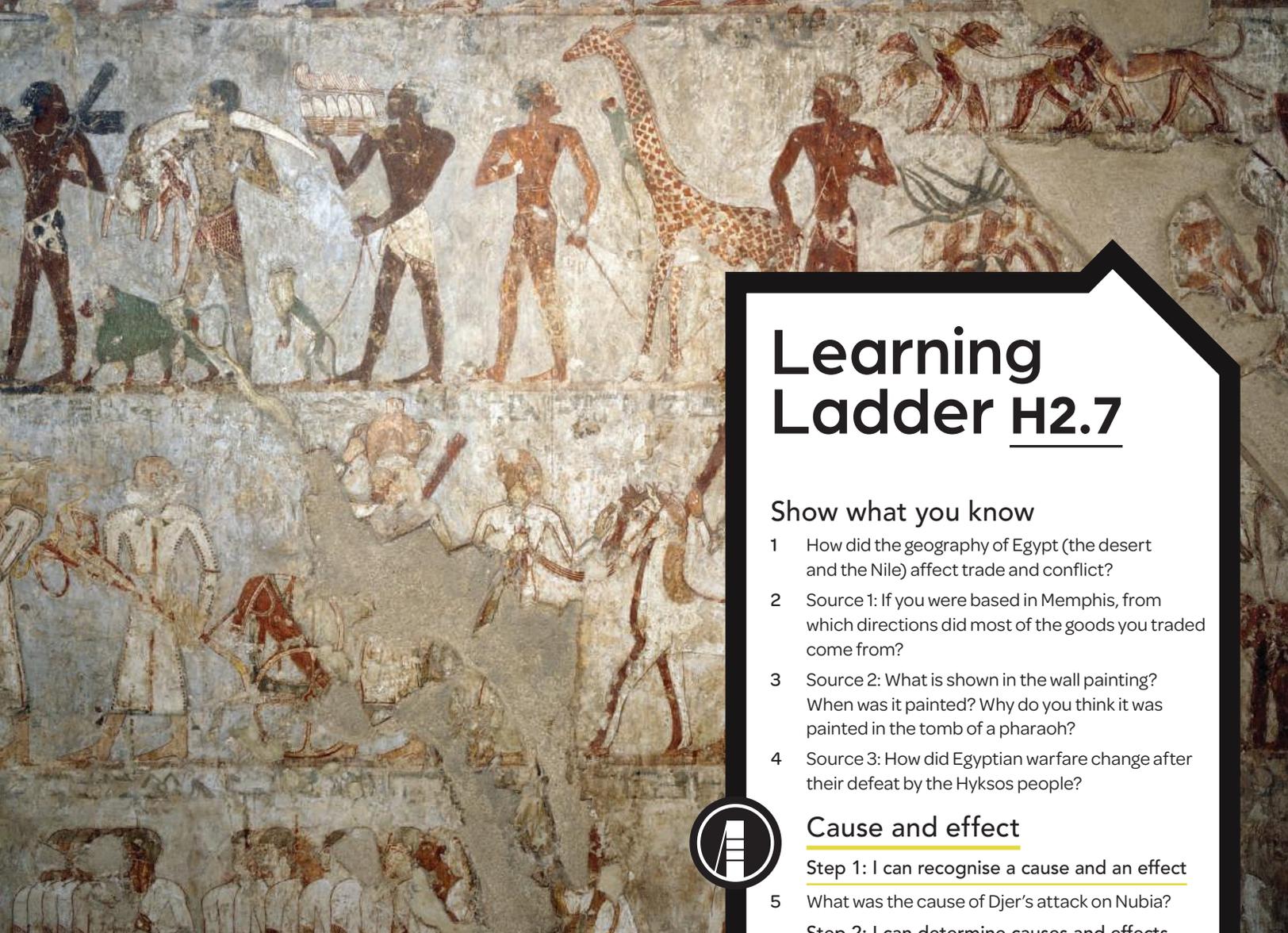
Trade routes of ancient Egypt



Source 1

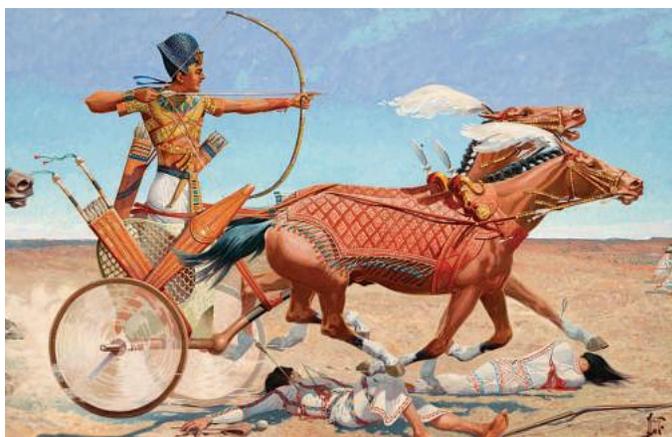
Ancient Egyptians traded goods such as grain and papyrus as well as luxury goods such as silver and spices.

Source: Matilda Education Australia



Source 2

A wall painting from the tomb of Rekhmire in Luxor. [Detail from the Tomb of Rekhmire, Sheikh Abd el Qurnah Necropolis (18th Dynasty), Luxor, Thebes, Egypt.]



Source 3

The Egyptians adopted a new way of fighting, using horses, chariots and bronze weapons, after being invaded by the Hyksos. Pharaohs wore a special blue crown, known as the *khepresh*, during battle. [Herbert M. Herget, *King Thutmose III drives his chariot into battle near Har Megiddo* (1941), colour lithograph.]

Learning Ladder H2.7

Show what you know

- 1 How did the geography of Egypt (the desert and the Nile) affect trade and conflict?
- 2 Source 1: If you were based in Memphis, from which directions did most of the goods you traded come from?
- 3 Source 2: What is shown in the wall painting? When was it painted? Why do you think it was painted in the tomb of a pharaoh?
- 4 Source 3: How did Egyptian warfare change after their defeat by the Hyksos people?

Cause and effect

Step 1: I can recognise a cause and an effect

- 5 What was the cause of Djer's attack on Nubia?

Step 2: I can determine causes and effects

- 6 Source 3: What were the effects of the new weapons introduced by the Hyksos people?

Step 3: I can explain why something is a cause or an effect

- 7 For each cause in this table, write a sentence explaining how the cause led to the effect.

Cause	Effect
Egypt did not have all the resources it needed to become a strong nation	It sold goods to other nations and bought silver, cedar wood, ivory and gold
Egypt adopted the horse, chariot and bronze weapons	Egypt became one of the most powerful nations in the world

Step 4: I can analyse cause and effect

- 8 What were the many effects of Egypt's location on the Nile? Write three to four sentences explaining how these effects together were beneficial for Egypt. Use phrases such as 'in combination...', 'put together...', and 'when looked at simultaneously ...'.

HOW TO

Cause and effect, page 215

How were pictures used to communicate?

The picture writing found on many statues, tombs and temples is known as hieroglyphics. Once the code to hieroglyphics was deciphered following the translation of the Rosetta Stone, historians learnt much about ancient Egyptian society.

Reading and writing

Ancient Egyptians used symbols and pictures known as **hieroglyphics** to read and write. The complicated system involved more than 750 symbols – some represented sounds and others represented entire words. The hieroglyphics writing system was introduced around 3100 BCE.

With such a complicated writing system it is not surprising that very few people in ancient Egypt could read and write. The people who trained over many years to write using hieroglyphics were called **scribes**, and they were mostly men. Men trained to be scribes from the age of six or seven. They were well regarded in ancient Egyptian society because of their rare and important skill (see page 62).



Source 2

The Rosetta Stone was created in 196 BCE and rediscovered in 1799. It was decoded 20 years later, unlocking the ancient hieroglyphics used in Egypt.

Source 1

Hieroglyphics are shown here on the first form of paper, made from papyrus reeds.



Source 3

Hieroglyphics used a combination of symbols and pictures.

Hieroglyphics took a long time to write, so they were mainly used in special circumstances such as on the walls of tombs and temples. Simpler scripts were used in daily writing.

Writing was an important part of the curriculum in ancient Egyptian schools, but formal education was only for males who were training to be scribes or officials. Writing was practised on cheap materials like flakes of limestone until the young scribe graduated to **papyrus**. Papyrus was the first paper-like material used by a civilisation. It was made from the river plant of the same name. Our word 'paper' comes from the word *papyrus*.

Unlocking the code

After Egypt became part of the Roman Empire, people gradually forgot how to use hieroglyphics.

In 1799, a French soldier found a piece of black granite with symbols on it near the ancient Egyptian town of Rosetta. Scholars tried for many years to decipher the text. Twenty years after its discovery, Jean François Champollion worked out that the Rosetta Stone contained the same message written three times: in hieroglyphics, in ancient Egyptian handwriting script and in ancient Greek. This became the key to unlocking the ancient language.

Learning Ladder H2.8

Show what you know

- 1 How long ago were hieroglyphics introduced?
- 2 Why could only a few people read and write?
- 3 What different things did Egyptians write on?
- 4 Where do we get the word 'paper' from?
- 5 What modern invention do we have that is like the Rosetta Stone?
- 6 Use signs and symbols to create your own 'hieroglyphics'. Write a message, then exchange messages with a friend. See if you can interpret each other's hieroglyphics.

Chronology

Step 1: I can read a timeline

- 7 Look at the timeline on page 56. When were hieroglyphics first developed?

Step 2: I can place events on a timeline

- 8 Put these events in order, from earliest to most recent.

Frenchman Champollion translates the Rosetta Stone in 1822 CE

Hieroglyphics developed in Egypt 3100 BCE

Rosetta Stone was made in 196 BCE.

Minoans (early Greeks) started using hieroglyphics 1200 years after the Egyptians.

Step 3: I can create a timeline using historical conventions

- 9 Use the list of events in question 8 to create your own timeline.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 10 How did the complex nature of hieroglyphics affect the role of scribes in Egyptian society and the importance of the Rosetta Stone?



Chronology, page 206

What did the ancient Egyptians believe?

Religion played a central role in people's lives and their afterlives. Just about everything was seen to be controlled by the gods or goddesses, who were closely linked to the natural world.

The importance of religion

Ancient Egyptians believed in many gods and goddesses, who usually took the form of animals. Belief in these gods helped explain the things that happened around them. The gods of ancient Egypt controlled the environment and all aspects of people's lives, including knowledge, love, health and death.

For the ancient Egyptians, the sun god Ra was the most important of the gods. Ra was represented as a man with a falcon's head and a headdress in the shape of the sun. As god of the sun, Ra would ride across the sky every day in a boat. Ra was the ruler of the gods. He created all forms of life on Earth and also created the other gods and the seasons of the year.



Source 2

The god Ra-Horakhty was a combination of Horus and Ra. Here, Ra-Horakhty is shown with the sun headdress of Ra and the ankh and sceptre of Horus. [Detail of painting from the tomb of Nefertari (13th century BCE), Valley of the Queens, Egypt.]

Source 1

Pharaoh Tutankhamun's burial chamber

Annex

Antechamber

In the burial chamber, Pharaoh Tutankhamun's mummified body lay in a gold body-shaped coffin inside two other coffins. Three burial chambers surrounded this nest of coffins, each larger than the next.

Next door was the treasury chamber, and the four canopic jars containing the young pharaoh's mummified liver, lungs, stomach and intestines.

Animal gods

The form taken by Egyptian gods was usually a human body with the head of an animal. The animal chosen was usually linked to one of the characteristics of that animal. For example, Sobek was the crocodile-headed god of water and Bastet was the cat-headed protector of homes.

Horus, the god of the sky, was shown as a royal man with the head of a falcon. Horus was closely linked to the pharaoh, who was thought to be the living Horus on Earth. Horus often holds a sceptre (a long pole) and an ankh (a life symbol). He also wears the pharaoh's white and red crown – a symbol of the unity between Upper Egypt and Lower Egypt.

As gods on Earth, a pharaoh could be portrayed as a sphinx with a human head and an animal body, such as that of a lion.

An Egyptian creation legend

According to ancient Egyptian myth, in the beginning there was a huge ocean called Nun. Ra, the creator god, let out a deep breath and created his son Shu, the god of the air. From his saliva, he created his daughter Tefnut, the goddess of moisture. He then moved across the water and land appeared. He stood on the land and ordered animal and plant species to come out of the ocean. Later, he created people from his tears.

Translated from an ancient Egyptian creation legend

The afterlife

The ancient Egyptians believed in life after death. The deceased person needed a body and other items for transportation and comfort in the afterlife. Preparing a body for the afterlife meant preserving the body through a process called **mummification** (see pages 76–77).

A special book, called the Book of the Dead, was placed in the coffin. It contained spells to protect the person or to guide them through the dangerous underworld on their way to the afterlife.



Source 3

Horus the falcon-headed god of the sky. [Statue of Horus (c. 730–709 BCE), bronze, Musee du Louvre, Paris, France.]

Learning Ladder H2.9

Show what you know

- 1 Why did the Egyptians think Ra flew across the sky?
- 2 What is the link between the god Horus and the pharaoh?
- 3 Why were people mummified?

Source analysis

Step 1: I can determine the origin of a source

- 4 Source 3: How and when do you think this statue was made? Is it a primary or secondary source?

Step 2: I can list specific features of a source

- 5 Source 2: Describe this image in detail. What tells you it is a painting of a god?

Step 3: I can find themes in a source

- 6 Source 1: Use this secondary source to make a list of the items buried with Tutankhamun to use in the afterlife.

Step 4: I can use my outside knowledge to help explain a source

- 7 Source 2: List the separate features of Ra and Horus that are combined in this painting.

Source analysis, page 209



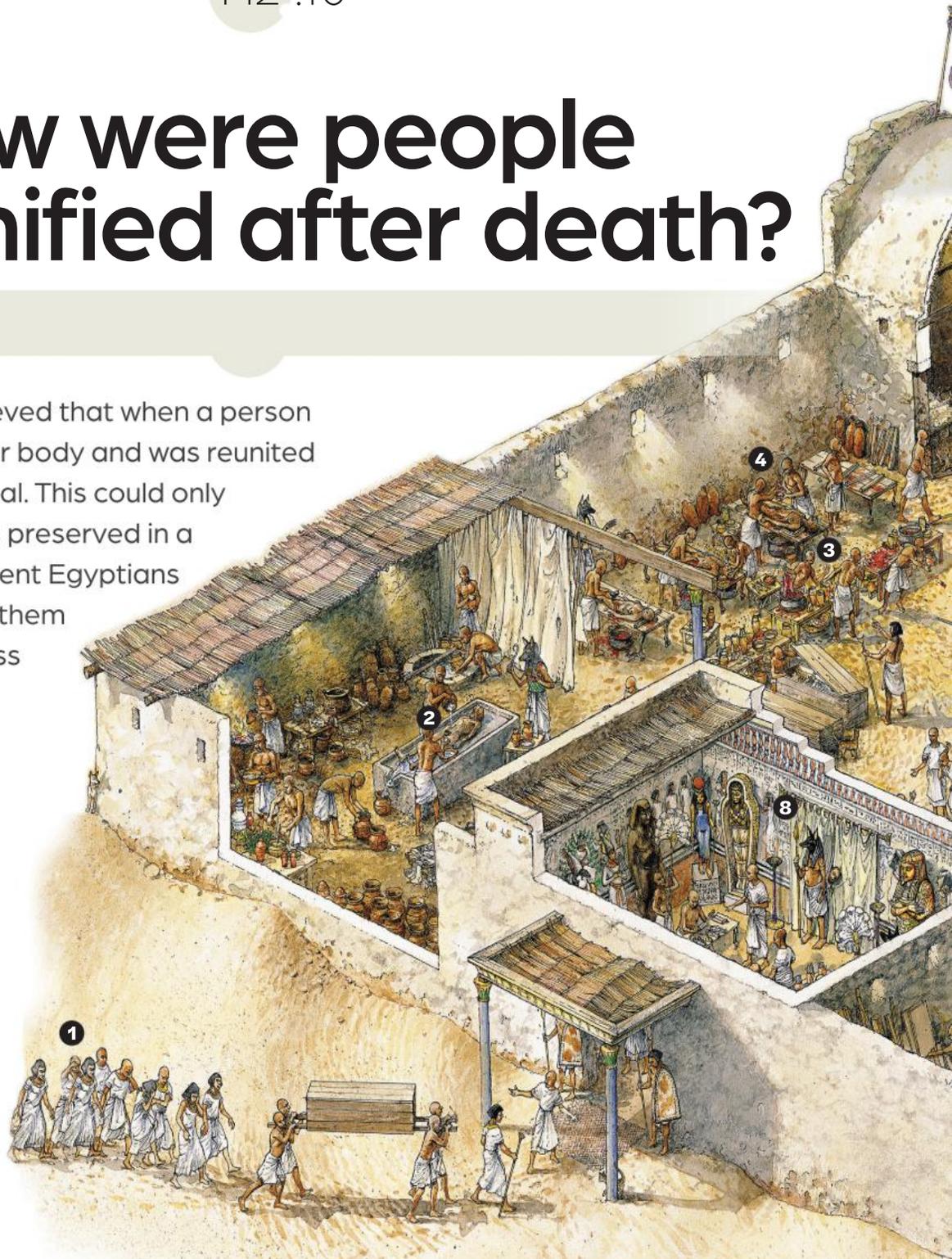
How were people mummified after death?

Ancient Egyptians believed that when a person died, their spirit left their body and was reunited with the body after burial. This could only happen if the body was preserved in a lifelike form, so the ancient Egyptians treated bodies to stop them from rotting, in a process called embalming. The bodies were then wrapped in strips of linen, in a process called mummification.



Source 1

The internal organs removed from the body during mummification were placed in special jars, called canopic jars. [Field Museum, Chicago, US, 2018.]



Source 2

An Egyptian 'house of the dead', showing the mummification process

- 1 Mourners follow the dead body as it is brought for mummification.
- 2 The body is washed as a priest reads prayers from the Book of the Dead.
- 3 The lungs, stomach, liver and intestines are removed. The brain is removed by pushing a hook up through the nostrils. The heart is left in the body.
- 4 The organs are dried, rubbed with scented oils and put into four canopic jars:
 - the lungs jar has a lid with a baboon's head
 - the stomach has a lid with a jackal's head
 - the liver jar has a lid with a man's head
 - the intestines jar has a lid with a falcon's head.
- 5 The body is covered in salt for 70 days to remove any moisture. It is then washed in water and covered in scented oil.



Source 3

Cat mummies have been found in the tombs of ancient Egyptians. This mummified cat is from 332–330 BCE. Cats were very important, as they killed the rats and mice that got into a family's grain stores. Cats were also linked with the goddess Bastet, the protector of homes (see page 75). Harming or killing a cat could be punished by death.

Learning Ladder H2.10

Show what you know

- 1 Source 3: Why were cats important to Egyptians?
- 2 Source 2: Identify three different jobs people did during the mummification process?
- 3 Source 1: Why do you think the canopic jars are in a US Museum even though they are Egyptian?
- 4 How would historians know about all the steps in the mummification process?

Source analysis

Step 1: I can determine the origin of a source

- 5 Source 2: Why was this modern secondary source created?

Step 2: I can list specific features of a source

- 6 Source 1: Use Source 2 to help you identify the contents of each of these canopic jars.

Step 3: I can find themes in a source

- 7 List five adjectives that come to mind when you look at Source 2.

Step 4: I can use my outside knowledge to help explain a source

- 8 Why were pharaohs mummified the most carefully?
- 9 Which social groups (page 62) do you think did or did not get mummified? Give evidence for your answer.

- 6 The embalmed body is wrapped in bandages of linen and amulets (objects believed to have magical powers) are wound into the bandages. Prayers from the Book of the Dead are said.
- 7 The bandaged mummy is painted with sticky resin and more cloth is wrapped around it.
- 8 The completed mummy is put into a coffin. Important people had a number of coffins, one inside the next. The nest of coffins was placed inside a stone box called a sarcophagus.

HOW TO

Source analysis, page 209

What are pyramids for?

How could the ancient Egyptians have constructed the Great Pyramid of Giza without modern tools and machinery? The pyramid is 147 metres tall and made of 2.3 million blocks, each weighing at least 2.5 tonnes. The blocks are carved and placed so precisely that not even a knife blade can fit between them. The base is an almost perfect square, with each side of the pyramid facing one of the four points of the compass.

The amazing pyramids of ancient Egypt

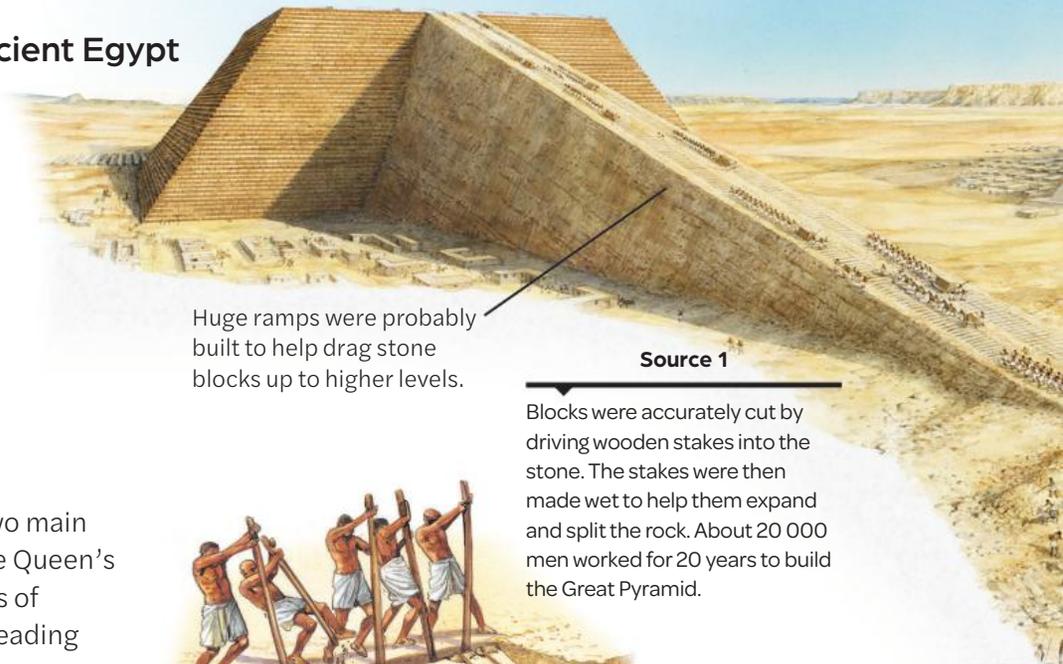
The **pyramids** of ancient Egypt were built as tombs for pharaohs. More than 160 pyramids have been discovered, the largest being the Great Pyramid of Giza. Built around 2560 BCE as the tomb of the pharaoh Khufu, it is the last of the Seven Wonders of the Ancient World that is still standing.

Inside the pyramids

Inside the Great Pyramid of Giza are two main chambers: the King's Chamber and the Queen's Chamber. The Grand Gallery, with walls of polished limestone, is a huge hallway leading to the King's Chamber.

Tomb robbers would often break into pyramids searching for gold, and they would tear at the wrappings of pharaohs and their queens, often ripping off their heads, arms and hands. To stop tomb robbers from stealing treasures buried with the pharaohs, the Egyptians included false doors, dead-end passages, low ceilings and passages blocked with rubble and statues of the most feared gods.

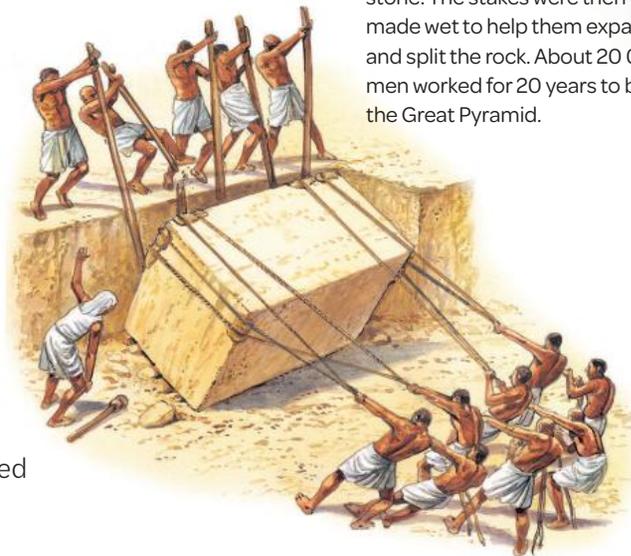
The ancient Egyptians didn't have wheels or work animals. They relied on human power to move the giant blocks, each weighing at least 2.5 tonnes. Until recently, nobody really knew how they moved the blocks. Log rollers, sledges, ramps, oil-slicked slipways (and even alien help!) have all been suggested as methods used to build the pyramids.



Huge ramps were probably built to help drag stone blocks up to higher levels.

Source 1

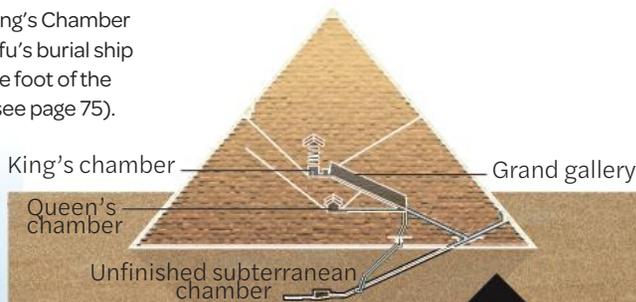
Blocks were accurately cut by driving wooden stakes into the stone. The stakes were then made wet to help them expand and split the rock. About 20 000 men worked for 20 years to build the Great Pyramid.



In 2014, scientists from the University of Amsterdam built a sled and tested if it could pull heavy stone across sand. They found that pulling a sled across damp sand requires half the force of hauling it in dry sand. Wet sand doesn't pile up in front of the sled as it moves along.

Source 3

Inside the Great Pyramid of Giza are king's and queen's chambers and an unfinished underground chamber. The King's Chamber has two air shafts connected to the outside. Khufu's burial ship is a full-size vessel that was sealed into a pit at the foot of the pyramid. It was intended for use in the afterlife (see page 75).



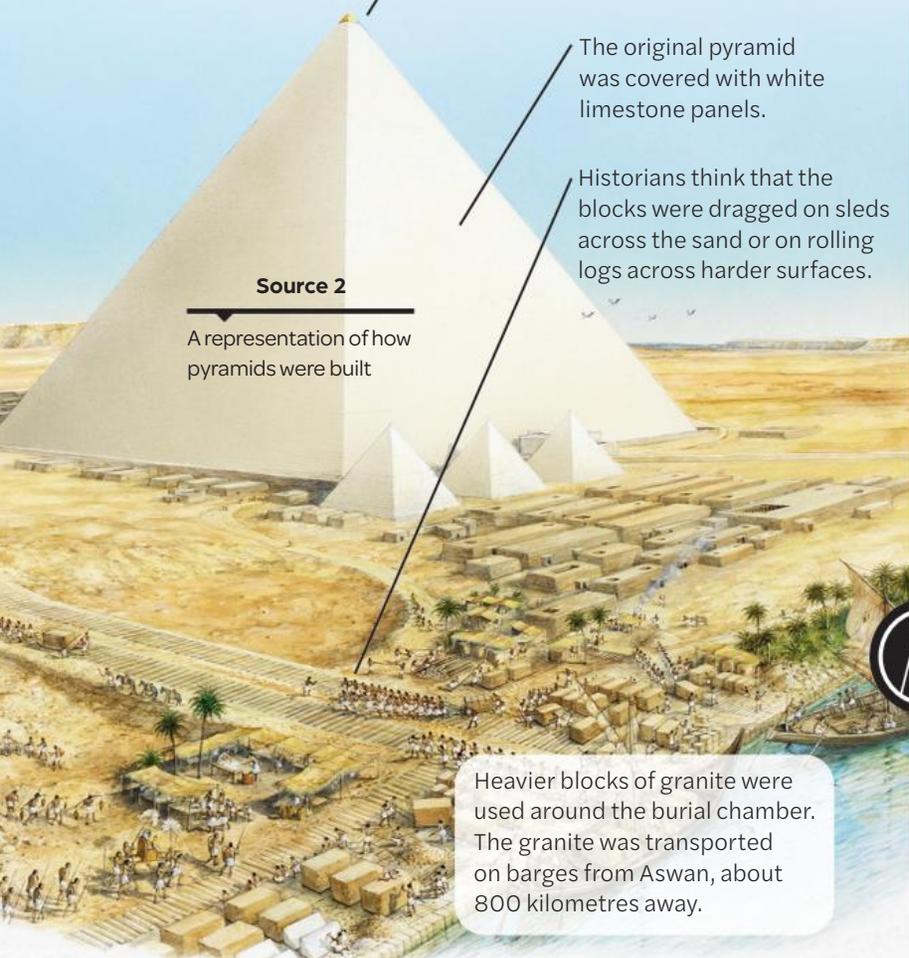
A capstone called a pyramidion sat on top of the pyramid. It was made from polished granite and covered with glittering metal, probably gold.

The original pyramid was covered with white limestone panels.

Historians think that the blocks were dragged on sleds across the sand or on rolling logs across harder surfaces.

Source 2

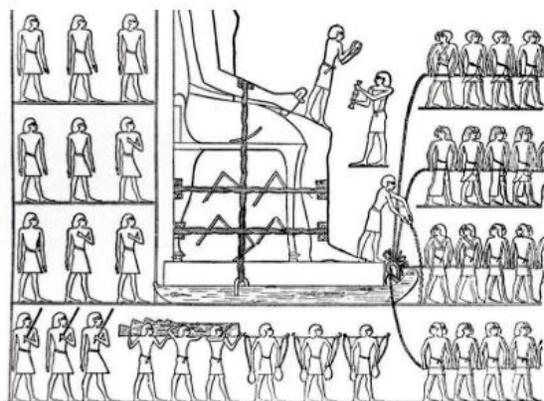
A representation of how pyramids were built



Heavier blocks of granite were used around the burial chamber. The granite was transported on barges from Aswan, about 800 kilometres away.

Source 4

A wall painting from the tomb of Djehutihotep (c. 1932–1842 BCE). It shows his huge statue being dragged from the quarries with a person pouring water in front of it. It is likely that water was poured in the path of the sled to reduce friction.



Learning Ladder H2.11

Show what you know

- 1 Why did ancient Egyptians build pyramids?
- 2 Approximately how much did the Great Pyramid weigh?
- 3 Sources 1 and 2: How were the pyramids built?
- 4 Why do you think it took historians so long to figure out how the blocks were moved?
- 5 In your opinion, is it a good idea to use so many resources building tombs? Explain your response.

Historical significance

Step 1: I can recognise historical significance

- 6 Identify which of the Seven Wonders of the Ancient World are still standing today.

Step 2: I can explain historical significance

- 7 What impact do you think pyramids would have had on people from other civilisations who saw them?

Step 3: I can apply a theory of significance

- 8 Think about how the pyramids were built. Write a sentence for each point.
 - How important were the pyramids to people at the time?
 - How deeply were their lives affected by the pyramids?
 - How many people did it affect?
 - How long were they affected for?
 - Are the pyramids relevant today? If so, how?

Step 4: I can analyse historical significance

- 9 Compare the importance of the pyramids to the importance of the Great Wall of China.



Historical significance, page 219

How do businesses act responsibly?

Evidence suggests that ancient Egyptians showed some care for their workers, but today there are strict laws and regulations in place to ensure businesses provide a safe, healthy and fair work environment.

Egyptian workers

More evidence is coming to light to suggest that the tens of thousands of workers who built the pyramids and other royal tombs were free men, not slaves. The workmen were divided into groups, each with an overseer. Evidence of worker villages such as Deir el-Medina (see page 59) have been uncovered. They housed the craftsmen who built and decorated the royal tombs.

In late summer and early autumn, when the Nile inundation (see pages 60–61) flooded farms, a large labour force would move to big building projects such as the pyramids at Giza (see pages 78–79). They are thought to have been willing to work for food and shelter, for the benefit of the pharaoh and to improve their chances of a better afterlife (see page 75).

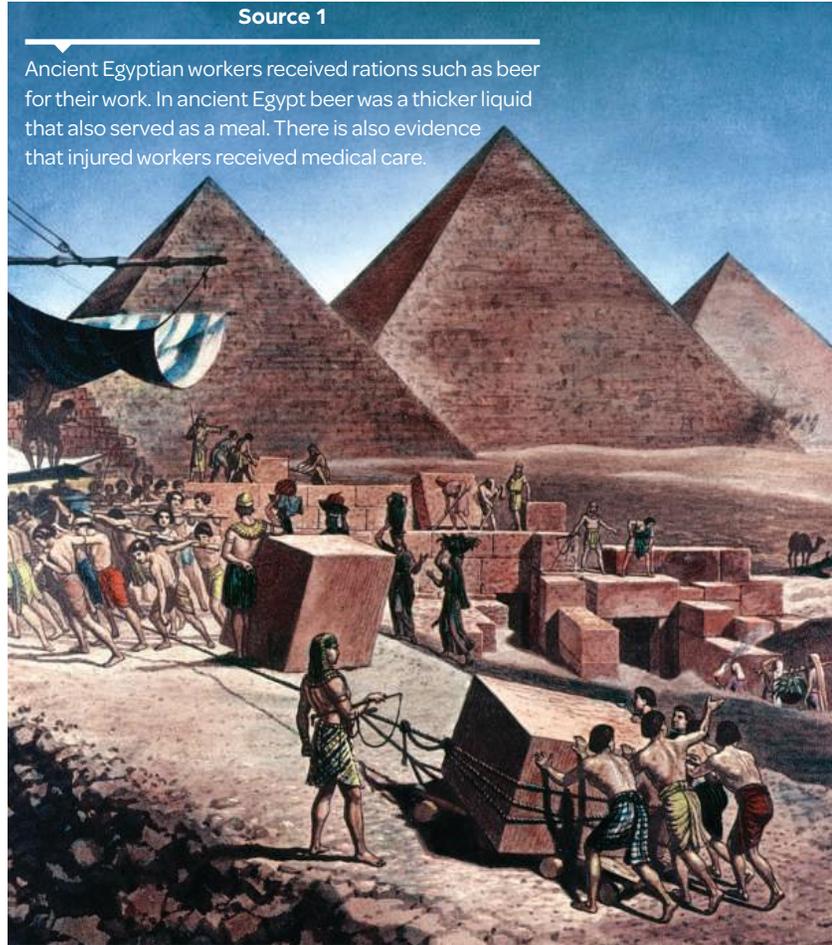
The skeletons of the Egyptian workers at Giza show some care for injured workers. Those with hand injuries had wooden supports on each side of the hand. Another had evidence of surgery on a damaged leg.

Responsible businesses

The ancient Egyptians showed some responsibilities to keep their workforce healthy and well organised to construct large buildings. Today, laws have been developed to protect workers from being treated unfairly by employers. Businesses have both legal and social responsibilities to their staff and to the environment.

Source 1

Ancient Egyptian workers received rations such as beer for their work. In ancient Egypt beer was a thicker liquid that also served as a meal. There is also evidence that injured workers received medical care.



Safety

It is the responsibility of every employer to provide a safe and healthy workplace for its employees. WorkSafe Victoria is a government agency that regulates health and safety in the workplace. To make sure businesses are following **occupational health and safety (OHS)** laws and regulations, WorkSafe Victoria inspects workplaces to enforce the law and embed a proactive, prevention-led approach to workplace health and safety.

WorkSafe Victoria also provides information to businesses, employees and the general public through its website and television advertisements,

Source 2

WorkSafe Victoria has used graphic advertisements to remind businesses and workers of the importance of safety at work.



Source: WorkSafe Victoria, 2016

and by providing workplaces with posters and other materials that can be displayed in communal areas such as staffrooms and kitchens.

If a workplace incident occurs, WorkSafe Victoria manages Victoria's **workers compensation scheme**. This ensures that employees who are injured while conducting their work can receive medical treatment and other assistance including rehabilitation to help them get back to work quickly.

Discrimination

Employers have a responsibility to ensure all employees are treated fairly and without **discrimination, harassment** or **bullying**. These responsibilities are part of Australian federal and state laws such as the *The Australian Human Rights Commission Act 1986* and *The Fair Work Act 2009*.

Discrimination can be described as one person being treated less favourably than another because of their background, appearance or characteristics. Discrimination can happen to a person when they are applying for a job, when asking for a promotion or pay rise, when selecting people for training or special programs and in many other workplace situations.

In Australia it is illegal to discriminate in the workplace due to race, religion, nationality or ethnic origin, sex, marital status, pregnancy, age, disability, sexual orientation or gender identity.

Social responsibility

A business demonstrates **social responsibility** by considering the impact of decisions on people and the environment. Socially responsible businesses implement environmentally friendly practices such as reducing waste and recycling. They can also work with charitable organisations to contribute to communities.

Learning Ladder H2.12

Economics and business

Step 1: I can recognise economic information

- 1 What evidence is there that ancient Egyptians took responsibility for their workers?

Step 2: I can describe economic issues

- 2 What is the difference between the legal and social responsibilities of businesses? Give an example of each.

Step 3: I can explain issues in economics

- 3 What types of discrimination can occur in the workplace?
- 4 What action to reduce discrimination in the workplace is undertaken by:
 - a governments? c businesses?
 - b employees?

Step 4: I can integrate different economic topics

- 5 Source 2: Look at the scene from the WorkSafe advertisement.
 - a Who do you think the advertisement is targeting?
 - b Why do you think there is a need for a regulator like WorkSafe to enforce safety laws?
 - c Your school is a work environment. What safety rules are in place?

Step 5: I can evaluate alternatives

- 6 Source 1: What does this image suggest about conditions for ancient Egyptian workers building the pyramids?
- 7 Go to the Safe Work Australia 'Construction' web page (http://mea.digital/gh7_h2_1).
 - a What is high-risk construction work in Australia today?
 - b What are the five most common work-related fatalities?
 - c What requirements are there for people to be able to undertake construction work in Australia?

How did Cleopatra rule Egypt?

Cleopatra was smart, cunning and determined to remain powerful, whatever the cost.

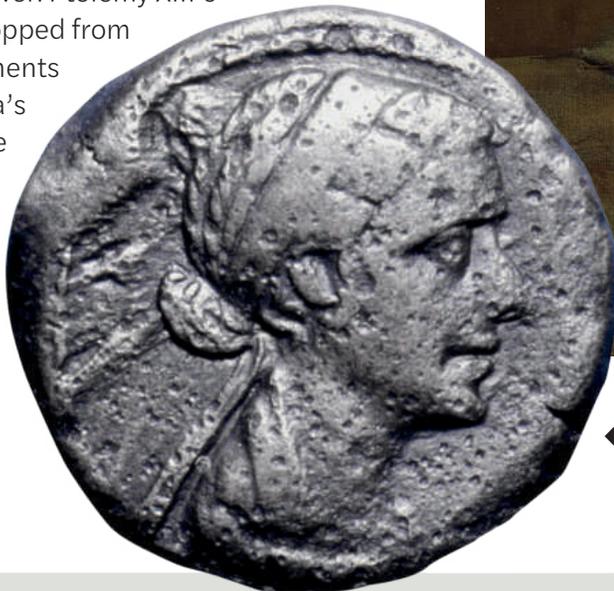
Queen Cleopatra was the last pharaoh of ancient Egypt. She became pharaoh in 51 BCE – at the age of 18 – and ruled until 30 BCE before Egypt fell into the hands of the Romans.

Cleopatra's family, the Ptolemy dynasty, had ruled Egypt for 300 years. Her ancestry was Macedonian, and she grew up speaking, reading and writing Greek. Cleopatra could also speak many other languages including Egyptian and Latin.

Cleopatra was the favourite child of her father, Ptolemy XII. When he died in 51 BCE, his will set out that 18-year-old Cleopatra and her 10-year-old brother, Ptolemy XIII, would be joint rulers. As was customary in Egypt, Cleopatra married her brother when he was 12 years of age.

Cleopatra takes control

Cleopatra quickly took control as the main ruler of Egypt, making it clear she had no intention of sharing power. Ptolemy XIII's name was dropped from official documents and Cleopatra's image was the sole face on coins.



Source 1

← Bronze 80 unit coin of Cleopatra VII of Egypt. 51-30 BCE. Cleopatra stamped her authority by taking her brother's name off official documents and appearing without her joint ruler on coins.

Source 3

Bas relief fragment
portraying Cleopatra
(3rd–1st century BCE)



As Ptolemy XIII grew older he demanded more power. Eventually he forced Cleopatra from the palace and took over as pharaoh. Cleopatra needed support from the Romans to regain power in Egypt. In 48 BCE, the powerful Roman general Julius Caesar arrived in Egypt.

Cleopatra saw an alliance with Caesar as her chance to regain power. After taking power in Egypt, Caesar set himself up in a royal palace at Alexandria. Cleopatra could not walk into the palace unrecognised, so legend says she had herself rolled in a rug as a gift for Caesar, which was carried through the enemy lines to his room. Caesar and Cleopatra became lovers. At the time, she was 21 years old and Caesar was 52.

Cleopatra persuaded Caesar to overthrow her brother's forces. Caesar's Roman forces defeated Ptolemy XIII's army at the Battle of the Nile. Ptolemy XIII drowned in the Nile and Cleopatra became the sole pharaoh of Egypt.

Cleopatra and Caesar

In 47 BCE, after the drowning of Ptolemy XIII, Cleopatra married her brother, Ptolemy XIV, who was next in line to the crown. She continued her union with Caesar, which she saw as important in helping to restore Egypt as a world power. Cleopatra had a son with Caesar, named Caesarion ('little Caesar').

Cleopatra wanted Egypt to remain independent of Rome. She improved the Egyptian economy and established trade with many Arab nations. As sole leader of a prosperous Egypt, Cleopatra was popular.

Cleopatra was in Rome when Caesar was assassinated in March 44 BCE. She returned to Egypt, and a few months later Ptolemy XIV was poisoned. It is thought that Cleopatra was behind the murder. By September 44 BCE, Caesarion was proclaimed co-ruler of Egypt alongside Cleopatra.



Source 2

Frederick Arthur Bridgman, *Cleopatra on the Terraces of Philae* (1896), oil on canvas, 29 7/8 x 46 1/8 inches, Dahesh Museum of Art, New York, USA

Source 4

Cleopatra Testing Poisons on Condemned Prisoners is an 1887 painting by French artist Alexandre Cabanel. It shows Cleopatra testing the effects of poisons on prisoners who had been condemned to death in order to choose the most effective and painless poison to keep with her in case she was forced to take her own life.



Marc Antony

In 41 BCE, Cleopatra met and fell in love with Marc Antony, who was likely to succeed Caesar as ruler of Rome. Cleopatra wanted her son, Caesarion, to eventually rule Rome. Cleopatra and Antony combined their armies to fight Octavian, who was Julius Caesar's legal heir.

In 31 BCE Octavian defeated the forces of Cleopatra and Marc Antony at the Battle of Actium, and the pair retreated to Egypt.

The end of the pharaohs

Cleopatra was determined not to let Octavian execute her. She began to test poisons on prisoners to see which would be best to take her own life. Octavian's forces entered Alexandria, the capital of Egypt, to face Marc Antony. Understanding that he was going to be captured by Octavian, and thinking that Cleopatra had died, Marc Antony stabbed himself with his sword. Before he died, a messenger arrived with information that Cleopatra still lived. Antony was taken to Cleopatra to try and convince her to make peace with Octavian before dying in her arms.

As Octavian's forces entered Alexandria in 30 BCE, Cleopatra and her servants barricaded themselves inside her mausoleum (burial chamber) with stores of gold, pearls, art and other treasures for the afterlife.

Legend tells us that Cleopatra took her own life by allowing a venomous snake to bite her. Octavian took control of Egypt and had Cleopatra's son, Caesarion, strangled. Egypt became part of the Roman Empire. The Ptolemy dynasty and the Egyptian empire came to a close. Cleopatra was the last pharaoh of Egypt.

Did Cleopatra die from a snake bite?

Cleopatra is shown in movies and in paintings taking her own life by allowing a snake to bite her.

It's a fabulous story, but is it true?

It's true that the bite of a snake called an asp can be fatal. But unless the asp's venom hits a vital spot, the victim is likely to recover. So it's a complex means of death – and with no guarantee that it will work.



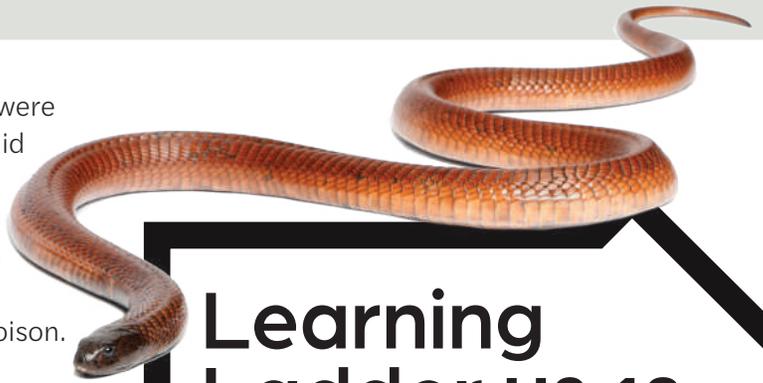
Even at the time of Cleopatra's death there were conflicting reports about how she died: some said an asp bite; others said she killed herself with poison. But within a few years, Roman poets were writing about Cleopatra allowing an asp to bite her ... and some claimed she even allowed two asps to bite her. There was no mention of poison.

Obviously, letting two asps bite you was much more dramatic, and the story stopped being history and entered the world of drama. Other parts of the story that may or may not be true were that Cleopatra carried asps on her ships as weapons, and that she left a suicide note saying she would end her life with an asp bite.

In the end, the asp story became accepted as truth, either because people wanted to believe it or because it was suitably dramatic.

Source 5

Reliefs of Cleopatra VII and Caesarion, her son with Julius Caesar, at the Temple of Hathor at Dendera in Egypt. The main temple was built by Cleopatra's father, Ptolemy XII, and had nearly been completed by Cleopatra when she died in 30 BCE. The construction of the Temple of Hathor was completed around 20 BCE. Hathor is the goddess of the sky, women, fertility and love.



Learning Ladder H2.13

Show what you know

- 1 Describe Cleopatra's personality in your own words. Give evidence from the section.
- 2 What actions did Cleopatra take to get power and stay in power?
- 3 Source 5: Who are the figures shown on the wall of the Temple of Hathor?
- 4 Source 4: Explain what is happening in this scene and why it is happening.



Chronology

Step 1: I can read a timeline

- 5 Look at the timeline on pages 56–7. In what year did the Romans take control of Egypt to end the rule of the pharaohs?

Step 2: I can place events on a timeline

- 6 Find dates for these events in the text and place them in order from the earliest to the latest.
 - Caesar is assassinated
 - Temple of Hathor completed
 - Cleopatra marries Ptolemy XIV
 - Ptolemy XII dies

Step 3: I can create a timeline using historical conventions

- 7 Create a timeline of the following events. Be sure to use correct historical conventions such as equal spacing between years, lines for events and spans for things taking place across several years.
 - Cleopatra ruled Egypt 51 BCE–30 BCE
 - Cleopatra was 18 when she became pharaoh
 - Caesar arrived in Egypt in 48 BCE
 - Caesar was born (he was 31 years older than Cleopatra)
 - Cleopatra died age 39 in 30 BCE

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 Examine the events listed in this section. Do you think there is a causal link between the love affairs of Cleopatra and the fall of Egypt? Or would the fall of Egypt have happened anyway? Use historical dates in your answer.



Chronology, page 206

Masterclass



Learning Ladder



Source 1

A statue of Ramses II crafted from different types of granite (front view).
[*The Younger Memnon* (19th Dynasty), granite, 203.3 x 266.8 cm, British Museum, London, UK.]



Step 1

a I can read a timeline

Look at the timeline on pages 56–7.

- i How much longer after Cleopatra became pharaoh did Egypt become part of the Roman Empire?
- ii Roughly how many years were there between early settlers in the Nile valley and the building of the Great Pyramid?
- iii Which of the three kingdoms of ancient Egypt lasted the longest and how long did it last for?
- iv How long after the early settlers arrived in the Nile Valley did the first dynasty emerge?

b I can determine the origin of a source

Source 1: Roughly when was this statue carved and what is it made from?

c I can recognise continuity and change

Rank these things in order from most to least changed since ancient Egyptian times:

- religion
- family
- farming.
- food
- transportation

d I can recognise a cause and an effect

Copy this table and match the cause with its effect.

Cause	Effect
Belief in afterlife	Bodies are mummified
Flooding of Nile River	Egypt develops new weapons
Hyksos invades Egypt	Union with Julius Caesar of Rome
Cleopatra replaces Ptolemy XII as pharaoh	Farmland is flooded

e I can recognise historical significance

Rank these things from least to most historically important:

- use of hieroglyphics
- use of eye make-up
- use of Nile river for trade
- use of bronze weapons
- use of wigs.

A statue of Ramses II crafted from different types of granite (rear view).
[*The Younger Memnon* (19th Dynasty), granite, 203.3 x 266.8 cm, British Museum, London, UK.]



Work at the level that is right for you
or level-up for a learning challenge!



Step 2

- a I can place events on a timeline
Put these events in order, from earliest to most recent.
Ramses II becomes pharaoh in 1279 BCE
525–425 BCE Persians rule Egypt
Alexandria is founded by Alexander the Great after he conquers Egypt in 332 BCE
Cleopatra dies in 30 BCE
Rosetta Stone carved in 196 BCE
Romans take control of Egypt in 30 BCE

- b I can list specific features of a source

What features of the statue in Source 1 tell you that it is a pharaoh? How is the pharaoh made to look?

- c I can describe continuity and change

Create a social structure pyramid for modern Australia like the one in Source 1 on page 62.

- d I can determine causes and effects

- i What caused people to wear dark eye make-up?
ii What was the effect of regular inundations of the Nile?

- e I can explain historical significance

Why do we remember Cleopatra?



Step 3

- a I can create a timeline using historical conventions

Put the dates from Step 2a in a timeline using correct historical conventions. Make sure you follow the convention of equal spacing for equal years.

- b I can find themes in a source

Source 1: List three adjectives you would use to describe Ramses II. Putting these three ideas together, what do you think a first-time visitor to the original site of this statue might think when looking at it?

- c I can explain why something did or did not change

Why is wheat still the main staple food for many people in Australia today, just as it was in ancient Egypt?



- d I can explain why something is a cause or an effect

Why did Ramses II have so many children?

- e I can apply a theory of significance

How important do you think the pyramids were just after they were built? How important are they now? Why has this changed?

Step 4

- a I can distinguish causes, effects, continuity and change from looking at timelines

Look at the timeline on pages 56–7. Which events show that Egypt was ruled continuously, with little change?

- b I can use my outside knowledge to help explain a source

Sources 1 and 2: What kind of ruler was Ramses II? What do you know about his character already that you can see evidence of in this statue?

- c I can analyse patterns of continuity and change

Egypt was invaded many times. Has this happened in Australia? Do Australians fear attack like Egyptians did? Explain your answer.

- d I can analyse cause and effect

Early pharaohs didn't have a permanent army. This meant it was cheaper for the pharaoh. It also left Egypt undefended from a surprise attack. Which effect was more significant? Explain your response.

- e I can analyse historical significance

List three reasons why the Rosetta Stone is historically important. Rank your reasons in order of importance. Do any of the reasons support the other reasons? Are the reasons together more convincing than alone? Support your answer with historical evidence.

Masterclass



Step 5

a I can describe patterns of change

Describe how Egypt developed greater monuments and technology over time. Use evidence from the timeline on pages 56–7 in your answer.

b I can use the origin of a source to explain its creator's purpose

Ramses II built many statues to himself. Why do you think he did so?

c I can evaluate patterns of continuity and change

Some historians see a link from ancient Egypt to modern Australia: Egypt influenced Greece → Greece influenced Rome → Rome influenced the development of European countries → European countries influenced Australia. Do you agree or not? Justify your answer.

d I can evaluate cause and effect

Romans conquered Egypt, ending thousands of years of dynastic rule. Is this a good thing or a bad thing? Use historical evidence in your answer.

e I can evaluate historical significance

Is the Egyptian civilisation really that significant? Is it important? Or is it just interesting? Justify your response.

Historical writing

1 Structure

Imagine you are answering an essay question: 'Egyptian civilisation was obsessed with death. Discuss.' Write an essay plan for this topic. Have at least three main paragraphs.

2 Draft

Using the drafting and vocabulary suggestions on page 226, draft a 400–600 word essay responding to the topic.

3 Edit and proofread

Use the editing and proofreading tips on page 227 to help edit and proofread your draft.

Historical research

4 Organise and present information

Imagine you are conducting a research report on the topic: 'Social groups in ancient Egypt'. Take 10 short dot points as notes from this chapter.

Write a contents page for the research topic. You should have at least three sections to your report.



Capstone

How can I understand ancient Egypt?

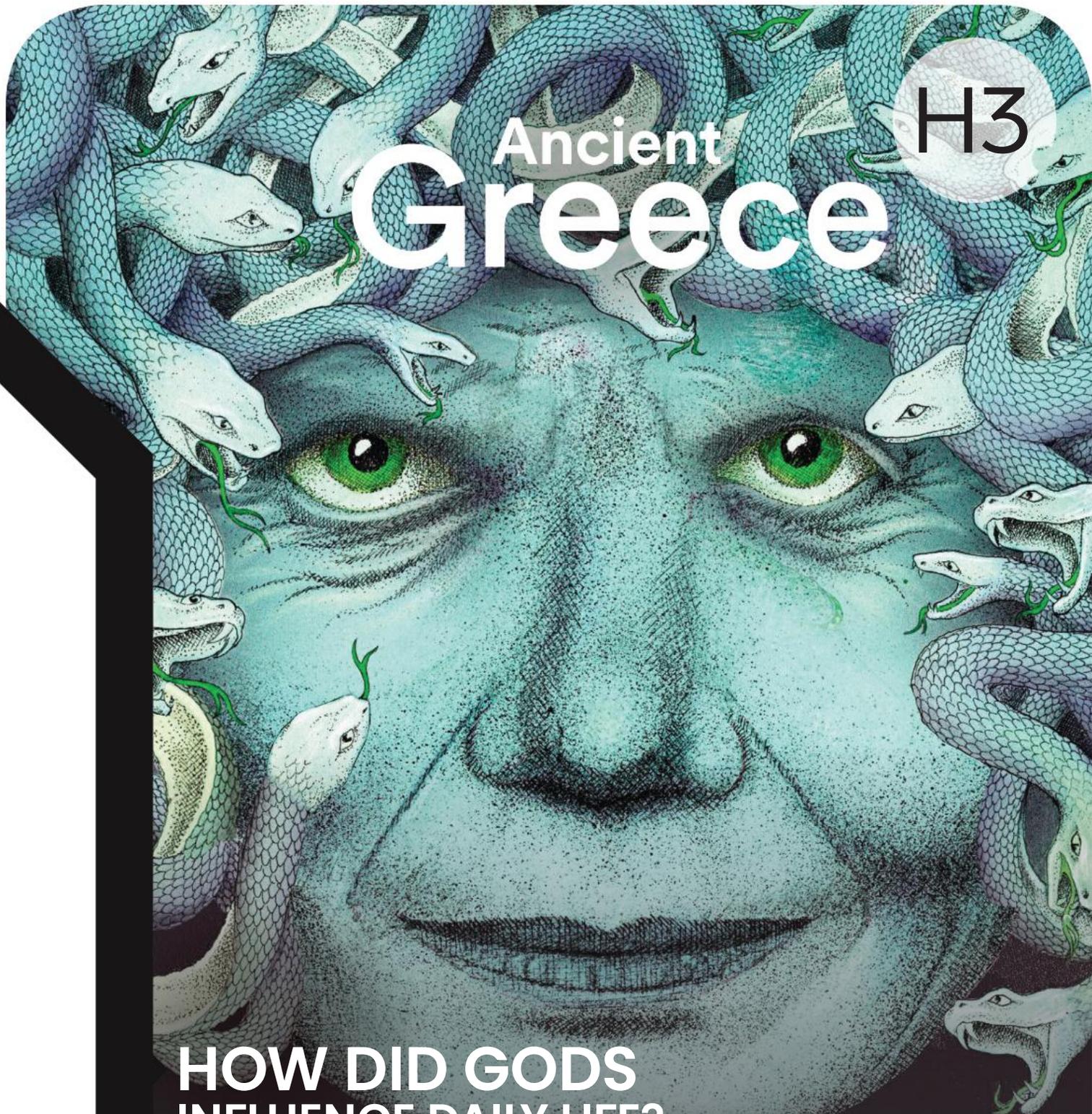
In this chapter, you have learnt a lot about ancient Egypt. Now you can put your new knowledge and understanding together for the capstone project to show what you know and what you think.

In the world of building, a capstone is an element that finishes off an arch or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting, critical and creative ways. You can complete this project yourself, or your teacher can make it a class task or a homework task.

Scan this QR code to find the capstone project online.



mea.digital/GHV7_H2



H3

Ancient Greece

**HOW DID GODS
INFLUENCE DAILY LIFE?** page 98

cause + effect



page 96

**HOW DID THE
ANCIENT GREEKS
BECOME SEAFARERS?**

civics + citizenship



page 104

**WHAT IS
DEMOCRACY?**

key individual



page 106

**HOW DID PERICLES
FORGE THE GOLDEN
AGE OF ATHENS?**

How can I understand ancient Greece?



The ancient Greek civilisation dominated the Mediterranean region thousands of years ago – and much of what they did still has an impact on the world today. Ancient Greece influenced everything from government, philosophy and mathematics to architecture, literature and sport. Alexander the Great's conquest of other lands spread Greek culture into Asia. Greek culture also influenced the Roman Empire, which came after it.

learning ladder

step 5

I can describe patterns of change

I read timelines and see the 'big picture'. I group timeline events and see if they show patterns of change. I know typical historical patterns to look for.

I can use the origin of a source to explain its creator's purpose

I combine knowledge of when and where a source was created to answer the question, 'Why was it created?'

I can evaluate patterns of continuity and change

I answer the question, 'So what?' about patterns of continuity and change. I weigh up different things and debate the importance of a continuity or a change.

step 4

I can distinguish causes, effects, continuity and change from looking at timelines

I read timelines and find events that are linked by cause and effect. I find things that are the same or different from then until later times.

I can use my outside knowledge to help explain a source

I have enough outside knowledge about ancient Greece to help me explain a source.

I can analyse patterns of continuity and change

I see beyond individual examples of continuity and change in ancient Greece and identify broader patterns, and I explain why they exist.

step 3

I can create a timeline using historical conventions

When given a set of ancient Greek events, I construct a historical timeline, making sure I use correct terminology, spacing and layout.

I can find themes in a source

I look a bit closer into a source and find more than just features. I find themes or patterns in the source.

I can explain why something did or did not change

I answer the question 'why?' something changed or stayed the same between historical periods.

step 2

I can place events on a timeline

When given a list of events in ancient Greece, I put them in order from earliest to latest, the simplest kind of timeline.

I can list specific features of a source

I look at an ancient Greek source and list detailed things I can see in it.

I can describe continuity and change

I have enough content knowledge about two different historical periods to recognise what is similar or different about them, and can describe it.

step 1

I can read a timeline

I read timelines with ancient Greek events on them and answer questions about them.

I can determine the origin of a source

I can work out when and where an ancient Greek source was made by looking for clues.

I can recognise continuity and change

I recognise things that have stayed the same and things that have changed from ancient Greece until now.

Chronology

Source analysis

Continuity and change

Source 1

The ruins of the Parthenon in modern-day Athens. If you look closely you can see the scaffolds used in ongoing restoration work. Its original construction was completed in 432 BCE.



Warm up

I can evaluate cause and effect

I answer the question 'So what?' about cause and effect. I weigh up different things and debate the importance of a cause or an effect.

I can evaluate historical significance

I answer the question 'So what?' about things that are supposedly historically important. I weigh up events against each other and cast doubt on how important things are.

I can analyse cause and effect

I don't just see a cause or effect as one thing. I determine the factors that make up causes and effects.

I can analyse historical significance

I separate out the various factors that make something historically important in ancient Greek history.

I can explain why something is a cause or an effect

I can answer 'how?' or 'why?' a cause led to an effect in ancient Greece.

I can apply a theory of significance

I know a theory of significance. I use it to rank the importance of ancient Greek events.

I can determine causes and effects

Applying what I have learnt about ancient Greece, I can decide what the cause or effect of something was.

I can explain historical significance

I answer the question 'why?' about things that were important in ancient Greece.

I can recognise a cause and an effect

From a supplied list, I recognise things that were causes or effects of each other in ancient Greece.

I can recognise historical significance

When shown a list of things from ancient Greek history, I can work out which are important.

Cause and effect

Historical significance

Chronology

- 1 Temples were important buildings in ancient Greece. The Parthenon is the most famous temple. Its construction was completed in 432 BCE. Next to it is the Temple of Athena Nike, which was constructed around 426 BCE. Which temple is older?

Source analysis

- 2 Examine Source 1 and its caption. Approximately when and where was this photo taken? How do you know?

Continuity and change

- 3 Looking at Source 1, how has the Parthenon changed over time? What clues in the photograph led you to your answer?

Cause and effect

- 4 Which of these things is an effect of Greece having lots of coastline?
 - a Greece has more than 13 000 km of coastline.
 - b Ancient Greeks became skilled sailors.
 - c Sailors prayed to Poseidon, the god of the sea.

Historical significance

- 5 Using the introductory paragraph at the top of page 90, copy and complete this sentence: 'Ancient Greece has influenced modern-day ...'

How did Greek civilisation develop?

Ancient Greece was surrounded by the Aegean Sea. Its area covered modern-day Greece, along with parts of modern Turkey and settlements around the Mediterranean Sea and the Black Sea. The mountainous landscape meant that settlements were isolated and they grew into hundreds of separate city-states rather than growing as one single Greek nation. Before city-states, the Minoans on the island of Crete and then the Myceneans on the mainland were two of the earliest Greek civilisations to develop.

Minoans

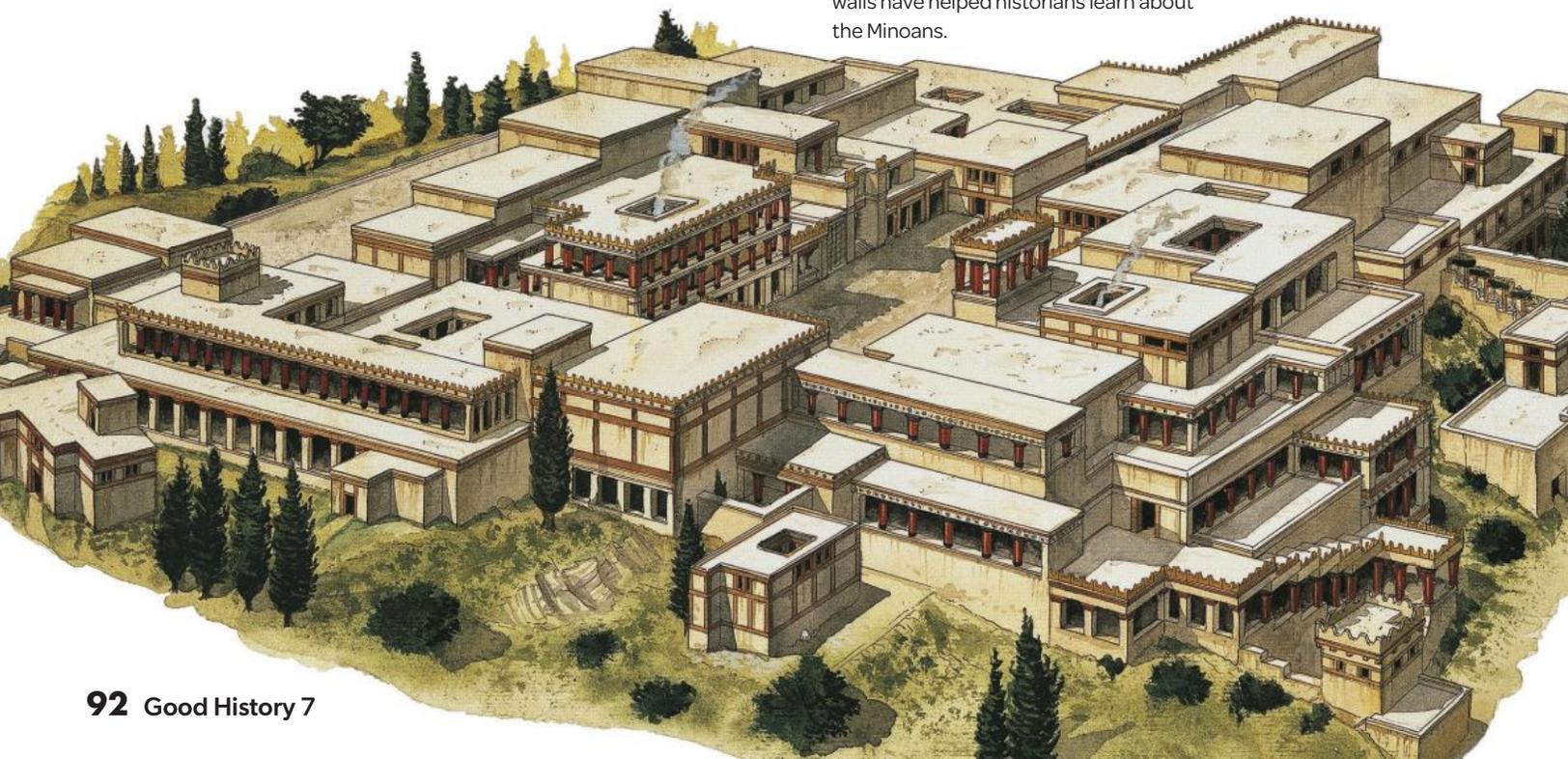
The Minoan civilisation emerged in Crete in the early **Bronze Age**. Around 3000 BCE, the Minoans were growing crops and herding cattle. By 2500 BCE they were building towns, and making tools, weapons and ornaments from bronze. They also created detailed artworks on pottery that have given modern historians a good idea of what life was like in this ancient civilisation.

Source 1

This octopus flask was made by Minoans around 1500 BCE. [Flask depicting octopus (c.1500 BCE), clay, Heraklion Archaeological Museum, Crete, Greece.]

Source 2

The palace at Knossos was home to the Minoan king on the island of Crete. It had 1400 rooms. The beautiful frescoes on its walls have helped historians learn about the Minoans.





Source: Matilda Education Australia

In 1900 CE, archaeologist Arthur Evans excavated the remains of an ancient civilisation on the island of Crete. He called these people Minoans after their legendary King Minos. Much of Evans' work involved restoring the huge Knossos palace that had been rebuilt about 1700 BCE, possibly after it was destroyed by a tsunami triggered by a volcanic eruption on Thera (modern-day Santorini). The palace survived until about 1350 BCE when it was destroyed by fire, perhaps as part of a Mycenaean invasion.

Historians have learnt a great deal about the Minoans from the excavation of the remains of the palace at Knossos. Large frescoes (paintings) on the palace walls provide evidence that the Minoans used ships to trade by sea. Further evidence shows that Minoans set up trading bases on many Greek islands and traded with Egypt, Syria and other city-states.

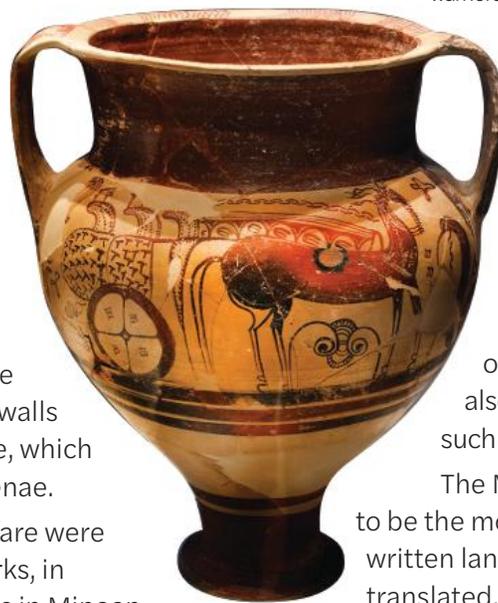
Minoans used their own written language, which historians have labelled 'Linear A'. It disappeared suddenly about 1450 BCE and has still not been decoded.

Source 3
Early settlements of ancient Greece

Source 4
The Bull-Leaping Fresco from the palace at Knossos shows a gymnast grabbing a charging bull by the horns and tumbling onto the bull's back before landing at its rear. Modern attempts to try this have resulted in a number of deaths. Experiments have shown that a bull is too fast and powerful to allow its horns to be grabbed even before attempting to flip over its neck. [Bull-Leaping Fresco (c.1400 BCE), stucco, 104.5 x 78.2 cm, Heraklion Archaeological Museum, Crete, Greece.]



Mycenaean pottery from 1300 BCE, with images of chariot warriors. [Crater portraying chariot warriors (c.1300 BCE), clay.]



Like the Minoans, the Mycenaeans took advantage of their closeness to the Mediterranean Sea by becoming great seafarers and sea traders. They took over Minoan trading routes and expanded them. The Mycenaean palaces imported metals, ivory and glass, and exported objects made from these materials. They also exported locally produced products such as olive oil, perfume, wool and wine.

The Mycenaean language is believed to be the most ancient form of Greek. Their written language, known as 'Linear B', has been translated, allowing historians to learn more about Mycenaean culture.

The Mycenaean civilisation was at its peak around 1200 BCE – then it suddenly collapsed. Historians don't know why, but it may have been due to an invasion, an uprising by the people, or a natural disaster such as a volcano, earthquake or drought.

Troy

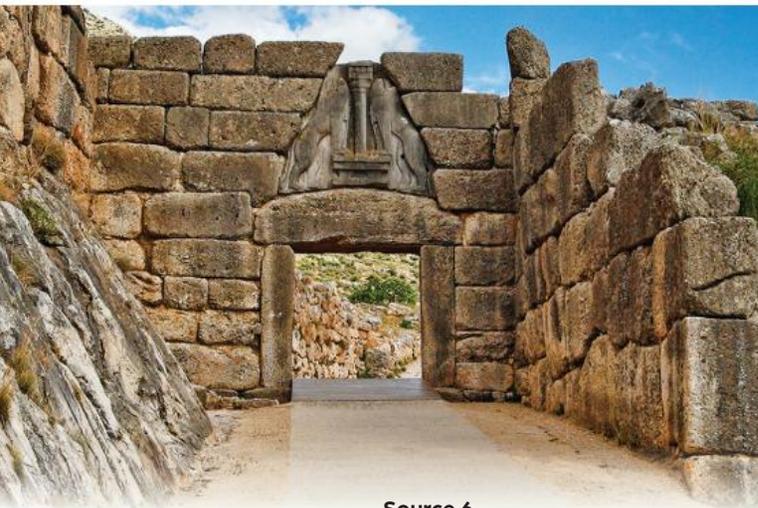
Homer was the Greek author of the poem the *Iliad*, which tells the story of how a Greek force led by Mycenaeans captured and destroyed the city of Troy.

The war began because Prince Paris of Troy abducted Helen of Sparta, who was the wife of Menelaus, the king of Sparta. Menelaus asked his brother, Mycenaean king Agamemnon, to get Helen back. Agamemnon put together a great Greek navy and led a 10-year siege of Troy, which included great battles outside Troy's city walls.

Mycenaeans

By about 1400 BCE, Mycenaean invaders from the Greek mainland had invaded Crete and ended the Minoan civilisation. Unlike Minoan cities, the Mycenaean settlements were surrounded with high perimeter walls. There are still remains of the ancient walls and gates such as the Lion Gate, which was the main entrance to Mycenae.

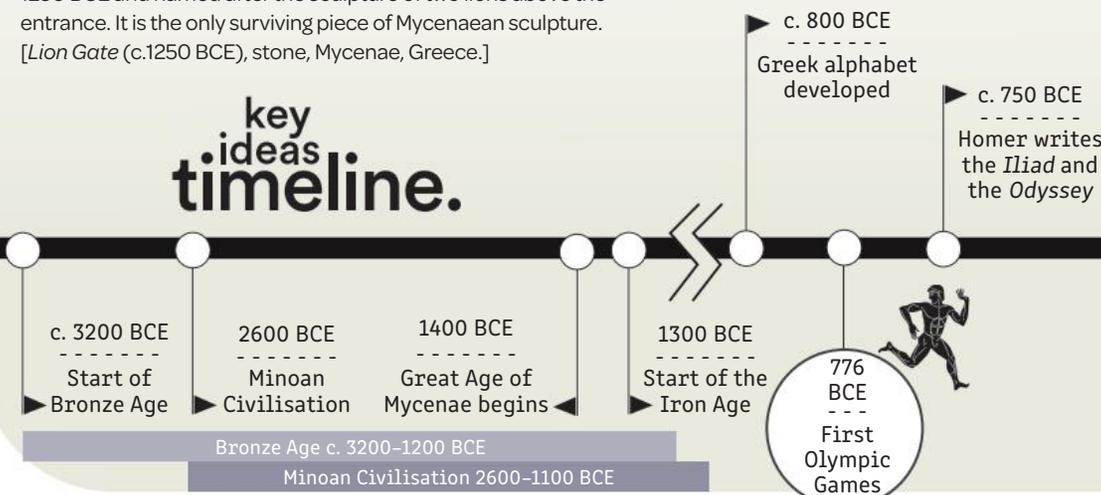
Scenes of hunting and warfare were depicted on Mycenaean artworks, in contrast to the peaceful themes in Minoan art. As a strong military society, the Mycenaean civilisation became powerful and grew between about 1400 BCE and 1200 BCE.



Source 6

Lion Gate was the main entrance to Mycenae. It was built around 1250 BCE and named after the sculpture of two lions above the entrance. It is the only surviving piece of Mycenaean sculpture. [Lion Gate (c.1250 BCE), stone, Mycenae, Greece.]

key ideas timeline.





Source 7

In this scene from the 2004 movie *Troy*, the people of Troy celebrate around the Trojan Horse, which they think is a gift from the retreating Greek forces ... but Greek soldiers are hidden inside.

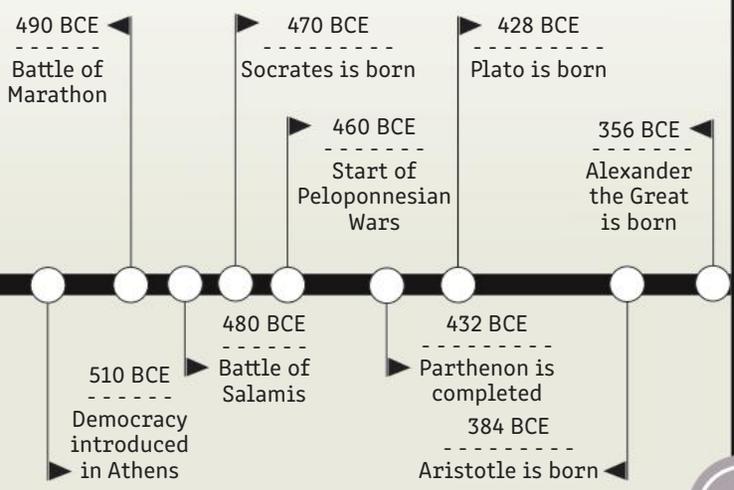
Learning Ladder H3.1

Pretending to have given up, the Greeks left a giant wooden horse outside Troy's city gates and sailed away. Hidden inside the horse was Odysseus the king of Ithaca, and 20 other warriors.

The Trojans (as people of Troy were called) saw the Greeks retreating and thought they had left the horse as a gift. The Trojans dragged the horse inside the city walls and Odysseus and his men snuck out at night and opened the city gates allowing the returning Greek soldiers to capture Troy.

In 1870, an amateur German archaeologist, Heinrich Schliemann, used information in Homer's *Iliad* and other ancient writings to locate what he thought was the site of ancient Troy, at Hisarlik in modern-day Turkey.

Excavations at Hisarlik have uncovered sections of a defensive wall and gates thought to be the site of ancient Troy. Several monuments including the temple of Athena, a concert hall and a meeting place (a *bouleuterion*; see page 103) have been uncovered. The site is classified and protected as a World Heritage Site.



Greek Classical Age 480–323 BCE

Show what you know

- How did the geography of Greece affect where people lived and what they did?
- Sources 2 and 4: What can we learn about Minoan civilisation by looking at the ruins of the palace at Knossos?
- Source 3: Describe the location of the Minoan civilisation.
- What was used to help locate the site of Troy?

Chronology

Step 1: I can read a timeline

- Use the timeline to answer these questions.
 - How many years before the Great Age of Mycenae did the Minoan civilisation begin?
 - Which civilisation lasted longer: the Minoan or the Mycenaean?

Step 2: I can place events on a timeline

- Create your own timeline of the Minoan and Mycenaean civilisations using the dates and information on these pages.

Step 3: I can create a timeline using historical conventions

- The timeline shows two different scales – from 356 to 800 BCE and from 1300 to 3200 BCE. Estimate how much one centimetre represents in years for each scale.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- Minoan civilisation lasted for around 1500 years. Why do you think we still don't know much about this civilisation?



Why did the ancient Greeks become seafarers?

Greece is mountainous and is surrounded by seas. Smaller peninsulas jut out from the main peninsula, creating more coastline and many natural harbours. There are hundreds of small Greek islands in the Aegean and Mediterranean seas. The ancient Greeks became expert shipbuilders and developed different craft for pleasure, transport, trading and warfare. Much of the communication and trading between ancient Greek city-states was done by sea.

Life by the sea

The ancient Greeks took advantage of their access to the sea and protected harbours by becoming experienced fishermen, sailors and shipbuilders. Greek ships were powered by oars or sails – or both. Small trading ships stayed in sight of the shore and sailors on longer voyages used the stars to navigate when no land was in sight. Before a voyage, the sailors prayed to the sea god Poseidon for a safe journey (see pages 98–99).

Skilled seafarers

Larger ships were designed to carry cargo or to fight at sea. They were powered by sails and oarsmen and built to turn quickly and move rapidly through the water. By the third century BCE, the Greeks had started to use the Little Bear (Ursa Minor) constellation of stars in the northern sky to navigate at night.

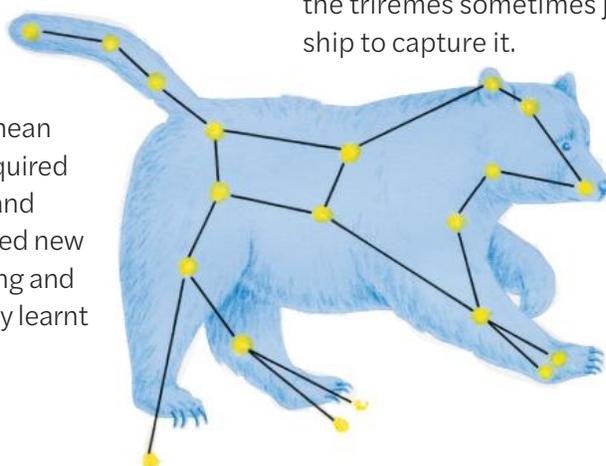
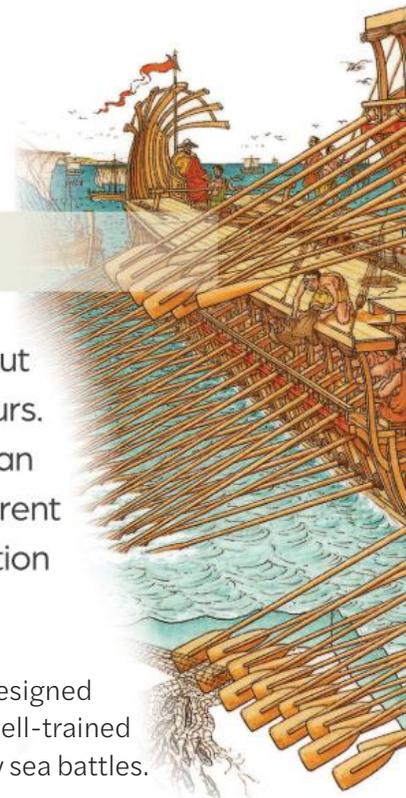
Ships were used for trading with Greek city-states and other civilisations around the Mediterranean Sea. Through trade, the Greeks acquired new ideas and skills in navigation and shipbuilding: from Egypt they gained new ideas about astronomy, shipbuilding and mathematics; from the Syrians they learnt metalworking techniques.

In times of war, the specially designed ships, with their strong sails and well-trained oarsmen, helped Athens win many sea battles.

Greek warships

Greek warships had oars as well as sails. The largest warships were called **triremes**, and they had three banks of oars on each side. A trireme was about 35 metres long and needed 170 men to row it. The large number of oarsmen made the trireme very fast in battle.

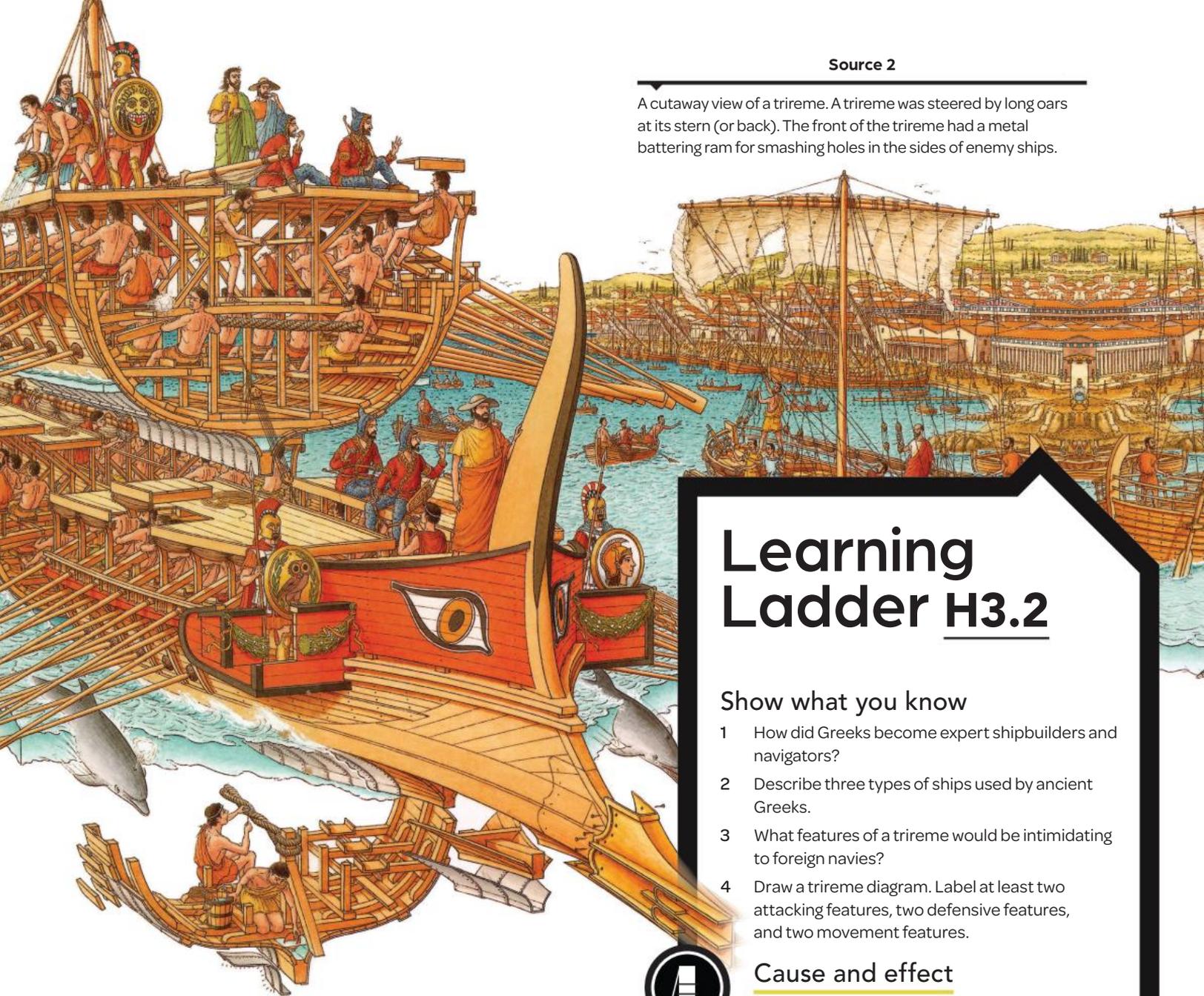
The oarsmen sat under a long narrow deck. Soldiers ran along the deck and fought from it. In a battle, the captain ordered the ship to steer straight at an enemy ship. The bronze prow at the front of the ship was used like a battering ram to smash a hole in the side of an enemy ship. The damaged ship either sank or had to be beached. Soldiers on the triremes sometimes jumped onto a damaged ship to capture it.



Source 1

Ancient Greeks used the Little Bear (Ursa Minor) constellation for navigation.

A cutaway view of a trireme. A trireme was steered by long oars at its stern (or back). The front of the trireme had a metal battering ram for smashing holes in the sides of enemy ships.



The Battle of Salamis

The greatest sea battle in Greek history was the battle of Salamis in 480 BCE. It was fought between the Greeks and the invading Persians, and took place at the island of Salamis, near the port of Piraeus.

Greek historian Herodotus recorded advice that Artemisia (the female ruler of Halicarnassus) gave to Persian king Xerxes: 'Spare thy ships, and do not risk a battle; for these people are as much superior to your people in seamanship ...'.

Xerxes ignored Artemisia's advice and sent a massive fleet of 500 Persian ships into the narrow strait at Salamis. The Greeks had small, fast-moving ships. They rammed the huge Persian ships with their triremes and tossed aboard burning wood to incinerate them. About 300 Persian ships were sunk or damaged in a great Greek victory.

Learning Ladder H3.2

Show what you know

- 1 How did Greeks become expert shipbuilders and navigators?
- 2 Describe three types of ships used by ancient Greeks.
- 3 What features of a trireme would be intimidating to foreign navies?
- 4 Draw a trireme diagram. Label at least two attacking features, two defensive features, and two movement features.

Cause and effect

Step 1: I can recognise a cause and an effect

- 5 Which of these was a cause of Greeks becoming skilled seafarers: good timber, Persian traders, olive farming, mountainous geography, military threats, being surrounded by sea.

Step 2: I can determine causes and effects

- 6 What caused the Greeks to win the Battle of Salamis?

Step 3: I can explain why something is a cause or an effect

- 7 Explain what effect the development of the trireme had for Greece in warfare.

Step 4: I can analyse cause and effect

- 8 How did trading by sea influence new innovations in navigation and shipbuilding in ancient Greece?

HOW TO

Cause and effect, page 215

Mount Olympus is the highest mountain in Greece. Ancient Greeks believed it was the home of the gods because the summit was usually hidden by clouds.

How did gods influence daily life?

The people of ancient Greece believed that the gods of Mount Olympus controlled everything in their lives. To honour the gods, they would pray daily at a shrine in their home, or they would visit the temple of a specific god if help were required in a particular area of their lives.

Source 2

Many modern superheroes are based on Greek gods from mythology. These two superheroes have specific links to Greek mythology. Wonder Woman is the biological daughter of Zeus, king of the gods. Aquaman is heir to the throne of Atlantis, the mythical underwater ancient Greek city.

**HADES**

God of Death and the Underworld

Hades was Zeus and Poseidon's elder brother. Hades rarely left the Underworld, where he ruled over the dead.

**ZEUS**

King of the gods and God of the Sky and Thunder

Zeus was the king of the gods and the god of the sky and thunder. Zeus controlled the weather and hurled lightning bolts at those who displeased him.

**HERA**

Goddess of Marriage

Hera was the wife of Zeus and queen of the gods. She was the goddess of women, marriage and family.

**POSEIDON**

God of the Sea

Poseidon was Zeus' bad-tempered brother and god of the sea and earthquakes. His weapon was a trident that could shake the Earth.

**HERMES**

Messenger of the gods

Hermes was a son of Zeus. He was the fastest god and had winged sandals and hat. Hermes was the messenger of the gods and responsible for guiding the dead to the Underworld.

**ATHENA**

Goddess of Wisdom and Warfare

Athena was one of Zeus' daughters and the Greek goddess of wisdom and war. She would protect soldiers during war.



Gods and goddesses

Ancient Greeks believed in many different gods and goddesses that controlled everything in their lives and their environment. People thought it was important to please the gods, as happy gods helped you and unhappy gods punished you.

Ancient Greeks believed that a family of the most important gods and goddesses lived at the top of Mount Olympus in northern Greece.

Honouring the gods

To honour the gods, ancient Greeks built temples in every town, each one dedicated to a specific god or goddess.

Temples were usually built on a hill called an acropolis (see pages 106–109). Temples were elaborately decorated, inside and out. A statue of the god for whom the temple was built was erected inside.

Temples were cared for by priests who had the power to talk to the gods. People would visit different temples according to what they were praying for. For example, those wanting help in their love life would attend a temple dedicated to Aphrodite, the goddess of love.



Source 3

The Statue of Zeus at Olympia was one of the Seven Wonders of the Ancient World. The 13-metre-tall figure was completed around 435 BCE and destroyed in the fifth century CE.



PERSEPHONE

Queen of the Underworld



ARES

God of War



ARTEMIS

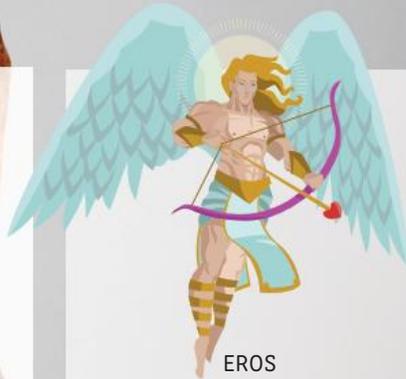
Goddess of the Hunt



APHRODITE

Goddess of Love and Beauty

Aphrodite was the goddess of love and beauty. She had a girdle that had the power to cause people to fall in love with the wearer.



EROS

God of Love and Attraction



APOLLO

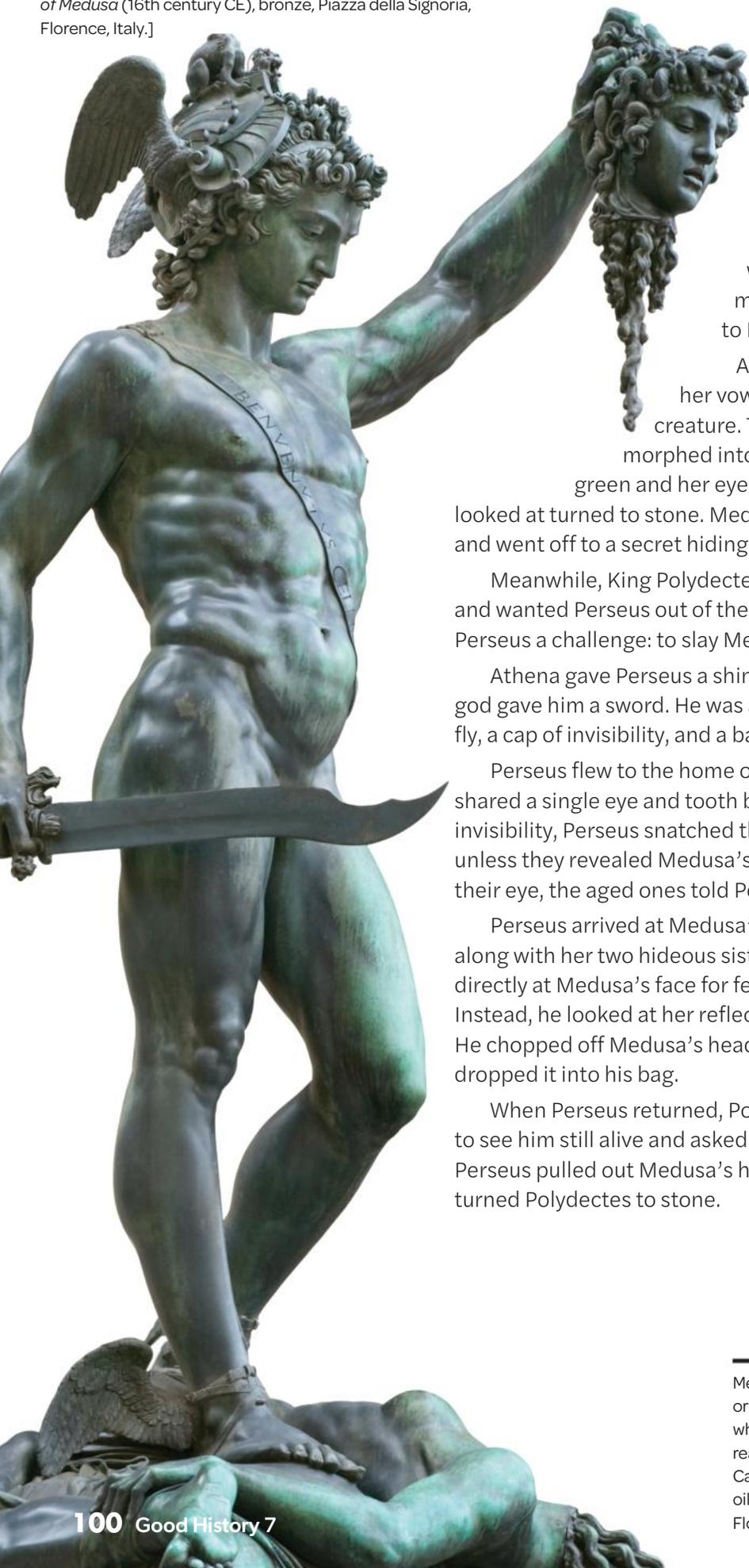
God of the Sun



DIONYSUS

God of Wine

A sixteenth-century bronze statue entitled *Perseus with the Head of Medusa*. [Benvenuto Cellini, *Perseus with the Head of Medusa* (16th century CE), bronze, Piazza della Signoria, Florence, Italy.]



H3.3

Medusa and Perseus

One of the most popular stories in Greek mythology is that of Medusa and Perseus.

Medusa was a beautiful maiden who was one of the priestesses of Athena, the goddess of warfare. Medusa had vowed to Athena that she would remain a virgin forever and never marry ... but then she became pregnant to Poseidon, god of the sea.

Athena punished Medusa for breaking her vow. She turned Medusa into a horrible creature. The strands of her beautiful hair morphed into poisonous snakes. Her skin turned green and her eyes became bloodshot – and anyone she looked at turned to stone. Medusa was shunned and hated by everyone, and went off to a secret hiding place.

Meanwhile, King Polydectes had fallen in love with Perseus' mother, and wanted Perseus out of the way, preferably dead. Polydectes gave Perseus a challenge: to slay Medusa and bring back her head.

Athena gave Perseus a shiny bronze shield. Hermes the messenger god gave him a sword. He was also given winged shoes so that he could fly, a cap of invisibility, and a bag in which to carry Medusa's head.

Perseus flew to the home of the aged ones: three women who shared a single eye and tooth between them. Wearing his cap of invisibility, Perseus snatched their eye and threatened to keep it unless they revealed Medusa's secret hiding place. In return for their eye, the aged ones told Perseus where Medusa lived.

Perseus arrived at Medusa's cave and found her asleep, along with her two hideous sisters. Perseus could not look directly at Medusa's face for fear of turning to stone. Instead, he looked at her reflection on his shiny shield. He chopped off Medusa's head with his sword and dropped it into his bag.

When Perseus returned, Polydectes was surprised to see him still alive and asked what was in his bag. Perseus pulled out Medusa's head – and one look turned Polydectes to stone.

Source 5

Medusa was either beautiful or hideous, depending on which version of the myth you read. [Michelangelo Merisi da Caravaggio, *Medusa* (1597 CE), oil on canvas, Uffizi Gallery, Florence, Italy.]



Practising religion

Each morning a Greek family would pray at their household shrine and leave offerings to the gods, such as wine or food. At temples, people said their prayers and made offerings to the temple god, such as incense, flowers and food. Those who could afford it also organised to sacrifice an animal at a temple. People visited temples to ask Asclepius, the god of medicine, to help overcome sickness.

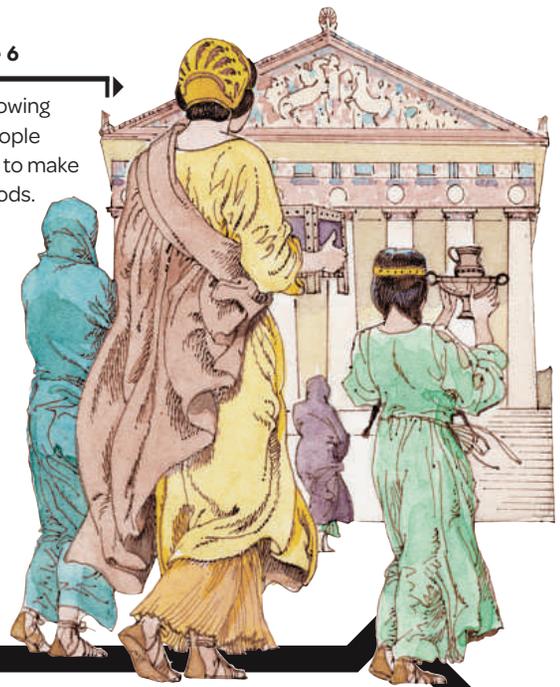
Death customs

Death was believed to be the beginning of a long journey to the Underworld, ruled by Hades, the god of the dead. The souls of the dead were led to the River Styx by Hermes, the messenger god.

The mythical River Styx separated the Underworld from the living world. Charon the ferryman rowed the dead souls across the River Styx to the Underworld. The fare was paid with a coin that had been placed in the mouth of the dead person.

Source 6

An illustration showing ancient Greek people going to a temple to make offerings to the gods.



Learning Ladder H3.3

Show what you know

- 1 Name the gods and goddesses in Zeus' family mentioned on pages 98–99.
- 2 Source 2: Which modern-day comic book superheroes have links to Greek mythology?
- 3 Describe the things a wealthy Athenian might do to worship the gods.
- 4 What evidence might historians have found to help them learn about ancient Greek religious customs?

Source analysis

Step 1: I can determine the origin of a source

- 5 When was the statue of Zeus (Source 3) built, where was it, and why do you think it was built?

Step 2: I can list specific features of a source

- 6 Describe in detail what you can see in the statue in Source 4, *Perseus with the Head of Medusa*.

Step 3: I can find themes in a source

- 7 What lesson (or lessons) can we learn from the story of Medusa and Perseus?

Step 4: I can use my outside knowledge to help explain a source

- 8 Source 2: Research the history of the comic book hero Wonder Woman. What links does she have to Greek mythology?

HOW TO

Source analysis, page 209



How were cities planned in ancient Greece?

Travel over mountainous land was difficult, so small farming villages developed independently into what was called a city-state (*polis* in Greek, or *poleis* if talking about more than one). Each polis stayed independent rather than growing into a single Greek nation. City-states spent much time fighting one another, but sometimes banded together to fight invaders.

City-states of Greece

The ancient Greeks lived in about 100 separate **city-states** (or **poleis**). City-states were independent, self-governing urban centres. They all spoke dialects of the Greek language and worshipped the same gods, but each *polis* had its own laws and governing body. Often, a *polis* was ruled by a council of rich men, known as an **oligarchy**.

City-states often fought against one other; at other times they banded together to fight against an invading army such as Persia (see page 116). Athens and Sparta were the two most powerful *poleis*.



Source 1
Ancient Greece and some of its city-states

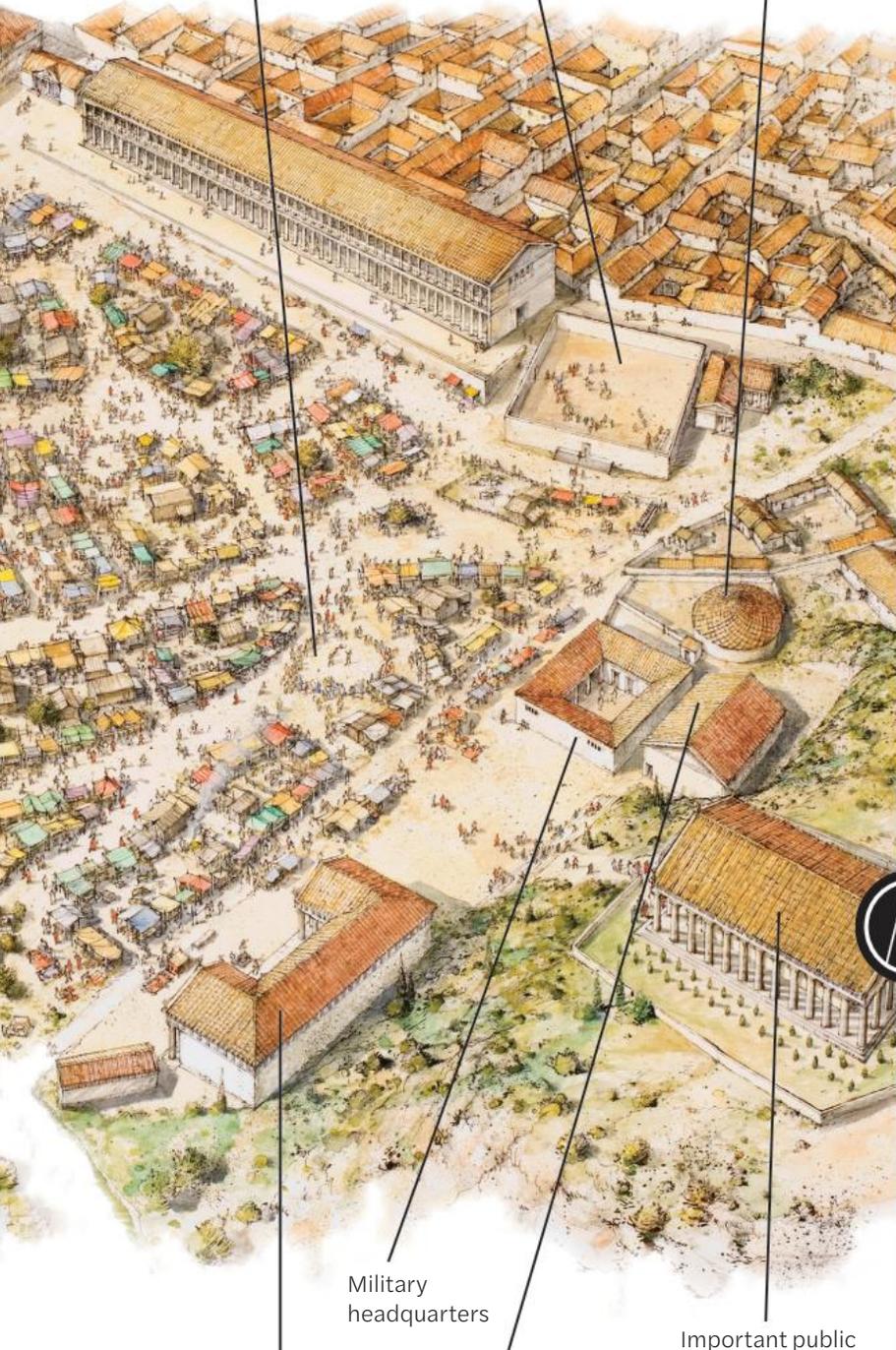


Source: Matilda Education Australia

Ancient Greek houses were built along narrow streets. Homes were built around a central courtyard. The walls were often made from mud bricks. They had small window openings to keep out the sun.

Merchants paid a fee for their space in the marketplace. The citizens looked down on the merchants, and some people thought that merchants sold goods stolen by pirates.

A *polis* had a central place where most activities took place, called the **agora**. People met there to do business, listen to philosophers or be entertained. Markets were held at the agora, along with slave auctions. Surrounding the agora were public buildings where governing councils met. Important buildings such as temples and palaces were usually built on raised ground near the agora. People's homes were built around the city centre and these residential areas were surrounded by farmland to provide the *polis* with food.



People gathered in the agora to listen to philosophers.

Slaves were traded in the slave market at the agora. Slaves laboured in mines and on farms, or did household chores. It is estimated that slaves made up about 30 per cent of Athens' population.

The councils met at a round building called the *tholos*.

Military headquarters

The *stoa* (a covered walkway) contained shops and offices, and provided a shaded place to meet and escape from the sun.

The Council of Citizens (called the *boule*) met at the *bouleuterion*.

Important public buildings such as temples were built on raised ground near the agora. Each temple was built for a specific god.

Learning Ladder H3.4

Show what you know

- 1 Define all the history key words describing parts of an ancient Greek city.
- 2 What is an oligarchy and where might they meet in the *polis*?
- 3 Summarise what might happen on a typical day in the agora.
- 4 Explain how city-states were different from each other.
- 5 Explain why city-states sometimes fought against each other or teamed together.
- 6 Source 1: Describe where the two most powerful city-states were located.
- 7 Looking at Source 2, describe in detail the Greek architectural style.

Continuity and change

Step 1: I can recognise continuity and change

- 8 What is the modern equivalent of the busy market in the agora that attracted many shoppers?

Step 2: I can describe continuity and change

- 9 Compare city-states to modern countries. How are they different? How are they the same?

Step 3: I can explain why something did or did not change

- 10 Why did *poleis* develop separately and what did they have in common?

Step 4: I can analyse patterns of continuity and change

- 11 Many people mixed in the agora and many events took place. How could this mixture lead to changes in ancient Greece? Give one example.

HOW TO

Continuity and change, page 212

Ostraka are sherds of broken pots that were re-used as voting 'ballots' cast by Athenians.

What is democracy?

Democracy is where people control the government, rather than having a single ruler such as a queen or a dictator. Democracy began in ancient Athens, where select citizens voted on important issues. A different form of democracy continues today in countries like Australia.

Government in ancient Greece

An ancient Greek city-state was made up of a major city and the surrounding area. Each city-state had its own type of government, and these varied over time. These were:

- **democracy:** rule by the people (male citizens), who elect officials and leaders
- **monarchy:** rule by a single ruler who inherited the role
- **oligarchy:** rule by a small group of individuals
- **tyranny:** rule by an individual who seized power illegally.

The birth of democracy

The word *democracy* comes from two Greek words: *demos* meaning 'people' and *kratos* meaning 'rule'. Around the fifth century BCE, Athens developed the first democracy, where citizens decided what to do. But in order to have a say, you had to be a **citizen**, and only men who had completed their military training were citizens. Each citizen was expected to vote for every law.

Citizens would come together to vote as an **ecclesia** or assembly. All Athenian citizens could participate. The ecclesia was responsible for deciding new laws and making important decisions, such as declaring war.



Source 2

Greek leader Pericles shown giving a speech to the *ecclesia*. Athens developed the first democracy in the fifth century BCE. [Phillip von Foltz, *Pericles' Funeral Oration* (1852 CE).]

Beginning as early as 507 BCE, the Athenian citizens would hold assemblies once a month on a hill called the Pnyx. A typical meeting of the ecclesia could attract 6000 citizens. Votes were taken by a show of hands, or by counting stones or pieces of broken pottery called **ostraka**.

Democratic government in Australia

Australia is a **representative democracy**. Voting for representatives in Australia's federal and state parliaments is a democratic right, and is compulsory for all Australian citizens over the age of 18. At elections, each voter can select candidates that most closely represent their views about how their country or state should be governed.



Source 3

All Australian citizens aged 18 and over can vote for their representatives in parliament.



Federal parliament

Australia's federal **parliament** consists of two houses: the **House of Representatives** and the **Senate**. The House of Representatives has 151 members, each one representing one local area of Australia. They are elected for a term of three years.

The government is formed by the political party with the most members in the House of Representatives. At the 2019 federal election, the Liberal and National parties had 77 members (just over half) so the coalition of these two parties formed government. The leader of the Liberal Party, Scott Morrison, became the prime minister.

The Senate has 76 members elected for a term of six years. Half of the senators face election every three years. Each of the six states has 12 senators, and the Australian Capital Territory and Northern Territory each have two senators.

Representing electorates

Members of Parliament (MPs) provide a direct link between the people in their **electorate** and the parliament. On average, each House of Representatives electoral division has 100 000 voters.

Each MP has an office in their electorate where they can hear the concerns of the voters. Some groups of voters may try to influence (or lobby) the local member to present their interests about a special issue.

In parliament, MPs represent their voters on matters of special interest to their electorate, such as a major road construction or the closure of a local industry.

Members of Parliament must represent their electorate well in parliament, for at the end of their term they must face an election where voters decide whether to vote for them or not.

Learning Ladder H3.5



Civics and citizenship

Step 1: I can identify topics about society

- 1 State where the word democracy comes from.
- 2 Who could and could not become citizens in Athens?

Step 2: I can describe societal issues

- 3 What is different about how members of the Australian Senate and the House of Representatives are elected? Why do you think there is a difference?

Step 3: I can explain issues in society

- 4 Outline how modern Australia is a representative democracy.
- 5 Sources 2 and 3: Looking at the images of ancient Greece (Source 2) and modern Australian democracy (Source 3), what similarities and differences can you see?

Step 4: I can explain different points of view

- 6 Do you think Australian democracy is better than ancient Greek democracy? Why or why not? Use evidence in your response.

Step 5: I can analyse issues in society

- 7 List the four main forms of government in ancient Greece and how they ruled. Rank the four forms of government from most democratic to least democratic.
- 8 Australia is a constitutional monarchy where all laws need to be signed off by the Queen's representative – the governor-general. Can Australia ever be a true democracy while this is the case?

How did Pericles forge the Golden Age of Athens?

During its golden age in the fifth century BCE, Athens was a thriving city and a centre for learning and philosophy. The Greek leader Pericles built many splendid public buildings – such as the Parthenon, which still stands today.

The Golden Age of Athens

Athens was the largest, wealthiest and most powerful of the Greek city-states. It was very different from the warrior city-state of Sparta (see pages 110–111). The Golden Age of Athenian culture was 480 BCE–431 BCE, the years of peace between the Persian and Peloponnesian wars, when Athens was a centre for the arts, learning and philosophy.

Athens was the home of key philosophers, politicians and writers, such as Socrates, Plato, Aristotle (see pages 122–123) and Pericles. Ancient Athens is recognised as the birthplace of democracy (see pages 104–105).

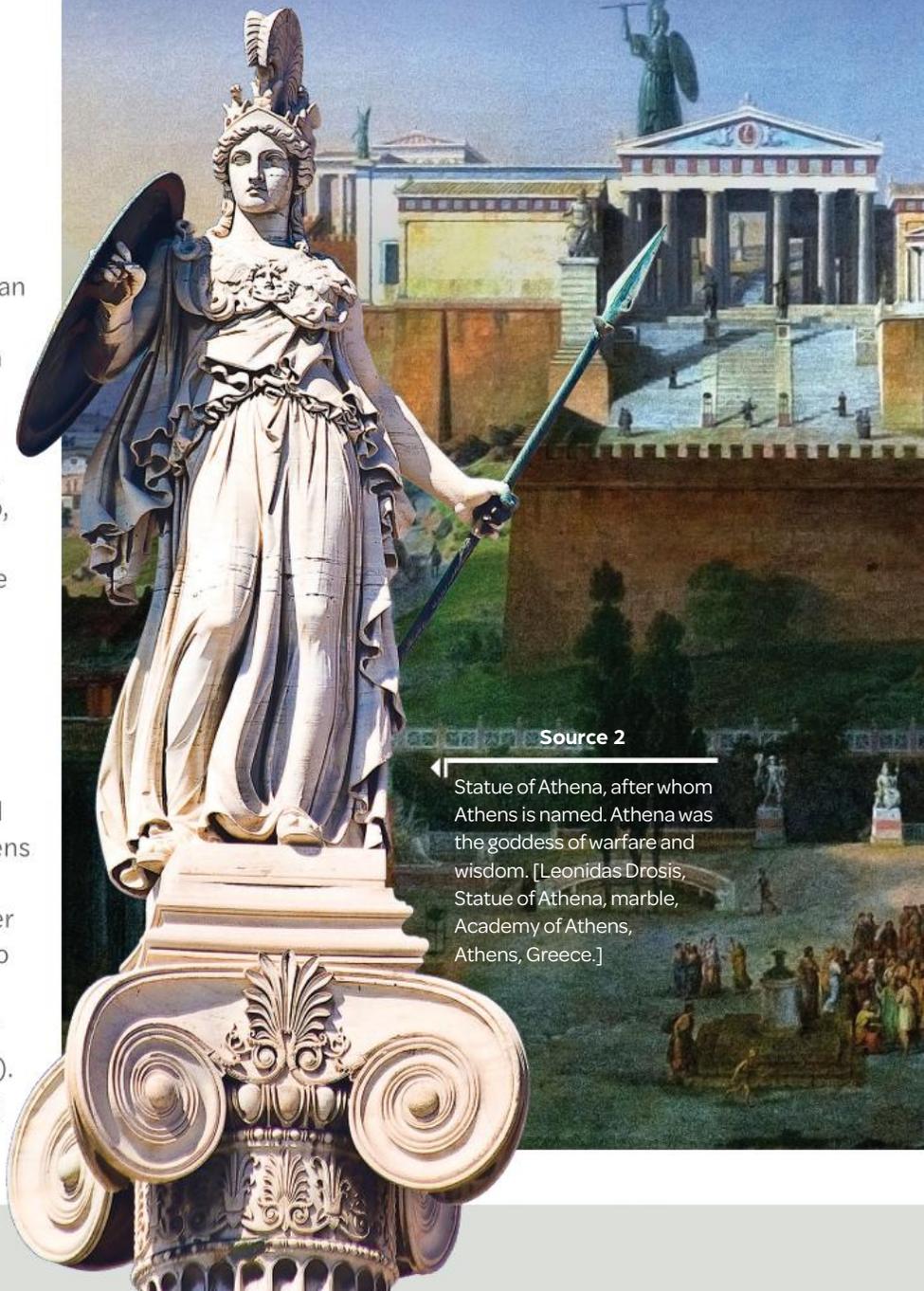
How did Pericles forge the Golden Age of Athens?

Pericles grew up in one of Athens' wealthiest families during the Persian wars. He benefited from having some of the best teachers in Athens and grew to appreciate art and philosophy. Pericles became a brilliant general and a clever politician. He quickly rose through the ranks to lead Athens in 461 BC.

Athens flourished under the leadership of Pericles (who lived from 495 BCE to 429 BCE). He gave Athens great splendour by rebuilding many temples on the city's hilltop **Acropolis**.

Source 1

The Acropolis imagined in an 1846 CE painting by Leo von Klenze. The Acropolis is the large rocky hill where elegant buildings such as the Parthenon were erected. Below the Acropolis was the agora, a large square for government meetings, market stalls and slave markets. [Leo von Klenze, *The Acropolis at Athens* (1846 CE), oil on canvas, 147.7 x 102.8 cm, Neue Pinakothek, Munich, Germany.]



Source 2

Statue of Athena, after whom Athens is named. Athena was the goddess of warfare and wisdom. [Leonidas Drosis, *Statue of Athena*, marble, Academy of Athens, Athens, Greece.]

The remains of ancient buildings such as the Parthenon remain on the Acropolis in Athens today.



The Acropolis had been destroyed earlier, during the war with Persia. The buildings were made of white marble and decorated with statues carved by Athens' greatest sculptors. The most famous of these buildings is the Parthenon, a temple built to honour the goddess Athena (see pages 98–99).

The Parthenon was built between 447 and 432 BCE. It was the centrepiece of Pericles' ambitious building program to celebrate Athens' victory in the 50-year war with Persia and project Athenian power and culture. Its enormous size and sophisticated architecture showed advances in mathematics and technology, and the resources used to build it showed Athens' wealth. The Parthenon was built to house a statue of the city's patron, Athena. She was the goddess of wisdom – a characteristic celebrated by Athenians.

Democracy

Pericles was not the founder of democracy, but he played a major role in involving common people in the running of government. Pericles encouraged all Athenians to be educated in philosophy and introduced payment for jury service so that poor people could afford to take time off work to be involved in politics. Although democracy was still limited to adult male citizens, Athenian citizenship gave full participation in all decisions, regardless of wealth or class.

Pericles was a great speaker. He delivered a famous speech called the Funeral Oration to honour soldiers who had died in the Peloponnesian War (see page 117) with Sparta. Pericles also spoke passionately about the greatness of Athens and the democratic rights of its citizens. The speech was written down and today it is a key source for historians to understand this period of history.



Source 4

Pericles defending his partner, who had been accused of corrupting other women. [Margaret Dovaston, Pericles pleading for Aspasia, in *Hutchinson's History of the Nations*, edited by Walter Hutchinson, 1915.]

‘Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition.’

Source 5

Pericles, Funeral Oration, 431 BCE, from Thucydides, *History of the Peloponnesian War*, Modern Library, translated by Richard Crawley, 1951

Daily life in Athens

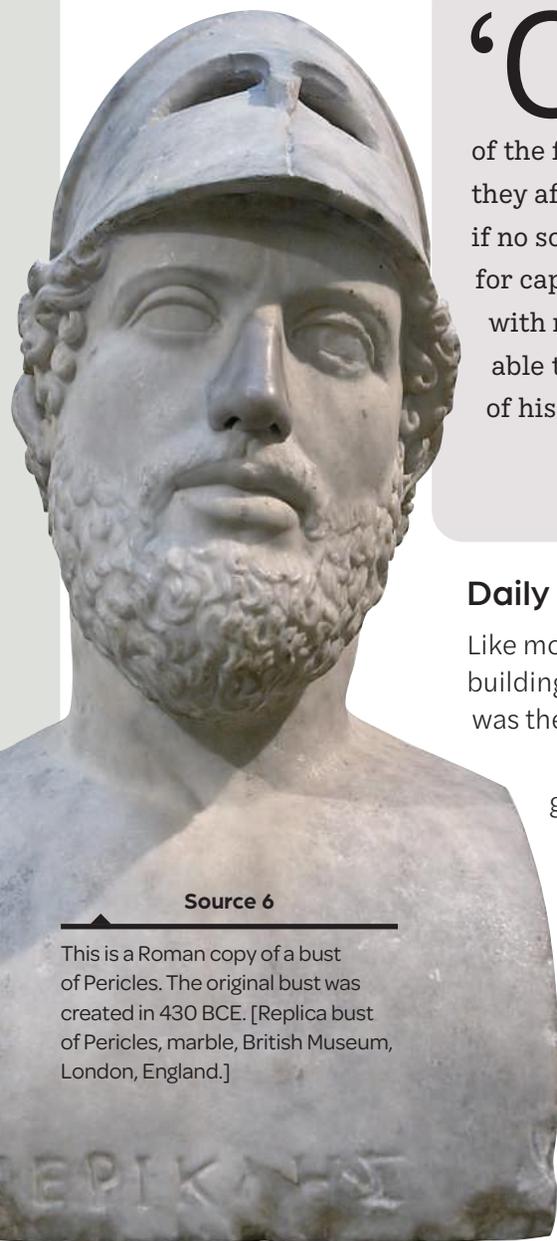
Like most other Greek city-states, Athens had important temples and buildings protected on a high acropolis. Below the Acropolis in Athens was the centre of activity – the agora.

The agora was a place where plays were performed and men gathered to hear the ideas of philosophers such as Socrates, Plato and Aristotle. It was also where public meetings were held and political speeches were made.

The *agora* was a busy marketplace where markets stalls traded goods such as animals, food, pots and jewellery. Slaves were also bought and sold there.

Gender roles in Athens

In Athenian homes an area called the *andron* was set aside for men to relax and entertain other male guests. Women were not allowed to be seen. At the back of the homes was a room for women only, called the *gynaikeion*.



Source 6

This is a Roman copy of a bust of Pericles. The original bust was created in 430 BCE. [Replica bust of Pericles, marble, British Museum, London, England.]



Women spent most of their lives in the home, running the household with the help of daughters and slaves. Men spent most of their time away from the house with work, at the gymnasium, meeting friends in the agora or attending dinner parties with other male friends.

The social divisions between men and women in ancient Athens were very clear. Men made all of the decisions, including whether a baby born into the family would live or die. A child might be abandoned by the father if it were a girl or appeared weak. The father also decided who his daughters would marry. Most girls were married at 13 or 14 to older men.

Source 7

The agora was a large square below the Acropolis. It was the centre of democratic government and also a place to buy goods at market stalls and shops. Men visited the agora to listen to philosophers and chat with their friends.



In all Greek city-states except Sparta, education was aimed at producing good citizens. Only men could become citizens, so boys were trained in mathematics, reading, writing, music, art, science, literature, politics and physical fitness. Girls did not receive formal education, as they were required to be good wives and mothers.

Learning Ladder H3.6

Show what you know

- 1 Summarise the way that Pericles led Athens.
- 2 Source 1: Use the painting in Source 1 on pages 106–107 to help you describe what ancient Athens looked like during its golden age.
- 3 List the activities that took place in the agora.
- 4 Compare the lives of males and females in Athens.
- 5 Why do you think only men could become citizens in ancient Athens?
- 6 Why do you think the Parthenon was built on a hill?
- 7 Why do you think Pericles rebuilt the Parthenon on such a grand scale?

Historical significance

Step 1: I can recognise historical significance

- 8 Which of these is more significant?
 - a Athenian art or Athenian political theories?
 - b Athenian gender roles or Athenian architecture?

Step 2: I can explain historical significance

- 9 Give three reasons why Pericles is considered to be such an important leader.

Step 3: I can apply a theory of significance

- 10 How did Pericles help the common people of the time become involved in running Athens?

Step 4: I can analyse historical significance

- 11 Source 5: From reading Pericles' Funeral Oration, what did he value?

HOW TO

Historical significance, page 219

What was life like in Sparta?

Sparta was a warrior state, where men were trained from the age of seven to be soldiers, and women were expected to be physically active to produce courageous and fit young soldiers. Culture and the arts had little value in Sparta.

A military state

Unlike Athens, which was a centre for arts and learning, Sparta was a military state with a permanent army. Sparta reached the height of its power when it defeated Athens in the Peloponnesian Wars (460–404 BCE).

Spartan society was geared to protecting the state. Luxuries, culture and art had little value. The key role of a Spartan man was to be a brave soldier, and the main role of a Spartan woman was to produce strong children. Spartan society consisted of three main groups:

- 1 Spartans, who were full citizens
- 2 **Perioikoi**, traders and craftsmen, who were not citizens
- 3 **Helots**, slaves who undertook manual labour.

Boys left home at the age of seven to begin their military training at the army barracks. Known as the **agoge**, the training system emphasised commitment, discipline and endurance. The Greek writer Plutarch wrote about the training of boys to become brave warriors.

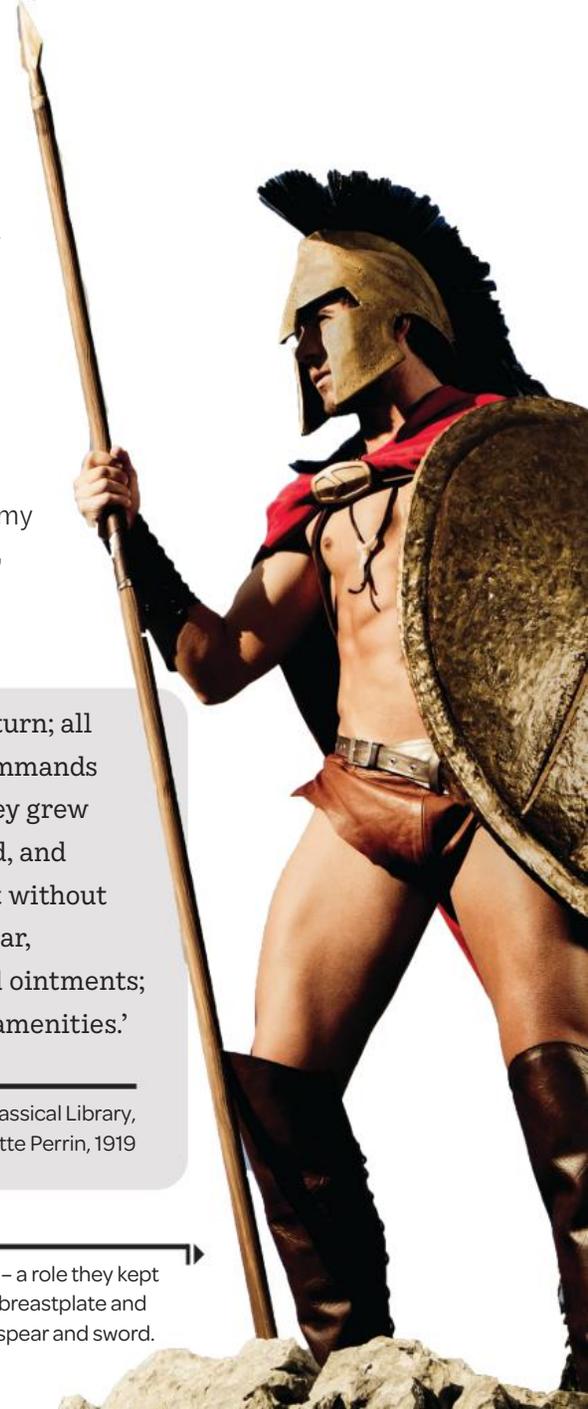
‘Of reading and writing, they learned only enough to serve their turn; all the rest of their training was calculated to make them obey commands well, endure hardships, and conquer in battle. Therefore, as they grew in age, their bodily exercise was increased; their heads were close-clipped, and they were accustomed to going bare-foot, and to playing for the most part without clothes. When they were twelve years old, they no longer had tunics to wear, received one cloak a year, had hard, dry flesh, and knew little of baths and ointments; only on certain days of the year, and few at that, did they indulge in such amenities.’

Source 1

Plutarch, *Lives: Volume VII*, Loeb Classical Library, translated by Bernadotte Perrin, 1919

Source 2

At 20 years of age, Spartan males became full-time soldiers – a role they kept until age 60. In battle, they wore a red cloak, bronze helmet, breastplate and ankle guards. They carried a round bronze shield and a long spear and sword.



Source 3

From the age of seven, young Spartan boys trained for military life. The boys slept outside and were given small rations of food. Boys were flogged to teach them to be brave and strong. [Dromos (racecourse) in ancient Sparta, engraving later colourised.]

Life in the barracks was very harsh. Boys were flogged to teach them to become courageous. They slept outside and made their own beds from reeds. Boys were given small rations of food and encouraged to become skilled at stealing food to survive – but if they were caught stealing, they were flogged. The agoge training had the young men continually exercising, playing war games and learning about Sparta's rules of conduct. Men lived in military camps until the age of 30, when they could become a citizen and marry.

Spartan women

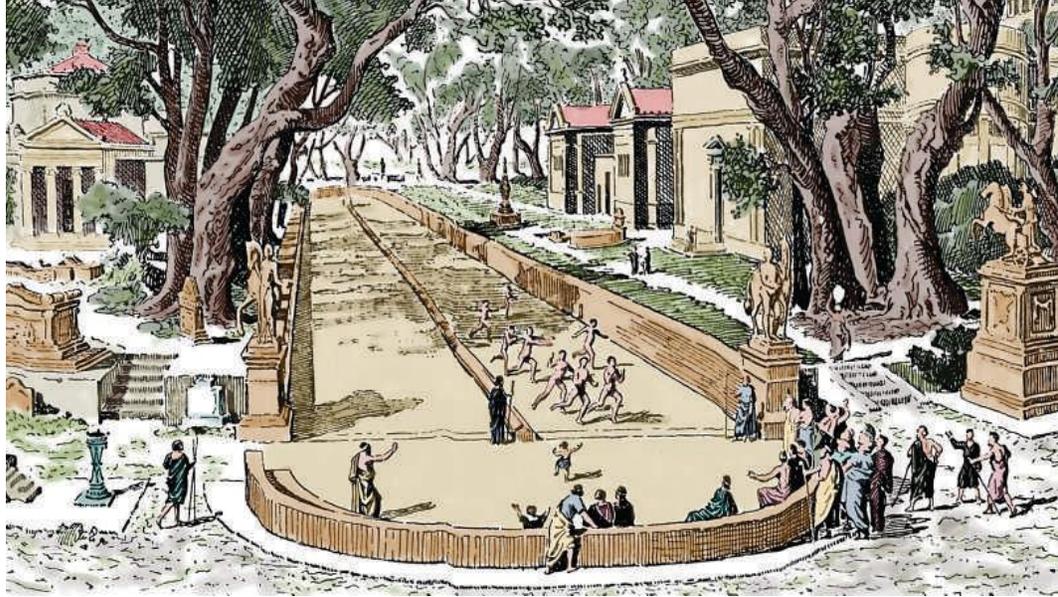
In the warrior city–state of Sparta, women were taught to be courageous and outspoken. They exercised in competitions such as javelin throwing and wrestling to stay fit. Spartan women also sang and danced competitively. They cut their hair short, wore plain clothing and no perfume or jewellery.

A Spartan woman's key role was to bear strong, healthy children. The Spartan leaders pressured couples to have boys, so they could grow to become warriors and replace those who died in battle. Domestic chores such as cooking, cleaning and sewing were undertaken by helots.

Spartan women could not be citizens, vote or hold public office. However, they could own and manage property. So many Spartan men died in battle that Spartan women came to own a third of Sparta's land.

Source 4

A 520–500 BCE bronze statue from Sparta of a girl running. [Figurine of a girl running (520–500 BCE), bronze, British Museum, London, UK.]



Learning Ladder H3.7

Show what you know

- 1 How was life in Sparta different to life in Athens?
- 2 Describe how women contributed to Spartan life.
- 3 Source 1: How does Plutarch describe life in the agoge?

Continuity and change

Step 1: I can recognise continuity and change

- 4 Use the information on this page to identify three things that have changed between Spartan society and modern society. Can you identify any examples of things that remain relatively similar?

Step 2: I can describe continuity and change

- 5 Why did Spartan boys leave home at the age of seven? Where did they go and what training did they receive?

Step 3: I can explain why something did or did not change

- 6 Explain why Spartan men underwent such punishing training.

Step 4: I can analyse patterns of continuity and change

- 7 Re-read the paragraph about Spartan women. Describe how Spartan women's lives compare to contemporary Australian women's lives and suggest reasons for similarities and differences.



Continuity and change, page 212



Why was the Battle of Thermopylae important?

In 480 BCE Xerxes, the leader of the Persian Empire, assembled a massive army and navy and set out to conquer Greece. His father Darius had tried to conquer Greece 10 years earlier but had lost at the Battle of Marathon (see page 116).

Ancient Greece was made up of hundreds of city-states, of which Athens and Sparta were the most powerful. Although the city-states fought with one another, they also joined together to defend themselves against foreign invasion.

To reach their destination at Attica, the region in which Athens is located, the Persians needed to go through the narrow coastal pass of Thermopylae. The Athenian general Themistocles planned for the allied Greek forces to block the Persian army at Thermopylae. The allied Greek force of approximately 7000 men led by King Leonidas of Sparta marched north to block the pass. Like all Spartan men, Leonidas had been trained since childhood to become a warrior (see pages 110–111).

The Persian army of between 100 000 and 150 000 soldiers descended on Thermopylae. Xerxes demanded that the Greeks surrender their weapons. King Leonidas replied ‘Come and get them!’. The Greek army was greatly outnumbered, but managed to hold off the attacking Persian forces for three days.

During those three days of battle, the small force led by Leonidas blocked the only road by which the huge Persian army could pass. The small Greek force suffered light losses and imposed heavy casualties on the Persian army. A Greek traitor showed the Persians a secret mountain route that would allow them to surround the Greeks from the front and the rear. When Leonidas found out that he had been betrayed, he ordered most of the Greek army to flee.

Then Leonidas hand-picked 300 Spartans to join him in a fight to the death, to delay the Persian advance for as long as possible. They were joined by 700 Thespians and 400 Thebans.

Fight to the death

Why were the small number of Spartan and Greek soldiers prepared to fight to the death against the huge Persian army?

Herodotus (c. 480–429 BCE) is often called the world’s first historian. In his books *The Histories*, which were written between 450 and 420 BCE, he describes how the Persian King Xerxes is surprised that such a small force would try to stand in his way.

If his date of birth is correct, Herodotus was a child during the Persian Wars and could not have been an eyewitness to most of the events he wrote about in *The Histories*. So, we cannot consider his text to be primary evidence. Instead, Herodotus asked people for their recollections of events. This type of historical investigation is called **oral history**. The Greek word *historia* means ‘to question and investigate’.

According to Herodotus, Xerxes did not believe the small Greek army seriously considered facing the Persian forces. Xerxes tried to find out what the Greeks were doing. He had found out that the Spartans were spending a lot of time combing and grooming their long hair, which was curious. He sent Demaratus to find out what was going on. Demaratus was a former Spartan king, who was now working for the Persians.



Source 1

King Leonidas of Sparta as depicted in the 2006 film *300*. King Leonidas led a tiny force of Spartan soldiers against a huge Persian invading force.

Demaratus told Xerxes:

‘These men have come to fight with us for the [mountain] passage, and this is it that they are preparing to do; for they have a custom which is as follows: whenever they are about to put their lives in peril, they attend to the arrangement of their hair.’

Demaratus tried to convince Xerxes that the Spartans were serious warriors and if the Persians defeated them, no other forces would stand in the Persians’ way:

‘Be assured however, that if thou shalt subdue these and the rest of them which remain behind in Sparta, there is no other race of men which will await thy onset ... or will raise hands against thee: for now thou art about to fight against the noblest kingdom and city of those which are among the Greeks, and the best men.’

Xerxes still didn’t believe Demaratus and asked him again why so few Spartan warriors were prepared to fight to the death against the Persians.

Demaratus said:

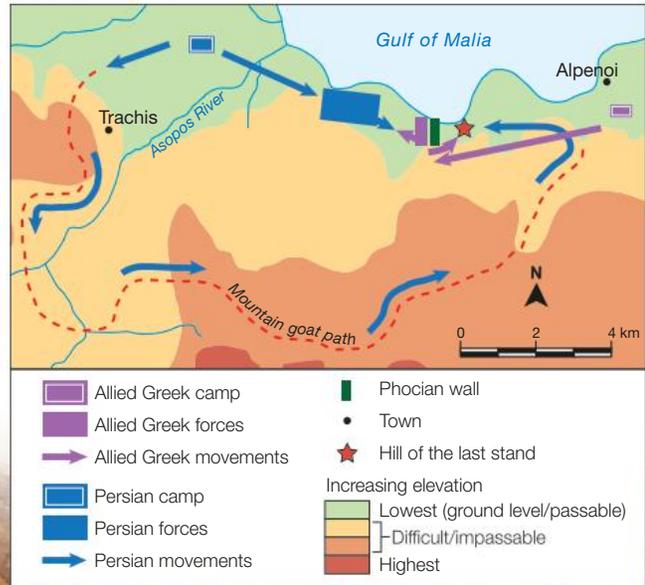
‘O king, deal with me as with a liar, if thou find not that these things come to pass as I say.’

Source 2

All three quotes from Herodotus, *The History of Herodotus*, Dutton & Co. translated by George Rawlinson, 1862

Source 3

The Battle of Thermopylae



Source: Matilda Education Australia



The last stand

King Leonidas rallied his small force on the third day of the battle to defend the pass in the hope of delaying the Persians' progress. This time Xerxes could attack from both front and rear. Leonidas moved his troops to the widest part of the pass to use all of his men at once. They were quickly defeated by the vast Persian army. The Spartan king was killed and the remaining troops were slaughtered with a barrage of Persian arrows.

Source 4

King Leonidas of Sparta and his 300 hoplites face the huge Persian army at a narrow pass at Thermopylae, near Athens. [George Mamos, *Battle of the Brave* (2010), oil on linen, 91.4 x 121.9 cm.]



After the Battle of Thermopylae, the Persian King Xerxes ordered that the head of Leonidas was to be put on a stake and displayed on the battlefield. Although the Battle of Thermopylae resulted in defeat for the Greeks, it remains a symbol of heroic resistance against overwhelming enemy numbers.

Learning Ladder H3.8

Show what you know

- 1 Source 4: Who were the different groups and leaders on each side of the battle?
- 2 Source 3: Describe the movements of the two forces by looking at the map.
- 3 How did the Persians win the battle?
- 4 Why is the Battle of Thermopylae so famous?
- 5 Think of a military tactic that could have been applied at the time that might have helped the Greeks win the battle.

Source analysis

Step 1: I can determine the origin of a source

- 6 Source 2: What type of source is Herodotus' *The Histories*? How do you know that? How might Herodotus have got the material for his book if he was just a child at the time of the battle?

Step 2: I can list specific features of a source

- 7 Why did Xerxes not believe Demaratus? What words did Demaratus use to persuade Xerxes he was telling the truth? Use examples from the text.

Step 3: I can find themes in a source

- 8 In Source 4, what has the artist done to show what the confrontation was like for those involved?

Step 4: I can use my outside knowledge to help explain a source

- 9 What knowledge do you have that can explain these parts of the image in Source 4?
 - a the mountains
 - b the two sides facing each other
 - c the clothing and equipment of the people in the left foreground

HOW TO

Source analysis, page 209

How did ancient Greeks fight?

The Greek city-states spent a great deal of time fighting one another, including the Peloponnesian Wars that spanned almost 60 years. Hoplite soldiers from city-states would sometimes band together to ward off foreign enemies, such as the Persians.

Greece at war

Greek city-states each had their own armies, which went back to their regular jobs when wars ended. The warrior city-state of Sparta was the only one with a full-time army that was always on duty (see pages 110–111).

Greek soldiers were called **hoplites**. They wore protective helmets, chest plates and leg protectors, and each carried a large shield. Hoplites were armed with a double-edged sword and a two-metre-long spear with an iron blade at one end and a spike at the other.

Hoplites used a battle formation called a **phalanx** to protect themselves while advancing on enemy troops. They packed together tightly and overlapped their shields to provide a protective outer barrier to deflect arrows and spears. Spears in the front row were held forward to penetrate the enemy and those in the other rows were held skyward to deflect incoming missiles.

Greek warships were called triremes. They were powered by sails and oarsmen, and designed to turn quickly and move rapidly through the water. In times of war, these specially designed **triremes** and their well-trained oarsmen helped the Greek navy defeat larger Persian warships (see pages 96–97).

The city-states of Greece often fought one other, but most of them united when the Persian Empire (modern-day Iran, Palestine, Syria and Egypt) attacked Greece in 490 BCE and again in 480 BCE. Then in the fourth century BCE, Greece was invaded by their northern neighbours – the Macedonians.

The Battle of Marathon

In 490 BCE, King Darius I of Persia sent a large fleet of ships to invade Greece. Darius wanted to punish Athens for supporting a rebellion against the Persian Empire. The Persian forces landed on the plain of Marathon, about 40 kilometres from Athens.

About 10 000 Athenian hoplites marched to Marathon to meet the invading Persians. The Athenians blocked both exits from the plain of Marathon and after five days they sprung a surprise attack and defeated the 50 000 strong Persian army.

The Battle of Marathon is now more famous as the inspiration for the 42-kilometre marathon race, which was supposedly the distance run by Greek messenger Pheidippides from Marathon to Athens with news of the Greek victory. The first marathon race was held between Marathon and Athens at the 1896 Athens Olympic Games (see pages 120–121).

Further Persian wars

King Darius I died in 486 BCE but his son Xerxes organised an even larger invasion of Greece. In 480 BCE, a massive Persian army of more than 100 000 soldiers marched into Greece. They were supported by a large naval fleet sailing down the coast.

The feuding Greek city-states joined together to defend themselves against the invading Persian forces. Spartan King Leonidas and his troops held up the huge Persian invasion force at a narrow mountain pass at Thermopylae (see pages 112–115). The Greek forces delayed the Persian advance, but were eventually defeated.



Shortly after the Battle of Thermopylae, the Greek fleet, led by Athens, fought three battles against the much larger Persian fleet. When the nimble Athenian ships attacked the larger Persian navy at the Battle of Salamis (see pages 96–97), the Persians were completely defeated.

The Peloponnesian War

Cooperation among the Greek city-states did not last long and soon they were again fighting one another. In the Peloponnesian Wars (which went

from 460–404 BCE with a truce in the middle), Greece was divided into the city-states and colonies that supported Athens or supported Sparta. In 431 BCE, Sparta attacked the walled city of Athens and destroyed its farms. Sparta repeatedly invaded Athens for the next decade, wearing down resources of both sides.

The Peloponnesian Wars finally ended when Sparta gained Persian support to force Athens to surrender. The Spartans set up their oligarchy-style of government in Athens. Sparta then dominated Greece until the city-state of Thebes defeated the Spartans in 371 BCE.

Source 1

Greek hoplites in a phalanx formation. They marched tightly together, overlapping shields to protect themselves from arrows and spears. Two-metre-long spears were held skyward to deflect incoming missiles and in the front row they were held forward to attack the enemy. [Line of armed soldiers, decorative detail from an Attic vase (6th century BCE), black-figure pottery, Museo Archeologico Nazionale, Naples, Italy.]



Learning Ladder H3.9

Show what you know

- 1 What weapons and armour did hoplites use?
- 2 How did the Athenians win the Battle of Marathon?
- 3 Why was warfare so common in ancient Greece?

Cause and effect

Step 1: I can recognise a cause and an effect

- 4 What was the effect of the more agile Athenian ships at the Battle of Salamis?

Step 2: I can determine causes and effects

- 5 Why did the Persian attacks cause Greek city-states to unite?

Step 3: I can explain why something is a cause or an effect

- 6 Source 1: The phalanx formation caused Greek soldiers to be successful. How?

Step 4: I can analyse cause and effect

- 7 Here are some effects of Greece's warlike nature. Rank them in order from least important to most important. Then write a paragraph explaining the order you have put them in.
 - Conflict with Persia
 - Development of military technology
 - Frequent civil war

HOW TO

Cause and effect, page 215

How did Alexander the Great spread Greek culture?

The Macedonian king Alexander the Great established the largest empire of the ancient world through a bloodthirsty rampage across the Middle East and Asia.

Alexander the Great

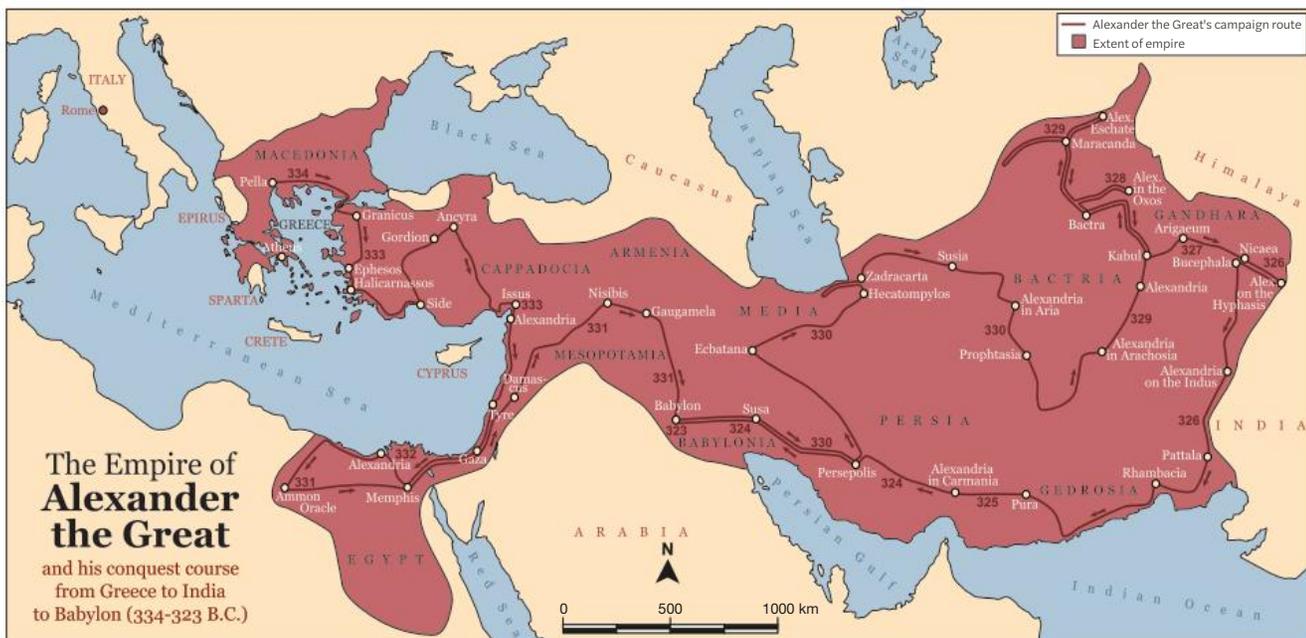
The continual conflict between Greek city-states left them too weak to withstand a new invasion from the north: Macedonia. By 338 BCE, Macedonian king Phillip II had taken control of the weakened Greek city-states and set his eyes on the Persian Empire. When Phillip II was assassinated in 336 BCE, his son Alexander became king. He was 20 years old and would come to be known as Alexander the Great.

Alexander proved to be a ferocious, inspirational and capable leader. When the Greek city-state of Thebes staged a revolt against him, Alexander crushed the rebellion, killed 6000 people and sold the rest into slavery.

Alexander established the largest **empire** the ancient world had ever seen – and he never lost a battle. His love of Greek culture saw him introduce Greek customs, practices and leaders in his conquered lands. The new lands in Alexander's empire soon had Greek temples, as well as public buildings, amphitheatres and houses based on Greek designs.

Alexander and his loyal army conquered the Persian Empire and Egypt. By 323 BCE, Alexander was head of an enormous empire, established through a military campaign that spanned 11 years and a journey of 34 000 kilometres.

Alexander died of a fever in 323 BCE at the age of just 32. He had no direct heirs, and his empire was quickly divided up by military generals after his death.



Source 1

The empire of Alexander the Great

Learning Ladder H3.10

Show what you know

- 1 What kind of person was Alexander the Great?
- 2 How did he deal with challenges to his authority?
- 3 Source 2: Describe the image of Alexander from the 2004 movie. How does the photo show Alexander's character?
- 4 Do you think Alexander deserves to be called 'the Great'?

Continuity and change

Step 1: I can recognise continuity and change

- 5 What changes did Alexander the Great bring to conquered lands?

Step 2: I can describe continuity and change

- 6 Look carefully at Source 1.
 - a Use the scale on the map to estimate how far Alexander travelled east to conquer lands.

- b Which was the largest territory that came under the control of Alexander?
- c List the places that Alexander named for himself during his conquests.

Step 3: I can explain why something did or did not change

- 7 Source 1: What does the map suggest about what did and did not change under Alexander the Great's rule?

Step 4: I can analyse patterns of continuity and change

- 8 Is it fair to say that Alexander the Great influenced great change but not continuity? Explain your response.

Continuity and change, page 212

HOW TO



Source 2

This scene from the 2004 movie *Alexander the Great*, shows Alexander in battle on his horse Bucephalus. Alexander tamed the enormous stallion when he was just 12 years old and Bucephalus became his battle companion for most of his life.

How did the Olympic Games originate?

The ancient Olympic Games were festivals held every four years in honour of Zeus (see pages 98–99), king of the gods. Only freeborn men were allowed to compete at the games – and in most events they competed in the nude.

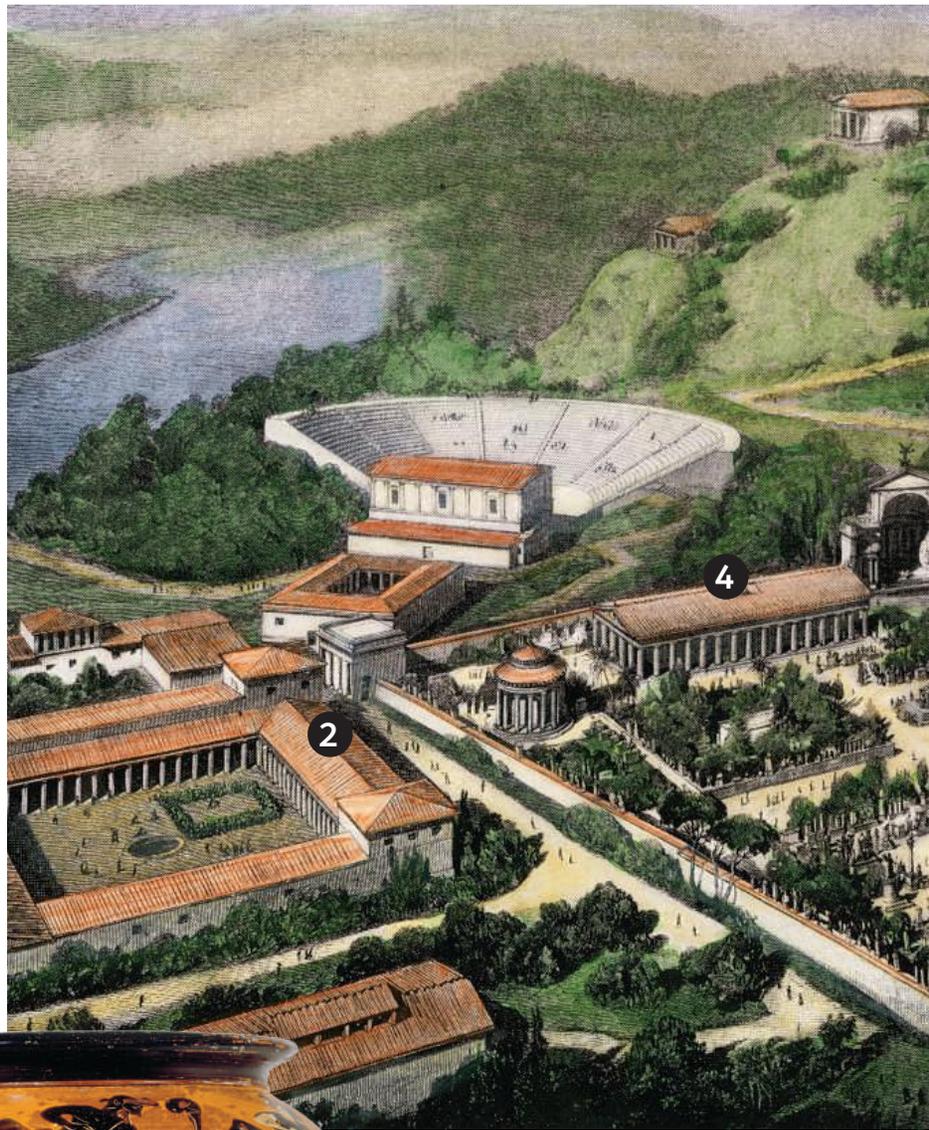
Ancient Olympic Games

The idea for our modern Olympic Games came from the ancient Olympic Games – a religious festival held every four years from at least 776 BCE at Olympia, in the city–state of Elis. The five-day festival attracted competitors from all Greek city–states. Only freeborn Greek men could participate, and married women were banned from attending – although they could train horses for events.

A truce was declared between warring city–states for each Olympics, but the athletic events became a political tool for city–states to show their dominance. The city–states gave many rewards to their athletic heroes, although the only official Olympic prize was a crown of olive leaves.

Olympic events

The main events in the ancient Olympics were running and fighting. Running races included a sprint called the *stade*, a long-distance race the *dolichos* and an event called *hoplitodromos*, where competitors ran in their hoplite armour.



Source 1

This is a *stamnos*, a type of pottery used to store liquids. It shows two fighters training for the *pankration*. [Attic black-figure pottery stamnos depicting an athletics scene (510–500 BCE), Ashmolean Museum, Oxford, England.]

Source 2

The site of the ancient Olympic Games at Olympia in Greece.

- 1 The Temple of Zeus housed a 13-metre-tall statue of Zeus made from gold and ivory. The statue was one of the Seven Wonders of the Ancient World. It was completed around 435 BCE and destroyed in the 5th century CE.
- 2 The gymnasium was used by athletes to train before the games began.
- 3 Running races were held at the stadion. Athletes competed naked to honour the gods, except for the *hoplitodromos* where competitors wore hoplite armour.
- 4 The Temple of Hera, wife of Zeus. Like the modern Olympic Games, the sacred flame used to light the altar was kept burning throughout the Olympic festival. Today, the Olympic flame is lit at Olympia.



Fighting events included wrestling, boxing and the *pankration*. The *pankration* combined boxing, wrestling and kicking. Crowds found the *pankration* exciting, with fights sometimes leading to severe injuries – even death.

The festival highlights were chariot racing and the pentathlon. The pentathlon included discus throwing, long jump, javelin throwing, running and wrestling. Chariot races had up to 40 chariots racing at high speeds.



Source 3

Stefano Baldini of Italy won the gold medal in the men's marathon at the 2004 Athens Olympic Games.

Learning Ladder H3.11

Show what you know

- 1 Why were the ancient Olympics held?
- 2 How are the ancient and modern Olympics different? What is still the same?
- 3 Source 1: What sport is shown here? Why did crowds enjoy this sport?
- 4 What benefits might there be for city-states to compete in the Olympics?

Chronology

Step 1: I can read a timeline

- 5 Look at the timeline on page 94. How many years before the Battle of Marathon (after which the marathon race is named) was the first Olympic Games held?

Step 2: I can place events on a timeline

- 6 List these modern Olympic Games in order, from oldest to most recent.

2004 Athens	2020 Tokyo
1896 Athens	1956 Melbourne

Step 3: I can create a timeline using historical conventions

- 7 Using correct conventions, create a timeline with these events on it.
 c. 776 CE the first ancient Olympics
 490 CE the Battle of Marathon
 Four decades after the Battle of Marathon, Athens is a powerful city
 Three centuries before the event in 8c, Homer writes the *Iliad* and *Odyssey*

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 Look at the timeline on page 94.
 - a Which events are linked by cause and effect?
 - b Which events, if any, show things that are continuous with the modern world?
 - c Which events show things that are a change from the modern world?



Chronology, page 206

How did ancient Greeks change how we think?

Ancient Greek philosophers introduced a fresh outlook to help people view life from a different perspective, rather than solely relying on a belief that the gods controlled their lives.

Philosophers

Greek philosophers began a new type of thinking. Rather than simply believing in myths and the actions of gods, they tried to make sense of the world in a non-religious way. The Greek word *philo* means 'love' and *sophia* means 'wisdom', so philosophy means 'love of wisdom'.

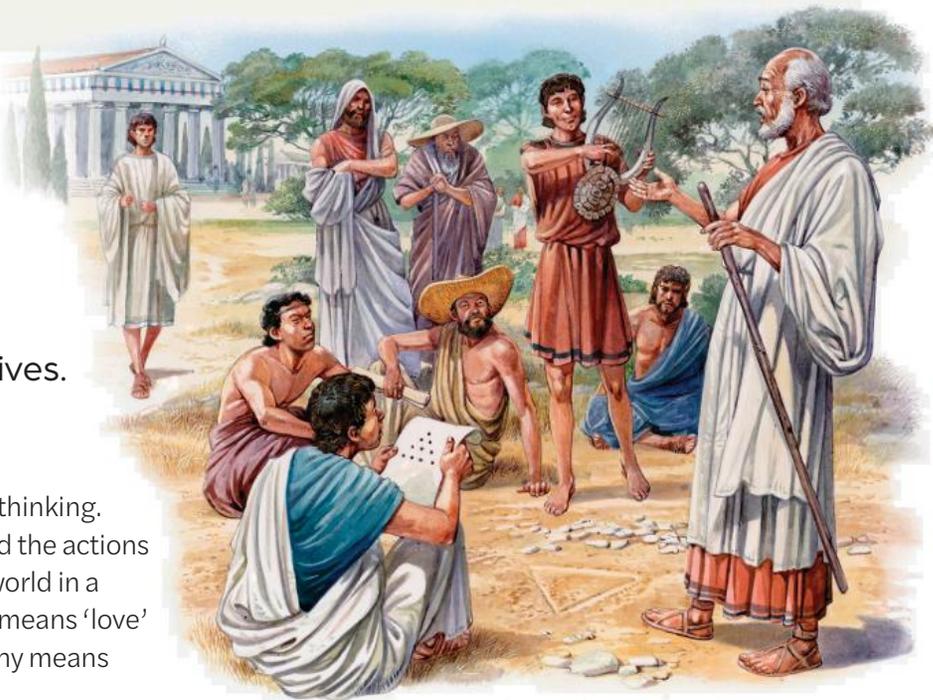
Early Greek philosophers questioned the world around them to try and make sense out of what they saw. Philosophers discussed their ideas in the agora, where they spoke to crowds of people and instructed pupils. Many philosophers studied mathematics and physics, and some opened their own schools.

The ancient Greek philosophers were so influential that their ideas are still used today.

Socrates

Socrates lived c. 470–399 BCE. He was the first key Greek philosopher and one of the first to explore the idea of ethics: what is right and wrong. Socrates developed a method of studying issues and problems by continually asking questions. This became known as the Socratic method.

Socrates welcomed all students into his lectures, including enemies of the state. He was convicted by a jury of 'corrupting young people', and sentenced to death by poisoning. He died age 70.



Source 1

Pythagoras lived from about 570 BCE to about 500 BCE. He thought that the entire world could be explained with mathematics. Pythagoras developed an advanced system of geometry that we still use today to find the length of sides of right-angled triangles. It is called the Pythagorean theorem.

Plato

Plato was born around 428 BCE and was a student of Socrates. Following Socrates' death, Plato travelled to Italy, Sicily and Egypt to study with other philosophers, including followers of the mathematician Pythagoras.

Plato returned to Athens and established his own school of philosophy, where he passed on learnings from Socrates and developed his own ideas. The following quotations are from Plato:

- Wise men speak because they have something to say; fools because they have to say something.
- Ignorance is the root and stem of all evil.
- Better a little which is well done, than a great deal imperfectly.

Aristotle

Aristotle (384–322 BCE) was a student of Plato's and a tutor for Alexander the Great (see pages 118–119). Aristotle took a more practical approach to learning. He made detailed observations and even dissected animals to learn more about their anatomy, thus laying the foundation of science today. Aristotle also studied astronomy. He was the first to know that Earth was round.

Archimedes

Archimedes was born in 287 BCE. He was a mathematician and inventor. Archimedes lived in the city of Syracuse on the island of Sicily.

Archimedes worked out, while taking a bath, that the further down he sank, the higher the water rose. From this observation, he developed Archimedes' principle – a scientific law that states that the volume of an object in water is equal to the weight of the water that it displaces.

Archimedes made a machine that farmers could use to lift water from a river or lake. It was called Archimedes' screw. In 213 BCE, when Romans attacked Syracuse, Archimedes invented the 'claw of Archimedes' to defend the city from the attacking ships.

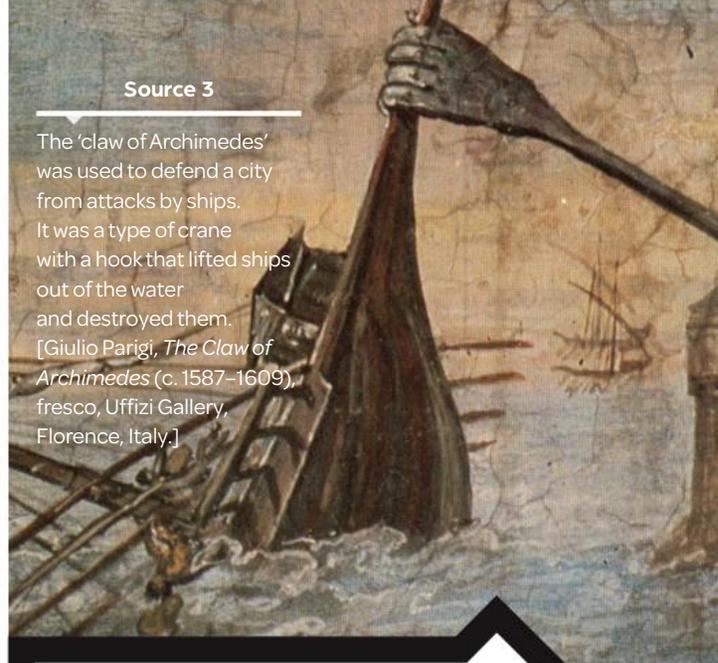
Source 2

Archimedes' screw transferred water from a lake or river into irrigation ditches on farms. Water is pumped by turning a screw inside a cylinder.



Source 3

The 'claw of Archimedes' was used to defend a city from attacks by ships. It was a type of crane with a hook that lifted ships out of the water and destroyed them. [Giulio Parigi, *The Claw of Archimedes* (c. 1587–1609), fresco, Uffizi Gallery, Florence, Italy.]



Learning Ladder H3.12

Show what you know

- 1 Which word means 'love of wisdom'?
- 2 Source 1: What in this image suggests that learning is taking place?
- 3 List the ancient Greek philosophers, in order of who was the teacher of whom.
- 4 Summarise Plato's beliefs.
- 5 Why did Aristotle think it important to make observations about the natural world?

Historical significance

Step 1: I can recognise historical significance

- 6 Which of the thinkers do you think is the most important, and why?

Step 2: I can explain historical significance

- 7 How has Greek philosophy improved human life?

Step 3: I can apply a theory of significance

- 8 Apply Partington's theory of significance. Show your response to the philosophy of ancient Greece in a table, looking at importance, depth, number, time and relevance.

Step 4: I can analyse historical significance

- 9 The philosophies of Socrates, Plato and Aristotle were significant. Break down why this is so, listing at least six reasons. Back up your answer with evidence from the text, or from independent research

HOW TO

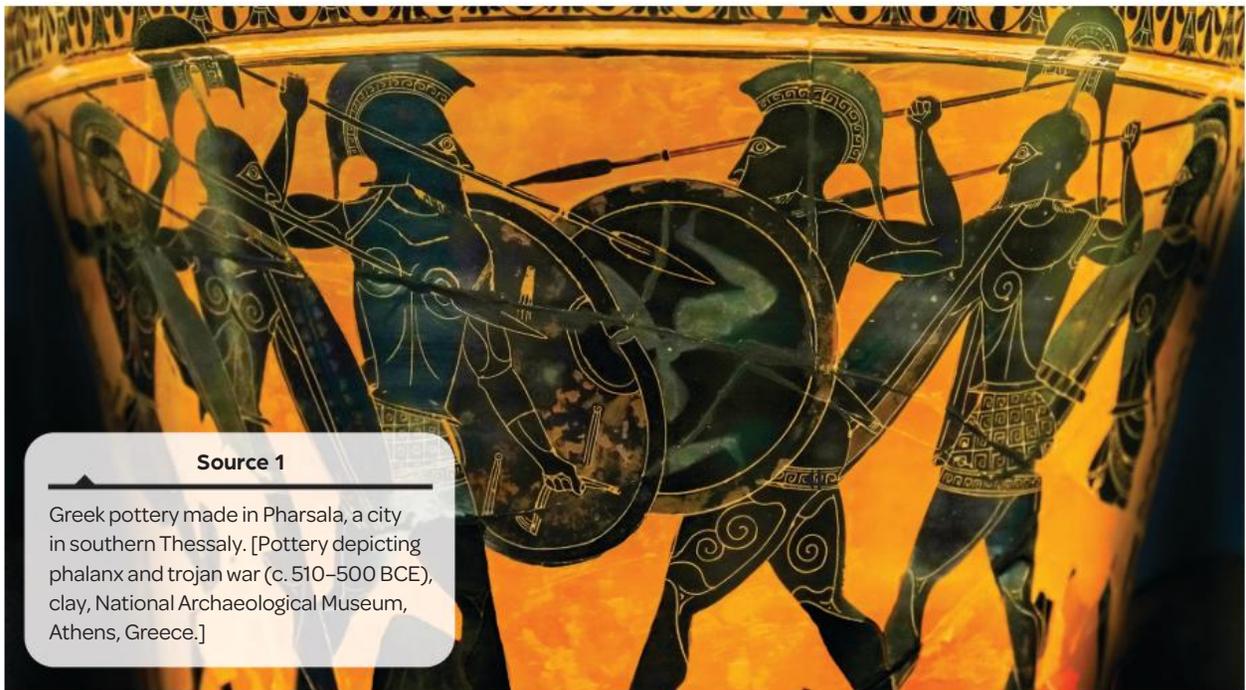
Historical significance, page 219

Masterclass



Learning Ladder

Work at the level that is right for you or level-up for a learning challenge!



Source 1

Greek pottery made in Pharsala, a city in southern Thessaly. [Pottery depicting phalanx and Trojan war (c. 510–500 BCE), clay, National Archaeological Museum, Athens, Greece.]



Step 1

a I can read a timeline

Look at the timeline on page 94. How long was it between the start of the Bronze Age and the start of the Iron Age?

b I can determine the origin of a source

Look at Source 1. When and where is this piece of pottery from?

c I can recognise continuity and change

Rank these elements of ancient Greek society on a scale in terms of how different they are to today. One end is 'not different', the other end is 'very different'.

- religion
- sport
- clothing
- warfare
- food and drink
- gender roles
- politics

d I can recognise a cause and an effect

Which of these was a cause of the Greek city-states falling to Alexander the Great?

- they were great seafarers
- they ate oil and grapes
- they were divided
- they despised the Persians

e I can recognise historical significance

Put these events on a scale, from least important to most important.

- the death of Socrates
- the death of Alexander the Great
- the first Olympics
- the first democracy



Step 2

a I can place events on a timeline

Put these events in the correct order.

460–404 BCE Peloponnesian War

447–432 BCE Parthenon built

1600–1200 BCE Mycenaean civilisation

461–429 BCE Pericles leading statesman in Athens

776 BCE First Olympic Games

479–431 BCE Golden Age of Athens

334–326 BCE Alexander the Great's conquests

b I can list specific features of a source

Look at Source 1. Describe in detail everything you see on this piece of pottery.

c I can describe continuity and change

Copy and complete the table below.

d I can determine causes and effects

What caused the Greeks to win the Battle of Marathon?

e I can explain historical significance

Source 2: Explain why the building of the Parthenon was (or was not) historically significant.

460–404 BCE
Peloponnesian War

447–432 BCE Parthenon built

1600–1200 BCE Mycenaean civilisation

461–429 BCE Pericles is leading statesman in Athens

776 BCE First Olympic Games

479–431 BCE Golden Age of Athens

334–326 BCE Alexander the Great's conquests

b I can find themes in a source

Look at Source 1. What do you think the theme on the piece of pottery is?

c I can explain why something did or did not change

Explain why seafaring became more important in Greek culture, but religion stayed the same.

d I can explain why something is a cause or an effect

How did Alexander the Great conquer so much territory so easily?

e I can apply a theory of significance

Using Partington's model of significance, explain why the Peloponnesian Wars were or were not significant. Give your response in table format.

Source 2

The Parthenon, Athens



Step 3

a I can create a timeline using historical conventions

Use the events in the list that follows to create a historical timeline with correct conventions, including equal spacing for equal years.

Element	Golden Age of Athens	Modern Greece	Continuity or change?	How?
Transport				
Military power				
Technology				
Jobs people have				

Masterclass



Step 4

- I can distinguish causes, effects, continuity and change from looking at timelines**
Look at the timeline on page 94. Which events are linked by cause and effect? What things have changed between 3200 BCE and 356 BCE?
- I can use my outside knowledge to help explain a source**
Look at Source 1. What do you know about ancient Greece that would help you explain what the image on this piece of pottery means?
- I can analyse patterns of continuity and change**
Compared to Minoan and Mycenaean culture, what was similar and what was different about Greek culture?
- I can analyse cause and effect**
Alexander the Great brought Greek culture to areas that he conquered. Describe at least three effects of the spread of Greek culture.
- I can analyse historical significance**
Greek culture and art was significant. Describe at least four reasons why.



Step 5

- I can describe patterns of change**
Look at the timeline on page 94. Can you see a pattern that relates to war and conflict? Write a paragraph explaining the connection between these events.
- I can use the origin of a source to explain its creator's purpose**
The piece of pottery in Source 1 was created just prior to the Greek Classical Age. Knowing this, why do you think the pottery was created with an image like this?
- I can evaluate patterns of continuity and change**
Democracy was first developed in ancient Greece. Is it good or bad that we still have democracy in Australia? Why or why not?
- I can evaluate cause and effect**
Sparta won the Peloponnesian Wars and Athens declined afterwards. Was this a good thing? Why or why not? Use historical evidence in your response.
- I can evaluate historical significance**
Greece has been called the 'cradle of Western civilisation'. Do you agree? Why or why not? Use historical evidence in your response.

Historical writing

1 Structure

Imagine you are answering an essay question: 'Geography is destiny. The geography of Greece determined how their civilisation developed. Discuss.' Write an essay plan for this topic. Have at least 3 main paragraphs.

2 Draft

Using the drafting and vocabulary suggestions on page 226, draft a 400–600 word essay responding to the topic.

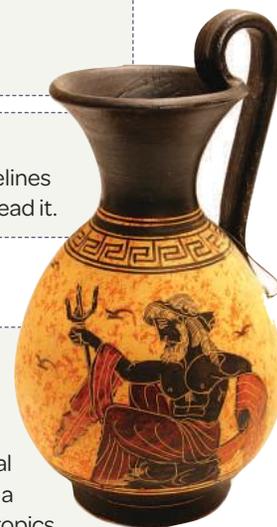
3 Edit and proofread

Using the editing and proofreading guidelines on page 227, edit your draft, then proofread it.

Historical research

4 Organise and present information

Assume you are going to produce a research assignment on the technological achievements of ancient Greece. Create a graphic organiser with the different sub-topics that you would take notes about.



Capstone

How can I understand ancient Greece?

In this chapter, you have learnt a lot about ancient Greece. Now you can put your new knowledge and understanding together for the capstone project to show what you know and what you think.

In the world of building, a capstone is an element that finishes off an arch or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting, critical and creative ways. You can complete this project yourself, or your teacher can make it a class task or a homework task.

Scan this QR code to find the capstone project online.



mea.digital/GHV7_H3

Ancient Rome

H4

WHAT WAS THE COLOSSEUM?

page 158

key individual

page 144

HOW DID JULIUS CAESAR RISE TO POWER?

civics + citizenship

page 148

HOW DOES ROMAN GOVERNMENT COMPARE TO OURS?

key event

page 162

WHAT HAPPENED AT POMPEII?

How can I understand ancient Rome?

The Roman Empire was highly significant in history, and still impacts the world deeply today. Ancient Roman civilisation lasted for 1200 years and, at its peak, built a huge empire that united Europe. Ancient Romans developed the idea of the balance of power between three branches of government, and created legal ideas such as trial by jury, civil rights, contracts and personal property that we still use today.

learning ladder

 <p>step 5</p>	<p>I can describe patterns of change I read timelines and see the 'big picture'. I group timeline events and see if they show patterns of change. I know typical historical patterns to look for.</p>	<p>I can use the origin of a source to explain its creator's purpose I combine knowledge of when and where a source was created to answer the question, 'Why was it created?'</p>	<p>I can evaluate patterns of continuity and change I answer the question, 'So what?' about patterns of continuity and change. I weigh up different things and debate the importance of a continuity or a change.</p>
 <p>step 4</p>	<p>I can distinguish causes, effects, continuity and change from looking at timelines I read timelines and find events that are linked by cause and effect. I find things that are the same or different from then until later times.</p>	<p>I can use my outside knowledge to help explain a source I have enough outside knowledge about ancient Rome to help me explain a source.</p>	<p>I can analyse patterns of continuity and change I see beyond individual examples of continuity and change in ancient Rome and identify broader patterns, and I explain why they exist.</p>
 <p>step 3</p>	<p>I can create a timeline using historical conventions When given a set of ancient Roman events, I construct a historical timeline, making sure I use correct terminology, spacing and layout.</p>	<p>I can find themes in a source I look a bit closer into a source and find more than just features. I find themes or patterns in the source.</p>	<p>I can explain why something did or did not change I answer the question 'why?' something changed or stayed the same between historical periods.</p>
 <p>step 2</p>	<p>I can place events on a timeline When given a list of ancient Roman events, I put them in order from earliest to latest, the simplest kind of timeline.</p>	<p>I can list specific features of a source I look at an ancient Roman source and list detailed things I can see in it.</p>	<p>I can describe continuity and change I have enough content knowledge about two different historical periods to recognise what is similar or different about them, and can describe it.</p>
 <p>step 1</p>	<p>I can read a timeline I read timelines with ancient Roman events on them and answer questions about them.</p>	<p>I can determine the origin of a source I can work out when and where an ancient Roman source was made by looking for clues.</p>	<p>I can recognise continuity and change I recognise things that have stayed the same and things that have changed from ancient Rome until now.</p>



Source 1

The Gladiator Mosaic is a famous mosaic depicting gladiators. Measuring approximately 28 metres, it was discovered in 1834 on the Borghese estate at Torrenova, on the Via Casilina outside Rome. [*Gladiator Mosaic* (4th century CE), Galleria Borghese, Rome, Italy.]



Warm up

Chronology

- 1 If the Roman civilisation fell in 476 CE and lasted about 1200 years, roughly when did it start?

Source analysis

- 2 Source 1: When was this source created? When was it discovered?
- 3 Source 1: What does this source reveal about ancient Rome in the 4th century CE?
- 4 Source 1: The mosaic depicts animals from modern-day Africa. What does this tell us about the ancient Roman Empire?

Continuity and change

- 5 Using your 21st century perspective, what adjectives could be used to describe ancient Roman sport and entertainment?

Cause and effect

- 6 Up until c. 404 CE, the ruling class of the Roman Empire allowed the public to view gladiatorial battles for free. During the same period, the ruling class was constantly worried that the lower classes would rebel against them. Can you identify a cause and effect between these two things (a causal relationship)? Explain your answer.

Historical significance

- 7 How are Roman politics still important today?

<p>I can evaluate cause and effect I answer the question 'So what?' about cause and effect. I weigh up different things and debate the importance of a cause or an effect.</p>	<p>I can evaluate historical significance I answer the question 'So what?' about things that are supposedly historically important. I weigh up events against each other and cast doubt on how important things are.</p>
<p>I can analyse cause and effect I don't just see a cause or effect as one thing. I determine the factors that make up causes and effects.</p>	<p>I can analyse historical significance I separate out the various factors that make something historically important in ancient Roman history.</p>
<p>I can explain why something is a cause or an effect I can answer 'how?' or 'why?' a cause led to an effect in ancient Rome.</p>	<p>I can apply a theory of significance I know a theory of significance. I use it to rank the importance of ancient Roman events.</p>
<p>I can determine causes and effects Applying what I have learnt about ancient Rome, I can decide what the cause or effect of something was.</p>	<p>I can explain historical significance I answer the question 'why?' about things that were important in ancient Rome.</p>
<p>I can recognise a cause and an effect From a supplied list, I recognise things that were causes or effects of each other in ancient Rome.</p>	<p>I can recognise historical significance When shown a list of things from ancient Roman history, I can work out which are important.</p>

Cause and effect

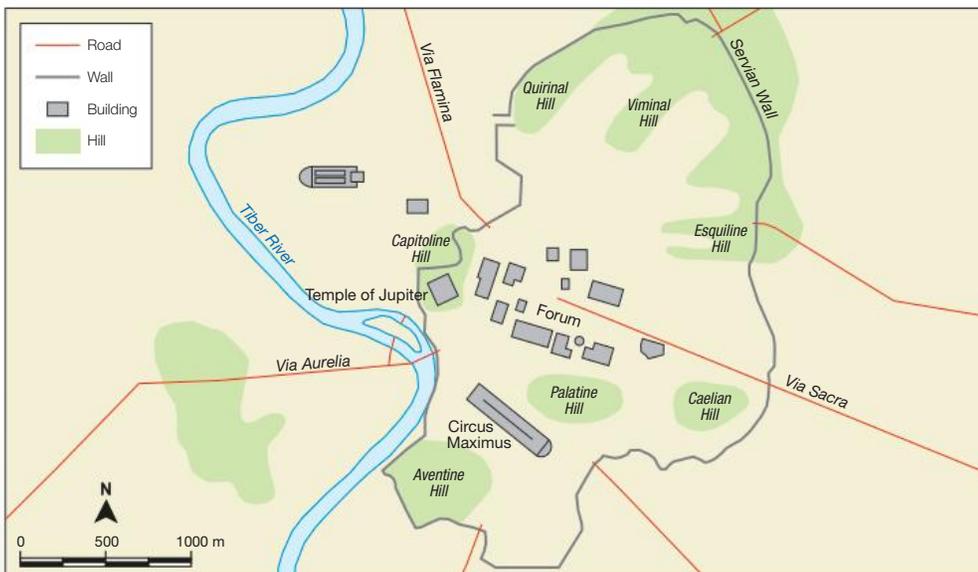
Historical significance

How did ancient Roman civilisation develop?

Backed by a strong permanent army and innovations in engineering, ancient Rome grew from a small city to become a powerhouse in the ancient world. As the Romans conquered new lands they absorbed new technologies and beliefs and used their captives as slaves to build their empire. Rome experimented with different forms of government and ultimately created a form of government by the people that is still in use today.

Source 1

Rome was built on the Tiber River, which supplied fresh water and a trading route to the Mediterranean Sea. The first settlers built homes on the seven hills of Rome, which could be easily defended. A large wall, called the Servian Wall, was built to protect Rome from invaders.



Source: Matilda Education Australia

key ideas timeline.





Source 2

In 509 BCE, the king was overthrown and the Roman Republic was established. Rule by the people has become the basis of most governments in the world today. [Cesare Maccari, *Cicero Denounces Catiline* (c. 1882–88 CE), fresco, Palazzo Madama, Rome, Italy.]



Source 3

The Punic Wars (264–146 BCE) were fought between Rome and the north African city of Carthage. The armies of Carthage were led by Hannibal, who defeated larger Roman armies with his use of war elephants. [Jacopo Ripanda, *Hannibal Crossing the Alps* (c. 1505 CE), fresco, Palazzo dei Conservatori, Musei Capitolini, Rome, Italy.]



Source 4

In 27 BCE, the Roman Empire began. Emperor Augustus – the adopted son of Julius Caesar – becomes Rome’s first emperor. Augustus’ long reign was an age of prosperity, with Rome expanding its territory to become one of the greatest empires in world history.



Source 5

The Colosseum hosted large crowds that came to watch gladiators, slaves and animals fight to the death. The events were put on to entertain the Roman people and gain their support.

Learning Ladder H4.1

Show what you know

- 1 Source 5: How did gladiator contests help leaders continue their rule?
- 2 What significant event happened in 476 CE?
- 3 Source 4: Why was Emperor Augustus significant?
- 4 Which image is a primary source and why is it different to other images here?

Cause and effect

Step 1: I can recognise a cause and an effect

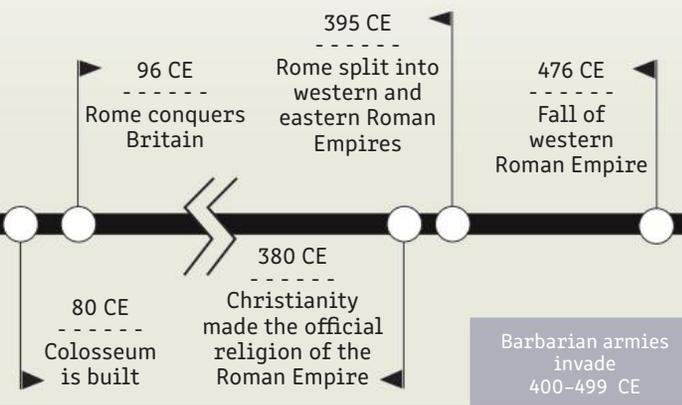
- 5 As the Romans conquered new lands, what advantages did they gain?
- 6 The Roman Empire split into two in 395 CE. Research online to identify a cause of this event.

Step 3: I can explain why something is a cause or an effect

- 7 A volcano destroyed Pompeii in 79 CE. What effect did this event have on its residents? (See pages 162–165.)

Step 4: I can analyse cause and effect

- 8 Trace the map of ancient Rome (Source 1).
 - a Label the Tiber River. Why was Rome located here?
 - b Label the hills where the first settlers built homes. Why did they build here?
 - c Label the Servian wall. Why was it built?



Cause and effect, page 215

How did Rome grow?

Ancient Rome grew from a collection of villages to become the superpower of the ancient world. The ancient Romans revolutionised engineering, warfare and government, and built an empire that covered much of modern Europe and northern Africa.

Beginnings of an empire

The ancient world was not an easy place to live – it was full of disease and warring tribes. According to legend, the strongest tribes united under general Romulus to take control of a region centred on the Tiber River. This small settlement grew into the city of Rome, which was named after Romulus.

The Tiber River supplied fresh water for the settlement, with good access to farmland and the Mediterranean Sea. The early settlements were built on hilltops so they were safe from flooding and easy to defend.

Recent archaeological digs in Rome have uncovered the foundations of huts built around the time that Romulus took the throne in 753 BCE. However, historians continue to look for evidence to prove that Romulus actually existed.

The Roman Kingdom lasted until 509 BCE. It was overthrown during the reign of Lucius Tarquinius Superbus. Superbus was a deeply unpopular ruler. The Roman people rioted and rose up against him. This led to the abolition of the **monarchy** and the beginning of the Roman Republic.

The powers previously held by the king were passed to two elected officials called **consuls**, and new powers were given to the **senate**. The people had more power to create laws and govern Rome. Rome expanded greatly through the Roman Republic period, which lasted 480 years and ended in 27 BCE.

Source 1

The leader of the Gauls, Vercingetorix, surrenders to Caesar after the Battle of Alesia in 52 BCE. Vercingetorix is shown throwing down his weapons. Under Caesar's expansion, Roman territory grew to include Gaul (modern-day France). [Lionel-Noël Royer, *Vercingetorix Throws Down his Arms at the Feet of Julius Caesar* (1899 CE), 321 x 482 cm, Musee Crozatier, Le Puy-en-Velay, France.]

Growth of an empire

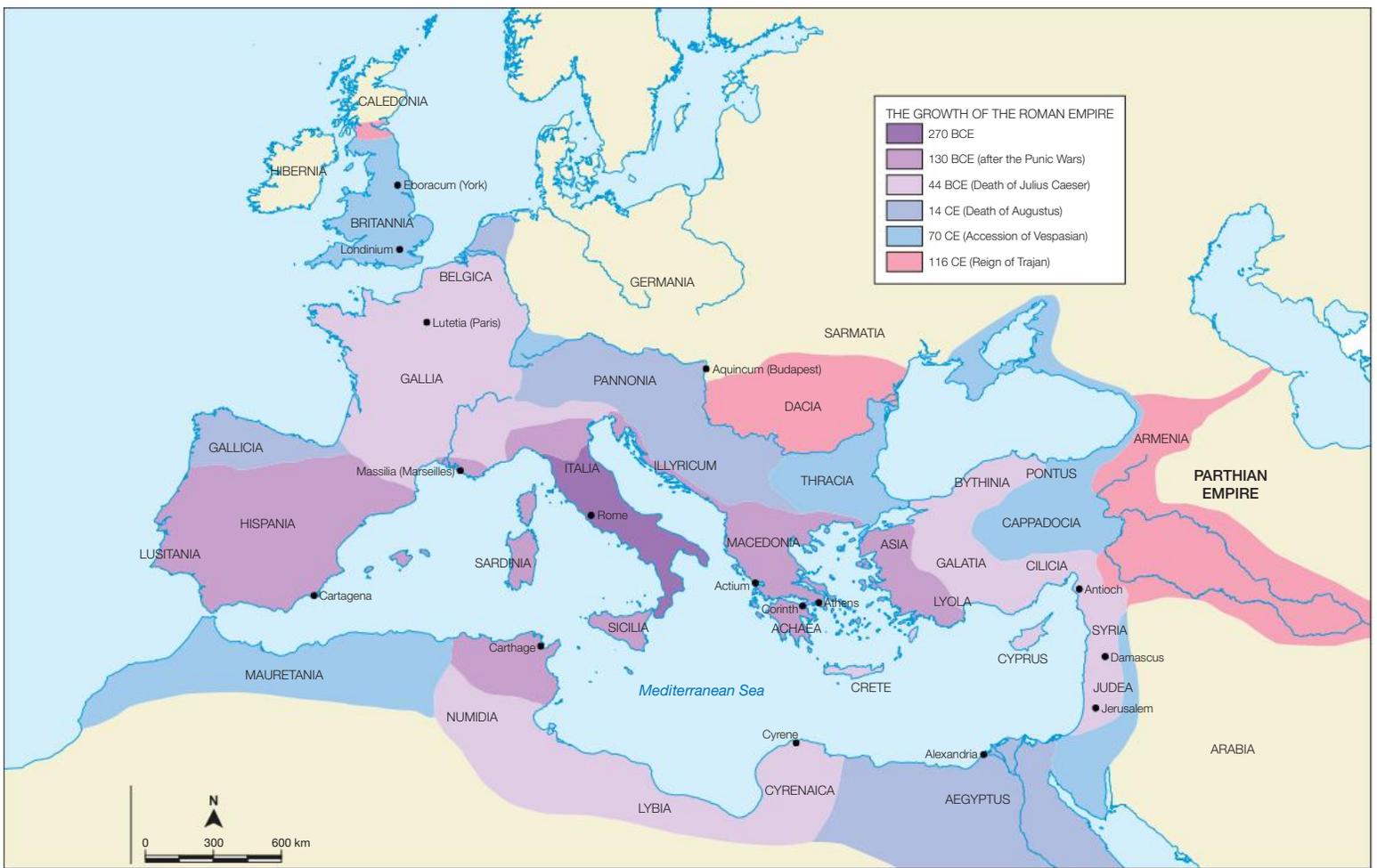
After a period of instability following Caesar's death, Rome became an **empire**. The people had decided they did not want to be ruled by kings or dictators. The long reign of its first **emperor**, Augustus, began a golden age of peace and prosperity for Rome that lasted more than 500 years – until 476 CE.

The Roman Empire expanded to become one of the largest empires in world history. It was at its peak in 117 CE when it ruled 70 million inhabitants – then 20 per cent of the world's population. The empire covered 5 million square kilometres and included most of Europe, western Asia and northern Africa, as well as the Mediterranean islands.

The Roman Empire was a very powerful military, economic, cultural and political force in the ancient world. The length of its rule and vast area it covered ensured the lasting influence of the Latin-based languages of Italian, French and Spanish. Both the modern calendar and the popularity of **Christianity** began in ancient Rome.

The design of government in the Roman Empire has become the blueprint for modern **democracies** (see pages 148–151).





Source 2

Source: Matilda Education Australia

The growth of the Roman Empire

Learning Ladder H4.2

Show what you know

- 1 What made the site of Rome a great place for a city?
- 2 Look at Source 2 and describe the growth of the Roman Empire over time.
- 3 Why did ancient Rome change from a monarchy to a republic, and then to an empire?
- 4 Source 1: What clues are there in the painting that tell who the different sides are?
- 5 Make a table listing at least five challenges of running an empire as large as the Roman Empire. Then suggest five possible ways of dealing with those challenges.

Historical significance

Step 1: I can recognise historical significance

- 6 Put these events in order, from most important to least important:
 - The assassination of Julius Caesar
 - Roman Empire at its largest in 117 CE
 - The foundation of Rome

- Rome goes from a monarchy to a republic
- Rome goes from a republic to an empire.

Step 2: I can explain historical significance

- 7 Why was the growth of the Roman Empire important in history?

Step 3: I can apply a theory of significance

- 8 Apply Partington's theory of significance (page 219). Show your response to the Roman Empire in a table, looking at importance, depth, number, time and relevance.

Step 4: I can analyse historical significance

- 9 Source 2: Compare the map of the Roman Empire with a modern map of the same region. At its peak, how many modern countries would have been in the Roman Empire?

Historical significance, page 219

HOW TO

How did the ancient Romans fight?

The ancient Romans understood the importance of a strong army. Disciplined training and clever military tactics enabled the army to increase Roman territory, and to then defend it against dangerous threats such as Carthaginian commander Hannibal during the Punic Wars.

Upper body armour protected the chest from attack. Some soldiers decorated the leather belts that held their sword and dagger. The short sword was used in close battle for stabbing the enemy.



Source 1

Standard-bearers known as *aquilifers* were selected for their leadership. Each legion in the Roman army marched into battle behind a battle flag, or a standard. The Roman standard was a silver eagle (or aquila) mounted on a pole. Aquilifers led legions into battle, often while wearing an animal headdress.



Source 2

Film still from the 2011 film *The Eagle*. The film is set in Roman Britain in 140 CE and tells the fictional story of a Roman soldier, Marcus Aquila, who sets out to find out what happened to the Ninth Legion of the Roman army that disappeared in the north of Britain. The ancient Roman army was one of the most disciplined and successful armies in history.



Soldiers stood side by side and overlapped their shields, forming a single protective shield. This was called the *testudo* formation: *testudo* is the Latin word for 'tortoise'.

The Roman army

In the early days of the Roman Republic, only landowners could join the army. Those landowners who were wealthy enough to own a horse became part of the **cavalry**.

As the Roman Republic grew, a more permanent and professional army was needed. In about 406 BCE Roman soldiers began to be paid, with their food and equipment expenses taken from their wages. Around 107 BCE, the restriction on owning land before being able to join the army was removed, and thousands of young men aged 17–22 enlisted.

The Roman army was one of the most disciplined and well organised military forces of all time. Roman soldiers were known as **legionaries** and the army consisted of around 30 **legions**.

- Each legion had around 6000 soldiers led by a general known as a *legatus*.
- Every legion was broken down into 10 **cohorts**.
- Each cohort contained six **centuries** of around 100 soldiers, led by a soldier known as a *centurion*.
- Extra soldiers called **auxiliaries** were recruited across the empire and used as specialist forces, such as archers. They were expected to fight on the frontline alongside Roman soldiers.

Life of a Roman soldier

The Roman army became very strong through harsh and disciplined training. The ancient Roman historian Polybius described the punishment given to soldiers for breaking military codes.

‘**A** court martial composed of the tribunes is convened at once to try [a soldier being careless on patrol duty]. If he is found guilty he is punished by the bastinado [foot-whipping]. This is inflicted as follows: the tribune takes a cudgel [short stick] and just touches the condemned man with it, after which all in the camp beat or stone him, in most cases dispatching [killing] him in the camp itself.’

Source 3

Polybius, *The Histories*, Vol. III, Loeb Classical Library, translated by WR Paton, 1922–7.

Roman soldiers had to be fit for marching and fighting in heavy body armour. The chest armour of a typical Roman soldier was made from overlapping iron plates. They also wore a metal helmet and a belt with studded leather strips. Each soldier carried a dagger, a sword, a spear and a large shield.

The army also carried out building works to construct military camps, walls, roads and aqueducts (see pages 160–161). Camps were always laid out the same way so that soldiers could find their way around.

Each legion carried a **standard** (or battle flag) into battle. The Roman standard used to identify each legion was a silver eagle (or **aquila**) mounted on a pole. The aquila was held by a soldier chosen for his ability to lead men, called an *aquilifer*. The standard was a symbol of the legion’s strength, and it became a matter of great shame if the aquila was lost in battle.

Soldiers were given incentives to ensure their support for their leaders. They could often keep the plunder from a battle and were given land when they retired from the army. The length of military service varied depending on the era, but could be up to 25 years.

Hannibal threatens Rome

The Punic Wars were fought between Rome and Carthage from 264 BCE to 146 BCE. Carthage was a powerful north African city with colonies and a large trading empire right around the Mediterranean. Rome did not have any warships, but the Carthaginians (as people from Carthage were called) had a strong navy and were considered a threat to Roman dominance.

The Romans quickly built a navy and, despite their inexperience at sea, triumphed over Carthage in the First Punic War (264 BCE–241 BCE), taking control of Sardinia, Corsica and Sicily.

The leader of Carthage's forces in the First Punic War was Hamilcar Barca. Barca had instilled hatred for the Romans in his young son, Hannibal. In the Second Punic War (218 BCE–202 BCE), Hannibal took over command of the Carthaginian army. At just 26 years old, he was a brilliant military leader.

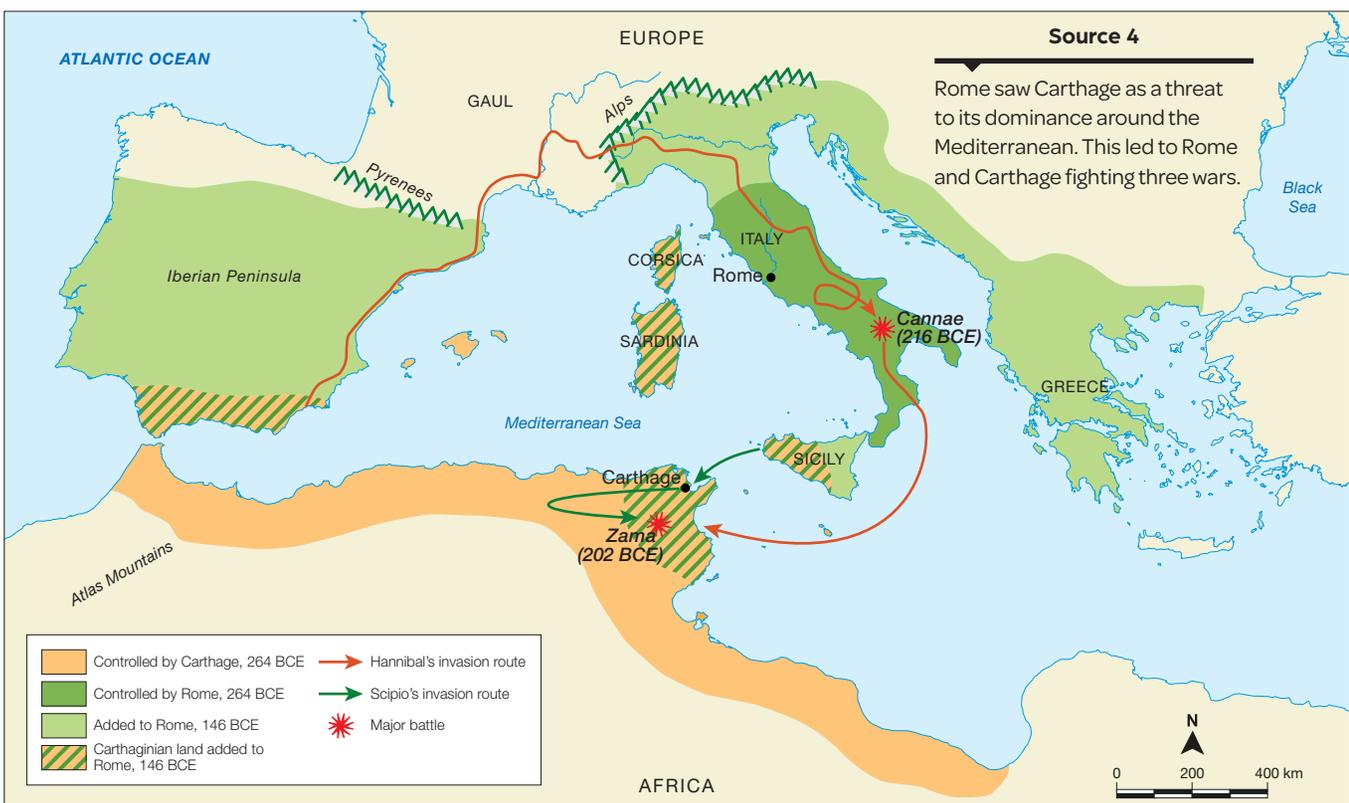
In 218 BCE Hannibal launched a daring attack on Rome. He went 'the long way around', marching 31 000 soldiers and 37 war elephants over the Alps and south into Italy. Hannibal's superior strategies led to decisive victories over much larger Roman army legions in major battles at Trebbia, Lake Trasimene and Cannae.

The Romans decided to change tactics. They avoided Hannibal's army, attacking Carthaginian-held territories in Spain and north Africa instead. Hannibal's army was forced to leave Italy and return to defend their territory in north Africa.

Hannibal met his match in 202 BCE, in a battle at the Carthaginian-held town of Zama, when Roman general Scipio Africanus proved his strategic equal. Both sides had roughly the same number of troops (around 40 000 men), although the Romans had more cavalry and Hannibal had 80 elephants. Faced with a wall of soldiers on elephants, Scipio's troops blew trumpets to frighten the creatures. The elephants scattered among the Carthaginian soldiers, putting Hannibal's army into disarray.

The Roman cavalry defeated the Carthaginian cavalry and then joined in the battle to slaughter 20 000 of Hannibal's troops and capture a similar number. Hannibal escaped, but later poisoned himself rather than surrender to the Romans.

Following a long siege at the end of the Third Punic War (149 BCE–146 BCE), the Roman army eventually captured Carthage and burnt it to the ground. The people of Carthage were either killed or sold into slavery.



Source: Matilda Education Australia



The fall of Rome

The Roman Empire eventually grew too large to be effectively governed. There was growing greed and corruption among soldiers, and Roman armies began fighting each other.

This instability allowed Germanic tribes – such as the Franks, Saxons, Huns, Goths and Vandals – to attack Roman territories. The invasions continued until the Goths finally brought about ‘the fall of Rome’ in 476 CE.

Source 5

Hannibal of Carthage marched 31000 soldiers and 37 war elephants over the Alps and into Italy to attack the Romans in the Second Punic War. Tancredi Scarpelli, *Hannibal Crossing the Alps* (20th Century).



Learning Ladder H4.3

Show what you know

- 1 Source 1 (page 134): What was a standard-bearer? Why were they important?
- 2 Source 2: Describe what a typical Roman soldier would have looked like as he charged into battle.
- 3 Which of the leaders in the Punic Wars had the best tactics? Justify your answer.
- 4 Draw a diagram showing how an army is divided up into legions, cohorts and centuries.
- 5 Research the structure of the Australian army. Compare the Australian army and the Roman army.

Chronology

Step 1: I can read a timeline

- 6 Use the timeline on pages 130–131 to answer these questions.
 - How long was it between the founding of Rome and the fall of the western Roman Empire?
 - For how long was Rome a republic?
 - How long did the Punic Wars last?

Step 2: I can place events on a timeline

- 7 Put these events in chronological order.

Roman soldiers first got paid in 396 BCE.

It took a further 386 years for the restriction that soldiers had to own land to be removed.

Four years before the first payment for soldiers, the Roman cavalry was expanded to include those who could pay for their own horse.

The First Punic War began in 264 BCE and lasted 23 years.

Caesar set out to conquer Gaul in 58 BCE. It took him seven years.

Step 3: I can create a timeline using historical conventions

- 8 Using correct conventions, create a timeline with the events in question 7 on it.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 9 Look at Source 4. Use the dates on the map to describe the change of control of the land during the Punic Wars.

HOW TO

Chronology, page 206

What was the religion of ancient Rome?

Romans tolerated most religions and adopted many gods of the people they conquered. Many leaders, such as Julius Caesar, were declared gods after their death (see page 145). However, people who followed Christianity and Judaism believed there was only one god, and they refused to make offerings to former Roman leaders. This led to the persecution of Christians, in particular.

Romulus and Remus

According to Roman myth, Rome was founded by twin boys named Romulus and Remus. Their mother Rhea was a mortal woman who fell pregnant to Mars, the god of war. Rhea's brother Amulius wanted Romulus and Remus out of the way, and ordered they be drowned in the Tiber River. But Amulius's men put the twins in a basket instead and floated them down the river, hoping they would be found.

Romulus and Remus were discovered by a female wolf who raised them as her own cubs. When the boys became men, they decided to build a city and rule over it as kings. Romulus wanted the city to be built on the Palatine Hill and Remus wanted to build it on the Aventine Hill.

They had a fight, and Romulus killed Remus. Romulus then founded the city of Rome, named after himself.



Source 2

The image of Romulus and Remus being suckled by a she-wolf has been a symbol of the city of Rome since ancient times. [Capitoline Wolf (c. 11th century CE), bronze, 75 x 114 cm, Palazzo dei Conservatori, Capitoline Museums, Rome, Italy.]



Source 1

Romans believed that their former leaders were gods and regularly made offerings to them. However, Christians believed that there was only one god and refused to make sacrifices to past Roman leaders or for the good of the empire. Defying the Roman expectations went against the social order and led to Christians being violently punished. They were beheaded, nailed to crosses and burnt, as well as being torn apart by animals for entertainment. [Jean-Léon Gérôme, *The Christian Martyrs' Last Prayer* (1883 CE), oil on canvas, 150 x 88 cm, Walters Art Museum, Maryland, United States.]

Gods of ancient Rome

The people of ancient Rome believed that gods controlled everything that happened, and their actions were used to explain the good and bad events that occurred. Every god had at least one job to do, such as watching over the crops, or helping soldiers in battle. Ancient Romans prayed to their gods at least once a day.

As Rome expanded, Romans came into contact with people who worshipped other gods. From the Greeks they heard about powerful Greek gods such as Zeus and Athena. The Romans adopted

the Greek gods, giving them Roman names and changing their personalities to fit Roman culture.

The most important Roman god was Jupiter. Jupiter was king of the Roman gods – and modelled on the Greek god Zeus. Most of the planets in our solar system are named after Roman gods: Mercury, Venus, Mars, Jupiter, Saturn and Neptune, as well as the dwarf planet Pluto.

Source 3

Some of the ancient Roman gods and goddesses



JUPITER

King of the Gods



JUNO

Goddess of Marriage and Childbirth



VULCAN

God of Fire



MARS

God of war



VESTA

Goddess of the Hearth



NEPTUNE

God of the Sea



VENUS

Goddess of Love and Beauty



DIANA

Goddess of the Moon and Hunting



APOLLO

God of the Sun



MINERVA

Goddess of Wisdom and War

Worshipping the gods

Religion was part of everyday life for Romans, from slaves through to the emperor. There were hundreds of gods, and a lot of work went into making sure that all of them remained happy.

Each home had a shrine dedicated to the gods that were important to that family. Small statues of gods were placed on the shrine.

Every town had a temple dedicated to a specific god or goddess. People would visit different temples, depending on what they were praying for. For example, people wanting help in their love life would visit a temple dedicated to Venus, the goddess of love.



PLUTO
God of the Underworld



CERES
Goddess of Agriculture



MERCURY
Messenger of the gods



BACCHUS
God of Wine

Learning Ladder H4.4

Show what you know

- 1 According to Roman myth, how was Rome founded?
- 2 Why were Christians persecuted? How were they treated?
- 3 If you wanted to grow successful crops, which gods might you pray to? Why?
- 4 Why do you think the Romans named the planets after gods?
- 5 How is the way the Romans worshipped their gods different to a religion you know about?
- 6 Look at Source 1. How has the painter represented the Christians' fate?

Cause and effect

Step 1: I can recognise a cause and an effect

- 7 Why do people wanting help in their love life pray at a temple dedicated to Venus?

Step 2: I can determine causes and effects

- 8 The ancient Romans worshipped hundreds of gods. As the Roman Empire expanded, they discovered new gods that were worshipped by conquered people. Is there a causal relationship between these two things?

Step 3: I can explain why something is a cause or an effect

- 9 Source 1: Romans tolerated most religions, so why did they persecute Christians and Jews?

Step 4: I can analyse cause and effect

- 10 Following a famine in Rome in 496 BCE, a new temple was built on the slope of Aventine Hill in Rome (see page 130), dedicated to the goddess Ceres. Is there a causal relationship between these two events? What kind of people would most likely pray there?

HOW TO

Cause and effect, page 215

How was Roman society organised?

The structure of Roman society was based on heredity (who your parents were), property, wealth and citizenship. Women and slaves had no voice at all.

Citizens

Roman **citizens** had to be males born to parents who were citizens. **Slaves** could not be citizens and had no rights at all – their master decided what they could and could not do. Women had limited citizenship, and could not vote. A woman's key role was to raise children and run the household.

Roman citizens enjoyed much greater power than people who were not citizens. They could vote when 25 years of age, be elected as a magistrate and have protection under the law.

Roman citizens were divided into two groups:

- **patricians:** wealthy landowners whose families had held influential positions in society
- **plebeians:** poorer farmers and craftspeople who made up the bulk of the population.

Governing the people

In 509 BCE, Rome introduced a system of government called a republic where citizens could have a say in how Rome was run. Each year citizens elected more than 50 **magistrates** to run the city.

Learning Ladder H4.5

Show what you know

- 1 Who could and could not vote in ancient Rome?
- 2 How were ordinary people represented in government?
- 3 Source 1: What was the difference between a senator, a consul and a tribune?
- 4 Do you think the Romans had the right balance between ordinary people and powerful people in government?

Continuity and change

Step 1: I can recognise continuity and change

- 5 Rank these things in order of how much they have changed from ancient Roman times until today, from least changed to most changed:
 - voting once you are an adult
 - two people are joint leaders
 - only men can vote
 - slavery was common.

Step 2: I can describe continuity and change

- 6 What important change occurred in 471 BCE? What impact did it have?

Step 3: I can explain why something did or did not change

- 7 Gender roles of men and women have evolved from ancient to modern times. What has changed? What has stayed the same?

Step 4: I can analyse patterns of continuity and change

- 8 What rights did slaves have, if any? How did Spartacus try to change the situation and what was the result (page 157)?

Continuity and change, page 212

HOW TO

Senator
(also a patrician)



Consul



Once a man had served as a magistrate, he became a member of the Senate.

The Senate advised the two most senior leaders: the consuls. To make sure no consul could become a dictator or a king, two new consuls were elected each year. The consuls served only one year, and had the power to veto each other (see pages 148–9).

Key positions in government were held by patricians. From 471 BCE, plebeians were given a say in their own assembly, and they had 10 elected tribunes who could veto laws made by the Senate.

Senate (300)

Comprised current and past magistrates who served for life. Managed foreign policy and controlled the money. Proposed but could not pass law. Advised magistrate.

Gave advice

Consuls (2)

Managed army and affairs of government. Could veto each other.

A former consul could become a dictator (in emergencies) for six months.

Praetors (8)

Judges who administered Roman law.

Could become a censor (for 18 months). Censors conducted a census (head count) of Rome every five years.

Aediles (16)

Looked after particular matters of government such as public buildings, food supply and games.

Could become governors of provinces

Quaestors (20)

Managed financial and administrative matters.

Tribunes (10)

Representatives of the plebeians. Could call meetings of the senate.

Ordinary people

Townfolk, farmers, soldiers

Slaves

No rights. Regarded as possessions. Worked on farms, in mines, as gladiators and as prostitutes.

PATRICIANS

PLEBEIANS



Patricians

Plebeians



Source 1

The structure of Roman society

How did Julius Caesar rise to power?

Julius Caesar was a powerful politician and military commander. With the support of the people and the army, Caesar swept to power in 49 BCE and laid the foundations for the Roman Empire.

The early years

Julius Caesar was born into a wealthy patrician family in 100 BCE. He received a good education and followed his father into a career in politics. When his father died, Caesar became the head of his family, aged just 16. At the age of 18, he married Cornelia, the daughter of the powerful patrician Lucius Cornelius Cinna.

Caesar and his family fled Rome when Sulla, a general, became a dictator. Caesar joined the army where he showed he was a very capable soldier.

Caesar's rise to the top

Caesar returned to Rome after the death of Sulla in 78 BCE. He quickly gained popularity and power through his excellent leadership and successful military campaigns. By 68 BCE, Caesar was elected as a **quaestor** (financial officer), and in 62 BCE he became a *praetor* (assistant to the consul) and governor of the province of Spain.

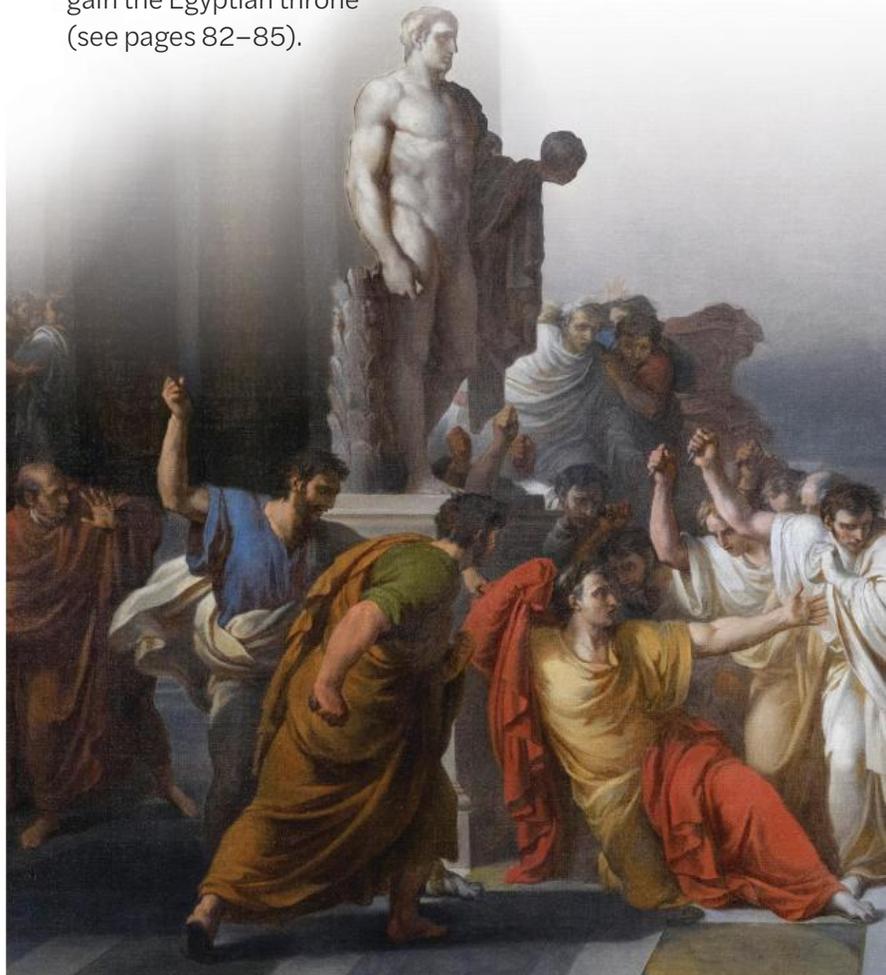
Caesar returned to Rome from Spain in 60 BCE. He made a deal with two key politicians, Pompey and Crassus, to become elected as a consul, which was one of two top governing positions in the Roman Republic. In 59 BCE Caesar was appointed a consul for the one-year term, and he took the position of governor of the province of Gaul (most of modern-day France).

As governor and military commander of Gaul, Caesar seized new lands and extended Roman territory. He was a brilliant military strategist and very popular with his men.

But back in Rome, Pompey – who was now the leader of the **Senate** – was worried that Caesar was starting to act without consulting the Senate. In 49 BCE, the Senate ordered Caesar to give up his governorship of Gaul. Caesar refused to give it up. Instead, he and his loyal army attacked Pompey's troops.

In the **civil war** that followed, Caesar won control of Rome and Pompey fled to Egypt, where he was killed by King Ptolemy – who wanted to show his loyalty to Caesar.

King Ptolemy's co-ruler (and sister) was a woman named Cleopatra. Cleopatra and Caesar became lovers, and he helped her gain the Egyptian throne (see pages 82–85).



Julius Caesar became the most powerful man in the world. The Senate granted him the title 'Dictator for Life' and he ruled like a king. Following his death in 44 BCE, Caesar was declared a god and his adopted son, Octavian (under the name Augustus), became the first emperor of Rome. In 42 BCE, Julius Caesar was declared a god, and a temple was dedicated to him in Rome. [Andrea Ferrucci, bust of Julius Caesar (c. 1512–14 CE), marble, 68.6 cm, The Met Fifth Avenue, New York, United States.]



Caesar returned to Rome in 47 BCE, and began many reforms. Among them were:

- several new Roman colonies in Africa and Gaul
- grants of land to about 15000 of his soldiers
- establishment of a police force
- a new Julian calendar that added a leap day at the end of February every fourth year, setting the length of the year to 365.25 days.

Caesar's downfall

In 44 BCE Caesar was **assassinated**, leading to 15 years of civil war in Rome. Caesar's adopted son, Octavian, eventually gained control and in 27 BCE Octavian (given the name Augustus) became Rome's first emperor. It was the beginning of the Roman Empire and the end of the Roman Republic.

Source 1

The Death of Julius Caesar, by Vincenzo Camuccini, 1804–1805. Up to 60 senators attacked Caesar in the Senate, stabbing him with knives they had hidden under their togas. Caesar was stabbed 23 times and died on 15 March, 44 BCE. [Vincenzo Camuccini, *The Death of Julius Caesar* (c. 1805 CE), oil on canvas, 195 x 112 cm, La Galleria Nazionale, Rome, Italy.]



Learning Ladder H4.6

Show what you know

- 1 How do you think Caesar's early life made him a better leader?
- 2 Why was Caesar popular? Why do you think he was declared a god?
- 3 Describe Caesar's personality, using lots of adjectives.
- 4 Source 1: What do the looks on the people's faces tell you about what was happening?

Historical significance

Step 1: I can recognise historical significance

- 5 List the events that led to Caesar becoming 'Dictator for Life'.

Step 2: I can explain historical significance

- 6 Rank the dot-point list of Caesar's reforms in order, from most important to least important.

Step 3: I can apply a theory of significance

- 7 Write five sentences about the importance of Julius Caesar to history, one of each about:
 - his importance at the time
 - how deeply people's lives were affected by him
 - how many people were affected
 - how long they were affected for
 - his relevance today.

Step 4: I can analyse historical significance

- 8 Source 1: Julius Caesar was murdered. List four different causes of this event. Rank them from least to most crucial. Write this up in a short paragraph to answer this question: 'What causes resulted in the murder of Caesar? How important was each cause?'

Who ruled the Roman Empire?

The emperors of ancient Rome were supreme rulers. They were often chosen by the Senate, but they ruled like kings. Some were brave soldiers or bold leaders who were celebrated for their achievements. Others abused their power and were despised for their cruelty.

Augustus

There was a period of civil war after Caesar's assassination. In 27 BCE Caesar's adopted son, Octavian, became the first emperor of Rome. He was granted the name Augustus, meaning 'the revered one'. During his 40-year reign, Augustus used Rome's military might to enlarge the Roman Empire to include Egypt and Spain.

Augustus embarked on a program of road-building, and developed trade with new partners such as India. He expanded the Roman system of censuses and taxation to help integrate newly conquered lands into the Roman Empire. Augustus founded the Roman postal service, and introduced firefighters and police (called *vigiles*).

Augustus laid the foundations for a long period of peace. The western Roman empire lasted almost 450 years (until 476 CE) and the eastern empire lasted nearly 1500 years (until 1453 CE). Augustus renamed a month on the calendar after himself (August), just as Julius Caesar had done earlier with the month of July.

Source 1

Nero ruled Rome as emperor 54 CE–68 CE. Historians believe his mother had Emperor Claudius killed to give Nero the throne. Nero continued on this murderous path when in power, killing his wives, his mother and anyone who stood in his way. He is infamous for the mass slaughter of Christians (see page 139). [Pieter Fransz de Grebber, Roman Emperor (c. 1625–30), oil on canvas.]



Nero

Nero was a cruel tyrant who abused his power as emperor. He became emperor in 54 CE when he was just 17 years of age. He had his influential mother killed, along with two of his wives. To fund his excessive parties and public spectacles, Nero raised money through taxes and by confiscating property.

The ancient Roman writer Suetonius (c. 69 CE–140 CE) gave his account of Nero's passion for entertainment.

He gave many entertainments of different kinds: ... chariot races in the Circus, stage-plays, and a gladiatorial show ... For the games in the Circus he ... even matched chariots drawn by four camels. At the plays which he gave for the 'Eternity of the Empire', which by his order were called the Ludi Maximi [Great Games] ... Every day all kinds of presents were thrown to the people ... [Nero] devised a kind of game, in which, covered with the skin of some wild animal, he was let loose from a cage and attacked the private parts of men and women, who were bound to stakes.'

Source 2

Suetonius, *The Lives of the Caesars*, Loeb Classical Library, translated by JC Rolfe, 1914.



Source 3

Nero's Torches is a painting by Henryk Siemiradzki from 1876 CE. It depicts Christians about to be burned alive. Emperor Nero blamed the 64 CE Great Fire of Rome on the Christians and, for revenge, burned them as torches to light his gardens. [Henryk Siemiradzki, *Nero's Torches* (1876 CE), oil on canvas, 705 × 385 cm, National Museum, Kraków, Poland.]

In 64 CE a great fire almost destroyed Rome. Some Romans believed that Nero had started the fire so that he could rebuild the whole city to his taste. In return, Nero blamed Christians for the fire. He ordered some Christians to be fed to lions (see page 139) and had others painted with tar and set alight in the gardens of his palace.

In 65 CE the Senate unsuccessfully plotted to remove Nero from power. Later, in 68 CE, his personal guard abandoned him and he was forced to flee Rome. Nero was so humiliated that he committed suicide.

Marcus Aurelius

Marcus Aurelius became emperor of Rome in 161 CE, at 40 years of age. He was one of the most respected emperors in history. Aurelius consistently placed the needs of the people before his own desires and passed laws that benefited all classes of Romans. He increased the size of the army and gave more rights to women and slaves.

His reign was marred by a famine that ravaged Rome after the Tiber River flooded, and an outbreak of plague that spread through the empire, killing thousands of people.

Learning Ladder H4.7

Show what you know

- 1 What actions did Augustus take as emperor?
- 2 Source 2: How does Suetonius show that Nero was reckless?
- 3 How do we know that Suetonius's account is a primary source? Does that make it more reliable? Explain your answer.
- 4 Describe the traits that make an emperor either good or bad.

Chronology

Step 1: I can read a timeline

- 5 Look at the timeline on pages 130–131. What event occurred in 64 CE and which emperor was rumoured to be behind it?

Step 2: I can place events on a timeline

- 6 List these connected events in chronological order. How are they connected?
49 BCE Julius Caesar becomes dictator
27 BCE Augustus becomes first emperor
44 BCE Caesar is assassinated

Step 3: I can create a timeline using historical conventions

- 7 There are seven events or developments listed in this section. Create a timeline that includes them all.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 Look at the timeline on pages 130–131. Which events relate to 'great individuals'?

HOW TO

Chronology, page 206

How does Roman government compare to ours?

The design of government in the Roman Republic has become the blueprint for many modern democracies. The power of government is in the hands of the people, with safeguards built in to stop leaders abusing their power.

Roman Republic

The first government of ancient Rome was a **monarchy**, ruled by kings. In 509 BCE the king was overthrown by the people – and the Roman Republic was established.

Government in the Roman Republic was led by two **consuls**, who were elected for a one-year term. To prevent a single consul from becoming a king or dictator, each consul could veto the decision of the other. The consuls made key decisions, such as declaring war, collecting taxes and making laws.

The consuls were advised by the **Senate**. The Senate was a group of 300 wealthy landowners known as **patricians**. Senators were appointed by consuls and, once appointed, were senators for life.

The Senate made important decisions about key issues, such as finances and relationships with other countries. Consuls usually followed what the Senate recommended.

At first, ordinary Romans, the **plebeians**, had no say in the government, and no one to represent them. In 471 BCE, a Plebeian Council was formed to represent common people. This allowed plebeians to elect their own leaders, pass laws, and try legal cases.

The Roman Republic ruled Rome until 27 BCE, when a single **emperor** ruled the Roman Empire.

Source 1

The formal function of the Roman Senate was to debate issues and advise consuls with proposed actions. They had no legal power, but their recommendations were usually followed by the consuls. [Cesare Maccari, *Cicero Denounces Catiline* (c. 1882–88 CE), fresco, Palazzo Madama, Rome, Italy.]



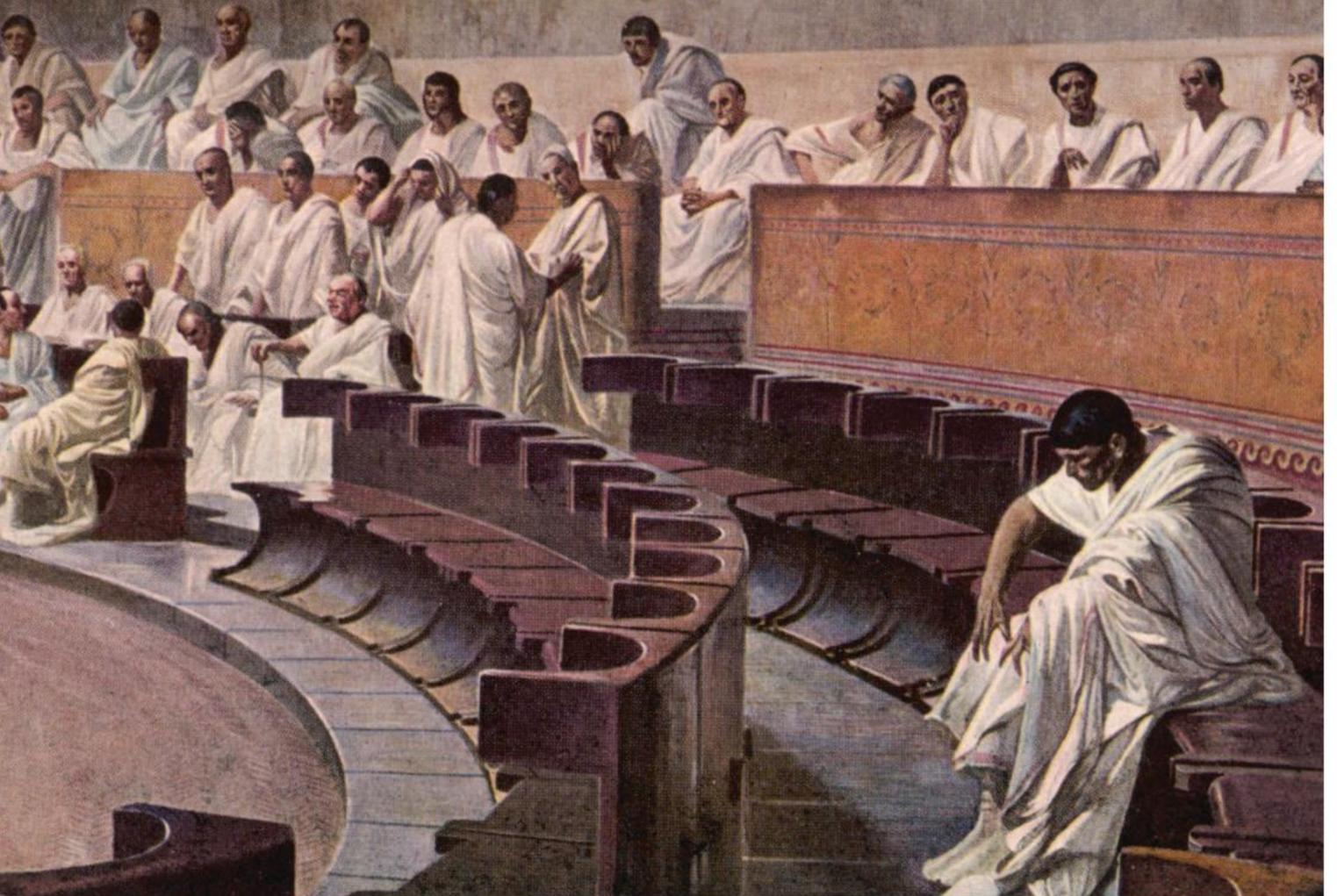


Constitution

The Constitution of the Roman Republic was a set of unwritten guidelines. It created three separate branches of government:

- the **Assemblies**, where plebeians democratically elected magistrates and passed laws
- the Senate, which advised the magistrates and the state, and managed Rome's day-to-day affairs
- the Magistrates, who were elected by the people, and had religious, military and legal powers. Consuls were the two highest Magistrates.

The constitution ensured rule by the people and reduced the risk of corruption. It became the basis for modern democracies.





Government in Australia

After Great Britain claimed the east coast of Australia in 1788, the Westminster parliamentary system was set up. Parliaments were set up in the colonies, each with a lower house and an upper house – with final approval from the king or queen of England. There was no acknowledgement of the laws that Aboriginal peoples had put in place.

The six separate colonies of Queensland, New South Wales, Victoria, Tasmania, South Australia and Western Australia agreed to unite and form one Australian government. On 1 January 1901, the *Commonwealth of Australia Constitution Act 1900* became law, setting up the framework for how Australia is governed.

The Commonwealth **Parliament** has been in Canberra since 1927. It makes laws that concern the whole country, such as defence, foreign affairs, trade and immigration.

Australia's Constitution

The **Constitution** established a system where the responsibility to make or change laws is shared between a federal parliament and six state parliaments.

The Commonwealth Parliament consists of two houses and the queen or king of Great Britain, who is represented in Australia by the **Governor-General**.

The Lower House is the **House of Representatives**, and the Upper House is the **Senate**. All laws made by the Commonwealth Parliament must be passed by a majority of members in both houses of parliament and approved by the Governor-General.

Each of Australia's six states and two territories also has a parliament to make laws on state matters, such as health, education and transport.



Source 2

The formal function of Australia's Parliament is to propose, debate and decide on laws.

Learning Ladder H4.8

Civics and citizenship

Step 1: I can identify topics about society

- 1 List the various groups and roles in the ancient Roman government and describe the responsibilities of each.
- 2 List the various groups and roles in the Australian Commonwealth or Federal Parliament and describe the responsibilities of each.

Step 2: I can describe societal issues

- 3 Who had the most power in the Roman system of government: wealthy people or plebeians? What makes you say that?
- 4 Which of these is a cause of Rome being governed by two consuls?
 - It gave more rights to plebeians.
 - One consul alone might have too much power.
 - One consul would be better than two consuls.

Step 3: I can explain issues in society

- 5 What is the Australian Constitution for?
- 6 Is the separation of powers in the Australian Constitution important? Explain your response.
- 7 Create a class constitution. List four rights that everyone has and four rules everyone must obey. How could you enforce this constitution?

Step 4: I can explain different points of view

- 8 Compare the images in Source 1 and Source 2. What is similar about the images? What is different? Explain whether you think this shows similarity or difference between the two systems.

Step 5: I can analyse issues in society

- 9 How is Australia's separation of powers similar to Rome's requirement to have two consuls? Do you think we need checks on the power of rulers in society?

The Constitution separates the powers the government has. This is to prevent one group having power over both the law-making and law-judging systems. The powers are broken into three branches:

- **executive:** the prime minister and senior ministers of the government and the governor-general have the power to administer or implement the law
- **legislature:** parliament has the power to make the law
- **judiciary:** the courts have the power to interpret and apply the law.

Changes to the Constitution can only be made by a **referendum**, where a majority of Australian voters and a majority of states vote to approve the changes proposed by parliament.

What was daily life like in ancient Rome?

How people lived in ancient Rome depended on which class they belonged to. Plebeians lived in rented rooms without kitchens, toilets, heating or running water. Patricians had comfortable city homes with slaves to attend to their needs – and they also had large country homes, called villas.

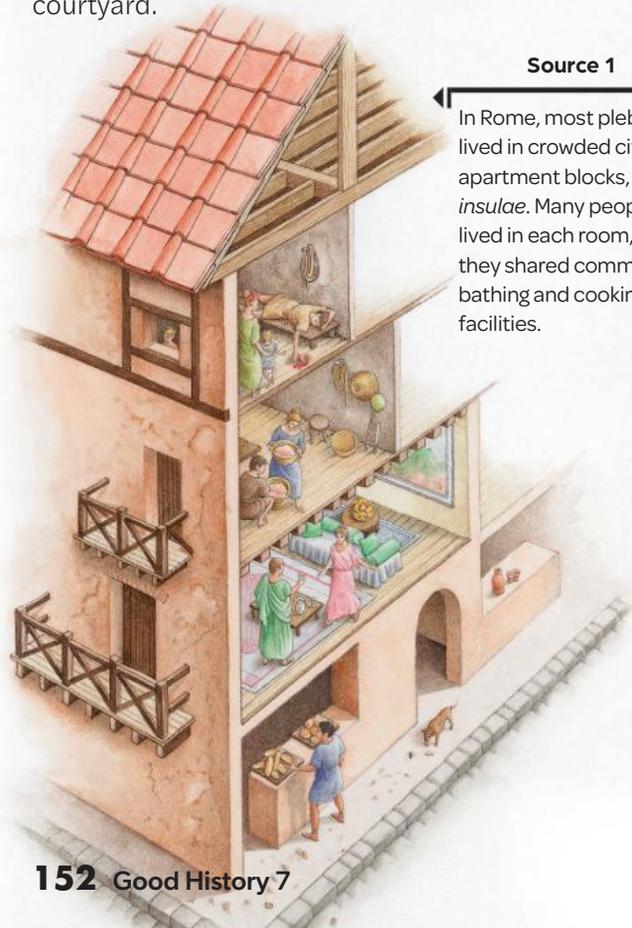
Housing for plebeians

In Rome, the vast majority of people – the plebeians – lived in cramped multi-storey apartments called *insulae* (literally ‘islands’). The ground floor of the *insulae* had shops, called *tabernae*. The streets were skinny and dirty.

Often whole families lived in one room of an *insulae*, with up to 40 people in each housing block sharing bathing and cooking facilities in a central courtyard.

Source 1

In Rome, most plebeians lived in crowded city apartment blocks, called *insulae*. Many people lived in each room, and they shared communal bathing and cooking facilities.



People had to walk to a public toilet where they sat over large holes and chatted with others as they did their business. They wiped their bottoms with wet sponges attached to sticks, which they then dropped into the sewer system.

Housing for patricians

Wealthy Romans – patricians – owned homes in Rome, as well as large country estates called villas.

A patrician’s townhouse was called a **domus**, and had multiple rooms. The entrance hall led to the atrium, which contained an altar and statues of the household gods (see pages 140–141). Positioned off the atrium were bedrooms, and a dining room, living room and kitchen.

A **villa** was larger than a *domus*, and included courtyards, baths, pools, storage rooms, exercise rooms, servants’ quarters and gardens.

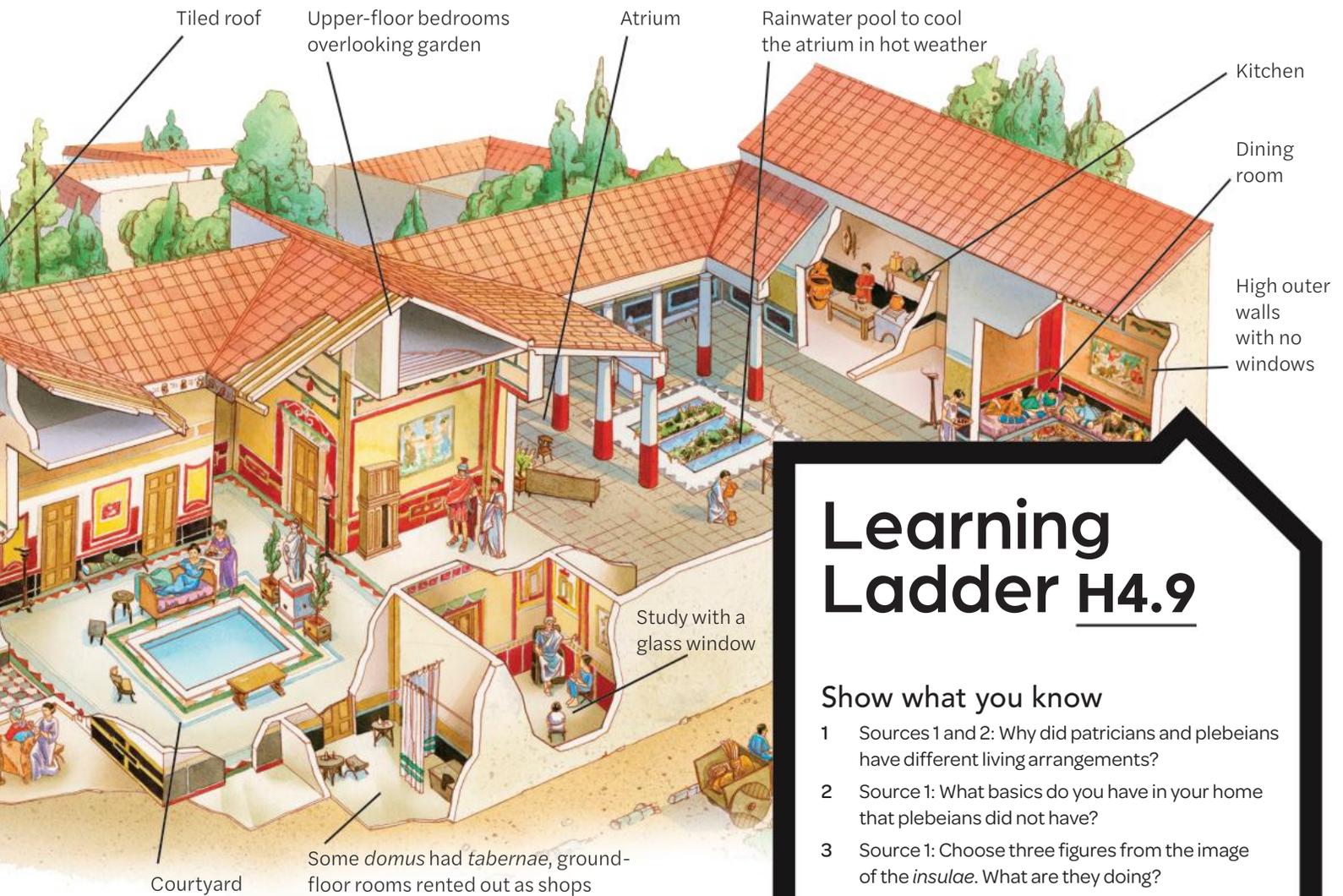
A well-appointed *domus* had glass windows, but most homes used animal skins stretched across the window openings instead.

Family life

Ancient Roman families were headed by the oldest male, who was called the **paterfamilias**, or ‘father of the family’. The *paterfamilias* had control over all decisions and had the right to:

- punish any family members
- decide whether a baby should live or die
- disown his children





Source 2

The *domus* was the city house for wealthy Roman patricians, who also owned large villas in the countryside.

- sell his children as slaves
- choose a husband for his daughter (or sister).

Sons were important for continuing the family name. If a father had no sons, he could adopt one. Only the *paterfamilias* could own property. His sons received an allowance to manage their households.

Education was a privilege, and it was for wealthy boys only. Boys generally finished their schooling at 16 years of age, at which point they registered as a full Roman citizen. Rich girls learnt to read and write, but much of their education related to skills such as spinning and weaving.

Women were expected to be good wives and mothers. Any money that women earned automatically belonged to their husbands.

Girls in ancient Rome were married young, often around 13 or 14 years old. The girl's father always arranged the marriage – and the girl had no say in it.

Learning Ladder H4.9

Show what you know

- 1 Sources 1 and 2: Why did patricians and plebeians have different living arrangements?
- 2 Source 1: What basics do you have in your home that plebeians did not have?
- 3 Source 1: Choose three figures from the image of the *insulae*. What are they doing?
- 4 List the differences between the lives of males and females.
- 5 Why did girls learn spinning and weaving?

Continuity and change

Step 1: I can recognise continuity and change

- 6 What was expected of women in ancient Rome? How does this compare with expectations of women today?

Step 2: I can describe continuity and change

- 7 Do we have divisions in our society such as patricians and plebeians? Explain your answer, giving examples.

Step 3: I can explain why something did or did not change

- 8 Education for boys and girls used to be very different. Why do boys and girls learn the same things now?

Step 4: I can analyse patterns of continuity and change

- 9 In ancient times there was inequality between rich and poor, and between men and women. Is there more or less inequality now? Why? Explain your answer using historical and modern examples.

HOW TO

Continuity and change, page 212

How did ancient Romans entertain themselves?

Life was tough for ordinary Romans. To prevent poor people from rebelling, the ruling classes provided entertainment and free grain. Large arenas hosted bloody battles between gladiators and wild animals, as well as chariot races where death and injury were common.

Public entertainment

The number of days of free entertainment provided by the Roman government varied, depending on the era, but at the end of the first century BCE, there was free entertainment for nearly half the year. The free entertainment had one purpose: to make sure the plebeians (see pages 142–143) did not become restless and rebel. Entertainment also helped to keep the rulers popular. The ancient Roman writer Juvenal said that Romans were kept happy and peaceful by two things: *panem et circenses* (bread and circuses).

There was a special arena in Rome for chariot races. It was called the Circus Maximus, and it could seat close to 250 000 people. Death and injury were common in chariot races – but that was part of the entertainment.

Source 1

Chariot racing at the Circus Maximus was a very popular form of entertainment in ancient Roman times. This is a reconstruction of a Roman chariot with the inclusion of original metallic parts, made c. 2003 CE.



Source 2

Wild animals such as tigers and lions were captured and forced to fight gladiators. The animals were kept in cages below the surface of the arena, then released. Animals were often forced to fight one another for the crowd's amusement. The battle between a lion and a bull was said to be very popular. [Alexander von Wagner, *A Roman Bull Fight* (19th century CE), colour lithograph.]



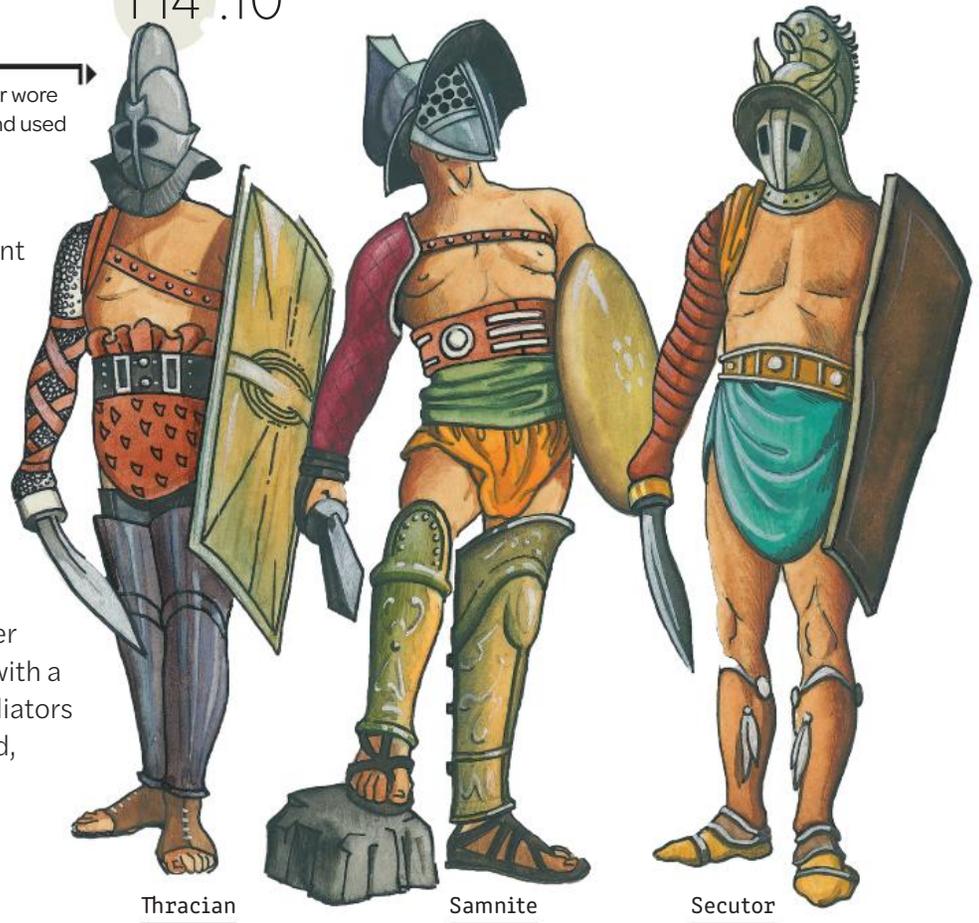
Source 3

Each type of gladiator wore distinctive armour and used different weapons.

Gladiators

A very popular form of public entertainment in ancient Rome was watching **gladiators** fight to the death in huge arenas such as the Colosseum (pages 158–159). Gladiators were first introduced in 264 BCE. They were generally slaves, criminals or prisoners.

Tens of thousands of Romans went to the Colosseum to watch gladiators fight and kill each other. According to legend, the emperor would decide whether a gladiator would live or die by signalling with a thumb up or thumb down. Successful gladiators were admired like sporting stars today and, if they were lucky, they would be granted their freedom.



Thracian

Samnite

Secutor

Types of gladiators

To add interest to fights, there were many different types of gladiators.

- An *andabata* wore helmets without eyeholes. They charged blindly at each other for the crowd's amusement.
- A *bestiarius* fought beasts using a spear and a knife. Many exotic imported animals such as lions and tigers were used.
- A *murmillo* wore a helmet and armguards, and carried a short sword and shield. They often fought against *Thracians*.
- A *retiarius* wore only an armguard for protection and carried a trident (a spear with three prongs), a dagger, and a net to catch their opponent's weapon.
- A *samnite* wore a high-crested helmet and used a short sword. Their right arm and left leg were protected with leather strapping, and greaves were worn on the legs (normally the left leg only).
- A *secutor* used the same armour and weapons as a *murmillo*. Their helmets had only two small eyeholes to prevent a *retiarius'* trident from piercing their face.
- A *Thracian* used a shield and a curved sword known as a *sica*.



Spartacus

Spartacus served in the Roman army before he was captured and sold into slavery. He attended gladiatorial training school near Capua, where he trained as a *murmillio* gladiator and survived a number of gladiatorial contests.

In 73 BCE, Spartacus escaped to Mount Vesuvius (see pages 162–165) where, over the next two years, about 90 000 other runaway slaves joined him. As one of the leaders of the slave army, Spartacus defeated several Roman legions over the next two years, before his death on the battlefield in 71 BC. His followers who survived the final battle were crucified, and their bodies kept on display as a warning to anyone else who wanted to challenge the Roman state.



Retiarius

Learning Ladder H4.10

Show what you know

- 1 What problems could there be with almost half a year of free public entertainment? Why was it provided?
- 2 Describe which features of Roman sport made it brutal.
- 3 What was the object in Source 1 used for and where could you have seen this activity in Rome?
- 4 What can we learn about Roman culture from looking at Source 1 and Source 2?
- 5 What did people do to end up becoming gladiators?
- 6 Why do you think Spartacus was such a legend?
- 7 Rank the seven types of gladiator, from most deadly to least deadly.

Source analysis

Step 1: I can determine the origin of a source

- 8 Are the images in this section primary sources or secondary sources? How do you know?

Step 2: I can list specific features of a source

- 9 Source 3: Look at the images of gladiators. How do they show that gladiators were fierce competitors?

Step 3: I can find themes in a source

- 10 Source 4: Why is the *murmillio* looking to the crowd and how are they responding? What did the signal from the crowd mean?

Step 4: I can use my outside knowledge to help explain a source

- 11 Read this account of Spartacus, written by ancient Roman historian Appian (95 CE–165 CE):

‘[Spartacus] took refuge on Mount Vesuvius, where he allowed many runaway domestic slaves and some free farm hands to join him ... he plundered the nearby areas, and because he divided the spoils in equal shares his numbers quickly swelled.’

- a Who joined Spartacus’ army?
- b Why was Spartacus so successful in attracting recruits?
- c How did the Romans respond and why?



Source 4

Pollice Verso is a painting created by French artist Jean-Léon Gérôme in 1872. The title refers to the Latin term for the thumbs up/thumbs down hand gesture the crowd used to decide the fate of the fallen gladiator. The gesture on the painting is given by the spectators to the victorious *murmillio* who has just defeated the *retiarius* at the Colosseum. We assume today that thumbs up meant the fallen gladiator lived and thumbs down meant he died. However, thumbs down may have meant ‘swords down’, which meant the losing gladiator would live. Its exact meaning is unknown. [Jean-Léon Gérôme, *Pollice Verso* (1872 CE), oil on canvas, 149.2 x 96.5 cm, Phoenix Art Museum, Phoenix, United States.]

HOW TO

Source analysis, page 209

What was the Colosseum?

The Colosseum was larger than the Melbourne Cricket Ground, and could hold up to 50 000 people. In ancient Roman times, it hosted events to entertain people and gain support for their leaders, including having gladiators fight to the death.

The building

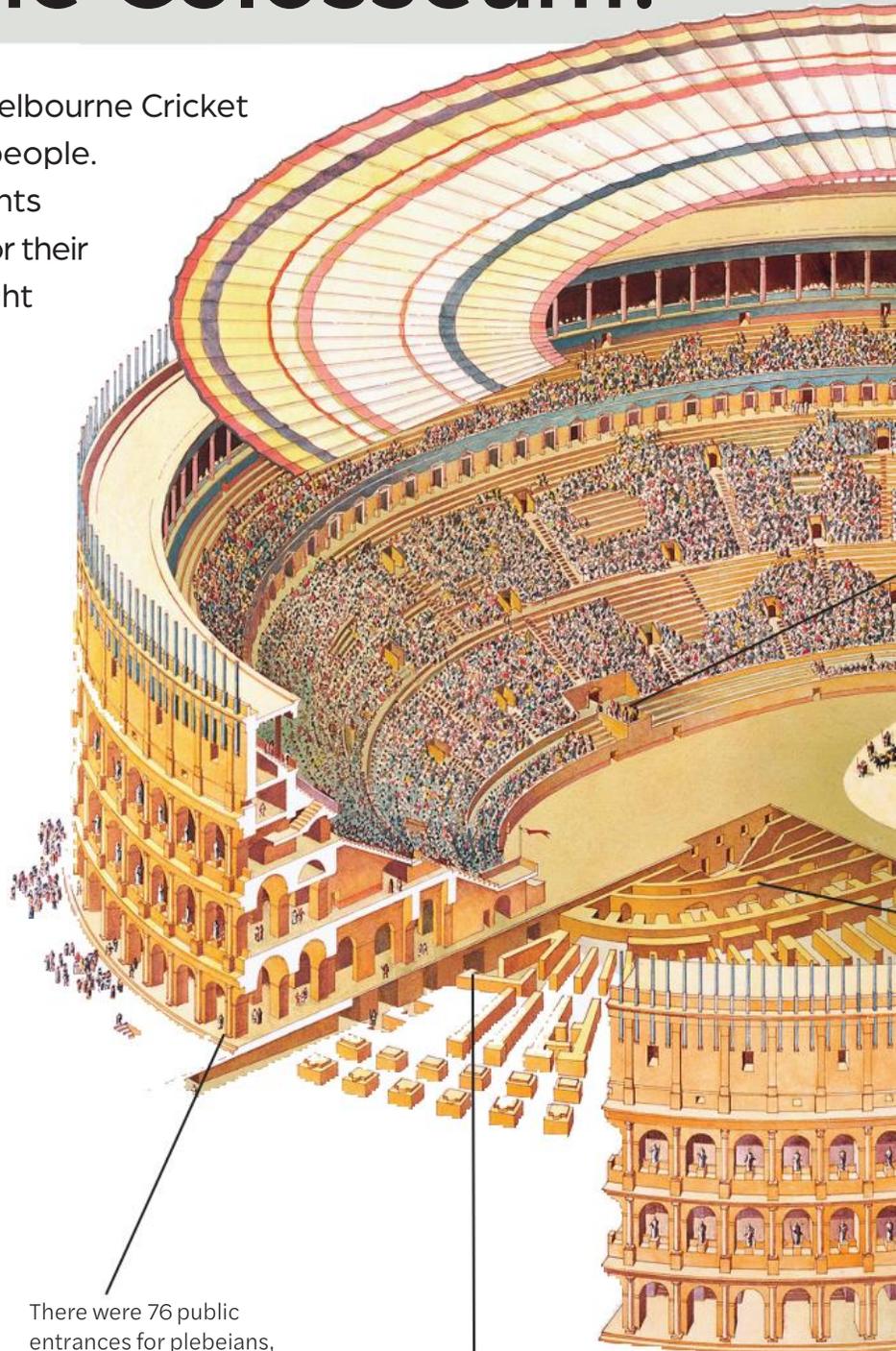
The Colosseum is a massive freestanding stone stadium. Work began on it began around 70–72 CE and it was completed in 80 CE. Emperor Titus opened the Colosseum, known as the Flavian Amphitheatre, with 100 days of games for the Roman people to enjoy, including gladiator fights.

Much of the original stadium has fallen into disrepair, caused by weathering, natural disasters, theft and vandalism. However, the Colosseum is still popular, attracting tourists from all over the world.

The events

The arena hosted bloody battles between gladiators, and between gladiators and wild animals (see pages 154–157). Many gladiators were slaves or criminals, but some fighters volunteered because they wanted fame and fortune. Some emperors even showed off their combat skills in the arena to gain the support of the people.

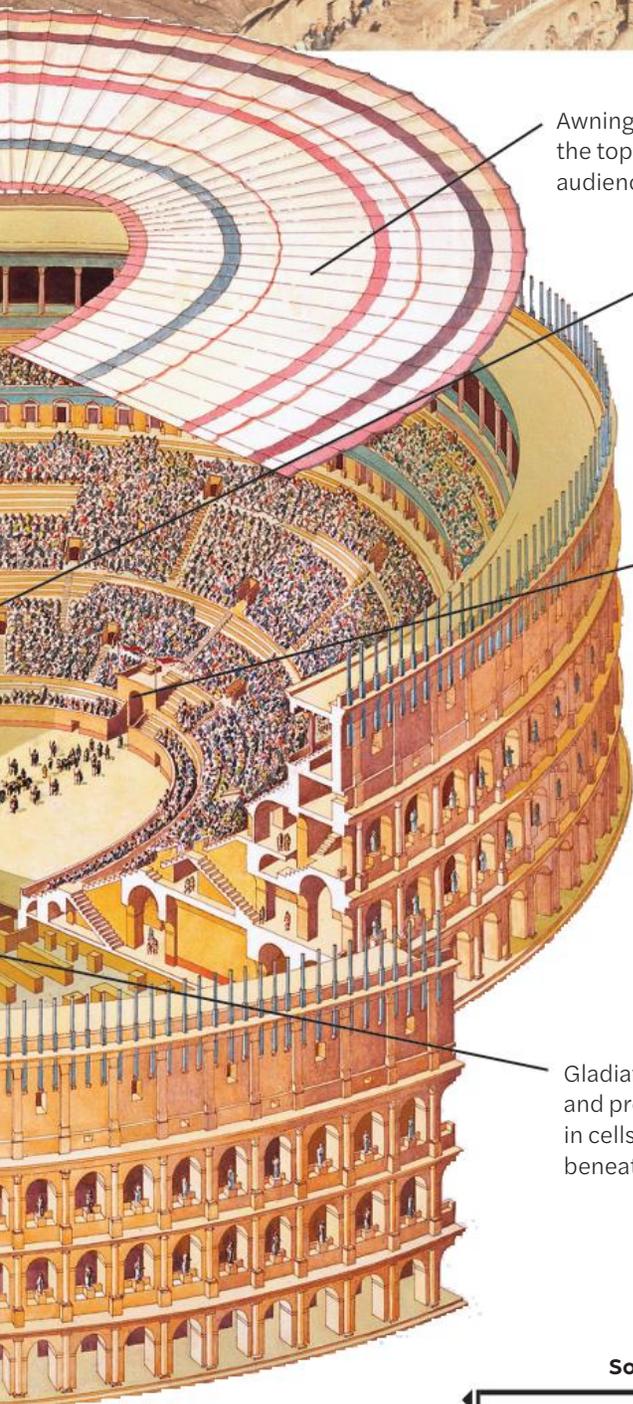
The arena could be decorated to look like a natural landscape, where the gladiators hunted animals. Sometimes the arena was flooded and mock sea battles were held. Crocodiles were released to grab those who fell overboard.



There were 76 public entrances for plebeians, and four entrances for wealthy patricians, senators and the emperor. It could accommodate 45 000 people seated, with standing room for an extra 5000 people.

Animals were kept in cages under the Colosseum and hoisted up to ground level by a pulley system, where they entered the arena through trapdoors.

The remains of the Colosseum are a major tourist attraction. Restoration work on the stadium, which is almost 2000 years old, was completed in 2016.



Awnings were pulled out from the top storey to protect the audience from the sun.

The emperor had his own private box. Other important people sat in the seats surrounding the arena. Women, poor men and slaves sat or stood in the top tier.

Gladiators entered the stadium through gates at the arena level.

Gladiators, animals and props were held in cells and rooms beneath the arena.

Source 1

This cutaway illustration shows how spectators accessed the Colosseum seating via the 80 entrances. Gladiators, soldiers and animals were housed in rooms, cells and corridors beneath the arena.

Learning Ladder H4.11

Show what you know

- 1 What kinds of things took place in the Colosseum?
- 2 How were people, especially wealthy people, made to feel comfortable while at the Colosseum?
- 3 List five interesting adjectives to describe the Colosseum.
- 4 Source 1: Where were gladiators, animals and props held before appearing on the arena? How did gladiators and animals enter the arena?

Source analysis

Step 1: I can determine the origin of a source

- 5 Sources 1 and 2: Which of these is a primary source? Make a sketch of the primary source and use labels to show its features using information from the secondary source.

Step 2: I can list specific features of a source

- 6 Sources 1 and 2: Describe the Colosseum physically, including its size, shape, areas and artistic features.

Step 3: I can find themes in a source

- 7 Do you think it is right to host fighting competitions, pretend sea battles and conflicts between people and animals? Did people think differently about such competitions in ancient times? Explain your response.

Step 4: I can use my outside knowledge to help explain a source

- 8 Sources 1 and 2: What differences can you see between these sources? What has happened to the Colosseum since it was built? Why do you think it is still standing?

HOW TO

Source analysis, page 209

What did the Romans build?

The Romans developed sophisticated materials and tools, and were the leaders in engineering in the ancient world. They built 84 000 kilometres of roads to connect the cities of their growing empire. They also built protective walls and fortresses, as well as reservoirs and aqueducts to provide a constant water supply.

Master builders

As the ancient Roman Empire grew, the Romans needed to become increasingly skilful builders. They revolutionised the construction of buildings and roads with the invention of concrete, which they made by mixing volcanic dust with lime and water.

Their engineering and construction skills were so accurate and sturdy that many ancient Roman structures are still in use today. Most of the construction was done by the Roman army, aided by slaves.

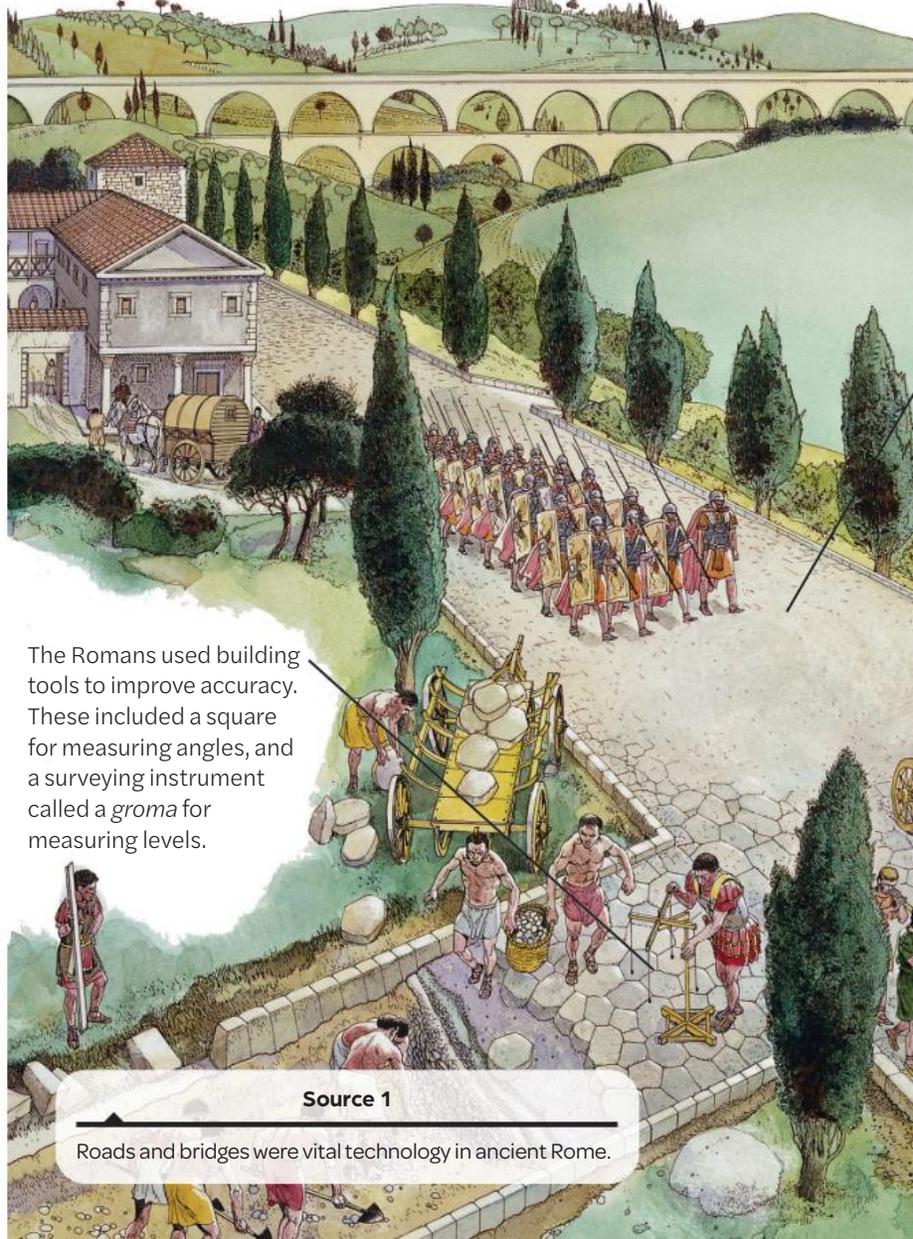
Water supply

Reservoirs were built to store water required for daily needs and public baths. Water from rivers was pumped into settling ponds, where any dirt would settle before being pumped into reservoirs. Purer mountain water was directed to reservoirs via **aqueducts** that could run for up to 100 km.

The Romans used pipes to connect reservoirs to public baths, fountains and toilets – and also to the homes of the wealthy. The advanced plumbing systems of the ancient Romans also carried away wastewater and sewage.

Public baths were very popular in ancient Rome, where people went to wash and socialise. The water was heated by large fires kept burning by slaves in the boiler room. Hot air was fed under the floors through a series of tunnels to heat the pools.

Aqueducts were built to channel water to settlements. They had to be built very accurately as the water had to run downhill.



The Romans used building tools to improve accuracy. These included a square for measuring angles, and a surveying instrument called a *groma* for measuring levels.

Source 1

Roads and bridges were vital technology in ancient Rome.



Source 2

Romans developed different ways of using the arch, and eventually invented the dome. Domes became a feature of many public buildings. The most spectacular Roman dome is at the Pantheon, a temple rebuilt around 120 CE. The dome has a 43-metre diameter – and it is still the second-biggest dome in the world.

Learning Ladder H4.12

Show what you know

- 1 Why were arches and domes so important?
- 2 Why did the Romans build so many roads?
- 3 What made public baths so popular? Include some of your own ideas in your answer.
- 4 What challenges do you think there would have been in running public baths in ancient times? Select one challenge and suggest how it could have been overcome.
- 5 Source 2: What artistic features were used in building the Pantheon to make the dome appear large and imposing?

Cause and effect

Step 1: I can recognise a cause and an effect

- 6 If the cause was the need to supply settlements with water, what was the effect created by ancient Roman technology?

Step 2: I can determine causes and effects

- 7 Sources 1 and 2: What did the development of the arch enable the ancient Romans to do?

Step 3: I can explain why something is a cause or an effect

- 8 How did improved building tools affect Roman achievements?

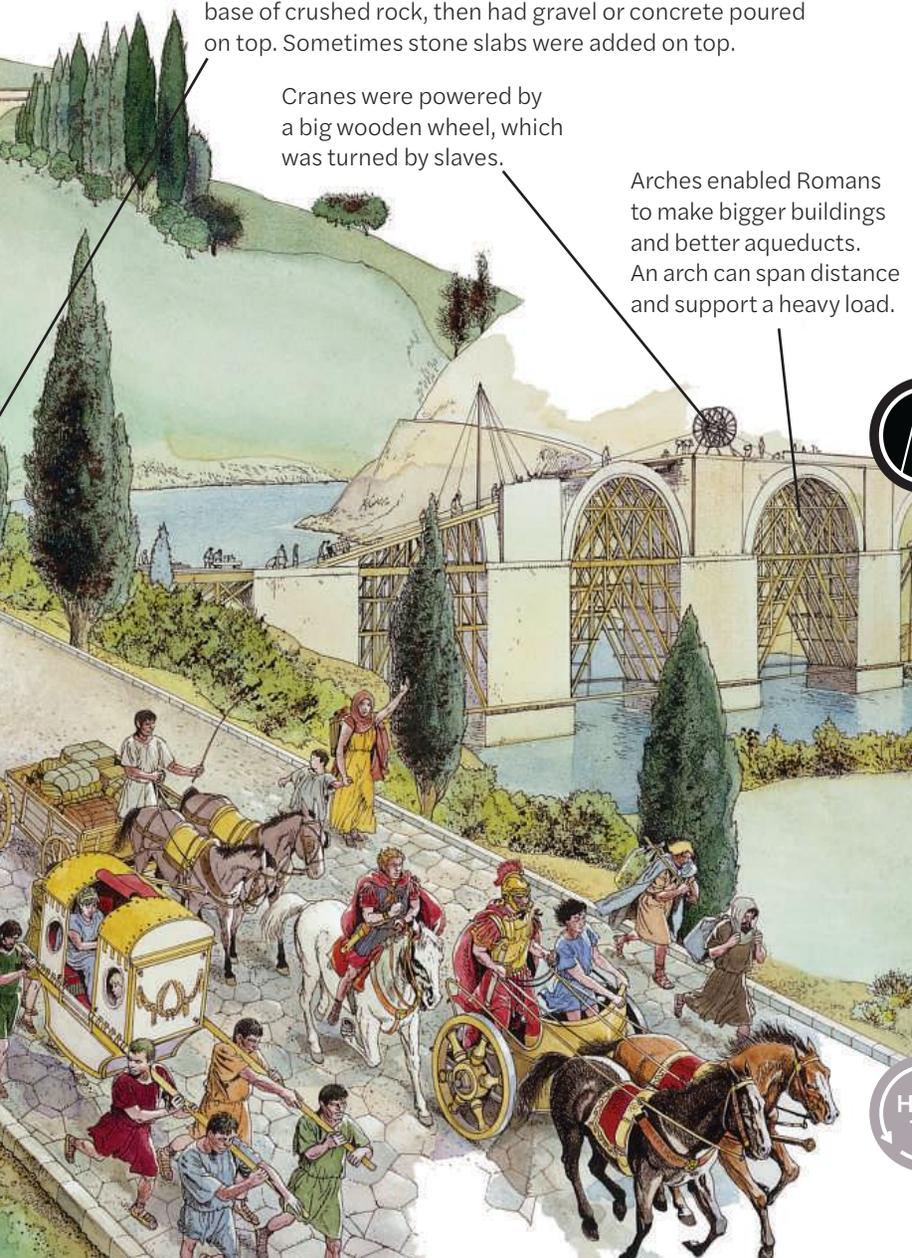
Step 4: I can analyse cause and effect

- 9 Consider how important roads were to the Roman Empire. List three effects of these roads. How do these three effects combined make roads important? How does each effect support and strengthen the others?

Roman roads were usually long and straight. They had a base of crushed rock, then had gravel or concrete poured on top. Sometimes stone slabs were added on top.

Cranes were powered by a big wooden wheel, which was turned by slaves.

Arches enabled Romans to make bigger buildings and better aqueducts. An arch can span distance and support a heavy load.



Cause and effect, page 215

key event

What happened at Pompeii?

The thriving Roman city of Pompeii disappeared under volcanic ash in just 24 hours.

In 1748, explorers looking for ancient artefacts rediscovered Pompeii, which had been buried by a volcanic eruption in 79 CE. The volcanic ash that covered Pompeii had acted as a blanket, preserving Pompeii almost exactly as it had been nearly 1700 years earlier.

The buildings were still intact, and everyday objects littered the streets. **Archaeologists** even uncovered loaves of bread and jars of preserved fruit. Skeletons of the people lay where they'd fallen. The city of Pompeii was frozen in time, which has allowed us to find out a lot about everyday life in ancient times.

The town of Pompeii was just nine kilometres from Mount Vesuvius, an active volcano. Pompeii was a resort for Rome's wealthiest citizens. Fancy homes lined its paved streets and people enjoyed cafes, taverns and bathhouses, and watched performances in the local arena. The volcano had not erupted in living memory, so the local people did not see it as a threat.

On 24 August in 79 CE, Mount Vesuvius exploded with a huge eruption that continued for a whole day. Vesuvius spewed massive clouds of ash and rock into the air. The wind carried the ash towards Pompeii and deposited a layer of ash over the town. Following the initial blast came an avalanche of ash, rock and gas (called a pyroclastic flow) travelling at more than 100 kilometres per hour.



Source 1

Eruption of Vesuvius, by Pierre Henri de Valenciennes, 1813, oil on canvas



Ancient historian Pliny the Younger watched the eruption from across the bay:

‘**A**shes were already falling on the ships, hotter and thicker the nearer they approached; and even pumice and other stones, black and scorched, and cracked by the fire. There had been a sudden retreat by the sea, and the debris from the mountain made the shore unapproachable ... Meanwhile, from many points of Mount Vesuvius, vast sheets of flame and tall columns of fire were blazing, the flashes and brightness of which were heightened by the darkness of the night ... for the walls nodded under the repeated and tremendous shocks, and seems, as though dislodged from their foundations, to be swaying to and fro, first in one direction and then in another. On the other hand, in the open air, there was the fall of the pumice stones (though they were light and burnt out) to be apprehended.

Source 2

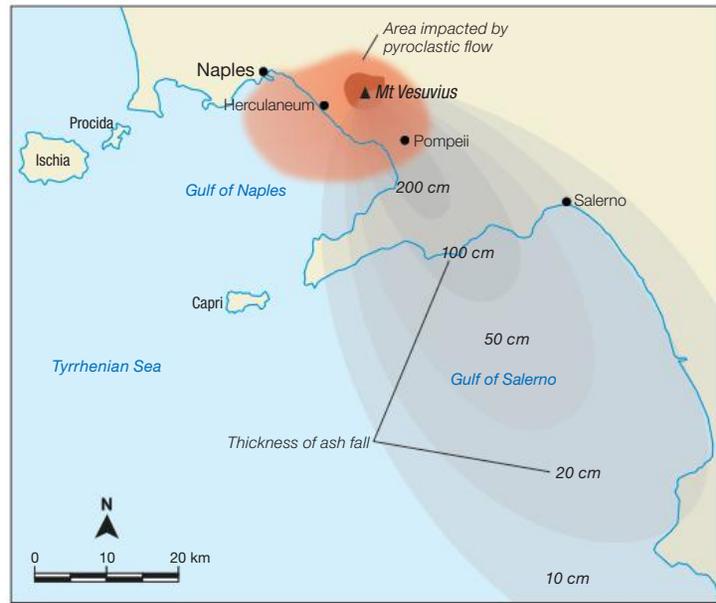
TA Schneer, *The History of Vesuvius from AD 79 to AD 1907*, 1907.

What was the eruption of Vesuvius like for the people of Pompeii?

Most people living in Pompeii had time to flee, but those who remained were instantly killed by the heat of the pyroclastic flow, which swallowed everything in its path. The residents of nearby Herculaneum suffered the same fate. The superheated blast of gas would have boiled their brains and incinerated their soft tissue into ash.

By the end of the eruption, 1500 people in Pompeii and Herculaneum had died, and Pompeii was covered in about four to six metres of ash and pumice.

Giuseppe Fiorelli was an Italian archaeologist who directed excavations at Pompeii between 1860 and 1875. His radical new methods helped uncover what the final moments of life were like for the people of Pompeii.



Source: Matilda Education Australia

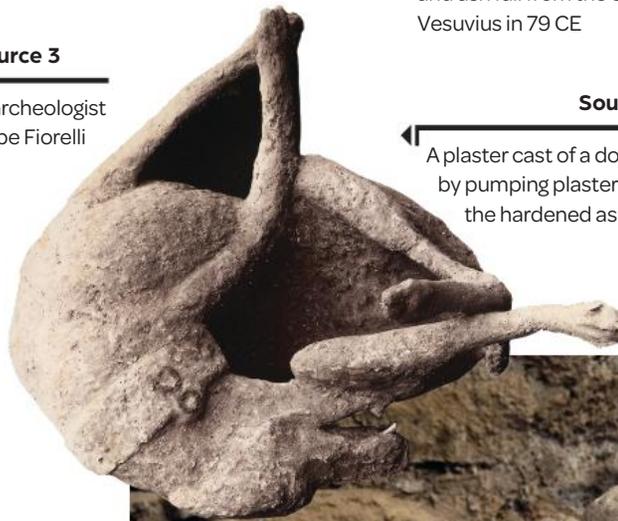
Source 4

Areas impacted by the pyroclastic flow and ash fall from the eruption of Mount Vesuvius in 79 CE



Source 3

Italian archeologist Giuseppe Fiorelli



Source 5

A plaster cast of a dog. This cast was made by pumping plaster of Paris into cavities in the hardened ash at Pompeii.

Fiorelli realised that the holes he found in the hardened ash were actually the cavities left after the bodies of victims at Pompeii had rotted over time. He developed the use of plaster casts to recreate the shapes of bodies, both human and animal. Whenever a cavity was discovered at the excavation site, plaster of Paris was poured in and left to harden. The hardened ash around the plaster was then carefully removed, revealing a plaster replica of that person or animal at the moment of their death.

Fiorelli's new method of plaster casts gave accurate information about how people had died from the eruption of Mount Vesuvius.



Source 6

Plaster casts of Pompeii victims who died from the superheated blast of ash, rocks and gas

Source 7

When explorers rediscovered the site of Pompeii in 1748, they were surprised to find that the ancient town was mostly intact under the thick layer of volcanic ash. Today, the site is one of Italy's major tourist attractions, sitting in the shadow of nearby Mount Vesuvius.



Learning Ladder H4.13

Show what you know

- 1 Source 4: Describe the direction of the pyroclastic flow and the ash fall from Mt Vesuvius. Hint: They aren't the same!
- 2 How did Giuseppe Fiorelli show the bodies of the residents of Pompeii in their last moments?
- 3 What were historians able to learn about everyday life in Roman times from the ruins of Pompeii?
- 4 Source 2: What language does Pliny the Younger use to describe the eruption?
- 5 How could the leaders of Pompeii have protected their people from volcanic eruptions?

Source analysis

Step 1: I can determine the origin of a source

- 6 Source 6: When was this source created and how was it made?

Step 2: I can list specific features of a source

- 7 Sources 1 and 2: List the words from the primary source in Source 2 that may have helped Pierre Henri de Valenciennes create the secondary source in Source 1.

Step 3: I can find themes in a source

- 8 Source 2: What style of writing does Pliny the Younger use? Why do you think he writes this way?

Step 4: I can use my outside knowledge to help explain a source

- 9 Source 6: Look at the plaster casts of volcano victims. Based on the information you have read in this section, is it more likely these were wealthy people or poor people? Back up your answer.

Source analysis, page 209



Masterclass



Learning Ladder

Caesar (c. 100 BCE–44 BCE)

By Plutarch, 75 CE

‘**T**his love of honour and passion for distinction were inspired into them and cherished in them by Caesar himself, who, by his [generous] distribution of money and honours, showed them that he did not heap up wealth from the wars for his own luxury, [...] all he gave to deserving soldiers as so much increase to his own riches. Added to this also, there was no danger to which he did not willingly expose himself, no labour from which he pleaded an exemption. His contempt of danger was not so much wondered at by his soldiers because they knew how much he [wanted] honour. But his enduring so much hardship, which he did to all appearance beyond his natural strength, very much astonished them. For he was a spare man, had a soft and white skin, was distempered [emotionally disturbed] in the head.’

Source 1

Plutarch, *Cicero*, translated by John Dryden, 1906



Step 1

a I can read a timeline

Use the timeline on pages 130–131 to answer these questions.

- How long after Caesar’s death was the Great Fire of Rome?
- For how many years did Spartacus lead a slave revolt?
- How long did the Punic Wars last?

b I can determine the origin of a source

Source 1: When was this written and who was it written about?

c I can recognise continuity and change

Rank these features of daily life in ancient Rome:

- clothing
- technology
- politics
- religion

d I can recognise a cause and an effect

Copy this table and match each cause with its effect.

Christians refuse to pray to Roman gods or make offerings to previous leaders	Leader is assassinated by senators and civil war follows
Mount Vesuvius erupts	People overthrow leader and start a republic
Popular Julius Caesar is made dictator for life	Army overthrows leader and he commits suicide
Unpopular Emperor Nero rules as a tyrant	Christians were persecuted and killed
Unpopular King Superbus angers the population	Towns of Pompeii and Herculaneum are destroyed

e I can recognise historical significance

Put these events in order, from most important to least important:

- Christianity becomes official religion of Roman Empire
- Great Fire of Rome
- Hadrian’s Wall built to protect against Scots
- Roman Empire split into east and west
- Spartacus slave uprising
- Germanic tribes attack Rome

Work at the level that is right for you
or level-up for a learning challenge!



Step 2

- a I can place events on a timeline
Place these events in order, from earliest to most recent. Note: there are eight different points in time mentioned.
Emperor Hadrian built a wall to defend against the Scots in 121 CE
Rome was invaded by Germanic tribes in 410 CE
66 years after Germanic tribes invaded Rome, the western Roman Empire fell
202 BCE was when Hannibal fought Roman troops at the Battle of Zama
Hannibal first invaded Rome 16 years before the Battle of Zama
The Great Fire of Rome was in 64 CE, when Nero was emperor. He stopped being emperor four years later. He was emperor for 14 years altogether.
- b I can list specific features of a source
Source 1: What did Caesar do to help his soldiers?
- c I can describe continuity and change
Do we have divisions in our society such as patricians and plebeians? Explain your answer, giving examples.
- d I can determine causes and effects
Sort these effects into types of things that caused them: social conditions, political conditions, economic conditions, individual actors or group actors.
- the murder of Caesar
 - women don't receive the same education as men
 - Colosseum is built
 - slavery is widespread
 - soldiers overthrow Nero
- e I can explain historical significance
Why is the murder of Caesar such a big deal?



Step 3

- a I can create a timeline using historical conventions
Turn the chronological list from Step 2a into a historical timeline using correct conventions.
- b I can find themes in a source
Source 1: What language does the author use to show what he thinks about Caesar?
- c I can explain why something did or did not change
What standards did the Romans bring with them to places they conquered, and why were they enforced?
- d I can explain why something is a cause or an effect
Use the statements about cause and effect to write a short paragraph explaining how the cause led to the effect.
- | Cause | Effect |
|--|---|
| Emperor Marcus Aurelius made laws to benefit all, and improved rights for women and slaves | Aurelius was popular and well respected |
| Roman soldiers were well paid and most young male citizens could join | The Roman army was large and well trained |
- e I can apply a theory of significance
How important was the eruption of Mount Vesuvius at the time? How many people were affected by the eruption? How deeply were their lives affected?

Masterclass



step 4

Step 4

- a I can distinguish causes, effects, continuity and change from looking at timelines
Which of the events listed on the timeline on pages 130–1 are linked by cause and effect and which show change over time?
- b I can use my outside knowledge to help explain a source
What do you know about Caesar that backs up what Plutarch is saying in Source 1?
- c I can analyse patterns of continuity and change
Which large one-off events impacted ancient Roman civilisation? How did they affect it?
- d I can analyse cause and effect
The western Roman Empire fell in 476 CE. List four causes that contributed to its fall. Suggest a cause for each of those causes.
- e I can analyse historical significance
Roman civil engineering, such as the building of arches, domes and roads, was historically significant. Give five reasons why.



step 5

Step 5

- a I can describe patterns of change
Look at the timeline on pages 130–131 and list one pattern that you can see. What events are part of this pattern? What makes it a pattern of change?
- b I can use the origin of a source to explain its creator's purpose
Plutarch wrote biographies of Roman leaders. Why do you think he wrote the one cited in Source 1? Justify your answer using your historical knowledge and quotes from the text.
- c I can evaluate patterns of continuity and change
 - Was the change from monarchy to republic a good thing or a bad thing? Justify your answer.
 - Was the change from republic to empire a good thing or a bad thing? Justify your answer.
- d I can evaluate cause and effect
Was the fall of the Roman Empire a good thing or a bad thing? Back up your answer with evidence from ancient and modern times.
- e I can evaluate historical significance
Historians debate the importance of the death of Caesar, the civil war that came after it, and the change from republic to empire. Are these events really that important? Explain your response.

Historical writing

1 Structure

Imagine you are answering an essay question: 'The downfall of Rome was inevitable. Discuss.'

Write an essay plan for this topic. Have at least three main paragraphs.

2 Draft

Using the drafting and vocabulary suggestions on page 226, draft a 400–600 word essay responding to the topic.

3 Edit and proofread

Use the editing and proofreading tips on page 227 to help edit and proofread your draft.

Historical research

4 Organise and present information

Imagine you are doing a large research project: 'The Importance of Geography to Rome'. Write a contents page for this project. There should be an introduction, conclusion, at least four main sections and many subsections. Number your chapters.



How can I understand ancient Rome?

In this chapter, you have learnt a lot about ancient Rome. Now you can put your new knowledge and understanding together for the capstone project to show what you know and what you think.

In the world of building, a capstone is an element that finishes off an arch or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting, critical and creative ways. You can complete this project yourself, or your teacher can make it a class task or a homework task.

Scan this QR code to find the capstone project online.



mea.digital/GHV7_H4

Ancient China

H5

HOW WAS ANCIENT CHINESE SOCIETY ORGANISED?

page 176

key individual

page 180

HOW DID
QIN SHI HUANG
RULE CHINA?

chronology

page 186

WHY IS THERE A
GREAT WALL
IN CHINA?

civics + citizenship

page 196

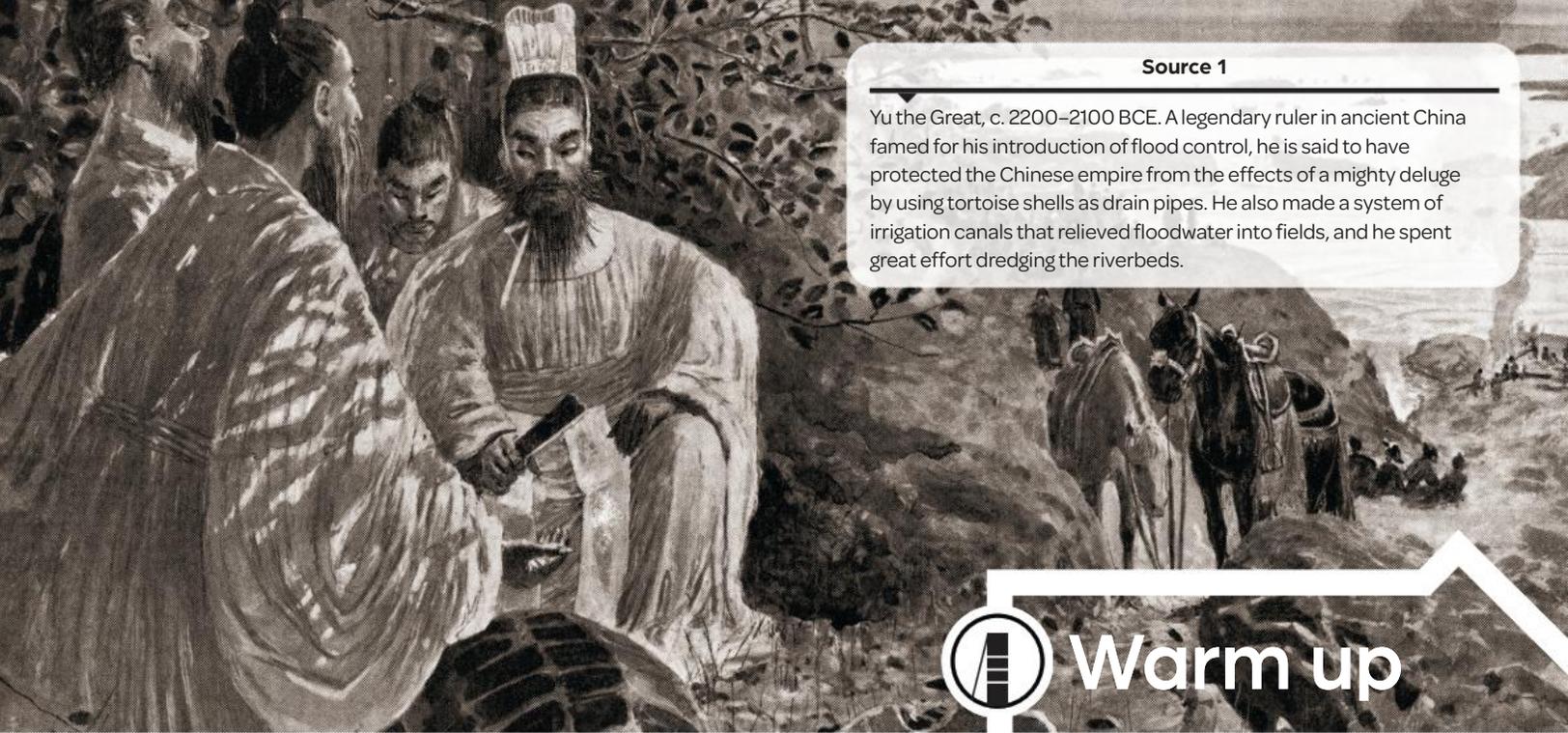
HOW DID THE
ANCIENT
CHINESE
DEFINE JUSTICE?

How can I understand ancient China?

China has made impressive cultural, philosophical, technological and political achievements over thousands of years of history. Chinese values, such as the Confucian ideals of authority, respect and the importance of education are the founding beliefs of over a billion people. With an imposing past and emerging future, understanding this culture is crucial to grasping the modern world.

learning ladder

 <p>step 5</p>	<p>I can describe patterns of change I read timelines and see the 'big picture'. I group timeline events and see if they show patterns of change. I know typical historical patterns to look for.</p>	<p>I can use the origin of a source to explain its creator's purpose I combine knowledge of when and where a source was created to answer the question, 'Why was it created?'</p>	<p>I can evaluate patterns of continuity and change I answer the question, 'So what?' about patterns of continuity and change. I weigh up different things and debate the importance of a continuity or a change.</p>
 <p>step 4</p>	<p>I can distinguish causes, effects, continuity and change from looking at timelines I read timelines and find events that are linked by cause and effect. I find things that are the same or different from then until later times.</p>	<p>I can use my outside knowledge to help explain a source I have enough outside knowledge about ancient China to help me explain a source.</p>	<p>I can analyse patterns of continuity and change I see beyond individual examples of continuity and change in ancient China and identify broader patterns, and I explain why they exist.</p>
 <p>step 3</p>	<p>I can create a timeline using historical conventions When given a set of ancient Chinese events, I construct a historical timeline, making sure I use correct terminology, spacing and layout.</p>	<p>I can find themes in a source I look a bit closer into a source and find more than just features. I find themes or patterns in the source.</p>	<p>I can explain why something did or did not change I answer the question 'why?' something changed or stayed the same between historical periods.</p>
 <p>step 2</p>	<p>I can place events on a timeline When given a list of ancient Chinese events, I put them in order from earliest to latest, the simplest kind of timeline.</p>	<p>I can list specific features of a source I look at an ancient Chinese source and list detailed things I can see in it.</p>	<p>I can describe continuity and change I have enough content knowledge about two different historical periods to recognise what is similar or different about them, and can describe it.</p>
 <p>step 1</p>	<p>I can read a timeline I read timelines with ancient Chinese events on them and answer questions about them.</p>	<p>I can determine the origin of a source I can work out when and where an ancient Chinese source was made by looking for clues.</p>	<p>I can recognise continuity and change I recognise things that have stayed the same and things that have changed from ancient China until now.</p>



Source 1

Yu the Great, c. 2200–2100 BCE. A legendary ruler in ancient China famed for his introduction of flood control, he is said to have protected the Chinese empire from the effects of a mighty deluge by using tortoise shells as drain pipes. He also made a system of irrigation canals that relieved floodwater into fields, and he spent great effort dredging the riverbeds.



Warm up

Chronology

- 1 Source 1: Roughly how long ago did Yu the Great start his reign?

Source analysis

- 2 Source 1: Describe the people's clothing in this image.

Continuity and change

- 3 Do you think flood control is still managed in the same way in China now? How might it be different?

Cause and effect

- 4 Why did Yu create canals?

Historical significance

- 5 Source 2: Why do you think Yu was called 'the Great'?



Source 2
Yu the Great

I can evaluate cause and effect
I answer the question 'So what?' about cause and effect. I weigh up different things and debate the importance of a cause or an effect.

I can analyse cause and effect
I don't just see a cause or effect as one thing. I determine the factors that make up causes and effects.

I can explain why something is a cause or an effect
I can answer 'how?' or 'why?' a cause led to an effect in ancient China.

I can determine causes and effects
Applying what I have learnt about ancient China, I can decide what the cause or effect of something was.

I can recognise a cause and an effect
From a supplied list, I recognise things that were causes or effects of each other in ancient China.

I can evaluate historical significance
I answer the question 'So what?' about things that are supposedly historically important. I weigh up events against each other and cast doubt on how important things are.

I can analyse historical significance
I separate out the various factors that make something historically important in ancient Chinese history.

I can apply a theory of significance
I know a theory of significance. I use it to rank the importance of ancient Chinese events.

I can explain historical significance
I answer the question 'why?' about things that were important in ancient China.

I can recognise historical significance
When shown a list of things from ancient Chinese history, I can work out which are important.

How did geography determine China's destiny?

Because of China's physical isolation, ancient China developed its own culture, and a belief that it was the centre of the world – the Middle Kingdom. Ancient Chinese society was highly organised, with a common written language and cultural values, many of which continue today.

A key reason why China has had a continuous culture is because it is geographically isolated. China is separated from the rest of the world by the Pacific Ocean to the east, thick rainforest in the south, rugged and high mountain ranges to the west and deserts to the north.



key ideas timeline.

c. 6500 BCE
Agriculture begins along the Yangtze River

c. 2205 BCE
Chinese start to make bronze

c. 1600 BCE
Chinese priests engrave signs on bones – earliest example of Chinese writing
Shang dynasty begins

566 BCE
Buddha is born

551 BCE
Confucius is born

c. 513 BCE
Cast iron invented in China

Zhou dynasty
1046–256 BCE

Natural barriers

Ancient China was isolated from the rest of the ancient world because of its geography, and the earliest recorded evidence of trade between China and Rome is 166 CE.

To the east of China is the world's largest ocean: the Pacific. Thick tropical rainforests are found in border regions to the south (modern-day Myanmar, Laos and Vietnam). Invasion from the west was almost impossible because of the world's highest mountain range: the Himalayas.

Most of China's northern border with Mongolia is covered by the Gobi Desert. For extra protection along its northern border, the Chinese built the world's longest defensive structure – the Great Wall of China – to protect against invasions by **nomadic** tribes (see page 186).

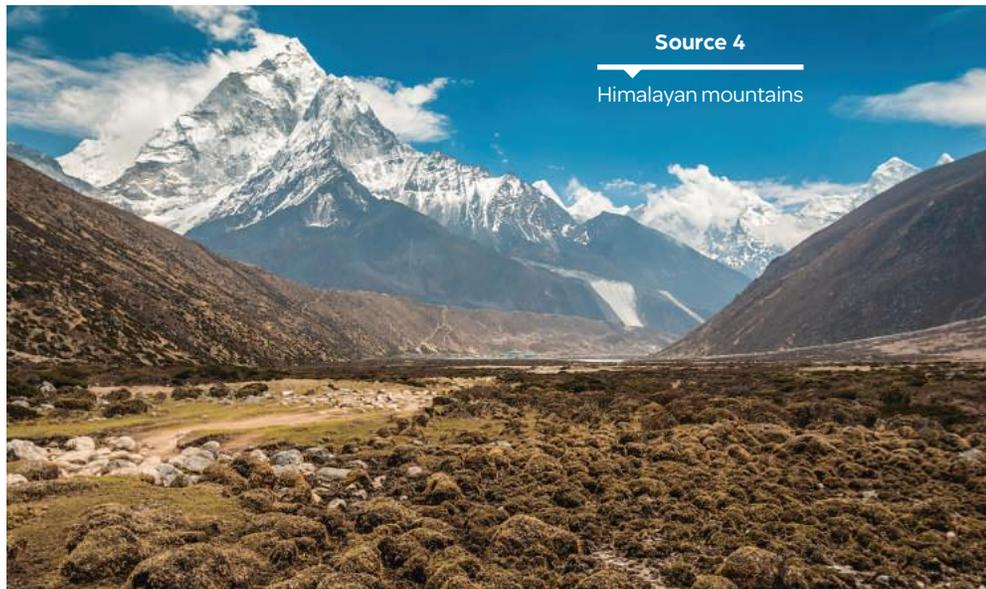
Great river systems

China has two major river systems: the Yangtze and the Yellow (Huang He) rivers. The first villages and towns were built along the banks of these rivers. The rivers helped people to move around the country. Then canals were built to join up rivers, and boats were used to help merchants carry goods between towns, and to help farmers sell their produce. Soldiers were moved to posts along rivers and the riverbanks were the sites of major battles in ancient China.

The Yellow River is also called 'China's Sorrow', as floods in ancient times led to destruction of crops and the deaths of millions of people. Irrigation systems were developed along the Yangtze River during the Han dynasty (206 BCE–220 CE). Irrigation made farms more productive, and helped the Yangtze region become one of the wealthiest regions in China.



Source 3
The Gobi desert



Source 4
Himalayan mountains



Source 5
Laos rainforest



Source 6

Map of east Asia

Source: Copyright © 2020 Esri and its licensors. All rights reserved.
Overlaid map from Matilda Education Australia.

Learning Ladder H5.1

Show what you know

- 1 What modern countries border China to the south?
- 2 Source 6: Match the numbers 1, 2 and 3 on the map with Sources 3, 4 and 5 on page 174.
- 3 What were the two main river systems used for?
- 4 Was it a good thing that China was geographically isolated? Give evidence in your response.

Cause and effect

Step 1: I can recognise a cause and an effect

- 5 Match the following causes with their effects.

Causes	Effects
Himalayas	Impede movement from north
Pacific	Impede movement from south
Jungle	Impede movement from east
Deserts	Impede movement from west

Step 2: I can determine causes and effects

- 6 Rank the four causes in question 5 from most effective barrier to least effective barrier. Justify your selection.

Step 3: I can explain why something is a cause or an effect

- 7 Look carefully at Source 6.
 - a Suggest a positive and negative effect of locating villages along rivers.
 - b Where is the Yellow River located? Why is it referred to as China's Sorrow?
- 8 Look carefully at the structure shown on pages 186 and 187.
 - a What is it?
 - b What did the builders hope the effect of this structure would be?
 - c What does the construction of this structure suggest about the effectiveness of deserts as a barrier to movement?

Step 4: I can analyse cause and effect

- 9 Compare the development of China's distinct culture to the development of city-states in Ancient Greece (pages 92 and 102). What are the common causes and effects in the two examples?

Cause and effect, page 215

HOW TO

How was ancient Chinese society organised?

The society of ancient China was a strict hierarchy. At the top was the imperial family: the emperor and his family. Below the imperial family were four social classes – nobles and officials, farmers, artisans (skilled tradesmen) and merchants.

Dynastic rule

The rule of Chinese kings and **emperors** in **dynasties** lasted from the Xia dynasty in 2100 BCE right up until 1912 CE. A dynasty was when one family maintained power, handing down the throne to an heir. Dynasties usually began after a battle for power between rival kingdoms – the victor became the new emperor and started a new dynasty.

In 221 BCE, Qin Shi Huang, leader of the Qin state, defeated six warring states that were fighting for power and territory. He brought all of China under his rule.

Before the Qin dynasty came to rule in 221 BCE, Chinese rulers were known as kings. From the Qin dynasty onwards, rulers were known as emperors. Only one Chinese emperor was a woman – Wu Zetian, who ruled China 690–705 CE.

For nearly 4000 years, ancient Chinese society was ruled by a succession of dynasties. The average length of a dynasty was about 200 years, and this brought great stability and continuity to China. The longest dynasty was the Zhou dynasty, which lasted for 789 years between 1045 BCE and 256 BCE.

Middle Kingdom

People in China referred to their country as the **Middle Kingdom**, because they believed they were living in the centre of the world.

During the Xia dynasty, rulers developed the idea of the **Mandate of Heaven**, which meant that

a king could rule as long as his actions were wise and fair. But if he were selfish or cruel, it was a sign the gods had withdrawn his mandate (or authority) to rule. Natural disasters such as famines and floods were also signs of heaven's displeasure with the king. People would often revolt against their rulers after major disasters, which they saw as signs that the gods had withdrawn the king's mandate to rule.

Dixin was the last king of the Shang dynasty (1766 BCE–1045 BCE). He inflicted torture and hardship on his people. In 1045 BCE, King Wen and his allies claimed that Dixin had lost the Mandate of Heaven – and thus lost the right to rule. King Wen overthrew the Shang dynasty and established the Zhou dynasty.

The emperor

Emperors of ancient China had tremendous power and responsibility. The emperor was the 'Son of Heaven', and had a Mandate of Heaven to rule. The emperor lived apart from ordinary people, secluded in the imperial palace.

No one was allowed to speak directly to the emperor – or to even look at him. When anyone approached the emperor they had to perform a **kowtow** – kneeling and bowing so low that their head touched the ground. Everyone had to keep their head bowed, even if they were addressing the emperor. When the emperor left the imperial palace, the roads were cleared of people and he was carried in a screened carriage so that no one would see him.

Empress Wu Zetian was the only female emperor in Chinese history. At the age of 14 she entered the imperial palace as a concubine (secondary wife) of Emperor Taizong of the Tang dynasty. After Taizong died, Wu Zetian became concubine to the new emperor, Gaozong. After Gaozong died, she had any rivals to the throne removed and took control of the government. Wu Zetian was empress of China 690–705 CE.

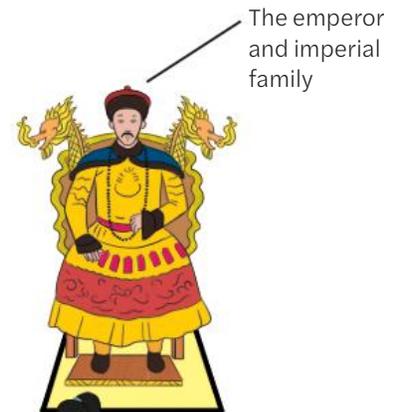


The only other males allowed in the imperial palace were castrated males called **eunuchs**, who had had their sexual organs removed. This was to make sure that any children born to the empress – or to any of the **concubines** – were fathered by the emperor.

Social order in ancient China

In ancient China, the social order was a hierarchy, with clear divisions between the social classes. Beneath the emperor and imperial family there were four social groups: nobles and officials, farmers, artisans and merchants.

- Nobles and officials were known as the *shi*. This class included the emperor's relatives, commanders of the army, lords of conquered kingdoms and government officials.
- Farmers were known as the *nong*. They were not wealthy, but were highly respected for their ability to feed the population. Farmers could live on the land in return for working on it. They used food to pay their tax, and had to serve as soldiers or labour on building projects when required.
- Artisans were known as the *gong*. Artisans earned more than farmers. Their skills as carpenters, metal workers, painters, potters and jewellers were highly regarded, as they created essential goods that people needed. An artisan's skills were usually handed down from father to son.
- The merchant class were known as the *shang*. They were traders and moneylenders. They were on the lowest level of the social hierarchy because they did not produce anything, and only worked for their own gain. Some merchants bought land to farm in a bid to improve their social status.



The *shi* – nobles and officials



The *nong* – farmers



The *gong* – artisans and craftspeople



The *shang* – merchants and traders



Source 2

Social hierarchy in ancient China

Source 3

Shen Tsung, Northern Sung Emperor of China looking at a painting (c. Sung-Ming Dynasty), painted silk scroll



Learning Ladder H5.2

Show what you know

- 1 Name the four social groups.
- 2 What is a dynasty?
- 3 Summarise the meaning of Mandate of Heaven.

Continuity and change

Step 1: I can recognise continuity and change

- 4 How long was China ruled by dynasties?
- 5 How did a new dynasty begin?

Step 2: I can describe continuity and change

- 6 How did the Mandate of Heaven both ensure continuity and allow change in ancient China?
- 7 How was respect shown to the emperor to recognise his position in society?

Step 3: I can explain why something did or did not change

- 8 How did dynasties ensure continuity in China?

- 9 Explain why being wealthy and being respected were not always the same.

Step 4: I can analyse patterns of continuity and change

- 10 Look carefully at the list of dynasties below.
 - a Calculate the length of each dynasty and rank these dynasties from longest to shortest.
 - b What do you notice about the changeover from the Zhou to the Qin Dynasty? Research what happened during this time and how it was resolved.

Dynasty	Start	End
Xia	2070 BCE	1600 BCE
Shang	1600 BCE	1046 BCE
Zhou	1046 BCE	256 BCE
Qin	221 BCE	206 BCE
Han	206 BCE	220 CE

Continuity and change, page 212



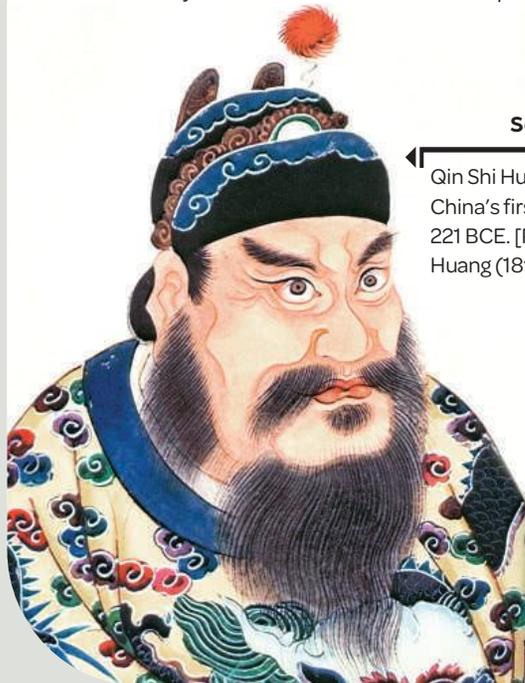
How did Qin Shi Huang rule China?

In 221 BCE, King Zheng of Qin defeated six small kingdoms to unify China for the first time. He renamed himself Qin Shi Huang, meaning 'First Emperor'. The Qin dynasty lasted only 15 years, but Emperor Qin Shi Huang introduced great changes in that time.

A strong and organised leader

The Qin dynasty lasted only 15 years – but it is one of the most famous dynasties in Chinese history. Qin Shi Huang needed to unite China and restore peace. To protect against invasion from the north by the Xiongnu tribes, he started building the Great Wall of China.

Qin Shi Huang quickly established control over the conquered states by dividing the country into 36 administrative provinces, each with a governor that reported to him. He developed a single set of laws and a system of roads to link the provinces



Source 1

Qin Shi Huang became China's first emperor in 221 BCE. [Portrait of Qin Shi Huang (18th century CE).]

with the Qin dynasty capital of Xianyang. To make it easier to have centralised control, Qin Shi Huang also established a common currency, common units of measurement and standardised writing.

Qin Shi Huang ran his dynasty with absolute control. He punished those who disagreed with him, and banned the philosophy of Confucianism (see page 192). He ordered that all books be burnt, except those about farming, medicine or divination (predicting the future). Qin Shi Huang wanted history to begin with the rule of the Qin dynasty. Any scholars who did not bring their books to be burnt were killed. People who spoke of old laws or sang old songs were executed.

Qin Shi Huang also ordered that stone tablets inscribed with his achievements be set up around the country. Sima Qian, a Chinese historian of the early Han dynasty (206 BCE–220 CE), recorded the details on one of the tablets:

The Emperor came to the throne and made laws which all the people obeyed.

He inspected the common people in the distant parts and climbed Mount Tai (a sacred mountain).

His obedient people remember his achievements and his goodness.

Under him all things find their right place.

The wise Emperor who controls everything under heaven wakes early, sleeps late and does wise things which have a good effect for a long time.

His power is endless. He is obeyed and his commands will continue forever.'

Source 2

Qin Shi Huang's tablet inscription

Source 3

This painting shows the burning of the books and burying of scholars who disagreed with Chinese Emperor Qin Shi Huang in 213 BCE. [Qin Shi Huangdi, the first Qin Emperor, watercolour on silk.]



A terracotta army

Qin Shi Huang wanted to live forever. He searched for the elixir of life – a magic potion that would give him immortality. To make sure he was equipped in the afterlife, Qin Shi Huang built a tomb complex measuring two kilometres long and one kilometre wide that included a mausoleum where he was buried, an underground palace and buildings for the precious treasures he wanted to have in the afterlife. One and a half kilometres away, he buried an army of life-sized terracotta warriors to command in the afterlife: 8000 soldiers, 130 chariots, 520 horses and 150 cavalry horses. Farmers discovered the site in 1974.

Ancient Chinese historian Sima Qian recorded the construction of the burial site, which took 39 years.

‘As soon as the First Emperor became King of Qin, excavations and building were started at Mount Li, while after he won the empire more than 700 000 conscripts from all parts of the empire worked there. They dug through three streams and poured molten copper for the outer coffin, and the tomb was fitted with models of palaces, pavilions and offices, as well as fine vessels, precious stones and rarities.’

Source 5

Description of Qin Shi Huang’s burial site by Chinese historian Sima Qian of the early Han Dynasty (206 BCE–220 CE), quoted in Hsien-yi and Gladys Young, *Records of the Great Historian (Shi Ji)*, Sima Qian, Peking, 1979

Source 4

Each of the 8000 soldiers in the Terracotta Army is life-sized. The officers are taller than regular soldiers, and the generals are the tallest of them all. There are ten basic face shapes, but each soldier has a different expression. The site is separated into pits, divided by walls of rammed soil. The soldiers are arranged in columns in battle formation. The Emperor wanted the same army that had brought him to power in life to protect him in the afterlife. [Terracotta Army (3rd century BCE), Lintong District, Shaanxi, China.]



In 2019 this replica of a chariot from the terracotta army was on display at the National Gallery of Victoria. It was part of a display of figures from the Qin Emperor's Terracotta Warriors, discovered in 1974 in China's Shaanxi province. It is regarded as one of the greatest archaeological finds of the twentieth century. [Chariot #1, Qin dynasty replica, 225 x 152 cm, bronze, National Gallery of Victoria, Melbourne, Australia.]



Learning Ladder H5.3

Show what you know

- 1 Source 2: What type of emperor does Qin Shi Huang portray himself as?
- 2 What was the Terracotta Army in Source 4 created to do?
- 3 Source 3: Describe the events here and why they are taking place.
- 4 What might be the benefits of having a common currency, measurements and writing in a large empire like ancient China?

Historical significance

Step 1: I can recognise historical significance

- 5 Rank these events in order, from least to most important:
 - birth of Qin Shi Huang
 - Qin Shi Huang unites the Chinese empire
 - Terracotta Army buried near Qin Shi Huang.

Step 2: I can explain historical significance

- 6 Why is Qin Shi Huang seen as an important figure?

Step 3: I can apply a theory of significance

- 7 The discovery of the terracotta army is one of the great archaeological finds of the 20th century. How important do you think Qin Shi Huang's tomb construction was to people at the time?

Step 4: I can analyse historical significance

- 8 List the actions taken by Qin Shi Huang to take control of China. Rank your list from the most to the least important.

HOW TO

Historical significance, page 219

What was palace life like?

Emperors lived apart from ordinary people. They lived in grand palaces, surrounded by walls and guard towers. Emperors were entertained by secondary wives, known as concubines, and looked after by eunuchs (castrated servants) to make sure that the emperor was the only father of any children.

Grand palaces

Emperor Qin Shi Huang built several elaborate palaces, the largest being the Epang Palace. The palace was 400 metres wide and more than one kilometre long and could hold 10 000 people. More than 700 000 workers laboured to complete it.

Chinese palaces were filled with luxuries, and servants and attendants would meet the emperor's every wish. In 1299 CE, Italian explorer Marco Polo described the imperial palace built by the Yuan dynasty (1279–1368 CE):

The walls inside are covered with silver and gold and there are paintings of horsemen, dragons and every kind of bird and animal. The vaulted ceiling is also covered with paintings and gold ornamentation. The main reception room can seat more than 6000 people. There is an overwhelming number of rooms; no architect could have designed the palace better. The roof is beautifully painted in many colours – vermilion, green, blue, yellow and so forth – so that it shines like a jewel and can be seen from afar ...'

Source 1

Marco Polo's description of the imperial palace of the Yuan Dynasty. [William Marsden, *The Travels of Marco Polo, the Venetian* (1908 CE).]

Source 2

Marco Polo's description of the Forbidden City. [Henry Yule, *The Book of Ser Marco Polo*, (1903 CE).]

Life in the palace

Chinese emperors spent nearly all of their time in their palaces, along with the empress, a harem of concubines and thousands of eunuchs.

The empress was the emperor's official wife, but he also had many concubines whose job it was to keep him entertained and amused. The women in the palace were divided into different grades. The empress was First Grade, and only a son produced by the empress could inherit the throne.

The emperor (and some rich men) also had a harem of concubines. It was an honour to be an emperor's concubine, and wealthy men sent their daughters to the imperial palace, hoping they would catch the attention of the emperor. Concubines entered the palace at a young age – often 13 years old – and were not allowed to leave.

Eunuchs were the male servants of the palace. They did the cooking, cleaning and gardening, as well as teaching the children and guarding the empress and concubines. Eunuchs were usually from poor families, yet sometimes became trusted and powerful members of the imperial court.

Chambers where the emperor's private property is placed, such as his treasures of gold, silver, gems, pearls, and gold plate, and in which reside the ladies and secondary wives. These rooms are only for him, and no one else has access to them.'

Source 3

The Forbidden City is the largest palace ever built. It was completed in 1420 CE and still stands in the middle of Beijing city today. It took over a million workers 14 years to construct and was used by 24 emperors of the Ming and Qing dynasties between 1420 and 1912 CE. There are 800 buildings, and it is rumoured to have 9999 rooms. The yellow roof tiles represent the colour of the emperor.

Learning Ladder H5.4

Show what you know

- 1 Who were the individuals and groups involved in palace life? What did they do?
- 2 Describe the imperial palace of the Yuan dynasty in your own words.
- 3 Was it good for the emperor to be kept in his palace? Give evidence in your answer.

Source analysis

Step 3: I can determine the origin of a source

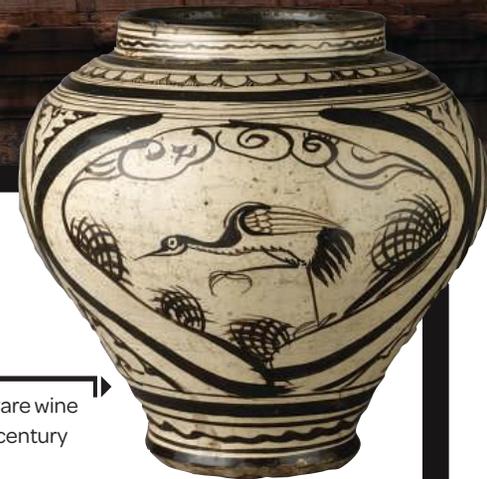
- 4 Source 1: Where is the Forbidden City? When was it completed?

Step 2: I can list specific features of a source

- 5 Source 3: Give a detailed description of the artistic and architectural style of the Forbidden City palace. Include its colour, shape, patterns, size and structure.

Source 4

Yuan Dynasty stoneware wine jar from the late 13th century



Step 3: I can find themes in a source

- 6 Source 1: Provide examples from the source that show that palaces were meant to be impressive buildings that showed the importance of the emperor.

Step 4: I can use my outside knowledge to help explain a source

- 7 Source 2: Who were the emperor's secondary wives and what was their role in the palace?
- 8 Who were the eunuchs and why were they trusted to be in the palace?

Source analysis, page 209

HOW TO

Why is there a Great Wall in China?

The Great Wall of China is a 21 196-kilometre-long wall that was built to protect China's northern border from invaders. The wall began as a number of smaller walls and fortifications, which were first built around 771 BCE during the Zhou dynasty (1046–256 BCE). Construction on the Great Wall began in 206 BCE, when China's first emperor, Qin Shi Huang, ordered that the existing fortifications be joined so that a single strong wall with lookout towers would protect his empire against invasions by nomadic tribes. The first part of Qin's wall was completed in 206 BCE but the structure we see today was rebuilt during the Ming Dynasty (1368–1644 CE).

Bamboo scaffolding

Bamboo was used to build scaffolding, which helped the workers build the high wall and watchtowers. Bamboo is a very strong grass that is still used for scaffolding today.

Roadway

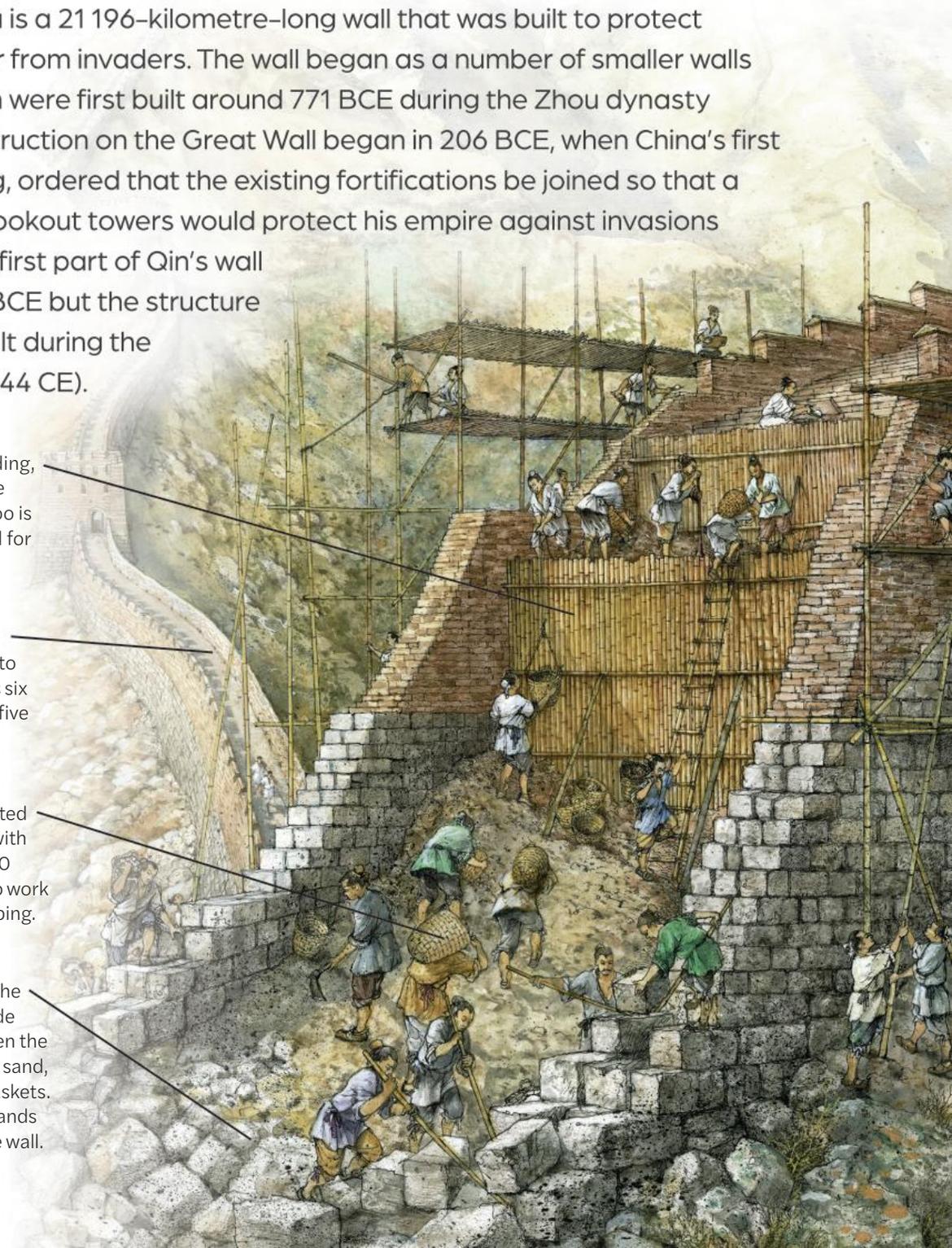
The top of the Great Wall acted as a road, so troops could quickly move to any point along the wall. The road is six metres wide in places and could fit five horsemen abreast.

Army of workers

Millions of soldiers, farmers, convicted criminals and slaves built the wall, with construction taking more than 1800 years. Guards forced the builders to work hard, and stopped them from escaping.

Building the wall

Local materials were used to build the wall. The outer brick walls were made from local mud. The section between the outer walls was filled with local soil, sand, stones and twigs, transported in baskets. It also contains the bodies of thousands of workers who died working on the wall.



Battlements

Raised sections of brick wall, called battlements, were built during the Ming dynasty. Gaps were left at the very top of the battlement so archers could shoot arrows at enemies.

Great Wall

The completed Great Wall of China was about seven metres tall and stretched for 21 196 kilometres in northern China.

Beacon towers

Watchtowers were built along the wall so guards could watch for invaders. Guards would send signals if they saw invaders, using smoke signals during the day and lights at night.

Deadly work

Accidents were common during construction on the wall. Working conditions were difficult, and at least 100 000 men died.

Source 1

Illustration of the Great Wall of China



Learning Ladder H5.5

Show what you know

- 1 Under which dynasty did the Great Wall begin?
- 2 Who built the wall? What dangers did they face while building it?
- 3 Why was the wall built?
- 4 Compare how the wall was built to how it might be built today.

Chronology

Step 1: I can read a timeline

- 5 Use the timeline on page 172:
 - a Emperor Qin Shi Huang ordered that a strong wall be built. When was the Qin Dynasty?
 - b When was the first part of the wall completed?
 - c In which dynasty was the first part of the Great Wall built?

Step 2: I can place events on a timeline

- 6 Put these events in order, using the same list format as page 207:
 - the Qin dynasty ended in 206 BCE, but it had lasted 15 years
 - the Three Kingdoms Period started in 220 CE and lasted 60 years
 - the Warring States Period started in 476 BCE and ended when the Qin dynasty began.

Step 3: I can create a timeline using historical conventions

- 7 Using correct conventions, create a timeline with these events on it:

Parts of the Great Wall may collapse in 2040
Great Wall named a World Heritage Site by UNESCO in 1987

The wheelbarrow was invented in China in 118 CE and used to build the Great Wall

In 2003, the first Chinese man in space said the Great Wall *cannot* be seen from space.

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 Look at the timeline on page 172. Which events added to or broke down China's isolation?



Chronology, page 206

What was life like in a Han dynasty city?

The Han dynasty was a time of peace and prosperity. Chinese cities became the largest and most magnificent in the world. The cities were lively, organised and controlled places where people lived according to their occupation.

The Han dynasty

The Han dynasty was one of China's longest ruling dynasties, lasting for over 400 years. In 202 BCE, the Han army seized control of China following eight years of fighting after the death of Emperor Qin Shi Huang in 210 BCE and the surrender of the last Qin ruler in 206 BCE. Their leader was a peasant named Liu Bang, who renamed himself Gaozu. He was the first peasant to become emperor.

Source 1

The Chinese city of Chang'an during the Han dynasty. The city was surrounded by a 12-metre high wall that stretched for 25.7 kilometres.

Emperor Gaozu began to restore the people's faith in leadership after they had lived in fear during the Qin dynasty. He did this by:

- disbanding his armies
- excusing men with families from military service
- appointing people to jobs based on exams rather than who their parents were
- reducing taxes
- making laws easier to understand
- promoting Confucianism
- attempting to replace books destroyed by Qin Shi Huang.

The Emperor's Palace

The imperial palace was located inside its own walled city. It was located in the north of the city.

Organised cities

Cities were neatly set out with a network of streets. Each main street was wide enough for traffic and market stalls.



Travelling in style

Wealthy people travelled in a carriage pulled by horses, or in a sedan chair (a bit like a car body without wheels) carried by two, four or eight people.

City life

The walled city of Chang'an was vibrant and crowded. The roads were filled with merchants, shopkeepers, craftsmen, officials, entertainers, soldiers and beggars.

The marketplace was just inside the city gates, which was ideal for travelling merchants. Goods were sourced from far and wide by merchants travelling on the trading route called the **Silk Road** (see page 190). People bought and sold animals and food – including exotic foods such as turtles, snails, panther and owl. Craftsmen sold paintings, pottery, carvings and jewellery. Entertainment was provided by musicians, jugglers and acrobats.

Inside the town walls were further walls that divided the city into sections, called wards. Each ward was identified by the occupation of its residents. For example, all artists' and craft shops were in the same ward. Wards were locked at night and people had a curfew – which meant they had to stay indoors after a set time.

The palace was located in the north of the city. High walls were used to limit access to imperial palace buildings (see page 184), administrative offices, military barracks and storehouses.

Peasants lived in alleyways, in shacks with thatched roofs and walls of mudbrick. They had a single room for living, eating and sleeping, and used shared toilets.

Wooden homes

Unlike other cities in the world, Chinese cities were made of wood. They were quick to build, but easily destroyed by fire.

Courtyards

Houses of wealthy people were built around a courtyard, known as the 'well of heaven'. Around the courtyard were the bedrooms, kitchen, storage room and women's quarters.

Shops

Shops sold goods from all over the world. Merchants used umbrellas – a Chinese invention – to protect their goods from the sun.

Learning Ladder H5.6

Show what you know

- 1 What was bought and sold in the market in Chang'an?
- 2 What did ancient Chinese cities look like?
- 3 Compare the living conditions of peasants and people living in the palace.

Continuity and change

Step 1: I can recognise continuity and change

- 4 Describe at least two things that are similar and two things that are different about your nearest capital city and Chang'an.

Step 2: I can describe continuity and change

- 5 Describe how a typical Chinese home would have had to change to become a palace building.

Step 3: I can explain why something did or did not change

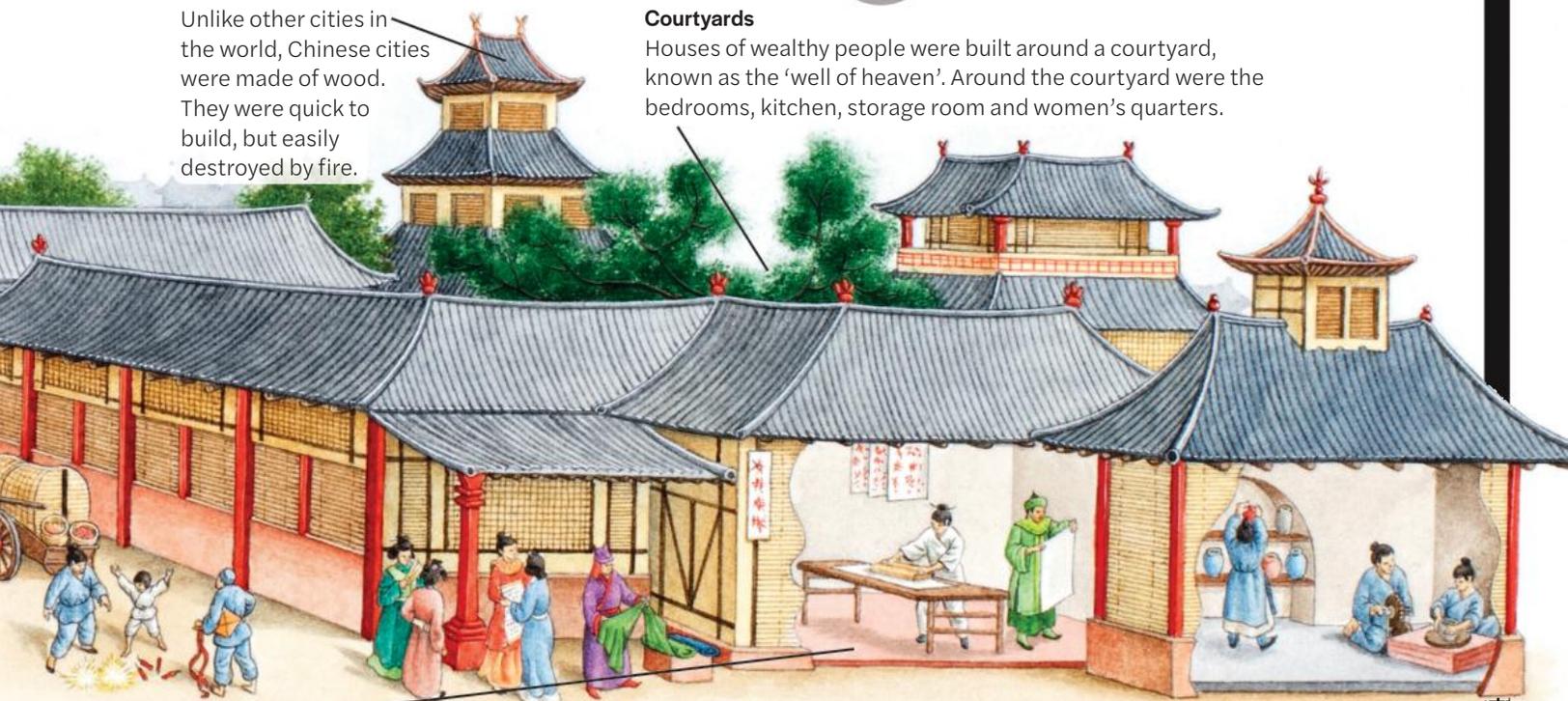
- 6 What changes did Emperor Gaozu make to restore faith in leadership following the harsh conditions of the Qin dynasty?

Step 4: I can analyse patterns of continuity and change

- 7 How was the population controlled by the government to ensure stability and continuity?

HOW TO

Continuity and change, page 212



How did the Silk Road connect the world?

The Silk Road is the name of the trade route that developed from eastern China to the Mediterranean Sea during the Han dynasty. The journey of Zhang Qian in 138 BCE – when he was searching for an ally – opened up China to the rest of the world, allowing it to begin trading with other lands.

The quest for horses

Trade beyond China's borders began in the Han dynasty. In 138 BCE, a diplomat named Zhang Qian was sent on the long and hazardous journey to Central Asia to find allies who would help China fight against the Xiongnu.

However, Zhang Qian was captured by the Xiongnu, and held captive for 10 years.

After escaping and arriving back in China, Zhang Qian described to Emperor Wudi the people he called the Dayuan, who lived in the Ferghan Valley with their horses:

‘The people are settled on the land, plowing the fields and growing rice and wheat. They also make wine out of grapes. The region has many fine horses, which sweat blood; their forebears are supposed to have been foaled from heavenly horses.’

Source 2

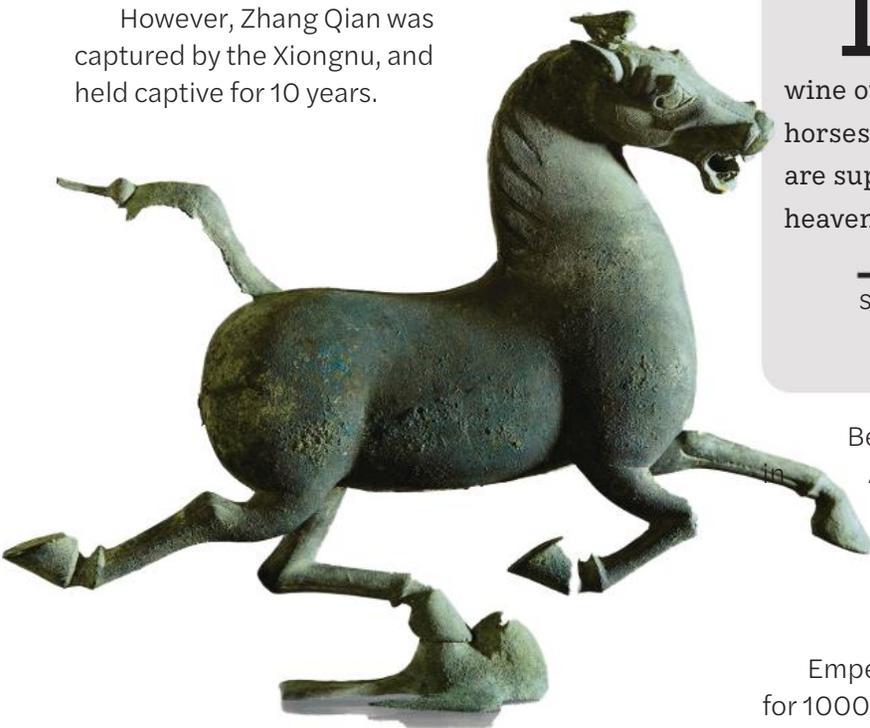
Sima Qian, *Records of the Grand Historian*, Han Dynasty, 233 CE, translated from the *Shih chi of Ssu-ma Ch'ie* by Burton Watson, Columbia University Press, 1971

Because of continual warfare among **empires** Asia, maintaining an empire depended on being able to fight on horseback.

The Dayuan horses were a special breed: they were taller, stronger and faster than Chinese horses.

Emperor Wudi ordered Zhang Qian to trade silk for 1000 horses and bring them back along the Silk Road. However, the Dayuan king refused to trade.

Emperor Wudi then sent large armies of up to 60 000 men to fight the Dayuan and seize the horses. After defeating the Dayuan, 3000 horses were brought back along the Silk Road to China, although only 1000 horses survived the journey. Later, with the help of the Dayuan horses, China defeated the Xiongnu.



Source 1

A bronze sculpture of a Dayuan horse from the second century CE. Dayuan horses had an infection that made them sweat blood. The Chinese considered this a sign that the horses were marked by heaven, making them ‘heavenly horses’. [*Flying Horse of Gansu* (25-220 CE), bronze, Gansu Provincial Museum, Lanzhou, China.]

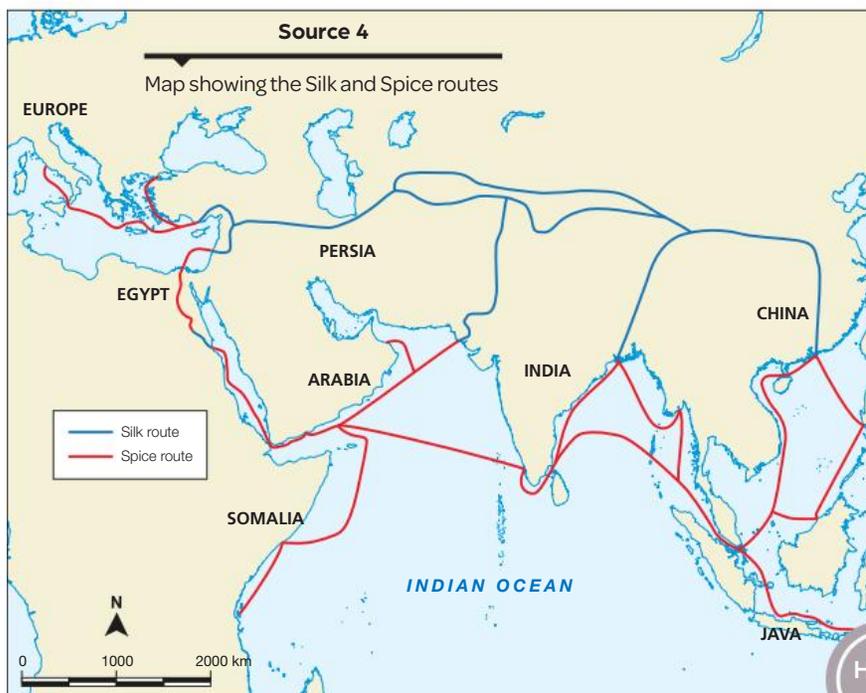
Trade along the Silk Road

The Silk Road was a 6500-kilometre network of routes over land and sea that connected China to Asia, Europe and the Mediterranean. Camel caravans carried goods along the route through the mountain ranges and deserts of southern Asia.

Ancient China's most important **export** was silk. Silk was highly prized by people in other countries. For a long time, spinning silk from the cocoons of silkworms was a skill known only by the Chinese – and people were executed if they were caught stealing silkworm eggs or cocoons. A thin, strong form of pottery called porcelain was also in demand. Merchants also exported umbrellas, paper, medicines, perfumes, tea, rice, cinnamon, ginger, bronze weapons and mirrors.

Horses and camels were **imported** from central Asia, along with luxury goods such as gold, silver, gemstones and glassware. Exotic items such as grapes, watermelons, peaches, leopards and lions also reached China, along with fabrics, spices, dyes and ivory from India.

The Silk Road also became important for introducing new ideas into China, such as Buddhism (see page 192) and new technologies for making metal. China's secrets for making silk were eventually passed on to others along the Silk Road. The Silk Road also exposed traders to new diseases, such as bubonic plague, which spread along the route.



Source: Matilda Education Australia

Source 3

Tea was one of the many items traded on the Silk Road.



Learning Ladder H5.7

Show what you know

- 1 Which diplomat brought information about Dayuan horses back to China?
- 2 Why did Zhang Qian want horses?
- 3 Why was silk so precious to China?
- 4 Compare the exports and imports to and from China via the Silk Road. Which would be more useful to an ancient empire?

Cause and effect

Step 1: I can recognise a cause and an effect

- 5 Which of these was an effect of trade along the Silk Road?
 - Confucianism increased in popularity in China
 - European colonisation
 - Emperor Wudi went to war
 - Islam spread to China
 - Sharing of ideas

Step 2: I can determine causes and effects

- 6 What led to (caused) Zhang Qian being captured?
- 7 What was an effect of Chinese secrets being shared along the Silk Road?

Step 3: I can explain why something is a cause or an effect

- 8 Why were camels used to transport goods along the Silk Road and where were they sourced from?
- 9 Why was silk China's most important export and how was this market protected?

Step 4: I can analyse cause and effect

- 10 Look carefully at Sources 1 and 2:
 - a Why do you think the Dayuan King refused to trade for the horses?
 - b What was the effect of the stalemate in the trade negotiations for the Dayuan horses?

HOW TO

Cause and effect, page 215

What did the ancient Chinese hold sacred?

Chinese people worshipped many different gods. They also followed the teachings of Confucius and Buddha, which encouraged peace and respect for others.

The three ways

Many of the ideas and events in ancient China were shaped by the three major religions or philosophies: **Taoism**, **Confucianism** and **Buddhism**. Taoism was a religion, whereas Confucianism and Buddhism were philosophies about how to live your life.

Closely tied in with the three major beliefs were customs relating to how people were buried and how they arranged their homes – and even ceremonies about how to prepare and share a pot of tea.

Ancestors, gods and goddesses had been worshipped by the Chinese since the Shang dynasty (c. 1600–1046 BCE). The gods were thought to control natural occurrences such as the weather. Natural disasters such as earthquakes or floods were signs that the gods were unhappy. Incense was burned and food offered to keep the gods and their ancestors happy.

Taoism

The founder of Taoism is believed to be Laozi (604–531 BCE). The Tao, or ‘the way’, is a natural force in the universe that you can live by. Laozi preached that happiness came from living a simple life in harmony with nature. Through a balanced diet and through exercise and breathing techniques such as **kung fu**, you could live forever.

In Taoism all living things are two-sided: the **yin** and the **yang**. The **yin** was the female force: dark, cool and passive. The **yang** was the male force: light, hot and active. When **yin** and **yang** were in balance, there was harmony in the universe. When they were out of balance, famines, disease and natural disasters occurred.

Confucianism

Confucius (551–479 BCE) lived at the same time as Laozi. Confucius taught that people should be honest, brave and knowledgeable and never violent or arrogant. The path to happiness lay in obeying the law, doing one’s duty and respecting older people – especially parents and grandparents.

Confucius travelled for many years and had a great influence on Chinese beliefs, because even if people became Taoists or Buddhists, they still followed the teachings of Confucius. Here are some of his teachings:

- Do not do unto others what you would not want others to do to you.
- Choose a job you love, and you will never have to work a day in your life.
- Learning without thinking is useless. Thinking without learning is dangerous.
- Our greatest glory is not in never falling, but in rising every time we fall.

Buddhism

Buddhism began in India and arrived in China from India via the Silk Road (see page 191) in the first century CE. Buddhists believe that after people die, they are reincarnated – reborn into another life. Living a proper life would stop the cycle of rebirth, and this stage, called *nirvana*, could be reached by leading a good life and no longer wanting things.

Buddhist temples contain a statue or painting of Buddha and are places of spiritual reflection and meditation. Buddhist monks give up their possessions to lead a life of poverty.

Source 1

At 71 metres tall, this is the largest and tallest stone Buddha statue in the world. It was carved out of a cliff face near the city of Leshan in the eighth century CE. By the time of the Tang dynasty, Buddhism was the most popular religion in China.

Learning Ladder H5.8

Show what you know

- 1 Which early religious customs of the Chinese were not part of the three main beliefs?
- 2 What does the Taoist *yin-yang* mean?
- 3 How did Confucius think people should live?

Historical significance

Step 1: I can recognise historical significance

- 4 Rank these events in order, from least to most important:
 - birth of Confucius
 - banning of Confucianism in the Qin Dynasty
 - Confucius is married at age 19
 - Han adopts Confucianism as state philosophy

Step 2: I can explain historical significance

- 5 What is Buddhism and why is it historically significant in China?

Step 3: I can apply a theory of significance

- 6 Apply Partington's theory of significance (page 219) to Taoism. Show your response in table format, including these sections: Importance, Depth, Number, Time and Relevance.

Step 4: I can analyse historical significance

- 7 Confucianism is an historically important philosophy. Explain why, giving at least three reasons. Next, write two to three sentences explaining how these reasons combine to make Confucianism significant.

Historical significance, page 219

HOW TO

What was family life like in ancient China?

In ancient China, several generations of a family lived under one roof, and everyone worshipped their ancestors. The oldest member of the family had the best room, and they were cared for by their children. Marriages were arranged by the parents and, after the wedding, the bride lived with the husband's family. Women had very few rights outside the home.



Source 1

The tradition of ancestor worship continues today. This family is visiting the grave of an ancestor and making an offering to show their respect for them.

Ancestor worship

The ancient Chinese believed that a person's spirit lived on in the **afterlife**, and would watch over their family. Families had small shrines in their houses dedicated to their dead ancestors, and they would *kowtow* (see page 176), burn incense and make sacrifices to show their respect.

Source 2

This well-preserved mummy was discovered in China in 1971. The woman, Xin Zhui, died from a heart attack 2200 years ago. Her tomb contained combs, vases, musical instruments, containers of food and 162 small models of servants to support her in the afterlife.



When a person died, their grave was filled with possessions they could use in the afterlife, such as food, clothing and weapons. Sometimes wives and concubines were buried alive with the dead emperor. Emperor Qin Shi Huang had an entire terracotta army buried near his tomb, so he could command an army in the afterlife (see pages 182–183).

Family structure

Whether rich or poor, ancient Chinese people lived in large extended families where all generations lived together in the one home. Older people were treated with great respect in the family. The oldest male was the head of the family, and his decisions had to be obeyed.

Men sometimes took a concubine (a secondary wife) to increase the chances of producing more sons. Daughters had little value and no social status, whereas sons were highly valued because they carried on the family name.

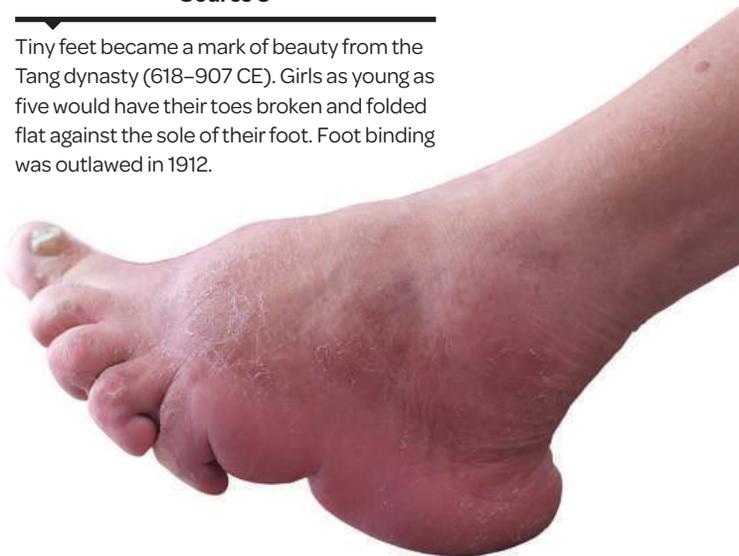
Women in China

Women had little social status in ancient China, and were expected to obey their fathers and husbands. Only males received an education – girls stayed home to learn how to be housewives and mothers.

A daughter had to marry the husband chosen by her father. She then had to move into her husband's home and completely obey him and her mother-in-law. Wives had to worship their husband's ancestors and be loyal to their husband's family. The only time a woman gained power was when her son became the head of a household.

Source 3

Tiny feet became a mark of beauty from the Tang dynasty (618–907 CE). Girls as young as five would have their toes broken and folded flat against the sole of their foot. Foot binding was outlawed in 1912.



Learning Ladder H5.9

Show what you know

- 1 How did Chinese people worship their ancestors?
- 2 Source 3: What was foot binding, and why was it performed?
- 3 What happened when a woman married a man?
- 4 Was it a good idea to live with extended family? Support your answer with evidence.

Cause and effect

Step 1: I can recognise a cause and an effect

- 5 Source 2: If the effect is the practice of burying people with objects, what is the cause?
- 6 Source 2: What items were buried with this woman and how were they expected to be used?

Step 2: I can determine causes and effects

- 7 Who was the head of Chinese families and why?

Step 3: I can explain why something is a cause or an effect

- 8 Explain how men having higher status would have affected the lives of women.
- 9 Why did men sometimes take a concubine?

Step 4: I can analyse cause and effect

- 10 What is this article from a Protestant missionary journal (c. 1835) discussing? What was the original cause and what is the effect of the practice?

'... the practice originated with the infamous Take, the last empress of the Shang dynasty, who perished in its overthrow, B.C. 1123. "Her own feet being very small, she bound them tight with fillets, affecting to make that pass for a beauty which was really a deformity. However, the women all followed her example; and this ridiculous custom is so thoroughly established, that to have feet of the natural size is enough to render them contemptible." Again, the same author remarks, "The Chinese themselves are not certain what gave rise to this odd custom. The story current among us, which attributes the invention to the ancient Chinese, who, to oblige their wives to keep at home, are said to have brought little feet into fashion, is by some looked upon as fabulous. The far greater number think it to be a political design, to keep women in continual subjection. It is certain that they are extremely confined, and seldom stir out of their apartments, which are in the most retired place in the house; having no communication with any but the women-servants."

Source: 'Small feet of the Chinese females: remarks on the origin of the custom of compressing the feet ...'
Chinese Repository 3 (1835): 537–539.

How did the ancient Chinese define justice?

Justice is a concept stating that all people should be treated fairly according to the laws and values of society.

Ancient Chinese law

Laws in ancient China were based on the principles of order, obedience and respect for the emperor and elders. Laws were established by orders from the emperor, and a list of rules and punishments issued by each dynasty.

The only code of punishments that has survived from ancient China is the Kaihuang Code, which was developed during the Sui dynasty (581–618 CE) and adopted by later dynasties. This code defines the Ten Abominations and the Five Punishments.

The Ten Abominations

The Ten Abominations was a list of offences that threatened civilised society. The first three offences were punished by death.

- 1 Plotting a rebellion.
- 2 Plotting to destroy royal buildings.
- 3 Plotting to tell national secrets.
- 4 Harming or murdering your parents, grandparents or elder relatives.
- 5 Murdering three or more innocent people.
- 6 Showing disrespect to the emperor or his family.
- 7 Seeking entertainment during the three-year mourning period for a parent.
- 8 Harming or suing one's husband or elder relatives.
- 9 Murdering a superior or local official.
- 10 Having an affair with your father's or grandfather's concubine.

The Five Punishments

These punishments were for slaves.

- 1 Bamboo lashes to the buttocks.
- 2 Stick lashes to the back, buttocks or legs.
- 3 Compulsory manual labour and beatings with a large stick.
- 4 Exile to a remote location.
- 5 Death by strangulation or decapitation.

Ancient Chinese justice

Local magistrates investigated the facts of a case, decided whether the accused was guilty or not, and used the code to determine the sentence. No death sentence could be carried out without approval from the emperor.

The accused person was presumed guilty. However, they could not be convicted of a crime unless they confessed, so torture was often used to gain a confession.

Australian law and justice

In modern Australia laws need to reflect the values of society and be understood by most people. The three main principles of the Australian legal system are:

- *Fairness* to achieve equal outcomes for all
- *Equality* with no discrimination
- *Justice* to provide a fair outcome according to the laws and values of society.

The rule of law

The *rule of law* is a principle that means that all people are subject to the law, including those who make and enforce the laws. The rule of law also means that Australians are governed by laws, not the decisions of individual government officials.

Ancient Chinese punishments included beatings and exile, as well as death by beheading or suffocation. [Alexander, William, *The punishment of the Bastinado* (1805 CE).]



To achieve the rule of law, there must be checks or limits on the use of government power. The Australian Constitution states that the power to govern should be distributed between three groups, with no one group having all the power:

- 1 the **Parliament** passes the laws
- 2 the **Executive** creates regulations to enforce the laws
- 3 the **Judiciary** interprets the laws.

The right to a fair trial and representation

Any Australian accused of breaking a law will be given a fair chance to prove their innocence. The accused person must go to court, where they have the right to a fair trial. Each person can present their own case in court – or they can hire a lawyer to represent them. People who cannot afford a lawyer can have one provided free by the legal aid service.

Presumption of innocence

In Australia, any accused person is presumed to be innocent until proven guilty. This means that the **prosecutor** – the name given to the lawyer who conducts the case against the accused person – needs to produce evidence that will prove their claims against the accused person. So it is up to the prosecutor to prove or disprove any disputed facts in court.

Learning Ladder H5.10

Civics and citizenship

Step 1: I can identify topics about society

- 1 Source 1: Which of the Five Punishments is shown here? Why do you think this punishment was performed in front of other people?
- 2 Outline the 'rule of law' in your own words.

Step 2: I can describe societal issues

- 3 Rank the Ten Abominations from most severe to least severe. Give reasons to support your most severe and least severe selections.

Step 3: I can explain issues in society

- 4 What is presumption of innocence and how does it shape the role of the prosecutor in legal trials?

Step 4: I can explain different points of view

- 5 Was there a presumption of innocence in ancient Chinese law? Compare this aspect of law between ancient China and modern Australia.

Step 5: I can analyse issues in society

- 6 Fairness, equality and justice are the three main principles that underpin the Australian legal system. Undertake research to uncover what action is taken to ensure that people with disabilities, who speak languages other than English or who are financially disadvantaged have the right to a fair trial.

What inventions did China give to the world?

The ancient Chinese were remarkable inventors, and many of their inventions are still in use today. Among the countless Chinese inventions are four that changed the world: the magnetic compass, papermaking, printing and gunpowder.

Magnetic compass

Historians believe the magnetic compass was invented about 206 BCE, during the Han dynasty. Early Chinese compasses were made using lodestone – a stone that is naturally magnetic. The lodestone was carved into a spoon-shaped needle and placed on a bronze plate. As the plate was moved, the spoon spun until it stopped with its point facing south. For this reason, early compasses were called ‘south-pointers’.

The earliest compasses were used to create buildings that matched the principles of *feng shui*. It wasn’t until the Song dynasty in the 11th century CE that compasses were used for navigation.

Source 1

The first magnetic compasses were known as south-pointers.



Papermaking

The invention of paper and printing had a huge impact on communication around the world. Before the invention of paper, people wrote on bones, tortoise shells, wood, bamboo – and even silk. Books were made from wood or bamboo.

The person credited with inventing papermaking is Cai Lu, who was head of the imperial workshops. In 105 CE, Cai Lu came up with a process for making paper from bark, cloth and old fishing nets. These raw materials were cheap and easily available, making it possible to produce large quantities of paper.

The technique for papermaking slowly spread out from China to other parts of the world: first to Korea in 384 CE, then Japan in 610 CE, arriving in India by the 11th century CE. Eventually China’s papermaking technique spread around the whole world, because paper provided a lighter, cheaper and better surface for writing on than anything that had existed before.



Source 2

The papermaking process using bamboo

Printing

Block printing was invented by the Chinese in 750 CE, during the Tang dynasty. Blocks were cut from wood and used to print cloth, which was then used to produce scrolls and books. Cheap printed books became widely available in China during the Song dynasty (960–1279 CE).

Gunpowder

The first recorded use of gunpowder was in 142 CE, when Wei Boyang described a mixture of three powders that would ‘fly and dance’ violently. By 300 CE, a Jin dynasty scientist named Ge Hong described the explosion and wrote down the ingredients of gunpowder: sulphur, charcoal and saltpetre.

At first, gunpowder was rolled up in paper and used to make fireworks, but by 904 CE it was being used in weapons. A step from fireworks led to rockets, which were soon being used by the Chinese military, and cannons. Early cannons were made from bamboo and, after lighting gunpowder at one end, a stone cannonball could be shot out the other end. Bamboo was soon replaced by another Chinese invention – cast iron – and metal cannons were created.

The Chinese tried to keep gunpowder secret, but the ‘formula’ got out once they started using rockets and cannons against their enemies.

Knowledge of gunpowder spread rapidly through the rest of the world when the Mongols of the Yuan dynasty started fighting against European armies. In 1267 CE, English philosopher Roger Bacon described his introduction to gunpowder in his science book *Opus Majus*:

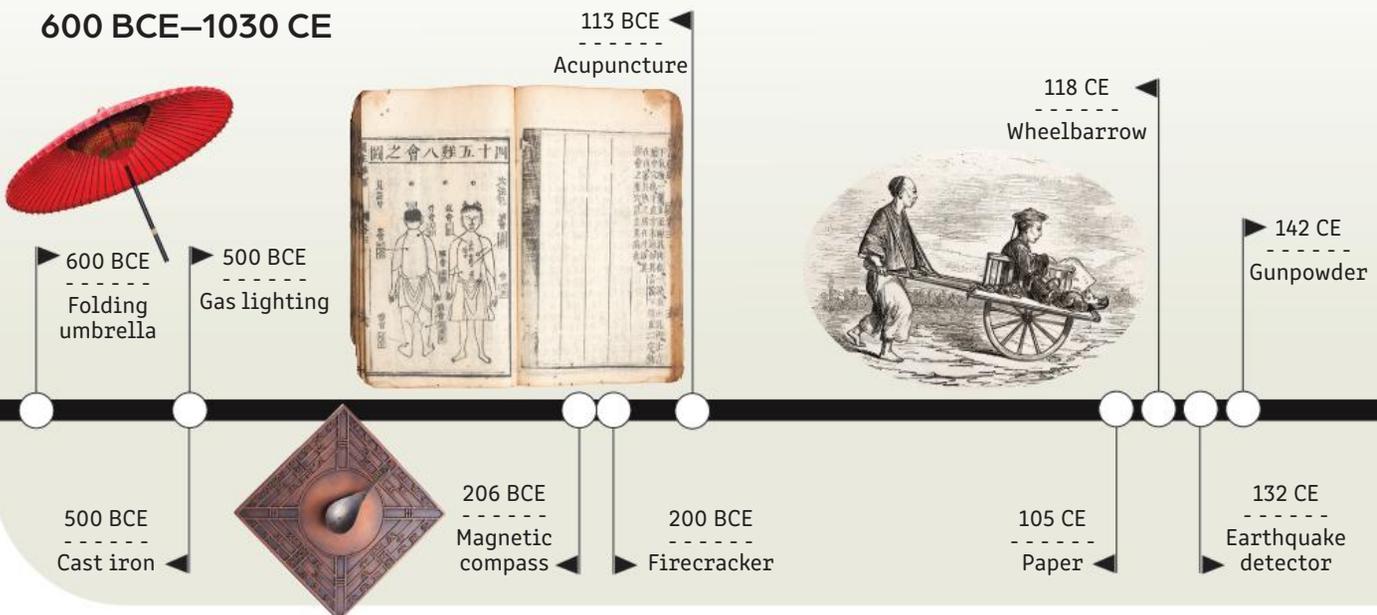
‘From the violence of that salt called saltpeter so horrible a sound is made by the bursting of a thing so small, no more than a bit of parchment, that we find exceeding the roar of strong thunder, and a flash brighter than the most brilliant lightning.’

Source 3

Roger Bacon quoted in Joseph Needham, *Science and Civilisation in China: Volume 5*, Cambridge University Press, 1987.



China invention timeline
600 BCE–1030 CE





Source 4

Two Chinese soldiers are seen here using gunpowder in an early cannon. From an illustration created in 1847 CE. [Illustration from *L'illustration, Journal Universel*, No. 231 (1847 CE).]

Learning Ladder H5.11

Show what you know

- 1 What did Chinese people write on?
- 2 Source 1: What were compasses used for?
- 3 Why did use of papermaking and gunpowder spread around the world so quickly?
- 4 What materials were needed to make these inventions?
 - a magnetic compass
 - b paper
 - c gunpowder

Chronology

Step 1: I can read a timeline

- 5 Use the timeline below to answer these questions.
 - a When was the folding umbrella invented?
 - b What major items were invented in a 37-year period from 105 CE?
 - c How many years were there between the discovery of the firecracker and gunpowder?

Step 2: I can place events on a timeline

- 6 Put these Chinese inventions in order from earliest to latest.
 - Kite (2800 years ago)
 - Toothbrush (1498 CE)
 - Paper money (9th century CE)
 - Tea production (2737 BCE)

Step 3: I can create a timeline using historical conventions

- 7 Using correct conventions, create a timeline with these events on it.

Bronze (1700 BCE)

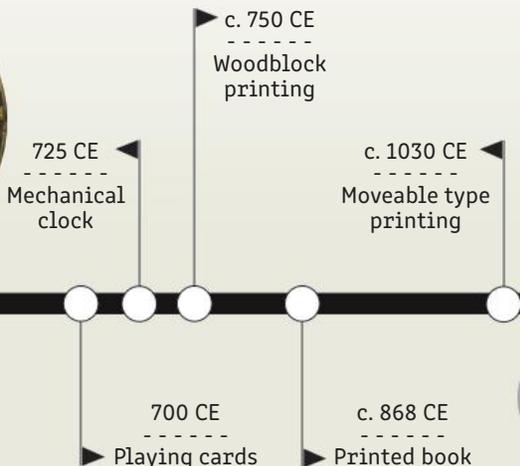
Iron smelting (1050 BCE)

Porcelain (2000 years ago)

Silk (6000 years ago)

Step 4: I can distinguish causes, effects, continuity and change from looking at timelines

- 8 What other inventions on the timeline to the left relied on the invention of paper?
- 9 Create a chronological list to show inventions that followed the invention of gunpowder in 142 CE.



Chronology, page 206

Masterclass

Learning Ladder



step
1

Step 1

a I can read a timeline

From the timeline on pages 172–173, write out all the dynasties listed in order, from longest lasting to shortest. Include how long each dynasty lasted.

b I can determine the origin of a source

Source 3: When and where is this from?

c I can recognise continuity and change

Which of these things are still the same, and which have changed? Put them on a scale, with 'most changed' at one end and 'least changed' at the other:

- Chinese religion
- Chinese clothing
- Chinese language
- Chinese political system
- Chinese food.

d I can recognise a cause and an effect

Which of these is a cause of merchants being low on the social hierarchy?

- they did not produce anything
- they rejected religion
- they were poor
- they were too powerful

Source 1

The Great Wall

Which of these is an effect of Confucian principles?

- improvement of the environment
- increase in technological advance
- more warfare
- stable society

e I can recognise historical significance

Rank these in order, from least to most historically important:

- invention of the compass
- invention of gunpowder
- invention of paper
- invention of printing.



Step 2

a I can place events on a timeline

Read these statements and put the events and developments in the correct order, from earliest to most recent. Note there are six items listed.

Xia dynasty began c. 2100 BCE

About 900 years after the Xia dynasty began, silk was first made in China

Shang dynasty fell in 1045 BCE after lasting 721 years

Work at the level that is right for you
or level-up for a learning challenge!

Source 2

Forbidden City, Beijing.

Source 3

Spear head from the eastern
Zhou dynasty (770–476 BCE).
The spear head is bronze
with a metallic inlay.

Iron-making began in China about 500 BCE
In 770 BCE, the Western Zhou dynasty ended and
the Eastern Zhou dynasty began. The Western
Zhou lasted for 274 years and the Eastern Zhou
lasted 549 years.

b I can list specific features of a source

Describe the spear head in Source 3 in detail.
Include discussion of its shape, material, size,
proportions, colour and markings.

c I can describe continuity and change

Look at the timeline on pages 172–173. What do you
notice about the length of dynasties? Explain your
answer in detail, referring to the timeline.

d I can determine causes and effects

What caused men to have higher status in society
than women?

What was the effect of Qin Shi Huang introducing
a common currency?

e I can explain historical significance

Which dynasty affected more people: the Shang
dynasty or the Ming dynasty? Explain whether this
makes one of them more significant than the other.

**d I can explain
why something is
a cause or an effect**

Source 2: Write three to four
sentences explaining why palaces
were so lavish and finely decorated.

e I can apply a theory of significance

Consider the Silk Road:

- How important was it to traders during
ancient times?
- How deeply were the lives of those traders affected?
- Which different groups of people would have been
affected by trade on the Silk Road?
- How long has there been trade along this route?
- Is trade in this area still occurring today?



Step 4

**a I can distinguish causes, effects, continuity
and change from looking at timelines**

Look at the timeline on pages 172–173.

- Which of those events are linked by cause and effect?
- Which events show continuity? What makes you
say that?

**b I can use my outside knowledge
to help explain a source**

What was happening during the period the spear head
in Source 3 was made? What technology were Chinese
people using at the time? How does this help you to
know more about the spear head?

c I can analyse patterns of continuity and change

The Chinese population grew a lot over time. It used to
be one among many countries that had big populations.
Today it is the most populated country in the world.
Why do you think this has happened?

d I can analyse cause and effect

List four different causes for the building of the
Great Wall (Source 1). Rank them in order, from most
important to least important. Write them in sentences,
using the vocabulary from the History How-To section
on pages 226–227.



Step 3

**a I can create a timeline using
historical conventions**

Take the events from Question 2a and put them on
a timeline. Use the correct conventions, including
equal spacing for equal years.

b I can find themes in a source

How did the artisan who produced the spear
head in Source 3 make it into a beautiful weapon?
Discuss its shape, material, size, proportions, colour
and markings.

**c I can explain why something
did or did not change**

Why did Chinese move from using bronze to
using iron?

Masterclass



e I can analyse historical significance

Without using Partington's model of significance, describe five reasons why Qin Shi Huang was an important figure in Chinese history.

Step 5

a I can describe patterns of change

Look at the timeline on pages 200–201. What is the pattern of technological improvement you notice? Focus on technological improvements and inventions, then write a paragraph showing how Chinese skills changed.

b I can use the origin of a source to explain its creator's purpose

Source 3: Why might an artisan of the Zhou period have wanted to create such a beautiful weapon? What might this say about Chinese culture at the time?

c I can evaluate patterns of continuity and change

China's population has grown a lot since ancient times. What do you make of this change? Is it a good thing or a bad thing? Give evidence for your answer.

d I can evaluate cause and effect

Do you think city life during the Han dynasty would have made people healthy or unhealthy? Provide historical evidence in your response.

e I can evaluate historical significance

For centuries, many Chinese women had their feet bound to improve their status and likelihood of marriage. Is this historically important? Does using Partington's model of significance help us to answer this question? Are there other things that should be considered when deciding how important this custom was?

Historical writing

1 Structure

Imagine you are writing an essay: 'Chinese history shows the importance of stability over change. Discuss.' Create an essay plan, using the TEEL structure.

2 Draft

Using the drafting and vocabulary suggestions on page 226, draft a 300 word essay (at least 15 sentences) responding to the topic.

2 Edit and proofread

Using the editing and proofreading guidelines on page 227, edit and proofread your draft.

Historical research

3 Organise and present information

Imagine you are completing a research project comparing ancient Chinese and modern Australian justice.

Create a graphic organiser that would help you to organise the information you gather. Use pages 223–224 to take at least six dot point notes on this topic, putting them in your graphic organiser.



Capstone

How can I understand ancient China?

In this chapter, you have learnt a lot about ancient China. Now you can put your new knowledge and understanding together for the capstone project to show what you know and what you think.

In the world of building, a capstone is an element that finishes off an arch or tops off a building or wall. That is what the capstone project will offer you, too: a chance to top off and bring together your learning in interesting, critical and creative ways. You can complete this project yourself, or your teacher can make it a class task or a homework task.

Scan this QR code to find the capstone project online.



mea.digital/GHV7_H5

H6

History — How-To



History has its own set of skills to help us analyse and understand societies in the past and the key ideas, people and changes that shape the world we live in today. Historical skills are based around interpreting sources of evidence from the past, promoting debate and encouraging investigation.

Chronology

Chronology is the arrangement of events into the order they happened. Historians put events in order, from earliest to most recent. They do this to:

- identify continuity and change
- determine cause and effect (both short-term and long term)
- create a narrative of how history unfolded.

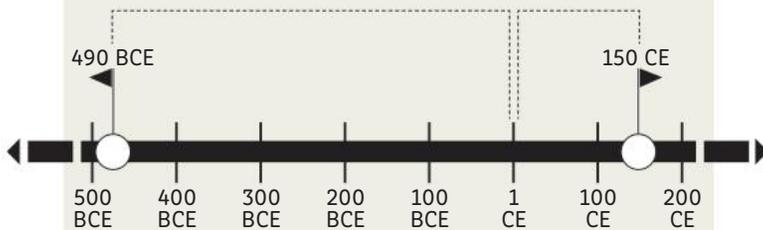


I can read a timeline

When giving answers to questions, include part of the question in your answer. This way, your answer is a full sentence by itself, and you could use it in a piece of history writing. If a question asks, 'When did the Roman Empire fall?' you should answer with, 'The Roman Empire fell in 476 CE', not just '476 CE'.

Working out the years between dates of BCE and CE is the same as when you work out the difference between positive and negative numbers in maths.

For example, how many years were there between 490 BCE and 150 CE?



490 BCE is the same as -490

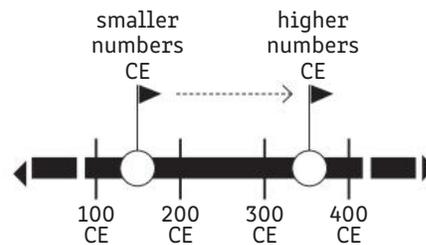
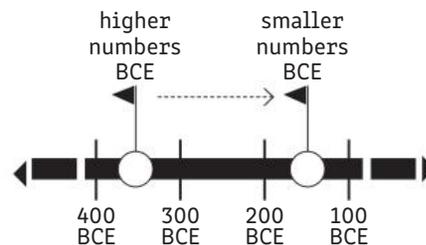
So, the difference in years between 490 BCE and 150 CE would be:

$$\begin{aligned} &490 \text{ plus } 150 \\ &= 490 + 150 = 640 \text{ years} \end{aligned}$$



I can place events on a timeline

Placing events on a timeline involves putting them in order, from earliest to most recent. The order goes like this:



It's just like in maths with positive and negative numbers. An event that lasts for 10 years BCE will start with a higher number and go down. An event that lasted for 10 years in CE will start with a lower number and go up.

For example:

700–690 BCE = an event taking 10 years

700–710 CE = an event taking 10 years

Source 1

An arch from the Roman Empire



I can create a timeline using historical conventions

Refresh your understanding of time words on page 4.

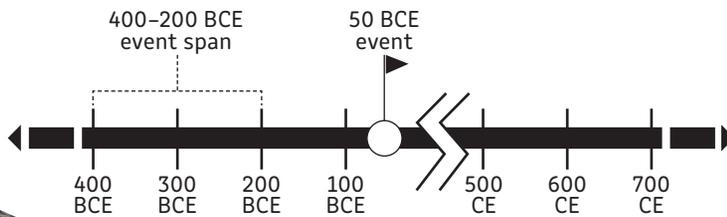
Timeline creation process

Follow these steps to make a timeline.

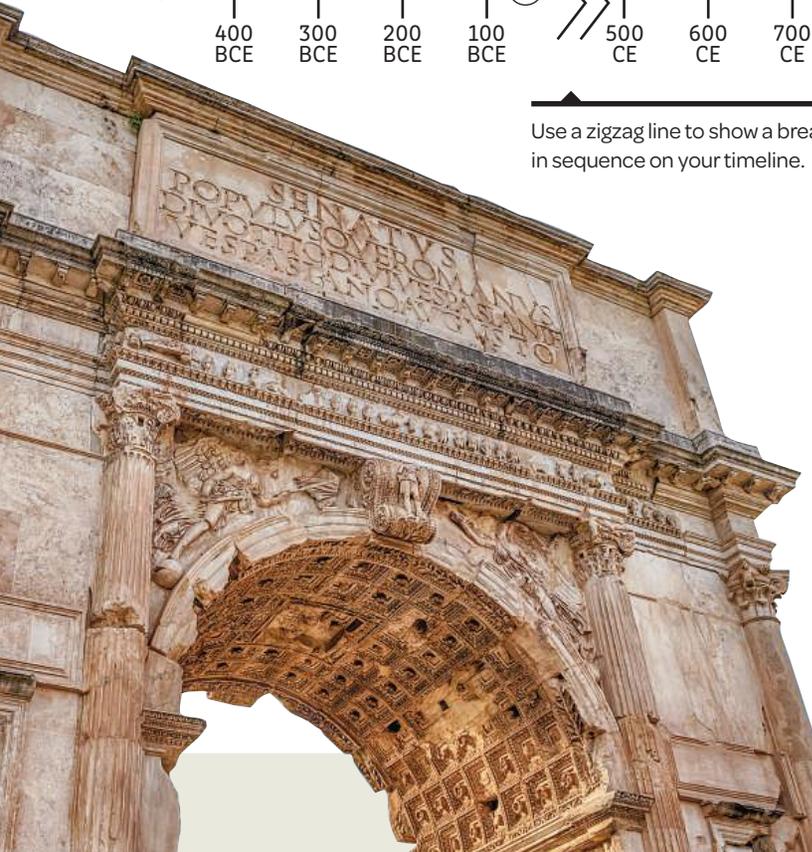
- 1 Select events to include on your timeline.
- 2 Put them in order, from earliest to latest.
- 3 Work out the earliest and latest dates you want to include.
- 4 Pick a span of years that your timeline will cover, so that the earliest and latest dates will fit.
- 5 Choose which unit of time you want to use: years, decades or centuries.
- 6 Work out how many segments your timeline will need. Figure this out based on how much space you have on your sheet of paper.
- 7 Draw a straight line and divide it up into segments.
- 8 Number the segments into the units you selected in Step 5.
- 9 Label the events on your timeline.

If an event goes over many years, add it as a span rather than a line.

If there is a large gap between the events on your timeline, add a zigzag line to show there has been a jump in time.



Use a zigzag line to show a break in sequence on your timeline.



Timeline creation process example

- 1 Choose events to include on your timeline:

776 BCE first Olympics, 399 BCE Death of Socrates, 460–404 BCE Peloponnesian Wars



Source 2

An artist's impression of a battle at Syracuse. [*Peloponnesian War: the naval battle in the harbor of Syracuse* (19th century), wood engraving, 27.4 x 19.3, Granger Historical Picture Archive.]

- 2 Put them in order from earliest to latest.

776 BCE first Olympics, 460–404 BCE Peloponnesian Wars, 399 BCE Death of Socrates

- 3 Work out the earliest and latest dates you want to include.

776 BCE is the earliest, 399 BCE is the latest

- 4 Pick a span of years that your timeline will cover, so that the earliest and latest dates will fit.

800 BCE – 350 BCE (450 years)

- 5 Choose the unit of time you want to use: years, decades or centuries.

Segments of 50 years

- 6 Work out how many segments your timeline will need. Figure this out based on how much space you have on your sheet of paper.

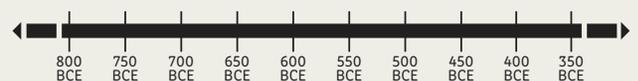
Nine blocks of 50 years. I'm using an A4 exercise book. I have about 20 cm to draw in. Nine blocks at 2 cm per block would give me 18 cm.

- 7 Draw a straight timeline and divide it up into segments.

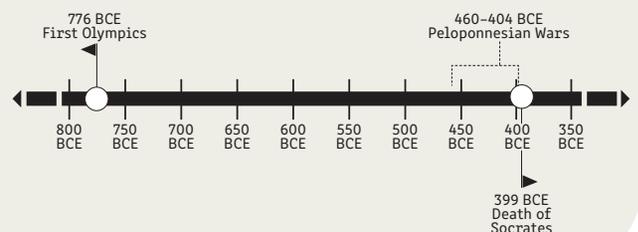


Nine blocks at 2 cm per block

- 8 Number the segments into the units you selected in Step 5.



- 9 Add the events you want to include on your timeline.



step
4

I can distinguish causes, effects, continuity and change from looking at timelines

Causes and effects

Distinguishing cause and effect on a timeline involves looking at the timeline for events and developments that are linked.

In looking for events that are linked, ask yourself:

- are both events about the same thing? Perhaps two or more events are about religion, war, trade, social upheaval or changes in thinking.
- are both events about different things, but you suspect there is a cause–effect link between them? For example, there is often a boom in artistic output in times of strong government, so perhaps one event causes the other.
- are more than two things linked? For example, does one event have two effects? Or are there two causes of one effect?

If you have found links, try to confirm your belief. See if you can find other information to back up your belief.

Continuity and change

To be able to distinguish continuity and change in a timeline, you need to classify the events or developments in the timeline into things that can continue or change.

For example, a statement such as ‘The assassination of Julius Caesar results in change from Roman Republic to Roman Empire’ doesn’t show continuity or change because it is a one-off event. You need to work out what *type* of event it is. In this case, it could be considered a few different types of events: assassination of a leader, change from one type of political system to another.

You can then look at other parts of the timeline, or compare it to the present, and ask yourself, do we still see assassinations of leaders? Do we still see changes from one type of political system to another?

You can either look for continuity and change within the timeline, or by comparing timeline events with later times, like the present.

It is easiest to compare timeline events with the present, because it is the time we know most about. For example, seeing ‘Great Pyramids built’ on a timeline, could show continuity with the present, because large monuments and buildings are still being created today. But if we saw ‘Romans take control of Egypt’, we might say this is a change. In modern times, we do not see empires conquering each other.

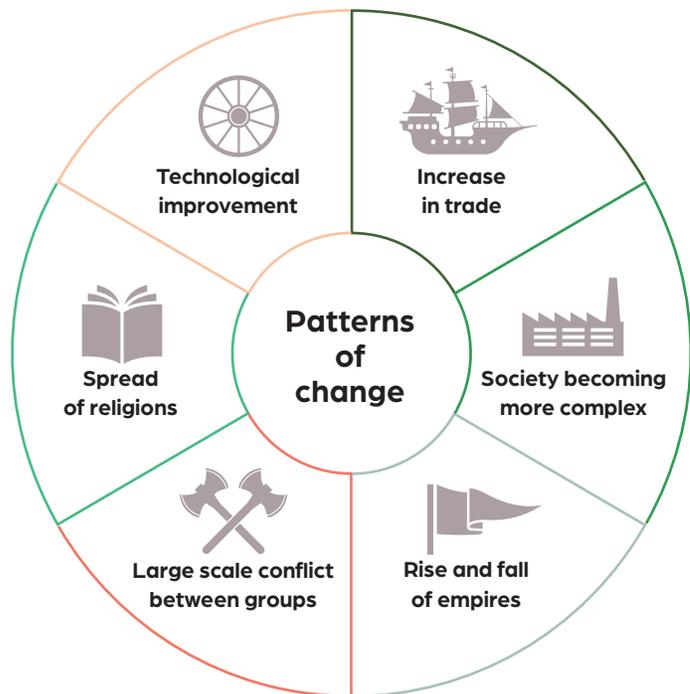
step
5

I can describe patterns of change

Describing patterns of change from looking at a timeline involves bringing lots of events together. You should find a *group* of events that are linked.

Things you need to remember about patterns of change include the following.

- You can show a pattern of change from within the timeline, or from the timeline to a later period you know about, such as the present.
- Patterns of change won’t necessarily be all about the same thing. A pattern of change in history is like finding a theme in a book.
- Think about what is changing; for example, trade, society, life-expectancy, technology.
- Think about the pattern of change; for example, quick improvement, slow evolutionary improvement, quick decline, slow and steady decline, rises and falls.
- Typical things that could be considered patterns of change in history include:



Source analysis

Source analysis asks us to look at evidence and ask, 'How do we know what we know about the past?' A good source analysis interprets and makes meaning of the source.

First, you need to ask good questions of a source. These questions include:

- who created it?
- when was it created?
- what was the author or creator's purpose?
- what is the historical context of the source?

You should use multiple sources, where possible.



I can determine the origin of a source

To figure out who produced a source and when it was produced, look at the clues in the source. Often there will be a caption that tells you this information.



I can list specific features of a source

Listing detailed features usually means writing more. Listing general features might sometimes look like a summarised version. Listing detailed features would be the long version, describing as much as you can.

General features	Detailed or specific features
Obvious features	Minor details
The most important things in the source	Everything in the source, whether or not you think it is 'important'
Using vague words such as 'big, small, very, good ...'	Using specific words and phrases, such as 'three times bigger than, small in comparison to ..., in the background ..., useful for ...'

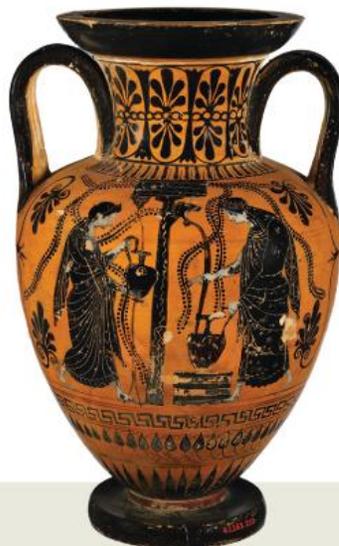


I can find themes in a source

There is often a theme in a source. The theme can help you uncover more meaning in a source. A theme is something that you might notice after recognising specific features.

Some examples of themes and how they might be shown are listed in this table.

Theme	How this might be shown in a source
Beauty	A statue of a handsome person with a muscular body and symmetrical facial features
Faith	A decoration on a vase showing people offering sacrifices to a god
Good vs bad	A statue showing two figures fighting – one that looks like an angel and one that looks like a demon
Hierarchy	An image going from top to bottom, showing gods on the top, then people, then animals, then rocks
Man vs nature	A building placed in a natural place, dominating it; e.g. a temple on a mountain
Technology in society – good or bad	Good: a statue of a person using a new farm implement looking happy. Bad: a painting of people happily working in the fields, and another part of the picture shows a machine doing the work and those people unhappy
War or conflict	A decoration on a building depicting a large-scale war or conflict



Source 3

← A Greek amphora (or container). What themes are depicted on this amphora? [Neck-amphora jar (c.500 BCE), terracotta, Metropolitan Museum of Art.]



I can use the origin of a source to explain its creator's purpose

Here are three ways you could explain a creator's purpose. You could:

- 1 use *who* created it to explain *why* it was made
- 2 use *when* it was created to explain *why* it was made
- 3 use both when it was created *and* who created it to explain why it was made.

The third explanation is the best.

Here are some questions to ask of the source:

- What do you know about who created the source?
 - How old were they?
 - What gender were they?
 - What job did they do?
 - What position did they have in society? For example, were they powerful? Or powerless?
 - What beliefs did they have?
- What was going on at the time the source was made?
 - Were there any important events taking place?
 - What was going on politically?
 - What biases might people have had?
 - What was normal behaviour in society?
- Why was it produced?

The purpose of a source refers to what the source was originally made for. Don't get confused and think about what we, as historians, might use it for. Sources aren't usually created to leave records for historians.

Try to get into the head of the creator *at the time they were making the object*. For example, where they trying to:

- influence people?
- sell something?
- tell their version of events?
- make art? If so, who would enjoy it?
- make something practical, such as a tool?



If you think there is an underlying theme, after looking at all the details in a source, always give evidence *from the source* to back up your answer.

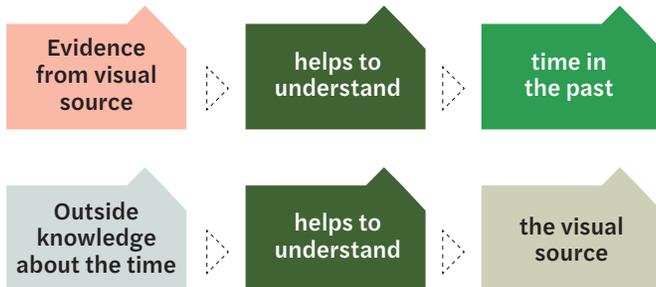
Not all sources have themes. If the source is a simple farm tool, it might not have a 'theme' like the amphora shown in Source 3. However, you could still comment on the type of society that produced it. For example, what materials did they use? How advanced were they? What did they farm? How might they have used the tool?



I can use my outside knowledge to help explain a source

A visual source can tell us a lot about a time in history. However, we can also use information that we know about a period to help understand a visual source.

These are two different skills. They both help us to understand, but they should not be confused.



Both evidence from the visual source and outside knowledge about the era can help us gain understanding.

Before using outside knowledge to help understand a source, you first need knowledge about the period. Then, think what knowledge is relevant to the source, as outlined in this table:

What's in the visual source?	Outside knowledge that might help to understand it
Rock painting of people	Knowing how kinship systems work in Indigenous culture
Vase with fine detail	Knowing how craft technology allowed fine detail to be produced
Mummified corpse	Knowing why Egyptians mummified people
Helmet	Knowing how common warfare was in ancient Greece
Engraved stone writing	Knowing who was Roman emperor at the time, and what kind of ruler he was

The table below provides two examples of using the origin of a source to explain its purpose, using Plato's dialogue (play) *The Republic* and the Egyptian pyramids.

Source	Origin: Who created the source	Origin: When the source was created	Why you think the source was created (its purpose)	Using the origin of the source to explain its purpose
<i>The Republic</i> (a play with Socrates as main character)	Plato (one of Socrates' students)	Around 380 BCE	For Plato to state his political views, but make it look like they were the views of Socrates	<i>The Republic</i> is a play about politics, where Socrates' student Plato describes his views about how the state should be ruled. It was written 20 years after Socrates' death.
Pyramid	Egyptian workers, under orders from the pharaoh	2500 years ago, during the Egyptian dynastic period, a time when religion focused heavily on the afterlife	As a tomb for the pharaoh	The pyramids were created as tombs for important leaders. We know that these monuments were built under orders from the pharaoh. We also know that at the time people believed you needed wealth in the afterlife. So the pyramids were there to store the wealth that leaders would need in the afterlife.

Source 4

Relief block with the names of Amenemhat I and Senwosret I (c. 1962–1952 BCE), limestone, Metropolitan Museum of Art



Continuity and change

One reason we study history is to see how life was different in the past. We can also see how an idea or a piece of technology evolved over time.

Continuity and change are on a scale, between 'No change' and 'Completely different', as shown below.

Continuity and change can exist at the same time: some things stay the same, while others change. Change can be fast or slow, happen gradually or in a burst.

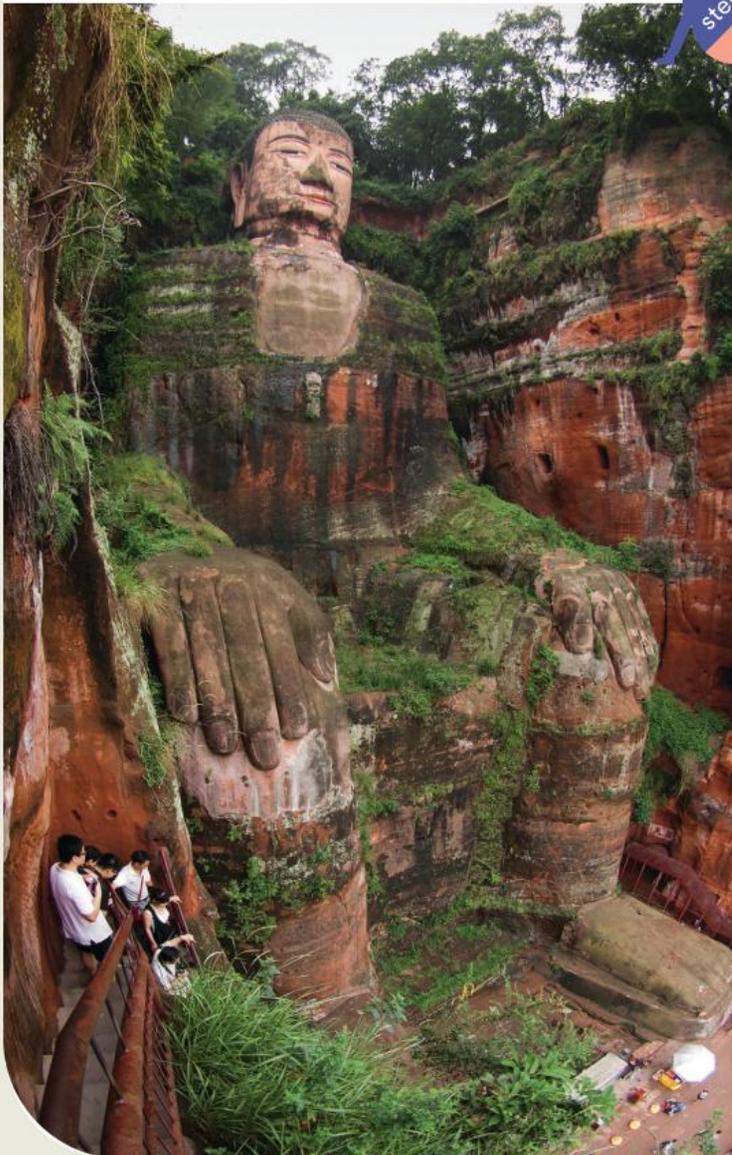
Scale of change from least (on the left) to most (on the right)

No change at all
(e.g. human DNA)

A bit different
(e.g. food)

Quite different
(e.g. attitudes to race,
gender and sexuality)

Completely different
(e.g. transportation
technology)



I can recognise continuity and change

The easiest kind of continuity or change to notice is from a historical period to the present, because we know a lot about the present. This table looks at continuity and change in ancient Greece, ancient Rome and ancient China.

Civilisation	Continuity from then until now	Change from then until now
Ancient Greece	Democracy	Slavery is outlawed
Ancient Rome	Large powers have permanent armies	There is more equality between men and women
Ancient China	Buddhism and Confucianism are still common	China is more open to ideas from the rest of the world

When you are trying to recognise continuity and change, ask:

- 1 Did it exist in the past and *still exists* now? That is continuity. You can say: 'This situation still exists today and represents continuity from the past to the present.'
- 2 Did it exist in the past but *doesn't exist* now? That is change. You can say: 'This situation is different today, and represents a change from the past to the present.'

Source 5

The Leshan Giant Buddha is 71 metres tall. It was carved out of a mountain in Sichuan province, China, in the eighth century CE.



I can describe continuity and change

Describing continuity and change is more difficult because you have to recognise it yourself (without help) and describe it, rather than just noticing it.

Civilisation	Earlier time	Later time	Continuity between these times	Change between these times
Ancient Australia	60 000 years BP: Small number of first peoples in the north	100 CE: First peoples had spread across the entire continent	People lived in tribal groups	People were spread across the whole of Australia
Ancient Egypt	5000 BCE: Early settlers along the Nile	1450 BCE: Egypt at its peak	People relied on the Nile for irrigation	Powerful rulers controlled many people

After recognising continuity or change, you must then write descriptive sentences. These sentences should use historical evidence to back up your claim.



I can explain why something did or did not change

Explanations require you to answer the question *why*? When explaining continuity and change, you need to:

- recognise it
- describe it
- know what caused it, or what effect it had.



I can analyse patterns of continuity and change

Examples of patterns of continuity include:

- close family bonds
- the importance of food
- the impact of disease
- natural disasters.

Examples of patterns of change include:

- the improvement in technology
- the rise in population
- the spread of new ideas.



Source 6

Kom Ombo temple on the Nile River, Egypt



I can evaluate patterns of continuity and change

Evaluation is a 'higher-order thinking skill'. It involves remembering what you have learned and being able to use that information to make sense of something or make a judgement.

Evaluation can involve:

- assessing whether a theory or belief is true; e.g. Is it true that all empires rise and fall?
- comparing different ideas; e.g. Which is a better life for humans: being a nomad or being a farmer?
- judging between different things; e.g. Some people think Roman civilisation was more influential than Greek civilisation: who is right?
- asking, 'So what?'; e.g. Was it a good or bad thing? Or was it both good and bad? A historian might include both positive and negative aspects to form a balanced view, as shown in this table. (See the key in the next column for an explanation of the colours.)

Each balanced view in the table contains four elements:

- 1 A statement about whether the situation was a continuity or a change.
- 2 A statement showing the positive aspect of it.
- 3 A statement showing the negative aspect of it.
- 4 A statement summarising the balance.

There is no 'right' answer when evaluating. Having a balanced view is not always the best answer, either. For example, it would be difficult to argue for the benefits of Hitler's policy to exterminate specific groups of people. However, some answers are better or worse than others. Better answers:

- use more historical evidence as examples in their evaluation
- use more logical reasoning – they show directly how beneficial the patterns of change were.

Situation	Positive thing	Negative thing	Balanced view
Continuity: slavery was a major part of Greek civilisation	It allowed a small elite group enough leisure time to produce cultural works and develop philosophy, art and architecture	It was a violation of human rights	Slavery was a common feature of Greek civilisation for the entire time it flourished. Widespread slavery allowed for a small group of elites to engage in cultural pursuits, leaving us with a legacy of art, architecture and philosophy. On the other hand, countless individuals suffered greatly from being enslaved. While we can accept there were some benefits to the use of forced labour, it left a stain on the history of ancient Greece.
Change: Chinese civilisation occupied more and more territory	Shared culture brought about stability that protected the civilisation against invasion from outside forces	Many groups of people had their unique ways of life destroyed	Chinese civilisation was dynamic and changed greatly over the course of thousands of years, gradually occupying more and more territory in the far East. Benefits flowed from this situation, such as when those within the Chinese cultural sphere were safer from war and conquest. However, many cultural groups from territories conquered by China lost their individuality and some of their cultural uniqueness after being incorporated into the greater Chinese civilisation. Therefore, the expansion of Chinese civilisation brought peace, but at the expense of cultural diversity.



Cause and effect

Cause and effect is visible every day. For example when we open the fridge, the little light comes on; when we wave our hand, the bus stops for us.

There are short-term and long-term causes. The short-term cause of the fridge light coming on is opening the door. The long-term cause is because we are hungry. Equally, there are short-term and long-term effects. After I wave my hand, the short-term effect is that the bus stops. The long-term effect is that I arrive at school on time.

Cause and effect requires understanding which events are linked and why. When we say things are linked by cause and effect, we say they have a *causal link*. This means that one thing *caused* the other.

Most things that happen have multiple causes and effects – some of which are more important than others. Two main types of causes are:

- historical actors: the individuals or groups involved; e.g. Alexander the Great, Julius Caesar, Qin Shi Huang, the First Triumvirate
- historical conditions: social, political, economic, cultural and environmental; e.g. mass unemployment, drought, world religions and bad harvests.

However, just because one event happens after another, it doesn't always mean that the first event caused the second event; for example, when the rooster crows in the morning, we don't think it makes the sun rise. You also need to be able to tell a believable story about why something caused its effect.

Events in history are not inevitable. When we study cause and effect, it can seem like things were always going to work out in a certain way. Yet, change a few conditions and things could have happened differently. If Alexander the Great had fallen off his horse as a boy and died, would Greek civilisation have spread so far and seem so significant today? It is easy, with hindsight, to think our cause and effect explanations are perfect. But we need to be cautious when we make claims about cause and effect, as many events happen at random.

Source 7

← The Roman Forum



I can recognise a cause and an effect

Recognising cause and effect means correctly choosing from a list of possibilities. For example, which of these is most likely to be the cause of the Peloponnesian Wars between Athens and Sparta?

- A Rome conquered Greece centuries later.
- B Athens and Sparta both wanted to control all of Greece.
- C Persians had better technology than the Greeks.
- D Sparta is in Greece.
- E Athens was founded before Sparta.

The only one of these options that is linked to the conflict is B. Option A refers to a time *after* the wars, so it can't be the cause. Option C refers to Persians, not Greeks, so it is not relevant. Option D and Option E just tell us facts that wouldn't necessarily lead to conflict.

For events to be causally linked:

- one event must come before the other
- you must be able to tell a believable story about why one event caused the other
- if possible, you should have some historical evidence that one event caused the other.

There is not necessarily a right or a wrong answer, but there are better or worse answers. Better answers use more historical evidence, and have more logical reasoning.



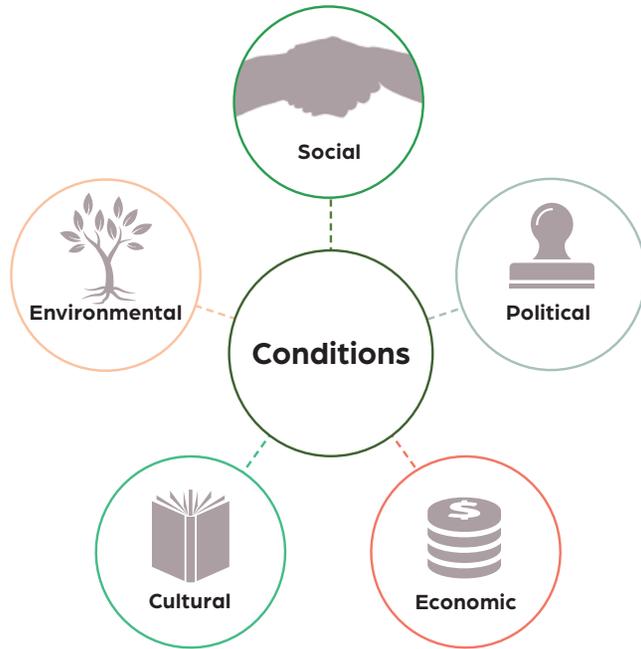
I can determine causes and effects

Determining cause and effect means deciding what the cause or effect of something might be. You need to have knowledge of the period to do this.

Examples of historical causes include:

- conditions:
 - social
 - political
 - economic
 - cultural
 - environmental
- actors:
 - individuals
 - groups.

Once you suspect that two things are linked, see if one of the above items is the cause.



Type of cause	Example cause	Example effect
Social conditions	Widespread slavery in the Roman Empire	Uprising led by Spartacus
Political conditions	Imminent attack on Greece from Persians	Different Greek city-states form alliance
Economic conditions	Very little economic growth in Rome	Rome conquers other territories to increase size of economy
Cultural conditions	Stability is valued in Chinese society	Confucianism, which favours stability, becomes widespread
Environmental conditions	Struggle over resources in Africa	Migration from Africa to the Middle East, India, Asia and Australia
Individual actor	Alexander the Great conquers new territory	Greek culture is spread to the Middle East and West and Central Asia
Group actor	Roman senators worry that Caesar is acting like a king	Senators assassinate Caesar, but Rome becomes an Empire anyway



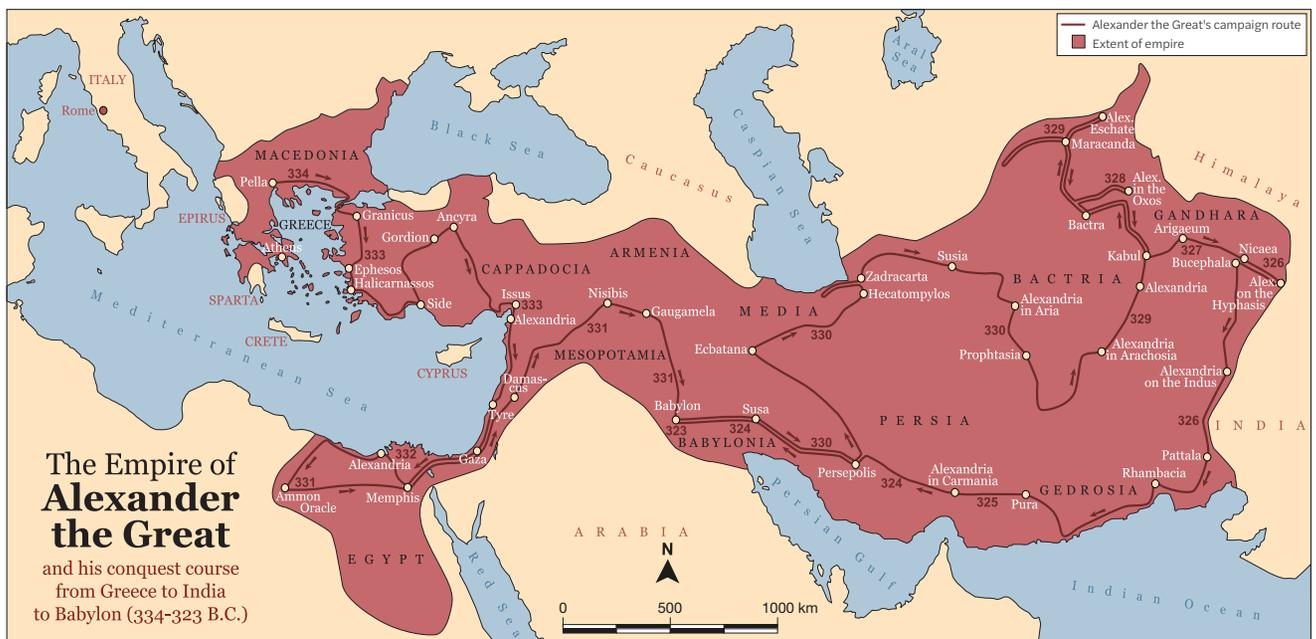
I can explain why something is a cause or an effect

Explaining cause and effect involves stating *how* or *why* a cause led to an effect.

Cause	Effect	Explaining how the cause led to the effect
During the early Stone Age, east Africa became overpopulated	People migrated to the Middle East, India, Asia and Australia	There weren't enough resources in east Africa after a while. Hunting and gathering requires a lot of land so, as the population grew, there wasn't enough land. To avoid starvation, people were forced to find new land elsewhere. They moved north to the Middle East, then east toward India, Asia and Australia.
Alexander the Great conquered the known world and spread Greek culture	Greek culture, such as building styles, dress, religion and language, spread to the Middle East and West Asia	Alexander the Great was a conqueror who defeated Greece, Egypt, Persia and parts of India. He loved Greek culture. As he conquered territory, his soldiers moved into the new lands. The invaders mixed with the local people. Over time, they began to share the way they did things. This led to the existing culture being mixed with the new Greek culture. It created a new type of culture, known as 'Hellenistic' culture. People from areas conquered by Alexander begun to live differently, with new clothing styles, architecture and religious rituals, and language also changed.

Source 8

Territory conquered by Alexander the Great





step 4

I can analyse cause and effect

Analysing means the ability to break down something into its parts. If you can identify these different parts, and explain how together they make up the whole, you are analysing. If you can explain the rules or theories that show how these parts are organised, you are analysing.

The first step is being able to break something down into its parts. For example, what caused Egypt to fall to the Roman Empire?

We can break the cause into four parts:

- 1 Rome had superior military forces
- 2 Rome needed the food resources that Egypt had
- 3 Egypt was undergoing a series of revolts at the time
- 4 Cleopatra's ambition.

Breaking down the cause is the first part of the analysis. Now we can try to explain how these combined causes would have led to Rome conquering Egypt. For example:

Rome needed the food resources that Egypt had, and had a more powerful army. Because Rome needed something (food) and had the ability get it (the army), it was always likely that Rome would conquer Egypt and bring it into its empire.

Here we have linked Cause 1 and Cause 2 together.

Another way to analyse cause and effect is to look at how strong the causal link is. Causes can have different forces, as shown in this cause and effect scale:



Small causal link

Gradual, minor, almost no part, short-lived, partly, partial, to some extent, small extent

Large causal link

Radical, powerfully, significant, important, to a great extent, considerable, main, crucial

Once you have decided how strong a cause was, here are some words you can use to describe it.

- If something had only a minor effect you could say:
Indigenous lifestyles were only affected to a small extent by the introduction of dingos.
- If something had a major effect you could say:
Indigenous lifestyles were significantly affected by European colonisation.



step 5

I can evaluate cause and effect

Evaluation is a 'higher-order thinking skill'.

Evaluation can be:

- assessing whether a theory or belief is true or not; e.g. Some historians think climate change destroyed Harappan civilisation in the Indus River Valley. Is this true?
- comparing different ideas; e.g. Which is a more important effect of the Pyramids being built: improvement in engineering or modern-day tourism?
- judging between different things; e.g. Some historians think Greek civilisation caused Roman civilisation to be so dominant. Others think their dominance came mostly from within. Who is right?
- asking, 'So what?'; e.g. Were the causes or effects good or bad, or perhaps a bit of both? A historian may include both positives and negatives to form a balanced view.

Look at Step 5 in 'Historical significance' (page 222) for more tips on evaluating.



Source 9

Dingos were introduced into Australia about 4000 years ago.

Historical significance

How do we decide what is important to learn about from the past? How do we decide which events or time periods have historical significance?

We can use a model or theory to help us decide. A useful model is Geoffrey Partington's model of significance.

Partington's model states that you can determine historical significance by asking the following questions:

- 1 Importance: How important was it to people living at the time?
- 2 Depth: How deeply were people's lives affected?
- 3 Number: How many people were affected?
- 4 Time: For how long were they affected?
- 5 Relevance: How relevant is it to the present?

The table below shows some examples using Partington's model of significance.

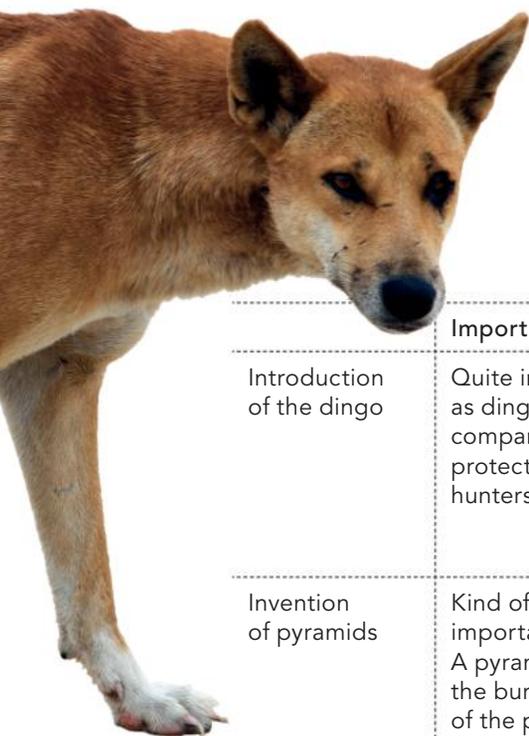


I can recognise historical significance

Recognising historical significance means looking at a list of events or developments and deciding how important they are. (Significant means important; something worth noting.)

You should have some way of determining significance. You might ask: Was it important back then? Were people deeply affected? Did it affect a lot of people for a long time? Is it still relevant to modern times? The more you answer 'Yes' to these questions, the more significant the event was.

Historical significance is not a black and white issue, as it can be shown on a significance scale, like this one:



	Importance	Depth	Number	Time	Relevance
Introduction of the dingo	Quite important, as dingos were companions, protectors and hunters	Quite deep. They were more than pets, and had sacred status	A large proportion of Indigenous Australians, so about 400 000–700 000 people	For about the last 4000 years	Relevant to Indigenous Australians but less so to other people. They are more like pets or pests now
Invention of pyramids	Kind of important. A pyramid was the burial site of the pharaoh, who was seen as a god	Not that deeply. They were mostly for dead bodies	About 20 000–30 000 people built them	About 2500 years between being built and the end of Egypt as a major power	Not that relevant. They are mostly just tourist attractions now



I can explain historical significance

Explaining historical significance means asking *how* or *why* something is important.

Below are some examples of significant and less significant events, based on Partington's model.

Good explanations of historical significance will discuss more than one of these elements.

Partington's model of significance is just an aid to your thinking. There are other things that could explain whether a historical event was significant. For example, a person might be important if they changed other people's ideas, or provided a good or bad example of how to live. An event might be important if it reveals underlying themes or patterns in history.

	More significant	Less significant
Importance	The notion of 'citizenship' was very important historically in the Roman Empire. All people were affected by it, either by being granted citizenship privileges or by being outside its protection and status.	The exact nature of Roman religion is not that important in history because there were so many gods, and some were even borrowed from other civilisations.
Depth	The annual flooding of the Nile is important because many people relied on it for food.	The various lovers that the pharaoh had aren't a big deal historically because they didn't affect many people that deeply at the time.
Number	The colonisation of Australia by Europeans is significant historically because it affected all Indigenous people at the time – perhaps 750 000 people.	How many people arrived on the first fleet is less historically important because it was the arrival of Europeans, not necessarily the initial amount of people, which had the bigger impact.
Time	The invention of farming is very important because it has affected human life for the past 11 000 years.	The invention of drones can't be considered historically significant yet because they have only been around for a few years.
Relevance	The spread of Chinese influence across East Asia is significant because China is a powerful country today and has a lot of influence.	Traditional Chinese clothing is not that important historically because hardly anyone dresses like that anymore.



Source 10

A jacket from the Qing Dynasty. [Man or woman's jacket (Wedding or Theatrical) (18th century), silk, The Metropolitan Museum of Art.]



I can apply a theory of significance

Applying Partington's theory would mean looking at a set of events and ranking them against his categories. When applying his theory, use phrases such as those in the table below.

Importance	Issue A was more significant than Issue B because it was more important to people at the time.
Depth	Issue A is more important in history, because it affected people more deeply at the time than Issue B did.
Number	Issue A deserves the status of historical importance more than Issue B. Put simply, it affected more people.
Time	Issue B has been shown to be less important historically than Issue A, because it didn't last as long.
Relevance	Issue A is a more significant event than Issue B because it is still relevant to the present. It helps us to understand the modern world, whereas Issue B doesn't help as much.



I can analyse historical significance

Analysing means the ability to break down something into its parts. If you can identify these different parts, and explain how together they make up the whole, you are analysing. If you can explain the rules or theories that show how these parts are organised, you are analysing.

In the next paragraph, the significance of Greek philosophy is analysed. Three main points are made rather than just one, and an example of how each leads to significance is added. (See below the paragraph for a colour key.)

Greek philosophy is significant because of several factors. First, it is long-lasting. The ideas of Socrates, Plato and Aristotle were developed over 2000 years ago and are still discussed today. Second, it has affected many lives. Greek logic is the basis for computer programming, which affects billions of people today. Third, it is still very relevant today. Greek philosophy helps us understand morality, justice and which political system is best. Therefore, Greek philosophy is important because it is long-lasting and affects many people, even today.

Key:

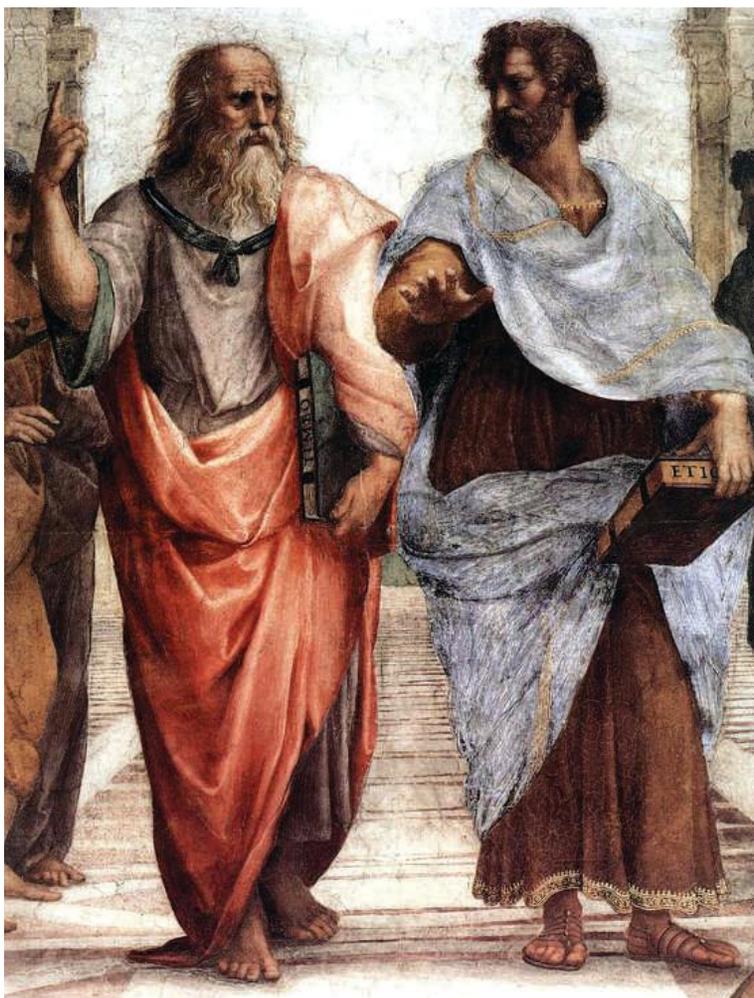
Main point

Claim

Evidence backing up claim

Overall statement

Look at Step 4 in 'Cause and effect' (page 218) for more tips on analysing.



Source 11

Famous Greek philosophers [Raphael, detail from *The School of Athens* (1509–11), fresco, 500 × 700 cm, Apostolic Palace Vatican City.]



I can evaluate historical significance

Evaluating can mean asking, 'So what?' In terms of evaluating historical significance, evaluating could be:

- questioning Partington's model of significance:
 - Perhaps the model suggests that Event A is more important than Event B, but you don't agree. Evaluating would involve you explaining why you think the model of significance doesn't give the right result in this instance.

Questioning the model of significance

Some historians think the more people are affected by an event, the more important it was. There were more people under the Roman Empire than in Athens during its golden age, so we could assume that Roman history is more important. However, the heights that civilisation reached during the Golden Age of Athens were arguably greater than those of Rome. Its art, literature, philosophy and architecture were all superior. Perhaps historical importance needs to take the quality of the effect into account, not just how much of it there is (the quantity).

Judging the worth of an important event

Many people think Greek philosophy is significant, but there is more to it than that. Philosophy did not start with the ancient Greeks. They got their ideas from earlier thinkers, going all the way back to the Sumerians. Also, most of the ancient philosophy that is still talked about today has been changed over the centuries or reinterpreted so it makes more sense to modern readers. So, while it is *somewhat* important, Greek philosophy is just another chapter in the evolution of ideas.

- Maybe you think some of the questions about significance are more important than others. Perhaps you think that relevance to today is more important than how important it was to people at the time.
 - making a judgement call about the worth of important events:
 - Were these events 'good' or 'bad' in some way? When making an evaluation like this, make sure you define what 'good' or 'bad' mean in this context.
- Look at Step 5 in 'Cause and effect' (page 218) for more tips on evaluating.

Source 12

A bronze statue of Caesar in Rome.
[Statue of Julius Caesar (c.46 BCE), bronze, Roman Forum.]



Historical writing



I can identify writing purpose

If you are given a writing task, it will usually involve certain 'task words', such as *analyse*, *argue* and *compare*. These task words are explained below.

- *Analyse*: look at the features of something, showing the relationships between the parts, how they're related and why they're important
- *Argue*: make a case for or against something
- *Compare*: discuss two things, emphasising what is the same and what is different between them
- *Contrast*: discuss two things, emphasising what is different between them
- *Describe*: write a detailed description of something, showing what something looks like, what it is for and how it works. Don't judge.
- *Discuss*: write about something, talking about the arguments for and against an issue. Provide a balanced description, but make a judgement at the end.
- *Evaluate*: make a judgment about something, but back it up with lots of evidence
- *Explain*: answer the question 'why?' about something. Go into detail about the reasons for it, causes of it and effects of it.
- *Justify*: provide reasons why a decision was or should be made, or why a conclusion was reached
- *Summarise*: briefly state the main points. Leave out the details.

After you know your purpose, figure out:

- *what kind of information you need to gather*. This relates to Stage 2 of the history-writing process: gathering information. Gather the right kind of information – but avoid gathering lots of irrelevant material.
- *how that information should be organised*. You will eventually need to write up any information you have gathered. How you do that – and what structure your writing takes – should be determined by the purpose of the writing.

Here is an example history writing question, and how it can be tackled: 'Discuss how important Julius Caesar was in the creation of the Roman Empire.'

This is a 'discuss' type question, so it is asking us to write about the topic, discussing arguments for and against it. Both sides should be discussed but a judgement should be made.

Information needed to answer the question:

- details about the political career of Julius Caesar (but *not* details about every aspect of his life)
- details about the creation of the Roman Empire. Gather information about the transition from the earlier form of Roman civilisation (the Roman Republic).

How should that information should be organised? A graphic organiser like the one shown below is a great way to structure your note-taking.

	General information	Evidence he helped create the Roman Empire	Evidence he did <u>not</u> help create the Roman Empire
Julius Caesar's political career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about the creation of the Roman Empire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I can gather information

Good history writing involves providing lots of evidence. The more *relevant* information you use, the better. Relevant means the information is closely connected to what is being studied.

Gathering information will involve taking notes from historical sources. Academic historians look at many primary and secondary sources. For most school projects, you are likely to rely on secondary sources. Secondary sources provide a wide range of information that is easily accessible to young people. Textbooks and reference books are easy to get, relatively cheap, easy to read and contain pictures, facts, explanations and examples.

Follow these steps when taking notes for your history writing:

- 1 Purpose: *why* am I taking notes?
- 2 Organise: use a graphic organiser or codes
- 3 Skim-read the source. This is so:
 - you can look for topics, headings etc.
 - you *don't* have to read the entire source.
- 4 Find the *most* important information for your purpose:
 - rewrite it in your own words
 - write as briefly as possible
 - include keywords, and definitions of any words you don't know.



I can organise information

Here are two ways to organise your information: a graphic organiser or codes.

A *graphic organiser* is best for:

- when you know in advance the kind of information you will be taking notes about
- when the question you are answering has obvious parts to it that you can divide information into; e.g. for and against.

Using *codes* is a process that involves:

- taking notes
- reading through your notes several times and seeing what patterns, themes or categories emerge
- making up a code for each pattern, theme or category; e.g. 'W' for war; 'I' for individual; 'SP' for Sparta
- going through your notes and writing the code beside each point

- rewriting your notes in the code categories (This is much easier if you have taken notes electronically, because you can change their order without having to rewrite them.)
- using your notes in their coded categories to form the basis of your essay structure.

With either of these methods, don't forget to ask which notes you should *not* use. You will always take notes that you thought were important but later realise don't actually matter. Get rid of them. Remember: the final written piece is what is most important, not your notes. Don't worry that you spent time writing those notes in the first place, because only your final piece of writing matters. Next time, try to take fewer irrelevant notes.

Here is an example of the process, with all the steps from note-taking to organising your notes.

Essay question: 'Was trade or conflict more influential in shaping Egyptian society?'

1 Original notes

- copied military technology from others
- exported grain, papyrus, flax, cloth
- had large army of charioteers
- had natural protection: desert and sea
- imported luxury items: silver, spices, jewels
- launched attacks on neighbours
- sometimes behind in military technology
- self-sufficient
- no permanent army

2 Put into a graphic organiser, the notes look like this:

	Influential Yes, it was quite influential	Not influential No, it wasn't that influential
Trade	<input type="checkbox"/> exported grain, papyrus, flax, cloth <input type="checkbox"/> imported luxury items: silver, spices, jewels	<input type="checkbox"/> quite self-sufficient
Conflict	<input type="checkbox"/> launched attacks on neighbours	<input type="checkbox"/> no permanent army <input type="checkbox"/> had natural protection: desert and sea



Source 13

A painting depicting Egyptian workers harvesting wheat
[Wall painting from tomb of Menna, Thebes.]

3 Notes not needed:

- Egypt copied military technology from others
- Egypt had a large army of charioteers
- Egypt was sometimes behind in military technology

4 You could then put your notes into paragraphs, either:

- Trade: for and against it being influential
- Conflict: for and against it being influential

Or ...

- What was influential: trade aspects and conflict aspects
- What was not that influential: trade aspects and conflict aspects



I can structure a piece of writing

History essays should have an introduction, several body paragraphs and a conclusion.

For those students who are starting out writing essays, a paragraph structure that is easy to learn is **TEEL**. TEEL is an acronym for:

- **T**opic sentence
- **E**vidence
- **E**xplanation
- **L**ink.

These words are explained below. Every paragraph should have TEEL.

Introduction

The introduction should:

- show you understand what the question is asking
- say your overall response to the question
- introduce the main points.

Paragraphs using TEEL

Paragraphs using **TEEL** should have the following:

- **T**opic sentence: one sentence that summaries the whole paragraph
- **E**vidence: use *specific* examples, not general examples
- **E**xplanation: how evidence supports your claim
- **L**ink: at the end of the whole paragraph, link the main point in the paragraph back to the main question.

Conclusion

In your conclusion, make sure to:

- summarise your main points
- restate your response to the question.



I can write a draft

Drafting tips

- Focus on answering the question; don't just write everything you know about the subject.
- Don't worry about making mistakes when drafting – you will fix this later.
- Don't worry too much about punctuation, grammar, spelling or vocabulary when drafting.
- Start with the paragraphs. Draft the introduction and conclusion last.
- If you can, use a computer, as it makes it easier to edit and proofread your work later.
- Write the first draft quickly. Then edit and proofread slowly.

Sentence starters

Here are some sentence starters for introductions:

- This essay will discuss ...
- In this essay ...
- The issue being focused on is ...
- The issue that will be focused on is ...

Other words you could use in sentence starters in place of *focused* are:

- described
- analysed
- evaluated
- explained
- explored
- justified
- outlined.

For conclusions:

- In conclusion, ...
- In summary, ...
- It has been shown / demonstrated that ...
- Therefore / Thus / Hence, ...
- To summarise, ...

For comparing: (when they are the same)

- By comparison, ...
- In the same way, ...
- Likewise, ...
- Similarly, ...

For comparing: (when they are different)

- However, ...
- In contrast, ...
- On the other hand, ...
- Then again, ...

For adding more:

- Additionally, ...
- Also, ...
- Firstly, ... Secondly, ... Thirdly, ... Finally, ...
- Furthermore, ...
- In addition, ...
- Moreover, ...

For giving examples:

- For example, ...
- For instance, ...
- An illustration of this is ...
- As an example, ...
- ... such as ...

For showing effects:

- As a result, ...
- For this reason ...
- It can be seen that ...
- The evidence suggests ...
- The result of this is that ...
- These factors contribute to ...
- Different ways to say 'caused':
 - resulted in
 - created
 - lead to
 - determined
 - is attributed to
 - meant that
 - is dependent on
 - forced
 - made.



I can edit and proofread

The point of writing is communication. This involves using words to pass ideas from your head into the head of another person, so keep your writing clear and simple.

Editing is checking for meaning, to make sure the text answers the question and meets the requirements of the task. For example, does your writing need a bibliography? Does it need labelled pictures? Proofreading means checking the grammar, spelling and punctuation of your work.

Edit first, then proofread.

Editing tips

Following are some editing tips:

- Always use headings, unless you have been told not to.
- Delete any words, sentences or paragraphs that do not help the piece of writing overall.
- Check what you have written against the requirements of the task. Ask yourself:
 - does my writing answer the question asked?
 - is it clear that I have answered the question?
 - is there an assessment schedule or rubric my writing will be marked against? Mark yourself against these criteria. Is there time to improve at least one aspect of what you've written?
- What is your worst paragraph? Why? What would it take to make it your best paragraph? Do that!

Proofreading tips

Proofreading is going back over your finished work looking for errors.

- Don't try to fix every different type of problem at once. Pick one thing to correct each time you proofread. For example, first look at spelling, then look at punctuation, then look at confused words, then look at making your vocabulary more interesting.
- Read your work aloud. Even better, record it, then play it back to yourself a bit later.
- Ask someone else to read your work aloud.
- Read the sentences backwards to check for spelling. Otherwise your brain will correct any spelling mistakes automatically as you read and you won't notice as many.
- If you know you are a bad speller, don't trust your instincts. Check words you are unsure about in the dictionary.
- Spellcheckers will not fully correct your spelling. A word can be spelt correctly but still be the wrong word, so don't rely on a spellchecker!
- Print out your essay and read a printed copy of it, rather than reading on screen.

Common errors

Following is a list of common errors:

- only use apostrophes for shortening words and ownership, not for plurals
- 'I done' should be 'I did'
- write shorter sentences, preferably less than 25 words
- only use capital letters at the start of sentences and for proper nouns
- confusing 'your' and 'you're'
- confusing 'there', 'their' and 'they're'
- writing formally: don't use 'I' (unless told to), '&', 'etc.', 'e.g.', 'i.e.', 'wanna', 'heaps', 'stuff'
- could of / would of / should of are incorrect; replace with could have / would have / should have
- confusing 'to/ too/ two'
- confusing 'much/many': much = for an item that can't be counted (e.g. water), many = individual items that can be counted
- confusing 'then' and 'than': then = something happening after something else; than = comparing
- subject-verb agreement. If the subject is a plural, the verb must be too, e.g. towels *are* in the closet
- too many commas. Instead of writing long sentences with lots of commas, write shorter sentences
- punctuation marks should go outside quotation marks
- spell out numbers nine and below
- avoid starting a sentence with 'and', 'but' or 'because'
- a full sentence should have a subject (doer), verb (action) and an object (the thing the verb is happening to)
- use the same tense (future, present, past) in the whole text
- avoid using boring words: very, good, bad, weird, interesting, crazy, mad, funny, strange
- 'alot' is not a word. It should be 'a lot'
- avoid 'passive' sentences. Instead of 'The army was led by Alexander', write 'Alexander led the army'.



Historical research



I can define the problem

To define the subject to be researched, get some background information and build up a list of keywords.

Start by reading a simple Wikipedia page about your subject.

Get keywords for your topic. Think of different ways of saying your topic, or google 'synonyms of ...' and insert your search term.



I can decide what information to find and where to find it

What type of evidence do you want?

Include these kinds of words in your search:

- facts, examples, definitions, quotes, artefacts, images, data, statistics
- primary and secondary sources
- databases, links, archives, collections, references, research, museums, journals, graphs, tables, letters.

Where is your evidence?

There are many different types of websites to look at: scholarly works, databases, archives, reference sources and information pages.

How credible is the evidence?

Ask yourself the following questions:

- Is the content *relevant*? Is it useful for my purpose? Does it contain links to other relevant sources? Is it at an appropriate reading level?
- Is the source *believable*? What type of source is it? (Published or official sources are better.) Who is the author? (Experts are better.) When was it published? (Newer is usually better.) Is the source biased?
- Is the source *true*? Is it backed up by other sources? Does it *sound* right? Does it fit in with other things you know?
- Does the source state where its information comes from? This means it is more likely to be credible (able to be believed).





I can find information

Online search strategies

Following are some search strategies:

- After you type in a search term, scan through the first page of results. If they are not relevant, change your search.
- Start with a wide search, then get more specific.
- Learn *from* your search. Change what you are searching for based on what you learn after you start searching.
- Be ready to stop a search if it is taking you in the wrong direction.

Tips for searching with Google

- Every word matters.
- The order of the words matters.
- Capitalisation doesn't matter.
- Punctuation doesn't matter.
- Specific search terms are better.
- Use these terms to narrow your search: AND, OR, NOT.
- A search with 'filetype:' will find specific files. e.g. 'Qin Shi Huang filetype:ppt' will find PowerPoint files about Qin Shi Huang.
- A search with 'site:' will find things *within* a website. For example: 'boomerang site:nma.gov.au' will find boomerang-related material from the National Museum of Australia website.
- Use the tabs along the top for different types of results such as images, news, videos, maps and books.
- Use a hyphen to exclude words and narrow your search. For example, 'Great Wall-takeaways' will find information about the Great Wall of China, not a fast food outlet.
- Search for a range of numbers using two full stops between speech marks: '..' For example:
 - '2001..2004' searches between 2001 and 2004
 - '..2004' searches before 2004
 - '2004..' searches after 2004.

- An asterisk acts as a wildcard. So, for example, 'teen*' will return results with any of the words *teen, teens, teenager* in them.
- Use exact phrase searching by putting speech marks around a search to find exact text.



I can extract information

This stage is note-taking and is the same as Step 2 in the Writing Process. Read that section on page 224.



I can organise and present information

This stage is very similar to Step 3 in the Writing Process. Read that section on page 224.

Research will be presented in a number of different ways, and will usually include some history writing. History writing is generally presented as text with perhaps some supporting pictures.

You should also edit and proofread your research, just as you do with your writing. Read Step 6 from the Writing Process on page 227.



I can evaluate information

You can improve every time you conduct research by asking yourself these questions after you finish:

- What worked? What didn't work?
- How could I work smarter next time?
- Can I apply what I've learnt to other situations?
- How could I have improved:
 - the project?
 - the way I worked on my project?
 - the way I managed my time?

Glossary

Acropolis a fortified part of a city that is built on a high hill. The name comes from the Greek words *akro*, meaning high and *polis*, meaning city. The most famous Acropolis was built in the 5th century BCE in Athens, Greece.

agoge military training camp at Spartan army barracks for boys as young as seven years of age to learn to be brave warriors

agora the agora was the centre of activity in ancient Greek towns and cities. It was where public meetings were held, where plays were performed and a busy marketplace.

afterlife the belief in life after death held by many ancient cultures, such as the ancient Egyptians who preserved bodies through mummification ready for the afterlife

agriculture the science and practice of farming, including the growing of crops and rearing of animals

ancestors a relation who lived a long time ago from who you descended

aqueducts built to channel water to settlements. They had to be built very accurately as the water had to run downhill over large distances.

aquila the silver eagle emblem on top of a standard that identified each legion as they marched into battle; the standard was carried by an *aquilifer*

archaeology the study of human history through the excavation of sites and the analysis of artefacts and physical remains found there. People undertaking archaeology are known as **archaeologists**.

artefact an object made by a person, such as a tool or implement, usually of historical interest

assassination the murder of a leader or important official for political reasons

Assemblies branch of government in the Roman Republic where plebeians democratically elected magistrates and passed laws

auxiliaries Extra soldiers who were recruited across the Roman Empire and used as specialist forces, such as archers

Bronze Age the period where people made and used tools made of bronze, from 3000 to 1200 BCE

Buddhism a philosophy that began in India and arrived in China from via the Silk Road in the first century CE. Buddhists believe that after people die, they are reincarnated – reborn into another life. Living a proper life would stop the cycle of rebirth, and this stage, called nirvana, could be reached by leading a good life and no longer wanting things.

bullying involves causing distress and helplessness to a person through the repeated and intentional use of words or actions by an individual or group of people

century these units of 100 Roman soldiers were led by a commander known as a centurion

Christianity a religion based on the teachings of Jesus Christ; Catholic and Protestant religions both preach Christianity

chronology the process of organising events into the order they happened to bring structure and order to events in time

citizen a legally recognised member of a country or society. In ancient Greece, citizens were men who had completed their military training. In ancient Rome, citizens were males born to parents who were citizens.

city-state because of ancient Greece's mountainous landscape, small farming villages developed independently into city-states. Each city-state, or *polis*, such as Athens or Sparta stayed independent rather than growing into a single Greek nation.

civilisation an advanced society with urban settlements, technologies, government, organised society and religion

civil case disputes between people and acts that cause loss to others

civil war war between citizens in the same country

clan Aboriginal nations are broken into clan groups. Clans are larger than a family and share a common language and kinship system

cohort each Roman legion was broken down into 10 cohorts of up to 600 men, the equivalent of a modern battalion

Common Era (CE) the name of the period of time from the birth of Jesus (year 1) until now

common law judge-made law in cases not clearly covered by statutory law. Common law decisions set precedents for similar cases to follow in the future.



concubine a woman who lived in the imperial palace in ancient China as part of the emperor's harem. The concubine's job was to keep the emperor entertained and amused. It was considered an honour to be an emperor's concubine, and wealthy men sent their daughters to the imperial palace, hoping they would catch the attention of the emperor. Concubines entered the palace at a young age – sometimes as young as 13 years old – and were not allowed to leave.

Confucianism a philosophy taught by Confucius (551–479 BCE) that taught that people should be honest, brave and knowledgeable and never violent or arrogant. The path to happiness lay in obeying the law, doing one's duty and respecting older people – especially parents and grandparents.

Connection to Country the deep spiritual, physical, social and cultural relationship between Indigenous Australians and the land

Constitution sets out the rules by which a country is run. The Australian Constitution established a system where the responsibility to make or change laws is shared between a federal parliament and six state parliaments.

consuls the elected leaders of the Roman Republic (509 to 27 BCE). Each year, the citizens of Rome elected two magistrates as consuls, who ruled together for a term of one year.

corroboree an event where Aboriginal Australians interact with the Dreaming through dance and music, with their bodies painted to indicate the clan and type of ceremony

criminal case involves an action that is considered to be harmful to society, such as murder or armed robbery

customary law the laws that regulate behaviour and punishments in Aboriginal society

democracy democracy: rule by the citizens, who elect officials and leaders

discrimination treating a person or group unfairly or as if they are inferior, especially if based on their race or gender

domus a wealthy patrician's house in ancient Roman towns, with multiple rooms and an outdoor atrium with an altar and statues of the household

Dreaming explains how life came to be and establishes the rules for relationships between Aboriginal people, the land and all living things

dynasty where one family maintains power over many years by handing on the throne to an heir, usually the oldest son

ecclesia political assembly of citizens in ancient Greece where citizens would come together to vote for new laws and to make important decisions.

Elder an Aboriginal or Torres Strait Elder is a person who earned respect and authority in a community. It is an Elder's duty to instil a respect for the land and culture in community members by teaching young people about their natural environment, and sharing knowledge about the Dreaming.

electorate the electoral divisions for the House of Representatives in the Australian Parliament and for lower houses of state parliaments. Each Member of Parliament (MP) represents one of the 151 electorates in the House of Representatives to provide a direct link between the people in their electorate and the parliament.

emperor a ruler or monarch of an empire, i.e. in 27 BCE Octavian became the Roman Empire's first emperor. Japan's emperor is the only current ruler who uses this title.

empire a number of nations or states ruled over by a single leader such as an emperor, king, queen or an oligarchy, i.e. The Roman Empire

eunuch a castrated male who could work as servants in the imperial palace because there was no fear that he may father a child to the emperor's wives or concubines. Eunuchs were usually from poor families, yet sometimes became trusted and powerful members of the imperial court.

executive the prime minister and senior ministers of the Australian government and the governor-general who have the power to administer or implement the law

export where goods or services produced in one country are shipped to another country for sale or trade. Exports are crucially important for a country's economy to add to its gross national income.

gladiator criminals or prisoners who were forced to fight, usually to the death, in a public arena for the entertainment of ancient Romans

Governor-General the royal representative in Australia who must approve all bills made by the Commonwealth Parliament before they become law

harassment aggressive pressure or intimidation that humiliates or embarrasses a person, such as sexual harassment (unwelcome behaviour of a sexual nature)

helots slaves in ancient Sparta who undertook manual labour

hieroglyphics a writing system using pictures and symbols such as the system used by ancient Egyptians

historian people who specialise in the study of history by using evidence to answer questions about the past

homo sapiens scientific name for the human species, meaning 'wise man'

hoplite an ancient Greek soldier

House of Representatives

The Australian government is formed by the political party with the largest number of members in the House of Representatives. Each of the 151 members is elected for three years to represent one local area (or electorate) of Australia.

Ice Age the period of time between 1.8 million and 12 000 years ago when much of the Earth's water was frozen at the northern and southern tips of the planet and the sea level was over 100 metres lower than it is today

import a good or service brought into one country from another country. Along with exports, imports are the other key element of international trade.

Industrial Revolution when humans began to use machines to do work previously done by hand in the 18th and 19th centuries



initiation ceremony a ceremony to mark the passage of girls and boys into adulthood

insulae ancient Rome's crowded, multi-storey apartments lived in by plebeians. Often whole families lived in one room of an *insulae*, with up to 40 people in each housing block sharing bathing and cooking facilities in a central courtyard.

inundation summer flooding of the Nile River that deposited rich silt that fertilised the land

Iron Age the period when people used iron to make tools and weapons, between 1200 and 500 BCE

judiciary the Australian courts that have the power to interpret and apply the law

kinship extended family relationships in Aboriginal and Torres Strait Islander societies that are important to sharing culture and organising society. For example, a mother in the kinship system refers not only to a woman's birth mother, but also to her sisters.

kowtow to kneel and bow so low that your head touches the ground. In ancient China, everyone had to keep their head bowed if they were addressing the emperor.

legislature the Australian parliament that has the power to make the law

legion the main fighting units of the Roman army of about 6000 men. Legions were further broken up into six cohorts.

legionary ancient Roman soldiers

ma'at the order and balance in the Egyptian world and the heavens that also formed the basis of the principles of truth, order, balance and justice that underpinned law in ancient Egypt

magistrate elected official of the Roman Republic charged with running the city. Once a man had served as a magistrate he could join the Senate. Consuls were the two highest magistrates.

Mandate of Heaven the right to rule given to a king or emperor in ancient China by the gods. If the leader was selfish or cruel, it was a sign the gods had withdrawn his mandate to rule. Natural disasters such as famines and floods were also signs of heaven's displeasure with the king.

megafauna large animals over 40 kilograms, including extinct Australian megafauna such as the marsupial lion

midden waste deposits from meal preparation, often containing bones and shells, which provide evidence of what the people living in a certain area ate

Middle Kingdom the term used by ancient Chinese people to describe their country as they believed they were living in the centre of the world

moiety a group in society that coexists with only one other group in society. Marriage can only take place between members of opposite moieties.

monarchy rule by a single ruler who inherited the role

mummification preparation of a body for the afterlife in ancient Egypt. The major body organs were removed (except the heart) and the body was washed, embalmed and wrapped in bandages.

nations tribal groups of the Indigenous peoples of Australia

native title recognition that Aboriginal and Torres Strait Islander people have traditional rights to the land and water as set out in the *Native Title Act 1993*

Neolithic relating to the New Stone Age (between 10 000 years ago and 2000 BCE) when people used polished stone implements and farming commenced

nomads people with no permanent home who herd animals from place to place to find fresh pasture; those who follow this lifestyle are described as **nomadic**

occupational health and safety (OHS) laws, regulations and guidelines to ensure good standards of health and safety in the workplace

oligarchy a small group of people who have control over a country

oral history information about the past obtained through spoken interviews or in-depth conversations concerning experiences, recollections, reflections and lore

ostraka sherds of broken pots re-used that were as voting 'ballots' cast by Athenians at meetings of the *ecclesia*

Palaeolithic relating to the Old Stone Age (between 2.6 million and 14 000 years ago) when people used primitive stone implements

papyrus the first paper-like material used by a civilisation, made from the papyrus plant that grew by the Nile River in Egypt

parliament a group of elected politicians who makes laws for the country

paterfamilias the oldest male and head of the ancient Roman family who had complete control over all family matters, including the right decide if a baby should live or die decide if a baby should live or die

patrician wealthy landowners in ancient Rome whose families had held influential positions in society

perioikoi traders and craftsmen in ancient Spartan society who were not considered citizens

phalanx a battle formation used by ancient Greek hoplites to protect themselves in battle. They packed together tightly and overlapped their shields to provide a protective outer barrier to deflect arrows and spears. Spears in the front row were held forward to penetrate the enemy and those in the other rows were held skyward to deflect incoming missiles.

pharaoh the leader of ancient Egyptian society who was viewed as the link between the gods and the people, and therefore had both earthly and divine responsibilities

plebeians poorer farmers and craftspeople in ancient Rome who made up the bulk of the population



polis because of ancient Greece's mountainous landscape, small farming villages developed independently into a polis or poleis (plural). Each polis or city-state such as Athens or Sparta stayed independent rather than growing into a single Greek nation.

precedent common law decisions by a judge that are followed in similar cases

prehistoric the period of time before the invention of writing in ancient Sumer in about 3500 BCE

primary source a source that was created or existed at the time under study such as books, letters, artefacts and buildings

propaganda biased or misleading information used to promote a point of view

prosecutor the lawyer who conducts the case against the accused person in the court room. It is up to the prosecutor to produce evidence that will prove their claims against the accused person or disprove any disputed facts in court.

pyramid huge pyramid-shaped buildings built as tombs for royalty or to house the gods in civilizations such as ancient Egypt and the Olmec, Maya and Aztec civilizations in the Americas

quaestor an important public official in ancient Rome who looked after finances and oversaw important legal cases such as murder

radiocarbon dating the age of something that was once alive can be estimated by measuring the amount of radioactive carbon present in the sample. Carbon breaks down at a known rate, so the age of the sample can be estimated.

referendum changes to the Australian Constitution can only be made by a referendum, where a majority of Australian voters and a majority of states vote to approve the changes proposed by parliament

representative democracy a system of government such as Australia where citizens vote for government representatives to make laws and rule the country on their behalf

scribe well-educated and highly regarded person in ancient Egypt who could read and write, including complex hieroglyphics

seasonal migration where people move to another area for a period of time to ensure they do not exhaust their land of plants and animals

secondary source a source created after the time under study, such as a text books, websites and documentaries

Senate The Australian Senate is the house of that reviews legislation passed in the House of Representatives. The Senate has 76 members elected for a term of six years. Each of the six states has 12 senators, and the Australian Capital Territory and Northern Territory both have two senators. The Senate in Ancient Rome was an advisory body appointed by leaders to advise magistrates and leaders on proposed laws and actions, particularly involving finance and foreign policy.

Silk Road a 6500-kilometre trading network of routes over land and sea that connected China to Asia, Europe and the Mediterranean. Camel caravans carried goods along the route through the mountain ranges and deserts of southern Asia.

slave a person who is owned by another person, who is usually forced to work without payment. In ancient civilisations, slaves were at the lowest level of society.

socially responsible an obligation by an individual, organisation or business to improve society or the environment, such as reducing waste and recycling or working with charitable organisations

standard the emblem of a Roman legion carried into battle by an *aquilifer*. The Roman standard used to identify each legion was a silver eagle (or *aquila*) mounted on a pole.

Stone Age the period lasting from 2.6 million years ago until 2000 BCE where people made and used tools made out of stone. Historians refer to two different Stone Ages – Palaeolithic, before the development of farming (about 10 000 years ago) and Neolithic – after the development of farming.

stratigraphy artefacts are found in different strata (or layers) of rock and soil. By dating the stratas, the archaeologist can assume that the artefacts found there are the same age as the strata.

statutory law laws created and passed by parliament

Taoism a Chinese philosophy focused on living in harmony with oneself, with nature and with the universe

timeline a list or graph that displays events in chronological order

terra nullius land that the law says that nobody owns. British colonizers regarded the Australian continent as *terra nullius* as they saw no evidence of formal buildings and fences

timeline a list or graph that displays events in chronological order

totem a natural object, animal or plant that represents its people's spiritual link to the land. For example, totems for the Wurundjeri are Bunjil the wedge-tailed eagle and Waang the Crow and this totem is inherited from your father.

traditional owner an Indigenous Australian who is a member of a nation or tribe that has rights and responsibilities for an area of land or sea

trireme large and fast ancient Greek warships powered by 170 oarsmen. The bronze prow at the front of the trireme was used as a battering ram to smash into other ships.

tyranny rule by an individual who seized power illegally

universe all the things that exist in space and its contents such as stars, planets and gas clouds

villa in ancient Rome, villas were country estates owned by wealthy Romans

vizier chief advisor to the pharaoh in ancient Egypt

yin and yang concept from Taoism where all living things have two sides – *yin*, the female force: dark, cool and passive and *yang*, the male force: light, hot and active

workers compensation scheme ensures that employees who are injured while conducting their work can receive medical treatment and other assistance including rehabilitation to help them get back to work quickly



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