

DARLINGTON | JACKSON | KERR | MCCAFFERTY
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JACARANDA
HISTORY ALIVE 8
AUSTRALIAN CURRICULUM | THIRD EDITION



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

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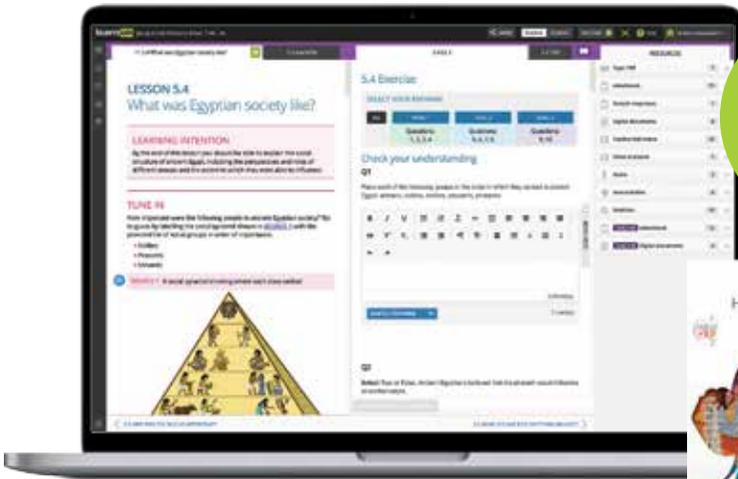
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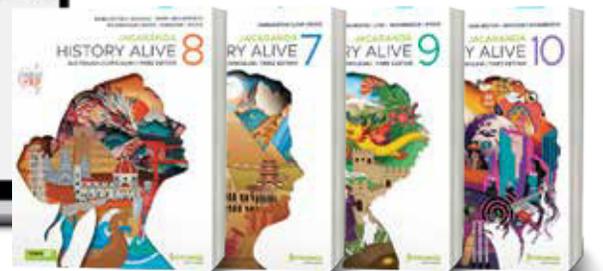
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About this resource



NEW FOR

AUSTRALIAN CURRICULUM V9.0



JACARANDA

HISTORY ALIVE 8 AUSTRALIAN CURRICULUM

THIRD EDITION

Developed by teachers for students

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

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



Learning is personal

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

Whether in class or at home, students can access carefully scaffolded lessons with in-depth skills development while engaging with multi-modal content designed to spark curiosity. Automatically marked, differentiated question sets are all supported by detailed sample responses — so students can get unstuck and progress!



Learning is effortful

Learning happens when students push themselves. With learnON, Australia's most powerful online learning platform, students can challenge themselves, build confidence and ultimately achieve success.



Learning is rewarding

Through real-time results data, students can track and monitor their own progress and easily identify areas of strength and weakness.

And for teachers, Learning Analytics provide valuable insights to support student growth and drive informed intervention strategies.

Learn online with Australia's most

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

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

Practical teaching advice and ideas for each lesson provided in teachON

Teaching videos explain key ideas and analyse sources

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

The screenshot displays the learnON interface for a lesson titled '5.4 What was Egyptian society like?'. The page includes a navigation bar with the 'learnON' logo and the text 'Jacaranda History Alive 7 AC 3e'. Below the navigation bar, the lesson title is prominently displayed. The main content area is divided into sections: 'LEARNING INTENTION', which states that by the end of the lesson, students should be able to explain the social structure of ancient Egypt; 'TUNE IN', which asks students to guess the importance of various social groups based on a social pyramid; and 'SOURCE 1', which shows a social pyramid with five levels. The pyramid levels are: 1. Pharaoh (top), 2. Nobles, 3. Scribes, 4. Peasants, and 5. Servants (bottom). The pyramid is illustrated with icons of people performing various tasks. On the right side of the screen, there are sections for '5.4 Exercises', 'Check your Q1', and 'Q2'. The 'Q1' section asks students to place each of the following in order of importance: artisans, nobles, and peasants. The 'Q2' section asks students to select True or False for a statement about the nature of ancient Egyptian society. At the bottom of the screen, there is a navigation bar with a back arrow and the text '5.3 WHY WAS THE NILE SO IMPORTANT?'. A settings gear icon is also visible in the bottom left corner of the interface.

powerful learning tool, learnON

The screenshot shows the learnON interface with several callout boxes pointing to specific features:

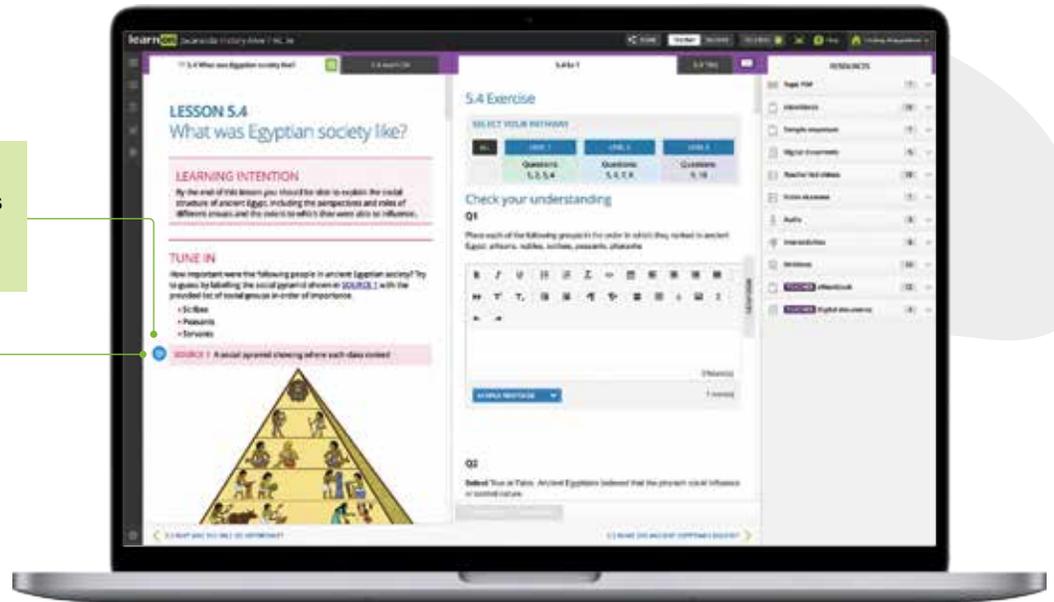
- Differentiated question sets**: Points to the '5.4 Ex 1' and '5.4 TBQ' tabs.
- Teacher and student views**: Points to the 'Teacher' and 'Student' buttons in the top navigation bar.
- Textbook questions**: Points to the '5.4 TBQ' tab.
- eWorkbook**: Points to the 'eWorkbook' resource in the list.
- Answers and sample responses**: Points to the 'Sample responses' resource in the list.
- Digital documents**: Points to the 'Digital documents' resource in the list.
- Video eLessons**: Points to the 'Video eLessons' resource in the list.
- Interactivities**: Points to the 'Interactivities' resource in the list.
- Extra teaching-support resources**: Points to the 'TEACHER eWorkbook' and 'TEACHER Digital documents' resources in the list.
- Interactive questions with immediate feedback**: Points to the question area showing '0 Word(s)' and '1 mark(s)'.

Get the most from your online resources

Online, these new editions are the complete package

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

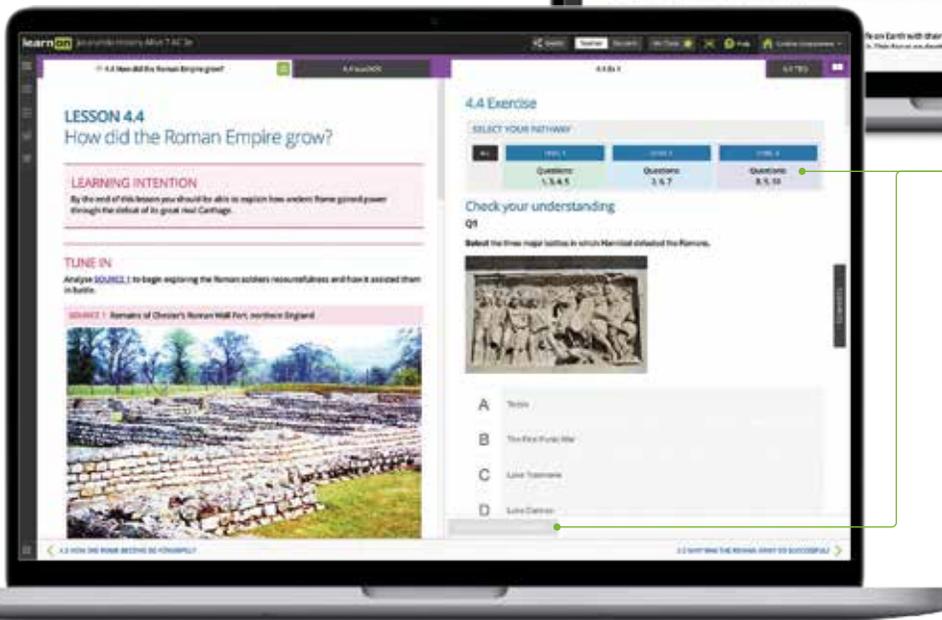
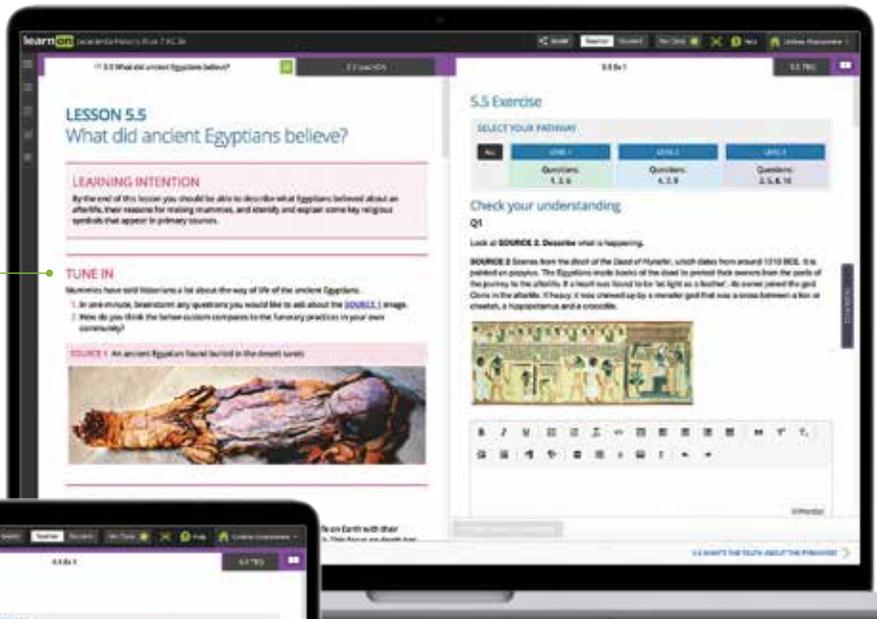
Embedded interactivities and videos enable students to explore concepts and learn deeply by 'doing'.



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

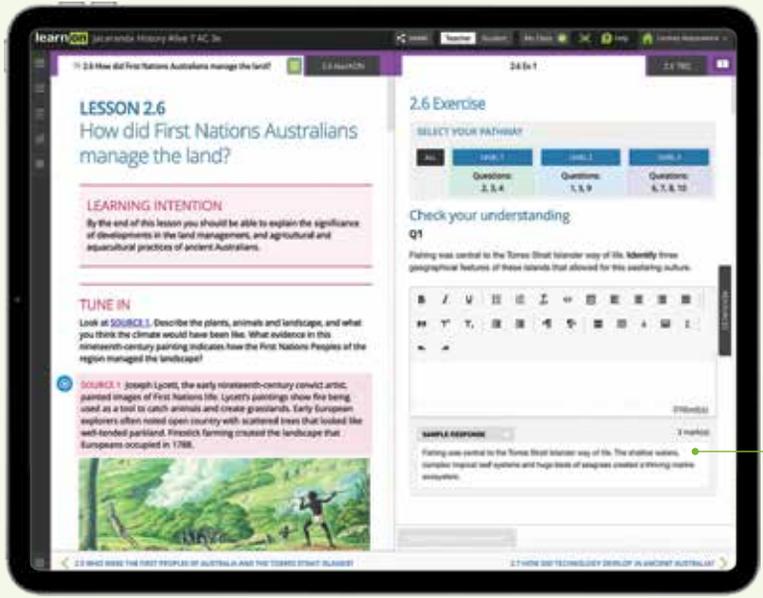
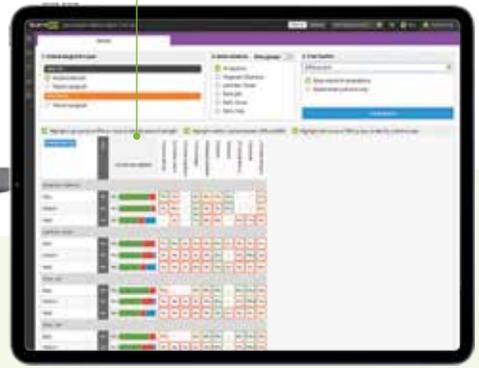


Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis



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

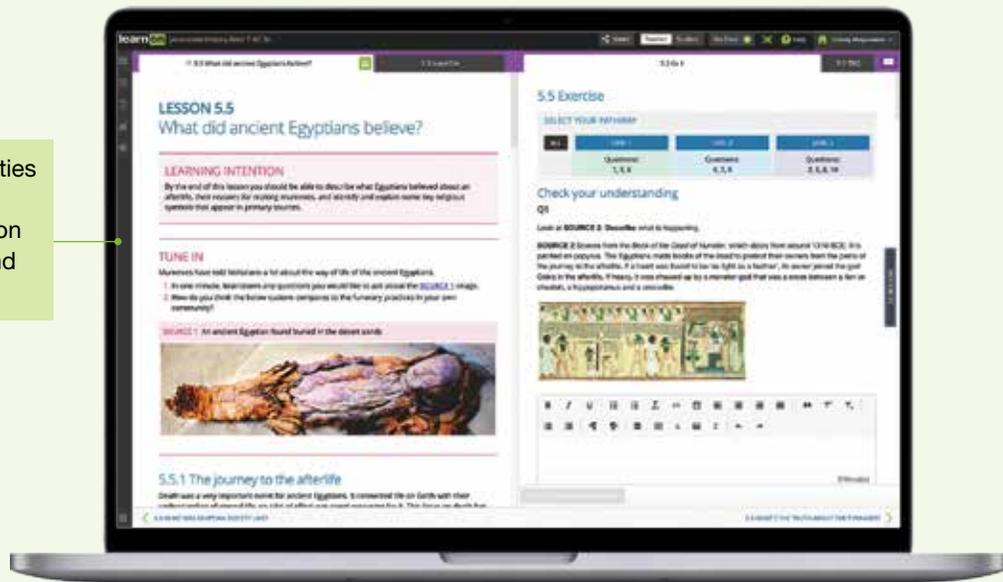
Instant reports give students visibility into progress and performance.



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

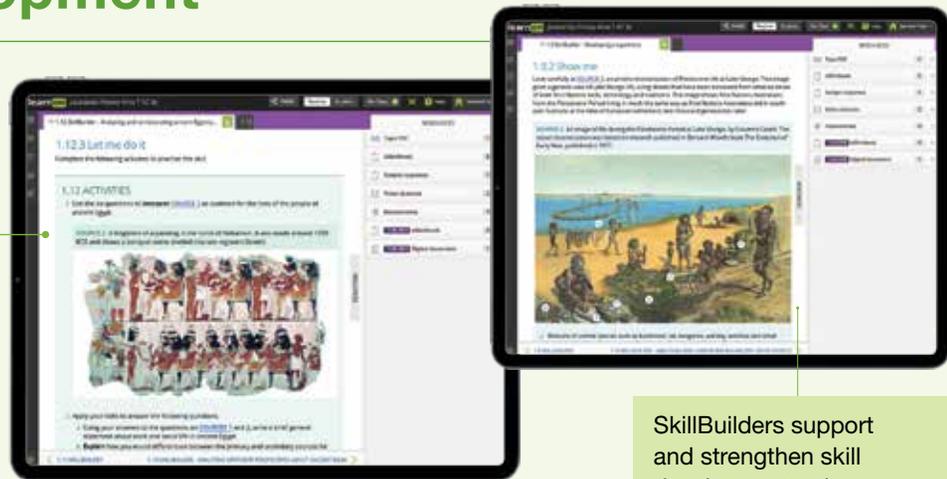
TUNE IN lesson starters

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



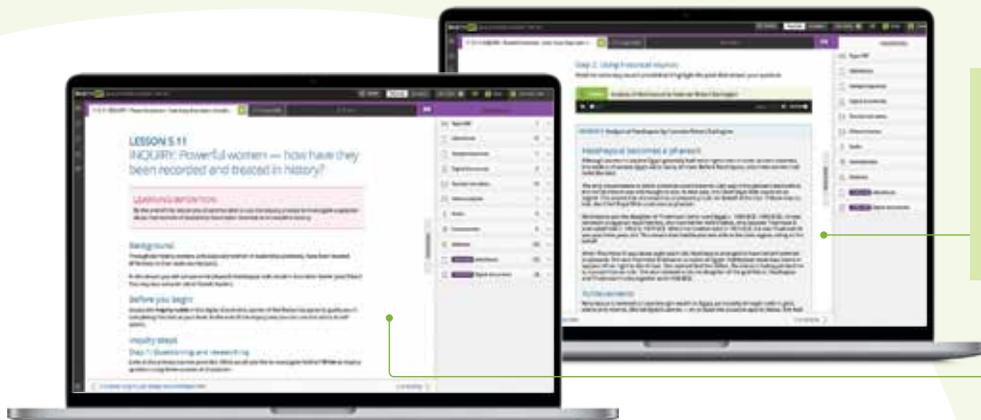
Skill development

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



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

Inquiry projects



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

A wealth of teacher resources

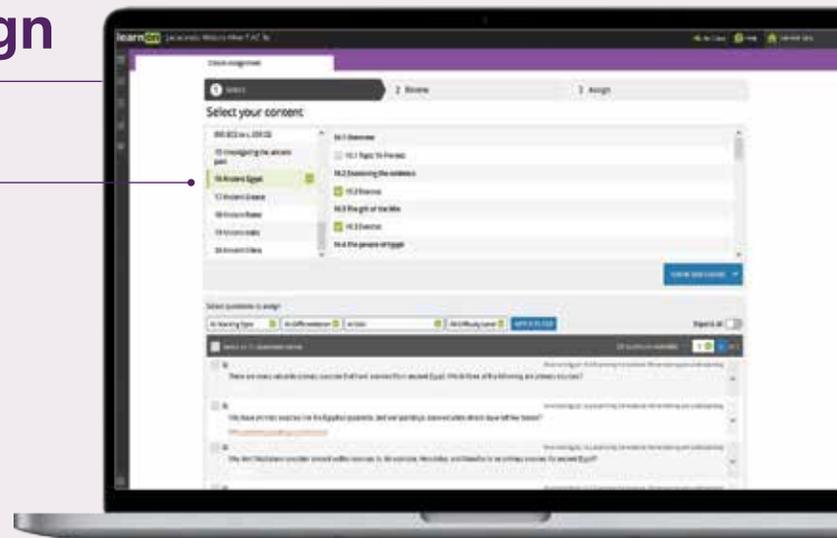


Enhanced teaching-support resources for every lesson, including:

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

Customise and assign

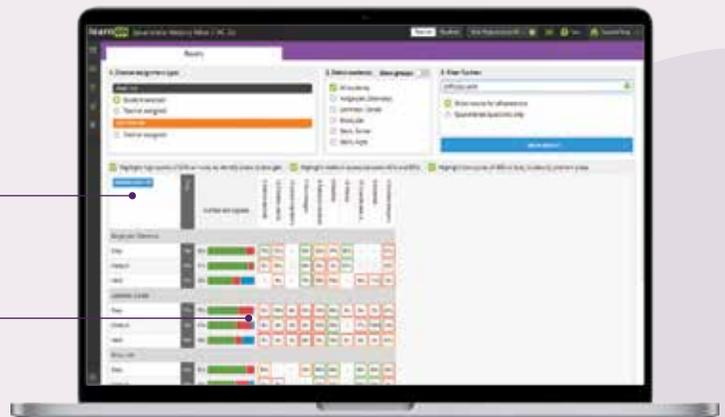
An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.



Reports and results

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

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



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Understanding cognitive verbs

Cognitive verbs in the Australian Curriculum

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

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

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

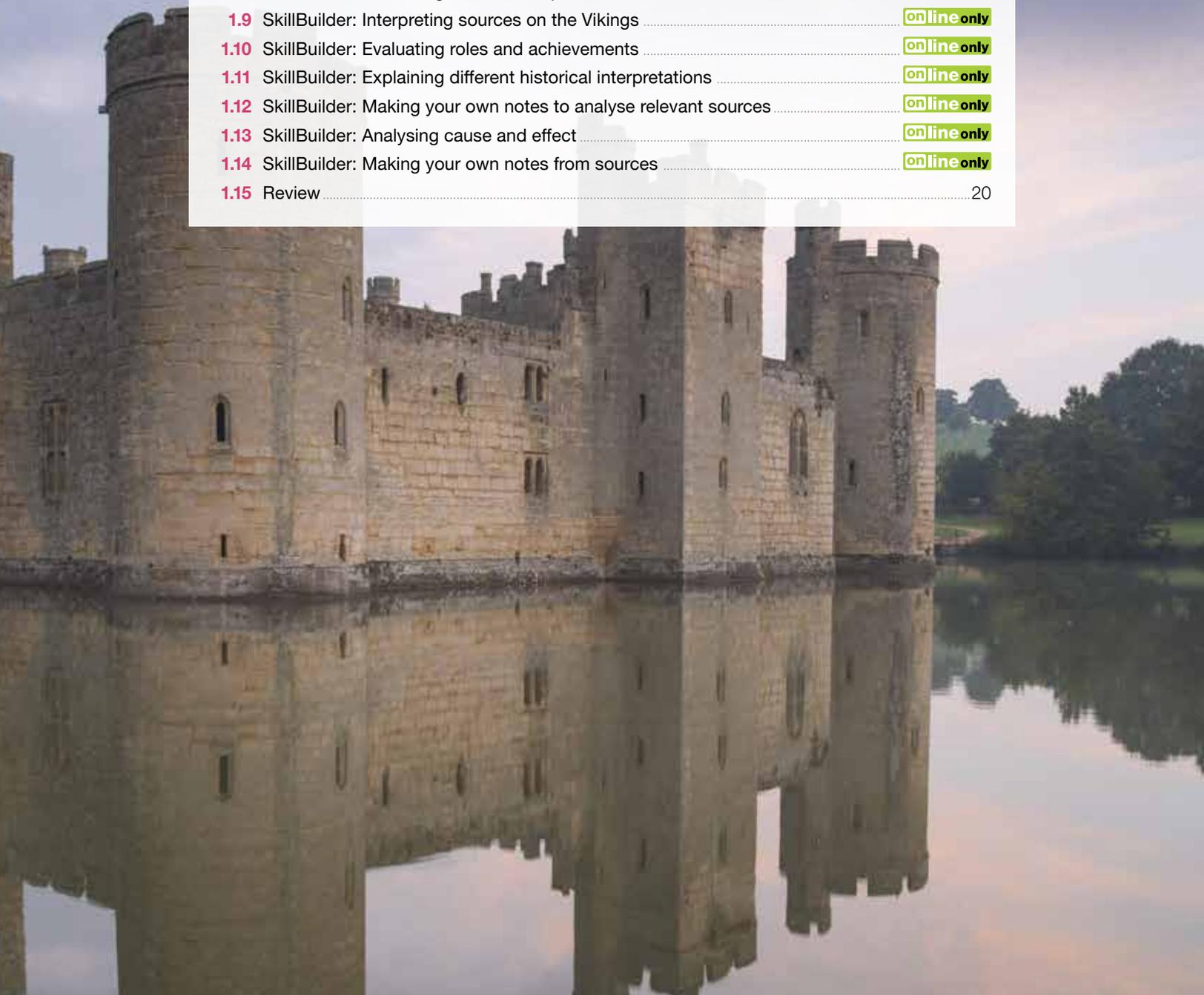
Cognitive verb	Description
analyse	considering something in detail, finding meaning or relationships and identifying patterns. In an analysis you may reorganise ideas and find similarities and differences.
apply	using knowledge and understanding in order to solve a problem or complete an activity. This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

Source: Adapted from the QCAA Cognitive Verbs.

1 History concepts and skills

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LESSON

1.1 Overview

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1.1.1 Introduction

The period of medieval Europe spanned approximately one thousand years (from 500 CE to 1500 CE) and included a range of events that have helped to shape our modern way of life. Many of the foundations of modern western society were laid in medieval times.

During the Middle Ages, the nature and organisation of society experienced fundamental changes under the laws of feudalism. The rise of Islam saw the growth of a new religion that would clash horribly and violently with Christianity for decades. In our modern-day society, elements of social hierarchy are still very visible and differing religions continue to clash over some issues.

The later medieval period saw many advances in technology and learning that continue to influence our lives today. These include the invention of gunpowder, advancements in agriculture and construction, the early models of the printing press and the establishment of universities and higher education.

By the end of the Middle Ages, advancements in technology and agriculture, the discovery of a world beyond what was previously known, the movement of peoples and new knowledge relating to the human body and medicine had given way to a new, perhaps easier way of life.

SOURCE 1 These people are in costume to re-enact a medieval battle. Their costumes may be familiar from the many movies and books written about this time.



on Resources



eWorkbook

Customisable worksheets for this topic (ewbk-10567)



Video eLessons Investigating the past (eles-1057)

History concepts and skills (eles-6017)

LESSON

1.2 Concepts in History

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why we study history, and describe the key historical concepts.

1.2.1 How and why do we study History?

History is an amazing journey of discovery. As you move through the different time periods and learn about how past societies operated, you will meet people whose lives functioned completely differently to your own. You may be confused or amazed at how these people could live in such a manner. You will also meet people whose lives share similar ideas, events and characteristics to your own life. You may find that you connect with these people, though they lived long before you existed!

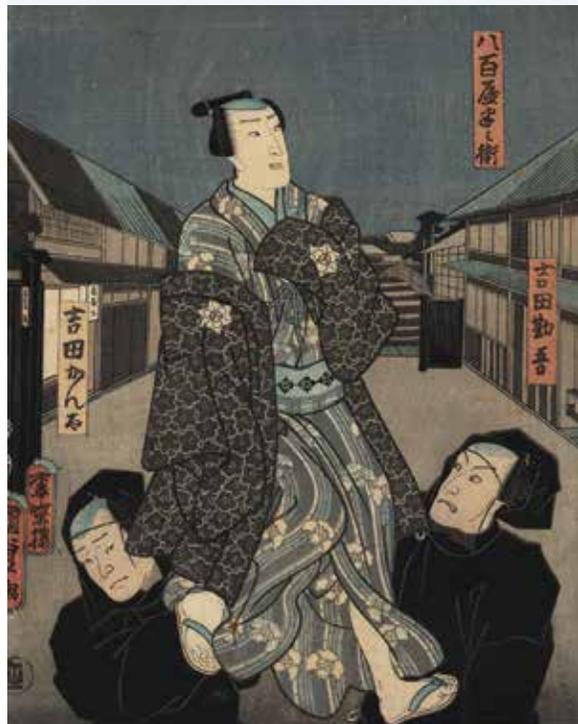
What is a historian?

In our own times, there are still many obvious links with the past. For example, many people in modern society live in cities and towns that were built during medieval times. Countless places throughout Europe have managed to retain much of their medieval architecture and charm. Research into past civilisations, cultures and societies is the work of historians. They try to build up a picture of how people in other times lived and behaved. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians inquire into the past by examining sources. From the grand city of Prague, to the tiny island of Mont Saint Michel, there are many places where we can examine sources to help tell us about how people lived in times gone by. Historians also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world.

In this topic we will become familiar with the following concepts:

- Evidence — Sources refers to any written or non-written materials that can be used to investigate and provide information about the past. Evidence is the information obtained from sources that are valuable to investigations.
- Perspective — A person's point of view; the position from which they see and understand events going on around them
- Interpretations and Contestability — When interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspective.
- Continuity and Change — Aspects of life or society that have remained the same or changed over a period of time.
- Cause and Effect — Examining the relationship between historical events or actions, where one event or action occurs as a result of the other.
- Significance — The importance that is assigned to aspects of the past.

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



1.2.2 The value of History

Many people question why we should value the ability to gain a comprehensive understanding of our past. The answer is that there are many valuable reasons for studying history. Knowledge of history helps us to understand our **heritage**. We begin to gain an understanding of where our ideas, languages, laws, customs and other aspects of our lives came from. We can also develop more open minds about different ways of living and learn to appreciate cultures that are different from our own. Preservation of the past is also of great importance and conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of archaeologists.

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



History, the present and the future

Human civilisation did not appear in the present as if from nowhere. It developed over many thousands of years, with each time period bearing its own advancements, knowledge and events. By understanding the past we might be able to avoid repeating past mistakes and make our world a better place in the future. How can we ever hope to understand the time we live in now or what the future may hold if we do not understand the journey that has brought us to this point?

heritage everything that has come down to us from the past

History, work and leisure

Historical concepts and skills are transferable to many different kinds of careers and jobs. They will help you to:

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

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

History and democracy

The origins of modern democracy hail from the times of ancient societies, when only men who owned land were able to have a say in the running of the country. Modern day Australia is a democratic country. This means we have the right to choose our political representatives and leaders through voting. We have evolved democracy to the point where every citizen over the age of 18 is able to cast their vote, and all votes have the same value. We cannot vote responsibly unless we can make our own judgements about the ideas that leaders put forward, nor can we have an accurate understanding of how democracy has evolved unless we understand our past.

DID YOU KNOW?

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

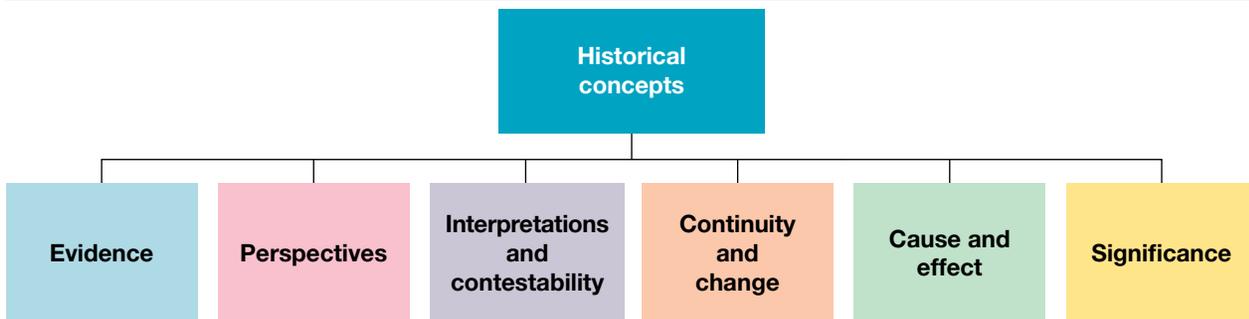
DISCUSS

How may understanding our past help us avoid repeating mistakes in the future?

1.2.3 What are historical concepts?

There are six historical concepts, as shown in **SOURCE 3**, that you will learn throughout your History unit. You will become familiar with these concepts by investigating how the world transitioned from ancient to modern society. You will investigate how societies evolved socially, politically and economically by looking at the lives of the people who lived throughout that time. You will become more proficient with these concepts as you work through other history units in subsequent years.

SOURCE 3 The six historical skills



1.2.4 Evidence

Evidence refers to the facts and information available to the historian that they can use to make judgements about the past. Historians also use evidence to prove or disprove a particular theory about events or people from the past. Evidence can come from both primary and secondary sources. Historians use evidence from a range of sources to discover when events happened, how they happened, why they happened and how different events are connected.

Sources

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

Primary and secondary sources

There are two types of sources that historians can use to investigate events, ideas or people from the past.

Primary sources were created or written in the period of time that the historian is investigating. **Secondary sources** are reconstructions or interpretations of the past written or created by people living after the period of study.

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

primary source an object or document that was created or written in the period of time that the historian is investigating
secondary source a reconstruction of the past written or created by people living at a time after the period that the historian is studying
artefact an object made or changed by humans

them. Archaeological sources also include works of art such as sculptures and paintings, and constructions such as tombs, temples and sometimes entire cities.

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

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

Analysing evidence

Historians analyse sources as evidence to discover information about events from the past. In order to do this effectively, the historian needs to question the sources to ensure that they are accurate and reliable. Sources can be factual, or they can be the opinion of an individual or of a group of people and opinions can be **biased**.

When we use sources to try to find out about the past, we have to ask questions such as:

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

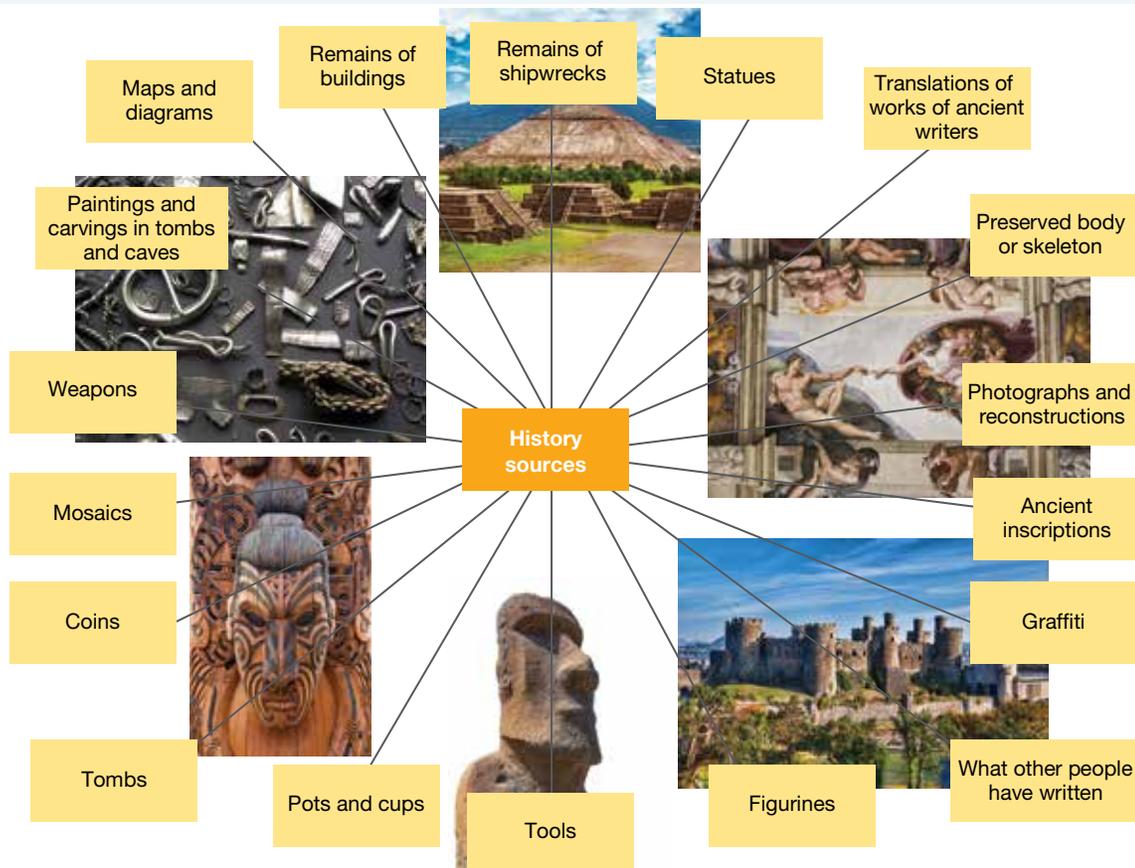
biased one-sided or prejudiced, seeing something from just one point of view

hypothesis (plural: hypotheses) a theory or possible explanation

One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different conclusions, we have contradictory evidence.

Using evidence from sources, historians form a **hypothesis** (a possible theory to explain what happened). To test the hypothesis we look for evidence that supports it.

SOURCE 4 Some types of primary sources



We also look for other evidence that contradicts it. To do this, historians need to ask: what other information do I need to support my theory? Do I have all the available information about the events or people that I am investigating? This way, when historians come to a final interpretation of the past, they can be reasonably sure that they are correct.

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

Wherever historians find sources and whatever methods they use to test their hypotheses and interpret the past, there will always be differing interpretations that are debated and contested. The issue of **contestability** is a very important concept in the study of history. Historical debates are ongoing. They occur when, for example, there is a lack of evidence or when different perspectives lead to different conclusions. There are ongoing debates on many things, including the causes of particular wars and the roles of particular individuals, groups and ideas in bringing about significant changes.

1.2.5 Perspectives

Understanding how people thought and felt

No two people see one event in exactly the same way. This is because of perspectives, which is the point of view that someone may have of an event. As now, people in the past may have had different points of view about an event, depending on their age, gender and social position, as well as their beliefs and values. Historians have a wide range of primary and secondary sources available to use when investigating events from the past. In many cases, as in the Crusades, the evidence portrays many different versions of the same event. The sources present different versions of the events depending on who they were written by (king, knight, villager), what religion they were affiliated with (Christian or Muslim), or even where they lived (geographical location). We try to understand the **perspectives** of people in the past by exploring their points of view, attitudes, values and culture. Historians also have perspectives and this can influence their interpretation of the past. Often, we can get a sense of the way people thought and felt by examining primary sources, such as diaries, or visiting museums and historical sites.

contestability when particular interpretations of the past are open to debate
perspective point of view or attitude

Empathy

In order to gain a meaningful insight into the past, historians need to display empathy. This means trying to understand how people thought and felt at different times in the past. Using empathy, we work with all the evidence we have in order to imagine what the past was like for people who were living in that time. We need to ask questions such as:

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

When you put yourself in the shoes of someone who lived in a different time, it is often easy to judge their actions in a negative manner. To show empathy means that the historian can understand the past from the point of view of a particular individual or group, taking into account the unique circumstances of that person or group. It is also important to understand their motivations, their values and attitudes that are causes of their actions.

How should we judge people in the past?

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

SOURCE 5 A reenactment of Vikings raiding the coast from their beached longship



SOURCE 6 The Oseberg ship (a well-preserved Viking ship discovered in a large burial mound in 1903) on display at the Viking Ship Museum in Oslo, Norway



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

SOURCE 7 A reconstructed Viking Age harbour settlement at Bork Vikingehavn, a living history museum in Denmark



DISCUSS

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

1.2.6 Contestability

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

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

In other cases there are several different perspectives of the same event that are available to historians, and all the perspectives could have some evidence to support them. In this case, the historian needs to examine the evidence available and make a reasonable judgement as to what events occurred and how they occurred, but this could still be contested. There are ongoing debates on many things, including the causes of wars and the roles of particular individuals, groups and ideas in bringing about significant changes.

DISCUSS

Why could the Viking raids be considered to be a contestable event or issue? What things about the raids could be debated and why?

1.2.7 Continuity and change

Historians investigate the past for many reasons. One of these reasons is to see how society has changed socially, politically and economically over various periods of time. When studying different societies, historians can see that some aspects of life have remained the same over time, while other aspects of life have changed dramatically. This concept is known as **continuity and change**.

Continuity refers to the things that endure, relatively unchanged, over time. In the case of some societies, many things have remained the same across long periods of time in history. Sometimes these continuities have stayed with us into the modern world.

Change refers to something that is different from what has previously occurred. The change may have been gradual, and occurred over a long period of time, or it may have been sudden, and the change has happened very quickly. In the case of gradual change, it can be difficult to detect the precise moment of change. It could be that many small events have led to a larger change. In the case of sudden change, the moment of change is obvious and definitive. Often this is associated with single events, that are sometimes referred to as turning points in history. It is also important for historians to differentiate between short- and long-term change.

SOURCE 8 Edinburgh Castle located on Castle Rock, in Edinburgh, Scotland. The buildings of the castle date from the twelfth to the twenty-first centuries.



SOURCE 9 Modern townhouses in Australia. Though the need for the protection of castles is not needed in modern times, there are some similarities.



Historians study changes, as well as the things that have remained the same because it is important to be able to identify when and why a change has occurred and when and why things have continued unchanged.

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

1.2.8 Cause and effect

There is much more to history than putting events in order and understanding the sequence and flow of events. Historians use sequencing and timelines to study continuity and change, which then assists them to investigate the relationships that exist between events.

Historical events do not just happen spontaneously, without reason. Every event will have a cause, and every event is also likely to be the cause of subsequent events, effects or consequences. Explaining how and why things in the past have happened is often the result of the historian being able to confidently identify patterns of **cause and effect**. This is an essential concept to assist in explaining the past, but can also make it possible to predict what may take place in the future.

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

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

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

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

Feudalism was the social order established in medieval Europe. This system involved the king owning all the land in a kingdom and a hierarchy of members of society, arranged in order of importance. After the king, the next most powerful class were the nobles. In return for the right to land and control over peasants who worked it, the nobles gave the king their loyalty, and provided him with a portion of taxes collected from their peasants. Below the nobles were the knights who, in return for land, gave loyalty to their lord, fought for him and provided him with taxes from their peasants. Peasants were at the bottom of the feudal hierarchy.

SOURCE 10 An illustration featuring medieval peasants. Peasants were at the bottom of the feudal social order in medieval Europe.



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

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

1.2.9 Significance

Determining if something is significant means deciding if something is important or not. Historical **significance** means deciding how important particular aspects of the past are. These aspects may include events, individuals or groups, developments in the past, ideas or movements, and historical sites. There is far too much history to study or learn all of it. We need to make judgements about what is most important and what is less important. For this reason, this is an essential, but challenging, historical concept.

As historians, we need to make judgements about what is more or less important in relation to the period of time that we are studying. When we try to establish the significance of an aspect of the past, we have to consider a number of questions. These include:

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

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

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

SOURCE 11 A statue of emperor Charlemagne (Charles the Great) in Germany



SOURCE 12 A line engraving by Theodor de Bry showing Spanish conquistadors leading Native American slaves on an expedition, c. 1590



1.2 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

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

1.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6, 7, 13

■ LEVEL 2

4, 5, 8, 12

■ LEVEL 3

9, 10, 11, 14

These questions are even better in jacPLUS!

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Check your understanding

1. Fill in the spaces in the following passage by choosing from the following words:

civilisations	beliefs	cultures	events	research
---------------	---------	----------	--------	----------

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

2. **Identify** the six historical concepts.
3. What is history?
4. What can we gain from understanding our heritage?
5. **Describe** the difference between primary sources and secondary sources.
6. a. A hypothesis is a _____ or possible explanation that has to be tested by looking for _____ that might support it and other evidence that might _____ it.
b. _____ is the situation when particular interpretations of the past are open to _____.
7. **Explain** what a historian is doing when identifying continuity and change.
8. What does it mean to empathise with people you study?
9. Why could it be wrong to judge people from past times by the standards of our times?

Apply your understanding

Historical perspectives and interpretations

10. Bunraku, as seen in **SOURCE 1**, was created towards the end of the Tokugawa Shogunate (1600–1868). What might you be able to understand about Japan under the Shoguns just by using this source as evidence?
11. Look closely at **SOURCE 2**. The United Kingdom's National Trust relies on memberships and donations to preserve the remains of this medieval castle. Why do you think so much effort goes into conserving such traces of the past?
12. Suggest what we might learn about the past from one of the types of primary sources listed in **SOURCE 4**.

Using historical sources

13. **Compare SOURCES 8 and 9**. What are the similarities between these sources? What are the differences?
14. **Examine SOURCE 6**.
A. Imagine that you are living in the past and can see this ship sailing towards your home in England. **Describe** how you feel.
B. How do you think that modern visitors to the Viking Ship Museum in Oslo feel when looking at the ship?
C. How would you explain any changes in attitudes over time?

LESSON

1.3 Skills in History

1.3.1 What skills will you build this year?

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

1. **Questioning and researching** involves asking questions about history, locating relevant and detailed information and/or data from a range of appropriate sources. In Year 8 History, this includes looking at primary and secondary sources related to Medieval Europe and the Black Death, such as paintings, diagrams, maps, personal reflections and photographs.
2. **Using historical sources** involves identifying and using primary and secondary sources. It also includes looking at the sources to identify their usefulness and accuracy. In Year 8 History, this includes asking questions about sources such as ‘*Who wrote/produced this?*’, ‘*When?*’, ‘*Why?*’ and ‘*What does it show about the past?*’.
3. **Historical perspectives and interpretations** means using historical thinking. It involves sequencing historical events and describing and identifying historical concepts such as cause and effect, continuity and change and significance to help you understand the past. In Year 8 History, this includes looking for patterns of change over time, such as looking at the enormous changes that shaped the world from about 650 to 1750 CE. You will also build your ability to identify the causes and effects of historical events such as the Black Death and how this event shaped attitudes towards medicine, religion and society. Means examining your interpretations of information to draw evidence-based conclusions. It requires considering ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 8 History, this includes drawing conclusions about the impacts of the Black Death on different parts of a community; for example, the experiences of the lower-class peasants was very different to that of the higher classes.
4. **Communicating** your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. It also means using historical sources to describe, explain and argue points of view about the past. In Year 8 History, this might include writing from the perspective of someone living during medieval times and creating posters, brochures and news articles to communicate your work.

1.3.2 SkillBuilders in the topic

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

The SkillBuilders you will use in Year 8 are:

- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Interpreting medieval art as sources
- SkillBuilder: Evaluating historical significance
- SkillBuilder: Analysing different perspectives
- SkillBuilder: Evaluating Ottoman Empire sources
- SkillBuilder: Interpreting sources on the Vikings
- SkillBuilder: Evaluating roles and achievements
- SkillBuilder: Explaining different historical interpretations
- SkillBuilder: Making your own notes to analyse relevant sources
- SkillBuilder: Analysing cause and effect
- SkillBuilder: Making your own notes from sources

LESSON

1.4 SkillBuilder: Sequencing events in chronological order

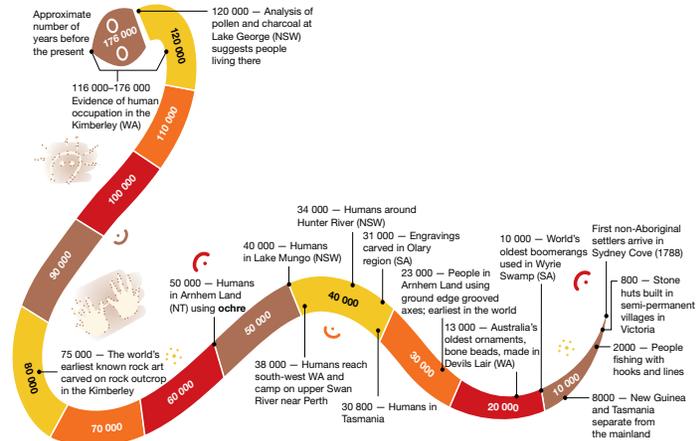
online only

What is a timeline?

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

Go online to access:

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



LESSON

1.5 SkillBuilder: Interpreting medieval art as sources

online only

Why is analysing artwork useful?

Artwork can tell us a great deal about a particular period or event. It may also tell us what ideas, beliefs or activities people felt were important enough to express in artwork.

Go online to access:

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



LESSON

1.6 SkillBuilder: Evaluating historical significance

online only

Why do historians evaluate the significance of events, ideas, achievements or people?

Historians try to determine which events, ideas, achievements or people have the most impact. Asking questions about the impact of an individual, development or cultural achievement helps us to assess its significance in bringing about change.

Go online to access:

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



LESSON

1.7 SkillBuilder: Analysing different perspectives

online only

Why is it important to recognise different perspectives?

Sources help you develop a balanced picture of history by analysing the perspectives different people have had about events of the past and how reliable those sources actually are.

Go online to access:

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



LESSON

1.8 SkillBuilder: Evaluating Ottoman Empire sources

online only

Why should we test the accuracy, usefulness and reliability of Ottoman Empire sources?

We need to be very careful when using sources as they may be biased, or those who produced them may have been forced to tell only one side of the story.

Go online to access:

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



LESSON

1.9 SkillBuilder: Interpreting sources on the Vikings

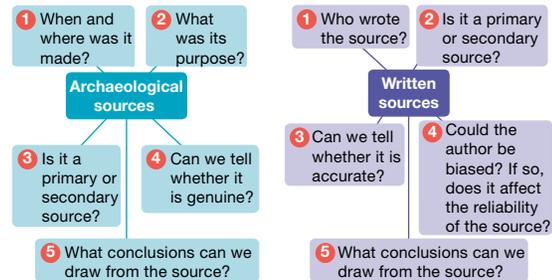
online only

Why do historians need to interpret sources?

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

Go online to access:

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



LESSON

1.10 SkillBuilder: Evaluating roles and achievements

online only

Why do historians evaluate roles and achievements?

Historians evaluate, or judge, the role of individuals, their achievements and events so they can support historical claims that are made.

Go online to access:

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



LESSON

1.11 SkillBuilder: Explaining different historical interpretations

online only

What is a historical interpretation?

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

Go online to access:

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



LESSON

1.12 SkillBuilder: Making your own notes to analyse relevant sources

online only

Why is note-making useful?

Note-making from sources will help make information easier to understand and recall. Note-making can also help you analyse the causes and effects of significant events.

Go online to access:

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



LESSON

1.13 SkillBuilder: Analysing cause and effect

online only

What does analysing cause and effect involve?

Analysing cause and effect involves examining events and sequences of events and looking for connections between them.

Go online to access:

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



LESSON

1.14 SkillBuilder: Making your own notes from sources

online only

Why is note-making useful?

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

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

Go online to access:

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

LESSON

1.15 Review

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1.15.1 Key knowledge summary

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

1.2 Concepts in History

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills. The key concepts you will study in History are evidence, continuity and change, cause and effect, sources, perspectives and interpretations and contestability.

Evidence

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

Continuity and change

- Identifying continuity and change is the ability to recognise that, while many changes occur over time, some things remain constant.
- Historians often use sequencing of events and create timelines in order to study the changes that have happened over time.
- Historians divide the past into ages and periods.
- In Australia we count time using a system that was developed in Christian countries, but there are other systems.

Cause and effect

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

Perspective

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

Significance

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

Interpretations and Contestability

- When attempting to interpret the past, there will always be differing interpretations that are able to be debated and contested.
- Sometimes there is evidence available that supports different versions of events and in this case, historians must make a judgement based on the evidence.

1.3 Skills in History

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

Resources



eWorksheets Customisable worksheets for this topic (ewbk-10567)
Reflection (ewbk-10568)



Interactivity History skills and concepts crossword (int-8923)

1.15.2 Key terms

artefact an object made or changed by humans

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

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

contestability when particular interpretations of the past are open to debate

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

heritage everything that has come down to us from the past

hypothesis (plural: hypotheses) a theory or possible explanation

perspective point of view or attitude

primary source an object or document that was created or written in the period of time that the historian is investigating

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

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

1.15 Review exercise

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Multiple choice

1. What is heritage?
 - A. An object made or changed by humans
 - B. Everything that has come down to us from the past
 - C. Predictions of things that will happen in the future
 - D. A point of view or attitude
2. Chronological order means.
 - A. a timeline.
 - B. in order from the beginning to the end.
 - C. any random order.
 - D. from the end to the beginning.
3. The work of historians can be described like that of detectives because
 - A. historians solve crimes.
 - B. historians are always right.
 - C. historians never make mistakes.
 - D. historians gather evidence from sources and interpret that evidence.
4. What are primary sources?
 - A. Sources that were created during the time being studied
 - B. Written sources
 - C. Secondary sources
 - D. Books
5. Which of the following concepts of history refers to the facts and information available to historians?
 - A. Perspective
 - B. Evidence
 - C. Cause and effect
 - D. Empathy
6. The concept of history 'continuity and change' refers to
 - A. the study of aspects of history that have remained relatively unchanged and the aspects that have changed dramatically.
 - B. studying written or non-written materials that can be used to provide information about the past.
 - C. historians trying to discover how people thought and felt in the past.
 - D. the ability to make judgements about the importance assigned to particular aspects of the past.
7. 'We should avoid judging people from the past by the standards of our own age.' When addressing this statement, which concept of history are you applying?
 - A. Significance
 - B. Sources
 - C. Empathy
 - D. Cause and effect
8. Which of the following is not a secondary source?
 - A. A textbook about medieval peasants
 - B. A photograph of castle ruins
 - C. A ledger kept by a medieval manor
 - D. A documentary about medieval sources

9. An artefact is an object made or changed by
- A. animals.
 - B. humans.
 - C. plants.
 - D. the weather.
10. Feudalism was
- A. anything relating to money.
 - B. a social hierarchy.
 - C. a peasant's allegiance to the monarchy.
 - D. a farming method.

Short answer

Communicating

11. In your own words, **explain** what the term 'supporting evidence' means.
12. What is a hypothesis?
13. Archaeologists search for historical sources to help them understand the past. **List** four examples of archaeological sources.

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LESSON

1.4 SkillBuilder: Sequencing events in chronological order

1.4.1 Tell me

What is a timeline?

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

Why are timelines useful?

Timelines are useful because they can help us make sense of events in the past.

Timelines are particularly

- useful in the study of history. Creating a history timeline will help to:
- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess if one event might have led to another event (cause and effect).

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

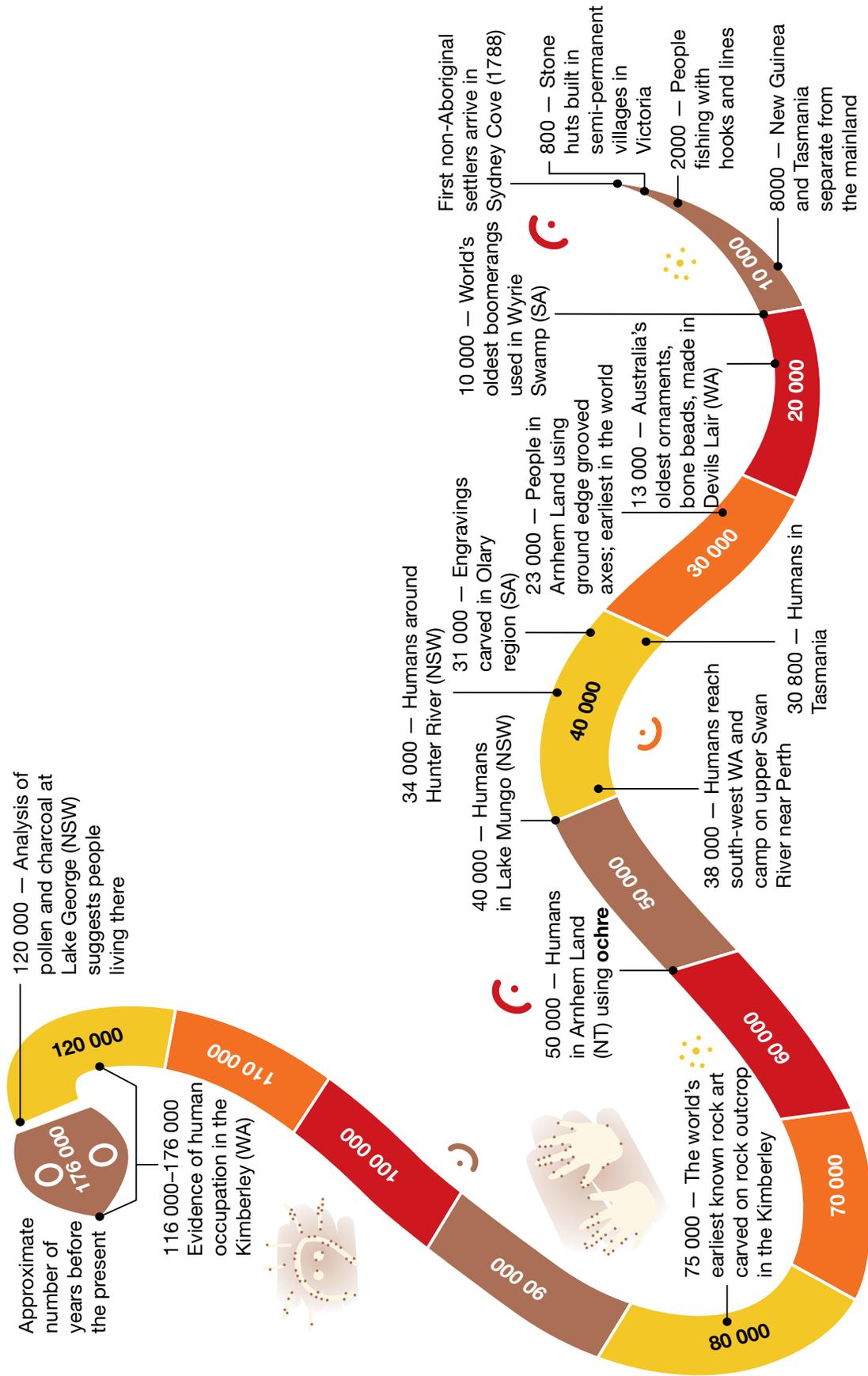
with use of colour and images. Using digital technology, online timelines can be interactive, where users can click on a date and see a descriptive label, an image or even hear an audio narrative or sound effects.

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

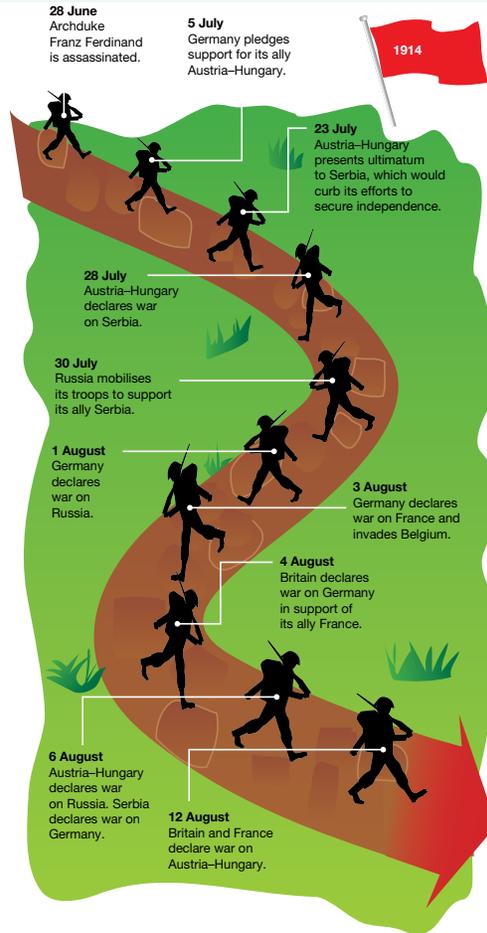
SOURCE 1 A simple chronology

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

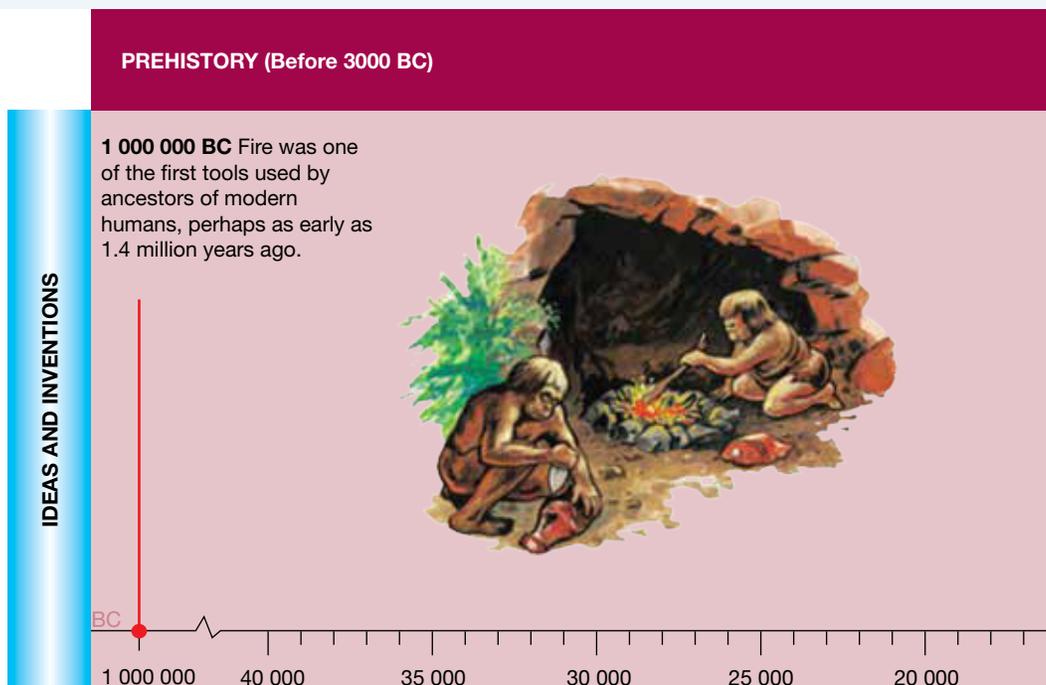
SOURCE 2 An example of a timeline that covers a long span of time



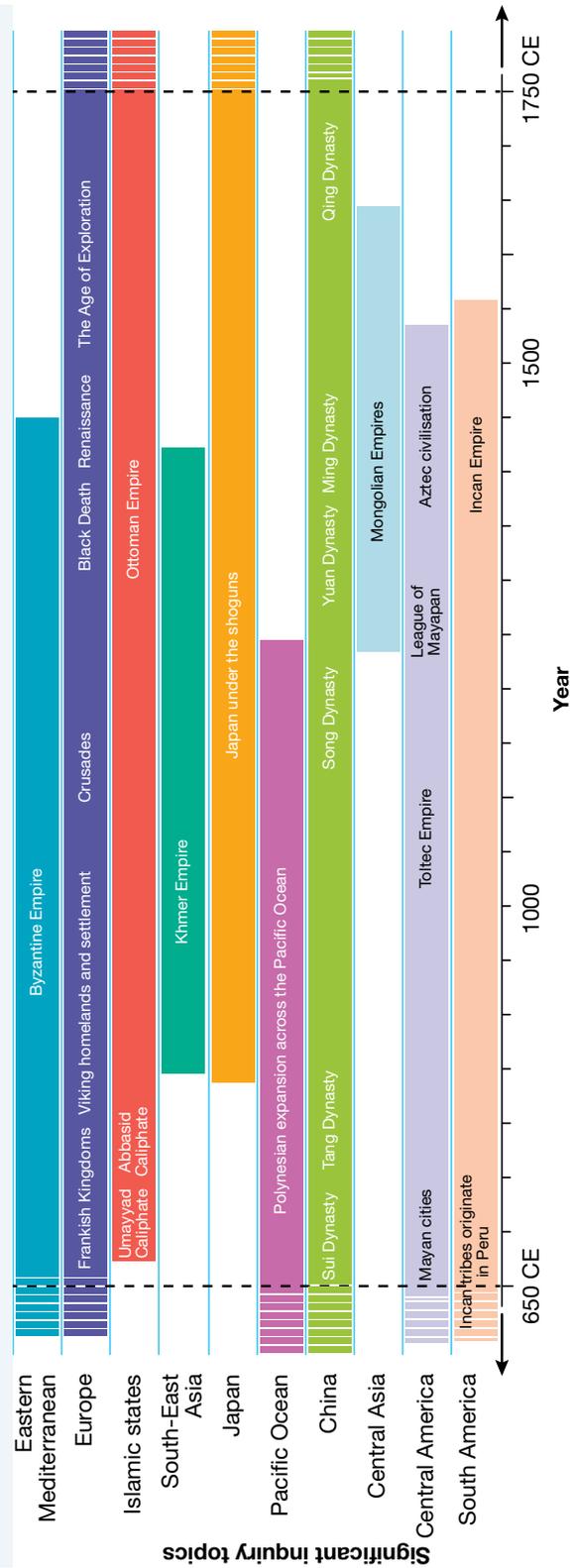
SOURCE 3 An example of a timeline that covers a short span of time



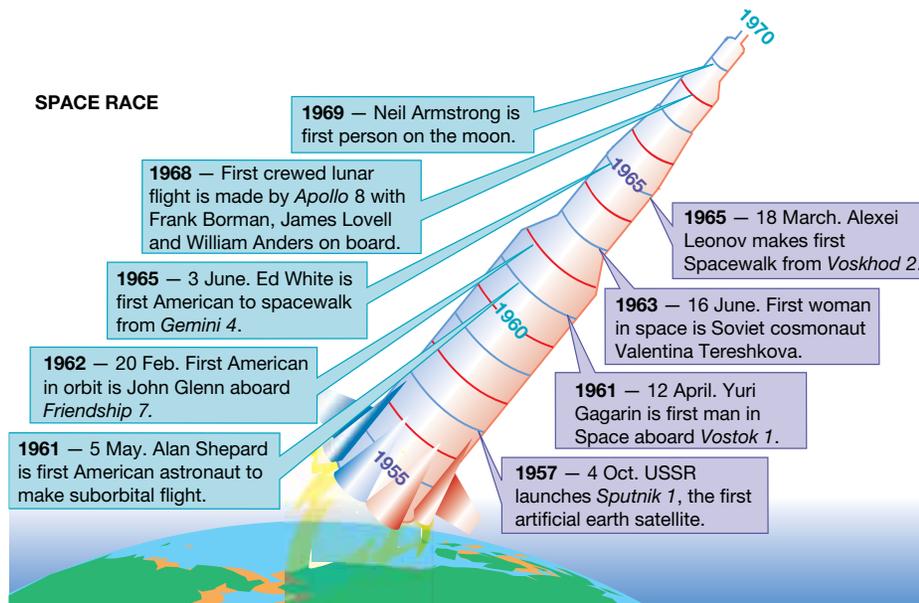
SOURCE 4 An extract from a timeline that provides some illustrative material to accompany descriptive text labels



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



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



1.4.2 Show me

How to create a timeline

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

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

Step 1

Study the below timeline. Look at the way this timeline has been constructed.

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

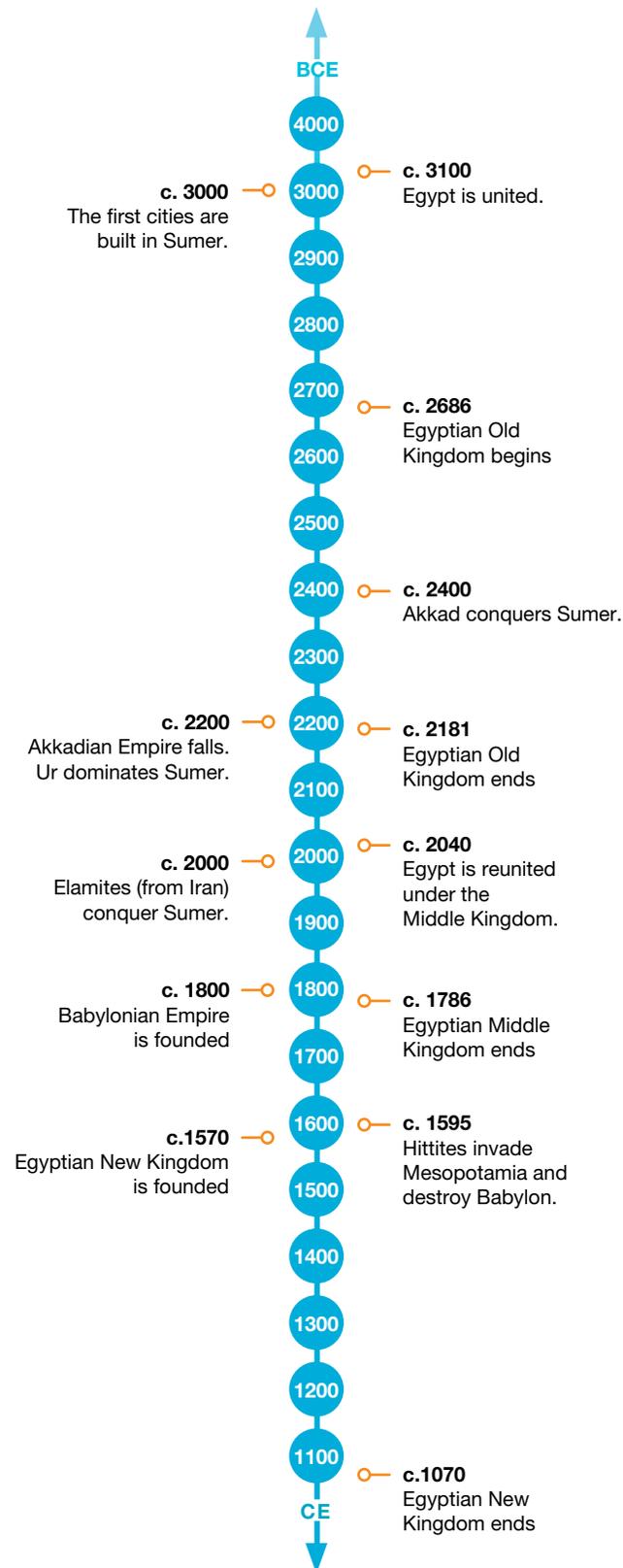
Step 2

A completed timeline has a clear title.

The title should state:

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

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



1.4.3 Let me do it

Complete the following activities to practise this skill.

1.4 ACTIVITIES

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

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

Key events for your timeline:

- 1066 CE William of Normandy wins the Battle of Hastings and becomes King of England.
476 CE Western Roman Empire ends.
1096 CE The Crusades start.
711 CE Islamic forces conquer Spain
1215 CE King John of England is forced to sign the Magna Carta
787 CE First recorded Viking raid on England. 1298 CE Osman I founds the Ottoman Empire.
1347 CE The Black Death breaks out in Europe.
1429 CE Joan of Arc drives the English out from Orleans.
1453 CE Crusades come to an end when the Ottomans take Constantinople.
1529 CE Advancing Ottoman forces defeated at Vienna.
1683 CE Ottoman forces again defeated in Vienna. Many see this as the beginning of the decline of the Ottoman Empire

Your timeline will help you to analyse and compare events.

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

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

LESSON

1.5 SkillBuilder: Interpreting medieval art as sources

1.5.1 Tell me

What are works of art?

Works of art may be one type of primary source. Throughout this topic we have examined various primary sources: artworks, monuments, buildings and written sources. Artworks include paintings, sculptures, bas reliefs and mosaics. Art styles changed significantly throughout the Middle Ages, and differed from kingdom to kingdom.

Why is analysing artwork useful?

Artwork can tell us a great deal about a particular period or event. It may also tell us what ideas, beliefs or activities people felt were important enough to express in artwork. For example, an elaborately carved altarpiece in a church tells us that much attention was given to expressing the Christian faith during the Middle Ages.

1.5.2 Show me

How to analyse a work of art

A useful way to approach the task of analysing a work of art is remembering to use ‘the three Cs’ – content, context and comment.

Content

The content is what the artwork actually shows. Look at it very carefully and make sure you note all the details. For example, you might need to look for particular symbols or gestures. Think about how you would describe the image to someone who has not seen it; that way you can be sure you have looked at it thoroughly.

Context

Context refers to what was happening at the time the artwork was created – the historical background. Try to find out about the origin and purpose of the artwork: who created it, and why? Is it a primary or a secondary source? Knowing this can reveal as much as the artwork itself. The detail from the Mariacki altar in **SOURCE 1** was created by an artist called Wit Stwosz. The artist and his team were commissioned to create this altarpiece for the Church of Our Lady in Krakow, Poland. During the Middle Ages, artists were frequently employed to create artworks with religious themes. This altarpiece shows various saints, the ascension of the Virgin Mary into Heaven and scenes from the life of Jesus. At the time of its creation in the Late Middle Ages, it was the largest altarpiece in the world.

Comment

You should question the value of every source. Why is it useful? Does it give you raw information or does it show only a particular point of view? Are there any limitations to the source – that is, is there anything the illustration cannot tell you? Do you think it is a reliable source? Why or why not? Remember, the origin and purpose of any historical source will always influence its value and limitations.

If you ask these questions each time you analyse an artwork, you’ll be on your way to becoming an effective historian. In the following example, the three Cs have been applied to **SOURCE 1**.

SOURCE 1 A detail from the Mariacki altar in the Church of Our Lady in Krakow, Poland, showing the arrest of Jesus. It was carved by Wit Stwosz in the late fifteenth century.



Content. One of the scenes on this altarpiece shows the arrest of Jesus. Except for the central figure of Jesus, the figures have the sort of attire that would have been familiar to the artist. In short, they are dressed like people from late fifteenth-century Europe, not like people from the time of Jesus in the Roman Empire almost 1500 years earlier. The soldier does not look like a Roman soldier of the first century CE.

He is a knight of the Late Middle Ages. The buildings in the background are also from the late fifteenth century. Before modern times, and before the science of archaeology, little was known of how people in past societies dressed, or how artefacts looked. So if an artist created a scene from a past era, he showed the clothes and objects as they were in his own time and place.

Context. The Church was a powerful and important institution in medieval Europe. Great expense went into embellishing churches with works of art such as this. Artists were commissioned to undertake such projects and employed people to help them in their task.

Comment. Can we trust this image? We can clearly trust that it represents how important religious artworks were to the Church in the Middle Ages. We cannot trust that it is an accurate image of how things looked at

the time of Jesus. However, as students of the Middle Ages, we can trust that the artist used models from his own time to create these images. Thus we can say that, for the most part, it is an accurate image of how people looked in late medieval Europe. It shows knights' armour, head-dresses, coats, belts and other attire common to the time and place where the artist lived and worked..

1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

1. Look at **SOURCE 2** and analyse it by completing the tasks below.

SOURCE 2 A French illustration depicting nuns looking after the sick



- a. Describe what is happening in the artwork.
 - b. What impression is the artist trying to make about the subject of the artwork (the nuns)?
 - c. What are the figures doing? What are the various activities? Can you identify the different roles among the figures?
 - d. What sort of problems in dealing with historical sources do your answers to the above questions highlight?
2. You have learnt some of the history behind **SOURCE 1** and the sort of information it presents. This helped assess its usefulness as a source. You should now be able to think about the effectiveness of **SOURCE 2** as a historical source by answering the following questions.
 - a. It is fairly certain that **SOURCE 2** was created under the direction of Church authorities. Perhaps members of the clergy created it. How might that influence the way the nuns are presented?
 - b. If this was the only source available on the role of nuns in the medieval Church, what conclusions might you draw? Would all your findings be accurate?
 - c. Why must historians be careful when looking at sources such as this?
The types of questions you have asked about **SOURCE 2** can be used for any medieval artwork — in fact, they can be used to analyse artwork from any era. Keep them in mind whenever you are looking at history through artwork.
 3. Based on your work interpreting sources on medieval Europe, answer the following questions.
 - a. What types of artworks are categorised under the term 'medieval artworks'?
 - b. What does it mean to explore the content of an artwork?
 - c. Explain what exploring the context of a medieval artwork requires historians to do.
 - d. How can analysing medieval artwork be useful to historians?

LESSON

1.6 SkillBuilder: Evaluating historical significance

1.6.1 Tell me

How do we know about the developments of the Renaissance?

We have a great range of primary sources that provide evidence for the developments that occurred during the Renaissance. Many significant developments of the era occurred in the areas of religion, politics, art, literature, architecture and trade. In this subtopic we will focus on how understanding of the solar system developed as part of the scientific revolution that was such an important part of the Renaissance.

How do we evaluate historical significance?

Of all the thousands of events that happen in our lifetime, how do we determine the ones that are significant? For most of us the events that lead to a positive change are remembered as important. Historians face similar questions when they try to determine which events, ideas, achievement or people have the most impact on history. Asking questions about the impact of an individual, development or cultural achievement can help us to assess its significance in bringing about change. To do this, we must first understand the idea or achievement. When we are trying to evaluate the historical significance of a development it is important to consider:

1. Who created the source we are analysing and when was it created?
2. What is the key idea?
3. Who was affected by the idea?
4. Did the idea lead to any change?
5. What was the scale of the change (was it a big change or a small one)?
6. Who was affected by the change?
7. Which areas of society were affected by the change?
8. Did the change lead to other changes?

1.6.2 Show me

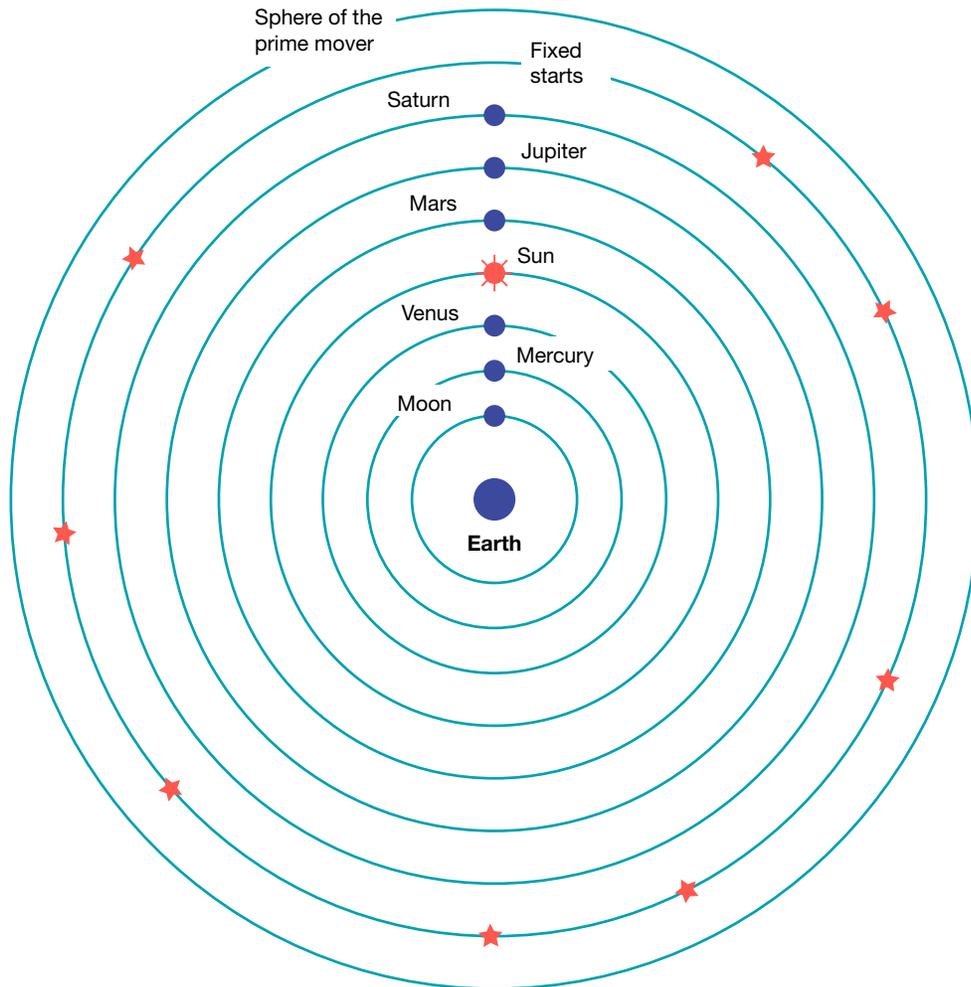
The view of the universe shown in **SOURCES 1** and **2** was developed by Aristotle (384–322 BCE), an ancient Greek thinker, and changed only slightly by Ptolemy, another Greek, in the second century CE.

Aristotle's view was taught in universities in Christian Europe from the twelfth century CE. During the Renaissance era, the Catholic Church still maintained that Aristotle's explanation was unquestionably true. Aristotle held that Earth stood still at the centre of the universe. Water, air and fire were shells around the sphere of Earth. Heavenly bodies were believed to be spheres of an element called *aether*, and they were supposed to rotate in perfect circles around Earth in the following order: Moon, Mercury, Venus, Sun, Mars, Jupiter, Saturn, fixed stars and a 'prime mover' (*Primu Mobile* in **SOURCE 1**). It was believed that beyond this system there was no wider universe.

SOURCE 1 The structure of the universe as theorised by Aristotle



SOURCE 2 An artistic impression of the structure of the universe as theorised by Aristotle



Study **SOURCE 1**. The questions for evaluating historical significance have been applied to this source.

1. *Who created the source and when was it created?* The source was created by Aristotle, an ancient Greek, in the fourth century BCE.
2. *What is the key idea?* The source explains the order of the solar system, with Earth at the centre.
3. *Who was affected by the idea?* The Catholic Church adopted this explanation of the universe and upheld it as the official explanation throughout Western Europe.
4. *Did the idea lead to any change?* The explanation of the solar system expressed in **SOURCE 1** was upheld for approximately 2000 years.
5. *What was the scale of the change? (Was it a big change or a small one?)* There were very few changes to this explanation until Nicolas Copernicus published his model in 1507.
6. *Who was affected by the change?* Because this explanation was sanctioned by the Catholic Church, it affected the general population.
7. *Which areas of society were affected by the change?* As the official view of the Catholic Church, Aristotle's explanation of the solar system influenced attitudes to science and heaven.
8. *Did the change lead to other changes?* Aristotle's explanation of the solar system did not lead to changes in the Renaissance.

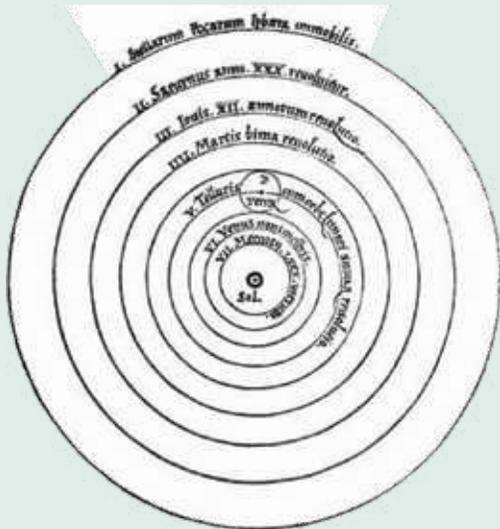
1.6.3 Let me do it

Complete the following activities to practise this skill.

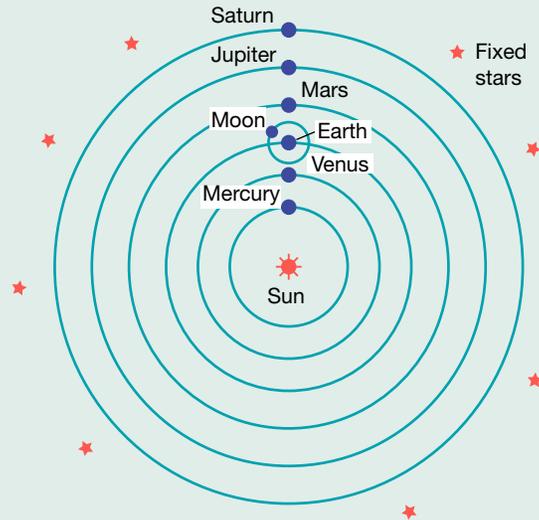
1.6 ACTIVITIES

1. Study **SOURCES 3** and **4**.

SOURCE 3 This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus



SOURCE 4 An artistic impression of the structure of the universe as theorised by Copernicus



This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus (see section 10.9.1). From about 1507, Copernicus's calculations convinced him that the Earth rotated on its own axis and that it rotated around the Sun, which was the real centre of the universe. He spent much of the next thirty or more years working on this theory but he delayed publishing his ideas because he feared that the Church would call him a heretic. The theory was finally presented in his book *The Revolution of the Heavenly Bodies*, which was published in 1543 as he was dying. Like other scholarly books of the time, it was written and printed in Latin. In Copernicus's diagram, *sol* means Sun and *terra* means Earth.

Use the eight questions to analyse the historical significance of **SOURCE 3**.

- Who created the source we are analysing and when was it created?
 - What is the key idea?
 - Who was affected by the idea?
 - Did the idea lead to any change?
 - What was the scale of the change? (Was it a big change or a small one?)
 - Who was affected by the change?
 - Which areas of society were affected by the change?
 - Did the change lead to other changes?
2. Apply your analysis of **SOURCE 3** and the **SOURCE 1** from the Show me section to answer the following questions.
- Explain the difference between Aristotle's theory and Copernicus's theory of the location of Earth within the solar system.
 - Explain the difference between Aristotle's theory and Copernicus's theory of the movement of the planets. In your answer refer specifically to the movement of the Sun and Earth.
 - The Catholic Church rejected Copernicus's findings and charged Galileo with heresy when he wrote in support of Copernicus's theory. Suggest reasons why the ideas of Copernicus and Galileo were rejected by the Church.

LESSON

1.7 SkillBuilder: Analysing different perspectives

1.7.1 Tell me

What is perspective in history?

It is said that history is written by the victors. In many cases, this is true. In the case of the Mongol expansion, however, it is important to remember that the Mongols were mostly illiterate. Therefore, much of the empire's written history was created by their literate enemies and allies.

Why is it important to recognise different perspectives?

When you are trying to understand historical events, places or people, it is important that you find a balance of sources. When investigating the world of the Mongols, these sources may include written accounts, pictures and other artwork, and artefacts. Some sources might have been created by the Yuan dynasty and others by the people they came into contact with at the time. History texts can also be reliable sources because their authors have the benefit of hindsight.

1.7.2 Show me

How to recognise different perspectives

When using sources, it is essential that you determine how reliable they are. You can do this by asking a number of questions. Note that not all of these questions will apply to all sources.

- When was this source created?
- Who created this source and why?
- Who was the intended audience of this source, and how might this have affected its construction?
- In what ways does this source confirm or refute what I already know?
- How reputable was its creator(s)?
- How might the political/social/cultural pressures of the time have influenced the creation of this source?

Only after you have found a number of sources, and assessed their strengths and weaknesses, can you say you have a balanced picture of history.

An example

SOURCE 1, an excerpt from a book written by the Franciscan Friar John of Plano Carpini, is used as an example of how the previous questions could be answered.

SOURCE 1 In the thirteenth century, a Franciscan friar named John of Plano Carpini was sent to Mongolia by Pope Innocent IV, who, like many other European rulers, was worried by the rapid expansion of the Mongol Empire. The friar met with Khan Kuyuk to ask him to stop attacking Christian land. The friar's book, *History of the Mongols*, outlines some of the Mongol beliefs and customs, which the friar viewed as threatening and primitive.

Although they have no law concerning the doing of what is right or the avoidance of sin, nevertheless there are certain traditional things, invented by them or their ancestors, which they say are sins; for example to stick a knife into a fire, or even in any way to touch fire with a knife, or to extract meat from the cauldron with a knife, or to chop with an axe near a fire; for they believe that if these things were done, the fire would be beheaded . . . On the other hand, to kill men, to invade countries of other people, to take the property of others in any unlawful way, to commit fornication, to revile other men, to act contrary to the prohibitions and commandments of God, is considered no sin by them.

1. *When was this source created?* This book was based upon the friar's journey in 1245–1247.
2. *Who created this source and why?* Friar John of Plano Carpini wrote this book after visiting Khan Kuyuk to plead, on the Pope's behalf, for him to cease his attacks on lands occupied by Christians. The book focuses on the Mongols' customs, religion and culture, as well as the best way to resist their army.
3. *Who was the intended audience of this source, and how might this have affected its construction?* Pope Innocent IV was the primary audience. The fact that he perceived the Mongols as a threat to the Christian way of life seems to have coloured many of the Friar's descriptions.
4. *In what ways does this source confirm or refute what I already know?* This source highlights the often brutal practices of the Mongols, particularly during times of war. However, from other sources, we know they were often tolerant of people of other religious persuasions, including Christians.
5. *How reputable was its creator(s)?* This is hard to say for certain without further research. The book is noted for being one of the more accurate books of its sort written during this period; however, the friar's Christian beliefs and loyalty to the Pope may have affected his depiction of the Mongols' way of life.
6. *How might the political/social/cultural pressures of the time have influenced the creation of this source?* The Pope, like many other world leaders, was afraid of the khan's power and his apparent disregard towards Christians. The friar seems to have responded to this by highlighting the more threatening aspects of Mongol culture.

1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 ACTIVITIES

1. Examine **SOURCE 2**, from the writings of Marco Polo, and answer the following questions. You may need to refer to 7.9 The travels of Marco Polo to find out more about him and his book.
 - a. When was this source created?
 - b. Who created this source and why?
 - c. Who was the intended audience of this source, and how might this have affected its construction?
 - d. In what ways does this source confirm or refute what I already know?
 - e. How reputable was its creator(s)?
 - f. How might the political/social/cultural pressures of the time have influenced the creation of this source?

SOURCE 2 An excerpt from *The Travels of Marco Polo*, written in the thirteenth century. Marco Polo was an employee of the Yuan dynasty and one-time governor of a major Chinese city.

The great khan, lord of lords, named Kublai, is of a fine middle size, neither too tall nor too short; he has a beautiful fresh complexion, and well-proportioned limbs. His colour is fair and vermeil like the rose, his eyes dark and fine, his nose well formed and placed . . . He maintains also a number of concubines. There is a race of Tartars who are called Migrat or Ungrat, and are a very handsome people. From them are selected 100 girls — the most beautiful in all their country, who are conducted to court . . . It may be asked, if the people of this province do not feel aggrieved by having their children thus forcibly taken away. Assuredly not; on the contrary, they regard it as a favour and an honour; and the fathers feel highly gratified when their daughters are thus selected. If, says one, my daughter is born under an auspicious planet, his majesty can best fulfill her destiny by marrying her more nobly than I can do. On the contrary, if the young lady, by bad conduct or any misfortune, be found disqualified, he attributes the disappointment to her malignant stars.

SOURCE 3 An illustration from the thirteenth century showing Marco Polo in the grandeur of Kublai Khan's court



2. Based on your work interpreting sources on the Mongol expansion, answer the following questions.
- Explain why most of the Mongol history has been recorded by their enemies.
 - What are some of the questions to ask of a text to check whether it is reliable or not?
 - Explain how we can best gain a balanced picture of a historical period.
 - How can you work out who the intended audience of a text might be?
 - What do you know about how reputable the writer of Marco Polo's history was?

LESSON

1.8 SkillBuilder: Evaluating Ottoman Empire sources

1.8.1 Tell me

Sources of information on the Ottomans

As we have seen throughout this topic, there is a great variety of sources available to inform us about the Ottomans. Buildings, poems, artwork and other evidence survive from Ottoman times.

However, we cannot simply look at a source and draw a conclusion. Remember the picture of Suleiman the Magnificent created by someone who had never seen him or the description of the coffee houses where the author used the word ‘thousand’ a lot? These examples show we need to be very careful when using such sources as they may describe events in very different ways. This is because the creators of the sources may have been biased or they may have been forced to tell only one side of the story. They could be exaggerating to make their point, or words might have different meanings in different cultures or contexts. Historians often have to deal with gaps in evidence and this too can contribute to different interpretations of events.

Historians need to study a document or image closely in order to determine its suitability as a historical source. This involves an analysis of a source’s strengths and weaknesses. Only after we test the accuracy, usefulness and reliability of a source can we truly know its value to a historical investigation.

1.8.2 Show me

How to interpret sources on the Ottomans

To be good historians, we need to be armed with the skills to interpret sources. We need to look critically at the source and ask ourselves several crucial questions:

1. Who made the source?
2. When was it made?
3. What do we know about the person who made it?
4. Is it a primary or a secondary source?
5. Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?
6. What conclusions can we draw from the source?
7. Is the source useful? How does it assist our investigation?
8. Is the source reliable?

Interpreting written and visual sources

Read **SOURCE 1**. This is a description by the Greek historian Critobulus (c. 1410–1470) of the construction of the Topkapi Palace. He lived through the Ottoman destruction of the Byzantine Empire and later wrote an account of the rise of the Ottomans, their conquests and the early years of the rule of Sultan Mehmet II. His work is dedicated to the sultan. He lived on the island of Imbros and helped negotiate the peaceful handover of several islands to the control of the Ottomans.

SOURCE 1 From Critobulus of Imbros, quoted in *Architecture, Ceremonial, and Power: The Topkapi Palace in the Fifteenth and Sixteenth Centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, p. 8

[The sultan] took care to summon the very best workmen from everywhere — masons and stonecutters and carpenters . . . For he was constructing great edifices which were to be worth seeing and should in every respect vie with the greatest and best of the past. For this reason he needed to give them the most careful oversight as to workmen and materials of many kinds and the best quality, and he also was concerned with the very many and great expenses and outlays.

Let's apply our questions to interpret this source.

1. *Who made the source?* Critobulus of Imbros
2. *When was it made?* The fifteenth century
3. *What do we know about the person who made it?* He was a Byzantine citizen who witnessed the Ottoman takeover.
4. *Is it a primary or a secondary source?* This is a primary source as it comes from the period being studied.
5. *Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?* This source may be accurate as it comes from a person who was there at the time. However, the author seems to have approved of the Ottoman takeover, even to the extent of dedicating his work to the sultan. This may mean his account is biased.
6. *What conclusions can we draw from the source?* The palace was expensive to build, only the best craftsmen were used and the sultan took a great interest in the project.
7. *Is the source useful? How does it assist our investigation?* Being a primary source, albeit one that may be biased, this source is useful to our investigation.
8. *Is the source reliable?* Critobulus lived through the Ottoman conquest of the Byzantine Empire and, as such, he would have witnessed events firsthand. Although his account may be biased, it is still extremely valuable.

What if the source was an image, such as a work of art? The same questions can be just as usefully applied to a work of art. Study **SOURCE 2**.

SOURCE 2 An 1876 painting by French artist Jean-Joseph Benjamin-Constant, depicting the entry of Mehmet II into Constantinople after its capture in 1453. The artist had grown to appreciate the Islamic and Eastern cultures after a journey to Morocco in 1872.



1. *Who made the source?* Jean-Joseph Benjamin-Constant
2. *When was it made?* 1876
3. *What do we know about the person who made it?* He was a French artist.
4. *Is it a primary or a secondary source?* This source was created many years after the event being depicted, so it is a secondary source.
5. *Can we tell if the source is accurate?* Are there clues in the source that may suggest it is something other than a factual description? This source was created well after the event by a person who was not there. It is known the artist had an affinity with the culture he was portraying; therefore, the work may be biased.
6. *What conclusions can we draw from the source?* The capture of Constantinople was viewed as a significant event, both at the time it happened and hundreds of years later.
7. *Is the source useful? How does it assist our investigation?* Although historians usually prefer to use primary sources, secondary sources such as **SOURCE 2** still have their usefulness. Paintings and artistic depictions of historical events allow us to visualise what might have taken place. In this way, **SOURCE 2** is indeed useful to our investigation.
8. *Is the source reliable?* The painting in **SOURCE 2** is an artistic depiction of a historical event and as such is not strictly speaking reliable for our historical investigation of the Ottoman Empire.

1.8.3 Let me do it

Complete the following activities to practise this skill.

1.8 ACTIVITIES

1. Use the following questions to interpret **SOURCES 3** and **4**.
 - a. Who made the source?
 - b. When was it made?
 - c. What do we know about the person who made it?
 - d. Is it a primary or a secondary source?
 - e. Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?
 - f. What conclusions can we draw from the source?
 - g. Is the source useful? How does it assist our investigation?
 - h. Is the source reliable?

SOURCE 3 An account from the French ambassador Philippe du Fresne-Canaye who led an embassy in 1573 to the Ottoman Empire (quoted in *Architecture, Ceremonial, and Power: The Topkapi Palace in the Fifteenth and Sixteenth Centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, pp. 64–6)

At the right hand was seated the Agha of Janissaries, very near the gate, and next to him some of the highest grandees of the court. The Ambassador saluted them with his head and they got up from their seats and bowed to him. And at a given moment all the Janissaries and other soldiers who had been standing upright and without weapons along the wall of that court did the same, in such a way that seeing so many turbans incline together was like observing a fast field of ripe corn moving gently under the light puff of Zephyr . . . We looked with great pleasure and even greater admiration at this frightful number of Janissaries and other soldiers standing all along the walls of this court, with hands joined in front in the manner of monks, in such silence that it seemed we were not looking at men but statues. And they remained immobile in that way more than seven hours, without talking or moving. Certainly it is most impossible to comprehend this discipline and this obedience when one has not seen it . . .

SOURCE 4 A seventeenth-century German watercolour depicting a Turkish bath and steam room in Constantinople. Such baths were important in Ottoman culture during the seventeenth century.



2. Based on your analysis of the sources in this SkillBuilder, answer the following questions:
- Identify the primary and secondary sources in this SkillBuilder.
 - Which sources do you believe are the most useful and why?
 - Which sources do you believe are the most reliable and why?
 - Do any of the sources contain bias? If so, which source has the strongest bias?
 - In your opinion, what kind of historical source provides the best insight into an event?

LESSON

1.9 SkillBuilder: Interpreting sources on the Vikings

1.9.1 Tell me

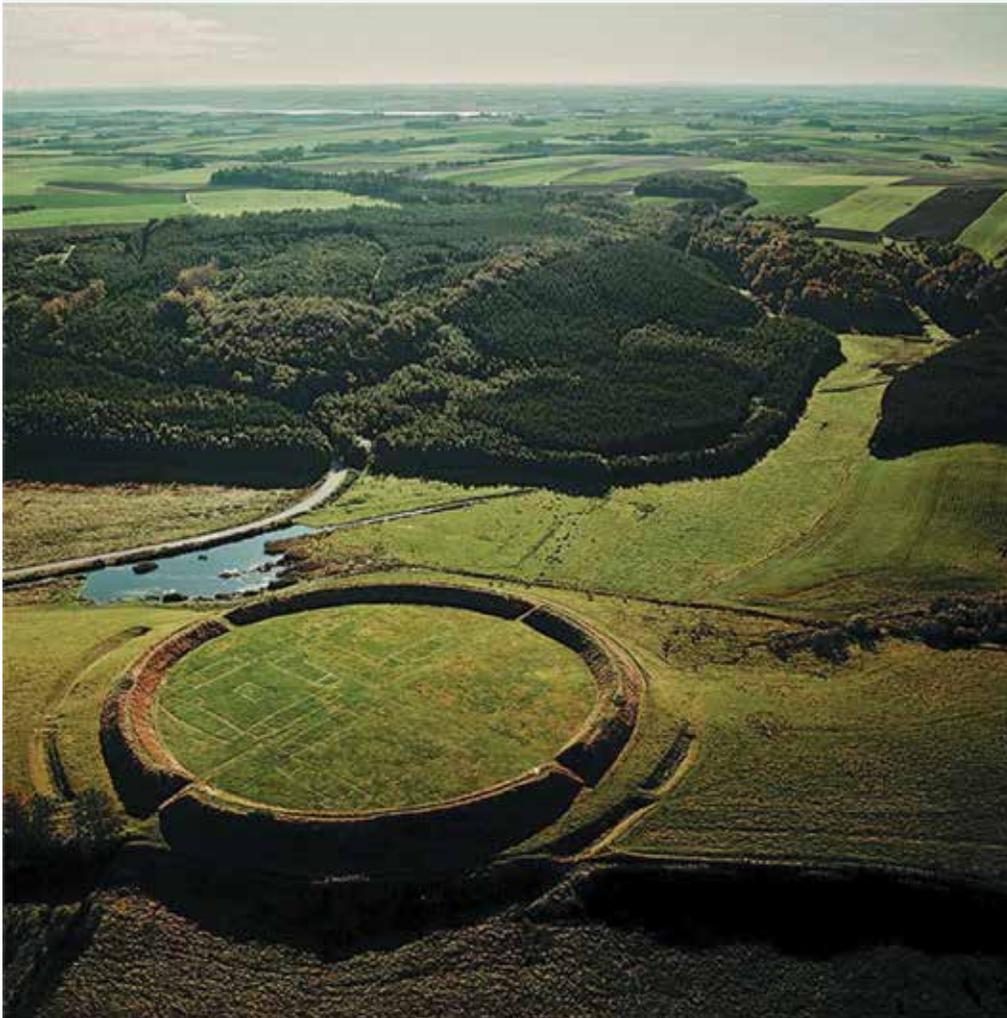
What are our main sources for the Vikings?

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

Why do we need to interpret sources for the Vikings?

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

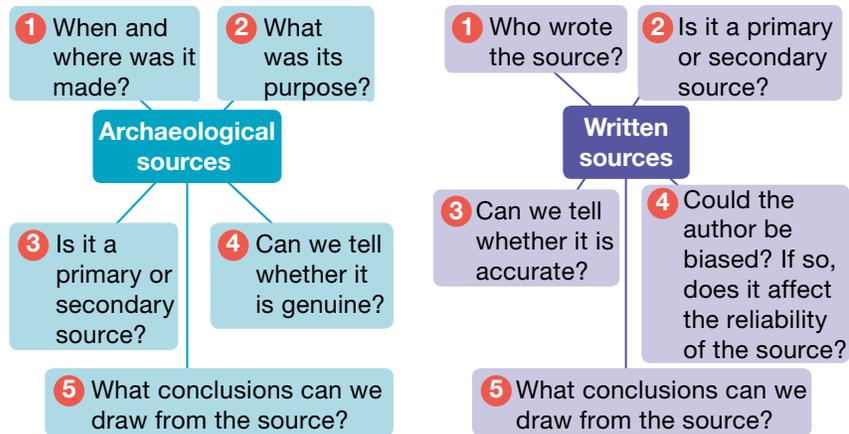
SOURCE 1 The Trelleborg Ring, a Viking fortress in Denmark, was built about 980 CE. Ring fortresses were surrounded by circular earthen mounds. Visible in this aerial view is the circular ridged earthen mound, which was the defensive wall. It is surrounded by a ditch.



1.9.2 Show me

How to interpret sources for the Vikings

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



Step 1

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

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

Step 2

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

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

[The] onset [of the battle] was of the fiercest, and many were wounded on either side, but none slain. Snorri and his folk shot so thick and fast, that Raven with his men gave back from the wall [of the defensive work]. Then Thrand the Strider made a run at the wall, and leaped up so high that he got his axe hooked over the same, and therewith he drew himself up by the axe-shaft till he came up on to the work . . . [When] Raven saw that a man had got on to the work, he ran at Thrand, and thrust at him with a spear, but Thrand put the thrust from him, and smote Raven on the arm close by the shoulder, and struck off the arm. After that many men came on him, and he let himself fall down outside the wall . . .

1. *Who wrote the source?* The author is unknown. We know only that, like the Viking saga he has written, he has an Icelandic heritage.
2. *Is it a primary or secondary source?* The event is a Viking battle. As this source was written in the mid-thirteenth century and the author could not have witnessed the events he describes, it is a secondary source. However, if we were studying this source in the context of thirteenth-century medieval literature, it would be a primary source.

3. *Can we tell whether it is accurate?* It is not an eyewitness account. Even as a fictional account, the style of warfare may have changed after 200 years. At best, it is an imaginative account of a battle on a Viking fortress. We cannot be certain that it is an accurate description of an event from the Viking Age.
4. *Could the author be biased?* If so, does it reflect the reliability of the source? There does not appear to be any motive for bias. It is a straightforward account of a battle in the Viking Age.
5. *What conclusions can we draw from the source?* We cannot conclude anything about actual Viking battles, but we can conclude that the Vikings told stories about their battles.

1.9.3 Let me do it

Complete the following activities to practise this skill.

1.9 ACTIVITIES

1. Use the following questions to interpret **SOURCES 4** and **5**. The information given in **SOURCE 3** will help you judge which is more reliable.
 - a. When and where was it made?
 - b. What was its purpose?
 - c. Is it a primary or secondary source?
 - d. Can we tell whether it is genuine?
 - e. What conclusions can we draw from the source?

SOURCE 3 From an article by Holger Schmidt entitled 'The Trelleborg House Reconsidered'

The reconstructed Viking-age house erected at Trelleborg in 1942 has, as a result of recent archaeological investigation, proved to be wrongly designed. The theory that it had an outside gallery [the verandah] is impossible to sustain, since on further examination the posts proved to be inclined towards the house and they must, therefore, be explained as buttresses . . . [The] whole structure of the house must be reconsidered . . . [The] Trelleborg house-type is that of the NW European medieval hall. It was built entirely of wood, the walls were of a stave-plank construction and it had a trussed-rafter roof. The convex shape of the structure was in accordance with contemporary taste or style . . . The walls . . . were perpendicular, but the roof and buttresses would have been the overriding feature of the exterior, giving it the curved outline of . . . hog-back grave-covers.

SOURCE 4 Reconstruction of a Viking longhouse from Trelleborg. It was built in 1942 and is supposed to be modelled on the longhouses which once occupied the Trelleborg Ring, as seen in **SOURCE 1**.



SOURCE 5 A more recent reconstruction of a Viking longhouse from a ring-fortress site at Fyrkat in Denmark



2. Based on your work interpreting sources on the Vikings, answer the following questions:
 - a. Why are written documents from the Viking Age extremely rare?
 - b. How have historians and archaeologists been able to find out about the Vikings?
 - c. Describe how historians can check whether sources are reliable and/or useful.
 - d. How useful are reconstructed sources like reconstructed Viking longhouses in providing information about the Viking Age?
 - e. Explain whether the Viking sagas are primary or secondary sources.

LESSON

1.10 SkillBuilder: Evaluating roles and achievements

1.10.1 Tell me

What does 'evaluate' mean when studying history?

When we study history we are trying to gain a sense of the past and the way in which individuals, achievements and events affected the time period in which they occurred, as well as their lasting effect on world history. To evaluate means to judge or calculate the quality of something.

Why is evaluating important?

We evaluate the role of individuals, achievements and events so that we can piece together our historical understanding of a time period and find the answers to how past events were shaped by the people of the time. We also evaluate so that we can make our own claims about the role of different events and individuals in history. Historians evaluate the role of individuals, achievements and events in order to support historical claims that are made. When we evaluate events of the past we are studying history in a similar way to how we study science. We measure, calculate and assess to come to a conclusion about how civilisations progress through history.

1.10.2 Show me

How to evaluate the role of an individual, achievement or event

Evaluating the role of a historical figure or event can be a daunting task but it becomes more manageable if you break down the process into a number of smaller questions. Historians ask a range of questions to help organise their ideas when evaluating the topic they are studying including:

1. Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?
2. How many people's lives were affected?
3. How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain for a long period of time? Once these questions have been answered you will be in a position to support a claim about the importance of the individual, achievement or event.

As an example, let's consider the conquistador Hernan Cortes. The three questions can be used to evaluate his role in history.

1. *Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?* There were many changes brought about by the actions of Hernan Cortes. He led the Spanish in their conquest of the Aztec civilisation. Through his actions European diseases were introduced to Tenochtitlan, which devastated the population. Later he became governor of New Spain and further influenced the introduction of Spanish culture to the Americas. Whether those changes are considered positive or negative will depend on your perspective. The introduction of Spanish culture to the Americas would be seen as positive by the Spanish at that time, but certainly would have been viewed negatively by the Aztec people whose culture was largely destroyed.
2. *How many people's lives were affected?* In the short term the number of people affected by Cortes's actions was hundreds of thousands. This includes the Spanish soldiers who were with him on the expedition as well as the population of Tenochtitlan, which numbered around 250 000 people. In the longer term the number of people affected could be measured in millions because his victory over the Aztecs resulted in the establishment of New Spain. This would suggest that Cortes's role in history was an important one if we consider the number of people affected.

3. *How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain in place for a long period of time?* The changes brought about by the actions of Cortes changed the Aztec civilisation permanently. His actions in leading the expedition led to the destruction of the Aztec empire.

So, evaluating the role of Cortes is more manageable because we have considered what elements could be measured to come to a conclusion, which might read like this:

Cortes's role in the progression of history is very important. His leadership of the Spanish expedition that led to the conquest of Tenochtitlan and the eventual downfall of the Aztec civilisation changed the American continent forever and had a lasting impact on world history.

1.10.3 Let me do it

Complete the following activities to practise this skill.

1.10 ACTIVITIES

1. Now that you have seen how you can approach the task of evaluation, answer the three questions to evaluate the role of Christopher Columbus:
 - a. Did something change because of this historical figure or event? If so, what was the change, and was it positive or negative?
 - b. How many people's lives were affected?
 - c. How long-lasting were the changes? Did the situation return to how it was previously or did the changes remain for a long period of time?
2. What were two main changes brought to the Americas through the actions of Hernan Cortes?
3. What was the population of the city of Tenochtitlan prior to the arrival of Cortes?
4. Explain why it is important to evaluate the role of individuals, achievements or events when studying history.
5. Why do you think how long-lasting the changes were is a useful indication for evaluation?
6. What other factors do you think might be useful to help evaluate the role of an individual, achievement or event? Share and compare your ideas with other members of your class.

LESSON

1.11 SkillBuilder: Explaining different historical interpretations

1.11.1 Tell me

What is a historical interpretation?

To explain a past event or change, a historian forms a hypothesis (a possible theory to explain what happened and why it happened). The historian uses evidence from historical research to test the hypothesis.

The hypothesis is then presented as an interpretation of the past. Through questioning interpretations, you will understand that they may be open to debate.

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

To explain an interpretation we need to analyse it. That means to see how its different parts contribute to its general idea. You now know that there is almost always more than one way of interpreting any past event.

This is because of gaps in evidence, because sources can be biased and because historians themselves bring different viewpoints or perspectives to most issues.

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

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

1.11.2 Show me

How to explain a historian's interpretation

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

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

An example

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

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

In this process Spain and Portugal played the most dramatic role and pointed the way for other nations to follow. Their connection with the **New World** began with the initial voyage of Columbus, and for a century they **pre-empted** virtually all of the western hemisphere as well as the seas eastward to China and the Philippines.

maritime trade the trading of goods via sea

New World a term for the Americas during Early Modern Times

pre-empted to take ownership of something before someone else

Before the seventeenth century they were the great . . . colonial powers. Not until after 1600 did the English, Dutch and French seriously challenge their **supremacy**. Portugal's **imperial** greatness was to be displayed chiefly in the **Orient**; Spain reserved to herself the greater part of the two American continents . . . Within three generations Spaniards discovered, subdued and colonised the most extensive territorial empire the world had ever seen. . .

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

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

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

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

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

In this example we can say:

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

supremacy having the highest power or authority
imperial relating to an empire
Orient a historical word for the East, particularly China
subjugate to subdue or conquer

1.11.3 Let me do it

Complete the following activities to practise this skill.

1.11 ACTIVITIES

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

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

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

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

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

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

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

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



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

LESSON

1.12 SkillBuilder: Making your own notes to analyse relevant sources

1.12.1 Tell me

What is note-making?

Do you ever feel overwhelmed when you see a lot of information on a page? Do you sometimes wonder how you will be able to remember it all? Don't worry, you don't need to know all of it — you just need to understand the important parts. Note-making cuts the information down into smaller pieces that are easier to remember.

Why is note-making useful?

Note-making and learning to summarise will make information easier to understand and recall. You simply write out the key information in point form. Then it won't seem so hard. Note-making also helps you analyse and therefore understand what you are reading. Here you will be learning to make notes on sources that are relevant to change and decline in the Khmer Empire.

1.12.2 Show me How to make notes

The most important thing to remember when making notes is that you are aiming to *reduce* the number of words used by keeping only the important points — and not just copying out a lot of text.

Step 1

Read the extract that you need to summarise. Don't try to make notes the first time you read it. Just try to understand the main points the author is making. Try reading **SOURCE 1**. It is about the weakening of Angkor (Cambodia) and the growing power of the Thais.

SOURCE 1 The fall of Cambodia and the rise of Thailand, from Milton Osborne, *An Introductory History: Southeast Asia*, Allen & Unwin, Sydney, 2004, pp. 59–60

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was . . . the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord . . . When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King . . . to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia . . . A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Step 2

Now re-read the text. Ask yourself:

- What are the main points the author is trying to make?

Highlight these (shown in light blue in **SOURCE 2**).

Step 3

Highlight any supporting ideas in the text (shown in green in **SOURCE 2**).

Step 4

Highlight any keywords that are new to you or that seem to relate specifically to the topic (shown in purple in **SOURCE 2**).

SOURCE 2 Identifying important information

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was . . . the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord . . . When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King . . . to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia . . . A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Step 5

Now you need to start writing. Write down the heading and then use dot points for each of your notes. Look for key words, dates, ideas, facts and evidence.

Remember, the aim is to analyse and summarise, not just to copy. Look for ways of shortening the text. Instead of listing lots of examples, use just one or two. Include definitions of words that are important to the topic. Your notes should be designed to help *you*, not other people, so use your own words. If you already know a lot about a topic, you may not need as many notes as other people; but if the topic is new to you, you may need more notes.

Now look at **SOURCE 3** and you will see how much we have reduced the text (from 170 words to about 50 words).

SOURCE 3 Summary

Cambodia had a great empire [**1st main point**].

Angkor:

- controlled much of modern Thailand, Laos and Vietnam [**supporting point**]
- depended on lesser rulers accepting Angkor's authority [**supporting point**].

Angkor was brought down in the fifteenth century by the Thais [**2nd main point**].

- Thai rulers rebelled and fought for independence [**supporting point**].
- Thais damaged Angkor's agriculture and gained territory [**supporting point**].

1.12.3 Let me do it

Complete the following activities to practise this skill.

1.12 ACTIVITIES

1. Using what has been done with **SOURCE 1** to create **SOURCES 2** and **3** as an example, make notes to analyse **SOURCE 4**.
 - a. Outline the main point in **SOURCE 4**. (*Note:* The author's main point about the power and wealth of the Khmer king is not directly stated. But you will see what it is.)
 - b. Briefly outline each of the supporting points.

SOURCE 4 Description of a royal procession written by Zhou Daguan, a Chinese diplomat who visited Angkor in 1296–1297

When the king goes out, troops are at the head of the escort; then come flags, banners, and music. Palace women, numbering from three to five hundred, wearing flowered cloth, with flowers in their hair, hold candles in their hands . . . Then come other palace women, bearing royal paraphernalia made of gold and silver . . . Then come the palace women carrying lances and shields, [and] the king's private guards . . . Carts drawn by goats and horses, all in gold, come next. Ministers and princes are mounted on elephants, and in front of them one can see, from afar, their innumerable red umbrellas. And after them come the wives and concubines of the king, in . . . carriages, on horseback and on elephants . . . Behind them comes the sovereign [king], standing on an elephant, holding his sacred sword in his hand. The elephant's tusks are encased in gold.

2. Apply your skills to complete the following.
 - a. Discuss in small groups how the extravagance described in **SOURCE 4** might have contributed to the decline described in **SOURCE 1**.
 - b. How would you describe the perspective of the writer of **SOURCE 4**?
 - c. Explain how your analysis of **SOURCE 4** made it easier to understand.

LESSON

1.13 SkillBuilder: Analysing cause and effect

1.13.1 Tell me

The importance of analysing cause and effect

An important reason for studying history is that it enables us to understand the world we live in today. Our world has developed as a result of a whole series of different events; some of them recent, some that happened hundreds of years ago. Each of these events has had some impact on events that have followed, and this is what we understand as *cause* and *effect*. In order to fully understand a particular event or series of events, we have to be able to work out what *caused* them. In order to assess the importance of any historical event, we have to be able to recognise the *effects* of that event on later developments. Often this is not obvious, which is why historians sometimes disagree. Analysing cause and effect involves examining sequences of events and looking for connections between them. Did event A directly cause event B or was it merely coincidence that they happened close together in time? Usually we have to form judgements, by looking at the evidence and drawing conclusions from it.

Immediate causes and long-term trends

When two football teams play each other and one wins convincingly on the day, we can look at the match and recognise particular players who played well on the winning side, as well as some who played poorly in the losing side. We can identify particular strategies that worked on the day, and some that failed. Analysing these factors can give us the *immediate causes* of the match being won by one side rather than the other on that particular occasion. These are also recognised as the *short-term triggers* that worked on the day of the match.

We can also look more deeply than the immediate events on the day of the match. If the winning team is near the top of the ladder and consistently wins most of its matches, there will be *underlying causes* for this dominance. If they recruited particularly well in the previous few years, have been well coached, have few injuries and have experienced leaders in their team they are likely to do well against most other clubs. These factors form the *long-term trends* that can make the club a dominant force for a period of time.

Historical causes can be grouped in the same way. If we want to examine a particular event and find its causes, we can look at the events that happened immediately beforehand and look for connections. These are the *immediate causes* or *short-term triggers* that directly cause the event in question. We can also examine the society in which the event occurred and look for trends and longer term conditions that may have allowed the immediate causes to trigger the events in question. These are the *underlying causes*, and they are just as significant.

1.13.2 Show me

How to analyse causes and effects of significant events

To demonstrate a method of determining causes and effects we need a sample question. For the purposes of this exercise, let us examine the following question:

Why did Japan descend into the age of the warring states from the mid-fifteenth century until the establishment of the Tokugawa shogunate in 1603?

We can tackle this through the following steps.

Step 1

Identify when the period of the warring states actually occurred and compile a list of events that occurred during the period and in the years beforehand.

The period from 1467 to 1603 is the period usually known as the age of the warring states.

Some of the events that might be relevant include:

- In 1467, a civil war broke out between the followers of two brothers who were rivals for the position of shogun.
- This dispute began in 1464 over who should succeed to the position of shogun.
- The supporters of each brother were powerful daimyo clans, each seeking to increase their power.
- Wars and violence between different daimyo clans continued for over 100 years until the country became unified under Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu, who eventually founded the Tokugawa shogunate in 1603.

Step 2

Identify some of the longer term trends that had been present in Japanese society before the outbreak of civil war and during the period.

- The Ashikaga shoguns had been in power since the fall of the Kamakura shoguns.
- The Kamakura shoguns had lost power when the daimyo and samurai rebelled against them.
- The daimyo were the wealthy landowners; they held a great deal of power in Japan since the eighth century and had been backed up by samurai warriors.
- Although the Ashikaga shoguns were officially in charge as shoguns during the period of the warring states, they were really little more than the puppets of different daimyo clans.

The shoguns had held official military power in Japan since 1192, when the emperor became a mere figurehead.

Step 3

Use the information gained to formulate an answer to the question.

The following is a model of what the answer could look like.

The period of the warring states had both immediate causes and longer term causes. The immediate trigger was a dispute between two brothers over who would inherit the position of shogun. In 1467, this led to an outbreak of civil war between the daimyo clans supporting each of the brothers. This was the first of a series of wars and uprisings involving daimyo clans that continued for over 100 years. The wars broke out and continued because different daimyo groups were constantly competing with each other for power and influence.

This leads to the underlying cause of the period of warring states: the large amount of wealth and power of the daimyo led to constant rivalries between the different daimyo clans. Each clan had large numbers of samurai warriors supporting them. While the daimyo retained their power and wealth, there were always going to be rivalries and the likelihood of war between the powerful clans. We know that this was a major underlying cause because the Kamakura shoguns had lost their power when a significant number of daimyo and samurai had rebelled against them in 1333. The power of the daimyo was a continuing problem and an underlying cause of conflict because it was not until Tokugawa Ieyasu came to power and took steps to weaken the power of the daimyo that the fighting came to an end and the power of the shogun was restored.

1.13.3 Let me do it

Complete the following activities to practise this skill.

1.13 ACTIVITIES

1. Use the three steps in the Show me section to answer the following question, discussing both the long-term trends and the short-term causes: Why did the Tokugawa shoguns take control of Japan's foreign trade?
2. Based on your analysis of the causes of the Tokugawa shoguns' decision to take control of foreign trade, answer the following questions:
 - a. How important was the issue of religion in the policy of the Tokugawa shoguns to tightly control foreign trade?
 - b. Why did the shoguns have a different attitude to the Dutch than they did toward the Spanish and Portuguese in matters of trade?
 - c. Identify two examples in the *Closed Country Edict* of 1635 that are designed to reinforce the Tokugawa shoguns' control of trade.
 - d. Why would the Tokugawa shoguns have considered it important to deny other daimyo families access to foreign trade?
 - e. Outline two ways in which the Tokugawa shoguns were able to benefit personally from their control of trade.
 - f. How did the shogunate control of trade affect the availability of valuable metals within Japan?

LESSON

1.14 SkillBuilder: Making your own notes from sources

1.14.1 Tell me

What are notes?

At the heart of any successful study of history is the ability to make effective notes. By learning this skill, you get the most out of your classes and readings. You are also more prepared for assessment as notes form the basis of revision and essay construction.

Effective notes are more than just a transcript of what has been said in class, or a direct copying of information from a textbook. Notes are a concise and comprehensive account of a topic or source. They summarise key information and clarify particular points in your own words. They also ensure that you are obtaining only the important information from a source.

Why is note-making important?

As you study a history topic, you will notice that there is a great deal of information that you are required to know. Sometimes the amount of information can seem overwhelming, but being able to make useful notes will make remembering and understanding that information easier. This is because you identify only the important information without trying to remember everything. Effective notes are not only used 'later on' when preparing for a test or essay — they are an excellent way to learn. You will find that by making notes you are helping the key information 'travel from your pen to your mind'.

1.14.2 Show me

How to make your own notes from sources

There are countless ways to make notes from sources and it is very much a personal matter. It is likely that you will develop a way that works best for you. It might be different from the way other people like to make notes. That's okay — if it works for you then it is right for you.

Summarising the key ideas from a source into dot points is a good way to start, so here are some guidelines that you should keep in mind when making notes from sources.

Step 1

Read through the source at least once without a pen in your hand. Do not make any markings or highlight anything. This will help you get an overall idea of the source before you worry about the details.

Step 2

After you have a general understanding of the source, go back and underline or highlight what you consider to be the key words and phrases (shown in blue in **SOURCE 1**). If you see words that are unfamiliar to you, you should make note of these in a different colour (shown in green in **SOURCE 1**).

SOURCE 1 Taking notes on the rahui and the extinction of the moa

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

Unfortunately, rahui came **too late for the moa**. Although the **young birds** were an important **food source** of the **Haast's eagle**, the **adult moa lacked** any **natural predators** prior to human settlement. The moa became an **abundant** and **important food source**, with both the **meat** of the bird as well as its **large eggs** providing a **lifeline** for the **Maori**. The **bones** of the bird were used to make **ornaments** and **fishhooks**, and even the **shells** of the giant **eggs** were used to **carry water**. The meat of the moa could be **preserved** and became a **valuable trading good**.

Archaeologists believe the moa was **hunted** to **extinction** by the **fifteenth century**. As a result, the **Haast's eagle** **also disappeared** into history. As you will see this had a huge impact on the Maori people.

Step 3

Once you have highlighted or underlined the key words and phrases, you need to organise them into dot points. Write them in your own words so that you can be sure you have understood the text. Your notes should be much shorter than the text you have read because you have summarised the important information in your own words.

SOURCE 2 A modern artist's impression of a Haast's eagle attacking young moa



SOURCE 3 Dot point notes on the rahui and the extinction of the moa

- Rahui
 - Form of tapu (sacred law)
 - Used to conserve natural resources
 - Accepted by all Maori tribes
- Moa
 - Large flightless bird native to NZ
 - No predators for adult moa
 - Haast's eagle preyed on the young
 - Moa had many uses (food, ornaments, trade)
- Extinction
 - Gone by the fifteenth century
 - Haast's eagle extinct also because prey disappeared
 - Principles of rahui were too late to save the moa.

1.14.3 Let me do it

Complete the following activities to practise this skill.

1.14 ACTIVITIES

1. Read **SOURCE 4** and follow steps 1 and 2 to make your own notes.
After you have written your dot point notes, compare them with someone else in the class. You should both have similar information. To refine your note-making skills, continue practising using any of the text in this topic.

SOURCE 4 Taking notes on the hangi

The Maori diet was a combination of the cultivated vegetables brought from Polynesia, such as taro and yams, and the meat from birds, fish, dogs and rats. The abundance of seafood, including seaweed, dolphins, whales and seals, provided additional variety to the Maori meal. The village cooking was not done within the *whare* (house), but was generally a communal task done in an earth oven, known as *hangi* or *utu*. The hangi was made by men by digging a deep pit and covering it with wood that was set alight. Large river stones placed on the wood pile became very hot and eventually fell into the pit. The hot stones were covered with baskets of food wrapped in wet leaves. Layers of soil and wet mats were piled over the food. The heat created steam from the wet leaves, which cooked the food over the course of a few hours.

The boiling pools and streams of the North Island region of Rotorua provided the Maori with another unique method of cooking. Small ovens were built around the vents where water and steam bubbled up through the ground. Food placed in these ovens was quickly cooked.

SOURCE 5 The taro, a Polynesian vegetable, was part of the Maori diet.



2.
 - a. Explain how the concept of rahui was used to manage natural resources.
 - b. Given this information, explain why the moa became extinct.
3. How did the extinction of the moa have an impact on other aspects of the environment and on the Maori lifestyle?
4. Explain why the village cooking was not done indoors.
5. Explain how the preparation of food was an important communal activity for the Maori.
6. How did the Maori use natural resources to bring variety to their diet?

1.15.2 Key terms

maritime trade the trading of goods via sea

New World a term for the Americas during Early Modern Times

pre-empted to take ownership of something before someone else

supremacy having the highest power or authority

imperial relating to an empire

Orient a historical word for the East, particularly China

subjugate to subdue or conquer

2 Medieval Europe

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LESSON

2.1 Overview

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What were the key features of feudalism and its impact on medieval Europe?

2.1.1 Links with our times

In this topic we will explore Europe from the sixth century CE to 1500. This period is referred to as the Middle Ages and can be broken down into three periods: the Early Middle Ages (c. 500–1100), the High Middle Ages (c. 1100–1300) and the Late Middle Ages (c. 1300–1500). People often associate kings, knights and castles with the Middle Ages, but this period had many other defining features. This topic will explore the feudal system, which was the most widely adopted social order of the period, the increasing power and influence of the Catholic Church, and the peasantry, or poor farmers, who made up most of the population.

It is hard to imagine that our modern, technology-centred society could uphold any traditions from the Middle Ages (or medieval times, as they are also known). Australia, for example, was colonised 300 years after the end of the Middle Ages, yet we have a monarch whose position dates back to the Middle Ages. Many Australians follow the Christian or Islamic faiths. Both these major world religions expanded during the Middle Ages, and major conflicts involving these religions first emerged during this period. Modern nations such as France, Russia and England also emerged during the Middle Ages, and even the English language is a product of the Middle Ages; it did not exist before then. Although we no longer have need of castles or knights on horseback, many traditions, events and entire nations today have their roots in the Middle Ages.

SOURCE 1 Illustration of pilgrims embarking on their journey in the Chaucer classic *The Canterbury Tales*



on Resources

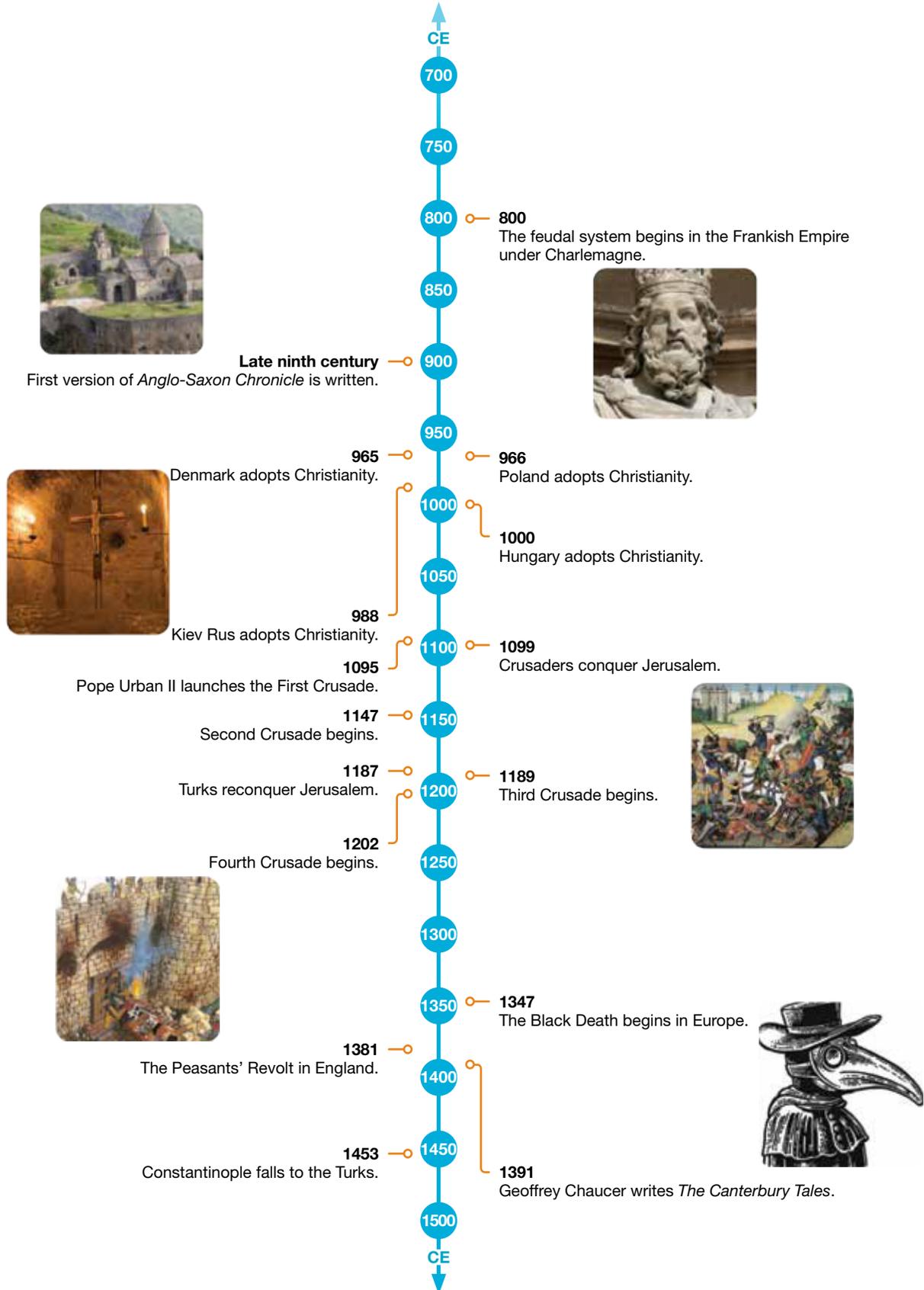


eWorkbook Customisable worksheets for this topic (ewbk-10656)



Video eLesson Medieval Europe (eles-1824)

SOURCE 2 A timeline of major events in medieval Europe



LESSON

2.2 How do we know about medieval Europe?

LEARNING INTENTION

By the end of this lesson you should be able to identify the types of evidence that historians use to draw conclusions about medieval Europe.

TUNE IN

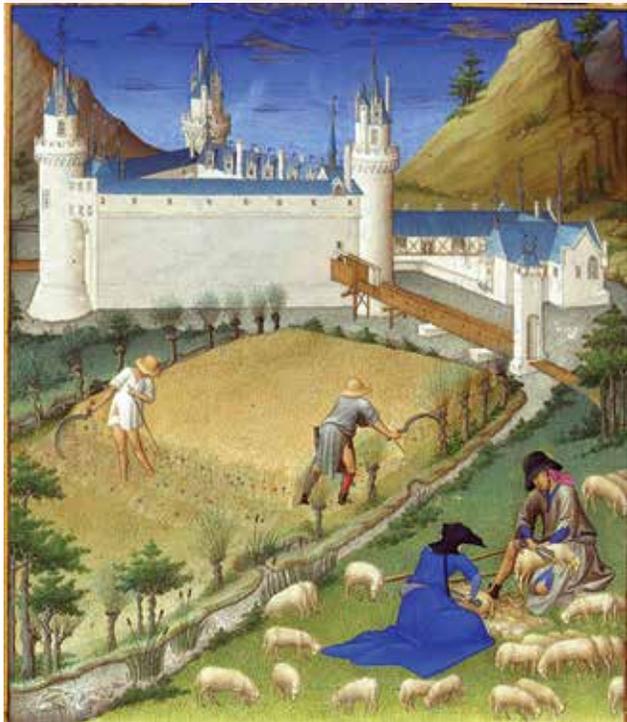
Illuminations such as **SOURCE 1** help us imagine what life was like during the Middle Ages. In the foreground, peasants can be seen engaged in various activities on a farm.

Many illuminations show scenes of village life, with peasants tending their crops and livestock. For the illustrator, such a scene would have been commonplace, because 90 per cent or more of the medieval population were peasants.

1. Brainstorm five conclusions you could draw about French medieval life from **SOURCE 1**.
2. As a group, decide whether you would consider this a trustworthy or reliable source.

illumination hand-painted illustration in a medieval book

SOURCE 1 Peasants working in the fields, from a French calendar illumination by the Limbourg Brothers, c. 1415



2.2.1 How do we know about medieval Europe?

There are many different types of evidence that provide historians with information. These include artwork, written sources and artefacts, monuments and buildings.

2.2.2 Artwork

In addition to the illuminations, there were also many embroidered tapestries which are also useful to historians. The Bayeux Tapestry (see **SOURCE 2**) is an embroidered cloth that depicts the battle of Hastings in 1066 and the events leading up to it. It is remarkably well preserved and hangs in Bayeux in France. Although the origins of the Bayeux Tapestry are unclear, wall hangings of this type were used for both decoration and insulation against the cold castle walls of the times. They were also highly portable and so moved around with their owners. These artworks give historians much information about the scenes they depict as well as the technologies available to their creators.

Other artworks include paintings, mosaics and frescos.

SOURCE 2 A section of the Bayeux Tapestry that shows the nobles feasting while on campaign fighting for King William I of England



2.2.3 Written sources

Many stories and poems have survived over the centuries and give us more information. One of the most famous examples is a collection of stories and poems by Geoffrey Chaucer. It is called *The Canterbury Tales* and was written in about 1391. This book examines medieval English society — even the titles of the tales show the types of jobs the people of medieval England had. For example, some stories are ‘The Miller’s Tale’, ‘The Knight’s Tale’, ‘The **Reeve’s** Tale’, ‘The Monk’s Tale’, ‘The **Franklin’s** Tale’ and ‘The Squire’s Tale’.

reeve a magistrate administering law in a village
franklin in the fourteenth century, one who was a landowner but not a member of the nobility

SOURCE 3 *The Domesday Book* is an amazing eleventh-century public record of who owned what and how much they had. After conquering the English, the new king, William I, ordered a public survey of his new territory and the record was written up to become *The Domesday Book*.

Official records also help to give us information about the Middle Ages. For example, William the Conqueror (also called William I) carried out a stocktake of all property in England in the late eleventh century. This record is called *The Domesday Book* (see **SOURCE 3**) and is a detailed record of the resources that were held throughout England at this time. It is an incredibly useful source for historians.



DID YOU KNOW?

The term ‘Dark Ages’ was originally used by the Italian scholar Petrarch in the 1330s. He was describing what he considered to be the poor quality of literature coming from Europe in the period following the fall of Rome.

2.2.4 Artefacts, monuments and buildings

Artefacts, monuments and buildings that have survived from the Middle Ages can be valuable sources of information. Artefacts include all types of items, such as coins, armour, weapons, utensils, tools and goblets. Artefacts made of durable metal such as silver, gold and bronze are more common than garments and timber and iron materials, which tend to rust or rot away. To understand what such materials may have looked like, historians rely on written and pictorial records.

All sorts of buildings have survived from the Middle Ages: some cottages, churches, monasteries, **tithe barns**, castles and manor houses still exist. The cottage in **SOURCE 4** is made of **thatch** and stone. Although it would have been frequently renovated (for example, thatch needs to be replaced every 20 to 30 years), it is a good example of a peasant's cottage from the fourteenth century. Compare this to **SOURCE 5**, Dover Castle, which is clearly intended for a class of people far wealthier and more powerful than peasants. The history of its site goes back to pre-Roman times. However, its present appearance began to take shape under King Henry II in the late twelfth century.

Castles like Dover help historians understand how such buildings were used both as military fortresses and homes for rich owners and their supporters. Comparing cottages and castles also gives us an idea about the class differences between the peasants and their rich and powerful rulers. Even buildings that are now ruins may give us clues about what life was like in the Middle Ages.

tithe barn a barn where peasants' produce is stored as a form of taxation

thatch straw used for making roofs

SOURCE 4 These reconstructed cottages date back to the fourteenth century



SOURCE 5 Dover castle in Kent, England, was built in the eleventh and twelfth centuries.



2.2.5 First-hand accounts of the Black Death

The Black Death was a catastrophic event that had a huge impact on all the countries it passed through. Using primary and secondary sources from throughout history, we can understand better how this plague affected the people of the time. For example, monasteries in Europe also took on the responsibility of recording the events occurring around them in various **chronicles**.

chronicle a record of events as they happened, usually written by a person who was present at the time they occurred

Individual writers such as Ibn Khaldun in the Middle East and the monk Henry Knighton in England recorded the impact of the plague in their country. In Italy, Agnolo di Tura described in detail the effect of the plague on the people of the city of Siena (see **SOURCE 6**).

aud-0429

SOURCE 6 From Agnolo di Tura's *Description of the Black Death*, 1348

The victims died almost immediately. They would swell beneath the armpits and in the groin and fall over while talking. None could be found to bury the dead for money or friendship. Members of a household brought their dead to a ditch as best they could, without priest, without divine offices. In many places in Siena great pits were dug and piled deep with the multitude of dead. And they died by the hundreds, both day and night, and all were thrown in those ditches and covered with earth. And as soon as those ditches were filled, more were dug.

Medieval church parishes kept written records of baptisms, marriages and deaths. Although the huge numbers killed by the Black Death often meant that priests or monks could not keep their records completely up-to-date, some quite accurate details of the deaths in particular parishes still survive. It takes a lot to piece all these elements together.

In particular, the leasing of land to the church for emergency graveyards helps us understand just how suddenly and violently the plague arrived and took its toll. The Medieval world was shocked by the arrival of this plague and weren't ready to deal with it.

Contemporary artists

Just as writers were keen to record the events happening around them, artists produced drawings and paintings showing many aspects of the Black Death. As well as illustrating the symptoms of the disease in their artworks, artists were inspired to explore themes of death and destruction. Burials, skeletons and personifications of death featured prominently, such as in **SOURCE 8**.

SkillBuilders to support skill development

- 1.5 Interpreting medieval art as sources

SOURCE 7 Boccaccio's *Decameron* was written between 1349 and 1351 and contains descriptions of the effects of the Black Death on the population of the Italian city of Florence. Illustrations were an important part of every medieval book.



SOURCE 8 The burial of a man who died of plague from a thirteenth-century Persian illuminated manuscript.



2.2 SKILL ACTIVITY: Questioning and researching

1. Make a **list** of types of sources shown in this lesson under the headings of 'Artwork', 'Written sources' and 'Artefacts, monuments and buildings'.
2. Write an **explanation** paragraph about what you can learn from each one as well as an example.
3. **Share** these in your class and add to a class document that you can display in your history classroom.

2.2 Exercise

learnon

2.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 8, 11, 12

■ LEVEL 3

4, 8, 9, 10

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Check your understanding

1. **Identify** the different types of artwork that historians have access to in order to draw conclusions about the medieval era. Select all that apply.
 - A. Illuminations
 - B. Photographs
 - C. Tapestries
 - D. Films
 - E. Buildings
 - F. Paintings
 - G. Frescoes
 - H. Letters
 - I. Mosaics
2. **Determine** if the following statements are true or false.
 - a. Illuminations were mostly concerned with scenes of aristocracy and court life.
 - b. Medieval church parishes kept no written records.
 - c. The **SOURCE 3** photograph of *The Domesday Book* is a secondary source.
 - d. Embroidered tapestries are not valuable to historians as they were only used to insulate castle walls.
3. Consider **SOURCE 2**.

The Bayeux Tapestry was created to celebrate _____.

The purpose of such a wall hanging was for decoration and _____.
4. **Explain** the importance of written sources from this period to historians.
5. **Identify** the types of artefact that were most likely to survive from this period.
 - A. Items made of cloth
 - B. Items made of timber
 - C. Items made of silver, gold or bronze
 - D. Items made of iron
6. **Describe** the illustration in **SOURCE 8** and explain the reactions of the subjects.

Apply your understanding

Using historical sources

7. Refer to **SOURCE 2**. **State** the questions you would need to ask to work out what its biases are?
8. **Analyse** how **SOURCES 1, 4** and **5** help us learn about what life in medieval Europe was like.

Communicating

9. **Explain** what a historian would be likely to learn about the medieval period from *The Canterbury Tales*.
10. **Consider** the reasons why William the Conqueror conducted a public survey of his new kingdom and **create** a written account of it (*The Domesday Book*).
11. Although Boccaccio's *Decameron* (see **SOURCE 2**) is a work of fiction, it can still provide useful historical information. **Discuss** how works of fiction can help us to find out about the past.

Using historical sources

12. Read **SOURCE 6**. **Describe** what this source reveals about the symptoms of the plague.

LESSON

2.3 What are the key features of the feudal system?

LEARNING INTENTION

By the end of this lesson you should be able to describe the hierarchical structure of European medieval feudal society.

TUNE IN

Charles the Great was King of the Franks and eventually the Holy Roman Emperor, having united Europe under his rule. Through a variety of military campaigns and powerful negotiations, he established peace and order to most of Europe.

SOURCE 1 A statue of Charlemagne that stands in Paris



1. Look closely at the statue of Charlemagne in **SOURCE 1** and identify the traditional symbols of power that you can see. Discuss what they might represent.
2. With the person sitting beside you, decide what personal qualities you think a strong king would have needed in this era? Share these with the class and see if you agree.

2.3.1 Order out of chaos

Charlemagne was a king of the **Franks**, who ruled from 768 to 814 CE. He was a powerful leader who conquered many lands around him. Under his reign, his Empire grew larger than the old Roman Empire and in 800 CE, he was crowned ruler of the Holy Roman Empire by the Pope. By implementing a strong feudal system, Charlemagne brought peace and productivity to his previously chaotic empire.

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

In 800 CE, Charlemagne gave land to churchmen and wealthy families in return for their support in running the empire. This method of ordering society is called **feudalism**. Although Charlemagne’s feudal system was based on practices that had existed for centuries, it is in this period that strong evidence first identifies a clear feudal system in Europe. It took hundreds of years for feudalism to spread. Some European countries never adopted the system, and some Asian societies, such as Japan, developed their own particular feudal system.

2.3.2 The feudal kingdom

There were few cities or towns in early medieval Europe. Most communities were based around small villages. Most people who lived in the villages were peasants — poor farmers who worked the surrounding land. Most of the wealth therefore came from the produce generated by the peasants, who were by far the biggest social class and made up about 90 per cent of the population.

Under feudalism, the monarch was the owner of all land in a kingdom. The next most powerful class consisted of feudal **lords**, who were the big landowning nobles. In return for the right to land and control over peasants who worked it, these nobles (or tenants-in-chief) were required to give the king their loyalty, fight for him in wars and provide him with a proportion of taxes collected from the peasants. Below the nobles were the knights (or sub-tenants). In return for land, they gave loyalty to their lord, fought for him and provided him with taxes from their peasants.

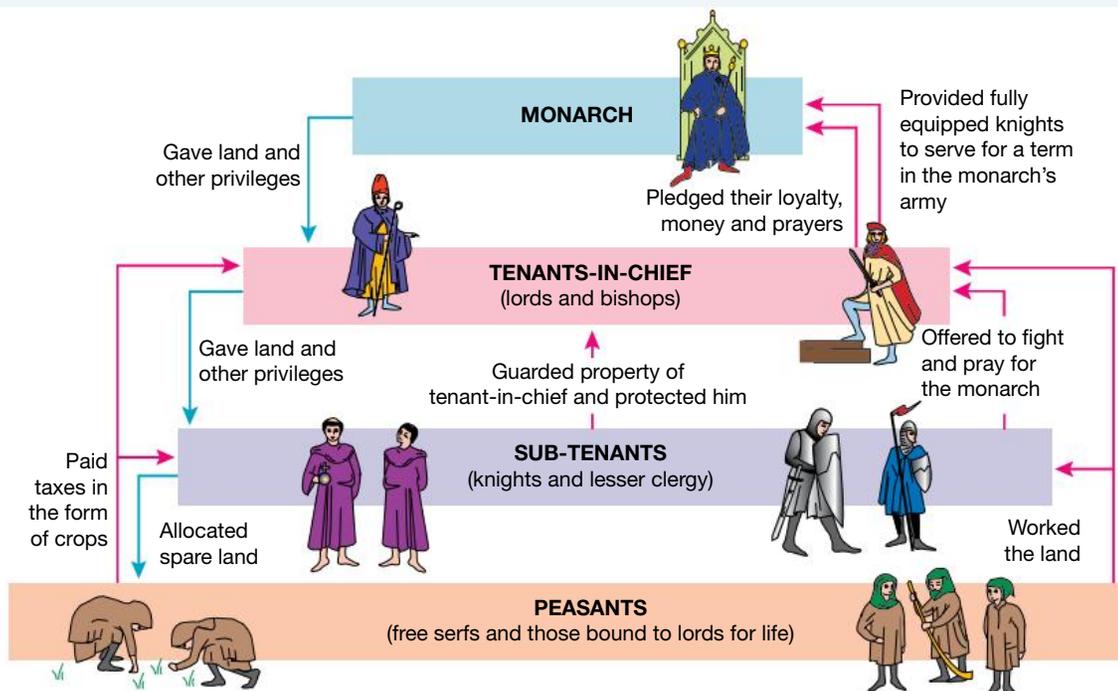
feudalism social order in medieval Europe
lords feudal term for aristocracy of big landowners
homage pledging duties and loyalty to someone of superior rank in the feudal system

SOURCE 2 An oath taken in 1127 by knights and clergy to serve William, Count of Flanders, at Bruges, Belgium. The bond between them was sealed when William touched each man with a sceptre at the end of the ceremony.

I promise by my faith that from this time forward I will be faithful to Count William and will maintain towards him my **homage** entirely against every man, in good faith and without deception.

int-7817

SOURCE 3 How society in Europe was organised under the feudal system



The monarch also gave land to the **clergy**. In western European countries such as England, the clergy swore loyalty to the Pope in Rome over their king. However, they also supported the feudal system by accepting the monarch and the lord as God's earthly representatives. Well-educated clerical advisers were often assigned to the king's service and helped keep social order.

clergy officials of the Church

Maintaining the social order

Feudalism was an effective way for the kings to control their nobles and lords. If they broke their oath with him, he could take the lands back and remove their source of power.

In return everyone had the same power of control over those who were below them, all the way to the peasants at the bottom of the social order.

Towards the end of the Middle Ages, towns and cities based on trade began to grow. The rich merchants who ran them could afford to defy or ignore the king and his lords. They could even afford to hire their own knights to protect their interests and the power of feudalism began to decline. *The Domesday Book*, ordered by William the Conqueror around 1085 to determine who owned what land and how much was owed to him in tax, allowed him to maintain control over what was his. It is an amazing achievement and gives us a clear picture of the medieval manors of the time.

2.3 SKILL ACTIVITY: Using historical sources

Read the **SOURCE 4** extract from *The Domesday Book* closely and complete the following.

- Identify** the tenant-in-chief of this village.
- How many families of villagers are indicated (each number represents a family, rather than a single person)?
- State** how much land Hitchen has.
- What resources does this village have?
- What conclusions can you draw about whether or not this was a thriving village?

SOURCE 4 This extract from *The Domesday Book* gives information about a reasonably large village called Hitchen in County Hertfordshire.

Source Taxable units: Taxable value 5 **geld** units.

geld a form of land tax

Value: Value to lord in 1066 £4.

Value to lord in 1086 £6.

Value to lord c. 1070 £1.

Households: 45 villagers. 17 smallholders. 12 slaves. 29 cottagers.

Ploughland: 38 ploughlands (land for). 7 lord's plough teams. 1 lord's plough teams possible.

22 men's plough teams.

Other resources: 2.5 lord's lands. Meadow 4.25 ploughs. Woodland 600 pigs. 4 mills, value 2.66.

1 church.

Lords in 1066: Earl Harold; Hitchin, church of.

Lords in 1086: Hitchin, church of; King William.

Tenant-in-chief in 1086: King William.

2.3 Exercise

2.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. **Identify** the two features of Charlemagne's rule that led to him being one of the most significant figures in medieval Europe.
 - A. His empire grew larger than the old Roman Empire.
 - B. He took land from wealthy families and gave them to the poor.
 - C. He implemented the feudal system.
 - D. He gave people the option to convert to Christianity.
2. Under feudalism, who was the ruler and owner of the land?
 - A. The monarch
 - B. Tenants-in-chief
 - C. Sub-tenants
 - D. Peasants
3. Under feudalism, who were the tenants-in-chief?
4. Apart from the king, **identify** who the clergy swore loyalty to.
5. **Identify** how the lords maintained control over the people below them.
 - A. By punishing them with physical torture.
 - B. By taking back land and removing their source of power.
 - C. By giving them a fine.
 - D. By having a stern word with them.

Apply your understanding

Using historical sources

6. **Analyse** the seemingly formal oath-taking ceremony described in **SOURCE 2**.
 - a. Why would people have sworn an oath to their lord?
 - b. Do similar oath-taking ceremonies occur in modern times? List three examples.
7. **Explain** how *The Domesday Book* gave William the Conqueror power.
8. Using the information in **SOURCE 1** and **SOURCE 4** **compare** and **contrast** how the symbols of power are used to show the strength of the monarch, or tenant-in-chief and what they represent.

Communicating

9. **Consider** who benefited from the feudal system and who did not. **Explain** your choices.
10. Using the diagram in **SOURCE 3** and your broader knowledge, **propose** three essential elements of a feudal society. These may be physical constructions, social classifications or ways of thinking.

LESSON

2.4 How was life for people in the feudal system?

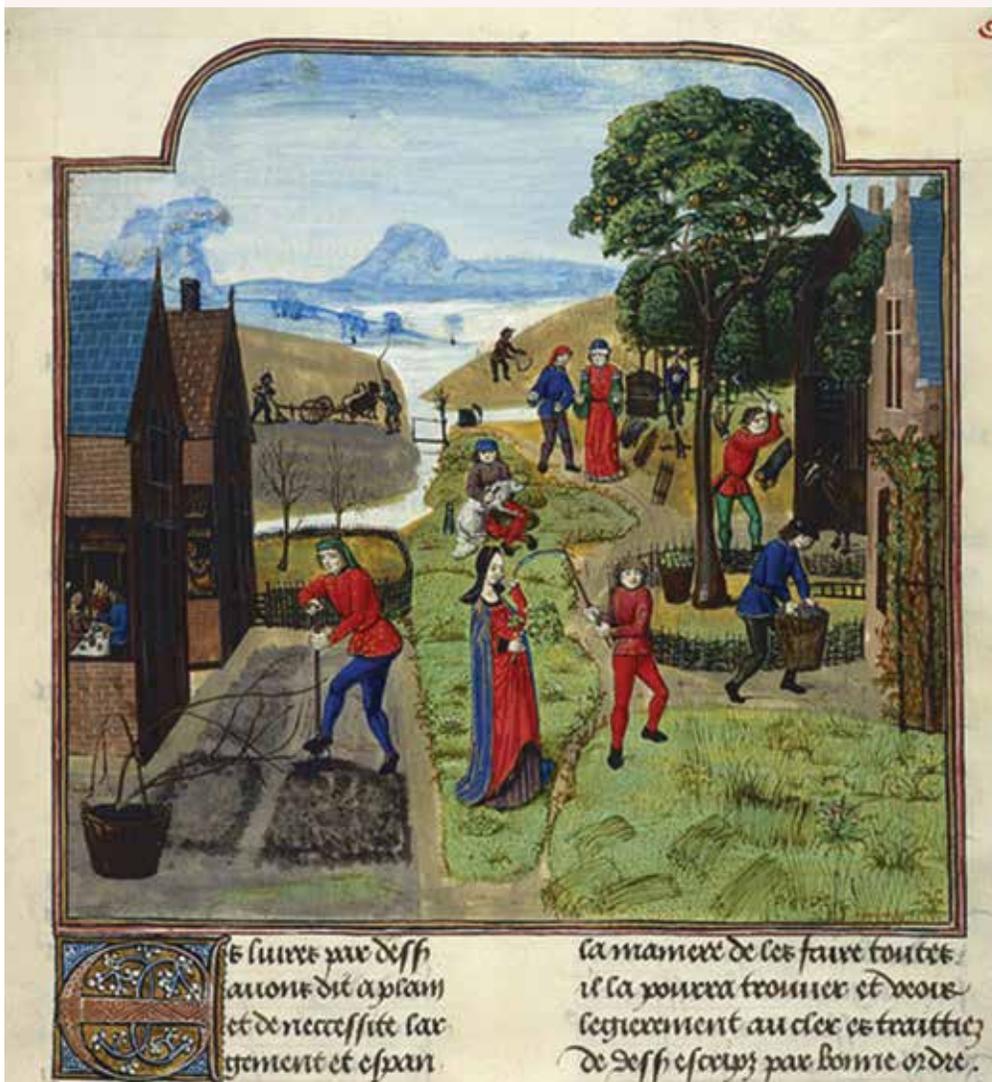
LEARNING INTENTION

By the end of this lesson you should be able to distinguish between the roles of medieval men and women in different social classes, and explain how the life of a child in medieval society differs from my own.

TUNE IN

As can be seen in this **SOURCE 1** image from fifteenth-century France, peasants worked the fields and paid most of their produce to their lords as tithes, a type of tax.

SOURCE 1 An image depicting peasants working in the fields in the fifteenth century



Closely examine the image.

1. See: What can you see the people in the illumination doing?
2. Think: What does it make you think about in terms of what you have already learnt about the feudal system?
3. Wonder: Share the questions that it raises for you about life on the manor in medieval times. Keep a list of these to see if they are answered as you work through this lesson.

2.4.1 The people on the manor

Quality of life in the Middle Ages depended largely on what position a person had in the feudal system. For the nobility, who had the luxury of wealth and servants, life was certainly more comfortable than for the peasants. Knights and barons enjoyed privileges befitting their rank; they could own several manors and lived off the taxes extracted from their peasants. The clergy led simple lives, forsaking possessions in the service of God. As the educated elite, they enjoyed the pursuit of scholarly learning in their monasteries. Although the clergy often engaged in the same kind of farm work as the peasants, many monasteries operated like manors and owned villages.

Women

Medieval women, regardless of class, had few rights. Women from the nobility married as early as the age of 12! Their marriage was arranged by the family. The aim was usually to gain political power or wealth for the girl's family. Her husband — and society in general — expected her to produce a male heir to continue the noble line of her husband. In an era of poor medical care, childbirth for women of any class was dangerous. It has been estimated that during the Middle Ages, one in five women died during childbirth. Although she looked after her husband's household and had some command over the servants, the noble woman could not own property, except as a widow.

Peasant women had even fewer rights. Peasant families generally were reluctant to allow their girls to marry as young as the noble girls. This was because children were an important source of labour. Peasant women did much the same farm labour as the men. On top of that, they had household duties such as preparing food and weaving clothes, and looking after the children and small livestock.

SOURCE 2 Much of the farm work was carried out by peasant women.



Men

For the vast majority of peasant men, life was very hard. They endured a daily grind of farm work: clearing fields, harvesting, repairing buildings, sawing and chopping timber, and paying the tithe to the lord of the manor. Most men were uneducated and remained tied to the drudgery of peasant labour. Still, some boys managed to receive formal education in monasteries. This might provide them with the opportunity to become a parish priest or to work in the manor in a bookkeeping role such as a bailiff or a steward.

Children

Childhood as a time of play or schooling was almost non-existent. Children were regarded as sources of labour on the farm. At first they would help the women with household chores, but fairly soon they could be expected to be sent out to the fields. Peasant children were educated in how to harvest a field, fix a thatched roof or milk a cow.

It appears that in medieval Europe, the period of growth now called adolescence was ignored. Children were treated as adults from the age of ten, because by then they could participate in the farm work. Boys generally married a little older than girls, when they were about 14. 'Teenagers' were isolated; as they did not go to school, they had few opportunities to mix with other people their own age.

SOURCE 3 Life on a manor in the Middle Ages



- A** Lords often owned and operated grain mills. They kept a portion of all grain ground as tax. The lord lived in a castle or a manor house. The woods, and any game they contained, were the lord's property.
- B** The house of the steward — the lord's business manager — was surrounded by stables, barns, a bake house and a kitchen.
- C** Animals grazed on an open stretch of land called a common.
- D** The house of the bailiff, who collected taxes and ensured the steward's directions were carried out.
- E** The house of the reeve, who supervised farm work carried out by serfs to ensure it was done properly.
- F** Women were the property of their menfolk, and were married by about 14. They cooked, spun and weaved, and tended to the animals and the children.
- G** The three-field rotation system was introduced by the Anglo-Saxons. Crops were grown in two fields, with the third left to lie fallow (not used) so the soil could recover its nutrients. Fields being used were divided into strips, with different serfs working each strip. Crops were rotated to prevent the same nutrients in the soil always being used.
- H** The miller operated the mill, where grain such as wheat was ground into flour.
- I** Tithe barn, where peasants deposited one-tenth of all they produced for use by the church.
- J** The church (and its grounds) was a central feature. People went to church regularly. It was also the place where they paid their tithes and often held their simple markets. The tithe was a tax given to the Church equal to one-tenth of what someone received, grew or raised.
- K** Serfs lived in simple wattle and daub huts with thatched roofs. A hole in the roof allowed smoke to escape from cooking fires. Windows had rough wooden shutters.
- L** As well as farming, some serfs also worked as blacksmiths and carpenters. They generally could not read or write.
- M** A serf who had been punished by the reeve was placed in the pillory. This punishment instrument consisted of a wooden framework built on posts, with holes through which the victim's head and hands were placed and then locked.

- N Thatchers wove thick bunches of straw, reeds and sticks together to form roofs of village houses.
- O Scythes, sickles and rakes were used to harvest crops.
- P A serf's most important tool was the heavy wheeled plough.
- Q Lunch for a serf might be coarse bread and vegetable soup, washed down with ale.
- R Although some trees had been cleared for farmland many generations ago, the medieval manor still had many treed areas which offered shade and protection for wildlife.

2.4 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

SOURCE 1 is a primary source and **SOURCE 3** is a secondary source.

1. As a class, **debate** the value of each of these sources, as well as their limitations. Be specific about the content of each source as well.
2. If you were only allowed to use one source to explain this lesson to someone else, which one would you use? **Explain** your reasons in detail and share with the class.

2.4 Exercise

learn **on**

2.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 7, 9

■ LEVEL 3

5, 8, 10

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Check your understanding

1. What type of work did peasant men generally do?
 - A. Preparing food
 - B. Farm work
 - C. Parish priest
 - D. Weaving clothes
2. **Determine** if the following statements are true or false.
 - a. It was impossible for peasant men to manage to get an education. True or false?
 - b. Children were treated as adults from the age of 12.
3. **Explain** why noble women's marriages were arranged for them by their family.
 - A. This was the tradition during the Middle Ages
 - B. It was to gain political power or wealth for the girl's family
 - C. It was a mandatory rule enforced by the king
 - D. Arranged marriages were the only form of marriage in the Middle Ages
4. **Explain** what property rights a noble woman had compared with her husband.
5. **Propose** why it might have been highly valued to have a large family in medieval Europe.

Apply your understanding

Communicating

6. To which social class did most people in medieval Europe belong?

Using historical sources

7. Study **SOURCE 1** and **SOURCE 3**.
 - a. Make a list of the work you can see people doing in **SOURCE 1** and **SOURCE 3**.
 - b. From the jobs you listed in question 7a., which jobs would women and children have been able to do?

8. **Determine** who held the most wealth and power in the manor in **SOURCES 1** and **3**. What was the basis of their wealth?
9. **Examine** the picture of life on a manor in **SOURCE 3**.
 - a. **Explain** the roles of the reeve, steward and bailiff.
 - b. **Create** a diagram that shows the bailiff, steward and reeve in order of importance.
 - c. Do you think women would have been allowed to do the jobs of steward, bailiff and reeve in medieval times? **Justify** your answer.
10. Using the information gained from **SOURCE 1** and **3** from this lesson, as well as any other knowledge you have, **write** a paragraph about life on the manor, **describing** work, living conditions and farming practices in medieval Europe.

LESSON

2.5 What impact did medieval people have on their environment?

LEARNING INTENTION

By the end of this lesson you should be able to explain how medieval people interacted with their environment and the impact that they had.

TUNE IN

In medieval Europe there were very limited power sources and people were forced to work within their environments.

1. What is the difference between renewable energy sources and non-renewable energy sources? Can you give examples of each?
2. Brainstorm the types of energy sources that might have been available to medieval people and what they might have used it for?
3. Examine **SOURCE 1**. What is the source of power of the mill? What were they used for? Share your ideas with the class.

SOURCE 1 A watermill still in use in modern Germany.



2.5.1 Medieval landscapes

The landscape of medieval Europe was very different to today. People lived in villages on feudal manors and they rarely travelled out of their area. Until the later Middle Ages, towns were much smaller and tended to be clustered around castles. In countries like England, the Romans had left long, straight roads which they had packed with gravel and paved with stones, but apart from these, people generally travelled on uneven dirt or grass tracks making it slower and more difficult.

The agricultural practices of the feudal manors were the foundation of society. The serfs, who were tied to the land, worked the fields according to the seasons. The resources available to them were from their immediate surroundings. The farmers were aware of the importance of the fertility of their land and developed farming practices to ensure its productivity. As seen in **SOURCE 3** in lesson 2.4, the three-field rotation was used so that the fields were not depleted of their nutrients. This was where farmers planted one field in autumn, one in

spring and left one **fallow**. Although the agricultural practices were nowhere near as productive as today's are, the medieval farmers were generally able to produce a subsistence living for themselves and manage their commitments to their feudal lieges. Of course, this was dependent on ideal weather conditions, and this was not always the case. They faced great famines at regular intervals, due to crop failures when there was excessive cold, wet or other unmanageable conditions. It was a hard life.

fallow when a field was left for a period without being sown in order to restore its fertility through the nutrients in the soil

2.5.2 Forest Laws

In the early medieval period, much of Europe was heavily treed. Medieval forests were untamed woods with trees and heavy underscrub, as well as pastures of open land. These woods and heathlands had numerous deer and other smaller animals which could supplement a peasant's diet in times of need. People also used the wood as fuel and building materials, and, as the population grew, this caused increasing deforestation.

In England this slowed when the Norman invader, William I took over the throne. The Normans brought in new Forest Laws which banned ordinary people from these previously common lands, making them Royal lands instead. To hunt or take wood from these forests involved paying the crown a fee, and there were severe consequences for those who broke these laws. However, despite these inadvertently protective forest laws, when the population grew after the Great Plague, gradually most of the forests gave way to cultivated lands.

DID YOU KNOW?

The legendary Robin Hood and his band of Merry Men lived in one of the major forests in England, one that is still there today, albeit in a much-reduced size! They were said to be protesting the Forest Laws that denied the common people access to Sherwood Forest.

2.5.3 The miller and the watermill

We have seen that, apart from nobles and the clergy, most people in medieval Europe were poor peasants who tilled the soil on estates that were owned by lords, knights and the Church. However, not all of the common people worked on the land. Some were skilled artisans such as carpenters, stone masons and blacksmiths. In fact, many surnames come from skilled trades that have existed for centuries. For example, you may know someone whose last name is Mason, Carpenter, Smith or Miller. Millers were among the most important of the medieval skilled craftsmen and their work depended on the development of a technology and use of a renewable energy source.

Millers were men who ground grain into flour so that people could bake bread and pastries. Bread, in particular, has made up much of the food consumed by peasants throughout history. In the Early Middle Ages, men and horses turned the heavy stones that were used to grind grain into flour. By the eighth century, a new technology had developed to make the miller's work easier and to create flour much more efficiently. This new invention was the watermill. By 1085 CE, a survey ordered by William the Conqueror showed there were 5682 watermills operating in England and it is believed that these doubled in the following two hundred years.



SOURCE 2 From the prologue to *The Canterbury Tales* by Geoffrey Chaucer (c. 1391). This passage is written in Middle English, which is what the English language looked like in the Late Middle Ages. The same passage, and a little more, is translated into modern English prose and appears in **SOURCE 2**.

The Miller was a stout carl, for the nones;
Ful big he was of braun, and eek of bones;
That proved wel, for over-al ther he cam,
At wrestling he wolde have alwey the ram.

SOURCE 3 A modern translation as well as other descriptions of the miller from *The Canterbury Tales*.

The miller was a burly fellow on this occasion. He had big muscles, and thick bones too. That proved handy because wherever he went he always won the prize ram at wrestling matches. He was short-shouldered and broad — a thickset brute. There was no door he couldn't heave off its hinges or break by running at it with his head. His beard was as red as any sow or fox, and broad, as though it were a spade. On the top of his nose he had a wart. A tuft of hairs, red as the bristle of a sow's ears, grew from it. His nostrils were black and wide. He bore a sword and buckler at his side. His mouth was as big as a great furnace.

2.5.4 Operating the watermill

A watermill had to be located beside a stream so that water from the stream could be diverted into a channel called a leat. The rim of the water wheel was designed to catch the water that was flowing through the leat so that the water wheel was always turning. The power generated by the water wheel was transferred through a series of toothed wheels. The last of these wheels turned the millstones that ground the grain (see **SOURCE 4**). The millstones could turn at speeds of up to 120 times a minute, much faster than they could ever have been turned by people or even the strongest horses. The watermill could be stopped by closing a sluice gate to block the flow of the water.

Peasants would bring their harvested grain to the mill, which was usually owned by the lord of the manor. As can be seen in **SOURCE 4**, the miller would lift great bags of grain on his powerful shoulders and empty them into a wooden container, which fed the grain between the turning millstones. After it was ground into flour, it would pour down into bags. In at least a few places in England, the watermill continued to be used until the early twentieth century. With today's increased interest in renewable energy sources, hydropower is on the rise once again.

SOURCE 4 A cross-section of a watermill, showing how it works

A Millstones

B Stone nut

C Great spur wheel

D Wallower

E Pit wheel

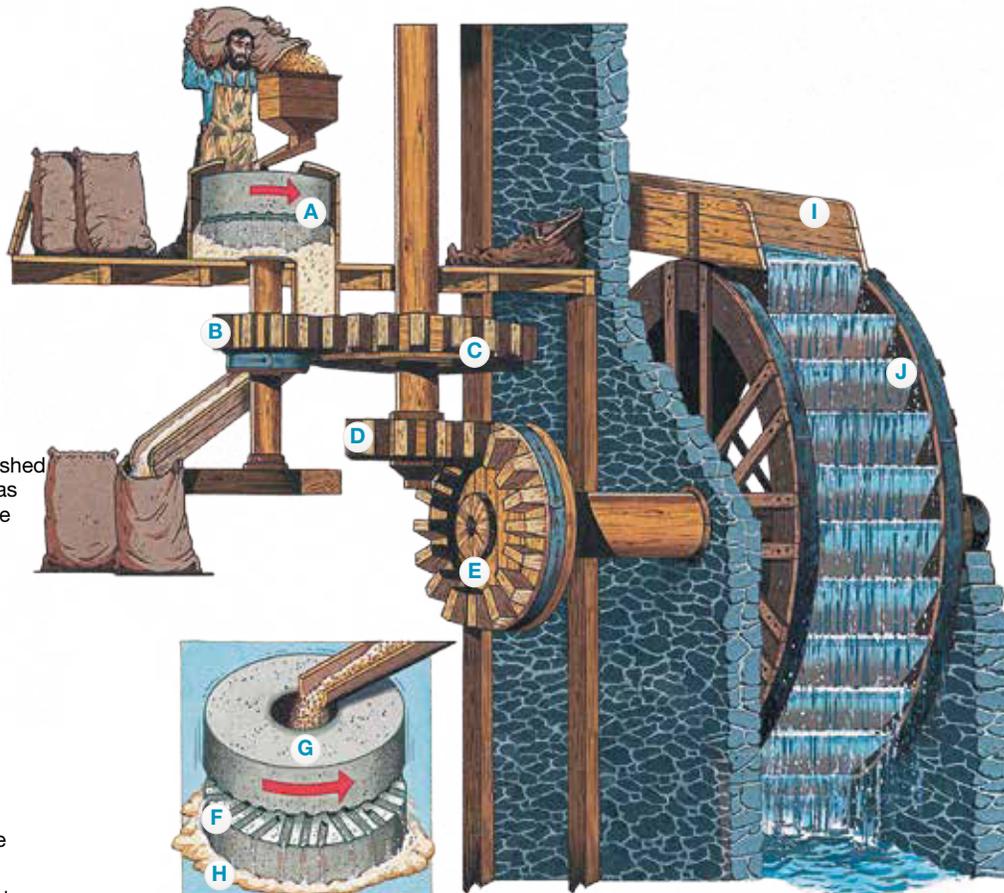
F Grain is crushed in grooves as runner stone rotates.

G Millstone

H Flour

I Water chute

J Water wheel



2.5 SKILL ACTIVITY: Questioning and researching, Communicating

Explaining how one thing can lead to another is to understand the concept of 'cause and effect'.

1. Read through the information in this lesson and make notes on what may have led to (caused) one of the following 'effects':
 - deforestation
 - increased productivity for millers.
2. Use a graphic organiser like the one below to **illustrate** this relationship.



2.5 Exercise

learn**on**

2.5 Exercise

Learning pathways

■ LEVEL 1
2, 4, 5, 6

■ LEVEL 2
1, 3, 7

■ LEVEL 3
8, 9, 10

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Check your understanding

1. **Describe** the three-field rotation system.
2. **Identify** what might cause a famine.
 - A. Crop damage due to poor farm management.
 - B. The ability for the nobles to confiscate all food produced
 - C. Crop failure due to poor weather
 - D. All of the above
3. **Explain** two causes of deforestation.
4. **Identify** the main purpose of a mill.
 - A. To keep the water supply moving to keep the water from going stagnant.
 - B. To grind grains such as wheat to make flour
 - C. To grind grains for planting crops.
 - D. To make cloth for garments.
5. **Explain** how we know that the mill was a common machine throughout England in the time of William the Conqueror.
6. A survey conducted in 1085 CE showed there were **2998 / 3310 / 4579 / 5682** watermills operating in England.

Apply your understanding

Communicating

7. **Explain** the purpose and process of a mill by creating a flowchart.
8. **Explain** how would the invention of the watermill might have helped increase grain production in the middle ages.

Using historical sources

9.
 - a. What evidence is there in **SOURCES 2, 3** and **4** that the miller tended to be a strong man?
 - b. What else do **SOURCES 2** and **3** tell us about the miller, apart from the fact that he was a strong man?

Historical perspectives and interpretations

10. **Analyse** how important you think the environment was to people in the medieval era? Answer the question in a paragraph.

LESSON

2.6 What were the defence features of the medieval castle?

LEARNING INTENTION

By the end of this lesson you should be able to explain the key features of castles and how they changed over time. You should also be able to identify the methods used to attack and defend castles.

TUNE IN

Castles were not just homes to those at the very top of feudal society, but fortresses designed to protect those inside the castle walls.

Study **SOURCE 1**.

1. Create a list of all the features that are protecting the castle.
2. Discuss how these features protect the castle.
3. Predict why fortresses became outdated.

SOURCE 1 Ruin of a medieval Scottish castle fort



2.6.1 Building a castle

During medieval times, castles were built to protect the monarch or lord's land. They had many features, such as high walls, that made it very difficult for enemies to invade. However, if conquered, castles could then be used by invaders to help control the land they had taken. Castle walls were so effective in the Middle Ages that they were even built around some towns and cities.

The first castles appeared in the eleventh century. They were usually made from timber and sat on a high mound called a **motte**, which was surrounded by a ditch. If the castle was near a river, the ditch could be filled with water to create a **moat**. The innermost tower was called the **keep**. **Palisade**s and walls called baileys protected the keep. By the end of the eleventh century, timber was replaced with more durable material such as stone or brick.

The easiest place to build a castle was on flat ground. However, castles were often built on hills or cliffs because high positions enabled castle occupants to look out over and control the surrounding countryside. Such positions were also easier to defend because attackers had to advance uphill. There were also great advantages in building castles on islands in rivers or lakes. Castles were built along the Rhine River in Germany to force merchants transporting goods along the river to pay taxes. Such positions also ensured a supply of water to fill a castle's moat and for drinking during long sieges.

motte a mound upon which a castle was built
moat water-filled defensive ditch surrounding a castle
keep innermost tower of a castle
palisade tall fence made of pointed timber stakes driven into the ground
concentric having a common centre
curtain wall outer wall surrounding an inner wall in a castle

2.6.2 Attacking a castle

Attacking a castle was no easy task. As castle designs became more sophisticated, more features were added. For example, **concentric curtain walls** meant that attackers who broke through one wall were faced with another and were trapped in the space between

them. Marienburg Castle in modern-day Poland had five curtain walls. Drawbridges could be lifted above the moat, blocking access to the main gate. All manner of missiles could be launched down at attackers from the walls, including arrows and rocks. Even boiling oil could be tipped through ‘murder holes’ in the roof of the gatehouse surrounding the main entrance. In turn, attackers responded by using siege engines, including battering rams and hide-covered siege-towers on wheels. It was not unusual for a siege to last many months. Defenders kept an ample supply of food in the castle keep and sunk wells in the inner courtyard to ensure a protected water supply.

int-4072

tlvd-10574

SOURCE 2 A castle under siege



- A** The gatehouse was heavily defended. If attackers got in, defenders could shower them with rocks, red-hot sand or boiling water through a hole in the ceiling (called a murder hole).
- B** A battering ram made of a huge, often reinforced timber beam would be driven against a castle gate or lower wall to try to break through.
- C** Battlements lined the top of castle walls.
- D** A castle was often surrounded by a ditch, sometimes filled with sharpened stakes (palisade) or water.
- E** Sometimes castle walls sloped outwards at the base. This added strength to the walls and reduced the effectiveness of battering rams.
- F** Missiles could be dropped on attackers through holes in the floor of the battlements known as machicolations.
- G** The trebuchet, introduced to Europe from the Arab world, was a type of counterweighted catapult. It was used to hurl huge rocks weighing up to 90 kg against castle walls, and to toss rotting animal bodies over the walls.
- H** The ballista was a giant crossbow that fired flaming bolts over castle walls.
- I** A mangonel was a type of catapult used to hurl smaller objects (e.g. heads, smaller rocks or piles of dung) over castle walls.

2.6.3 A lord's home is his castle

The castle may have been a fortress, but it was also a home. A castle was usually owned by a lord or the Church. It had all the requirements of a fortress, such as troop quarters, stables and an armoury. However, if owned by a lord, it also had facilities for the comfort of his family.

By the end of the Middle Ages, castles were no longer as effective or desirable. The feudal system, which until then had encouraged the lord to show his strength by having a castle, was fading. Also, developments in the cannon meant that castle walls could no longer protect against invading armies.

DID YOU KNOW?

Crenellations are the battlements on the top of castle walls or towers. Primarily for defensive purposes, they allow for cover while still giving the space to return fire or pour boiling oil on the enemy. A 'licence to crenellate' was supposedly a grant that gave official permission for a building to be fortified and was used by the king and barons who could grant them as a symbol of status and power.

2.6 SKILL ACTIVITY: Using historical sources, Communicating

1. **Recreate** what Corfe Castle (**SOURCE 3**) may have looked like. Use the ruins in the photograph to reconstruct it visually. Include the keep, the palisade, the motte and the bailey and label them.

SOURCE 3 The ruins of Corfe Castle, in Dorset, England. The square tower is a Norman keep. The destruction was the result of cannon fire during the English Civil War in the mid-seventeenth century.



2. Use the internet to search for Corfe Castle in Dorset, England.

Find photographs with further detail and add to your diagram.

You might also find an artist's representation of what the original castle looked like to check against your diagram. How close were you?

2.6 Exercise

2.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 9

■ LEVEL 2

3, 4, 7

■ LEVEL 3

6, 8, 10

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Check your understanding

1. The first castles appeared in the _____ century. The innermost tower was called a _____. The bailey was a _____.
2. What were early castles built from?
 - A. Timber
 - B. Bricks
 - C. Stones
 - D. Concrete
3. **Identify** two reasons why castles in medieval Europe were often built on a steep hill.
4. **Explain** what a murder hole was used for.
5. **Identify** two reasons why castles were built.
 - A. To be a fortress for military use
 - B. To be used as a church
 - C. To be used as a home
 - D. To be used as a school
 - E. To provide employment
 - F. To be used as palace

Apply your understanding

Historical perspectives and interpretations

6. **Determine** how the castle was a symbol of the feudal system.

Using historical sources

7. **Investigate SOURCE 2.**

Which features of the castle and its defenders would be most effective in holding back the attack? Which methods of attack appear to be most effective? Give reasons for your answers.

8. How likely do you think it is that the attackers in **SOURCE 2** will succeed in breaking into the castle? Provide two reasons to **justify** your response.

Communicating

9. **Explain** the common methods used to attack and defend castles.
10. **Consider** the best places to build a castle and **explain** why.

LESSON

2.7 How was warfare conducted in the Middle Ages?

LEARNING INTENTION

By the end of this lesson you should be able to explain the role of the knight in medieval warfare, as well as identify the weapons and the strategies used in battle.

TUNE IN

One of the most iconic images of the Middle Ages is that of the mounted warrior called the knight.

SOURCE 1 depicts Norman knights on horseback attacking their English enemies at the Battle of Hastings in 1066.

1. Describe what is happening in **SOURCE 1**.
2. How would this source help the historian find out about the weapons and armour of the medieval knight of the eleventh century?
3. Discuss why you think the knight is an iconic image of medieval times, even today.

SOURCE 1 A scene from the Bayeux Tapestry, dating from the late eleventh century



2.7.1 The warrior on horseback

Although there are some earlier descriptions of warriors on horseback, the knight as we know him did not appear until the Middle Ages. Two important developments were needed to enable a soldier to move around on horseback during a battle: the **stirrup** and a heavier breed of horse capable of carrying a man in full armour. These developments emerged in the Early Middle Ages. The Battle of Hastings, fought in 1066 between Norman knights and English infantry, is one of the earliest recorded military engagements involving knights on horseback.

The knights at Hastings fought for their lord, William, **Duke of Normandy**. This feudal service to the lord or the king was an important aspect of knighthood. Generally, knights were wealthy themselves, because it was expensive to breed warhorses and own good armour. They were also generally quite powerful landowners.

2.7.2 The knight in battle

As **SOURCE 1** shows, a heavily armed warrior on horseback was meant to terrorise and destroy foot soldiers. The decapitated body at the bottom of the panel demonstrates the effectiveness of a charging knight.

The knight used an arsenal of heavy iron weapons. Swords, **maces** and battle axes were common. However, the **lance** appears to have been the favoured weapon: it helped to put distance between the knight and the infantry soldier he was fighting. As a last resort, the knight's wooden shield could be used as a weapon — swiping at someone with its rim could cause severe wounds.

The armour was both heavy and awkward. The coats of mail worn by the fighters in **SOURCE 5** could weigh more than 15 kilograms. It was no easy task to wear such a cumbersome outfit on horseback and fight furiously in battle.

stirrup foot supports suspended from a saddle by straps

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

mace iron-headed club

lance a long wooden shaft with steel point used as a weapon by mounted knights

2.7.3 Medieval warfare

Many destructive wars were fought during the Middle Ages. However, nothing like today's firepower existed in medieval times. The destruction wreaked by two atomic bombs dropped on the Japanese cities of Hiroshima and Nagasaki show what modern technology is capable of.

In medieval Europe, wars were fought literally through clash of arms, with swords, axes and maces. Arrows and rocks, rather than bullets, were the main missiles.

The invention of gunpowder, originally from China, changed the way battles were fought. In Europe, guns and cannons were developed from the early fourteenth century. Medieval guns were at first ineffectual, being very slow to load, inaccurate and liable to blow up. Archers with longbows and crossbows were more effective. However, by the end of the fifteenth century, gun technology had improved.

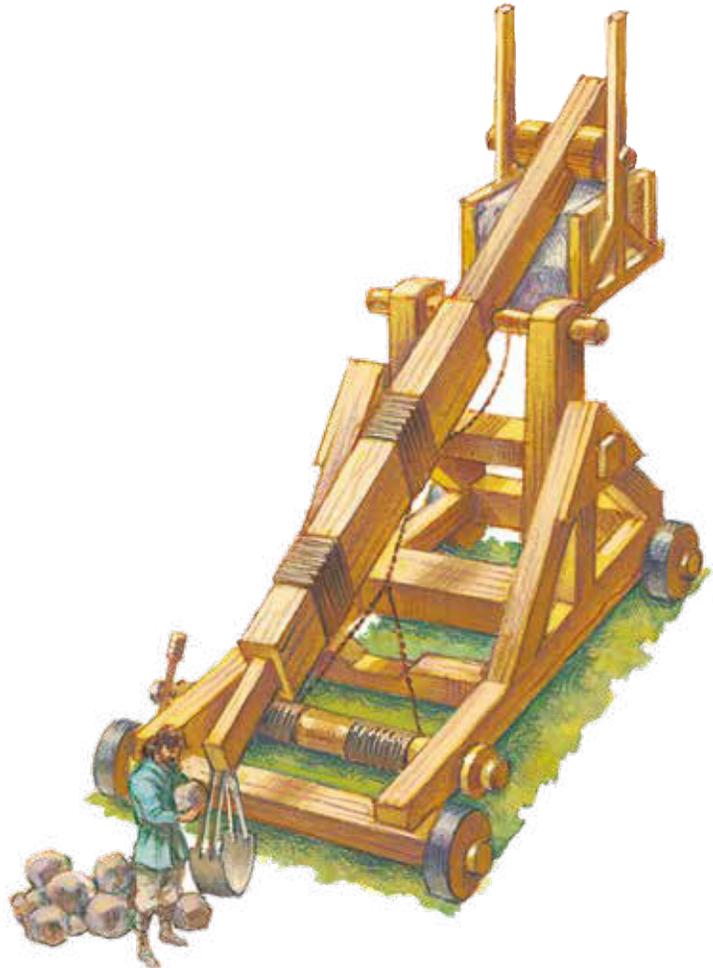
Medieval battles would have been terrifying experiences. Anyone observing a battle from a short distance would have heard yelling, screaming and the clash of steel on shields. This would have been noisy in the thick of battle, but from a distance it would not have been very loud. The ear-splitting noise of twentieth- and twenty-first-century warfare largely comes from modern **artillery**.

Fighting hand-to-hand, medieval armies tended to battle in tightly grouped formations. One side would push against the other. Infantry stabbed and slashed each other with swords, axes, **pikes**, maces and even farming tools. It was the job of mounted knights to charge such formations and try to break them up, as shown in **SOURCE 1**.

The bloodshed was horrific. Limbs and heads were chopped off, and brains and guts were strewn across the battlefield. The tight formations meant that soldiers were likely to stumble over the dead and the dying. By the end of the battle, which did not usually last more than an hour, the battlefield was covered with gore and blood. The ground would be littered with the bodies of both men and horses.

For those who died, there were no war cemeteries and no pensions for their wives and children. Nor were there any entitlements for disabled veterans. A beggar's bowl was often the only means of survival for the medieval common soldier who was crippled fighting for his lord or king.

SOURCE 2 The trebuchet was a kind of giant slingshot designed for hurling rocks at enemy armies and fortresses. Sometimes other missiles were used, including dead animals and slain enemies, with the twin aims of demoralising the enemy and spreading disease among the besieged population.



artillery large mounted firearms such as the cannon
pike long spear-like weapon carried by foot soldiers

SOURCE 3 From a chronicle describing the Battle of Bannockburn in 1314, when the Scottish rebel leader Robert the Bruce defeated the English, who sought to control Scotland. Robert became King Robert I of Scotland.

The two hosts (English and Scottish armies) came together, and the great steeds of the (English) knights dashed into the Scottish pikes as into a thick wood; there arose a great and horrible crash from rending [splitting] lances and dying horses, and they stood locked together..

SOURCE 4 From *The History of the Art of War in the Middle Ages* by C. Oman, published in 1924. The battle described here is between Swiss and German infantry.

The two bristling lines of pikes crossed, and the leading files were thrust upon each other's weapons by the irresistible pressure from behind. Often the whole front rank of each **phalanx** went down in the first onset, but their comrades stepped forward over their bodies to continue the fight.

phalanx body of foot soldiers in close battle order

2.7 SKILL ACTIVITY: Historical perspectives and interpretations

Refer to **SOURCE 5** and your broader knowledge to answer the questions.

SOURCE 5 The development of the knight's armour: change and continuity

Early 1100s ▶

- Cone-shaped helmet with protective nose strip
- Long chain mail suit with sleeves (called a hauberk). It is made of thousands of metal rings.
- Large, kite-shaped shield
- Padded woollen tunic (called a gambeson)



Late 1100s ▶

- Helmet is rounder with wider nose band.
- Loose-fitting surcoat worn over chain mail armour to protect it from sun's heat
- Coat of arms identifies the knight.
- Hauberk now covers neck and is attached to helmet with leather strips
- Hauberk now includes chain mail mittens. It is getting shorter.
- Shield is not as big and is more triangular
- Chain mail leggings now cover feet.



1400s ▶

- Whole suit of armour weighs about 25 kilograms, but is more flexible than chain mail armour.
- Lighter helmets, called barbutes, are worn.
- Plate armour (made from hammered iron) covers whole body. Joined with metal rivets and leather strips.
- No need anymore for shield
- Iron shoes



◀ 1300s

- Bascinet helmets worn by late 1300s. Visor can be lifted up.
- Pieces of hammered iron plate are added for protection. The combined weight of chain mail and plate armour is now so great that a knight cannot get up on his own if he falls over.
- Shield is smaller and curved for added protection.
- Iron gloves (called gauntlets) protect the hands.
- Hauberk is even shorter.
- Padded stockings with iron braces are worn.



1. **Describe** how the knight's weapons and armour changed between the early 1100s and the 1400s. **List** at least four things that changed (this might include changes in function, appearance or shape).
2. **Explain** why the shield disappeared as armour in medieval Europe by the 1400s?

2.7 Exercise

learn**on**

2.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

3, 4, 7

■ LEVEL 3

6, 9, 10

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Check your understanding

1. **Identify** the purpose of the mounted warrior.
 - A. To terrorise and destroy foot soldiers and break up their formations
 - B. To travel a greater distance
 - C. To lead soldiers into battle
 - D. To give soldiers direction during a battle
2. **Select** the reasons why guns were not as popular as longbows and crossbows during the Middle Ages.
 - A. They were very slow to load and inaccurate.
 - B. People did not know how to use guns.
 - C. They were liable to blow up.
 - D. They were ineffective at causing damage to the target.
3. **Recall** three weapons used by fighters in a medieval battle.
4. **State** one way a medieval battle differed from a modern-day battle.
5. Closely **examine** the trebuchet in **SOURCE 2** and complete the following passage.
 A trebuchet was a giant _____ that medieval armies used in battle. They could sling _____ to cause damage, or hurl the _____ of dead animals or slain enemies to _____ and spread _____ among the besieged population.

Apply your understanding

Historical perspectives and interpretations

6. **Explain** why you think that the knight is often seen as a symbol of the Middle Ages.
7. **Clarify** why weapons and armour changed over time. Think of things like protection and comfort.

Using historical sources

8. Closely **examine SOURCE 1**. **Name** the weapons that were used in this battle.
9. **Examine SOURCES 1, 3 and 4**.
 - a. What can you tell from each of these sources about the effectiveness of pikes in battles?
 - b. What can you tell from each of these sources about the risk to horses in battle?
 - c. What can you tell from each of these sources about why tight formations were used in medieval battles?
 - d. What can you tell from each of these sources about why there were high casualties in the front ranks?

Communicating

10. Using what you have learned about knights in this lesson, **write** a short paragraph exploring why mounted soldiers (knights) became less and less useful in battles as warfare technologies changed. In preparing your answer, **consider** the types of weapons and how they changed, as well as the formations that were used.

LESSON

2.8 Why did towns begin to grow in this period?

LEARNING INTENTION

By the end of this lesson you should be able to explain why towns began to grow in Europe from the eleventh century. You should also be able to suggest reasons for why people left the feudal manor and moved to towns.

TUNE IN

During the Middle Ages, Europe became more peaceful and regular trade routes were established. Towns sprang up along the way and a new social group, the merchants, developed. People were drawn away from farms towards the towns where they could learn new skills.

Read through **SOURCE 1**, which imagines what life in a medieval town might be like.

SOURCE 1 A young boy's experience on entering the marketplace in the English town of Shrewsbury in 1241. This extract is from *Falls the Shadow*, a novel by Sharon Penman, Penguin, 1989, p. 132.

Church bells pealed out the hour . . . Men wandered the streets shouting 'hot meat pies' and 'good ale' . . . itinerant [wandering] pedlars hawked [tried to sell] their goods, offering nails, ribbons, potions to restore health . . . People gathered in front of the cramped, unshuttered shops, arguing prices at the tops of their voices. Heavy carts creaked down the streets . . . Dogs darted underfoot, and pigs [shuffled] about in the debris dumped in the centre gutter.

1. Describe the features of medieval towns that would have made them dirty, noisy and unhealthy. Start with the ideas mentioned in the extract.
2. Imagine that you were a young peasant coming from the countryside and entering this town for the first time. Role play a conversation that might you have had at the end of your first day about what you had seen / heard / smelt that was new to you.

2.8.1 The growth of towns

By about the eleventh century, Europe was a relatively peaceful place. People felt free to risk living beyond the security of the manor. In time, a network of towns sprang up, particularly along trade routes. These towns became the focus for the rise of a new social group — a **middle class** of merchants.

Personal loyalty to a lord in exchange for a **fief** was a basic principle of feudalism. As barbarian raids stopped, as food stocks increased, and as money rather than personal services began to be given to lords in exchange for rights and privileges, the feudal system began to break down.

People began to drift away from the manors to start new lives in towns, many of which had developed near castles. Some people learned new skills such as spinning, weaving, baking, leather work, music, acting, ale brewing, armour construction, ropemaking, butchery, banking, cloth dying and stonemasonry.

As towns grew, large walls were built around them. Near these walls were the cramped homes of the poor, which were mostly wooden and many storeys high. Most houses were coated with a highly flammable paint made of pitch and linseed oil. Pitch was a black, tarry substance used to seal cracks in buildings and boats. The homes of the wealthy were in the town's centre.

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

The town's lanes were crooked and narrow. They were lit only by people's lanterns and candles, and had no footpaths. They became smelly, rat-infested rubbish dumps, splattered with food scraps, bones and sewage. Open drains stank from cloth dyes and the blood of slaughtered animals. Townspeople tramped through this muck to reach the town's central marketplace. It bustled with the activity of traders, musicians, actors, jugglers, pickpockets and beggars.

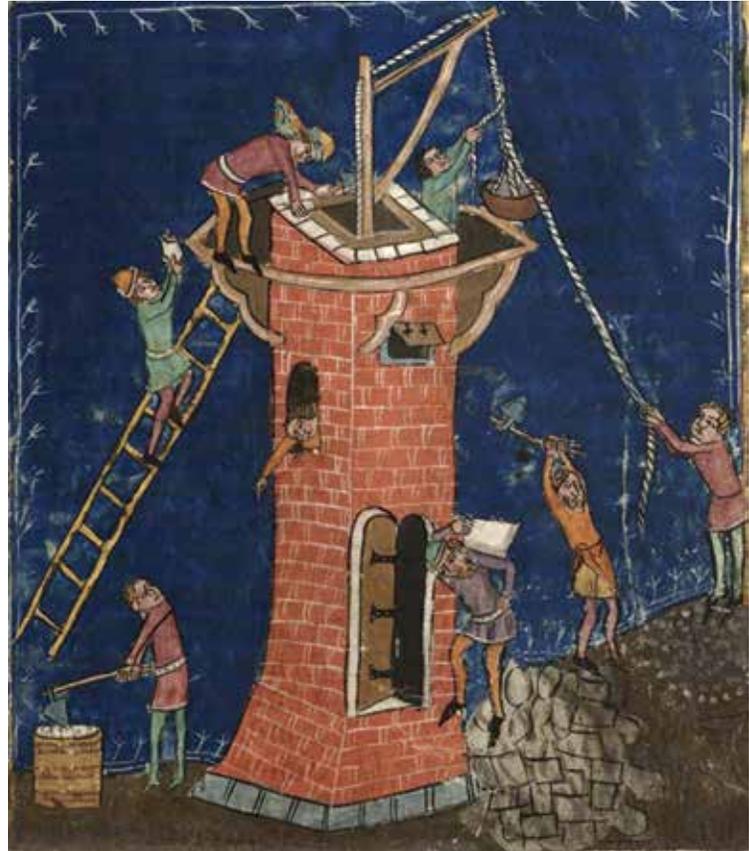
2.8.2 Rise of the merchant class

Adventurous European merchants began looking for more distant markets. They travelled to Asia, northern Africa and the Middle East with goods such as iron, timber and copper. They returned with exotic silks, furs, spices, gold and precious stones. They visited trade fairs in Europe, where both goods and ideas were exchanged. It is thought, for example, that the windmill was first heard of from traders from Iran, and soap from traders from China.

Long-distance trading was risky. There were robbers and sea pirates. As well, merchants had to deal with clever money lenders. To protect themselves and their profits, merchants often formed partnerships and shared responsibilities. This led to the formation of companies, which in turn created new jobs.

By the latter part of the Middle Ages, this new merchant class had become a very powerful force in medieval society.

SOURCE 2 Medieval illustration of stonemasons, who were highly respected craftspeople



Growth of apprenticeships

The demand for skilled workers was growing. Apprenticeships began to be set up to train young people in particular trades. Most were seven-year agreements, and were strictly controlled by guilds.

Guilds

The standard of work in each skilled craft was also controlled by its **guild**. These associations were formed by artisans to protect their interests, settle disputes between employers and skilled workers, and to set wages and prices. In some ways they were like modern trade unions, but unlike trade unions, guild members included employers.

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

Merchants also had guilds. The most powerful merchant association was the Hanseatic League, which controlled many trading ports around the Baltic Sea, and trading outposts as far away as Russia, Italy and England. The Hanseatic League was so powerful during the fourteenth and fifteenth centuries that it minted its own money and wrote its own laws. In the fourteenth century, it even waged war against the King of Denmark.

SOURCE 3 As shown in this medieval painting, businesspeople usually sold their goods from the ground floor of their home. Family, servants and apprentices lived on the upper floors.



 **Weblink** Medieval London guilds

2.8 SKILL ACTIVITY: Questioning and researching

The growth of towns changed the power structures in medieval society and led to significant changes.

As the feudal system weakened, the populations of medieval towns grew. People drifted away from the land and headed for the towns, which became more popular. People began to specialise in trades and would showcase their skills and sell their wares at weekly markets, held in the centre of the town. Merchants began to travel long distances to trade. This created further wealth and a new middle class began to rise.

1. **Choose** a medieval trade that you are not familiar with and **research** whether it is still around today. It may be that it is now known by another name, or it might be obsolete.

Some of these might include:

- chandler
- fletcher
- armourer.
- wheelwright
- scrivener

2. Use the **Medieval London guilds** weblink in the Resources panel to kickstart your research.
3. After you have conducted your research, **present** your trade to the class, highlighting whether it is still practised today or not.
4. **a.** Finally, **brainstorm** current trades or occupations that you think might be obsolete in 20–50 years.
b. Explain why you think these jobs might disappear.

2.8 Exercise

learn**on**

2.8 Exercise

Learning pathways

■ LEVEL 1

3, 4, 5, 7

■ LEVEL 2

1, 2, 6,

■ LEVEL 3

8, 9, 10

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Check your understanding

1. **Explain** the basic principle of feudalism.
2. **Identify** the initial change that meant that food stock increased and money could be exchanged.
3. **a.** The _____ usually lived in _____, wooden homes next to the large _____ that were built around _____.
b. The homes of the wealthy were in the town centre. True or false?
4. **Identify** three destinations where the more adventurous European merchants travelled.
 - A. Asia
 - B. Middle East
 - C. Antarctica
 - D. Southern Africa
 - E. Northern Africa
5. What is a guild?
 - A. An association of people engaged in a particular trade or craft for the mutual benefit of its members
 - B. An association of people engaged in a particular trade or craft for the benefit of its lord or king
 - C. An association of lords or kings engaged in a particular trade or craft for the mutual benefit of its members
 - D. An association of lords or kings engaged in a particular trade or craft for the benefit of its people

Apply your understanding

Using historical sources

6. **Describe** the medieval trades you can see in **SOURCES 2** and **3**.

Communicating

7. Imagine you are a young town dweller in the Middle Ages seeking a trade. **Select** a trade you would like to be apprenticed in. **Justify** your choice.
8. **Summarise** the major role of guilds in medieval Europe.
9. **Explain** the factors that led to the decline of feudalism.
10. **Clarify** what the growth of trade and skilled crafts had to do with the growth of towns in medieval Europe.

LESSON

2.9 How were people punished for committing crimes in medieval times?

LEARNING INTENTION

By the end of this lesson you should be able to identify the types of crimes committed in the medieval period and the punishments that were given for them. You should also be able to explain how these punishments changed over time.

TUNE IN

This device was found in most villages and towns in medieval times. It was intended as a form of corporal punishment.

Discuss the following questions and suggest answers.

1. What is the purpose of punishment? Why do we have it?
2. Is public humiliation worse than other types of punishment? Explain your answer.
3. What do you think is the difference between corporal and capital punishment?

SOURCE 1 A pillory in a village square



2.9.1 Community justice

In medieval Europe, community living was the norm. Most rural people lived in villages on feudal manors while the people in the growing towns were packed together closely, usually behind city walls. There was no police force to protect these communities, so much of this fell on the people to look after themselves.

The community was hierarchical and the lords or their reeves would often dispense justice where needed. Later in the Middle Ages, villages also had volunteer constables and watchmen, who could be turned to when a situation arose.

If a crime was committed, there were several ways that it was dealt with:

- **Hue and cry** — when a person was seen to be committing a crime, the observers called out an alarm (the ‘hue and cry’) and it was the duty of the neighbours to apprehend the law-breaker. If they resisted, they were even allowed to kill them.
- **Tithing** — every man over 12 was in a tithing group of ten households, which was the most basic unit of law enforcement in medieval times. They had to guarantee that they were all staying within the law. If anyone in the tithing group broke the law, the others had to arrest them and take them to the local manorial court for justice. If they did not, they were all heavily fined.
- **The posse comitatus** — If a criminal was on the run, the local sheriff had the right to call groups of men to stop what they were doing and help with the chase to apprehend the criminal.

2.9.2 Public humiliation

An accusation of disturbing the peace usually means that the crime is having an effect on the security of the community. In medieval times, these were things like public drunkenness, violent arguing, brawling and swearing. The punishments for these behaviours were meant to deter other people from doing them by publicly humiliating them.

Those accused were commonly put in stocks, or the pillory. The stocks were restraints to the feet or hands whereas the pillory was similar but rather more severe. The offender’s head and hands (and/or feet) were locked into a wooden restraint and they were left all day in an uncomfortable position in the main town square (see **SOURCE 1**). Villagers or townsfolk would be encouraged to jeer at the person and throw rotting vegetables at them.

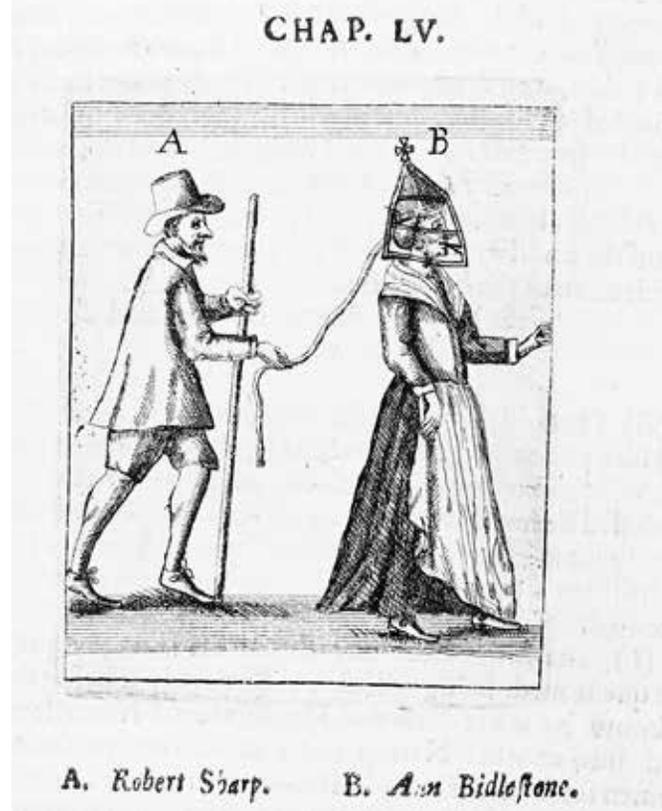
For women who were accused of gossiping, the punishment was cruel and severe. They were restrained in a device called a scold’s bridle. It was a heavy iron muzzle with a bit that silenced the wearer. The woman was also walked around the town by the male family member who had accused her of nagging, or scolding. It was both painful and humiliating (see **SOURCE 2**).

The ducking stool was also used to mainly punish women. It was a stool attached to a wooden arm on the side of a stream or river. The accused was strapped into the chair and dunked in the water repeatedly. This punishment was most often given to women for gossiping, scolding or those accused of witchcraft.

A common crime in medieval times was theft. The punishments for this antisocial behaviour ranged from fines for petty theft, to mutilation such as loss of ears or hands or blinding. Public flogging was also commonly used for thieves.

After the Normans came to power in England from the eleventh century, they largely kept the same system that the Anglo-Saxons had been using. However, they brought in new Forest Laws which banned people from the common lands, now owned entirely by the King. To hunt or to take timber, people needed permits which, of

SOURCE 2 A woman wearing a scold’s bridle



course, they had to pay for. This was a great source of revenue for the new Norman rulers. Anyone who broke these laws by poaching were severely punished. They also introduced a new law to protect themselves called the **Mundrum Fine**. The whole village was fined if a Norman was killed while there, as well as the culprit executed. This was meant to deter the Anglo-Saxons from killing their new Norman overlords.

2.9.3 Trials

Trials by Jury were conducted in the Manorial Court. All the villagers had to attend several times a year when this was held, or they were fined. The Lord's Steward or Reeve oversaw the court and the jury was made up of 12 village men. The jury decided whether the accused was guilty or not as well as the punishment.

The practice of 'Trial by Ordeals' was popular across Europe for trying serious crimes. There were several different ordeals that determined the accused guilt or innocence. Ordeal by Fire involved the accused taking a hot iron bar from a fire and walking several paces with it. Afterwards their hands were bandaged. After three days they returned to court and their wounds were examined. If they had started to heal, they were innocent but if not, they were guilty and then sentenced as such.

Similarly, Trial by Hot Water (**SOURCE 3**) involved the same process but the accused had to fish an iron bar or ring out of boiling water. The other form of Trial by Water was where the accused was tied up and thrown into a lake or river. If they sank, they were innocent; if they floated, they were guilty. In 1215, the Pope banned Trial by Ordeals and they stopped throughout Europe over the next few years.

The other form of trial which was available only to the nobility was Trial by Combat. It involved a fight to the death to establish innocence. However, it was not strength that people believed won the battle but the support of God; hence if the accused won the battle, then they were innocent because God had spared them. This practice was replaced at the end of the Middle Ages by Trial by Jury.

2.9.4 Crimes against the Church

Along with the monarchy, the Church was the most powerful institution in medieval Europe. Crimes against the Church were treated severely and swiftly. In this way, they kept control of the population and Christian beliefs in Europe. **Blasphemy** was a sin against God, when someone refused to acknowledge God or the Church or had different ideas. There were a range of punishments associated with this such as removal of the tongue so that the person could no longer speak, stoning to death or hanging. Similarly, **heresy** was an accusation when someone believed different religious opinions than the Catholic Church. **Heretics** were persecuted and executed, often burnt at the stake.

SOURCE 3 Trial by Hot Water



Mundrum fine a penalty imposed by William the Conqueror in 1070 for the killing of a Norman. The fine was paid by the guilty person or their community to the king or lord of the person killed, and the amount paid varied according to the social status of the victim.

blasphemy any words or actions that were considered disrespectful or insulting towards God or religion. This included things like cursing, speaking rudely about religious figures or religion, or denying the existence of God. It was considered a serious crime and was punished by fines, imprisonment, or even death.

heresy opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches

heretic one who rejects the teachings of the Church

Witchcraft was also seen as a form of heresy because it was generally believed that witches were the devil's companions, and they were attempting to turn people away from Christianity and towards the devil. Witches were blamed for disease, natural disasters and all kind of other things. It was common to use the Trial by Water to test if someone was a witch; when they were found guilty they were burnt at the stake. It was commonly believed that witches were women and many older women who were herbalists or midwives in medieval villages were mistakenly accused of being witches and killed.

The Church also offered **sanctuary** to those accused of serious crimes. If the accused could get to a church before being arrested and confessed, they were allowed to stay for 40 days and nights without arrest. After this time they had the choice to leave the country or be hanged for their crime.

sanctuary a legal concept that offered individuals protection if they were seeking refuge from persecution or punishment. The right of sanctuary was based on the idea that churches and other religious institutions were sacred and provided a safe place for those in need of protection. They were granted temporary protection from arrest, allowing them time to negotiate a settlement for their crime, or seek a pardon.

2.9.5 Treason

 The most serious crime was treason and if convicted of treason, people faced the most terrible punishments. Charges of treason were laid for crimes like plotting against the monarch, conspiring with foreigners against the monarch and leading a rebellion.

It was important that the King or Queen could maintain their strength and remove their enemies to maintain their power. Nobles who had betrayed their monarch would be thrown into the dungeons of the castle, awaiting trial. When they were found guilty they were executed in an extremely painful manner. They could be burned at the stake, or flayed (whipped until their skin came off) alive or hanged, drawn and quartered.

The latter meant that the person was hanged until they were nearly dead, then taken down and pulled apart by horses (but still not dead) and then cut into quarters with their bits being thrown into the fire. The executioner hoped to keep them alive and in terrible pain until the very end. It was a brutal way of warning people not to do the same things. Chillingly, the public were encouraged to come to these executions. Although they were a deterrent, people also treated them as a bizarre form of entertainment (see **SOURCE 4**).

SOURCE 4 A Public execution complete with audience



2.9 SKILL ACTIVITY: Historical perspectives and interpretations

1. Read through the different forms of justice dealt in the medieval period in this lesson and **list** them in your exercise book.
2. For each of them, write either 'obsolete' which means that it is completely out-of-date, or 'connections to today'. For those that you can see connections to today, write a few sentences **explaining** what it links with in today's justice system.
3. Share your list with the class and see if you have any common elements. As a class, **discuss** whether you believe that the modern Australian justice system has any common elements developed from medieval European justice.

2.9 Exercise

learnon

2.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 8

■ LEVEL 3

6, 7, 9, 10

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Check your understanding

1. What was 'hue and cry'?
 - A. When a criminal is unfairly attacked and complains to the constable about their treatment
 - B. When observers to a crime call out an alarm and everyone nearby has to try to catch the law-breaker
 - C. When neighbours complain about each other and must settle it in court
 - D. When the offender is identified by the victim in front of everyone
2. **Recall** a common punishment for public drunkenness.
3. **Determine** if the following statements are true or false.
 - a. The Mundrum Fine was designed to protect the whole village.
 - b. Crimes against the Church weren't considered serious and only carried minor punishments.
 - c. Medieval punishments generally avoided humiliating the offender.
 - d. Men in tithing groups were required to arrest anyone in their group who broke the law.
4. Complete the following sentence:

Trial by _____ was held in the Manorial Court and involved _____ men deciding judgement on the accused. Trial by _____ involved physical challenges from which _____ would protect the innocent. Trial by _____ involved a physical fight where the innocent person would be spared by _____.
5. **Recall** the two crimes that were believed to be against God and the Church.

Apply your understanding

Using historical sources

6.
 - a. Divide the common medieval punishments that you have read about in this lesson into two columns: corporal punishment and capital punishment.
 - b. Thinking back to your discussion about the purpose of punishment, **discuss** some conclusions about the purpose of medieval punishment.
7. **Identify** any difference in the justice dealt to a peasant compared to the nobility.
8.
 - a. **SOURCE 4** shows another form of capital punishment not mentioned in the text of this lesson. What is it?
 - b. Using **SOURCE 4**, and your broader understanding from the lesson, **justify** why the broader population were encouraged to view executions.

Communicating

9. **Consider** how medieval rulers managed to overcome their lack of a police force. In your answer, **explain** how they managed to keep an orderly society without police.

Historical perspectives and interpretations

10. **Evaluate** how the power structures in medieval society were reflected in the punishments given for crimes committed.

LESSON

2.10 What was the power and authority of the Church in medieval times?

LEARNING INTENTION

By the end of this lesson you should be able to explain the immense power of the medieval Catholic Church and identify its hierarchical structure with the Pope at the top.

TUNE IN

Imagine viewing this painting in a dimly lit medieval church with the smoky scent of incense in the air. Paintings such as this were common in churches in the medieval times. However, they were not there only as art, but more to persuade the congregation about a particular viewpoint. Let's look more closely at this painting to work out what that viewpoint was.

SOURCE 1 A medieval painting depicting what happens to people when they go to hell.



1. Examine the painting in **SOURCE 1** very closely and discuss what is happening in each part of the scene.
2. Propose what effect a painting like this was intended to have on the villagers' behaviours.
3. Share your ideas on how images like this would increase the power of the Church in medieval times.

2.10.1 The authority of the Church and the Pope

Christianity stemmed from the Jewish religion in the first century CE. It spread throughout Europe after becoming the official religion of the Roman Empire. Following the fall of Rome, it became entrenched as the principal religion across Europe. For many reasons, cultures turned away from their traditional belief systems and adopted Christianity.

The Roman Catholic Church was the one common institution found throughout western Europe. Its rituals were similar across the continent. It even used a common language, Latin, although no-one other than the clergy spoke this old Roman language any longer. Everyone was expected to live according to Church law and attend **Mass**. The **sermons** of the priest, often delivered in the **vernacular** language rather than Latin, reminded parishioners of their Christian responsibilities.

The head of the Roman Catholic Church was the Pope. The Pope was, and still is, the head of the Catholic Church. After the fall of the Western Roman Empire, the power and authority of the Pope increased — he became a unifying figure. Based in Rome, the Pope made a powerful ally in political disputes. Papal support gave a leader both political prestige and moral authority.

The Pope became far more powerful than any other Christian bishop for several reasons. He was able to claim authority based on St Peter's decision to lead the Christian Church from Rome. St Peter and St Paul, two early Christian leaders, were martyred in Rome, and this gave the city particular religious significance. Strategic political alliances with rulers such as Charlemagne also saw papal power and importance rise.

2.10.2 The hierarchy of the Church

The **cardinals**, **archbishops** and **bishops** supported the Pope's **edicts**, advised lords and kings, and had key government positions. Below this upper class of clergy were the parish priests, **nuns** and monks, and friars. These lesser clergy took the Church's message to the people in the villages. They also collected the taxes on which the

SOURCE 2 Canterbury Cathedral. in Kent. England. This is a typical example of Gothic architecture. which can be identified by the points arches and highly decorative style.



mass Roman Catholic Church service
sermon moral or religious lecture delivered by a priest
vernacular everyday language spoken by a particular group or class
cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group
archbishop head bishop
bishop clergyman who governs a diocese, a large church district
edict order issued by a monarch or other person in authority
nun member of a closed community of women living under religious vows and rules

Church's wealth depended. At the village level, this tax was called a tithe. The tithe required that 10 per cent of a person's income, or of what they produced, such as grain, eggs and livestock, should be paid to the Church.

Anyone who was believed to be acting against the interests of the Church could be excommunicated. This meant they could no longer attend Mass and receive the Christian **sacraments**. Worse, they were told they would go straight to hell when they died. The Church made sure that the fear of hell, with its fires and devils, was instilled in everyone.

2.10.3 The parish church and the cathedral

Almost every village had a parish church. Often it was both the largest building and the only one built of stone or brick. The parish church was built using peasant labour. Although unpaid for their efforts, the parishioners would have felt a sense of achievement and communal ownership. The church walls, and sometimes the stained-glass windows, depicted scenes from the Bible, especially the life of Jesus. These helped teach Bible stories to the mostly illiterate congregation. In an age before clocks, the bells in the church tower helped people keep track of the time of day.

The church was not only a place of worship. It was also a community centre, a fairground and a school for those studying for the priesthood.

The bishop's church — the cathedral

Many European cities today have at least one **cathedral**. Some of the greatest cathedrals were built in the Middle Ages.

The word 'cathedral' comes from the Greek word *kathedra*, meaning seat. This refers to the bishop's seat or throne in the back of the church. It is from here that the bishop ran his diocese, which, in turn, was divided into parishes.

The bishop's church was very important. This was reflected in its size and magnificence. The cathedral towered over the other buildings in the town. Many cathedrals took more than a hundred years to build and were completed long after their architects had died.

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage
cathedral main church of a diocese; contains the bishop's throne

DID YOU KNOW?

In 2019, one of the most beautiful and iconic representations of medieval Gothic architecture, Notre Dame Cathedral in Paris was badly damaged in a devastating fire. The probable cause was an electrical fault in the old building, which destroyed the roof and spire. The French government put all its efforts into restoring it by 2024.

2.10 SKILL ACTIVITY: Questioning and researching

You have learnt about the immense power of the Catholic Church and the Pope in the medieval period. However, you know that, whilst there are still many people who follow the Catholic religion today and the Pope is still the head of the Church, it does not govern our lives in the same way that it did for the people of the Middle Ages. Some of this can be traced back to the growing concern of medieval people about corrupt practices they saw in some of the clergy.

Francesco Petrarca (Petrarch) was an Italian scholar and poet of the fourteenth century. He was a strong Catholic himself and visited Avignon to stay with a mentor of his, a Cardinal.

Read the extract from his letter and answer the guiding questions below.

SOURCE 3 Petrarch, Letter to a friend, 1340–1353

... Now I am living in France, in the Babylon of the West. The sun in its travels sees nothing more hideous than this place on the shores of the wild Rhone, which suggests the hellish streams of Cocytus and Acheron. Here reign the successors of the poor fishermen of Galilee; they have strangely forgotten their origin. I am astounded, as I recall their predecessors, to see these men loaded with gold and clad in purple, boasting of the spoils of princes and nations; to see luxurious palaces and heights crowned with fortifications, instead of a boat turned downward for shelter.

1. List the words and phrases that show he hates Avignon.
2. Find evidence to show that he thinks the clergy in Avignon are corrupt.
3. Draw conclusions about what he thinks they should be like instead.

Source: from J. H. Robinson, *Readings in European History* (Boston: 1904), p. 502.

Write a list of questions that Petrarch might have for the Pope and then share your ideas on why people began to doubt the overwhelming power of the Church.

2.10 Exercise

learnon

2.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4,

■ LEVEL 2

3, 5, 6, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

1. No particular religious institution dominated western Europe during the Middle Ages. True or false?
2. **Latin / Italian / Vernacular / English** was used in the medieval Mass.
3. **Recall** who the Head of the Roman Catholic Church was and what power he had.
4. Unpaid _____ did most of the work in building the parish _____. The sense of achievement and communal _____ made people feel part of the _____.
5. **Explain** why cathedrals were so enormous.

Apply your understanding

Using historical sources

6. **Compare** and **contrast SOURCE 1** and **SOURCE 2**. Which one do you think was a more effective way of making an impression on the medieval population? **Explain** your answer in detail.

Communicating

7. **Create** a diagram that **illustrates** the hierarchy of the Church.
8. **Explain** why you think that the Catholic Church ensured that medieval people feared the idea of hell.
9. **State** some of the methods that the parish churches used to create a sense of community.
10. **Identify** five ways the Roman Catholic church demonstrated its power over the people of medieval Europe.

LESSON

2.11 What was the power of the written word?

LEARNING INTENTION

By the end of this lesson you should be able to explain the importance of medieval religious communities in holding ancient and medieval texts as well as passing on the ideas. You should also be able to understand the importance of developing the technology of books as beautiful artworks.

TUNE IN

Medieval manuscripts were handwritten and took a long time to complete. Many also had illustrations added called illuminations.

SOURCE 1 A medieval illuminated manuscript from the Czech Republic.



Look closely at **SOURCE 1** and see if you can identify any of the following used in this manuscript:

- the language
- the colours
- the image in the historiated initial
- the layout.

Discuss its similarities with modern books and the key differences you can see.

2.11.1 The role of monks and monasteries

An important feature of early Christianity was the role of monks, nuns and the communities in which they lived. A monk or nun was a person who chose to withdraw from society in order to live according to strict Christian principles. Communities were formed, with rules governing every aspect of their lives in order to ensure their obedience of God. These communities of monks lived in monasteries or nuns in convents. Many communities were built in isolated places, both for their protection and to free them from worldly distractions and influences.

Some played important roles in the community. Many had schools attached to them. The monks were some of the only people who could read and write in these times and they passed this on to their young novices (see **SOURCE 2**).

Justice and law were dispensed by the abbot (the leader) in the towns that developed around the monasteries or convents. People gave money in the belief that this would please God. Sometimes people were forced to pay taxes to the religious community for the use of their land or to sell produce in the markets. This made some of them very rich and powerful.

SOURCE 2 A thirteenth-century illustration showing a boy being brought by his parents to a monastic school



2.11.2 Literacy in the Middle Ages

The Church was almost the sole source of literacy during the Middle Ages. Before the printing press was invented, every book had to be handwritten. Among the tasks performed by monks, and sometimes nuns, was the writing and copying (and often decorating) of books by hand. Many of these books would be used to teach students. Through copying them for teaching, they saved many of the classical texts from Greece and Rome, as these were written on fragile parchments and would not have survived until our modern times. In translating them into Latin, they also ensured that more people could read and understand them. As the language of the Catholic Church, Latin was more widely read and understood than Ancient Greek.

Many of the ideas of the ancient world also came into Europe through the Moorish Arabs in Spain, who valued books and libraries, and this gave the **Moors** access to the ideas of many great ancient philosophers.

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

2.11.3 Illuminated manuscripts

Creating a book, or manuscript, in medieval times was extremely laborious. It started with the preparation of the writing material, parchment, or its finer version, vellum. This was animal skin which was prepared by scrapping and stretching, until a smooth and durable surface was created. This was trimmed to the size needed. The scribe would write on the parchment using a quill and ink. The quill was a feather cut to a fine point and dipped in ink which was made from some minerals or vegetable dye.

Once the scribe was finished with the written word, an illuminator would illustrate the text. The illuminations were as important, or perhaps even more important than the written words. They would sketch and then paint images beside the written text, including decorated letters and illustrations.

They used precious metals, as well as dyes and minerals for the colours. Many of these are still incredibly beautiful today (see **SOURCE 3** from the *Book of Kells*, a gospel from a remote community in medieval Ireland).

Later in the medieval period, the printing press was invented which made the need for illuminated manuscripts obsolete. Invented around the 1440s in Germany by Johannes Gutenberg, this meant that ideas spread much faster, as books and pamphlet were created so quickly. Historians often credit this spread of ideas with the spread of the Renaissance. See lesson 3.9 in Topic 3 Renaissance Italy for further information on the development of the printing press.

SOURCE 3 An illuminated letter from the *Book of Kells*



2.11 SKILL ACTIVITY: Using historical sources

Written and illustrated by a twelfth-century French nun, the *Hortus Deliciarum* is a beautifully illustrated compendium of other twelfth-century texts, such as poems, texts by classical writers, illustrations and music.

Herrad of Landsberg was an abbess (leader) of a convent. She collected the texts and in addition, wrote a number of the poems with messages to her fellow nuns. It is surmised that she drew the illustrations as well, of which there are over 300.

Luckily fragments were copied and saved because the original was destroyed in a fire around 1870. This is a rich text that tells modern historians much about the time in which it was created, but also about the extraordinary woman who was Herrad of Landsberg.

Conduct research to find fragments of the illustrations from the *Hortus Deliciarum* (*The Garden of Delights*). Collect these digitally as a class and **compare** the different sections.

- What texts and illustrations did you find?
- What do these tell historians about Herrad and her community, as well as the times in which she lived?

SOURCE 4 The illustration of Hell in the *Hortus Deliciarum* by Herrad of Landsberg



2.11 Exercise

2.11 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4,

■ LEVEL 2

1, 8, 9

■ LEVEL 3

6, 7, 10

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Check your understanding

1. **Explain** why someone might become a monk or nun.
2. **Recall** how people could gain an education in the early medieval period.
3. Medieval religious communities contributed to the survival of many Ancient _____ and _____ literary texts.
4. What were vellum and quills made of?
 - A. Animal skins and feathers
 - B. Velvet and feathers
 - C. Animal skins and sticks
 - D. Papyrus and metal
5. **Determine** if the following statements are true or false.
 - a. The illuminations, or drawings, in a medieval manuscript are so named because the precious metals used shone and caught the light thus illuminating the text.
 - b. The Church was one of many sources of literacy during the Middle Ages.
 - c. Illuminated manuscripts became obsolete when the printing press was invented.
 - d. Many ancient Roman and Greek texts were destroyed forever due to the process of copying them for teaching purposes.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2.** What conclusions can you draw about the Church and its importance to people of the time?
7. **Analyse SOURCE 3** and use it to write an explanation about how it was created.

Communicating

8. **Explain** the difference between a scribe and an illuminator.
9. **Explain** why Latin was such an important language in medieval times.
10. Imagine that you are a young novice entering the convent of Herrad of Landsberg in Alsace, France. **Describe** the advantages that you would have as a nun in this protected abbey, compared to if you had remained in secular society.

LESSON

2.12 INQUIRY: Was King Arthur real?

LEARNING INTENTION

By the end of this lesson you should be able to investigate how historians have disproved medieval myths such as King Arthur and the Knights of the Round Table.

Scenario

What TV shows, books, films or computer games come to mind when you hear about King Arthur? Do you have any idea who he was? Merlin? Or the Knights of the Round Table? Sir Gawain? The sword in the stone, Excalibur?

There are so many stories about the Saxon king, Arthur, who supposedly fought enemies in early medieval Britain and united the kingdom. These stories can be traced back to early medieval manuscripts but they all offer different perspectives. Historians have attempted to trace the myths back to see if they began in a truth but no one has been able to produce a definite answer. The twenty-first century consensus seems to be, however, that King Arthur was nothing more than a fictional character.

Even though most historians do not believe that King Arthur existed, there are still many people who disagree and argue that he might have.

SOURCE 1 Are you familiar with the myth of the sword in the stone?



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Discuss the following:

- Why might people still believe in King Arthur? **List** the points for this argument.
- Why might they not believe? **List** the points for this side.

Write your inquiry question.

Research your question.

Step 2: Using historical sources

Analyse the key points that arise in the process of your research.

Step 3: Historical perspectives and interpretations

Compare both sides of the argument.

Step 4: Communicating

Argue your perspective

- Historians will argue with each other in about controversial or, contested, ideas.
- Hold a class **debate** where you argue for or against the possibly existence of King Arthur and some truth behind the mythology.
- Construct** the criteria by which you will decide on the winner of this debate.

Complete your self-assessment using the **Inquiry rubric** or access the 2.12 exercise set to complete it online.

on Resources

-  **Digital document** Inquiry rubric (doc-39426)
-  **Weblinks**
 - A Guide to the Classics — The Arthurian Legend
 - The Camelot Project
 - The Camelot Project FAQs
 - The historicity of King Arthur

LESSON

2.13 INQUIRY: The *Magna Carta*

LEARNING INTENTION

By the end of this lesson you should be able to ask historical questions about the impact of the *Magna Carta* on different groups in society. You should also be able to develop specific questions that will direct your investigation.

Background

The *Magna Carta* is a royal charter of rights that was signed by King John of England and his barons in 1215. It was designed to bring the peace between King John and his barons by ensuring that the monarchs of England were bound by the law and could not just make their own laws. King John of England was particularly disliked because he was seen to be an unfair king who taxed his barons heavily to subsidise the wars he kept fighting among other things.

The barons eventually revolted and the conflict came to a head when they presented King John with a list of demands at Runnymede in 1215. He signed what became known as the Great Charter or *Magna Carta* and they re-swore their feudal oath of loyalty to him.

Before you begin

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

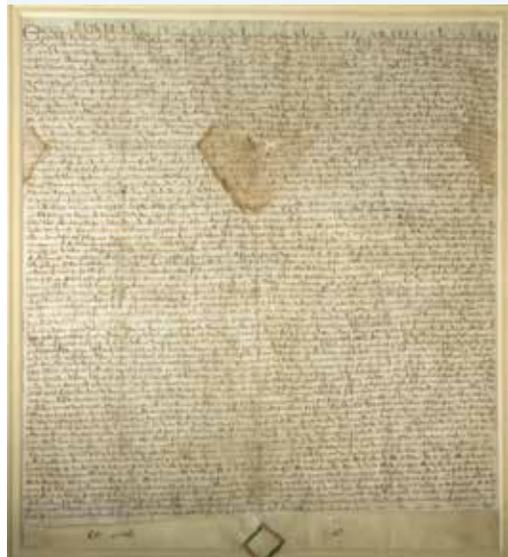
Inquiry steps

Step 1: Questioning and researching

Choose one of the groups listed below and **develop** focused research questions that you could use to **investigate** the impact of the *Magna Carta*. Write your **inquiry question**.

- nobility
- religious orders and the Church
- merchants
- artisans / craftspeople
- peasants.

SOURCE 1 The *Magna Carta* (1297 version, Parliament House, Canberra, Australia)



Use the following questions starters to **develop** some questions that might help to direct your research about your chosen group.

- For example:
 - How were...?
 - Who was...?
 - How significant...?
 - What effects...?

Read the *Magna Carta* by accessing a modern translation of the text. You could access the ***Magna Carta English Translation*** weblink in the Resources panel.

Research your question.

Make research notes: use the following research sites to begin making notes answering your directed research questions. You may need to rethink some of your research questions at this stage, depending on how far they lead you in your research.

- Some key sites for continuing your research can be found in the Resources panel:
 - ***Magna Carta in the British Library***
 - ***Magna Carta project***
 - ***Magna Carta in the UK National Archives***
 - ***The significance of Magna Carta to Australians.***

Step 2: Using historical sources

Analyse the information you have found. Does it answer the inquiry question?

Step 3: Historical perspectives and interpretations

Collate your information by using your research notes to **write** answers to your amended research questions. Remember that your original task was to investigate the *Magna Carta* and the impact that it had on one of the following social groups:

- nobility
- religious orders and the Church
- merchants
- artisans / craftspeople
- peasants.

Step 4: Communicating

Discuss with your teacher and class how you would like to present this information.

Complete your self-assessment using the **Inquiry rubric** or access the 2.13 exercise set to complete it online.

Resources

-  **Digital document** Inquiry rubric (doc-39427)
-  **Weblinks**
 - Magna Carta* English Translation
 - Magna Carta* in the British Library
 - Magna Carta* project
 - Magna Carta* in the UK National Archives
 - The significance of *Magna Carta* to Australians

LESSON

2.14 What were the changing relations between Islam, Christianity and Judaism in the Middle Ages?

LEARNING INTENTION

By the end of this lesson you should be able to explain the significance of religion in medieval Europe and explain the Catholic Church's attitude towards medical science during the Middle Ages.

TUNE IN

Religion still plays a very important part of daily life in Australia today. The Australian census in 2021 revealed that only 38.9 per cent of the population weren't religious.

While people still pray for those who are sick, as seen in **SOURCE 1**, medical science is more often relied upon for treatment. What do you think prompted this change?

1. Discuss whether you think religion should play a part in treatment for illness and disease. What benefits can it bring, and what challenges can it create?
2. Brainstorm the ways in which being part of a religious community can help in daily life — why do so many people believe in a higher power?

SOURCE 1 Prayer for the sick was considered to be more important than medical science.



2.14.1 The importance of religion

Religious beliefs, and particularly the Roman Catholic Church, were central to medieval European life. When good things happened, people believed they were being rewarded for their good deeds, and illness and disease were seen as a punishment from God.

Most people were illiterate and very superstitious, and they relied heavily on priests for education and guidance on events that happened around them. In Europe, those who did not follow the Christian religion were viewed with suspicion and even hatred. If something bad happened, people looked to the Bible for an explanation and often believed they were being punished for their sins.

Islamic leaders likewise relied on their sacred texts and teachings for guidance and had inherited three principles from previous plagues to govern their people: (1) plague was a mercy from God and a martyrdom for the faithful Muslim; (2) a Muslim should not enter nor flee from a plague-stricken land; and (3) there was no contagion of plague since disease came directly from God. Not all of these practices were strictly followed, but it shows a distinct difference in thought and community response between two otherwise very intertwined cultures.

2.14.2 Religion and medical science

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Because the Church controlled every aspect of education, the training received by medieval doctors had to be in accordance with religious teachings. All medical education carried out in universities was strictly in line with the beliefs of ancient physicians like Hippocrates and Galen. No new research was permitted because it was believed that the ancient teachings were complete and could not be contradicted. In 1300, Pope Boniface VIII prohibited the cutting up of corpses, so any attempt to study human anatomy was virtually impossible. This meant that even the most educated doctors had very little knowledge of human anatomy, making treatment of sickness difficult and any form of surgery almost impossible. **SOURCE 2** shows the limited understanding most doctors were working with.

Doctors and priests

Priests often took precedence over doctors, meaning that the doctor was permitted to assist only once the praying was finished. If the patient was important or wealthy, there might be a whole group of churchmen to offer prayers — depending on whether the disease was working quickly, the patient may be dead before they were even allowed in the room.

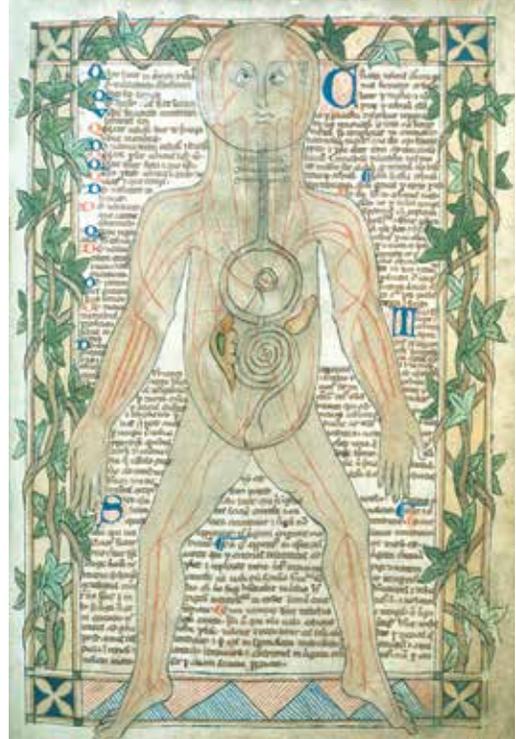
2.14.3 Religious conflict

By the beginning of the fourteenth century, virtually all of western Europe was Roman Catholic. The Arabic conquests during the seventh century and onwards, and the later expansion of the Ottoman Empire, meant that most of the Middle East and North Africa followed Islam. Christians and Muslims looked at each other with suspicion, largely as a result of the Crusades and of the efforts of Spanish Christians to recapture Spain from Muslim control. Since both religions viewed illness as a form of divine punishment, the people of each religion blamed the other for the Black Death when it ravaged their people. Christians also believed the Jews responsible for the death of Jesus Christ.

It didn't help that Jews had better hygiene than most medieval Christians and therefore were less likely to catch the plague — this led to accusations that they were poisoning the wells to make other people sick. This led to pogroms and massacres of Jewish communities (see **SOURCE 3**).

Despite Pope Clement issuing a decree declaring the Jews innocent, the **persecution** continued from 1348 until the early 1350s throughout most of Europe.

SOURCE 2 This late thirteenth-century illustration of the human body was meant to display the flow of blood through the body.



SOURCE 3 A medieval illustration showing a group of Jews being burnt at the stake. Jews were required to wear a yellow circle badge to identify themselves.



persecution oppression or punishment of a person or group of people, usually because of their religion

2.14 SKILL ACTIVITY: Historical perspectives and interpretations

Ibn Khaldun was an Islamic scholar who has given us great insight into the Black Death across the Middle East and Europe. Your task is to **create** a one-page biography to help other Year 8 students understand his influence.

To begin, **conduct research** and find three points of interest on each of the following:

- his life
- his philosophies
- his publications.

Ensure you use and refer to multiple sources. Include an accurate biography to show which references you used.

Show your understanding of the medieval period through your writing and remember your audience and purpose.

Your biography could be a visual one with annotations and shorter chunks of information.

2.14 Exercise

learnon

2.14 Exercise

Learning pathways

■ LEVEL 1
2, 3, 5, 10

■ LEVEL 2
1, 6, 7

■ LEVEL 3
4, 8, 9, 10

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- Receive immediate feedback
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Check your understanding

1. **Describe** What was the attitude of the medieval Church towards medical science.
2. **Determine** if the following statements are true or false.
 - a. There was a great deal suspicion between Christians and Muslims during the Middle Ages.
 - b. Cultural difference led to a great deal of discrimination.
 - c. Cultures worked together to find the source of the disease.
 - d. Doctors were considered to be more important than priests in the treatment of the sick.
3. Why would Islamic leadership suggest that a Muslim person 'should not enter nor flee from a plague-stricken land'?
 - A. They believed Muslims cannot get sick.
 - B. They believed the plague was spread by people.
 - C. They feared being blamed for the plague.
 - D. They were told to say that by the Christians.
4. Based on the evidence you've been provided, **identify** which group Christians blamed for the Black Death.
5. During the fourteenth century, Muslims and Christians viewed illness as a form of _____.

Apply your understanding

Communicating

6. **Propose** a reason why Pope Boniface may have forbidden the dissection of corpses.

Using historical sources

7. **Identify** two inaccuracies in the diagram of the body shown in **SOURCE 2**. **Explain** what prevented medieval doctors from finding out more about the human body.
8. **Identify** one way that the activity depicted in **SOURCE 1** could actually hinder medical treatment for illness.
9. **Explain** how we know that the people being burned in **SOURCE 4** were Jews.

Communicating

10. **Identify** an example of discrimination you were aware of during the COVID-19 pandemic.

LESSON

2.15 What was the Black Death?

LEARNING INTENTION

By the end of this lesson you should be able to explain what the Black Death was, identify the origins of the Black Death and explain why it was able to spread.

TUNE IN

The Black Death was a devastating plague that occurred in a time when little was known about how to control or treat disease.

The Black Death has returned many times, even recently enough that we have been able to photograph and document it.

1. Brainstorm five reasons why diseases like this keep returning.
2. Examine **SOURCE 1**. Without any knowledge of the disease, why do you think peoples' fingers turned black?
3. Discuss: How long will COVID-19 be around for? Do you think it will keep returning over the years?

SOURCE 1 The appearance of black or purple blotches on the skin is thought to be the origin of the name 'Black Death'.



2.15.1 Introduction

In the mid-1300s, people across the Middle East, Africa and Europe were suffering from a terrible plague, often referred to as the Black Death. It killed millions of people and, at the time, nobody knew what caused it. With our modern knowledge, we understand that fleas carried on rodents infected humans, but it was a terrifying time for those living through it.

Why 'Black Death'?

This name was first used in the 1700s (a long time after the actual event). People at the time simply called it 'the great dying' or 'the plague'. It has been given many names over the years, such as *morte bleue* (French for 'blue death'), *pestis atra* (Latin for 'terrible plague') and *magna mortalitas* (Latin for the *great dying*).

There are a number of theories about the origin of the English name 'Black Death'. The most popular of these comes from the appearance of the disease in its final stages. At this time, small black or purple blotches appeared on the skin of those suffering from the disease as seen in **SOURCE 2**, and this may have contributed to the name.

Three diseases in one

Historians now believe that there wasn't just one plague affecting people, but three diseases all spreading at once.

Bubonic plague was the most recognisable. Swelling, pus-filled lumps called 'buboes' would appear on victims' bodies as the **lymph nodes** in their armpits, groin and neck appeared. Recovery was possible, but the other diseases made it less likely.

bubonic plague the commonest form of plague in humans, characterized by fever, delirium, and the formation of buboes
lymph node lump of tissue that helps the body fight infection; part of the immune system

Pneumonic plague attacked the lungs and was always fatal.

Septicaemic plague aggressively attacked the bloodstream. The bacteria in this form multiplied so fast that the person would die within hours of infection — bleeding into the skin caused purple-black blotches to appear (see **SOURCE 1**).

2.15.2 Origins and spread of the plague

Origins

Bubonic plague appears to be **endemic** to certain parts of the world, including western Arabia, Kurdistan, northern India and the Gobi Desert.

It usually lies **dormant**, but at different times in history it has broken out in the form of major **pandemics**. There are many theories as to why it suddenly spread beyond its natural environment. The most popular theory at the moment is that climate change forced rodents to move and they carried the fleas with them, however as we learn more about the disease and its carriers this could change.

How did it spread?

In 1894 scientists identified a bacterium known by the scientific name of *Yersinia pestis*. This is now understood to be the cause of all three forms of the plague. These bacteria were transmitted by a number of different types of flea, one of which was commonly found living on the bodies of black rats. Wherever the rats thrived, the fleas had the opportunity to bite other animals and humans, usually infecting them with the bubonic or septicaemic form of the disease. Fleas could bite many people, increasing the rate of infection.

Pneumonic plague was the most contagious form of the disease because it infected the lungs. This would cause severe coughing, which would spray the bacteria out into the air. The disease could be breathed in by anyone close by, who would then be infected.

DID YOU KNOW?

When a flea became infected with the plague bacteria, the bacteria would multiply quickly and block the flea's feeding tube.

This would make the flea very hungry. It would try to feed on the blood of a host (an animal or human) but could not swallow the blood because of the blocked feeding tube.

The blood mixed with the bacteria would be **regurgitated** and enter the host through the open wound, leading to a new infection.

SOURCE 2 The bubonic plague was so named because of the appearance of 'buboes', which were swellings of the lymph nodes.



pneumonic plague a severe lung infection caused by the bacterium *Yersinia pestis*

septicaemic plague a plague wherein bacteria multiply in the blood

endemic normally and regularly found in a particular location or environment

dormant inactive or sleeping, with the potential to become active at any time

pandemic widespread across a large region

regurgitate to vomit, or bring up the contents of the stomach or throat

SOURCE 3 The bacteria that caused the Black Death were transmitted by fleas living on the bodies of black rats.



2.15 SKILL ACTIVITY: Historical perspectives and interpretations

When living through catastrophic events such as a global pandemic, sometimes it's easy to forget that history books will look back at these times as areas of study. Consider the ways in which we are examining a pandemic nearly 1000 years ago and compare that to how the COVID-19 pandemic will be studied in future years.

- List** any sources people might use to better understand the time of COVID-19. You might like to include different sources which help with examining:
 - social responses
 - political responses
 - religious responses
 - medical responses.
- Compare** these with the sources used in this lesson. Are there correlations (connections or relationships) between sources of the past and those you've chosen to highlight COVID-19's impact?

2.15 Exercise

learnon

2.15 Exercise

Learning pathways

LEVEL 1

1, 2, 5

LEVEL 2

3, 4, 7

LEVEL 3

6, 8

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Check your understanding

- Based on the descriptions provided, **identify** each of the three forms of the Black Death as either bubonic, pneumonic or septicaemic.

This form of the plague attacked the lungs and was always fatal.	
This form aggressively attacked the bloodstream and was characterised by bleeding into the skin causing purple–black blotches to appear.	
This was characterised by pus-filled swellings of the lymph nodes in the groin, armpits and on the neck	

- When a disease is normally located in one place, it is called _____.
- Describe** what buboes are.
- Identify** two parts of the world in which bubonic plague appears to be endemic.
 - Explain** why these parts of the world do not suffer from the plague all the time.
- Determine** if the following statements are true or false.
 - SOURCE 1** suggests that the Black Death was given its name because of the dark times that people were experiencing.
 - Pneumonic plague was the most contagious form of the disease.
 - Septicaemic plague aggressively attacked the lungs.

Apply your understanding

Communicating

- State** the current popular theory explaining why the plague suddenly moved beyond its endemic environment.
- Examine** the different names used for the Black Death. **Determine** what these imply about the understanding of disease people had and the effect it was having on their daily life.
- Create** a plan for a health alert poster helping people identify the symptoms of each type of plague associated with the Black Death. Your plan can include headings for each type of plague with some dots points beneath about the information you would include in your poster.
You could also **describe** what kinds of images or diagrams you might include.

LESSON

2.16 How did the disease spread?

LEARNING INTENTION

By the end of this lesson you should be able to explain the role of trade in the spread of the Black Death and describe the distribution of the Black Death across three continents.

TUNE IN

Examine **SOURCE 1** and consider the relationship between trade and the spread of the disease.

int-4085

SOURCE 1 Permanent human settlement led to the growth of towns and expansion of trade, which allowed the Black Death to spread more easily.



In groups, discuss the following questions:

- Why did people need to trade so much?
- There are some areas which were affected by the plague earlier than others - why do you think that is?
- Why are there large areas of the world unaffected — do you believe that they did not have any plague at all during this period?

2.16.1 Settlements and trade

The early fourteenth century was a time of rapid expansion of trade between Europe, North Africa and Asia. Wherever people traded, black rats and their disease-carrying fleas followed. Disease that had previously been confined to an area in Central Asia soon spread to populations that had no immunity to its infection.

Human settlement in the fourteenth century

As we have learned, the early medieval era was a period in which many nomadic groups moved through Europe and Asia, invading new land. Through the Middle Ages, most of these nomadic groups gradually

settled in the lands they had conquered, establishing permanent villages and towns as the centres of agricultural activity. Warriors such as the Franks, Magyars and Goths became farmers, while seafaring raiders such as the Vikings and Danes came to use their ships for peaceful trade. By the fourteenth century, most of Europe, southern and eastern Asia and much of northern Africa was subject to permanent human settlement. Only in the northern and central regions of Asia and sub-Saharan Africa was the nomadic lifestyle still prevalent.

The growth of trade

Settled civilisations were quick to realise the benefits of peaceful trade. Networks of overland trade roads developed throughout Europe, the Middle East, Africa and Asia, connecting the rapidly growing towns and leading to the growth of some towns as major trading centres. These towns would regularly hold fairs to allow merchants to display and sell their wares. Major commercial **city-states** such as Genoa and Venice sent ships throughout the Mediterranean and to western and northern European ports. Trade between Europe and Asia expanded rapidly along the Silk Road, with China and many other centres through central Asia coming into regular contact with European merchants.

city-state a city that with its surrounding territory forms an independent state

2.16.2 Outbreak in Asia

Archaeological evidence indicates that outbreaks of the Black Death may have occurred in China in the 1320s and 1330s. The province of Hubei in central China is considered by many to be the location of the first major outbreak in 1334, while others suggest that inscriptions in Issyk-Kul in Kyrgyzstan which refer to plague suggest it started there. It was in Hubei that the Black Death first appeared in its most deadly form.

In the fourteenth century, China was largely ruled by the Mongols, who had strong links to Central Asia, so they may have brought the disease with them to China. At the same time, trade between China and a number of European states was increasing via access along the Silk Road. The potential was always there for the Black Death to be carried to Europe, either by European traders returning from the east or by the Central Asian Tartar warriors (Mongols), who were continuing their attacks in eastern Europe.

The siege of Caffa

In the thirteenth century, the Italian trading city of Genoa had taken control of Caffa, on the Crimean Peninsula, in modern-day Ukraine. Caffa was a major shipping port for trade throughout the Black Sea. In 1346 the Tartars attacked the city. They were supported by Genoa's bitter rivals, the Venetians, who had previously controlled Caffa. As they laid siege to the city, the Tartars began to fall sick from a serious disease and large numbers died in a very short time. Unable to maintain the siege, the Tartars began to withdraw, but before they did, they began catapulting the diseased bodies of their dead over the walls and into the city (see **SOURCE 2**). The Genoans who escaped from Caffa soon found they were carrying the Black Death. Venetian traders who had been present during the siege were also infected and both groups carried the deadly disease deep into the heart of Europe (see **SOURCE 3**).

How important was Caffa in the spread of the Black Death?

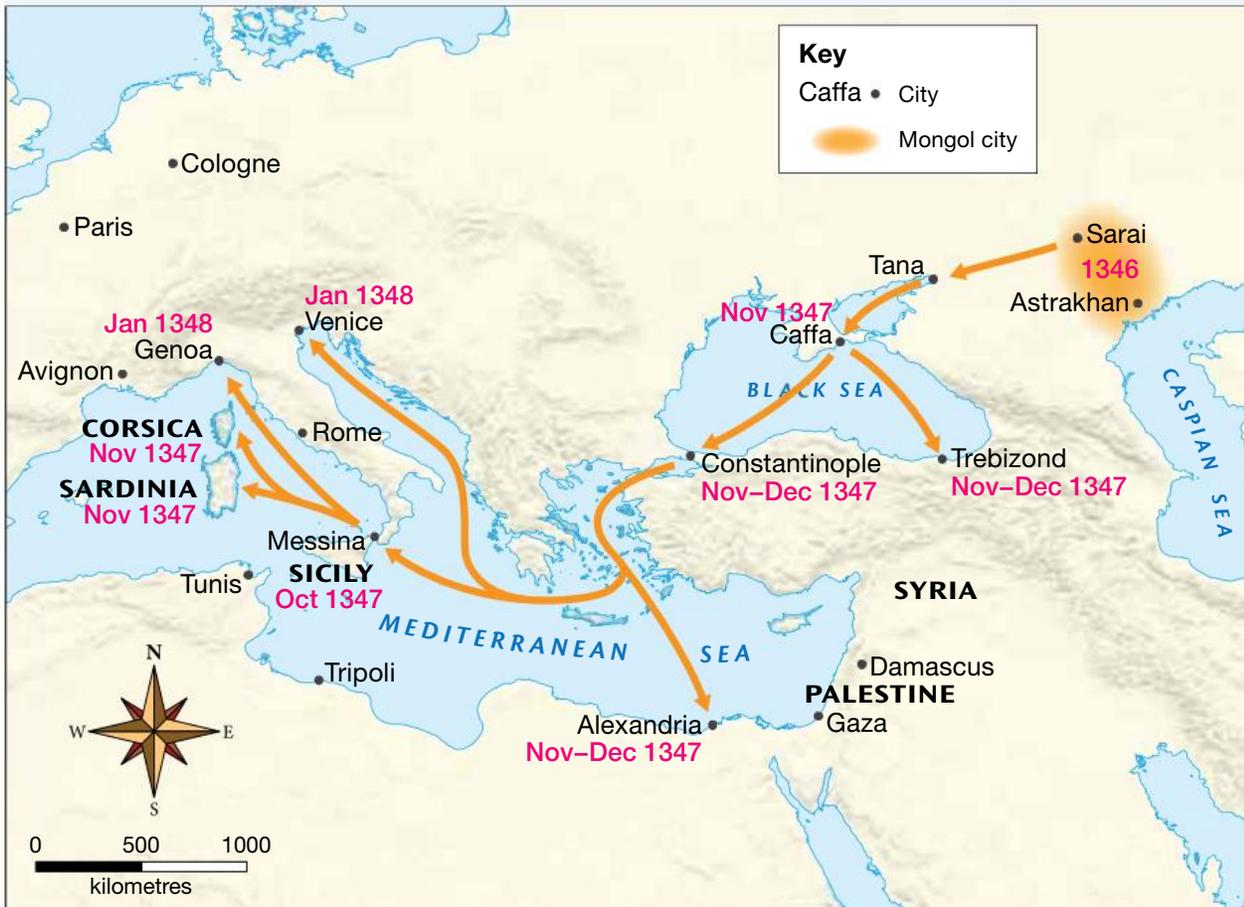
Trade links between Asia and Europe were developing so strongly during the fourteenth century that Caffa was probably not the only source of the Black Death coming to Europe. The city of Messina in Sicily first recorded the plague shortly before the siege of Caffa. Nevertheless, the rapid spread to places that engaged in trade with Caffa suggests that it was important in hastening the infection into Europe, the Middle East and North Africa. During the last few months of 1347, the disease was carried to Constantinople, the southern shores of the Black Sea, Alexandria in Egypt and the islands of Sicily, Corsica and Sardinia in the Mediterranean. Most of this spread appears to have originated in Caffa.

SOURCE 2 When the Tartars attacked Caffa, they used trebuchets like the one shown in this illustration to catapult infected bodies over the city walls.



tlvd-10579

SOURCE 3 Merchants and soldiers returning from Caffa in late 1347 soon spread the Black Death to the Middle East, North Africa and Italy.



2.16.3 The spread through the Middle East, Europe and North Africa

The Middle East

The plague appears to have come to the Middle East through several different routes. During 1347, warriors returning to Baghdad from battle at Tabriz in northern Persia (now Iran) found that they had brought the disease with them. These soldiers would have carried supplies of grain with them for food. Not only did black rats infest the grain supplies but the fleas carrying the disease would also have been able to survive on grain debris. The area that includes modern-day Iraq, as well as Syria and southern Türkiye (formerly known as Turkey), was soon ravaged by the Black Death. It is also believed that Muslim pilgrims coming to Mecca from northern India via the Persian Gulf and the Red Sea may have been transporting rats from Central Asia to the Arabian Peninsula, bringing the plague with them.

SOURCE 4 From Al-Maqrizi' s account of Alexandria

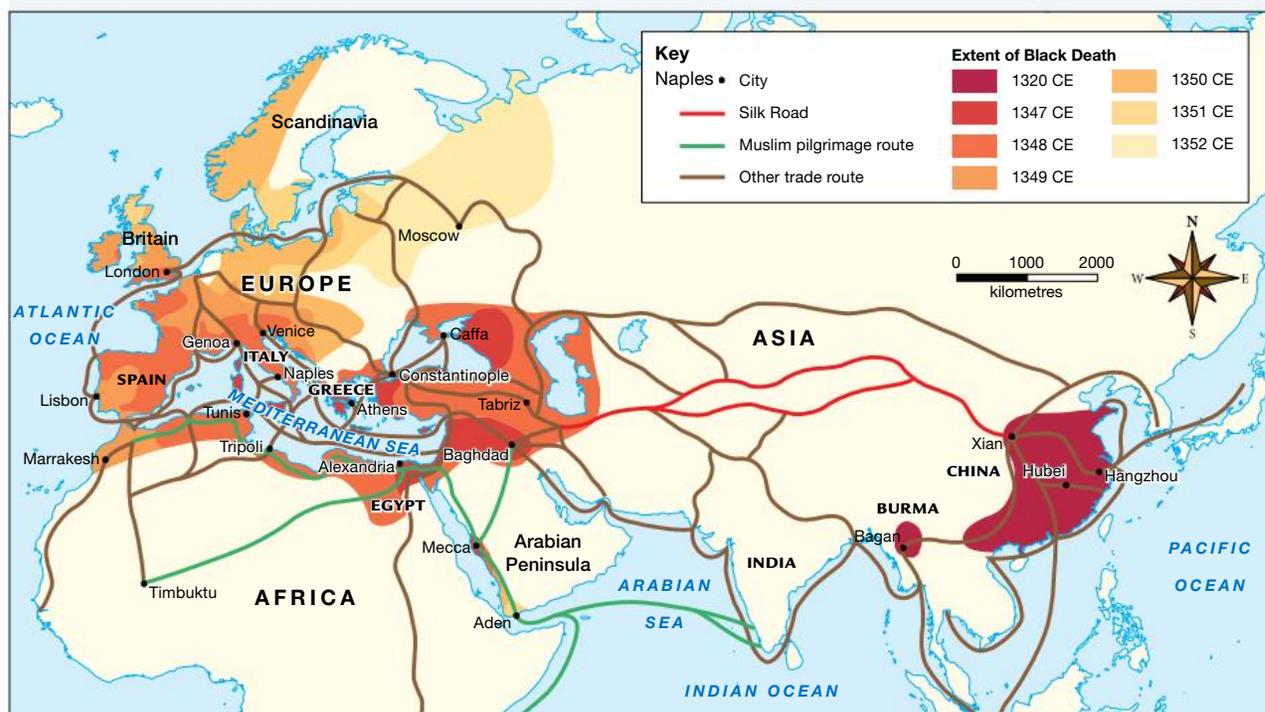
A ship arrived in Alexandria. Aboard it were thirty-two merchants and a total of three hundred people — among them traders and slaves. Nearly all of them had died. There was no one alive on the ship, save four of the traders, one slave, and about forty sailors. These [forty-five] survivors soon died in Alexandria.

The Egyptian city of Alexandria was a major trading port on the southern shores of the Mediterranean Sea. It had strong links with Constantinople, as well as with Arab cities to the east and all along the north African coast. Alexandria became infected in 1347, soon after the siege of Caffa. The Black Death then spread eastwards to Palestine and Syria in 1348, and into the Arabian Peninsula, reaching Mecca.

Europe

By January 1348, cases of the plague were reported in both Genoa and Venice in northern Italy. From there it quickly spread to the rest of Italy, and to southern France and Spain by the middle of that year. Within a year all of western Europe was affected and, by 1350, the Black Death had turned east again and had reached Russia. **SOURCE 5** shows how quickly the Black Death spread throughout Europe between 1348 and 1351.

SOURCE 5 The Black Death spread like a wave across Europe between 1348 and 1351.



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

Some historians believe that fleas carrying the Black Death came to Caffa on the skins of marmots. These small Central Asian mammals had no resistance to the disease, and large numbers became infected and died in the mid-1340s. Fur traders came across the dead animals, removed their hides (including the deadly fleas) and sent them along the Silk Road to cities such as Caffa.

North Africa

From Alexandria, the plague began to spread along the north African coast, and had reached Tripoli in modern-day Libya by 1348. At about the same time, the city of Tunis appears to have been infected through its trade with Sicily, with an outbreak reported in April 1348. From Tunis, the plague spread eastwards into Libya, with that country now attacked by the plague from both east and west. In 1348, the ruler of Morocco attempted to conquer Tunis but failed, and his retreating army carried the disease back to Morocco, infecting Algeria along the way. The plague reached Marrakesh in central Morocco in 1349. It is possible that Morocco was also infected by traders from Spain, who brought the disease via the island of Majorca.

From Alexandria, the plague also spread south along the Nile valley, although it does not appear to have spread into other parts of Africa. It appears that settled areas with towns and agriculture provided the most suitable environment for black rats to thrive. The area to the south of Egypt and the Sahara was inhabited largely by nomadic tribes. Their lifestyle did not provide an environment suitable for the rats, so the plague did not spread into these parts of Africa. Ultimately, the plague lasted far longer in Egypt and Syria than other affected areas, with some estimates suggesting there were outbreaks over the course of nearly 170 years.

DID YOU KNOW?

The spread of the plague to Scandinavia is believed to have occurred through a trading ship carrying wool from England. The ship was seen floating off the Norwegian coast and the locals rowed out to examine it. They found the crew dead and decided to take the cargo of bales of wool. Little did they know the bales were full of the deadly plague-carrying fleas.

2.16 SKILL ACTIVITY: Using historical sources

Some areas of Europe, the Middle East and North Africa were hit harder than others. Use the **World map** template provided in the digital documents section of the Resources panel to chart the impact of the plague on particular regions.

First, plot each of these locations onto the map. You might like to use **SOURCE 1** to help you locate the original sites of some of these cities.

- London (62 000 deaths)
- Paris (80 000 deaths)
- Florence (70 000 deaths)
- Constantinople (no reliable data)
- Cairo (200 000 deaths)
- Alexandria (no reliable data)
- Gaza (no reliable data)
- Tunis (no reliable data)
- Baghdad (no reliable data)
- Damascus (no reliable data)
- Tabriz (300 000 deaths)

1. **Create** a timeline of when these cities were infected by the Black Death. Some have been mentioned in this lesson, but you might need to do some additional research.
2. Make a colour gradient to show their chronology (for instance, the far left of the timeline might be red and each event following moves through the spectrum of the rainbow).
3. Add these colours to your map to **illustrate** the movement of the plague across the region.
4. Use the mortality count next to each city in the list and make the point on your map bigger to **demonstrate** the size of the impact.

2.16 Exercise

learnon

2.16 Exercise

Learning pathways

LEVEL 1

2, 3, 5

LEVEL 2

1, 4, 6

LEVEL 3

7, 8

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Check your understanding

1. **State** the areas of Europe, Asia and the Middle East that had become permanent human settlements by the fourteenth century.
2. The Black Death's most deadly form first appeared in the _____ province in China.
3. **Determine** if the following statements are true or false.
 - a. The city of Caffa was the source of infection for Europe and North Africa.
 - b. The plague lasted far longer in Egypt and Syria than other affected areas.
 - c. The Egyptian city of Alexandria became infected before the siege of Caffa.
4. **Explain** why the Black Death primarily affected settled communities rather than people living a nomadic existence.
5. How did the Tartars in **SOURCE 2** spread disease into the city of Caffa?
 - A. They released rats into the city
 - B. The army brought it with them when they conquered the city
 - C. They launched infected bodies over the walls
 - D. They traded supplies for their journey which were infected

Apply your understanding

Communicating

6. a. What is a pandemic?
b. **Explain** why it is appropriate to refer to the Black Death as a pandemic
7. **Identify** which group is thought to have brought the Black Death to China.
8. Some historians have suggested that without trade, the Black Death may never have happened. **Explain** whether or not you agree with this statement. **Justify** your opinion using evidence.

LESSON

2.17 How did people respond to the Black Death?

LEARNING INTENTION

By the end of this lesson you should be able to identify medieval treatments for the Black Death and explain why they were not effective. You should also be able to explain the religious responses to the Black Death in the Middle Ages.

TUNE IN

In the **SOURCE 1** engraving people are escaping from their village after setting the buildings on fire. The woman on the left appears to be performing the last rites for a plague-infected man.

The world was caught by surprise when COVID-19 began to spread. Why were we so unprepared for this situation if it had happened before?

1. Discuss why people may have turned to religion in the face of the Black Death.
2. Brainstorm the public response to COVID-19. How did people react to this pandemic?
3. Compare the reactions in both times. Identify any similarities and differences.

SOURCE 1 A fourteenth-century English engraving



2.17.1 Medical treatments

The strength and speed of the Black Death pandemic caught everyone in its path off guard. Medical science had no way of dealing with the outbreak and religious beliefs provided no protection against the onslaught.

Medieval doctors had no idea what had caused the Black Death and so they resorted to the traditional methods of treating illness. Bloodletting and the use of leeches were tried and failed to cure the disease. Attempts to cut into the buboes to remove the ‘bad’ blood often did little more than help spread the disease by exposing the doctors to the bacteria living in the blood.

A common belief in Europe was that disease came from **miasma**, or the bad smells that were often found in overcrowded towns. To counter this, doctors often encouraged their patients to sniff posies of fragrant flowers, bundles of herbs or sweet-smelling oils.

SOURCE 2 A Welsh writer, who died in April 1349, described the buboes that appeared on the bodies of victims.

It is of the form of an apple, like the head of an onion, a small boil that spares no-one. Great is its seething, like a burning cinder, a grievous thing of an ashy colour. It is an ugly eruption that comes with unseemly haste. It is a grievous ornament that breaks out in a rash. The early ornaments of black death.



tlvd-10581

miasma unpleasant smells or fumes thought to be the cause of disease in medieval times

In some cases, they even suggested that patients should breathe in the smell of human waste in the hope that one bad smell might overcome the more dangerous miasma.

Doctors themselves began dressing in long hooded robes to protect themselves from infection. They would also wear a face mask that had a long beak-like structure at the front. This beak would contain sweet smelling herbs or oils, designed to filter any evil smells that the doctor might be exposed to.

Some towns resorted to the 'cure of sound'. They would loudly ring the church bells, or fire off cannons, in the hope that the noise would frighten the plague and drive it away. In addition to prayer, spells and charms of all sorts were used in the hope of driving away the evil. These included washing the skin with vinegar and rose water, or applying a mixture of tree resin, white lily roots and dried human excrement to buboes that had been cut open.

SOURCE 3 Doctors attempted to treat the plague by draining the bad blood from the buboes in this fourteenth-century fresco.



DID YOU KNOW?

One plague prevention method involved the mixing of roasted and ground eggshells with the leaves and petals of marigold flowers, stirring this mixture with treacle into a pot of warmed ale and drinking twice a day. A similarly exotic remedy was to place a live hen near the swelling to draw out the disease and then drink a cup of your own urine twice a day.

Some effective treatments

The most successful measures taken to avoid the plague were those that involved forms of quarantine.

In fact, the word *quarantine* comes from the Italian for *forty days* — *quaranta giorni*. In Venice, ships suspected of being infected had to stay on an island next to the city for 40 days to ensure they weren't carrying the disease.

Islamic religious teachings encouraged people to not flee the plague, but to stay where they were to avoid infecting others. However, these methods did not completely stop the disease. For many people, simply fleeing an infected town or village was the best form of protection, although it was usually only the wealthy who could take advantage of this.

In the French city of Avignon, Pope Clement VI sat between two large fires designed to purify the air. The plague bacteria cannot survive intense heat, and fleas also dislike heat, so this method may well have been the most effective.

2.17.2 Religious responses

Followers of all religions saw the Black Death as a punishment from God. Christians, who believed they were being punished for their sins, turned to prayer and carried out pilgrimages to holy places in the hope of warding off the disease. When the plague hit Mecca in 1348, devout Muslims believed it was God's punishment for allowing non-believers to enter the city. In some places, religious authorities and town councils imposed tight restrictions on people's behaviour in the hope of keeping the plague at bay. In the French city of Tournai, men and women living together but who were not married were ordered to marry or to separate, and gambling, swearing and working on the Sabbath (a day of religious observance) were banned.

Mass deaths and burials

So large was the death toll from the Black Death that all the usual religious rituals associated with death, such as confessing one's sins to a priest before death, could rarely be observed. As many as half the priests died from the plague and many others fled, making the situation worse. In 1348, Pope Clement VI decreed that those who were infected could make their confessions to each other, including to a woman, if no priest was available. Collection of corpses took place every night, with most buried in mass graves on the outskirts of the town. Very rarely was a proper funeral service held for those who had died.

tlvd-10582

SOURCE 4 This image depicts Saint Sebastian interceding for victims of the plague.



SOURCE 5 A mass grave was discovered in Gdansk, Poland, at the former site of a hospital. The sheer number of bodies meant that they could not be buried in the usual style.



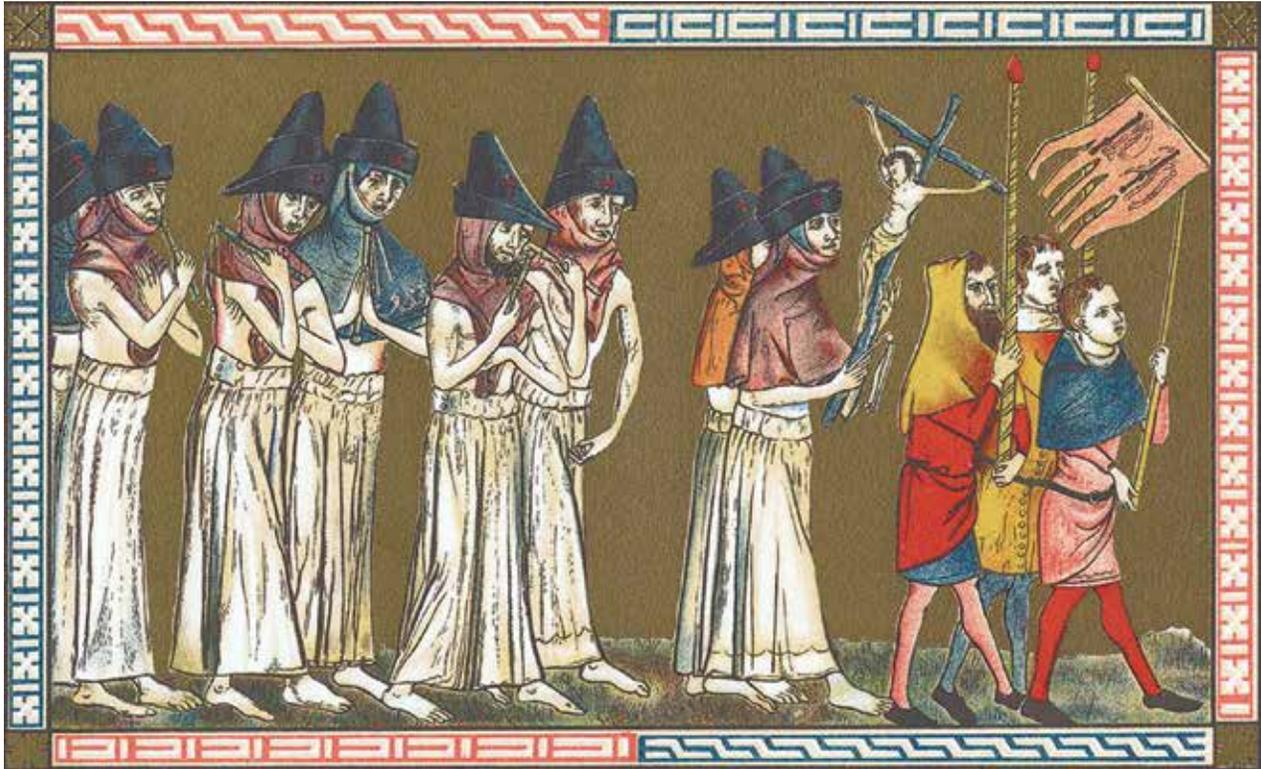
Monks and monasteries

Throughout Catholic Europe, monasteries had become important centres of learning, and many had schools attached. The monks made an important contribution to the life of the surrounding community and were often the first ones that people would turn to in times of trouble. Because the monks saw it as their duty to tend to the sick, they quickly caught the disease and numbers in the monasteries were reduced. In the period after the Black Death, many inexperienced and poorly trained monks moved into the monasteries, reducing their influence as places of learning.

The Flagellants

One religious group that responded very publicly to the spread of the plague was a group known as the Flagellants. They believed that whipping themselves with steel-tipped whips would show their willingness to be punished for their sins, and win God's favour. The Flagellants are believed to have originated in the eleventh century and had undertaken pilgrimages across Europe in the 1260s. The onset of the Black Death drew many new followers to their brotherhood, and they travelled from town to town across Europe, whipping themselves until they bled. In reality, they were probably helping to spread the disease. Many of them carried the disease in their blood, and they often brought the disease-carrying rats and fleas with them as they travelled.

SOURCE 6 A procession of Flagellants in the Netherlands in 1349



Did Islamic teachings help?

Although Islamic leaders encouraged their people to shelter in place and avoid spreading the plague, there was naturally a great deal of movement as people fled the plague or entered cities to seek new opportunities. There weren't as many outward signs of penitence, like the Christian Flagellants, because Muslims were taught that dying of the plague made them a **martyr** and allowed them to immediately ascend to heaven.

Some practices, such as communal prayers, may have only helped to spread the plague quicker. Likewise, caring for the sick in their community was one of the key principles of Islamic faith. Unlike Christian communities who shunned the sick, they were often well-cared for in the Middle East, potentially leading to greater infection but also to a higher chance of recovery.

martyr someone who dies for their faith or is recognised by their religion in death

2.17 SKILL ACTIVITY: Questioning and researching

Jewish peoples have faced discrimination throughout history. This was often because they were very focused on maintaining their community rather than embracing new ones. This led many people to mistrust them and think that if something went wrong it was easier to blame them than to actively find a solution.

1. Using the internet and a library, **research** the persecution of the Jews in medieval Europe, particular during the time of the Black Death. In particular, search for answers to the following:
 - a. Why were Jews treated as outsiders?
 - b. What are some examples of restrictions that were placed on Jews in different countries?
 - c. **Name** at least one other incident when Jews were deliberately targeted for persecution.
2. **Create** a mind-map of ways in which Jews were persecuted in the medieval period and who was discriminating against them. You might like to colour code **Christian** and **Muslim** offenders and compare which of these groups were more tolerant of the Jews.

2.17 Exercise

2.17 Exercise

Learning pathways

■ LEVEL 1

1, 4, 6, 9

■ LEVEL 2

2, 3, 5, 10

■ LEVEL 3

7, 8, 11

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- Track results and progress



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Check your understanding

1. **Determine** if the following statements are true or false.
 - a. People used quarantine to avoid the plague.
 - b. Smelling fragrant spices and herbs were used to avoid the plague.
 - c. People fled plague-stricken areas to avoid the plague.
 - d. The blood from buboes was ingested to avoid contracting the plague.
2. **Identify and explain** three 'medical' treatments that were recommended for dealing with the plague.
3. **Explain** the purpose of the costume worn by doctors during the period of the Black Death.
4. _____ sat between two fires designed to _____.
This probably kept him safe since _____ dislike heat.
5. Use the information in **SOURCE 2** to **create** your own description of the buboes that were symptoms of the Black Death.

Apply your understanding

Using historical sources

6. Examine **SOURCE 3**. This action would have been dangerous for the doctor because
 - A. the patient might react violently to being cut.
 - B. the doctor might accidentally kill the patient.
 - C. the cut could attract more rats, thus spreading more disease.
 - D. the infected blood might spread the disease.
7. a. **Infer** what **SOURCE 4** tells us about the importance of religion in medieval life.
 - b. **Describe** how religious authorities responded to the threat of the plague.

Historical perspectives and interpretations

8. Normally, the Catholic Church allowed only priests to administer the last rites to a dying person. However, during the Black Death they allowed anyone to take final confession. **Evaluate** the effect this might have had on peoples' thoughts about the clergy.

Using historical sources

9. Refer to **SOURCE 6**. **Explain** what the Flagellants were hoping to achieve through their activities.

Communicating

10. **Describe** how the European and Middle Eastern responses to the Black Death differed.

LESSON

2.18 How did the Black Death change society?

LEARNING INTENTION

By the end of this lesson you should be able to identify the impacts of the Black Death on Europe in the Middle Ages and describe the ways society changed in the Middle Ages as a result of the Black Death.

TUNE IN

Disaster has always had an impact on daily life, either from need (people filling in vacant roles, infrastructure change or new social practices) or from a desire from populations to avoid situations such as this again.

SOURCE 1 Ibn Khaldun, who lived through the plague, wrote about the changes that he observed in societies both Christian and Islamic.

Civilization both in the East and the West was visited by a destructive plague which devastated nations and caused populations to vanish. It swallowed up many of the good things of civilization and wiped them out. It overtook the dynasties at the time of their senility, when they had reached the limit of their duration. It lessened their power and curtailed their influence. It weakened their authority. Their situation approached the point of annihilation and dissolution. Civilization decreased with the decrease of mankind. Cities and buildings were laid waste, roads and way signs were obliterated, settlements and mansions became empty, and dynasties and tribes grew weak. The entire inhabited world changed. The East, it seems, was similarly visited, though in accordance with and in proportion to [the East's more affluent] civilization.

1. Read **SOURCE 1**. Identify the ways in which the lives of average people would have been affected.
2. This author is a Muslim from Tunisia — would a medieval monk have written in the same way about this crisis? Discuss.

2.18.1 Social changes

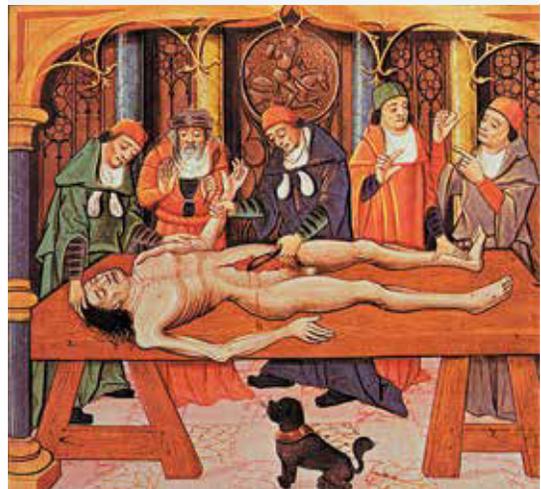
Between 1347 and 1351, the Black Death had a brutal effect on life in Europe and the area surrounding the Mediterranean Sea. Despite all the devastation, there were also some positive changes in the following years, many of which occurred as a direct response to the horrors of the plague (see **SOURCE 2**).



Growth of medicine

The failure of medieval medicine to successfully treat the victims of the plague led to changes in the practice of medicine in the years following the Black Death. Before this time, hospitals were places where sick people were sent to be isolated. When people entered a hospital, all their possessions were disposed of because no-one expected them to survive. During the period of the Black Death, doctors began to try to cure patients placed in hospital, and this practice continued after the plague had gone. Some hospitals began to develop relationships with universities and collect libraries of medical texts. An increased emphasis on medical knowledge led to more dissections of human corpses, and so improvements in the knowledge of anatomy and surgical practices soon followed.

SOURCE 2 As shown in this fifteenth-century illustration, the desire of doctors to find out more about the human body led to an increase in dissections, which improved knowledge of human anatomy.



Sanitation and public health

In a number of places, authorities became more aware of the need to take responsibility for the health of the population. In Italian cities such as Venice and Milan, public health boards were set up to deal with the plague, and these continued after the disease had moved on. These boards gradually gained extra powers and became a valuable means of preventing the spread of illness. In London, the city council brought in regulations to clean up the city. Laws to prevent littering, the employment of street sweepers and heavy fines for dumping waste in the river were all implemented in the years following the Black Death.

Religion

The devastation of the Black Death weakened the influence of the previously all-powerful Catholic Church. The inability of religious leaders to deal with the plague through prayer and the fact that so many priests had died of the disease led to many people losing some respect for the Church. In the 1360s and 1370s, an English **theologian** John Wycliffe wrote a number of works critical of the papacy and of the role of monasteries in society. He gained a strong following among people whose recent experiences had led them to question the power and influence of the Catholic Church in society. Many of Wycliffe's followers were executed for **heresy**.

theologian a person who is considered to be an expert in religious matters

heresy opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches

Class changes

The huge decline in the numbers of peasants and agricultural workers meant there were fewer people left to perform their tasks. This meant that peasants were able to demand higher wages. However, these demands were often resisted by those in power. Peasants and workers in various parts of Europe rose up to demand their rights in the years following the Black Death. The social and economic elite were extremely worried about the desire of those beneath them to affect change in the social hierarchy, leading to laws such as King Edward III's *Statute of Labourers* in 1350. This essentially prohibited requesting or offering wages higher than those offered pre-plague, creating a legal limit to force people to stay in their class.

SOURCE 3 The Jacquerie uprising in 1358 was an attempt by French workers to improve their conditions.



SOURCE 4 Muhammad ibn Sasra wrote about the changes he noted in his *Chronicle of Damascus*.

Men's occupations have ceased, the hearts of the rulers have become hardened, the rich have become haughty toward beggars, while the subjects perish and misfortunes increase.

In France in 1358, a group of workers called the Jacquerie rose up in revolt to try to improve their working conditions. In 1378 a group of workers in the wool industry, who were known as the *ciompi*, led a revolt in Florence where they managed to force some democratic government reforms for a brief time. In England, causes of the Peasants' Revolt of 1381 can be directly traced to Edward III's attempt to control the poorer population.

Although most rebellions and revolts were put down, the overall trend of change was undeniable. Greater proportions of the reduced population engaged in skilled trades rather than the feudalistic working of allocated land and people flocked to cities for new opportunities. This brought about the growth of a **middle class** and cemented the end of the feudal system. These things may have occurred without the Black Death's impact simply due to political unrest and the famines preceding it.

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

DID YOU KNOW?

In some parts of Europe, kings and aristocrats were alarmed by the growth of the middle class and the increased wealth of some of the peasant class. They passed 'sumptuary laws', which regulated the type of clothing that peasants were allowed to wear. This was to prevent peasants from using their new-found wealth to begin dressing and behaving as if they were members of the upper classes.

Language

In England before the Black Death, most educated people spoke Latin or French. The death of large numbers of educated monks and other scholars meant that schools had to resort to English as the language of instruction. By the 1380s, poets such as Geoffrey Chaucer were publishing their works in what is now referred to as Middle English. Chaucer is considered by many to be the father of English literature.

2.18 SKILL ACTIVITY: Questioning and researching

The Black Death spread incredibly quickly through Medieval Europe and infected 30–60 per cent of the population.

1. **Discuss** the following with others:

- Do you think that the Black Death would have as great an impact today as it did in medieval times?
- How could people of the time have protected themselves better? Consider their understanding of disease and the resources available to them.

2. **Write** a brief summary of how the world is better prepared now to combat disease and infection.

2.18 Exercise

learnon

2.18 Exercise

Learning pathways

■ LEVEL 1
3, 4, 5

■ LEVEL 2
1, 2, 7, 8

■ LEVEL 3
5, 6, 9, 10

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Check your understanding

1. **Explain** how the experience of the Black Death changed the ways in which hospitals operated.
2. **Describe** an example of an action taken in London to improve sanitation and public health after the plague had moved on.

3. Many people began to lose respect for the Church after the Black Death because
 - A. they thought priests had caused the Black Death.
 - B. the *ciompi* suggested that the church was doing a bad job.
 - C. language began to evolve.
 - D. the Church couldn't do anything to stop the plague.
4. Before the Black Death, the two languages used by scholars and educated monks in England were _____ and _____.
5. What was the result of the decline in the number of peasant and agricultural workers following the Black Death?
 - A. There weren't enough farmers to grow food
 - B. Knowledge of farming was lost
 - C. The Peasants' Revolt of 1381
 - D. The growth of the middle class.
6. **Determine** how the decline in the number of peasant and agricultural workers after the Black Death gave them the strength to challenge those in power.

Apply your understanding

Using historical sources

7.
 - a. **Describe** what is happening in **SOURCE 2**.
 - b. **Identify** the differences in the way the activity in **SOURCE 2** is depicted **compared** with how it would be performed today.
8.
 - a. **Describe** what appears to be happening in **SOURCE 3**.
 - b. **Explain** why this event took place.
 - c. **Recall** any places where similar uprisings took place.

Communicating

9.
 - a. **Explain** what we mean when we refer to a 'middle class' in medieval society.
 - b. **State** four examples of occupations that you think would have been carried out by middle class people during the Late Middle Ages.
10. The *ciompi* in Italy managed to gain some 'democratic' reforms in the government of their city. **Identify** an example of what you think might be a 'democratic' reform.

LESSON

2.19 INQUIRY: Tackling a problem from different angles

LEARNING INTENTION

By the end of this lesson you should be able to compare the effects of the Black Death on two diverse societies and use historical sources to build an effective discussion of the past.

Background

The Black Death was a plague pandemic that affected Asia, Europe and North Africa in the fourteenth century. The disease infected almost everyone who came into contact with it and resulted in a huge death toll and social, cultural and economic upheaval. During this period, the East and West were directly connected by not just trade, but also pilgrimage and conflict.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

In order to truly understand how different cultures approached containing and managing the Black Death, you need to have a grounded place to examine. Use the list below or pick from the **SOURCE 3** map in lesson 2.16 to find two cities which, when compared, will give you an idea of how the local population reacted.

West	East or near-East
London	Constantinople
Florence	Cairo
Paris	Alexandria

Step 2: Using historical sources

Use the information in this topic and do some additional **research**. What was the reaction to the plague in the cities or their surrounding regions? Did religion play a part? Did locals listen to the guidance of their leaders?

Primary sources are a great way to get an insight, but secondary sources have normally brought together all the information you'll need into one place. Try to get a mixture of both.

Step 3: Historical perspectives and interpretations

Compare the reactions to the Black Death in one city to another in a visual way. This could mean

- a Venn diagram
- a mind-map
- comparative population/death toll graphs.

Step 4: Communicating

Create a response to the topic, *Which culture or region responded the most effectively to the Black Death crisis?*

This could be tackled in several ways:

- write a short response exploring your opinion
- create a comprehensive infographic showing the different approaches
- record a vlog discussing the positives and negatives of each approach.

Whatever mode you choose to apply to this task, you must use your research and the historical sources you have gathered to support your contention.

Complete your self-assessment using the **Inquiry rubric** or access the 2.19 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39428)

LESSON

2.20 Review

Hey students! Now that it's time to revise this topic, go online to:



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2.20.1 Key knowledge summary

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

2.2 Examining the evidence

- Much of what we know about medieval Europe is from different types of evidence that provide us with information.
- Sources from medieval Europe include artwork, written sources and artefacts, monuments and buildings.

2.3 What are the key features of the feudal system?

- Feudalism, a method of ordering society, was expanded and developed over the period that Charlemagne ruled in Europe.
- The system was based on the king giving land to the wealthier nobles and lords in return for their loyalty and taxes.
- With the land, the nobles and lords gained power over the peasants who lived and worked there, which gave them an income.
- Below the nobles were the knights, who were their sub-tenants. In return for land, they gave loyalty to the lord, fought for him and paid tax they earned from their peasants.
- The feudal system was an effective way to maintain social order.
- Towards the end of the Middle Ages things began to change in relation to the feudal system, as the towns and cities grew.

2.4 How was life for people in the feudal system?

- Quality of life in the Middle Ages depended largely on what position a person held in the feudal system. The nobility, knights and barons all lived reasonably comfortable lives with privileges. The clergy generally led simple and scholarly lives. Peasants, though, had few rights and life was very hard.
- Men did all the farm work, which was mainly physical labour.
- Most peasants had no formal education.
- Women had few rights, even those of higher classes. Their purpose was to provide children. Most peasant women also did farm labour work such as food preparation, looking after livestock and weaving.
- Children were also regarded as sources of labour as soon as they were old enough to help.

2.5 In what ways did medieval people impact their environment?

- Medieval people were limited to the resources in their local environments.
- Agriculture in the local feudal manor was the foundation of their society.
- Forests were protected for hundreds of years by William of Normanby's laws which forbade ordinary people from hunting in them or taking wood.
- Every village had a mill that used the renewable energy source of water to grind wheat into flour, as bread was the main source of food for most.

2.6 What were the defence features of the medieval castle?

- In medieval times, castles were built to protect the monarch or lord's lands, as well as for them to live in.
- Early castles were of motte and bailey design: a keep built on a high mound, surrounded by a ditch or moat. The high position gave the people in the keep the advantage when they were being attacked.
- During the Middle Ages castle designs became more and more sophisticated, with heavy concentric walls, battlements and drawbridges.
- Within the castle there were troop quarters, stables, armouries, living quarters, kitchens and dining halls.
- By the end of the Middle Ages, feudalism was declining, castles were no longer effective as a show of strength and weaponry had developed so that older weapons no longer stood up to an attacking army.

2.7 How was warfare conducted in the Middle Ages?

- Medieval warfare was a clash of arms for power and wealth.
- Armies would fight hand-to-hand in tightly grouped formation, using weapons such as swords, pikes, axes and maces.
- Archers with crossbows and longbows would also be used and mounted knights would try to break up the enemy's formations.
- Missiles were used to try to break the walls of a town or castle, with trebuchets and early cannons hurling rocks and other materials at the enemy.
- Two important developments in the Middle Ages that allowed for the appearance of the mounted warrior, or the knight, in battle were the stirrup and a heavier breed of horse that could carry a man in full armour.
- Knights tended to be wealthy, because it was expensive to breed warhorses and own good armour.
- Over the few hundred years that knighthood was at its peak, the armour developed from chain mail to whole suits of armour. Weapons were heavy iron swords, maces, battle axes and lances.

2.8 Why did towns begin to grow in this period?

- As trade routes became more established and Europe became more settled and peaceful, a network of towns sprang up, giving rise to a new social group, the merchants.
- Merchants travelled to distant markets in Asia, the Middle East and Africa, and returned with goods and ideas to be exchanged.
- The new merchant class became quite powerful.
- As the demand for skilled workers grew, young people were trained in particular trades in apprenticeships.
- The standard of work by tradesmen was overseen by a guild, which was an association formed to protect the trade's own interests. The merchant guilds become quite powerful, controlling trading ports and routes for themselves.

2.9 How were people punished for committing crimes in medieval times?

- As there was no police force to protect communities in medieval Europe, most people had to take on that responsibility for their communities. In order to dispense justice, lords and later volunteer constables and watchmen, were relied upon.
- An accusation of disturbing the peace was a serious crime in medieval times. Punishments usually took the form of being out in stocks or the pillory. Villagers or townsfolk would be encouraged to shame the offender.
- Trials by jury were commonplace and all villagers had to attend several times a year. The Lord's Steward oversaw the court and 12 village men made up the jury. The jury would decide upon the fate of the accused.
- The Church was the most powerful institution in medieval Europe and had considerable control over the population. Serious crimes, such as blasphemy and heresy, were dealt with swiftly and punished by the Church.
- Treason was an especially serious crime in medieval Europe. Plotting against the monarch, conspiring with foreigners, and leading a rebellion are some key examples of treason. To maintain power, Kings and Queens had to punish their enemies, as well as warn potential enemies against treasonous acts. Punishments were severe, yet the public was encouraged to attend the executions.

2.10 What was the power and authority of the Church in medieval times?

- The Roman Catholic Church was the one common institution found across western Europe and everyone was expected to live by Church law and keep its rituals and customs.
- As God's representative on Earth, the Pope was a very powerful figure and ruled with the upper class of clergy, his cardinals, archbishops and bishops.
- The lower clergy took the Pope's messages to the people in the villages through their sermons.
- Every village had a parish church built with peasant labour, which was the centre of their community. The more powerful churches, the seats of the bishops, were called cathedrals.
- By early medieval times, the Pope was the head of the Christian Church and communities of religious men had formed, called monasteries. These religious men devoted their lives to God and played important roles in the local communities, such as running schools and hospitals.

2.11 Who controlled the power of the written word?

- Parish priests, monks, nuns and friars played an important role in spreading Christianity to even the most remote village.
- Monks lived in small closed communities called monasteries and nuns lived in similar communities called convents.
- The religious orders such as monks produced the written texts by hand in a very labour-intensive process.
- Manuscripts were produced by hand, made from vellum and written on with quills.
- Illuminations are the elaborate illustrations that accompanied the manuscripts.

2.12 INQUIRY: Was King Arthur real?

- The myth of King Arthur has been strong for centuries.
- Many people were convinced that he was a real Saxon King in early medieval times.
- Twenty-first century historians generally agree that the evidence points to King Arthur being a myth, not a historical figure.

2.13 INQUIRY: The Magna Carta

- The *Magna Carta* is a royal charter of rights that was signed by King John of England and his barons in 1215
- It was designed to bring peace between King John and his barons by ensuring that the monarchs of England were bound by the law and could not just make their own laws.
- It had a significant impact on a number of different groups in society.

2.14 What were the changing relations between Islam, Christianity and Judaism in the Middle Ages?

- Many people during the Middle Ages were illiterate and therefore relied on priests for education and guidance.
- In Medieval Europe, medicine took second place to religion. Priests were considered more important than doctors.
- Most people believed that prayer was the most effective way of dealing with serious illness.

2.15 What was the Black Death?

- The Black Death was a disease that devastated Europe, Asia and North Africa during the fourteenth century, particularly between 1347 and 1351.
- The Black Death was a combination of three related diseases — bubonic plague, pulmonary/pneumonic plague and septicaemic plague.
- A bacterium known by the scientific name of *Yersinia pestis* was understood to be the cause of the Black Death. These bacteria were transmitted by a number of different types of flea found living on the bodies of black rats.

2.16 How did the disease spread?

- The growth of trade played an important part in the spread of disease. The Black Death was more easily able to spread between settlements along trade routes such as the Silk Road.
- It is believed that the Black Death first appeared in its deadly form in China and that it was carried there by the Mongols.
- The potential was always there for the Black Death to be carried to Europe, either by European traders returning from the east or by the Central Asian Tartar warriors (Mongols), who were continuing their attacks in eastern Europe.

2.17 How did people respond to the Black Death?

- Medieval doctors had no idea what had caused the Black Death and so they resorted to the traditional methods of treating illness.
- Some people believed that the disease came from miasma (unpleasant smells or fumes), while others saw the Black Death as a punishment from God.

2.18 How did the Black Death change society?

- Following the Black Death and the failure of medieval medicine to treat the sick, there was a greater focus on medical research. An increased emphasis on medical knowledge led to more dissections of human corpses and improvements in surgical practices.
- The Black Death weakened the Catholic Church — many people lost faith and respect after so many people, including priests, had died from the plague.
- The death of so many educated monks and scholars meant that schools had to teach in English rather than Latin or French.

2.19 INQUIRY: Tackling a problem from different angles

- Different places reacted to the Black Death in different ways
- When researching a topic a mix of primary and secondary sources is ideal.

2.20.2 Key terms

archbishop head bishop

artillery large mounted firearms such as the cannon

bishop clergyman who governs a diocese, a large church district

blasphemy any words or actions that were considered disrespectful or insulting towards God or religion. This included things like cursing, speaking rudely about religious figures or religion, or denying the existence of God. It was considered a serious crime and was punished by fines, imprisonment, or even death.

bubonic plague the commonest form of plague in humans, characterized by fever, delirium, and the formation of buboes

cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

cathedral main church of a diocese; contains the bishop's throne

chronicle a record of events as they happened, usually written by a person who was present at the time they occurred

city-state a city that with its surrounding territory forms an independent state

clergy officials of the Church

concentric having a common centre

curtain wall outer wall surrounding an inner wall in a castle

dormant inactive or sleeping, with the potential to become active at any time

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

edict order issued by a monarch or other person in authority

endemic normally and regularly found in a particular location or environment

fallow when a field was left for a period without being sown in order to restore its fertility through the nutrients in the soil

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

geld a form of land tax

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

heresy opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches

heretic one who rejects the teachings of the Church

homage pledging duties and loyalty to someone of superior rank in the feudal system

illumination hand-painted illustration in a medieval book

keep innermost tower of a castle

lance a long wooden shaft with steel point used as a weapon by mounted knights

lords feudal term for aristocracy of big landowners

lymph node lump of tissue that helps the body fight infection; part of the immune system

mace iron-headed club

martyr someone who dies for their faith or is recognised by their religion in death

mass Roman Catholic Church service

miasma unpleasant smells or fumes thought to be the cause of disease in medieval times

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

moat water-filled defensive ditch surrounding a castle

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

motte a mound upon which a castle was built

Mundrum fine a penalty imposed by William the Conqueror in 1070 for the killing of a Norman. The fine was paid by the guilty person or their community to the king or lord of the person killed, and the amount paid varied according to the social status of the victim.

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

nun member of a closed community of women living under religious vows and rules

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

palisade tall fence made of pointed timber stakes driven into the ground

pandemic widespread across a large region

persecution oppression or punishment of a person or group of people, usually because of their religion

phalanx body of foot soldiers in close battle order

pike long spear-like weapon carried by foot soldiers

pneumonic plague a severe lung infection caused by the bacterium *Yersinia pestis*

reeve a magistrate administering law in a village

regurgitate to vomit, or bring up the contents of the stomach or throat

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage

sanctuary a legal concept that offered individuals protection if they were seeking refuge from persecution or punishment. The right of sanctuary was based on the idea that churches and other religious institutions were sacred and provided a safe place for those in need of protection. They were granted temporary protection from arrest, allowing them time to negotiate a settlement for their crime, or seek a pardon.

septicaemic plague a plague wherein bacteria multiply in the blood

sermon moral or religious lecture delivered by a priest

stirrup foot supports suspended from a saddle by straps

thatch straw used for making roofs

theologian a person who is considered to be an expert in religious matters

tithe barn a barn where peasants' produce is stored as a form of taxation

vernacular everyday language spoken by a particular group or class

2.20.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

What were the key features of feudalism and its impact on medieval Europe?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources



eWorksheets Customisable worksheets for this topic (ewbk-10656)
Reflection (ewbk-10658)
Crossword (ewbk-11457)



Interactivity Medieval Europe crossword (int-7586)

2.20 Review exercise

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Multiple choice

- Which of the following was not a weapon used by knights?
 - Mace
 - Lance
 - Cannon
 - Sword
- Which of the Roman Catholic clergy was the most powerful?
 - Cardinal
 - Priest
 - Bishop
 - Monk
- The main work of early Christian missionaries was to:
 - Persecute non-Christians
 - Spread the word of Christianity
 - Eliminate the snakes in Ireland
 - Travel across Europe to primitive tribes
- Where did the plague most likely originate?
 - Australia
 - Asia
 - Europe
 - Africa
- The idea of 'quarantine' comes from which Italian phrase?
 - Separated patients
 - Forty days
 - God's will
 - It wasn't an Italian phrase, it originated in Spain.
- What is the name of the bacterium considered responsible for the Black Death pandemic?
 - Yersinia pestis*
 - Bacillus anthracis*
 - Bacterium yersinius*
 - None of the above
- What is an illumination?
 - A light in the altar of a church
 - A decorated holy manuscript
 - A new idea
 - A stained glass window
- Which of the following was not a social group in the feudal system in medieval Europe?
 - Clergy
 - Lords
 - Peasants
 - Pagans

9. Which of the following statements *does not* describe why historians once called the medieval period ‘the Dark Ages’?
- A. They believed that ignorance triumphed over learning and order.
 - B. There was a long period of coldness and darkness causing famine.
 - C. It was a period of great instability.
 - D. Many Roman architectural structures were destroyed or abandoned.
10. Which of the following was not a defence feature of a medieval castle?
- A. Brewery
 - B. Moat
 - C. Palisades
 - D. Bailey

Short answer

Communicating

11. **Explain** the main reason for the spread of the Black Death.
12. **Describe** the main social groups in the feudal system.

Historical perspectives and interpretations

13. **Discuss** the importance of the peasant class in supporting the feudal system.

Communicating

14. a. **State** the purpose of castles.
b. **Identify** at least two defence features of castles and **explain** how they worked against enemies.
15. Using at least two examples, **describe** the power of the Church in medieval Europe.

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3 Renaissance Italy (c. 1400–1600)

LESSON SEQUENCE

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LESSON

3.1 Overview

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How did societies change during the Renaissance?

How have individuals, groups and ideas from the Renaissance influenced the modern world?

3.1.1 Introduction

The term *Renaissance* has been used to describe great changes in art, science and learning that took place in Italy during the fifteenth and sixteenth century. These changes began in Italy and spread throughout Europe.

Just like in modern times, during the Renaissance people struggled with responding to people who had different beliefs or culture from the mainstream and it was a period of great change in culture, science and technology. Some people were very enthusiastic about these changes. Others felt that the changes offended their beliefs and values. For example, in the modern world innovations in gene technology have caused us to reconsider our ideas about the sanctity of life. In Renaissance times, Copernicus's models of the solar system challenged existing ideas of people's central place in the universe.

SOURCE 1 *The Wedding at Cana* by Paolo Veronese was commissioned by the monks of San Giorgio. The commission required that the work be large enough to fill the entire refectory wall. The work is based on the biblical story of Jesus' first miracle of turning water into wine.



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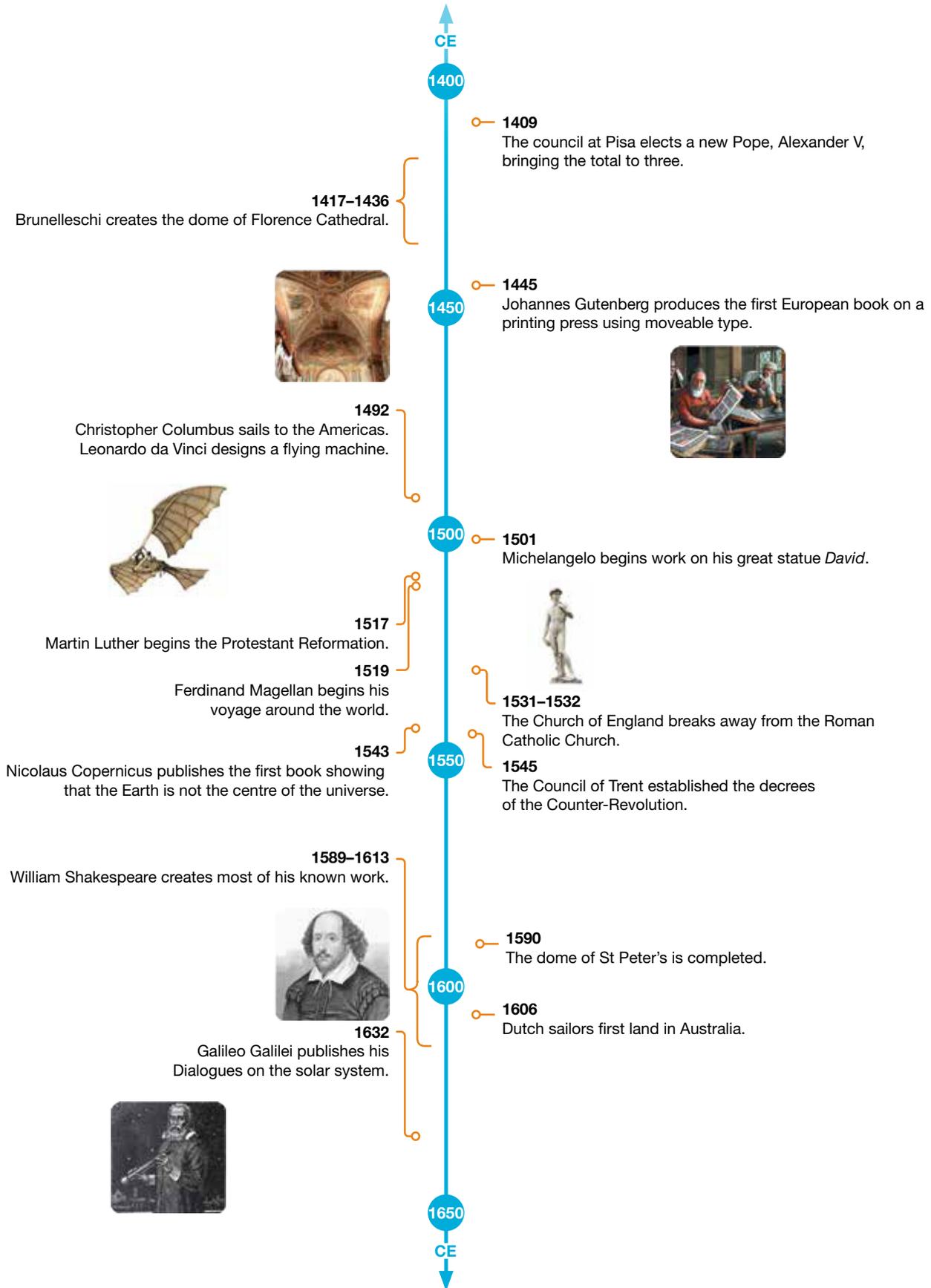
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Video eLesson

Renaissance Italy (eles-1826)

SOURCE 2 A timeline of the Renaissance



LESSON

3.2 How do we know about Renaissance Italy?

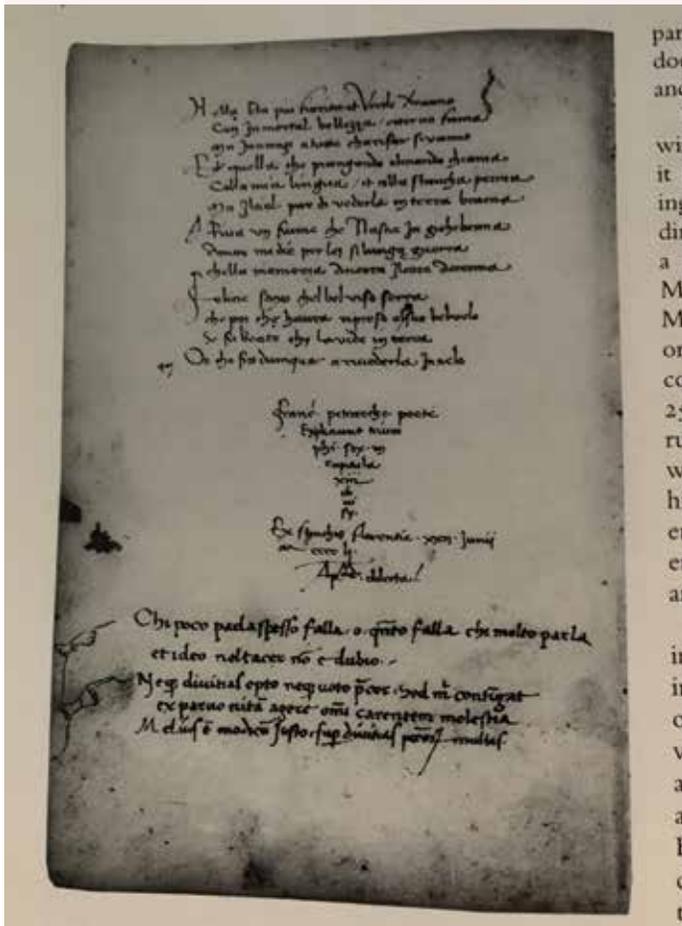
LEARNING INTENTION

By the end of this lesson you should be able to identify a range of sources from the Renaissance and describe their usefulness in understanding the period. You should be aware that different sources contain different points of view. You should also be able to define the period of history called 'The Renaissance' and identify changes associated with the period.

TUNE IN

Renaissance individuals were meticulous diary keepers. In addition to diaries, literate people from merchants to soap-makers kept scrap books or *zibaldoni* in which they carefully recorded snippets of advice, excerpts of texts and news of the day. These books could take years to complete and were intended to be guides for younger generations. Giuliano di Giovanni de'Bardi wrote in the front of his book: 'O you who read me, please don't mislay me, for I am the guide and companion of he who copied me'.

SOURCE 1 Manuscript of soap-maker Antonio di Guido Berti which was written over a two-year period.



1. What kinds of information do you think historians might discover in these diaries?
2. How do you record your experiences?
3. How might the information you save about your life compare to people living during the Renaissance?

3.2.1 How do we know about the Renaissance era?

The term *Renaissance* comes from the old French term *renaistre* meaning ‘rebirth’ and was first used in 1860 by Swiss historian Jacob Burckhardt to describe the renewed interest in the ideas of ancient Greece and Rome during the fifteenth century in Italy.

3.2.2 What was the Renaissance?

During the Renaissance the study of classical texts and artefacts combined with innovation to create a period of great cultural change. It was a period of cultural expression and renewed intellectual curiosity that challenged some existing beliefs and values, particularly in religion and politics. A new movement called Humanism stressed the dignity of human beings and the importance of reason and inquiry in learning.

The writing of the time suggests a belief that they were part of a new direction in art and literature. Italian poet and scholar Francesco Petrarch (1304–1374) rejected the medieval era as a period of ‘darkness’. The idea of rebirth was used by the art historian Giorgio Vasari (1511–1574), who claimed in his *Lives of the Most Excellent Painters, Sculptors and Architects* (1550) that art had been ‘reborn’ in Italy in about 1250 and had reached maturity in Italy in the sixteenth century.

With the benefit of historical perspective, historians have argued that the social changes and cultural expression of the Renaissance developed from trends formed during the medieval period. Contact with other societies brought new ideas to Europe. The Crusades of the eleventh century brought Europeans into contact with exotic goods, such as spices from the East, and classical texts from Greece and Rome that had been preserved by the Byzantine and Arab civilisations. Several universities were established in the medieval era continuing the study of ancient texts, including Bologna in 1088, Oxford in 1096, Cambridge in 1209, Padua in 1222 and Naples in 1224. Many individuals who contributed to the changes associated with the Renaissance studied at these universities.

SOURCE 2 A view of the city of modern-day Florence, Italy. Filippo Brunelleschi’s great fifteenth-century dome of the Cathedral of Santa Maria del Fiore towers above the city.



3.2.3 Primary sources

A great many sources of information survive from the Renaissance that enable students to understand the period. A few examples are:

- maps and diaries of travellers who explored new areas previously unknown to Europeans, including *The Travels of Marco Polo* (c. 1350)
- histories of the Renaissance period, including Vasari's history of art *Lives of the Most Excellent Painters, Sculptors and Architects* (1550) and political histories of Florence by Bruni, Guicciardini and Machiavelli
- collections of letters that have survived, including the letters of early humanist Petrarch, the letters of artist Michelangelo and letters written by women such as the collections of Isabella d'Este and Nanini Medici
- the business accounts of merchants in cities such as Florence, Venice and Genoa
- wills written by various individuals, including women and the lower classes
- the contents of libraries, including those established by Cosimo de' Medici and Federico of Urbino
- the preserved diaries of many careful diary writers including Marino Sanudo, Buonaccorso Pitti, Gregorio Dati and Marco Parenti
- books written during the Renaissance, including *The Prince* (1513) by Niccolò Machiavelli and the works of William Shakespeare (1564–1616)
- some of the writing of Martin Luther (1483–1546) that was printed on a press
- the music of composers including Giovanni Palestrina (1525–1549)
- the architecture, sculpture and art of the Renaissance, including the work of Brunelleschi, Leonardo, Michelangelo and Titian
- objects, such as the instruments used by Galileo to study the planets.

SOURCE 3 The Ospedale degli Innocenti (Hospital of the Innocents), built by Filippo Brunelleschi in 1419 as an orphanage, was commissioned by the Silk Guild of Florence. It is considered an excellent example of Renaissance architecture for its use of symmetry, proportion and columns.



3.2 SKILL ACTIVITY: Using historical sources

SOURCE 4 *The Merchant of Prato* by Iris Origo

'Your letter was placed in my hand when we were at table, and Tessa my wife was there; and I vow, my delight and amusement caused me to change countenance [expression], so that my wife was consumed with curiosity to know the subject of what I read.'

Letter of Ser Lapo Mazzei, writing to the wife of his friend, Margherita Datini, who Mazzei taught to read and write when she was over thirty.

Analysing sources

origin, motive, content and context, intended audience, perspective, reliability, usefulness/significance

Origin: letter of Ser Lapo Mazzei to Margherita Datini

Intended audience: Margherita Datini

Content and context: Having taught Margherita to read and write, Mazzei was eager to be updated on her progress through regular content.

Perspective: Not only does Mazzei indicate that he is pleased with Margherita's writing he takes care to tell her that he finds her letters entertaining.

Reliability: This is a highly personal communication, and we cannot conclude from it that large numbers of women in the Renaissance were taught to read. However, as this communication was intended to be private Mazzei had no reason to invent his perspective.

Significance: This letter is evidence of a Renaissance woman, Margherita, a wife of a merchant, who is taught to read and write. It is also clear that she shared regular correspondence with her teacher Mazzei, who was a business associate and friend of her husband Francesco.

SOURCE 5 Diary of Ser Lapo Mazzei written in 1400 recording the death of his mother.

'On the 27th, when I visited her, she was lifted up and brought to the fireside to sup [eat] with me, when suddenly crying out, "Oh, God, help me!" she drew two long breaths, and gave up the ghost in my arms . . . she departed in peace, and left me, ungrateful and weak as I am, most disconsolate. For during her sickness, not thinking her near death, I was not humble and courteous as I would have wished to be. Had I but slept and talked beside her for a single night and comforted that poor little old body and persuaded that tired spirit to depart gladly, towards God, our home.'

- a. Origin:** record the source details.
 - b. Motive/intended audience:** why was this source created? Would the author have intended for the source to be read by others?
 - c. Content and context:** describe the event recorded in Mazzei's diary entry.
 - d. Perspective:** analyse Mazzei's feelings about this event. Use short quotes from his diary to support your points.
 - e. Reliability:** Mazzei's mother is described in the diary entry. Is it possible for readers to understand her perspective from the information in the source? Provide reasons for your answer.
- Use Trove or Google Scholar to locate another example of a Renaissance diary. Published diary authors include Marino Sanudo, Priuli, Buonaccorso Pitti, Gregorio Dati, Francesco Datini and Marco Parenti. Having found a diary extract, **determine** the following: origin, motive, content and context, intended audience, perspective, reliability, and usefulness/significance.

3.2. Exercise

3.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6

■ LEVEL 3

7, 8, 9, 10

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Check your understanding

1. Jacob Burckhardt used the old **Latin / French / German** term *renaistre* in 1860, which means ‘**artistic / new / rebirth**’ and described fifteenth-century Italy as the Renaissance because he regarded this as a time when the ideas and talents of Ancient **Greece** and **Rome / China / Italy**.
2. **Match** each of the below universities with the date they were opened. Place the corresponding letter into the answer column.

Oxford		a. 1088
Naples		b. 1222
Bologna		c. 1224
Padua		d. 1096
Cambridge		e. 1209

3. There is evidence which suggests that the culture of the Ancient Greek and Romans had not disappeared during the medieval period. True or false?
4. Which of the below outline the idea of humanism? **Select** all that apply.
 - A. Humanism encouraged people to follow the Church’s teaching on all matters.
 - B. Humanism focused on the dignity of people.
 - C. Humanism was an unsuccessful attempt to start a new religion.
 - D. Humanism encouraged people to use reason and their own observations to draw conclusions and gain knowledge.
 - E. Humanism focused on gaining wealth and status.
5. **Describe** the evidence which suggests that the culture of the Ancient Greeks and Romans had not disappeared during the medieval period.

Apply your understanding

Using historical sources

6. **Explain** the changes that occurred during the Renaissance.
7. Select two primary sources that survived from the Renaissance. **Develop** two questions for each source. Identify whose perspective is likely to be presented in each source.
8. **Examine SOURCE 2.** What does the scale and style of the cathedral reveal about the society which built it?
9. **Investigate SOURCE 3.** **Create** a table and record your impressions of the building. Use the headings ‘See’, ‘Think’, ‘Wonder’.
 - What do you see in the image?
 - What do you think about what you can see?
 - What do you wonder about the image?

Historical perspectives and interpretations

10. **Identify** any evidence that the ideas of the Renaissance were a continuation from the medieval period.

LESSON

3.3 What were the origins of the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to identify the factors which contributed to the beginning of the Renaissance in Italy.

TUNE IN

In the fifteenth century, Italy was made up of several separate states that were not unified until the late nineteenth century.

SOURCE 1 A map of Italy in 1494.



Source: Spatial Vision

Examine **SOURCE 1** and record your observations about the city-states of Italy. Pay attention to the names of the city-states. Review your notes at the end of the lesson.

3.3.1 The growth of city-states

The Renaissance thrived in Italy from the fifteenth century, especially in city-states such as Florence, Genoa and Venice whose industry and trade increased during the period. These cities were at the crossroads of trade routes linking Europe, the Middle East and Asia. This central position allowed for the exchange of ideas and products, and interaction between people. From Italy, the Renaissance spread to northern Europe, especially after 1445 when books started to be printed in Europe.

During the Renaissance, Italy was made up of independent city-states (see **SOURCE 1**). A city-state is an independent urban centre and the surrounding countryside, including small towns, that was governed by its own laws and political system.

City-states were run by a variety of political systems, including **republics** such as Florence, Venice, Lucca and Siena in which political power was shared between eligible citizens. Others were controlled by single **hereditary** rulers, such as Naples, which was ruled by a king, and Milan, which was ruled by a duke. The city-states were often at war with each other and competed for status. For example, Leonardo Bruni wrote glowingly of his adopted home Florence in **SOURCE 2**.

SOURCE 2 From Leonardo Bruni, Panegyric to the city of Florence, 1403–04

What about the splendour of the architecture, the buildings, the cleanliness, the wealth, the great population, the healthfulness, and pleasantness of the site? What more can a city desire? Nothing at all.

3.3.2 The rise of the patron

Historians believe that the Renaissance began in Italy in the 1300s with a renewed interest in the ideas of classical Greece and Rome. Francesco Petrarca was one of the first Italian thinkers to translate these works, including the works of Cicero and Livy. Greek scholars, including Manuel Chrysoloras, moved to Italy bringing with them ancient manuscripts and teaching Greek in the schools and universities of Italy.

Growing trade with the East and new industries made a new group of medieval men wealthy. These businessmen, who made their money in trade, banking and cloth production, wanted to demonstrate their education and values, and beautify their city-states. To do this they commissioned art, architecture, literature and music.

The desire to imitate and surpass the ancient civilisations of Greece and Rome led to developments in art, architecture, literature, music, **philosophy**, education and science. These **patrons** had a significant role in the development and spread of the ideas of the Renaissance. Artists and intellectuals often moved from place to place in search of a patron, spreading the ideas of the Renaissance across Italy and later into Europe.

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

hereditary passed from parent to a child

philosophy the study of the principles underlying all knowledge

patron a person or institution who pays for a work to be created

3.3.3 Humanism

The social and cultural developments of the Renaissance were greatly influenced by the ideas of Humanism. Humanism comes from the Latin word *humanitas*, however, its meaning is broader than the translation 'humanity'. Humanism involved the study of ancient Latin and Greek scholars. Humanists were influenced by ancient thinkers like Cicero who argued that the mind must be cultivated through a broad education. This led to an expanded curriculum including mathematics, science, rhetoric, history, music and poetry.

Humanists also believed in the potential of individuals to comprehend the world and influence society for the better. The humanists encouraged people to use their talents to create, invent and explore. For example, Pico della Mirandola (1463–1494) was a humanist who argued that God gave humans the potential to achieve great things if they used their talents.

This led to great advances in science and mathematics which will be discussed later. Some humanists encouraged individuals to use their talents for the good of their local communities, which encouraged civic duty and pride.

DID YOU KNOW?

Marco Polo (c. 1254–1324) was a Venetian traveller who left Europe in 1271 to journey to Asia. Travelling by ship and then overland, Polo passed through the Middle East and across the Asian continent via the Silk Road to China, where he spent 17 years.

Polo returned to Venice in 1295, bringing with him porcelain, silks, spices and jade, along with many tales of his extraordinary travels.

SOURCE 3 From *The Travels of Marco Polo*, about the kingdoms and marvels of the East

Suju is a very great noble city. They possess silk in great quantities, from which they make gold brocade . . . and they live by their manufactures and trade. There are also in this city many great philosophers and diligent students of nature.

3.3 SKILL ACTIVITY: Historical perspectives and interpretations

The Renaissance was a time that saw the emergence of many new products and new ideas. **Create** a mindmap showing the causes of these changes and unpacking the changes themselves.

Mind-maps are used to help us identify and understand the connections between events or ideas in History. You will need a large piece of paper to write on and some coloured pencils. Alternatively, you may like to use a coloured lotus diagram.

1. Begin by putting the central idea of the Renaissance in the centre. Write a few words to **summarise** the Renaissance under the heading.
2. Think of as many changes as you can and record them. You may like to work with a partner. Each change should have its own colour. For example, write down classical influences in one colour.
3. Now record the consequences of classical influences in the same colour using a circle or a square from the lotus diagram. For example, humanists were influenced by the ideas of Cicero. Wherever possible record an example of a change (e.g. for the ideas of the humanists you might write new curriculum).
4. Use arrows to **illustrate** connections between your ideas (e.g. you could connect humanists with the printing press).

3.3 Exercise

3.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

6

■ LEVEL 3

5, 7, 8, 9, 10

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Check your understanding

- Determine** if the following statements are true or false.
 - Italy's location was important in exchanging goods and ideas.
 - Patrons were responsible for delaying the spread of Renaissance ideas.
 - City-states were run by different political systems.
- Why did wealthy individuals, including rulers, bankers and merchants, become patrons of the arts? **Select** all that apply.
 - To display their economic wealth and political power
 - To demonstrate their sophistication
 - To promote the arts within their community
 - To provide employment for their community
 - To show they had wanted to be artists themselves
- Answer the following.
 - Which of the following best defines a city-state?
 - A city-state is an independent urban centre and surrounding countryside that is governed by powers outside its borders.
 - A city-state is an independent urban centre that is governed by its own laws and political system.
 - A city-state is an independent rural centre that is governed by its own laws and political system.
 - A city-state is an independent urban centre and surrounding countryside that is governed by its own laws and political system.
 - A city-state is a city within a larger country that abides by that country's laws.
 - List** the different ways they were governed during the Renaissance.
- Circle the correct options to complete the sentence. Patrons were important in the spread of changes and ideas of the Renaissance because **farmers** / **artists** / **bankers** / **families** and intellectuals **told each other about new ideas** / **competed for the same work** / **moved from place to place in search of a patron**.
- Imagine** that you are studying at a university during the Renaissance and write a diary entry **describing** your reaction to the arrival of the Greek scholar Manuel Chrysoloras.

Apply your understanding

Using historical sources

- Examine SOURCE 1.** **List** the states that were:
 - republics
 - kingdoms or duchies (ruled by dukes)
 - controlled by the Pope.
- Read **SOURCE 2** and **identify** what Bruni believes are the most important qualities of a city. Leonardo Bruni was the chancellor of Florence at the time he wrote his description. Does this information impact your assessment of the reliability of the source? Provide reasons for your answers.
- Read **SOURCE 3** and **explain** why Marco Polo was impressed by the city of Suju.
- Read **SOURCE 3.** **Analyse** how accurate Marco Polo's description of Suju is likely to be.

Historical perspectives and interpretations

- Many wealthy noble and merchant families sent their sons to university. **Clarify** what might have been the benefit of a university education during the Renaissance.

LESSON

3.4 Why is Florence called the cradle of the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to describe the impact of wealth on different groups in the city of Florence and the relationships between the rulers and the ruled in Florence.

TUNE IN

Florence is a city located in central Italy that was a busy trading city during the Renaissance.

tivd-10584

SOURCE 1 A nineteenth-century copy of the *Pianta della Cantena*, a woodcut made about 1470, showing Florence at the height of the Renaissance



1. Examine **SOURCE 1** and discuss possible reasons why most buildings were built inside the city walls.

3.4.1 New industries

The city of Florence played a leading role in the development of the Renaissance and has been described as ‘the cradle of the Renaissance’. It was a busy trading city with many people and products passing through each day. In the fifteenth century Florence had a population of 60 000.

Florence is located on the banks of the river Arno, which was important for the cloth industry. The city, surrounded by walls, controlled much of the surrounding countryside. The city made use of its local produce, such as oil and grain, to feed the population and provided work for people from the nearby villages. Previously, wealth had been based almost entirely on land ownership. However, during the Renaissance the main sources of wealth were banking, trade, craft goods and cloth manufacturing. Individual experience varied greatly in the Republic. In the fifteenth century the wool industry employed over 30 000 workers. Many of these workers were so poor that they were classified as *miserabili* because they owned so little that they paid no tax. Many of the jobs in the wool and silk industries were low-paid, difficult and unpleasant jobs. For example, one part of

the manufacturing process involved stamping on the wool in large vats containing urine. However, the **merchants** who owned the cloth became very wealthy from the profits.

merchant a person who buys and sells goods for profit

3.4.2 A guild government

As banking and cloth manufacturing became more profitable, merchant families campaigned for greater access to political power. Unlike some city states in Italy, Florence was not ruled by one individual, it was a republic. In Florence there were many councils, each with a separate role. During the later medieval period, merchants and nobles had fought with one another for the greatest share of these offices. In 1293, a new law called the Ordinances of Justice changed the rules about who could participate in government. To be eligible to vote or have a position in any of the political bodies you had to be male, a citizen, a taxpayer and a member of a **guild**, therefore, nobles were officially excluded.

In Florence during the Renaissance there were seven major and 14 minor guilds divided according to profession. The seven major guilds were: merchants; judges, lawyers and notaries; wool manufacturers and merchants; bankers; silk merchants and manufacturers; physicians and pharmacists; and furriers and skinnners. Six of the nine priors of the Signoria of Florence were elected from the major guilds and only two from the 14 minor guilds. The ninth member became the *Gonfaloniere of Justice* similar to the Chief Magistrate of State. Despite its republican institutions most of the Florentine population were excluded from guild membership and therefore the political system.

3.4.3 The popolo grasso and the popolo minuto

As we have seen the benefits of economic developments and political representations were not enjoyed by all groups in Florentine society. The Florentines described wealthy merchants and businessmen as **popolo grasso** (the fat people) and the operators of small shops and merchants as **popolo minuto** or small people. On occasions this term was extended to included wage earners who laboured in the local industries.

In 1378, a group of wool carders called *Ciompi*, protested at their high taxes and low wages, which had forced some workers out of their homes. Significant numbers of labourers had moved from the surrounding villages into the city and had become indebted to their employers due to forced loans. The *Ciompi* were amongst those classified as *miserabili* who accounted for 22 per cent of the population but had no political representation. The group, which included other occupations such as shopkeepers, protested demanding the creation of three new guilds. Their creation resulted in a more representative government, with a wool carder, Michele di Lando elected *Gonfaloniere of Justice*. However, the guilds only lasted for 3 and a half years and were dissolved in 1382 with a return to **oligarchical** government.

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

popolo grasso the fat people in the Renaissance. A term used to describe the wealthy.

popolo minuto the small people in the Renaissance. A term used to describe people of modest means.

oligarchy a form of government where all power is held by a few people



aud-0432

SOURCE 2 Adapted from the chronicle attributed to Acciaiuoli, in *Chronicles of the Tumult of the Ciompi*, ed. and trans. Kantor and Green, 9.

On Sunday, all the guilds gathered in their shops. They elected representatives, one for each guild. On Monday morning the colleges assembled early in the signoria, and the representatives came. All that day they stayed with the priors and their colleges, but they could not reach agreement. Thus, on Tuesday, the guilds began to arm themselves, the guild banners were unfurled. This was brought to the attention of the priors. They immediately chose the ninety-six. Then an uproar arose in the square and people with the guild banners shouted, 'Long live the people.'

SOURCE 3 Machiavelli, *Florentine Histories*, trans. Banfield and Mansfield, 126.

‘The three new guild corporations be formed, one for the carders and dyers, another for the barbers, double makers, tailors, and such mechanical arts, and the third for lesser people; and that from these three new guilds there would always be two Signori and from the fourteen lesser guilds three.’



aud-0433

SOURCE 4 Leonardo Bruni, *The History of Florence*

‘This is an eternal example and warning for the city’s leading citizens that they should not allow civil unrest and armed force to come down to the whims of the mob. For it cannot be restrained once it begins to snatch the reins and realizes that it is more powerful, being more numerous. Most of all, it seems, one should beware of seditious actions which have their origins among the principal citizens, for they end up moving from there to the lower orders.’



aud-0434

SOURCE 5 Diary of Gregorio Dati, entry from 1412

On 28 April my name was drawn out as standard-bearer for the militia company. Up until then I had not been sure whether my name was in the bags for that office, although I was eager that it should be both for my own honour and for that of my heirs . . . on the very day my name was drawn, I had taken advantage of the reprieve granted by the new laws and finished paying off my debts to the commune.

SOURCE 6 A speaker in the council assembly in Florence

The foundation of peace in democratic cities is equality in matters of offices and taxes. Our ancestors had provided for it, among other things, through the rotation of offices.

DID YOU KNOW?

Florentines were so concerned about one person taking control of the city that they created rules around election to office, including using bags to draw out names at random and voting using coloured beans for anonymity.

3.4.4 The Medici family

Despite the efforts of Florentines to share power between all eligible families, the government was dominated by the wealthiest merchant families. These families used a network of friends and family to influence politics in the city. The most famous of these was the Medici family. The wealth of the family came mainly from the Medici bank. In the mid-fifteenth century Cosimo de’ Medici came to dominate Florentine politics; however, he took care not to attract jealousy, by riding on a donkey. Cosimo continued to influence Florentine politics until his death in 1464. The Medici family were important figures in Florence, their influence continuing under Cosimo’s son Piero and then his grandson Lorenzo. The influence of the family ceased for a time with the banishing of Piero the Younger from Florence in 1494, when the Florentine government was angered because he made a deal on their behalf with the French to surrender the city. The Medici family returned to Florence in 1512 and established themselves as dukes of the city.

SOURCE 7 Niccolò Machiavelli wrote about Cosimo de’ Medici in his *History of Florence*.

Although he was the chief man in Florence, he never overstepped the bounds of prudence . . . he never appeared anything but a simple citizen.

SOURCE 8 The *Procession of the Magi* by Benozzo Gozzoli shows Cosimo de' Medici riding a donkey in the bottom-left corner of the painting.



SOURCE 9 Pope Pius II writing about Cosimo Medici

. . . not so much a citizen as the master of his city. Political councils were held at his house; the magistrates he nominated were elected; he was king in all but name and state.

SOURCE 10 Alessandro Strozzi wrote about the great influence Cosimo de' Medici had over Florence.

Whoever keeps in with the Medici does well for himself.

3.4.5 Cultural patronage

The wealthy merchants of Florence were among the first people in Italy to have an interest in the classical world and played an important role in the Renaissance as patrons. They paid for a range of work to be created for churches, public buildings and private collections. Cosimo de' Medici was a great patron of humanists, artists, sculptors and architects. He gave money to humanist thinkers Poggio Bracciolini and Marsilio Ficino, as well as commissioning the translation of Diogenes Laertius's *Lives of Philosophers*.

Both Donatello's *David* and *Judith and Holofernes* were commissioned by Cosimo for his palace. He paid for work on several churches in Florence including the Church of San Marco. Cosimo's grandson Lorenzo Medici was also a great patron and commissioned a range of work including Sandro Botticelli's *Primavera*.

In the early Renaissance the patron and not the craftsmen decided many of the details of a work. This could include selecting the content, composition and colours in a painting. For this reason, the patron was often considered the creator of a work.

The banker Giovanni Rucellai commissioned Leon Battista Alberti to create the façade of the church Santa Maria Novella. In the inscription on the façade, Rucellai names himself as the maker of the work. Many wealthy merchant families, such as the Strozzi in **SOURCE 11**, built their families new palaces in the new Renaissance style with balance and symmetry. Rucellai wrote that his spending on architecture reflected 'his desire to honour God and his city and in memory of himself'.

SOURCE 11 The Strozzi Palace was begun in 1489 by Benedetto da Maiano for Filippo Strozzi. Filippo bought and demolished many buildings on the site to make enough space for the new palace, but he did not move from the site of his family's original house.



DID YOU KNOW?

Girolamo Savonarola was a Catholic priest who accused political and religious leaders of being corrupt. He was also very critical of the classical influences in literature, art and sculpture, which he described as pagan. He was particularly critical of the Medici family, who he thought were taxing the poor of Florence too heavily. He encouraged his followers to burn items he regarded as sinful, such as books, art and luxury items in the 'Bonfires of the Vanities'. He was later hanged and burnt for his criticism of the Church.

3.4 SKILL ACTIVITY: Using historical sources

In 1427 the Florentine Republic introduced a new taxation system to raise revenue to fight a war with the Visconti of Milan. The Castato was based on the household with the assessment recorded in the name of the senior male. The information collected included the name, occupation and assets of all members of the household. Assets included property, investments, livestock, slaves and items of value. The Castato assessed the wealth of over 40 000 people and determined how much tax was due. In addition, there was also a 'head tax' levied on each male between the age of 18 and 60. Those who possessed neither property nor capital were exempt. Neighbours were rewarded for reporting people who understated their income.

1. Use the **1427 Castato** weblink in the Resources panel to search the online records of the 1427 Castato. Search the surname of a Florentine.
2. **Record** the financial assessment of your individual. Based on these figures, do you believe they could be regarded as wealthy?
3. **Suggest** the problems with reporting which might reduce a tax levy.
4. **List** the information which might be available in the Castato records of 1427. Now **list** the information which may not be accurately reported or missing from the records. Review your notes and **evaluate** the usefulness and reliability of the Castato records of 1427 for historians studying the Renaissance.

3.4 Exercise

3.4 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 4

■ **LEVEL 2**

3, 5, 6

■ **LEVEL 3**

7, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
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Check your understanding

- Determine** if the following statements are true or false.
 - Everyone living in Florence in the Renaissance could participate in government.
 - Like other city-states, Florence was ruled by one individual.
 - Patrons, rather than the artists, were often considered the creators of a work of art.
 - In the fifteenth century the wool industry employed around 10 000 workers and most of those workers were quite wealthy.
- What were the checks and balances that were in place in the Florentine government to prevent one individual from becoming too powerful? **Select** all that apply.
 - Political power was shared between many eligible people, rather than having one leader.
 - You had to be male, a citizen, pay tax and a member of a guild to vote.
 - The names of eligible men were drawn out of bags, supposedly at random and voting was anonymous.
 - There were several government bodies, each with a separate role, so that no one council could exercise complete power without the other councils.
 - As members of the nobility were rich, they automatically had the right to vote.
- Elaborate** on what life was like for most people in Florence.
- The majority of the population in the Renaissance Italy worked in _____ jobs. The condition for their work were often cramped, poorly ventilated and _____. These workers and their families rented their homes and lived in _____ conditions.
- Explain** how a patron might influence the nature of an artwork.

Apply your understanding

Using historical sources

- Analyse SOURCE 1.**
 - Which buildings do you think were most important in the city?
 - Examine** the buildings closely and suggest what some of the identifiable ones may have been used for.
 - Suggest** what the river Arno may have been used for during the Renaissance.
- Read **SOURCE 2** and **outline** the methods used by the Ciompi to change the distribution of political power in Florence.
- Read **SOURCE 3** and **describe** the changes in the distribution of political power as a result of the Ciompi revolt.
- Using **SOURCE 5** as evidence, **clarify** why Gregorio Dati believed election to office was important?
- Examine SOURCE 8.** It is a painting of the three wise men.
 - Why do you think Cosimo Medici has placed himself in the painting?
 - What is he trying to suggest about himself?

LESSON

3.5 How did Venice contribute to the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to explain the economy and political institutions of Venice during the Renaissance.

TUNE IN

The city of Venice was built on a lagoon and had streets of water. People moved around the city on foot or by boat.

SOURCE 1 Boats still travel along the Venice canals today.



Examine **SOURCE 1** and suggest how Venice's watery streets would impact the sights and sounds of the city.

3.5.1 A city built on a lagoon

Venice was a republic governed by wealthy merchants. By the thirteenth century it had become a strong naval power and a centre of trade at the crossroads between Europe, Asia and the Middle East.

From humble origins on a lagoon in the Adriatic Sea, Venice grew to be one of the richest and most powerful city-states in Italy. The city is built on marshy islands so that the buildings appear to rise from the sea. The early Venetians were fishermen and sailors. They traded fish and salt for the products they could not grow. By the fifteenth century, Venice had a trading network that went in all directions as you can see in **SOURCE 2**. They had ports down the Adriatic coast through the Greek islands to Egypt, the Far East, to Constantinople and the Black Sea. Venetian ships brought timber, grain, salt, fruit and wine from the Mediterranean. From the East they brought silks, spices, drugs and jewels. People came great distances to do business in Venice. Many people came to live in Venice to do business including, Greeks, Albanians, Turks and Germans.

Cardinal Bessarion, himself from Greece, was one of many immigrants who came to live in Venice. In a letter of 1468, he said 'As all peoples of almost the entire world gather in your city, so . . . do the Greeks'.

SOURCE 2 Map of the Venetian sea trade routes



Source: Adapted from Patricia Fortini Brown, *The Renaissance in Venice*, pp. 12–13, The Everyman Art Library 1997. Map drawn by Spatial Vision.

SOURCE 3 A Venetian noble was not allowed to call his home a palace. He had to call it a *ca'*, short for *casa*, a house.



3.5.2 Ship building

In order to trade the Venetians built large ships or galleys. Ship building was so important to the economy that it was controlled by the government. By 1560, Venice was the largest industrial site in Europe employing over 2000 workers. The Venetians used standardised parts for easy replacement. In times of emergency a ship could be built very quickly. In 1570 they built 100 ships in two months. Because ship building was so important the craftsmen were given special pay and conditions. This included ceremonial roles like being bodyguards to the head of the Venetian republic. However, the **arsenalotti**, as they were known, were not allowed to leave Venice because they might share the secrets of Venetian ship buildings.

arsenalotti craftsmen who built ships in Venice

SOURCE 4 A Spanish visitor's description of a Venetian ship filled with supplies

Out came a galley towed by a boat and from the windows they handed rope from one, bread from another, arms from another . . . and when the galley reached the end . . . all the necessary men were on board.

SOURCE 5 *Juno bestowing gifts on Venice* by Paolo Veronese, 1553–1554. The figure above is the ancient Roman god, Juno and she is showering gifts on Venice, who is represented as a woman.



3.5.3 The Venetian Republic

Venice was a republic from 1297 until 1797 when the city surrendered to Napoleon. During this period Venetians enjoyed relative political stability. In 1297, a law was passed declaring that only men whose families had their name in the *Book of Gold* were eligible for political office. Although they were called nobles these men earned their income from trade.

All eligible men over the age of 30 were expected to sit in the Great Council when they were in Venice. The Great Council was the first level of Venetian government. Its main function was to elect the other councils. The Venetian government was made up of several councils each with its own function.

The head of the Venetian government was called the Doge. The Doge was elected through a very complicated process. He could do very little by himself. In fact, he was not allowed to open his own mail or receive visitors alone. This was to prevent him from becoming too powerful.

Both Venice and Florence were ruled by rich merchants who were determined to limit the power of individual men and families. Therefore, they used complicated voting to prevent vote rigging and multiple councils to spread the power of office.

Venetians and her visitors were impressed by the beauty of the city. They admired her canals, richly adorned buildings, thriving economy and diverse

population. Art, architecture and sculpture were paid for to enhance the image of the Republic. Titian, Tintoretto, Veronese, Sansovino and Palladio all produced works that glorified Venice. Priuli said that she appeared to be 'built more by divine will than human hand'.

DID YOU KNOW?

Festivals were used to affirm the image of the state. For example, during the Ascension Day celebrations the Doge dropped a gold ring into the sea and declared, 'we wed you, sea, in token of true dominion'.

3.5 SKILL ACTIVITY: Historical perspectives and interpretations

- Read the interpretation of Lane in **SOURCE 6** and **describe** double-entry bookkeeping.
 - According to Lane, how did this financial practice assist Venice merchants to trade?
 - According to Lane how did the introduction of double-entry booking change the habits of merchants?
- Read **SOURCE 7**. **Analyse** the suggested reasons for the spread of double-entry bookkeeping.
- Double-entry bookkeeping was used by other Renaissance merchants and bankers. Think carefully about your search terms and use the internet to **research** the impact of this accounting practice on the expansion of the Medici Bank.



aud-0435

SOURCE 6 Frederic C. Lane, *Venice: A Maritime Republic*.

'The use of resident agents instead of travelling merchants was facilitated by number of improvements in commercial technique. One was the system of double-entry bookkeeping. This way of grouping and checking the records of every transaction made it easier for a resident merchant to keep track accurately of what his partners or agents were doing. Tradition has assigned its invention to Venice: but . . . earlier examples have been found in Genoa and Tuscany. The Venetians seemed to have been responsible for . . . features of arrangement, for example the placing of all debits on the left, credits on the right in parallel columns. Bookkeeping and arithmetic, using Arabic instead of Roman numerals, was taught in Venice by 'masters of the Abacus'. . . This kind of bookkeeping enabled a merchant operating simultaneously on many marketplaces to know the extent of his liabilities and . . . of his assets.

Andrea Barbargio . . . bought standard commodities, such as cotton, wool, spices, copper or cloth. He kept his books carefully in double entry. . . He had been aboard in his youth, but for years he never went further than the Rialto. He had to go there to make payments and above all collect the news.'



aud-0436

SOURCE 7 Geoffrey T. Mills, *Early accounting in Northern Italy*

'Double entry developed in three Northern Italian city-states between approximately 1200 and 1350. The need for a new accounting system stemmed from the economic forces of the commercial revolution. From Northern Italy, double entry spread along European trading routes to other commercial centers through demonstration and the use of new business manuals from the printing industry. The increase in economic activity was fueled by commercial contacts from the Crusades, advancements in agriculture and trade, population growth and the rise of urban areas.'

3.5 Exercise

3.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5

■ LEVEL 3

6, 7, 8, 9, 10

These questions are even better in jacPLUS!

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Check your understanding

1. **Determine** if the following statements are true or false.
 - a. It was necessary for Venetians to trade goods with surrounding communities.
 - b. The High Council was the first level of Venetian government.
 - c. The doge was not allowed to open his own mail or receive visitors alone.
 - d. Each Venetian ship was unique and custom made.
2. How did the Venetian government try to control the arsenalotti?
 - A. By not allowing them to leave Venice
 - B. By cutting out their tongues
 - C. By threatening to take away their children
 - D. By torturing them
3. **Explain** why ship building was important in Venice.
4. **Select** the correct options to complete the sentence.

The Venetians made **standardised / unique / colour / shape / plastic / glass** ship parts, which were the same size and **standardised / unique / colour / shape / plastic / glass**, so that a part could always be quickly replaced.
5. **Explain** why the city of Venice was admired.

Apply your understanding

Communicating

6. **Imagine** that you have recently arrived in Venice to do business. **Write** an account of your time in the city. **Describe** the city, including the other people and the types of goods being traded.

Using historical sources

7. **Examine SOURCE 3. Elaborate** on the values the Venetian government was trying to promote by preferring the word casa to palace.
8. **Explain** what we learn from the Spanish visitor in **SOURCE 4** about how the galleys were loaded.
9.
 - a. Study **SOURCE 5. Identify** the gifts Juno is giving to Venice.
 - b. **Analyse** the symbolism of each gift.
10. Examine **SOURCE 2**.
 - a. **Outline** what was traded by the Venetians in each location.
 - b. Note the locations of the Venetians ports along the trade routes. **Clarify** why the Venetians may have needed these ports along their trade routes.

LESSON

3.6 What was it like to live during the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to identify the different perspectives of males and females during the Renaissance and be able to describe the impact of wealth on daily life and education.

TUNE IN

The piazza was a large open space where people gathered to shop, socialise and conduct business.

SOURCE 1 *Piazza del Mercato Vecchio, Florence (The Piazza of the Old Market)* by Jan van der Straet, 1555.



1. In your opinion, to what extent does the society and culture you grow up in influence your individual experiences?
2. Discuss the factors which may influence individual experience.

3.6.1 Daily life

The experience of daily life varied considerably between different social groups in Renaissance society. An individual's experience was influenced by wealth, gender and location. The wealthy nobles and businessmen enjoyed luxurious housing with expensive personal items and a rich diet. The shopkeepers and craftsmen owned some property and tools. Day laborers lived in small rented homes and with few possessions. Peasants worked the land, often as sharecroppers, and lived in one-room homes in the countryside.

3.6.2 The importance of family

Many institutions were important during the Renaissance. Family was an important source of comfort and support. In the growing cities of the Renaissance, people also relied on connections with the people living in their local area.

For many people, their family provided guidance, advice and connections. As recommendations were essential, people also depended on their family and friends to make introductions for them. For the merchant families these networks were necessary for conducting business. For the working class and women, networks allowed them to develop new friendships and ask for favours. Local identity and relationships were very important in the Renaissance.

3.6.3 The role of the Church

The Catholic Church continued to play an important role in most people's lives in Italy during the Renaissance. Significant occasions like birth, engagement, marriage and death were usually marked in the parish church. Throughout the year numerous religious feasts and festivals were held expressing religious devotion and pride in the city-state. The Pope was the head of the Catholic Church. He was also a powerful political figure with his own army. Although most people accepted its teachings, some began to question instances abuses of power and corruption within the Church.

SOURCE 2 Ascension Day celebrations in Venice as described by Petrarch

The size of the multitude is . . . hard to believe; both sexes and every age and station were represented. The Doge himself with a great bank of leading men.

3.6.4 Women in Renaissance Italy

Renaissance Italy was a patriarchal society that favoured men. Women generally received a limited education that prepared them for tasks in the home. However, there were exceptions. Some men educated their daughters and trusted their wives with important tasks like managing the estate while they were away on business. The women of noble or merchant families tended to be restricted to the home, while poorer families could not do without the work of women. These women often worked as servants, spinners or leather workers. For women from wealthy families, the parish church was a welcomed outlet for socialisation.

Many of the decisions in the life of Renaissance women were made by her male relations. For the wealthy, marriage was a chance to form alliances between two families and the match was a family decision. For example, Cosimo de' Medici was married to Contessina Bardi, who was from an old Florentine family. The bride and groom often spent very little time with each other until the ceremony. Women were usually married between the ages of 15 and 19. Men tended to marry in their mid-twenties or later. Nannina de' Medici wrote in frustration to her brother Lorenzo 'Don't be born a woman if you want to have your own way'.

SOURCE 3 Diary of Buonaccorso Pitti

I resolved to get married. Since Guido di Messer Tommaso was the most respected and influential man in the city, I decided to put the matter in his hands and leave the choice of bride up to him.

In order to marry, a woman needed to have a **dowry**. As a woman could not marry without a dowry, wealthy individuals donated dowries to poor girls in their city. However, some girls from poor families had to work for years to earn enough to marry. Women had few options outside of marriage. Some became nuns, but even a convent required a dowry. Some women without family who could help them were forced into prostitution. The dowries of merchant women became so large that Alessandra Strozzi declared ‘Whoever takes a wife wants money’.

dowry a payment of money or goods as part of a marriage agreement

3.6.5 Childhood in Renaissance Italy

Life was short in Renaissance times, with few people living into their forties. Working class houses usually had no more than two rooms, a bed, table and bench, and a few utensils. Yet in most families a child was born every two years. In poorer families particularly, most children did not live long enough to reach adulthood. Childbirth itself was so dangerous that it was common for women to make their wills before a baby was due to be born.

Peasant and artisan children usually had no formal education. In peasant families, children were put to work in the fields as soon as they were old enough to be useful. In artisan families, children would work alongside their fathers from an early age, with boys normally learning the father’s trade through apprenticeships from about age 14.

It was only among the wealthy classes that childhood began to be seen as a period of freedom from the responsibilities of adult life. Upper-class boys usually attended colleges from around age 7 to 15 unless they had home tutors. Upper-class girls might attend a convent school until they were married or became nuns.

In all social classes, girls had less status than boys. Babies were often abandoned or left at orphanages because their parents had died, were unmarried or could not afford to keep them. The records of the city-states show that two-thirds of all abandoned babies were girls. To relieve the burden on poor families, many girls were sent out to work as servants in wealthy households. Although some were treated well by their employers, others suffered physical and sexual abuse and the laws gave them little protection from such treatment.

SOURCE 4 This illustration appeared in a Grammar text by Elio Donato and shows Maximiliano Sorfza at school. Maximiliano Sorfza was the son of the Duke of Milan, Ludovico Sorfza, and he became duke himself in 1512.



3.6.6 Social minorities

Not all groups were treated equally in Italian society during the Renaissance. Non-Italians were often excluded in various ways, as were slaves, prostitutes and homosexuals. People of the Jewish faith were a vital part of Venetian society during the Renaissance as they provided loans to the Venetian merchants. The financial service provided by Jews was essential to the Venetian economy, however, as Christians, the Venetians had some prejudices about the Jewish culture. As a result, Jewish people were subjected to numerous laws. In 1516, a law required all Jews to live in one location — the area of the Foundry. Jews were also subjected to a curfew that meant they had to be indoors at sundown. The Jewish community was made to pay for the walls of the ghetto and for the wages of Christian guards.

DID YOU KNOW?

The term 'ghetto' may come from the Italian *getto* meaning foundry or from *barghetto*, a small section of town.

SkillBuilders to support skill development

- 1.6 Evaluating historical significance



tlvd-10586

3.6 SKILL ACTIVITY: Questioning and researching

Lucrezia Borgia

Lucrezia Borgia was born on April 18, 1480, the daughter of Rodrigo Borgia and his mistress Vanozza Cattanei. Rodrigo was elected Pope Alexander VI in 1492. Lucrezia was married at the age of 13 to Giovanni Sforza, nephew Ludovico Sforza Duke of Milan. Lucrezia's marriage to Giovanni only lasted three years, when Alexander had the marriage annulled. She was soon married to Alfonso of Aragon, son of the King of Naples. They were married only a short time before her husband was murdered, most likely at the hands of her brother, Cesare Borgia. Presently, her father arranged marriage to Alfonso d'Este, the son of Duke Ercole. She remained married to Alfonso, dying after giving birth to her eighth child in 1519 aged 39.

1. **Propose** three questions you have about the life of Lucrezia Borgia. Consider the different periods in her life and ensure you cover several topics.

SOURCE 5 Hadrianus, Secretary to the Pope, recorded the decision of the Pope, Rodrigo Borgia, to make Lucrezia the regent of Spoleto.

Hadrianus, Secretary to the Pope

Given in Rome, in St Peter's, under the papal seal, August 8, 1499.

Aged 19 her father, the Pope, made Lucrezia regent of Spoleto:

'Dear sons, we have entrusted to our beloved daughter in Christ the noble lady Lucrezia Borgia, Duchess of Biseglia, the office of keeper of the castle as well as the government of our cities Spoleto and Foligno. Having perfect confidence in the intelligence, the fidelity, and the probity of the Duchess. We trust that you will receive the Duchess...with all due honour as your regent and show her submission in all things.

SOURCE 6 Johann Burchard's diary entry from 1501 recorded the decision of the Pope to appoint Lucrezia as his representative in his absence.

When Alexandra left Rome in 1501, he left Lucrezia as his representative. Johann Burchard writes, 'before his Holiness, our master, left the city he turned over the palace and all the business affairs to his daughter Lucrezia, authorising her to open all letters which should come addressed to him.'

2. According to **SOURCE 5** and **SOURCE 6**, what powers were given to Lucrezia by the Pope? Use short quotes in your answer.
3. Refer to **SOURCE 5** and **describe** the character of Lucrezia. You may need to use a dictionary.
4. Based on your study of **SOURCES 5** and **6**, **evaluate** the extent to which Pope Alexander trusted the ability of his daughter.
5. Use the internet and your library and **investigate** the secular powers of the Pope during the Renaissance. **Outline** the territory controlled by the Pope and describe the methods used to ensure his control.

In 2008 it was argued that the figure is Lucrezia, however, not all scholars agree. The dagger is suggestive of the ancient Roman Lucretia, who killed herself to protect her family's honour. There is also a myrtle bush that represented Venus, the goddess of love. In the foreground is the text 'brighter is the virtue reigning in this beautiful body', which is an adaption of text from Virgil's *Aeneid*.

SOURCE 7 Lucrezia Borgia, attributed to Dosso Dossi and Battista Dossi, in the National Gallery of Victoria, Melbourne.



SOURCE 8 Ferdinand Gregorovius, *Lucretia Borgia: according to original documents and correspondence of her day*, 1909.

During the time she lived in Rome [Lucrezia] was always subject to the will of others, for her destiny was controlled, first by her father and subsequently by her brother.

SOURCE 9 Diane Y.F. Ghirardo, 'Lucrezia's honour' in *The Borgia Family: Rumour and Representation*, 2020.

'Antonio Tebaldeo, Calcagnini and Giraldi sang of Lucrezia's beauty and virtue. Marcelle Filosseno compared her to Minerva and Venus in his sonnets. Jacopo Caviceo describes her as beautiful, learned, wise and modest . . . Ariosto praised her decorum. This much is certain: her life at Ferrara was regarded as a model of feminine virtue.'

6. Based on your knowledge of Lucrezia's life, **evaluate** the perspective of Gregorovius in **SOURCE 8**. To what extent do you agree with his statement?
7. **Examine** the portrait of Lucrezia in **SOURCE 7**. **Analyse** the impression of Lucrezia that is being presented. In your response refer to specific aspects of the images and comment on their symbolic meaning.
8. **Evaluate** **SOURCE 7** (painted during her life at Ferrara) and **SOURCE 8**. **Summarise** the attitude towards Lucrezia as Duchess of Ferrara. Ensure that you support your arguments with specific references.

3.6 Exercise

3.6 Exercise

Learning pathways

■ LEVEL 1

1, 2

■ LEVEL 2

3, 4, 5

■ LEVEL 3

6, 7, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
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Check your understanding

1. **Determine** if the following statements are true or false.
 - a. The purpose of marriage for merchant families was to form an alliance with another family.
 - b. The Pope a powerful political figure with his own army.
 - c. In Renaissance times, people generally lived into their fifties and sixties.
 - d. People of the Jewish faith provided loans to the Venetian merchants.
2. In what ways was life difficult for women during the Renaissance? **Select** all that apply.
 - A. Most women received a limited education.
 - B. Most women from noble and merchant families were largely restricted to the home.
 - C. It was hard for women because they did not have many clothes to choose from.
 - D. Women from poorer families often did difficult low-paid jobs in addition to their tasks at home.
 - E. Women could not marry or enter a convent without a dowry.
 - F. Many of the decisions about the lives of women were made by their male relatives.
3. Many people celebrated births, _____, deaths, religious feasts and _____ at the parish church, it played a very important role in people's lives during the Renaissance.
4. Relationships were very important in Renaissance Venice. Family and friends provided comfort and support to individuals, and made introductions to others. Why were these connections to others necessary? **Select** all possible answers.
 - A. For the working class and women, these connections were necessary for conducting business.
 - B. For the working class and women, connections allowed them to develop new friendships and ask for favours.
 - C. For the merchant families, these connections allowed them to develop new friendships and ask for favours.
 - D. For the merchant families, these connections were necessary for conducting business.
5.
 - a. **Outline** the restrictions that were placed on Jewish people in Venice during the Renaissance.
 - b. **Reflect** on and **describe** the attitudes and values of the societies who created these restrictions.

Apply your understanding

Using historical sources

6. **Identify** what **SOURCE 2** reveals about the significance of the celebration of Ascension Day.
7. **Explain** how Nanini Medici might have been different from most Renaissance women. Does this make her statement a less useful source for historians? Provide reasons to **justify** your answer.
8. Alessandra Strozzi declared 'Whoever takes a wife wants money'.
 - a. **Discuss** what this statement tells us about Renaissance attitudes to marriage.
 - b. **Determine** whether Alessandra Strozzi is likely to be a reliable source about marriage in Renaissance Italy.
9. **Examine SOURCE 4** and record the activities you see in the illustration. This illustration appeared in a book describing the different parts of language, or grammar. **Propose** reasons why Elio Donato might have included Sorfza in the image.
10. Write four questions a historian investigating the Renaissance could ask when **analysing SOURCE 2**.

LESSON

3.7 How did art, architecture and sculpture change during the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to name Renaissance artists and their artworks, and describe the changes in style and subject matter in art during the Renaissance.

TUNE IN

During the Renaissance, stories from the ancient Greeks and Romans were widely depicted across all forms of art.

SOURCE 1 An illustration from a medieval manuscript depicting the Three Graces (goddesses from Greek and Roman myths)



In small groups, brainstorm Renaissance artists and artworks. Keep your ideas to review at the end of the lesson. Then discuss in your groups your favourite modern artists, including musicians, and explain why you like each one.

3.7.1 Renaissance painting and sculpture

Many people consider the Italian Renaissance artists, sculptors and architects to be among the greatest of all time. Among the most famous are Michelangelo Buonarroti (1475–1564), Leonardo da Vinci (1452–1519), Raphael (1488–1520) and Titian (1488–1576).

During the Renaissance, there was a great increase in demand for the works of talented painters, sculptors and architects, and cities competed to attract them by promising great rewards.

Renaissance visual artists created works that were different in style from most art of the medieval era (compare **SOURCES 1** and **2**). Artists experimented with technique, light and colour. Unlike earlier artists, they used rich colours and tried to show depth in scenes by painting perspectives and distances realistically. This gave their paintings the feeling of having three dimensions. Artists began to use oil paint, and many of them created **frescoes** on buildings by applying paint to wet lime plaster.

Many medieval sculptures were shallow figures carved out of a background, known as relief sculptures. Renaissance sculptors were inspired by Ancient Greek statues of the classical style that had developed in the fifth century BCE. They were also inspired by Roman statues that copied this Greek style. To achieve realism, Renaissance painters and sculptors used live models to create the figures in their works. They also studied **anatomy** to gain a better understanding of how the human body functions and moves.

Subject matter

Like medieval artists, Renaissance artists painted religious scenes, especially scenes depicting events in the Bible and the lives of saints. However, many also worked on other subjects including scenes from Greek and Roman myths, landscapes and portraits, especially of their wealthy patrons.

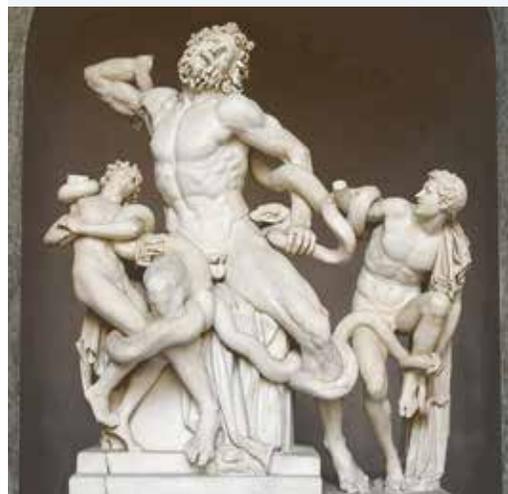
DID YOU KNOW?

Antonio Pollaiuolo, who lived during the fifteenth century, was probably the first artist to dissect (cut up) human corpses to study anatomy. Leonardo da Vinci did the same and even discovered that hardening of the arteries was a cause of death in older people.

SOURCE 2 A detail from Sandro Botticelli's painting *Primavera* (c. 1482) showing the Three Graces



SOURCE 3 The classical sculpture shows the Trojan priest Laocoön and his sons being crushed to death by snakes. The sculpture was rediscovered in a vineyard in Esquiline Hill on 14 January 1506 and had a great impact on Michelangelo.



fresco a picture painted on a freshly plastered wall or ceiling
anatomy the scientific study of the structure of the body

SOURCE 4 *Moses* by Michelangelo, 1515, was influenced by the rediscovered classical sculpture of Laocoön shown in **SOURCE 3**.



SOURCE 5 Michelangelo Buonarroti's famous *Pietà* (meaning 'pity'). The marble sculpture depicts Mary holding the body of her son Jesus Christ after his crucifixion.



3.7.2 Renaissance architecture

Like Renaissance sculptors, Renaissance architects were inspired by the reawakened interest in the knowledge and techniques of ancient Greece and Rome. The remains of ancient Roman buildings with their Greek columns and Roman arches and domes stood in many places, especially in Italy. Architects copied their styles and techniques to design new buildings.

Among the most brilliant of their works is the dome of the Cathedral of Santa Maria del Fiore in Florence. The building of this church had commenced in 1296 and in 1419 Filippo Brunelleschi (1377–1446) won a competition to design its dome. Brunelleschi was inspired by the dome on the Pantheon, but he devised unique solutions to the problem of constructing a dome of such size. He used a herringbone design and a double skin. His completed dome is considered one of the greatest architectural achievements of the Renaissance (see **SOURCE 2** in lesson 3.2).

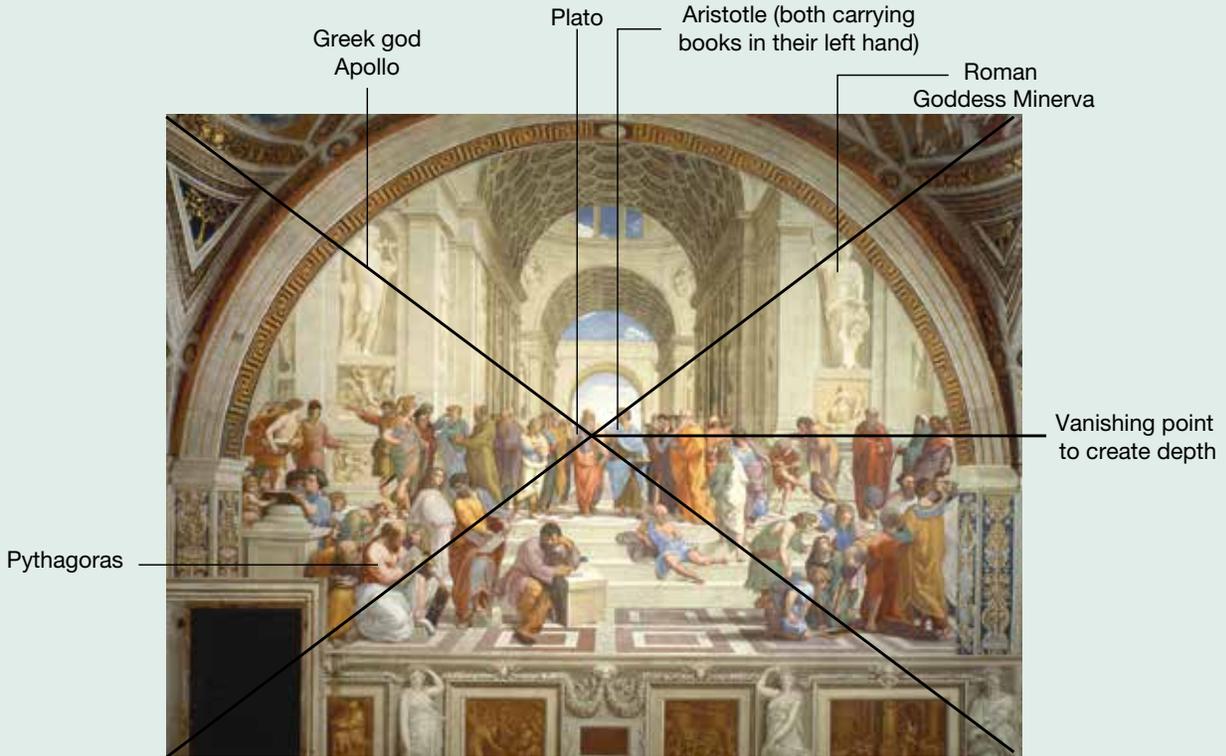
DID YOU KNOW?

By the sixteenth century, humanist influence made it possible for a few women from the upper classes to study painting. Although women were barred from academies where male nudes provided models, some women managed to become successful artists. Among them were Sofonisba Anguissola, Marietta Robusti (the daughter of the famous artist Tintoretto) and Caterina dei Vigri, a nun.

3.7 SKILL ACTIVITY: Historical perspectives and interpretations

Examine **SOURCE 6**.

SOURCE 6 *The School of Athens* by Raphael, showing Plato and Aristotle in discussion in the centre of the painting.



1. **Identify** the classical influences and Renaissance characteristics. Pay attention to the use of perspective, the use of columns and arches, the presentation and identity of the figures and the style of dress.
 - a. Use the internet or your library to find another Renaissance artwork, sculpture or building. You may search using the names in the lesson.
 - b. **Identify** the Renaissance characteristics of the work (consider both style and subject matter).
 - c. **Annotate** an image of the work with specific reference to selected parts.
 - d. **Present** your findings to your class or a peer.

3.7 Exercise

3.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5

■ LEVEL 3

6, 7, 8, 9, 10

These questions are even better in jacPLUS!

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



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Check your understanding

1. Renaissance artists studied the human anatomy to understand the human body better and paint it or sculpt it more realistically. True or false?
2. What subject matter did Renaissance artists include in their work? **Select** all that apply.
 - A. Their favourite pets
 - B. Portraits
 - C. Lives of the saints
 - D. Their houses and palaces
 - E. Places they had travelled to
 - F. Events of the Bible
 - G. Landscapes
 - H. Food they ate in restaurants
 - I. Greek and Roman myths
3. During the Renaissance artists experimented with technique, light and _____. Unlike earlier artists, they used rich colours and tried to show depth in scenes by painting perspectives and distances _____. This gave their paintings the feeling of having three _____. Artists began to use _____ paint and many of them created frescoes on buildings by applying paint to wet lime plaster.
4. What ancient styles inspired Renaissance sculptors and architects? **Select** all that apply.
 - A. Parallelograms
 - B. Columns
 - C. Triangles
 - D. Dodecahedrons
 - E. Domes
 - F. Circles
 - G. Arches
 - H. Squares
5. **Explain** the process of painting a fresco.

Apply your understanding

Using historical sources

6. **Compare SOURCES 1 and 2. Identify** three differences between the styles of these two artworks using the following headings:
 - Depth and perspective
 - Realism
 - Colour
7. **Examine SOURCES 3 and 4.** What evidence is there that Michelangelo was influenced by the discovery of *Laocoön*?
8. Look closely at **SOURCE 5**.
 - a. **Describe** the details of the sculpture.
 - b. **Communicate** the emotional effect of the sculpture.
 - c. **Clarify** what would have been the difficulties of carving this out of a single piece of marble.

Historical perspectives and interpretations

9. **Determine** effect of the changes in art, architecture and sculpture on the city-states of Italy.
10. **Summarise** what were the greatest changes in art, sculpture and architecture during the Renaissance.

LESSON

3.8 Who contributed to the scientific revolution?

LEARNING INTENTION

By the end of this lesson you should be able to name important Renaissance thinkers, describe the theories and inventions of the Scientific Revolution and outline their significance.

TUNE IN

Information about the human skeleton greatly influenced scientific thinking and medical knowledge during the Renaissance.

SOURCE 1 An illustration of the human skeleton that Andreas Vesalius published in 1543



Examine **SOURCE 1** and discuss why you think this might be the case.

3.8.1 Renaissance thinkers

Andreas Vesalius (1514–1564)

Vesalius is often called ‘the father of human anatomy’ because of his contributions to understanding the human body. The Catholic Church banned people from dissecting human bodies. This meant that doctors had to rely on the writings of Ancient Greeks such as Hippocrates and Galen for their understanding of anatomy. This

made it very difficult to treat injuries and disease. Vesalius defied the Church and obtained the permission of the local law courts to dissect and conduct experiments on the bodies of people who had been executed. In 1543, Vesalius published a book of **anatomical drawings**, with explanations of how the various body parts worked.

anatomical drawing drawing showing the workings of organs and systems of the body

aud-0437

SOURCE 2 Adapted from Leonardo's letter to the Duke of Milan, requesting a job.

'Most illustrious lord, I am emboldened, to solicit an appointment of acquainting your Excellency with certain of my secrets. I can construct bridges which are very light and strong and very portable. In case of a siege, I can cut off water from the trenches and make pontoons and scaling ladders. I can demolish every fortress if its foundations have not been set on stone. I can also make a cannon which is light and easy of transport, causing the enemy to suffer heavy losses. I can make armoured wagons carrying artillery.

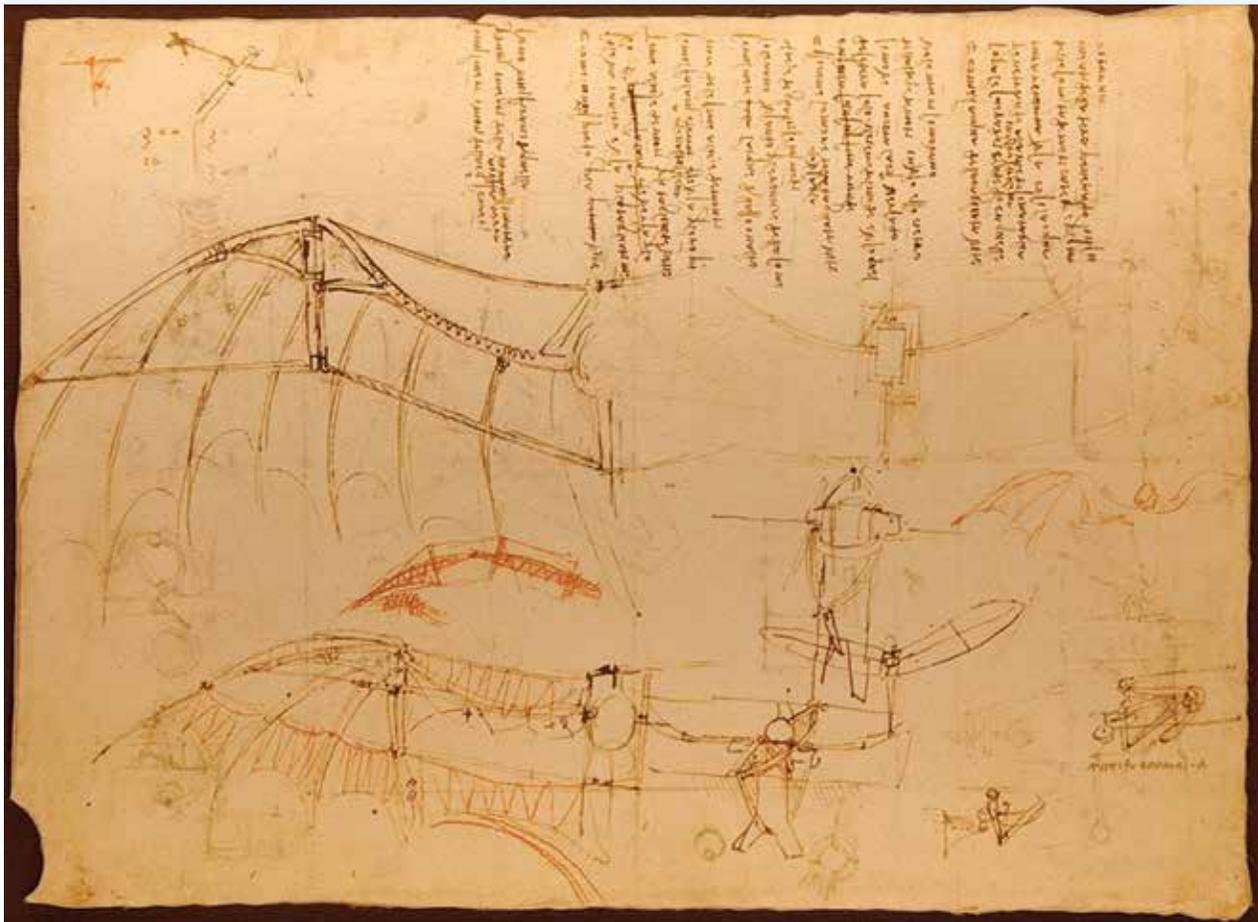
In time of peace, I can give you complete satisfaction in the construction of buildings both public and private, and in conducting water from one place to another. I can execute sculpture in marble, bronze, or clay, also in painting I can do as much as anyone else.'

Leonardo was appointed by the duke and held the job for 16 years.

Leonardo da Vinci (1452–1519)

Leonardo da Vinci was one of the most remarkable of all the Italian Renaissance thinkers. He is most famous for his art, especially the *Mona Lisa* — arguably the most famous of all paintings. He also conducted observations and experiments in biology, anatomy, geology, engineering, astronomy, mathematics and music. Leonardo was a great inventor. Among Leonardo's many designs was an underwater diving suit, a robot and a glider.

SOURCE 3 Leonardo da Vinci's sketch and instructions for building a glider



DID YOU KNOW?

Leonardo da Vinci recorded his observations, ideas and inventions in over 4000 pages of notebooks. These can only be read with a mirror because Leonardo wrote everything backwards.

SOURCE 4 In 2002, Steve Roberts built a glider based entirely on Leonardo's sketches and instructions produced between 1490 and 1505. Roberts used only materials that would have been available in Leonardo's time. The glider reached 10 metres above the ground and flew for up to 17 seconds on its longest flight.



Nicolaus Copernicus (1473–1543)

Copernicus was a Polish astronomer who developed a theory that put the Sun, rather than the Earth, at the centre of the universe. The Catholic Church held the view that the Earth was the centre of the universe and that the Sun, Moon and planets revolved around it. This belief had come from the Ancient Greek philosopher Aristotle and had been described by the Greek astronomer Ptolemy in the second century CE.

Copernicus spent many years investigating the movements of heavenly bodies and, in 1515, he sent copies of his findings to other astronomers. After further study, Copernicus published his theory in a book called *On the Revolution of Heavenly Spheres* (1543). Copernicus's model of the planetary system is called a heliocentric system. It states that the Earth revolves around the Sun in a year and rotates on its axis once every 24 hours.

Giordano Bruno (1548–1600)

Some thinkers *were* burned as **heretics**. That was the fate of Italian **friar**, philosopher, astronomer and mathematician Giordano Bruno who accepted Copernicus's ideas and expanded them, recognising that the Sun is just one of billions of suns in the universe. Several of Bruno's religious ideas also differed from those of the Church. In 1600, the **Roman Inquisition** found him guilty of heresy and had him burned at the stake.

heretic one who rejects the teachings of the Church

friar a member of a Catholic order who was supposed to live in poverty

Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes

Galileo Galilei (1564–1642)

Galileo was an Italian astronomer, physicist, mathematician, philosopher and inventor. He was a great supporter of scientific method and investigated gravity at the tower of Pisa through experiments. Galileo found that objects fall at the same rate regardless of differences in weight. He used a telescope to carry out

observations of the movement of the moon and other planets. He was a supporter of Copernicus' theory of heliocentrism, that argued the Earth rotated daily and revolved around the sun. Placing the Sun, rather than the Earth at the centre of the solar system brought him into conflict with the Catholic Church.



aud-0438

SOURCE 5 Adapted from Sidereus Nuncius published in 1610

Galileo wrote of his observations of the moons and planets: 'when I was viewing the constellations of the heavens through a telescope, the planet Jupiter presented itself to my view, I noticed that three little stars were near the planet; and although I believed them to be fixed stars, they seemed to be arranged exactly in a straight line, parallel to the ecliptic . . . When [the following night], I turned again to look at the same part of the heavens, I found a very different state of things, for there were three little stars all west of Jupiter, and nearer together than on the previous night. I therefore concluded that three stars are moving about Jupiter, as Venus and Mercury around the Sun.'

3.8 SKILL ACTIVITY: Historical perspectives and interpretations

1. **Select** one of the thinkers from the following list:

- Konrad Gessner (1516–1565)
- Sir Francis Bacon (1561–1626)
- Johannes Kepler (1571–1630)
- Gerardus Mercator (1512–1594)
- William Gilbert, also known as Gilbard (1544–1603)
- Issac Newton (1643–1727)
- Laura Bassi (1711–1788)
- Maria Gaetana Agnesi (1718–1799).

2. **Conduct** research on your chosen thinker. Collect notes on one new theory that they put forward.

3. Clearly **explain** the theory or new idea. Then consider how this idea changed scientific thinking during the Renaissance. To do this you will need to **compare** the new idea with the previous ideas or theory.

4. **Write** your notes in dot points which include specific facts.

5. Use the following sentence stems to write an **explanation** of the contribution of your chosen individual.

(Insert the person's name) presented the new theory of _____ which was an important development in science/mathematics/technology. This idea was different from previous ideas because _____. This new idea impacted the Renaissance community by _____.

3.8 Exercise

3.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

6, 7, 8, 9

■ LEVEL 3

4, 5, 10, 11

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Check your understanding

1. What were three inventions of Leonardo da Vinci?
 - A. A glider
 - B. A car
 - C. An underwater diving suit
 - D. A vacuum cleaner
 - E. A hot water service
 - F. A lead for a dog
 - G. An oven
 - H. A shower cap
2. What was the theory of Copernicus?
 - A. The Earth moves around the Sun every 24 hours and the Earth rotates on its axis once every year.
 - B. The Earth moves around the Moon.
 - C. The Sun moves around the Earth once a year.
 - D. The Sun moves around the Earth once every 24 hours.
 - E. The Earth moves around the Sun in a year and the Earth rotates on its axis every 24 hours.
3. **Determine** if the following statements are true or false.
 - a. Giordano Bruno was found guilty of heresy and burnt at the stake for his scientific theories.
 - b. Vesalius is often called 'the father of human anatomy' because he used to be a doctor.
 - c. Copernicus believed that the Earth revolves around the Sun.
4. **Evaluate** what the careers of Giordano Bruno and Andreas Vesalius reveal about the role of the Church in scientific discovery during the Renaissance.
5. _____ was an Italian astronomer, physicist, mathematician, philosopher and inventor.

Apply your understanding

Using historical sources

6. Read **SOURCE 2**.
 - a. **Identify** the skills Leonardo is offering to the Duke of Milan.
 - b. Can you **infer** what these skills reveal about the needs of the duke?
7. **Demonstrate** how **SOURCES 3** and **4** support the claim that Leonardo da Vinci was a revolutionary thinker.
8. Study **SOURCE 4**. **Explain** why Vesalius was able to depict the human skeleton so accurately and why it had been difficult to create accurate anatomical drawings before his time.
9. **Analyse** the significance of Copernicus's theories for our understanding of astronomy.

Historical perspectives and interpretations

10. **Examine** the impact of the ideas of Giordano Bruno on our understanding of the place of humans in the universe.
11. **Examine SOURCE 1** and **SOURCE 5**. **Evaluate** the extent to which the work of Andreas Vesalius and Galileo Galilei used a scientific method, which bases theories on observations and experiments.

LESSON

3.9 How did the Renaissance spread?

LEARNING INTENTION

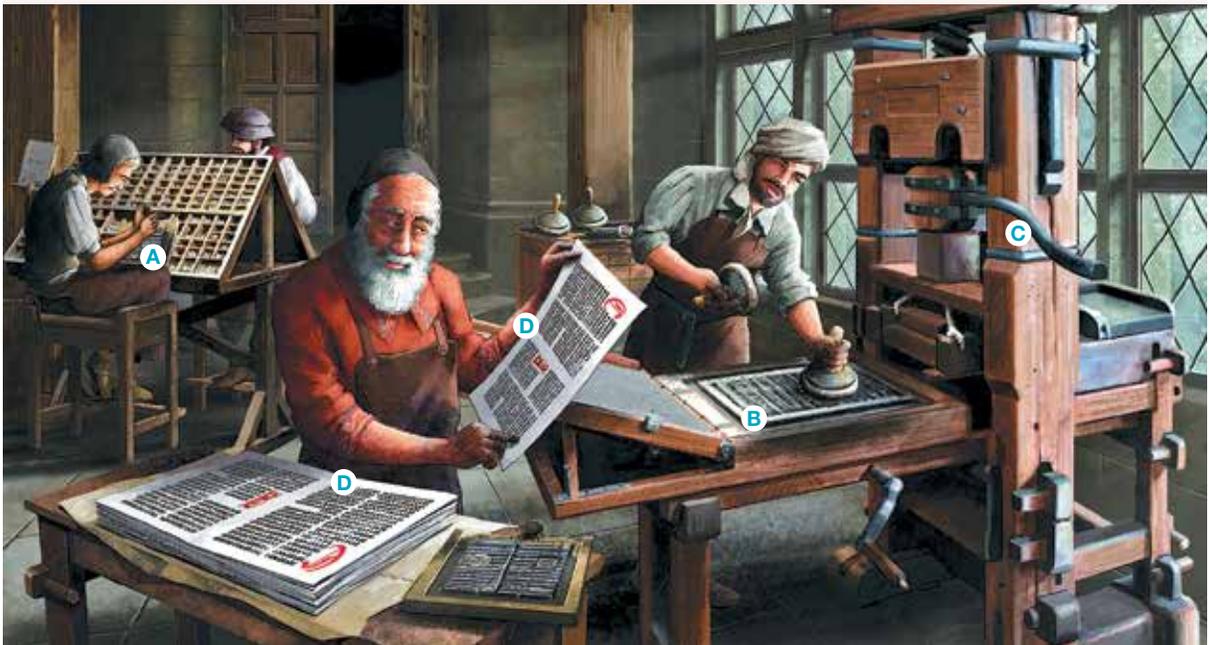
By the end of this lesson you should be able to describe the spread of Renaissance culture to Northern Europe and beyond.

TUNE IN

Advancements in technology, such as the printing press in **SOURCE 1**, allowed renaissance culture to spread throughout Europe.

int-4124

SOURCE 1 A modern artist's impression of printers producing books on a fifteenth-century printing press



- A** Metal letters, numbers and symbols called 'type' were arranged and rearranged side by side in rows held together by a frame to create each page of print.
- B** A frame of type was then fixed onto the press and the surface of the type was covered with ink.
- C** A press, adapted from a wine press for squashing grapes, was pulled down to press sheets of paper against the ink-covered type in the frame.
- D** The press was raised and the printed pages were removed. The complete sets of pages were bound together to make a copy of a book.

Examine **SOURCE 1** and predict what is happening in the image. In a pair identify one modern technological device. Discuss how this device is used today to spread culture across the world.

3.9.1 A widening movement

From about 1450, the Renaissance spread from Italy to Europe. Historians call this movement the Northern Renaissance. Ideas were spread in several ways: through wealthy individuals importing Italian art and employing Italian artists and architects; through trade; through northern European students attending Italian universities; and through northern writers and scholars who were influenced by Italian humanism. But the most important reason for the spread of Renaissance ideas was the growing availability of printed books.

Influential scholars, such as Erasmus and Rabelais, spread humanist ideas as they travelled. King Francis I of France brought in Italian artists, including Leonardo da Vinci, to paint for his court and from the middle of the fifteenth century several Italian artists travelled to Poland. King Ivan III brought in Italian architects to design Russian buildings. Young Hungarians studying in Italy returned with humanist ideas and, in the late fifteenth century, the Hungarian city of Buda became an important centre of the arts with one of Europe's greatest collections of books.

The spread of the Renaissance was not just about the copying of Italian ideas but the development of them. In Northern Europe, the brothers Hubert and Jan van Eyck perfected techniques of painting in oils. In the Netherlands, the painter and printmaker Pieter Bruegel (1525–1569) followed Italian artists in depicting scenes from the Bible. An example is his famous *Massacre of the Innocents* (1565–67), which depicts the biblical story of King Herod's attempt to wipe out all young male children in ancient Bethlehem. However, Bruegel also explored other ideas in his artwork, such as the horrors of war in his *Triumph of Death* (1562), and he went on to influence many artists through his landscapes and scenes of peasant life.

3.9.2 The English Renaissance

From the early sixteenth century, Renaissance culture flourished in England, especially through the works of poets such as John Milton and John Donne, and playwrights such as Christopher Marlowe and William Shakespeare. Of all the great figures of the English Renaissance, none has had a more lasting influence than Shakespeare. Shakespeare wrote 38 plays and 154 sonnets many of which continue to be performed today.

The printing press

No means of spreading Renaissance ideas was more important than the printing press. A form of printing with moveable type had been used in China since the late tenth century, but the first European printing press was developed in Germany between 1440 and 1452 by Johannes Gutenberg (1398–1468), a goldsmith. Before Gutenberg's press, books had to be copied by hand or printed from wooden blocks on which each letter had to be hand-carved. This process was very time consuming and therefore very expensive.

Gutenberg's press used movable metal type. This enabled books and pamphlets to be mass-produced so that ideas could circulate widely. Books were generally printed in Latin because it was the international language of scholars. They were also printed in the various languages used by the peoples of Europe. The first book produced on Gutenberg's press was the *Gutenberg Bible*, which was completed in 1456.

DID YOU KNOW?

A Renaissance printing press could produce 3600 pages in a day. It has been estimated that more than 20 million copies of books had been produced on printing presses by 1500. By the late sixteenth century, ten times as many had been printed.

3.9 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Evaluate the claim that the most important reason for the spread of Renaissance culture was the invention of the printing press.

To determine the impact of one historical factor historians ask questions about the nature and scale of the consequence.

1. Ask and answer questions about the impact of the printing press on the spread of the culture of the Renaissance:
 - a. **Identify** the short-term effects of the printing press.
 - b. **Describe** the nature of the effects. (Consider social, cultural, and economic effects).
 - c. What was the scale of the impacts? How many people or areas of life were impacted?
2. **Evaluate** the claim: **consider** whether any other factor had a similar or greater impact on the spread of the Renaissance.
3. **Communicate** your findings: present your ideas in a logically written paragraph.

3.9 Exercise

3.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10, 11

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Check your understanding

- How were books printed before using the printing press?
 - They were photocopied
 - Images were taken of the text and then added together
 - There were no books before the printing press
 - They were made by hand
- Determine** if the following statements are true or false.
 - Johannes Gutenberg developed the first printing press.
 - Historians call the spread of the Renaissance from Italy to Europe the 'Southern Renaissance'.
 - The first book produced on Gutenberg's press was the *Gutenberg Bible*.
- Young Hungarians studying in Italy returned with humanist ideas and, in the late fifteenth century, the Hungarian city of _____ became an important centre of the arts with one of Europe's greatest collection of books.
- State** how many pages a Renaissance press could produce in a day.
- Match** how trade, students, scholars and artists contributed to the spread of Renaissance culture.

Artists	Trade	Students	Scholars
Standardising ship-building parts			
Importing silk			
Employed by wealthy people and rulers in northern Europe			
Moving from place to place and bringing books and ideas with them			
Importing art			
Attending university and hearing of the new ideas			
Importing grain			

Apply your understanding

Using historical sources

- Examine SOURCE 1** and **explain** why the Renaissance printing press allowed books to be produced faster.

Historical perspectives and interpretations

- Explain** how trade, students, scholars and artists contribute to the spread of Renaissance culture?
- Evaluate** the claim that the most important reason for the spread of Renaissance culture was the invention of the printing press.
- Identify** the changes in the culture of the Renaissance as it spread from Italy to the rest of Europe.
- Consider** the patrons who helped to spread the ideas of the Italian Renaissance. In your opinion, was wealth an important factor in encouraging the ideas of the Renaissance? Back up your opinion with evidence.
- Rank** in order of significance the factors that spread the ideas of the Renaissance. Provide reasons to **justify** the choice of most important factor.

LESSON

3.10 What were the Reformation and Counter-Reformation?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key changes of the Reformation and explain the key ideas of Martin Luther.

TUNE IN

The events of the Reformation were portrayed in many ways by Renaissance artists.

SOURCE 1 A woodcut by Jorg Breu, c. 1530, showing the Pope's representatives selling indulgences to Catholic townspeople



Examine **SOURCE 1** and its caption and suggest what is happening in the image. What do you think 'selling indulgences' might mean?

3.10.1 Luther challenges the Church

As the name suggests the Reformation began as a series of unrelated attempts to reform the Catholic Church. The people who made these attempts were called Protestants, because they were protesting a specific aspect of the Catholic Church. Protestants believed in the central place of the Bible in determining Christian **doctrine** and that the Bible should be translated into the **vernacular** language so that everyone could read it. However, as a result of these calls for change, significant and permanent divisions occurred within the Christian Church.

doctrine a collective teaching
vernacular everyday language spoken by a particular group or class
chastity choosing not to have sexual relationships

Martin Luther was a German Catholic monk and a professor at the University of Wittenberg. Luther believed that some Church teachings were not supported by the Bible. He disagreed with the Church's practices of selling indulgences (making people pay to have a dead person's soul enter heaven) and selling positions of authority in the Church. He was also angry that many priests, who had taken vows of **chastity**, lived openly in sexual relationships.

Martin Luther believed that the Bible was the ultimate source of Christian teaching. He translated the Bible from Latin, Hebrew and ancient Greek into German. The project took him many years and the German New Testament was published in 1522. A complete translation was published in 1534. Many copies of the Bible were sold thanks to the recently invented printing press. This made the Bible accessible to many people who had never read it before.

In 1517, Luther nailed his *Ninety-Five Theses* to the door of Wittenberg Cathedral. His arguments included the following ideas:

- Popes, bishops and priests were not superior to other Christians.
- Christians did not need priests to stand between them and God.
- Indulgences were corrupt because only God could decide on punishments for sins.
- Priests should be permitted to marry.
- People were not saved (able to enter heaven) by following Church practices.
- People could achieve salvation only through faith in Jesus Christ.

3.10.2 New forms of Protestantism

Other forms of Protestantism soon appeared. In Switzerland, John Calvin formed a church that replaced bishops and priests with elected ministers and in 1536 Calvin published *Institutes of the Christian Religion*. Calvinists believed that only some people were chosen to be saved. Calvinism spread into parts of France, Germany, the Netherlands and Scotland.

Among other Protestants were the Anabaptists, who rejected the practice of baptising infants, preferring for individuals to make an informed decision about their faith as an adult. The Church of England was formed initially because the Pope would not grant England's King Henry VIII a divorce. Henry declared that he, not the Pope, was head of the English Church and in 1534 the Church of England became separate to the Roman Catholic Church.

3.10.3 The Counter-Reformation

From the late sixteenth century the Catholic Church attempted to reform itself by stamping out corruption and promoting Catholic beliefs. This movement was called the Counter-Reformation. The Church began this process at the Council of Trent, 1545 to 1563. Among Catholicism's most effective defenders was the Society of Jesus (Jesuits). It was formed in 1534 to convert heretics and non-believers. Jesuit priests set up missions, schools and colleges in Africa and Asia. In the New World, they befriended and converted many Native Americans.

3.10.4 Wars of religion

Religious uprisings and wars raged across Europe for over a century. In Germany, under the Peace of Augsburg (1555), it was agreed that each ruler had the right to decide the religion of his subjects. However, in 1618, the Thirty Years' War began. It was partly about religion and partly a struggle for power between rival rulers. It spread over much of Europe but was worst in Germany, where a third of the population was wiped out.

SOURCE 2 The Massacre of Saint Bartholomew's Eve in Paris on 24 August 1572. In this incident, Catholic extremists dragged some eight thousand Huguenots (French Protestants) out of their beds and slaughtered them.



3.10 SKILL ACTIVITY: Historical perspectives and interpretations

During the Reformation and Counter-Reformation wars of religions were fought throughout Europe.

1. Use your library and the internet to **research** the European wars of religion.
2. Take notes on **where** each conflict was fought, the **motive** for the conflict and the **outcomes**, including death rates and religious repression.
3. **Consider** these conflicts in light of the aims of the Protestant reforms discussed above.
4. **Conduct** a class debate on the following topic:

The results of the Protestant Reformation were vastly different from the intentions of those who started it.

3.10 Exercise

3.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 7, 8

■ LEVEL 3

9, 10, 11

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Check your understanding

1. By creating the Church of England, the priests and Henry VIII were declaring that they did not recognise the Pope as the head of the Church and therefore did not recognise his decisions. True or false?
2. How did the Jesuits promote the beliefs of the Catholic Church?
 - A. The Jesuits set up schools, missions and colleges in Europe and Antarctica, and befriended and converted Native Americans.
 - B. The Jesuits set up orphanages in Africa and Asia, and befriended and converted Native Americans.
 - C. The Jesuits set up schools, missions and colleges in Africa and Asia, and befriended and converted Maoris.
 - D. The Jesuits set up schools, missions and colleges in Africa, and befriended and converted Native Americans.
3. **Define** Protestantism.
4. **Explain** the Counter-Reformation.
5. The _____ refers to the attempts to reform the Catholic Church, which led to the establishment of the _____ churches.
6. Under the Peace of Augsburg, who had the right to decide what religion people would follow in any state?

Apply your understanding

Using historical sources

7. From Luther's *Ninety-Five Theses*, **identify** one demand that was concerned with corruption and one demand that challenged Church beliefs.
8. **Clarify** the point Jorg Breu was making about indulgences in **SOURCE 1**?
9. Using **SOURCE 2** as your evidence, write a paragraph and **describe** one consequence of the Reformation.

Communicating

10. **Create** a list that puts into order the events of the Reformation and Counter-Reformation chronologically.
11. **Summarise** how the results of the Reformation different from the intentions of those who started it.

LESSON

3.11 What were the legacies of the Renaissance?

LEARNING INTENTION

By the end of this lesson you should be able to identify and discuss the legacies of the Renaissance. You should also be able to name important Renaissance literary and artistic works and explain the important changes in scientific method which occurred during the Renaissance.

TUNE IN

SOURCE 1 shows a section of the fresco (a mural applied over wet plaster) painted on the ceiling of the Sistine Chapel in the Vatican. The artwork was completed by Michelangelo between 1508 and 1512 and contains biblical and ancient references.

SOURCE 1 Artwork on the ceiling of the Sistine Chapel at St Peter's Basilica



1. Examine **SOURCE 1** and consider how the artist would have been able to paint such a huge scene on a ceiling in a time before modern machinery.
2. Discuss what this painting reveals about the values and attitudes of the society which made it.

3.11.1 Renaissance art and literature

The legacy of the Renaissance is enormous. Its spirit of inquiry encouraged change and a thirst for new knowledge and understanding. It brought ways of thinking that are essential to the scientific advances that are so much a part of the modern world. The Renaissance era has also given us a wonderful cultural legacy, while the Reformation and Counter-Reformation changed the Christian faith and led to new **denominations**.

denomination a religious group, especially an established church

Millions of people visit Italy every year to see the artistic legacies of the Renaissance. In Florence, they visit sites such as the Cathedral of Santa Maria del Fiore, the Uffizi Gallery, which has some of the great works of Renaissance art, and the Accademia Gallery, which holds Michelangelo's magnificent sculpture *David*. The Vatican in Rome holds many more Renaissance artistic treasures, and there are others scattered around churches, galleries and museums across Italy and throughout the world.

The spirit of the Renaissance combined with the introduction of printing contributed to the rise of literature, which has been with us ever since. Famous Italian writers included Dante, Petrarch and Boccaccio. Leonardo Bruni is considered the first modern historian. Niccolo Machiavelli (1469–1527)

described ruthless methods of gaining political power in *The Prince*. In modern times, we use the word *Machiavellian* to describe someone who uses ruthless, scheming methods to rise in politics.

Even more significant have been the works of the great English Renaissance era playwright William Shakespeare (1564–1616) who produced about 38 plays and over 160 poems. Not since the age of the ancient Greeks had such great steps been taken to explore human behaviour through drama. In his own time, the audiences for performances of Shakespeare's plays included every level of English society. Shakespeare's plays are still widely studied. They have been translated into almost all modern languages and their performances still draw huge audiences throughout the world. This is because they portray human situations and conflicts and pose questions that are still relevant to modern times.

SOURCE 2 The dome of St Peter's Basilica is considered a Renaissance cultural treasure.



3.11.2 Scientific legacies

Perhaps the most important of all legacies of the Renaissance era is scientific thinking. Before the Renaissance scientific studies were not seen as separate from religion, and authorities saw inquiry as a threat to their beliefs and their power. We know today that there is still much remaining to be discovered. However, Renaissance thinkers like Copernicus and Galileo investigated and developed hypotheses based on observations, calculations and other kinds of evidence. We owe a great debt to those who pushed the boundaries of knowledge.

3.11 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

1. The Renaissance was a time of new ideas and change.
 - a. **List** the positive and negative consequences of the Renaissance. (**Consider** the changes that caused conflict as well as the changes that were celebrated.)
 - b. Review your list with a partner. Are there any consequences that you put into different columns? **Discuss** your reasons for doing this.
 - c. Would you change your list after your discussion with your partner? Why or why not?
 - d. Having considered your list, **decide** if you think the consequences of the Renaissance were mainly positive or mainly negative. **Justify** your position with reasons.
 - e. Review your list and **decide** which single consequence you think is the most important. Provide a reason for your opinion.

2. Draw up three columns in your workbook.
 - a. In the first column, **list** the legacies of the Renaissance era.
 - b. In the middle column, give one example of each type of legacy. You may need to look back at previous lessons for more information.
 - c. In the third column, **rank** these legacies in the order in which you think they have had the most impact on the modern world.
 - d. Share your list with the class and **justify** your rankings.

3.11 Exercise

learnon

3.11 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 4, 6

LEVEL 2

5, 7, 8

LEVEL 3

9, 10

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Check your understanding

1. How did the Reformation change who could read the Bible? **Select** all that apply.
 - A. The Reformation and Counter-Reformation encouraged the spread of education and so more people could read the Bible.
 - B. The Bible was translated into the native language of each country, so it was no longer confined to people who could read Latin; anyone who could read their native language could now read it.
 - C. The invention of the printing press meant that Bibles were more affordable to buy and so less wealthy people could afford to own one.
 - D. The invention of the photocopier also meant that Bibles were more affordable to buy and so less wealthy people could afford to own one.
2. Today we use the word *Machiavellian* to describe someone who used ruthless methods in politics. True or false?
3. **Identify** where might you go to see examples of Renaissance art.
4. **List** three legacies of the Renaissance.
5. **Explain** how the discoveries of Copernicus and Galileo changed the way we think about the universe.
6. 'Scientific thinking' is a phrase used to describe a way of thinking about the world that is based on _____, evidence and _____.

Apply your understanding

Historical perspectives and interpretations

7. **State** what **SOURCES 1** and **2** can show us about the ideas, values and skills of Renaissance artists and architects. Refer to specific aspects of the works in your answer.

Communicating

8. Many patrons of the Renaissance were motivated by a desire to make their cities more beautiful. **Consider** one city-state you have studied and decide if they achieved their aims. **Justify** your response with examples. Present your ideas as an annotated visual.
9. The Renaissance saw conflict between scientific discovery and religion. Do you think there is still such a conflict today or can a person be both scientific and religious? **Justify** your response.
10. **Evaluate** which scientific discovery of the Renaissance is most significant. **Justify** your position with a reason.

LESSON

3.12 INQUIRY: Significant women of the Renaissance

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of Lucrezia Borgia's influence on the Renaissance and identify the important roles other women played during the Renaissance.

Background

Several women played an important role in society during the Renaissance, including Lucrezia Borgia, Catherine de Medici, Isabella d'Este and Catrina Sforza. We can study the contribution of these individuals and learn about the position and role of women during the Renaissance.

Task

Create a 2–3-minute film trailer that **evaluates** the significance of Lucrezia Borgia to our understanding of Renaissance society. You will be assessed on your ability to **communicate** a clear contention supported by specific evidence.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

You may wish to review your knowledge of Lucrezia Borgia in lesson 3.6. **Compose** three questions about the significance of the life of Lucrezia Borgia. **Consider** the following prompts:

- **Evaluate** the position and role of women
- **Analyse** the role of men in her family
- **Analyse** differences in historical perspectives

Use Google Scholar or Trove to research the life of Lucrezia Borgia. You will need specific detailed information to analyse. Think carefully about your search terms and use the Advanced Search function.

Take notes under the following headings. Review your questions and add subheadings as needed. Remember to use dot points and include specific information.

Subtopics	Key points	Primary sources/ Historical interpretations
Early life (be brief)		
Rome — first marriage		
Life in the convent		
Rome — second marriage		
Ferrara — third marriage		

Step 2: Using historical sources

Lucrezia has proved to be a controversial figure and the assessment of her varies considerably in primary sources. Use Trove or Google Scholar to locate primary source descriptions of Lucrezia. Ensure that you include at least one author writing about her life in Rome and one who wrote about her as Duchess of Ferrara. Paintings are also considered primary sources. When **analysing** paintings pay attention to the representation of the subject.

Renaissance authors who focus on her time in Rome and tend to take a negative view include: Sannazzaro, Pontanus, Priuli, Machiavelli and Guicciardini. Johann Burchard was in Rome with her and therefore his account is more likely to be knowledgeable. Those who wrote more favourably include Ercole Strozzi, Bembo, Aldo Manuzio, Tebaldeo and Ariosto.

The interpretations of historians have varied considerably over time. Using your preferred search tool, locate and **analyse** historical interpretations of Lucrezia. Pay attention to the information each historian focuses on. **Consider** how the values and attitudes of the historian might be influencing their judgements about Lucrezia. Add this information to your table, taking note of the reasons for the position of each historian.

Step 3: Historical perspectives and interpretations

Think carefully about the primary sources and historical interpretations in your notes. Assessments of Lucrezia are extremely diverse. This is influenced by attitudes to her father Alexander and brother, Cesare.

1. Did the authors of the primary sources have access to first-hand information about Lucrezia? Can their claims be proven or disproven?
2. What do the historical interpretations tell us about the values of the historians? To what extent have the historical interpretations of Lucrezia changed over time?
3. What can historians learn from studying the life of Lucrezia about the position and role of women during the Renaissance?

Step 4: Communicating

Reflect on your study of Lucrezia, read over your notes and make three strong claims about the significance of her life. Write each claim as a statement. Support each claim with evidence. This evidence might be information, a primary source or historical interpretation. **Analyse** each claim, **explaining** its significance. **Review** your claims and revise as needed.

Complete your self-assessment using the **Inquiry rubric** or access the 3.12 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39429)

LESSON

3.13 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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3.13.1 Key knowledge summary

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

3.2 How do we know about Renaissance Italy?

- During the Renaissance there was renewed interest in the ideas and art of ancient Greece and Rome.
- Study and innovation gave rise to new cultural expression and intellectual pursuits.
- A large range of primary sources survive from the Renaissance.

3.3 What were the origins of the Renaissance?

- City-states became important centres, which encouraged the changes of the Renaissance.
- New industries made a new group of men wealthy.
- Wealthy individuals and groups commissioned art, architecture, literature and music.

3.4 Why is Florence the cradle of the Renaissance?

- During the Renaissance, Florence grew into a large urban centre, with a variety of profitable industries.
- Lifestyles and experiences varied between social groups.
- Florence was governed by members of the guilds.
- Wealthy merchant families, including the Medici family, were able to manipulate the government system and exercise considerable political power.
- Humanism encouraged the expansion of intellectual pursuits during the Renaissance, including a broader education curriculum, interest in Classical Greek and Roman literature and new literary and historical works.

3.5 How did Venice contribute to the Renaissance?

- Venice became a strong naval power and centre of trade during the Renaissance.
- Advances in ship-building techniques made the Venetian industry very efficient.
- Venice was a republic until 1797, when Napoleon invaded.

3.6 What was it like to live during the Renaissance?

- During the Renaissance, family provided guidance, advice and connections.
- Social networks were important for conducting business, developing friendships and asking for favours.
- The Church played an important role in people's lives, marking important occasions like marriage and baptism, as well as holding feasts and festivals.
- Marriages tended to be arranged between families, rather than between individuals.

3.7 How did art, architecture and sculpture change during the Renaissance?

- Religious scenes continued to be popular, however, new subject matter appeared in art and sculpture.
- Artists introduced new techniques, including linear perspective that showed depth more realistically.
- New techniques and styles were introduced in architecture, including the introduction of columns and arches.

3.8 Who contributed to the scientific revolution?

- During the Renaissance scientific discovery was increasingly based on observations and logic.
- Many scientific discoveries were made during the Renaissance in areas of astronomy, medicine, biology and mathematics among others, including the Copernicus' model of the solar system and the observations of Galileo using a telescope.

3.9 How did the Renaissance spread?

- From the mid-fifteenth century the ideas of the Renaissance spread from Italy to Europe.
- The printing press meant that books were more widely available.
- The movement of artists, scholars and humanists spread ideas throughout Europe.
- In the early sixteenth century English culture flourished.

3.10 What were the Reformation and Counter-Reformation?

- The Reformation began as a series of unrelated attempts to reform the Catholic Church.
- One important reformer was Martin Luther, who translated the Bible from Hebrew and ancient Greek to local languages, making the Bible accessible to many people who had not been able to read it before.
- In Switzerland, John Calvin formed a church with elected ministers instead of priests and bishops.
- In England, King Henry VIII created the Church of England and replaced the Pope as its head.
- In response to the Reformation, the Catholic Church experienced its own period of reform, which is called the Counter-Reformation.

3.11 What were the legacies of the Renaissance?

- The Renaissance gave the world an enormous cultural legacy of art, sculpture, architecture, poetry and literature.
- The spirit of intellectual inquiry in humanism influenced new generations to study and create.
- The advances in the fields of science and mathematics contributed to modern society.
- The Reformation created several new Christian denominations that exist today.
- The Bible was translated into local languages and large numbers were printed on printing presses.

3.12 INQUIRY: Significant women of the Renaissance

- Lucrezia Borgia was a prominent Renaissance woman connected to powerful male relatives and three influential husbands.
- Views on her life and character varied considerably during the Renaissance.

3.13.2 Key terms

anatomical drawing drawing showing the workings of organs and systems of the body
anatomy the scientific study of the structure of the body
arsenalotti craftsmen who built ships in Venice
chastity choosing not to have sexual relationships
denomination a religious group, especially an established church
doctrine a collective teaching
dowry a payment of money or goods as part of a marriage agreement
fresco a picture painted on a freshly plastered wall or ceiling
friar a member of a Catholic order who was supposed to live in poverty
guild an association of people engaged in a particular trade or craft for the mutual benefit of its members
hereditary passed from parent to a child
heretic one who rejects the teachings of the Church
merchant a person who buys and sells goods for profit
oligarchy a form of government where all power is held by a few people
patron a person or institution who pays for a work to be created
philosophy the study of the principles underlying all knowledge
popolo grasso the fat people in the Renaissance. A term used to describe the wealthy.
popolo minuto the small people in the Renaissance. A term used to describe people of modest means.
republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor
Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes
vernacular everyday language spoken by a particular group or class

3.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

How did societies change during the Renaissance?

How have individuals, groups and ideas from the Renaissance influenced the modern world?

1. Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry questions, outlining your views.

Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10576)
Reflection (ewbk-10577)
Crossword (ewbk-10578)
-  **Interactivity** Renaissance Italy crossword (int-7592)

3.13 Review exercise

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Multiple choice

- The Renaissance began in the city-states of
 - England.
 - France.
 - Italy.
 - Spain.
- The culture of the Renaissance was influenced by an interest in
 - medieval Church thinkers.
 - classical Greece and Rome.
 - Viking relics.
 - Indian scholars.
- During the Renaissance there were changes in
 - art, sculpture and architecture.
 - science and maths.
 - literature.
 - all of the above.
- Patrons played an important role in the production of art and literature during the Renaissance by
 - paying for works to be produced.
 - directing arts/scholars regarding composition.
 - collecting works of classical Greece and Rome.
 - all of the above.
- Florence and Venice were republics, meaning that
 - they were ruled by a duke.
 - they were ruled by a small group of citizens.
 - they were ruled by the Pope.
 - everyone in the city-state had a vote.
- Venice was a wealthy city-state that was a centre of
 - wool and silk manufacturing.
 - agricultural production.
 - trade and shipping building.
 - timber and mining.
- During the Renaissance art, sculpture and architecture included
 - anatomically correct figures.
 - portraits.
 - perspective.
 - all of the above.

8. Scientific thinkers of the Renaissance based their theories on
 - A. observations and logic.
 - B. the teaching of the Catholic Church.
 - C. accepted theories.
 - D. popular opinion.
9. The ideas of the Renaissance spread throughout Europe as a result of
 - A. trade between city-states and countries.
 - B. travel of patrons and artists.
 - C. individuals studying at Italian universities.
 - D. all of the above.
10. The Reformation was
 - A. encouraged by the Catholic Church.
 - B. a series of unrelated attempts to reform the Catholic Church.
 - C. accepted by everyone.
 - D. a movement of the Catholic Church to reform itself.

Short answer

Communicating

11. **Select** the correct terms to complete the following sentences.
 - a. During the Renaissance, **eastern** / **western** European scholars were inspired by the classical art and literature of ancient Greece and Rome.
 - b. The first **schools** / **universities** were formed by people who encouraged a new spirit of inquiry.
 - c. This spirit of inquiry often led to criticism of the **Catholic** / **Protestant** Church.
 - d. Humanism stressed the importance of **faith** / **logic and reason**.
12. **Match** the Renaissance person or group to their achievement.

Name	Achievement
Leonardo da Vinci	a. missions and schools in Asia and Africa
Michelangelo Buonarroti	b. the Reformation in Switzerland
Filippo Brunelleschi	c. architecture
The Medici family	d. the heliocentric system
Galileo Galilei	e. painting and sculpture
Nicolaus Copernicus	f. patronage of artists
John Calvin	g. a powerful telescope
The Jesuits	h. many designs for inventions and engineering, scientific experiments, art and music

13. **Describe** the factors that influenced the emergence of the Renaissance in Italy in the fourteenth century.
14. **Summarise** how attitudes to science changed during the Renaissance.
15. **Explain** what is meant by the term 'Reformation' and the changes that occurred during it.

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4 The emergence of the modern world (c. 1500–1650)

LESSON SEQUENCE

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LESSON

4.1 Overview

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How did societies change in Early Modern Times? What key beliefs and values influenced them? What were peoples' perspectives? Which significant ideas have influenced the world today and how have historians interpreted the period?

4.1.1 Introduction

This topic looks at the enormous changes that reshaped Europe from about 1500 to 1650 CE. This period is called **Early Modern Times** and the age of the **Scientific Revolution** and also the **Reformation Era**, because it saw revolutionary changes in religion. It overlaps with the period called the **Renaissance**, which began in the fifteenth century. This period saw changes in technology, growth of population and a renewed growth of cities and trade. It was also called the **Age of Exploration**.

The Early Modern Times period marked the end of the Middle Ages and the beginning of Modern Times. In our own times, we are used to change. We only have to think about technologies like mobile phones and digital television and issues like global warming and artificial intelligence to know that the future will be different from the present. Today, in most of the world, people freely investigate scientific problems. But such freedoms do not exist everywhere in the modern world and they did not exist in Europe in the period 1500 to 1650. In many ways, our lives today are shaped by changes that began in that time.

SOURCE 1 The Henry the Navigator Monument to the Discoveries, in Lisbon, Portugal. The monument commemorates Portuguese sailors who led in the quest for trade, colonies and riches.



Early Modern Times the sixteenth and seventeenth centuries

Scientific Revolution age of scientific discoveries and achievements

Reformation Era the period of the emergence of Protestant churches

Renaissance period of great changes in the arts, science and learning in the fifteenth and sixteenth centuries

on Resources



Workbook

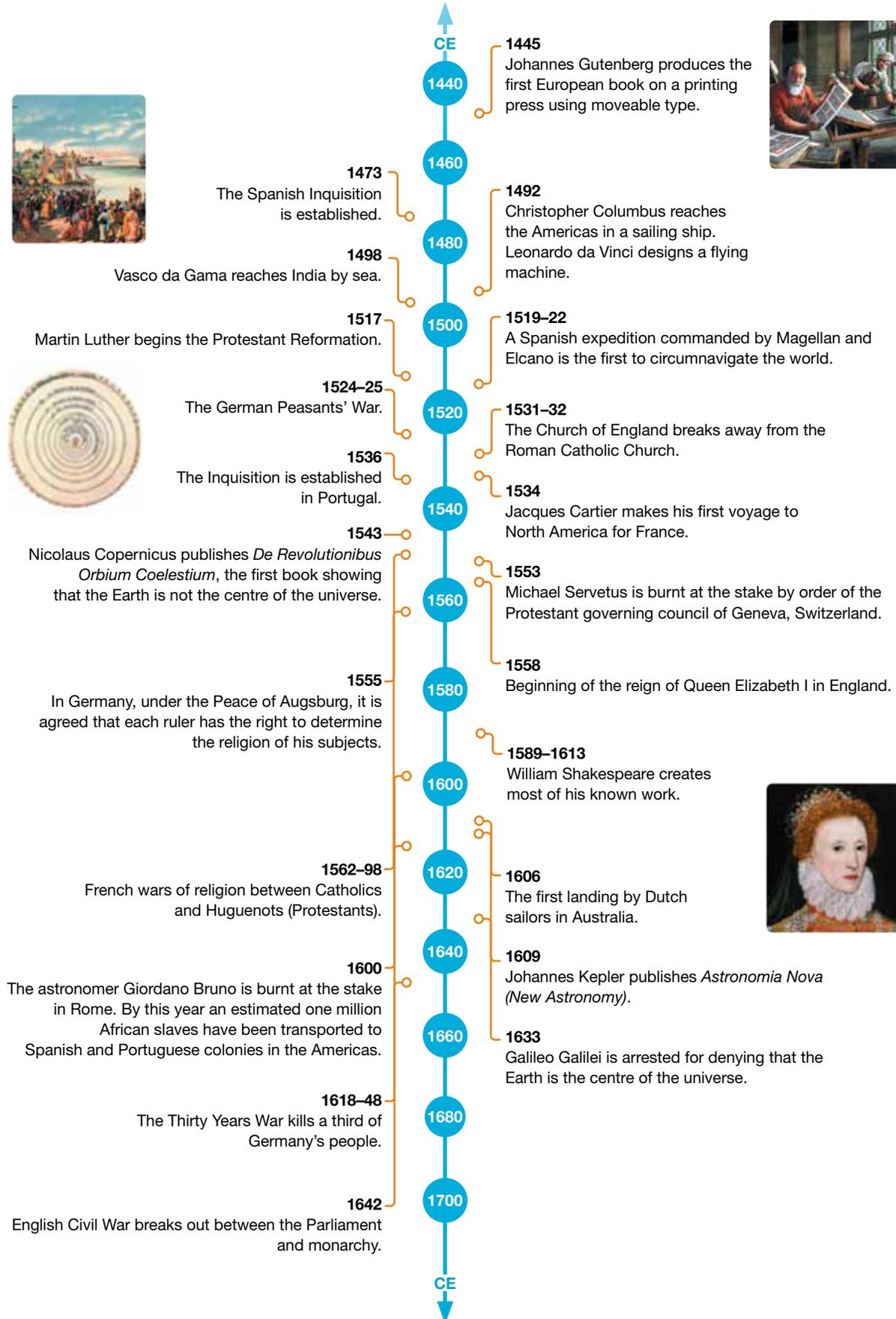
Customisable worksheets for this topic (ewbk-10662)



Video eLesson

The emergence of the modern world (c. 1500–1650) (eles-6003)

SOURCE 2 A timeline from the emergence of the modern world (c. 1500–1650)



LESSON

4.2 How do we know about the emergence of the modern world?

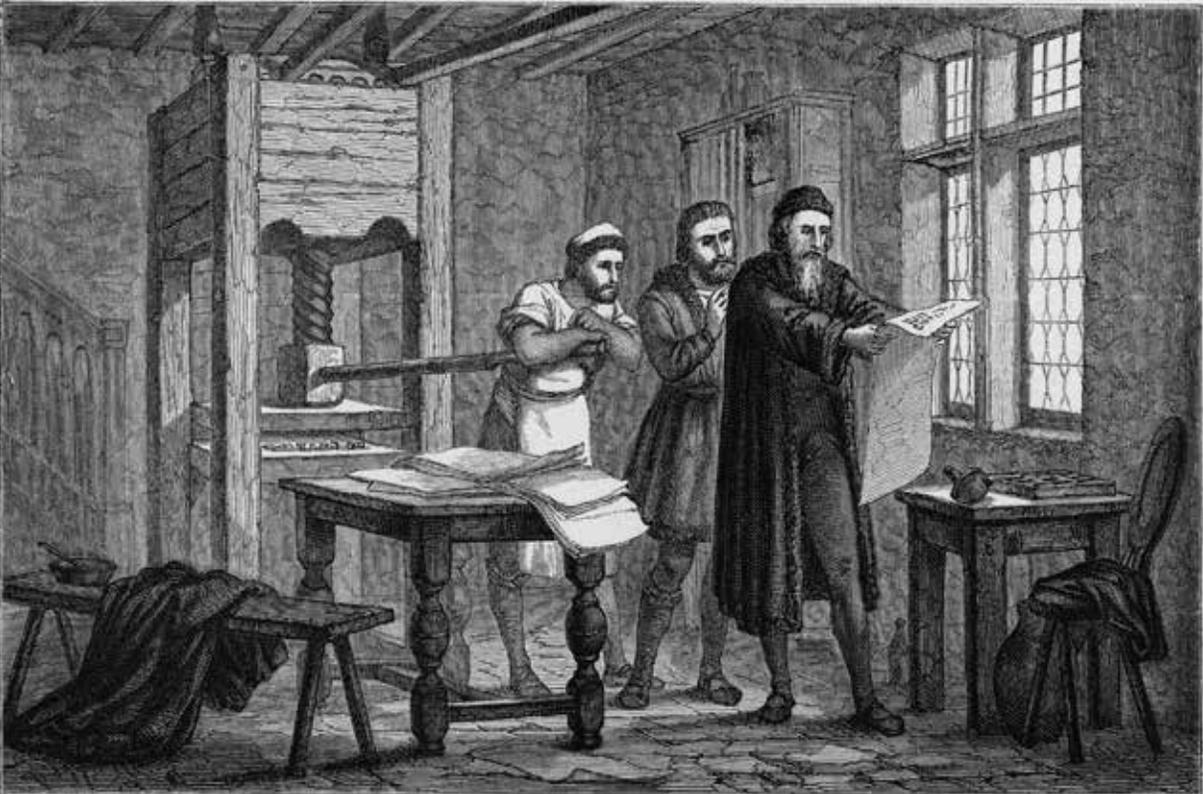
LEARNING INTENTION

By the end of this lesson you should be able to explain how we know about Europe in the period from around 1500 to 1650, and begin to develop the skills of identifying, analysing and using historical sources.

TUNE IN

In Europe during the Middle Ages, most written records were made by monks and other church people and most ordinary people were illiterate. In the period c. 1500 to 1650 most Europeans were still illiterate. However, new ideas were able to be spread among educated people and no means of spreading ideas was more important than the printing press. A form of printing with moveable type had been used in China since the tenth century CE, but the first European printing press was developed in Germany between 1440 and 1452 by Johannes Gutenberg (1398–1452), a goldsmith.

SOURCE 1 An artist's impression of Johannes Gutenberg inspecting the first sheet of his Bible printed on his printing press.



Consider the following questions and discuss with your class:

1. What would it be like if all books still had to be copied by hand?
2. Can you imagine life without printing?
3. What difference would the printing press have made?

4.2.1 Primary sources

As you know, our knowledge of history is based on evidence from primary sources. Generally, we know more about the period between 1500 and 1650 than about many ancient and medieval societies because more evidence has survived. There are still gaps in our written evidence because some sources have been lost and, because *most* people could not read or write, we have little evidence of their ideas. But the printing press enabled many more copies of written sources to be made and therefore increased the chances of copies surviving.

We still have to be very careful about what we trust. Very often we only have the recorded evidence of one side in a conflict. This was especially so during a period of religious conflict. Also, the people who made written records usually came from the privileged groups in a society. Although such people did not all see things the same way, we need to look out for bias.

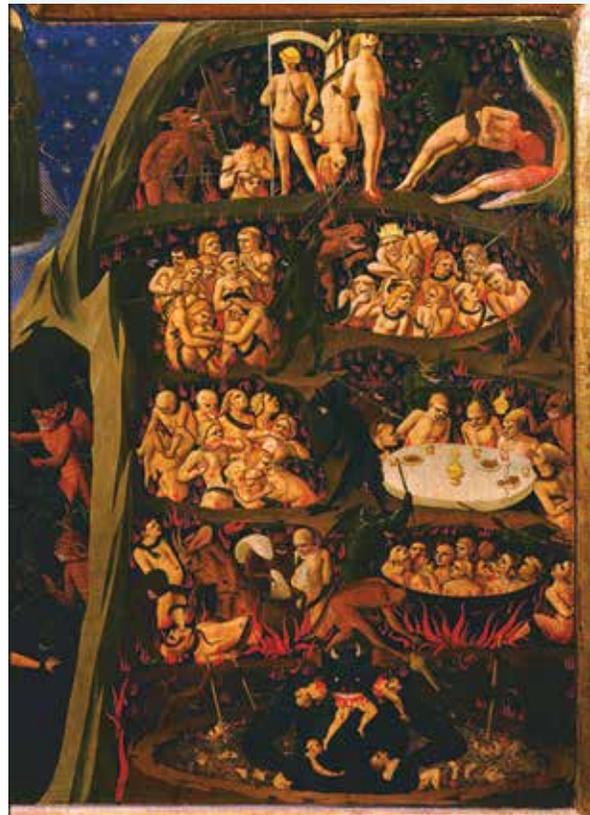
Archaeological sources

We have many archaeological sources from this era. Many of them tell us about religious beliefs. There are Catholic and Protestant Christian churches and the art that represents ideas of these faiths. Other remains tell us about everyday life, work and trade. These include towns, their walls and marketplaces and weapons and armour that tell us about war, which was a constant feature of these times.

SOURCE 3 Peasants paying taxes to their lord in both money and livestock, a fifteenth-century woodcut



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



Using the sources

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

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



aud-0439

4.2 SKILL ACTIVITY: Using historical sources

Identify the origin, content, context and purpose of primary and secondary sources by **examining SOURCE 4**.

SOURCE 4 From the journal of Christopher Columbus, written for the King and Queen of Spain during Columbus's voyage of 1492, during which he accidentally discovered America

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

doctrine of Mahomet the religion of Islam; the Muslim faith, which follows the teachings of Mohammed
idolatry the worship of idols
heresy opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches

1. **Identify** who instructed Columbus to make this voyage.
2. **Describe** their attitudes to Muslims, Jews and other non-Christians.
3. **Identify** when the voyage took place.
4. **Explain** in which direction Columbus was ordered to sail to India.
5. Refer to a world map to find out what undiscovered continent would have stood in his way.

4.2 Exercise

learnon

4.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5

■ LEVEL 3

6, 7, 8

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Check your understanding

1. **Identify** which of the following are reasons why written sources from this period are quite likely to be biased.
 - A. Only educated people were able to read and write.
 - B. All educated people had the same views.
 - C. Ideas were spread by printed books.
 - D. In a time of religious conflict, written sources might be propaganda for one side.
2. The printing press helped to ensure that copies of many books and pamphlets from this period survived. True or false?
3. **Consider** the following archaeological sources. **Identify** what aspects of this period they each provide evidence of:
 - a. markets
 - b. weapons
 - c. a town
 - d. a church
4. History is based on evidence from primary sources. **Explain** why there are sometimes gaps in our evidence for this period.

Apply your understanding

Using historical sources

5. **Analyse SOURCE 2** using the following questions:
 - a. Who created this source and when was it created?
 - b. **Identify** reasons for its creation.
 - c. **Describe** the tortures suffered by sinners in this depiction of hell.
 - d. **Explain** how you think believing in such an afterlife would have affected people's behaviour.
6. **Examine SOURCE 3** and locate the peasant who is paying the taxes.
 - a. **Explain** how you can tell that he is paying in both money and livestock.
 - b. How do you think he would have felt about being forced to pay in the traditional feudal way and in cash?
 - c. Why might peasants be a potentially rebellious social class?

Communicating

7. **Explain** which sections of European societies are unlikely to have their perspectives expressed in written primary sources.
8. **Discuss** what general conclusions about this period you can draw from **SOURCES 2, 3** and **4**.

LESSON

4.3 What caused economic and social change in Early Modern times?

LEARNING INTENTION

By the end of this lesson you should be able to explain how changes in economic activity, including the growth of towns, cities and trade, contributed to the transformation of the medieval world to the modern world.

TUNE IN

In the **SOURCE 1** extract, the writer is raising a question about how we should understand the causes of big changes that came about in the period 1500 to 1650.

SOURCE 1 From Roland H. Bainton, *The Age of the Reformation*, New York, 1956, p. 4

The Age of the Reformation was an age of upheaval. With regard to every such era dispute arises as to whether events precipitated ideas or ideas incited events. Undoubtedly travel, discovery, invention, and the consolidation of power prompted reflection about institutions and about the ultimate problems of life.

Consider the following questions and discuss your answers with the class:

1. What do you think he is saying about the question of whether events brought about changes in ideas OR whether changes in ideas caused events?
2. Can you think of an example from our own times that raises the same question?

4.3.1 Economic changes

The period c. 1500–1650 is often described as a time of transition from the medieval system of **feudalism** to the modern system of **capitalism**. Feudalism is a general term for the system under which land was held or used by **vassals** in return for services to

feudalism social order in medieval Europe

capitalism economic system in which the means of production, distribution and exchange are privately owned

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

their **lords**, who were supposed to protect them in return. In reality, feudalism was different in different times and places. Capitalism is the modern economic system in which the means of production, distribution and exchange are owned by individuals or companies motivated by the desire to make profits.

In the early fourteenth century, European population levels fell due to wars and epidemics, especially the Black Death (bubonic plague), and the Little Ice Age, a cold period in the Northern Hemisphere, which caused famines.

However, populations grew rapidly after 1350. The number of towns grew again and some towns and cities grew wealthy and powerful. For most people in most places, life in the period 1500 to 1650 CE probably seemed to go on much as it had before.

Few people could have been aware that changes that were happening would have enormous consequences. Almost all of the great changes that began in this period started in Europe. The discovery of new lands, including the Americas, led to a commercial revolution that was headed by Portugal. By the mid-sixteenth century, the Portuguese had set up trading posts along the coast of Africa, in the East Indies and in India and Brazil. Spain soon followed Portugal in claiming much of the **New World**.

lords feudal term for aristocracy of big landowners

New World a term for the Americas during Early Modern Times

The price revolution

Merchants were the main groups to benefit from the commercial revolution. They improved methods of transport by land and sea. They also improved commerce and finance and took measures to make their businesses more efficient and they were assisted by rulers of kingdoms, states and cities. Merchants formed *hanses* (guilds), of which the best-known was the Hanseatic League, which dominated trade in Germany, northern Russia and Scandinavia.

However, while successful merchants grew wealthy, the poor grew poorer. From the late fifteenth century, Europe experienced a price revolution that was caused by Spain and Portugal exporting to Europe large quantities of silver and gold from their colonies in the Americas. These exports caused the value of precious metals to fall, which caused inflation.

SOURCE 2 Trade, merchants and money changers, a c. 1539 woodcut by Joss Amman. During the period, many hundreds of publications were sold on methods of bookkeeping for businesses.



In the same period, Europe's population increased between 1460 and 1620, raising demand for all kinds of goods, including food. The result was widespread hunger as earnings for the poor lagged behind prices. Big landowners benefited while the poor suffered.

4.3.2 Social classes

By around 1500 CE, several social classes in Europe were dissatisfied with the economic changes that were affecting their lives.

- **Townsmen** who were successful in business increased their influence with rulers. The most powerful were the **patricians**, who made up only about 3 per cent of the population of cities and towns but controlled their economies and lived in houses that were equal to those of the **nobles**.
- **Craftsmen** and their families made up about 90 per cent of the population of towns. They consisted mainly of guild masters, journeymen and traders and they often revolted against the power of the patricians. Medieval craft guilds lost their powers to control trade and became hostile to these changes.
- Towns were also the homes of many day labourers and servants and they were poor and suffered due to the price revolution.
- **Peasants** remained poor but they were becoming literate and interested in movements for reform. Increasingly, wealthy town and city dwellers invested in agriculture and territorial rulers imposed new taxes on peasants, which would cause peasant revolts in Europe.
- The **feudal aristocracy, the nobles**, had lost any real reason for existing but they clung onto their medieval rights and privileges. Kings, princes and other territorial rulers no longer needed them for protection. Armed with English long bows, hand guns and cannons, standing armies and **mercenaries** were able to defeat the most heavily armoured mounted knights. Some knights became officers in armies, including mercenary armies, while others became robber barons stealing from villagers and merchants.
- The higher **clergy** became richer through increasing money payments charged for their services, so poor people increasingly resented them and the power they had. While the lower clergy were often poor, many of the higher clergy were as wealthy as some kings.

mercenary soldier who fights for money rather than for ideals or patriotism

clergy officials of the Church



aud-0440

4.3 SKILL ACTIVITY: Using historical sources

Identify the origin, content, context and purpose of primary and secondary sources by examining **SOURCE 3**.

SOURCE 3 From Harold J. Grimm, *The Reformation Era 1500–1650*

. . . a new attitude toward economic matters manifested itself among businessmen which may be called the '**capitalist spirit**'. Since money was no longer loaned primarily to assist those who were in need, but also loaned for profit, the Biblical [restrictions] . . . and other restrictions upon **usury** were . . . ignored. The new spirit began to touch nearly every phase of European life. Feudal services and dues were commuted to money payments; agricultural production came to be looked at as a means of making profit; merchants and even some nobles invested accumulated surpluses in commercial and industrial enterprises; **entrepreneurs** began to own raw materials, warehouses and the means of production; labor was hired as a means of creating new wealth; territorial rulers sought to increase the decline of the medieval economy . . . and its many regulations designed to give people 'a fair living' and goods sold at 'a just price', and with the greater opportunities to make money their power by tapping all available sources of income; and even church offices and means of grace were frequently viewed in terms of financial returns. . . . The older chivalric virtues of honor and personal loyalty were gradually supplanted by the middle-class virtues of honesty, industry, and integrity; and the medieval sense of corporate responsibility gave way to an emphasis upon individual initiative.

Source: Harold J. Grimm, *The Reformation Era 1500–1650*, Macmillan, New York, 1965, p. 12.

capitalist spirit the way of thinking behind capitalism

1. **Identify** what Grimm calls the new attitude of businessmen towards economic matters.
2. **Explain** what you think he means by 'the capitalist spirit'.
3. **Describe** what changed in investment in agriculture and industrial production.
4. **Analyse** how virtues were changing.

4.3 Exercise

learnon

4.3 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3, 4

■ LEVEL 2
5, 6

■ LEVEL 3
7, 8, 9, 10

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Check your understanding

1. **Identify** when populations began to recover from the losses caused by plagues, famines and wars.
 - A. The mid-thirteenth century
 - B. The early twelfth century
 - C. The eighteenth century
 - D. The mid-fourteenth century
2. The Hanseatic League came to dominate trade in
 - A. Britain, Germany and Italy
 - B. Germany, northern Russia and Scandinavia
 - C. Portugal, northern Russia and Spain
 - D. India, Scandinavia and Germany
3. **Complete** the following sentences by filling in the blank spaces:
 Merchants improved transport by _____ and _____. They improved commerce and were assisted by rulers of _____ and _____ and _____.
4. **Identify** the parts of the world where Portugal had trading posts by the mid-sixteenth century.

Apply your understanding

Questioning and researching

5. **Explain** why the medieval craft guilds opposed changes in trade.
6. **Identify** three social classes who had reasons to resent the economic changes that were taking place.

Using historical sources

7. **Describe** the scene in **SOURCE 2**.
8. **Explain** what evidence **SOURCE 2** provides for a changing economic system, in which bookkeeping and money changing had become more important.
9. **Examine SOURCE 3**. 'Usury' means making people pay interest on borrowed money. It was considered sinful by Christians in the Middle Ages. **Outline** what this source suggests about changes in attitudes to usury and to making profits?
10. **Explain** why a changed attitude to usury and profit-making would have been essential for a modern capitalist system to emerge.

LESSON

4.4 How did the Protestant Reformation bring change?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the Reformation took place in the sixteenth century and describe its consequences.

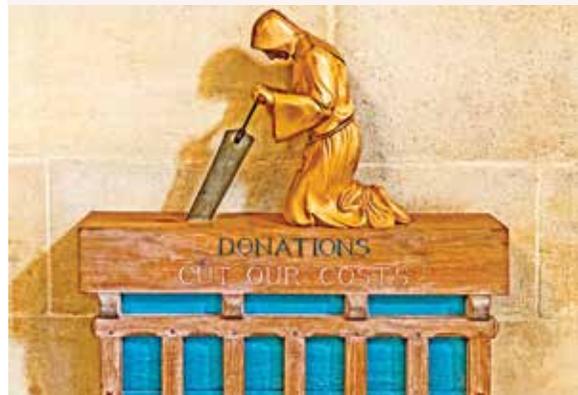
TUNE IN

If you were religious, what would you think if the religion to which you belonged seemed more interested in making money to enrich itself than teaching religion and caring for its followers?

Consider the following questions and discuss your answers with your class:

1. Would you leave that religion or would you try to change it?
2. Would either of those options be easier now than they would have been in the sixteenth and seventeenth centuries?

SOURCE 1 A donation box in a church in Bury St. Edmunds, UK



4.4.1 Martin Luther challenges the Church

Religious beliefs had an enormous influence on people's thinking in Early Modern Times. This was particularly the case in northern Europe, where **humanist** ideas encouraged many people to question the ideas and power of the Church. The Catholic Church lost much of its influence in that region during the sixteenth century. The Reformation began as an attempt to reform the Church but instead it led to permanent divisions in Christianity.

Martin Luther was a German Catholic monk and a professor at the University of Wittenberg, one of the many states that made up what is now Germany. He believed that some Church teachings were wrong and that the Church was more concerned with making money than saving souls. He hated the Church's practices of selling **indulgences** (making people pay to have a dead person's soul get into heaven) (See **SOURCE 2**) and selling positions of authority in the Church. He was also angry that many priests, who had taken vows of **chastity**, lived openly in sexual relationships.

SOURCE 2 A woodcut by Jorg Breu, c. 1530, showing the Pope's representatives selling indulgences to Catholic townspeople



humanist a doctrine, attitude, or way of life centred on human interests or values

indulgence a payment people would make to allow their loved ones to enter heaven

chastity choosing not to have sexual relationships

Luther's Theses included the following ideas:

- Popes, bishops and priests were not superior to other Christians.
- Indulgences were corrupt because only God could decide on punishments for sins and whether a person could go to heaven.
- Priests should be permitted to marry.
- People were not saved (able to enter heaven) by following Church practices.
- People could only be saved through faith in Jesus Christ.
- Christians did not need priests to stand between them and God.

4.4.2 Why did Luther and his followers survive?

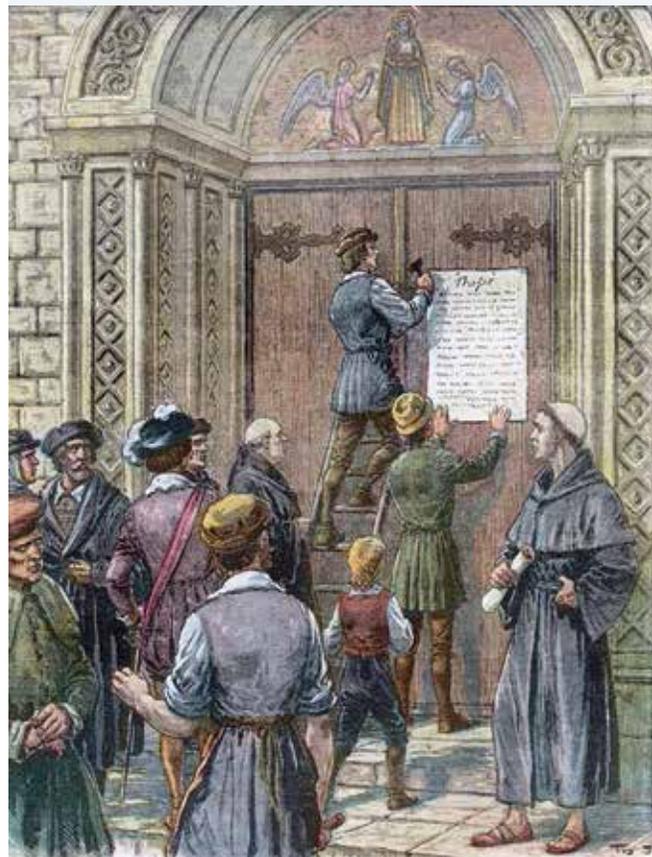
In the past, people who challenged the Church were declared to be heretics and they were punished by being burnt alive. In 1520, the Pope, the head of the Roman Catholic Church, declared Luther to be a **heretic** and **excommunicated** him in the following year. However, Luther quickly gained many supporters. They were called Protestants because they protested against the Catholic Church. Those who followed Luther's ideas were called Lutherans.

Luther's ideas were spread through printed pamphlets and he gained support from several German rulers. Many oppressed peasants were inspired by Luther's revolt against the Church and in 1525 they rose up against the feudal lords who exploited them, attacking the castles of nobles. Luther made it clear that he was against social revolution and he urged German rulers to crush them (see **SOURCES 4** and **5**). Not surprisingly, the defeated peasants turned away from Lutheranism.

4.4.3 New forms of Protestantism

Other forms of Protestantism soon appeared. In Switzerland, John Calvin formed a church that replaced bishops and priests with elected ministers. Calvinists believed that only some people were chosen to be saved and the rest were doomed to burn in hell. Calvinism spread to parts of France, Germany, the Netherlands and Scotland.

SOURCE 3 Luther fastening his Ninety-Five Theses to the Wittenberg Cathedral door, 31 October 1517



SOURCE 4 Peasants burning and looting during the Peasants' War, 1524–25



heretic one who rejects the teachings of the Church
excommunicated to be banned from membership of the Church

Among other Protestants were the Anabaptists, who rejected the practice of baptising children. The Church of England was another breakaway church. But it was not initially formed because of Protestant ideas. Rather, it broke away because the Pope would not grant England's King Henry VIII a divorce. Henry declared that he, not the Pope, was head of the English Church. After Henry's death, Protestant ideas came to dominate the Church of England.

4.4.4 The Catholic Reformation

From the twelfth century CE, the Catholic Church had used the **Inquisition** to crush those it considered to be heretics. But as Protestantism took hold in northern Europe, Catholic leaders came to see that this movement could not be defeated by persecution alone. From 1545, the Church worked to stamp out corruption and to promote Catholic beliefs. Among Catholicism's most effective defenders was the Society of Jesus (Jesuits). It was formed to convert heretics and non-believers.

Jesuit priests set up missions, schools and colleges in Africa and Asia. In the New World (the Americas), they befriended and converted many Native Americans. This reform of the Catholic Church has been called the Catholic Reformation by Catholics and the Counter-Reformation by Protestants.

Inquisition body established by the Catholic Church to try people suspected of heresy

SkillBuilders to support skill development

- 1.10 SkillBuilder: Analysing different perspectives

4.4 SKILL ACTIVITY: Historical perspectives and interpretations

Identify perspectives, attitudes and values of the past using the following information about Luther's pamphlet (the front cover is shown in **SOURCE 5**).

SOURCE 5 The front page of Luther's writings *Against the Storming Peasants*, 1525, left, and *An Open Letter on the Harsh Book Against the Peasants* (right)



In his pamphlet, Luther condemned the rebellious peasants as doing the work of the devil and he called on the princes to be 'both judge and executioner'. 'To knock down, strangle, and stab, and think nothing so venomous . . . or satanic as an insurgent . . . Such wonderful times are these that a prince can merit heaven better with bloodshed than a prayer'.

1. **Identify** Luther's attitude to the rebellious peasants.
2. One of the reasons for the Peasants' War was that, while the territorial princes were gaining increased wealth and power, peasants were having to pay taxes to their feudal lords in money and livestock so their position was worsening. **Explain** why a reformer would not support them.
3. Luther believed in the 'divine right of kings' and depended on the support of rulers to protect him from the Catholic Church. **Identify** if this would explain his attitude to rebellions.

4.4 Exercise

learn **on**

4.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8, 9, 10

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Check your understanding

1. The Reformation began as an attempt to reform the Roman Catholic Church. True or false?
2. Which powerful people supported Luther?
 - A. The peasants
 - B. The Pope and clergy
 - C. German rulers
 - D. King Henry VIII
3. Complete this passage by filling in the blanks: Luther was against the Church's practice of selling _____ that meant that people had to _____ to get their loved ones into _____. He believed that _____, _____ and priests were not superior to other Christians.

Communicating

4. **Describe** the Pope's response to Luther's demands.

Apply your understanding

5. **Describe** one idea associated with the Calvinists and one associated with the Anabaptists.
6. **Identify** changes that were made by the Catholic Reformation.
7. **Distinguish** how England's break with the Roman Catholic Church was different to what happened in other countries.

Using historical sources

8. Examine **SOURCE 2** and **explain** why this practice would have caused much resentment towards the Catholic Church.
9. **Identify** three of Luther's arguments and **explain** why each of these would have been seen as a threat to the power of the Catholic Church.
10. Examine **SOURCES 4** and **5**. Throughout around a third of Germany, thousands of peasants were killed as their revolt collapsed. **Determine** why this contributed to a fall in support for Lutheranism.

LESSON

4.5 How did the power of rulers change in Early Modern Europe?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the Reformation affected the powers of rulers and how rulers used religion to gain from war.

TUNE IN

In the **SOURCE 1** scene, the cook, the chaplain and Mother Courage are discussing the Thirty Years War, in which territorial rulers claimed to be fighting for religious reasons.

SOURCE 1 From German playwright Bertold Brecht's play *Mother Courage and Her Children*, written in 1939 to protest against the rise of the German Nazis and their role in causing World War II. Brecht set the play during the Thirty Years War (1618–48)

The Cook: It's a war all right in one sense, what with . . . murder and looting and the odd bit of rape thrown in, but different from all the other wars because it's a war of faith.

Can you think of a case in Modern Times when people have used religion as their justification for waging wars and committing atrocities? Discuss your thoughts as a class.

4.5.1 The territorial states

In western Europe, territorial states increasingly consisted of kingdoms, principalities and city-states. They were supported by townspeople, who wanted to end the privileges of feudal lords. The territorial rulers helped the towns to gain freedom from the nobles and to protect the towns, especially as the townspeople were willing to pay taxes and services to their territorial rulers and to give them absolute power in their territories.

Due to advances in the technologies of war, such as the development of gunpowder, guns and cannons, infantry and **artillery** became much more effective than cavalry provided by knights. Consequently, territorial rulers replaced feudal armies of knights with mercenary armies. The territorial rulers wanted their territories to be prosperous because they needed their subjects to be able to pay taxes. They also assumed the right to control religion in their lands. To see examples of how the powers of rulers changed, we will look briefly at events in Germany, France, England, Spain and Russia.

SOURCE 2 *Soldiers plundering a farm during the Thirty Years War*, by Sebastiaen Vrancz, 1620



artillery large mounted firearms such as the cannon

4.5.2 Germany

Germany was made up of over three hundred separate political states in the Holy Roman Empire, which had been formed in 800 CE. It was formed when Pope Leo III crowned Charlemagne as emperor. Centuries later, under Emperor Maximilian I, it transformed into the Holy Roman Empire of German Nations in 1512. Following the Reformation, German Catholics and Protestants frequently fought each other but the 1555 Peace of Augsburg divided the Holy Roman Empire into Catholic and Protestant states, whose rulers decided on the religion of their subjects.

The worst period of conflict was the Thirty Years War (1618–48). It began mainly as a war of religion between Protestant and Catholic German states within the Holy Roman Empire, motivated by religious differences. However, it soon became driven by contests between rulers for territory, wealth and power.

Very soon, ambitious rulers from other countries, including Sweden, Denmark, the Dutch Republic, Spain and France, became involved in the war. Rulers were motivated by greed and power. For example, the Lutheran state of Saxony, along with Denmark, Sweden and Calvinist Brandenburg fought over control of trade in the Baltic.

Terrible atrocities, including rape, mutilation, torture and murder were committed by soldiers during this conflict. This long war caused between 4.5 and 8 million deaths, an enormous number in proportion to the population at the time. Total civilian deaths were between 3 500 000 and 6 500 000. Thousands of civilians were killed by armies but the major causes of deaths were diseases, such as typhus and bubonic plague, poor harvests and famine, caused by soldiers plundering civilian food supplies. The war ended in 1648, but Germany would not become a united country until the late nineteenth century.

SOURCE 3 The sacking of the Protestant city of Magdeburg during the Thirty Years War. In 1631, Magdeburg was besieged, sacked and burned by Catholic forces.



4.5.3 France

By 1500, the government of France was controlled by its king. The Estates-General, representing the interests of the clergy and nobles, had held the right to grant taxes but it had surrendered that right to the king during the fifteenth century, therefore French kings had absolute power. Conflict between Catholics and Calvinists

(called Huguenots) in France led to the first of the religious wars from 1562 to 1598. The best-known event of this conflict was the St. Bartholomew's Day massacre of 24 August 1572. In a well-organised plot, massacres of Huguenots were carried out by Catholics simultaneously in several French cities. It has been estimated that around 20 000 Huguenots were killed. Despite this, France joined the Thirty Years War in 1635 on the Protestant side. Its motive for doing so was its rivalry with the Catholic Spanish and Austrian Hapsburg dynasties.

4.5.4 England

Rulers of England did not have absolute power, as England had a parliament representing the interests of the privileged classes. However, King Henry VII (1485–1509) replaced rebellious nobles with officials. When he was succeeded by Henry VIII, England had a strong, centralised government. Henry VIII seemed more powerful than many earlier English rulers but he had this power by using Parliament. He defied the Pope and divorced his wife Catherine of Aragon in 1533 in order to marry Anne Boleyn.

When the Pope excommunicated him, Henry broke with Rome and declared himself head of the Church of England. He dissolved all monasteries in England, enriching himself through sales of their lands. He became King of Wales by passing the Acts of Union with Wales (1536–43) then King of Ireland in 1541.

Henry was a brutal and ruthless ruler, who had Anne Boleyn beheaded when she could not give him a male heir. He also beheaded his fifth wife Catherine Howard.

When Henry died in 1547, he was succeeded by his only male heir, 10-year-old Edward VI, who died 6 years later. Edward was succeeded by Mary I, daughter of Catherine of Aragon, who was a devout Catholic. She set out to restore Catholicism to England. She executed over 300 Protestants but died without an heir in 1558.

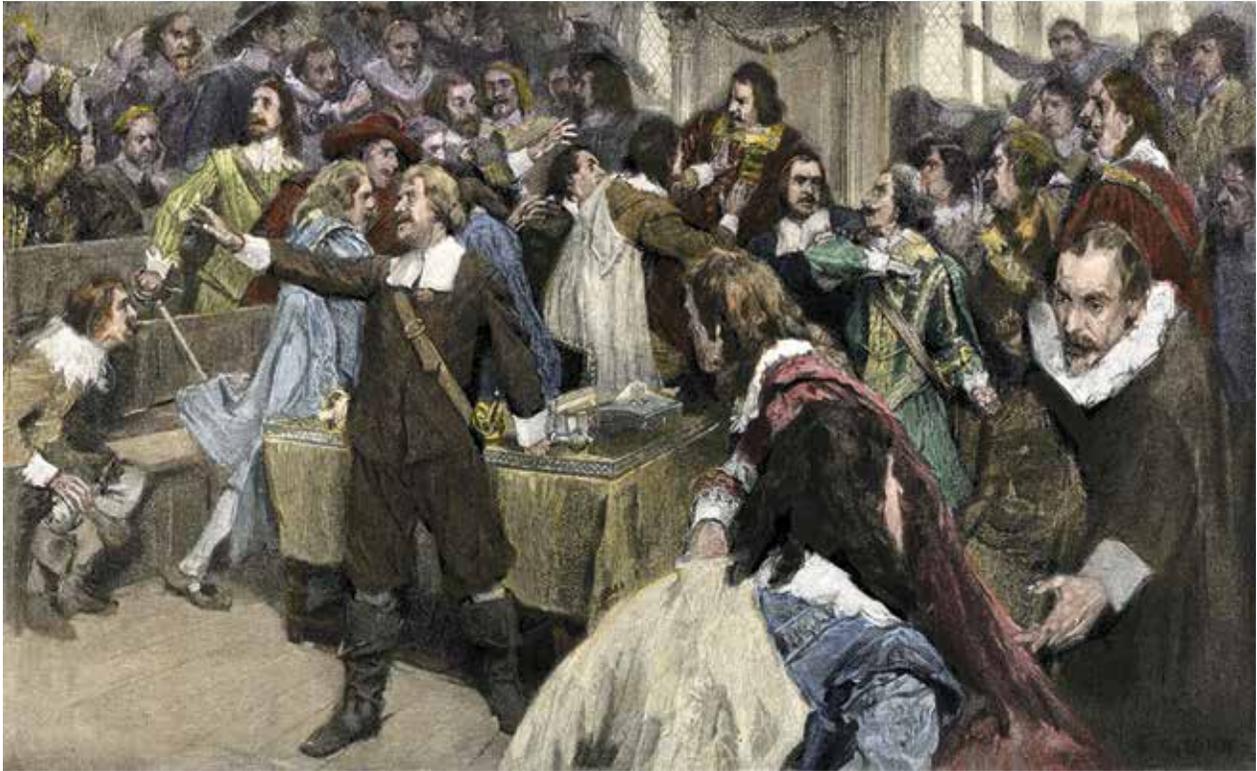
She was succeeded by her half-sister Elizabeth I (1533–1603), daughter of Anne Boleyn. It was under Edward and Elizabeth that the Church of England became Protestant. Elizabeth never married so, when she died, she was succeeded by her closest Protestant relative, James I of Scotland. He was succeeded by his son, Charles I. Charles clashed with the English Parliament and this led to the English Civil War, in which the Royalist army was defeated by Parliament's New Model Army in 1645. Charles was tried and executed in January 1649.

England became a republic, in which Oliver Cromwell, commander of the New Model Army was given the title Lord Protector in 1653. Cromwell died in 1658 and was succeeded by his son Richard. The monarchy was restored in 1660 but it had lost much of its power to Parliament. In the following three decades, the monarchy lost power to suspend laws passed by Parliament, to levy taxes and raise an army without Parliamentary consent and to interfere with parliamentary elections or to punish members of parliament for anything they said during parliamentary debates.

SOURCE 4 *Henry VIII and Anne Boleyn*, engraved by Johann Raab



SOURCE 5 Oliver Cromwell making his first speech in Parliament on 2 March 1629



4.5.5 Spain

After the marriage of Princess Isabella of Castile and Prince Ferdinand of Aragon in 1469, much of Spain became one kingdom. The remainder of the Iberian Peninsula was made up of the kingdoms of Portugal and Navarre. Ferdinand and Isabella suppressed the nobles, reduced the powers of the Cortes (assemblies) and in 1473, with the support of the pope, they established the Spanish Inquisition. In 1492, they expelled the Muslims from Spain and forced all Jews who wanted to remain in Spain to convert to Catholicism. The Inquisition was used to destroy converted Jews and Muslims who were suspected of heresy. In 1506, Spain took Navarre and had control of the entire peninsula except Portugal. The rulers of Portugal consolidated royal power using the same methods as Spain.

4.5.6 Russia

With the fall of Constantinople to the Turks in 1453, the Grand Prince of Muscovy declared that Moscow was the new religious capital of Orthodox Christianity. Ivan III (1462–1505) took the title tsar (Caesar) and consolidated his power, conquering weaker Russian states. Under Ivan IV, ‘Ivan the Terrible’ (1553–1584), the power of the tsar was further increased at the expense of the boyars (the high aristocracy). Nobles were expected to be totally obedient to the ruler and hundreds of the boyars and their families were killed. As an Orthodox Christian country, Russia was unaffected by conflict between Catholics and Protestants.

However, between 1598 and 1613, Russia went through the ‘Time of Troubles’, during which it experienced civil wars and invasions by Polish and Swedish armies, which were often helped by Russian boyars. Possibly a third of Muscovy’s population died during this period. In 1613, an assembly of nobles and officials chose Michael Romanov as the new tsar, founding the Romanov dynasty, which survived until 1917. The ‘Time of Troubles’ resulted in general acceptance of the need for tsars to have absolute powers. In 1649, the Russian government reduced the rights of all Russian peasants by making them serfs. The peasants lost the freedom to leave the land on which they toiled. This development ensured that the nobles could serve the Russian army but it led to many peasant rebellions during the seventeenth century.

4.5 SKILL ACTIVITY: Using historical sources

Consider **SOURCE 2**, *Soldiers plundering a farm during the Thirty Years War*, by Sebastiaen Vrancz, 1620.

1. **Identify** which of the figures in this source are soldiers. How can you identify them?
2. **Identify** what they appear to be stealing.
3. If they stole food, **analyse** how would that affect the farming family's chances of surviving.
4. **Interpret** on whose evidence would this artwork have been based.

4.5 Exercise

learn on

4.5 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 3, 4, 5

■ **LEVEL 2**

6, 9

■ **LEVEL 3**

7, 8, 10

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Check your understanding

1. In western Europe, territorial rulers were supported by townspeople who were also against the powers of nobles. True or false?
2. Which event led to the division of the Holy Roman Empire into Catholic and Protestant states in 1555?
 - A. The Thirty Years War
 - B. The Peace of Augsburg
 - C. The Reformation
 - D. The crowning of Charlemagne as emperor
3. Complete this passage by filling in the blanks: Due to advances in the technologies of war, such as the development of _____, guns and cannons, _____ and _____ became much more effective than cavalry provided by _____. Consequently, territorial rulers replaced feudal armies of knights with _____ armies.

Apply your understanding

Questioning and researching

4. **Explain** the motives of rulers for entering the Thirty Years War.
5. **Describe** what happened in the St. Bartholomew's Day Massacre in France.

Using historical sources

6. **Analyse SOURCE 4** using the following questions:
 - a. What is the source about?
 - b. When was the source created?
 - c. Who created the source?
 - d. How different would this source be if it had been created after Henry VIII had Anne killed?
7. **Describe** the scene in **SOURCE 5** and **explain** the significance of Oliver Cromwell for England's form of government.
8. **Determine** in which of the countries discussed in this lesson were the powers of territorial rulers strengthened.
9. **Describe** the scene in **SOURCE 3** and **explain** which side's perspective it represents.
10. **Evaluate** what changed and what remained unchanged in the powers of rulers during this period.

LESSON

4.6 What were the achievements of the Scientific Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to explain the achievements of scientific thinkers in this period and the dangers they faced.

TUNE IN

When Marco Polo, an Italian merchant and explorer, visited China in the thirteenth century, he was amazed by its wealth and culture. Nothing in Europe at that time compared with it.

Nobody in his time could have imagined what western Europeans would discover in the following few centuries and how Europe would come to dominate the world.

Brainstorm ideas about what could possibly make such a change possible.

SOURCE 1 An artist's impression of Marco Polo being welcomed to the court of Kublai Khan

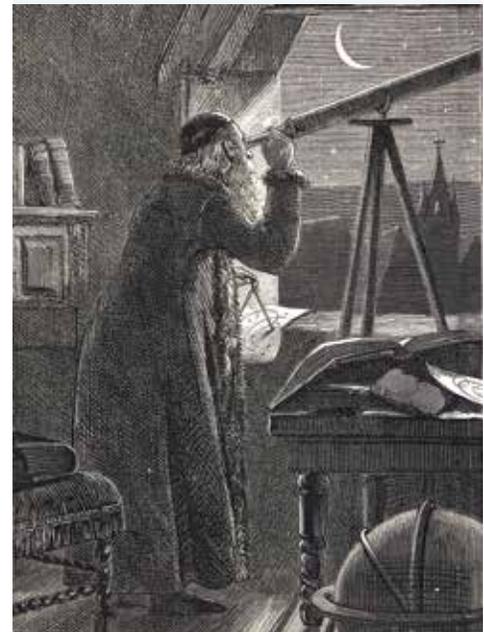


4.6.1 Who were the great scientific thinkers?

During this period, religion, arts and sciences were not really separate from each other. A scholar could be a priest, scientist, artist and inventor. The Renaissance brought a scientific revolution, encouraging thinkers to challenge authority and to be guided by observation and reason.

- Among the most famous of the new scientific thinkers was **Leonardo da Vinci (1452–1519)**. He is best known for his art but he also conducted observations and experiments in biology, anatomy, geology, engineering, mathematics and music. He even designed an underwater diving suit and a robot.
- **Nicolaus Copernicus (1473–1543)**, a Polish astronomer, was another of the greats of the Scientific Revolution. He developed a theory that the Earth revolved around the Sun, contradicting the view of the Catholic Church that the Earth was the centre of the universe. Copernicus spent many years observing and investigating the movements of heavenly bodies and, in 1515, he sent his findings to other astronomers. Although there was not sufficient proof at the time, he published his theory in 1543, as he was dying.
- **Andreas Vesalius (1514–1564)** has been called ‘the father of anatomy’ because of his contributions to understanding the human body. The Catholic Church banned dissecting human bodies but Vesalius defied the Church by obtaining the permission of local courts to conduct experiments using bodies of people who had been executed. In 1543, he published a book showing how different parts of the body worked.

SOURCE 2 Copernicus observing the night sky with his telescope



- **Giordano Bruno (1548–1600)** was an Italian friar, philosopher, mathematician and astronomer, who took Copernicus’s ideas further, recognising that the Sun is just one of billions of suns in the universe.
- **Galileo Galilei (1564–1642)** was an Italian astronomer, physicist, mathematician, philosopher and inventor. He developed a telescope and carried out observations that proved that Copernicus was right about the movement of the Earth and other planets. He proved by observations that the Earth rotated around the sun and he published his findings in 1632.
- **Girolamo Fracastoro (1478–1555)** was another famous figure of this scientific revolution. This Italian scientist discovered that diseases, like the Black Death, contained tiny particles (germs) that spread by close contact and through the air. Three centuries later, his theories were proved to be correct.
- **Miguel Servet (1511–1553)**, known outside Spain as Michael Servetus, was a brilliant Spanish scientific thinker whose studies included astronomy, geography, meteorology, medicine, law, theology, mathematics and languages. He was the first European to describe how blood circulated.
- **Johannes Kepler (1571–1630)** was a German mathematician and astronomer. He is best known for his laws of planetary motion. His work provided the basis for Isaac Newton’s theory of universal gravitation. Among his many published works was *Astronomia Nova* (New Astronomy) in 1609.
- **Isaac Newton (1643–1727)** was an English mathematician. He was most famous for his laws of motion and discovery of gravity.

4.6.2 The dangers faced by scientific thinkers

All things in Medieval Europe were governed by religion. It was very different from what we understand as ‘faith’ today, and it played a much bigger role in explaining the world and its structure.

Contradicting holy teachings or the bible could be risky, however, this doesn’t mean that religious leaders hated progress. In fact, a great deal of scientific advancement during the Scientific Revolution was made possible because of the church’s contribution to scientific thinkers.

Despite this, when the church decided something was heresy their judgement was swift and harsh. For example:

- Giordano Bruno was tried for heresy, found guilty and burnt at the stake in 1600.
- The Church had Galileo arrested in 1633. The Roman Inquisition put him on trial for heresy and threatened him with torture. Galileo was forced to recant (take back what he had proved) and was kept under house arrest for the remainder of his life.
- Miguel Servet (Michael Servetus) was persecuted not for his scientific theories but for his religious ideas. Because he opposed infant baptism and argued that God was one being, not three (the father, son and holy ghost), the Catholic and Protestant churches condemned him as a heretic. He was arrested in Geneva, Switzerland, and burned at the stake on the orders of the Calvinist governing council.

Ultimately, the Scientific Revolution meant that powerful institutions were unable to maintain the control they once had. In particular, the introduction of the printing press was a key moment. It meant that the knowledge and philosophy of one person could be shared with hundreds, sometimes thousands, of others where before it was only possible to teach a small group of people at a time.

Once the bible was printed and translated into multiple different languages (not just Latin) anyone could access the gospel and didn’t have to rely on the clergy to share the parts they chose. A new age of thinking, learning and shared knowledge had begun.

SOURCE 3 Galileo Galilei facing the Roman Catholic Inquisition, 1633



SOURCE 4 Michael Servetus being burnt alive, 27 October 1553



4.6.3 The Enlightenment

Hundreds of years after the Scientific Revolution, the terms ‘enlightenment’ (referring to intellectual and philosophical growth) and ‘Renaissance’ (meaning re-birth of classical ideas and thinking) came about. In this period, a number of remarkable Europeans carried out experiments and pushed the limits of their understanding further than anything possible in the years before.

Because of the new discoveries made and the thinking that came because of them, some parts of life before the ‘Age of Reason’ were questioned for the first time. The absolute authority of the church, the positions of power held by kings and nobles and long-held beliefs about the world around us were questioned and tested and often overthrown. Increasingly, those in power tried to hold onto control through various, and sometimes brutal, methods.

4.6 SKILL ACTIVITY: Historical perspectives and interpretations

Consider **SOURCE 2**, Copernicus observing the night sky with his telescope.

1. **Describe** what Copernicus was doing in **SOURCE 2**.
2. **Explain** how his theory differed from the beliefs of the Catholic Church.
3. **Determine** how Giordano Bruno and Galileo Galilei improved upon the findings of Copernicus.

4.6 Exercise

learnon

4.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6

■ LEVEL 2

7, 6

■ LEVEL 3

8, 10

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Check your understanding

1. Andreas Vesalius was able to conduct experiments using bodies of people who had died of natural causes, without defying the Catholic Church’s ban on dissecting human bodies. True or false?
2. Leonardo da Vinci conducted experiments and observations in several different sciences. True or false?

3. Complete this passage by filling in the blank spaces:

Nicolaus Copernicus, a Polish _____, developed a theory that the Earth revolved around _____, contradicting the view of the Catholic church that the _____ was the centre of the universe. Galileo Galilei developed a _____ and proved that Copernicus was right about the movement of the _____ and other _____. Giordano Bruno took Copernicus's ideas further, recognising that the Sun is just one of _____ of suns in _____.

Apply your understanding

Questioning and researching

4. **Describe** the new attitudes that marked the Scientific Revolution and later the Enlightenment.
5. **Describe** the attitude of the Catholic Church to these new ways of thinking.
6. **Explain** how Vesalius was able to study human bodies in defiance of the Church.

Using historical sources

7. **Examine SOURCE 3.**
 - a. **Describe** what is happening in this source.
 - b. **Explain** why Galileo is on trial.
8. **Examine SOURCE 4.** Michael Servetus was executed for his religious ideas rather than for his scientific discoveries. **Predict** why he was made to suffer such a cruel death.

Historical perspectives and interpretations

9. **Explain** the different perspectives of Galileo and the people who persecuted him.
10. **Investigate** how science and religion were not really separate in Early Modern Times and **discuss** how this posed great risks for scientific thinkers.

LESSON

4.7 INQUIRY: Historians' different interpretations of issues in pre-Modern Europe

LEARNING INTENTION

By the end of this lesson you should be able to explain why there are different interpretations of historical events.

Background

In Early Modern Times, publicly sharing certain ideas could be dangerous as various religious and other institutions could be intolerant to change and act harshly.

There have been many debates about changes during Early Modern Times so you have a lot to choose from. On the issue of the roles and relationships of different groups and whether they contributed to causing the Reformation, **SOURCES 1** and **2** are examples of two historians with conflicting interpretations.

SOURCE 1 Summary of the argument of H. Holborn, 'The Social Basis of the German Reformation', Boston, 1962

Holborn argues:

- Capitalism was rising but that had no far-reaching effects during the sixteenth century.
- The newly rich were eager to join the ranks of the land-owning nobles rather than to destroy them.
- The clergy had huge influence over the peasants and this was the crucial factor in the Reformation
- The poor followed the reforming clergy for religious reasons, not for social class reasons.

SOURCE 2 Summary of the argument of P.C.G. Walker, 'Capitalism and the Reformation', L.W. Spitz, *The Reformation. Material or Spiritual?* Boston, 1962

Walker argues:

- Capitalism existed in Europe before the Protestant Reformation and the existing forms of economic organisation were not compatible with its needs
- The Price Revolution from about 1520 to the 1540s made it necessary for the wealthy townspeople, the rising capitalists, to become a ruling class
- The problems that confronted them were to accumulate capital they needed by the destruction of feudalism and transfer of feudal property into their hands
- His conclusion is that the Reformation was the result of social class interests and economic needs created by rising capitalism.

In this inquiry, you will use skills in identifying perspectives and explaining historical interpretations.

Before you begin

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

For the provided **SOURCES 1** and **2**, discuss the following: What is the writer's judgement about the connection between capitalism, social classes and the Protestant Reformation?

Step 1: Questioning and researching

Write your **inquiry question**. Your question can be based on anything, for example, one of the following issues:

- a. Class conflict in pre-Modern Europe
- b. Religious intolerance
- c. Consolidation of power in the hands of rulers and parliaments
- d. Scientific progress.

Research your inquiry question.

Step 2: Using historical sources

Analyse the sources that you find. Some may be biased so try to separate fact from opinion.

Step 3: Historical perspectives and interpretations

Evaluate the significance of changes made.

Step 4: Communicate:

What is your answer to your inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 4.7 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39400)

LESSON

4.8 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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4.8.1 Key knowledge summary

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

4.2 How do we know about the emergence of the modern world?

- Most Europeans were still illiterate.
- New ideas were spread among educated people by the printing press.
- Due to printing, more copies of written sources survived.
- We need to be aware of bias.
- Archaeological sources provide evidence of trade, work, everyday life, religion and war.

4.3 What caused economic and social change in Early Modern Times?

- The period was a time of transition from feudalism to capitalism.
- The price revolution brought riches to some and poverty to others.
- Several social classes had reasons to be discontented, including craftsmen and peasants.
- Territorial rulers replaced knights with standing armies and mercenaries.

4.4 How did the Protestant Reformation bring change?

- Religion had an enormous influence on people's thinking.
- Martin Luther started the Protestant Reformation in 1517.
- The Peasants' War was inspired by Luther's revolt against the Church but Luther condemned social revolution.
- Other forms of Protestantism developed as did the Catholic Reformation.

4.5 How did the power of rulers change in Early Modern Europe?

- Rulers of territorial states were supported by townspeople.
- Territorial rulers gained control of their subjects' religions.
- The Thirty Years' War resulted in great loss of lives in Germany.
- In France, Spain and Russia rulers gained more power.
- In England Parliament gained more power.

4.6 What were the achievements of the Scientific Revolution?

- Many famous scientific thinkers made an impact during this age.
- It was a dangerous time to make discoveries that contradicted the beliefs of the Catholic Church.
- Some scientific thinkers were silenced or killed by the Catholic Church and Calvinists.
- The Scientific Revolution of the sixteenth and seventeenth centuries led to the Enlightenment.
- There have been many debates about changes during Early Modern Times.
- An example is the issue of the relationship between capitalism and the Reformation.
- Historians also have different interpretations of other issues such as religious intolerance, class conflict, consolidation of political power and scientific progress.

4.7 INQUIRY: Historians' different interpretations of issues in pre-Modern Europe

- Historians can have differing interpretations of pre-Modern Europe.

4.8.2 Key terms

artillery	large mounted firearms such as the cannon
capitalism	economic system in which the means of production, distribution and exchange are privately owned
capitalist spirit	the way of thinking behind capitalism
chastity	choosing not to have sexual relationships
clergy	officials of the Church
doctrine of Mahomet	the religion of Islam; the Muslim faith, which follows the teachings of Mohammed
Early Modern Times	the sixteenth and seventeenth centuries
excommunicated	to be banned from membership of the Church
feudalism	social order in medieval Europe
heresy	opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches
heretic	one who rejects the teachings of the Church
humanist	a doctrine, attitude, or way of life centred on human interests or values
idolatry	the worship of idols
indulgence	a payment people would make to allow their loved ones to enter heaven
Inquisition	body established by the Catholic Church to try people suspected of heresy
lords	feudal term for aristocracy of big landowners
mercenary	soldier who fights for money rather than for ideals or patriotism
New World	a term for the Americas during Early Modern Times
Reformation Era	the period of the emergence of Protestant churches
Renaissance	period of great changes in the arts, science and learning in the fifteenth and sixteenth centuries
Scientific Revolution	age of scientific discoveries and achievements
vassal	a person who holds land for a lord, and in return pledges loyalty and service to him

4.8.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did societies change in Early Modern Times? What key beliefs and values influenced them? What were peoples' perspectives? Which significant ideas have influenced the world today and how have historians interpreted the period?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources



eWorkbook Customisable worksheets for this topic (ewbk-10662)
Reflection (doc-10664)
Crossword (doc-10665)



Interactivity The emergence of the modern world crossword (int-8970)

4.8 Review exercise

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Multiple choice

- Who was the first European to produce books on a printing press?
 - Martin Luther
 - Henry the Navigator
 - Johannes Gutenberg
 - Gustavus Adolphus
- Leonardo da Vinci designed which of these?
 - A computer
 - The Colosseum
 - A telephone
 - A flying machine
- Why did Henry VIII break with the Roman Catholic Church?
 - The Pope wanted him to stop drinking ale.
 - The Pope would not let him divorce Catherine of Aragon.
 - Henry did not like attending mass.
 - Henry was an atheist.
- The Peace of Augsburg gave which power to German territorial rulers?
 - They could keep fighting each other.
 - They could decide the religion of their subjects.
 - They could levy more taxes.
 - They could stop fighting.
- Nicolaus Copernicus showed which of these?
 - That the Earth was round.
 - That the Earth was the only planet in the universe.
 - That the sun went around the Earth.
 - That the Earth is not the centre of the universe.
- The price revolution of the early sixteenth century was caused by which of these?
 - Too much government spending
 - Too many wars
 - An economic depression
 - Cheap silver and gold exports from the Americas
- Martin Luther challenged the Catholic Church over which of these issues?
 - Indulgences
 - Prayers
 - Having to wear robes
 - The poor quality of communion wine
- Territorial rulers replaced feudal armies of knights with which of these?
 - Bows and arrows
 - Machine guns
 - Mercenaries and standing armies
 - Ninjas

9. The Thirty Years' War caused how many deaths?
- A. Between 4.5 million and 8 million
 - B. About 2 million
 - C. About 100 000
 - D. Nearly a billion
10. In which of these countries did rulers gain more power in the sixteenth and seventeenth centuries?
- A. England and Germany
 - B. France and England
 - C. Russia and Spain
 - D. Spain and Germany

Short answer

Communicating

11. **Identify** three motives contributed to the Thirty Years War
12. **Describe** why German peasants revolted in the early sixteenth century.
13. **Examine** how England became a republic in the seventeenth century.
14. **Determine** the consequences of the 'Time of Troubles' in Russia.

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5 Mongol expansion (c. 1206–1368)

LESSON SEQUENCE

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LESSON

5.1 Overview

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The Mongol Empire stretched from Europe to the Pacific Ocean. What allowed them to spread their influence so widely, and what impact did they have on the world around them?

5.1.1 Introduction

The Empire of the Great Khan spread further than any other empire before, dwarfing the conquests of Greece and Rome. From the Pacific Ocean to the east of Asia to the Mediterranean, people under Mongol rule knew peace. Old learning and new ideas spread and the foundations of the modern world were established.

Mongol power contributed to the revival of learning in Europe, reunited China and expanded frontiers. Trade, knowledge and ideas flowed along the Silk Road under Mongol protection. It is no wonder, then, that the world of the thirteenth and fourteenth centuries is often called the age of the Mongols. The cultures they shaped still have great impact on us today.

SOURCE 1 The Genghis Khan Equestrian Statue, a stainless steel statue of Genghis Khan (Temujin) in Mongolia. It is the largest equestrian statue in the world.



Resources



eWorkbook

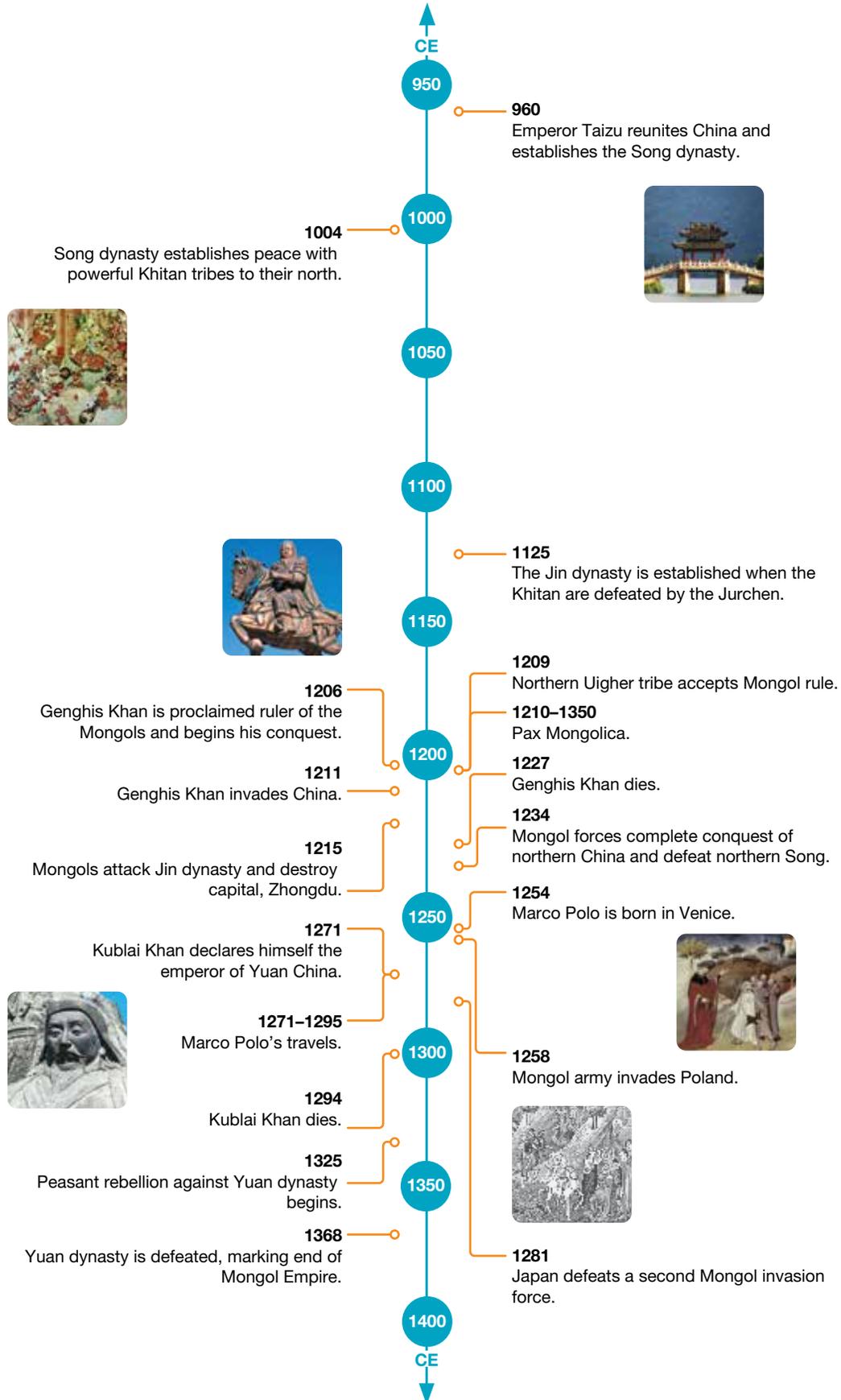
Customisable worksheets for this topic (ewbk-10692)



Video eLesson

Mongol expansion (eles-1830)

SOURCE 2 A timeline of the Mongol expansion



LESSON

5.2 How do we know about the Mongol expansion?

LEARNING INTENTION

By the end of this lesson you should be able to explain that what we know about the past depends largely on the sources we find, who created them, and why.

TUNE-IN

The *paiza*, or Mongol passport, shown in **SOURCE 1** was used by those travelling through the Mongol Empire on official business. It was worn around the neck so that it would be visible to customs officers who would let the wearer pass.

The inscription reads, 'By the strength of Eternal Heaven, an edict of the Emperor [Khan], he who has no respect shall be guilty.'

SOURCE 1 A *paiza*



Compare **SOURCE 1** to a modern-day passport. We have different systems for Australian citizens returning from overseas and those entering the country for the first time. In what ways is this *paiza* similar, and in what ways is it different?

5.2.1 Mongol expansion sources

In this topic, we will explore the age of the Mongols, from about 1206 to 1368 CE. For many people, this was a time of war and destruction at the hands of the Mongol army. For others, it was a time of relative peace when ideas and religions could be expressed freely and cultural barriers were lowered between Europe and Asia.

This connectivity and peace allowed for the trade of many ideas and the documentation of what was happening around the world during this period. Many more written records survived longer due to the lack of war and as ideas spread more and more scholars wrote down these ideas in new places.

5.2.2 State History

To ensure they are remembered by the generations to come, governments often commission official histories to be created. Just a few decades after his death, the Mongol leadership commissioned an anonymous writer to document the life of Genghis Khan, leader of the Mongol army, as well as that of his son, in *The Secret History of the Mongols*. Intended to be read by only the Mongolian ruling class, the book was based upon the oral stories passed down within the empire and celebrated Khan's heroic deeds. Written in a flowing style, it included lessons for keeping the empire strong (see **SOURCE 2**).

SOURCE 2 *The Secret History of the Mongols* is a mixture of prose and verse, and contains many lessons.

She gave unto each [of her five sons] a single arrow shaft, saying 'Break [it]!' The single [arrow shaft] — how could they have hindered [it from breaking]? — each brake and cast away. Again, she bound five arrow shafts together in a bundle and gave [them to her sons], saying, 'Break [them]!' All five, holding, every person, the five arrow shafts bound in a bundle, were in turn not able to break [them].

5.2.3 The writings of explorers

China was known as the 'middle kingdom' in Europe during the Middle Ages, and legends of its wealth and mystery filled the popular imagination. Following the publication of *The Travels of Marco Polo*, interest in the region increased. Sources such as **SOURCE 3** give information about both the Mongols and what other societies thought of the Mongols.



aud-0449

SOURCE 3 Marco Polo's descriptions of the khan's prowess on and off the battlefield helped to make the Great Khan a celebrity in Europe.

When Nayan and his men saw their camp thus encircled by the khan and his host, they were seized with amaze; yet they ran to arms, formed themselves in order of battle, and were soon prepared to strike. Then began the beating on many instruments, and singing with loud voices; for it is the custom of the Tartars [Mongols], that until the horn termed naccar is winded the troops do not engage.

But when that grand trumpet of the great khan was sounded, all the other performers began playing, and raising their voices very loud, making a noise that was truly most wonderful. Then the two armies rushed against each other with sword, spear, and lance, while the footmen were prepared with bow and quiver. The battle was fierce and cruel; the arrows filled the air like rain; horses and horsemen were seen falling to the ground; and the tumult was such, that if Jove had thundered, he could not have been heard. Nayan was a baptized Christian, and therefore had the cross upon his standard.

Never, in our day, was there so hard and terrible a combat, nor so many assembled on one field, especially of horsemen; and the number who fell on both sides was fearful to behold. The battle continued from nine in the morning till midday; but the great khan at last remained master of the field.

5.2.4 Everyday objects

To better understand the lives of the Mongol people, it is important to look at the everyday objects they left behind (see **SOURCE 1**). Much can be learned by looking at seemingly simple things such as the tools they used, the jewellery they treasured, the houses they lived in and the food they ate.

5.2.5 An artistic view

Artwork gives great insight not only into the feelings of the artist but also into the audience for which the artwork was created. During the reign of the Mongols, Chinese artists worked for their Mongol rulers, producing calligraphy and paintings that depicted everyday life, landscapes and famous battles (see **SOURCE 4**). There were also many artworks created centuries after the fall of the Mongol Empire. Some of these, such as the painting shown in **SOURCE 5**, depict the power of the Mongol army.



tlvd-10591

SOURCE 4 This thirteenth-century artwork depicts Kublai Khan, grandson of Genghis Khan, in a hunting party. This source was created using ink and colour on silk during the Mongol expansion.



SOURCE 5 A sixteenth-century illustration of the Mongol army engaged in battle with Chinese Song dynasty forces. This is a secondary source as it was created many years after the event it depicts.



SkillBuilders to support skill development

- 1.6 Evaluating historical significance
- 1.7 Analysing different perspectives

5.2 SKILL ACTIVITY: Using historical sources

Analyse **SOURCE 3** and **SOURCE 4**. What examples of the artist's bias or personal perspective can you see in what is depicted?

Consider:

- when the source was created
- who it might have been created for
- what the artist was trying to show their audience.

5.2 Exercise

learnon

5.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

5, 6, 8, 11

■ LEVEL 3

4, 7, 9, 10, 12

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Check your understanding

1. The age of the Mongols was from about ____ to ____ CE.
2. Why would governments commission official historical records to be created?
 - A. They were required to by law
 - B. They did this to keep track of what was happening at the time.
 - C. They created historical records so that generations to come will remember them.
 - D. They did not commission records to be created.
3. **Determine** whether the following statements are true or false.
 - a. Sources created at the time, such as paintings, would not be biased.
 - b. A paiza was used as a form of identification to stop people from travelling through the Mongol Empire.
 - c. China was known as the middle kingdom in Europe.
 - d. *The Secret History of the Mongols* was intended to be read by only the Mongolian peasant class.
4. **Suggest** why China was known as the middle kingdom in the Middle Ages.
5. Objects such as weapons provide us with information about the Mongol people. **List** three everyday objects that provide us with information about the lives of the Mongol people from the Middle Ages.
6. **State** what type of artwork was produced during the reign of the Mongols.

Apply your understanding

Using historical sources

7. **Suggest** what lesson you believe was meant to be learned by the boys in **SOURCE 1**.
8. In **SOURCE 2**, the explorer Marco Polo describes a large battle.
 - a. **Identify** what adjectives or phrases he uses to describe the khan and his forces.
 - b. **Identify** what adjectives or phrases he uses to describe the khan's enemies.
 - c. Whose side was Marco Polo on (if any), and **explain** how you can tell.
9. **SOURCE 1** is an example of an everyday object used by government officials. **Identify** what it tells you about the society in which they lived.
10. **Explain** what is depicted in **SOURCE 4**. Why would an artist create this scene?
11. Is **SOURCE 5** a primary or secondary source? **Explain** your answer.

Historical perspectives and interpretations

12. Using the sources in this lesson and what you have already read about the Mongol expansion, **suggest** why the Mongol Empire expanded so quickly during the thirteenth and fourteenth centuries.

LESSON

5.3 What was China like before Mongol conquest?

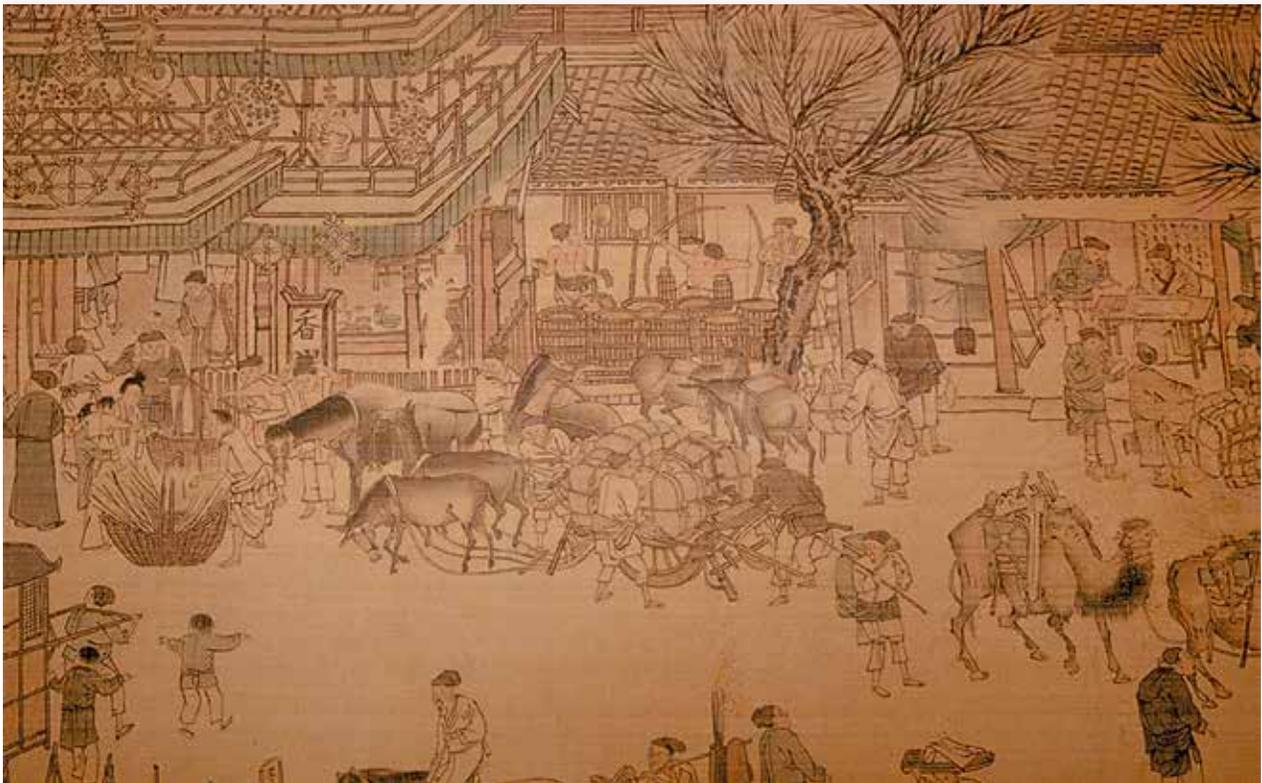
LEARNING INTENTION

By the end of this lesson you should be able to explain the way that life changed for the Imperial Chinese once the Mongols invaded.

TUNE-IN

In the eleventh century, the city of Kaifeng, the capital of the Song dynasty, had a population of more than one million people.

SOURCE 1 An illustration created in the twelfth century of the beautiful city of Kaifeng.



1. Use **SOURCE 1** to identify as many aspects of daily life in the Song dynasty as you can.
2. This scene depicts a market — can you identify the different people coming to this central meeting space? How is this similar or different to the life we live today?

5.3.1 The Song dynasty

In the twelfth century, over 100 million people lived under the rule of the Song. The Song Empire covered 4 million square kilometres of rich agricultural land and bustling cities. In 960 CE the first Song emperor, Taizu, established his control of central China when he led the army in a rebellion against the government. Once in power, Taizu turned away from using military force to rule the people.

The emperors of the Song **dynasty** built their authority through a strong **civilian** government:

- **civil servants** were selected by a series of examinations and interviews
- an imperial academy and university-trained government officials
- governors and **magistrates** were appointed to run government at a local level
- senior government officials were made responsible for drawing the emperor's attention to public opinion and problems
- taxation of trade and industry raised the revenue to finance important government works such as irrigation programs
- prices were regulated through government control of big industries such as salt, tea and wine.

Life in the Song cities

Peace in Song-dynasty China led to a massive growth in population because farming techniques improved, irrigation systems were rebuilt and trade grew. As a result, Song city streets were bustling places, crowded with the congestion of horses, mules, carts, **rickshaw** boys and **porters** carrying goods dangling from poles balanced across their shoulders. People stopped to shop at the booths and stalls marked by tall posts and banners advertising their wares.

In the Song cities of Kaifeng and Hangzhou, the wealthy could shop for exotic items such as rhinoceros horn from Bengal and ivory from Africa. Street stalls and shops stayed open until 2 am. At the tradesmen's stalls, there was knife sharpening, pot mending, coffin making and tailoring on offer. Crowds also gathered to listen to fortune tellers, watch magicians and consult healers.

DID YOU KNOW?

Anyone who wanted to appear before the emperor had to sink on their knees and knock their head nine times on the floor to show their obedience.

SOURCE 2 A group of wealthy Song women dressed in their fine silk robes.



Song cities were built in the shape of a square and had thick defensive walls. People entered the city through guarded gates and walked down straight streets that criss-crossed from north to south and east to west. Houses were grouped into **wards**, enclosed by another protective wall that was locked every night. In cities teeming with people, the government was responsible for community health and hygiene.

Garbage was regularly removed from the streets and transported on barges to dumps in the countryside. Every day the 'pouring men' came to cart away the city's human waste, which was dried and used as fertiliser for the local vegetable gardens.

5.3.2 Home and the Chinese family

Traditional life in China was in stark contrast to life for the nomadic Mongol warriors. The Chinese way of life centred on agriculture. Every member of the Chinese peasant family was needed to work on farming tasks such as draining and ploughing fields, fertilising crops and irrigating. Most people living in traditional Chinese communities were bound to the land for their survival. Traditional Chinese culture emphasised a person's duty to their family, including dead ancestors who were continually honoured

dynasty a sequence of rulers from the same family
civilian an ordinary citizen
civil servant a person who works for the public
magistrate a court official who hears cases in the lowest court in the legal system
rickshaw a small two-wheeled vehicle pulled by a man
porter a person who carries luggage and heavy loads
ward a district in a city or town

through religious rituals. Loyalty to the family was more important than loyalty to the government. The father was the head of the family and made all the decisions. Wives and children were expected to obey.

During the Song dynasty, China had many small villages where between 200 and 400 people lived in family cottages made from mud bricks. Chinese families also lived on boats, called sampans, along the busy waterways of the large river systems. Within the harbours of the port cities, thousands of boat people lived in floating villages. The strong Chinese family network provided security in a land where natural disasters like insect plagues, floods and droughts frequently destroyed harvests and homes.

SOURCE 3 The ideal traditional Chinese family (from the southern Song dynasty, tenth century)



5.3.3 Song inventions and ideas

Many inventions and ideas have their roots in ancient China. From the fourth century CE, the western world was greatly influenced by Chinese developments such as:

- the loom for weaving silk
- the compass for establishing directions and distances
- the breast strap harness and the foot stirrup for horse riding
- the stern post rudder for steering ships
- the wheelbarrow
- the blast furnace for obtaining metals
- the mechanical clock to keep time and track the movements of the sun, moon and stars.

The Chinese discovered that a combination of coal, saltpetre and sulfur would make gunpowder 300 years before the western world learned this knowledge from them. The Song dynasty leaders recognised the military usefulness of gunpowder and used it to set off fires and create frightening clouds of smoke. Song China defended itself against the Mongol army by hurling gunpowder grenades from catapults and shooting flaming arrows from thick bamboo tubes.

SOURCE 4 A water-powered Song clock in Kaifeng. The wheel rotated every 14 minutes and 24 seconds, tipping water from one bucket into another.



SOURCE 5 A Song dynasty description of one of the uses of gunpowder

At the end-of-year festival . . . there were many firecrackers . . . there were fuses so arranged that when you lit one it set off hundreds of others . . . [Some] fireworks . . . were like wheels and revolving things, others like comets, and others again shooting along the surface of the water, or flying like kites . . .

Spreading the word

Printing began in China 700 years before it was shared with Europe. In 750 CE, sheets of paper were stamped with inked blocks of wood into which Chinese characters had been carved. It was a quick and easy process known as 'block printing'. By the ninth century, the blocks had become much larger and each could print a whole page.

Over the centuries, labour-saving methods of printing were developed. The Song dynasty printer Bi Sheng made characters out of clay and set them in a frame. These clay characters could then be removed and new characters arranged for printing the next page.

5.3.4 The dynasty crumbles

The Song dynasty, for all its achievements, was not a strong military power. Two powerful tribes to the north, the Khitan and Jurchen, constantly launched raids into their territory. In 1004 CE, the Song dynasty agreed to give an annual **tribute** of silver and silk to the Khitan in exchange for peace, however this ultimately failed.

tribute a tax or regular payment given to ensure protection or peace

By 1120 CE, the Song wished to be rid of the Khitan and supported the Jurchen in a war between the two tribes. The Jurchen won the conflict, but then turned their attention to the Song and moved to invade, taking control in 1126.

The humiliated survivors of the imperial family fled south while the Jurchen established the Jin (pronounced 'chin') dynasty and their capital, Yanjing (later known as Beijing). This conflict was the first time that gunpowder was applied as a weapon, an innovation of the Song, but the Jin dynasty became the recognised rulers of China.

SOURCE 6 An early form of a 'firelance', ancestor of the modern firearm. This illustration is from the Huolongjing, or Fire Drake Manual, a guide to gunpowder-based weapons from the thirteenth–fourteenth century.



The southern Song

The surviving members of the Song dynasty fled south and established a new capital at the town of Linán, now known as the city of Hangzhou. This southern Song settlement was protected by the dense forests of the lower Yangtze River valleys. Linán was located in the wealthiest agricultural land in China.

The southern Song secured themselves in this prosperous region by building a navy to defend the coast and developing more sophisticated military technology. The southern ports flourished as Song sailors and their fleets of ships made long voyages in search of trade. They held their power in this southern empire for another 150 years, until they faced a more powerful foe than the Khitan — the Mongols.

5.3 SKILL ACTIVITY: Questioning and researching, Communicating

1. **Select** one invention from the Song dynasty.
2. **Conduct research** to build your understanding on the invention. Make notes on the following:
 - What problems does this invention solve?
 - How could this invention be useful to others?
 - How does the invention work?
 - Any other information the buyer might like to consider.
3. **Create** a pamphlet advertisement which the creator could share with people at the time.

5.3 Exercise

5.3 Exercise

Learning pathways

■ LEVEL 1

1, 3, 6,

■ LEVEL 2

2, 4, 5, 9

■ LEVEL 3

7, 8, 10, 11, 12

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Check your understanding

- How did the Song emperors build their authority?
 - Through establishing a dictatorship
 - Through a strong civilian government
 - Through the use of their military
 - Through fear and persecution
- Identify** the key features of the civilian government.
- Why did the population grow so rapidly in Song-dynasty China? **Select** all that apply.
 - People were encouraged to expand their families
 - Farming techniques improved
 - Irrigation systems were rebuilt
 - Trade grew
- Describe** how cities were designed.
 - Explain** how this helped protect the citizens.
- Identify** what work the traditional Chinese peasant did.
- The combination of which elements made gunpowder? **Select** all that apply.
 - Coal
 - Iron
 - Saltpetre
 - Sulfur
 - Silicone

Apply your understanding

Communicating

- Propose** what weaknesses there were behind the Song dynasty.
- The Song dynasty was threatened by two powerful tribes called the Khitan and the Jurchen.
 - Explain** what saved the city of Kaifeng from being attacked by the Khitan.
 - Identify** what the consequence of this was for the Song imperial family.

Using historical sources

- Discuss** what features of life in the Song cities are shown in **SOURCES 1** and **2**.

Historical perspectives and interpretations

- Explore** the reasons that the Song dynasty created such a flourishing culture that allowed for so much growth and creativity.
- Evaluate** the statement that China was way ahead of Europe in technology and culture during the Middle Ages.
- Suggest** what elements of the Songs' way of ruling a city can be found in Australian society today.

LESSON

5.4 Who were the Mongols?

LEARNING INTENTION

By the end of this lesson you should be able to discuss what life was like for Mongolian people before the rule of the great khans.

TUNE IN

SOURCE 1 shows that the Mongolian people could take their home with them when they migrated.

SOURCE 1 A traditional Mongolian yurt was easily collapsed and transported. The conical shape allowed rain to run off and provided resistance against strong Mongolian winds. Sections of the wooden frame were secured with strips of rope to form a cylinder shape over which felt was stretched for insulation. Roof poles supported the outer covering.



1. Consider your lifestyle:
 - If you had to move tomorrow, could you pack up your essential items?
 - How would a nomadic lifestyle impact the things you keep or value?
2. Examine the landscape around the yurt. How do you think this environment would force people to stay mobile and move to a new area regularly?

5.4.1 The Mongol homeland

The Mongols were nomadic tribal people from Mongolia, the cold and barren land to the north and west of China. The Mongol homeland was bordered by the high Altai Mountain range to the west, the Gobi Desert to the south and Lake Baikal to the north.

The people raised animals on the vast treeless grasslands of Mongolia because the region was too cold and dry for growing crops. The Mongols lived off their herds of cattle, goats, yaks and sheep. Fleece was used to make clothing and line the walls of homes, known as *yurt*. They collected the sheep manure for fuel and made cheese and butter from milk.

Mutton was also a major part of the Mongol diet. The Mongols used camels to cross the harsh deserts, oxen to move heavy loads and horses for transport, hunting and warfare.

Life in Mongolia was shaped by the land and the seasons. Every year the Mongols migrated south from summer pasture lands on the open plains to their winter pastures in the sheltered mountain valleys. Survival in the unforgiving climate was a struggle and so Mongol territory remained sparsely populated. 'Luxuries' such as grain, metals, textiles and tea were obtained through raiding or trading with the settled agricultural people living to the south of China's Great Wall.

mutton the flesh of a mature sheep used as food
imperial the rule of an emperor or something belonging to an empire

From 400 BCE, the Chinese Emperors constructed walls to defend themselves against raids from the tribes living along their northern border. China's huge population was concentrated in the river valleys where the people cultivated crops, constructed roads and built great cities. The Great Wall marked the boundary between two very different ways of life: the wealth and sophistication of **Imperial** China, and the poverty and simplicity of nomadic Mongolia. The Chinese regarded the Mongols as 'barbarians'.

SOURCE 2 Yaks are perfectly suited to the Mongolian landscape. They can survive extreme temperatures, live on rocky slopes and flat plains, and can forage through snow for fodder, which is essential in a country where snow covers the ground for almost half the year. Hangai yak provided Mongols with meat, milk and transport.



SOURCE 3 Mongolia lay to the north of China. The stark northern landscape was the home of people the Chinese regarded as barbarians. This Song dynasty illustration shows the Chinese view of the Mongol homeland as barren and harsh.



5.4.2 Mongol society

The Mongols lived in small clans. Groups of clans were bound together by marriage and blood relationships to form a Mongol tribe. A chieftain, or khan, governed the tribe. The khan was not born to rule, but kept the position of power through constantly proving personal strength and protecting the tribe. Within clan groups, the people belonged to a particular social class which determined everything, from what they were given to eat at a banquet to how they were armed and dressed when they went into battle.

The role of women

Mongol women had power, influence and considerable freedom because they managed daily life in the camp. Their tasks included:

- herding and milking all the livestock
- making cheese, yoghurt and butter
- packing the yurt
- making felt by soaking and beating sheep fleece for winter insulation of the yurt
- rearing the children
- cooking and sewing animal skins into warm winter clothing.

Marriage ties were very important to Mongol tribal organisation. Marriages were arranged through discussion with clan leaders and were regarded as an important step into adulthood. Men were permitted to have many wives. Once married, a woman was responsible for her own yurt. The location of the yurt, in relation to the man's yurt, indicated seniority among the women. The first married wife placed her yurt to the east of her husband's and subsequent wives placed their yurts to the west. If the husband died, it was expected that the youngest son or brother would take care of the widow. Married women had particular status in Mongol society and were identified by elaborate headdresses.



aud-0450

SOURCE 4 An extract from a first-hand report written by European Giovanni da Pian del Carpine, who visited the Mongols between 1245 and 1247 at Pope Innocent IV's command

Girls and women ride and gallop as skillfully as men. We even saw them carrying quivers and bows, and the women can ride horses for as long as the men; they have shorter stirrups, handle horses very well, and mind all the property. The Tartar (commonly used term for Mongols) women make everything: skin clothes, shoes, leggings, and everything made of leather. They drive carts and repair them, they load camels, and are quick and vigorous in all their tasks. They all wear trousers, and some of them shoot just like men.

Hunters and horses

Horses were the Mongol's most treasured asset. The herders and hunters of Mongolia spent their lives in a saddle. From childhood they were taught to hunt from horseback. This outdoor life gave the Mongols independence and mobility. Traditional hunting expeditions, called the *nerge*, also provided military training. By riding in a vast circular formation, the Mongol horsemen gradually forced wild game such as deer and boars into a *corral*, or enclosure. The hunt required great teamwork, skill and endurance. Mongol warriors were known to ride for days without rest, surviving on dried milk curd and the blood drawn from an incision into the veins on their horse's neck. The life that the Mongol nomads knew from birth created powerful warriors.

5.4 SKILL ACTIVITY: Questioning and researching

The Mongolian homeland was too cold and dry for growing crops. **Explain**, using examples from other cultures, how this led to the skills and lifestyle they needed to conquer many other lands. You might need to do some additional research on other contemporary cultures.

For example, there is evidence that the Vikings conquered other lands due to a lack of arable lands at home.

Guide your research by **investigating** the similarities and differences between the Mongols and the Vikings in terms of their:

- homelands
- culture
- weaponry
- enemies.

5.4 Exercise

learnon

5.4 Exercise

Learning pathways

■ LEVEL 1

2, 4, 5

■ LEVEL 2

1, 6, 7, 8, 9

■ LEVEL 3

3, 10, 11, 12

These questions are even better in jacPLUS!

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Check your understanding

1. **Name** the animals the Mongols used and **explain** why they used them.
2. Why was the Great Wall of China built?
 - A. To keep the Chinese inside
 - B. To become a tourist attraction
 - C. To defend themselves from raids from the northern 'barbarians'
 - D. As a symbol of China's strength
3. **Explain** why clan and family was so important to the survival of Mongol society.
4. The ruler of the clan was the chieftain, called the **khan / emperor**. They maintained power through personal strengths and **protecting the clan / punishments**.
5. **Determine** whether the following statements are true or false.
 - a. Marriages in Mongol society were generally by choice with no involvement of the clan leaders.
 - b. The Mongols regarded the Chinese as 'barbarians'.
 - c. Mongol women had no power, influence or freedom.
 - d. Horses were extremely valuable to the Mongols in many ways.
6. **Discuss** what the biggest differences for men and women in Mongol society were.

Apply your understanding

Using historical sources

7. Using **SOURCE 1**, **explain** how the Mongolian yurt was perfectly created to work within the conditions in which the Mongolians lived.
8. Look closely at the landscape in **SOURCE 2**. **Suggest** what makes yaks so suited to their landscape.
9. **Describe** the elements in **SOURCE 3** that show the Song illustrator thought the Mongol landscape was harsh and barren.
10. **SOURCES 1, 3** and **4** give information about Mongolian life. Using these sources, **suggest** why the Chinese regarded their northern neighbours as 'barbarians'.

Communicating

11. **Pretend** you are a Mongol tribe member who has made the journey to trade with the settled agricultural people to the south of the Great Wall. Using the sources in this lesson as a basis, tell the farmers about your home and why you continue to live there despite the harsh conditions.
12. Referring to all the sources in this lesson, **describe** the Mongol people's relationship with:
 - a. the land
 - b. their animals
 - c. the weather
 - d. the Imperial Chinese
 - e. each other.

LESSON

5.5 How did Temujin come to power?

LEARNING INTENTION

By the end of this lesson you should be able to describe who Temujin was, and how the attributes he showed as a boy would dictate the type of leader he would become.

TUNE IN

There are no portraits from when Temujin was alive, so **SOURCE 1** is likely the most accurate depiction of him that we have, as it was commissioned by his grandson, Kublai, after his death. Kublai wished to make the most accurate portrayal possible.

Discuss some of the following questions:

1. Why do you think Temujin didn't want images of himself? This was very unusual for the time.
2. Are there any challenges to understanding Temujin which come from not knowing what he looked like?
3. The man in the portrait looks very ordinary. Why do you think Kublai wanted such a simple version of his grandfather?
4. In the painting, the artist has depicted Temujin wearing white robes like a Mandarin sage. Why do you think this is?

SOURCE 1 A painted silk portrait of Temujin, known to the world as Genghis Khan, made after his death.



5.5.1 Early life

The details of Temujin's early life are unclear, but it is believed that he was born around 1162 and was the son of a warrior and minor chieftain named Yusegei. Mongol legend claims that Temujin was born clasping a clot of blood in his right hand, a sign that he was destined to become a hero.

Temujin was a member of a Mongol tribe known as the *Oirat*. When Temujin was still a young child his father was poisoned by another band of nomads and his family was abandoned by their clan. It was left to his mother, Yulun, to instruct him in the skills of the warrior: riding horses and shooting the Mongol bow and arrow.

At that time, the Mongols were divided into many tribes that constantly went to war with each other in their efforts to gain the best hunting grounds and pastures. Warriors also went on raiding parties, kidnapping women from other tribes to be brought back as additional wives. A shaman named Teb-tengri described life on the **steppe** when Temujin was a boy by saying, 'There was no respite, only battle. There was no affection, only mutual slaughter.'

As a young man, Temujin was noted for his height, his broad forehead and his piercing green eyes. He learned to survive by developing military superiority and the skills of diplomacy and negotiation.

steppe a vast plain without trees

5.5.2 The creation of a khan

By the time he was in his twenties, Temujin had built alliances with a number of other Mongol clans. He gained a reputation as a furious warrior and a man of great influence, leading to his being given the position of tribal chief in 1189. In 1206 — the year of the leopard — his greatness was recognised when he was elected as the khan over all his fellow tribal chieftains. Temujin took on the new title of *Genghis Khan*, meaning ‘the universal ruler’.

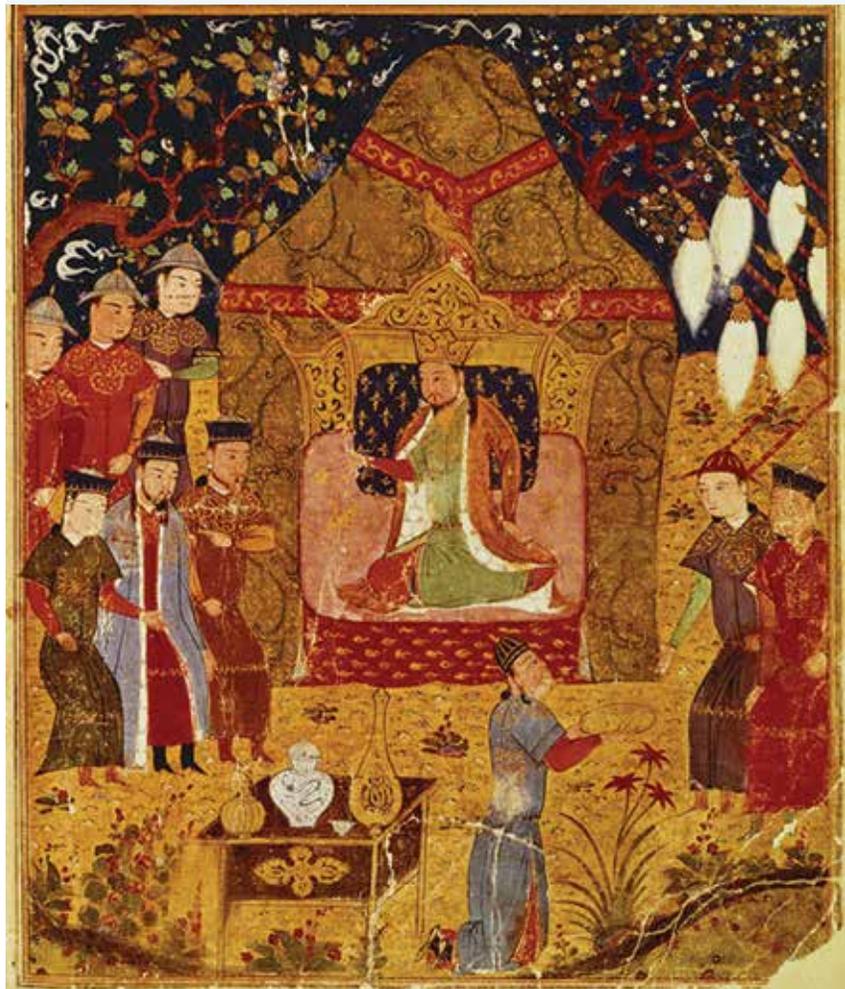
To strengthen the bond between the Mongolian tribes, Genghis Khan relied upon three ties that were familiar to the nomadic tribes:

- **quda** — tie of marriage. A skilled politician, Genghis Khan used marriage as a tie to bind together old enemies, even marrying one of his daughters to a rival tribe after they submitted to him without a fight. There are theories that Genghis Khan would then send his new sons-in-law to the front lines of war, leaving his daughters in control of the tribe.
- **anda** — tie of sworn brotherhood. As a child, Temujin had made this tie with a friend named Jamuka by exchanging knuckle bones and a bow and arrow. As a man, Genghis Khan exchanged valuable items such as sable coats with other warriors to create ties that were considered stronger than the tie between real brothers.
- **nökör** — tie of friendship. This was a bond similar to that of a European lord and liegeman, in which the follower promised to obey and defend his leader, leaving his family behind to travel with his leader.

The Great Khan commanded loyalty from his companions and obedience from his soldiers, but accepted criticism from his advisers, including his mother, Yulun. He was also noted for his tolerance of other religions, a position that he adopted because it made it easier to work with and manipulate others. Under the brilliant leadership of Genghis Khan, the warring Mongol tribes were finally united.

Genghis Khan’s first military victory as the universal ruler was against the Tanguts of Xi Xia, south of the Gobi Desert. Rather than battle the forces of Genghis Khan, the Tanguts chose to pay a tribute to him. The Great Khan now controlled a major section of the Silk Road, giving his army direct access to China.

SOURCE 2 When a new camp was established, the khan’s tent was the first to be erected. In this image, created in the fourteenth century, the khan is surrounded by his court officials. In the trees outside, the yak tails hang as a symbol of the presence of the khan.



SOURCE 3 Genghis Khan met with a Taoist holy sage, or holy man, in 1221. The record of his conversation with Ch'ang-Ch'un presents a different image of the Great Khan.

I hate luxury and exercise in moderation [the Khan wrote]. I have only one coat and one food. I eat the same food and am dressed in the same tatters as my humble herdsmen . . . In the space of seven years I have succeeded in accomplishing a great work, uniting the whole world in one empire. I have not myself distinguished qualities . . . But as my calling is high, the obligations incumbent on me are also heavy and I fear that in my rule there may be something wanting. To cross a river we need boats and rudders. Likewise we invite sages and choose assistants to keep the empire in good order . . . I implore thee to move thy sainted steps. Do not think of the extent of the sandy desert. Commiserate with the people in the present situation or have pity upon me and tell me the means to preserve life.

SOURCE 4 Genghis Khan's ferocious reputation was created through statements that Yuan-dynasty writers attributed to him.

The greatest joy a man can know is to conquer his enemies and drive them before him; to ride their horses and take away their possessions; to see the faces of those who were dear to them wet with tears . . .

5.5 SKILL ACTIVITY: Questioning and researching, Using historical sources

Using the internet or your library, **research** the importance of the Silk Road and answer the following questions.

- Who built the Silk Road and why?
- Where was it? What were travelling conditions like on the road in the thirteenth century?
- Explain** the road's strategic importance to Genghis Khan.
- Name** some of the products and ideas that were transported via the Silk Road in the days of the Great Khan.

5.5 Exercise

learn on

5.5 Exercise

Learning pathways

■ LEVEL 1
1, 2, 5

■ LEVEL 2
3, 4, 7, 12

■ LEVEL 3
6, 8, 9, 10, 11

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Check your understanding

- Temujin was a member of the **Toira / Oirat / Quda** tribe.
- When Temujin was a boy, the Mongols were at peace. True or false?
- In his early life, Temujin displayed impressive physical characteristics and skills. **State** what they were.
- How did Temujin gain the title *Genghis Khan*? **Explain** what it means.
- In what ways did Genghis Khan show great leadership? **Select** all that apply.
 - He was an effective military leader
 - He did not require any advice from his mother or companions
 - He commanded loyalty from his companions and obedience from his soldiers
 - He accepted criticism
 - He showed tolerance for other religions and openness to ideas from others
- What did Genghis Khan gain from his first military victory as the universal ruler? **Explain** why was it so important.

Apply your understanding

Historical perspectives and interpretations

- Identify** how **SOURCE 2** visually recognises the khan's great power.
- State** how long Genghis Khan had been the universal leader by the time the conversation in **SOURCE 3** took place.

9. The Yuan dynasty was established by Genghis Khan's grandson Kublai Khan.
 - a. Is **SOURCE 4** a primary or secondary source?
 - b. **Explain** why they would want to establish a fierce reputation for Genghis Khan.
10. Which source in this lesson do you think is the most reliable? **Explain** your answer using evidence.

Communicating

11. **Explain** the terms *quad*, *anda* and *nökör* in your own words. **Describe** how these terms were used to create strong bonds between the Mongolian tribes who became a great force in the region.
12. **Suggest** what aspects of the Mongol life the khan drew on to create a superior warrior force.

LESSON

5.6 How did the Mongols conquer the world?

LEARNING INTENTION

By the end of this lesson you should be able to articulate what aspects of the Mongols' military made them a force to be reckoned with, and the tools that Genghis Khan used — both military and diplomatic — to keep his army in line and on the same page.

TUNE IN

Mongol horsemen could turn and shoot arrows from their composite bow with great accuracy and speed. The composite bow was made from combining a layer of **sinew**, wood and horn to create the frame.

sinew the tissue that binds bones and muscle together

SOURCE 1 Mongolian archers take aim while riding horses, displaying the same skills as Genghis Khan's warriors.



How would a group of warriors such as the one found in **SOURCE 1** be an effective fighting force during this period? Compare them to non-mounted soldiers from other nations and discuss the differences.

5.6.1 Mongol soldiers

With a mighty army consisting of the Mongol tribes from the southern deserts, the steppe lands of central Mongolia and the mountains of the freezing northern frontiers, Genghis Khan invaded China in 1211. Swift-footed horses carried the Mongol **cavalry** with incredible speed over vast distances. The cavalry combined military skill with discipline and toughness; Mongol commanders believed that winter provided the best opportunity for war and used frozen lakes and rivers as their highways to battle.

The Mongol soldier was well equipped and carried a variety of weapons:

- a lance fitted with a hook for pulling enemies from their horses
- a curved sword and a dagger that was strapped to the arm
- two bows; one used to shoot from horseback and another heavier bow for use on foot. The typical Mongol bow could shoot arrows that pierced armour 200 metres away
- a shield, an iron helmet and armour made from leather that was waterproofed with a coating of **lacquer**.

cavalry a unit of the army mounted on horseback

lacquer a hardened layer of made of tree sap which could be applied to surfaces to add strength

The Mongol warrior's greatest strength lay in his horse, a short and stout wild animal that was tough and hardy like the soldier that rode it. Mongol horses could survive the bitter winter of the north because they had coarse coats and the ability to find and feed from the grasses that lay beneath winter snow. The Mongol army provided each soldier with about five horses to accompany him on campaign, as the rule was that after a day of riding a horse was given three days of travel without a rider. It was said that Mongol soldiers could live in the saddle for up to ten days and would eat the raw meat of dogs, rats, mice and horses when they were on campaign. Stories of the discipline and strength of the Mongol army spread fear across Asia and Europe.

5.6.2 Military structure and discipline

Mobilising an army

The Mongol tribal organisation developed military strength. Even in peacetime all able-bodied men between 15 and 60 years of age were under military orders, meaning that they could be called upon to fight. Promotion in the Mongol army was not related to high birth, but achieved as recognition of bravery and skill. The Mongol army was reformed and reorganised into a decimal system under Genghis Khan. It was composed of:

- *arban* — a group of ten men from different Mongol clans, ordered to be loyal to each other regardless of clan connections
- *zuun* — a company, consisting of ten arban (100 soldiers)
- *myangan* — a battalion, consisting of ten zuun (1000 soldiers)
- *tumen* — an army, consisting of 10 myangan (10 000 soldiers).

The tribal links of the clan groups were broken up by the army structure to ensure old loyalties could not threaten Mongol unity. In battle the close-knit and tightly drilled units used skills developed in the traditional Mongol hunt, encircling, trapping and then cutting the enemy to pieces. The use of **couriers** enabled the various sections of the Mongol armies to keep close contact with each other.

Death and duty

One of the most important features of the Mongol army was the principle of strict discipline known as *Yassa*, meaning an order or decree. The thirteenth-century writer Juvaini explains the *Yassa* as a 'rule for every occasion and a regulation for every circumstance while for every crime [there was] a penalty'. Genghis Khan was unable to read and write because Mongol civilisation had not developed **literacy**.

Adapting Uigher script from the northern Turkic tribe, the Great Khan had the rules of the *Yassa* written down on scrolls. During wartime, desertions, failing to rescue captured colleagues, plundering without permission, sleeping on duty, fighting with other tribal groups within the army and showing unnecessary kindness to a captive were all punishable by death.

courier a messenger, often carrying important government documents

literacy the ability to read and write

SOURCE 2 Genghis Khan declared in the Yassa that ‘if the military leaders and the leaders of the many descendants of the ruler who will be born in the future, should not adhere strictly to the Yassa then the power of the state shall be shattered and come to an end’. Although a complete list of the laws has never been found, it is believed that they covered all aspects of public and private life. The Yassa was of particular importance to the discipline and structure of the army.

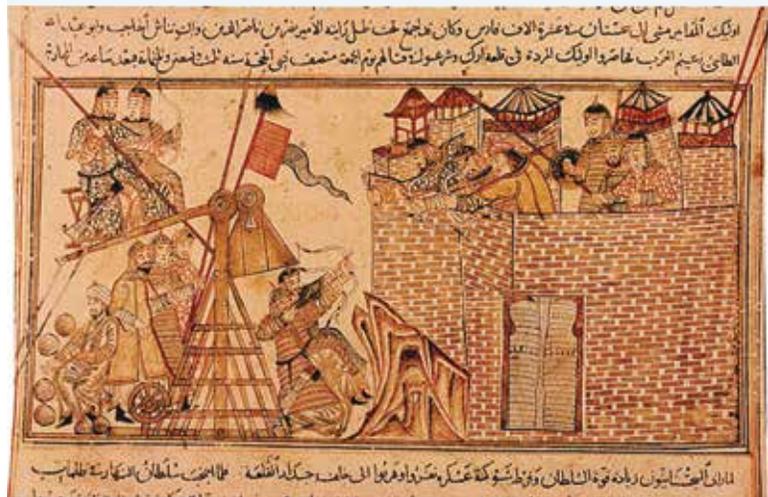
- The ruling that divides men of the army into tens, hundreds, thousands, and ten thousands is to be maintained. This arrangement serves to raise an army in a short time, and to form the units of commands.
- The moment a campaign begins, each soldier must receive his arms from the hand of the officer who has them in charge. The soldier must keep them in good order, and have them inspected by his officer before a battle.
- Forbidden, under death penalty, to pillage the enemy before the general commanding gives permission; but after this permission is given the soldier must have the same opportunity as the officer, and must be allowed to keep what he has carried off, provided he has paid his share to the khan’s representative, who will convey it to him.
- To keep the men of the army exercised, a great hunt shall be held every winter. On this account, it is forbidden any man of the empire to kill from the month of March to October, deer, bucks, roe-bucks, hares, wild ass and some birds.

5.6.3 Conquering the world

Mongol military campaigns involved thorough planning and **reconnaissance**. Not only did this make it possible for the Mongols to defeat their foes, but they were also able to learn new battle strategies from their enemy. From the Chinese and the Persians, the Mongols learned about siege machines and gunpowder. They then transported catapults on horseback to the battlefield and hid their movements behind smoke grenades and firebombs.

Most people in the path of the Mongol army had a choice: surrender and live or resist and die. If a city rebelled after agreeing to surrender, the population was massacred and the city was annihilated. As the Mongols moved across western Asia, they used terror as a weapon of war, exterminating town after town and encouraging the spread of stories about their conquests. Genghis Khan began his invasion of China by attacking the Jin people of northern China and Manchuria. In 1213, the Mongol armies broke through the Great Wall of China and within two years conquered and destroyed the Jin capital city of Yanjing. So many thousands of people were killed in the conquest of northern China, it was said white hills appeared that were made of the bones of the dead.

SOURCE 3 Mongols used more than just their advanced horseback tactics. They laid siege to larger cities with up to 300 000 warriors across their empire and used complex devices such as the trebuchet shown in this depiction of a thirteenth-century attack.



reconnaissance a search made to gain military information

5.6.4 The empire after Temujin

In 1227 Genghis Khan died within eight days of leaving for a campaign in China. His cause of death is unknown, and his son Ögedei became *khagan* (‘great khan’) in his place. He continued to conquer new lands but brought far more stability to the regions his father had invaded.

In 1268, the Mongols launched their second colossal invasion of China. Mongol forces were now led by Genghis Khan's grandson, Kublai Khan. Kublai Khan's army **blockaded** the Yangtze River and began advancing on the cities of the southern Song. The Song were well defended with their modern gunpowder weapons, such as rockets and flamethrowers. The Mongol armies changed their fighting tactics and surrounded the great walled Song cities, cut off supplies and starved them. For four years the **sieges** continued until the Mongols were victorious. Every Song city that fought against the Mongols was destroyed. The only chance for survival was unconditional surrender.

By the end of the fourteenth century, the vast empire was divided into four Mongol kingdoms:

- Kublai Khan ruled China — the Yuan dynasty
- Hulegu ruled Persia — the Ilkhanate
- Batu Khan ruled southern Russia — the Golden Horde
- Chagatai ruled Central Asia — the Chagatai Khanate.

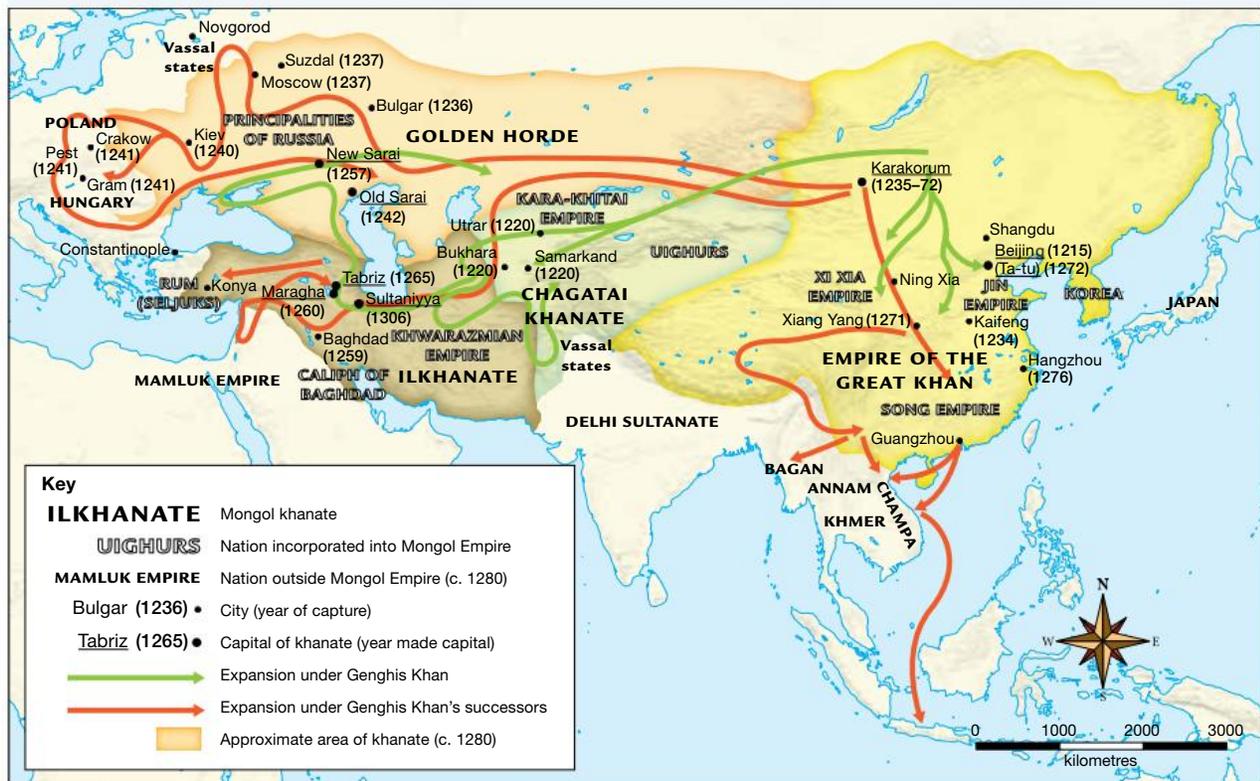
The closing defeat of the southern Song came in 1276. The Mongols again used their siege tactics to destroy the Song navy. For two weeks they encircled the Chinese fleet and blocked all supplies. With the last Song forces weakened, the Mongols attacked on a morning shrouded in rain and fog. Mongol victory was swift.

Among the thousands of Chinese who died on that day was the last Song emperor, a child named Bing, and his empress mother. Mongol victory was complete when Kublai Khan declared himself the first foreign emperor of China. By this time, the Mongol army had conquered territory stretching from the Arctic Ocean to the Persian Gulf and from Hungary to Korea.

blockade the shutting off of a location to prevent entry or exit

siege capturing a protected place by surrounding it and cutting off supplies

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



Source: Map drawn by Spatial Vision.

SOURCE 5 Despite the Mongol army's domination of much of Asia, attempts to conquer Japan failed, as shown in this nineteenth-century Japanese woodcut. In both 1274 and 1281, Mongol invasions were thwarted by a combination of resistance from Japanese warriors and destructive typhoons, which shattered the Mongol ships and killed many thousands of the Mongol invaders.



SkillBuilders to support skill development

- 1.4 Sequencing events in chronological order
- 1.6 Evaluating historical significance

5.6 SKILL ACTIVITY: Communicating

1. **Create** a timeline of the history of Mongol expansion, beginning with the conquest of the Jin. Leave enough room so that, as you learn more about the creation of the Mongol Empire, you can continue adding details of events and personalities to your timeline.

Make sure to include the following in your timeline:

- Key events
 - The year the event took place
 - The era (such as the dynastic period).
- Key personalities
 - Mongols
 - Others (for ex. Marco Polo, Chinese individuals, etc.).
- A brief description summarising why the event is important

Keep in mind that the timeline is a summary of major events and personalities (less is more), you do not need to include everything you have learnt.

2. Cultures outside of Mongol rule considered them to be 'barbarians'. **Write** an explanation supporting or refuting this claim using evidence from this topic.

5.6 Exercise

Learning pathways

■ LEVEL 1

2, 3, 5

■ LEVEL 2

1, 4, 6, 9

■ LEVEL 3

7, 8, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
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Check your understanding

- Briefly **describe** the weapons carried by a Mongol soldier.
- Each Mongol soldier took **one / two / three / four / five** horses with him on campaign. This allowed them to give a horse **two / three / four** days of travel without a rider. This way they could keep travelling for long distances while not wearing out their horses.
- What was the basis for promotion in the Mongol army?
 - Social class and wealth
 - Age and experience
 - Recognition of skill and bravery
 - Promotions were not given.
- Explain** why the tribal links of the clans were broken up by the army structure.
- How did the different sections of the army communicate during the battle?
 - Communication was not possible.
 - Leaders would move between sections.
 - Communication was carried out through couriers.
 - Soldiers would move between sections when they felt necessary.
- Refer back to section 5.6.2.
 - State** what the Yassa was. What script was it written in?
 - Explain** why Genghis Khan didn't just use his own language for the Yassa.
 - Explain** why Genghis Khan had the Yassa developed.

Apply your understanding

Using historical sources

- Analyse** the laws outlined in the Yassa in **SOURCE 2**.
 - What was the benefit of dividing the army into tens, hundreds, thousands and tens of thousands?
 - Whose responsibility was it to hand out the arms to the soldiers?
 - Are the soldiers allowed to pillage (rob violently) the enemy at all?
 - How did Genghis Khan intend to keep his armies fit during winter?
- The Mongol Empire continued to expand after the death of Genghis Khan. **Examine SOURCE 4**, which depicts the expansion of the Mongol Empire.
 - How far west did Genghis Khan's campaigns go?
 - Which three Asian empires were conquered by the Mongols?
 - What city was at the centre of the Mongol lands?
 - Identify three modern day countries which were once part of the Mongol Empire.
 - What region was the focus of Kublai Khan's campaign and empire?

Communicating

- Using the illustration in **SOURCE 5**, as well as the information in the caption, **explain** why the Mongols' attempt to conquer Japan was unsuccessful.

Historical perspectives and interpretations

- Based upon what you now know about the Mongol army's strategy, **write** two short accounts of one of the final battles before the fall of the southern Song stronghold during the siege of 1276. The first should be written from the perspective of a member of the Song royal family and the second from the perspective of a Mongol warrior.

LESSON

5.7 What was China like under Mongol rule?

LEARNING INTENTION

By the end of this lesson you should be able to explain what Kublai Khan hoped to achieve as a ruler, and how the new imperial Chinese capital would come to represent the values of the Yuan Dynasty. In this way, you should be able to reflect upon the ways in which the rule of Kublai Khan might be seen as an evolution of the rule of his grandfather, Genghis Khan.

TUNE IN

As emperor, Kublai Khan placed the whole of China under Mongol control.

SOURCE 1 A thirteenth-century painting of Kublai Khan, the first emperor of the Yuan dynasty.



Compare the character in **SOURCE 1** with the painting of Genghis Khan (**SOURCE 1**, lesson 5.5). These two figures are very similar — why do you think this is?

5.7.1 Yuan government

Now the emperor of China, Kublai Khan named his new dynasty *Yuan*, meaning ‘creative force’. He abandoned the old Mongol capital of Karakorum and established the imperial Chinese capital in Cambuluc (modern-day city of Beijing), where he developed a very different style of government that blended Mongol and Chinese traditions. By doing so, he created a Chinese state that was bilingual, multicultural and tolerant of religious differences.

Kublai Khan brought Confucian scholars to his court to help govern Yuan China. He appointed a General Secretariat, composed of 14 trusted officials, to enforce his laws and ensure efficient government. The population of China was divided into four groups or classes:

- *Mongols* — the elite of Yuan dynasty society who were given all the most important government jobs. The Mongols did not have to pay taxes and were granted large estates that were worked by Chinese peasant labourers.
- *non-Chinese allies and mercenaries from the west* — appointed as government officials across the empire
- *northern Chinese* — Khitans, Jurchens and Koreans
- *southern Chinese* — all subjects of the former Song dynasty.

The northern and southern Chinese had limited rights, were punished more severely than non-Chinese, were forbidden to gather in public and paid heavy taxation to support the Yuan government.

mercenary soldier who fights for money rather than for ideals or patriotism

SOURCE 2 The coat worn by the emperors showing the 12 symbols of power in China



The 12 symbols and their meaning

- | | |
|---|---|
| A Moon — of Heaven and enlightenment | F Cups — respect for parents |
| B Fu — justice | G Sun — Heaven and enlightenment |
| C Water weed — purity | H Dragon — adaptability |
| D Constellation — Heaven and enlightenment | I Fire — brilliance |
| E Axe — punishment | J Mountains — Earth and protection |
| | K Pheasant — literary achievements |
| | L Grain — abundance for the people |

5.7.2 Rebuilding China

Millions of workers were set the task of rebuilding China after decades of Mongol war and conquest. Transport links were constructed with thousands of kilometres of roads and a Grand Canal linking north and south China. To protect against possible famine, **granaries** were built throughout the empire. Kublai Khan built schools, hospitals and orphanages, and established a regular postal service connecting every corner of his Yuan kingdom.

The khan also sent explorers to map China's great river systems and record the geography of the vast land. This encouraged merchants to journey overland to the Middle East and South-East Asia, and eventually led to the development of trade links with Europe.

In 1269 Kublai Khan established a printing office so that pamphlets could be published to communicate government decrees to the people. He also encouraged the printing of books on a wide range of subjects including agriculture, law, medicine, mathematics, art and history. Yuan dynasty printing presses were so widespread that books were mass produced and cheap to buy. Paper money was printed with such success that, for the first time in human history, paper money became the main form of currency.

granary a storehouse for grain

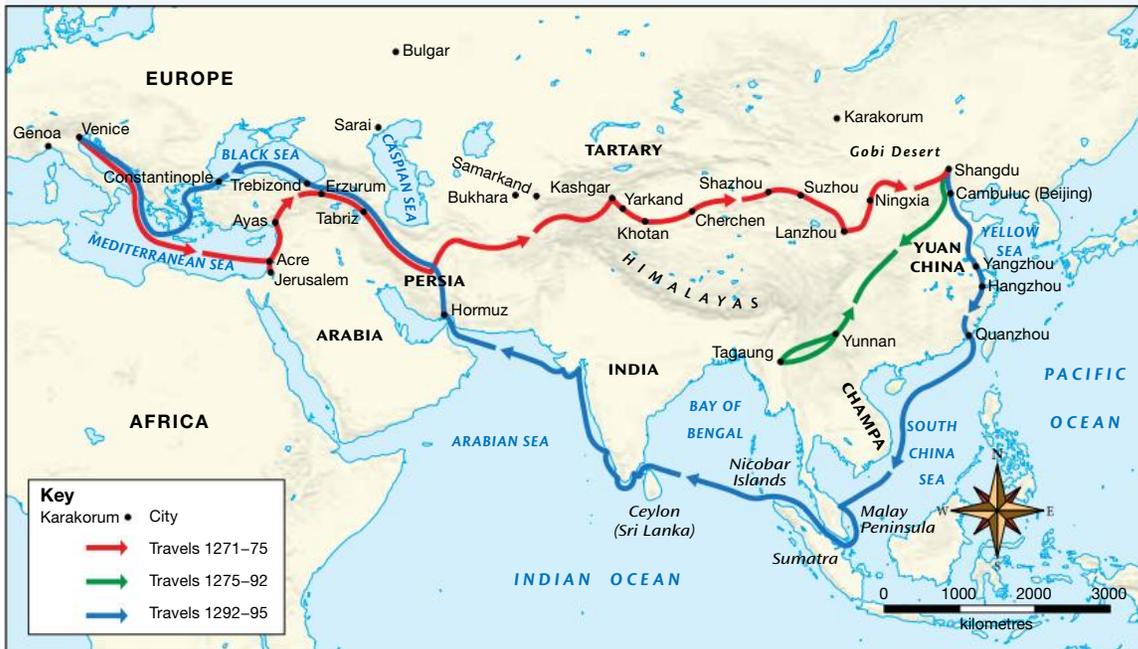
SOURCE 3 Despite the positive achievements of the Yuan dynasty, the population of China plummeted due to the harsh conditions imposed upon them by Mongol rule. This Yuan dynasty painting by a Chinese artist shows death luring a baby away from his sister. His mother is powerless to save him.



5.7.3 Westerners in the khan's court

Kublai Khan was fascinated by two brothers, Nicolo and Maffeo Polo, who visited his court to trade goods from their homeland of Venice, Italy. They arrived in 1266 and took messages from the khan, requesting missionaries and European scholars, back to the pope in Venice. When they returned to the khan, they were accompanied by Nicolo's son, Marco.

SOURCE 4 Polo's work for the khan would take him around Asia and Europe and through many of the lands conquered by the Mongols.



Source: Map drawn by Spatial Vision.

Marco Polo quickly became trusted by Kublai Khan and became his emissary to India and Burma. He travelled extensively in South-East Asia and, upon his return to Italy, shared his stories with a writer who turned them into the book *The Travels of Marco Polo*. At the time, they were both imprisoned by enemies of Venice whom Marco fought against.

SOURCE 5 In *The Travels of Marco Polo*, experiences are often 'larger than life', leading to claims by many people that the book was more fiction than fact. Some people have even claimed that Marco Polo never made it to China.

... I will tell you another very wonderful thing; for there are men in this kingdom who have tails like dogs, larger than a palm, and who are covered with hair. They remain in the mountains, never visiting the towns. There are unicorns, with various beasts and birds for hunting.

How much of *The Travels of Marco Polo* is true was questioned by people in the fourteenth century but, even on his deathbed at the age of 70, the intrepid explorer insisted that *The Travels* was a true account of his experiences. When asked by a priest to retract his 'fables', Marco Polo said, 'I have not told half of what I saw'.

Whether the stories were true or not, what cannot be questioned is Marco Polo's influence on the popular imagination of the day. When Christopher Columbus set off to find China more than a century after Polo's death, he carried a copy of the book with him. To Columbus, as to many others, Marco Polo was both inspiration and guide.

DISCUSS

Many people of the time nicknamed Marco Polo's book *The Million Lies* because they found it so hard to believe; however, he left a famous epitaph, 'I have not told half of what I saw'. Debate whether or not you think *The Travels of Marco Polo* was a true account. Find evidence to support your opinion.

5.7 SKILL ACTIVITY: Communicating

1. Using the sources and information in this lesson, make a **list** of the journeys and events in the life of Marco Polo.
2. Turn your list into a timeline.
3. **Illustrate** it using images from the internet or hand drawings if you can.

5.7 Exercise

learnon

5.7 Exercise

Learning pathways

■ LEVEL 1

1, 3, 5

■ LEVEL 2

4, 6, 7, 11

■ LEVEL 3

2, 8, 9, 10, 12

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Check your understanding

1. Kublai Khan gave the name **Qin / Song / Yuan** to his new dynasty, which meant ‘creative force’ / ‘bright light’.
2. **Consider** the people of China.
 - a. What were the different groups or classes of people in the population of China at this time?
 - b. Were they treated equally?
 - c. Why were the Chinese treated more harshly than non-Chinese?
3. Why did China need rebuilding at this time?
 - A. They had experienced decades of war and conquest from the Mongols.
 - B. They wanted to begin an architectural revolution.
 - C. The emperor demanded it.
 - D. China did not need rebuilding.
4. **Summarise** the main developments that Kublai Khan achieved in reconstructing and rebuilding Chinese society.
5. Kublai Khan’s winter palace was in **Tai-du / Chung-tu / Xanadu / Yanjing**, which he renamed **Tai-du / Chung-tu / Xanadu / Yanjing**.
6. **State** how long Marco Polo was in China for and **explain** the circumstances under which *The Travels of Marco Polo* were written.

Apply your understanding

Historical perspectives and interpretations

7. **Describe** how **SOURCE 1** portrays Kublai Khan. Do you think that the painter was trying to show him in a good light or not? Explain your answer.
8. **Examine SOURCE 2.** From what you know of Kublai Khan’s achievements in rebuilding China, which of the 12 symbols would he have valued and why?
9. **Examine SOURCE 3** carefully.
 - a. What comment is the artist making about life in Yuan China?
 - b. Given that Kublai Khan put so much effort into rebuilding China, why do you think the artist might feel like this?

Communicating

10. Which of Kublai Khan’s achievements in rebuilding China would have had the most impact on the people? **Explain** why you think this.
11. **Identify** which aspects of **SOURCE 5** are beyond belief.
12. Based upon what you know of Kublai Khan, would he have been happy with the publication of *The Travels of Marco Polo*? **Explain**.

LESSON

5.8 What was the Yuan court like?

LEARNING INTENTION

By the end of this lesson you should be able to describe what life was like within the court of Kublai Khan.

TUNE IN

Regardless of their own beliefs, Kublai and his descendants made very public shows of honouring and preserving Chinese culture, such as the Guozijian shown in **SOURCE 1**.

The Guozijian was built shortly after Kublai's death as a space to give offerings to Confucius and keep his ideas alive.

SOURCE 1 The Beijing Guozijian located in Beijing, China.



What do you believe they were trying to show the citizens of China?

5.8.1 Honouring China's heritage

During the Yuan dynasty, Kublai Khan's court was the centre of political, artistic, philosophical and religious debate and expression. In order to maintain stability within the empire, the khan sought to find a balance between Chinese and Mongolian culture.

The influence of royal women had begun with Genghis Khan's mother. It continued into the reign of Kublai Khan. His wife, Chabi Khatun, played an important role in shaping the government of the empire when her support of Tibetan monks encouraged many members of the Mongol ruling class to convert to Tibetan Buddhism.

The emperor's mother, Sorghaghtani Beki, realised that Kublai Khan would need to understand the Chinese if he was going to successfully rule over the 100 million people of Yuan China, and encouraged him to study their belief systems. Taking his mother's advice, Kublai Khan invited scholars and religious leaders to attend his court and debate matters of religious and philosophical importance. During the Yuan dynasty, Chinese religion, ideas, art and culture flourished.

5.8.2 The path to enlightenment

During the Song dynasty, three great religions and traditions had merged to produce a set of beliefs and principles shared by Chinese people of all social classes:

- *Confucianism* — developed in the sixth century BCE by the Chinese philosopher Confucius, this philosophy valued qualities of honesty, morality, loyalty, self-sacrifice, love and good manners. Confucianism also taught people about their place in society.
- *Daoism* — a way of thinking based on the teaching of the philosopher Laozi who stressed the importance of living a simple life that honoured the natural world. Daoism eventually became a religion with deities, temples and priests, and taught people how to improve society by understanding their place in nature.
- *Buddhism* — a religion that came to China from India in the first century CE, Buddhism emphasised the need to reject material possessions as a path to enlightenment. Buddhism gave people a hope of life after death.

5.8.3 Art and culture

In Chinese culture, painting, poetry and calligraphy were known as the ‘three perfections’. Poets and painters aimed to express spiritual peace and tranquillity through their art, while the calligrapher aimed to capture the beauty of every line of a Chinese character. Traditionally, Chinese art was rich in symbolism. Plants and animals represented objects and ideas of importance. Some examples include:

- The butterfly represented the human spirit or joy.
- The chrysanthemum represented courage.
- The orchid represented purity.
- Bamboo represented scholars.
- The crane represented a long life and great happiness.

With Kublai Khan’s encouragement, Chinese writers, painters and calligraphers recorded the history of the earlier Tang, Jin and Song dynasties. Although many Chinese artists agreed to work for their Mongol emperors, some expressed their true feelings about the Mongol **occupation** of China through art and literature.

The most highly regarded painters of this period were known as the *literati*. These scholarly Chinese artists turned away from depicting everyday life in China and concentrated on painting landscapes. Rather than painting images designed to please their audience, they sought to depict nature as *they* experienced it, a practice that would influence generations of artists to come.

occupation invasion, conquest, and control of a nation or territory by foreign armed forces

SOURCE 2 Huang Gongwang was the oldest of the four painters known as the Masters of the Yuan dynasty. This painting shows the Fuchun Mountains to which he retired after serving briefly in the Mongol administration.



5.8.4 Visiting the court of Kublai Khan

Kublai Khan's palace was a vibrant place full of visitors from around the Mongol Empire and beyond its borders. The khan was attended by religious and political advisers, and encouraged the free exchange of ideas. Although the court was multicultural and was tolerant of its members practising different religions, it still had its share of conflict.



int-8979

SOURCE 3 A modern artist's impression of the court of Kublai Khan



- A. Foreign dignitaries were welcome at the court of Kublai Khan. Such visits were an opportunity to increase trade between the East and the West.
- B. Under the rule of Kublai Khan, Tibetan Buddhism thrived and became one of the official religions of the Yuan dynasty.
- C. Women who were close to Kublai Khan were encouraged to engage in political discussions during his rule. His mother and wife were particularly influential.
- D. Confucianists, some of whom had advised the Song, were invited to the khan's court. Xu Heng was a well-respected Confucianist and educator, and was appointed the first leader of the dynasty's National Academy in 1271.
- E. The court was filled with poets, artists and calligraphers, whose work was displayed for all to see. Influential poets included Zhang Yanghao, who challenged government policies, and Huang Gongwang, who was one of the four great painters of the Yuan dynasty. After retiring to the mountains, he spent three years painting one scroll.
- F. Diet was of great importance. It was believed many diseases could be cured or prevented through diet alone. Assorted foods that may have been eaten included duck, chicken, fish, rice and vegetables.
- G. In the thirteenth century, the court of Kublai Khan regularly saw high-level meetings between the Mongolian ruling class and dignitaries from around the world. Through these meetings, ideas flowed into China, while tales of the now-famous emperor spread all over the world.
- H. During the Yuan dynasty, there were many debates between Daoists and Buddhists at the khan's court. After losing a debate in 1281, Kublai Khan ordered many Daoist texts to be burned.

5.8 SKILL ACTIVITY: Questioning and researching, Using historical sources

Using the internet and/or your library, **research** one of Confucianism, Daoism or Tibetan Buddhism and answer the following:

- How and where did this belief system begin?
- When and how did it enter China?
- Why might it have appealed to the people of China during this time period?
- How may its teachings have guided Kublai Khan in ruling over the Chinese people?

5.8. Exercise

learn **on**

5.8 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
5, 6, 9

■ LEVEL 3
4, 7, 8, 10

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Check your understanding

- Consider the influence of the women in Kublai Khan's life.
 - Sorghaghtani Beki / Chabi Khatun / Huang Gongwang** was Kublai Khan's wife.
 - Kublai Khan's wife's support of **Tibetan leaders / warriors / monks** encouraged many members of the court to convert to **Tibetan rule / Buddhism / armies**.
 - Kublai Khan's mother was **Sorghaghtani Beki / Chabi Khatun / Huang Gongwang**.
- Identify** the three main religious traditions shared by the Chinese people during the Song dynasty.
 - Judaism
 - Confucianism
 - Daoism
 - Buddhism
 - Christianity
- Identify** the 'three perfections'.
 - Song
 - Painting
 - Dance
 - Poetry
 - Calligraphy
- Suggest** what the poets, painters and calligraphers aimed for in their work.
- Who were the *literati*? **Explain** what they did.
- Suggest** why Kublai Khan's court was a vibrant and exciting place to be.

Apply your understanding

Using historical sources

- Explain** how the artist of **SOURCE 2** can be seen as a member of the literati from this painting.
- Use **SOURCE 3** to **explain** where there might have been possible sources of conflict within the court, despite its multiculturalism and political stability.

Communicating

- Consider the court of Kublai Khan.
 - Describe** how the court of Kublai Khan was different from the courts of the past.
 - Identify** what was still the same, or similar.
- Is it fair to describe Kublai Khan's rule as an 'occupation' of China? **Discuss** why or why not.

LESSON

5.9 Was there peace under Mongol rule?

LEARNING INTENTION

By the end of this lesson you should be able to identify which aspects of the Mongol expansion led to relatively short-term change compared to those that led to longer-term change within Chinese society and should be able to articulate reasons for these differences.

TUNE IN

Almost all traders during this period would be travelling in 'caravans', large convoys of traders and craftsmen who travelled together for safety. They would stay at *caravanserai* like the one shown in **SOURCE 1**.

SOURCE 1 Selim Caravanserai was a resting point for traders along the Silk Road. It was built in 1332 and demonstrates the growth of Mongolian technology from their nomadic roots. Many of these caravanserai were built to give traders shelter along their travel.



Before setting out on their journey, what decisions do you think they made about:

- provisions such as food and water
- the animals they chose for different terrain (desert, mountain, etc.).

5.9.1 Pax Mongolica

The rule of the khans led to a period in the thirteenth and fourteenth centuries of relative peace across their realm. This peace, referred to later by western scholars as *Pax Mongolica*, or the ‘Mongolian peace’, broke down the walls separating the great civilisations of Europe from those in the Middle East and Asia. With peace ensured by the Mongols from Europe to the far east, traders could move freely and share ideas and goods from across the continent.

This, combined with the *Yassa* (‘Great Law’) which punished wrong-doers and ensured religious freedom for all, made the four khanates an ideal space for many cultures to grow and thrive. European merchants could now make the long journey to the Far East and trade routes were further developed, including the planting of trees along major routes to provide shade for travellers.

As people and their trade goods moved back and forth across the Eurasian world, they brought with them skills and understanding. European travellers to China brought goods such as silver, fine cloth, horses, linen and musical instruments, and important foods like the cereal grass *sorghum*. They also spread technical knowledge of processes such as sugar refining and **distillation**.

From Persia, Europeans gained Islamic insight into mathematics, astronomy and science. From China, they adopted the technical, medical and scientific advances pioneered by the Song dynasty, including:

- printing
- new methods of paper-making
- the magnetic compass
- gunpowder
- porcelain.

distillation the purification or concentration of a substance

DID YOU KNOW?

It was not until 1707 that the Europeans were able to imitate the Chinese process of producing porcelain.

SOURCE 2 A traditional Mongolian artwork showing polo, a game played by the Mongols to develop their horsemanship skills. This sport is still played today.



The Mongols created the first paper money accepted by any government as payment for tax, and the value of Yuan dynasty paper money was guaranteed through exchange for gold or silver. The long-distance trade of the Pax Mongolica introduced new ways for people to do business:

- merchants could use bills of exchange rather than having to carry metal coins
- a banking system that allowed deposit and withdrawal of money
- insurance for valuable cargo.
- a 'lost and found' system for stolen goods and livestock.

The cities of the Pax Mongolica trading empire grew rapidly in size, prospering from the influx of European money. Within the multicultural Mongol empire, freedom of religion was guaranteed, as was the safety of envoys or **ambassadors** from foreign lands. The Yassa provided the principles of law and order that governed Mongol territory. With each Mongol victory, civilisations were joined, new trade routes established and new technological and economic advances made. In bringing together these diverse people and cultures, the Mongol Empire began to shape the modern world.

However, not everybody was guaranteed safety within the realm of the khans. The suffering of the Chinese people under Mongol rule can be judged by the number of people who did not survive. The total population of China is estimated to have been approximately 120 million when the Mongol invasion began in 1225; by the end of the Yuan dynasty, it had fallen to 85 million.

ambassador an authorised messenger or representative



aud-0452

SOURCE 3 Marco Polo describes the making and use of paper money in Yuan China.

In this city of Kanbalu is the mint of the grand khan, who may truly be said to possess the secret of the alchemists, as he has the art of producing money by the following process. He causes the bark to be stripped from those mulberry-trees the leaves of which are used for feeding silk-worms, and takes from it that thin inner rind which lies between the coarser bark and the wood of the tree. This being steeped [soaked], and afterwards pounded in a mortar, until reduced to a pulp, is made into paper . . . but quite black. When ready for use, he has it cut into pieces of money of different sizes, nearly square, but somewhat longer than they are wide . . .

The coinage of this paper money is authenticated with as much form and ceremony as if it were actually of pure gold or silver; for to each note a number of officers, specially appointed, not only subscribe their names, but affix their signets also; and when this has been regularly done by the whole of them, the principal officer deputed [appointed] by his majesty, having dipped into vermilion [red] the royal seal . . . stamps with it the piece of paper, so that the form of the seal tinged with the vermilion remains impressed upon it, by which it receives full authenticity as current money, and the act of counterfeiting it is punished as a capital offence.

5.9 SKILL ACTIVITY: Communicating

As a class, **discuss** how a flourishing dynasty like the Song were able to be overcome by a supposedly barbaric tribal people like the Mongols.

Questions to consider:

- Why were the Mongols considered barbaric?
- In what ways were the Song and the Mongols different from one another?
- How were the Song different from previous dynasties?
- What were the advantages and disadvantages of the Song and/or the Mongol armies?
- Was the Mongol victory inevitable?

5.9 Exercise

5.9 Exercise

Learning pathways

■ LEVEL 1

3, 5, 6

■ LEVEL 2

1, 2, 4, 7, 8,

■ LEVEL 3

9, 10, 11, 12

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Check your understanding

1. **Explain** the term *Pax Mongolica*.
2. **Identify** what China learnt from European travellers.
3. What did the European world learn from China because of trade? **Select** all that apply.
 - A. Printing
 - B. New methods of paper-making
 - C. Painting
 - D. Magnetic compass
 - E. Gunpowder
 - F. Porcelain
4. **Describe** the benefits of the creation of paper money.
5. What were two benefits of the multiculturalism of Mongol China?
 - A. Everyone obeyed the laws.
 - B. There was freedom of religion
 - C. New cultural traditions were created
 - D. Safety of traders or ambassadors from other countries increased
6. Evidenced by a fall in population, the **Mongols / Chinese / Japanese / Europeans** suffered under Mongol rule.

Apply your understanding

Using historical sources

7. **Explain** what **SOURCE 1** reveals about the trade routes under Mongol rule.
8. **Identify** the Mongol sport, depicted in **SOURCE 2**, which is still played today.
9. Read **SOURCE 3**.
 - a. **Identify** what the 'secret of the alchemists' is. You may need to refer to other sources to find this out.
 - b. Marco Polo seems to see money-making as an almost mythical process. What words and phrases contribute most to this sense? **Quote** them.

Communicating

10. **Describe** who gained the most from the Mongol expansion. Who lost the most?
11. Was the term *Pax Mongolica* an appropriate description for the Mongol Empire? **Discuss** why or why not.
12. Was the legacy of the Yuan dynasty positive or negative? **Explain**.

LESSON

5.10 How did the empire end?

LEARNING INTENTION

By the end of this lesson you should be able to describe the many factors that led to the collapse of the Yuan Empire.

TUNE IN

To many cultures, the Mongols always remained 'barbarians'. Countries that managed to avoid conquest, such as Japan, depicted them as ruthless and uncultured. **SOURCE 1** was a form of **propaganda**, as the Japanese managed to avoid invasion by the Mongols.

SOURCE 1 A depiction by Japanese artists of samurai fighting against the Mongol invasion of their homeland.



Study **SOURCE 1** and consider the following:

- How can you identify which figures are Japanese and which are Mongolian?
- What weapons are being used by each side?
- Describe the ships which the Mongolians have arrived on.

propaganda information, especially of a biased or misleading nature, used to promote a political cause or point of view

5.10.1 A failing leadership

From its humble beginnings on the steppe, the Mongol Empire grew to become the largest land empire the world has ever seen. Although its beginning was marked by military conquest and unity between the tribes, its end was marked by corruption, in-fighting and the rebellion of its citizens.

When Kublai Khan died in 1294 he was succeeded by his grandson Temur, who called himself Emperor Chengzhong. He ruled according to his belief in the principles of Confucianism and worked towards establishing a more just society:

- he brought northern and southern Chinese leaders into the government
- he held an investigation into government corruption and found 18 473 officials guilty of stealing from the state.

Following Temur's death in 1307, the Yuan leadership was in an almost-constant state of flux, with seven emperors taking the throne within 25 years. These emperors lacked Kublai Khan's strength and vision and were increasingly distrusted by Mongolians because they were seen as being too Chinese. In trying to re-establish their Mongolian identity, these emperors distanced themselves from Chinese society by passing harsh laws discriminating against the Chinese. The Chinese continued to regard the Yuan emperors as foreigners heading an occupying army. Over time, Yuan government became weak and corrupt.

For generations, Mongol women had been noted for their independence and the influence they held within traditional Mongol society. By the fourteenth century, however, the granddaughters of Kublai Khan no longer played a prominent role in government. Although the binding of the feet practiced by the Song Chinese women was never accepted by Mongol rulers, life for the women at the Yuan court had become more limited, reflecting the adoption of Imperial Chinese traditions. As the Mongols of Persia embraced Islam, women's traditional Mongolian dress was replaced by the **chador**, a symbol of **piety**.

chador a dark dress or cloak that covers the body and face below the eyes
piety religious devotion

5.10.2 Rebellion

With their leadership weakening, the powerful Mongol clans began fighting with each other and disobeying the emperor. During the fourteenth century, there were numerous Mongolian rebellions against the Yuan and China was hit by a series of natural disasters. The Yellow River broke its banks, thousands drowned and China starved in the terrible famine that followed the flood. The Yuan government increased the suffering of the Chinese people when it forced armies of Chinese peasants to work on the rebuilding of the Yellow River's **dykes** and waterways. As conditions worsened, rebellion spread. In addition to this, it is believed that the bubonic plague started somewhere in China during the fourteenth century and had a significant negative impact on the population of Yuan China.

dyke a barrier or bank of earth for controlling water of the sea or river
mandate a command or order from a superior power



aud-0453

SOURCE 2 In the first century BCE, the historian Yuan Káng explained the Chinese belief in the **mandate** of heaven and the principles of good government. Yuan rulers were far from these ideals.

The king Tsu Chia [from the Shang dynasty] had been one of the ordinary people. When he came to the throne he knew what the people needed and so was kind and protective towards them. He didn't dare treat with contempt those who needed him. He remained on the throne for 33 years . . .

The kings of the later Shang dynasty did not know anything of the hardships of the peasants and so did not know their people. They didn't know anything except the pursuit of pleasure; and so not one of them had a long life. They only ruled for three or four years.

Zhu Yuanzhang

Chinese hatred of Mongol rule led to the growth of Chinese secret societies and rebellions against the Yuan dynasty. The most successful rebel leader was a peasant named Zhu Yuanzhang. After his family died in the famine, he became a bandit and rebel leader.

In 1356, Zhu Yuanzhang led an army of rebels to capture the strategically important city of Nanjing. Over the next decade, from his stronghold in Nanjing, Zhu Yuanzhang used his knowledge of military strategy and government policy to extend his control over all of southern China.

In 1368, he moved his army north and captured Beijing without a fight. Victorious, Zhu Yuanzhang declared himself the first emperor of the Ming dynasty, meaning 'brilliance'.

The last Yuan emperor, Toghun, fled Beijing and the Mongols retreated with him to the vast grasslands and open plains of their homeland. Only a century after the death of Genghis Khan, the mighty Mongol Empire had fallen.

SOURCE 3 Zhu Yuanzhang rose from humble beginnings to lead the rebellion that destroyed the rule of the khans.



5.10 SKILL ACTIVITY: Using historical sources

Cultures outside of Mongol rule considered them to be ‘barbarians’. **Write** an explanation supporting or refuting this claim using evidence from this topic.

Consider the following:

- Where the Mongols came from
- How Mongol culture and society was different from Chinese culture and society
- Nomadic life compared to an agricultural life centred around large-scale cities.
- How the Mongols fought.

5.10 Exercise

learnon

5.10 Exercise

Learning pathways

■ LEVEL 1
4, 5, 6

■ LEVEL 2
1, 2, 3, 7, 9

■ LEVEL 3
8, 10, 11, 12

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Check your understanding

1. **Explain** what happened to the Yuan leadership following Kublai Khan’s grandson Temur’s death.
2. **Discuss** how the Chinese viewed their Yuan leaders. How did this lead to a weakening of their leadership?
3. **Explain** how the role of Mongol women changed over the generations.
4. Why did the Mongol tribes start fighting among themselves?
 - A. They were fighting over land.
 - B. There was no emperor.
 - C. There were peasant uprisings.
 - D. Their leadership was weakening.
5. The flooding of the Yellow River caused famine that ultimately strengthened the rule of the Yuan government as the people were unable to rebel. True or false?
6. Zhu Yuanzhang was from a **royal / wealthy / peasant / upper** class family.
7. **Explain** what happened to the Mongol rulers after Zhu Yuanzhang started the new dynasty.

Apply your understanding

Using historical sources

8. There are many Chinese artworks similar to **SOURCE 1** that depict Mongols in unflattering ways. **Describe** what you can see them doing here. Do you think that this is an accurate portrayal?
9. Read **SOURCE 2** carefully. **Explain** what the Chinese belief of the mandate of heaven and the principles of good government were.
10. Examine **SOURCE 3**. **Describe** the pattern on Zhu Yuanzhang’s robe. What might it symbolise? (You may wish to refer to **SOURCE 2** in lesson 5.7).

Communicating

11. Write a paragraph **explaining** how and why the Yuan dynasty fell. **Identify** where you have outlined the main reasons for the retreat of the Mongols back to their homelands.
12. **Examine** the background and life of Zhu Yuanzhang in the lead-up to becoming emperor. What did he do that supported his rise from peasant to emperor?

LESSON

5.11 INQUIRY: Conquering and controlling

LEARNING INTENTION

By the end of this lesson you should be able to explain how the Mongolian armies conquered and controlled foreign societies and how they influenced each other.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Mongolian armies swept across most of Asia and bordered eastern Europe. Some modern ethnic borders still reflect this boundary. **Research** what modern-day countries in eastern Europe came under the control of the Mongolians and whether there are any cultural ties to this time.

Step 2: Using historical sources

Use **SOURCES 1** and **2** to **consider** the different form of warfare Mongolian soldiers were using compared to what Europeans would have been familiar with, and likewise the tactics or weapons Europeans had which Mongolians would not have encountered before. What challenges may this have posed for both sides?

SOURCE 1 This illustration shows Mongolian and Hungarian warriors fighting for control of a bridge over the Saho river.



SOURCE 2 This illustration is from the *Chronicum Pictum*, made in the mid-1300s. On the left Mongols have several women captive while on the right a woman has just been rescued by the Hungarian soldiers.



Step 3: Historical perspectives and interpretations

Consider the Mongolian Empire's influence on other societies. Many Christian kingdoms were afraid of invasion – why do you think they were concerned? What steps might they have taken to reduce the chance of this happening?

Step 4: Communicating

Draft a letter from the king of a region bordering Mongolian territory. You must **convince** the Mongolians not to attack while not becoming their subject or using up all of your resources. Consider what you have learned or investigated in the rest of this inquiry task.

Complete your self-assessment using the **Inquiry rubric** or access the 5.11 exercise set to complete it online.

on Resources

 **Digital document** Inquiry rubric (doc-39401)

LESSON

5.12 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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5.12.1 Key knowledge summary

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

5.2 How do we know about the Mongol expansion?

- There are a number of primary and secondary sources from which historians draw their knowledge of the Mongols of the thirteenth and fourteenth centuries.
- There are official records such as the official history commissioned by the khan, as well as the writings of explorers who visited the Mongol Empire from Europe, such as Marco Polo.
- There is a lot of surviving artwork, from calligraphy to paintings that depict both ordinary life and famous battles. Some of these were painted at the time and some in the centuries after.
- There are many artefacts such as jewellery, tools and other everyday objects.

5.3 What was China like before Mongol conquest?

- The ruling family before the Mongols were the Song who ruled from 960 CE.
- Under the Song a strong civilian government was built up, leading to a period of peace during which the population grew significantly.
- As a result of the peace under the Song, the cities became busy and bustling places, with a lot of trade.
- Song cities were built in the shape of a square with strong defensive walls. The houses were grouped together and there was organised rubbish and waste collection.
- There were many peasants living traditional agricultural lives, who were bound to the land through farming.
- The family was a strong unit, with loyalty to the family coming before loyalty to even the government.
- During the Song dynasty inventions flourished, many of which eventually spread to the Western world such as gunpowder and printing.
- The peace of the Song dynasty opened it to weakness, as their enemies grew stronger through war with other tribes.
- Eventually the Jurchen invaded and drove the Song dynasty out of northern China, establishing their dynasty in Beijing and leaving southern China to the Song until eventually they were defeated by the Mongols.

5.4 Who were the Mongols?

- The Mongols were a nomadic tribal people from the cold and barren lands of Mongolia to the north and west of China.
- The Mongol region was too cold and dry for crops so the tribes raised animals, such as herds of cattle, goats, yaks and sheep.
- The lives of the Mongol people were harsh, with few luxuries, and shaped by the seasons.
- The Mongols used camels and oxen for carrying things. However, horses were their most treasured asset, used for transport, hunting and warfare.
- The Mongols were powerful and seasoned warriors.
- They lived in small clans who formed a tribe, ruled by a chieftain, or khan.
- Many of the links within the tribe were formed by marriage connections.
- Women managed the daily camp life and were valued for this.

5.5 How did Temujin come to power?

- Temujin was born around 1162, the son of a warrior and minor chieftain.
- Temujin's father died when he was young and his mother Yulun raised Temujin, instructing him in the skills of a warrior.
- Temujin became tribal chief and in 1206 was elected the khan, leader over his fellow tribal chieftains, taking the name Genghis Khan, meaning the 'universal ruler'.
- To ensure stability, Genghis Khan used the three ties that held these nomadic warriors together: marriage, sworn brotherhood and friendship.
- Genghis Khan began a military campaign that saw him control a major section of the trading route, the Silk Road, and gave his army direct access to China.

5.6 How did the Mongols conquer the world?

- The Mongol tribes made up a mighty army of tough and disciplined horsemen.
- Genghis Khan successfully invaded China in 1211.
- Mongol soldiers were equipped with a variety of weapons, such as lances, bows, swords and daggers, as well as a shield, helmet and armour made of leather and iron.
- Their horses were stout and hardy animals who could survive bitter winters and each soldier had five, which meant that they could travel long distances rapidly.
- Genghis Khan reorganised the army, increasing its strict discipline, creating tightly drilled units. This strict code of discipline was written onto a scroll called the Yassa.
- The Mongols moved across western Asia, defeating all who resisted, beginning with northern China and moving west.
- When Genghis Khan died in 1227 his empire was divided between four of his sons and grandsons.
- Kublai Khan advanced further into southern China, defeating the Song.
- In 1276 the final victory was complete. The Mongol Empire stretched from the Arctic Ocean to the Persian Gulf, and from Hungary to Korea.

5.7 What was China like under Mongol rule?

- When he became emperor of China, Kublai Khan named his new dynasty Yuan, meaning 'creative force'.
- He established the capitol in what is now Beijing and established a government that blended the Mongol and Chinese traditions.
- He appointed a General Secretariat to enforce his laws and ensure efficient government.
- He worked hard at rebuilding China after the decades of war and conquest and he rebuilt trade connections out of China.
- He encouraged the printing of books and the spread of knowledge.
- Kublai Khan built himself a magnificent palace on the site of the ancient city of Chung-tu, and a summer palace in Mongolia in Xanadu.
- In 1260 two Italian brothers travelled from Venice and took the long and dangerous journey along the Silk Road to China.
- The brothers were welcomed at the court of Kublai Khan and eventually returned home as ambassadors for the Yuan dynasty.
- In 1271, the Polo brothers returned, this time with Nicolo's son Marco.
- Marco spent the next seventeen or so years of his life as the khan's trusted advisor and ambassador, travelling around the Yuan empire on the khan's business.
- When he eventually returned to Europe, he joined the Venetian navy. During a skirmish with the Genoese he was taken prisoner and it was here that he told the tale of his travels to the writer Rusticello of Pisa, who went on to write *The Travels of Marco Polo*.
- Many people questioned the truth of Marco's stories but he stuck by them, inspiring many others who followed him in later years.

5.8 What was the Yuan court like?

- Kublai Khan's wife and mother both influenced him in accepting the Chinese belief system in order to rule over the 100 million people of Yuan China.
- His court became a place where scholars and religious leaders debated matters and ideas, and where art and culture flourished.
- The three main religions in the Song dynasty were Confucianism, Daoism and Buddhism; these were all tolerated in the Mongol court.
- Painting, poetry and calligraphy flourished as well. A group of painters known as the *literati* depicted nature as they experienced it and were very influential on future artists.
- The court was a vibrant place, welcoming of visitors and the khan encouraged free exchange of ideas, making it quite multicultural and tolerant for its time.

5.9 Was there peace under Mongol rule?

- Western scholars refer to the period of the Mongol dynasty as *Pax Mongolica*, or Mongolian Peace, because the period of relative peace allowed the barrier between the East and the West to be crossed by trade and an exchange of ideas.
- Under the rule of the khan, different ideas were tolerated and many different belief systems were brought together.
- Ideas from China were passed to Europe, such as printing, new methods of paper-making, the magnetic compass, gunpowder and porcelain, as well as the concept of paper money.
- The Mongol Empire flourished in many ways, but there were still many Chinese people who suffered under the Mongol rule, with the Chinese population dropping from 120 million at the start of the Mongol Empire to 85 million by the end of the Yuan dynasty.

5.10 How did the empire end?

- In the years following Kublai Khan's death, the Yuan leadership was constantly changing and this weakened the empire.
- The Mongols thought the Yuan leaders too Chinese and the Chinese thought them too Mongol.
- The leaders became corrupt and weak. With the leadership weakening, the Mongol clans began fighting with each other again.
- China was also hit by a series of natural disasters that led to great suffering for the Chinese peasants. As the Chinese hatred of the Mongols grew, there was a growth in planned rebellions.
- A peasant rebel leader Zhu Yuanzhang began a takeover of strategically important cities, eventually capturing Beijing and declaring himself the first emperor of the Ming dynasty, meaning 'brilliance'.
- The mighty Mongol Empire had fallen only a century after the death of Genghis Khan.

5.11 INQUIRY: Conquering and controlling

- As the Mongolians engaged with different cultures, they came across many new forms of warfare and weaponry.
- Many European nations were terrified of invasion by the Mongols who were seen as an unstoppable force.

5.12.2 Key terms

ambassador	an authorised messenger or representative
blockade	the shutting off of a location to prevent entry or exit
cavalry	a unit of the army mounted on horseback
chador	a dark dress or cloak that covers the body and face below the eyes
civil servant	a person who works for the public
civilian	an ordinary citizen
courier	a messenger, often carrying important government documents
distillation	the purification or concentration of a substance
dyke	a barrier or bank of earth for controlling water of the sea or river
dynasty	a sequence of rulers from the same family
granary	a storehouse for grain
imperial	the rule of an emperor or something belonging to an empire
lacquer	a hardened layer made of tree sap which could be applied to surfaces to add strength
literacy	the ability to read and write
magistrate	a court official who hears cases in the lowest court in the legal system
mandate	a command or order from a superior power
mercenary	soldier who fights for money rather than for ideals or patriotism
mutton	the flesh of a mature sheep used as food
occupation	invasion, conquest, and control of a nation or territory by foreign armed forces
piety	religious devotion
porter	a person who carries luggage and heavy loads
propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view
reconnaissance	a search made to gain military information
rickshaw	a small two-wheeled vehicle pulled by a man
siege	capturing a protected place by surrounding it and cutting off supplies
sinew	the tissue that binds bones and muscle together
steppe	a vast plain without trees
tribute	a tax or regular payment given to ensure protection or peace
ward	a district in a city or town

5.12.3 Reflection

Revisit the inquiry question posed in the Overview:

The Mongol Empire stretched from Europe to the Pacific Ocean. What allowed them to spread their influence so widely, and what impact did they have on the world around them?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10692)
 - Reflection (ewbk-10694)
 - Crossword (ewbk-10695)
-  **Interactivity** Mongol expansion crossword (int-7589)

5.12 Review exercise

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Multiple choice

1. It was said that the Mongols could live in the saddle for up to how many days?
 - A. Three
 - B. Five
 - C. Seven
 - D. Ten
2. Who was Temujin raised by?
 - A. His father
 - B. His mother
 - C. Both his mother and father
 - D. A neighbouring clan after he was orphaned
3. What roles were Mongol women tasked with? Select all that apply.
 - A. Herding and milking all the livestock
 - B. Arranging marriages within clans
 - C. Rearing the children
 - D. Cooking and sewing animal skins into warm winter clothing.
4. Kublai Khan divided China into four different groups. Which of these groups suffered the most under the Yuan dynasty? Select all that apply.
 - A. Southern Chinese
 - B. Northern Chinese
 - C. Non-Chinese allies and mercenaries
 - D. Mongols
5. Which of these was *not* an invention that originated during the Song dynasty?
 - A. The wheelbarrow
 - B. The clock
 - C. The compass
 - D. Paper money
6. The Mongol warrior code was known as
 - A. Yaza.
 - B. Yassa.
 - C. Yama.
 - D. Yada.
7. Which of the following is not true about the Mongol homelands?
 - A. The climate was harsh.
 - B. It was too cold and dry to grow crops.
 - C. The people lived in small cities.
 - D. The best way to survive was by being nomadic.

8. Why did the Chinese regard the Mongols as ‘barbarians’?
- A. The Mongols led poor and simple lives.
 - B. The Mongols ate mutton, which the Chinese hated.
 - C. The Mongols spoke a different language.
 - D. The Mongol women had much more freedom.
9. Who was at the bottom of the social hierarchy in Yuan China?
- A. Mongols
 - B. Northern Chinese
 - C. Southern Chinese
 - D. Non-Chinese allies
10. The Mongols were accepting of which of the following faiths? Select all that apply.
- A. Shinto
 - B. Daoism
 - C. Buddhism
 - D. Christianity

Short answers

Communicating

11. **Describe** what life was like in China before the Mongol invasion.
12. **Explain** why Genghis Khan’s army was so effective.
13. **Identify** what the cultural achievements of the Mongol Empire were.
14. **Summarise** the role of the Mongols in making connections between Europe and Asia.
15. **Outline** the reasons for the decline of the Mongol Empire.

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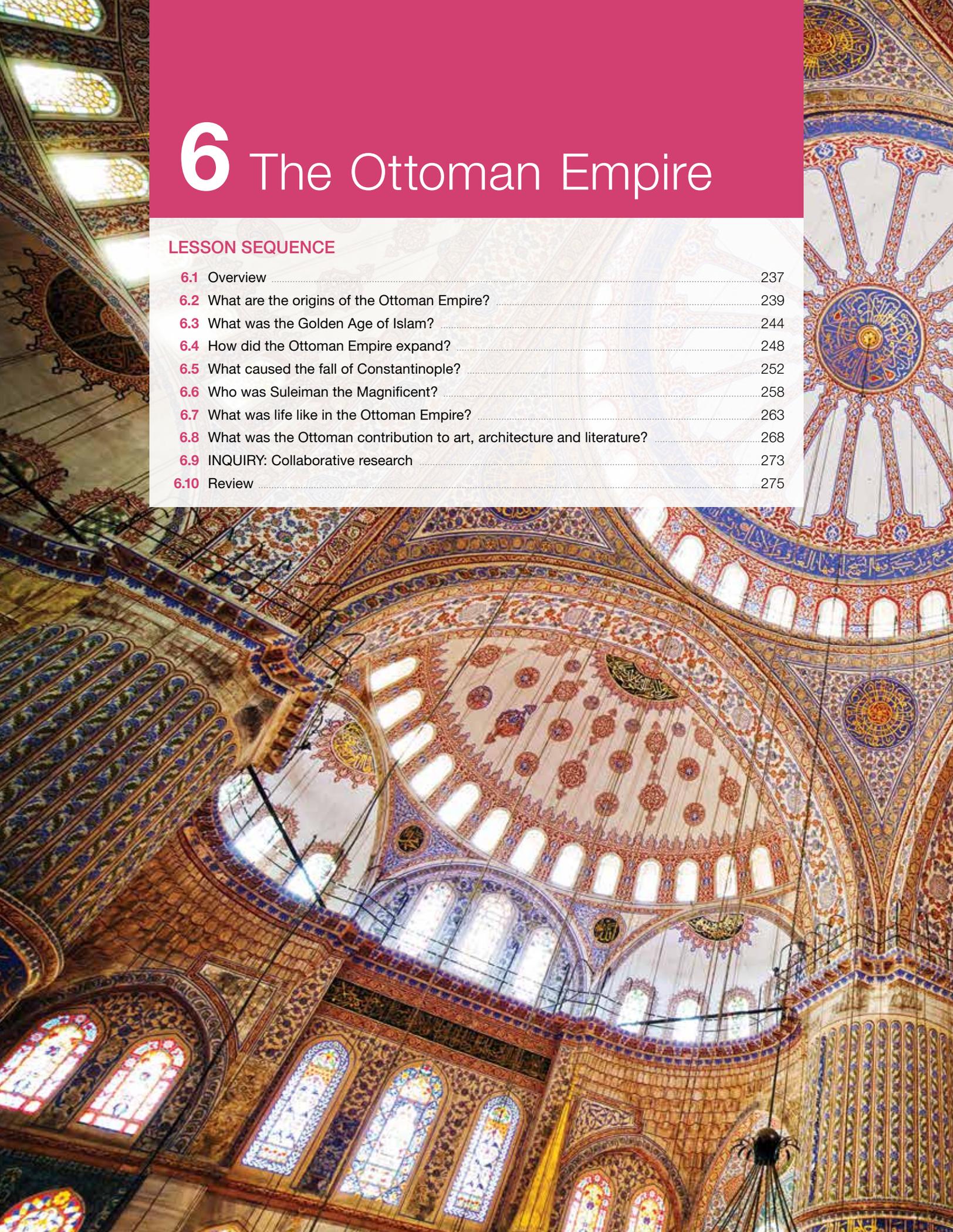
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6 The Ottoman Empire

LESSON SEQUENCE

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LESSON

6.1 Overview

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What factors influenced the development of the Ottoman Empire's march into Europe?

6.1.1 Introduction

Every year, thousands of Australians travel to Gallipoli in Türkiye (formerly known as Turkey) to commemorate the landing there of the Anzac troops in 1915 during World War I. While visiting Gallipoli, many travel around Türkiye. When they do this, they are travelling through the lands of what was one of the world's great empires — the Ottoman Empire. This empire began in the thirteenth century, and it was against the Ottoman Empire that Australian troops fought at Gallipoli.

The Ottoman Empire lasted for more than 600 years and had a huge impact on the modern world. In this topic you will learn about the Ottoman Empire and its dominant religion, Islam. This empire played an important role in shaping history and left a significant legacy.

SOURCE 1 The Sultan's Hall in the Topkapi Palace



on Resources



eWorkbook

Customisable worksheets for this topic (ewbk-10696)



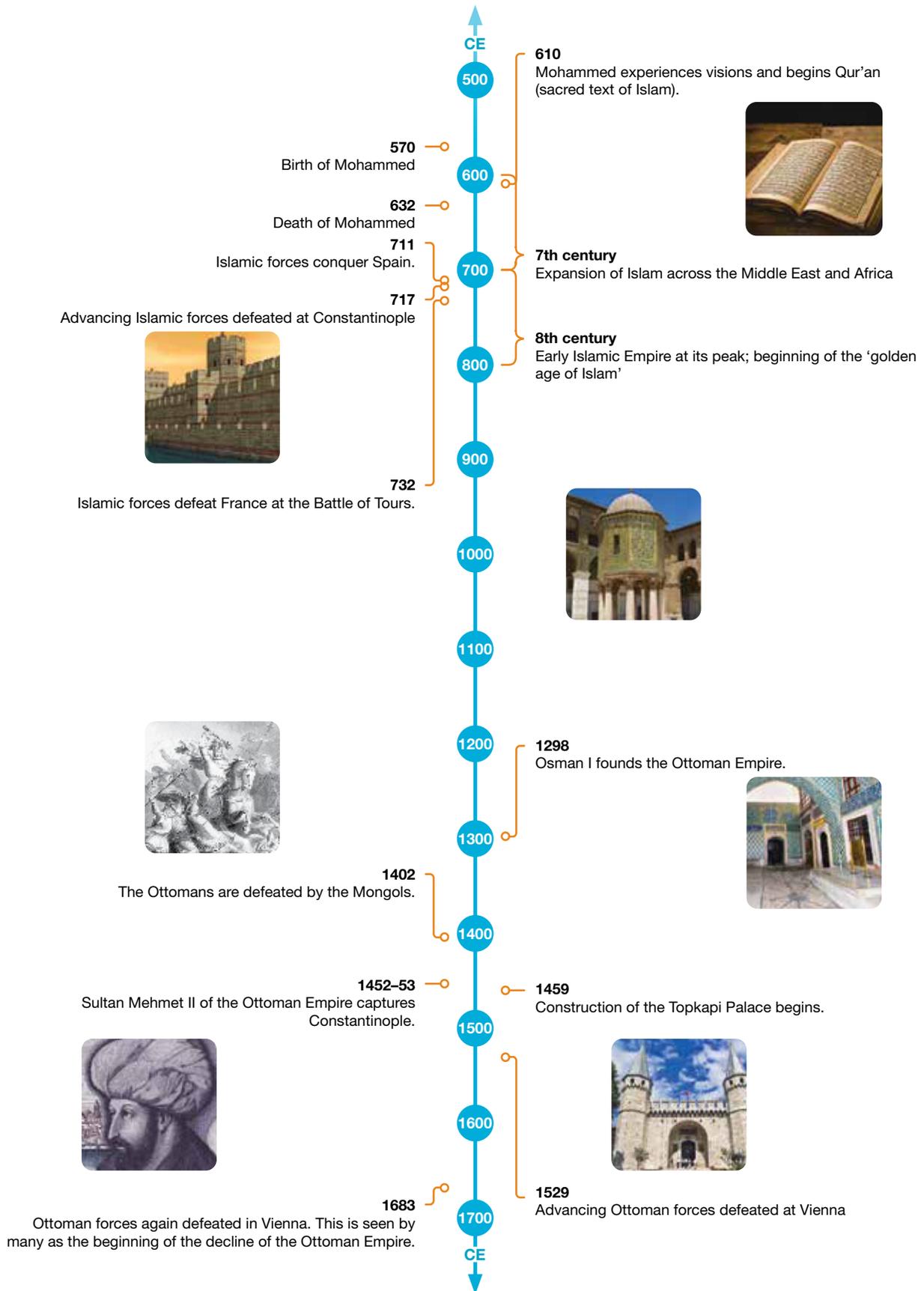
Video eLesson

The Ottoman Empire (c. 790–1066) (eles-1825)



int-4281

SOURCE 2 A timeline of the Ottoman Empire



LESSON

6.2 What are the origins of the Ottoman Empire?

LEARNING INTENTION

By the end of this lesson you should be able to provide a historical context for a discussion of the Ottoman Empire.

TUNE IN

Our investigation of the Ottoman Empire actually begins with the origins of the Islamic religion.

Either by yourself or with a partner, create a brainstorm that lists what you already know about Islam, including important people, places and customs.

Alternatively, you could create a list of things you would like to learn about Islam.

SOURCE 1 The Ottoman Empire was greatly influenced by its main religion, Islam.



6.2.1 Mohammed, the prophet

Before we can learn about the achievements and influence of the Ottoman Empire, we first need to understand how this incredible civilisation came to be. In many ways, the rise of the Ottoman Empire can be linked directly to the increase in popularity of its main religion, Islam. In turn, the beginning of Islam with its current teachings can be traced to one man — Mohammed. Mohammed founded the religion and is believed by Muslims to be the prophet who communicates the will of God to all people.

SOURCE 2 A map of the world of Islam in 750 CE



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

The name Mohammed, when taking into account the 14 varieties of its spelling, is believed to be the most common name in the world.

Mohammed was born in approximately 570 CE in the town of Mecca. As a young man, Mohammed worked for a widow named Khadija. Mohammed was placed in charge of a camel caravan that carried goods from Mecca to Damascus. Khadija was so impressed by Mohammed that, despite being 15 years older than him, she proposed to him when he was 25 and they were married.

During this time, trade in the Arabian Peninsula was changing. Rather than trading in just basic necessities, merchants traded in luxury goods such as incense, spices and silks. A few people became very rich through this trade. However, they tended to neglect traditional family responsibilities.

Through their involvement in trade, the Arabians came into frequent contact with Christians and Jews. Mohammed saw the contrast between the practices of these religions, particularly their belief in one god (monotheism), and the practices in Mecca, where people worshipped many gods (polytheism) and made sacrifices to idols.

As per the teachings of Islam, Mohammed started to receive **revelations** from God. Once collected in written form, these revelations become known as the Qur'an (or Koran), the Islamic sacred text.

revelation a communication or message from God

Mohammed began to preach to the people of Mecca. Instead of worshipping many idols, he asked them to worship the 'one true God', known in Arabic as Allah. *Islam* means 'submission' to the will of Allah. Although the message was originally conveyed to the Arabic people, it was a universal message and Mohammed became a prophet of all mankind.

SOURCE 3 A sixteenth-century illustration of the Prophet Mohammed splitting the moon; the crescent moon is a symbol of Islam. It is claimed he performed this miracle to prove he was the true Prophet of God. Note that Mohammed's face is covered, as Islamic teachings prevent any images of his face being shown.

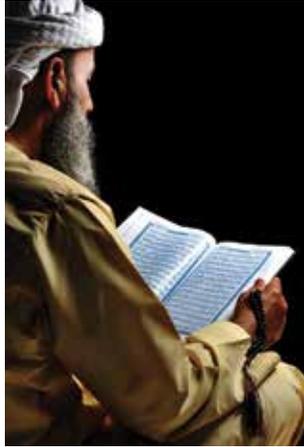
6.2.2 Mohammed in exile

Many people in Mecca came to accept Mohammed's teachings, and a community of Muslims developed. However, other groups felt threatened by these teachings. Rich merchants were worried about the impact of this new religion on their power and influence. Followers of other religions were also concerned about the future of their faiths.

For some time, Mohammed displayed patience and resisted the opposition of these critics, but after the death of his uncle and then his wife, Khadija, Mohammed moved north to Medina in 622 CE to escape persecution. This migration, or *Hijrah*, marks the beginning of the Muslim calendar. Mohammed eventually returned to Mecca in 630 CE and set about turning the city into the religious centre of Islam. However, only two years later, Mohammed died.



SOURCE 4 A Muslim man reads the Qur'an in the al-Aqsa Mosque, Jerusalem.



SOURCE 5 A modern view of the Quba Mosque, Medina. It is believed that, while in exile, Mohammed laid the first stones of the religious centre.



6.2.3 The spread of Islam

SOURCE 6 Some important events in the spread of Islam

Year (CE)	Event
632	Arabia conquered
635	Syria and Palestine conquered
637	Persia (Iran) and western India conquered
638	Jerusalem conquered
639	Egypt conquered
680	North Africa conquered
711	Spain conquered
717	Defeat at Constantinople
732	Defeat in France

A large range of religious, military, economic, political and social factors contributed to the expansion of Islam:

- Islam was warmly welcomed across Africa because the Arabs were seen to be more like the Africans than previous rulers.
- The two powers most able to resist the spread of Islam, the Byzantine and Persian empires, had both been weakened by centuries of warfare.
- Muslim missionaries were very persuasive and successful in converting people and rulers. The converts were impressed by the zeal of the Muslims, who believed they were inspired by the will of Allah.
- Muslim traders established strong relationships with their neighbours built on trust and honesty, which spread the word of Allah.
- The leader of the Muslim world, the **caliph**, was both a spiritual and a political leader. This increased his prestige and authority and made him very difficult to challenge. Many of the early caliphs were very capable rulers.
- Using camels as cavalry meant that Muslim forces could travel long distances through difficult terrain, often allowing them to attack with little or no warning.

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

- The word *Islam* means to ‘submit’. By submitting to Allah, the Arabic people became a more disciplined and inspired group. This showed in their lives and military victories.
- Conquered peoples were allowed to keep their own religion and were usually only required to pay extra tax. This kept local populations content, so resources were not needed to control societies and maintain law and order.

SOURCE 7 A map showing the spread of Islam by 750 CE. The Byzantine Empire was an Orthodox Christian empire.



Source: Map drawn by Spatial Vision.

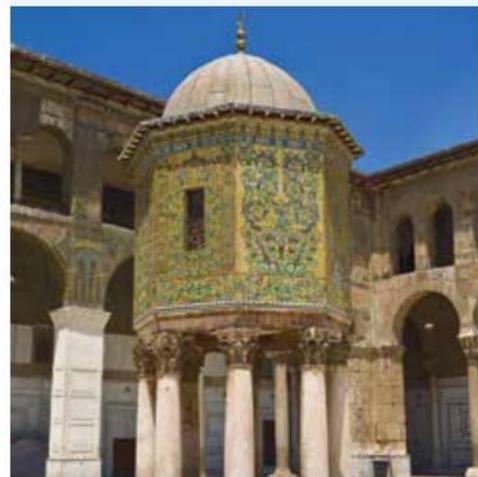
Political divisions emerge

The first four caliphs are known as the ‘Rightly Guided Caliphs’. But, with the assassination of Caliph Ali in 661 CE, divisions began to emerge.

One denomination, the Sunnis, believed that the caliph was the keeper of the faith set out by Mohammed and could not alter it. They believed the caliph could be chosen and any heirs of the first four caliphs could rightly be called the caliph.

However, the other denomination, the Shi’ites, believed only blood relatives and descendants of Mohammed and the fourth caliph, Ali, could be called the caliph. The Shi’ites rejected the legitimacy of the first three caliphs.

SOURCE 8 The Great Mosque in Damascus, built by Caliph al-Walid in 706 CE



6.2 SKILL ACTIVITY: Using historical sources

1. Copy and complete the table below to **identify** the historical sources presented in this lesson.

Source	Primary or Secondary	Justification

2. **Determine** whether they are primary or secondary sources.

3. **Justify** your decision for each.

6.2 Exercise

learnon

6.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 6

■ LEVEL 2

3, 5, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. Mohammed was born in **Damascus / Jerusalem / Medina / Mecca**.
2. What event in Mohammed's life formed the basis of the Qur'an?
 - A. His time as a trader
 - B. His time in exile
 - C. Revelations directly from God
 - D. Revelations during his travels from Mecca to Damascus
3. **Explain** how Mohammed first came into contact with Jews and Christians.
4. **Polytheism / Monotheism** is the belief that there is only one God, whereas **polytheism / monotheism** contends that there are many divine beings.
5. **Explain** the event that marks the beginning of the Muslim calendar.

Apply your understanding

Using historical sources

6. Study the map in **SOURCE 2**. **Identify** the major powers in the Mediterranean region in 750 CE.
7. **Examine SOURCE 5**. **Describe** the layout of the mosque as shown in the photograph. What do you think the open area in the centre of the mosque is used for?
8. Using information from **SOURCES 2** and **7**, **describe** the speed and extent of the spread of Islam during the seventh and eighth centuries. Include a description of how you believe Islam moved from one country to another as it spread through the Middle East, Africa and Europe.

Communicating

9. **Create** a timeline using the events shown in **SOURCE 6**.
10. **Evaluate** the importance of trade in the rise of the Islamic Empire.

LESSON

6.3 What was the Golden Age of Islam?

LEARNING INTENTION

By the end of this lesson you should be able to understand the academic achievements of the Golden Age of Islam.

TUNE IN

Imagine you are an archaeologist and you come across a mysterious artefact that has been buried for centuries.

You have no idea what this mystery object is and need to use your historical insight and powers of observation to determine what it is and what it was used for. **SOURCE 1** is an example of one such mystery object.

Write a description of the object and try to determine its function.

SOURCE 1 A mysterious object that has been buried for centuries



6.3.1 The quest for knowledge

From its beginning, the Islamic Empire turned its mind and creative energies towards the study of the world in which we live. Developments in the arts, philosophy, science, medicine and mathematics led many to refer to this time as the Golden Age of Islam. Islam drew on the knowledge of the Greeks and Romans in the west and from India and China in the east to make important contributions to human knowledge, the legacies of which we still see in contemporary society.

Education

One of the main reasons for the achievements of the Islamic people was their love of learning and their focus on education. The Islamic world built many universities where law, languages, mathematics, science and medicine were studied. Great works of literature were written, such as *One Thousand and One Nights*, which includes the famous stories of Ali Baba and Sinbad the Sailor. Perhaps the highest point of Islamic learning came in 832 CE when the House of Wisdom (*Bayt al-Hikma* in Arabic) was established in Baghdad as a collection of global knowledge. It was one of the great libraries of history until it was destroyed by Mongol invaders in 1256.

SOURCE 2 Some sayings of the Prophet Mohammed that encouraged learning

He who pursues the road of knowledge Allah will direct to the road of Paradise . . . The brightness of a learned man compared to that of a mere worshiper is like that of a full moon compared to all the stars . . . Obtain knowledge; its possessor can distinguish right from wrong; it shows the way to Heaven; it befriends us in the desert and in solitude, and when we are friendless; it is our guide to happiness; it gives us strength in misery; it is an ornament to friends, protection against enemies . . . The scholar's ink is holier than the martyr's blood . . . Seeking knowledge is required of every Muslim . . .

Medicine

Islamic scholars studied the works of the Greeks and Romans as the basis for their medical knowledge. Some of the main medical texts that were used until recently were written by Muslims during this time. Al-Rhazi was one of the great Islamic doctors. He lived from 865 to 925 CE and studied medicine at Baghdad University. He was later put in charge of the hospital in Baghdad. Al-Rhazi wrote more than 100 books on medicine, including the medical encyclopaedia *al-Hawi*. In it, he recorded the opinions of Greek, Syrian, Hindu and Persian writers on how to treat various conditions. He then added his opinions. This inclusivity shows that he and other Islamic doctors had open minds about medicine — something that was not reflected by some other cultures of the time.

Astronomy and geography

Inspired by earlier works, Arabic scientists were fascinated by the stars and the planets. In 771 CE, the caliph of Baghdad built an observatory to study the stars. By learning more about the stars, Islamic scientists could develop charts that helped their sailors navigate and enabled their traders to travel more quickly by sea.

Mathematics

The development of the Arabic numeral system (see **SOURCE 3**) enabled Islamic mathematicians to make more complex mathematical discoveries.

Great advances were made in the use of algebra and trigonometry. One of the most famous mathematicians was Mohammed ibn Musa al-Khwarizmi (c. 780–850 CE) (see **SOURCE 4**), who wrote a famous text on algebra and geometry. As well as advancing mathematics, these writings were important to developments in navigation and sea travel.

SOURCE 3 A table of various number systems

Roman	Arabic	Western
	.	0
I	١	1
II	٢	2
III	٣	3
IV	٤	4
V	٥	5
VI	٦	6
VII	٧	7
VIII	٨	8
IX	٩	9
X	١٠	10
XI	١١	11
XII	١٢	12
XV	١٥	15
XX	٢٠	20
L	٥٠	50
C	١٠٠	100

SOURCE 4 Al-Khwarizmi, depicted in this nineteenth-century woodcut, was a famous Islamic mathematician and astronomer.



DID YOU KNOW?

The mathematical term 'algebra' comes from the Arabic word *al-jabr* (try saying it out loud), meaning 'restoration'. Algebra was widely used by Muslim mathematicians.

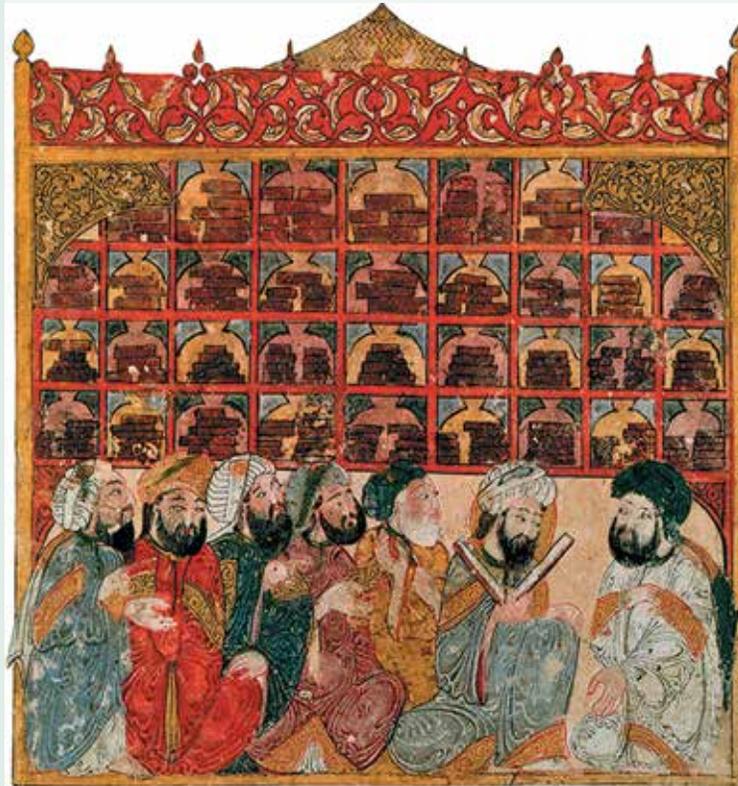
SkillBuilders to support skill development

- 1.8 Evaluating Ottoman Empire sources

6.3 SKILL ACTIVITY: Using historical sources

Refer to **SOURCE 5**, an image depicting the famed House of Wisdom. The caption of this source claims that the image shows a teacher instructing students in the House of Wisdom, but how do we know that this is the correct interpretation of the image?

SOURCE 5 A thirteenth-century illustration showing a teacher instructing students in the House of Wisdom. Note the stacks of books in the background.



When we analyse historical sources, particularly paintings and illustrations, historians make educated assumptions based on the information that can be identified. Historians also rely on secondary sources, which explain and attempt to interpret the primary source. However, as logical as these assumptions may be, the fact remains that our assumptions and interpretations may not always be accurate.

Taking this into consideration, answer the following questions about **SOURCE 5**.

1. **Identify** the evidence in **SOURCE 5** that suggests that it *does* depict a teacher and students in the House of Wisdom.
2. **Propose** another explanation of what is happening in this image. Provide evidence for your explanation.

6.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 7, 9

■ LEVEL 3

6, 8, 10

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- Receive immediate feedback
- Access sample responses
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Check your understanding

- Islamic scholars studied the works of which two societies as the basis for their medical knowledge?
 - Egyptian
 - Roman
 - Chinese
 - Greek
 - American
- What was built in 771 CE by the caliph of Baghdad?
 - A hospital
 - A school
 - An observatory
 - A university
 - A library
- Explain** why the term 'the Golden Age of Islam' was used for this period.
- State** the years that the House of Wisdom was established and then destroyed.
- The development of the Arabic **medical / numerical** system enabled Islamic mathematicians to make more complex discoveries. One of the most famous mathematicians was **Musa al-Khwarizmi / Al-Rhazi**.

Apply your understanding

Using historical sources

- Read **SOURCE 2**. **Explain** which of these sayings you believe gives the best reason for why you should study and learn.
- Study **SOURCE 3**. Do you think the Western number system is a closer match to the Roman or Arabic system? **Justify** your response.
- Examine SOURCE 4**. From the evidence presented, **identify** what conclusions can be drawn about the Islamic interest in astronomy.

Communicating

- List** four civilisations that influenced Islamic science.
- Evaluate** the following statement: 'The House of Wisdom was the most significant academic legacy of the Ottoman Empire.'

LESSON

6.4 How did the Ottoman Empire expand?

LEARNING INTENTION

By the end of this lesson you should be able to track the early expansion of the Ottoman Empire and examine the key achievements of early rulers.

TUNE IN

Empires have appeared in many forms throughout history. The empires we see in the modern world differ significantly to those that existed in past. However, the reach and power of modern empires is stronger than their historical counterparts.

SOURCE 1 Do you think we have any modern empires?



1. Can you think of a modern example of an empire? (*Hint: Try not to think of empires in terms of one country controlling other countries, but instead think of different ways you may see 'empires' in modern society*). List as many examples as you can.
2. Do you believe we will ever return to the Age of Empires? Discuss your responses as a class or with a partner.

6.4.1 The battle for power in the Middle East

About 1200 CE, the Middle East was made up of a series of states competing for dominance. The major powers of Persia and Byzantium were being affected by a variety of new forces. To understand the success of the Ottomans in dominating this area, it is important to look at both of these older powers, as well as some of the forces that helped to destabilise the region.

In the fourth century, the Roman Empire was divided in half and Constantinople became the capital of the Eastern Empire. This empire was known as the Byzantine Empire (from Byzantium, the old name for Constantinople). Based in modern-day Iran, the Persian Empire had existed in various forms for over a thousand years. A series of wars between these two empires significantly weakened both of their armies and left them vulnerable to outside forces.

The situation in the region was changing, driven by a number of factors. The spread of Islam and its impact on the Middle East has already been examined. Other factors included:

- *Venetians*. Venice is an island city in the north-east of Italy. A flourishing trade was developing between China and India in the east and western Europe. Due to the city's importance on this trade route, Venice found itself under constant threat of foreign invasion.

SOURCE 2 A map of major trade routes in the Middle East around 1200 CE



Source: Map drawn by Spatial Vision.

- **Crusaders.** The Crusades were a series of wars initiated by the European Christian Church, who wanted to reclaim holy lands taken by the Islamic Empire. Pope Urban II called for support by citing violent acts committed by some Muslim groups. Soldiers in France and Germany responded to Pope Urban's call and left to help defend Constantinople and reclaim other territories. As well as fighting to take the Holy Land from the Muslims, the Crusaders took the opportunity to attack Jews and Orthodox Christians.

DISCUSS

As a class, discuss the impact of the Crusades on the Ottoman Empire. You may need to undertake some additional research to help with the discussion.

6.4.2 The expansion begins

The Ottoman Empire was founded by the Seljuk Turk Osman I, who ruled from 1298 to 1326. The word 'Ottoman' was based on a European form of his name. Due to the lack of primary sources surviving from this time, little is known about Osman I. The only information we have about Osman's reign are secondary sources written several hundred years after his death. What we do know is that Osman I was the first ruler to implement a plan of expansion, because he recognised that the Byzantine Empire had begun to show signs of weakness. Osman I began his conquest on a local scale, slowly taking control of neighbouring **beyliks**. Osman I extended his rule in all directions, but it was his movement into north-west Anatolia (what we now call Türkiye) that proved the most significant. At the Siege of Bursa, Osman I succeeded in capturing the city previously controlled by the

beylik a small territory in Anatolia

Byzantines. This was the first Ottoman victory against a rival empire and, although Osman I died shortly after this victory, the siege became a turning point in Ottoman history.

Osman I was succeeded by his son Orhan, who continued to develop the Ottoman Empire. Orhan spent time improving the organisation of his military and set his sights on the next major target of Ottoman expansion, the city of Nicaea. Initially settled by the Greeks, Nicaea has a colourful history and was involved in one of the first battles of the crusades. Centuries later, it had become a key strategic outpost of the Byzantine Empire because it protected a route to Constantinople.

Osman I first laid siege to Nicaea but had been unable to take the city during his reign. After years of slow progress, Orhan finally took Nicaea and then the nearby city of Nicomedia, which strengthened the Ottoman grip on north-west Anatolia. Orhan was also able to expand to the west, capturing Karesi and gaining important access to the Dardanelles Strait. After his expansion, Orhan oversaw a period of consolidation, during which he again strengthened his military position and planned further conquests.

Expansion into Europe

The next significant expansion of the Ottoman Empire was achieved by Orhan's successor, Murad I. Using the newly acquired access to the Dardanelles, Murad I was able to bypass Constantinople and launch a campaign into the Balkans. This move was extremely significant from a strategic perspective because it isolated Constantinople from the rest of the Byzantine Empire.

Murad I used a combination of strategies to establish control of this area, including combat, diplomacy and the use of politically motivated marriages. This last technique was particularly useful to gain the loyalty of local communities and rulers. With a strengthened army in the north-west of Anatolia and a new stronghold in Europe, the stage was finally set for the greatest conquest of the Ottoman Empire to this point, the final bastion of the Byzantines — Constantinople.

SOURCE 3 A map of the Ottoman Empire in 1400, showing some of the major battles



Source: Spatial Vision

6.4 SKILL ACTIVITY: Questioning and researching

1. **Select** one of the battles mentioned in this lesson and **conduct research** to find more information about it.
2. Take notes to answer the following questions.
 - a. Who was the battle fought between?
 - b. Why was the battle fought?
 - c. What tactics were used in the battle?
 - d. Why was the victorious side able to win?
 - e. What was the significance of this battle?
3. Using your research notes, write a few paragraphs **describing** the battle in your own words. Your paragraphs can be structured using the questions above.

6.4 Exercise

learnon

6.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 5, 7

■ LEVEL 3

8, 9, 10

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- Access sample responses
- Track results and progress



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Check your understanding

1. Which two of the following were major powers in the Middle East during the Early Middle Ages?
 - A. Armenia
 - B. Persia
 - C. Byzantium
 - D. Arabia
 - E. Egypt
2. What was the capital of the Byzantine (Eastern Roman) Empire?
 - A. Damascus
 - B. Baghdad
 - C. Venice
 - D. Constantinople
3. The founder of the Ottoman Empire was **Osman I / Osman II / Orhan / Suleyman Pasha**.
4. **Explain** how Murah I contributed to the expansion of the Ottoman Empire.
5. There are three Ottoman rulers mentioned in this lesson. List these rulers and **describe** at least one of their respective accomplishments.

Apply your understanding

Using historical sources

6. Using **SOURCE 3**, **name** the two earliest Ottoman capitals and the date each city became the capital.
7. Place the following dates on a timeline and **match** them with an event examined in this lesson: 1298, 1326, 1354, 1389, 1393.
8. **Examine** the maps shown in **SOURCES 2** and **3**. **Describe** the connection between trade routes and the major battles discussed in this lesson.
9. As the influence of the Ottoman Empire continued to grow, **explain** what happened to the other major powers in this region.

Communicating

10. Several factors that assisted the spread of the Ottoman Empire are listed in this lesson. **Identify** and **explain** these factors with evidence from this lesson.

LESSON

6.5 What caused the fall of Constantinople?

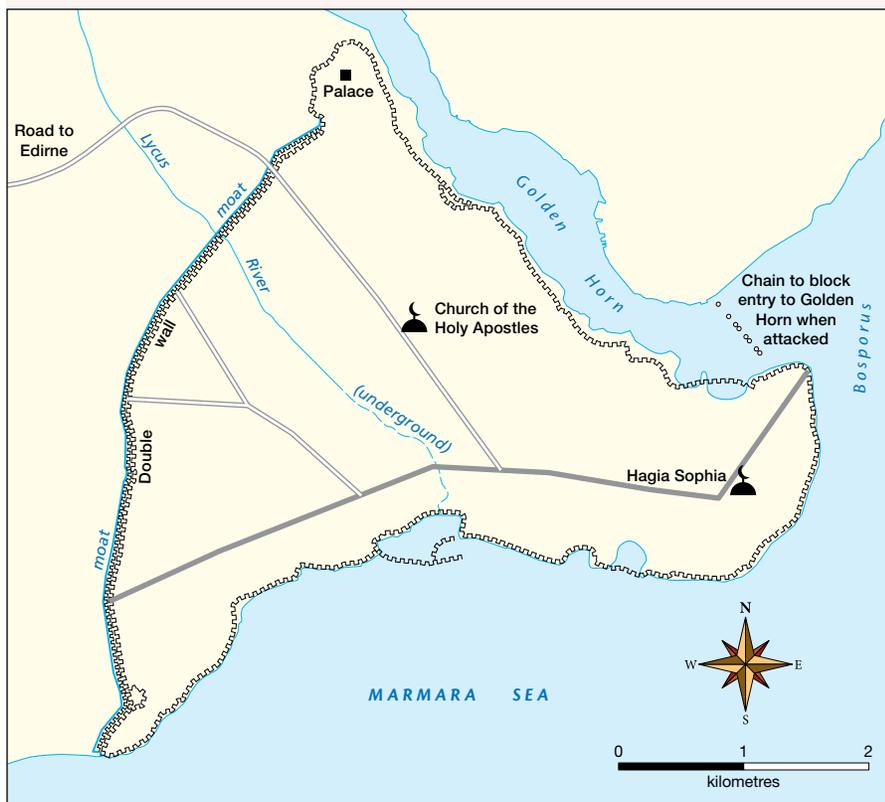
LEARNING INTENTION

By the end of this lesson you should be able to describe the technical and strategic aspects of the Siege of Constantinople.

TUNE IN

The rulers of Constantinople had built and maintained strong defences, which were constantly being improved and strengthened. **SOURCE 1** shows the major defences protecting the city.

SOURCE 1 A map of Constantinople showing its major defences



Source: Map drawn by Spatial Vision.

Study **SOURCE 1** and imagine you are planning to attack the city. Discuss some initial thoughts about how you might overcome the defences and consider why they have been placed where they are.

6.5.1 Defences at Constantinople

After a brief period of instability at the beginning of the fifteenth century, the influence and power of the Ottoman Empire continued to spread. By the time **Sultan** Mehmet II gained control in 1444, the Ottomans occupied much of eastern Europe, including the land around the Byzantine capital of Constantinople. The jewel of the Byzantine Empire, Constantinople had been controlled by the Byzantines for nearly thirteen

sultan the king or sovereign of an Islamic country

centuries. The city held strategic importance in the region and was also a symbol of Christianity in eastern Europe. For these reasons, it was a city that Mehmet II simply had to capture.

For more than a thousand years, the rulers of Constantinople had built and maintained strong defences. The famed walls of Constantinople were first constructed by Emperor Constantine the Great (see **SOURCE 2**). When rebuilding the city's initial fortifications, Constantine added more complex structures to the city's defences. These included towers at regular intervals and heavily protected gates and passages. Constantine the Great also increased the number, thickness and height of the original walls. On the seaward sides, steep cliffs and sea walls made access difficult. The Golden Horn (the strip of water north of Constantinople) could be closed off in times of attack by a heavy chain running from shore to shore. Subsequent emperors such as Theodosius II made further improvements to the fortifications of Constantinople, including a system of double walls.

SOURCE 2 The walls of Constantinople



While the walls of Constantinople had provided protection for a very long time, their effectiveness was diminished by the Ottoman army's use of cannons.

Gunpowder and use of the cannon had originated in China and were probably brought to the area by the Mongols. The Ottomans were quick to adopt them in warfare. They used one cannon in November 1452 to sink a Venetian ship sailing along the Bosphorus Strait, but for the attack on Constantinople, a larger cannon was needed and built. It was 8.4 metres long with a wall 20 centimetres thick. It could fire a cannonball of 600 kilograms a distance of 1.6 kilometres.

SOURCE 3 The Dardanelles Gun. This cannon, built in 1464, was cast in bronze and weighed 18.4 tonnes. It was built in two parts that could be screwed together using a large lever as a spanner.



DID YOU KNOW?

The Dardanelles Gun was still in use in 1807 when it was fired at British ships, killing 28 British sailors.

6.5.2 The siege

At the time of the Ottoman conquest, Constantinople was far from the once-great city it had been. Years of tension and hostility between Rome and the Byzantine capital had taken its toll on the city and its people. Constantinople had also never truly recovered from the social and economic impact of the Black Death. These factors left Constantinople vulnerable and the Ottomans planned on taking full advantage of the city's weakened state. Before the siege began, Mehmet II tried to tempt Constantine XI into surrendering. Mehmet offered freedom of religion as well as territory in Greece to the Byzantine Emperor, but the proud Constantine refused, plunging his city into war with the Ottomans.

SOURCE 4 Sultan Mehmet II gives his reasons for attacking Constantinople.

The ghaza [holy war] is our basic duty as it was in the case of our fathers. Constantinople, situated in the middle of our domains, protects our enemies and incites them against us. The conquest of the city is, therefore, essential to the future and the safety of the Ottoman state.

SOURCE 5 Candarli Halil, adviser to the sultan, warns Constantinople that Sultan Mehmet is more of a danger to them than the previous sultan.

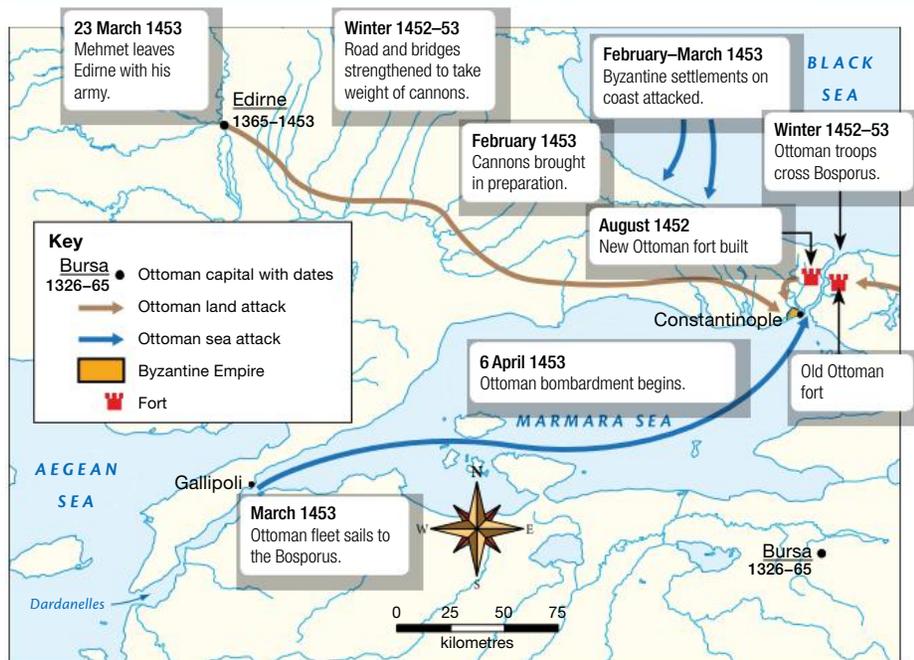
You stupid Greeks . . . I have known your cunning ways long enough. The late Sultan [Murad] was a tolerant and conscientious friend of yours. The present Sultan Mehmet is not of the same mind. If Constantinople eludes his bold and impetuous grasp it will only be because God continues to overlook your wicked and devious schemes.

During the siege, Mehmet's base was the Ottoman fortress of Rumeli Hisar on the western bank of the Bosphorus Strait. Though hastily constructed, this military centre enabled Mehmet to command his forces from a tactically strong position.

Over the winter of 1452/53, Constantinople prepared for a siege by reinforcing its walls and bringing in extra supplies of food, while Mehmet strengthened the roads between his capital of Edirne and Constantinople so that he could bring in his cannons to attack the walls of Constantinople. Mehmet positioned his naval fleet in both the Black and Marmara seas to isolate the Byzantines within their own city. On the ground, Mehmet used his Janissaries — elite and often brutal soldiers — to attack the walls of Constantinople.

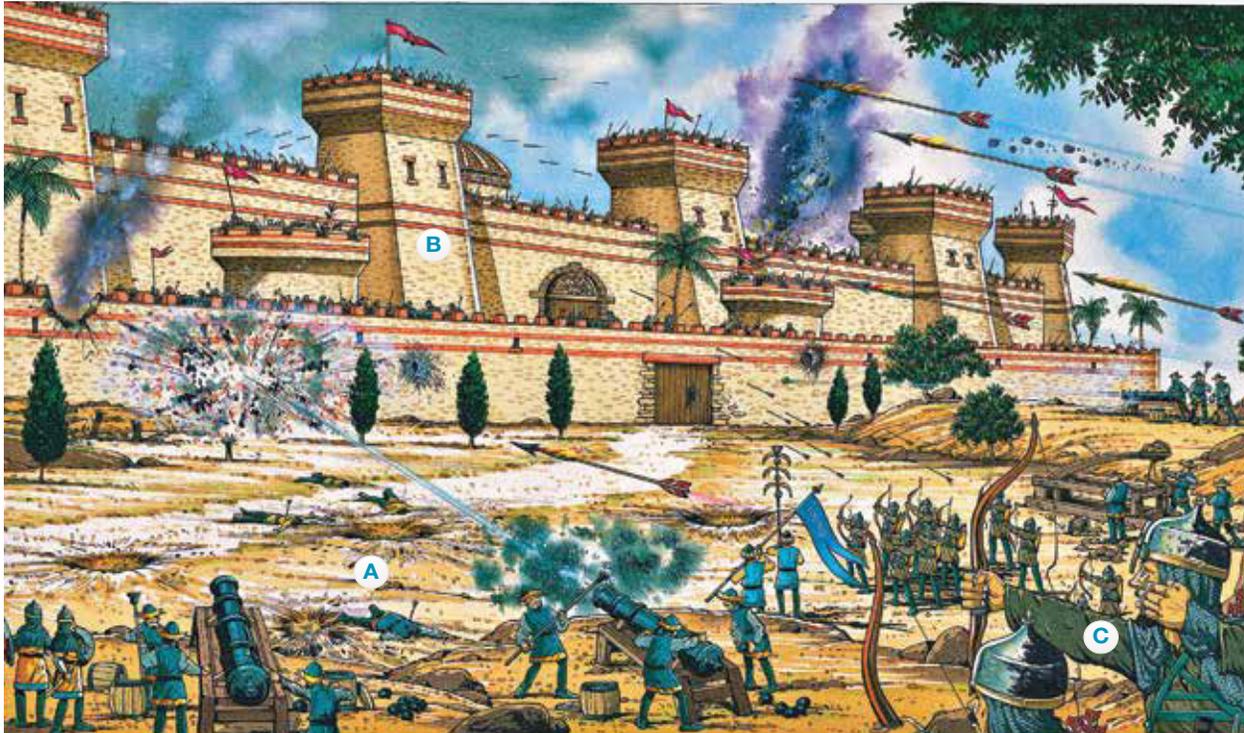
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SOURCE 6 Map showing preparations for the attack on Constantinople



Source: Map drawn by Spatial Vision.

SOURCE 7 A modern artist's impression of the attack on Constantinople



- A** Cannons could be fired only about eight times a day because they took so long to prepare.
- B** The attack on Constantinople lasted many weeks.
- C** Ottoman armour was made from interlocking rings of metal.

Ottoman attacks continued through April and early May but the defenders of Constantinople held out, despite being outnumbered by ten to one. Towards the end of May, the Ottomans heard rumours that a European relief army was approaching the city and Mehmet decided to launch a final attack. Cannons were brought closer to the walls and, on the night of 28–9 May, Ottoman ships were brought as close as possible to the sea walls. By early morning on 29 May, the walls had been breached and defences collapsed.

DID YOU KNOW?

The city of Constantinople eventually became known as Istanbul. Medieval travellers would sometimes use the phrase ‘εις τὴν Πόλιν’ [is tin polin], meaning ‘into the city’. However, this change didn’t come about until the late 1920s.

6.5.3 After the fall of Constantinople

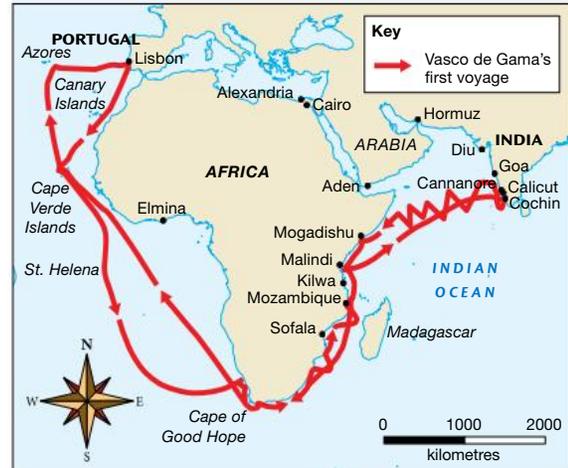
The fall of Constantinople was a significant event in medieval history. Not only does it mark the official end of the Eastern Roman Empire, but some historians see it as the end of the entire medieval period. Losing Constantinople was also a great blow for Christianity in Europe. The greatest symbol of this change was the conversion of the great Hagia Sophia church into a mosque. However, there were also several positive outcomes from the fall of Constantinople.

- *The Age of Exploration.* The Ottomans now controlled the major trade link between Europe and Asia. This forced European powers, including Spain and Portugal, to consider different methods of reaching the Far East. It is thought that the journeys of the great European explorers may have occurred because of this need.

- *The Renaissance.* The Islamic focus on academic pursuits (especially maths and science) is well documented. After the fall of Constantinople, Ottoman traders and scholars began to interact with their European counterparts more frequently. These interactions are thought to have directly influenced the development of the Renaissance in Europe.

SOURCES 8 and 9 show two different trade routes between Europe and the East. **SOURCE 8** shows the journey of famed Portuguese explorer Vasco de Gama, while **SOURCE 9** shows the Silk Road, which stretched from Istanbul to China.

SOURCE 8 Vasco de Gama's first voyage to India



Source: Based on <http://media.web.britannica.com/eb-media/21/144621-050-B67E1FE0.gif>

SOURCE 9 The Silk Road trade route



Source: Spatial Vision

6.5 SKILL ACTIVITY: Communicating

In a historian's perfect world, there would be an equal amount of information available about all people, groups, places and events. In a historian's perfect world, finding information would be as simple as using a search engine. Sadly, this is far from a historian's perfect world! It can often be extremely challenging to find historical information, especially about minority groups or smaller players in historical events. In this activity, you will investigate one such group, which existed during the Ottoman Empire — the Janissaries.

1. Conduct research to find out some facts on the Janissaries. Try to find information that:

- **explains** who the Janissaries were and when this group was established
- **explains** the role that the Janissaries played in the Ottoman Empire
- **discusses** what made the Janissaries unique in the Ottoman military and how they were encouraged to stay loyal to the Empire.

SOURCE 10 Who were the Janissaries?



2. **Summarise** the information in your own words. Make it brief and interesting to keep people's attention.
3. **Create** a fact sheet that will give another Year 8 student a useful description of the Janissaries and their role in the Ottoman Empire.

6.5 Exercise

learnon

6.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 6, 9

■ LEVEL 3

5, 7, 8, 10

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Check your understanding

1. Why was Constantinople so important to the Byzantines? **Select** all that apply.
 - A. It held strategic importance in the region.
 - B. It was at its social and economic peak.
 - C. It was a symbol of Christianity in Eastern Europe.
 - D. It had been controlled by the Byzantines for nearly thirteen centuries.
2. How did Sultan Mehmet II try to tempt Constantine XI into surrendering? **Select** all that apply.
 - A. Mehmet II offered ships for Constantine XI to leave in.
 - B. Mehmet II offered freedom of religion.
 - C. Mehmet II offered Constantine XI territory in Greece.
 - D. Mehmet II offered his own capital of Edirne.
3. Consider the attack on Constantinople.
 - a. **Identify** the Ottoman army's main weapon against the walls of Constantinople.
 - b. **Explain** how this technology made its way into Ottoman hands.
4. **Determine** whether the following statements are true or false.
 - a. Sultan Mehmet II was *not* tolerant of other religions.
 - b. Gunpowder and the use of the cannon were originally from China and brought to the Ottoman Empire by the Mongols.
 - c. The famed walls of Constantinople were first constructed by Emperor Theodosius II.
5. **Explain** how Islamic scholars could have influenced the development of the Renaissance.

Apply your understanding

Using historical sources

6. Carefully read **SOURCES 4** and **5**.
 - a. **Identify** the reasons Sultan Mehmet II gave for attacking Constantinople.
 - b. Candarli Halil warned the people of Constantinople that Sultan Mehmet II had quite a different attitude from that of his father, Murad. **Explain** what this different attitude was.
7. **Examine SOURCE 6**.
 - a. **Create** a timeline covering the period from August 1452 to May 1453 that shows the major stages in the Ottoman attack on Constantinople.
 - b. **Explain** the strategies Sultan Mehmet II used to isolate Constantinople from the rest of Europe.

Historical perspectives and interpretations

8. **Examine SOURCE 6**. Why do you think Constantinople was such an important city to control?
9. The Byzantines held Constantinople for more than a thousand years. **Explain** how the tactics used by Mehmet II differed to those used by other armies in the past.
10. 'The fall of Constantinople was the most significant event to occur during the reign of the Ottoman Empire.' **Evaluate** the accuracy of this statement.

LESSON

6.6 Who was Suleiman the Magnificent?

LEARNING INTENTION

By the end of this lesson you should be able to reflect on the achievements of Suleiman the Magnificent and compare his leadership strategies to other Ottoman rulers.

TUNE IN

Suleiman the Magnificent, Alexander the Great and the less impressive, Vasili the Cross-Eyed (a fifteenth century Russian ruler) — many leaders throughout history have used nicknames to represent their physical, philosophical or political characteristics.

For this activity, develop a nickname that *you* would use if you were the ruler of a country.

You'll need to first consider what kind of a ruler you would be, what your reputation would be like, what you would be known for and how you would want to be remembered.

SOURCE 1 Suleiman 'the Magnificent' is a nickname that suggests a lot about this leader



6.6.1 Extending the empire

The Ottoman Empire continued to expand following the conquest of Constantinople in 1453. Under Selim I (1512–20), the empire had almost doubled in size; it included the territories of Syria and Egypt, parts of Persia and the Islamic holy places of Medina and Mecca, as shown in **SOURCE 2**. Selim I claimed the title of caliph of the Islamic world. But it was Selim's son, Suleiman, who was to become one of the most famous rulers of the Ottoman Empire.

Suleiman became sultan in 1520 at the age of 29. Under his rule, the Ottoman Empire became the largest empire of the time and Suleiman was greatly respected and admired by the kings of Europe. A gifted poet and craftsman, Suleiman's rule saw great developments in art, literature and science, but it was for his military accomplishments that Suleiman is more well-known (see **SOURCE 2**). To the west, Suleiman pushed the Ottomans' territory further into Europe, toward the Christian strongholds of Belgrade and Vienna. To the east, he conquered Persia and to the south, the important port city of Aden. Suleiman's forces also captured significant territory in North Africa.

A significant campaign in the early years of Suleiman's rule was his attack on the island of Rhodes in 1522. The knights of the Order of St John, successors to the early Crusaders, had seized the island from the Byzantines in 1309. The knights had been a constant thorn in the side of the Ottomans, attacking ships and thwarting Suleiman's advances across the Mediterranean. After an exhausting five-month siege, Suleiman signed a truce with the knights that gave him control of the island. This victory was strategically crucial for Suleiman and his empire because the Ottomans could now use Rhodes as a base for further campaigns across the Mediterranean and North Africa.

SOURCE 2 A map showing the expansion of the empire under Selim I and Suleiman



Source: Map drawn by Spatial Vision.

Suleiman’s next target was eastern Europe. A series of successful campaigns gave him control of Serbia and Hungary. This brought Suleiman face to face with his long-time rivals, the Hapsburg Empire.

The Hapsburg dynasty was based in Austria but, through wars and marriage alliances, they controlled a large part of western Europe, including Spain, Portugal, Poland and Hungary, as well as sections of the Netherlands and Italy. Suleiman laid siege to Vienna, Austria, in 1529. After 19 days, sections of the walls had been pierced and some of the outer suburbs burned.

However, a long and costly siege followed and, ultimately, Suleiman withdrew his forces. Three years later, Suleiman launched another failed attempt at taking Vienna. This failure marked the end of the sultan’s period of empirical expansion and Suleiman instead focused on administering the territory he had already gained.

SOURCE 3 A statue of Suleiman the Magnificent in Istanbul, Türkiye



6.6.2 Life and law under Suleiman

In Türkiye, Suleiman is known as Sultan Suleiman el-Kununi — the Lawgiver — because he organised a large-scale rewriting of the legal code. This was necessary because the empire contained many new regions and different ways of life.

SOURCE 4 An inscription in which Suleiman describes his power, from M. Guboglu, *Palaeografia si diplomatica Turco-Osmana*, Bucarest, 1958, p. 167, facsimile no. 7, quoted in H. Inalcik, *The Ottoman Empire*, Phoenix Press, p. 41

I am God's slave and sultan of this world. By the grace of God I am head of Mohammed's community. God's might and Mohammed's miracles are my companions. I am Suleyman, in whose name the hutbe [religious sermon] is read in Mecca and Medina. In Baghdad I am the shah, in Byzantine realms the Caesar, and in Egypt the sultan; who sends his fleets to the seas of Europe, the Maghrib and India. I am the sultan who took the crown and throne of Hungary and granted them to a humble slave. The voivoda [governor] Petru raised his head in revolt, but my horse's hoofs ground him into the dust, and I conquered the land of Moldavia.

SOURCE 5 Portrait of Suleiman, attributed to the Venetian Renaissance painter Titian. There is no evidence that Titian ever met or saw Suleiman.



The challenges

The new legal system had to take into account the complex structure of the Ottoman Empire.

- Almost all of the empire, except parts of Africa, was mountainous. Communities were isolated from each other and had developed their own laws.
- There were many different lifestyles in the empire. Some Ottomans lived in great cities while others were nomads or merchants who travelled long distances.
- The empire was made up of people with many different faiths, including Christianity and Judaism. In some parts of the empire, Muslims were in the minority.

The solutions

When a new territory was captured, Ottoman officials tried to preserve as many of the local laws as possible, as long as these did not contradict the religious law or general legal principles of the empire. This strategy was incredibly progressive for a time when many other empires would simply enslave the people they conquered, forcing them to adopt new religions and customs. The system, known as a *millet*, essentially provided the conquered community a degree of **autonomy**. This practice reduced opposition to Ottoman rule, ensured laws suited local conditions and also made collecting taxes easier.

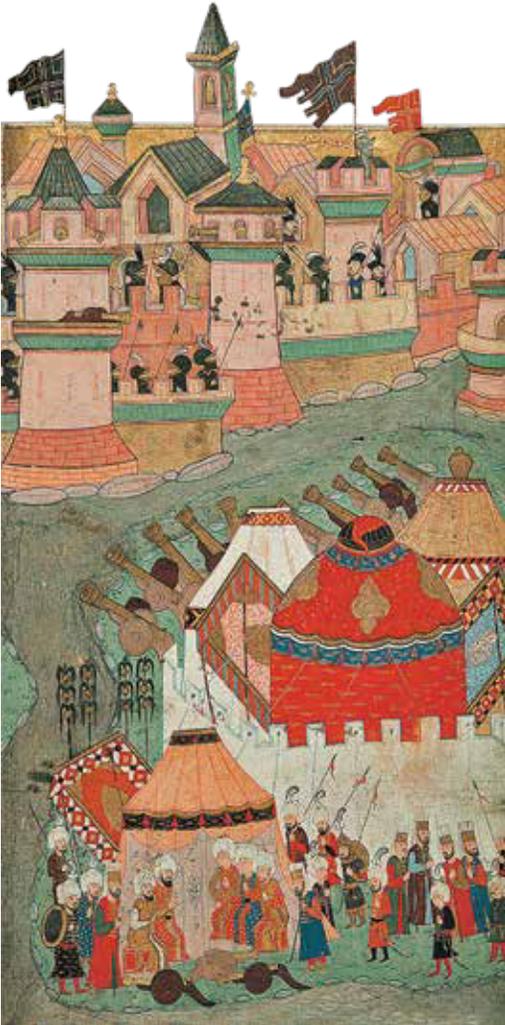
The timing of the first official millet remains debated by historians. Some historians believe that the practice was established during Suleiman's reign; others claim it existed previously, while a third group argue that the millet system developed later in the Ottoman period. Even if it wasn't an official millet, this strategy had a critical role in strengthening support for the Ottoman Empire.

autonomy the ability to self-govern

Christians and Jews

In Islamic belief, Jews and Christians were grouped with Muslims as ‘people of the book’; that is, people who shared the background of the Jewish bible with its narratives of Abraham, Moses and the Prophets. As the territory controlled by the sultans expanded, increasing numbers of Christians and Jews were living under Muslim rule. Although executions and forced conversions may have taken place occasionally, most people were generally left to practice their own religion under the millet system.

SOURCE 6 An Islamic painting from c. 1588 showing the army of Suleiman the Magnificent in front of Vienna



SOURCE 7 A sixteenth-century illustration showing an Ottoman Jew from Constantinople and an Arab merchant



6.6 SKILL ACTIVITY: Historical perspectives and interpretations

Suleiman the Magnificent is remembered for his diplomacy and creative policy reforms, especially when dealing with the beliefs and customs of conquered peoples. Through the millet system, Jews and Christians were allowed to keep practising their religions if they paid a tax to Suleiman.

In small groups, **discuss**:

- the purpose of the millet system, including its advantages and disadvantages.
- whether the millet system could work in a modern context. Identify and explore any possible positive and negative implications of such a system in modern society.
- whether it is necessary for all the citizens of a country to follow the same religion.

6.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 7, 8

■ LEVEL 3

6, 9, 10

These questions are even better in jacPLUS!

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



Find all this and MORE in jacPLUS 

Check your understanding

- When Suleiman came to revise the legal code, what three special features of the empire's structure did he have to take into account?
 - The demands of the people
 - The isolation of communities
 - Different lifestyles of communities
 - His popularity
 - Different religious faiths throughout the empire
- Determine** whether the following statements are true or false.
 - The Ottomans let local people keep their own laws wherever possible.
 - Suleiman successfully conquered Vienna and expanded the Ottoman Empire into Austria, Spain, Portugal, Poland and Italy, securing his place in history as one of the most successful conquerors of all time.
 - Suleiman became the sultan of the Ottoman Empire in 1520, expanding the empire to become the largest in the world at the time.
- Identify** the group that ruled over the island of Rhodes.
 - Explain** why Suleiman wanted these people removed.
- The main rivals to the Ottomans in Europe were the _____ Empire. They controlled territory in much of _____ Europe.
- Discuss** why you think people have chosen to describe Suleiman as 'the Magnificent' or as 'the Lawgiver'.

Apply your understanding

Using historical sources

- In **SOURCE 4**, **identify** what links Suleiman makes with earlier empires. What is he claiming for himself by doing this?

Historical perspectives and interpretations

- Examine SOURCE 5.**
 - Identify** what impression of Suleiman is presented in the painting.
 - Can this picture be trusted to give an accurate depiction of Suleiman? **Explain** why or why not.
 - If Titian did not actually see Suleiman, **identify** where he might have gathered the references from which to paint him.

Communicating

- SOURCE 6** is a representation of the Siege of Vienna.
 - Is it a primary or secondary source? **Justify** your response.
 - Describe** the military tactics used by both sides.
 - Explain** why you think Suleiman's attack on Vienna was unsuccessful.
 - Explain** how useful **SOURCE 6** is in providing evidence of the siege.
- Identify** and **explain** the ways in which the Ottoman Empire changed under Suleiman's command.
- Explain** what Suleiman hoped to achieve by granting religious freedom to the territories he conquered.

LESSON

6.7 What was life like in the Ottoman Empire?

LEARNING INTENTION

By the end of this lesson you should be able to describe what daily life would have been like for people living in the Ottoman Empire.

TUNE IN

Many history resources, including this one, contain chapters that discuss the daily lives of people who lived in different periods and in different societies throughout history. These chapters frequently talk about a society's socioeconomic characteristics, the status of women, children and education, music, food and fashion.

The question that you need to consider for this Tune In activity is simple — why? Why do we spend time investigating the daily life of historical societies? Why do we, as historians in the twenty-first century, need to understand what life was like for people during the Ottoman Empire?

Create a brainstorm that unpacks these starter questions or discuss the questions as a class or with a partner.

SOURCE 1 One of the highly decorated rooms in the **harem's** courtyard in the Topkapi Palace



6.7.1 Daily life

Life within the Ottoman Empire varied greatly between people, usually depending on a person's social and economic status. The empire included many Christian and Jewish, as well as Muslim, communities. Most of the population lived as peasants in small villages, and in the north-east there was a large nomadic population. As long as each community paid its taxes to the sultan, the communities were generally free to continue their own lifestyles.

Housing

Most homes in the towns were made of timber, although richer people might have had their bottom floor built with stone walls. Wooden houses meant fewer injuries during earthquakes, but also increased the danger of fire, especially as houses were built very close together and streets were very narrow.

Houses of the upper class usually had separate rooms for men and women. A space at the front, called the selamlık, was for men, and a space at the back, called the haremlık, was where women gathered. There were

SOURCE 2 A traditional-style Ottoman house in Antalya, Türkiye



no chairs in the rooms. Boxes around the wall served as seats when covered with cushions. For meals, food was placed on large trays on a low platform in the centre of the living room and people squatted around this. At night, some rooms could be converted to bedrooms.

Peasants' houses usually had only three rooms — one for sleeping, one for cooking and one as a sitting/dining room. The material they were built from depended on the material available locally, so they could be of timber, stone or mud brick.

Women and children in society

Clothing

Clothing styles and customs evolved significantly throughout the Ottoman Empire. During the rule of Suleiman the Magnificent, women would wear *salvar* (light, baggy trousers), a *golmek* (a long, thin undershirt that stretched down to the calf), a long *entari* (outer robe) and a *yelek* (vest). The material used for the *yelek*, as well as its design, often denoted the status of its wearer. When within their own homes, these garments would remain overcovered.

However, when women were in public or in the presence of males who were not of a close blood relation, they were to cover their clothes with another outer robe. Women also covered their hair and wore veils when in public, as per the teachings of Islam. The veil has a long history dating back to the era of Prophet Mohammad. The types of veils worn by Islamic women differ between and even within countries. Wearing of a veil was, and still is, seen as a sign of devotion and submission to God and to the teachings of Prophet Mohammad.

Marriage

Most marriages were arranged, but the wife retained control of any property she had. The husband's family provided a **dowry**. Half of this went to the wife to set up her home while the other half was retained to be given to her in the case of her husband divorcing her.

dowry a payment of money or goods as part of a marriage agreement

Divorce was easier for the husband — all he had to do was repeat three times, 'You are divorced'. If a woman wanted a divorce, she had to go to court, accompanied by two witnesses who would testify to her mistreatment or abandonment. In a few cases, Jewish and Christian women took their case for divorce to a Muslim court, which indicates they felt that Muslim women had more rights in this area.

Occupations

Women in the cities could be involved in trade by appointing a male agent to act on their behalf. In the villages, women would work on a farm or be employed in the textile industry. Children could also be involved in spinning and weaving. The earliest textiles were linen, and this was followed first by silk and then by cotton.

As in other cultures in the Middle Ages, most children were employed as early as possible. This could be on a farm, in textile production or as an apprentice to a craft or trade (see **SOURCE 3**).

SOURCE 3 This court case concerns a father who, in 1656, complained that his son had been employed against his will by the barber Yusuf. The father brought his case to a judge, called the qadi.

Master barber Yusuf, questioned on this matter, said that the boy joined his employ of his own free will and wishes to stay with his master and learn the trade. The boy was therefore summoned and questioned, and he too replied that he wishes to stay with his master in order to learn the barber's profession.

In view of these declarations the qadi informed the plaintiff [the father] that he is not to get custody of his son unless the son himself so wishes, since the boy is now a mature companion. He warned the plaintiff against trying to harm the defendant [the barber] or harass him.

Slavery

Like other civilisations at the time, slaves existed in the Ottoman Empire, but they had more opportunities and greater legal protection than many other slaves in the Middle Ages. While the Qur'an recognised slavery, it did recommend kindness to slaves and eventual liberation. Christians who had been captured and brought to work in the sultan's palace could eventually obtain high positions in the empire. The case of the Russian slave Roxana, who eventually became the legal wife of Suleiman the Magnificent, shows the possibilities available to some.

However, most slaves were women who worked as domestics. Their situation depended very much on the attitudes of the master and mistress of the house. If a domestic slave had a child by her master, the child was a free person. Slaves could also acquire their freedom when their masters died.

6.7.2 Trade and the marketplace

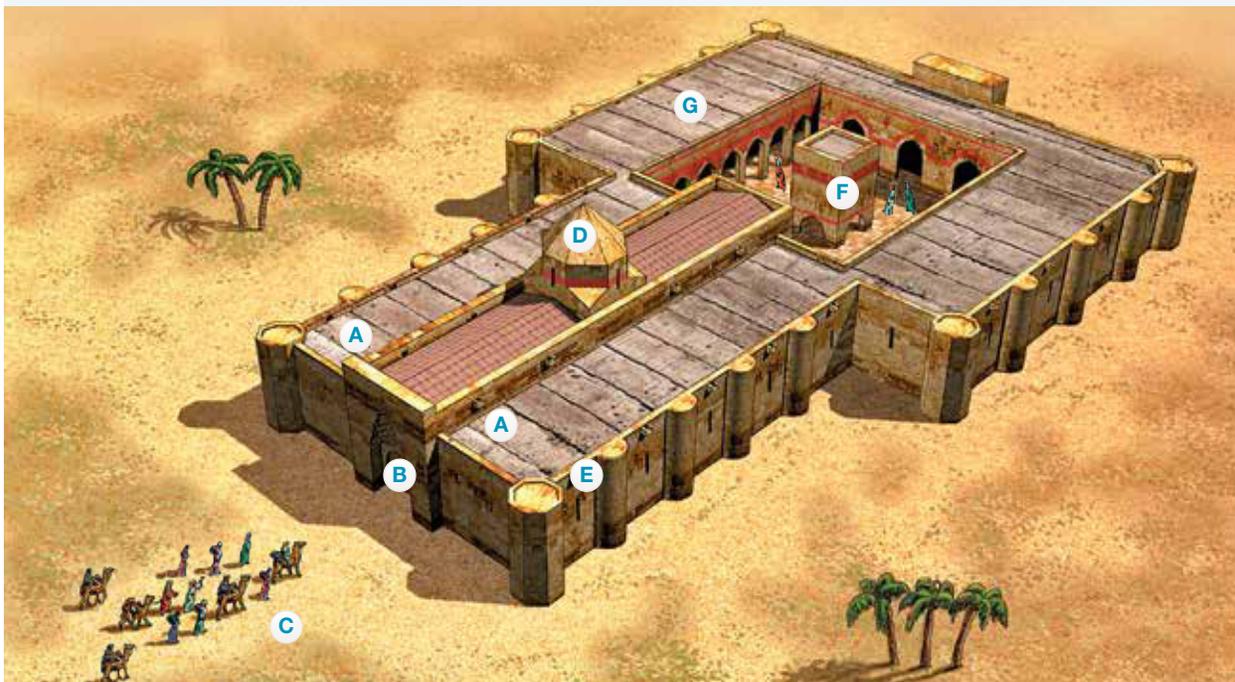
Trade

Trade was a large part of Islamic culture. Large caravans of camels carried goods long distances, often across difficult terrain such as deserts and mountains. Sultans organised the building of depots about 30 kilometres apart along these routes where the cameleers could rest from the long journey and be protected from thieves. These depots were called *caravanserais*. They were surrounded by strong walls and towers with a relatively small entrance. Each contained rooms for travellers to rest and, in the centre, there was a small mosque for the daily prayers.



int-4093

SOURCE 4 An artist's reconstruction of a *caravanserai*



- A** Winter quarters provided protection from cold weather.
- B** The narrow entrance gate protected against thieves.
- C** Camel caravans move in to rest for the night.
- D** Domes allowed light into the rooms. This idea was further developed in the domes for mosques.
- E** Gutters redirected water away from the building.
- F** Raised mosques were important for prayers, usually made five times a day.
- G** This accommodation was suitable for summer.

Bazaars

Once goods reached the major cities they were sold in bazaars (markets). The Kapali Carsi, or Covered Bazaar, in Istanbul is typical of these. Although it has undergone many changes due to earthquakes and fires, it has still preserved the same basic layout. It is located just one kilometre from the shore and at the start of the major road running east through the city.

As well as being a centre for trade, the bazaar also played an important role in bringing the local community together and became a place for meeting and socialising; a modern example is shown in **SOURCE 5**.

SOURCE 5 The Kapali Carsi in Istanbul



DID YOU KNOW?

The Kapali Carsi, which still operates today, contains more than 4000 shops. The largest shopping centre in Australia, Chadstone Shopping Centre in Melbourne, contains over 550 shops.

At the heart of a bazaar was the bedestan. This was a stone building with a domed roof. The bedestan had doors that could be locked at night; this ensured the safe storage of luxury goods such as precious metals, gems and silk.



aud-0441

SOURCE 6 An account of a bedestan in Bursa, written by Turkish traveller Evliya Efendi (1611–1682), from Joseph von Hammer's translation of *Narrative of travels on Europe, Asia and Africa in the Seventeenth Century* by Evliya Efendi, London, 1855, p. 12

The Bedestan is a large building with four iron gates secured with iron chains; its cupola is supported by strong columns. It contains three hundred shops in each of which merchants reside, who are as rich as the kings of Egypt. The market of the goldsmiths is outside the Bedestan, and separate from it; the shops are all of stone. There are also the markets of the tailors, cotton-beaters, cap makers, thread merchants, drapers, linen merchants, cable merchants, and that called the market of the bride, where essence of roses, musk, ambergris, etc are sold.

Coffee houses

The first coffee came from the seeds of a tree in Ethiopia. Sufis — Islamic mystics — used a brew from the seeds in their devotional practice. In a ceremony called 'Remembrance of God', Sufis would go through long night sessions, reciting or chanting their love of God. Coffee was used as a stimulant to keep them awake.

Coffee was introduced to Istanbul in the early seventeenth century and men gathered in coffee houses to drink coffee, smoke tobacco and be entertained (see **SOURCES 7** and **8**).

Coffee houses were also centres of political discussion and, frequently, sultans would have

SOURCE 7 A nineteenth-century illustration of a coffee house in Constantinople



them closed down or even burned down if their spies reported that mutinous talk was going on. Examples of this occurred during the reign of Murad IV (1623–1640).

The drinking of coffee and the café society spread from the Ottoman Empire to Vienna, Paris and London and is very popular in Australia today.

aud-0466

SOURCE 8 Turkish traveller Evliya Efendi (1611–1682) writes about coffee houses. He is describing a coffee house in Bursa, the former capital of the Ottoman Empire.

There are seventy-five coffee-houses each capable of holding a thousand persons, which are frequented by the most elegant and learned of the inhabitants; and three times a day singers and dancers execute a musical concert in them . . .

. . . All coffee-houses, and particularly those near the great mosque, abound with men skilled in a thousand arts. Dancing and pleasure continue the whole night, and in the morning everybody goes to the mosque. These coffee-houses became famous only since those of Constantinople were closed by the express command of Sultan Murad IV. There are also no less than ninety-seven Buza-houses, which are not to be equalled in the world; they are panelled with faience [coloured tiles], painted, each capable of accommodating one thousand men.

6.7 SKILL ACTIVITY: Historical perspectives and interpretations

You have just spent time investigating what daily life would have been like in a society that existed 700 years ago. Imagine that historians in the 2720s are studying what daily life was like in the 2020s and complete the following activities.

1. Write a summary of your daily life using the same or similar headings as this lesson. Include images to assist your **explanation**.
2. Complete a table that **compares** and **contrasts** daily life in the Ottoman Empire and your life today. Use the headings 'Similarities' and 'Differences' to help structure your analysis.

6.7 Exercise

learn**on**

6.7 Exercise

Learning pathways

■ **LEVEL 1**
1, 3, 4, 7

■ **LEVEL 2**
2, 5, 10

■ **LEVEL 3**
6, 8, 9

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- Access sample responses
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Check your understanding

1. What role did children play in Ottoman society?
A. Children were expected to go to school.
B. Children were slaves.
C. Children were expected to work.
D. Only adults had a role in society.
2. In a wealthy Ottoman house, the **haremlik / selamlık** was the part of the house reserved for the men, while the **haremlik / selamlık** was where the women met.
3. **Summarise** what the Qur'an says about slavery.
4. Coffee was used as part of religious practice in the Ottoman Empire. True or false?
5. **Identify** the reasons sultans might have had for closing down coffee shops.

Apply your understanding

Using historical sources

6. **Examine SOURCE 3.** What evidence does it provide about:
 - a. the rights of children in the Ottoman Empire
 - b. the legal system in the Ottoman Empire?
7. **Study SOURCE 4.**
 - a. What evidence is there that the *caravanserai* was built to accommodate prayer?
 - b. What other feature common to mosques was often seen in *caravanserai*?

Historical perspectives and interpretations

8. **Compare** the accounts provided in **SOURCES 6** and **8**. Which do you believe is more accurate and why?
9. **Describe** the effect that the Ottoman marketplace had on the empire's ability to acquire new territories.
10. **Explain** how a simple coffee shop could have a key role in Ottoman politics.

LESSON

6.8 What was the Ottoman contribution to art, architecture and literature?

LEARNING INTENTION

By the end of this lesson you should be able to state the contributions that Ottoman scholars and artists have made to society.

TUNE IN

You have already learned that the pursuit of knowledge and artistic endeavours flourished during the Ottoman Empire. **SOURCE 1** shows the skill of artists in a tile from a mosque.

1. Before we investigate the accomplishments of Ottoman artists, scholars and architects in more detail, suggest reasons why these areas developed so much during the Ottoman Empire.
2. What features of Ottoman culture do you think enabled these achievements?

SOURCE 1 A tile from an Istanbul mosque



6.8.1 Art and architecture

The modern world owes much to the Ottoman Empire. We have already discussed the achievements that occurred during the 'Golden Age of Islam'. While most of Europe was in chaos for much of the Middle Ages, the Ottoman Empire continued to be a centre of learning and advancement. Without the achievements of the Ottoman Empire during the first millennium, much of the learning from ancient Greece, Rome and Egypt would have been lost forever. Many of the later advances in European philosophy and science either occurred because the Ottomans collected and translated the works of the ancients or were based on advances made by the Islamic people.

Ottoman architects continued traditions started by the Seljuk Turks. Tall doorways and pointed arches were common to Seljuk mosques, schools and caravanserais. Blue, white and black designs with floral or geometric patterns were often used to decorate walls. Often a complex of buildings, called a *kulliye*, surrounded a mosque. As well as the mosque, a *kulliye* in the former capital of Edirne contained separate buildings including a hospital, a mental asylum and a bakery. A windowed dome over the mosque allowed the use of light to become a feature of Ottoman architecture.

It was under Suleiman and his architect Sinan (1489–1588) that Ottoman architecture reached its peak. One of Sinan's greatest achievements is the Suleiman Mosque, built in Istanbul from 1550. Its design mirrored that of the Christian church Hagia Sophia. In the structural features of the mosque, Sinan improved on the original. Sinan had discovered ways to incorporate supports within the structure so that fewer columns were needed. The Hagia Sophia had eight columns on each side but the Suleiman Mosque had only two. Sinan also made extensive use of windows, giving a light-filled weightlessness to the building. Sinan's contributions also included great public works such as aqueducts that brought water into the city for fountains and Turkish baths.

SOURCE 2 An aqueduct designed by Sinan



Another common feature of Ottoman architecture, geometric design, can also be found in art from the same period. Islamic art rarely featured images of real life. Instead, circles, squares and pentagons are repeated in carefully arranged sequences. Examples of Islamic geometric design can be seen in **SOURCE 3**. With clear links to mathematics, these designs were meticulously painted onto mosques, libraries and other important buildings.

SOURCE 3 The interior of the Shahzade Mosque in Istanbul. The construction of this mosque was ordered by Suleiman the Magnificent in 1543.



SOURCE 4 A painting by Bihzad showing the construction of a fort



Another popular form of art was calligraphy. The Qur'an was written in Arabic, so letters themselves were seen to have a sacred quality, and lettering became an art form.

6.8.2 Literature

Although most regions that converted to Islam adopted Arabic as their language, the Ottomans were different. They kept their Turkish language for day-to-day use but used Arabic script for writing. Their literature was, therefore, influenced by their traditional Turkish language, the Arabic language of Islam and the Persian language of neighbouring regions. Some Ottoman poets such as Fuzuli (c. 1483–1556) could write fluently in all three languages, while others who wrote mainly in Turkish would borrow words from Persian and Arabic.

The epics

One favourite form of literature was the epic. They were written down in the thirteenth century but were based on an oral tradition going back over hundreds of years to when the Turks were nomads in Central Asia. One of these epics was called *The Book of Dede Korkut*. It includes the story of a young prince, Uruz, who was captured by Georgians when his father was out hunting near the Georgian border (see **SOURCE 5**).

These works were usually in Turkish and were meant to be sung. Poetry dealt with basic human emotions; some common themes were the value of country life, the search for love and homesickness. However, some of the songs were religious. One of the most renowned composers was Yunus Emre (c. 1238–1320) (see **SOURCE 6**). He still influences Turkish poetry today.



aud-0442

SOURCE 5 An extract from *The Book of Dede Korkut*. Kazan returns from a hunting expedition without his son, and his wife questions him.

My prince, my warrior, Kazan!
You rose up from your place and stood,
With your son you leaped on to your
black-maned Kazilik horse,
You sent out [to] hunt over the great mountains
with their lovely folds,
You caught and laid low the long-necked deer,
You loaded them on to your horses and turned
homeward.
Two you went and one you came; where is my
child?
Where is my child whom I got in the dark night?
My one prince is not to be seen, and my heart
is on fire.
Kazan, have you let the boy fall from the
overhanging rocks?
Have you let the mountain-lion eat him?
Or have you let him meet the infidel of dark
religion?



aud-0443

SOURCE 6 A devotional poem by Yunus Emre

Knowledge is to understand
To understand who you are.
If you know not who you are
What's the use of learning?

The aim in learning is
To understand God's Truth.
Because without knowledge
It is wasted hard labour.

Do not say: I know it all,
I am obedient to my God.
If you know not who God is
That is sheer idle talk.

Twenty-eight syllables
You read from end to end.
You name the first 'alpha'
What can it possibly mean?

Yunus Emre says also
Let me receive what I need.
The best possible thing
Is to find perfect peace.

Translated by Taner Baybars

6.8.3 Modern influence

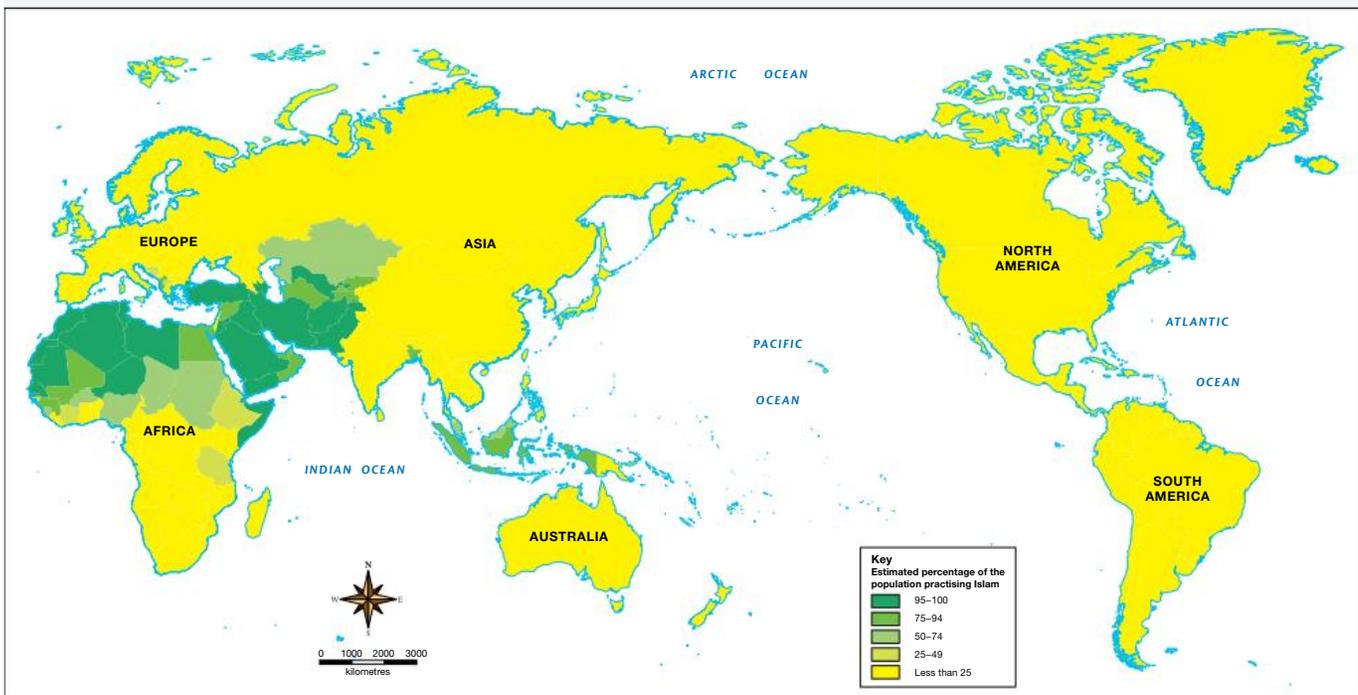
Modern-day Türkiye is the country most heavily influenced by the Ottoman Empire. The influence of the Ottomans can be seen in its architecture, culture and political system. Although the Ottoman Empire was based on Islam, it showed tolerance of other religions; this is also reflected in Türkiye's modern-day beliefs in secularism and tolerance. The vast extent of the Ottoman Empire has allowed its influence to spread to many other countries in the Middle East, and the Ottoman practice of allowing the common people a degree of self-government has influenced some modern governments. While it was far from perfect, the Ottoman Empire ranks alongside the Roman and Byzantine empires as one of the most powerful and long-lasting empires in world history. For many centuries, it was a major point of connection and interaction between the East and the West.

SOURCE 7 The Auburn Gallipoli Mosque in Sydney. The Ottoman-style mosque has been listed by the National Trust as an architecturally and culturally significant building.



Islam is one of the world's great religions. It has more than one and a half billion followers, making it the second largest religion in the world. As can be seen in **SOURCE 8**, most followers of Islam live in the Middle East and Africa, but the religion is practised right around the world, including in Australia. An understanding of Islam is essential if we are to be active participants in our community. Islam has a great influence on Australian society and on international relations. Now you have an understanding of how Islam began and some of its important beliefs, and you can appreciate some of the great advances made by Islam and the Ottoman Empire.

SOURCE 8 A map showing Islam in the modern world



Source: Map drawn by Spatial Vision.

6.8 SKILL ACTIVITY: Using historical sources

SOURCE 6 contains a poem by the famous Ottoman poet, Yunus Emre. In this activity you will **analyse** Emre's poem and discuss its connection to the key themes of the Ottoman way of life.

- In the first stanza, what does the poet say is the main reason for learning?
- How is the second stanza connected with religion?
- What does the poet include in the first line of the last stanza? (This was a common practice in Ottoman poetry of this period.) Why might this have been done?
- Do you believe that poems are *accurate* historical sources? **Explain** your response.
- Do you believe that poems are *useful* historical sources? **Explain** your response.

6.8 Exercise

learnon

6.8 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 5

LEVEL 2

4, 7, 9

LEVEL 3

6, 8, 10

These questions are even better in jacPLUS!

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



Find all this and MORE in jacPLUS

Check your understanding

- A *kulliyeye* is a form of writing. True or false?
- Identify** the two main forms that poetry and song took in Ottoman literature.
 - Sonnets
 - Epic poems
 - Folk poetry and songs
 - Lullabies
- Identify** the two main languages used by Ottoman poets and writers.
 - Turkish
 - Persian
 - Greek
 - Arabic
 - Latin
- Describe** the architectural features that were shared by Seljuk and Ottoman architecture.
- Identify** how modern Türkiye's secularism and religious tolerance is influenced by the Ottomans.

Apply your understanding

Using historical sources

- Examine SOURCE 3.** **Identify** any shapes can you see repeated in this image. What evidence is there that suggests art and mathematics were closely linked?
- Describe** some of the activities being conducted in **SOURCE 4**. What does this tell us about the Ottomans?
- Carefully **analyse SOURCE 6**.
 - In the first stanza, what does the poet say is the main reason for learning?
 - How is the second stanza connected with religion?
 - What does the poet include in the first line of the last stanza? (This was a common practice in Ottoman poetry of this period.) Why might this have been done?
- Compare SOURCE 8** with some of the maps from lesson 6.2 that show where Islam originated.
 - Is Islam still prevalent in the areas where it started?
 - Where has Islam spread to since 750 CE?
- 'The Ottoman Empire does not deserve to be remembered in the same way as the empires of Rome and Greece.' Do you agree or disagree with this statement? **Justify** your response.

LESSON

6.9 INQUIRY: Collaborative research

LEARNING INTENTION

By the end of this lesson you should be able to work as part of a team to research and analyse sources to determine and discuss significant legacies of the Ottoman Empire.

Background

Collaborative research and writing is a key part of professional historical practice. Historians often work in teams to investigate and analyse sources and to prepare their findings for other historians to read and use. In this inquiry, you will work as a team to investigate the legacies of the Ottoman Empire.

Before you begin

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

In groups of three or four, investigate the legacies of the Ottoman Empire.



Inquiry steps

Each group member **identifies** and **describes** (in paragraph form) what they believe to be the most significant contribution or aspect of the Ottoman Empire. Consider its legacy and the way it influenced Ottoman culture and the wider world. Each group member **justifies** their opinion with evidence from this topic or from additional sources.

Step 1: Questioning and researching

Working in groups, you will investigate the legacies of the Ottoman Empire. Before you begin your research, it is crucial that you develop the parameters or boundaries of your investigation. The best way to do this is to develop guiding research questions. Examples of such questions may include:

- What is a legacy?
- What aspects of Ottoman culture are still seen today?
- Why do these aspects of Ottoman culture still exist?

For example, what do they have in common with contemporary society?

Step 2: Using historical sources

Each group member identifies and describes (in paragraph form) what they believe to be the most significant contribution or aspect of the Ottoman Empire. Consider its legacy and the way it influenced Ottoman culture and the wider world. Each group member justifies their opinion with evidence from this topic or from additional sources.

Each group member then reads their response to the group. The other group members take their own notes and observations to be provided as feedback. This process is repeated until all group members have presented their opinions.

Step 3: Historical perspectives and interpretations

After you have heard from each group member, hold a group discussion. In this discussion, you should ask each other questions about your findings. Ask your classmates to justify their legacies and why they choose them over your chosen legacy.

Step 4: Communicating

Using the feedback from group members, each student rewrites their paragraphs and submits them to their teacher. Include the notes you took from your group discussions in your submission.

Complete your self-assessment using the **Inquiry rubric** or access the 6.9 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39402)

LESSON

6.10 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

Find all this and MORE in jacPLUS



6.10.1 Key knowledge summary

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

6.2 What are the origins of the Ottoman Empire?

- The origins of the Ottoman Empire can be traced back to the spread of the Islamic religion throughout what is now Türkiye and parts of the Middle East.
- The prophet Mohammed is said to have received revelations from God and devoted his life to teaching the word of God through the Qur'an.
- A large range of religious, military, economic, political and social factors contributed to the expansion of Islam.
- The spread of Islam coincided with the decline of the Byzantine Empire.

6.3 What was the Golden Age of Islam?

- The pursuit of knowledge and an understanding of the natural world was a key feature of the Islamic empire.
- Important academic and scientific achievements, many of which are still used today, were made during this period of history.

6.4 How did the Ottoman Empire expand?

- By the thirteenth century, the Middle East was made up of a series of states competing for dominance. The emerging Ottoman Empire took advantage of this political uncertainty to expand its influence.
- Osman I is credited as being the first ruler of the Ottoman Empire.
- Osman's successor, Orhan, solidified the Ottoman's status and laid the foundation for further expansion by subsequent rulers.
- Murad I successfully conquered parts of the Balkan States, providing the ability for the Ottomans to attack its key rivals in Europe.

6.5 What caused the fall of Constantinople?

- After a brief period of instability at the beginning of the fifteenth century, the influence and power of the Ottoman Empire continued to spread. Soon, the Ottomans were ready to launch an attack on the capital of the Byzantine Empire, Constantinople.
- For more than a thousand years, the rulers of Constantinople had built and maintained strong defences, mainly through the construction of thick, fortified walls.
- The siege lasted 53 days and is seen by historians as the event that signifies the end of the Roman Empire.

6.6 Who was Suleiman the Magnificent?

- Under the rule of Suleiman, the Ottoman Empire became the largest and most powerful empire at the time.
- Suleiman's rule oversaw significant developments in art, literature and science, yet he was also known for his military accomplishments.
- Followers of Christianity and Judaism were offered significant religious freedom under Suleiman.
- Suleiman attempted to conquer his biggest European rival, the Habsburg Empire, but his failure to do so marked the end of Ottoman expansion into Europe.

6.7 What was life like in the Ottoman Empire?

- Life within the Ottoman Empire varied greatly, usually depending on a person's social and economic status.
- Houses of the wealthy usually had multiple rooms, whereas the houses of poorer groups of society were usually single-room, multi-purpose dwellings.
- Clothing, and particularly headwear and belts, was a sign of status in the community.
- The status of women during the Ottoman Empire was inconsistent. While women had some civil and property rights, they were still not considered equal members of society.
- Trade was a significant part of Ottoman culture, with large caravans of camels and traders travelling large distances to exchange goods.
- *Caravanserais* were protected trading stations built by sultans to protect traders and their goods from thieves.
- Bazaars and coffee houses were important social and political hubs.

6.8 What was the Ottoman contribution to art, architecture and literature?

- While most of Europe was focused on political and military struggles during the Middle Ages, the Ottoman Empire continued to be a centre of learning and advancement.
- Many of the later advances in European philosophy and science either occurred because the Ottomans collected and translated the works of the ancients or were based on advances made by the Islamic people.
- A common feature of Ottoman architecture, geometric design with circles, squares and pentagons are repeated in carefully arranged sequences.
- The Ottomans kept their Turkish language for day-to-day use but used Arabic script for writing. Their literature was, therefore, influenced by their traditional Turkish language, the Arabic language of Islam and the Persian language of neighbouring regions.
- The influence of the Ottoman Empire is responsible for the presence and popularity of Islam in modern society.

6.9 INQUIRY: Collaborative research

- Several aspects of Ottoman culture still exist in contemporary society.
- Collaborative research can be used to determine and discuss history.

6.10.2 Key terms

autonomy the ability to self-govern

beylik a small territory in Anatolia

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

dowry a payment of money or goods as part of a marriage agreement

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

revelation a communication or message from God

sultan the king or sovereign of an Islamic country

6.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What factors influenced the development of the Ottoman Empire's march into Europe?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

-  **Digital document** Customisable worksheets for this topic (ewbk-10696)
Reflection (doc-10698)
Crossword (doc-10699)
-  **Interactivity** Ottoman Empire crossword (int-7587)

6.10 Review exercise

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Multiple choice

- In which city was the prophet Mohammed born?
 - Mecca
 - Constantinople
 - Jerusalem
 - Medina
- What name was given to the leader of the early Islamic Empire?
 - Prophet
 - Sultan
 - Caliph
 - Mufti
- The Golden Age of Islam was driven by knowledge from which two previous civilisations?
 - Egyptians and Greeks
 - Egyptians and Romans
 - Greeks and Romans
 - Greeks and Turks
- A famous pre-Ottoman academic institution was called
 - the House of Islam.
 - the House of Learning.
 - the House of Knowledge.
 - the House of Wisdom.
- Which of the following was an achievement of Osman I?
 - Gained access to the Dardanelles
 - Led the Siege of Constantinople
 - Founded the Ottoman Empire
 - Extended the Ottoman Empire to its furthest reach
- The fall of Constantinople marked the
 - beginning of the true Ottoman Empire.
 - fall of the Ottoman Empire.
 - fall of the Roman Empire.
 - end of Christianity in Europe.

7. What kind of freedoms did Suleiman provide to followers of Christianity and Judaism?
 - A. Freedom from taxation
 - B. Freedom of religion
 - C. Freedom from slavery
 - D. Freedom from military service
8. Which of the following provides the best definition of *caravanserai*?
 - A. Fortified mosques
 - B. Fortified trading stations
 - C. Fortified palaces
 - D. Fortified jails
9. What kind of artistic design is featured heavily in Ottoman art and architecture?
 - A. Geometric patterns
 - B. Realism
 - C. Religious paintings
 - D. Stone cuttings
10. Which modern country is most heavily influenced by the Ottoman Empire?
 - A. Türkiye
 - B. Iran
 - C. Greece
 - D. Lebanon

Short answer

Communicating

11. Although this topic is about the Ottoman Empire, it begins with an explanation of the spread of Islam. Why do you think the author chose to start the topic in this way?
12. The Qu'ran urges people to acquire knowledge in order to bring them closer to god. **Describe** how this direction influenced education during the Ottoman Empire.
13. Numerous Ottoman rulers attempted to take control of the Byzantine capital, Constantinople. **Explain** why this city was so important to the Ottomans.
14. If Islamic religion was such an important part of Ottoman life, why would rulers like Suleiman the Magnificent allow Jews and Christians to keep practising their own religions?
15. 'The Ottoman Empire may not have been the biggest empire in history, but it was the most important.' To what extent do you agree with this statement?

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7 The Vikings (c. 790–1066)

LESSON SEQUENCE

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LESSON

7.1 Overview

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What were the key beliefs and values of Viking society and how did this influence their society?

7.1.1 Introduction

From recent popular culture we gain the impression that the Vikings were the bullies of the medieval world, crazed warriors who swung swords and axes and threw lightning bolts.

But did you ever wonder what lies behind that image? Were they the victims of Middle Ages propaganda created by the people who hated them?

The Vikings had a complex belief system and a sophisticated society. Vikings were also farmers, explorers, inventors and traders. They enjoyed games and telling stories during their long, cold winters and they had a fair society that was governed by rules and regulations.

Not only was Viking society varied, but some of what we think we know about the Vikings is just not true. Many people think that Vikings wore horned helmets but this is made up. Horned helmets would have been impractical in battle and a real Viking helmet actually looked much more terrifying and protected the wearer's head a lot better. As you find out more about this fascinating society, ask yourself, why do we still find the Viking Age so interesting?

SOURCE 1 The Vikings have been portrayed throughout history as violent bullies, but what were they really like?



Resources



eWorkbook

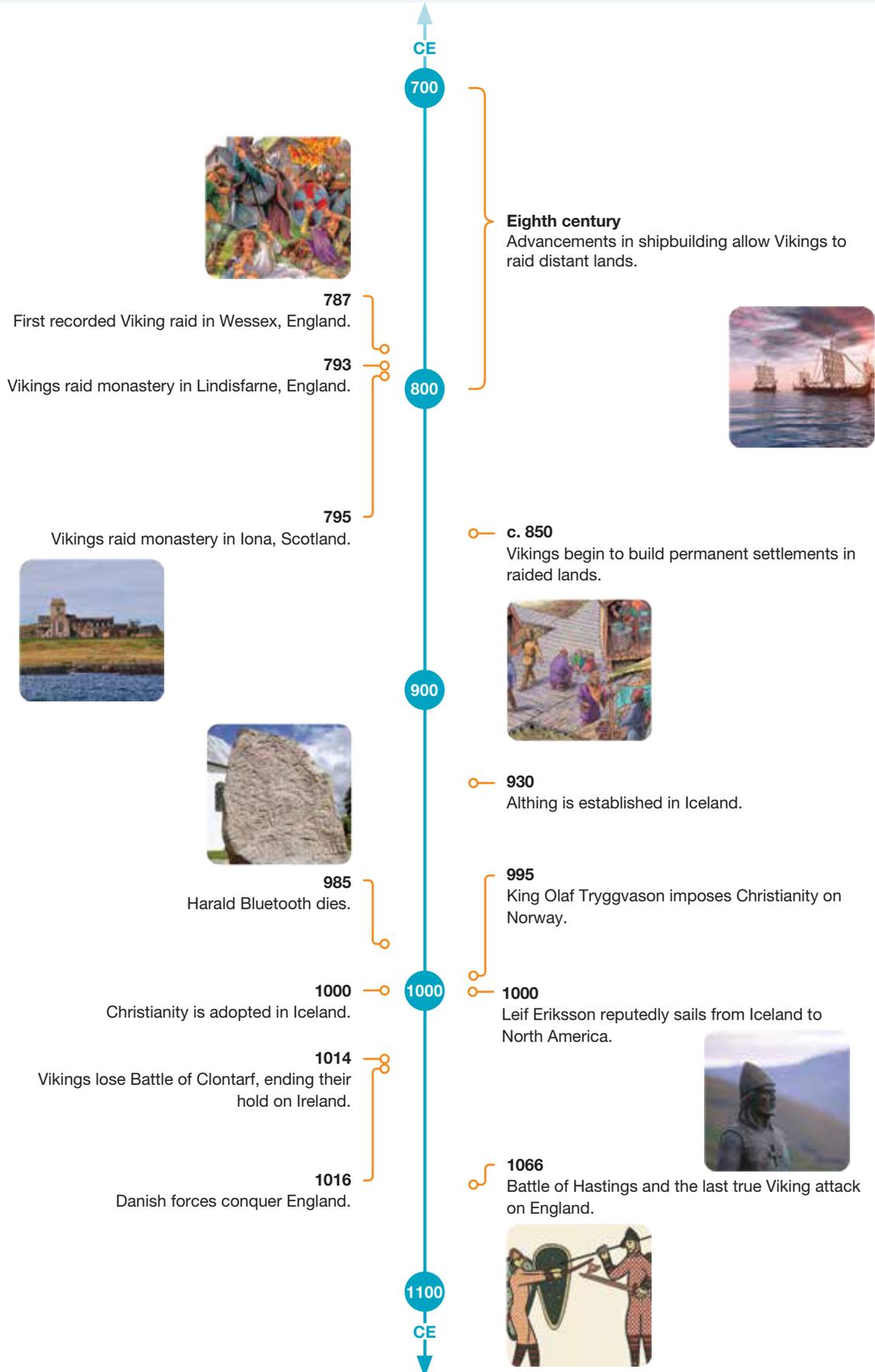
Customisable worksheets for this topic (ewbk-10700)



Video eLesson

The Vikings (c. 790–1066) (eles-1823)

SOURCE 2 A timeline of the Viking Age



LESSON

7.2 How do we know about the Vikings?

LEARNING INTENTION

By the end of this lesson you should be able to identify the origin, content, context and purpose of primary and secondary sources.

TUNE IN

Did you know that the Vikings hardly used written language and rarely wrote anything down? So how do we know about them today?

The answer lies in a mixture of runestones, sagas from their oral language, artefacts, buildings and archaeological findings. Most of what was written about them was from the people they attacked which might lead to all kinds of questions. **SOURCE 1** is an example of runes being carved into stone.

SOURCE 1 A stone from Lingsberg, Sweden, with runes carved on it. The words commemorate a Viking called Ulfrik 'who took two payments of geld in England'.



1. What are some of the questions that you might ask to identify what its purpose was and who produced it?
2. List these questions and brainstorm where you might be able to find the answers to any of them to explain how useful this stone is to us as historians.

7.2.1 Runes and sagas

The Vikings did not record much in writing until Christianity arrived in the eleventh century. During the Early Middle Ages, it was usually only members of the Church who had the skills to write. The Vikings were **pagans** and so there were no Christians living among them to record events in writing. Rather, their storytelling was an oral tradition. However, Viking writing, called runes, did exist; **runes** were inscribed on bone or carved on rock.

By the time the Viking Age had ended, stories began to appear in writing. These stories are known as the **sagas**. The sagas were tales and legends about Viking heroes.

Although the heroes of the sagas were sometimes based on real people, the sagas themselves were largely fictional tales. They encouraged a romantic and heroic image of the Vikings.

The only written saga dating back to the Viking Age is not of Scandinavian origin but written by an English poet. This is the oldest-known story written in Old English (see **SOURCE 2**). This saga is called *Beowulf* and is set in Sweden and Denmark. It tells of the Viking hero Beowulf who sets out to kill a monster ravaging the kingdom of Denmark. Beowulf also kills the monster's mother and a dragon. The fact that this tale is written in English demonstrates the significant presence Viking culture had in Britain. Despite being largely fictional, such sagas give historians some insights into Viking culture.

Vikings attacked groups of people throughout Europe and raided their property between the ninth and the eleventh centuries. It is these attacks that gained the Vikings a reputation for being violent and ferocious. The people they attacked were **literate**.

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

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

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

literate able to read and write

SOURCE 2 An illustration showing a scene from the saga *Beowulf*. It shows Beowulf dying from his wounds after slaying a dragon.



7.2.2 Early records of Viking raids

In 787 CE, about 400 years after the Romans left Britain, the country's first recorded Viking raid took place (see **SOURCE 3**).

SOURCE 3 An excerpt from the *Anglo-Saxon Chronicle*, written in Old English in the eighth century. The passage reads, 'And during his reign [King Beorhtric of Wessex] there first came three ships . . . Those were the first ships of the men of Denmark that attacked the people of England.'

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

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

7.2.3 Archaeological discoveries

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

In the nineteenth century, archaeologists began digging at sites believed to harbour relics of the Viking Age. These included mounds and the sites of settlements. Some of the mounds had folktales associated with them. One such mound, in the middle of a farm field in Gokstad, Norway, was called the King's Mound. It was believed a king was buried there with his hoard of treasure.

When archaeologists dug into the mound in 1880, it turned out to be just what the folktale had said: the remains of a Viking king with his hoard of treasure, although most of it had been stolen by grave robbers centuries before. More spectacularly still, the king and his hoard lay in a huge Viking ship, made mostly of oak. Until then, there had been only pictures of such dragon ships on rocks and in tapestries. In the last 150 years, other such archaeological digs have given us a greater insight into how the Vikings lived.

SOURCE 4 The King's Mound in Gokstad, Norway



SkillBuilders to support skill development

- 1.9 Interpreting sources on the Vikings

7.2 SKILL ACTIVITY: Questioning and researching

1. Examine **SOURCES 1** and **2**.
2. **Create** your own historical questions to **analyse** each of these two sources. Try to come up with at least five questions for each source.
3. **Conduct** research to answer at least two of your questions for each source.

7.2 Exercise

learnon

7.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 7

■ LEVEL 3

6, 8, 9, 10

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Check your understanding

1. The Vikings came from Scandinavia. Which of the following correctly describes them? **Select** all that apply.
 - A. Merchants
 - B. Farmers
 - C. Traders
 - D. Seafarers
 - E. Raiders
2. In what year did the first recorded Viking raid in Britain occur?
 - A. 787 BCE
 - B. 400 BCE
 - C. 400 CE
 - D. 787 CE
3. The Vikings were Christians prior to the eleventh century. True or false?
4. **Recall** the tradition Vikings used to pass on their stories.
5. **Explain** what the sagas are.

Apply your understanding

Using historical sources

6. Read **SOURCE 3**.
 - a. **Describe** its origins (where and when it was written).
 - b. **Explain** whether it should be considered to be a primary source or a secondary source, and why.
 - c. **Describe** its perspective (point of view) on the Vikings.
 - d. **State** the conclusions you could draw about one aspect of the Viking Age from this source.
7. **Propose** a reason that the Vikings left fewer visible monuments than the ancient Greeks or Romans.
8. **Discuss** why folktales have developed around some of the sites of Viking settlements.
9. **Evaluate** the importance of the discovery of Viking ships in burial mounds. What knowledge would archaeologists have gained from this discovery?
10. **Discuss** whether you believe that the history of the Vikings may focus on the experiences of other cultures that came into contact with them. Why or why not?

LESSON

7.3 How did the geography and climate of Scandinavia influence the Viking way of life?

LEARNING INTENTION

By the end of this lesson you should be able to explain the geography and climate of the Viking homelands and connect to their way of life.

TUNE IN

This large, modern cruise ship is touring some of the spectacular scenery in Norway.

1. Using **SOURCE 1**, list four geographical features that you can observe.
2. Norway is in northern Europe. Predict what this same scene might look like in winter.

SOURCE 1 A modern cruise ship in Geiranger fjord, Norway



7.3.1 Geography and climate

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

Much of Norway and parts of Sweden are very mountainous and rocky. Mountainous and rocky land is not suitable for farming because crops need **arable** land and animals need accessible food sources.

arable land that can be ploughed for crops

In Norway, only 3 per cent of land was appropriate for farming. This meant that the Vikings could only produce food on a small proportion of the land they controlled, and as people need food to survive, Viking populations centred on food-producing areas.

For example, Swedish Vikings tended to live in the southern and central parts of the region where the best farmland was to be found.

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

Another geographical factor that influenced the Viking way of life was the prevalence of water. Norse Vikings occupied the deep-sea canyons called **fjords**, which are protected from Atlantic storms by an extensive buffer of as many as 50 000 tiny islands. Islands surrounding Denmark have a similar effect. Bodies of water also provided the Vikings with seafood — a culinary inheritance that is still significant in Scandinavian cuisine today.

Water kept the Vikings relatively isolated from the rest of Europe. This meant that the Vikings developed their own distinct culture, including religious and legal practices. Finally, the prevalence of water, as well as forests, meant that the Vikings became skilled boat builders and seafarers. Over time, this technological innovation allowed the Vikings to access the riches available to them through raiding distant lands.

The Scandinavian climate was a little kinder than the geography. Although days are short during winter, there may be as many as 20 hours of sunlight a day in summer. The **Gulf Stream**, a warm ocean current, helps keep temperatures mild and, more importantly, prevents harbours from freezing in winter.

This was vital for seafaring people like the Vikings, because the inland regions were far too mountainous for travel.

SOURCE 2 A map of Scandinavia at the time of the Vikings



fjord long, narrow inlet flanked by high cliffs and slopes
Gulf Stream great warm current of water flowing from the Caribbean Sea all the way to northern Europe

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

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

SOURCE 4 Sognefjord, Norway. This fjord is 160 kilometres long.



7.3.2 Beyond Scandinavia

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

- There was not enough farmland to support a growing population. Vikings had to raid, trade and explore just to survive.
- The Vikings left their homelands because they were searching for more arable land. This led them to migrate to places like Greenland, the Faroe Islands and Iceland, and conquer places like Normandy and Russia.
- Some Vikings fought against their own kings and chieftains and fled overseas as a result. With their kings owning most of what little land was available, some Viking people might have desired to search for their own land.
- Vikings noticed and took advantage of the bickering among the states of Europe, raiding them and eventually seizing land that the states could not defend.
- There was great wealth in many of the places that the Vikings raided. When they took these goods, they gained the wealth and associated higher social status.

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

7.3 SKILL ACTIVITY: Questioning and researching, Using historical sources

In many medieval societies, the places they lived in shaped the way the people lived as they adapted to surviving and thriving there. Think about what you have learned about the factors that shaped Viking life and how you can represent this visually.

1. Use **SOURCE 2**, the internet and your library to **create** a map that shows geographical features of Scandinavia. Your map should include mountain ranges, key bodies of water and significant forests.
2. **a.** Below your map, **draw** symbols or images that represent how different geographical factors influenced the Viking way of life.
b. Explain what each of your symbols or images demonstrates about how the geography and climate patterns of the Viking homelands influenced their way of life.

7.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- How did the mountainous landscape affect Viking farms?
 - The Vikings invented 'vertical farms'.
 - It meant that there was not much land available for growing crops
 - It meant that crop yields per acre were very low
 - It resulted in the Vikings not establishing farms
- The Vikings became expert boat builders because the inland regions were too mountainous to travel. True or false?
- Identify** what fjords protected the Vikings from.
 - Flooding because of their depth.
 - Attacks
 - Tsunamis
 - Atlantic storms
- Identify** what arable land is.
- Recall** what benefits the Scandinavians gained from the Gulf Stream.

Apply your understanding

Using historical sources

- Compare** SOURCES 2 and 4. Which source is the most useful? **Justify** your response.
- a.** Using the information in **SOURCE 3**, **explain** how the Vikings used their time in the different seasons by filling out the table below.

Season	General activity
Winter	
Spring	
Summer	
Autumn	

- Explain** how the climate and associated seasons affected the Viking way of life.

Communicating

- Analyse** to what extent a lack of arable farmland was the cause of Viking movement beyond Scandinavia.
- Imagine that you are a Viking from the ninth century CE. **Create** a speech persuading your fellow Vikings to embark on a raid on a nearby country. The elements of the speech should include:
 - a clear opening
 - addressing fellow Vikings
 - clear arguments
 - closing.
- a. Explain** why the Vikings were isolated from the rest of Europe.
 - Discuss** the effects that this had on the development of their culture.

LESSON

7.4 Who were the Vikings and how did they live?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the roles and relationships in Viking society, as well as describe their way of life.

TUNE IN

SOURCE 1, from a Viking village museum in Denmark, shows actors representing Viking people who are getting on with their daily life.

SOURCE 1 A recreation of daily life as a Viking



Using the following thinking routine, explore what they are doing in the photograph.

See: What you can see in the image?

Think: What does it makes you think about what they are doing?

Wonder: What questions about their lives does this raise in your mind?

Share your ideas in a small group or a class discussion.

7.4.1 Viking social structure

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

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

Viking society was structured into three main layers: earls or jarls (the king and lords), karls (freemen such as farmers and skilled men) and thralls (slaves). The jarls were usually wealthier, owned land and could command raids. Next down the hierarchy were the karls. They were the freemen and were usually farmers. They could vote, hunt, own slaves and participate in raids. At the bottom of the social ladders were the thralls, the slaves.

Although sometimes they were born into slavery, they were more often taken during raids or trades. They could not own land, move freely from place to place or choose their own work. They were considered their owner's property and they could do with them what they wanted, even kill them without consequences. The Vikings believed that the god Rig created all three classes, as described in the saga *The Lay of Rig* (see **SOURCE 2**).

aud-0444

SOURCE 2 The *Lay of Rig* in which the creation of the thralls is described

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

tlvd-10589

SOURCE 3 The hierarchy in Viking society: the jarl, the karl and the thrall



7.4.2 Equal rights?

Women played a key role in Viking communities and some had a degree of control over their communities. There is much evidence of Viking kings and leaders, and likewise we have excavated several sites of important women being buried with their belongings in longboats. The most spectacular example of these is the Oseberg ship burial (see lesson 7.5). A woman was buried in one of the most spectacular longships we have found, and is sometimes called ‘the Oseberg Queen’. We do not know her true role, but she was certainly a respected and important figure.

Many common Viking women were buried with keys, suggesting that they held control over the most important place on the farm — the pantry. In their harsh homeland’s climate, surviving the winter often came down to careful rationing of supplies, and women seem to have been responsible for that.

However, they didn’t just stay at home. There is evidence that women accompanied men on rough sea voyages, even to uninhabited places like Iceland and Greenland, and that they went on Viking raids. A grave excavated in 1878 displaying all the symbols of a high-status warrior burial was, in 2017, proven to be the body of a woman. She was buried with a horse, her weapons and a strategic board-game. The *Saga of the Volsungs* (thirteenth century) also tell of women warriors fighting alongside the men.

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

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

7.4.3 What were Viking farms like?

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

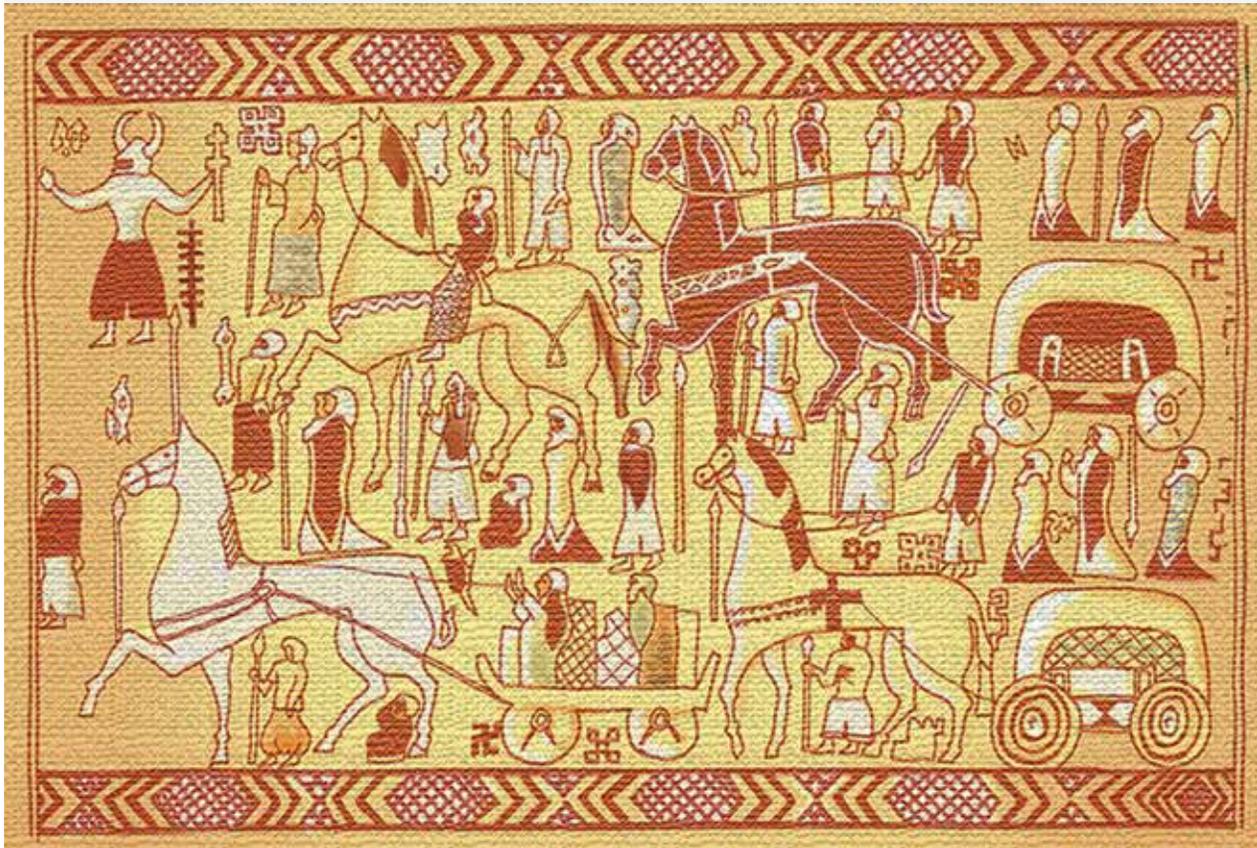
SOURCE 4 An illustration of a Viking grave



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

self-sufficient able to provide for its own needs
reconstruction rebuilding or re-making: in archaeology, rebuilding an artefact using archaeological remains as a guide
tapestry carpet-like wall-hanging

SOURCE 5 A **reconstruction** of a Viking **tapestry** showing various everyday activities. The tapestry was reconstructed from pieces that were found buried with the Oseberg ship.



SOURCE 6 Reconstruction of a Viking longhouse in Stöng, Iceland. The original building is fairly well-preserved because it was buried under volcanic ash when Mount Hekla erupted in 1104.



7.4.4 Livestock and crops

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

7.4.5 Going on a Viking raid

Because of the challenging environment the Vikings found themselves in, they often sailed out to raid what they needed from others. Those that went on these journeys were called vikings, and it has been suggested that this is where the name originates from. During these raids, the Vikings would gather precious items such as gold to trade with, but also captives who would become thralls upon return to Scandinavia.

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

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

linen cloth made from flax

SOURCE 7 An archaeological site showing the foundations of a Viking longhouse



7.4 SKILL ACTIVITY: Using historical sources, Questioning and researching

The Lay of Rig (extract in **SOURCE 2**) is an old Norse poem, originally from an oral story-telling tradition. It has been hypothesised that it is from between the tenth to thirteenth century CE, but was around in oral form for much longer.

The poem tells the story of the birth of the Viking humankind from the God Rig. It describes the creation of the different classes, from Earls to Karls (or Churls) to the lowest group, the Thralls. Its greatest value is in what it allows historians to infer about the different social classes and attitudes towards them.

1. In dot point form, **create** a series of questions that you could ask about this source to **determine** its historical significance. There are two listed for you already:
 - Is it a primary or secondary source?
 - What words are used to describe the baby Thrall? What do these imply?
2. When you have listed your historical investigation questions, swap with another student or group and see if you can work out some answers. These will give you an insight into the writer's views of the Thralls.
3. If you are interested, you can find many versions of this poem on the internet and you can ask and answer questions about the Karls and Earls as well.

7.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

3, 6, 9

■ LEVEL 3

4, 7, 10

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Check your understanding

- Viking society was structured into three main layers. Which of the following are the three main classes of Viking society?
 - Jarls (or Earls)
 - Karls
 - Fjords
 - Thralls
 - Monarchs
 - Rigs
- Which of the following statements describe the limits that a thrall faced? **Select** all possible answers.
 - The thralls were slaves and therefore their owners' property.
 - Thralls could not own land.
 - Thralls could not move freely from place to place or choose their own work.
 - Thralls could buy their freedom, but usually could not afford it.
 - Thralls owners could kill them without consequences.
- Recall** what type of work the karls did.
- Consider** the places where Vikings lived.
 - Why did Vikings have to be self-sufficient?
 - What did they need to be able to do to survive?
- Complete the following sentences.
 Viking farmers kept a range of animals including sheep and _____ for food and products such as dairy and leather. They grew _____ such as barley, rye and oats as well as plenty of _____ to make sure that they did not starve. They also grew crops such as _____ to make the linen and ropes for their boats.

Apply your understanding

Using historical sources

- Examine** the tapestry in **SOURCE 5**.
 - Where was it discovered?
 - Identify** four things we are able to find out from this source about how the Vikings lived.
- SOURCE 6** is a reconstruction of a Viking longhouse. **Determine** what might be problematic about reconstructions for historians.
- Examine SOURCE 7**.
 - Determine** whether **SOURCE 7** is a primary or secondary source.
 - Explain** what we can learn about Viking farms from **SOURCE 7**.
- Refer to **SOURCES 6** and **7**.
 - To what extent do these sources provide supporting evidence about longhouses?
 - Which source do you see as the most reliable? **Justify** your answer.
- Compare** the role of Viking women to that of contemporary Australian women. Write a list of the similarities and the differences.

LESSON

7.5 What was the early Viking religion and how did it change?

LEARNING INTENTION

By the end of this lesson you should be able to outline the key roles of the early Viking gods. You should also be able to understand the impact of introducing Christianity to Viking society.

TUNE IN

Viking gods, heroes and mythology have fascinated people for many years, right up to the modern day.

1. Brainstorm the different films, TV shows, games or literature you can name that might be based on Viking mythology.
2. Why do you think Viking mythology is still so popular today?
3. Discuss how historically accurate the depiction in **SOURCE 1** is. From where might the artist have developed their ideas?

SOURCE 1 An artist's recreation from the myth of a frost giant attacking Norse warriors



7.5.1 Early Viking pagan religion

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

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

Viking myths are full of their gods who lived in a place called Ásgarðr, today known as Asgard. They also abound with stories of birds and animals with human qualities, and giants, dwarves and trolls. Similar to most other cultures and their myths, these tales were meant to help explain the world around them and inspire people. They had stories explaining the seasons, the stars and why people were different to animals.

heathen one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilised
polytheistic the belief in or worship of more than one god

SOURCE 2 Line drawing detail of all of the images on the Ramsund Rock. The runes on the dragon's body are a woman's dedication to the memory of her husband.



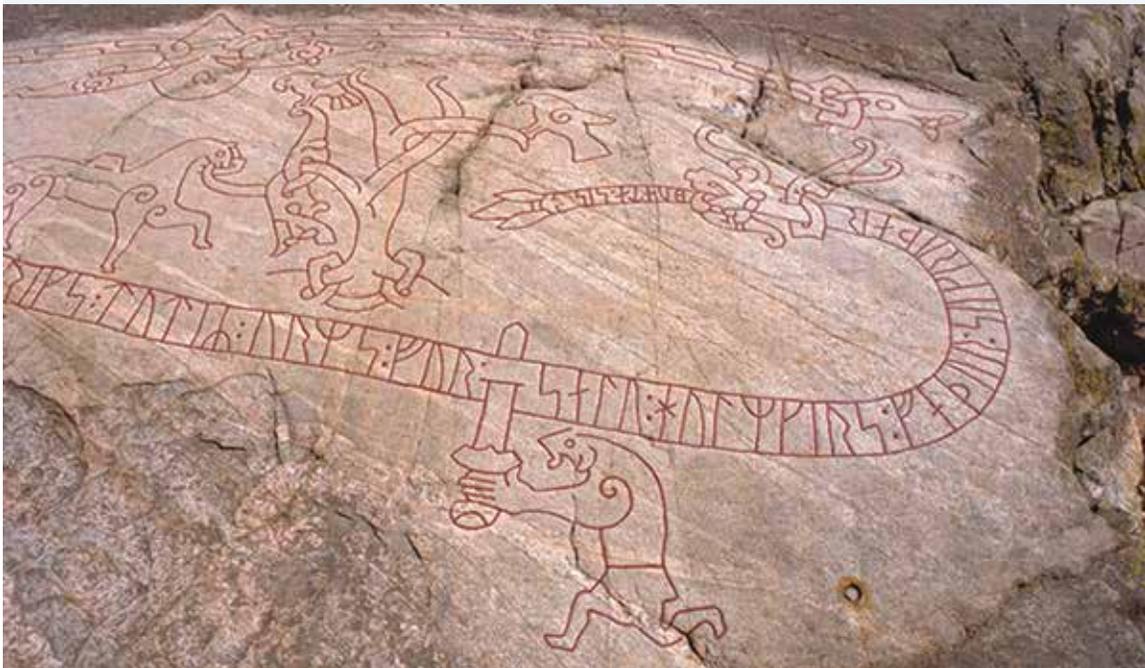
7.5.2 Early Viking gods

Two of the main Viking gods were Óðinn, called Odin today and Þórr, today named Thor. Odin figures prominently in the sagas as a deity who rules from Valhöll, the Hall of the Slain, who would send his Valkyrja (Valkyries) to choose great warriors who died on the battlefield and bring them to him. Thor was the god of thunder and farming and was represented by the hammer he wielded. However, beyond this the sagas contradict each other. Some accounts place Odin as the ruling god, while others put Thor as the ruling god.

Scenes from Viking myths and legends, some of them later retold in the sagas, appear as stone carvings.

However, many of these were in temples that have long since disappeared. Travellers from other lands sometimes made passing reference to Viking worship but gave few details.

SOURCE 3 Part of the Ramsund Rock, showing a scene from a Viking myth about a hero called Sigurd who slew a dragon



SOURCE 4 Some of the more significant pagan deities were Odin, Freya and Thor.

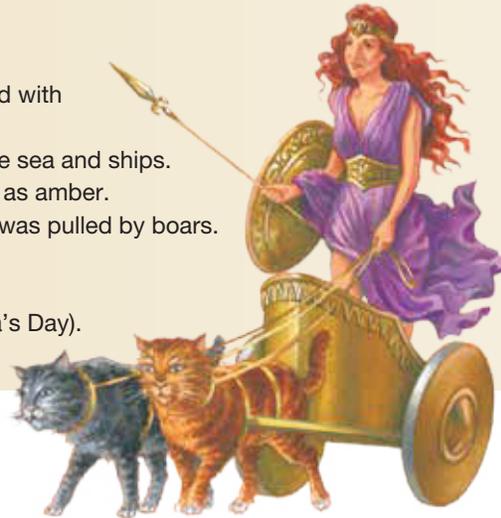
ODIN

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



FREYA AND FREY

- Freya was the goddess of love, fertility and war.
- Frey was the god of crops and fertility and was associated with prosperity and abundance.
- The twin siblings were the children of Njord, the god of the sea and ships.
- When Freya lost her husband, her tears fell to the ground as amber.
- Freya drove a chariot pulled by cats, while Frey's chariot was pulled by boars.
- Freya wore a feather coat when she wanted to fly.
- Frey had a ship that he could fold up into a bag.
- Freya is thought to have inspired the name 'Friday' (Freya's Day).
- Frey lived in the homeland of the elves.



THOR

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



7.5.3 Death — beliefs and practices

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

Vikings who died a less noble death than warriors went to a place called Hel. For most, this was a bit like life on Earth. For the wicked, however, it was a place of punishment.

The Viking saga *The Seeress's Prophecy* describes how people such as **oath breakers** were made weak and sick with poison in Hel, and had to trudge through rivers filled with sharpened swords and knives.

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

Burial and cremation

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

It was important to Vikings that their name be remembered after death, as this provided a way in which they could live forever.

Hence, burial sites were often marked with a runestone, a cairn (pile of rocks) or, more commonly, a large earth mound called a *howe*.

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

SOURCE 5 Some grave sites are marked by runestones arranged in the outline of a ship's hull. These were probably the graves of those who could not afford a boat.



oath breaker someone who goes back on their word

SOURCE 6 Many Viking funeral ships were buried whole. Some, however, were first burnt. Then the charred remains were covered with a mound of earth.



7.5.4 The influence of Christianity

Gradually, the Vikings became more and more exposed to Christianity. Initially, they were happy to accept the Christian God into their range of gods and eventually most Viking leaders adopted Christianity as their sole religion. Early records written by Anglo-Saxon monks show that the Vikings savagely attacked monasteries across English, Scotland and Ireland, robbing them of valuable items, such as silver plates, golden crucifixes and goblets, as well as gifts of coins. These attacks on monasteries were not motivated by religion, but did bring the Vikings into contact with Christianity. The captured slaves must have brought their beliefs in their god with them to their new lands.

SOURCE 7 An extract from Alcuin of York's letter to the Bishop of Lindisfarne consoling him on the terrible Viking raid

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

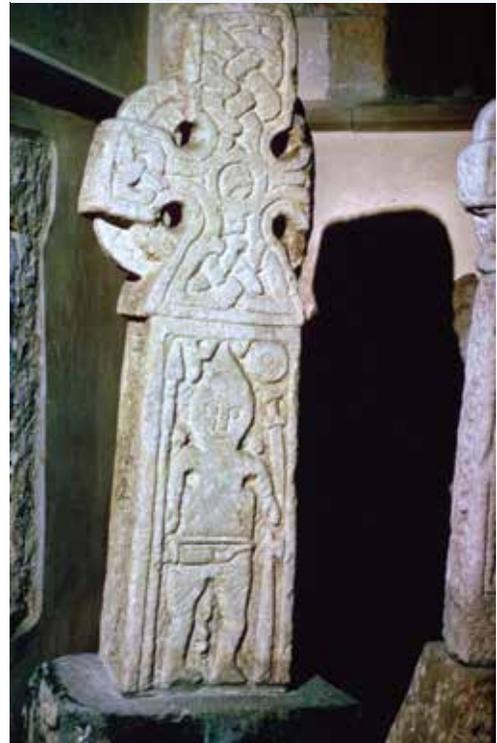
The coming of Christianity to Scandinavia

By the end of the Viking Age most of the Scandinavian countries had adopted Christianity as their main religion. Evidence suggests the conversion to Christianity was a gradual process. There was a long period of overlap where old pagan and Christian practices mingled.

7.5.5 Christian leadership

Kings and chieftains taking up the new Christian faith also did much to hasten the path to conversion. With many of the powerful leaders of Europe already converted to Christianity, it made political sense for Scandinavian rulers to convert to the religion of their allies. King Olaf Trygvason imposed Christianity on Norway in 995 CE. The sagas tell of him destroying pagan temples. Such aggression suggests there was resistance to the spread of Christianity. By the time Trygvason's successor, St Olaf, had finished his work of converting Norway and Iceland to Christianity, the Christian faith had taken firm root in the Viking world.

SOURCE 8 A Viking gravestone from Yorkshire in England. It combines both Christian and pagan symbols.



7.5 SKILL ACTIVITY: Communicating

Empathy task – written narrative

Imagine you are one of the gods featured in this lesson. **Create** a short tale that describes one day in your life where you visit Midearth and meet some Viking warriors. **Describe** the social group and lives of the people that you meet, as well as where they come from and what they are doing on this day. What is their reaction to you?

Your tale should be consistent with the description given above for your character. Don't mention your name in the story. Put completed stories in a box. Select one that is not your own and see how long it takes you to recognise the Viking god.

7.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 7, 8, 9

■ LEVEL 3

5, 6, 10

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Check your understanding

- Identify** what influence the raids on monasteries had on the Vikings in terms of religion.
 - The raids brought the Vikings into contact with Buddhism.
 - The raids brought the Vikings into contact with atheists.
 - The raids brought the Vikings into contact with Christianity.
 - The raids brought the Vikings into contact with Zen.
- Match** the Viking god to their purpose by placing the corresponding letter in the answer column.

Viking god		Responsibility
Odin		a. Goddess of cornfields
Thor		b. God of light
Freya		c. God of thunder and lightning
Balder		d. God of wisdom
Siv		e. Goddess of love and fertility

- Determine** whether the following statements are true or false.
 - Polytheistic means the worship of a single god.
 - Those who were victims of the Vikings' violent raids believed them to be uncivilised heathens.
 - Vikings had strict burial rituals and every fallen Viking was buried in a boat.
- Explain** how we know what we do about pagan Viking religion. Should we trust these sources?
- Explain** whether the conversion to Christianity was a slow process or a fast change. Support your answer with an explanation.

Apply your understanding

Using historical sources

- SOURCES 2** and **3** show the Ramsund Rock, which contains a scene from Viking mythology carved into a slab of rock in Sweden.
 - Summarise** the purpose of this carving.
 - Clarify** why the Vikings told tales about heroes such as Sigurd.
- Demonstrate** how historians know about Viking burial practices.
- Examine SOURCES 5** and **6**. **Determine** how we can tell that the person buried in the boat in **SOURCE 6** is likely to have been wealthier than the person buried in the runestone 'boat' in **SOURCE 5**.

Communicating

- Describe** how Christianity spread throughout Scandinavia. What methods were used to spread the religion?
- Evaluate** the significance of the adoption of Christianity during the Viking period. In your answer, support your ideas with specific examples of how it affected Viking actions and beliefs.

LESSON

7.6 What was the impact of the developments in longboat technology?

LEARNING INTENTION

By the end of this lesson you should be able to explain the advantages in the innovative construction of Viking longboats.

TUNE IN

The Oseberg ship was found in a large mound on farmland in Norway. When archaeologists excavated it early in the twentieth century, they discovered that it was a ninth-century CE burial site. Found buried with the ship were the skeletons of two women and many artefacts from the time.

SOURCE 1 The Oseberg ship in display in the Viking Museum in Norway



1. Brainstorm all the reasons why you think the ship was buried on the farmland.
2. The two skeletons were women, one of whom appeared to be about 50 and the other about 80 years old. The older woman's clothes were quite luxurious. What can you hypothesise about the two women?
3. Looking at **SOURCE 1**, what conclusions can you draw about Viking ship building?

7.6.1 Technological developments

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

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

In 1893, and again in 1998, a replica of the Gokstad ship (see **SOURCE 2**) demonstrated how quickly such longships could sail across the sea. In both cases, it sailed from Norway to Canada in under a month.

At 23 metres long and 5 metres wide, manned by 32 rowers, its size was impressive. It demonstrated that tales about Viking dragon ships were not exaggerated. Since then, the remains of an even longer dragon ship have been found in Roskilddefjorde, Denmark. This ship was over 30 metres in length and would have had 60 men manning its oars.

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

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

SOURCE 2 The Gokstad ship, which was excavated from a burial mound in Norway in 1880



SOURCE 3 A reproduction of a dragon ship carved on stone from Gotland, Sweden, in the eighth century CE



DID YOU KNOW?

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

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

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

7.6.2 Design and navigation

The prows of Viking ships were often elaborately decorated with figureheads representing dragons (see **SOURCES 2** and **3**) or serpents (see **SOURCE 1**). However, the Oseberg ship, shown in **SOURCE 1**, may not be a typical longship because it was found in the excavated burial site of a Norwegian Viking queen. If you look closely, you will see that its stern also features a finely carved pattern of smaller dragons and vines. Another important feature of the longship is that the woollen sails had patterns, as can be seen in **SOURCE 3**. It is likely this criss-cross stitching had a practical purpose — it gave the sails the strength to withstand strong winds.

SOURCE 4 From the saga *Beowulf*, translated into modern English

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

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

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

7.6 SKILL ACTIVITY: Using historical sources

1. Using the information conveyed in the sources in this lesson, **create** a labelled image of a Viking longship. Label the following parts of the Viking longship, clearly identifying the innovations that were specifically Viking: keel, rudder, oars, hull, prow, sails.

SOURCE 5 Viking ship replica, Pegwell Bay, Kent, UK



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

7.6 Exercise

learnon

7.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

- Select the correct options to complete the sentence.
The longest Viking longship found so far is **10 / 20 / 30 / 40** metres and **20 / 30 / 40 / 60** oarsmen would have been needed to man its oars.
- Identify** which of the following were the three most important developments in Viking shipbuilding in the eighth century.
 - The keel
 - Woollen or linen sails
 - Steering wheels
 - An oar that could be used as a rudder to aid steering
- Explain** why it was a benefit for Viking longboats to have hulls that were only two metres deep.
- The Vikings cross-stitched their sails because it strengthened the wool or linen and prevented it from tearing apart in strong winds. True or false?
- Recall** how the Vikings navigated across the seas.

Apply your understanding

Using historical sources

- Compare** the photo of the excavated Gokstad ship in **SOURCE 2** with the replica in **SOURCE 5**. **Propose** how you think the people who built the replica knew what the details of this ship would look like.
- Read **SOURCE 4** From the saga *Beowulf*, translated into modern English.
 - Select the information we can gather from **SOURCE 4** about Viking longships and **interpret** it.
 - Decide** what the benefits are of reading a translated version of a text. What might be some of the limitations or problems?
- Compare** **SOURCE 3** and **SOURCE 1**. **Explain** how the discovery of the Oseberg ship demonstrates that the carving in **SOURCE 3** is a fairly accurate representation of at least one type of Viking ship.
- Using **SOURCE 4** as a reference, **describe** your impression of the beginning of a voyage in a Viking longship. Be sure to mention what the Vikings brought on their journey, how the ship was powered and how it performed in the water.
- Evaluate** the importance of the innovations in the construction of the longboats in the Vikings being able to explore further afield from their homelands.

LESSON

7.7 How did Viking craftwork protect the warriors in battle?

LEARNING INTENTION

By the end of this lesson you should be able to describe Viking craftwork in designing and making weaponry and armour, as well as its innovative effectiveness in battle. You should also be able to use primary historical sources to add to your understanding of Viking craftwork.

TUNE IN

Viking warriors were particularly terrifying to their enemies, but none more so than the berserkers, a small subgroup of Viking warrior.

According to the sagas and poems, these crazed warriors dressed only in animal skins and charged screaming into battle while biting the rim of their shields. They were known to be completely fearless, fighting while filled with a trance-like rage, foaming at the mouth and killing indiscriminately.

SOURCE 1 An 8-foot copy of a twelfth-century chess piece based on a Viking berserker



1. What berserker features can you identify on the image of the chess piece?
2. Discuss whether you believe that the berserkers were real Viking warriors, or whether they were just made up for Viking sagas.
3. What might you need to find out more about to be able to answer question 2 more accurately?

7.7.1 Viking armour

The Vikings have often been considered **barbarians**, particularly by historical European sources. Some Viking raiders took their reputation to extremes, such as the **berserkers** who are described as barbarous and ferocious. However, the term ‘barbarian’ is misleading. When considering their weapons and ships, the Vikings can be said to have been at the cutting edge of technology.

The Viking helmet began as an ornate mask constructed of **bronze** and iron, at least among those who could afford it. By the Viking Age, the helmet had become more simplified. The only authentic helmet from the Viking Age so far discovered by archaeologists is shown in **SOURCE 2**.

However, pictorial evidence from the Viking Age suggests that the iron, conical helmet with a bar extended over the nose to protect the face was common. Its shape helped deflect the blows of weapons and remained popular among knights well into the Middle Ages.

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

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

7.7.2 Viking weapons

The Vikings used a full array of weaponry: bow and arrow, spear, axe and sword. The battleaxe shown in **SOURCE 4** is called the bearded axe, and was used almost exclusively by the Vikings. The Viking sword was not used by all warriors, but was a symbol of status for those who carried it. It typically had a broad, double-edged blade, a cross-guard to protect the hand and a **pommel** on the end, which could be used for punching at close quarters.

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

SOURCE 2 An actual Viking helmet found in Gjermundbu, Norway



barbarian uncultured and uncivilised; not Christian
berserker Viking warrior who fought naked or near-naked and rushed wildly into battle. The word ‘berserk’ is derived from this.
bronze metal alloy mainly of copper and tin
boss metal bulge used as reinforcement in the centre of a shield
lamellar made up of overlapping metal plates or scales
mail armour comprising chain links
pommel rounded knob at the end of a sword hilt

SOURCE 3 A memorial stone from Lindisfarne showing what appear to be Vikings



SOURCE 4 A modern artist's impression of a Viking raid



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

SOURCE 5 An extract from *The Battle of Maldon*, a late tenth- or early eleventh-century poem written in Old English about a battle where the Anglo-Saxons were defeated by the Vikings.

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

7.7 SKILL ACTIVITY: Questioning and researching

As historians, it is important that we ask the right questions about sources to understand what they can teach us.

- Propose** at least five questions you could ask about the artefacts in **SOURCE 6** that would help you decide on their usefulness for giving you information about the Viking Age.
Example: Where were they found?
- For each question, **create** a brief explanation about why it is important to ask it.
- Communicate** your questions and your explanations. Pretend you are speaking as part of a panel at a university history department evening on Viking Archaeology.

SOURCE 6 Viking weapons from the tenth century CE



7.7 Exercise

learn on

7.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 7

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

9, 10

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



Find all this and MORE in jacPLUS

Check your understanding

- Vikings were very fierce fighters. Why have Vikings been regarded as barbarians?
 - The Vikings had minimal dress codes and manners.
 - The Vikings have been stereotyped as savage raiders.
 - The Vikings killed mainly for pleasure.
 - The Vikings took no prisoners.
- The most popular weapon among the Vikings was the battle axe. It was used the most because it could be used in a variety of situations. True or false?
- Select** the correct words from the options below to complete the following sentences.

mail	half a	bone	square	hide	round
iron	conical	one	bronze	linen	one and a half

- Evidence suggests that the Viking helmet was a _____ shape.
 - Viking shields were about _____ metre(s) wide and were made of timber and _____.
 - Viking armour was made of leather or _____.
- Explain** how berserkers might have added to the Vikings' barbarous image.
 - Explain** why the conical helmet, as depicted in **SOURCE 2**, was useful to its wearer in battle.

Apply your understanding

Using historical sources

- Examine SOURCE 4. Describe** the sort of evidence that the artist who created it would have needed to accurately draw Viking warriors.
- Identify** what **SOURCE 4** tells us about the variety of Viking weaponry in battle.

8. Refer to **SOURCE 3**.
 - a. **Identify** the types of weapons and armour that are visible.
 - b. **Describe** what the figures appear to be doing.
9. **Evaluate SOURCES 4 and 5**.
 - a. To what extent do these two sources provide supporting evidence on what took place during Viking raids?
 - b. Which source is the most useful for a historian studying Viking raids? Why is it the most useful?
10. Using evidence from **SOURCES 4 and 5**, **propose** why it was challenging to defend oneself from a Viking attack.

LESSON

7.8 Who did the Vikings attack and raid?

LEARNING INTENTION

By the end of this lesson you should be able to explain what happened in the Viking raids on Britain and Ireland. You should also be able to describe why there are conflicting views of the Vikings from historical sources.

TUNE IN

In learning about the Viking attacks and raids, it is important that historians think about the sources of their information carefully. The Vikings did not have a detailed written language at this stage so the information that we do have has usually come from other sources with their own biases.

The remote Scottish island of Iona had a flourishing monastic order begun by St Columba. Sometime in the ninth century the Vikings discovered its wealth and started a series of attacks. The monks recorded these in their Annals.

SOURCE 1 The *Annals of Ulster* lists some of the attacks by Vikings on the monastery on the Scottish island of Iona.

802: Coluim Chille was burned by the heathens.

806: The community of Í, to the number of sixty-eight, was killed by the heathens.

825: The violent death of Blamac son of Flann at the hands of the heathens in Í Coluim Chille.

Coluim Chille = St Columba's Í = Iona

Discuss the following:

1. Whether it should be considered a primary source or a secondary source, and why?
2. Its perspective (point of view) on the Vikings and how you can tell this.
3. What conclusions you could draw about one aspect of the Viking Age from this source.

7.8.1 Viking attacks in Britain and Ireland

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

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

7.8.2 Vikings raid the monasteries

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



aud-0445

SOURCE 3 A description of the Viking attack on Lindisfarne in *History of the Church of Durham* by the monk Simeon

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



aud-0446

7.8 SKILL ACTIVITY: Using historical sources

Individual accounts of Viking raids reveal much to historians about what the Vikings (the 'heathen men') did, but also about the values and attitudes of the writers themselves. When weighing up the reliability of a source, it is important to view the whole context.

SOURCE 4 An extract from the *Anglo-Saxon Chronicle* which describes the first Viking raids on the monastic isle of Lindisfarne.

Year 793.

Here were dreadful forewarnings come over the land of Northumbria, and woefully terrified the people: these were amazing sheets of lightning and whirlwinds, and fiery dragons were seen flying in the sky. A great famine soon followed these signs, and shortly after in the same year, on the sixth day before the ides of January, the woeful inroads of heathen men destroyed god's church in Lindisfarne island by fierce robbery and slaughter. And Siga died on the eighth day before the calends of March.

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



1. **Analyse** the source to answer the following questions.
 - a. What is this writer's view of the Vikings?
 - b. What are some of the factors that may have influenced their point of view?
 - c. What is happening in this description?
 - d. Can you trust it to be a reliable source of information? Why or why not?
2. As a class, **discuss** some of the other evidence we can use about the Vikings in this period to give a more balanced view.

7.8 Exercise

learnon

7.8 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
4, 6, 7, 9

■ LEVEL 3
5, 8, 10

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- Access sample responses
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Check your understanding

1. **Identify** why the early raids tended to be concentrated around the northern parts of England and Scotland.
 - A. England and Scotland were traditional enemies of the Vikings.
 - B. The Vikings liked the climates of England and Scotland.
 - C. Viking maps only detailed these countries.
 - D. It was a short trip to England and Scotland.
2. Select the correct options to complete the following sentence.
Lindisfarne in Northumbria was attacked in **739 / 793 / 795** CE and Iona, off the coast of Scotland, in **739 / 793 / 795** CE.
3. On their raids Vikings took valuable church goods, such as works of art and valuable church icons, but not slaves. True or false?
4. **State** why you think the monasteries were such good targets.
5. Connect what you have learnt about Viking longships and weapons to **explain** why the Vikings were able to conduct lightning raids on these monasteries.

Apply your understanding

Using historical sources

6. Carefully read **SOURCE 3**.
 - a. **Identify** four actions that the Vikings took during the attack.
 - b. What was the writer's view of the Viking attack? How do you know?
7. **Explain** what **SOURCE 2** tells historians about the techniques of Viking sea attacks.
8. Examine **SOURCES 1** and **3**. **Infer** what the monks' perspectives of the Vikings was.

Communicating

9. Imagine that you are an Irish monk. Write a short letter to one of your colleagues in Europe, **describing** the attacks by the Viking invaders.
10. **Reflect** on what you have learned about the Vikings. Do you think the Vikings should be remembered as raiders and pillagers, or do you have other views? Use what you know about them from this lesson and further reading to write your answer.

LESSON

7.9 Where did the Vikings begin to settle beyond their homelands?

LEARNING INTENTION

By the end of this lesson you should be able to trace the reasons for the Viking settlements in Ireland and England and explore the impact on the locals.

TUNE IN

The Vikings invaded and settled some of the countries around them, initially starting with those that were quite close and already had established populations, such as Ireland and England.

The picture in **SOURCE 1** shows a Viking festival in York, UK. It is apparent that these people have much pride in their Viking heritage.

SOURCE 1 Locals enjoying dressing up for the Jorvik Viking Festival in York, England.



1. Brainstorm some ideas about what the Vikings might have added to English culture as they invaded and settled.
2. Why do you think modern English people recognise and celebrate those who invaded them?

7.9.1 Viking longphorts in Ireland

As the Vikings began to voyage further and further away from their original homelands, they set up **longphorts** where they could winter away from home. They were drawn to Ireland as it had a number of monastic communities that had an array of riches which they could plunder. Viking Dublin began as a longphort, established in the ninth century, and developed into a thriving settlement from which they traded goods and slaves. It was one of the most established urban communities of its time, with craftsmen and merchants running flourishing trades.

Archaeological excavations over the years have shown the remains of houses, streets and city walls. A Viking burial ground was found in Kilmainham in modern central Dublin and the dig revealed a large number of bodies of men, women and children, as well as many Viking artefacts buried with them, telling historians much about the society of the time.

longphort a fortified base

SOURCE 2 An extract for the year 841 from the *Annals of Ulster*, a list of the year's events kept by monks and clergy

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

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

SOURCE 3 Artefacts from the excavation discoveries of Viking Dublin



7.9.2 Viking farming settlements in England

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

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



7.9 SKILL ACTIVITY: Using historical sources

This collection of silver jewellery and coins was found buried in a field in England by a metal detectorist in 2011. It dates from the ninth century CE and is of Viking origin.

TASK: Drawing conclusions from archaeological evidence

1. **Examine** the photograph of the collection.
2. **Describe** what conclusions you can draw about Viking artisanship from this time period. Be very specific in your descriptions.
3. **Infer** what it might suggest about the relationship between the Danish Vikings and Anglo-Saxons of the time. Explain carefully.
4. **Propose** any theories you have about who buried it.

SOURCE 5 A Viking treasure hoard found buried in a field in England.



7.9 Exercise

learnon

7.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 9

■ LEVEL 3

7, 8, 10

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



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Check your understanding

1. Why did the Vikings establish longphorts?
 - A. To use as bases in invaded lands
 - B. To use for holidays for their families
 - C. To use as storage facilities between raids
 - D. To house slaves while they were being trained
2. The Vikings settled in Ireland because it had wealthy monastic communities that the Vikings could raid and it was a particularly good spot to be based for trade. True or false?
3. **State** what evidence there is that Dublin was a thriving community from the ninth to twelfth centuries.
4. **Explain** what the longship found in Denmark shows about the shipbuilding industry in Viking Dublin.
5. England was divided between the Saxons and the Danes (Vikings). The Danes took the eastern part of the country and this area was called the _____.

Apply your understanding

Using historical sources

6. **State** what **SOURCE 3** suggests about the type of people who were likely to have been buried in Viking Dublin.
7. **Explain** how a Viking burial ground or cemetery can provide information for historians and archaeologists.
8. What do the discoveries of Viking settlements like Dublin tell us about the Vikings? **Consider** different ideas such as the expansion of their influence, their interactions with native peoples and the type of settlement they created.
9. **Examine SOURCE 4**. What does the design of King Eric's coinage suggest about the type of image he was keen to promote?

Communicating

10. **Reflect** on what you have learned about the Vikings in this lesson. **Explain** the ways in which power was used in this period in England and Ireland. What was the impact?

LESSON

7.10 Where did the Vikings develop trade routes?

LEARNING INTENTION

By the end of this lesson you should be able to identify the Viking trade routes through Russia and the east. You should also be able to comprehend the impact of trading on Viking and eastern European people.



int-7810

TUNE IN

Maps are very useful to historians as they can show the different layers of expansion and exploration over the years.

Closely examine the map in **SOURCE 1**.

1. Write two sentences on the early expeditions and raids from what you can see here on the map and your background knowledge.
2. Write two sentences on the Viking trading routes, once again using what you can see on the map plus your own knowledge.
3. Discuss your conclusions with the class.

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



Source: Map drawn by Spatial Vision.

7.10.1 Trading settlements

With their ships and excellent navigation tools, the Vikings were able to move around Europe and establish useful trading routes. One of the most significant routes was through Eastern Europe. The Vikings, known here as the Rus, sailed down rivers and across seas to trading towns in Eastern Europe and the Byzantine Empire, making themselves very prosperous; many eventually settled there permanently.

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

Viking trading towns were built along the coasts of their Scandinavian homelands. At least one of these trading posts, Hedeby, in Denmark, was at the crossroads for trade between the East and the West. It was visited by traders from as far away as Baghdad, in Iraq. Goods exchanged included wine, bronze, iron and glassware.

Viking traders also sold slaves. They were mostly Slavic peoples from Eastern Europe who were captured in Viking raids. They were traded for Arabic silver and gold. This trade was so extensive that in many European languages the modern word for 'slave' has stemmed from the word 'Slavs'.

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

int-7811

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



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

7.10.2 Trading boats

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

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



knarr a Viking trading ship

DISCUSS

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

7.10 SKILL ACTIVITY: Communicating, Questioning and researching

The knarr and the longship are very similar; in fact, the knarr was really just a more practical longship designed for longer journeys while carrying more objects, which is why it was used by traders and settlers.

Imagine that you are a boat builder and you have been asked to improve the design of the longship to make it better for traders and settlers.

1. Return to the list of features of the longship from lesson 7.6.
2. Brainstorm the following:
 - What features you would keep to make it better for traders and settlers? Provide reasons why.
 - What you would change or include to make it better for traders and settlers? Provide reasons why.
3. **Communicate** your findings to the Vikings who employed you (the class). Explore the similarities and differences between everyone's plans.
4. Combine the best ideas of the class and **present** your final design for the knarr.
5. When you have finished, **conduct research** online and **investigate** what the actual differences were between a longship and a knarr. How close were you?

7.10 Exercise

learnon

7.10 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3

■ **LEVEL 2**
4, 5, 7

■ **LEVEL 3**
6, 8, 9, 10

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Check your understanding

1. Why was Hedeby's geographical position good for trade?
 - A. It was at the crossroads of East and North
 - B. It was at the crossroads of North and South
 - C. It was at the crossroads of East and West
 - D. It was at the crossroads of North and West
2. The term 'slave' comes from 'Slavs', the Slavic people from Western Europe who were taken as slaves by the Vikings. True or false?

3. **Identify** how Hedeby was defended.
 - A. Walls built around the trading post
 - B. A moat around the trading post
 - C. Towers around the trading post
 - D. Earthen ramparts and ditches to protect them from attack
4. **Explain** the purpose of the knarr.
5. **State** why the Danes sunk ships in Roskilejorde.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2. Explain** why there are very few remains of Viking settlements.
7. **Examine SOURCE 3. State** two advantages of transporting trade goods in this type of boat.
8. Archaeologists have found only the foundation timbers of towns like the one shown in **SOURCE 2. Determine** how they might have decided how the rest of the town might have looked, as shown in the illustration.

Historical perspectives and interpretations

9. **State** three causes and/or effects of Viking trade and settlement.
10. The eastern Vikings developed a very distinct culture from those who went west, and they eventually became known as the Rus people. Reading back through section 7.10.1 and examining **SOURCE 2** again, choose a type of person and write a short paragraph about a morning in their life.
Think about **describing** the following areas:
 - what they might have eaten
 - the type of work they were doing in the village
 - what they might have worn.

LESSON

7.11 What are some of the extraordinary achievements of the Vikings?

LEARNING INTENTION

By the end of this lesson you should be able to describe the Viking settlements of Iceland and Greenland and explain the extraordinary exploration of North America.

TUNE IN

While many Vikings were plundering and settling in established areas of Europe, there were also those who set off in search of uninhabited new lands to explore and perhaps settle for farming.

The Vikings explored, expanded, raided and settled many places in Western and Eastern Europe. They were a very hardy people. Curiosity as well as a desire of resources saw them also head west into the unexplored Atlantic Ocean.

1. Look at a map of Scandinavia and the Atlantic Ocean.
 - What land is north–west of Norway?
 - What is west of that country?
 - What happens if you keep going further west, and a little south?
2. Map this route and discuss what it might be like in a longship.
Hint: It would be around 2000 km.

SOURCE 1 Rugged Scandinavian landscape



7.11.1 A Viking republic?

Iceland was originally a colony of Norwegian settlers. Most of them had settled Iceland as a result of feuding with the king of Norway. These first arrived in around 874 CE and over the next century the entire island was settled, as Norse people took up farmland there. They fled to Iceland where they hoped to live free of the Norwegian king's authority.

By 930 CE Iceland had set up its own system of government. Like Norway, Iceland was divided into a series of regional assemblies called **things**. Each thing was ruled by a local chieftain called a godar. As the population grew, these things combined to create a national governing assembly, the **Althing**. It was a unique form of government because it rejected the rule of a king. This was probably the result of the Icelandic settlers' dissatisfaction with the way they had been treated by the king of Norway and is sometimes seen as Europe's first version of democracy.

thing regional meeting held to decide local issues in Norway and Iceland during the Viking Age
Althing Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year

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



7.11.2 Greenland

According to the sagas Erik the Red, the son of an exiled Norwegian, was himself exiled from Iceland for three years for murder. During this time, he explored a largely unsettled land and returned to Iceland with tales of this fertile 'green' land. Legend has it that he gave it this attractive name to encourage as many settlers to come with him as he could, knowing that their survival was dependent on numbers. He was successful in this, and in 985 CE headed back to Greenland accompanied by other eager settlers. Together they settled the two areas with the most arable land, the Western and Eastern settlements. The Vikings flourished in their colony for about 500 years until, it is suspected due to a change in climate and possibly an epidemic, it was abandoned.

SOURCE 3 An extract from Erik the Red's saga, an Icelandic saga from around the thirteenth century

Now, afterwards, during the summer, he proceeded to [go back to] Iceland, and came to Breidafjörðr (Broadfirth). This winter he was with Ingolf, at Holmlatr (Island-litter). During the spring, Thorgest and he fought, and Eirik met with defeat. After that they were reconciled. In the summer Eirik went to live in the land which he had discovered, and which he called Greenland, 'Because,' said he, 'men will desire much the more to go there if the land has a good name.'

7.11.3 The discovery of Vinland

For many years, people wondered about the truth of the great sagas which told of the Viking discoveries of the Americas. The Icelandic sagas of *Erik the Red* and *The Greenlanders* both told of a discovery of a place called Vinland by the adventurer Leif Eriksson, son of Erik the Red. Although they differ on a number of details, they both relate the story of this young man heading across the ocean in search of new lands for timber and other resources, until he reaches a fertile land of 'vines' where he set up a base from which the Vikings explored other regions as well as fishing, whaling and repairing their ships. After a few seasons, they returned to Greenland, perhaps driven out by conflicts with the original occupants, or other unknown reasons.

In the years long after this time, people largely considered this fanciful storytelling rather than truth; but in more modern times, people have searched the coastline of North America for evidence of these Norse settlers, wondering if there was truth in the sagas. In 1960 a couple of archaeologists, the Ingstads, came across what had once been believed to be an abandoned Inuit settlement in remote Newfoundland in Canada. As they excavated, they realised excitedly that they were looking at artefacts and the remains of medieval buildings of Viking design. The sagas were right! This settlement was discovered in L'Anse aux Meadows on the tip of Newfoundland in Canada, and was a base for Norse explorers moving down the coast.

SOURCE 4 A statue of Leif Erikson, Reykjavik, Iceland



SOURCE 5 A map of Leif Eriksson's journey to Vinland



Source: Map drawn by Spatial Vision.

The settlement appears to have been for a significant group of people of around 85–90 people. There were once seven buildings in three different groups, generally consisting of a longhouse, a hall-type building and smaller houses. There was also an iron-smelting furnace and charcoal pit, suggesting that the Vikings used it for making nails and repairing their ships, as well as making weapons and other items. If the sagas can be believed, the settlement lasted for only around three years before it was abandoned and Leif Eriksson and his explorers returned to Greenland.

7.11 SKILL ACTIVITY: Using historical sources

The **SOURCE 6** and **SOURCE 8** extracts from two well-known Icelandic sagas are believed to have been written in the thirteenth century, centuries after the events that they recount. It is therefore assumed that they are based on a mixture of true events and storytelling. But they are quite different in significant sections of their accounts.

aud-0447

SOURCE 6 *Erik the Red* saga

After this there was much talk about making ready to go to the land which Leif had discovered. Thorstein, Eirik's son, was chief mover in this, a worthy man, wise and much liked. Eirik was also asked to go, and they believed that his luck and foresight would be of the highest use. He was [for a long time against it, but did not say nay], when his friends exhorted him to go. They made ready the ship which Thorbjorn had brought there, and there were twenty men who undertook to start in her. They had little property, but chiefly weapons and food. On the morning when Eirik left home he took a little box, which had in it gold and silver; he hid the money, and then went forth on his journey. He had proceeded, however, but a little way, when he fell from his horse, and broke his ribs and injured his shoulder, and cried out, 'Aiai!' At this accident he sent word to his wife that she should take away the money that he had hidden, declaring his misfortune to be a penalty paid on account of having hid the money. Afterwards they sailed away out of Eiriksfjodr with gladness, as their plan seemed to promise success.

aud-0448

SOURCE 8 *The Greenlanders* saga

There was now much talk about voyages of discovery. Leif, the son of Erik the Red, of Brattahlid, went to Bjarne Herjulfson, and bought the ship of him, and engaged men for it, so that there were thirty-five men in all. Leif asked his father Erik to be the leader on the voyage, but Erik excused himself, saying that he was now pretty well stricken in years, and could not now, as formerly, hold out all the hardships of the sea. Leif said that still he was the one of the family whom good fortune would soonest attend; and Erik gave in to Leif's request, and rode from home so soon as they were ready; and it was but a short way to the ship. The horse stumbled that Erik rode, and he fell off, and bruised his foot. Then said Erik, 'It is not ordained that I should discover more countries than that which we now inhabit, and we should make no further attempt in company.'

SOURCE 7 Statue of Erik the Red in the South Greenland region.



Complete the following to **compare** and **contrast** these accounts.

1. Carefully read both sources. You may want to make notes on each one as you go.
2. **Describe** what similarities they have.
3. **Describe** any differences they have.
4. **Propose** your own explanation for the differences.
5. **Evaluate** whether or not you believe that one might be more reliable than the other.

7.11 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

- Determine** whether the following statements are true or false.
 - The Althing was set up in Iceland in 930 CE. Its purpose was an early kind of parliament.
 - Greenland was named by Erik the Red to make it seem more attractive to other Vikings.
 - It is believed that even though the Vikings lived successful lives for 500 years in Greenland, they were most likely driven out of the area due to the unfertile land.
- From what country did most Icelanders originate and why did they leave their original home?
 - They were from Europe, which they left because they were feuding with the king.
 - They were from Sweden, which they left because they were feuding with the king.
 - They were from Denmark, which they left because they were feuding with the king.
 - They were from Norway, which they left because they were feuding with the king.
- Define** what is meant to be exiled in reference to Erik the Red.
- Recall** why the new land explored by Leif Eriksson was called 'Vinland'.
- Explain** why there was an iron-smelting furnace and charcoal pit found in the excavation in L'Anse aux Meadows in Canada.

Apply your understanding

Using historical sources

- Examine SOURCE 2.** Why was the written Icelandic legal code dated 1260 CE when the Althing actually began in 930 CE? What did they do before this?
- Explain** what made the Icelandic thing a unique form of government for its time.
- SOURCE 4** and **SOURCE 7** are modern statues commemorating Leif Eriksson and Erik the Red. **Analyse** their stance and posture, **explaining** what the sculptors might have been trying to convey.

Communicating

- The archaeological findings unearthed at L'Anse aux Meadows in Canada included the remains of seven buildings in three different groups, consisting of a longhouse, a hall-type building and smaller houses. There was also an iron-smelting furnace and charcoal pit, as well as other artefacts and weapons. **Discuss** the type of settlement that this was and suggest the original purpose of these artefacts.
- Imagine that you are a journalist in 1960 and you are covering the discovery in L'Anse aux Meadows in Canada. **Write** a brief article that you would include on the front page of the newspaper that day, highlighting the historical significance of the find. Ensure you include a suitable headline.

LESSON

7.12 What are some factors that led to the decline and end of the Viking Age?

LEARNING INTENTION

By the end of this lesson you should be able to describe and explain the factors that led to the end of the Viking Age.

TUNE IN

The chalkstone church in **SOURCE 1** is almost a thousand years old and there is evidence of three other wooden churches having been in the same place dating back to Danish King Harald Bluetooth.

1. Brainstorm three questions that this source raises about Viking religion and beliefs around the tenth century CE.
2. Share these questions as a class and see if you can come up with any hypotheses to answer them.

SOURCE 1 The Christian Church at Jelling, Denmark, is recognised as having had over 1000 years of continuous use.



Historians generally recognise that the end of the Viking Age was around the eleventh century. There are several factors that appear to have contributed to this.

Keep in mind, however, that the Norse people themselves did not go away; what ended was this period of rapid expansion, of raids and attacks. Settlement in the Scandinavian homelands has been continuous for thousands of years.

7.12.1 The spread of Christianity

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

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

7.12.2 Christian leadership

Kings and chieftains taking up the new Christian faith also did much to hasten the path to conversion. With many of the powerful leaders of Europe already converted to Christianity, it made political sense for Scandinavian rulers to convert to the religion of their allies. King Olaf Tryggvason imposed Christianity on Norway in 995 CE. The sagas tell of him destroying pagan temples. Such aggression suggests there was resistance to the spread of Christianity.

With some parts of the Scandinavian world remote from the rest of Europe, and therefore having little, if any, contact with the Christian faith, this seems a reasonable assumption, especially in far-flung regions such as northern Norway, Iceland and Greenland. By the time Tryggvason's successor, St Olaf, had finished his work of converting Norway and Iceland to Christianity, the Christian faith had taken firm root in the Viking world.

7.12.3 Peace settlement in France

Vikings had raided the land of the Franks regularly over the centuries. In the ninth and tenth century a group of Vikings, led by the warlord Rollo, were once again carrying out an attack. The King of the Franks, Charles III, came up with a solution to stop this and any future attacks from other Vikings. In 911 they signed the Treaty of Saint-Clair-sur-Epte which gave an entire Frankish region including the city of Rouen to the Vikings. In return, Rollo and his descendants agreed to protect them from any further Viking attacks. Rollo integrated into French society and becoming the Duke of Normandy. The age of Viking attacks in France was over.

7.12.4 The last Viking attack on England

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

Harald Hardrada and his Norwegian army landed in the north of England. They met Harold Godwinson's army on the battlefield at Stamford Bridge. They were defeated in a bloody battle and as few as 25 of their 300 longships returned to Norway. Hardrada and Tostig were both killed. Some historians consider this the last true Viking attack on England.

However, William of Normandy, whose great-great-great-grandfather was the Viking Duke Rollo of Normandy, was now sailing to England in a fleet of longships. Harold's weary troops marched southwards 700 kilometres to meet the Norman force. After a long battle, Harold was killed and they were eventually beaten by the Normans in what is known today as the Battle of Hastings. William was crowned King of England at Westminster Abbey on Christmas Day, 1066. He became known as William the Conqueror. A Norman duke with Viking blood had become the King of England.

SOURCE 2 St Olaf with his axe, depicted on a fifteenth-century Bishop's crozier from Norway



SOURCE 3 Contenders for the English throne jostle for power.

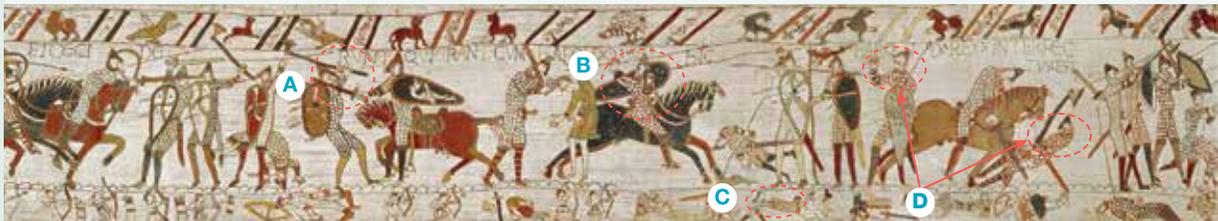


- A Harold Godwinson** 'I should be king! Edward was my brother-in-law, and even though I rebelled against him in 1051 we've put aside our differences.'
- B William, Duke of Normandy** 'Edward promised me the throne because I helped him crush Harold's rebellion in 1051. Harold even swore to me that he'd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

7.12 SKILL ACTIVITY: Using historical sources

The Bayeux Tapestry is a long and detailed tapestry showing scenes celebrating William the Conqueror's victory in the Battle of Hastings and success in winning the English throne. It is believed to have been produced in France in the eleventh century by William's half-brother, Bishop Odo, to decorate his newly-built cathedral.

SOURCE 4 A scene from the Bayeux Tapestry — Harold's death



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

TASK: The tapestry is recognised as a primary source of the Conquest of England and it gives us details that historians would otherwise not have known. But exactly how trustworthy a source is it?

1. **Conduct research** to find more information on the Bayeux Tapestry. You might like to use the **Bayeux Tapestry** weblink in the Resources panel.
2. Make notes on things like:
 - theories about its accuracy
 - information about who created it
 - information about why it was created
 - any debates that contest its accuracy.
3. **Summarise** your findings, supporting your ideas with evidence from the information you found.

7.12 Exercise

7.12 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3

■ **LEVEL 2**
4, 5, 6

■ **LEVEL 3**
7, 8, 9, 10

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Check your understanding

- Select** the correct options to complete the following sentences.
The Battle of **Normandy in 1066 / Hastings in 1066 / Hastings in 1606** is the famous event in medieval history shown on the Bayeux Tapestry. It shows the perspective of the **Vikings / Normans / Saxons**.
- Identify** Duke William of Normandy's connection to the Vikings.
 - He was the great-great-great grandson of the Danish Viking Rollo Duke of Normandy.
 - He was the great-great-great grandfather of the Danish Viking Rollo Duke of Normandy.
 - He was the great-great-great grandson of the Leif Eriksson.
 - He had no connection to the Vikings.
- Complete the following sentences.
 - Changing from one religion to another is called _____.
 - King _____ imposed Christianity in Norway.
 - The _____ parts of Scandinavia were probably most resistant to the new Christian religion.
 - King Olaf Trygvason's successor was _____.
- Explain** Charles III's method of defending his Frankish kingdom from further Viking attacks.
- Explain** why there was more resistance to the conversion to Christianity in some places than others.

Apply your understanding

Using historical sources

- Look closely at **SOURCE 2**. **Identify** what historians can learn from sources like this.
- Study **SOURCE 4**. **Compare** and **contrast** what you know about the Viking style of battle with what you can see in this scene? Is there any evidence of William's Viking heritage?
- The chalkstone church in **SOURCE 1** is almost a thousand years old and there is evidence of three other wooden churches having been in the same place dating back to Harald Bluetooth. **Create** a short speech, defending its inclusion in the UNESCO World Heritage List.

Communicating

- After reading the annotations in **SOURCE 3**, **evaluate** who had the strongest claim to the English throne. **Justify** your answer.
- Summarise** how events such as the Norman Conquest contributed to ending the Viking Age and Viking raids in particular.

LESSON

7.13 INQUIRY: How trustworthy are the sagas?

LEARNING INTENTION

By the end of this lesson you should be able to discuss the accuracy and usefulness of primary sources as well as the difficulty in distinguishing between fact and opinion.

In this inquiry, you will compare sections of two Icelandic sagas, the saga of Erik the Red and the saga of the Greenlanders.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Access the *Erik the Red saga* and *The Greenlanders saga* weblinks in the Resources panel, and choose brief sections to focus on.

Write your inquiry questions. This is what you would like to learn about the sources; for example:

- Who told the sagas and when did they tell them?
- Who wrote the sagas down and when was this likely to have happened?

Research the answers to your question(s).

- To develop some background into the sagas including who told them and who wrote them down and why, you could use the **Sagas history** weblink in the Resources panel.
- To gain a shorter overview of the reliability of the sagas you could use the **Sagas reliability** weblink in the Resources panel.

Step 2: Using historical sources

Analyse your short section of each saga to explore the differences in key points.

Step 3: Historical perspectives and interpretations

Evaluate by comparing the two sections that you chose, annotating the text with different colours to show differences and similarities. What do the differences suggest about the saga writers and their values and beliefs?

Step 4: Communicating

What is the answer to your research question(s)? **Present** your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 7.13 exercise set to complete it online.

on Resources

-  **Digital document** Inquiry rubric (doc-39403)
-  **Weblinks**
 - Erik the Red saga*
 - The Greenlanders saga*
 - Sagas history
 - Sagas reliability

LESSON

7.14 Review

Hey students! Now that it's time to revise this topic, go online to:



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7.14.1 Key knowledge summary

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

7.2 How do we know about the Vikings?

- The Viking civilisation that we study existed over one thousand years ago.
- Although a written language called runes existed, these were mainly for stone or bone inscriptions. It was not until the Vikings became Christian later in the Viking Age that written language was used to record things.
- Historians discover information from this period through the examination of artefacts and other archaeological discoveries.
- There have been significant discoveries of burial sites such as the King's Mound in Gokstad in Norway and many archaeological sites where there were settlements.
- The Vikings had a great oral storytelling culture.
- Late in the Viking Age, the stories of heroes and gods were written down and are known as the sagas. There was also much written about the Vikings by monks and others like the Anglo-Saxons who were their enemies, such as the Old English story, *Beowulf*.

7.3 How did the geography and climate of Scandinavia influence the Viking way of life?

- Much of the land in the Viking areas was rocky and mountainous and only a small percentage was suitable for farming. Because of this the Vikings lived mainly around the coastal areas of their lands where the climate was milder and land more fertile.
- Although the winters were very cold, the water around the Viking homelands was prevented from freezing by warm currents, like the Gulf Stream. This was important for a seafaring people.
- From around the eighth century the Vikings started to raid and later settle other areas.
- There are a number of theories about why the Vikings started to move away from home. For example, it is possible that they needed more farming land because the population was growing. Another theory is that the Vikings fought among themselves and some fled overseas. There is also the hypothesis that they took advantage of weaknesses among the rulers of European countries to conquer and settle. It is likely to be a combination of a number of these theories.

7.4 Who were the Vikings and how did they live?

- Although Vikings are known as pirates and raiders, for the most part they were farmers. Viking society was stratified, into kings or lords known as jarls, freemen called karls and slaves known as thralls. The slaves were usually people who had been brought back after raids and battles. They were needed for their labour on the farms.
- Viking farms were a series of buildings huddled around a longhouse and were often quite isolated, meaning the people relied only on themselves and the farms were often self-sufficient.
- Vikings kept livestock and crops of grains, such as barley and rye, as well as flax and hemp for linen sailcloths.
- Viking women ran the farms as the men tended to be away for long periods on raids.
- Children would most likely have helped out on the farm.

7.5 What was the early Viking religion and how did it change?

- Early Vikings followed a pagan religion.
- Viking myths are full of giants and of their gods who lived in a place called Asgard, which is high up in the sky.
- They worshipped many gods, the most significant of whom were Odin, Freya and Thor.
- Odin features in many of the sagas as the god who ruled from Valhöll, the Hall of the Slain, where the warriors who died in battle were welcomed by the Valkyries, or war-maidens.
- Vikings believed that death marked the beginning of a journey to another world and their burial practices reflected this. The dead were buried with the things the Vikings believed they would need in the next life or had enjoyed in this one, with archaeological finds of burial mounds providing evidence of this.
- Over time the Vikings became more and more exposed to Christianity through their travels and trade with countries, as well as from missionaries.
- Eventually, most Viking leaders adopted Christianity as their sole religion and imposed it on their subjects.

7.6 What was the impact of the developments in longboat technology?

- In the eighth century CE developments in Viking boat design technology, such as innovations in the keel, the rudder and the sail, enabled them to make longer ocean voyages.
- The remains of several ships have been found and replicas have been built that demonstrate how quickly the ships were able to sail across the seas, which is also quite remarkable considering that they only had the sun and stars for navigation.
- Viking ships were large but quite narrow and shallow, which enabled them to be pulled up close to shore during raids.
- There is evidence that the ships were carried overland from one waterway to another.
- At times Viking ships were known as dragon ships because a carved head of the mythical monster was sometimes mounted on the prow of the ship.

7.7 How did Viking craft protect the warriors in battle?

- Viking weapons and armour were extremely well-constructed and effective.
- For protection the Vikings wore body armour usually made of leather and chain mail, as well as a conical iron helmet.
- They carried timber shields to protect their bodies.
- They used an array of weapons such as bows and arrows, spears, axes and swords.

7.8 Who did the Vikings attack and raid?

- Around the eighth century CE, the Vikings began their expansion into other lands.
- Monastery records from England, Scotland and Ireland show that the Viking raids started as hit-and-run raids where they attacked and took with them the monastery's precious artefacts and money, killing and maiming monks and others as they attacked.

7.9 Where did the Vikings begin to settle beyond their homelands?

- As time went on and the Vikings travelled further from their homelands, they set up winter camps in some of these places because it was too far to get home for the winter. Eventually some of these became permanent settlements, such as Dublin in Ireland.
- The Vikings settled much of England, dividing the country between them and the Anglo-Saxons. The northern part of the country, known as the Danelaw, was ruled by the Vikings until it was conquered by Alfred the Great.

7.10 Where did the Vikings develop trade routes?

- As well as longships, Vikings had trading ships called knarrs.
- The Vikings also founded trading posts and settlements, including one called Hedeby that was on the crossroads of the East and West and settlements in Russia and Ireland. Many goods were exchanged including slaves, wine, bronze, iron and glassware.

7.11 What are some of the extraordinary achievements of the Vikings?

- In their search for new lands, the Vikings colonised Iceland and Greenland. Erik the Red is remembered as the Viking who settled Greenland.
- His son, the explorer Leif Eriksson made it as far as North America in about 1000 CE. He established a settlement there called Vinland.

7.12 What are some of the factors that led to the decline of the Viking Age?

- The French King Charles III ended the Viking raids in France through a diplomatic deal with the Viking Rollo, in making him Duke of Normandy in exchange for protection for other Vikings.
- The Battle of Hastings ended the Viking Age in England.
- When England's Edward the Confessor died in 1066 he left no direct heir to the throne.
- Three main contenders came forward to replace Edward the Confessor: a powerful earl, Harold Godwinson; the Norwegian king Harald Hardrada, a descendent of the Danish king Canute who once ruled England; and William of Normandy, who said that he had been promised the throne after Edward's death.
- Godwinson and Hardrada fought, with the Viking king eventually being killed. After this, Harold Godwinson had to face the Normans who had sailed from France.

7.13 INQUIRY: How trustworthy are the sagas?

- Determining the accuracy and usefulness of primary sources relies on distinguishing between fact and opinion.
- The sagas were written by people with different views, beliefs and biases.

7.14.2 Key terms

Althing	Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year
arable	land that can be ploughed for crops
barbarian	uncultured and uncivilised; not Christian
berserker	Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.
boss	metal bulge used as reinforcement in the centre of a shield
bronze	metal alloy mainly of copper and tin
fjord	long, narrow inlet flanked by high cliffs and slopes
flax	plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles
Gulf Stream	great warm current of water flowing from the Caribbean Sea all the way to northern Europe
heathen	one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilised
hemp	plant favoured for its tough fibre, useful in the making of rope
keel	lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built
knarr	a Viking trading ship
lamellar	made up of overlapping metal plates or scales
linen	cloth made from flax
literate	able to read and write
longhouse	a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.
longphort	a fortified base
mail	armour comprising chain links
oath breaker	someone who goes back on their word
pagan	someone who is not a Christian, Jew or Muslim, but who worships many gods
polytheistic	the belief in or worship of more than one god
pommel	rounded knob at the end of a sword hilt
reconstruction	rebuilding or re-making: in archaeology, rebuilding an artefact using archaeological remains as a guide
republic	a state in which the head of the government is not a ruler who inherits his position as might a king or emperor
rudder	broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller
runes	letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone
saga	a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family

self-sufficient able to provide for its own needs

tapestry carpet-like wall-hanging

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

7.14.3 Reflection

Revisit the inquiry question posed in the Overview:

What were the key beliefs and values of Viking society and how did this influence their society?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10700)
Reflection (ewbk-10702)
Crossword (ewbk-10703)
-  **Interactivity** The Vikings crossword (int-7585)

7.14 Review exercise

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Multiple choice

1. Which one of the following was *not* a reason that the Vikings may have started their raids?
 - A. They took advantage of the bickering among some European countries to raid them and seize their lands.
 - B. They wanted to spread Christianity.
 - C. They had a growing population and needed more farming land.
 - D. They had been fighting among themselves and some had to flee overseas as a result.
2. Which three countries were the Viking homelands?
 - A. England, Ireland and France
 - B. Denmark, Norway and Sweden
 - C. Denmark, Norway and Russia
 - D. Norway, Sweden and England
3. Consider the following statements about Viking longships:
 - i. The Vikings carried them from one waterway to another.
 - ii. They all had dragon carvings on the prow.

- A. Both statements are true.
 - B. Both statements are false.
 - C. Statement i is true and Statement ii is false.
 - D. Statement i is false and Statement ii is true.
4. What is a berserker?
- A. A Viking dance
 - B. A Norse god
 - C. A type of battle axe
 - D. A ferocious warrior
5. Which of the following is *not* a Norse pagan god or goddess?
- A. Odin
 - B. Thor
 - C. Freya
 - D. Shiva
6. Identify the correct Viking social hierarchy from highest to lowest in order.
- A. Jarl, karl, thrall
 - B. Karl, jarl, thrall
 - C. Thrall, karl, jarl
 - D. Thrall, jarl, karl
7. Which of the following statements about the Vikings is true?
- A. Vikings mainly lived in isolated farms rather than villages.
 - B. The Vikings raided in winter.
 - C. Viking women were treated like slaves.
 - D. It was too cold for Viking farmers to grow crops.
8. What are runes?
- A. Large mounds of sand
 - B. Early Viking writing
 - C. An Icelandic tribe
 - D. Pictures carved on the Jelling stones
9. The Battle of Hastings was won by
- A. Harold Godwinson.
 - B. Harald Hardrada.
 - C. William of Normandy.
 - D. Tostig Godwinson.
10. For what reason is it suspected that the Vikings eventually abandon their settlements in Greenland?
- A. War
 - B. Climate change and an epidemic
 - C. Distaste for cold weather
 - D. Lack of food sources

Short answer

Using historical sources

11. Study **SOURCE 1**.
- a. **Describe** the features of a Viking ship you can see in **SOURCE 1**.
 - b. Do you think this image is historically accurate? **Explain** why or why not.

SOURCE 1 A scene from the Bayeux Tapestry, showing Norman ships invading England in 1066. Although built in Normandy, the boats are clearly Viking longships.



Communicating

- 12. Describe** the ways in which Viking mythology reflects Viking society. How did their beliefs connect with their way of life? Use specific examples of gods, goddesses and myths.
- 13. Consider** reasons the Vikings became Christians.
- 14. Describe** reasons for the early Viking raids on monasteries.
- 15.** The Viking Age, as we study it, was from c. 790–1066 CE. In an extended paragraph, **discuss** why such a brief period of history has had such a large impact on our imaginations. Use examples of how the Vikings have been shown in popular culture over the last 50 years.

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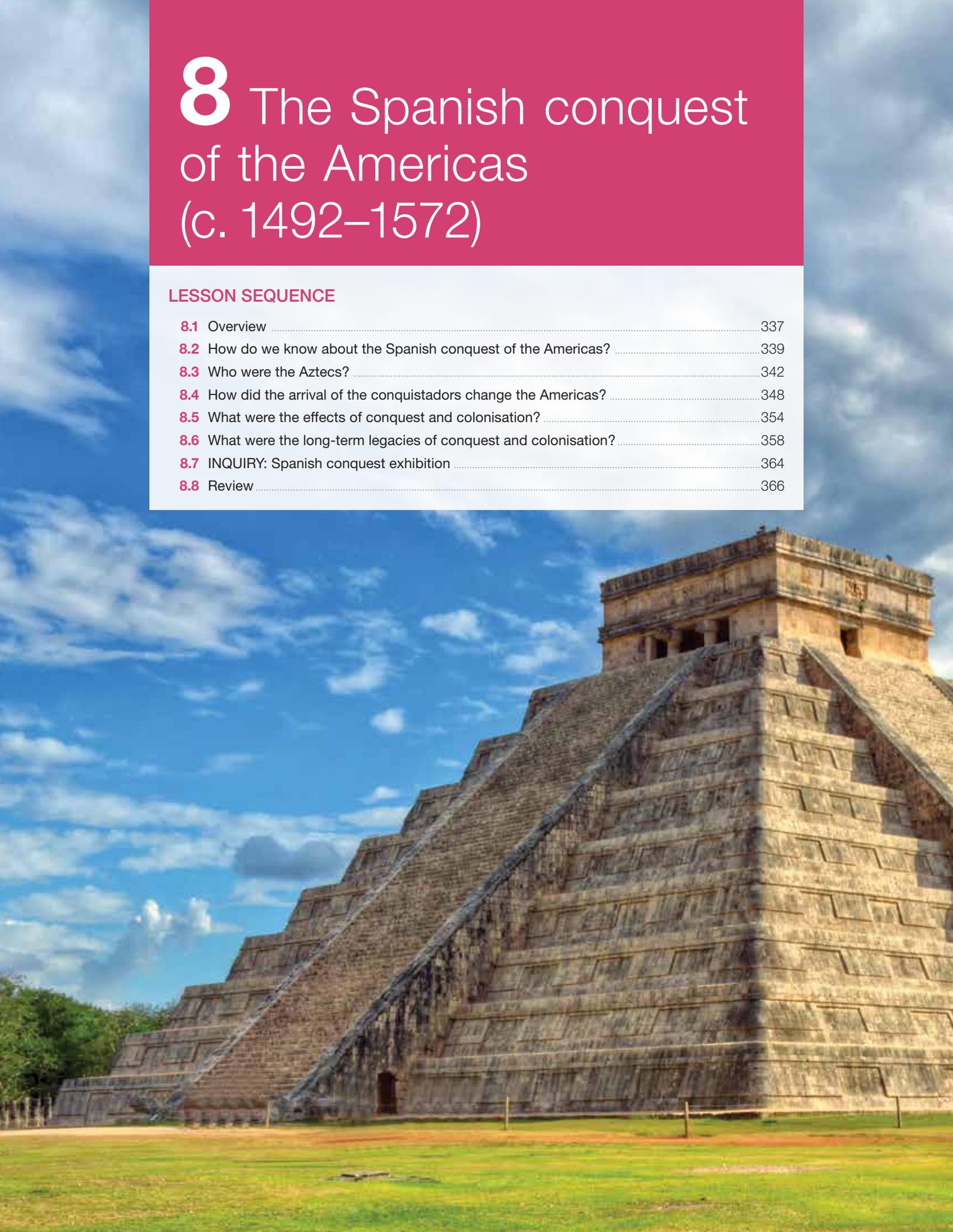
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8 The Spanish conquest of the Americas (c. 1492–1572)

LESSON SEQUENCE

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LESSON

8.1 Overview

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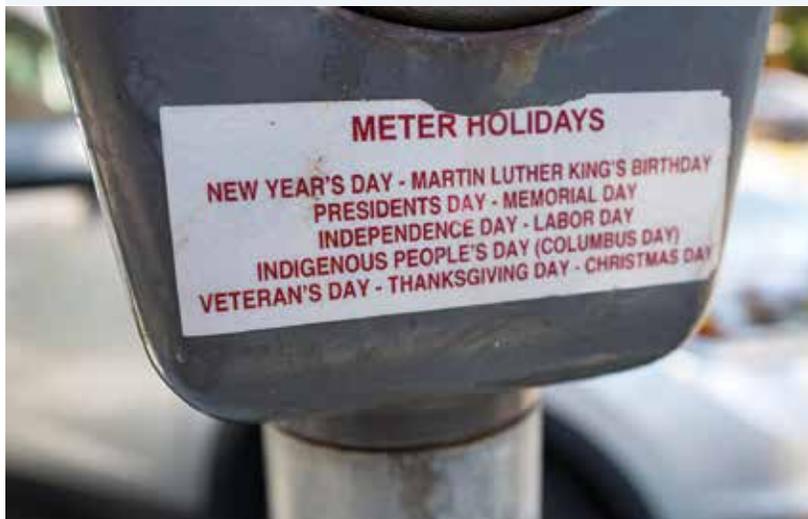
How did the Americas change as a result of the Spanish conquest?

8.1.1 Introduction

At the start of 1492 the three most powerful civilisations in the Americas were the Aztec, Inca and Maya empires.

The Inca people lived on the western side of South America, in the region that is now Chile and Peru. The Maya lived in eastern present-day Mexico, on what is called the Yucatan Peninsula, and bordering them to the west were the Aztecs. The two civilisations of the Aztecs and Maya make up the region known as Mesoamerica, a region of spectacular temples, architecture and a proud heritage. This topic focuses on how the Spanish conquest affected the Aztec civilisation. Within two centuries all three of those civilisations had collapsed and the American continent had changed forever.

SOURCE 1 On this parking meter in Berkeley, California, the name of the public holiday Columbus Day has been officially changed to Indigenous Peoples Day, in acknowledgement of the consequences of the European colonisation of the Americas. Are there any significant dates elsewhere around the world that have similar discussions and multiple perspectives?



Each year in October, much of the United States observes the holiday of Columbus Day, in recognition of the explorer who became synonymous with the discovery of the Americas. However, over the last century more and more people have begun to question whether Columbus Day is an appropriate celebration, given the subsequent effect European exploration had on the American continents and peoples.



Resources



eWorkbook

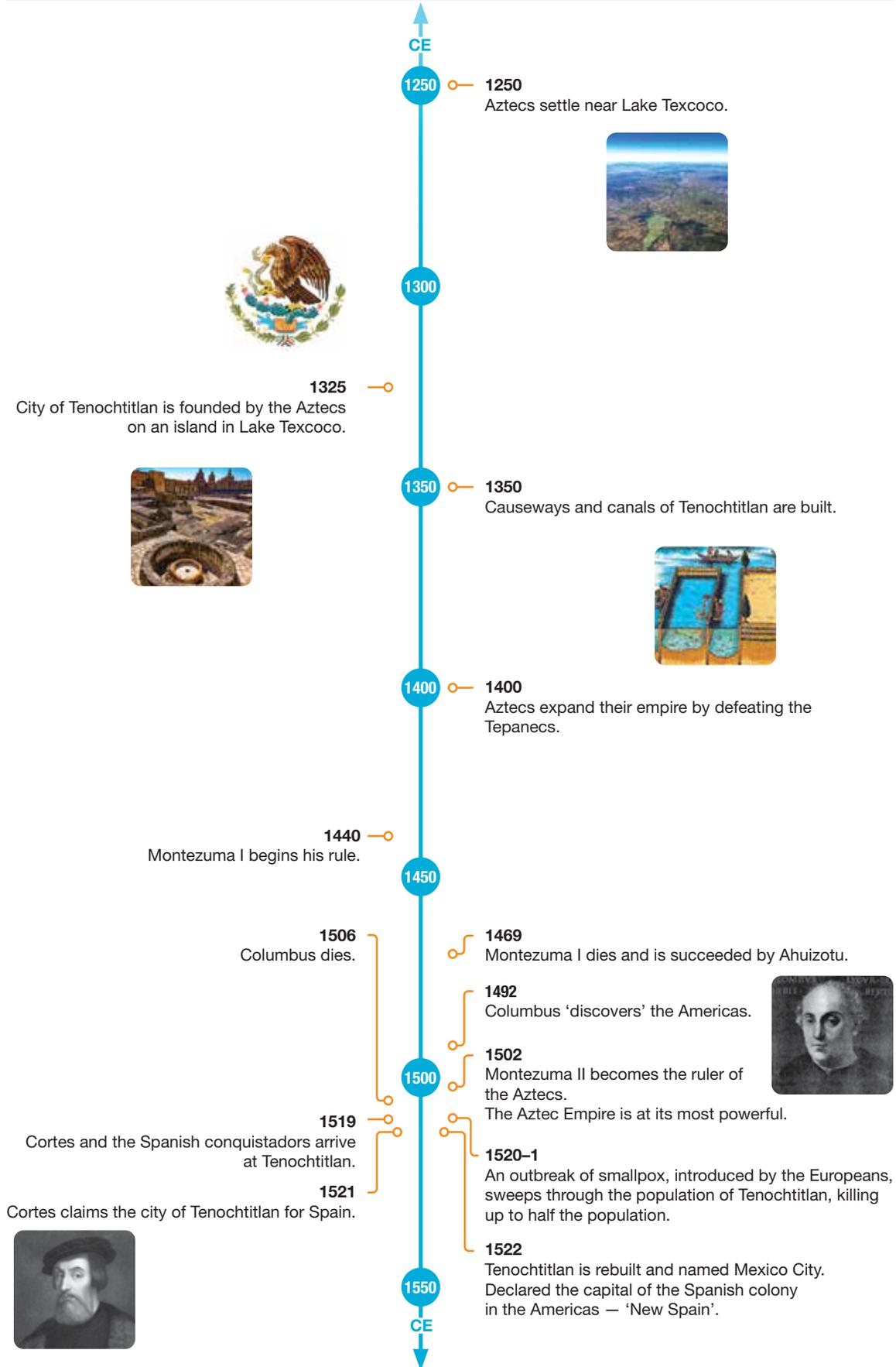
Customisable worksheets for this topic (ewbk-10704)



Video eLesson

The Spanish conquest of the Americas (c. 1492–1572) (eles-1832)

SOURCE 2 A timeline of the Spanish conquest of the Americas



LESSON

8.2 How do we know about the Spanish conquest of the Americas?

LEARNING INTENTION

By the end of this lesson you should be able to explain how different sources help us understand the Spanish conquest of the Americas, and how those sources changed over time.

TUNE IN

With the following words from Pope Alexander VI in 1493, the world changed. With these words, permission was granted for Spanish explorers to claim, control and exploit land in the Americas.

SOURCE 1 These words come from Pope Alexander VI's decree of 1493 in which he authorised Spanish explorers to colonise the Americas.

We assign to you and your heirs and successors . . . all islands and mainlands found and to be found, discovered and to be discovered . . . distant 100 leagues towards the west and south from any of the islands commonly known as the Azores and Cape Verde.

1. Discuss what impact you think these words would have had on the people who already lived in the Americas. Do you think they were consulted? What does that suggest to you about the views of the Spanish explorers to the people living in the Americas?
2. Predict what might happen when they come into contact with each other.

8.2.1 European sources

It has been said that 'history is written by the winners'. This is certainly the case with the Spanish conquest of the Americas. Both during and after the period of the conquest, many of the **conquistadors** maintained detailed accounts of their experiences. They were eager for their actions to be remembered. Hernan Cortes, who led the Spanish against the Aztecs, wrote many letters to King Charles V of Spain, providing a valuable eyewitness account of the events. However, these letters tended to glorify Cortes's victories and downplay his failures.

Some first-hand accounts of the time have been recognised as highly important and less biased. For example, **missionary** Bernardino de Sahagun worked to compile a series of texts that would become known as the Florentine **Codex**. The original was written in the Aztec language of Nahuatl. De Sahagun learned to speak Nahuatl and could communicate with many surviving Aztec wise men. The Florentine Codex provides a remarkable history and description of the Aztec civilisation prior to the Spanish arrival.

Another useful source is the writing of Bartolome de las Casas. He was a Spanish priest who was appalled at the treatment of the Native Americans by the Spanish colonists. He wrote to King Charles V of Spain defending the rights of the indigenous peoples. However, no matter how sympathetic to the Aztec people these sources are, they are **subjective** because they were written by the European settlers and therefore from a European perspective.

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

missionary a person sent on a religious mission, especially one sent to promote Christianity in a foreign country

codex a pictorial book

subjective based on personal feelings rather than on facts

8.2.2 Aztec sources

There are very few surviving written Aztec sources from before the conquest because many of them were destroyed by the Spanish, either intentionally or during the fighting for Tenochtitlan. Most of the sources that were created after the conquest can be useful to historians, but they were created under the supervision of the Spanish. This means that surviving Aztec sources may still suffer from Spanish subjectivity. In the following decades, some descendants of those who experienced the conquest began to record the events from an Aztec point of view.

SOURCE 2 A scene from an Aztec codex showing ritual human sacrifice. Such practices were part of Aztec religion.



8.2.3 How reliable are the sources?

All historical sources are subjective to a certain extent. This means that the authors of the sources are influenced by their own personal beliefs and feelings, rather than purely by the facts. An example of this would be the different attitudes the Spanish and Aztecs had toward human sacrifice. The Aztecs believed that their gods remained strong only through offerings of blood and human hearts, and so human sacrifice was one of the core aspects of their religion. On the other hand, the Spanish felt that the act of human sacrifice was barbaric and demonstrated the inferiority of the Aztec people compared with Europeans.

8.2 SKILL ACTIVITY: Using historical sources

Consider **SOURCE 2** to think about what primary sources can tell us about the past. Use the 'W's' to see how it can help **explain** something about the past.

WHO: Who created this?

WHY: What was the purpose of the codex?

WHAT DOES IT SHOW: What does your knowledge of the content tell you about the past? What does it suggest about the practices of Aztec religion?

Keeping questions like these in mind will help you unpack some key points about the past which you can then use to deepen your understanding.

8.2 Exercise

learn**on**

8.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 7

■ LEVEL 2

4, 6

■ LEVEL 3

3, 5, 8

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Check your understanding

1. **Determine** whether the following statements are true or false.
 - a. All Spanish accounts of the conquest of the Americas glorified themselves.
 - b. The Spanish priest Bartolome de las Casas wrote to King Charles V of Spain defending the rights of the indigenous peoples during the Spanish conquest of the Americas.
 - c. The Spanish and Aztec attitudes towards human sacrifice were similar, as they both believed that their gods grew stronger through sacrifices.
2. Which of the following explain why few Aztec sources from before the conquest survived?
 - A. Aztec records were passed on verbally and not recorded
 - B. They were destroyed by the Spanish
 - C. They may have been destroyed during the fighting for Tenochtitlan
 - D. They were lost at sea during transportation to Europe
3. **Explain** how a historical source is 'subjective'.
4. **State** the ways in which recording of events in the Aztec world changed after the arrival of the Spanish.
5. **Explain** why the perspectives of the Spanish missionaries might differ from those of the conquistadors.

Apply your understanding

Historical perspectives and interpretations

6.
 - a. **Explain** why there are differences between Cortes' and de Sahagun's accounts of the Spanish conquistadors.
 - b. **Identify** how both Cortes' and de Sahagun's accounts could be useful to historians, despite their differences.

Communicating

7. Why might historical sources be destroyed intentionally?
8. What strategies could be used to minimise the effect of subjectivity when studying particular sources?

LESSON

8.3 Who were the Aztecs?

LEARNING INTENTION

By the end of this lesson you should be able to describe the key features of Aztec society, culture and religion.

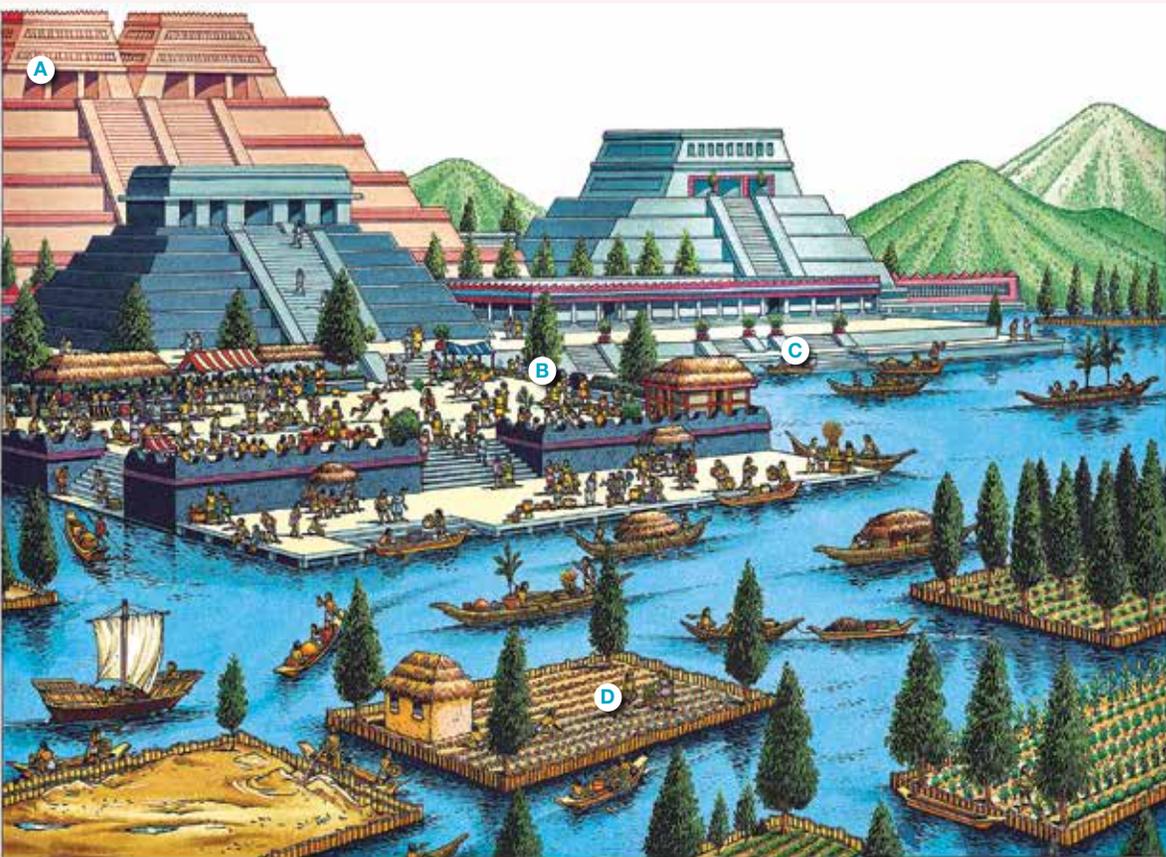
TUNE IN

For more than three hundred years prior to the arrival of the Spanish conquistadors, the region that is now central and southern Mexico was dominated by the Aztecs. The structure of Aztec civilisation and culture was complex and highly organised with sophisticated architecture and well-developed agriculture.



int-4119

SOURCE 1 A modern artist's impression of the city of Tenochtitlan



- A** The Aztec step pyramids dominated the skyline of Tenochtitlan. When it was decided that a larger pyramid was needed to honour the gods, the Aztecs would simply build on top of the existing pyramid.
- B** The streets of Tenochtitlan were free from vehicles. Although they had knowledge of the wheel, it was applied to little more than children's toys. Large-scale transport was impractical because there were no pack animals that could pull carts or wagons.
- C** The canals of Tenochtitlan were the highways of the city, with boats being the primary form of transport.
- D** The *chinampas*, or 'floating islands', were used for growing crops.

1. What impression do you get from **SOURCE 1** about the Aztec civilization?
2. What type of transport appears to be important for the Aztec people?
3. Use three words to describe your thoughts about the city of Tenochtitlan. Discuss your ideas and give reasons for your thoughts.

8.3.1 Everyday life in Tenochtitlan

The Aztec people arrived in what is now Mexico in the late 1100s. By 1250, they had settled near the shores of Lake Texcoco, and by 1325 they had begun building the magnificent city of Tenochtitlan.

The city of Tenochtitlan, one of the best planned and most elaborate cities anywhere in the world at the time, was built in the middle of Lake Texcoco on five swampy islands. Three long causeways connected the city to land around the lake's edge. The city itself had a network of both canals and roads so that all sections could be accessed either on foot or by canoe.

School

The Aztecs were a highly organised society. They led rewarding lives, particularly the noble classes. Young boys went to school to learn to live prudently, govern, and understand history and the ways of the elders. Girls were mainly taught at home. At 15 years old, boys could attend one of two types of school: children of the nobility went to the *calmecac*, which had a focus on advanced learning, administrative skills and religion, or commoners went to the *telpochcalli*, which was basically a military school. However, all boys learned some fighting skills, regardless of the direction their working life took.

Food

There were generally two main meals a day, with one meal being eaten during the hottest part of the day. A staple of Aztec diet was maize but this was supplemented with a large variety of meat and vegetables. The Aztecs are famous for introducing the world to chocolate; however, this was reserved for warriors and nobility, and was mixed with ground maize to make a drink. Alcohol came in the form of a drink called *octli*. The sap from the maguey plant was fermented but, like chocolate, this was a drink strictly for nobles, royalty and warriors, with commoners being permitted to drink it only on special occasions.

Crime and punishment

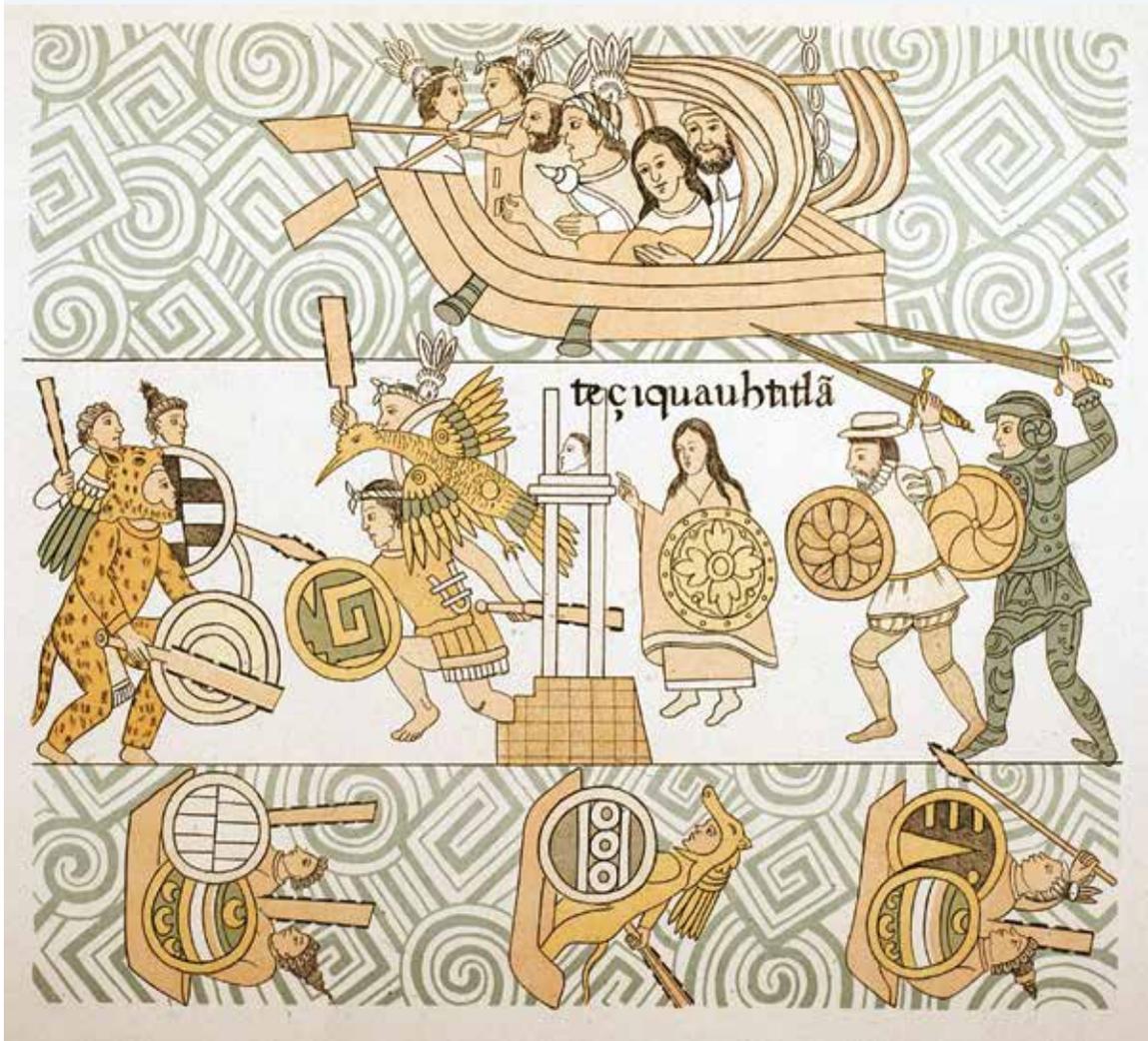
By today's standards, Aztecs had incredibly harsh punishments for most crimes. For example, if a commoner was found wearing cotton clothes, the punishment was death. Likewise, a death sentence was possible if someone was found guilty of adultery or even cutting down a living tree. The accused would be sentenced by a group of judges in a way that is not so different from Australia's justice system today. Although the punishments seem harsh from our modern-day perspective, it is important to remember that Europeans from that period would not have been as shocked because punishments were equally harsh in Europe at that time.

8.3.2 Aztec warfare

Life in the Aztec Empire was not peaceful; in fact, the Aztecs were in a state of perpetual war with the Tlaxcala people who also lived in the region that is now Mexico. The Aztec army was broadly organised into two layers. One was made up of commoners who were trained in basic fighting skills. The other consisted of the professional warrior class. Among the bravest and most skilled of these were the eagle and jaguar warriors, so named because of the distinguishing and fearful uniforms they wore.

In the average battle, there were fewer casualties than compared with European battles because prisoners were highly valued as slaves or victims for human sacrifice. Most soldiers would try to disable rather than kill their opponent. This technique was used by the Tlaxcalans and other enemies, and it is likely that the Tlaxcalans used Aztec prisoners for human sacrifice just as the Aztecs did with Tlaxcalans.

SOURCE 2 An illustration from an Aztec codex showing jaguar warriors, who were the elite soldiers in the Aztec army. On the right, Spanish conquistadors are visible.



8.3.3 Mythology and religion

Religion played a very important role in the lives of the Aztecs. They were a polytheistic culture, meaning they worshipped more than one god. In fact, they worshipped many hundreds of gods. They had wide-ranging religious beliefs, including some that were similar to those of Europeans at the time. They believed the Earth was flat and the Sun fought darkness every night so it could rise each morning.

The importance of religion to the Aztecs was expressed in their art and architecture, with enormous and elaborate temples built to worship the hundreds of gods that ruled over different aspects of nature and human activity.

Central to Aztec religion was the belief in human sacrifice to please the gods. As many as 20 000 people a year were sacrificed to the gods at a temple built specifically for that purpose. Most of those sacrificed were slaves or prisoners captured in wars with surrounding

SOURCE 3 A gold pendant representing Mictlantecuhtli



cities. The ritual involved priests stretching the subject over an altar and then lighting a fire on the victim's heart. The priest then tore out the heart and placed it in a sacred dish before the bodies were rolled down the steps of the temple to lie in a heap. Many Aztecs believed that dying this way would ensure a quick passage to heaven.

Like many other civilisations, the Aztecs believed in the afterlife. They believed that the key to reaching the afterlife quickly was in the way they died rather than the way they lived. Someone who died quietly of old age would have to pass through the underworld before reaching the realm of the dead. But a warrior who died in battle or a mother who died in childbirth would go straight to heaven.

int-7824

SOURCE 4 Some of the most important Aztec gods



- A Mictlantecuhtli — god of the dead
- B Quetzalcoatl — god of knowledge, creation, priesthood and wind
- C Tlaloc — god of rain
- D Huitzilopochtli — god of war, sun and the nation
- E Xipe Totec — god of spring, new life and suffering

8.3.4 Agriculture

Built in the middle of a lake, Tenochtitlan did not have easy access to any farmland, so the Aztecs had to use a special method to grow crops. This method involved using *chinampas* or 'floating gardens', although this second name is misleading.

Chinampas were small man-made islands used for crops. An area of shallow lake bed was fenced off and gradually filled with mud, sediment and decaying vegetation until it rose above the water level. This provided a very fertile bed in which to plant a range of crops. This technique is still occasionally used today in some areas of Mexico.

SOURCE 5 A modern-day *chinampa* in use in Mexico



tlvd-10595

SOURCE 6 An illustration showing the cross-section of *chinampas*. Each is at a different stage of development.



on Resources

 **Weblink** Mexico Lore

8.3 SKILL ACTIVITY: Questioning and researching

In pairs, conduct some further **research** into one of the following topics:

- Modern-day use of *chinampas* in Mexico. Why are they used today? Do you think much has changed about them over the centuries? How important are they to modern agriculture in Mexico?
- Religion in current-day Mexico. What festivals are observed in Mexico? Are they similar to those of the time of the Aztec Empire? What similarities and differences can you identify?

Use a table like the one below to **summarise** the similarities and differences you find as a starting point for your discussion. The table uses religion but can be easily adapted if you choose to research chinampa use.

You might want to use the **Mexico Lore** weblink in the Resources panel which contains lots of information that can help with your research:

What types of change have occurred in Aztec religion?	What continuities are there between Aztec and modern-day religion in Mexico?	Explain the importance of religion in Aztec and modern Mexico, and if you think that importance has changed over time.
*	*	<i>Use this space to express your ideas in a paragraph.</i>
*	*	
*	*	

As a class, **discuss** how much the Aztec culture influences modern-day Mexico.

8.3 Exercise

learnon

8.3 Exercise

Learning pathways

LEVEL 1

1, 2, 3

LEVEL 2

4, 6

LEVEL 3

5, 7, 8

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Check your understanding

- Using **SOURCE 1** and your understanding from reading the text, **identify** which of the following statements does NOT accurately describe the city of Tenochtitlan.
 - Tenochtitlan was a city built on five swampy islands in the middle of Lake Texcoco.
 - Tenochtitlan was connected to the lake's edges by three causeways and all parts of the city could be accessed by either roads or canals.
 - People travelled on foot or by bike and goods were transported by horse-drawn carriages.
 - Pyramid style buildings dominated the skyline and chinampas were used to grow crops to feed the city.
- Some key differences between the diet of the nobility and that of the commoners were that the nobility had a drink made from chocolate and an alcoholic drink called *octli* made from the sap of the maguey plant. True or false?
- Why might the Aztecs' common use of the death penalty not have shocked the Spanish?
 - The Spanish didn't believe that it occurred
 - The penalty was hidden from the Spanish
 - Spanish law was also harsh
 - The penalty was never actually carried out
- Recall** three key aspects of Aztec religion.

Apply your understanding

Using historical sources

5. **Explain** how **SOURCE 3** supports the argument that religion was important to the Aztecs.
6. **Analyse SOURCE 4**. **Identify** features of the illustrations that could help you identify the different gods if there were no labels.
7. **Explain** why the battles between the Tlaxcalans and the Aztecs left fewer casualties than European battles.
8. **Compare** and **contrast SOURCES 3** and **6** with reference to the image they portray of Aztec culture.
 - a. If you referred to only one image, how accurate and reliable do you think your impression of the Aztecs would be?
 - b. Using your responses to part **a**, **explain** the importance for students of history to refer to a number of different sources.

LESSON

8.4 How did the arrival of the conquistadors change the Americas?

LEARNING INTENTION

By the end of this lesson you should be able to explain what happened when European and American civilisations came into contact.

TUNE IN

The fifteenth and sixteenth centuries were a time of exploration and discovery for Europeans. These discoveries were driven by the desire for wealth and resources and while they made many European nations very wealthy they would have a devastating impact on the indigenous civilisations of the Americas.

1. Consider the elements of the painting. Pay attention to how the different people are portrayed.
2. Discuss how accurate you think this image might be compared with the actual event.

SOURCE 1 Columbus taking possession of the New World for Spain. This artwork was created in 1862, more than 300 years after the event it shows.



8.4.1 European expansion

History is full of tales about conquest and colonisation. The fifteenth and sixteenth centuries saw a rapid expansion of European colonies throughout the world, particularly in the Americas. The Europeans clashed, often violently, with the indigenous inhabitants they encountered. In most cases, the two cultures could not **coexist** peacefully — one would dominate the other. The most well-known example is arguably that of Hernan Cortes and the Aztecs.

coexist live together at the same time in the same place

8.4.2 Columbus sets the scene

With financial backing from Spain, Christopher Columbus, an Italian explorer, set out in August 1492 to find a western route to Asia. At that time, nobody in Europe knew that the Americas existed. So when he reached land in October, he believed he had reached Asia but in fact made landfall in what is now the Bahamas. Between 1493 and 1504, Columbus made three more voyages to the ‘**New World**’, as the Americas were called. He established Spain’s first American colony on the island of Hispaniola, and was the first of many who would follow and bring with them ideas of conquest and control.

New World a term for the Americas during Early Modern Times

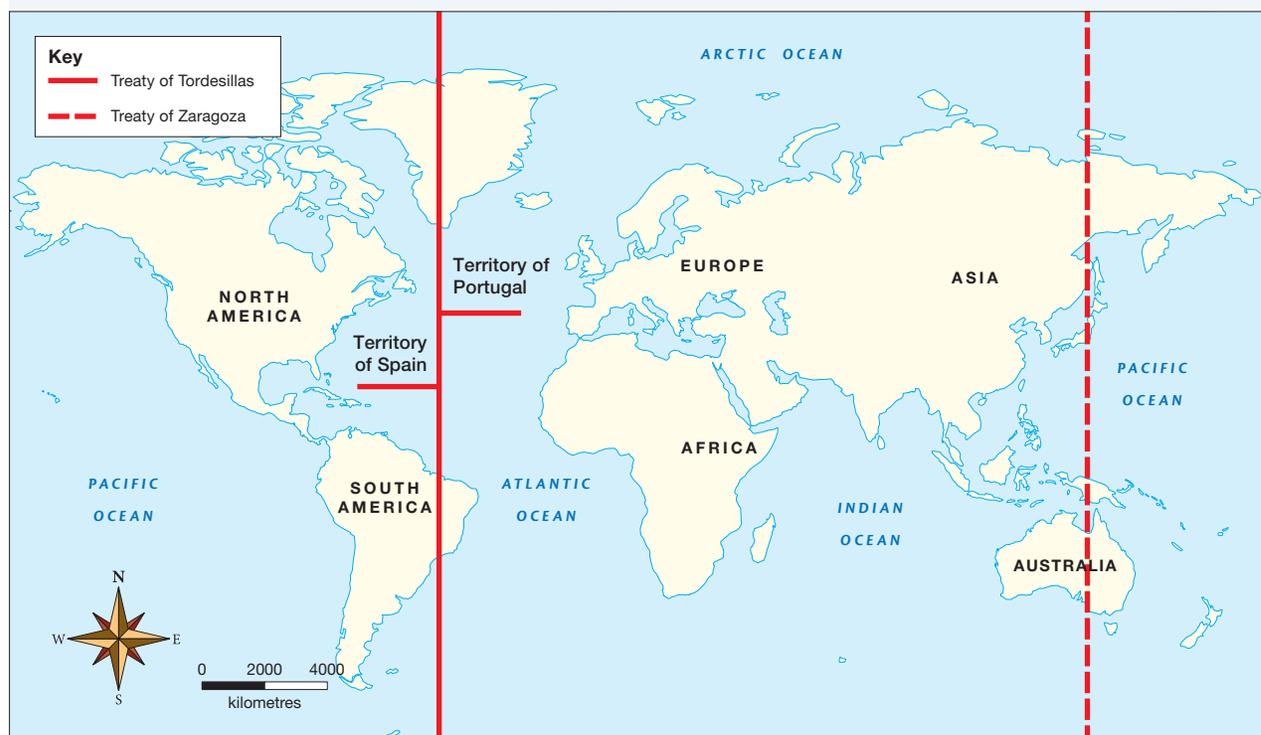
8.4.3 The ‘legal’ conquest

At the time of Columbus’ voyage Spain and Portugal were the key rivals in ocean exploration. They shared a tense relationship and Columbus’ discovery had the potential to escalate rivalry into conflict. In response, Pope Alexander VI issued a decree in 1493 that authorised Spain’s exclusive right to colonise the Americas. Any land that was not inhabited by Christians was free to be ‘discovered’. In effect, it authorised the displacement or enslavement of any indigenous people in the Americas. The following year another treaty was signed, this time to clarify the regions in which Spain and Portugal could explore and trade without risking conflict. Known as the Treaty of Tordesillas, it divided the rights to new lands between the two rivals.



tlvd-10596

SOURCE 2 A map indicating the division of the world under the Treaty of Tordesillas. Once Spain and Portugal reached Asia, a second division under the Treaty of Zaragoza was made.



Source: Map drawn by Spatial Vision.

8.4.4 Balboa: First to cross

Remembered today as the first European to cross the Americas, Spanish explorer Vasco Nunez de Balboa was one of many who were inspired by the news of Columbus’ discoveries. In 1500 he travelled to the New World and helped establish settlements in areas around the Caribbean. In September 1513 he crossed the isthmus of Panama and became the first European to see the Pacific Ocean.

8.4.5 Cortes: Man of ambition

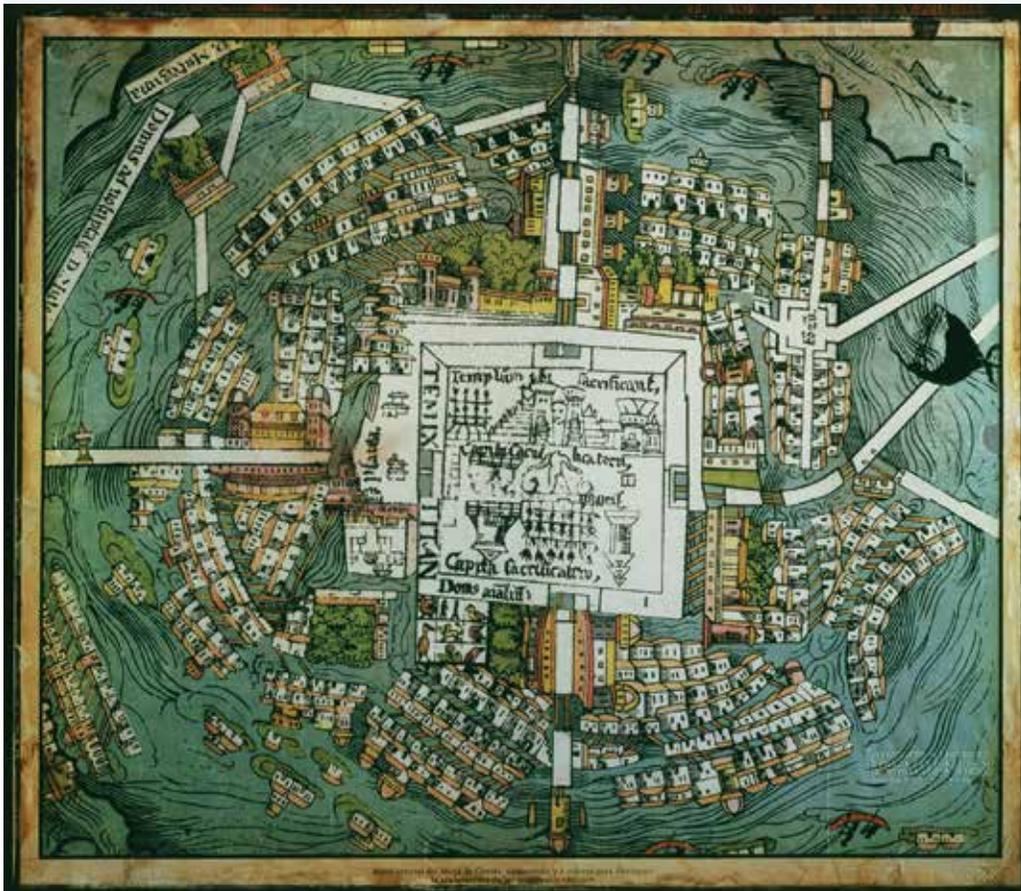
Born in 1485, Hernan Cortes was the son of a Spanish nobleman. He attended university at Salamanca but had a reputation for not working very hard. When he was 19, he moved to the Caribbean island of Hispaniola, which was then a growing Spanish settlement. About 6 years later, he took part in the conquest of Cuba under the command of Diego de Velasquez.

Cortes came to believe that the Aztecs in Mexico had much to offer the Spanish conquistadors. He was obsessed with claiming land for Spain and glory for himself. He was also looking for gold and had heard rumours that the Aztecs had lots of it. In February 1519, Cortes set sail for Mexico. Upon reaching the coast he destroyed his ships to ensure his men did not have any thoughts about desertion. He began marching inland to the Aztec capital, Tenochtitlan. On the way, Cortes made contact with Tlaxcala, which was a kingdom that resisted the rule of the Aztecs.

The Spanish found themselves in trouble because the ground was broken and uneven, so they could not effectively use their horses and cannons. But as they fought their way to level ground the balance shifted in their favour. After the early violent encounters, the Tlaxcalans permitted the Spanish to enter their territory — no doubt they were terrified by the Spanish firearms and horses, neither of which they had ever seen before. For their part, the Spanish granted them a truce in return for their support against the Aztecs.

As he moved further inland, Cortes avoided the well-travelled route to Tenochtitlan to minimise the possibility of ambush. He was also trying to recruit more allies against the Aztecs. For three months the conquistadors made their way through a variety of terrain, from arid mountains to fertile valleys. They were forced to adapt to the daytime heat as their armour was not practical for a climate that was much hotter than what the Spanish were used to. On the journey they saw strange plants and animals that were completely different to what they knew in Europe.

SOURCE 3 A map of the Aztec capital, Tenochtitlan, attributed to Hernan Cortes



Upon arrival at Tenochtitlan in November 1519, the Spaniards discovered a thriving, highly organised city. Built on the islands in the middle of Lake Texcoco, the city would have appeared to the approaching Spaniards as almost floating on an inland sea. The city had a population of about 250 000 people, and it controlled much of the surrounding countryside. It was from these lands that the city drew its wealth in the form of gold, jewels and crops.

Cortes was welcomed by Montezuma II, emperor of the Aztecs. One theory suggests that Montezuma

thought Cortes was the god Quetzalcoatl, who was said to have fair skin and a beard, just like Cortes. However, Cortes' own letters make no mention of his being thought of as a god so this theory is probably untrue. After establishing a headquarters in Tenochtitlan, Cortes attempted to strengthen his position by taking Montezuma hostage. This was a common tactic in Europe but was seen as unacceptable to the Aztecs, who attacked and drove the Spanish from the city. During this uprising Montezuma himself was killed, possibly by his own people who thought him weak in the face of the Spanish. Cortes returned in 1521 and laid siege to the city before attacking. The battle lasted for two months and the Spanish were forced to fight fiercely for every street. Tenochtitlan was reduced to rubble and many thousands of Aztecs were killed. On 13 August 1521 Cortes was able to claim the city for Spain.

SOURCE 4 A colour lithograph, created in 1892, showing Montezuma greeting Cortes in Tenochtitlan



aud-0457

SOURCE 5 'Lament on the Fall of Tenochtitlan', a poem by an anonymous Aztec poet

How can we save our homes, my people?
The Aztecs are deserting the city
The city is in flames and all
is darkness and destruction
Weep my people
Know that with these disasters
We have lost the Mexican nation
The water has turned bitter
Our food is bitter
These are the acts of the Giver of Life

It took about two years for the Spaniards to destroy the indigenous civilisation of the Aztecs. Many Aztecs died directly at the hands of the conquistadors. But thousands of others died not from violence but from famine and diseases that were introduced by the Europeans.

Those who survived lost their dignity. Their wealth was stolen and their temples were destroyed. Because the Spaniards believed it was their duty to convert the Aztecs to Christianity, the Aztecs also lost much of their culture.

DID YOU KNOW?

Iron was a key factor behind the successful Spanish conquest of the Aztecs.

The indigenous peoples of the New World did not use iron; they still used old technologies for weapons. Iron was so important because it formed the principal component in swords, daggers, lances and knives, and was a crucial element in the workings of crossbows.

It was central to cannons and other firearms and it contributed to the effectiveness of armour, helmets and shields. Iron gave the Spanish an important advantage that helped ensure the defeat of the Aztecs.

SOURCE 6 An Aztec illustration of the Spanish conquest



8.4.6 Pizarro

The success of Cortes over the Aztecs led to an unprecedented period of European expansion in the Americas. The following two centuries saw the Spanish consolidate their rule over many Native American societies, including the Inca and Maya civilisations.

The Inca civilisation occupied roughly the area of present-day Peru and Chile, which is one of the most mountainous regions in the world. The Spanish conquistador Francisco Pizarro first made contact with the Inca in 1526, but it took longer to conquer them than the Aztec Empire, largely because of the harsh geographical features. The tropical jungle and mountainous terrain hampered the progress of the conquistadors, who found their armour torturous in such a hot and humid climate.

Ultimately though, the combination of superior Spanish weaponry and the longer-term effect of introduced diseases meant that the Inca could not resist indefinitely. The city of Lima was founded by Pizarro in 1535 and the Viceroyalty of Peru, which was the name given to the region of South America ruled by Spain, was created in 1542.

The Maya proved more of a challenge for the Spanish, despite the fact that they were located in a less harsh geographical region. Occupying much of the Yucatan Peninsula in what is now southern Mexico, the Maya civilisation consisted of a number of independent city-states. There was no single capital city like the Aztec capital Tenochtitlan so the individual states had to be overpowered one by one, making the conquest a long and arduous one for the Spanish. It took more than 150 years before the last Mayan city was conquered.

8.4 SKILL ACTIVITY: Evaluating historical significance

Select one of the following individuals and **consider** the significance of their role in the colonisation of the Americas: Columbus; Balboa; Cortes; Pizarro.

PART 1: Consider the following questions to guide your thinking and make some notes:

- To what extent were people's lives changed due to the individual?
- How long-lasting were the consequences of their impact?
- How can the consequences still be felt today?

PART 2: When you have recorded some thoughts for the questions above, **compare** them with a classmate who selected a different individual. As a pair, or in small groups, try to rank the different individuals. Can you make a claim about which are more significant? How have you reached your conclusions?

8.4 Exercise

learn**on**

8.4 Exercise

Learning pathways

LEVEL 1

x, x

LEVEL 2

x, x

LEVEL 3

x, x

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Check your understanding

1. What were the two main reasons for Spanish settlements in the New World?
 - A. Silver
 - B. Gold
 - C. To convert the Aztecs to Christianity
 - D. To convert the Aztecs to Buddhism
2. Why did Cortes follow an indirect route from the coast to Tenochtitlan?
 - A. To fill in the time her needed to gather his army
 - B. To take in the scenery of the journey
 - C. To capture enemy soldiers in towns on the way
 - D. To minimise the possibility of ambush
3. **Identify** the correct options to complete the sentence.
In addition to violence, **hunger** / **disease** / **fear** killed many thousands of **Europeans** / **Aztecs** because they had little resistance to the **crops** / **animals** / **germs** introduced by the **Europeans** / **Aztecs**.
4. Study **SOURCE 3**. What might have been the advantages and disadvantages of the layout of Tenochtitlan if the city was under attack?
5. **Examine SOURCE 4**. **Describe** what impression you get about the initial meeting between Cortes and Montezuma. **Justify** your viewpoint with evidence.

Apply your understanding

Using historical sources

6. Study **SOURCE 6**. You will see one of the conquistadors, possibly Cortes himself, embracing two Aztec warriors. **Propose** who these people could be and why they are not fighting against Cortes.
7. Read **SOURCE 5**. 'Lament' can mean a 'passionate expression of grief or sorrow'. **Justify** whether you think it is an appropriate term to use for this poem.

Communicating

8. **Explain** what you think was the most significant advantage the Spanish had over the Aztecs during the conquest. For example, was it technology, or perhaps resistance to disease? **Explain** your reasoning.
9. **Evaluate** the significance of geographic features in the Spanish conquest of the Aztec, Inca and Maya civilisations.
10. What does the Treaty of Tordesillas suggest about the power of Spain and Portugal in the fifteenth century?

LESSON

8.5 What were the effects of conquest and colonisation?

LEARNING INTENTION

By the end of this lesson you should be able to explain the structure and management of New Spain and its impact on the indigenous people of the Americas and on international relations.

TUNE IN

Progress? Exploitation? Opportunity? Oppression? That all depends on your perspective.

SOURCE 1 portrays the construction of Mexico City over the ruins of Tenochtitlan using indigenous slaves.

SOURCE 1 An illustration of sixteenth-century native slaves building Mexico City on the ruins of Tenochtitlan



1. Can you identify each of the words above in this image? Where can you see them?
2. How does perspective play a role in identifying each term?

8.5.1 A new empire

After the defeat of the Aztec Empire, Hernan Cortes founded the colony of New Spain, with Mexico City (formerly Tenochtitlan) as its capital. Over time, the colony would grow to encompass most of the region that is now the United States, Mexico and the islands in the Caribbean Sea. Later, it would extend across the Pacific Ocean as far as the Philippines. The Spanish domination of these regions was to last over four hundred years.

The establishment of New Spain meant the creation of a new part of the Spanish Empire. The lands that were brought under Spanish control after the conquest were very wealthy and complex, providing an opportunity for Spain to establish itself as a world power.

SOURCE 2 A map showing the growth of New Spain in the Americas



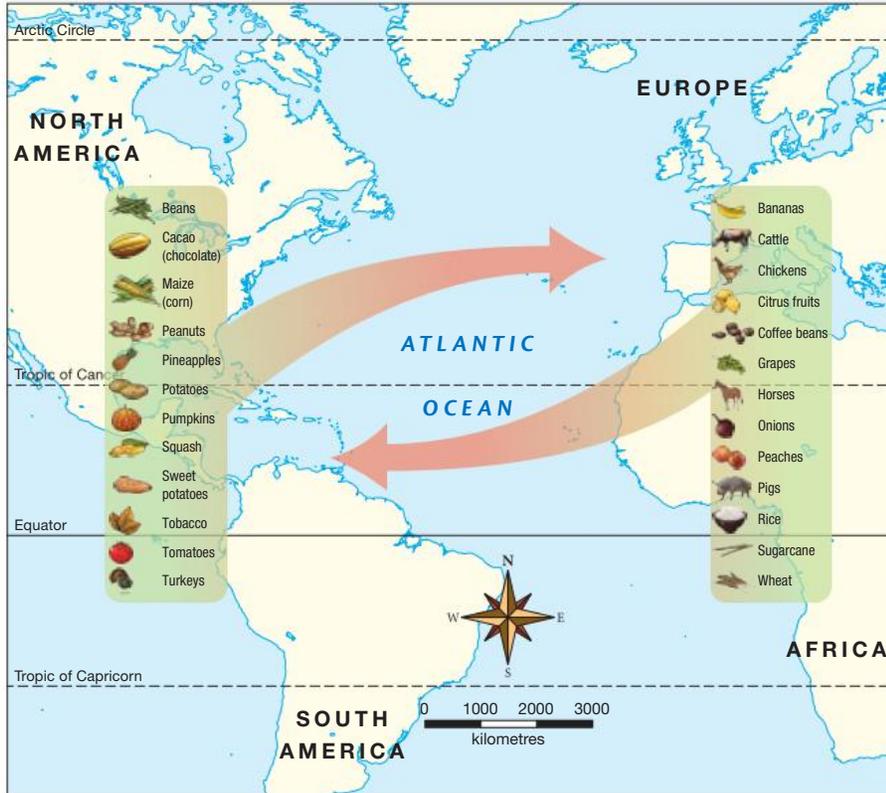
Source: Map drawn by Spatial Vision.

The trade routes that developed between the Americas and Europe became known as the ‘Columbian Exchange’. Plants, animals, diseases and technology all criss-crossed the oceans. Tomatoes, for example, now associated with Italian cuisine, were unknown to Europe until they were introduced from the New World. Other new plants included potatoes, corn and tobacco. For their part, the Europeans introduced, among other things, bananas, coffee beans and horses to the Americas.

Internally, the administration of New Spain was structured under the ‘encomienda system’. Established in 1521, it was created to regulate labour and behaviour of the indigenous population. The Spanish conquistadors and settlers received a ‘grant’ of land and labourers who offered tributes in return for protection and ‘Christianisation’. The idea was to ‘civilise’ and employ the indigenous population to work for the Spanish settlers. In reality, however, the encomienda descended into a system of forced labour and land seizure, and resulted in the quick spread of the introduced diseases against which the indigenous population had no resistance.

At the same time as the settlement of New Spain, an attempt was made to establish trade routes with the East Indies (modern-day South-East Asia). The Pacific Ocean had the potential to become a trading ‘superhighway’ for the Spanish by eliminating the need for the long sea voyage from Europe around the southern tip of Africa. A Spanish settlement was established in the Philippines in 1565 and soon a busy trade route developed. Silk, spices, silver and slaves were all transported from Asia to the Americas and then on to Europe.

SOURCE 3 The Columbian Exchange between Europe and the Americas introduced each to a range of new foods and resources, as well as diseases and slavery. Some iconic items, such as tomatoes in Italy or coffee in Brazil, were unknown before the trans-Atlantic trade began.



Source: Map drawn by Spatial Vision.

8.5.2 Expansion and conflict

The signing of the Treaty of Tordesillas in 1494 may have given some decades of peace of mind to the Spanish and Portuguese, but by the late sixteenth century other European nations had begun to establish their own colonies on the American continents. As the various colonies expanded, conflict was inevitable. The countries most active in the expansion and fight for the New World were Spain, Great Britain and France. The Dutch were also influential, but mainly in the north-east of North America. Their most famous act was founding the city of New Amsterdam, which would later become New York. All of these countries saw in the Americas the opportunity for wealth; because they were often at war with each other in Europe, no country wanted any of the others to succeed.

8.5.3 The end of New Spain

Through three centuries of conflict, Spain had established itself as the governing power across much of the North American continent. But by the beginnings of the nineteenth century the first calls for independence began. The colonies that were under Spanish control felt that they were able to rule themselves. They wanted to play a role in the decisions that would affect them. In 1810, Mexico declared independence from Spain, leading to a 10-year war that would end with that independence finally being recognised. This in turn encouraged many other parts of New Spain to seek independence as well. Britain offered support against Spain because they wanted to end the Spanish **monopoly** on trade in the region. By the 1820s, almost all of the Spanish colonies in the Americas had won their independence. New Spain was disappearing.

monopoly an organisation or group that has complete control of something

In 1898, the Spanish were defeated by the United States in a war that would decide who would control the remaining territories. As the victorious power, the United States took control of Cuba, Puerto Rico and the Philippines, ending more than four centuries of Spanish rule in the Americas.

8.5 SKILL ACTIVITY: Using historical sources

Your task is to research the expansion of New Spain as shown in **SOURCE 2**.

1. Using an atlas and information found online, **identify** the year of establishment of the cities labelled on **SOURCE 2**.
2. Add the location of some other cities named after saints. Include their name and year of establishment.
3. After plotting your information, **describe** the expansion of New Spain.

You could refer to one or more of the following:

- the direction of the expansion
- the time taken to establish new cities
- the regions into which New Spain expanded.

8.5 Exercise

learnon

8.5 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
4, 6

■ LEVEL 3
5, 7, 8

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Check your understanding

1. Why did Spain want to create an empire in the New World? **Identify** all applicable answers.
 - A. To convert people from Christianity
 - B. To expand its territories
 - C. To expand its wealth
 - D. To convert people to Catholicism
2. **Identify** which of the following European powers did not have a presence in North America.
 - A. Great Britain
 - B. France
 - C. The Netherlands
 - D. Germany
3. Britain, France and the Dutch may have taken issue with the Treaty of Tordesillas when it was signed because they had all agreed not to explore the New World until the next decade. True or false?
4. **Identify** the key threats to Spanish control over the North American continent.

Apply your understanding

Communicating

5. **Explain** one way that the idea of the encomienda system often differed from the reality.
6. **Describe** one long term change you think would occur due to the Columbian Exchange.

Using historical sources

7. **Explain** how the 'encomienda system' benefited the Spanish settlers to the disadvantage of the indigenous population.
8. What challenges would have emerged from the exchange of foods and resources you can see in **SOURCE 3**?

LESSON

8.6 What were the long-term legacies of conquest and colonisation?

LEARNING INTENTION

By the end of this lesson you should understand the broad impacts of conquest and colonisation including those that still affect the world today.

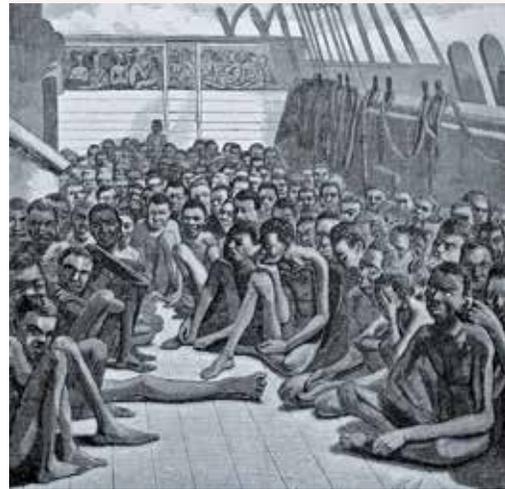
TUNE IN

Read the following quote by Reverend Robert Walsh, who served aboard a ship that intercepted the illegal slave trade:

The slaves were all inclosed between decks. The space was so low that they sat between each other's legs . . . they were all branded like sheep with the owner's marks. The head was so great and the odour so offensive that it was quite impossible to enter. I was informed by my friends who had visited so many ships that this was one of the best they had seen.

1. What aspects from the quote above can you see in the image?
2. How would you describe the conditions based on what you can see in the image?
3. The image is from 1860. What does this tell you about the long-term consequences of European colonisation of the Americas?

SOURCE 1 A drawing from the magazine 'Harpers Weekly' in 1860 showing slaves on board a ship.



8.6.1 Impact on the Aztecs

The Spanish conquest of the Americas had wide-ranging and long-term impacts. Initially those impacts were felt within the American continent, but as the Columbian Exchange developed, the impact was felt more widely and helped lay the foundations for the creation of the modern world.

The most obvious and significant impact of the Spanish conquest on the Aztec people was the severe decline in population over the years of the colonisation. Diseases introduced by the Europeans and the effects of slavery and malnutrition had serious consequences for the native population. It is estimated that the native population of Mexico had declined by 90 per cent by the early 1600s. **SOURCE 2** discusses additional reasons for the declining population in Mexico.

aud-0458

SOURCE 2 From *The Population of the California Indians, 1769–1970*, written by Sherburne Cook

The first [factor] was the food supply . . . the second factor was disease . . . A third factor, which strongly intensified the effect of the other two, was the social and physical disruption visited upon the Indian. He was driven from his home by the thousands, starved, beaten, raped, and murdered . . . The utter devastation caused by the white man was literally incredible, and not until the population figures are examined does the extent of the havoc become evident.

The Spanish conquest led to a loss of culture. Traditional art and music, as well as native languages, were under threat of being lost forever. Even the design of the codex, the traditional written record of the Aztecs and one of our few primary sources of information on their culture, changed because of Spanish influence. Codices were originally pictorial; however, after colonisation, Spanish and Latin text was introduced.

As New Spain grew, native labourers travelled with the Spanish so that they could be put to work under the arrangements of the *encomienda* system. By doing this, the Aztec, Mayan and Incan people who had lived apart for centuries were suddenly mixing together. This blurred the distinction between the three previously unique cultures. This loss of culture was exacerbated by the efforts of the Spanish to convert the native population to Christianity. In some cases, rather than converting outright, the native population merely incorporated aspects of Christianity to their pre-existing belief systems. Some of these variations survive to this day, and the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

8.6.2 Slavery

The Spanish did not bring slavery to the New World; they merely introduced a new form of it. Slavery had been an important part of Aztec culture but it was very different to the form of slavery that the Europeans practised. Aztec slaves could have possessions and often had the opportunity to buy their liberty. If an Aztec slave's master died, the slave would sometimes be freed rather than sold to someone else. People could also sell themselves into slavery as a way of paying debts, and even a murderer could be offered as a slave to the family of the person killed, if requested. One key difference between Aztec and European slavery was its **hereditary** nature. The child of an Aztec slave was not automatically a slave, unlike the European system where a person could be born into slavery.

Technically, slavery was not permitted in New Spain. In 1493, Pope Alexander VI, at the same time as granting Spain the right to colonise the New World, declared the native people were to be converted to Christianity but not enslaved. The *encomienda* system was intended to honour this arrangement by ensuring that indigenous people who were used for labour were protected and converted by missionaries. However, any that resisted the Catholic faith could be subjected to forced labour. For the conquistadors, this provided an easy excuse to declare that any slaves were merely natives who had refused to accept Christianity and had reverted to their own religion.

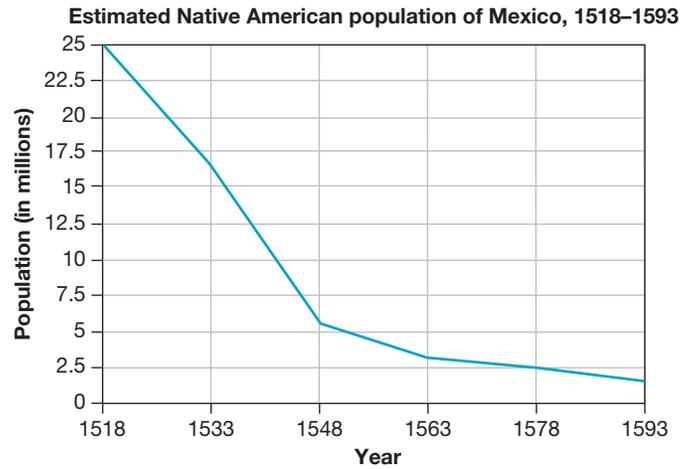
hereditary passed from parent to a child

DID YOU KNOW?

One way for an Aztec slave to win their freedom was to escape from the watch of their master while at the *tianquiztli* (marketplace) and run to the palace. If they reached the palace without being caught, they became free. Only the master or one of his relatives was allowed to chase the slave — if anyone else interfered, they risked being sold into slavery themselves. Look back at **SOURCE 1** in lesson 8.3 and see whether you can find the slave escaping from his master.

During the conquest of the Aztec Empire, many thousands of native people died not from violence but from diseases that were introduced by the Europeans. The native population did not have immunity to these introduced diseases and died by the hundreds of thousands in much the same way that Europe was ravaged by the Black Death a century earlier. After the establishment of New Spain, disease continued to claim a massive number of native lives as it followed the Europeans across the American continent. To combat the problem of losing workers, the Spanish began to import slaves from Africa. These areas had already been settled by Spain and so the native people had developed immunity from the common, but otherwise deadly, diseases. Over the course of nearly four centuries, approximately 12 million slaves were transported from Africa to the New World.

SOURCE 3 A graph showing the decline of the Aztec population in the sixteenth century



SOURCE 4 A ceramic vase featuring the god Tlaloc from before the Spanish conquest. This artefact is held in the Museum of the Templo Mayor, which used to be a major Aztec temple, in Mexico City.



SOURCE 5 A loss of Aztec culture means that museums are essential for the preservation of many Aztec artefacts. These artefacts are part of the National Museum of Anthropology in Mexico City.



DISCUSS

In groups, consider the challenges for modern historians when confronted with information that reveals historical actions to be what modern society would judge as harsh or inappropriate. Think about how they would need to approach the following topics without using modern standards to judge past practices:

- the sacrificing of people in the Aztec civilisation
- the enslavement and transportation of people from Africa to the Americas.

What mindset would a historian need to adopt to ensure they investigated these topics without judgement?

8.6.3 Language and religion

Around the world, Spanish is now spoken by an estimated 550 million people, but less than 10 per cent of these people actually live in Spain. The spread of the language around the globe during the expansion of the Spanish Empire has made it one of the most widely spoken languages in the world. It is the official language of Mexico and most countries in South America, and is spoken widely throughout the United States. In fact, the vast majority of the world's Spanish speakers live in North and South America. One major exception to this is Brazil. Because of the Treaty of Tordesillas of 1494, Portugal was able to colonise the eastern part of South America. This is why Portuguese is the official language of Brazil.

The introduction of the Roman Catholic faith to the Americas was spearheaded by the Spanish. Denounced as heathens, the Aztec, Mayan and Incan people were often forced to convert to Christianity, or face slavery or death. Today, the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

SOURCE 6 When Mexico declared independence from Spain in 1810, the Aztec Empire became the inspiration for the new national flag. The central emblem is based on the founding myth of Tenochtitlan. The migrating Aztec people were directed by the sun god to build a city on the site where they saw an eagle eating a serpent while perched on a cactus growing from a stone. Legend says that Tenochtitlan was that site.



DISCUSS

Imagine you are a historian who is being interviewed about their work on the Spanish Conquest of the Aztecs. The interviewer asks the following question: In your work on the Aztecs you have had to research human sacrifice and slavery — both of which are topics that present some confronting information. How have you managed to ensure that you remain objective and without judgement when studying these topics?

How would you respond?

8.6.4 Impact beyond the Americas

The colonisation of New Spain meant that the Spanish Empire became one of the world's most powerful empires. The natural resources that the region contained — gold, silver, furs, sugar and cotton — helped Spain become wealthy. As the native population decreased, they were effectively replaced with huge numbers of Europeans who migrated to the region to make money.

New foods, previously unknown to Europeans, were found on the American continents; these included potatoes, tomatoes, avocados and chocolate.

The term 'New World' was originally applied to the Americas by Europeans. The meeting of different cultures and the exploration of new lands by Europeans led to an increase of geographic knowledge. Communication was established between civilisations that previously had no idea of each other's existence, and as the centuries progressed, ideas and knowledge were shared, paving the way for the modern world in which we live today.

SkillBuilders to support skill development

- 1.10 Evaluating roles and achievements

8.6 SKILL ACTIVITY: Using historical sources

In pairs, **consider** the image in **SOURCE 7**. Your job is to **discuss** the value and limitations of the source for historians studying this topic.

SOURCE 7 An illustration from a sixteenth-century codex showing native Aztecs suffering from smallpox.



STEP 1: Consider the following:

- We know that the image is from a sixteenth-century codex, but can we tell from the image who exactly it was who drew it?
- What do you know about how Aztec codices changed after the arrival of the Spanish?
- What other information in this topic can you use to corroborate the information provided in **SOURCE 7**? Does this help its value?

STEP 2: Copy and complete this table to help organise your ideas:

Information presented in the source — What does it show? What does it tell us?	Other information in the topic that can support or challenge that information — do they present similar information?	Values of the source — How is it useful to historians? What can it reveal to us?	Limitations — what can it NOT reveal to us?

STEP 3: Discuss your thoughts as a pair, or **compare** with others in your class.

STEP 4: Answer this question in a paragraph individually: What are the values and limitations of **SOURCE 7** to historians, and how does what we know about the source impact its usefulness?

8.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 7

■ LEVEL 3

6, 8, 9, 10

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Check your understanding

- Identify** how Aztec codices changed after the Spanish conquest.
 - Spanish and Latin text was added to the traditionally pictorial codices.
 - Spanish and Latin text was removed from the traditionally pictorial codices.
 - Spanish but not Latin text was added to the traditionally pictorial codices.
 - Spanish but not Latin text was removed from the traditionally pictorial codices.
- Determine** whether the following statements are true or false.
 - Spanish is spoken by approximately 550 million people around the world, but less than 10 per cent of those people live in Spain.
 - The Spanish conquest of the Americas led to a significant decline in the native population of Mexico due to the introduction of diseases and other factors.
 - The Aztecs did not have a form of slavery before the arrival of the Europeans.
- Why is Portuguese spoken in Brazil, but not elsewhere in South America?
 - A vote by the people of Brazil in 1494 changed the official language from Spanish to Portuguese.
 - The Spanish language slowly disappeared as new generations preferred Portuguese.
 - Both Spanish and Portuguese were taught in school but Portuguese was much easier to learn.
 - Brazil was allocated to Portugal as a colony under the Treaty of Tordesillas.
- Describe** what might have been done to the indigenous people of the Americas if they had not converted to Christianity.
- Explain** why Europeans migrated to the region of New Spain.

Apply your understanding

Communicating

- Explain** how the conquistadors defied the law that stated that slavery was not permitted in New Spain.
- Propose** why the term 'New World' could be misleading.
- Read **SOURCE 2**.
 - State** the reasons Sherburne Cook offers for the decline in the Native American population.
 - Sherburne Cook was not a historian by training but he did pioneer population studies of the native peoples of the Americas. He wrote widely on the subject of pre-conquest population levels. From this information, **determine** if you think **SOURCE 2** is a reliable source. **Justify** your response.

Using historical sources

- Examine SOURCE 3**.
 - State** the estimated Native American population in Mexico in 1518.
 - By what year had the population dropped to approximately 3 million?
 - According to the graph, in what 15-year time period did the population drop most dramatically?
 - Explain** why this rapid decline might have slowed later.
- Explain** what **SOURCES 4** and **5** can tell you about the attitude towards the Aztec culture in modern-day Mexico.

LESSON

8.7 INQUIRY: Spanish conquest exhibition

LEARNING INTENTION

By the end of this lesson you should be able to use primary and secondary sources to explain the Spanish conquest of the Americas.

In this inquiry, you will develop an explanation of the Spanish conquest of the Americas in pairs or small groups using no more than ten primary and secondary sources and express it through the medium of a museum exhibition.

SOURCE 1 An illustration showing the landing of Columbus at San Salvador, October 12th, 1492. Published by Currier & Ives, 1846.



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

What sources most appropriately reveal the history of the Spanish conquest of the Americas?

What do you see as the key concepts of the topic? Conquest? Resistance? Culture? Change? What concepts will be the focus of your presentation?

Step 2: Using historical sources

Identify the sources you wish to use in your exhibition. You should have no more than ten sources in total, but try to find a range of different sources — written, visual, primary, secondary and so on — to provide as wide a scope as possible.

Step 3: Historical perspectives and interpretations

Compare the sources you have selected with those of your partner or group. **Analyse** your selection to decide which sources work best so that you still have no more than ten as a whole group.

Each source will need a caption. Each caption should be around 100 words and should **describe** not only the source itself but the reasoning for why it is included in the exhibition and why it is an important source for understanding the topic. You could include information about the perspective of the source, for example, if it is a source written by a one of the Spanish conquistadors then your caption should outline how perspective might be influenced.

Step 4: Communicating

Choose a title for your exhibition. It should be one that captures the key idea but also is interesting, exciting and relevant.

Bring your sources together and present them in a way that best captures your themes and ideas. There are any number of ways this could be done, and you may need to discuss some with your teacher, but some options could include printing your images and arranging them on a display board with the captions, or presenting your work online as a virtual museum using an appropriate program.

Complete your self-assessment using the **Inquiry rubric** or access the 8.7 exercise set to complete it online.



Resources



Digital document Inquiry rubric (doc-39397)

LESSON

8.8 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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8.8.1 Key knowledge summary

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

8.2 How do we know about the Spanish conquest of the Americas?

- Most contemporary records of the conquest were written by the Spanish.
- The sources were often subjective and focused on only one side of the story.
- Few first-hand accounts of pre-Spanish Aztec life remain.

8.3 Who were the Aztecs?

- Enough Aztec sources remain for us to learn that their culture was sophisticated and organised.
- The Aztec Empire often warred with its neighbours.
- Aztec religion was polytheistic, meaning they worshipped many gods.
- Similar agricultural techniques to those used by the Aztecs are still used in Mexico today.

8.4 How did the arrival of the conquistadors change the Americas?

- Spain and Portugal were the great sea power rivals of the fifteenth and sixteenth centuries.
- Columbus was searching for a new sea route to Asia when he 'discovered' the Americas.
- Columbus was the first person to initiate the spread of knowledge of the 'New World' through Europe but certainly was not the first to discover it.
- The fifteenth and sixteenth centuries was a time of rapid expansion of European empires around the world.
- In most cases, encounters between Europeans and indigenous people ended with conflict.
- For nearly two centuries after the fall of the Aztec Empire other expeditions took place and brought to an end both the Incan and Mayan civilisations.

8.5 What were the effects of conquest and colonisation?

- The Treaty of Tordesillas, signed in 1494, was an agreement between Spain and Portugal to designate regions that each could explore freely.
- The rise of the British, French and Dutch empires brought them into conflict with Spain and Portugal over who would control the world.
- Calls for independence from the regions under Spanish control brought an end to New Spain in the nineteenth century.

8.6 What were the long-term legacies of conquest and colonisation?

- Aztecs practised slavery before the Spanish arrival but it was different to that introduced by the Europeans.
- Officially, slavery of native people in New Spain was only permitted if they refused to convert to Catholicism.
- As disease took its toll on the native people new slaves were transported from Africa through the 'triangular trade'.
- The Spanish conquest of the Americas had short- and long-term impacts on the world; both the Spanish and the American continents and people were changed forever.
- Spain became wealthy because of its colonies in the Americas.
- The 90 per cent decline in the native population of Mexico was due mainly to disease.

8.7 INQUIRY: Spanish conquest exhibition

- Museum exhibitions are one of many ways to share information.
- Different perspectives need to be discussed and acknowledged before deciding on appropriate sources for final displays.

8.8.2 Key terms

codex a pictorial book

coexist live together at the same time in the same place

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

hereditary passed from parent to a child

missionary a person sent on a religious mission, especially one sent to promote Christianity in a foreign country

monopoly an organisation or group that has complete control of something

New World a term for the Americas during Early Modern Times

subjective based on personal feelings rather than on facts

8.8.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did the Americas change as a result of the Spanish conquest?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources



eWorkbooks

Customisable worksheets for this topic (ewbk-10704)

Reflection (ewbk-10706)

Crossword (ewbk-10707)



Interactivity

Spanish conquest of the Americas crossword (int-7593)

8.8 Review exercise

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Access additional questions



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Multiple choice

1. What is a 'chinampa'?
 - A. An Aztec weapon
 - B. A type of Spanish ship
 - C. An Aztec agricultural technique
 - D. A slave who has been released
2. Which of the following were the great sea power rivals of the fifteenth and sixteenth centuries?
 - A. Britain and France
 - B. Spain and Portugal
 - C. France and Spain
 - D. Britain and Portugal
3. Which of the following best describes the purpose of Columbus' voyage of 1492?
 - A. To discover a new sea route to Asia
 - B. To sail around the southern tip of Africa
 - C. To make war against the Portuguese
 - D. To locate the American continent
4. Approximately how long did it take for the Spanish to destroy the Aztec civilisation?
 - A. 2 months
 - B. 2 years
 - C. 10 years
 - D. 20 years
5. Chronologically, in which order (from first to last) did the indigenous American civilisations fall?
 - A. Mayan, Incan, Aztec
 - B. Aztec, Mayan, Incan
 - C. Incan, Aztec, Mayan
 - D. Aztec, Incan, Mayan
6. What was the Treaty of Tordesillas?
 - A. A treaty between Britain and France to divide the world
 - B. A treaty between the Spanish and the Aztec civilisation
 - C. A treaty between Spain and Portugal to divide the world
 - D. None of the above
7. Which of the following best describes the 'encomienda' system?
 - A. A system introduced by the Spanish to regulate labour and behaviour of the indigenous population
 - B. A system by which slave traders were compensated for any deaths of slaves at sea
 - C. A system used by the Aztecs to trade captured prisoners after battles with rival empires
 - D. A trade system established by the Spanish to regulate trade across the Atlantic Ocean

8. The trade system that developed across the Atlantic Ocean was named after
- A. Cortes.
 - B. Columbus.
 - C. Montezuma.
 - D. Pizzaro.
9. The sixteenth century saw the Native American population of Mexico fall from
- A. 10 million to 5 million.
 - B. 5 million to 2 million.
 - C. 35 million to 4.5 million.
 - D. 25 million to 2 million.
10. The 'triangular trade' was the trade of slaves most associated with the
- A. Pacific Ocean.
 - B. Atlantic Ocean.
 - C. Mediterranean Sea.
 - D. Indian Ocean.

Short answer

Historical perspectives and interpretations

11. **Discuss** the reasons and consequences of the introduction of slavery to the Americas.

Communicating

12. **Describe** the Columbian Exchange.
13. **Explain** why the Spanish were eager to explore the Americas.
14. **Describe** what the Aztec civilisation was like before the Spanish arrival.
15. **Discuss** why Columbus Day is considered by some to be a day of mourning rather than celebration.

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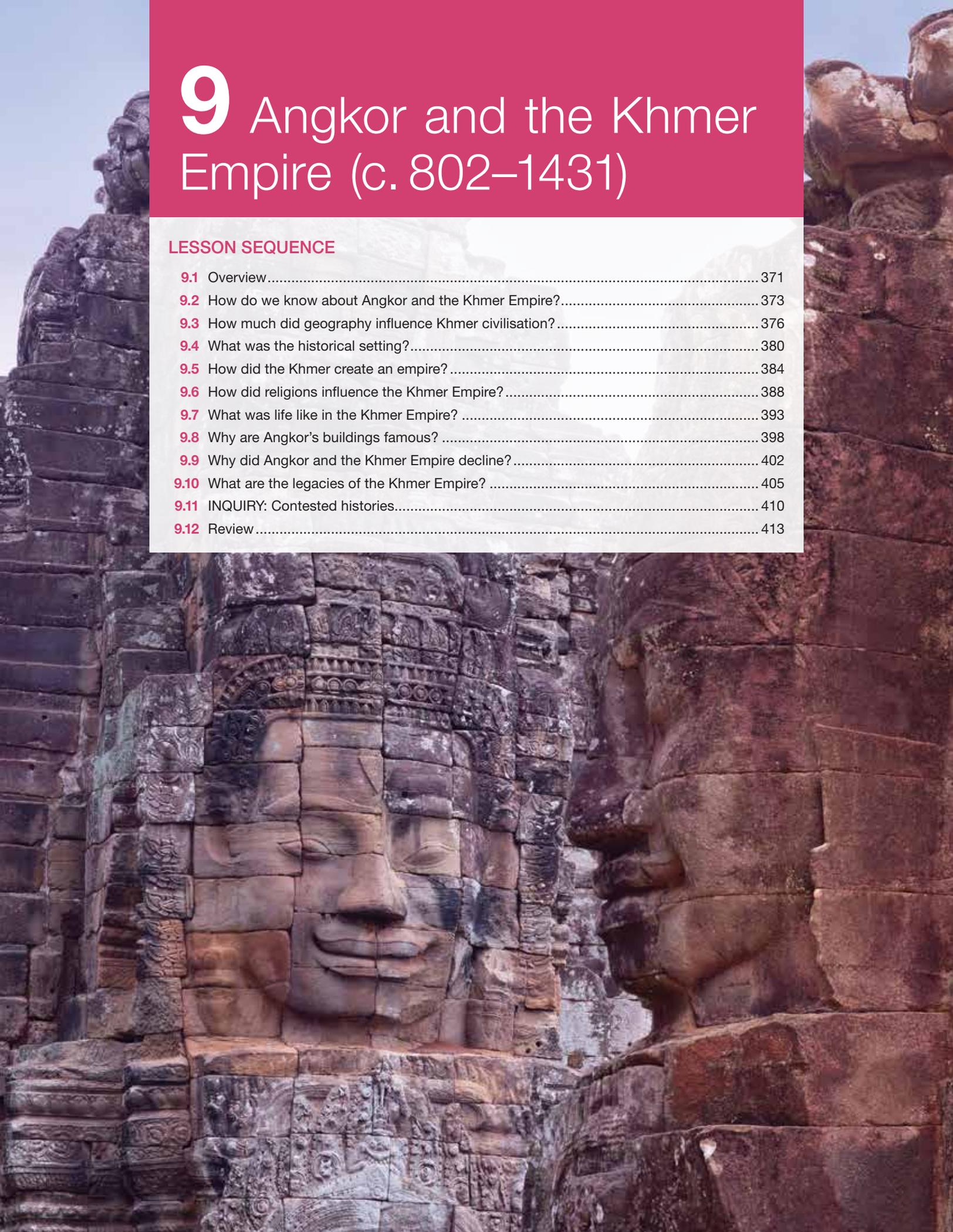
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9 Angkor and the Khmer Empire (c. 802–1431)

LESSON SEQUENCE

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LESSON

9.1 Overview

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How did Khmer society change, what were its key beliefs, values and perspectives, and what were the causes and effects of its contacts with other societies?

9.1.1 Introduction

Australia has close ties with several countries in South-East Asia and some are popular destinations for Australian travellers, including Cambodia. You may not know that Cambodia was once the centre of a great empire that controlled most of mainland South-East Asia, an empire that built amazing temple complexes that are now visited by millions of people. To understand any country or region, you need to know its history. In this topic, you will learn about mainland South-East Asia, particularly Cambodia, between the ninth and fourteenth centuries. As you will discover, this region's history is as rich and exciting as that of any place on Earth.

SOURCE 1 South-East Asia is a popular tourist destination.



Resources



eWorkbook

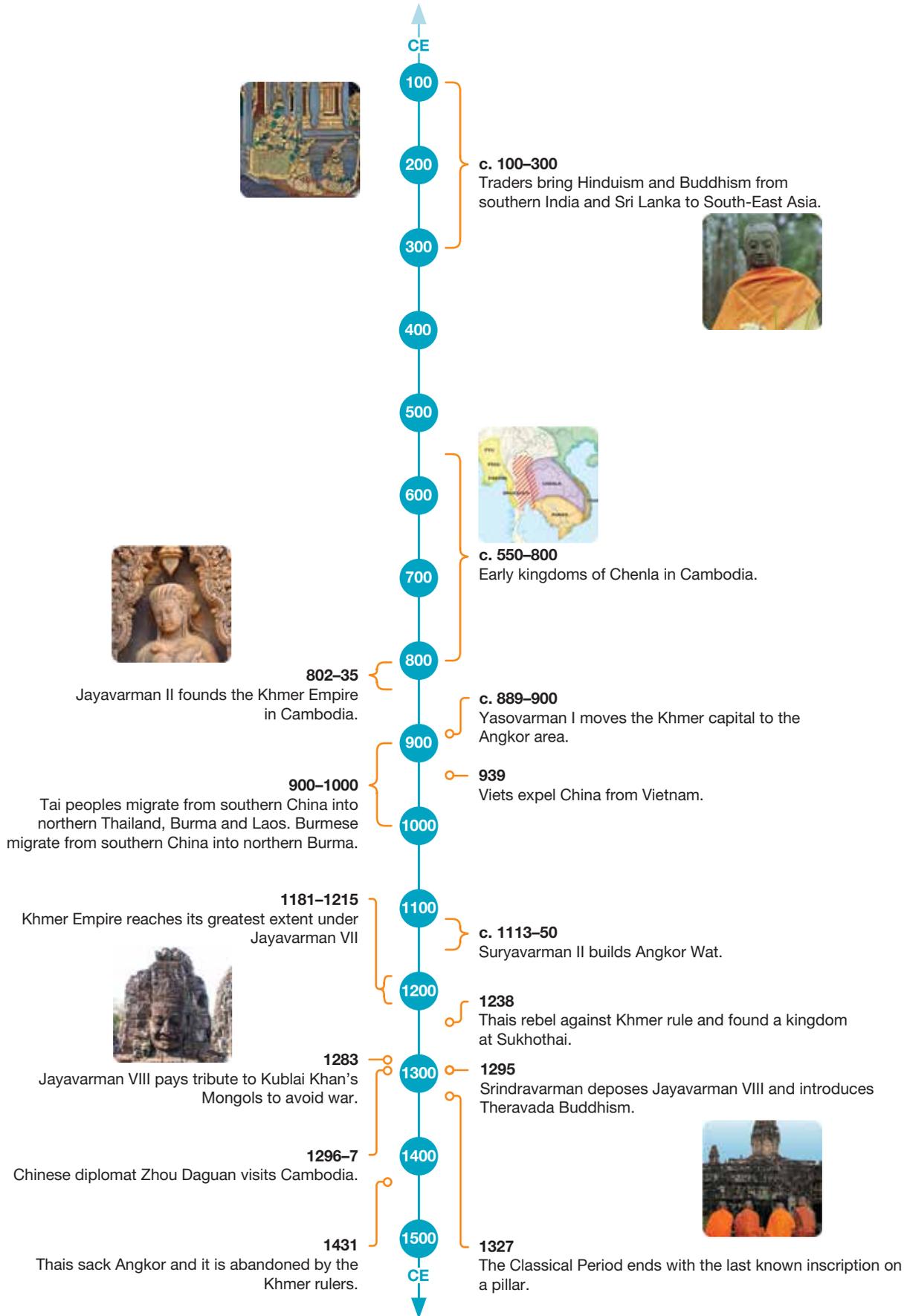
Customisable worksheets for this topic (ewbk-10708)



Video eLesson

Angkor and the Khmer Empire (eles-1827)

SOURCE 2 A timeline of the Khmer Empire



LESSON

9.2 How do we know about Angkor and the Khmer Empire?

LEARNING INTENTION

By the end of this lesson you should be able to describe archaeological and written sources for the Khmer Empire and understand why there are gaps in evidence.

TUNE IN

It is amazing that Cambodian sculptors around about eight centuries ago could produce such art as the sculpture in **SOURCE 1**.

SOURCE 1 A stone relief sculpture at the Bayon Temple in Angkor Thom, Cambodia, carved between the end of the twelfth century and the beginning of the thirteenth century.



What event do you think this sculpture could have been depicting?

9.2.1 How do we know about Angkor and the Khmer Empire?

In this topic, we will be studying South-East Asia during the time of the Middle Ages in Europe. Many historians call this the Classical Period of South-East Asia because it was a time when powerful states emerged, along with great achievements in art and architecture. You will notice some remarkable similarities between China, India and some ancient civilisations of the Mediterranean region; however, you will also notice great differences.

The main focus of this topic will be on the Khmer Empire, which was based in Cambodia from about 802 to 1431. To understand how Khmer society developed, we need to examine the bigger picture and study how this civilisation fits in the history of South-East Asia as a region. Khmer society both influenced and was influenced by neighbouring civilisations. This is because at its height the Khmer Empire controlled much of modern Thailand, Laos and Vietnam.

Legendary history

Many details of the history of South-East Asian societies are still a mystery. Like the ancient Greeks, Romans, Chinese and others, these societies had legends about their origins. However, these legends are sometimes contradicted by other sources. For example, there are legends that place **Tai** peoples in northern Thailand long before archaeological evidence does.

Inscriptions and other written sources

The only written primary sources from most South-East Asian societies during this period are inscriptions on materials such as stone pillars and gold foil. Sources from other societies can provide more information. For example, Chinese records discuss contact with parts of South-East Asia. The most useful of these is an account written by Zhou Daguan, a Chinese diplomat who stayed at the **Khmer** royal court at Angkor in 1296–97. Also, from the sixteenth century, we have records from European contacts.

Archaeological evidence

The most striking evidence comes from archaeological sites, especially temples. The most impressive of all the temple complexes is at Angkor, the capital of the Khmer Empire at the height of its power. Angkor's temples were originally **Hindu** temples, but they later became **Buddhist** temples and had images of the **Buddha** added to them. Inscriptions in the Angkor temples tell us about religion and rulers. Relief sculptures, such as the one in **SOURCE 1**, show scenes that include peasants ploughing fields, women in childbirth, market scenes, palace life and soldiers going to war. Evidence from Angkor also helps us to gain an understanding of neighbouring societies such as the emerging kingdoms in Thailand that were influenced by Angkor.

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

Khmer the Cambodian people

Hindu the most ancient of all the main world religions; originated in India

Buddhist to do with Buddhism; a follower of Buddhism

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

SOURCE 2 Enormous sculpted faces tower over the Bayon Temple at Angkor.



SOURCE 3 A relief sculpture at Angkor



9.2 SKILL ACTIVITY: Using historical sources

1. Study **SOURCE 2** in this lesson. Make notes on anything interesting you notice or would like to know about it.
2. Answer the following questions.
 - a. When do you think these enormous sculptures were created?
 - b. **Describe** what you think they depict.
3. Propose three other historical questions you could ask about the source to learn more.

9.2 Exercise

learnon

9.2 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 5

LEVEL 2

4, 6, 7, 8

LEVEL 3

9, 10

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Check your understanding

1. The Khmer Empire was dominant in Cambodia from about ____ to ____ CE.
2. Which of the following is *not* an important source of information regarding South-East Asian societies?
 - A. European contacts
 - B. Written inscriptions
 - C. Archaeological sites
 - D. Australian records
 - E. Chinese records
3. The only written primary sources from most South-East Asian societies during this period are inscriptions on materials such as stone pillars and gold foil. True or false?
4. **Explain** why we should be careful about trusting stories in legends.
5. **Identify** what kinds of evidence can be found at the archaeological site at Angkor.

Apply your understanding

Using historical sources

6. Look again at **SOURCE 1**.
 - a. **Describe** the details of this relief sculpture.
 - b. **Describe** how the Khmer soldiers are dressed and armed.
 - c. Who or what rank do you think the figure on the elephant could most likely be? **Justify** your response.
 - d. **Identify** what role you think elephants could have played in such wars.
 - e. **Explain** what attitude to war is conveyed in this sculpture.
7. **Identify** what kinds of craft or skills would have been needed to create **SOURCES 1, 2 and 3**.
8. **Explain** how a society would have to be organised to enable it to create such works as those shown in **SOURCES 1, 2 and 3**.
9. **Identify** what kind of commodity Khmer society would have needed to produce a surplus to enable vast numbers of people to work creating **SOURCES 1, 2 and 3**.

Questioning and researching

10. Based on the sources in this lesson, **propose** three questions you could ask to investigate what changed in Cambodia between the rise and fall of the Khmer Empire.

LESSON

9.3 How much did geography influence Khmer civilisation?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the geography of South-East Asia influenced the development of Khmer civilisation.

TUNE IN

These children were photographed in Cambodia during the late twentieth century.

SOURCE 1 Cambodian children playing



1. What do you see in this photo? Describe what they are wearing and their environment.
2. In what ways do you think this scene would have appeared much the same and how would it have looked different before and during the time of the rise of the Khmer Empire?

9.3.1 Geographical features

South-East Asia consists of the countries north of Australia, south of China and east of India. Although Vietnam was strongly influenced by Chinese culture, Indian influences dominated in Burma (now Myanmar), Thailand, Laos and Cambodia. The geography of this region played a key role in shaping its history.

Almost all of South-East Asia lies in the tropics and most of the region has a hot and humid monsoon climate. This means it has wet and dry seasons; a cool season generally occurs only in upland areas.

It is a region of geographical contrasts. There are heavily cropped river valleys such as the Mekong delta in Vietnam. There are dense rainforests such as those in western Malaysia, and there is a dry zone in Burma and north-eastern Thailand. Traditionally, populations have been most concentrated in lowlands and along rivers, lakes and coasts. Such places provided fresh water, fertile soils for growing crops and access to the sea for trading.

Maritime South-East Asia

Geographers divide South-East Asia into two broad areas: maritime and mainland. Maritime South-East Asia is made up of Indonesia, Malaysia, Brunei, Singapore, the Philippines and Timor-Leste (East Timor). Hinduism was the first major religion in maritime South-East Asia with Hindu states in Java and Sumatra (now parts of Indonesia). However, Muslim traders brought Islam to Indonesia and Malaysia in the thirteenth and fourteenth centuries and it quickly became the dominant religion. The Philippines and Timor-Leste have mostly Roman Catholic populations because they were colonised by the Portuguese and the Spanish.

Mainland South-East Asia

This is made up of Burma, Thailand, Laos, Cambodia and Vietnam. In these countries the dominant religion is **Theravada Buddhism**, which will be explored later in this topic.

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

SOURCE 2 A map of modern-day South-East Asia showing landforms, rivers and cities with a population of over 1 million people



Source: Spatial Vision.

9.3.2 Peoples in South-East Asia

Many different peoples and cultures have shaped the history of South-East Asia.

- Austro-Melanesian peoples arrived about 70 000 years ago. They are now only a tiny minority in South-East Asia.
- Malays probably migrated from southern China from about 2500 BCE, settling in the Philippines, Malaysia and Indonesia.
- Vietnamese migrated from China to northern Vietnam before the second century BCE.
- The Chams probably migrated from Borneo to southern Vietnam before the second century BCE (see **SOURCE 3**).
- Mon peoples and related Khmers spread across South-East Asia from southern Burma into Thailand, Cambodia and southern Vietnam in the early centuries CE.
- Tai peoples migrated from southern China mainly into Thailand, Laos, northern Burma and north-western Vietnam in the tenth century CE (see **SOURCE 4**).

SOURCE 3 The Ponagar Towers in Nha Trang, Vietnam, were built by the Chams between the seventh and twelfth centuries CE. They are the best-preserved relics of the Champa civilisation, which was often at war with the Khmer Empire.



SOURCE 4 This Buddhist chedhi (tower) in northern Thailand is believed to have been built around 1100 CE.



People and environment of Angkor

The Khmer homeland, Cambodia, receives an enormous amount of rain during its 6-month-long wet season but almost none during its dry season. This meant that settlement was possible only along the rivers. From the ninth century, vast reservoirs were built at Angkor. Over the following centuries, a complicated system of moats and canals was built. The Khmer were able to produce three rice crops each year. This made it possible to feed a large population and to provide the surplus needed to build and maintain Angkor's great temples.

DID YOU KNOW?

The earliest South-East Asian civilisation was the Hindu state of Srivijaya, based on the Indonesian island of Sumatra. Between the sixth and thirteenth centuries, Srivijaya was a trading empire that controlled the Strait of Malacca. Its sailors travelled between India and China exchanging goods from as far as Persia for Chinese silks and porcelains.

9.3 SKILL ACTIVITY: Sequencing chronology

1. **Create** a table with a column for each of the below:
Malays Khmers Mons Chams Tais Vietnamese
2. For each of the peoples listed, find the following information and add it to the table.
 - a. Where they came from
 - b. When they settled in South-East Asia
 - c. Where they settled in South-East Asia
3. Using the information from your table, **create** a timeline to demonstrate your understanding of where Malays, Khmers, Mons, Chams, Tais and Vietnamese came from and when and where they settled in South-East Asia.

9.3 Exercise

learnon

9.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8

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Check your understanding

1. Geographers divide South-East Asia into which two broad areas?
 - A. North and south
 - B. Inner-land and coastal
 - C. Maritime and mainland
 - D. Tropical and dry
2. **Identify** the five countries that make up mainland South-East Asia.
 - A. Thailand
 - B. Indonesia
 - C. Burma (Myanmar)
 - D. Cambodia
 - E. Singapore
 - F. Vietnam
 - G. Laos
3. **Identify** why South-East Asian populations have been concentrated mainly in lowlands along rivers, lakes and coasts.
4. Where did the Khmer people originate?
 - A. Cambodia
 - B. Northern Malaysia
 - C. Vietnam
 - D. Southern Burma

Apply your understanding

Using historical sources

5. Look closely at **SOURCE 2**. **Locate** the capitals and other major cities of mainland South-East Asia and **suggest** why they are all on rivers.
6. Angkor, which became the Khmer capital, is located close to Siem Reap in Cambodia. **Suggest** what geographical feature would have enabled it to develop there.
7. The Ponagar Towers in **SOURCE 3** are some of the very few remaining traces of Cham civilisation. **Identify** what could be a possible cause for few other traces remaining.
8. Using **SOURCES 3** and **4** as your evidence, **discuss** what you can tell about the cultures of the Tais and Chams whose civilisations developed around the same time as the Khmer Empire.

LESSON

9.4 What was the historical setting?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the political situation among its neighbours enabled the Khmer Empire to grow.

TUNE IN

Archaeological remains can reveal a lot about a civilisation.

SOURCE 1 Some remains of the Cham civilisation in southern Vietnam



1. Describe what you can tell about Champa from these remains.
2. How does this suggest that Champa's technological achievements would have made them tough enemies for the Khmer?

9.4.1 Meet the neighbours

In the ninth century, the Khmer king Jayavarman II founded the Khmer Empire in Cambodia. It became the most powerful state in South-East Asia. By the twelfth century it included much of Thailand, Laos and Southern Vietnam. To understand how Angkor was able to hold such power, we need to look at the states around it. There were many kingdoms in mainland South-East Asia during the period of the Khmer Empire.

Burma

- People called the Pyu had kingdoms in upper Burma between the first and eleventh centuries CE. They practised Theravada Buddhism.
- The Mon people in Burma adopted Theravada Buddhism and are believed to have founded the kingdoms of Thaton and Pegu in lower Burma in the ninth century.
- The Bamar (Burman) people founded the city of Bagan in upper Burma in the eleventh century. Its remains include a massive Buddhist temple complex. From 1057 CE, Bagan controlled a vast Burmese empire until it was crushed by invading Mongols in 1287.

Thailand and Laos

- In the sixth century, the Mon founded a network of Theravada Buddhist city-states called the kingdom of Dvaravati along Thailand's Chao Phraya valley. They founded Haripunchai in northern Thailand in the ninth century. When the Khmer invaded, the Mon perished or were assimilated.
- In the thirteenth century, the Tai kingdom of Lan Na came to power in northern Thailand. In central Thailand, Sukhothai was the most powerful of the Tai states from 1238 to 1350. The main threat to these states came from Burma. Tai peoples also occupied the lowlands of Laos.

tlvd-10594

SOURCE 2 A map of civilisations in mainland South-East Asia in 400–700 CE. Over the next few centuries, Dvaravati would expand north. Black line borders show modern states.



Source: Map drawn by Spatial Vision.

Cambodia

- From the third century to the seventh century, the civilisation of Funan covered much of Cambodia. The people of Funan were Khmers and Mons. Funan adopted Hinduism from India.
- From about 630 to 802, a collection of Hindu states called Chenla existed north of Funan in northern Cambodia, southern Laos and eastern Thailand.

Vietnam

- In 207 BCE the state of Nam-Viet was proclaimed in what is now northern Vietnam. A century later, China made it part of its empire. It remained under Chinese control until 939 CE when Vietnam broke away and formed the state of Dai Viet. This state had to resist several Chinese attempts to regain control.
- What is now the coastal part of southern Vietnam was then the Hindu state of Champa. From the eleventh century, Vietnam gradually spread south, taking territory from Champa. Yet in the twelfth century, Champa was powerful enough to attack the Khmer Empire.

Between the ninth century and the twelfth century, most states bordering the Khmer Empire were small and were struggling to establish themselves. The Tai peoples' main enemies were the Burmese, and the Viets were concerned with the Chinese and Champa. This situation helped the Khmer Empire to expand. However, once strong and united states emerged in Thailand and Vietnam, the Khmer Empire would be under threat.

SOURCE 3 A map of civilisations and empires in mainland South-East Asia in 1100–1200 CE. Blackline borders show modern states.



Source: Map drawn by Spatial Vision.

SkillBuilders to support skill development

- 1.12 Making your own notes to analyse relevant sources

9.4 SKILL ACTIVITY: Historical perspectives and interpretations

1. **Compare** the two maps in **SOURCES 2** and **3**.
2. Make brief notes on the following:
 - the territorial changes that took place between around 400–700 CE
 - the territorial changes that took place between 1100 and 1200 CE.
3. Using your notes, **describe** the territorial changes that took place between around 400–700 CE and between 1100 and 1200 CE in one or two paragraphs.
4. **Explain** which South-East Asian states gained territory over this time.

9.4 Exercise

learn**on**

9.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. Who founded the Khmer Empire in the ninth century CE?
 - A. Jayavar
 - B. Jayavarman
 - C. Javarman
 - D. Jayman
2. The Mon established many kingdoms during the time of the Khmer Empire. Which one of the following kingdoms was *not* founded by the Mon in Burma and Thailand in the ninth century?
 - A. Dvaravati
 - B. Thaton
 - C. Pegu
 - D. Haripunchai
3. The city of Bagan was in upper _____ and was founded by the _____ people.
4. **Name** the two kingdoms founded by Tai people in the thirteenth century.
5. **Identify** what Khmer states existed in Cambodia before 802 CE.

Apply your understanding

Communicating

6. **Examine** **SOURCES 2** and **3**. Approximately what proportion of modern Vietnam was in Champa over the period of the two maps?
7. **Describe** the situation in neighbouring countries that enabled the Khmer Empire to expand until the thirteenth century.
8. Referring to **SOURCES 2** and **3**, **describe** the geographical area in which most expansion of the Khmer Empire took place.
9. Briefly **outline** the reason why Champa was a significant enemy of the Khmer Empire.
10. **Identify** civilisations that could threaten the Khmer once those civilisations became strong and united.

LESSON

9.5 How did the Khmer create an empire?

LEARNING INTENTION

By the end of this lesson you should be able to describe how the Khmer Empire grew and expanded its power between the ninth and thirteenth centuries.

TUNE IN

Secondary sources can provide useful information about significant individuals.

SOURCE 1 From Craig A. Lockard, *Southeast Asia and the Kingdom of Angkor*, The New Oxford World History Series

The largest and most powerful Golden Age state was the Khmer Kingdom of Angkor in Cambodia, established by King Jayavarman II in 802. The name Angkor derives from the Sanskrit term for ‘holy city’, and Jayavarman considered himself a reincarnation of Shiva, the Hindu god of destruction and fertility. Jayavarman himself had lived for many years at a Hindu court in Java before returning to Cambodia, indicating the widespread contacts among Southeast Asian states.

Discuss what this source tells us about the founder of the Khmer empire. Why do you think that?

9.5.1 The Khmer Empire to the twelfth century

Until 802 CE, Cambodia (then called Kambuja or Kambujadesa) appears to have been a group of weak states ruled by princes and dominated by the Hindu kingdom of Java (in modern-day Indonesia). At the end of the eighth century, a Khmer prince returned to Cambodia from the Javanese royal court. The Khmer kingdom began in 802 when the prince declared Cambodia’s independence and proclaimed himself to be the God-King Jayavarman II.

Jayavarman II established four capitals for his kingdom. The most important of these would be Hariharalaya (now called Roluos) on the northern shore of **Tonle Sap** (near the modern city of Siem Reap). He used wars, alliances and marriages to expand the area under his control. He built several Hindu temples. These and the temples built by his successors served as the **mausoleums** of the Khmer kings when they died.

Jayavarman II’s successors went on building temples and expanding the empire. Yasovarman I (who ruled from 889 to 900) constructed a new capital called Yasodharapura and a gigantic reservoir measuring 7.5 kilometres by 1.8 kilometres in the Angkor area. In 953, Rajendrarvarman II (944–968) built a series of temples at Angkor, and during his reign the Khmers had their first war with Champa. Under his son, Jayavarman V (968–1001), the Khmer court became a centre for scholars and artists.

Suryavarman II

The decades after Jayavarman V’s death were years of fierce power struggles among the Khmer ruling class in which kings were overthrown by their rivals. According to a Khmer inscription, Suryavarman II (1113–1150) came to power after killing a rival prince in a battle fought on war elephants. He extended the Khmer Empire by conquering Haripunchai and south-western Thailand up to the border with Bagan. In the east and north he took several provinces of Champa and expanded north to the present southern border of Laos. Such expansion did not necessarily mean direct Khmer rule. In many places it was simply a matter of local rulers acknowledging the Khmer king as their overlord.

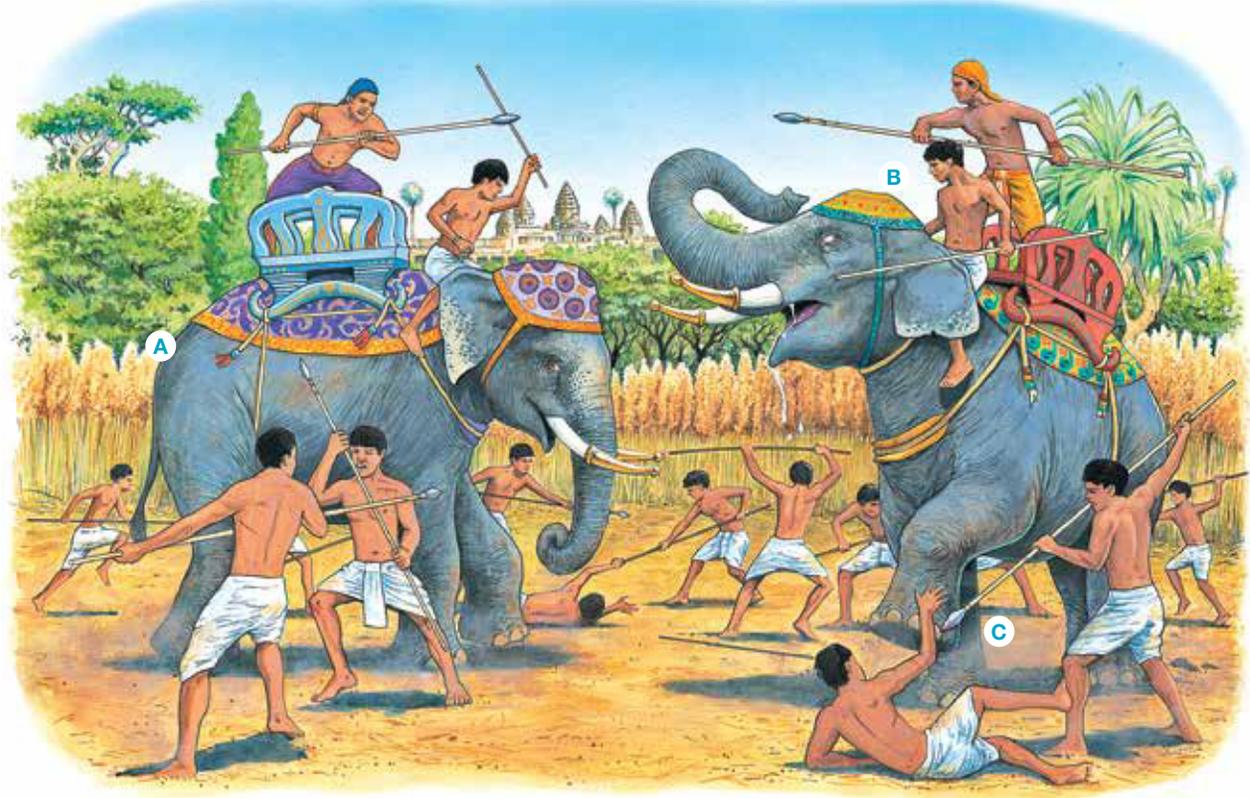
Tonle Sap the largest freshwater lake in South-East Asia
mausoleum a huge tomb

DID YOU KNOW?

Khmer armies used war elephants, cavalry and infantry armed with spears, bows and swords. Elephants were probably first used in war in ancient India. Their use continued in later times because they were effective in breaking up and crushing enemy infantry.

int-4100

SOURCE 2 A modern artist's depiction of Suryavarman II killing his rival during a battle fought on war elephants



- A** Evidence suggests the Khmer armies used elephants in battle.
- B** A person called a mahout sat in the elephant's neck and used a stick to control the elephant.
- C** Spears were one of the types of weapons used by the Khmer.

Suryavarman II also commenced the construction of the greatest of all the Khmer temples, Angkor Wat. It was built in just 37 years and dedicated to the Hindu god Vishnu.

After Suryavarman II's death, the Cham invaded the Khmer Empire in 1177, rowing up the Mekong River and across Tonle Sap in war canoes. They sacked the Khmer capital and killed King Tribhuvanadityavarman.

SOURCE 3 Part of the amazing Angkor Wat, commenced under Suryavarman II



9.5.2 Jayavarman VII, greatest of the Khmer rulers?

The next Khmer king was Jayavarman VII (1181–c. 1218), who is regarded as the greatest of all Khmer rulers. His history is known mainly through inscriptions and works of art. His name means ‘victorious warrior’.

In 1178, after the Cham invaders sacked Yasodharapura, the Khmer capital, and killed King Tribhuvanadityavarman, Jayavarman led a Khmer army that fought to drive the Cham out. His battles on land and water are depicted on the walls of the Bayon Temple in Angkor Thom (see **SOURCES 4** and **5**). He put an end to the claims of his rivals for the kingship and was crowned in 1181. He waged war against Champa for 22 years, conquering its land and extending the Khmer Empire to the southern shores of Vietnam (see **SOURCE 6**). During his long rule, the Khmer Empire reached the greatest extent of its territory and the height of its power.

SOURCE 4 A relief sculpture on the Bayon Temple depicting Cham soldiers in war canoes



SOURCE 5 A war scene in a relief sculpture on the Bayon Temple



SOURCE 6 Khmer expansion under Jayavarman VII, from the National Museum of Cambodia

During his reign, the Cambodian kingdom spanned a huge area; extending beyond the Menam Basin to the west (the Bayon inscription mentions the existence of two statues of divinities [gods] guarding the cities of Ratchaburi and Phetburi in Thailand), as far as the seacoast of Champa to the east, as far as the city of Sukhothai . . . in the north, all the way down to the southern sea. At the time the Khmers were trading with China, India and other countries of Asia Minor.

Religious changes

Varieties of Buddhism had long been practiced alongside Hinduism but Jayavarman VII was a follower of **Mahayana Buddhism** and, in a truly revolutionary step, he made this the new state religion of the Khmer Empire. His great building program may have been partly aimed at introducing his mainly Hindu population to the symbols of Buddhism, which were provided in sculptures that adorned his temples.

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

A great building program

According to an inscription discovered in Laos, Jayavarman VII wanted to turn his kingdom into an earthly paradise. He conducted a massive program of public works, building 102 hospitals, many reservoirs, roads with 121 rest houses along them and several temples. The temples included Ta Prohm, in honour of his mother, and Neak Khan, to honour his father. His greatest construction was the capital city, Angkor Thom (meaning ‘great city’). Angkor Thom included the Bayon Temple (see lesson 9.8). The construction of Angkor Thom was probably partly a reaction to the sacking of the Khmer capital. Angkor Thom was built with massive walls surrounded by a moat to deter any future invaders. Like other Khmer temples, Angkor Thom also provided for agriculture by having ponds and barrays (water reservoirs used for irrigation).

9.5 SKILL ACTIVITY: Historical perspectives and interpretations

1. Carefully read **SOURCE 6**.
2. Read it again, this time making notes on anything you find important that might help answer the following question:
What can you tell from **SOURCE 6** about the extent of Khmer expansion under Jayavarman VII?
3. Now **discuss** the question above using the notes you made. Remember to keep in mind that you are evaluating the significance of the source.

9.5 Exercise

learn**on**

9.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. The Khmer kingdom was founded in ____ in ____ CE.
2. Which three of the following did Yasovarman I and Rajendravarmān II have constructed in the Angkor area?
 - A. Hindu temples
 - B. Hospitals
 - C. A new capital
 - D. A water reservoir
3. Under which ruler was the construction of Angkor Wat started?
 - A. Jayavarman II
 - B. Suryavarman II
 - C. Jayavarman VII
 - D. Yasovarman I
4. **Explain** how Jayavarman VII became the Khmer king.

Apply your understanding

Communicating

5. **Compose** an inscription that could have been inscribed to honour Suryavarman II's victory as depicted in **SOURCE 2**.
6. Look at Angkor Wat in **SOURCE 3** and **describe** the features that could justify its reputation as the most spectacular of the Khmer temples.
7. **Explain** how significant the religious changes made under Jayavarman VII were and how his subjects might have felt about such big changes.
8. **Describe** Jayavarman VII's public works programs and how they would have benefited the Khmer people.

Using historical sources

9. Look at what is shown in **SOURCES 4** and **5**. **Explain** how you think Jayavarman VII had these relief sculptures carved on the walls of the Bayon Temple in Angkor Thom.
10. Using evidence from sources in this lesson, **suggest** why you think many historians regard Jayavarman VII as of greater significance than any other Khmer ruler.

LESSON

9.6 How did religions influence the Khmer Empire?

LEARNING INTENTION

By the end of this lesson you should be able to explain how religious changes affected the Khmer Empire, influencing people's beliefs, art and architecture.

TUNE IN

Religion has always been an important aspect of life in South-East Asia. Study the young men in **SOURCE 1** and answer the following questions.

SOURCE 1 Young Buddhist monks at Angkor



1. Do you recognise the clothing of these young men?
2. What religion do you think they belong to?
3. Discuss how and why you think that religion came to Cambodia.

9.6.1 Animism and Hinduism

Religious ideas inspired the Khmer rulers to build great temples. During Angkor's period of power, there were shifts from Hinduism to two different forms of Buddhism. Ideas from these major world religions had co-existed in South-East Asia for centuries and influenced the development of the Khmer Empire.

Animism

From the earliest times, ordinary people worshipped spirits. South-East Asian people were animists before Hinduism and Buddhism arrived in their lands. Animism is the belief that natural phenomena like winds and rain have souls, and that people, animals and objects such as trees are inhabited by spirits. People also believed in life after death and worshipped the spirits of their ancestors. Generally, when ordinary people adopted one of the major religions they blended it with earlier local beliefs and customs.

Hinduism

The first major religion to come into South-East Asia was Hinduism. The ancient Hindu religion has many gods and originated in India. Hindu gods include Vishnu, the supreme god and preserver of the universe, and Shiva, god of destruction and regeneration. Over the centuries, worshippers began to choose to follow only one of the many Hindu gods.

Reincarnation is a key Hindu belief. Hindus believe that a soul exists in each living thing and that performing religious duties and living a moral life leads to being born into a higher class in the next life. Hindus see their goal as the achievement of spiritual joy by eventually being united with Brahma, the universal spirit.

reincarnation being continuously born and reborn in other lives

Hinduism in South-East Asia

Hinduism in India divided society into classes called castes. These are Brahman (priests); warriors and landowners; farmers and craftsmen; and untouchables or outcasts. By the ninth century CE, many rulers of South-East Asian states followed Hinduism, but the caste system was never adopted in South-East Asia.

SOURCE 2 Vishnu is the supreme Hindu god and preserver of the universe



SOURCE 3 Shiva is the Hindu god of destruction and regeneration.



SOURCE 4 A figure from Banteay Srei, a tenth-century Hindu temple on the outskirts of Angkor



9.6.2 Buddhism

Buddhism was founded by the Hindu prince Siddhartha Gautama in the sixth century BCE. He decided to leave his riches and seek truth after observing the suffering in his kingdom. It is said he lived as a hermit for seven years, and then set out to teach people what he called the Four Noble Truths. At this time people began calling him the Buddha, which means ‘the Enlightened One’.

The Four Noble Truths are:

- all people, regardless of wealth, suffer pain
- people remain on an endless cycle of reincarnation — they keep being born and reborn, and pain continues
- pain is caused by the desire, or craving, for things
- to overcome desire, a person must follow the Eightfold Path.

The Eightfold Path includes knowing the truth, freeing the mind from evil, serving one’s neighbours and meditating to be rid of desire. So long as a person followed this path, the Buddha taught, he could achieve **nirvana**.

nirvana in Buddhism, the perfect state; free of suffering and desire

Buddhism in South-East Asia

After the Buddha died, Buddhism split into two forms. One is Mahayana Buddhism, which says that the Buddha should be worshipped. The other is Theravada Buddhism, which says that it is the Buddha’s teachings that should be followed. Mahayana Buddhism was the first form to influence South-East Asian rulers. Theravada Buddhism came to South-East Asia from Sri Lanka. Theravada Buddhist monks were meant to live in a way that supported others on the Eightfold Path. Ordinary people ‘made merit’ by supporting the monks. Buddhist temples called wats became the heart of communities and many became important places of pilgrimage.

DID YOU KNOW?

Theravada Buddhism was the main form of religious worship in mainland South-East Asia by the fourteenth century and it remains so today. It is the state religion of both Cambodia and Thailand.

Bodhisattvas

In Buddhist belief, a bodhisattva is a being who is working towards enlightenment. In Mahayana Buddhism, Avalokiteshvara is one of the most revered bodhisattvas, one who has vowed to help others to achieve nirvana.

9.6.3 Religious art, architecture and literature

When Indian and Sri Lankan traders and priests brought Hinduism and Buddhism to South-East Asia, they also brought ideas about the arts and architecture. However, like much that came from India, styles of arts, including sculpture and dance, and architecture changed when the Khmer and other South-East Asians adopted them. By about 500 CE, India had given Cambodia its Hindu gods, Buddhist ideas, a writing system (**Sanskrit**) and ideas about how societies should be governed. Angkor would not have been built without Indian influence.

But Angkor had its own Cambodian character that was different from any Indian city. In turn, Angkor's civilisation influenced other mainland South-East Asian societies. Throughout the Buddhist kingdoms, rulers sponsored the building of temples and monasteries and decorated them with religious artworks. In doing so, they believed that they 'made merit' and would be seen as **pious** men who were fulfilling part of their role as **legitimate** rulers.

Influence of the *Ramayana*

Indian Hindu literature came to South-East Asia along with Indian religious ideas. The *Ramayana* is one of two great Hindu **epic** stories. The other is the *Mahabharata*. The *Ramayana*'s 24 000 verses were composed in the eighth century BCE. Its hero, Rama, is an **incarnation** of the Hindu god Vishnu. The purpose of the story was to demonstrate the *dharma* (right path that people should take in life). From the eighth century BCE, the *Ramayana* had an enormous influence in South-East Asia, and it has been depicted in temple art, architecture, theatre and dance.

SOURCE 5 A mural on a temple wall in Bangkok depicting a scene from the *Ramayana*



Sanskrit ancient and sacred language of India
pious devout, very religious
legitimate lawful or proper
epic a long story in verse narrating the deeds of its hero
incarnation the representation of a spirit or quality in a living human

SOURCE 6 One of the many statues of guardian giants at Wat Phra Kaew in Bangkok. These mythical creatures are from the *Ramayana*.



9.6 SKILL ACTIVITY: Questioning and researching, Using historical sources

- The faces of the Bodhisattva in **SOURCE 7** are believed to be modelled on the face of Jayavarman VII, who made Mahayana Buddhism the state religion of the Khmer Empire. Use the information in this lesson and conduct research to answer the following questions:
 - What was a Bodhisattva?
 - Why was Avalokiteshvara revered?
 - Why would Jayavarman VII have wanted his people to see him as the Bodhisattva Avalokiteshvara?
- Communicate** your findings in a paragraph.

SOURCE 7 Giant faces of the Bodhisattva Avalokiteshvara at the approach to the Bayon Temple at Angkor Thom



9.6 Exercise

learnon

9.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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- Access sample responses
- Track results and progress



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Check your understanding

- Which of the following religions influenced South-East Asia? **Select** all that apply.
 - Animism
 - Christianity
 - Hinduism
 - Buddhism
- From where did the Khmer Empire get its ideas about the arts, architecture and religion?
 - Chinese and Vietnamese
 - Indians and Vietnamese
 - Indians and Sri Lankans
 - Sri Lankans and Chinese
- The Hindu belief of reincarnation is that people are continuously born and reborn, and that performing religious duties and living a moral life leads to being born into a higher class/caste in the next life. True or false?
- Using your knowledge of Buddhist beliefs, **explain**:
 - what the Four Noble Truths are
 - what happens when a soul reaches Nirvana.
- Explain** the beliefs of animists.

Apply your understanding

Using historical sources

- Banteay Srei, the Hindu temple in **SOURCE 4**, means 'Citadel of the women' and its fine carvings are said to be the work of a woman. Do you think this is true? **Justify** your response.
- Describe** what you see in **SOURCES 5** and **6** and explain what evidence they provide of the influence of ideas that came into South-East Asia from India.

Communicating

- Using the sources and information in this lesson, **describe** the role that the Khmer Empire played in spreading religious, artistic and cultural traditions from the Indian subcontinent in South-East Asia.
- Explain** what benefits rulers would have gained by paying for religious art and architecture.

Historical perspectives and interpretations

- Should the move in the Khmer Empire from Hinduism to Buddhism be regarded as continuity or change or both? **Justify** your answer.

LESSON

9.7 What was life like in the Khmer Empire?

LEARNING INTENTION

By the end of this lesson you should be able to explain how Khmer society operated and how it differed for men and women and for different social classes.

TUNE IN

Zhou Daguan, the Chinese ambassador who stayed at Angkor between 1296 and 1297, has provided the only written account of life in the Khmer Empire apart from inscriptions on temple walls, which provide very little information about ordinary people.

SOURCE 1 From Zhou Daguan's descriptions of aspects of Khmer life

The dwellings of the princes and principal officials all have a completely different layout and dimension to those of the people . . . The official rank of each person determines the size of the houses.

From the king down, the men and women all wear their hair wound up in a knot, and go naked to the waist, wrapped only in a cloth. When they are out and about they wind a larger piece of cloth over the small one.

The soldiers, too, go naked and barefoot. In their right hand they carry a lance, and in their left hand a shield. They have nothing that could be called bows and arrows, trebuchets, body armour, helmets, or the like. I have heard reports that when the Siamese attacked, all the ordinary people were ordered into battle, often with no good strategy or preparation.

The local people who know how to trade are all women.

- What does this source tell you about equality and inequality?
- What does it tell you about clothing, hairstyles and work?

9.7.1 Kings, nobles and officials

During the Middle Ages, European kings claimed to be chosen by God. Chinese emperors meant something similar when they claimed to have the 'mandate of heaven'. In the Khmer Empire and in South-East Asian Buddhist societies, kingdoms were held together by individual rulers who claimed to be semi-divine. This meant that not only were they chosen by the gods but they *were* partly gods and they had magical powers. That was how their people saw them. This created an enormous gap between the **ruling class** and those they ruled.

ruling class kings, nobles and high officials

All Khmer Empire rulers claimed to be semi-divine and they identified themselves with Hindu gods such as Shiva or Vishnu. When Jayavarman II declared Cambodia's independence, he established the **cult** of the devaraja or 'god-king'. This cult centred on the worship of a **linga**. It connected the king with Shiva and represented the king's power to bring fertility to the land.

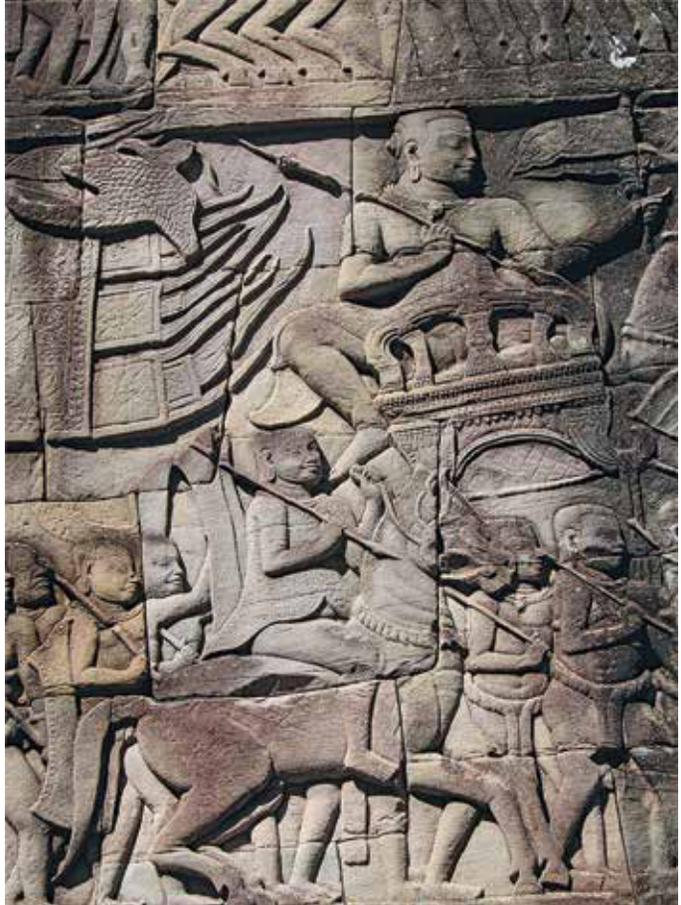
Despite such claims, Khmer rulers gained power by practical methods. Throughout Angkor's history there were periods of violent power struggles within the ruling families. In such struggles, several Khmer kings came to the throne by overthrowing their rivals.

DID YOU KNOW?

In Vietnam and China, officials were chosen through examinations, and there were very detailed written laws describing the powers of officials at each level. There was no such system in the Khmer Empire or the Buddhist kingdoms in Thailand and Burma.

Kings depended on officials to administer their kingdoms. The larger the Khmer Empire grew, the more power such officials held. It was only at the centre of the kingdom that the ruler had complete power. There, the officials were usually friends or relations of the ruler. They were drawn from the land-owning **nobles** and many of them inherited their positions. However, in the distant provinces, governors had almost complete power as long as they did not threaten the ruler's authority.

SOURCE 2 A relief sculpture on the Bayon Temple depicting the Khmer army going to war against the Chams



9.7.2 Women in Khmer society

The family was the basic unit of society but it is not known how men, women and children lived within their families. Evidence from neighbouring societies suggests that women had a more important position than in India or China. However, society probably became more male-dominated as Hindu and Buddhist ideas about the roles of men and women gained influence over traditional beliefs.

Chinese diplomat Zhou Daguan wrote that women sold products displayed on mats in the market and that all trades were carried out by women.

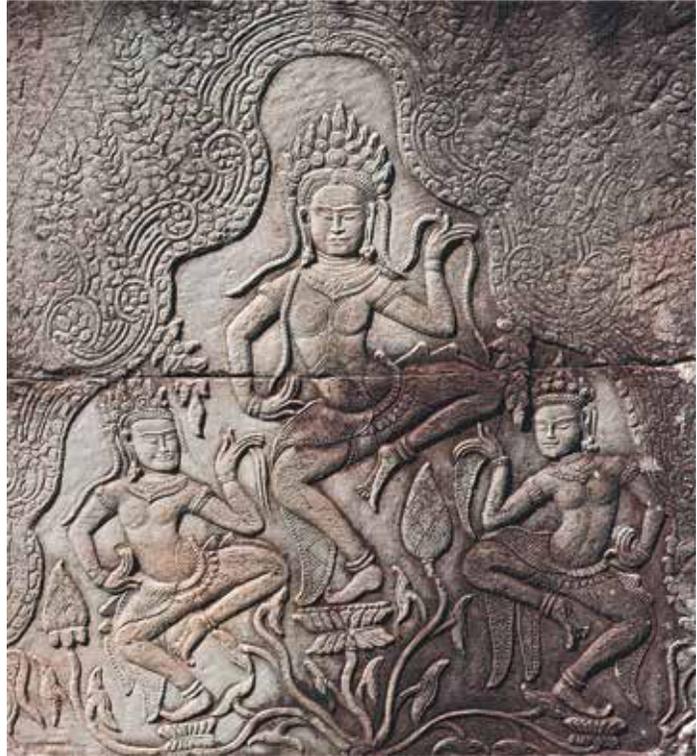
Many women became dancers. Dance was a religious ritual in Cambodia during the Angkor period. Inscriptions tell of thousands of dancers performing in the temples. These temple dancers were regarded as *apsaras*, which in Hindu and Buddhist mythology is a female spirit of the clouds.

cult a system of religious worship
linga a phallic symbol that would have originally been a feature of most Hindu temples
nobles the aristocracy; hereditary privileged class

SOURCE 3 A modern Cambodian woman performing a Khmer classical dance



SOURCE 4 Bas-relief of apsaras at the Bayon Temple



9.7.3 The ordinary people

The survival of the Khmer Empire depended on ordinary people. Despite this, there is very little evidence that describes their lives. We know that they provided the surplus of food that supported the ruling classes. The people also provided labour for the rulers' building projects and were soldiers for wars. They included peasants, skilled artisans, fishermen, traders and slaves.

Peasants

Peasants were by far the biggest group among the ordinary people. They did not own land in the modern sense but they had the right to land because they farmed it. Peasants farmed rice fields in the fertile valleys and vegetable gardens on the surrounding slopes. The lives of peasant men and women were controlled by the cycle of work such as ploughing and harvesting that followed the seasons. They made sense of their world through a mixture of Hindu ideas, Buddhism and beliefs about spirits.

Peasants lived in villages among their fields. According to Zhou Daguan, peasants' houses had thatched roofs. They had no tables or chairs. They cooked their food in earthen pots and ate from small bowls made of woven leaves.

SOURCE 5 A relief sculpture at the Bayon Temple depicting Khmers at work, probably on the temple



The headman of any village was usually one of the more prosperous peasants. He was responsible for seeing that the ruler's policies were carried out at the village level. His duties included organising unpaid labour from the village for the ruler's building projects and for maintenance work on the irrigation system. He also had to ensure that taxes were collected and that men went off to fight in the ruler's wars.

Artisans, fishermen and traders

An artisan was a worker who was skilled in a particular craft, for example, sculpture, building, pottery, jewellery or metalwork. Artisans were a small proportion of the population but they were essential for their role in building projects and supplying luxury goods for the ruling class and weapons for war. According to Zhou Daguan, artisans included Thai immigrants who worked in silk production and as tailors.

Fishermen harvested the coasts and rivers and their lives were mostly as unchanging as those of the peasants. Traders sold goods at markets that moved about between villages. There was also long-distance trade. Zhou Daguan described a range of Chinese goods that were sold at Angkor including paper, combs and needles. Many traders knew something of the world beyond the village because they took caravans across South-East Asia. They were a small group that would grow in importance as trade expanded from the eighteenth century.

SOURCE 6 From Milton Osborne, *Southeast Asia: an Introductory History*, Allen & Unwin, Sydney, 2004, pp. 59–60

The courts and kings were separate from the cultivators, fishermen and petty traders over whom they ruled. But all these groups inhabited a single, unified world. Just as the serf and the feudal lord of medieval Europe both, in very different ways, sensed themselves to be part of Christendom, so the cultivators or fishermen sensed themselves as being within the same world as their ruler . . .

Slaves and outsiders

It is impossible to know just how many people were slaves. Most slaves were prisoners of war or the descendants of such people. They were the property of their owners. They included temple slaves who were the property of the temples. There were also debt bondsmen. These people had temporarily given up their freedom to repay debts. Similar to slaves, there were hereditary household servants of rulers and high officials.

Outside the mainstream society were smaller ethnic groups who lived in the hills. Lowlanders regarded them as barbarians. Mostly they were left alone to govern themselves as long as they did not threaten the interests of rulers. These tribes had different beliefs from the lowlanders and most lived by nomadic **slash and burn agriculture**. They traded products of the forest for things that the lowlanders produced. At times they were captured and made slaves. At other times they were recruited as guides, soldiers and suppliers of slaves.

The lives and work of children

We have almost no direct evidence about how children lived and worked in the Khmer Empire. The little evidence that we have suggests that only the sons of the most privileged classes and of scholars received any kind of formal education. Among other sections of Khmer society — peasants, artisans, fishermen and traders — children would have worked alongside their parents, learning their skills, as soon as they were old enough to be useful.

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

9.7 SKILL ACTIVITY: Historical perspectives and interpretations

Analysing different perspectives

We have almost no evidence of what ordinary people thought about their place in Khmer society.

In groups, **discuss** the following questions:

1. Would the common people have seen things from the same perspectives as their rulers?
2. Do you think the religious beliefs of the people would have encouraged them to rebel or to accept things as they were?

9.7 Exercise

learnon

9.7 Exercise

Learning pathways

LEVEL 1

1, 2, 3, 4, 5

LEVEL 2

6, 7, 8

LEVEL 3

9, 10

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Check your understanding

1. What services did peasants provide for the ruling classes? **Select** all that apply.
 - A. Produced food
 - B. Entertained the rulers with musical performances
 - C. Maintained irrigation systems
 - D. Worked on building projects
 - E. Educated the Khmer ruler's children
 - F. Filled the ruler's army
2. The minority ethnic groups who lived in the mountains had an active role in mainstream society. True or false?
3. **Determine** whether the following statements are true or false.
 - a. The influence of religious ideas decreased the dominance of men over Khmer women.
 - b. The ruling class in South-East Asian Buddhist societies claimed to have magical powers.
 - c. The smaller ethnic groups who lived in the hills were regarded as equal to the lowlanders by the ruling class.
4. State how Khmer kings wanted to be seen by their people and **explain** why they would want to be seen that way.
5. **Explain** why a Khmer ruler usually had control only at the centre of his kingdom.

Apply your understanding

Using historical sources

6. Examine **SOURCE 1** again. **Compare** what this source tells us about the Khmer army with evidence in 9.9 **SOURCE 1**. On what do these sources disagree? If Zhou Daguan was wrong about weapons, to what extent can we trust all the other information he provides?
7. In **SOURCE 2**, which soldiers would probably be the ruler or nobles, and which would be from the ranks of the ordinary people? **Explain** how you can tell.
8. **Explain** what **SOURCES 3** and **4** can tell you about one role for women in Khmer society.
9. **Explain** what the writer of **SOURCE 5** would mean in saying 'the cultivators or fishermen sensed themselves as being within the same world as their ruler. . . .' (*Hint: What religious beliefs and values would they have shared?*)

Communicating

10. **Explain** why it is most likely that the lives of ordinary Khmer people would have changed very little during the period of the Khmer Empire.

LESSON

9.8 Why are Angkor's buildings famous?

LEARNING INTENTION

By the end of this lesson you should be able to identify the major buildings of the city of Angkor and describe the enormous achievement involved in creating these structures.

TUNE IN

The city of Angkor contains many sculptures and carvings (such as in **SOURCE 1**) that serve as valuable historical sources.

SOURCE 1 Wall carvings at Prasat Bayon Temple, Angkor Thom



1. Describe the figures in this relief carving.
2. Who might they be and why do you think they and thousands more were carved on temple walls?

9.8.1 The city of Angkor

In Khmer, *angkor* means 'city' and *wat* means 'temple' so Angkor Wat means 'temple city'. Angkor Wat, found near the Cambodian city of Siem Reap, is the world's largest religious structure and is one of over a thousand temples that make up the huge Angkor temple complex.

In the twelfth and thirteenth centuries, the city of Angkor covered over 1800 square kilometres, making it the largest city in the world before the industrial age. When London had a population of about 40 000, Angkor had over a million people grouped around it. When Angkor was the capital of the Khmer Empire it would also have had many villages and thousands of houses. Today only the temples survive because, unlike houses, they were built of stone and brick. As well as its buildings, Angkor had a system of water reservoirs, called barays, and moats that were probably constructed to irrigate rice crops and to represent seas of the mythical Hindu universe.

Angkor Wat

The building of Angkor Wat was commenced under Suryavarman II (1113–1150 CE). It was a shrine to the Hindu god Vishnu with whom Angkor's kings identified themselves. Its central tower represents Mt Meru, a mountain from Hindu mythology. Angkor Wat is the best preserved of the Angkor temples because, unlike the others, it was never completely abandoned. The temple's rectangular outer walls are surrounded by a huge rectangular moat. The walls measure 1025 metres by 800 metres. Relief sculptures line almost a kilometre of the outer walls. These sculptures include scenes from Hindu mythology including the *Mahabharata* and *Ramayana*, scenes of the king and the Khmer army at war, the Hindu heavens and hells, and over 3000 apsaras. Khmer inscriptions state that 300 000 workers and 6000 elephants were employed during the construction of Angkor Wat.

Angkor Thom

Thom is a Khmer word meaning 'large' so Angkor Thom means 'large city'. Much bigger than Angkor Wat, its area is around ten square kilometres. It was built under Jayavarman VII (1181–c. 1218 CE) and has huge 20-metre-high gates. Above the gates tower giant faces of the Buddhist Bodhisattva Avalokiteshvara. Within the city walls are its most important monuments and buildings, including the Bayon Temple, which stands at the centre of the city. Bayon has over 11 000 carved figures that cover about 1.2 kilometres of walls. They include scenes of battles against the Chams and scenes from everyday life including circus performers and a market.



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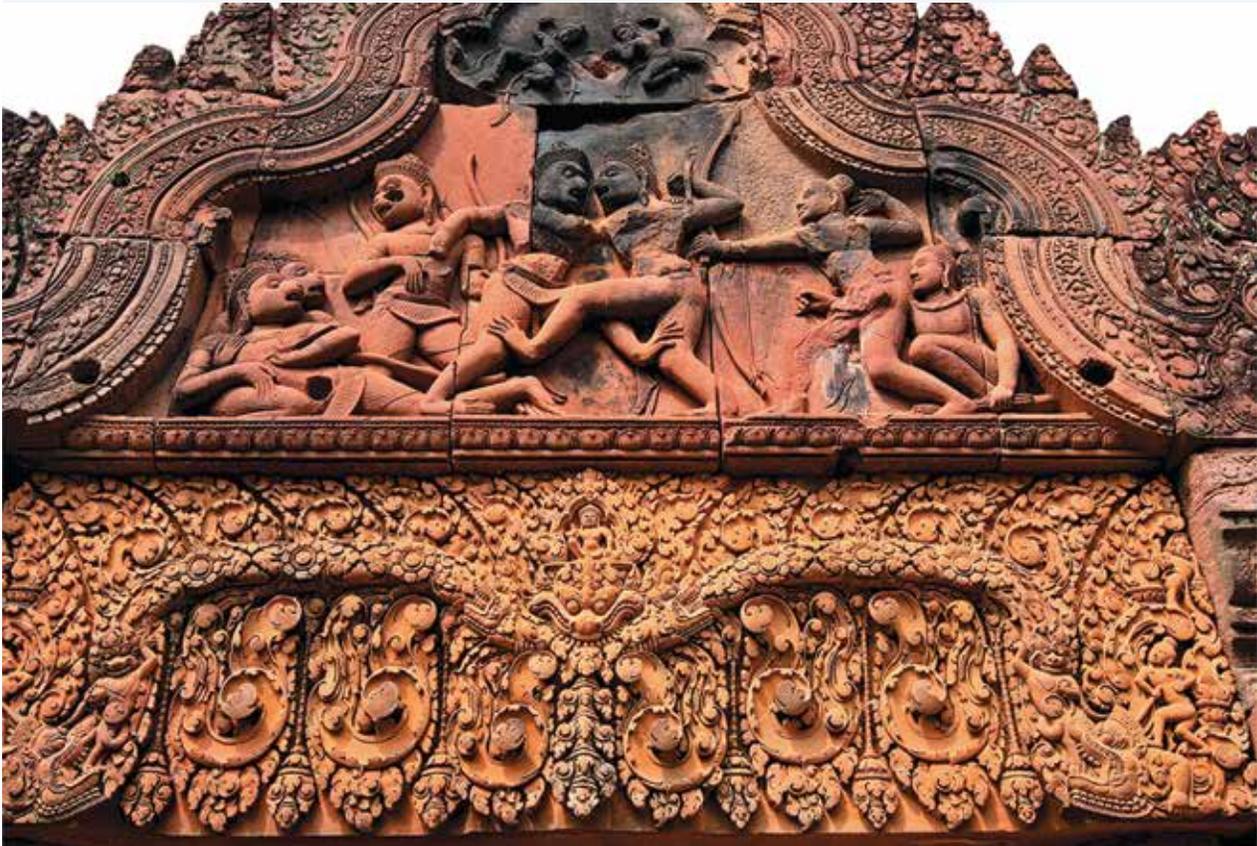
SOURCE 2 A diagram showing some of the most important buildings in Angkor



DISCUSS

In small groups, discuss whether the cost of building such great temples could have contributed to Angkor's decline. In your discussion, consider the number of people and materials needed, as well as the resources required to support such a workforce.

SOURCE 3 Rows of Angkor relief sculptures



aud-0454

9.8 SKILL ACTIVITY: Historical perspectives and interpretations, Using historical sources

Read **SOURCE 4** carefully and make notes on anything that can help you answer the questions that follow.

SOURCE 4 The following extracts are from Alison K. Carter and others, *Temple occupation and the tempo of collapse at Angkor Wat, Cambodia*, PNAS, 2019. Their conclusions are based on excavations and carbon dating.

[Angkor Wat] was initially in use from the 11th century CE with subsequent habitation until the 13th century CE. Following this period there is a gap in our dates. However, Angkor Wat was never completely abandoned, as the dates suggest that the mounds were in use again in the late 14th–early 15th centuries until the 17th or 18th centuries CE. This break in dates points toward a reorganization of Angkor Wat's enclosure space, but not during the historically recorded fifteenth century collapse. . . . Angkor's demise has been conventionally dated to 1431 CE, when Thai chronicles state that the city was attacked by the neighbouring [Thai] kingdom of Ayutthaya and the elites and royals fled south to settle near the modern city of Phnom Penh. . . . In fact, increasing evidence supports the interpretation that the decline of the Angkorian state was prolonged and [complicated].

- Over what centuries was Angkor Wat used before there was a gap in its use?
 - Over what second period was it used?
 - What does this research say about the conventional theory that Angkor collapsed soon after it was attacked by Ayutthaya?
- Compose a brief paragraph **explaining** the changes that occurred to Angkor Wat as outlined in the source.

9.8 Exercise

learn**on**

9.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

- Determine** whether the following statements are true or false.
 - Angkor Thom is older than Angkor Wat.
 - Angkor, when it was the capital of the Khmer Empire, had a population of more than a million people.
 - Angkor Wat was built for Buddhist worship, while Bayon Temple in Angkor Thom was built to honor a Hindu god.
- The building of Angkor Wat was commenced under **Jayavarman VII** / **Suryavarman II** and was a shrine to the **Hindu** / **Buddhist** god Vishnu.
- Describe** what the words *Angkor*, *baray*, *wat* and *Thom* mean.
- Approximately how many temples are there in the city of Angkor?
 - Around 10
 - Around 50
 - Around 100
 - More than 1000
- How many times greater was the population of Angkor than the population of London in the twelfth and thirteenth centuries?
 - 5
 - 15
 - 25
 - 35

Apply your understanding

Using historical sources

- Study the map in **SOURCE 2** and **calculate** how many times Angkor Thom is bigger than Angkor Wat.
- If 300 000 workers and 6000 elephants were needed to construct Angkor Wat, **estimate** how many might have been needed to build Angkor Thom.
- Explain** why highly specialised artisans would have been needed to create sculptures such as those in **SOURCE 3**.
- Several feature films have been made around Angkor. **Describe** what kinds of impacts this could have had on the buildings.
- Identify** what evidence in this lesson explains why Angkor Wat is better preserved than most of the Angkor site.

LESSON

9.9 Why did Angkor and the Khmer Empire decline?

LEARNING INTENTION

By the end of this lesson you should be able to explain how Angkor's decline could be attributed to multiple causes, including wars and environmental and climate change.

TUNE IN

SOURCE 1 depicts Khmer soldiers armed with spears and bows and arrows.

1. Describe the figures in this relief carving. How are they armed?
2. Do you think this source contradicts the evidence of Zhou Daguan in lesson 9.7 **SOURCE 1**? Explain your response.

SOURCE 1 A relief sculpture at Angkor



9.9.1 A weakening empire

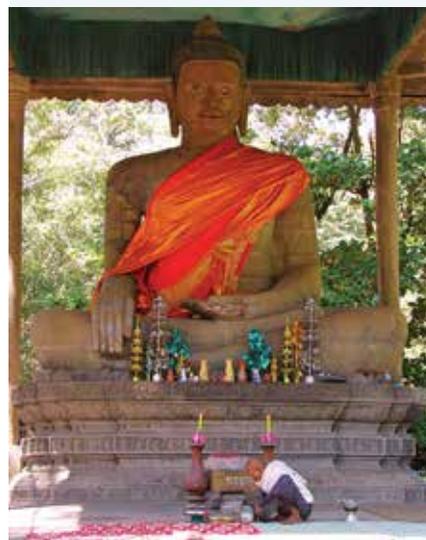
After Jayavarman VII's death, no more temples were built. The Khmer lost much of the territory they had conquered in Champa to their east. In the west, several Tai nobles rebelled against Khmer authority, establishing the first Tai kingdom at Sukhothai in 1238. These territorial losses and other developments seriously weakened the Khmer Empire.

Religious conflict and external threats

There was also religious conflict within the Khmer ruling family. Jayavarman VIII (1243–1295) wanted a return to Hinduism. He converted Buddhist temples to Hindu temples and destroyed many thousands of Buddha images. During his reign, the Khmer Empire was threatened by a much more powerful empire to its north. This was the mighty Mongol Empire, which conquered China in 1260. In 1283, Jayavarman VIII paid tribute to the Mongols to avoid war. For a time this made the Khmer Empire a **vassal state** of the Mongols but 4 years later it proved to be a wise decision when the Mongols defeated and captured Bagan (in modern Myanmar).

Jayavarman VIII was overthrown by his son-in-law, Srindravarman (1295–1309). In place of Hinduism, he introduced Theravada Buddhism to the Khmer Empire. It was already the dominant religion of South-East Asia and it was adopted quickly by the Khmer. The end of the reign of his successor, Indrajayavarman, in 1327 is regarded as the end of the Khmer Classical Age. There were no more inscriptions telling of the accession of kings and no more temples, possibly because Theravada Buddhism (see **SOURCE 2**) did not demand such building. It has also been suggested that religious changes, including the change to Theravada Buddhism, might have weakened the power of Khmer kings.

SOURCE 2 A modern Khmer worshipping at a huge Theravada Buddhist statue at Angkor



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

9.9.2 Why was Angkor abandoned?

From 1352, the Khmer suffered attacks by the Tai kingdom of Ayutthaya. For a while, the Khmer Empire remained powerful but in the 1440s the Khmer rulers abandoned Angkor. The most widely accepted explanation is the one put by Milton Osborne. He stated that the Tais ‘threatened and eventually damaged the agricultural system upon which Angkor’s very existence depended’. But this may not have been the only reason for Angkor’s collapse. Several other hypotheses have been advanced to explain why Angkor was abandoned.

Environmental damage

One theory suggests that environmental damage may have played a role as forests were cut down to clear land for more rice fields. This resulted in topsoil being carried by floods into the barays and canals, causing them to silt up and flood. Once this happened there would have been flooding in the wet season and water shortages in the dry season. The population might have been afflicted with malaria. In any case, Angkor would no longer have been able to support its large population.

SOURCE 3 The base of the Hindu temple called the Eastern Mebon is guarded by carved figures of elephants. The temple is on an island in the Eastern Baray, one of two giant water reservoirs that were created to provide year-round water for farming. The barays were created by building huge dykes to hold floodwaters.



The Black Death

It has been suggested that the Black Death (bubonic plague) could have been a factor in Angkor’s decline. The plague, which killed many millions in Asia, Europe, the Middle

East and Africa, appears to have originated in Mongolia and central China in the early 1300s and it is known to have spread west along trade routes, including the Silk Road. Although the plague appears in reports from several parts of Asia from the 1330s and it could possibly have reached Cambodia from China, there is no hard evidence of it visiting the Khmer Empire.

Climate change

Another theory suggests that climate change could have caused a shortage of water during the ‘Little Ice Age’. This was a period of lower global temperatures.

SOURCE 4 *Climate as a contributing factor in the demise of Angkor, Cambodia*, Proceedings of the National Academy of Sciences, 2010

[Angkor] experienced decades-long drought interspersed with intense monsoons in the fourteenth and fifteenth centuries that, in combination with other factors, contributed to its eventual demise. The climatic evidence comes from . . . tropical southern Vietnamese tree rings . . .

Royal family conflicts and retreat from the Tais

Without doubt, other reasons were ongoing conflicts within the Khmer ruling family and attacks by the Tais. These attacks stripped the city of its wealth and people. After the Tais besieged Angkor for seven months in 1431, a new Cambodian capital was founded in the southeast near the modern capital Phnom Penh. The move was significant as trade became more important to the Khmer economy. The new capital was located on a river much nearer to the sea and was therefore a more suitable site for Cambodia's growing trade with China.

SOURCE 5 Written by the Chinese diplomat Zhou Daguan, who stayed at Angkor in 1296–97

As a result of repeated wars with the Siamese [Tais] the land has been completely laid to waste.

9.9 SKILL ACTIVITY: Historical perspectives and interpretations, Using historical sources

1. **Create** a table with five columns. Label the columns from **SOURCE 1** to **SOURCE 5**. Each column will refer to a source in this lesson.
2. Study each source carefully and make notes on what they tell you about the changes that could have contributed to the weakening of the Khmer Empire.
3. Using your notes, write a paragraph **suggesting** four possible changes that could have contributed to the weakening of the Khmer Empire.

9.9 Exercise

learn **on**

9.9 Exercise

Learning pathways

■ **LEVEL 1**

1, 2, 5

■ **LEVEL 2**

3, 4, 6

■ **LEVEL 3**

7, 8

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Check your understanding

1. In which two places did the Khmer Empire lose territory after the death of Jayavarman VII?
 - A. Champa
 - B. Vietnam
 - C. Thailand
 - D. Indonesia
2. The Khmer Empire was conquered by the Mongol Empire during the reign of Jayavarman VIII. True or false?
3. **Describe** how Khmer religion was changed again under Jayavarman VIII.
4. **Identify** what religious change was made under Srindevrvarman.
5. The Khmers abandoned Angkor from the year _____.

Apply your understanding

Using historical sources

6. **a. Examine** the Buddha statue in **SOURCE 2**. How do you think the Khmer people would have regarded the sequence of religious changes between the twelfth and fourteenth centuries?
b. Do you think such changes could have undermined faith in Khmer rulers? **Justify** your response.
7. Angkor's agriculture depended on giant barays like the one in **SOURCE 3**. **Predict** what would have been the impact if these reservoirs failed due to environmental damage.
8. **a.** Read **SOURCE 4** and briefly **outline** the theory that climate change could have played a role in the weakening of the Khmer Empire.
b. Identify which theory about Angkor's abandonment is supported by Zhou Daguan in **SOURCE 5**.

LESSON

9.10 What are the legacies of the Khmer Empire?

LEARNING INTENTION

By the end of this lesson you should be able to explain why there are many legacies of the Khmer Empire, including its influences on neighbouring societies.

TUNE IN

As suggested by **SOURCE 1**, The late Thai king and his family were much revered in Thailand, much as Khmer kings appear to have been over many centuries.

1. Describe the scene.
2. It has long been a crime punished by imprisonment under Thai law to criticise the monarchy. Why do you think this is?
3. It is only since the king's death that the powers of a Thai royal family have been seriously challenged. Why do you think this has happened?

SOURCE 1 A Theravada Buddhist monk stands before a portrait of Thailand's royal family at fourteenth-century Wat Prathat Doi Suthep in northern Thailand.



9.10.1 Legacies for other South-East Asian societies

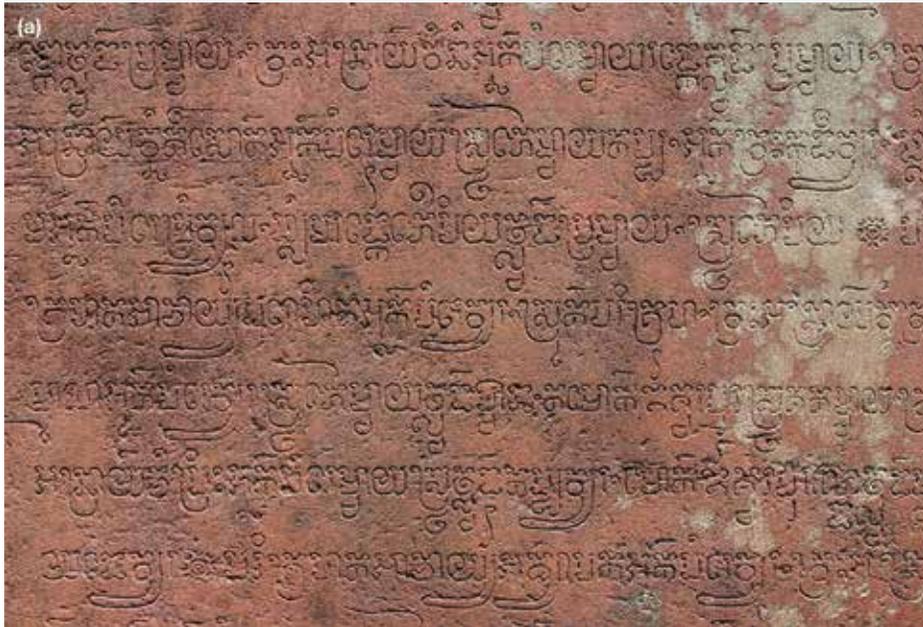
Angkor is the Khmer Empire's greatest legacy. This city was its capital and its central area of settlement. Angkor provides evidence of Cambodia's past wealth, strength, culture and religious beliefs. Many thousands of people visit Thailand, Laos and Cambodia each year to marvel at amazing historical sites. This is called cultural tourism. Of all these historical sites, Angkor is arguably the most spectacular; however, it is not the Khmer Empire's only legacy.

The Khmer Empire had cultural and trade relations with other mainland South-East Asian kingdoms and with the maritime South-East Asian states of Java and Srivijaya. Through trade and cultural exchange, and through its rise and fall, the Khmer Empire influenced much of the region.

Khmer influence in Thailand

Angkor's civilisation influenced Thai systems of ruling, the way Thai society was organised, Thai architecture and arts, and the development of the Thai written language. From the sixteenth century, Europeans knew Ayutthaya's Thai empire as Siam. By 1700, Ayutthaya was a vast city with around a million people that traded with the Dutch, French, Chinese and Japanese. But in the eighteenth century, its power declined and in 1776 the Burmese destroyed the city.

SOURCE 2 The Khmer written language (a) influenced the development of the Thai written language (b).



Khmer influence in Laos

In Laos in 1353, a prince from Angkor named Fa Ngum founded the Theravada Buddhist kingdom of Lan Xang (meaning ‘a million elephants’). As Angkor lost its power, Lan Xang came to dominate modern-day Laos, much of north-eastern Thailand and even parts of southern China and north-western Vietnam. In the seventeenth century, Lan Xang reached the height of its power. European visitors were impressed by its prosperity and its great temples. But when its king died in 1694 without an heir to the throne, Lan Xang broke up into rival kingdoms that came under the influence of its more powerful neighbours — Vietnam, Thailand and Burma.

Vietnam after the fall of Angkor

During the early fifteenth century, China regained control of Vietnam until the Vietnamese secured their independence in a rebellion in 1428. Vietnam played no role in the decline of Angkor but it benefited by expanding into territory that had been part of the Khmer Empire. This is because much of Vietnam is mountainous and it needed more farming land. It also took territory from Champa.

9.10.2 Cambodia from the sixteenth century

In the sixteenth century, Europeans came to South-East Asia seeking wealth from the spice trade. However, they had little impact before the mid-eighteenth century. After a devastating attack by Ayutthaya in 1593, the Khmer rulers sought help from the Spanish who had colonised the Philippines. For a few years, the Spanish influenced Cambodia's rulers. However, the Spanish who were in Cambodia were massacred in 1599. In the seventeenth and early eighteenth centuries, Cambodia's rulers turned first to the Thais for support. When that help was not forthcoming, they sought Vietnamese help against the Thais. The result was that both Thailand and Vietnam grew stronger at Cambodia's expense. Thailand extended its territory into Cambodia but lost these areas as European colonisers moved in during the nineteenth century.

SOURCE 3 Tree roots strangling an Angkor temple



The colonial era and the present

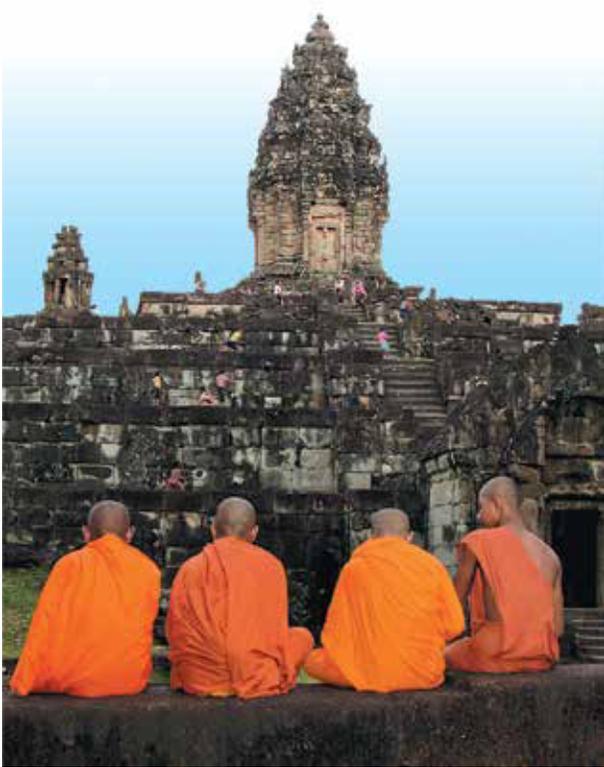
Colonisation by European powers brought many changes to South-East Asia. Only Thailand remained independent. Portugal's capture of Malacca (in modern-day Malaysia) in 1511 and Spain's colonisation of the Philippines were followed by Dutch, British and French empire-building in the region. The Dutch came to control most of modern Indonesia, the British took Burma and Malaya, and the French took Vietnam, Laos and Cambodia in the nineteenth century. The French met strong resistance in Vietnam, but when France declared a **protectorate** over Cambodia in 1862 it had the approval of the Cambodian king who feared losing more territory to Thailand and Vietnam.

The Khmer prince Norodom Sihanouk declared Cambodia's independence in 1953 but Cambodia was to suffer terribly when it was caught up in the Vietnam War in the 1960s and 1970s. It then suffered even more under the secretive Khmer Rouge regime from 1975 to 1979. The Khmer Rouge called the first year of their rule Year Zero. Through forced evacuation of the cities, forced labour and mass murder, they tried to wipe out all traces of the past.

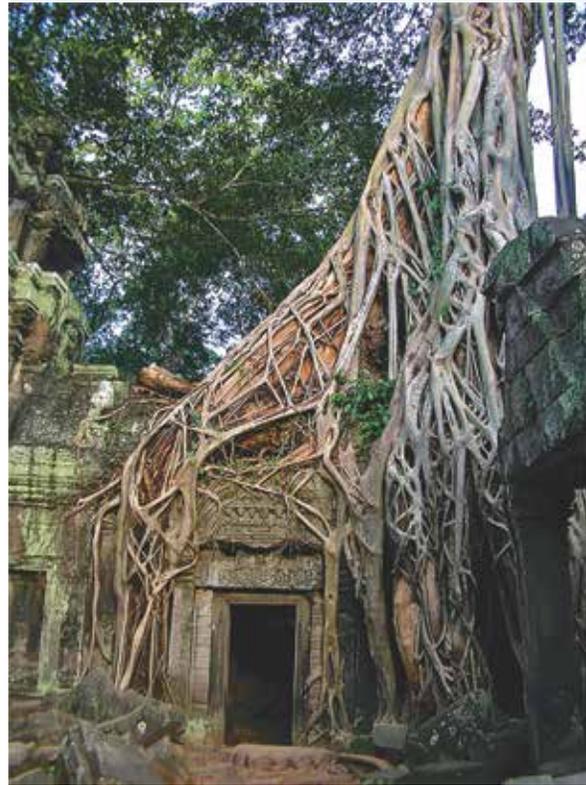
Today, Cambodia is a very poor country. In some ways its distant past continues to shape its present. After years of civil war, Cambodia has returned to its traditional monarchy and once again Theravada Buddhism is its state religion.

protectorate when stronger states protect and control weaker states

SOURCE 4 Buddhist monks look on as visitors explore the ruins of Angkor.



SOURCE 5 An Angkor temple overgrown with tree roots



Angkor rediscovered

Angkor Wat continued to be visited by Buddhist pilgrims after the city was abandoned in the fifteenth century, but the rest of the city was overtaken by the jungle. Gigantic tree roots spread over the temples, which became hidden as they were cloaked by the encroaching forest. However, in the nineteenth century, French archaeologists began the process of rediscovering Angkor, clearing the jungle from temples and restoring the site by repairing foundations and making drains to prevent further damage from water. Since the 1990s, conservation work has been coordinated by UNESCO and government bodies from France, Japan and Cambodia.

Over a million overseas visitors come to Angkor each year. They provide additional funds towards the cost of conserving the site, but as they walk and climb over Angkor's sandstone structures they create additional conservation problems.

SOURCE 6 Tourists visiting Angkor



9.10 SKILL ACTIVITY: Using historical sources

SOURCE 7 A UNESCO World Heritage description of Angkor

Angkor . . . is one of the most important archaeological sites of Southeast Asia. It extends over approximately 400 square kilometres and consists of scores of temples, hydraulic structures (basins, dykes, reservoirs, canals) as well as communication routes. For several centuries Angkor was the centre of the Khmer Kingdom. With impressive monuments, several different ancient urban plans and large water reservoirs, the site is a unique concentration of features testifying to an exceptional civilisation. Temples such as Angkor Wat, the Bayon, Preah Khan and Ta Prohm, exemplars of Khmer architecture, are closely linked . . . The architecture and layout of the successive capitals bear witness to a high level of social order and ranking within the Khmer Empire. Angkor is therefore a major site exemplifying cultural, religious and symbolic values, as well as containing high architectural, archaeological and artistic significance . . .

Criterion (i): The Angkor complex represents the entire range of Khmer art . . .

Criterion (ii): The influence of Khmer art as developed at Angkor was a profound [deep] one . . .

Criterion (iii): The Khmer Empire of the 9th–14th centuries encompassed much of Southeast Asia and played a formative role in the political and cultural development of the region . . .

Integrity

The Angkor complex encompasses all major architectural buildings and hydrological engineering systems from the Khmer period and most of these ‘barays’ and canals still exist today.

1. Read the text carefully and **discuss** any part you do not fully understand.
2. To **identify** all the reasons why Angkor has many legacies, write one or two sentences under each of the following headings:
 - Size of the Angkor complex
 - Types of structures within the complex
 - Evidence of Angkor’s social order
 - Evidence of Khmer art
 - Influence on other South-East Asian societies

9.10 Exercise

learn**on**

9.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

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Check your understanding

1. The Khmer written language influenced the development of which other written language?
 - A. Chinese
 - B. Thai
 - C. Indian
 - D. Mongolian

2. In the years following attacks by Ayutthaya in 1593, who did Khmer rulers turn to for support? **Select** all that apply.
 - A. Thais
 - B. Spanish
 - C. Vietnamese
 - D. Dutch
 - E. French
3. Which five European powers gained colonies in South-East Asia between the sixteenth and nineteenth centuries?
 - A. Germany
 - B. Spain
 - C. Italy
 - D. Portugal
 - E. The Netherlands
 - F. France
 - G. Russia
 - H. Britain
4. **Explain** how Angkor influenced Laos.
5. **Propose** why you think Cambodia's rulers sought help from the Spanish in the sixteenth century and from the French in the nineteenth century.

Apply your understanding

Using historical sources

6. **Explain** how **SOURCES 1** and **2** provide evidence of the Khmer influence and continuity of regarding monarchy, religion and written language in South-East Asia.
7. **SOURCES 4** and **6** show tourists visiting Angkor. **Demonstrate** how this might benefit Cambodia and how large numbers might threaten conservation of the site.
8. **Describe** what you see in **SOURCES 3** and **5**.

Communicating

9. Although Cambodia has been receiving much help with conservation and restoration of several temples, some sites, such as those in **SOURCES 3** and **5**, have been left alone to show the power of nature. Do you think this is a good idea? **Justify** your response.
10. From **examining** each of the sources, what conclusions can you draw about continuity and change in Cambodia since the time of the Khmer Empire?

LESSON

9.11 INQUIRY: Contested histories

LEARNING INTENTION

By the end of this lesson you should be able to describe different perspectives and interpretations of the past.

Investigating the role of climate change in the fall of Angkor

Did climate change contribute to Angkor's fall? Today we know a lot about climate change because we live in a time when man-made climate change is threatening to make much of our planet uninhabitable. One hypothesis suggests that a different kind of climate change may have caused a shortage of water in the Khmer Empire during the 'Little Ice Age' of the fourteenth and fifteenth centuries.

As we have seen in lesson 9.9, several factors could have contributed to Angkor's weakening from the mid-thirteenth century. These include the formation of the Tai Kingdom of Sukhothai in 1238, conflict within the Khmer royal family, religious changes leading to the introduction of Theravada Buddhism under King

Srindravarman (1295–1309), environmental damage due to over-clearing, further Tai attacks by the Kingdom of Ayutthaya and prolonged droughts and floods during the fourteenth and fifteenth centuries, leading to the abandonment of Angkor following the Tai sacking of the city in 1431.

Your task is to investigate the part played by climate change.

Reading **SOURCE 2** and others you can find through research will enable you to compare some different judgements that have been made. You can use the internet and your library to find relevant secondary sources.

SOURCE 1 This was once a part of a large water reservoir at Angkor Wat.



aud-0456

SOURCE 2 From *Climate as a contributing factor in the demise of Angkor, Cambodia*, Proceedings of the National Academy of Sciences, 2010

Angkor, the capitol of the Khmer Empire in Cambodia, experienced decades-long drought interspersed with intense monsoons in the fourteenth and fifteenth centuries that, in combination with other factors, contributed to its eventual demise. The climatic evidence comes from . . . tropical southern Vietnamese tree rings. The Angkor droughts were of a duration and severity that would have impacted the sprawling city's water supply and agricultural productivity, while high-magnitude monsoon years damaged its water control infrastructure . . .

Historians and archaeologists have, with a few notable exceptions, only rarely considered the role played by environment and climate in the history of Angkor. However, several studies have now documented the role of regional climate variation in contributing to the eventual demise of other complex agrarian societies. . . .

The Khmer kingdom at Angkor . . . was a society dependent on the annual monsoon flooding of Cambodia's lowlands to support a vast and complex agricultural system . . . Angkor would have been vulnerable to variability in the strength and intensity of the monsoon at time scales of years to decades.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Write your inquiry question. It could be based on anything like the following:

- What is the evidence for a significant role of climate change in the fall of Angkor?
- Would climate change have added to the environmental damage from excessive land clearing?
- Would such damage have been so bad without the attacks by the Tais from the thirteenth to the fifteenth centuries?
- What views on this issue have been expressed by historians and archaeologists?

Research your question.

Step 2: Using historical sources

Analyse your sources.

Step 3: Historical perspectives and interpretations

Evaluate the arguments in the sources.

Step 4: Communicating

What is your answer to your inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 9.11 exercise set to complete it online.



Resources



Digital document Inquiry rubric (doc-39398)

LESSON

9.12 Review

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9.12.1 Key knowledge summary

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

9.2 How do we know about Angkor and the Khmer Empire?

- Legends of the rise of South-East Asian states are unreliable.
- Inscriptions provide our only written primary sources from the Khmers.
- Written primary sources from other societies that had contact with the Khmers provide more information.
- Khmer archaeological sources provide much evidence.

9.3 How much did geography influence Khmer civilisation?

- The geographical features of South-East Asia provided conditions necessary for the rise of civilisations along rivers, including Angkor and the Khmer Empire.
- There were many different peoples and cultures in the region.

9.4 What was the historical setting?

- Several states arose in mainland South-East Asia between the first century and the twelfth century.
- There were contacts and conflicts between the South-East Asian states.
- The expansion of the Khmer Empire was aided by conflicts between rival states.

9.5 How did the Khmer create an empire?

- Jayavarman II founded the Khmer kingdom in 802 and built Hindu temples.
- Under his successors, reservoirs were built in the Angkor area and the Khmers began to have conflicts with Champa.
- Angkor Wat was built under Suryavarman II.
- Jayavarman VII defeated the Chams, introduced Mahayana Buddhism, built Angkor Thom and expanded the Khmer Empire to its largest extent. He is regarded as the greatest of the Khmer kings.

9.6 How did religions influence the Khmer Empire?

- Animism, Hinduism and Buddhism all played a part in shaping the beliefs and values of the Khmers.
- Khmer culture was strongly influenced by the art, architecture and literature of Hinduism and Buddhism from India and Sri Lanka but the styles were changed when the Khmers adopted them.

9.7 What was life like in the Khmer Empire?

- Khmer society was very unequal, with kings and nobles having great power.
- Khmer women carried out a huge range of trades and many became dancers.
- The ordinary people provided the food surplus that supported the ruling classes. They also provided soldiers for wars and labour for building reservoirs and temples.

9.8 Why are Angkor's buildings famous?

- The city of Angkor had a million people grouped around it in the twelfth and thirteenth centuries.
- Angkor Wat is the world's largest religious structure.
- Angkor Thom's Bayon Temple has over 11 000 carved figures with scenes of war and everyday life.

9.9 Why did Angkor and Khmer Empire decline?

- After the death of Jayavarman VII, temple-building ceased and the Khmers lost territory.
- There are several factors that could have contributed to Angkor's decline and fall. They include environmental damage, climate change, religious changes and attacks by the Tais.

9.10 What are the legacies of the Khmer Empire?

- The Khmer Empire left significant legacies for Cambodia, including Angkor with its temples and other historical sites.
- The Khmer Empire's legacies also include:
 - its historical influence on neighbouring countries through cultural and trade relations
 - its influence on written languages, arts, architecture and social organisation.

9.11 INQUIRY: Contested histories

- Historians identify a range of factors contributing to the fall of the Khmer Empire.
- Several recent studies now provide evidence for the role of climate change during the fourteenth and fifteenth centuries.

9.12.2 Key terms

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist to do with Buddhism; a follower of Buddhism

cult a system of religious worship

epic a long story in verse narrating the deeds of its hero

Hindu the most ancient of all the main world religions; originated in India

incarnation the representation of a spirit or quality in a living human

Khmer the Cambodian people

legitimate lawful or proper

linga a phallic symbol that would have originally been a feature of most Hindu temples

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mausoleum a huge tomb

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

pious devout, very religious

protectorate when stronger states protect and control weaker states

reincarnation being continuously born and reborn in other lives

ruling class kings, nobles and high officials

Sanskrit ancient and sacred language of India

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

Tonle Sap the largest freshwater lake in South-East Asia

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

9.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did Khmer society change, what were its key beliefs, values and perspectives, and what were the causes and effects of its contacts with other societies?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources

-  **eWorkbooks** Customisable worksheets for this topic (ewbk-10708)
Reflection (ewbk-10710)
Crossword (ewbk-10711)
-  **Interactivity** Angkor and the Khmer Empire crossword (int-7588)

9.12 Review exercise

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Multiple choice

1. Angkor and other mainland South-East Asian societies developed around which of the following geographical features?
 - A. Rivers, lakes and coasts
 - B. Mountains
 - C. Dense forests
 - D. Dry plains
2. In what modern country did the Angkor civilisation emerge?
 - A. Thailand
 - B. India
 - C. Vietnam
 - D. Cambodia
3. Which three people played significant roles in the rise of the Khmer Empire?
 - A. Jayavarman II, Zhou Daguan and Fa Ngum
 - B. Jayavarman II, Suryavarman II and Jayavarman VII
 - C. Zhou Daguan, Tribhuvanadityavarman and Suryavarman II
 - D. Jayavarman VII, Fa Ngum and Zhou Daguan

4. The Khmer Empire was mainly influenced by the culture of which country?
 - A. Vietnam
 - B. China
 - C. India
 - D. Thailand
5. Which one of the following religions was introduced to Cambodia by Jayavarman VII?
 - A. Christianity
 - B. Hinduism
 - C. Theravada Buddhism
 - D. Mahayana Buddhism
6. Angkor influenced the culture of which other societies?
 - A. India and Sri Lanka
 - B. Thailand and Laos
 - C. Indonesia and the Philippines
 - D. Tibet and Bhutan
7. In the Khmer Empire, what were kings regarded as?
 - A. Gods
 - B. Devils
 - C. Dictators
 - D. Semi-divine
8. A *wat* is which of the following?
 - A. A palace
 - B. A reservoir
 - C. A weapon
 - D. A temple
9. It is believed that around the twelfth century Angkor had a population of approximately which of the following?
 - A. 100 000
 - B. 300 000
 - C. 1 000 000
 - D. 2 000 000
10. Which of the following groups were the main enemies of the Khmers in the period from the tenth century to the thirteenth century?
 - A. Burmese
 - B. Indians
 - C. Chams
 - D. Tais

Short answer

Using historical sources

11. Write an analysis of **SOURCE 1** below based on the following questions.

SOURCE 1 A Khmer sculpture



- What are the main details of the sculpture?
 - What type of skilled craftsmen would have produced it?
 - What level of Khmer society would be occupied by the person who ordered the creation of this relief sculpture?
 - How is it similar to other Khmer sculptures you have seen in this topic?
 - In what ways is it different from those other sculptures?
 - Why would it have been created?
 - Why are sculptures such as this very important as evidence of everyday life?
(*Hint: Most Khmer temple sculptures depict scenes of wars and religious myths.*)
 - How reliable would this sculpture be as depiction of the everyday lives of Khmer peasants? (Consider whose perspective the sculpture would represent.)
12. Read **SOURCE 2** below.

SOURCE 2 From *A Record of Cambodia: the Land and its people* by Zhou Daguan, who lived at the Khmer court in Angkor in 1296–1297

Ordinary families have houses but nothing else by way of tables, chairs, jars or buckets. They use an earthenware pot to cook rice in, and make sauce with an earthenware saucepan. For a stove they sink three stones into the ground, and for spoons they use coconut husks.

Write a half- to one-page explanation of why the Chinese diplomat Zhou Daguan is a most significant individual in Khmer history. In your response, consider his role in providing the only detailed written account of the Khmer Empire. As well as a general statement about Zhou Daguan's connection with Angkor, you should comment on what things we can discover from his writing (in the sources used in this topic and from **SOURCE 2** above) that we would not otherwise know about Khmer society.

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10 Japan under the shōguns (c. 794–1867)

LESSON SEQUENCE

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LESSON

10.1 Overview

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How has Japanese culture grown both independently and through the influence of others?

10.1.1 Links with our times

Japan is a country steeped in heritage and culture, and over the course of its history the islands that make up the nation have had a strong influence world-wide. Today, Japan is one of Australia's most important trading partners for many goods, including electronics and precious materials.

At various points, Japan has cut itself off from outside influences. Even today, citizenship is only granted to the children of Japanese citizens. This has meant that the country has been able to not only maintain but develop and grow its unique culture and way of life. Today, Japan is known for its traditional arts as much as its modern innovations.

SOURCE 1 Japanese calligraphy is a practice that dates back to the thirteenth century.



Resources



eWorkbook

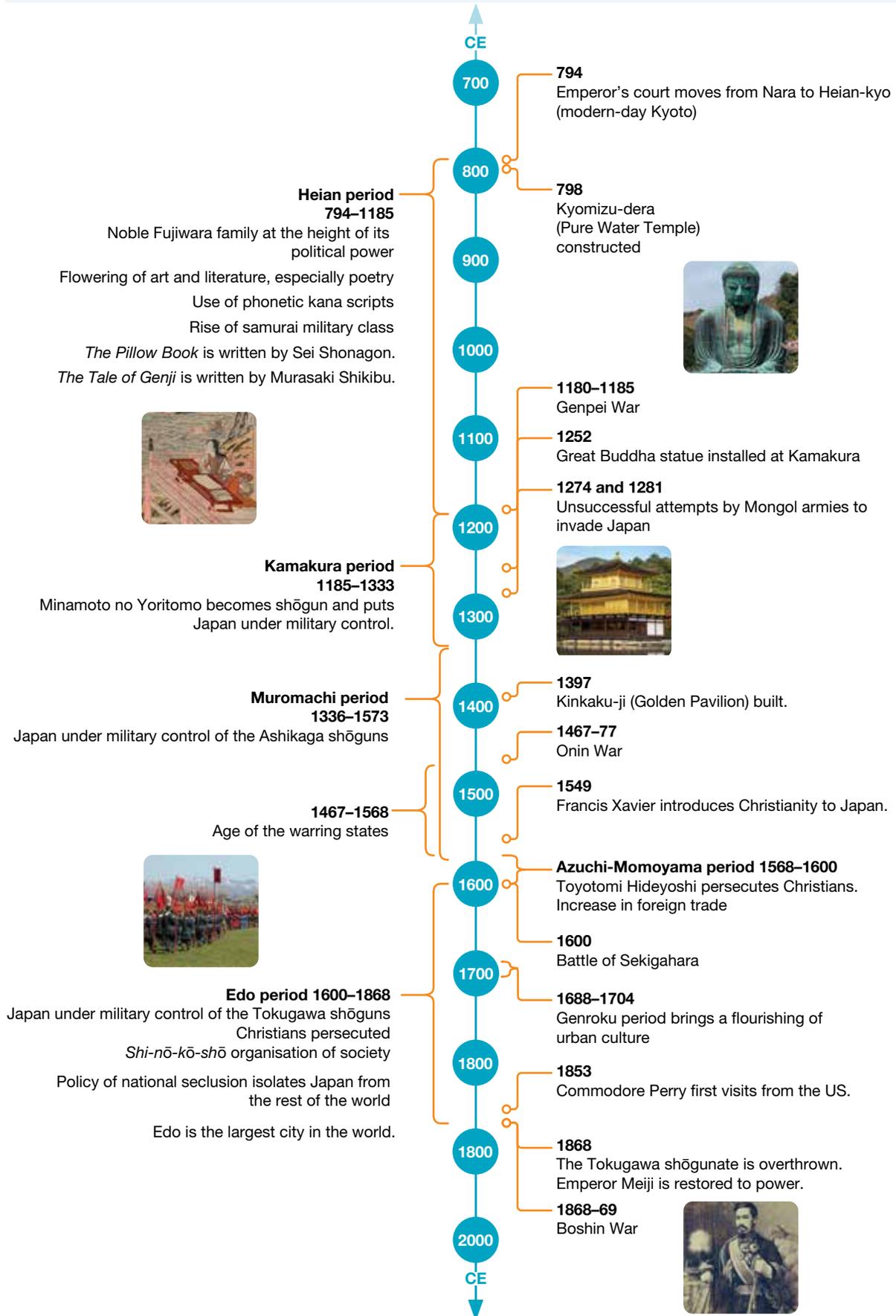
Customisable worksheets for this topic (ewbk-10712)



Video eLesson

Japan under the shōguns (eles-6029)

SOURCE 2 A timeline of Japan under the shōguns



LESSON

10.2 How do we know about Japan under the shōguns?

LEARNING INTENTION

By the end of this lesson you should be able to identify the types of sources that can provide evidence of the events and way of life of people within the shōgunate period in Japan.

TUNE IN

The Buddhist temple of Todai-ji shown in **SOURCE 1** is one of the largest structures in the world built without nails.

1. Discuss how you think Japanese builders were able to construct such an impressive building without nails.
2. Do you think many buildings are constructed in this way now? Why or why not?

SOURCE 1 The Buddhist temple of Todai-ji



10.2.1 What evidence is there?

Japanese museums, temples and shrines preserve many relics that tell us about Japan's past. The most precious items are listed as National Treasures. These could be buildings, sculptures, paintings, documents, artefacts or even people.

10.2.2 Architecture

Much can be learnt about Japan's past by examining surviving buildings. Their construction techniques, materials and designs give us valuable information about architecture, technology and the way people lived. Some of the oldest buildings are in the cities of Nara, Kamakura and Kyoto. These three cities were centres of government at various times in Japan's history. They were also religious centres that built shrines for Japan's ancient **Shintō** faith, great **Buddhist** temples and **pagodas**.

The type of architecture from each different period of Japanese history can tell us much about that period. For example, a period in which a large number of temples were built would tell us that religion was very important to the people at that time. A period in which large castles were built would tell us that wealthy families were very significant during that era. Architecture can also tell us about the technology of the time. Large wooden structures built without nails are an indication of the high level of skill among builders of the time.

10.2.3 Cultural legacies

Many examples of Japanese craftsmanship survive today and these provide a great deal of evidence of life in Japan over the centuries. Paintings often provide detail of the way of life for all classes of people, as well as the clothing they wore and

Shintō an ancient Japanese religion that believes in nature spirits and ancestor worship

Buddhist to do with Buddhism; a follower of Buddhism

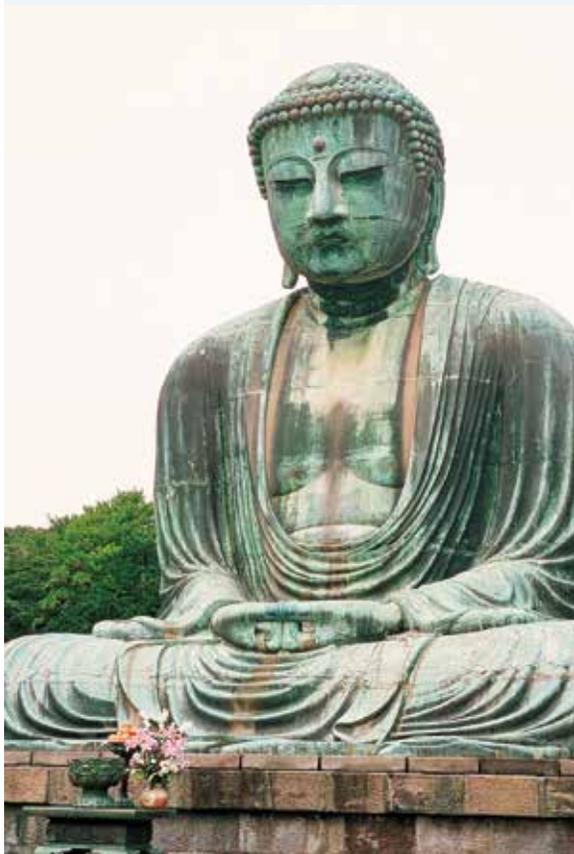
pagoda a Hindu or Buddhist temple, typically in the form of a many-tiered tower

the buildings in which they lived. Many famous events in Japanese history have also been depicted at the time in works of art. Crafts such as **origami**, printmaking and pottery can also give us insights into Japanese life in past centuries.

Japanese artists adopted woodblock printing as early as the eighth century CE, but woodblock art really flourished from the sixteenth century onwards. The different styles and schools of woodblock art over the next three hundred years provide a great deal of insight into the Japanese way of life. Traditional Japanese sculpture evolved from the production of small clay figures in early eras, to the casting of huge bronze statues from the Classical period onwards. Sculptures were often religious in nature, depicting the different gods that were worshipped at different times. Large bronze sculptures of Buddha indicate the importance of the Buddhist religion at different eras in Japanese history.

origami the art of folding paper into different shapes and designs

SOURCE 2 This statue of Buddha is made of bronze and was constructed in the thirteenth century. It is 13.35 metres high and weighs approximately 94 tonnes.



SOURCE 3 This print by nineteenth-century artist Ando Hiroshige shows peasants in paddy fields planting rice.



DID YOU KNOW?

The Japanese language is written with three different sets of characters. These include Chinese characters known as *kanji*, as well as two sets of characters that represent different sounds or syllables. These two sets of characters are known as *hiragana* and *katakana*. *Hiragana* primarily represents Japanese words and *katakana* is used for foreign words. The use of *katakana* immediately lets the reader know that the word is borrowed from another language.

Many great works of early Japanese literature also survive, and these reveal aspects of life in the past. Murasaki Shikibu, sometimes known as Lady Murasaki, was the author of the world's first novel, *The Tale of Genji*, written over ten years between 1000 and 1010 CE. Although this is a work of fiction, it provides us with a great deal of information about the life of the wealthy and influential aristocrats of this time.

In addition to great literary works by Japanese writers, a large number of historical documents have been kept and stored as national treasures. These include letters written by emperors and important officials, the official records of a number of Buddhist and Shintō temples, and some family histories.

One such family collection is that of the Shimazu family, which includes over 15000 family documents covering over a thousand years from the eighth century to the nineteenth century. These documents can provide historians with great insights into Japanese life over many centuries.

SOURCE 4 Murasaki Shikibu wrote the first great Japanese novel, *The Tale of Genji*. This artwork was created in 1767.



SOURCE 5 A chapter from the *Lotus Sūtra* from the tenth century CE. This text, introduced from China, was an extremely important part of Japanese spirituality during this period.



10.2.4 Tradition

Many traditional festivals and religious ceremonies are still practised in Japan today. Some of these have not changed for many hundreds of years so can provide valuable information about the way of life of Japanese people in past centuries.

Many of the festivals are religious in nature and have their origins in ancient and medieval Buddhist and Shintō ceremonies. Others have artistic and cultural significance, such as the re-enactment of traditional Kabuki theatre performances. These can provide insights into the artistic and cultural activities of the past.

SOURCE 6 The Hollyhock Festival (*Aoi Matsuri*) began as a religious festival in the sixth century CE. It was believed to protect people from disease and help bring good rice harvests.



10.2 SKILL ACTIVITY: Questioning and researching, Communicating

Japanese writing and culture have been heavily influenced by China, both during its inception and as it grew. Likewise, our culture relies heavily on societies before us.

1. Research the following cultural expressions and their origins:

- Christmas, Easter and New Year's Eve
- handshakes
- birthday presents
- Ms / Mrs / Mr / Mx
- farming cows, pigs and sheep for food (more than other animals)
- wearing a tie.

2. Communicate your findings using either a colourful infographic or a brief oral presentation.

10.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

- Determine** whether the following statements are true or false.
 - The two dominant religions that were followed in Japan during the shōgunate period were Shintō and Buddhism.
 - Japanese woodblock printing was adopted in the eighteenth century.
 - The Shimazu family collection includes over 15 000 family documents covering over a thousand years from the eighth century to the nineteenth century.
- Which three of the following are ways that art and crafts can tell us about life in Japan over the centuries?
 - Hand puppets were used to provide an accurate picture of fashions through the centuries.
 - Crafts such as origami and pottery can show us various aspects of the lifestyle of people in the past.
 - Artworks such as paintings can tell us about the way of life of the people.
 - Sculpture can tell us of the importance of religion, through statues such as the Great Buddha.
- Why might religious images have been important in Japanese art?
 - Religious images were always colourful and therefore important to art.
 - Reproducing religious images provided constant work for artists.
 - Without religious images, the artwork was bland.
 - Religious images were important because religion itself was important in feudal Japanese society.
- Explain** what the study of architecture tells us about life in Japan in the past.
- Recall** what impressive technology was used in the construction of the Buddhist temple of Todai-ji.

Apply your understanding

Using historical sources

- Examine SOURCE 1. Explain** what this source can tell us about the importance of religion in traditional Japanese society.
- Describe** how works of fiction, such as *The Tale of Genji*, that are written by people living at that time might be useful in historical research.
- Analyse SOURCE 2.** Alloy bronze is made up of copper and tin. Casting is a manufacturing process in which a liquid is poured into a mould and then allowed to solidify. Looking at the size of this statue, what conclusions can you draw about the metalworking skills of craftsmen in the thirteenth century?
- Examine SOURCE 3. Infer** what it tells us about farming methods used in Japan in the past.
- Refer to **SOURCE 6.** The costumes used in the *Aoi Matsuri* procession are copies of garments that no longer exist. **Propose** what historical evidence modern designers could use to find out what the original clothing looked like.

LESSON

10.3 What was life like in early Japan?

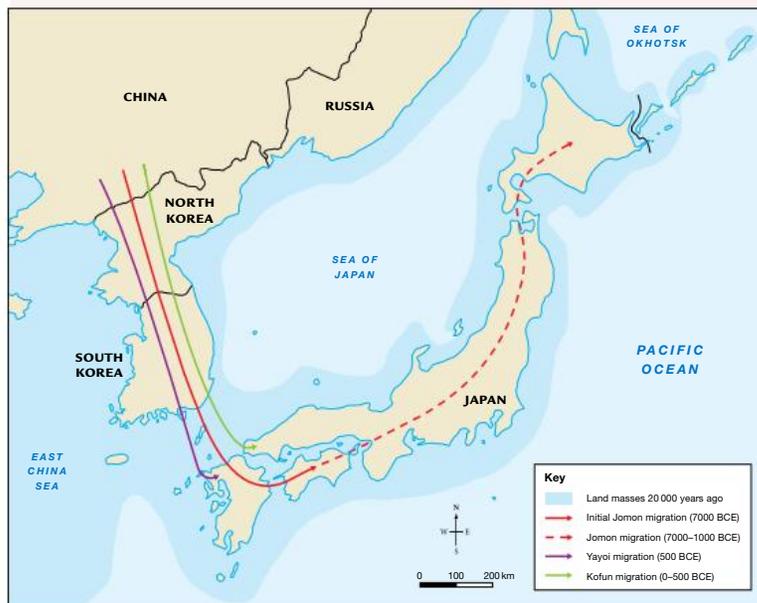
LEARNING INTENTION

By the end of this lesson you should be able to describe the ancient and classical periods of Japanese history. You should also be able to understand the military background to the shōgunate period.

TUNE IN

Thousands of years ago, the sea level around Japan was very different. Nomadic peoples moved across these regions regularly looking for food.

SOURCE 1 A map of Japan as it was settled thousands of years ago. Migrations routes are debated, and settlers may have also come from the north.



Source: Map drawn by Spatial Vision.

1. Discuss why you think the people of this period made the decision to settle near the ocean.
2. Brainstorm examples of other shore-dwelling civilisations versus those that chose to live away from water. Are there any differences in the ways that they developed?

10.3.1 Arriving in a new land

About 12000 years ago, Japan was joined to the Asian mainland by several land bridges. The nomadic hunters and fishermen who walked across them on expeditions became Japan's first inhabitants, settling on what is now Shikoku island. However, at the end of the last ice age, the Earth's climate warmed and rising oceans covered the land bridges. The islands that formed became the Japanese **archipelago** we know today. Later, attracted by the islands' natural beauty and rich resources, sea-faring peoples from various parts of Asia reached Japan by boat. As their settlements spread, the original inhabitants were gradually driven into the far north wildernesses.

The first migrants from South-East Asia settled on the southern island of Kyūshū. However, around the fourth century CE, the Yamato **clan** established the first Japanese state in an area around Nara on the island of Honshū. The Yamato rulers set up a central

archipelago an area that contains a chain or group of islands scattered in lakes, rivers, or the ocean
clan a large group of closely related people

government based on a legal system and Chinese traditions. With support from other clan leaders, descendants of the Yamato became the first recognised emperors of Japan.

10.3.2 Clans and conquest

Conquering and ruling Japan was always going to be difficult for the emperors. Prior to the establishment of the Yamato state (c. 250 CE), different areas of the Japanese islands had been settled by different ethnic groups over thousands of years. The Emishi people lived in northern Honshū and the Ainu lived in northern Honshū and Hokkaidō. Neither group recognised the authority of the Yamato state and were ultimately conquered by military force. The Japanese imperial state was going to rely on strong military support over the coming centuries to maintain control over all of its territory.

The Yamato Period is often referred to as the beginning of the ‘Classical’ period of Japanese history. It was during this period that the first great works of Japanese literature were written and Buddhism was firmly established in Japan. Chinese influence was also very strong at this time: Chinese characters were used in Japanese writing, Confucian ideals and religious practices such as Buddhism were shared via trade and contact, and the architecture of the capital, Nara, was modelled on the Chinese city of Xi’an.

SOURCE 2 Japanese emperors were believed to be descended from the sun goddess Amaterasu. This nineteenth-century artwork shows her emerging from *Ama-no-Iwato* (Heavenly Rock-Cave Door) after plunging the world into darkness for a time.



DID YOU KNOW?

The imperial Yamato dynasty claimed descent from Amaterasu, the sun goddess. In Japanese mythology, when the sun goddess hid in a cave the world was plunged into darkness. Eventually she emerged and a number of her ornaments were changed into human form, one of them becoming the ancestor of the Japanese imperial family.

More areas of Japan gradually came under the control of the emperor, but there were struggles for influence in the imperial court. The Buddhist religion became a popular force and Buddhist priests tried to claim powerful positions. It was during this period that the Todai-ji Buddhist temple was built at Nara. Its Great Buddha Hall contains the largest bronze statue of Buddha in the world, completed in 751 CE (see **SOURCE 3**). Noble families like the Fujiwara also wanted power, so the emperor had many challenges to his authority. Nevertheless,

by the eighth century, the capital city of Nara had grown strong and was an urban centre of about 200 000 people. It had a taxation system, many roads and bustling commerce. Outside the capital though, most people still lived in farming villages.

During the seventh century there had been an attempt at land reform, based on a Chinese model of land ownership. Land was to be distributed fairly to peasant farmers and could not be inherited by their children. At the death of the farmer, the land would revert to state ownership and be re-allocated to a new owner.

During the eighth century this system was gradually abandoned as emperors granted lands to members of their extended family, or to friends and loyal officials. Gradually these estates increased in size, with the wealthy nobles gaining great wealth and power, and peasant farmers working the land and paying taxes to the wealthy landlord.

SOURCE 3 The 15-metre-high Great Buddha of Nara (right), completed in 751 CE, indicates the influence of Buddhism in the Japanese Classical period.



10.3.3 Religion and philosophy

Shintō

The focus of Shintō is on cleansing rites which often prepare or absolve an individual or community. This is often referred to as the 'native' religion of Japan. It is a **polytheistic** religion governed by *kami*. These were supernatural beings or entities which inhabited all things, and which had specific characteristics:

- *Of two minds*. When respected they nurtured and loved, but when disregarded brought destruction and disharmony.
- *Not visible to humans*. They inhabited their own realm and were represented through sacred spaces or natural phenomena.
- *Mobile*. They visit their place of worship (there might be many places for one *kami*) but never stay there.
- *Role-based*. Each *kami* has its own purpose or function for the space it is responsible for, and they fell into different categories depending on their role.

The oldest record of *kami* we have is from 927, when there were 3131 recognised *kami*. Today, there are over eight million.

SOURCE 4 A *torii* gateway and stone *kitsune* (mythical foxes who could shapeshift and held great wisdom). These gateways were found at the entrance to many Shintō shrines and symbolically mark the start of a sacred space.



polytheistic the belief in or worship of more than one god

Buddhism

Buddhism was introduced to Japan via the Silk Road trade with China and Korea. Different forms of this religion have arrived at different times and have drastically changed the ways in which Japanese society interacted with their neighbours.

Buddhism was also used to control citizens in later periods. In an effort to stop Christianity from taking root, citizens had to receive certain permissions from Buddhist temples to perform certain activities within the community. Without practicing Buddhism, it would be very difficult to obtain these. Leaders saw this as a way to control the people, a practice which lasted for several hundred years.

Confucianism

While not a religion, Confucianism has had a defining influence over the majority of eastern Asia. It is a philosophy of thinking which was introduced to Japan in the third century CE and the term broadly covers many philosophical movements and teachings. Practiced alongside Japan's other major religions, these teachings have greatly impacted the way that Japanese society has grown and developed, as well as how it has interacted with outsiders. In particular, the **samurai** code of bushidō was heavily influenced by Confucian ideals.

10.3.4 The military state

In 794 the Emperor Kammu moved the imperial capital from Nara to Heian-kyō, now known as the city of Kyoto. This was the beginning of the Heian period, named after the city that was its capital, which lasted almost 400 years. During this time, the wealthy nobles in the countryside began to significantly increase their power. These nobles were known as **daimyō** and they usually controlled large estates throughout the countryside. Emperors at this time found they were increasingly dependent on the daimyō to maintain their power. In order to help them control their interests, and prevent rival daimyō taking over their lands, wealthy nobles employed large numbers of warriors. These warriors developed into a distinct social class and became known as samurai.

The emperors also relied heavily on this warrior class to help them defeat rebellious daimyō clans that challenged imperial power. Often the ability of the emperor to maintain power would depend on the number and skills of the samurai he could command. During his reign, Emperor Kammu bestowed the title of *seii taishōgun* ('barbarian-conquering great general') on a leading samurai, Otomo no Otomaro, who was the commander-in-chief of his military forces. The holder of this office had a great deal of power to maintain order throughout the country on behalf of the emperor. This title was later shortened to **shōgun** and became the official title of whoever held the position of head of the imperial military forces. The very nature of his position meant that an emperor had to place complete trust in the shōgun, so would have to select someone he could rely on to be loyal to himself and his family.

SOURCE 5 The main gate to Nijō Castle, the palace of the shōgun during the Tokugawa period, shows the power and wealth that the position accumulated.



samurai the warrior class in Japan during the Classical and shōgunate periods
daimyō great feudal lord of Japan during the Classical and shōgunate periods
shōgun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

10.3 SKILL ACTIVITY: Questioning and researching, Communicating

Today Japan still has an emperor who is descended from the same Yamato clan that established the first Japanese state.

1. **Conduct research** to find out all you can about the current emperor. Make notes on things like:
 - his role in Japanese society
 - his current powers.
2. **Create** a brief description of the current emperor which uses the information you found.

10.3 Exercise

learnon

10.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 5, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

1. The first recognised Japanese state was established in the _____ century CE by the _____ clan.
2. One of the major problems faced by the Yamato rulers in maintaining a unified Japanese state was that Japan consists of a number of islands, many very mountainous, and difficult to control from one central location. True or false?
3. Which four of the following statements provide evidence that Japan borrowed much of its culture from China?
 - A. Buddhism most likely came via China.
 - B. The Yamato rulers set up a system of government that was based on Chinese traditions and its legal system.
 - C. Japanese writing was based on Chinese characters
 - D. Japanese literature was sent to China for approval prior to printing.
 - E. In the capital city, Nara, the architecture was based on that of the Chinese capital, Xia.
 - F. Japanese writing was based on Chinese characters.
4. **Explain** how the system of land ownership changed during the eighth century CE.
5. **Recall** how the nobles grew in power at this time.

Apply your understanding

Using historical sources

6. **Refer** to **SOURCE 1** and an atlas to list the names of Japan's four main islands. Which island is the largest and which is the smallest?
7. **Propose** a reason why the geography of the Japanese islands would have made it difficult to achieve a unified state with its capital in Nara.
8. **Examine SOURCE 2. Describe** how the artist tried to show the power and importance of the sun goddess Amaterasu to the people around her.
9. **Analyse SOURCE 3.** How can you tell that Buddhism had become an important religion in Japan by the eighth century CE?
10. **Evaluate SOURCE 5**, one of many gates in a high wall that surrounded the old imperial palace in Kyoto.
 - a. Why was it necessary to surround the palace with a high wall?
 - b. What does this gate tell us about the wealth and power of the shōgun?

LESSON

10.4 How did the shōguns take control?

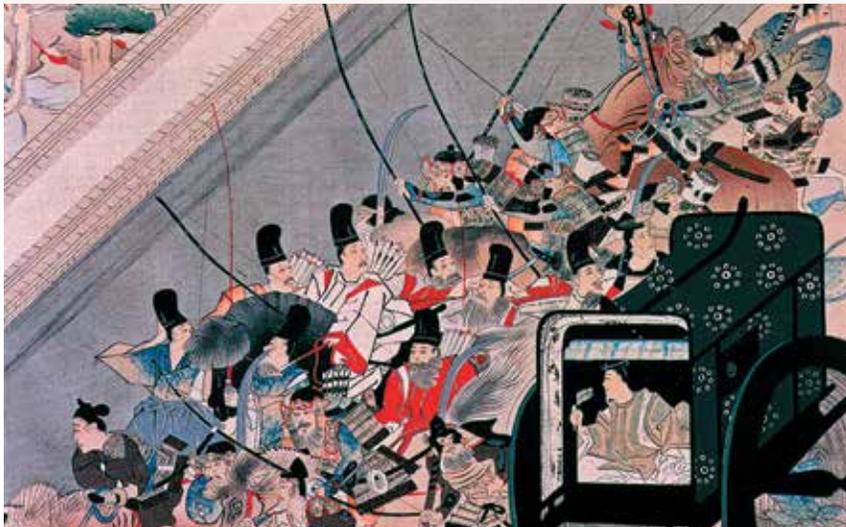
LEARNING INTENTION

By the end of this lesson you should be able to outline the series of events that led to the passing of power from the emperor to the Kamakura shōgunate and explain why the shōgun became so powerful. You should also be able to outline the succession of shōgun rule and the rise of Tokugawa Ieyasu.

TUNE IN

The emperor, even when older, was never involved in physical conflict himself. He always had a group of loyal soldiers nearby to protect him.

SOURCE 1 This thirteenth-century illustration shows the escape of the Taira clan and their supporters from Kyoto during civil war.



Try to identify the four different roles within **SOURCE 1**. You will need to justify what makes you classify people in this way (i.e. their clothing, hairstyle, or position within the image).

10.4.1 Power struggles

The Heian period was filled with struggles for control between the Fujiwara and two other clans: the Minamoto and Taira. The Fujiwara clan dominated from the seventh to twelfth centuries. They controlled all the most important offices in the royal court and were governors of most of the provinces in the Japanese countryside. The emperor's wife was often a Fujiwara woman and, if an emperor was too young to rule, senior members of the family became **regents** and ruled for him. At some stages the Fujiwara family ruled Japan instead of the emperor.

regent a person appointed to rule a country if a monarch is too young or ill to do so

Eventually, Emperor Go-Sanjō reduced their influence by appointing some offices to the Minamoto clan in 1068. His mother and his wife had been from this clan and his descendants were very loyal to the Minamoto. However, in 1180 Emperor Takakura was forced to give up his throne by his Taira relatives and his two-year-old son took the throne. The child's Taira mother and relatives became regents and took control of the government.

The Minamoto clan rebelled against the Taira take-over and **civil war** raged from 1180–85. Minamoto no Yoritomo, the head of his clan, was appointed as shōgun to lead the Japanese army after they captured Kyoto and installed Go-Toba, a three-year-old member of the imperial family, as emperor. Yoritomo’s ascension to shōgun marks the end of the Classical period and the beginning of the shōgunate or feudal period of Japanese history, which lasted for 700 years. The shōgun and their samurai warriors effectively ruled Japan and Buddhism became the dominant religion.

10.4.2 The rise of the shōgun

The civil war and longer-term trends in Japanese society can help us understand how the shōgun came to completely dominate most of Japanese life from 1192 to 1868 CE.

The large estates given to the daimyō during the eighth century meant they had a lot of wealth and power, and allowed them to pay large numbers of samurai to protect them. The development of this warrior class led to an increased respect for military power.

These estates were often far away from the capital, meaning the Emperor couldn’t control the region without the daimyō. This gave them a lot of bargaining power.

Emperor Antoku (1180) and Emperor Go-Toba (1183), along with nearly half the emperors in the previous 100 years, were only infants when they inherited the throne. Powerful regents took control for them and the daimyō families who held that role and weakened the power of the Emperor.

SOURCE 2 Twelfth-century artwork of Minamoto no Yoritomo, the first shōgun to rule Japan.



civil war a war between two competing groups within one country

SOURCE 3 A commemorative statue of Tokugawa Ieyasu, the founder of the Tokugawa shōgunate.



SOURCE 4 Fourteenth-century Emperor Go-Daigo, holding implements associated with Buddhist worship



In the period leading up to the twelfth century it would seem that the power and authority of the emperor was in gradual decline, while some of the daimyō clans were becoming increasingly more powerful. As the position of shōgun was filled by the most powerful of the daimyō nobles, perhaps it was only a matter of time before the power of the shōgun would exceed that of the emperor.

10.4.3 Conflict in and around Japan

The establishment of the Kamakura shōgunate in 1192 represents the victory of the daimyō over the power of the emperor. However, long-term stability in Japan was still under threat because the power of the shōgun was dependent on the strength of the daimyō clan that held them in that position. The position of shōgun sometimes passed peacefully between members of powerful families, but there were also periods when Japan descended into civil war as feuding daimyō clans fought for power and influence.

During the Kamakura period, the position of shōgun was shared between the Minamoto, Fujiwara and Hojo families. The shōgunate maintained stable government but faced a number of challenges and threats before its final downfall in 1333.

Mongol invasions

China presented the most serious threat to Japan in the Kamakura period. The Mongol emperor of China, Kublai Khan, demanded that Japan respect his authority and become a **tributary** state. When the shōgunate refused, Kublai Khan ordered his army to invade Japan. But on two occasions, in 1274 and 1281, the Mongol ships were sunk by **typhoons**. The Japanese came to believe kamikaze or ‘divine winds’ protected their country. Unfortunately, thousands of samurai who fought the Mongol attackers became angry when the shōgun could not afford to pay them. They waited for an opportunity to oppose the shōgunate.

tributary a state that gives payment to another state or ruler
typhoon name given to big tropical storms in the Pacific or Indian ocean

SOURCE 5 A Japanese painting showing the destruction of the Mongol invasion fleet by ‘divine wind’



The Ashikaga shōgunate

A chance to restore the rule of the nobles and the royal court came in 1333 when Emperor Go-Daigo resisted the military government. Samurai from the Ashikaga clan supported him and the Kamakura shōgunate collapsed. However, other samurai were outraged at this challenge to their prestige and authority. The Ashikaga clan turned against the emperor and forced him to flee into the mountains. From 1336, the Ashikaga clan ruled Japan as shōguns for the next 237 years. It was a time of great artistic achievement and growth. Theatre and literature flourished and there was a great deal of development of customs and traditions, such as the [tea ceremony](#).

DID YOU KNOW?

The name kamikaze, meaning 'divine wind', was used to describe the storms that helped repel Mongol invaders in the thirteenth century. Revived by the Japanese during World War II, the name was given to units of fighter pilots who deliberately crashed their bomb-laden planes onto enemy ships. These suicide pilots were another type of 'divine wind' directed against Japan's enemies.

The age of the warring states

For the first hundred years of their rule, the Ashikaga clan maintained control of the country by developing alliances with other daimyō families. Often, they were able to maintain this support because of the personal skills of the family member who held the position of shōgun. In 1464, a dispute arose between two brothers of the Ashikaga clan as to who would succeed as shōgun and different daimyō clans declared allegiance to each of the brothers. This led to ten years of civil war from 1467 to 1477, severely weakening the authority of the Ashikaga shōgunate. The next hundred years saw frequent outbreaks of hostility as different daimyō clans formed alliances and went to battle against each other to try and gain more power and influence. The Ashikaga shōguns became little more than puppets, controlled by different clans at different times throughout this period. During this age of the warring states, [vassals](#) overthrew their lords, farmers led armed uprisings and the economy was seriously weakened. Japan needed a strong leader to bring peace and order once again.

tea ceremony an ancient Japanese ritual of serving and drinking tea

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

SOURCE 6 A battle between rival samurai during the period of the warring states



10.4.4 Order on the islands

The long rule of the Ashikaga shōguns had descended into chaos and the situation was only resolved when a succession of three powerful warlords gradually united the country under one authority. The first of these was Oda Nobunaga who used his military power to impose his will on rival daimyō clans. The second was Toyotomi Hideyoshi, who brought an end to the period of the warring states. The third was Tokugawa Ieyasu, who founded the Tokugawa shōgunate in 1603. These men are sometimes referred to as the three great unifiers of Japan.

Oda Nobunaga — a cruel military genius

Oda Nobunaga was the son of a daimyō from a small **domain** on the coast of Honshū. When he was 21, he killed a rival lord and planned to unite Japan under his own leadership. When the Ashikaga shōgun Yoshiteru was murdered in 1565, his brother Yoshiaki appealed to Oda for help and Oda had him installed as shōgun. Yoshiaki was little more than a puppet, as the real power lay with Oda and his forces. In 1573 Yoshiaki tried to rebel against Oda but was driven out of Kyoto. He became a Buddhist monk. The position of shōgun remained effectively vacant for the next 30 years. Through a series of ruthless battles, Oda began to create a **centralised** government. He was especially cruel in crushing Buddhist opponents, burning some alive and destroying monasteries. His victories were helped by the use of **muskets** that had only recently been introduced to Japan from Europe. Oda's rule came to an end in 1582 when he committed **seppuku** after being surrounded by enemy forces.

domain the territory ruled by a daimyō, including the farming and fishing villages within it

centralised control of a country from one central location

musket a muzzle-loading gun with a long barrel

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

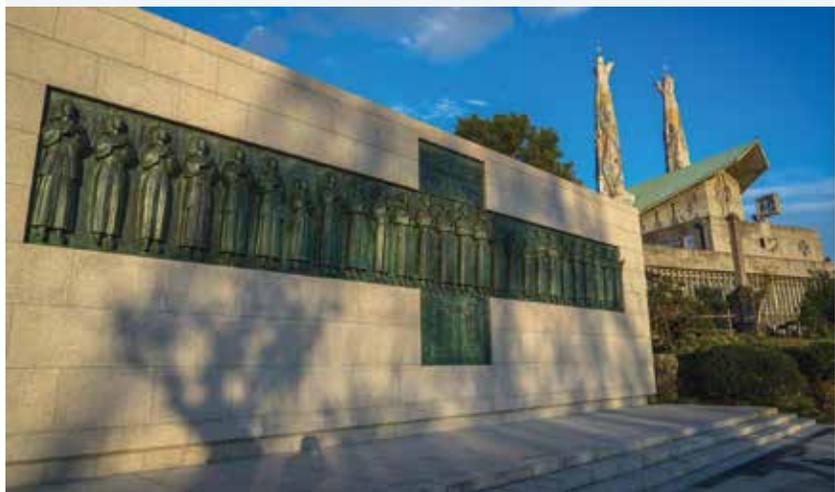
DISCUSS

At various times, the Japanese emperors or shōguns were puppets for other powerful figures. What does the term 'puppet' mean in this context? What advantage would there be for one person to use another person as a 'puppet'? Discuss as a class.

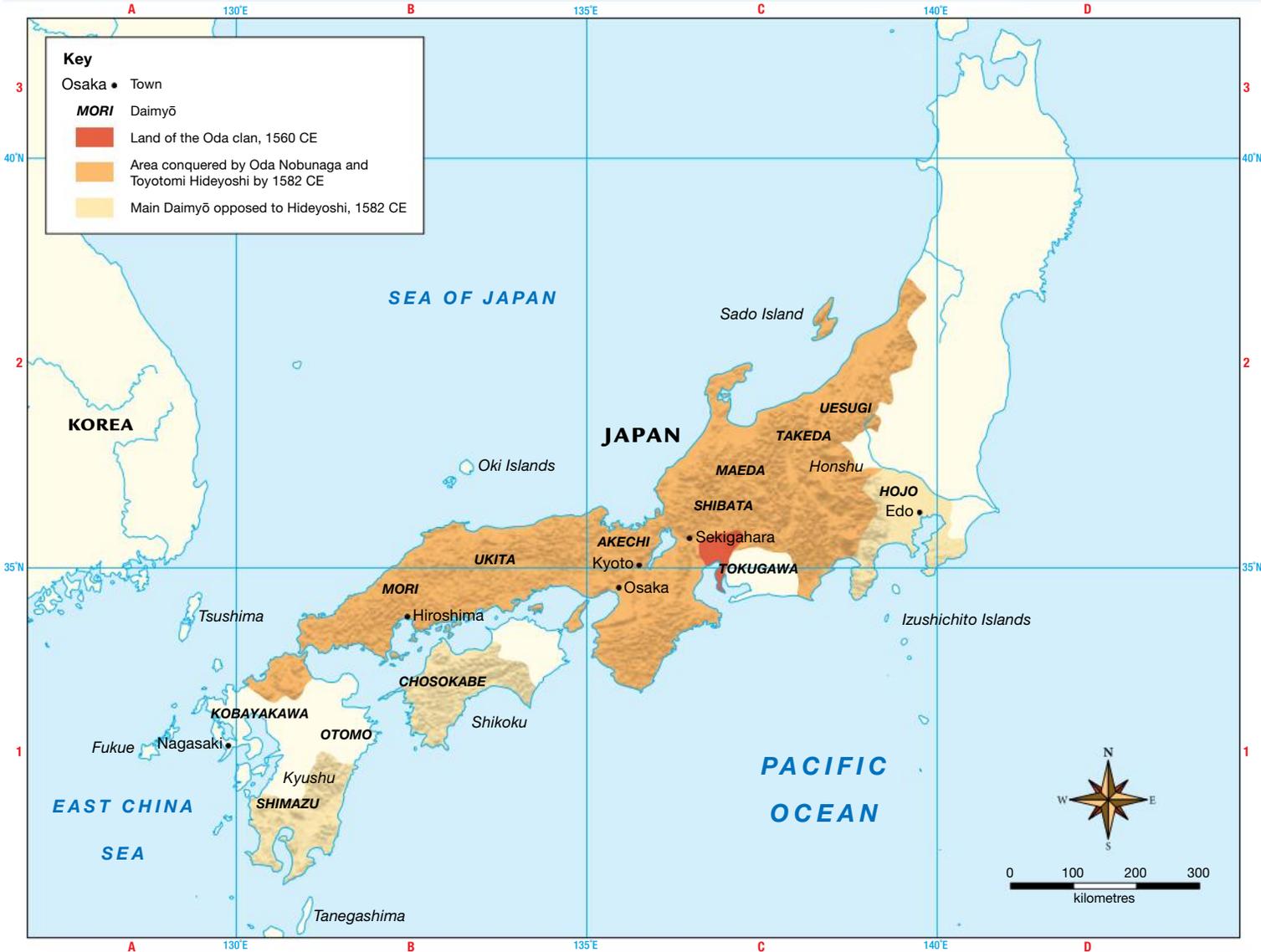
Toyotomi Hideyoshi — from soldier to leader

Toyotomi Hideyoshi was a soldier in Oda's army and took over leadership after Oda's ritual suicide. He developed a strong central government that expanded control over the islands of Shikoku and Kyūshū. Hideyoshi also opposed European Christian missionaries. He expelled them from Japan, prohibited Japanese from becoming Christians and later executed 26 Japanese and foreign Christians. Before Hideyoshi died in 1598, he set up a council of five senior elders whom he trusted to pass power to his son.

SOURCE 7 The Twenty-six Martyrs Monument was built in 1962 in Nagasaki to commemorate the Christians executed by Toyotomi Hideyoshi in 1597.



SOURCE 8 Sixteenth-century Japan



Source: Spatial Vision

Tokugawa Ieyasu – a ruthless leader

Building on the work of Oda and Hideyoshi, Tokugawa Ieyasu continued to unify Japan and to impose his will on the other daimyō clans. He eventually established the Tokugawa shōgunate, which proved to be the most powerful of all Japanese feudal governments. He managed to weaken the power of the other daimyō families so that this shōgunate remained in power until 1867.

Tokugawa Ieyasu was born in 1542, the son of an arranged marriage between teenaged members of a powerful daimyō clan and a samurai family. His original name was Matsudaira Takechiyo, and during his life he changed his name a number of times. In 1567 he changed his name to Tokugawa Ieyasu and claimed that he was descended from the Minamoto clan, the founders of the original Kamakura shōgunate. By this time he had aligned himself with Oda Nobunaga and his soldiers fought beside Oda’s in a number of battles against other daimyō families during the period of the warring states. When Oda died in 1582, a number of provinces that were ruled by his vassals were left without a strong leader and Ieyasu was able to take control of some of these.

SOURCE 9 A depiction of the Battle of Batogahara, when Tokugawa Ieyasu fought against Ikkō-ikki rebels



Ieyasu won a great military victory in 1600 and three years later declared himself the new shōgun. Altogether, there were 15 Tokugawa shōguns between 1603 and 1868, and this powerful samurai family had branches throughout Japan. In 1603, Ieyasu set up his shōgunate in the small fishing town of Edo. (This town eventually grew to become the modern Japanese capital city of Tokyo.) He took over a small castle and developed it into a massive Tokugawa residence and military headquarters. As the administrative centre of Japan, Edo housed thousands of samurai and it soon attracted merchants, **artisans** and other common residents. About one hundred years later, Edo was the biggest city in the world.

Law and order

The Tokugawa shōguns had come to power after a long period of civil war in Japan. They realised that they might have to compete for power with other powerful daimyō clans, so they set about finding ways to reduce the power and influence of these clans. They ordered all daimyō to travel to Edo every second year to pay respect to the shōgun. Long processions of samurai accompanying daimyō in **palanquins** became a common sight. When they returned to their domains, daimyō had to leave their families behind in Edo as **hostages**. The expense of feeding armies of samurai on the road, maintaining a residence in Edo and providing gifts to the shōgun ensured that daimyō could not become too rich and powerful.

10.4.5 Looking inwards

The Tokugawa were very suspicious of foreigners who tried to change Japan's traditions. Christianity was forbidden as an 'un-Japanese' religion. Japanese citizens were also forbidden to travel overseas. The Tokugawa shōguns isolated Japan from the rest of the world for over 260 years.

One feature of the Tokugawa shōgunate was the gradual assertion of control over international trade by the shōgun. During this period, only Dutch, Korean and Chinese traders were permitted to trade with Japan, while other nationalities such as the Spanish and Portuguese were banned by the shōgun. Trade could only take place through the port of Nagasaki and the goods allowed into and out of the country were strictly regulated. Merchants involved in trade were subject to fees and taxes in exchange for the right to engage in foreign trade. The shōgunate owned most of the Japanese ships engaging in overseas trade, and controlled these by issuing permits to favoured merchants to operate such ships.

artisan a skilled worker who produces handmade items

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

hostage a person kept for security

Why did the shōgun control trade?

Today we are used to individuals and businesses engaging in overseas trade within a framework of basic government rules. These rules are designed to ensure that customs duties are applied when necessary, and that illegal goods cannot be imported into the country. The situation was quite different in Japan during the Tokugawa shōgunate, with the shōgun tightly controlling all aspects of foreign trade. Why did the Tokugawa shōguns choose to maintain such tight controls over trade? The following may provide some clues:

- Tokugawa shōguns were very concerned about the spread of Christianity into their country. They believed this religion was un-Japanese and would undermine traditional Shintō and Buddhist beliefs. Catholic Portuguese and Spanish traders had first brought Christianity to Japan in the mid-sixteenth century, and traders from those two countries had demonstrated a desire to promote and spread their religion. Dutch traders were less concerned about spreading religious beliefs and so were allowed to continue as the only Europeans trading with Japan.
- The shōguns wanted to maintain the existing social order, with strict divisions of the different social classes. They were very suspicious of all foreigners and foreign ideas and so wanted to limit the exposure of Japanese to outside influences. During this period, Japanese were forbidden to travel overseas and anyone who did was banned from returning. Maintaining control over trade was a means of maintaining isolation from foreign influences.
- Other daimyō were generally excluded from engaging in trade. By not permitting daimyō outside the shōgun's immediate clan from engaging in foreign trade, a possible source of wealth was denied to those nobles. This would prevent them from becoming too wealthy and being able to challenge the power of the shōgun.
- Nagasaki was a city controlled by the Tokugawa clan. By restricting trade to that city, all fees and taxes that came from trade would be directed to the Tokugawa family. This enabled the shōgun to maintain his wealth and power over the other daimyō clans.
- Foreign trade proved to be very profitable. The shōgunate held the **monopoly** on many of the goods traded and charged fees and taxes to any merchants who were granted the right to engage in the import or export of particular goods.
- Copper and silver mined in Japan had been one of the main exports to other countries. By controlling trade, the shōguns were able to limit the amount of these metals exported. This enabled them to ensure Japan maintained stocks of these valuable metals.

monopoly an organisation or group that has complete control of something

TABLE 1 Classical and feudal Japan

Dates	Period	Power held by	Other features
Fourth century CE to 794	Nara	Yamato clan emperors	Establishment of the imperial dynasty; the first central government of Japan
794–1185	Heian	Emperors	Capital city moved to Heian-kyō (Kyoto); first shōguns appointed; growth in power of daimyō and samurai
1185–1333	Kamakura	Kamakura shōguns	Stable government for 150 years; successful defeat of the Mongols
1336–1573	Ashikaga	Ashikaga shōguns	Gradual breakdown of shōgunate as daimyō fought for power during the age of the warring states
1573–1603	Warring states	Oda Nobunaga; Toyotomi Hideyoshi; Tokugawa Ieyasu	Breakdown of shōgunate rule; centralising of government under the 'three great unifiers'
1603–1867	Edo	Tokugawa shōguns	Capital moved to Edo (Tokyo); stable government under the shōgunate; isolation from the rest of the world

SOURCE 10 From the Closed Country Edict of 1635

1. Japanese ships are strictly forbidden to leave for foreign countries.
2. No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
3. If any Japanese returns from overseas after residing there, he must be put to death.
4. If there is any place where the teachings of the [Catholic] priests is practiced, . . . you must order a thorough investigation.
5. Any informer revealing the whereabouts of the followers of the priests must be rewarded accordingly. If anyone reveals the whereabouts of a high ranking priest, he must be given one hundred pieces of silver. For those of lower ranks, depending on the deed, the reward must be set accordingly.
6. If there are any Southern Barbarians who propagate the teachings of the priests, or otherwise commit crimes, they may be incarcerated in the prison.
7. All incoming ships must be carefully searched for the followers of the priests.
8. No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.
9. Samurai are not permitted to purchase any goods originating from foreign ships directly from Chinese merchants in Nagasaki.

SkillBuilders to support skill development

- 1.13 Analysing cause and effect

10.4 SKILL ACTIVITY: Historical perspectives and interpretations

The Tokugawa shōgunate largely cut Japan off from the rest of the world for over 250 years. To achieve this, it passed the Closed Country Edict in 1635, which declared that any Japanese who attempted to travel overseas or any who returned after living overseas would be put to death.

In small groups **discuss** whether or not you agree with this action. You need to bear in mind:

- the desire to keep out foreign ideas, which the shōgun feared would undermine the traditional Japanese way of life
- the Tokugawa shōgunate was a period of great peace, prosperity and the flourishing of art and culture in Japan.

10.4 Exercise

learnon

10.4 Exercise

Learning pathways

LEVEL 1

1, 2, 3

LEVEL 2

4, 5, 7, 10

LEVEL 3

6, 8, 9

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- Access sample responses
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Check your understanding

1. Which three powerful clans were competing for influence during the Heian period?
 - A. The Daimyō
 - B. The Taira
 - C. The Minamoto
 - D. The Fujiwara
 - E. The Batogahara
2. What role did Japanese emperors have after 1192?
 - A. A role in the judiciary
 - B. Leader of the armies in battle
 - C. Ambassador to China
 - D. A purely religious and ceremonial role

3. The Taira clan was ultimately successful following the period of civil war between 1180 and 1185. True or false?
4. **Explain** how the appointment of Yoritomo as shōgun dramatically changed the power balance in Japan.
5. **Recall** why Japanese emperors were so dependent on regents during the period from 1180 to 1185.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1.**
 - a. Which groups in Japanese society can you identify in the source?
 - b. What does this source tell us about the power of the emperor during the period of the civil war?
7. **Examine** the portrait of Yoritomo in **SOURCE 2. Identify** two possible characteristics that suggest he had the ability to win the loyalty of the daimyō and samurai, and thus gain supreme power in Japan.
8. **Compare SOURCES 3 and 4.**
 - a. What does each source tell us about the different roles of the shōgun and the emperor during the period of shōgunate rule?
 - b. Which, the shōgun or the emperor, looks the most likely to be able to rule the country? Give reasons for your answer.

Historical perspectives and interpretations

9. **SOURCE 5** shows the destruction of the Mongol invasion fleet in 1281. **Determine** what appears to be the cause of the Mongol defeat.
10. **Summarise** why the appointment of Yoritomo as shōgun is considered a major turning point in Japanese history.

LESSON

10.5 How did Japanese society organise itself?

LEARNING INTENTION

By the end of this lesson you should be able to describe the hierarchical structure of Japanese feudal society.

TUNE IN

Today Japan still has an emperor who is descended from the same Yamato clan that established the first Japanese state.

1. Discuss the role of an emperor in the twenty-first century.
2. Do you think countries need royal figureheads anymore? Discuss any advantages and disadvantages as a class.

SOURCE 1 Emperor Naruhito attending a ceremony in 2019 to proclaim his enthronement to the world, called Sokuirei-Seiden-no-gi



10.5.1 The feudal system

For about a thousand years, from the Heian period until the end of the Tokugawa shōgunate in 1867, Japan maintained a feudal society similar in some ways to the feudal societies of medieval Europe. On average, women lived only 27 years and men 32 years. Diseases like **tuberculosis** and **beri-beri** were common, and women faced the extra risk of dying during childbirth. Many children died young due to poor diets, unsanitary living conditions and childhood diseases.

The emperor held the highest status, and he and his family were at the top of the class structure. During the shōgunate period the emperor had very little actual power, but he was an important religious leader and was worshipped as a descendant of the sun goddess. He lived a rich, artistic life surrounded by families of nobles. Although he was a highly respected figure, the emperor could not control the more distant regions of Japan. To do so he needed the support of the daimyō, the powerful nobles to whom he gave land in return for their support.

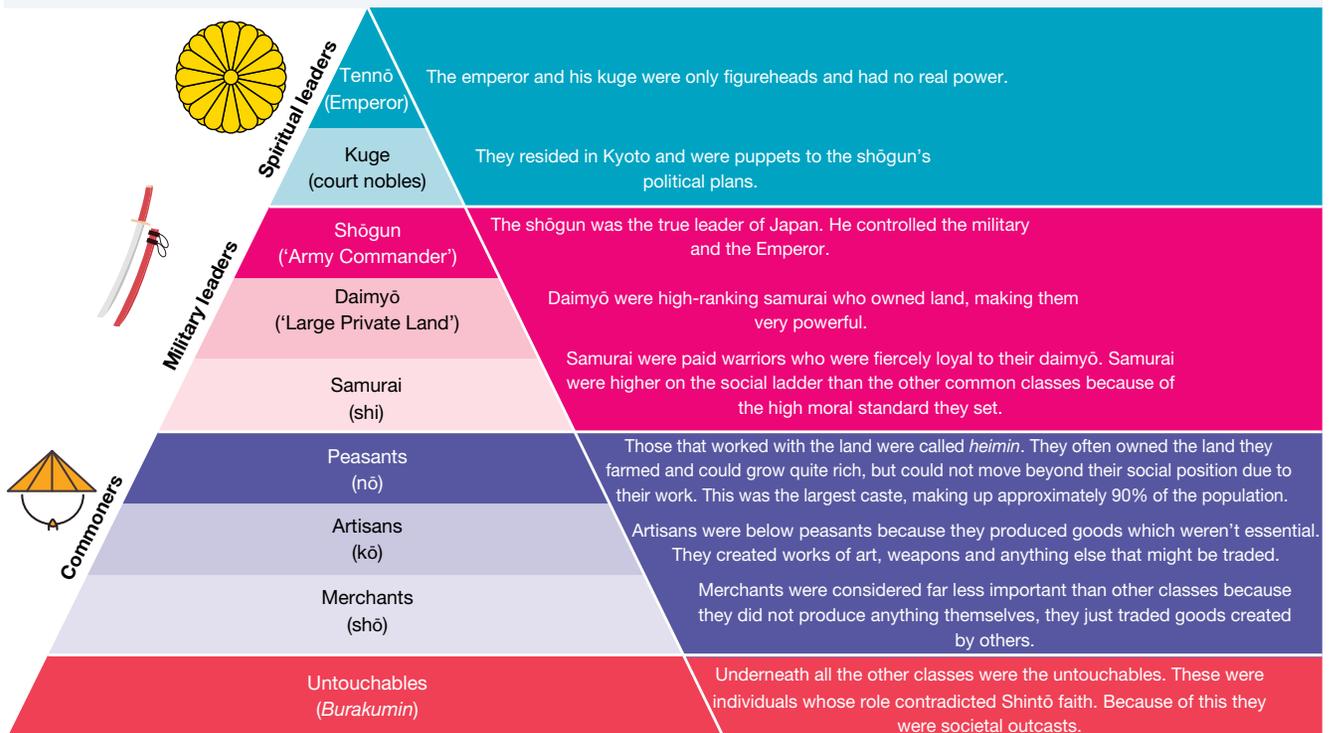
During the feudal, or shōgunate, period the most powerful of the daimyō became the shōgun, who was the effective ruler of Japan. As well as leading the army, the shōgun took care of all the routine matters involved in governing the country. Each of the daimyō had his own estates and armies and so was very powerful.

In the Kamakura and Ashikaga periods the shōgun was often challenged by other powerful daimyō. During the Edo period the daimyō were brought under the control of the shōguns of the Tokugawa clan. The daimyō built huge castles surrounded by moats and high stone walls to protect themselves from their enemies.

tuberculosis a serious and infectious disease that affects the lungs
beri-beri a disease caused by a lack of vitamin B

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SOURCE 2 The social hierarchy of *shi-nō-kō-shō*, introduced by the Tokugawa Shōgunate



Commoners were divided into rigid social castes determined by the role that person played within the community called *shi-nō-kō-shō*. This was designed based on Confucian teachings from China and became hereditary — once a person was born into a particular class, he or she would remain in that class for life. Warriors were the highest, recognised in the Samurai caste. After them came commoners who provided food and raw materials (*heimin*), commoners who produced non-essential goods and finally those that produced nothing of their own and only sold or traded the goods of others.

Outside of this set of castes were the *Burakumin*, or untouchables. These were roles such as executioners or butchers — anyone who did a job which was tainted by death and therefore an affront to the Shintō faith.

SOURCE 3 Himeji Castle belonged to daimyō from the Akamatsu clan.



10.5.2 The role of women

As with many feudal societies, women in important families had little power in classical Japan. It was a very male-dominated society, with women often having control taken from them. There may have been up to eight empresses who ruled without a husband, but it was the exception rather than a common occurrence.

However, women of lower classes were far more able to take an active role in the family business and make choices alongside men.

Marriages were usually arranged between families. Husbands often had more than one wife and lived with a wife's family, although this custom later changed when wives moved to their husband's family.

SOURCE 4 *Women Looking at the Maple Trees at Takao, near Kyoto*. Illustration by Kano Hideyori (Muromachi period, sixteenth century).



Girls from rich families spent many hours copying famous poetry and practising handwriting. In this way, they learned to read and write the Japanese characters called **kana** at home. Beautiful writing was a mark of good taste and high social class. Boys went on to study the Chinese characters, but such learning was discouraged for girls. The vast majority of people — 60 per cent of men and over 80 per cent of women — were illiterate.

SOURCE 5 Japanese noblewomen often wore heavy make-up and elaborate clothing.



SOURCE 6 The Japanese biwa was first developed in the eighth century. It derives from similar instruments found in Asia and the Middle East and is still played today.



Much of what we know about women from this period is due to Sei Shonagon, the author of *The Pillow Book* and a lady-in-waiting to Empress Teishi in the middle Heian period, c. 1000 CE. Sei's book provides fascinating insights into Japanese life over a thousand years ago, particularly the role of women in Japan under the shōguns.

Sei Shonagon's description of Empress Teishi playing the **biwa**, a stringed instrument like a lute, can tell us much about court life at the time (see **SOURCES 6** and **7**). Empress Teishi died at the age of 25 in 1001 CE after giving birth to her second child.

kana a writing system that represents Japanese syllables
biwa a four-stringed Japanese musical instrument

SOURCE 7 An extract from *The Pillow Book*

There she sat, in a scarlet robe with quite indescribably lovely gowns and starched robes beneath, in layer upon layer . . . the sharp contrast of her wonderfully white forehead, clearly visible at the side of the shielding instrument.

Other women described in *The Pillow Book* include:

- farming women planting the rice fields and ‘wearing hats that look just like newly-made serving trays’. They are singing a song about a bird, saying ‘it’s your chanting sets us planting!’
- ladies-in-waiting, who spend their time writing poetry, playing music and indulging in witty conversation
- fisher girls with thin ropes tied to their waists diving out of boats to collect shellfish. Sei criticised the men who were singing and moving the boat while the women were gasping for breath (see **SOURCE 8**)
- **shaman** chanting and praying to the spirits for a child’s health. During the shōgunate period, the Japanese believed that bad health was due to evil spirits possessing a person’s body
- an old Buddhist nun ‘dressed in horribly grimy clothes and looking like a little monkey’. She begs for offerings and shocks the ladies-in-waiting by singing a rude song
- a serving lady pouring water for the empress. Other female servants act as hairdressers, food preparers or nurses to the emperor’s children.

shaman a person who claims to communicate with evil spirits through mystic rituals

SOURCE 8 The poem of *Sangi Takamura* by Katsushika Hokusai depicts women diving for abalone.



DID YOU KNOW?

Until the early twentieth century, Japanese emperors had many concubines and mistresses. Concubines ranked lower than an official wife but were mothers to some of the emperor’s children. In the seventeenth century, Emperor Go-Mizunoo was the father of at least 33 children from his empress, concubines and ladies-in-waiting.

Geisha culture

The term 'geisha' translates to 'art person', and geishas in Japan have traditionally been performing artists who entertain their clients with a variety of artistic skills. They were talented artists, singers and entertainers. The role of geisha did not develop until the eighteenth century, but the idea of entertainers who were highly educated and were able to hold conversation had been developing since the start of the Ashikaga shōgunate.

Western scholars often compared the geisha profession with prostitution. While the origins of the role are tied to this trade, geisha were considered more to be professional entertainers and independent businesswomen. The management of the geisha house and its finances has always been entirely in the hands of women. They traditionally did not marry and many continued to entertain into their seventies and eighties. If a geisha did marry, she was required to leave the geisha house as geishas were expected to be single. The refined culture of the geisha emerged during the Edo period and remains in existence in Japan to this day.

SOURCE 9 Practices such as the tea ceremony were an incredibly important part of a geisha's role entertaining her clients.



10.5 SKILL ACTIVITY: Questioning and researching, Communicating

In the study of history, women are often left out of important accounts.

1. Pick another culture which interests you (you may like to look at the topic lists in this text) and **research** women of that region. Were they similar or different to the women of Shōgunate Japan? Did they have more rights, or were they recognised in historical writings?
2. **Communicate** your findings in a couple of paragraphs.

10.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 7, 9

■ LEVEL 3

6, 8, 10

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Check your understanding

- Recall** the role of the emperor in Japanese feudal society.
 - An important religious and symbolic figure without real political power
 - An important religious and symbolic figure with great political power
 - An important political power without any religious or symbolic relevance
 - An important political power with a small amount of religious significance
- Determine** whether the following statements are true or false.
 - Each of the daimyō had their own lands, given to them by the emperor in return for their loyalty, and an army, which made them very powerful people.
 - Geishas in Japan have traditionally been considered professional entertainers and independent businesswomen.
 - Beautiful writing was highly regarded which contributed to the high literacy rates during this time.
- Complete the following passage.
The samurai were paid by the _____ to control their domains, and each samurai swore an oath of loyalty to his own daimyō. As well as fighting for the daimyō during conflicts with other nobles, the samurai often ran the _____, collected taxes and kept order among the peasants. During the period of the _____ states, the daimyō relied on their samurai to protect them and their interests.
- Explain** why farmers ranked higher than artisans or merchants in the *shi-nō-kō-shō* arrangement of social classes.
- Women in modern times have far more control over their lives than those in feudal Japan. **Explain** what you think brought about this change.

Apply your understanding

Communicating

- Reflect on** what you have learned so far. From an examination of the structure of Japanese feudalism, which human qualities and skills do you think were most highly valued in this society? Which human qualities and skills do you think were considered to be the least important?
- Japanese feudal society lasted for over a thousand years from the Heian period until the mid-nineteenth century. **Identify** two features of the society that allowed it to continue for such a long time.
- What were the positive aspects of Japanese feudal society? What were its negative aspects? **Create** two lists, one showing what you believe were the positive features of this society and one to show the negative features.

Using historical sources

- Refer to **SOURCE 8**. **Explain** what this scene tells us about the social position of the women divers.

Historical perspectives and interpretations

- Evaluate** to what extent the life of the geisha was an unusual feature of a society that was otherwise very male-dominated.

LESSON

10.6 Who were the samurai?

LEARNING INTENTION

By the end of this lesson you should be able to describe the lifestyle, philosophies, and importance of the samurai class during the shōgunate period.

TUNE IN

Samurai armour was designed to be intimidating to opponents. It varied greatly during the shōgunate period, which lasted nearly 1000 years.

1. What are your thoughts on the armour in **SOURCE 1**? Would you find something like that intimidating if it was charging towards you in battle?
2. Discuss why you think the making of traditional samurai weapons and armour are held in such high regard by people from all around the world.

SOURCE 1 Samurai armour from the time of the Mongol invasions (thirteenth century)



10.6.1 The role of a samurai

Respect for warriors grew in Japan from the Heian period but they were extremely important during feudal times as society was based on military power. Daimyō were rich and powerful warlords and this depended on the fighting skills of the samurai who swore an oath of loyalty to them.

Depending on how successful or experienced a samurai was, they would be paid different amounts. New recruits would receive only enough to live on and would often be assigned guard duties. More seasoned samurai had great influence over their lord and were his trusted advisors. However, they could not own land as this would give them income independent of their daimyō, which would allow them too much freedom to be loyal.

The term samurai translates to ‘those who serve’. Far more than just warriors, samurai tried to be the perfect attendant to their daimyō lord and adhered to a very strict routine and code of conduct. These soldiers were paid by the daimyō to control their domains, and each samurai warrior swore an oath of loyalty to his own daimyō. As well as fighting for the daimyō during conflicts with other nobles, the samurai often ran the estates, collected taxes and kept order among the peasants. During the period of the warring states, the daimyō relied on their samurai to protect them and their interests.

Samurai boys were raised to become professional soldiers in a lord’s service. Soon after they were born, they were given a small sword in a special ceremony. A samurai woman was also required to demonstrate courage and honour. However, instead of military training, the emphasis in a girl’s education was on becoming a faithful wife and mother. Her education prepared her for managing a household as a future samurai wife. When her husband was away at war, she was expected to keep everything in order until he returned.

SOURCE 2 This Samurai armour is from the Tokugawa shōgunate.



SOURCE 3 A *tachi* (top) from the Kamakura period with its *koshirae* (a type of housing for when the sword was worn by a samurai). These ornaments could change depending on the function needed by the warrior.



Ronin

If a daimyō lost his land in battle or had his domain confiscated by the government, his samurai became masterless. They were considered **ronin** or ‘wave men’ floating on the sea of life. At various times in history, Japanese society had many of these unemployed warriors. Some of them simply ran away to begin a new life. Others joined new commanders or became farmers. But some ronin became bandits or mercenary soldiers who terrorised the countryside.

ronin a wandering samurai who had no lord or master

DID YOU KNOW?

A famous ronin named Musashi fought over sixty duels and was never defeated. He began his samurai training at the age of seven and had his first duel when he was 13. As an adult, Musashi wrote *The Book of Five Rings* to explain his unique fighting methods.

10.6.2 Bushidō

Buddhist religion encouraged the samurai to adopt an attitude of ‘carelessness’ with life through full control of body and mind. Samurai practised special meditation, so they would know what to do in battle without being confused by thoughts or feelings.

In 1616, the term **bushidō** was first used to describe the life of the samurai. This word means ‘warrior way’ and refers to the way that samurai needed to temper their violent lifestyle with wisdom and temperance. From a very early age boys were taught archery, horse riding and sword fighting as well as unarmed combat. They learned these skills not only from their fathers and senior samurai but often by attending martial arts schools. They had to learn to read and write as well, for they were expected to be educated people who could assist their lord in the governing of his domain. Their two main responsibilities were often described as ‘the pen and the sword’.

10.6.3 New technologies

The samurai disappeared from Japan for some of the same reasons that knights disappeared from Europe. After Portuguese traders introduced guns to Japan in the sixteenth century, Japanese metal smiths quickly copied the flintlock mechanism. Guns became easier to obtain and samurai eagerly learned how to use them. However, this change meant that traditional samurai skills like sword fighting, horse riding and unarmed combat were no longer as effective. From the beginning of the seventeenth century, Japan experienced over 250 years of peace and so the samurai did not have opportunities to practise their combat skills. Instead, they became mainly government officials. Samurai also fell into debt with the rising merchant class and this weakened their social standing. The samurai class was finally abolished altogether in the late nineteenth century.

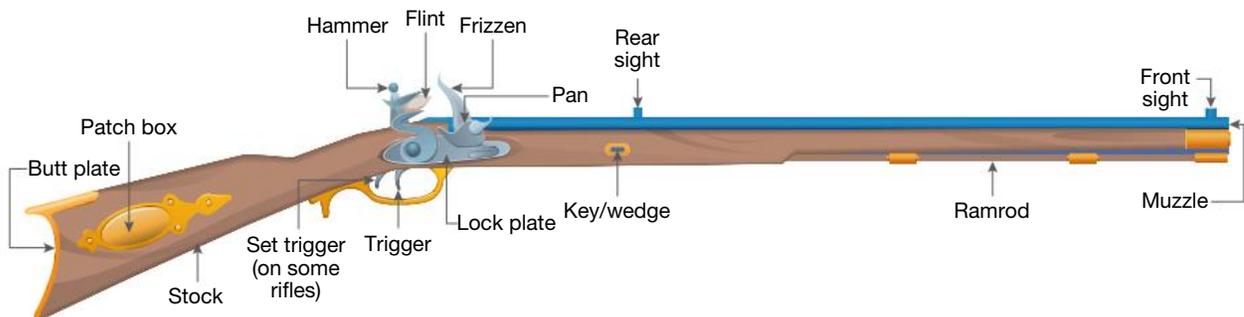
How the flintlock gun works

To load a flintlock gun, gunpowder is poured into the muzzle, followed by a lead ball. These are pushed in firmly with the ramrod and kept in place with a small amount of cloth, called wadding. A small amount of powder is poured into the pan and the pan lid, or frizzen, is closed over it. The hammer is pulled back and when the trigger is squeezed the flint on the hammer strikes the edge of the frizzen. This creates a spark, which ignites the priming powder in the pan. A small hole in the barrel allows the burning powder in the pan to ignite the powder in the barrel, which explodes — firing the lead ball.

The flintlock rifle had a range of 75 to 100 metres. Since the samurai method of fighting involved close hand-to-hand combat, any weapon that allowed fighting from a distance would make the traditional martial arts of the samurai far less effective.

bushidō the way of the warrior; the rules that prescribed correct behaviour for all samurai

SOURCE 4 The introduction of flintlock guns contributed to the decline of the samurai.



10.6 SKILL ACTIVITY: Communicating

Advancements in technology regularly lead to the abandonment of traditional methods.

Brainstorm: What cultural practices do you think will be obsolete in the coming years, and what technology do you think will cause this?

You can suggest changes outside of the military.

10.6 Exercise

learnon

10.6 Exercise

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 7, 9

■ LEVEL 3

6, 8, 10

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Check your understanding

1. **Recall** the role of the samurai in feudal Japanese society.
2. **Identify** the differences in the education of samurai boys and girls.
 - A. Samurai boys were trained as soldiers from an early age.
 - B. Samurai boys were both trained as soldiers and taught common household functions.
 - C. Samurai girls were taught how to manage the household.
 - D. Samurai girls were both trained as soldiers and taught common household functions.
3. **Determine** whether the following statements are true or false.
 - a. Samurai boys were not trained as soldiers from an early age.
 - b. Samurai were allowed to own land, but only if it was granted to them by their daimyō lord.
 - c. Samurai women were not trained in military skills, and were instead expected to become faithful wives and mothers.
4. Bushidō was the _____ code of the samurai. Samurai were expected to be loyal and obedient to their daimyō lords. A samurai was expected to defend to the death his own family honour and the honour of his _____.
5. **Explain** why it was important for samurai to learn how to read and write, as well as fight.

Apply your understanding

Using historical sources

6. **Examine SOURCES 1 and 2.** What might be the advantages and disadvantages of fighting in armour like this?
7. **Compare SOURCES 3 and 4.** **Explain** why weapons such as the sword in **SOURCE 3** eventually became ineffective in battle.

Historical perspectives and interpretations

8. The samurai were the Japanese equivalent of medieval European knights. **Analyse** the material in Topic 2, lesson 2.6 on the European knight and explain the similarities and differences between these two types of warriors. Which would be more effective at the time? Why?

Communicating

9. **Create** a list of the values the samurai followed in the code of bushidō.
10. **Reflect** on what you have learned so far about bushidō.
 - a. Which of these values do you think are important to modern-day Australian military forces? Give reasons for your answer.
 - b. Give some examples of how these values might be seen or used in practical situations today in Australian society.

LESSON

10.7 How did people express themselves?

LEARNING INTENTION

By the end of this lesson you should be able to identify the major distinctive forms of Japanese arts and culture that flourished during the shōgunate period.

TUNE IN

Consider the folding screen in **SOURCE 1**. This would have been commissioned by a daimyō or wealthy noble from an artist.

SOURCE 1 A painted Japanese folding screen created in the early seventeenth century



1. Discuss what you think it reveals about their passions and lifestyle.
2. What kind of art would you commission now to reflect your own passion and lifestyle?

▶ 10.7.1 The importance of the arts

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Japanese artists and craftspeople aimed for perfection in all they created. They considered their skills a sacred gift, respected their materials and gave thanks for the successful creation of a beautiful object. For example, sword-makers prayed while they worked and believed a finished sword had its own spirit. Potters, too, often produced items of a semi-religious nature. The Japanese tea ceremony had its beginnings in Chinese Buddhist rituals, so cups and pots used in the ceremony had to be special. **Sake** was important in Shintō festivals, so sake containers also had a religious connection.

Painting

In the early feudal period, painters were strongly influenced by Chinese styles. Using ground-up minerals to produce different coloured paint, many Japanese paintings followed Shintō and Buddhist religious themes. Buddhist art often depicted saints, demons or sinners suffering in hell. These pictures served as a warning to live a good life. By the middle Heian period, a distinctive Japanese style of painting developed. Sliding and folding screens in wealthy residences were often richly decorated with scenes from nature or paintings of animals. Many picture scrolls told famous stories such as the

sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

Tale of Genji or stories of other Japanese heroes. Artists also created elegant portraits of eminent nobles and monks. The Muromachi period (c. 1333–1573) was notable for colourful Shintō religious paintings and **monochrome** ink landscapes painted by Zen Buddhist monks.

Calligraphy and handmade paper

Traditional Japanese writing uses a pointed brush dipped in ink. Many ancient letters, poems and religious texts survive today. They are valued not just for their content but for their beautiful handwriting or **calligraphy**. Wealthy calligraphers could afford fine quality handmade paper (**washi**) coloured with pigments and sometimes flecked with gold or silver leaf. Calligraphy is still taught in Japanese schools, and annual competitions showcase Japan's best calligraphers.

SOURCE 2 Japanese schools still teach calligraphy. This tradition is still practiced widely throughout the country.



Woodblock printing

Japanese woodblock printing emerged in the eighth century CE as a means of printing books of Buddhist texts. The Heian period saw the development of woodblock printing to produce a variety of images. The process involved drawing an image onto a thin sheet of paper and gluing it to a block of wood. The wood on either side of the drawn lines would then be chiselled away to leave the outline drawing exposed. This would be brushed with ink, and sheets of paper pressed against the inked wood to produce an image. Most of the prints produced by this method were a plain black ink outline on a white or pale coloured paper background. In the latter part of the eighteenth century, a process was developed of using different woodblocks for different colours in the one image. One of the greatest practitioners of woodblock printing was Katsushika Hokusai, who lived from around 1760 to 1849. He employed this process for some of his greatest works, which included his series 36 Views of Mount Fuji. The print *The Great Wave off Kanagawa* is the most famous of this series.

SOURCE 3 Hokusai woodblock print — *The Great Wave off Kanagawa*



monochrome varying tones of a single colour, usually black and grey

calligraphy the art of beautiful handwriting

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

Lacquer

Lacquer was made from the sap of particular trees, with **pigment** added to create different colours. The sap formed a glossy coating as it hardened, which artists used to paint many thin layers over wooden articles such as cosmetic boxes or items made from woven bamboo, pottery or metal. During the early shōgunate period, red and black were favoured colours; however, brown and amber were also known to be used. Some objects were decorated with patterns of leaves, grass or flowers, while others were engraved, inlaid with pearly shell, or had gold or silver particles sprinkled on them before the lacquer hardened.

Pottery

Japan's long history of pottery stretches back to the earliest human settlements. Japanese potters created a great range of items, from unglazed vessels for food storage to beautifully **glazed** decorative vases. **Kilns** in many regions produced ceramics with distinctive styles and designs. By the Muromachi period, even everyday household wares began to be glazed. Some of the finest Japanese ceramics were cups and pots made for the tea ceremony.

Over many centuries, Japanese potters developed special styles and techniques. Toyotomi Hideyoshi was so impressed with hand-moulded tea bowls made by one tile maker that he awarded him a special seal to mark his products. From then on, the potter's family was called 'Raku' after the Chinese character on the seal and the pottery was called raku ware. Pottery kilns in Japan still produce distinctive local ceramics. Craftspeople from many parts of the world visit Japan to learn from Japanese masters and take knowledge back to their home countries.

pigment a natural colouring material made of plant or animal tissue

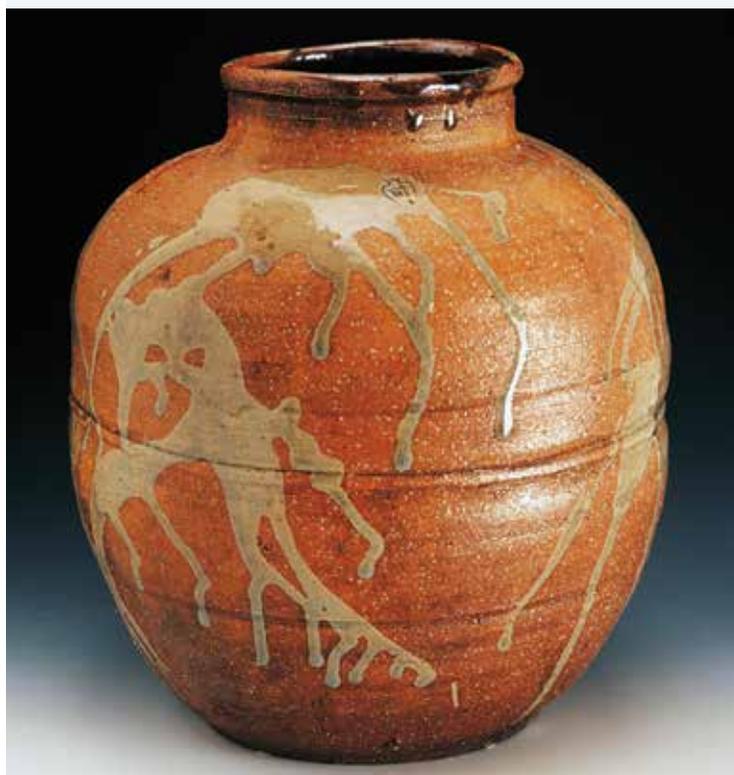
glaze a substance fused onto pottery to give it a glass-like appearance

kiln an oven used at high temperatures to heat and harden ceramic items

SOURCE 4 A lacquered *tebako* (cosmetics box) dating back to the Heian period. The box has a design of plovers.



SOURCE 5 A freshwater jar created in the sixteenth century for use in the tea ceremony



10.7.2 Theatre and performance

Kabuki theatre

The long and generally peaceful rule of the Tokugawa shōgunate contributed to art and culture reaching a new peak in the Genroku period (1688–1704).

With their bustling ports, lively pleasure districts and busy markets, large towns were exciting places to live. Attending plays at the kabuki theatre was a popular pastime (see **SOURCE 6**). **Kabuki** was a highly stylised form of theatre combining drama and dance with very elaborate costumes and makeup. The plays usually told stories of ordinary life and attracted all classes of people. About 40 per cent of the people could now read and write, so new literature was also popular.

kabuki a colourful form of theatre combining play-acting, dance and music

SOURCE 6 A modern artist's impression of a kabuki theatre from the Edo period



- A** *Hanamichi* — A walkway leads from the stage to the back of the theatre. It is used for dramatic entrances and exits.
- B** *Suppon* — A man-powered lift-trapdoor is set in the walkway three metres from the stage. Ninjas, ghosts and monsters appear from here.
- C** *Kuromiso* — Bamboo blinds on the left-hand side of the stage conceal musicians who play instruments to make the sounds of wind and rain.
- D** *Marawibutai* — The centre of the stage can revolve. This is useful for changing scenes and clearly contrasting the previous scene from the present one.
- E** *Masuseki* — These square, box-like seats can seat four people.
- F** *Gidayuyuka (choboyuka)* — This place on the right-hand side of the stage is used to hide narrators and musicians.
- G** *Omuko* — Seats in the gallery on the second floor are quite cheap. Kabuki fans and experts sit here to get a good view and cheer their favourite actors.

10.7 SKILL ACTIVITY: Questioning and researching, Communicating

In groups of three or four, select one of the following topics for investigation and make an illustrated poster to be used as part of a class presentation.

- Raku (pottery)
- Buddhist art
- Kabuki theatre
- Ink landscapes
- Washi (paper)
- Woodblock printing
- Japanese screens

1. **Conduct research** and note down 5–10 interesting facts about it.
2. Arrange the information you found into a logical order and **decide** on images that can accompany each piece of information.
3. **Plan** your poster. It should explain:
 - the materials used to create the object
 - the practical methods employed by the artist
 - the significance of this art form as an influence on artistic works in other parts of the world today.
4. **Create** your poster, ensuring it is clear and informative. Present your chosen art form to the class.

10.7 Exercise

learnon

10.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. What methods did Japanese artists use to produce different coloured paints?
 - A. Melted crayons
 - B. Ground-up minerals
 - C. Ground-up insects
 - D. Natural spices
2. What is the significance of the use of expensive washi paper in producing works of calligraphy?
 - A. The work was not just a functional piece of writing.
 - B. It could be considered a work of art and be kept as a decorative item.
 - C. The writer had run out of normal paper.
 - D. Only writing on washi paper was considered to have value.
3. **Identify** the ways that traditional Japanese writing is a very demanding skill.
4. **Recall** how religious beliefs influenced the work of Japanese painters.
5. Lacquer was made from the sap of many different trees in order to obtain the different colours. True or false?

Apply your understanding

Using historical sources

6. **Explain** what the artefact in **SOURCE 1** would have been used for.
7. **Examine SOURCE 4.**
 - a. Write a one-paragraph **description** that would help museum visitors understand what this item looks like and how it was made.
 - b. **Explain** what this object tells us about the people who made and used it.
8. **Analyse SOURCE 5.** What evidence is there that the techniques and colours used in pottery were inspired by the Japanese love of nature?
9. **Consider SOURCE 2.** From the appearance of the writing, where did Japan's writing system originate?
10. **Identify** the level of audience participation you think there was in a kabuki play. First study the labels and then provide evidence from **SOURCE 6.**

LESSON

10.8 How did they use the land?

LEARNING INTENTION

By the end of this lesson you should be able to identify Japan's environmental and land use problems in the seventeenth century. You should also be able to identify the methods adopted by the Tokugawa shōguns to solve these issues.

TUNE IN

As the Japanese population grew, so too did the amount of land needed to grow food. **SOURCE 1** shows how much land was used over the years as Japan's population increased. Compare Japan's population in 1874 (35 million) with Australia's population today (26 million).

SOURCE 1 The growth in Japanese land under cultivation — tenth century CE to nineteenth century.

Year	Estimated land under cultivation (hectares)
930 CE	862 000
1450 CE	946 000
1600 CE	1 635 000
1720 CE	2 970 000
1874 CE	3 050 000

Source: From Professor Shinzaburo Oishi, *Edo Jidai (The Edo Period)*, Chuko Shinsho no. 476, 1977.

1. Discuss how much land you think is used worldwide to feed Australians.
2. How different do you think it would be to Japan's use in the past? Why do you think this?

10.8.1 Patterns of land use

Japan is an archipelago of many different islands. It covers an area of around 378 000 square kilometres, of which over 70 per cent is mountainous and heavily forested, making it unsuitable for agricultural production. As a result, land management has always been an important priority for the rulers of Japan.

Since the earliest days of Japanese civilisation, as much available land as possible has been used for the growing of crops. Rice has been the main crop, and it formed the staple diet of the vast majority of the population. At the beginning of the Tokugawa shōgunate, over 90 per cent of the population were peasants who worked the land. The land was owned by the daimyō and samurai families but the peasants did the actual work. Farming was based around family units and each peasant family was required to pay an annual 'rice tax' to the wealthy landowner in return for the right

SOURCE 2 Rice paddy fields are terraced on to the side of mountain slopes.



to farm the land. Provided this tax was paid, the peasants were relatively free to use the land as they wished, although the tax was so high that they had to put most of their effort into rice growing.

The early part of the Tokugawa shōgunate saw a rapid increase in the amount of land being farmed. During this time, large-scale water projects allowed land previously not accessible to be made into new rice paddies. At the beginning of the Edo period, in 1603, it is estimated that just over 1.6 million hectares of land was under cultivation throughout Japan. By 1720 this had grown to almost 3 million hectares (see **SOURCE 1**). This period also saw a rapid increase in population, probably as a result of peace following the period of warring states, as well as from the increase in available food.

10.8.2 Environmental impact

During the seventeenth century, Japan was beginning to experience a serious deforestation problem. Timber had always been used for most buildings throughout the country, from humble farmers and workers' cottages to the largest castles of the daimyō. The most commonly used fuel for heating and cooking was also wood, so the forests were an essential resource. Timber was also used by the daimyō in supplying their samurai armies during the period of warring states. While the population was small, the available forests were able to supply all the timber needed. In 1570, the population had reached about 10 million, but by 1670, the population had tripled to almost 30 million.

As well as all the other uses, the early Edo period also saw a building boom, with the rapid growth of the cities, and the building of new castles and temples. The demand for timber was so high that large areas were soon completely deforested. In addition, the expansion in farming land during this period had seen many previously forested areas taken over for cultivation. The supply of timber was rapidly running out, while the lack of forest cover was leading to dramatic soil erosion, landslides and serious flooding in many areas. Without serious action, Japan was facing an environmental disaster.

SOURCE 3 Houses of farmers and rural workers were made almost entirely of wood.



10.8.3 Protecting the environment

By 1670, the deforestation situation became so severe that it required urgent action from the shōgun. In the remaining forest controlled by wealthy daimyō, strict controls on the use of timber were implemented. No logging could occur without an official permit and anyone who stole timber from the lands controlled by the shōgun or other daimyō was severely punished. Sustainable forest management was also undertaken. This involved only harvesting selected mature trees, protecting small seedlings and careful thinning of forests to allow younger trees a chance to grow.

Large-scale development of plantation forests began in areas previously cleared of natural forest. Many daimyō grew plantation forests on their own land and villagers were taught to propagate seedlings from the seeds of the different pine and cedar varieties found in Japan. Peasant farmers were then encouraged to plant seedlings in areas near their farming land to increase the supply of timber. In many areas, timber plantations became a

commercial operation, with sustainable logging to provide timber as a cash crop. During the eighteenth and nineteenth centuries, Japan became a world leader in forest management.

Changes in building techniques were also important during the Edo period. One reason for the high demand for timber for buildings was the frequency of fires in towns and cities. A fire could spread rapidly among timber houses built close together and the destroyed dwellings would need to be rebuilt. This would put extra pressure on the supply of timber. The use of tiles on the roof instead of thatch and the plastering of the timber-framed walls reduced the risk of fire, helping to reduce the demand for timber to rebuild.

SOURCE 4 A house from the Edo period. The use of tiles on the roof and the plastering of the walls were designed to minimise the risk of fire.



10.8 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Another action of the Tokugawa shōgunate was its forestry policies, which introduced severe punishment for anyone who stole timber from lands controlled by the shōgun.

- Imagine you are a village leader, and a member of your village has taken a small amount of timber for firewood to keep a sick child warm. Outline the arguments you would put to the local daimyō in begging for mercy for your villager.
- The daimyō has to consider the case:
 - Identify** one reason why he might be prepared to show mercy.
 - Identify** one reason why he might not be prepared to show mercy.

10.8 Exercise

learn on

10.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 7, 9

■ LEVEL 3

6, 8, 10

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Check your understanding

- What was the 'rice tax'?
 - The rice tax was a tax paid by peasants calculated on how much rice they consumed.
 - The rice tax was a tax paid by peasants who farmed the land to the daimyō nobles who owned the land.
 - The rice tax was a tax paid by daimyō nobles to the shōgun.
 - The rice tax was a tax paid by the daimyō nobles to the peasants who farmed the land.
- What factors may have contributed to the rapid increase in population during the early years of the Tokugawa shōgunate?
 - The peaceful time in history
 - The availability of additional food
 - Large-scale water projects
 - Immigrants from France and Portugal

3. In 1570, before the Tokugawa period, the population of Japan was only about _____ million. While the population was small, the available forests were able to supply all the _____ needed.
4. **Explain** why deforestation became a serious problem in Japan.
5. **Identify** the ways in which the harvesting of timber was restricted by the shōgun and many of the daimyō after 1670.

Apply your understanding

Using historical sources

6. **Compare** the period 1600 to 1720 with the period from 1720 to 1874 in **SOURCE 1**. What do you notice about the second period when compared with the first?
7. **Examine SOURCE 2**. How was it possible to expand the area of land under cultivation in a mountainous country such as Japan?
8. **Analyse SOURCE 3**.
 - a. How might the construction of large numbers of houses, such as that in **SOURCE 3**, have contributed to the deforestation problem?
 - b. **Identify** a major risk if large numbers of these houses were built close together in a village or town.
9. **Explain** how the new building techniques demonstrated in **SOURCE 4** were able to contribute to solving the deforestation problem.

Communicating

11. **Evaluate** whether it would have been likely for the shōgunate to intervene in forestry practices across Japan if the deforestation problem had not become so severe. Give reasons for your response.

LESSON

10.9 How did Japan re-join the world?

LEARNING INTENTION

By the end of this lesson you should be able to recognise the external pressures that applied to Japan's isolationism during the Edo period. You should also be able to explain why the shōgun gradually could not keep out foreign influences.

TUNE IN

The English had a great deal of control in China during this time, which may have influenced the Japanese leaderships' willingness to work with them.

SOURCE 1 Extract from Commodore M.C. Perry, *Narrative of the Expedition of an American Squadron to the China Seas and Japan*, McDonald & Co., London, 1954, p. 62

The Commander-in-Chief will not go to Nagasaki and will receive no communication through the Dutch or the Chinese . . . if this friendly letter of the President to the Emperor is not received and duly replied to, [the Commander-in-Chief] will consider his country insulted, and will not hold himself accountable for the consequences.

1. Discuss what you think this letter means.
2. Who do you think is the 'Commander-in-Chief' is?
3. Why do you think a letter like this might have been written?

10.9.1 The breakdown of isolation

The Tokugawa shōguns tried to ensure that Japanese life was as cut off from the rest of the world as possible. This meant that they were able to control trade with foreigners and that they would receive all the profits from other nations.

Some of the first westerners to arrive in Japan were Portuguese traders sailing on a Chinese trading vessel. They were blown off-course and landed in Japan. Before their ship was repaired, they introduced those they met to handheld guns, a new invention at the time, which led to a great deal of firearms being produced by Japanese artisans. Others from western countries came and went from Japan, including Francis Xavier, who introduced Christianity in 1549 from Spain, and William Adams, who became one of the first western samurai. After this period, the Sakoku policy was put in place.

Despite 250 years of Tokugawa shōgunate rule and its policy of isolation, such a policy was ultimately doomed to failure. By the nineteenth century, European countries and the United States of America were expanding their empires and influence into the Pacific Ocean. Even a country with the population and wealth of Japan could not keep foreign influences out forever.

The Sakoku Policy

From 1640 onwards the Dutch and Chinese were allowed to maintain a limited presence on the artificial island of Dejima in Nagasaki harbour. The Dutch traders were not allowed to cross onto the mainland, except for an annual trip to Edo to pay homage to the shōgun. On these visits the Dutch would bring samples of European technology as gifts for the shōgun. In this way, western inventions such as clocks, telescopes and medical instruments were introduced to Japan. Many Japanese scholars pursued a study of what they called *Rangaku* ('Dutch learning') during the period of isolation, when many Dutch books were translated into Japanese.

The contact with the Dutch continued through the Edo period, and provided the Japanese with access to some European scientific knowledge and literature. By the middle of the nineteenth century, with so many nations pursuing trade in the Pacific region, it would prove impossible for Japan to continue to restrict contact with the 'foreign devils'.

Black ships

During the 1830s and 1840s, a number of western countries attempted to establish contact with the Japanese shōgunate government, which rejected such approaches as being hostile to their way of life. In 1853, Commodore Matthew Perry of the United States Navy sailed into Edo harbour with four heavily armed warships. He wished to negotiate the opening up of trade with Japan, and threatened to take military action if the Japanese refused. The Japanese feared a return of the 'black ships' and built stronger forts around Edo. However, in 1854 Perry returned with twice as many ships to get a reply to the letter. He found the Japanese had drafted a **treaty** agreeing to the US demands.

SOURCE 2 A photograph of Commodore Matthew Perry



treaty a formal agreement between two or more nations

DID YOU KNOW?

The island of Dejima was created in 1634 by cutting a canal across a narrow isthmus connecting a small peninsula to the mainland. The resulting island was then linked to the mainland by a bridge, which was guarded day and night to prevent any unauthorised crossing.

Unequal treaties

In 1854, the Treaty of Kanagawa between Japan and the US opened two ports to North American trade and guaranteed good treatment of shipwrecked US sailors. Four years later the Japanese were pressured into another treaty. More ports were opened to foreign trade, which allowed North Americans to live and work in Japan. The treaty also set very low **tariffs** on foreign goods imported to Japan. Soon the Russians, French and British forced the Japanese to sign similar treaties.

tariff a tax on goods imported from a foreign country

The Nagasaki Naval Training Centre

Faced with the increasing threat of foreigners, in 1855 the shōgunate government established a naval training centre near Dejima Island in Nagasaki harbour. To ensure they had access to the latest in marine technology and naval organisation, the training centre employed instructors from the Dutch Navy. They acquired steam-driven warships and set out to develop a modern Japanese navy.

SOURCE 3 A nineteenth-century map of the Nagasaki Naval Training Centre, established near Dejima Island in 1855



10.9.2 Decline of shōgunate rule

The emperor had appointed the shōgun to protect Japan from barbarians but the shōgun had failed in this duty by opening ports for trade. Some samurai clans still supported the shōgun but others were very angry that the Tokugawa shōgunate had not defended Japan from foreign invasion. They looked to the traditional authority of the emperor as the only strength capable of unifying the country. Over the next ten years, supporters and opponents of the shōgunate clashed violently.

Some samurai acted independently to attack and kill the foreign intruders. The powerful Choshu clan even closed an important waterway and bombed foreign ships. However, the western powers retaliated by later attacking Choshu territory and destroying its guns and forts.

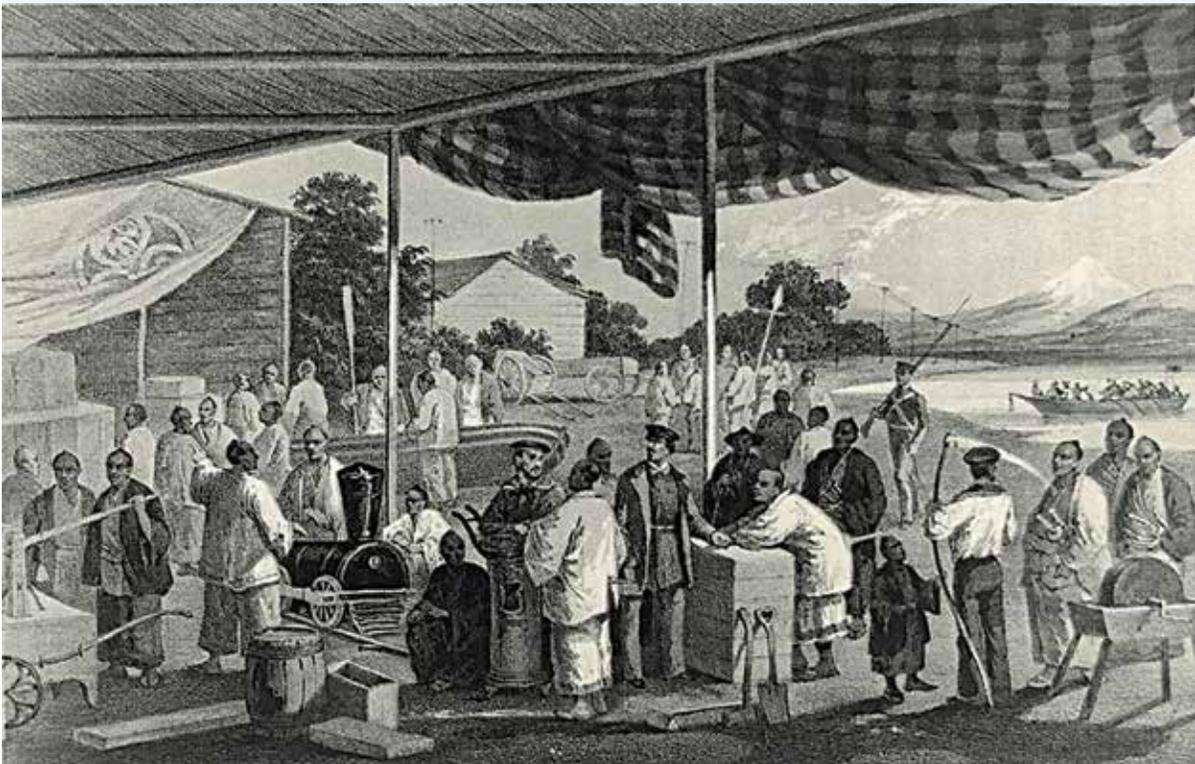
Japanese scholars had a different answer to the problem. They suggested building on the skills already learned from Dutch traders and Portuguese missionaries. Their idea was to adopt western knowledge in order to protect Japan's culture and traditions and help it survive as an independent country.

Why did the shōgunate decline in power?

After more than 250 years of stability under the Tokugawa shōguns and almost 700 years of shōgunate government, why were the shōguns unable to maintain their power and to continue the long period of isolation from the outside world? Examining the following developments may help us to explain this decline in shōgunate power:

- The Tokugawa shōguns had never been able to completely isolate Japan from outside influences. The study of *Rangaku* had increased in popularity as many scholars realised that Europeans were making discoveries in science and technology that could be of benefit to Japan. It was probably inevitable that Japanese scholars would realise that many of the discoveries made in other countries could be of benefit to Japan.

SOURCE 4 When Commodore Perry returned to Japan in 1854, he introduced examples of western technology, including a miniature steam locomotive and the electric telegraph.



- The Tokugawa shōguns limited the wealth and power of other daimyō, but as their power declined they were less able to fulfil their role in the feudal system.
- The merchant class was very low on the feudal pyramid but played a vital role as more trade opportunities became available from outside Japan.
- In the early nineteenth century, several crop failures in different parts of Japan led to a four-year famine. Peasants rebelled and a huge fire burned through Osaka.
- The Treaty of Kanagawa was forced on the shōgun because of Commodore Perry's threats. This showed the shōgun's weakness compared to powers from overseas and led others to question the relevance of his position.

SOURCE 5 The signing of the Kanagawa Treaty, 1854



10.9.3 Emperor Meiji and modern Japan

When Emperor Komei died in 1867, his 15-year-old son Prince Mutsuhito became the next emperor of Japan. He took the reign name Meiji. In 1868, several samurai clans and some important court nobles forced the resignation of Shōgun Yoshinobu, the last of the Tokugawa shōguns. The clans then seized the imperial palace in Kyoto and declared the 'restoration' of the emperor to full power. The shōgunate forces tried to defeat them but fell back to defend Edo.

Recognising the strength of the imperial forces, Shōgun Yoshinobu surrendered the city peacefully. The new emperor was carried in a heavily guarded royal palanquin from Kyoto to his new home, the shōgun's palace, Edo Castle. The city of Edo was renamed Tokyo, meaning 'eastern capital'. It was the beginning of a new age.

The transfer of power from the shōgunate to the emperor is known as the Meiji Restoration. Although the emperor was still the spiritual leader of Japan, he did not take control of the country. Emperor Meiji and over 760 daimyō signed a document called the Charter Oath, a five-point statement supposedly introducing a new democracy.

However, the main decisions were still made by the same samurai groups who had restored the emperor as the head of government in Japan.

SOURCE 6 An illustration of Emperor Meiji as a young man



aud-0460

SOURCE 7 The Charter Oath 1868

By this oath, we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

Deliberative assemblies shall be widely established and all matters decided by open discussion.

All classes, high and low, shall be united in vigorously carrying out the administration of affairs of state.

The common people, no less than the civil and military officials, shall all be allowed to pursue their own calling so that there may be no discontent.

Evil customs of the past shall be broken off and everything based upon the just laws of Nature.

Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.

DISCUSS

Did the Charter Oath achieve all the things it promised? Read **SOURCE 7** again and, as a class, decide how many of the five points were actually put into practice during the Meiji period.

The Boshin civil war

From 1868 to 1869, some significant land and naval campaigns took place between the imperial army and forces of the old shōgunate. The battles were mainly on and around the islands of Kyūshū and Hokkaidō. However, the emperor's forces defeated their enemies and strengthened the control of the central government in Tokyo.

What happened to the samurai?

The Meiji government believed that a samurai military force was too expensive and not appropriate for a modern country. Also many samurai were still loyal to their local feudal lords instead of the Japanese nation as a whole. The Meiji government replaced the samurai with a **conscript** army open to all classes of people. It ended the old four-class system, took over the daimyō domains and abolished the right of samurai to carry swords in public.

deliberative having the power to make decisions

conscript a person ordered by the government to do compulsory military duty

SOURCE 8 This painting from 1877 shows the newly established conscript army's victory over rebelling samurai who were fighting to regain their right to carry swords.



Japan modernises

In its search for modern ideas, the Meiji government established overseas missions to foreign countries. The 1871 Iwakura Mission was the most important of these. Its purpose was to learn from the west in order to guide Japan's modernisation. Over nearly two years, its 48 members visited the United States, Britain, Europe and Asia and gathered information in many areas, especially aspects of industry, technology and military development.

By the end of the nineteenth century, hardly any aspects of traditional Japan remained unchanged. The country was governed by a constitution and a **diet**, where new laws could be debated and passed. Banks, post offices and schools were based on western models and many new buildings reflected European or US architectural design. More 'loan words' came into the Japanese language from German, French and English.

Some cultural changes occurred because the Japanese people began to accept new customs. However, a majority of the changes came from deliberate reform policies of the Meiji government. By the beginning of the twentieth century, Japan was a modern and powerful country prepared to take its place alongside other leading nations.

SOURCE 9 A Meiji-era photograph showing the modernising of Japan



diet the name given to a law-making assembly in some countries

10.9 SKILL ACTIVITY: Communicating

1. **Create** a timeline that shows the significant events that took place in Japan between 1853 and 1871.
2. What aspects of Japanese life and society do you think changed the most? **Justify** your opinion.

10.9 Exercise

learnon

10.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 9, 10

■ LEVEL 3

6, 7, 8

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Check your understanding

1. In what ways was the arrival of Commodore Perry in 1853 different from the contact made by other western visitors in the 1830s and 1840s?
 - A. Commodore Perry offered large financial inducements.
 - B. Commodore Perry established solid relationships with the Japanese.
 - C. Commodore Perry threatened military action.
 - D. Commodore Perry had many exotic items for trade.
2. What did the United States gain from the Treaty of Kanagawa? **Select** all that apply.
 - A. The treaty opened two more ports to the North Americans and ensured better treatment of any shipwrecked US sailors.
 - B. A further treaty was signed four years later opening more ports, which allowed more North Americans to live and work in Japan.
 - C. Very high tariffs on goods imported into Japan.
 - D. A third treaty allowed for the establishment of a US naval base on the island of Tsushima.
3. **Recall** one way that Japan maintained limited contact with the outside world during the isolationist Edo period.
4. **Explain** how the Treaty of Kanagawa and similar agreements were seen to have weakened the authority of the shōgun.
5. The period of the Edo shōgunate come to an end when Yoshinobu ran out of money due to the fighting and had to surrender, then resign. True or false?

Apply your understanding

Using historical sources

6. **Examine SOURCE 1.** What did Commodore Perry mean by the words, '[the Commander-in-Chief] . . . will not hold himself accountable for the consequences'?
7. **Analyse SOURCE 3.**
 - a. How was the island of Dejima originally created and what was its purpose?
 - b. In what way was the use of the island changed after 1855?
 - c. What does this change of use tell us about the Japanese attitude towards foreigners?
8. **Summarise** how the examples of western technology shown in **SOURCE 4** influenced the views of many Japanese scholars.
9. **Identify** the US and Japanese figures in **SOURCE 5.** Who appears to be the most powerful in this image? **Explain** your answer.
10. **Determine** how you can tell that Emperor Meiji, as shown in **SOURCE 6**, was influenced by European ideas rather than Japanese tradition.

LESSON

10.10 INQUIRY: Shintō and Buddhism guide

LEARNING INTENTION

By the end of this lesson you should be able to summarise the key concepts of Buddhism and Shintō. You should also be able to highlight the significance of these religions on Japanese culture and society.

Scenario

You are a tour guide in Nara, the first imperial capital of Japan from the fourth century CE until the year 794. You wish to prepare a guidebook for visiting tourists on the influence of the two main religions, Shintō and Buddhism, on Japanese history and culture. As Nara is home to the Kasuga Taisha Shintō shrine and the Todai-ji Buddhist temple, you are going to use these two landmarks to help illustrate the features of the two dominant religions of Japan.

Task

Prepare a guidebook on the Shintō and Buddhist religions, highlighting their importance in Japanese history and culture. You must refer to the Kasuga Taisha Shintō shrine and the Todai-ji Buddhist temple or other structures of your choice which reflect these two faiths.

SOURCE 1 The Kasuga Taisha Shintō shrine in Nara



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Write your **Inquiry question**. This is what you want to have answered in your guidebook.

Research the following:

- origins and main beliefs of the traditional Shintō religion
- the main beliefs of Buddhism, and how it came to Japan from southern Asia
- how the two religions have existed side by side in Japan for centuries, and continue to do so today
- the purposes and uses of shrines and temples in both religions
- key features of Shintō shrines, such as the Kasuga Taisha, and Buddhist temples, such as the Todai-ji temple in Nara Park, and the history of these two landmarks
- the influence of the two religions during the Tokugawa shōgunate.

Step 2: Using historical sources

Analyse the information you have found. Does it answer the inquiry question?

Step 3: Historical perspectives and interpretations

Evaluate the information and select the most relevant pieces for your guidebook.

Step 4: Communicating

Communicate your findings by **creating** an engaging guidebook for visitors, highlighting the achievements of Japanese culture which have been influenced by these religions. Your guidebook should be attractive and informative but also answer your inquiry question.

Complete your self-assessment using the **Inquiry rubric** or access the 10.10 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39399)

LESSON

10.11 Review

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10.11.1 Key knowledge summary

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

10.2 How do we know about Japan under the shōguns?

- Japanese architecture tells us a lot about the way people lived.
- Artworks such as paintings provide evidence of the way people lived in feudal Japan.
- Great works of literature often describe important events and peoples' lifestyles.
- Government documents were kept as National Treasures.
- Many traditional festivals and ceremonies survive today, giving us a view of some important traditions.

10.3 What was life like in early Japan?

- The first Japanese state was established by the Yamato clan around the town of Nara.
- During the Classical period, Buddhism was firmly established and the first great works of literature appeared.
- Land reform was attempted in the seventh century CE but was abandoned as emperors granted land to their supporters.
- In 794 CE, the emperor moved his capital to Heian-kyo (modern Kyoto), beginning the Heian period.
- The Heian period saw growth in the power and importance of the daimyō and the samurai.

10.4 How did the shōguns take control?

- Disputes arose in 1180 over the succession to the imperial throne, leading to a civil war.
- The Minamoto clan supported the successful claimant to the throne and its leader Yoritomo was appointed shōgun in 1192.
- From 1192, power passed from the emperor to the shōgun for 700 years.
- The shōguns became so powerful because they were able to command military forces and maintain order.
- In 1464, a dispute between two members of the Ashikaga clan led to civil war and a hundred years of instability known as the age of the warring states.
- Order and unity was restored through the military conquests of the three great unifiers: Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu.
- The Tokugawa shōguns also set up processes to isolate Japan from the rest of the world, in order to maintain the traditional Japanese way of life.

10.5 How did Japanese society organise itself?

- Feudal society divided Japan into rigid social classes, with the emperor and the noble daimyō at the top of the class structure.
- Below the ruling class were the samurai, peasants and artisans, with merchants at the bottom of the *shi-nō-kō-shō* structure.
- *The Pillow Book*, written during the Heian period, gives us an insight into the lives of women in feudal Japan.
- Geishas were trained in art, music, dance and interesting conversation, and they entertained their clients with these skills.

10.6 Who were the samurai?

- The samurai class was established to serve the daimyō and provide them military support.
- The samurai followed a warrior code known as bushidō.
- Ronin were members of the samurai class that did not have a daimyō master to serve.
- The samurai gradually lost influence when their methods of fighting became obsolete and the peaceful period of the Tokugawa shōgunate gave them no opportunities to fight.

10.7 How did people express themselves?

- Japanese painting was influenced by Chinese styles and often depicted religious scenes.
- Japanese calligraphy was an art in itself and a highly prized skill.
- Woodblock printing was a popular and highly skilled art form that reached its peak in the eighteenth century with the work of artists such as Katsushika Hokusai.
- Lacquer work produced many fine objects and was achieved by painting many thin layers over objects made from wood, bamboo or pottery.
- Pottery was created both for useful purposes such as food storage and decorative purposes.
- The Tokugawa period saw the blooming of the performing arts, such as kabuki theatre.

10.8 How did they use the land?

- The primary use of land throughout the feudal period in Japan was farming, particularly the growing of rice.
- The Tokugawa period saw a rapid expansion in the amount of land under cultivation.
- By the seventeenth century, Japan began to experience a deforestation problem, so a variety of measures were put in place to make forestry more sustainable.

10.9 How did Japan re-join the world?

- By the nineteenth century, western nations were expanding their empires and wanted to trade with Japan.
- In 1853, Commodore Perry threatened the Japanese government with military action if trade was not opened to the west.
- The Tokugawa shōguns were no longer powerful enough to resist foreign invaders and some clans supported the return of the emperor to supreme power.
- In 1868, Emperor Meiji went from Kyoto to Tokyo to claim power.
- A number of clans loyal to the Tokugawa shōguns resisted the restoration of power to the emperor but were defeated during the Boshin civil war.
- Emperor Meiji set out to modernise Japan and sent missions to other countries to learn of new technology.
- By the beginning of the twentieth century, Japan had become a modern and powerful nation.

10.10 INQUIRY: Shintō and Buddhism guide

- The Shintō and Buddhist hold great importance in Japanese history and culture.
- The Kasuga Taisha Shintō shrine and the Todai-ji Buddhist temple in Nara are important religious landmarks.

10.11.2 Key terms

- archipelago** an area that contains a chain or group of islands scattered in lakes, rivers, or the ocean
- artisan** a skilled worker who produces handmade items
- beri-beri** a disease caused by a lack of vitamin B
- biwa** a four-stringed Japanese musical instrument
- Buddhist** to do with Buddhism; a follower of Buddhism
- bushidō** the way of the warrior; the rules that prescribed correct behaviour for all samurai
- calligraphy** the art of beautiful handwriting
- centralised** control of a country from one central location
- civil war** a war between two competing groups within one country
- clan** a large group of closely related people

conscript a person ordered by the government to do compulsory military duty

daimyō great feudal lord of Japan during the Classical and shōgunate periods

deliberative having the power to make decisions

diet the name given to a law-making assembly in some countries

domain the territory ruled by a daimyō, including the farming and fishing villages within it

glaze a substance fused onto pottery to give it a glass-like appearance

hostage a person kept for security

kabuki a colourful form of theatre combining play-acting, dance and music

kana a writing system that represents Japanese syllables

kiln an oven used at high temperatures to heat and harden ceramic items

monochrome varying tones of a single colour, usually black and grey

monopoly an organisation or group that has complete control of something

musket a muzzle-loading gun with a long barrel

origami the art of folding paper into different shapes and designs

pagoda a Hindu or Buddhist temple, typically in the form of a many-tiered tower

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

pigment a natural colouring material made of plant or animal tissue

polytheistic the belief in or worship of more than one god

regent a person appointed to rule a country if a monarch is too young or ill to do so

ronin a wandering samurai who had no lord or master

sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

samurai the warrior class in Japan during the Classical and shōgunate periods

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

shaman a person who claims to communicate with evil spirits through mystic rituals

Shintō an ancient Japanese religion that believes in nature spirits and ancestor worship

shōgun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

tariff a tax on goods imported from a foreign country

tea ceremony an ancient Japanese ritual of serving and drinking tea

treaty a formal agreement between two or more nations

tributary a state that gives payment to another state or ruler

tuberculosis a serious and infectious disease that affects the lungs

typhoon name given to big tropical storms in the Pacific or Indian ocean

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

10.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the overview.

How has Japanese culture grown both independently and through the influence of others?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources



eWorkbooks

Customisable worksheets for this topic (ewbk-10712)

Reflection (ewbk-10714)

Crossword (ewbk-10715)



Interactivity

Japan under the shōguns crossword (int-7590)

10.11 Review exercise

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Multiple choice

- Why did the daimyō become very powerful during the Heian period?
 - They were great warriors.
 - They were very loyal to the samurai.
 - The emperors relied on them to maintain their power.
 - They supported land reform.
- Which of the following statements is correct under the *shi-nō-kō-shō* arrangement of social classes?
 - Merchants were higher in rank than farmers and fishermen.
 - Artisans were higher in rank than samurai.
 - Artisans were higher in rank than merchants.
 - The shōgun was ranked highest of all.
- What did the Treaty of Kanagawa give the United States?
 - Access to two Japanese ports for trade
 - The right to rescue shipwrecked sailors
 - The right to take over from the Dutch as the main overseas traders
 - A military base for the 'black ships'
- What was the 'rice tax'?
 - A form of rent paid by peasants to the landowner
 - A tax levied on rice merchants by the shōgun
 - A type of tax paid by restaurant owners
 - A tax paid by rice farmers to the samurai
- How do we know the Japanese borrowed much of their culture from China?
 - They speak the same language.
 - They adopted Chinese characters in their writing.
 - They modelled all their cities on Chinese cities.
 - Both societies were ruled by an emperor.
- Who were the three powerful clans competing for influence during the Heian period?
 - The Fujiwara, the Minamoto and the Taira
 - The Kamakura, the Taira and the Yoritomo
 - The Minamoto, the Tokugawa and the Fujiwara
 - The Tokugawa, the Kamakura and the Yoritomo

7. How did the appointment of Minamoto no Yoritomo as shōgun affect the emperor?
 - A. The emperor was able to exert more authority because he had the support of the shōgun.
 - B. The emperor lost all his power as a leader of the country.
 - C. The emperor took on mainly religious and ceremonial duties.
 - D. The emperor was more powerful because of his religious duties.
8. How were the Japanese able to defeat the Mongol invaders?
 - A. The samurai were more powerful warriors than the Mongols.
 - B. The Mongol ships were wrecked by fierce storms.
 - C. The daimyō were superior military commanders.
 - D. The Japanese were supported by warriors known as ‘kamikaze’.
9. In regards to the rest of the world, the Tokugawa shōguns pursued what policy?
 - A. A policy of inclusion
 - B. A policy of distrust
 - C. A policy of involvement
 - D. A policy of isolation
10. When would a samurai become a ronin?
 - A. If he chose to become a bandit
 - B. If his master could no longer employ him
 - C. If he became a farmer
 - D. If he was promoted to become a daimyō

Short answer

Communicating

11. **Identify** the key dispute that led to civil war from 1467 to 1477.
12. **Explain** how Oda Nobunaga was able to rise to importance in Japan after 1565.
13. **Summarise** why Tokugawa Ieyasu aligned himself with Oda Nobunaga.
14. **a.** Now that you have completed this topic, **reflect** on the role religion has played in Japanese history. **Discuss** in a brief paragraph.
 - b.** Considering that power shifted from the emperor to the shōguns during the Tokugawa shōgunate, how would you change your answer to the previous question? Write a paragraph in response and **justify** your claims.

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11 Polynesian expansion across the Pacific (c. 700–1756)

LESSON SEQUENCE

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LESSON

11.1 Overview

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How are the people of the Pacific shaped by their environment and heritage?

11.1.1 Introduction

Rising sea levels are threatening many island nations in the Pacific, a large number of which have their roots in Polynesian settlement. These are places of great historical importance which are in danger of disappearing forever. Whether it's as noticeable as the 900 mo'ai of Rapa Nui — stone statues that are as high as 20 metres — or the land where their ancestors lived their lives, the rich history of Polynesia is at risk of being wiped away. Efforts at documenting the stories told by Polynesian elders are important to help us preserve this past, but we can also learn from it.

Rapa Nui (Easter Island) is almost treeless, with many of the island's forests destroyed by overuse. Aotearoa (New Zealand) lost whole species of animals due to human actions. People in modern Hawai'i have started using ancient methods of managing fish populations. Recognising the impact we can have on the environment around us can not only minimise the impact of sea level rise on Polynesian cultures, but also extreme climate events in the rest of the world.

SOURCE 1 Many Pacific islands flood regularly and are at risk of disappearing altogether



Resources



eWorkbook

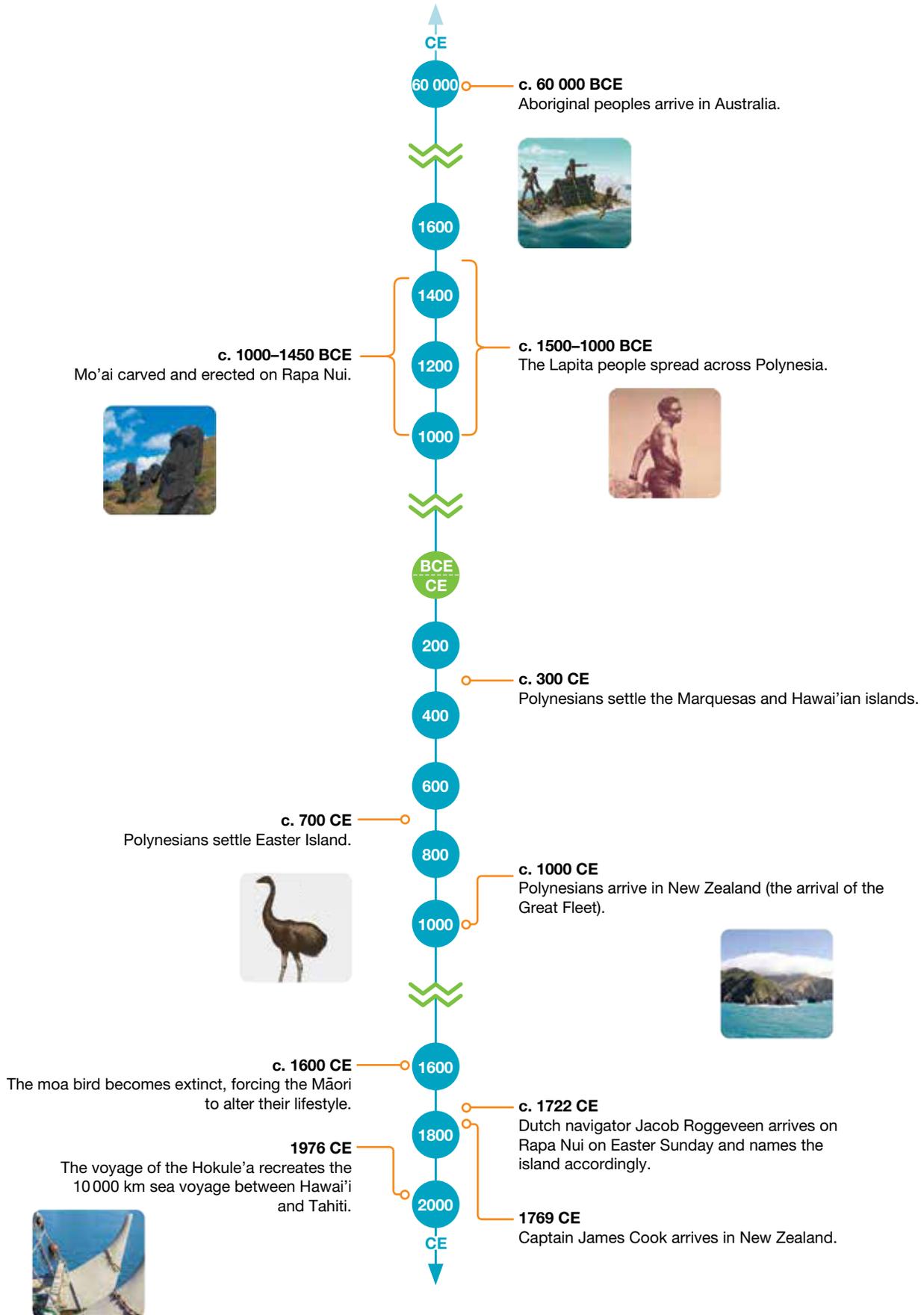
Customisable worksheets for this topic (ewbk-10716)



Video eLesson

Polynesian expansion across the Pacific (c. 700–1756) (eles-6058)

SOURCE 2 A timeline of the Polynesian expansion across the Pacific



LESSON

11.2 How do we know about the Polynesian expansion across the Pacific?

LEARNING INTENTION

By the end of this lesson you should be able to identify and describe the sources of information that inform our understanding of Polynesian culture.

TUNE IN

Finding a waka gives us great insight into the technology of ancient Polynesians. They used stone tools to shape out logs and carefully combined these together.

SOURCE 1 A waka taua (war canoe) in an exhibition at the Whanganui Regional Museum in New Zealand.



Imagine that you are an archaeologist examining something from the room around you (i.e. a phone, a pen, a water bottle). What can they better understand about our ability to use different materials, manufacture goods and trade for goods with others?

11.2.1 How do we know about Polynesian expansion?

The indigenous people of islands all over the Pacific ocean travelled incredible distances to settle new lands. This body of water covers nearly one third of the world's surface — the skill and knowledge needed to not only navigate successfully to one of the thousands of undiscovered islands but also to make a new life there is unmatched by any other culture of the time. Between 1500 BCE and 1000 CE, most of the habitable land in this vast stretch of ocean was settled and, within a few hundred years, many had developed a unique language, society and culture.

There are many sources that can tell us about the people of the Pacific. Some of the evidence is from myths and legends. Other sources include artefacts such as wood carvings, jewellery, tools and pieces of pottery. Even their language, beliefs and tattoos remain as evidence of their identity and culture.

Before written records

Much of the early history of the first voyagers in the Polynesian region is incomplete. At that time, no written records were kept and so archaeological research plays a vital role in revealing this part of history. Through a variety of evidence that has survived throughout the centuries, historians develop theories about what happened hundreds, and even thousands, of years ago. As new evidence is found, these theories are either supported or will need to be re-examined.

The pottery left behind by the early people of Polynesia provides important information about their expansion across the Pacific. Archaeologists and historians believe that a group of people called the Lapita arrived in the Pacific region over 3000 years ago. The remains of their distinctive pottery provides a record of their movements eastward through the Solomon Islands and into the wider Pacific. One thousand years later, they set sail again, moving east across 3000 kilometres of open ocean. They settled Te Henua 'Enana and Te Fenua 'Enata (the Marquesas Islands), Paumotus (Tuamotus Islands) and Tōtaiete mā (Society Islands). Between 300 and 800 CE they discovered Rapa Nui (Easter Island) and Hawai'i (Hawaii). The distances they travelled were immense — for example, the distance between their settlements in Otaheite (Tahiti) and Hawai'i is greater than between North America and Europe.

SOURCE 2 The distinctive decoration on pottery left behind by the Lapita people, ancestors of the Polynesians, helps archaeologists and historians trace migration paths across the Pacific.



DID YOU KNOW?

Many of the words are translated into English and we've tried to use our alphabet, which sometimes doesn't work! When you come across a new word, do some research to find out how it's traditionally pronounced. For instance, many Māori words with *wh* in them use an *f* sound.

11.2.2 Colonial invaders

Written records, which appeared only in the last few hundred years, offer historians a very different perspective on Polynesian history. There are many written records and so there is a lot of information available. However, this also provides certain challenges for historians. Much of the written evidence of the Polynesian people was recorded by outsiders, usually Europeans who were colonising these lands, and so is written from their perspective. Professor John Waiko, a historian from Papua New Guinea, illustrates the problem with this in **SOURCE 3**. Historians need to be careful when dealing with this type of written evidence as relying on it can give a false understanding of the past.

SOURCE 3 Professor John Waiko's quote from his book *A history of Papua New Guinea and its neighbours* illustrates the problem of seeing history with a single perspective.

They [the Europeans] have emphasised the activities of the foreigners. During the colonial encounter the emphasis was on the colonisers rather than the colonised. Their documents portray the roles of the colonisers rather than the roles of the indigenous people.

Changing history

In recent years, there has been a renewed focus on the history of the Polynesian people as seen through Polynesian eyes. This important work is done by the descendants of the very people who first settled the region centuries ago. But, as is the case with all oral histories, it is important to act quickly. When a person dies without the opportunity to record their story, their knowledge and unique perspective on their indigenous history is lost.

Oral history is not without its own flaws as it can reveal more about what the informant wishes to record than what actually occurred. The path for the historian is a tricky one; the best process is to balance these sources against one another in order to create a fuller picture of the past.

Throughout this topic, there will be references to the traditional names of modern countries and regions. Recognising the European impact and how it has shaped our perception of these places can be an important step to removing that bias from our thinking. When referring to modern times, the modern names will be used.



aud-0461

Modern name	Traditional name
Easter Island	Rapa Nui
Hawaii	Hawai'i
New Zealand	Aotearoa
Society Islands	Tōtaiete mā
Tahiti	Hawaiki (in legend) Otaheite
The Marquesas Islands	Te Henua 'Enana (north) Te Fenua 'Enata (south)
Tuamotus Islands	Paumotus
The Cook Islands	Kūki 'Āirani

11.2 SKILL ACTIVITY: Questioning and researching, Using historical sources

In Year 7 you learned the importance of using sources as evidence. This task builds on those skills and teaches you to draw conclusions from the evidence at hand.

1. Copy and complete the table below using the sources in this lesson and others sourced from the internet. You might want to work in pairs to **research** and note down 3–5 sources.

Use bullet points in the first instance to gather important information.

Source	Describe and outline its purpose	Outline what this source reveals about the past	Limitations of the source for historians
Lapita pottery			

2. What conclusions can we draw from the evidence available about the nature of Polynesian expansion? Using the points you noted down, **write** a paragraph response.

11.2 Exercise

learn**on**

11.2 Exercise

Learning pathways

LEVEL 1

1, 2, 4

LEVEL 2

3, 5, 6, 7

LEVEL 3

8, 9, 10

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Check your understanding

1. **Identify** one of the last areas in which the Polynesian people settled.
 - A. Hawai'i
 - B. Rapa Nui
 - C. Aotearoa
 - D. Hawaiki
2. Most of the information historians have gained about the early history of the Polynesian people is from written records. True or false?
3. The ancient Polynesian people settled Aotearoa in about _____ CE.
4. **Identify** who recorded much of the written evidence of the Polynesian people.
5. In recent years, there has been a renewed focus on the history of the Polynesian people. **Explain** how this history has been obtained.

Apply your understanding

Communicating

6. **Explain** why the recording of oral histories is such urgent work.
7. **Identify** one value and one problem with using oral history as evidence.

Using historical sources

8. What we know about Polynesian history has been obtained from a variety of sources such as wood carvings. Using the text and sources in this lesson, **model** how the study of Polynesian history and the use of evidence have changed over time.
9. **Reflect** on how the remains of Lapita pottery (shown in **SOURCE 2**) help archaeologists trace Polynesian migration across the Pacific.
10. **Discuss** how the written evidence discussed in **SOURCE 3** is a 'one-dimensional' view of history.

LESSON

11.3 What is the Polynesian Triangle?

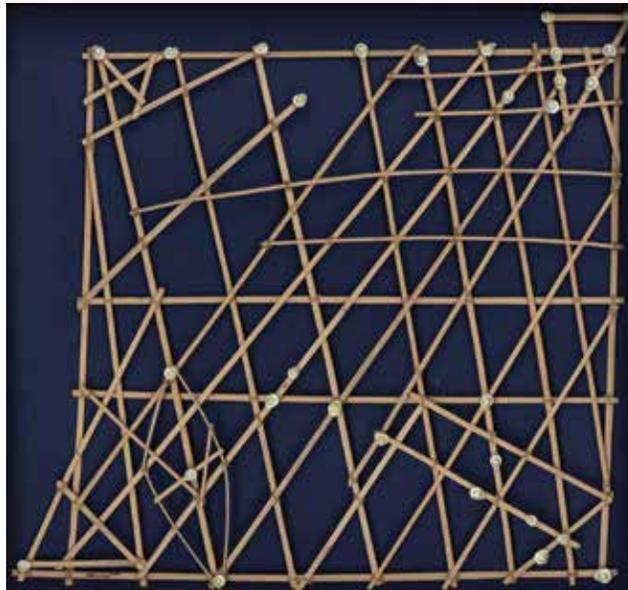
LEARNING INTENTION

By the end of this lesson you should be able to explain the navigational techniques of the Polynesians and consider the enormous achievement of the people who explored the Pacific.

TUNE IN

SOURCE 1 is an example of a chart made from sticks and shells. Maps like these helped the early seafarers navigate the vast distances between the islands of Polynesia. The chart shows wave patterns and ocean currents (sticks) and islands (shells) and was a valuable tool in the absence of compasses and modern navigational instruments. These were called *rebbelibs*, *medos* or *mattangs*.

SOURCE 1 Maps such as this showed more than just locations — they held information about wave patterns, currents and much more.



Examine a modern map of your local area. What additional information (such as traffic, dog petting sites or lessons to be learned) that could be incorporated, and how would you do this?

11.3.1 Traversing the Pacific

Polynesia refers to the triangular region in the Pacific Ocean bordered by Hawai'i in the north, Rapa Nui in the east and Aotearoa in the south. It covers over 2 000 000 km² and is almost entirely covered in water.

Archaeological evidence suggests the discovery and settlement of the islands within this vast area was planned, not the accidental result of sailors becoming lost and blown off course. The Pacific explorers were clearly well prepared for long sea journeys. They transported plants such as **taro**, **yam**, **gourd** and **kumara**, and animals such as rats and dogs. They developed new technology for long-range ocean voyaging and a sophisticated system of navigation. The region of this last frontier of exploration is known as Remote Oceania.

taro the root of a plant that is made edible through boiling
yam a potato-like tropical plant used as food
gourd an edible fruit with a shell that can be dried and used for storage
kumara sweet potato

The word ‘Polynesia’ comes from two Ancient Greek words: *πολύς* (*polús*, ‘many’) + *νῆσος* (*nêsos*, ‘island’). Charles de Brosses first suggested the term in 1756, but this is not the term that the people of the Pacific islands would have used for themselves.

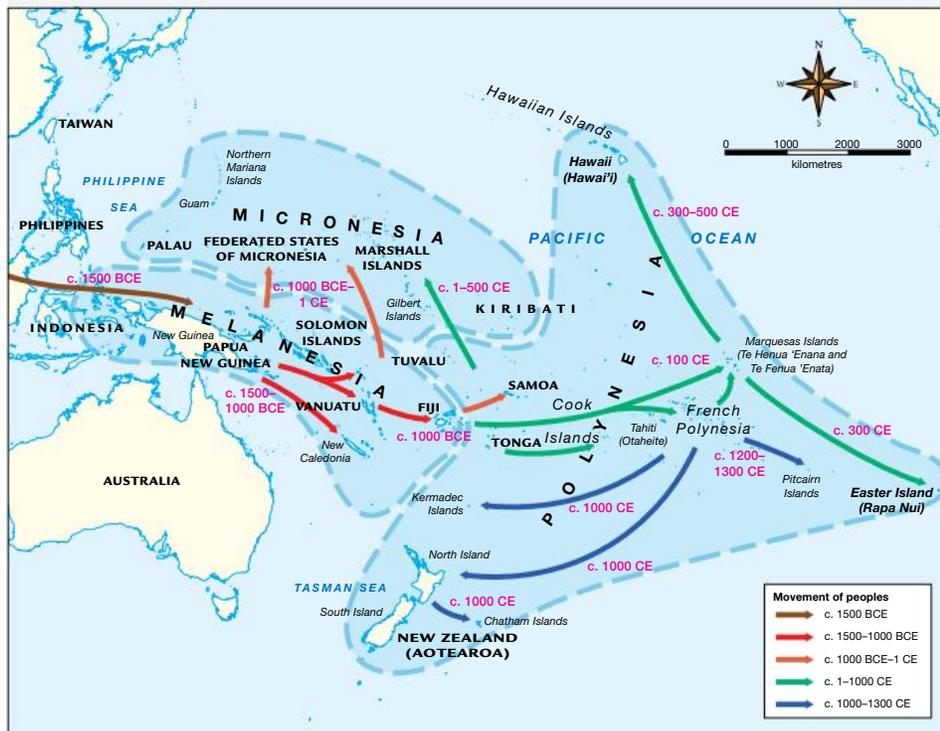
11.3.2 Navigation techniques

The Pacific Ocean is vast. It covers a distance of half the circumference of the Earth and an area greater than all the world’s land masses combined, so there’s no doubt that those people who explored the Polynesian region were excellent seafarers. Charts made from sticks and shells showed islands and sea currents and were passed down from generation to generation. Knowledge of the stars and other natural signs, such as the flight patterns of birds and the shape of clouds, also helped guide the voyagers across the seas.

11.3.3 A great undertaking

The settlement of the remote islands of the vast Pacific Ocean is one of the greatest stories of exploration in world history. These outcroppings of land were the most difficult places for humans to reach. The Pacific Ocean covers one-third of the Earth’s surface and is larger than the Atlantic and Indian oceans combined. The Pacific could contain the total landmass of the Earth and still leave enough room for another continent the size of Asia.

SOURCE 2 A map of the Pacific Ocean showing migration and settlement in the Pacific islands. The people of the Pacific islands belong to three main cultural groups — Melanesia (meaning black islands), Micronesia (small islands) and Polynesia (many islands).



Source: Map drawn by Spatial Vision.

Exploration of the Pacific first occurred on simple boats, or dugout canoes, that brought people across the ocean passages between South-East Asia and New Guinea, Vanuatu and the small surrounding island groups. The Pacific explorers travelled in sail-powered canoes designed with unique features such as a twin hull for maximum storage over very long distances (see **SOURCE 3**). These explorers developed an extensive knowledge of stars, weather patterns and ocean currents. They closely observed the animals and birds of the Pacific, following their paths of migration and watching for the tiny clues that pointed them towards land.

SOURCE 3 Double-hulled canoes like this one carried the Polynesian people across the Pacific Ocean. This artwork was created in the twentieth century.



The Great Fleet and the Māori ancestors

aud-0462

According to Māori legend the voyages of seven *waka*, or canoes, brought Polynesian people from the land of Hawaiki, now Tahiti, in search of a new home. These seven *waka* were called The Great Fleet, and are believed to identify the ancestors of the Māori *iwi*, or tribes:

- Tokomaru
- Tainui
- Te Arawa
- Aotea
- Takitimu
- Mataatua
- Kurahaupo.

SOURCE 4 'Ngawaka E. Whitu' (The Seven Waka). This early twentieth-century song (translated into English) portrays the Māori legend of the arrival of the seven *waka*.

Seven *waka* landed here

Paddle, paddle on

Tainui, Te Arawa, Mataatua

Paddle, paddle on

Tokomaru, Takitimu, Kurahaupo, Aotea ra,

These *waka* were paddled here

By our ancestors

The history of every Māori family, the *whakapapa*, maintains the connection with their ancestors' *waka*.

As they navigated across the vast distances, they discovered more than 20 000 islands. Most are tiny coral reefs, or the tips of high volcanic peaks jutting out of the ocean depths. These remote islands are separated by hundreds of kilometres of open sea. The navigation of these vast ocean distances remains one of the greatest achievements in human history.

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

11.3 SKILL ACTIVITY: Communicating

Imagine you have to travel a vast distance and settle in new land.

1. **Brainstorm** what you might need to take with you to set up a new life.
2. **Conduct research** to help you work out what items would be needed. You could group them under the following headings:

- Items needed for the trip
- Items needed for the new settlement

If you wanted to, you could also **create** subheadings under those headings such as:

- Food requirements
- Tools
- Building supplies
- Agricultural supplies

3. **Communicate** your findings to the class in a brief oral presentation. You may want to include visual elements in your presentation.

11.3 Exercise

learn on

11.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6

■ LEVEL 3

7, 8, 9, 10

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Check your understanding

1. Insert the correct words from the options below to complete the passage. Not all options will be used.

Aotearoa Southern Ocean Hawai'i Rapa Nui Pacific Ocean

Polynesia refers to the _____ region or triangle bordered by _____ in the north, _____ in the east and _____ in the south.

2. Historians believe that the voyages by ancient Polynesians were accidental. True or false?
3. Polynesian **sailing / migration / exploration** is considered one of the 'greatest stories of world exploration in human history' due to the sheer **temperature / magnitude / depth** of the Pacific Ocean and the **pirates / weather / dangers** associated with open-sea voyaging.
4. **Recall** when and where migration and settlement of the Hawai'ian Islands took place.
5. **Explain** how the ancient Polynesians know that there were other lands in their region.

Apply your understanding

Using historical sources

6. **Name** the sorts of flora and fauna Polynesians brought with them on their voyages.
7. The scene in **SOURCE 3** illustrates the Raiatea islanders sailing their canoes from Raiatea in French Polynesia to Aotearoa (New Zealand). Use **SOURCE 2** to **develop** a map of a possible route for this journey.
8. **Evaluate** what maritime knowledge assisted the Polynesian explorers.
9. Given that charts made from sticks and shells such as in **SOURCE 1** were handed down from generation to generation, **determine** what this suggests about the connection between Polynesian islands.
10. **Summarise** what **SOURCE 2** and the information in the lesson suggest about the navigation and seafaring skills of the early Polynesians.

LESSON

11.4 What happened on Rapa Nui?

LEARNING INTENTION

By the end of this lesson you should be able to explain the achievements of the Rapanui. You should also be able to compare the impact on the island of Rapa Nui with modern climate change, and describe the impacts of overusing the land.

TUNE IN

The mo'ai demonstrate a form of ancestor worship, recognising great figures in the past.

SOURCE 1 The mo'ai are enormous carved statues.



1. Consider whether you know any stories from your ancestors which you think are worth memorialising in the same way.
2. Brainstorm some different ways you could achieve this and compare your ideas to others in the class.

11.4.1 In the middle of the ocean

Rapa Nui, Easter Island and Te Pito o te Henua are all names for the tiny island 11 000 kilometres east of Australia and 3600 kilometres west of Chile. It is one of the most remote islands in the world. Legend states that the bold Polynesian chief Hotu Matu'a led his people to the island over 1300 years ago and they named their island Te Pito o te Henua, which has been romantically translated as the 'Navel of the world'; a more accurate translation would be 'the end of land', which is an appropriate title for one of the world's most remote islands.

The Polynesian name Rapa Nui (Big Rapa) came later from a visiting Otaheitian (modern Tahiti) who noticed the resemblance of this island to one of Otaheite islands, Rapa Iti (Small Rapa) and named it accordingly. The European name, Easter Island, derives from the first recorded European contact with the island. A Dutch navigator, Jacob Roggeveen, arrived on Easter Sunday, 1722, and thought it a fitting name.

11.4.2 The mo'ai

Rapa Nui's isolation fostered a distinctive cultural and religious phenomenon: the sculpture and movement of stone statues known as mo'ai. Between c. 1000 and 1600, hundreds of statues were created and transported from the stone quarries to ceremonial platforms known as *ahu*. While there are more than 900 statues on the island today, they are unfortunately carved from scoria — hardened volcanic ash — a relatively brittle material which is quickly degrading. The conservation of the mo'ai is a key concern for their curators.

Ancestor worship

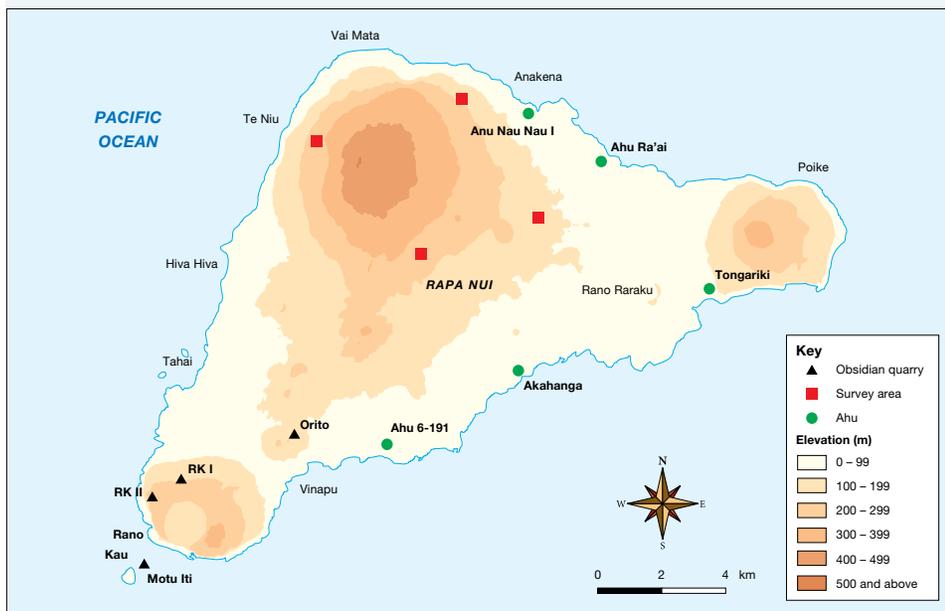
Theories abound about the reason for the mo'ai, but most researchers agree that the construction of the mo'ai was a form of ancestor worship, the stern expressions representing previous *ariki* (chiefs). The design of the mo'ai is not uniform; some mo'ai have topknots of different coloured stone. Some are standing, while others are kneeling. The fact that no two mo'ai are alike adds weight to the conclusion that these statues represent actual historical figures sacred to the people of Rapa Nui. Modern reconstructions and movement of mo'ai has proven that basic tools and skills were all that was required to sculpt and transport these huge statues.

Moving the mo'ai

The mo'ai were carved with *toki* (basalt chisels) from the volcanic rock that was available at the quarry known as Rano Raraku and transported where possible to ceremonial platforms known as *ahu*. **SOURCE 3** depicts one such platform, Ahu Tongariki.

int-8992

SOURCE 2 A map of Rapa Nui showing the location of obsidian quarries, pedestrian survey areas, and ritual centers (ahu)



Source: Based on information from Stevenson, C. M., Ladefoged, T. N., Haoa, S., Chadwick, O., & Puleston, C. (2013). Prehistoric Obsidian Exchange on Rapa Nui. *The Journal of Island and Coastal Archaeology*, 8(1), 108–121. Map redrawn by Spatial Vision.

Many mo'ai did not make it to their intended locations and instead lie seemingly abandoned at random sites. The reason for this could be simple — they were simply too heavy to move. While the largest mo'ai at Ahu Tongariki weighs an impressive 86 tonnes, this platform is only one kilometre from the quarry. However, other massive mo'ai were moved impressive distances and researchers have concluded that a number of approaches could have made this possible.

Legend claims that the mo'ai simply walked to their places — modern archaeologists have shown that by rocking statues to one side and rhythmically pulling them with ropes, they can be 'walked' across the land. Another method would have been to roll the mo'ai to the ahu using logs as wheels. All of these techniques had significant impact on the environment. When Captain James Cook visited the island in 1774, he described a landscape that had no trees above three metres tall.

SOURCE 3 Ahu Tongariki: the largest platform of mo'ai. Most statues stand with their back to the sea, protecting the islanders while turning their back on the spirit world.



11.4.3 Diminishing population

The collapse of the Rapa Nui civilisation is one which causes a great deal of debate between historians. The island is covered with examples of culture and heritage, and evidence suggests that the indigenous people — the Rapanui — had a far greater population in the centuries before Roggeveen arrived to find around 2000 inhabitants. Archaeologists suggest that at its height there were as many as 15 000 people on the 163 square kilometres of land that is Rapa Nui. This society was relatively advanced, it had a clear political structure, it was culturally sophisticated to the point that it had the only Polynesian writing system known to historians — rongorongo — as well as the engineering ability to construct and move the impressive mo'ai that met Roggeveen's ship in 1722.

However, it is unclear what caused this downfall. There are four major theories:

Stripping the land bare

This theory suggests that in order to mine, carve and move the mo'ai the Rapanui had to strip the island of its trees. These enormous statues might have been rolled on the cut trunks of the sub-tropical palm trees of the island, a practice which continued until there were no trees left. The trees might also have been used for shelter, boat-building or other purposes as well.

Polynesian rats

Another suggestion is that the Rapanui brought rats with them when they settled the island. With no natural predator, the rats multiplied quickly and disrupted the island's ecosystem, quickly leading to deforestation.

European invaders

More recent theories suggest that the Rapanui were still thriving when Roggeveen arrived and that, similar to other indigenous populations, they were severely impacted by the arrival of foreign diseases, exploitation and conflict.

Conflict between the people

Another suggestion is that there was a great deal of conflict between the people of Rapa Nui prior to European arrival. Not only are there oral stories of fighting, there are also fragments of **obsidian** tools, called by the natives mata'a, which were originally interpreted as weapons. More recent studies have indicated that these would make poor weapons and were more likely to be from tools for farming, carving or creating the mo'ai.

Whatever the reason for the decline in population and the deforestation of the island, it meant that there was no timber to create ships that would allow escape. Trapped on Rapa Nui, the lack of resources nearly led to the death of the people and their culture. Today, Rapa Nui is a World Heritage Site and most of its more than 5000 inhabitants are actively engaged in protecting its legacy.

SOURCE 4 An excavated mo'ai showing how much of the statue was buried underground



obsidian a type of rock that is almost like glass

DID YOU KNOW?

The 'Easter Island Heads', or mo'ai, actually have bodies as well. Some of these are on display on the ahu they rest on, but others are buried underground and must be excavated to be studied.

11.4 SKILL ACTIVITY: Using historical sources

1. All across Rapa Nui there are fragments of small, sharp obsidian tools. These are called mata'a and have been given two suggested origins:
 - tips of spears and other weapons used to wage war against other people
 - pieces of many different types of tools used for varied purposes, such as agriculture or the carving of the mo'ai.

Develop an argument for (supporting) each side suggesting why it is the correct understanding of these tools.

2. It's been suggested that Rapanuians turned to cannibalism (eating other humans) prior to European arrival, which supports the idea that these mata'a were from weapons.

Alternatively, a study of 423 mata'a found that 'when you look at the shape of these things, they just don't look like weapons at all.'

Propose your own conclusions about the mata'a and **justify** them with the evidence here or your own research.

11.4 Exercise

learnon

11.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

1. When he arrived at Rapa Nui, Captain Cook did not notice any trees above three metres tall. True or false?
2. **Identify** three main achievements of Polynesian culture that occurred on the island of Rapa Nui.
 - A. The ability to govern a large, diverse population for an extended period
 - B. The ability to cure the sick
 - C. The ability to communicate via a writing system
 - D. The ability to produce large murals
 - E. The ability to construct and move the mo'ai
3. Fill in the spaces to complete the sentence. The main reasons provided to **explain** the existence of the mo'ai are a form of _____ worship and statues of living people _____ to the islanders.
4. **Discuss** why most historians have concluded that the mo'ai were symbols of ancestor worship.
5. **Recall** why Rapa Nui was given the European name Easter Island.

Apply your understanding

Using historical sources

6. Using the sources and the information provided, **identify** how the mo'ai could be transported to the coastline from the scoria quarry.
7. **Explain**, using **SOURCE 4** as your evidence, the impact of over-logging on the island of Rapa Nui.

Communicating

8. Rapa Nui represents a striking lesson about environmental management. Using their experience as evidence, **create** a letter that you could send to your Member of Parliament warning of the dangers of poor resource management.
9. **Explain** what archaeologists have uncovered which suggests that 'violent internal conflict' took place on Easter Island.
10. The island of Rapa Nui once had 15 000 inhabitants, but European records suggest that there were only 2 000 by the time explorers arrived. **Propose** what you think is the most convincing theory for this decline.

LESSON

11.5 What was life like in Hawai'i?

LEARNING INTENTION

By the end of this lesson you should be able to explain the connection to and understanding of the land and sea which the Hawai'ians had. Also, you should be able to describe the relationships between the islands and reflect on roles and positions in Hawai'ian society.

TUNE IN

The *Hökūle'a* is based on ancient *wa'a kaulua*, double-hulled canoes designed to sail the open seas.

SOURCE 1 The *Hökūle'a* arriving in Honolulu, Hawaii after sailing from Pape'ete, Tahiti in 1976.



Brainstorm a list of questions you would research to learn more about this vessel and how it was made.

Discuss whether you would be willing to go on a long journey in this vessel.

11.5.1 Settlement

Hawai'i is a volcanic **archipelago** at the north of the Polynesian Triangle. There are many theories as to how Polynesian peoples found and settled this remote and unique space. One is that the first waka arrived around 900–1200 CE from the Marquesas; later, around 1300 CE, people from Otaheite (Tahiti) travelled along the same route and conquered the original inhabitants. These dates have been debated for several years and will likely be revised as new evidence is found.

11.5.2 The *Hökūle'a*

In 1976 a group of modern Polynesian seafarers recreated the past when they embarked on the 10000 kilometre sea voyage between Hawai'i and Tahiti aboard a reconstruction of a thousand-year-old Polynesian *wa'a kaulua* (double-hulled canoe) named the *Hökūle'a*. Although these sailors had access to more modern technology than the ancient settlers, the focus was on recreating the conditions of migration to Hawai'i from Tahiti.

archipelago an area that contains a chain or group of islands scattered in lakes, rivers, or the ocean

Modern Hawai'ians had, by this time, lost the skills needed to navigate without Western instruments. They employed a Micronesian navigator to teach them the skills which had been passed down from their ancestors long ago and kept alive in places where these traditions continued to be practised.

Covering a distance greater than that between Europe and North America, this event supported the theory that the epic voyages across the Pacific were intentional and marked the high point in seafaring achievements of the ancient world.

The name of the ship means 'star of gladness' and refers to a guiding star used by Polynesian navigators to help them find their way.

11.5.3 The Kānaka Maoli

By the time that European explorer Captain James Cook arrived in 1778, all of the islands of Hawai'i were established as a kingdom, with an *ali'i nui* (supreme ruler), *ali'i* (nobles) and *kahuna* (high priest) just below him and the *maka'āinana* (commoners) performing the common tasks of the land. These people were set in their social position through a rigid **caste** system and referred to themselves as the Kānaka Maoli, or 'people of the land'. This hierarchy meant that some people had very few rights or power over their lifestyle, and in particular the *kauwā* (slaves) had no say in how they lived their lives. It's unclear how this particular caste came about, but one theory is that they were war captives. Since status was passed down from parents to children, some *kauwā* were born into slavery.

caste a social status which is set by birth and passed down from your parents and family members.

DID YOU KNOW?

It's possible that Captain Cook wasn't the first explorer to find the islands after the Polynesians. Maps and accounts from the 1500s suggest that Juan Gaetano, a Spanish explorer, arrived there long before Cook was born. On top of that, the island's inhabitants had some metal tools even though they didn't know how to mine or shape the material themselves — perhaps they traded these with people who came before the English.

11.5.4 Farming and trade

It's unsurprising that the sea played a huge role in the lives of the people of Hawai'i. While there are hundreds of tiny islands in the volcanic archipelago, much of it was unsuitable for farming and there wasn't enough to support the needs of the people living there. The knowledge that Hawai'ians had of the ocean was astounding, and the tools they used were very advanced for the time. One-piece fish-hooks, **trolling lures** and fish farms were all used by these Polynesians as they experimented and grew beyond many of their neighbours in skill.

Hawai'ians were among the first in the Pacific to specifically farm fish from a carefully constructed area designed to make harvesting easier. This guaranteed them food, rather than relying on the wind and weather to be good enough for sailing. They understood how to bait fish in by creating an environment full of food to attract them, then they would put slotted gates at the openings, trapping them inside. This meant that the fish populations would continue to grow and that they could remove any predators from the area.

SOURCE 2 Today, modern Hawai'ians are reviving fish ponds to bolster the populations' food source in an environmentally friendly way.



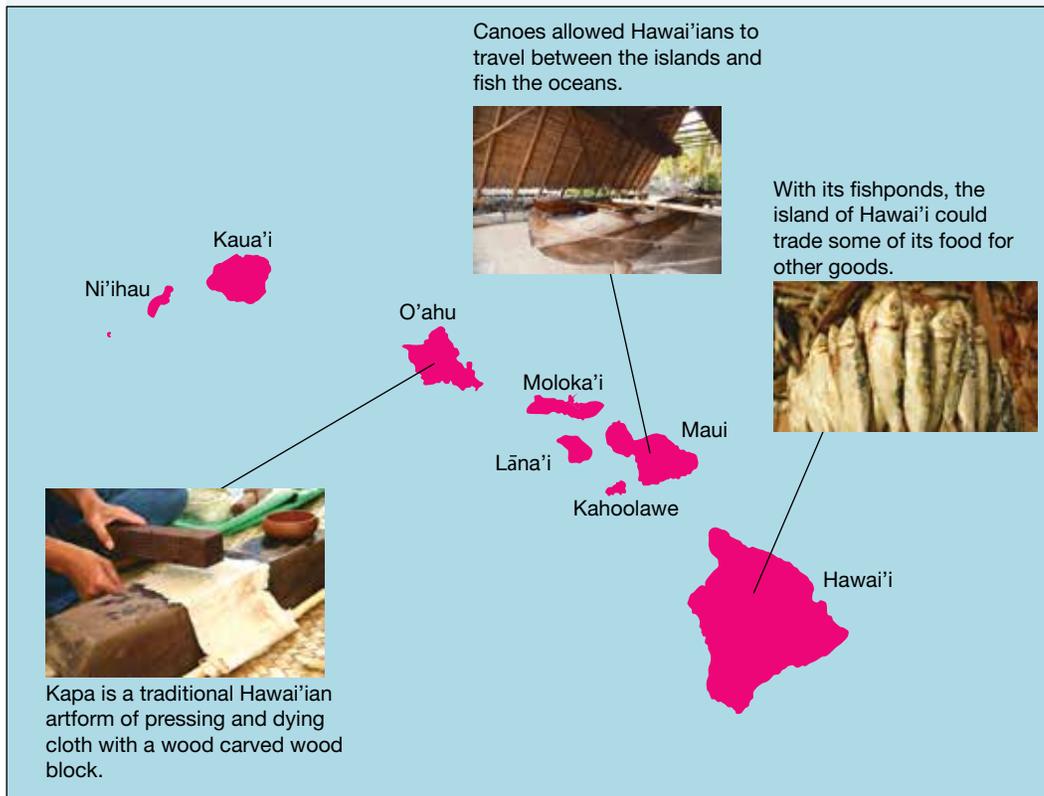
trolling lure a hook designed to trail behind a boat or canoe and mimic dying, injured or fast-moving prey

Fish wasn't the only part of the Hawai'ian diet, though. The *ali'i* were the managers of the land itself and set the *maka'āinana* to work it and farm food and materials for the whole island to use. It was not believed that anyone 'owned' the land, but rather that it belonged to the gods and that the *ali'i* were just custodians.

Inter-island relations

Prior to the 1800s, there were many separate communities in Hawai'i. Each island had its own *ali'i nui* (supreme ruler) who controlled the land and the people on it. There was a great deal of conflict between these tribes, but more often there was trade and collaboration. Families became experts in their crafts and produced high-quality goods to share with each other. Quickly, islands became specialised in certain goods that they wanted to trade.

SOURCE 3 A map of the Hawai'ian Islands showing what each community traded with others.



The Hawai'ian islands also interacted in different ways. They loved athletic competitions and champions would often be sent to represent their island — from surfing, swimming, wrestling, boxing and running, they would try to prove themselves the best for their island. One sport involved throwing spears at other contestants, so there was a lot at stake for the champions.

11.5 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Juan Gaetano may have come to Hawai'i much earlier than the English. However, despite evidence supporting his visit, many historians are hesitant to recognise him as the first European to visit.

- 1. Conduct** some basic research to learn more about Juan Gaetano and the theory of his visit to Hawai'i.
- 2. Explain** why you think historians don't believe Gaetano visited first.
- 3. Propose** your own arguments to support Gaetano's visit.
- Until recently, much of United States and English history has been diligently collected and curated by people of English descent. To what extent do you think this influences the opinion that Cook (an Englishman) was the first outside contact with Hawai'i?
- 5. Compare** this narrative with what you understand of Australia's history. What similarities, and what differences, do you notice?

11.5 Exercise

Learning pathways

■ LEVEL 1

1, 3, 5

■ LEVEL 2

2, 4, 6, 8

■ LEVEL 3

7, 9, 10, 11, 12

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Check your understanding

- Invaders followed the first Hawai'ian settlers from which other Polynesian region?
 - Otaheite
 - Aotearoa
 - Rapa Nui
 - Spain
- Recall** the Hawai'ian term for the 'supreme ruler' who controlled an island.
- The voyage shown in **SOURCE 1** shows the ship named *Wa'a kaulua* / *Hökūle'a* / *maka'āinana* arriving in **Honolulu / Kahulul / Hilo**. This trip took **21 / 32 / 45** days and was done **with / without** modern equipment.
- Explain** why modern Hawai'ians might start using fish ponds again.
- Put the following events in order (earliest at the top) by numbering them 1–4 on the left.
 - Assign each event a date based on the content in this lesson.

_____ Captain James Cook arrives _____th century

_____ First waka arrives in Hawai'i _____rd century

_____ Invaders from Otaheite _____th century

_____ Juan Gaetano may have visited the islands _____th century
- Explain** why the *Hökūle'a* needed a navigator who was not of Hawai'ian heritage.

Apply your understanding

Communicating

- What does Kānaka Maoli mean? **Explain** why they might have given themselves this name.
- Discuss** why islands would have sent champions to represent them in athletic competitions. What was gained from this practice?
- Fish traps meant that Hawai'i had enough food to support its people. Do you believe that this practice was sustainable? **Justify** your response.
- Analyse** what evidence there is to support explorers meeting the Hawai'ian Polynesians before Captain Cook arrived in 1778.

Historical perspectives and interpretations

- Determine** how an event such as the voyage of the *Hökūle'a* in 1976 provides important evidence for historians studying Polynesian expansion.
- The *kauwā* (slaves) had no rights and could not move outside of their station. **Propose** why you think the people of Hawai'i wanted to have a caste like this.

LESSON

11.6 Who were the people of Aotearoa?

LEARNING INTENTION

By the end of this lesson you should be able to describe the community and conflict of the Māori. You should also be able to explain how Aotearoa was found and why this tribe was different to other Polynesians.

TUNE IN

As **SOURCE 1** shows, New Zealand is far further south than other Polynesian settlements.

SOURCE 1 Polynesian explorers had to travel a vast distance to reach Aotearoa.



1. What challenges do you think being this far south would pose to the people settling this area?
2. Consider what you know about how Polynesians lived and what might have to change if they wanted to stay in this new land.

11.6.1 The land of the long white cloud

Historians are not certain when and why the human settlement of New Zealand began. Archaeological evidence suggests that sometime between 800 and 1130 CE, a small group of Polynesian people, perhaps even a single family, sailed from the Kūki 'Āirani (the Cook Islands) to the coast of what would become Aotearoa.

Why?

There is not enough evidence to give a definite answer to the question of why the first settlers came to New Zealand. Some theories are:

- an escape from war or disease
- a search for land and resources because of island overpopulation
- a spirit of adventure developed through sophisticated skills of navigation
- a planned short voyage of exploration was blown off course.

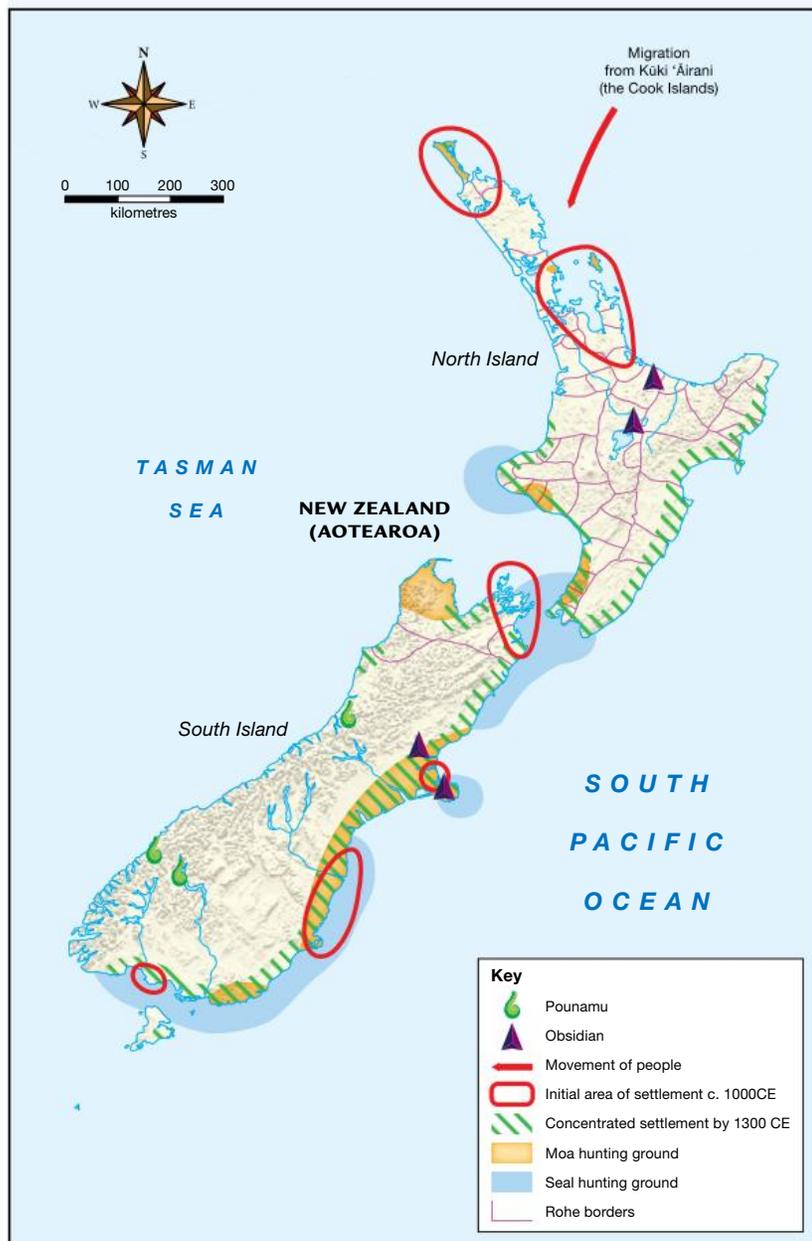
Although none of these has been definitively proven, most historians agree that the voyage to New Zealand was intentional and carried out by careful planning and skilful exploration. In support of that theory, it is argued that a raft or canoe blown off course would not have had enough people or supplies to establish a long-term settlement.

When?

Archaeological evidence indicates that the western Pacific region, including South-East Asia, New Guinea and Australia, was settled long before the islands of New Zealand. First Nations Australians arrived in Australia at least 50 000 years ago and the Polynesian islands were settled more than 3 000 years ago. In contrast, New Zealand was first settled only about one thousand years ago.

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SOURCE 2 A map of New Zealand showing the areas of Māori settlement, hunting grounds of the moa and deposits of pounamu and obsidian. All of these aspects of the land would play an important role in the development of the Māori culture.



Source: Map drawn by Spatial Vision.

11.6.2 The geography of Aotearoa

The small coral **atolls** and volcanic outcrops of the tropical Pacific islands provided the Polynesian people with the opportunity to farm and fish for their food. Most Polynesian communities continued to live more from the sea than from the land. But in settling Aotearoa the Māori had to adapt to a new climate. They brought with them many of the plant and animal sources they needed to survive, but they also exploited the natural resources of the new land.

Aotearoa was the final frontier for the Polynesian explorers and became the largest Polynesian island home. In fact, the two main islands of New Zealand are larger than all the other islands of Polynesia combined. Because of the size of the population and the advanced technology available to them, we know much more about life in Aotearoa than about other cultures discussed in this topic.

Aotearoa presented a very different climate and natural environment. This new land was large and cold. It had heavy forests full of huge trees covering thick beds of ferns that grew right down to the coastline. More than 500 million years of volcanic activity formed the great central mountain ranges, a strange and wonderful landscape covered in ice and snow. A string of volcanoes stretching from White Island in the Bay of Plenty to the heart of the North Island created **thermal** springs, **geysers** and hot mud pools.

New Zealand had been part of the great southern continent called Gondwana (formed when the original continent of Pangaea broke apart) millions of years before the arrival of the Polynesians. Gondwana also included Australia and Antarctica. Before the age of mammals began, the great landmasses drifted away from each other and became separated by vast seas. The seas around New Zealand became rough and were swept by powerful ocean currents.

atoll a circular coral island often enclosing a lagoon
thermal relating to heat or temperature
geyser a hot spring sending a jet of steam and boiling water into the air

SOURCE 3 An aerial shot of Whakaari, or White Island, and its active volcano. The island, uninhabited today, was a favourite hunting ground for Māori clans. In 2019, an unexpected eruption caught tourists on the island by surprise and led to 22 deaths.



DISCUSS

The impact of humans on Aotearoa has been one ecological disaster after another. Discuss as a class.

11.6.3 The Māori

The first people of New Zealand are known as the Māori, meaning ‘original people’. By the time of Captain Cook’s arrival in 1769, the Māori population of Aotearoa is believed to have been approximately 150 000. The Māori named their land *Aotearoa*, meaning ‘the land of the long white cloud’. Māori legend claimed the first explorer to reach Aotearoa was the navigator Kupe. He was accompanied by his wife, who called out *he ao*, meaning ‘cloud’, when she first sighted the North Island. It is said Kupe used the stars to guide him across the Pacific to find the long white cloud of Aotearoa.

A person’s status or importance in society was of great significance to all Polynesian cultures. **Anthropologists** describe the structure of the Polynesian societies as being hierarchical, meaning a structure in which different groups of people have a particular rank or position of importance. A man’s rank or importance within the *iwi*, or tribe, determined how much political power he could have.

SOURCE 4 Many paintings of early European arrivals to Polynesia, such as *View of Huaheine* by John Cleveley the Younger, c. 1788, show a very romantic view of those early encounters.



Māori development in Aotearoa

From the Polynesian arrival in Aotearoa to the modern day, historians divide the history of the Māori into four periods:

Nga kakano

The East Polynesian or Archaic period, also referred to as *Nga kakano*, meaning ‘the seeds’, spanned from about 800 to 1200 CE. This is the time of the first Polynesian settlers and their immediate descendants.

The people of this period are also known as the Moa hunters. It was a time of discovery and adaptation to the new land. The farming way of life did not immediately develop in Aotearoa because the Moa hunters survived well on a hunter–gatherer lifestyle.

anthropologist a person who studies the culture and beliefs of different groups of people

Te tipunga

The *Te tipunga* period, meaning ‘the growth’, began on the North Island during the thirteenth century and had spread across Aotearoa by the sixteenth century. It was the era of expansion when the Māori discovered and settled the more remote areas of their land and began developing their unique cultural traditions, beliefs and art.

Te puawaitanga

The Classical Māori period dated from the sixteenth to the nineteenth century. During this time, the earliest European explorers and settlers of Aotearoa recorded the features of Māori classical society and culture. This period is known as *Te puawaitanga*, or ‘the flowering’, because it is regarded as the time when the most beautiful Māori art was created.

Te huringa

The final period from the nineteenth century to the present is known as *Te huringa*, or the ‘turning point’, because it is the time of increased Māori contact with Europeans and the introduction of the modern world into Māori culture.

11.6.4 Carving out a history

Traditional Māori carving, known as *whakairo*, is famous for its detail and beauty, and took great skill to create. For this reason, the Māori held the talent of the wood carver in very high regard. The earliest carving tools were made from seashells and stone, such as obsidian, that was sharpened over many months in preparation for carving. The thick forests of Aotearoa provided a plentiful supply of high-quality timber for the Māori craftsmen.

SOURCE 5 A modern Māori whakairo craftsman



SOURCE 6 An early twentieth-century image of a Māori elder next to a detailed carving



Māori carvings expressed religious beliefs, myths and images of gods. The finest examples of Māori art and carving were created for the *whare runanga*, because this was the cultural centre of the village. Supporting posts were often carved with images of the seven canoes ancestors, and interior wall panels featured ancestral figures. Bows of canoes also often displayed ornately carved and ferocious faces.

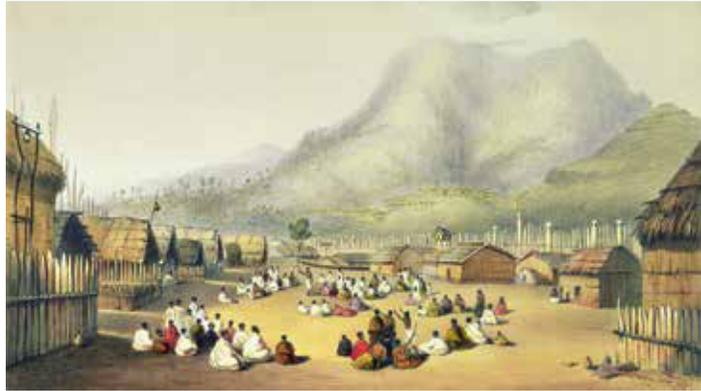
11.6.5 The community

The general term to express the many groups and levels of traditional Māori society is *tangata whenua*, meaning the ‘people of the land’.

The *whanau* was the family unit at the core of Māori society. The family and the other members of the *hapu*, or clan group, decided where individuals lived, who they married, who they were friends with and who they fought. Village communities ranged in size from just a few families to over 500 people.

Land and most of the property was communally owned. Absolute ownership of land was not common. In fact different families or tribal groups could have different rights to the same piece of land. For example, one family might have the right to catch birds in the forest while another might be allowed to fish in the nearby water or grow crops in the same area.

SOURCE 7 *Tu Kaitote, the Pa of Te Whero Whero*, by George Angas. Painted c. 1845, this image shows a community meeting being held on the marae.



The village

On occasions when community meetings were held the people gathered in the open courtyard, called the *marae*, in front of the more formal meeting houses, known as the *whareniui*. The traditional Māori *pa*, or village, was designed around the *marae* because it was regarded as the spiritual centre of the village. It was on the *marae* that celebrations were held, the dead were mourned, guests were greeted and important matters were discussed.

The *pa* were often built on ridges and locations that could be easily defended. Rivers and lakes were also often used to provide natural barriers against enemy attack. Defences were completed by trenches, earth ramparts and palisades built from large sharpened stakes that were lashed together for strength.

The Māori were very successful farmers. Agriculture led to the construction of larger and more permanent village settlements. Village life was organised around food gathering and growing and warfare.

11.6.6 Trade

In Aotearoa, constant warfare did not stop a network of trade developing between Māori tribes. Trade was important because food sources and natural resources were not evenly spread across the islands. Greenstone called **pounamu** was a type of jade found only in three small regions of the South Island. The South Island tribes mined the rich pounamu deposits and then shipped the treasured stone by canoe to the coastal villages of the North Island. Pounamu was the most valuable trade item, desired both for beauty and hardness. It was used to make weapons and ornaments. The stone was so important to Māori culture that the entire South Island was named *Te Wai Pounamu*, meaning ‘place of the pounamu’. According to Māori belief, the pounamu came from the earth and was under the guardianship of the god Poutini.

pounamu A general term for several types of hard green stone found in New Zealand which were highly valued by the Māori

11.6 SKILL ACTIVITY: Historical perspectives and interpretations

Māori culture has a strong presence in New Zealand today. Although steps are being taken to recognise the impact of First Nations Australians on modern culture and of European settlement on their way of life, there is still a long way to go.

1. **Explain** why you think New Zealand has been more effective in integrating Māori customs and culture into modern life.
2. **Propose** the steps Australia could take to recognise and integrate First Nations heritage more fully. Steps such as acknowledgement of country and official recognitions are excellent, but are very ceremonial.
Consider what could be done more broadly in everyday life.

11.6 Exercise

learnon

11.6 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
4, 5, 6, 8

■ LEVEL 3
7, 9, 10

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Check your understanding

1. **Identify** what natural phenomena assisted the early navigators of the Pacific Ocean. **Select** all that apply.
 - A. Knowledge of the constellations
 - B. The behaviour of fish and whales
 - C. Flight or migration patterns of birds
 - D. The weather
2. The third period of Māori history is called 'the flowering'. True or false?
3. **State** why it is considered unlikely that the first voyages to New Zealand were accidental.
4. **Define** the following terms.

Māori

He ao

Iwi

Te tpiunga

5. In your own words, **explain** how New Zealand came to be known as the 'land of the long white cloud'.

Apply your understanding

Using historical sources

6. Using **SOURCE 7**, **identify** natural and man-made defences that the Māori exploited or made to protect their village.
7. **Examine SOURCE 2**. Decide which period of Māori history it is depicting: Nga kakano, Te tipunga or Te puawaitanga. **Justify** your answer.
8. **Clarify** why the concentrated settlements are mainly in coastal regions.

Communicating

9. **Compare** and **contrast** the discovery and settlement of Aotearoa to the experience on Rapa Nui.
10. Using the information in this lesson, **create** a timeline reflecting the four periods of Māori history. Label each period with its key features, including the arrival of Captain Cook in New Zealand.

LESSON

11.7 Were customs and culture the same everywhere?

LEARNING INTENTION

By the end of this lesson you should be able to recognise the artistic achievements of Polynesia. You should also be able to compare the similarities and differences between several Polynesian cultures and consider how modern art helps with self-expression.

TUNE IN

Spiritual belief helps people explain the world around them and give reasons to the way things are.

Pretending you have no scientific understanding, what explanations might you give for:

- rain
- sunrise and sunset
- warmth
- where language comes from.

SOURCE 1 A geyser in Rotorua, New Zealand. This phenomenon can be explained through scientific study, but in the past it would have been understood to be a manifestation of mana.



11.7.1 Tapu and mana

Polynesian life was guided by a sacred law known as tapu (in Hawai'i, this was kapu), meaning taboo. Those people who broke tapu were doomed to meet with misfortune, sickness or death. In Hawai'i, for instance, touching the shadow of the ali'i was a punishable offence as it meant that his mana, a form of spiritual energy and life, was being stolen. In Aotearoa, only the tohunga, or spiritual leader, could declare or release tapu.

Mana, or spiritual energy, was also used as a way to explain the world and the curious things Polynesians found along their journey. They believed it was present in all things, both living and non-living. For instance, the Māori believed that their gods brought fire to the shores of the islands which manifested as volcanoes, hot springs and bubbling pools of mud as in Whakarewarewa today.

The gods, or *atua*, were the sources of mana and tapu, and only through the protection given by the *atua* could humans be saved from evil. Objects that were declared tapu had to be given the highest respect. Forests and fishing grounds could be tapu during particular seasons of the year; burial grounds were tapu; and the possessions of a dead person were tapu until cleansed by a tohunga.

11.7.2 The importance of art

Each Polynesian settlement was cut off from the others, so unique and varied forms of art and expressions of culture and heritage grew independent of each other. There are still links between these cultures as the roots they grew from are intertwined, but every society expressed themselves in a new way.

Art was a way of expressing status and tribal differences. Art became a part of everyday life; even the simple shape of a fishhook could be made into an object of great beauty when it was polished and crafted with skill. Every prized possession was decorated; canoes and paddles, musical instruments and hair combs, storehouses and gateways all displayed the fine artwork of the Māori people.

The Kānaka Maoli of Hawai'i developed the hula, a mixture of dance and chanting which was created after they arrived at their destination. **Petroglyphs** have also been found there and on a few other islands across the Pacific.

The Māori people of Aotearoa expressed their culture and beliefs through a range of arts and customs. The broad range of materials available provided a rich variety for artists and craftsmen to work with.

SOURCE 2 A petroglyph found on Rapa Nui



petroglyph a form of art where rocks are carved with images

11.7.3 Tiki

The art of wood-carving is central to many Polynesian cultures. Tiki is a term used by the Māori in the past to describe a large humanoid statue carved of wood. Its name comes from their story of the first man, Tiki, from which everyone is descended.

Variations on this form of art can be found all over Polynesia, from the ti'i in Otaheite (Tahiti) to the ki'i in Hawai'i. Although the Rapanui don't have an example of this particular art, it is very similar in some ways to the mo'ai which decorate their island. The carved tiki figures are found across many Polynesian cultures; in fact, *tiki* is also a general Polynesian term meaning 'carving'.

The most valuable Māori carving was the hei-tiki (see **SOURCE 3**). Archaeologists believe that in classical Māori culture the hei-tiki was worn only by men and women of the highest rank on ceremonial occasions, often hanging from a flax cord around the neck. The hei-tiki represented a human figure, neither male nor female, with the head tilted to one side and usually shown with hands placed on the hips. Many hei-tiki had their own personal name and traditional histories that could be traced back through generations of the one family.

The traditional meaning and origins of the hei-tiki are not completely understood by archaeologists. Some suggest the figure comes from Māori mythology and the story of Tiki, the first man created by the atua Tane.

SOURCE 3 A traditional hei-tiki ornament, showing the head tilted to one side and with hands on hips.



11.7.4 Tatau

During his eighteenth century journeys of exploration, Captain James Cook wrote about the Polynesian art of skin decoration known as *tatau*. The British called it ‘tattoo’. Archaeologists believe that the Lapita people, ancestors of the Polynesians, were tattooed over 3500 years ago and carried the tradition with them on their great journeys of Pacific migration.

In Polynesia tatau came to have great cultural and spiritual importance. Tatau gave Polynesians status because it signalled strength and power. The most elaborate tatau were reserved for the chiefs and warriors. A straight blade or bone chisel was used to inject a sooty pigment into the skin, leaving a grooved scar with the appearance of a carving. Māori tattooists were regarded as master craftsmen who took many years to perfect their skills. The colonising British outlawed the practice because it was considered the devil’s art, but it saw a revival in the twentieth century.

Ta moko

The practice of classical Māori tattooing is called *ta moko*. In traditional Māori society men were marked on the face, buttocks and thighs. Facial tattoo patterns were of greater significance to the identity of a person than their natural facial features. Women were tattooed on the face and breasts. The painful process was an initiation and rite of passage taking many years to complete.

Tatau represented culture and belief to the Polynesian people. Moko showed Māori rank, **genealogy** and tribal history. Moko designs were a personal statement of Māori identity that could never be lost or stolen. Only death could destroy the moko.

SOURCE 4 This early European depiction of a Māori chief shows the intricately carved comb and jewellery that reflected social status. The tattooing is also visible.



aud-0463

SOURCE 5 Captain James Cook’s description of the Māori moko

The marks in general are spirals drawn with great nicety and even elegance. One side corresponds with the other. The marks on the body resemble foliage in old chased [engraved] ornaments, convolutions of **filigree** work, but in these they have such a luxury of forms that of a hundred which at first appeared exactly the same no two were formed alike on close examination.

genealogy the study of the past and present members of a family
filigree a type of delicate ornament made from fine threads of metal

DID YOU KNOW?

Legend says that tatau began when a young man called Mataora fell in love with a princess of the underworld called Niraweka. One day in a fit of rage Mataora struck Niraweka and she fled back to the underworld. He followed her and when he finally arrived at the realm of the underworld his face paint was messed and dirty from the voyage.

He begged forgiveness for his wrongdoing but was mocked for his unkempt appearance. However, he was forgiven and Niraweka’s father offered to teach Mataora the art of ta moko, which he then brought back to the human world.

11.7 SKILL ACTIVITY: Communicating

Art today doesn't always have a spiritual significance, but it is always an expression of culture. Just like the people of Polynesia, we express ourselves through architecture, song, body modification and other aesthetic choices.

1. **Identify** how we modify our bodies today for the purposes of beauty.
2. What self-expression comes from altering your body? **Explain** why you think people are so keen to change things about themselves.
3. **Examine** the room or building you're in. Someone designed it to be this way and give a mood, message or style. What is that, and what makes you think this?
4. Polynesian culture is integrated into many modern cultures. In 2020, Nanaia Mahuta was elected to be New Zealand's Foreign Minister. She has traditional ta moko face tattoos. Why do you think so few Australian politicians have tattoos?



11.7 Exercise

learnon

11.7 Exercise

Learning pathways

■ LEVEL 1

1, 3, 4

■ LEVEL 2

2, 5, 9

■ LEVEL 3

6, 7, 8, 10

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Check your understanding

1. What did the whakairo express? **Select** all that apply.
 - A. Religious beliefs
 - B. Myths
 - C. Animals
 - D. Images of gods
 - E. Family members
2. Archaeologists believe that in classical Māori culture the _____ was worn only by people of the highest rank.
3. **Determine** whether each of the following statements is true or false.
 - a. Fabric, clothing and ornaments helped Māori society differentiate status.
 - b. Men wore combs in their hair and earrings of shark teeth.
4. **State** three reasons why art was valued in Māori culture.
5. **Explain** how the Māori exploited their natural environment to create whakairo.

Apply your understanding

Using historical sources

6. **Explain** why the hei-tiki was only worn by Māori of high rank.
7. **Examine SOURCES 2 and 3.** What conclusions can you make about Māori craftsmanship?
8. Using **SOURCE 5** as evidence, **interpret** Captain Cook's attitude towards ta moko.
9. **Identify** four features in **SOURCE 4** that convey the status of this Māori ariki (chief).
10. Using the sources in this lesson, **summarise** how dress and ornament were used to display position in Māori society.

LESSON

11.8 What happened when Polynesians settled and stayed?

LEARNING INTENTION

By the end of this lesson you should be able to consider the impact that humans can have on local plant and animal life and reflect on why people come into conflict. You should also be able to describe the lifestyle of the Māori and the way they built their villages

TUNE IN

The takahe (a flightless bird) was hunted almost to extinction. Today, many other species are facing the same fate due to climate change, impacts on their environment and human actions.

Brainstorm some ways that we can reduce our impact on at-risk species. You might like to focus on one particular group, such as:

- gorillas
- tigers
- elephants
- turtles
- rhinos.

SOURCE 1 The takahe



11.8.1 Living with a new land

While all Polynesian cultures have ties to each other and share a common ancestry, there are clear differences between them. From clothing to food, language and art, every Polynesian culture is unique. Given the amount of time between the settlement of Hawai'i, Rapa Nui and Aotearoa, followed by the amount those cultures grew after they arrived, it's not surprising that there would be some key differences.

We have the most detailed knowledge of the arrival of the Māori, so they're a good focus for this lesson.

At first, the Māori continued to live according to their ancient Polynesian customs and traditions, despite the changed climate and landscape. The Great Fleet had brought both people and food plants such as taro, yam, gourd and kumara to New Zealand. The first settlers also transported from Polynesia the *kiore*, which was a species of rat, and a dog called the *kuri*.

Settlements spread along the coastal regions of both islands and the Māori began to adapt. The introduced tropical plants were cultivated in the North Island, and the Māori learned to hunt and fish in their new land. The roots of the native fern and the New Zealand cabbage tree were eaten, and fibre from the native flax plant was used to make cloth to replace the bark cloth, called *tapa*, produced in the other Polynesian societies.

11.8.2 Rāhui

Wherever they went, Polynesian settlers had to adjust their lifestyle to the new environment they found themselves in. Failure to do this led to overworking the land and using up its resources. Although there are a few different terms, a rāhui was sometimes practiced throughout Polynesian cultures and is still used in some circumstances today. Rāhui translates to ‘prohibition’ and is tied to the concept of tapu.

The aim is to ensure that resources are not over-used and that human impact on the environment doesn’t damage it beyond the point of return. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to conserve limited food supplies and other natural resources. All Māori tribes accepted the principles of rahui.

Unfortunately, rahui came too late for some elements of New Zealand’s environment. The introduction of dogs and cats meant that the habitats of flightless birds like the takahe (see **SOURCE 1**) were destroyed, and this alongside over-hunting meant that they disappeared. It wasn’t until 1948 that these unique birds were rediscovered deep in the mountains.

The moa was another flightless bird which was hunted to extinction. It became an abundant and important food source, with both the meat of the bird as well as its large eggs providing a lifeline for the Māori. The bones of the bird were used to make ornaments and fishhooks, and even the shells of the giant eggs were used to carry water. The meat of the moa could be preserved and became a valuable trading good.

DID YOU KNOW?

There are many examples of flightless birds around the world, including the emu, cassowary, kiwi and penguin, but the moa was unique — it had no wings. All other birds have some form of wing, even if it is a small stub of ‘evolutionary leftovers’. But the moa simply had no appendages at all where wings would normally be.

11.8.3 The pa

The extinction of the giant moa threatened the survival of the Māori people. Fortunately, the Māori were not isolated on a small island like the people of Rapa Nui and still had access to timber for sailing vessels. Therefore, many tribes were forced to migrate when the moa was no longer able to provide a reliable source of food. Because of this migration north, the Māori population of the South Island declined.

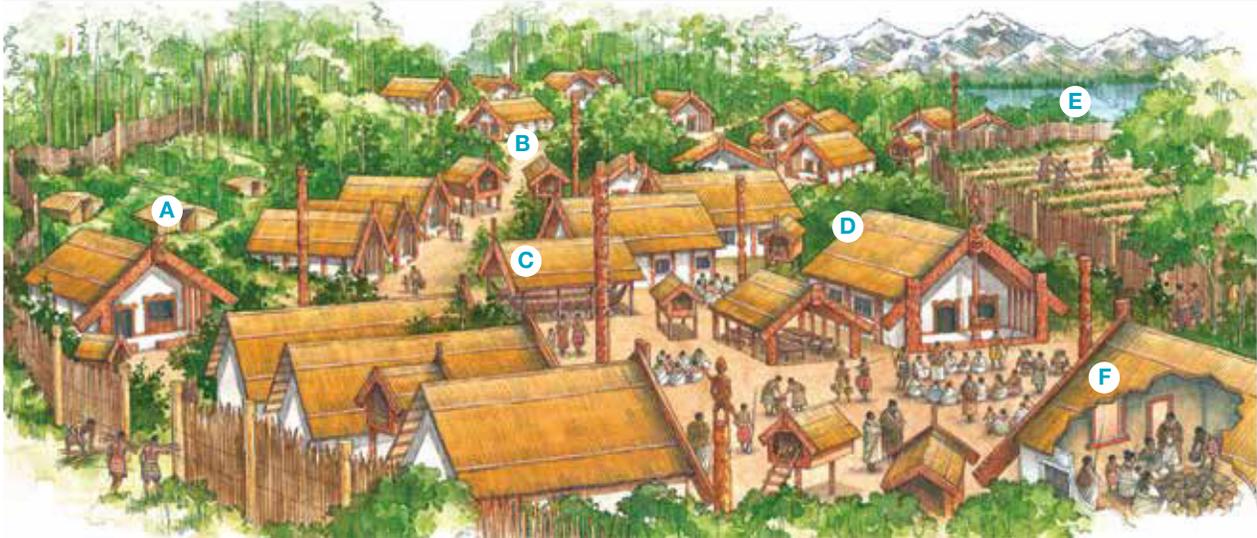
Around the fifteenth century, larger permanent settlements began to be built. People had to turn to other sources of food such as shellfish and a fern root known as *aruhe*. Aruhe is an important source of carbohydrates and added much to the Māori diet. Indeed, it became a staple food even when taro or sweet potatoes were available. Despite being a difficult food to prepare, aruhe provided the stable crop production necessary for the growing Māori population.

Gardening replaced hunting as the main way of obtaining food. Competition for land increased and slaves were used to do much of the hard manual work. Due to these changes, Māori culture moved into what historians call the Classical period.

The *pa*, or fortified village, first emerged around the fifteenth century. The Māori lived in a *whare*, or house, within their fortified villages. They dug out the floors of the whare to keep the warmth in. The construction of the whare varied according to location and tribal tradition. The whare was commonly built with a framework of branches from the small *manuka* tree and then thickly thatched with the leaves of a large water plant called *raupo*.

There were many other aspects to the pa, as can be seen in **SOURCE 2**.

SOURCE 2 A modern artist's impression of a Māori pa



- A** Storage pits covered by low roofs, often used for storing vegetables
- B** *Pataka* — storehouses built on platforms so rats and dogs could not steal the fish, meat, berries, and other food and goods. Weapons and other valuables were also kept in the pataka.
- C** Shelters for canoes and cooking sites
- D** *Whare runanga* — the meeting house was the focus of all cultural and tribal activities. It was a sacred building filled with symbolism. The house construction represents a man's body, with the first **rafter** being his extended arms stretching down to his fingers. The rafters following the arms represent the man's rib cage. A tekoteko carving is located at the front peak of each whare runanga. The tekoteko represents a protective tribal ancestor standing watch over the marae (courtyard). The ancestor's protective power is known as the mana.
- E** The village water source was not usually located within the boundary of the wooden fence. Water was carried every day from the outside wells and rivers. Firewood was also collected from afar. A large area of countryside was needed to provide the tribe with food. Gardens of kumara (a type of sweet potato) were dug with long wooden sticks called ko.
- F** *Whare whakairo* (literally translates to 'carved house') — the family home of the village rangatira. A large pit filled with hot rocks was located at the centre of the whare whakairo to keep the family warm at night.

rafter sloping timbers supporting the outer covering of a roof

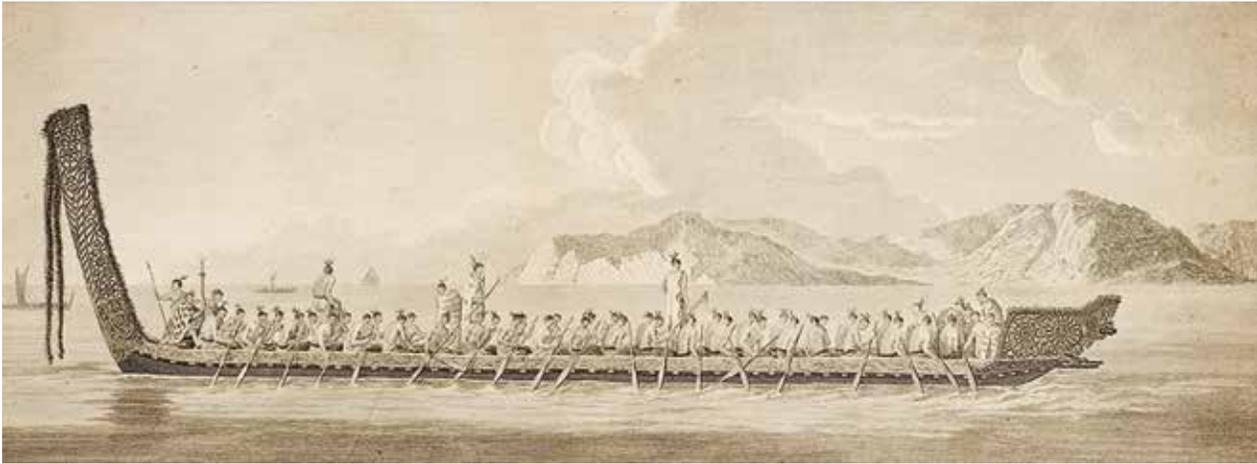
11.8.4 Warfare

Power in Polynesian societies could be inherited, but it could also be gained through war. From the earliest times, warfare and the position of the warrior was a very important part of Polynesian culture. The Polynesian rulers maintained their authority over their people through brutal punishment, ritual and battle.

The leaders of Tonga, Hawai'i and the tribes of Aotearoa were in command of highly trained and disciplined warriors who pledged and demonstrated their obedience through rituals and ceremony. Warfare could begin as revenge for insults or kidnapping, or it could consist of larger battles over land or resources. At times, Polynesian warfare could be large-scale invasions of groups of islands involving thousands of warriors.

Every Polynesian island community has an oral history telling of fierce conflict over land or political power. In Otaheite (Tahiti) and Aotearoa, the constant tribal warfare made it impossible for a single ruling royal family to take control. There was no concept of nationhood. Sometimes large iwi groups would temporarily join together under the control of an ariki, the supreme chief, to conduct larger scale warfare, hunting parties or trade.

SOURCE 3 The Māori war canoe was up to 40 metres long and could carry dozens of warriors. It was formed from a large hollowed-out tree trunk that was then intricately carved and decorated, as shown in this etching, c. 1773.



SOURCE 4 The patu, shown below, was one of the hand-held weapons used by Māori warriors. Weapons were usually made from wood or bone, but the prized *mere* was like a club carved from the rare pounamu, found only on the west coast of the South Island. Weapons were sacred and were handed down through the generations.



Some of the first Europeans in New Zealand in the early nineteenth century were impressed by the courage of the Māori, but also shocked by the violence and incidence of **cannibalism**. The rangatira (chief) of a defeated tribe could be eaten by the enemy as a symbol of their victory and the end of his mana (power). The heads of important fallen enemies were preserved by smoking and oiling.

cannibalism the practice of eating human flesh

SOURCE 5 Prior to charging the enemy, Māori warriors often performed a war dance (haka), both to prepare themselves mentally for the battle and to strike fear into the enemy.



SOURCE 6 The haka is now performed to recognise heritage or by sporting teams before a big game. Many New Zealanders also incorporate it into wedding ceremonies or important events.



11.8 SKILL ACTIVITY: Questioning and researching

Within this lesson, there is a far greater amount of discussion about Māori lifestyle than other Polynesian cultures.

1. Why do you think there is such a wealth of knowledge available on Māori history compared to other Polynesian cultures?
2. What information is not included about Hawai'i, Rapa Nui or any other Polynesian culture which you think would be interesting to know?
3. **a. Conduct research** and collect a series of primary and secondary sources on a Polynesian culture of your choice.
b. Discuss how they adapted to the land they found themselves in and built a new life from the roots of Hawaiki.

11.8 Exercise

learnon

11.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6, 9

■ LEVEL 3

7, 8, 10

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Check your understanding

1. Warfare was integral in Polynesian societies with weapons being carved from wood or **stone / bone / clay**. Warfare was an important expression of their **power / culture / insecurities**. Polynesian warriors were held in high esteem from earliest times. Warfare was used to gain and protect property including land, to revenge kidnappings and killings, and **visit / purchase / invade** other islands.
2. The Māori population of the South Island declined due to war. True or false?
3. What strategies did the Māori people use to intimidate enemies? **Select** all that apply.
 - A. Ritual dance (haka)
 - B. Firing cannons
 - C. Shrunken heads of fallen enemies
 - D. Fighting at close quarters using the patu
 - E. Sneak attacks
4. **Explain** how the construction of the pa or Māori village reflect their values and customs.
5. **Explain** the meaning of rāhui. What was its benefit?

Apply your understanding

Using historical sources

6. **Examine SOURCE 3**. What other warrior culture does this scene resemble?
7. What can you **determine** about Māori warfare from the size of this vessel in **SOURCE 3**?
8. **Using** evidence from **SOURCES 2–6**, as well as the information in the lesson, **propose** reasons why the Māori developed such a strong warrior culture.

Communicating

9. Do you think the personal qualities of the ariki — wisdom, authority, excellence and inherited power — have modern-day equivalents? **Identify** a profession or position in which these characteristics are valued.
10. Imagine you are a visitor to a pa. Refer to **SOURCE 2** and the text to **create** a diary entry recording a typical day of village life. Provide details of the daily activities you see taking place, the pa layout and the design and purpose of the buildings.

LESSON

11.9 INQUIRY: Religion in Polynesia

LEARNING INTENTION

By the end of this lesson you should be able to better understand the complexity of religion in Polynesia and its influence historically.

The Polynesian **cosmology** is diverse and complex, and each new branch of explorers built their own version. Below is a collection of major **deities** from Rapa Nui, Hawai'i, and Aotearoa.

Rangi and Papa	Māui	Hina/Sina
Kāne	Kanaloa	Lono
Kū	Make-make	Hotu Matu'a
Tangata manu	Haumiatiketike	Tangaroa

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Select three of the deities from the table above to research and find answers for. Use the questions below to guide your **research**. You may also come up with some of your own.

- What culture do they belong to?
- What are they responsible for?
- How do they fit into the **pantheon**?
- Are there gods in one of the other Polynesian pantheons who match them or are similar?

Research the questions. Be sure to use multiple reliable sources.

Step 2: Using historical sources

Be sure to use multiple reliable sources.

As a historian, you need to be able to **identify** sources and their usefulness to answering your question. An OPCVL analysis is a great way to quickly **identify** information about sources.

cosmology the world view of a group of people, including gods, goddesses, creation stories and explanations for the way things are

deity a god or goddess

pantheon the collection of gods, goddesses and other deities worshipped in a religion

Origin	<ul style="list-style-type: none">• Who created it?• When was it created?• Where was it created?• Is it a primary or secondary source?
Purpose	<ul style="list-style-type: none">• Why was this created?• Who is the intended audience?
Content	<ul style="list-style-type: none">• What information is included?• Is the language objective or does it sound exaggerated or one-sided?

Value	Overall question: why is this source helpful to a historian? <ul style="list-style-type: none"> • Is the author/creator credible/reliable? • Do we see the whole story?
Limitations	Overall question: why is this source helpful to a historian? <ul style="list-style-type: none"> • What is purposefully/accidentally left out? • Is the author/creator biased and trying to show only one side of the story?

When **examining** primary sources, asking these sorts of questions can really help guide your thinking. For instance, if you find a carving or visual representation of a deity, ask yourself these questions before including it (not all questions will apply to every source). Sometimes it can help you avoid less reliable or useful sources.

Step 3: Historical perspectives and interpretations

Because there is so little surviving physical evidence of Polynesian culture from pre-colonial times, we need to rely a lot on European writing from this time. Refer to lesson 11.2 for a deeper exploration of these themes.

When examining evidence about Polynesia, take the time to complete an OPCVL analysis (Step 2). Just because a source is biased doesn't mean it's useless — sometimes it can reveal a lot more because of this! Try to identify a range of sources you can use to support your **discussion**.

Step 4: Communicating

Write out one of the stories surrounding a Polynesian deity. There are some who have many, such as Māui, and some who are only mentioned in the myths about others. Pick one that you think is particularly interesting and retell it in your own way.

Complete your self-assessment using the **Inquiry rubric** or access the 11.9 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39532)

LESSON

11.10 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

Find all this and MORE in jacPLUS



11.10.1 Key knowledge summary

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

11.2: How do we know about the Polynesian expansion across the Pacific?

- Understanding the history of Polynesia is difficult because of the lack of written sources.
- Some physical sources have survived, but due to the materials they are made of they're difficult to find.
- It's important to keep in mind the colonial (mainly European) perspective that comes from written sources. Referring to ancient Polynesian communities with their traditional names can help remove this bias.

11.3 What is the Polynesian Triangle?

- The Polynesian Triangle is a large area of the Pacific Ocean, over 2 000 000 km², where island communities have formed.
- There are more than 20 000 islands, some of them very small, in the area explored by these settlers.
- The people of Polynesia used their advanced understanding of seafaring to navigate to new islands and settle there.
- Movement across the Pacific spanned 10 000 BCE to 1500 CE.

11.4 What happened on Rapa Nui?

- Rapa Nui is also called Easter Island and is the furthest east of all Polynesian settlements.
- Rapa Nui is covered with mo'ai, enormous stone statues of former ariki (chiefs). Many of these stand on ahu, stone platforms near the ocean.
- The population and plant life of Rapa Nui was in decline when it was visited by European explorers. This could have been due to overuse of the forests, conflict between people or the introduction of rats from the earliest settlers. However, more recent studies suggest that it was Europeans themselves who caused the decline.

11.5 What was life like in Hawai'i?

- Settlers could have arrived in Hawai'i as early as the third century CE, and were later invaded by people from Otaheite (modern Tahiti) in 1300 CE.
- The people of Hawai'i called themselves the Kānaka Maoli and had a very rigid caste system.
- It is very unlikely that people arrived in Hawai'i accidentally. In 1976, the Hōkūle'a, a wa'a kaulua (double-hulled canoe) built in the traditional style made the voyage from Hawai'i to Tahiti and back, demonstrating that it was not only possible but likely that they planned to make the trip.
- The people of Hawai'i were experts at fishing and established fish ponds to effectively and sustainably farm fish.

11.6 Who were the people of Aotearoa?

- Between 800 and 1130, a group of settlers arrived from Kūki 'Āirani (the Cook Islands) to the coast of what would become Aotearoa. These people became known as the Māori.
- The Māori named their land *Aotearoa*, meaning 'the land of the long white cloud' because of the cloud that helped them find it.

- The Māori, like many other Polynesian cultures, used wood to carve depictions of stories and express religious beliefs, myths, and images of gods.
- Māori people lived in a communal village. Property was owned and they relied on their ability to farm to build larger and more permanent settlements.
- The Māori traded many goods, but pounamu (greenstone) was the most valuable. It was found on *Te Wai Pounamu* (South Island).

11.7 Were customs and culture the same everywhere?

- Almost all Polynesian communities practiced tapu (taboo) which helped them govern their actions to each other and the land around them.
- Mana (spiritual energy) was affected by tapu and was used to by Polynesians to explain the world around them.
- Art was very important to all Polynesian communities. Although they came from the same roots, each new settlement developed its own set of customs and traditions, including art.
- Tatau (tattoo) was practiced all throughout Polynesia. Examples of tatau have been found in Lapita art as well.

11.8 What happened when Polynesians settled and stayed?

- The people of Polynesia had a great impact on their environment. Many adapted effectively but some stayed with their traditional ways.
- Rāhui (prohibition) was tied to the concept of tapu and helped Polynesians avoid over-using the resources available to them.
- Warfare and conflict was present in many Polynesian communities. The Māori in particular fought over resources and land in Aotearoa and built their villages to be defensible.

11.9 INQUIRY: Religion in Polynesia

- The Polynesian cosmology is diverse and complex, and each new branch of explorers built their own version.

11.10.2 Key terms

anthropologist a person who studies the culture and beliefs of different groups of people

archipelago an area that contains a chain or group of islands scattered in lakes, rivers, or the ocean

atoll a circular coral island often enclosing a lagoon

cannibalism the practice of eating human flesh

caste a social status which is set by birth and passed down from your parents and family members.

cosmology the world view of a group of people, including gods, goddesses, creation stories and explanations for the way things are

deity a god or goddess

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

filigree a type of delicate ornament made from fine threads of metal

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

gourd an edible fruit with a shell that can be dried and used for storage

kumara sweet potato

obsidian a type of rock that is almost like glass

pantheon the collection of gods, goddesses and other deities worshipped in a religion

petroglyph a form of art where rocks are carved with images

pounamu A general term for several types of hard green stone found in New Zealand which were highly valued by the Māori

rafter sloping timbers supporting the outer covering of a roof

taro the root of a plant that is made edible through boiling

thermal relating to heat or temperature

trolling lure a hook designed to trail behind a boat or canoe and mimic dying, injured or fast-moving prey

yam a potato-like tropical plant used as food

11.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How are the people of the Pacific shaped by their environment and heritage?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry questions, outlining your views.

on Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-10716)
Reflection (ewbk-10718)
Crossword (ewbk-10719)

 **Interactivity** Polynesian expansion across the Pacific crossword (int-7591)

11.10 Review exercise

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Multiple choice

1. Which of the following could be found within the boundary of a Māori pa? Select all possible answers.
 - A. Village water source
 - B. Storage pits
 - C. Meeting House
 - D. Cooking sites
2. 'Polynesia' refers to
 - A. the traditional name of Easter Island.
 - B. the traditional name of Hawaii.
 - C. the traditional name of New Zealand.
 - D. a large area in the Pacific Ocean.
3. Rāhui refers to
 - A. the spiritual energy in all things.
 - B. the inked markings many Polynesians had on their skin.
 - C. a way of managing the land.
 - D. a double-hulled canoe.
4. The *Hōkūle'a* set sail in
 - A. 1966.
 - B. 1976.
 - C. 1986.
 - D. 1996.

5. Polynesian history is difficult to study because
 - A. there are so many different cultures to keep track of.
 - B. much of the history has been lost to climate change.
 - C. most Polynesian cultures didn't have a written language.
 - D. All of the above.
6. In Aotearoa, pounamu was
 - A. the totem at the centre of the village.
 - B. a precious green stone.
 - C. the first name of their new home.
 - D. a type of seal.
7. Why did the Kānaka Maoli use fish ponds for farming food?
 - A. It was more sustainable
 - B. It gave them a regular food supply
 - C. It was more effective
 - D. All of the above
8. How large is the Polynesian triangle?
 - A. Approximately 1 000 000 km²
 - B. Approximately 2 000 000 km²
 - C. Approximately 3 000 000 km²
 - D. Approximately 4 000 000 km²
9. Polynesian explorers used rebbelibs (stick charts) to navigate between islands. The shells on these charts represented
 - A. islands.
 - B. currents.
 - C. waves.
 - D. birds.
10. Captain Cook visited
 - A. Hawai'i.
 - B. Aotearoa.
 - C. Rapa Nui.
 - D. All of the above.

Short answer

Communicating

11. **Describe** what the mo'ai, are and why they are found all over Rapa Nui.
12. **Explain** why the most ornate carvings were reserved for the *whare Runanga* in Māori culture.
13. In your own words, **define** *mana* and *tapu*.
14. **Explain** why it's important to recognise the traditional names of the areas in this topic.
15. **Explain** what signs Polynesian settlers would look for to guide them to new islands.

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GLOSSARY

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

ambassador an authorised messenger or representative

anatomical drawing drawing showing the workings of organs and systems of the body

anatomy the scientific study of the structure of the body

anthropologist a person who studies the culture and beliefs of different groups of people

arable land that can be ploughed for crops

archbishop head bishop

archipelago an area that contains a chain or group of islands scattered in lakes, rivers, or the ocean

arsenalotti craftsmen who built ships in Venice

artefact an object made or changed by humans

artillery large mounted firearms such as the cannon

artisan a skilled worker who produces handmade items

atoll a circular coral island often enclosing a lagoon

autonomy the ability to self-govern

barbarian uncultured and uncivilised; not Christian

beri-beri a disease caused by a lack of vitamin B

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

beylik a small territory in Anatolia

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

bishop clergyman who governs a diocese, a large church district

biwa a four-stringed Japanese musical instrument

blasphemy any words or actions that were considered disrespectful or insulting towards God or religion. This included things like cursing, speaking rudely about religious figures or religion, or denying the existence of God. It was considered a serious crime and was punished by fines, imprisonment, or even death.

blockade the shutting off of a location to prevent entry or exit

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

bronze metal alloy mainly of copper and tin

bubonic plague the commonest form of plague in humans, characterized by fever, delirium, and the formation of buboes

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist to do with Buddhism; a follower of Buddhism

bushidō the way of the warrior; the rules that prescribed correct behaviour for all samurai

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

calligraphy the art of beautiful handwriting

cannibalism the practice of eating human flesh

capitalism economic system in which the means of production, distribution and exchange are privately owned

capitalist spirit the way of thinking behind capitalism

cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

caste a social status which is set by birth and passed down from your parents and family members.

cathedral main church of a diocese; contains the bishop's throne

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

cavalry a unit of the army mounted on horseback

centralised control of a country from one central location

chador a dark dress or cloak that covers the body and face below the eyes

chastity choosing not to have sexual relationships

chronicle a record of events as they happened, usually written by a person who was present at the time they occurred

city-state a city that with its surrounding territory forms an independent state

civilian an ordinary citizen

civil servant a person who works for the public

civil war a war between two competing groups within one country

clan a large group of closely related people

clergy officials of the Church

codex a pictorial book

coexist live together at the same time in the same place

concentric having a common centre

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

conscript a person ordered by the government to do compulsory military duty

contestability when particular interpretations of the past are open to debate

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

cosmology the world view of a group of people, including gods, goddesses, creation stories and explanations for the way things are

courier a messenger, often carrying important government documents

cult a system of religious worship

curtain wall outer wall surrounding an inner wall in a castle

daimyō great feudal lord of Japan during the Classical and shōgunate periods

deity a god or goddess

deliberative having the power to make decisions

denomination a religious group, especially an established church

diet the name given to a law-making assembly in some countries

distillation the purification or concentration of a substance

doctrine a collective teaching

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

domain the territory ruled by a daimyō, including the farming and fishing villages within it

dormant inactive or sleeping, with the potential to become active at any time

double-hulled canoe a canoe with two connected parallel hulls — a feature that made it light, fast and stable

dowry a payment of money or goods as part of a marriage agreement

Duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

dyke a barrier or bank of earth for controlling water of the sea or river

dynasty a sequence of rulers from the same family

Early Modern Times the sixteenth and seventeenth centuries

edict order issued by a monarch or other person in authority

endemic normally and regularly found in a particular location or environment

epic a long story in verse narrating the deeds of its hero

excommunicated to be banned from membership of the Church

fallow when a field was left for a period without being sown in order to restore its fertility through the nutrients in the soil

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

filigree a type of delicate ornament made from fine threads of metal

fjord long, narrow inlet flanked by high cliffs and slopes

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

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

fresco a picture painted on a freshly plastered wall or ceiling

friar a member of a Catholic order who was supposed to live in poverty

geld a form of land tax

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

glaze a substance fused onto pottery to give it a glass-like appearance

gourd an edible fruit with a shell that can be dried and used for storage

granary a storehouse for grain

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

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

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

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

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

hereditary passed from parent to a child

heresy opinion that challenged or differed from that of the Roman Catholic Church or the less tolerant Protestant churches

heretic one who rejects the teachings of the Church

heritage everything that has come down to us from the past

Hindu the most ancient of all the main world religions; originated in India

homage pledging duties and loyalty to someone of superior rank in the feudal system

hostage a person kept for security

humanist a doctrine, attitude, or way of life centred on human interests or values

hypothesis (plural: hypotheses) a theory or possible explanation

idolatry the worship of idols

illumination hand-painted illustration in a medieval book

imperial the rule of an emperor or something belonging to an empire

incarnation the representation of a spirit or quality in a living human

indulgence a payment people would make to allow their loved ones to enter heaven

Inquisition body established by the Catholic Church to try people suspected of heresy

kabuki a colourful form of theatre combining play-acting, dance and music

kana a writing system that represents Japanese syllables

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

keep innermost tower of a castle

Khmer the Cambodian people

kiln an oven used at high temperatures to heat and harden ceramic items

knarr a Viking trading ship

kumara sweet potato

lacquer a hardened layer of made of tree sap which could be applied to surfaces to add strength

lamellar made up of overlapping metal plates or scales

lance a long wooden shaft with steel point used as a weapon by mounted knights

legitimate lawful or proper

linen cloth made from flax

linga a phallic symbol that would have originally been a feature of most Hindu temples

literacy the ability to read and write

literate able to read and write

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

longphort a fortified base

lords feudal term for aristocracy of big landowners

lymph node lump of tissue that helps the body fight infection; part of the immune system

mace iron-headed club

magistrate a court official who hears cases in the lowest court in the legal system

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mail armour comprising chain links

mandate a command or order from a superior power

martyr someone who dies for their faith or is recognised by their religion in death

mass Roman Catholic Church service

mausoleum a huge tomb

mercenary soldier who fights for money rather than for ideals or patriotism

merchant a person who buys and sells goods for profit

miasma unpleasant smells or fumes thought to be the cause of disease in medieval times

middle class a social class between the privileged nobility and the poor peasants. It typically comprised merchants and wealthier craftspeople.

missionary a person sent on a religious mission, especially one sent to promote Christianity in a foreign country

moat water-filled defensive ditch surrounding a castle

monochrome varying tones of a single colour, usually black and grey

monopoly an organisation or group that has complete control of something

Moor a member of a north-west African Muslim people of mixed Berber and Arab descent

motte a mound upon which a castle was built

Mundrum fine a penalty imposed by William the Conqueror in 1070 for the killing of a Norman. The fine was paid by the guilty person or their community to the king or lord of the person killed, and the amount paid varied according to the social status of the victim.

musket a muzzle-loading gun with a long barrel

mutton the flesh of a mature sheep used as food

New World a term for the Americas during Early Modern Times

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

nun member of a closed community of women living under religious vows and rules

oath breaker someone who goes back on their word

obsidian a type of rock that is almost like glass

occupation invasion, conquest, and control of a nation or territory by foreign armed forces

oligarchy a form of government where all power is held by a few people

origami the art of folding paper into different shapes and designs

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

pagoda a Hindu or Buddhist temple, typically in the form of a many-tiered tower

palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders

palisade tall fence made of pointed timber stakes driven into the ground

pandemic widespread across a large region

pantheon the collection of gods, goddesses and other deities worshipped in a religion

patron a person or institution who pays for a work to be created

persecution oppression or punishment of a person or group of people, usually because of their religion

perspective point of view or attitude

petroglyph a form of art where rocks are carved with images

phalanx body of foot soldiers in close battle order

philosophy the study of the principles underlying all knowledge

piety religious devotion

pigment a natural colouring material made of plant or animal tissue

pike long spear-like weapon carried by foot soldiers

pious devout, very religious

pneumonic plague a severe lung infection caused by the bacterium *Yersinia pestis*

polytheistic the belief in or worship of more than one god

pommel rounded knob at the end of a sword hilt

popolo grasso the fat people in the Renaissance. A term used to describe the wealthy.

popolo minuto the small people in the Renaissance. A term used to describe people of modest means.

porter a person who carries luggage and heavy loads

pounamu A general term for several types of hard green stone found in New Zealand which were highly valued by the Māori

primary source an object or document that was created or written in the period of time that the historian is investigating

propaganda information, especially of a biased or misleading nature, used to promote a political cause or point of view

protectorate when stronger states protect and control weaker states

rafter sloping timbers supporting the outer covering of a roof

reconnaissance a search made to gain military information

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

reeve a magistrate administering law in a village

Reformation Era the period of the emergence of Protestant churches

regent a person appointed to rule a country if a monarch is too young or ill to do so

regurgitate to vomit, or bring up the contents of the stomach or throat

reincarnation being continuously born and reborn in other lives

Renaissance period of great changes in the arts, science and learning in the fifteenth and sixteenth centuries

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

revelation a communication or message from God

rickshaw a small two-wheeled vehicle pulled by a man

Roman Inquisition a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes

ronin a wandering samurai who had no lord or master

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

ruling class kings, nobles and high officials

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

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage

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

sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine

samurai the warrior class in Japan during the Classical and shōgunate periods

sanctuary a legal concept that offered individuals protection if they were seeking refuge from persecution or punishment. The right of sanctuary was based on the idea that churches and other religious institutions were sacred and provided a safe place for those in need of protection. They were granted temporary protection from arrest, allowing them time to negotiate a settlement for their crime, or seek a pardon.

Sanskrit ancient and sacred language of India

Scientific Revolution age of scientific discoveries and achievements

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

self-sufficient able to provide for its own needs

seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

septicaemic plague a plague wherein bacteria multiply in the blood

sermon moral or religious lecture delivered by a priest

shaman a person who claims to communicate with evil spirits through mystic rituals

Shintō an ancient Japanese religion that believes in nature spirits and ancestor worship

shōgun literally ‘barbarian-conquering great general’; the Japanese emperor’s chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

siege capturing a protected place by surrounding it and cutting off supplies

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

sinew the tissue that binds bones and muscle together

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

steppe a vast plain without trees

stirrup foot supports suspended from a saddle by straps

subjective based on personal feelings rather than on facts

sultan the king or sovereign of an Islamic country

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

tapestry carpet-like wall-hanging

tariff a tax on goods imported from a foreign country

taro the root of a plant that is made edible through boiling

tea ceremony an ancient Japanese ritual of serving and drinking tea

thatch straw used for making roofs

theologian a person who is considered to be an expert in religious matters

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

thermal relating to heat or temperature

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

tithe barn a barn where peasants' produce is stored as a form of taxation

Tonle Sap the largest freshwater lake in South-East Asia

treaty a formal agreement between two or more nations

tributary a state that gives payment to another state or ruler

tribute a tax or regular payment given to ensure protection or peace

trolling lure a hook designed to trail behind a boat or canoe and mimic dying, injured or fast-moving prey

tuberculosis a serious and infectious disease that affects the lungs

typhoon name given to big tropical storms in the Pacific or Indian ocean

vassal a person who holds land for a lord, and in return pledges loyalty and service to him

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

vernacular everyday language spoken by a particular group or class

ward a district in a city or town

washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

yam a potato-like tropical plant used as food

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